Training Package

2015

Table of Contents

The Consortium

Volkshochschule im Landkreis Cham, Germany (www.vhs-cham.de) Contact details: **asikorska@vhs-cham.de**

The VHS Cham is a non-profit association in Bavaria acting on a regional level with 52 employees and 250 freelancers. It provides courses in the field of society, vocational education, languages, health, culture and has long term experience in course development with a specific focus on languages.

Agenzia per lo Sviluppo Empolese Valdelsa ASEV, Italy (www.asev.it) Contact details: **info@asev.it**

ASEV has been created in 2002 with a mixed public private capital by the municipalities and social partners of the Empolese Valdelsa district. Its purposes are: organizing professional training, and planning new strategies for economic, cultural, social and tourist local development.

Uniwersytet Łódzki, Poland (www.uni.lodz.pl) Contact details: **marcin.gonda@uni.lodz.pl**

The University of Łódź (ULO) is one of the largest Polish universities with about 40,000 students and 4,000 personnel in 12 faculties and interdisciplinary units. One of them is the School of Polish for Foreigners which is the oldest and largest centre in Poland in teaching Polish as a second language. The School offers various cultural activities which makes ULO a recognizable multicultural educational centre in Poland.

Language Education and Partnerships Ltd, UK (www.leaponline.eu) Contact details: **emilia@leaponline.eu**

LEAP is a private organisation that offers a range of educational and training services for learners, trainees and educators. These include foreign language and culture classes for learners of all ages, professional development training events for established and aspiring teachers and educators, both in the UK and abroad.

The University of Wolverhampton, UK (www.wlv.ac.uk) Contact details: networks4excellence@wlv.ac.uk

The University of Wolverhampton is a vibrant and modern institution, prioritizing knowledge, innovation, and enterprise with a student body of 23,000. Close links with employers allow for the development of optimal courses delivered by a team of enthusiastic, supportive lecturers and trainers. Key strands of activity include publications, resource creation, teacher training events, CPD, accreditation, consultancy, research and dissemination.

Universidad de Extremadura, Spain (www.unex.es) Contact details: **mricogar@unex.es**

The University of Extremadura is an institution that has approximately 25,000 students. The academic programmes offered by the UEX includes more than 90 university degrees and masters, doctorate studies, specialized courses, research programs, international summer courses. The research group GEXCALL has experience in the development of online language learning resources as well as the development of learning objects, tasks and computer gaming.

Consortium Disclaimer

This publication has been elaborated in the course of the Lifelong Learning (Key Activity 2 Languages) project *LiMe – Languages in Media*.

Please note that the national reports were written with the purpose of providing background information for the internal partner project teams only. Therefore they are not intended to be used as a reference source for external parties and the LiMe project partnership takes no responsibility for their use in this way.

List of Acronyms

BBC	British Broadcasting Corporation
CEFR	Common European Framework for Languages
CELTA	Certificate in English Language Teaching to Adults
CIPD	Chartered Institute of Personnel Development
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
EAL	English as an additional language
ESL	English as a second language
ESOL	English for speakers of other languages
ELT	English language teaching
GP	General Practitioner
KOL	Knowledge of language and life
LiMe	Language in Media
LTIM	Long term international migration
NHS	National Health Service
NQF	National Qualifications Framework
NRDC	National research and development centre for adult literacy and numeracy
ONS	Office of national Statistics
PGCE	Postgraduate certificate of education
TEFL	Teaching English as a foreign language
TESOL	Teaching English to speakers of other languages
UKBA	UK Border Agency

Introduction:

This training package addresses how to use media in language learning and teaching and is aimed at migrant learners, their language acquisition and their cultural integration. The key target users of the training package are language teachers, teacher trainers and those persons who support language acquisition and integration of migrants into society.

The training package is based on the results of research and pedagogical information related to the used media in the partner countries – Germany, Italy, Spain, Poland and the United Kingdom. The content of this training package includes information on the research from the consortium, a how-to guide on how to access the learning platform, information on the CEFR levels A2, B1 and B2 which the LiMe project is aimed at, pedagogical information on media in the classroom as well as an overview of the resources. In addition to the how-to guide featured in this training package, should the user need further support, the online platform also hosts a detailed video to guide the user through the online platform.

The Training package is intended to work as a tool for the user, offering the choice of selecting the necessary section for support and guidance in using the platform and in addition it hosts a variety of user-friendly teaching guidance.

Appendix 1 contains the twelve online media resources and Appendix 2 contains a repository of further media resources in template format.

It is important to note that the platform is not a substitute for evaluation but a means to provide more interactive media into modern language learning classrooms. The materials have been adapted to standard CEFR levels, however it is vital that teachers adapt the materials to suit their individual students' needs.

Country Specific information

## National Report Information from WP2

During the beginning of the project the partners conducted research in each of the partner countries. The research began with desktop research and ended with a two-fold surveying with both foreign language teachers and migrant language learners in each of the partner countries. The findings and outcomes of the research and contextualization phase of the LiMe project served as the basis for this training package. It was important to the partners to take into account the training of language teachers and to develop a training package to enhance their knowledge.

Not only did should this training package serve the purpose to enhance the teachers' knowledge, but also to meet their demands and their learners' demands. The questionnaires asked the teachers to offer their wishes and wants for learning and these were then put into focus when the partners created the resources. It was important to offer some new materials to push teachers out of their comfort zones, but it was equally important to offer resources which teachers are comfortable with using in order to offer them more variety in their courses.
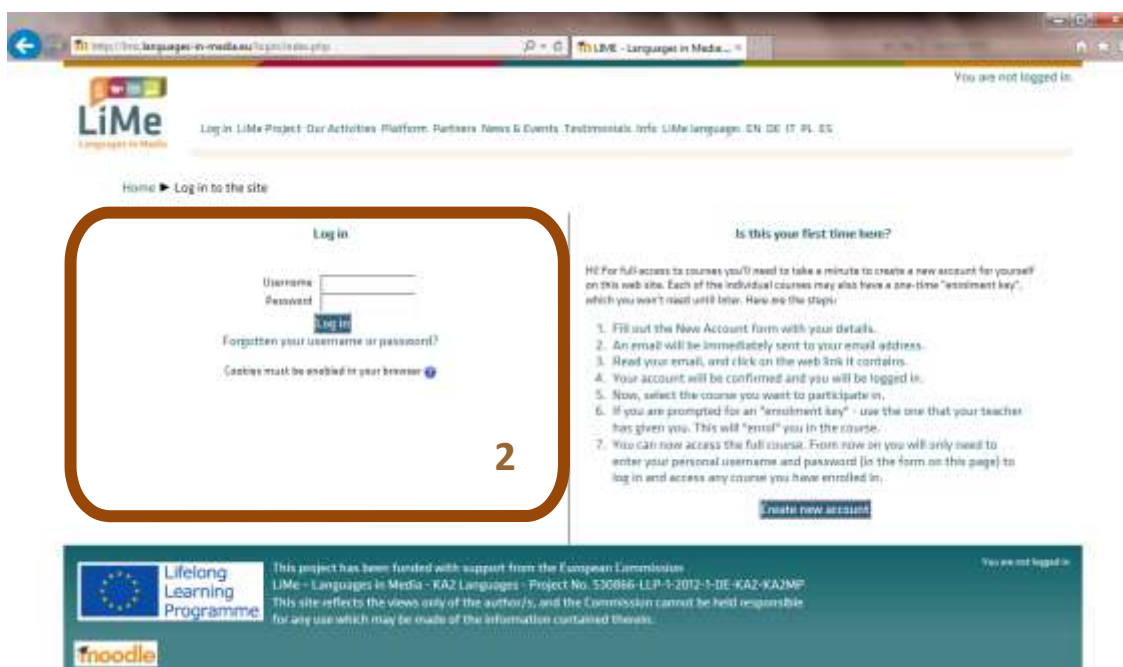
# How to access the platform

The Platform address: http://lms.languages-in-media.eu
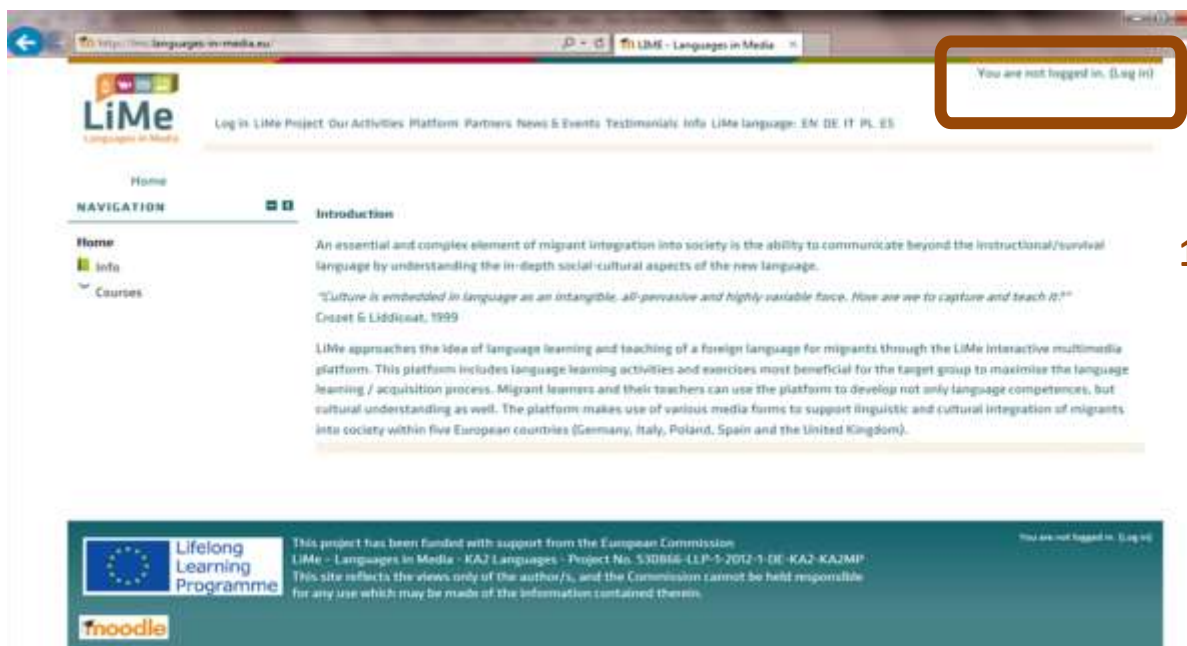
The front page of platform contains information about the LiMe project. In top right corner of page is located link to a login page **(1)**. It is required to click "Log in" link to open the login page of platform.

Enter your login

The login page of platform contains two fields which should be filled **(2)**.**The list of categories (3)**
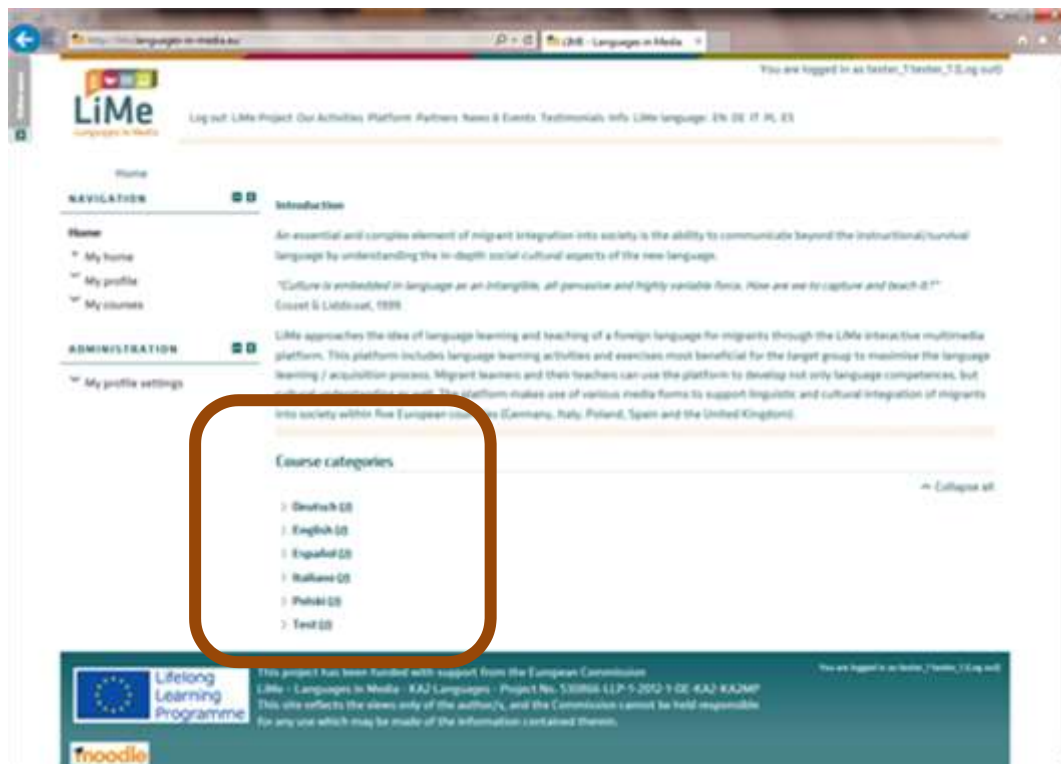
Users (course managers) after login have courses on the platform. Courses are divided into five categories **(3)**. Courses placed in "Test" category were created for testing only. Using this category Course Managers can practise adding and managing activities.
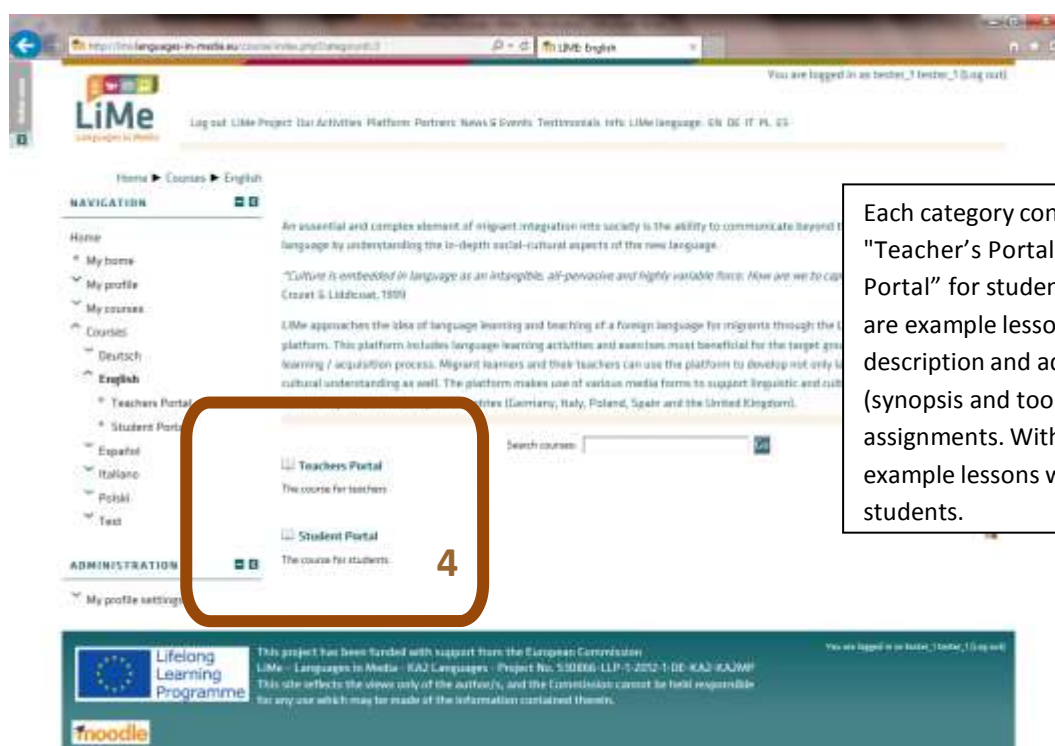
Each category contains two courses: "Teacher's Portal" for teachers and "Student Portal" for students **(4)**. Within first one there are example lessons for teachers with description and additional information (synopsis and toolkit) and examples of assignments. Within second one there are example lessons with assignments for students.
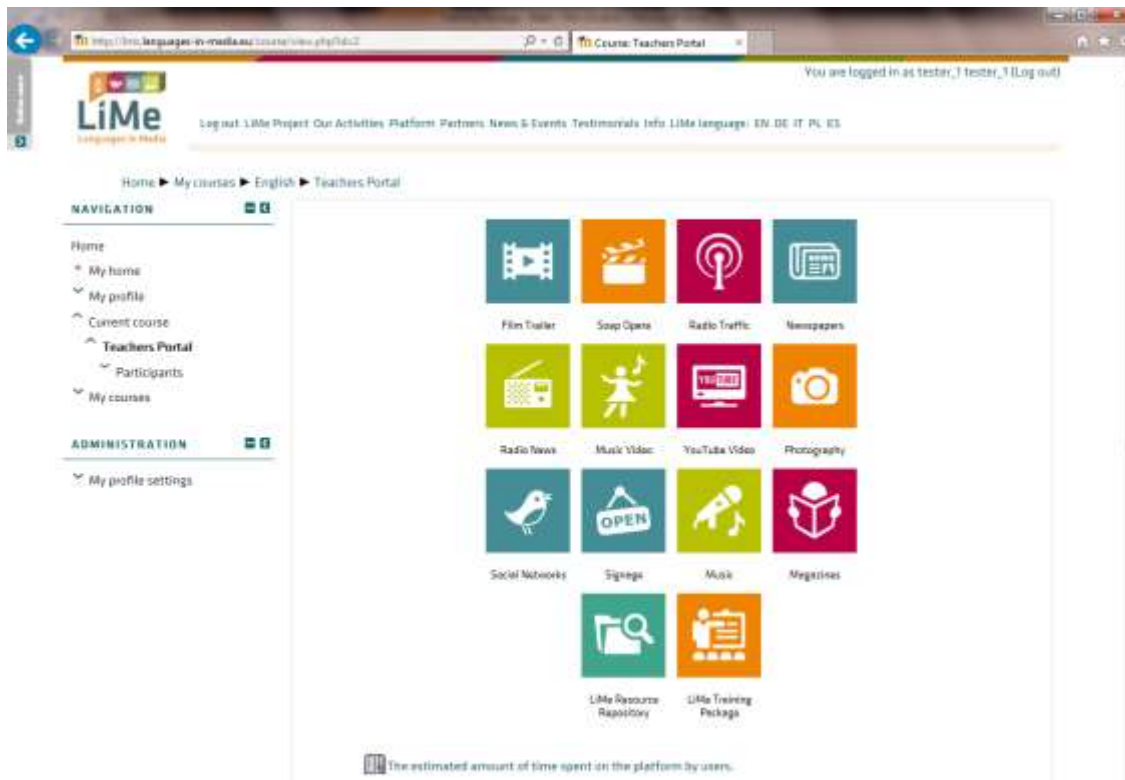
After opening chosen category user is moved to the introduction page containing materials to the lesson and a description of **Toolkit** and **Synopsis**.

The course is divided into 12 sections **(5)**. Each section has own icon

The introduction page of lesson

This page contains links to webpages with lesson for A2 level, B1 and B2.

The page of lesson

Content of lesson consists of the text and links to assignments added to the lesson. The links are underlined by default.

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The page of Assignments

The assignments are in many different types. The course includes assignments like **crosswords**, **fill gaps** and **matching sentences** or **words and definitions**.

CEFR Outline

The Common European Framework divides learners into three broad divisions that can be divided into six levels. The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level. The project LiMe aims to create resources for A2 to B2 CEFR levels.

Level group	Level group name	Level	Level name	Description
A	Basic User	A1	Breakthrough or Beginner	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
		A2	Waystage or Elementary	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B	Independent User	B1	Threshold or Intermediate	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and
		B2	Vantage or upper Intermediate	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C	Proficient User	C1	Effective Operational Proficiency or Advanced	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express ideas fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
		C2	Mastery or proficiency	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Media in foreign language classrooms

(LiMe - WP2 Report, 1.1 Existing research on the use of media in foreign language education)

Media have always been regarded as an important tool in teaching foreign and second languages. In the educational context media are defined as *a channel or system of communication, information, or entertainment or something (such as a magnetic disk) on which information may be stored* (Chan et al., 2011: 2).

Ohm (2010: 207) classifies educational media as follows:

1) *according to sensory channels addressed by the media*; he lists three categories

of media: *auditive media* (e.g. piece of music, radio programme etc.), *visual media* (e.g. picture, silent film etc.) and *audiovisual media* (e.g. sound film, TV programme etc.) , or

2) *the manner in which the conveyed information is coded*; he lists the following three

categories of media: *verbal media* (e.g. radio programme, book etc.), *pictorial media* (e.g. picture, silent film etc.), *multicodal media* (e.g. text with illustrations, sound film etc.) (Chan et al., 2011: 3-4).

Another interesting classification of educational media was made by Laurillard (2002) who described media types according to the essential forms of activities which can be supported by them.

She distinguished the following media types:

1) *narrative media* (*linear presentational media that are non-interactive and non- computer-based)*, e.g. print, audiocassette, TV or film,

2) *interactive media* (*computer based presentational media which allow users*

to navigate and select content); e.g. hypertext, hypermedia, multimedia resources,

3) *adaptive media* (*computer based media that can change their state in response to the users actions)*, e.g. simulations, virtual environments, tutorial programmes,

4) *communicative media* (which *serve the purpose of enabling discourse, that is , bringing people together to discuss and interact through text/graphics, audio, video and any*

combinations of these), e.g. computer mediating discussions/conferencing, and

5) *productive media* (*which enable learners […] to build something or author their own*

contribution) (Chan et al., 2011: 4-5).

Traditionally, the popularity and attractiveness of a certain type of media in foreign language education has been associated to the popularity of certain teaching methodologies. For instance, during an era where audiolingual resources were most prevalent, the tape-recorder, which enabled audio-recording, was regarded a very important learning and teaching tool; whereas, in the following audio-visual that proceeded, video (film) was regarded as a much more effective tool (Byram ed., 2004: 394-395).

Therefore, there are number of guides for teacher in many languages available for those interested in using particular types of media: a newspaper, video (film), drama, music and song and (quite a few up until now) on how to use the Internet in the classroom (e.g. see the titles in the Resource Books for Teachers series) (Maley, ed.).

In the last decades of the twentieth century *the language revolution* (Crystal, 2001; 2004) began, influenced mainly by the use of the internet. According to Crystal (2004: 5), the Internet technology *supplemented spoken and written language with a linguistically novel medium of communication, and raised fresh questions about the way language will continue to evolve*.

In the twenty-first century, the use, role and influence of the Web is growing which makes the study on educational technology very attractive to interdisciplinary group of social and media scientists, psychologists and linguists (Byram ed., 2004: 397). They claim that *language pedagogy cannot and should not be immune to the advantages the Internet offers – in information, in resources for global communication* (Maley, foreword to: Windeatt, Haridsty, Eastmen, 2000: 1), as well as in autonomous learning self-evaluation (Byram ed.,2004: 396-397) and interactive communication (Chan et al., 2011:11). The Internet is valued for *immediate, cost-effective and wide-ranging access to authentic language-learning materials, irrespective of the level and location of language learners and teachers* (Byram, ed. 2004: 311).

Despite of the above view, the attitude of language teachers towards new technologies, especially the Internet, is *emotion-driven* – among them, there are those *in whom it evokes anxiety and confusion* and those *whose uncritically enthusiastic embracing of the Internet may produce equally negative results*, because *a fascination with the technology at the expense of sound pedagogy can only be harmful, for all its superficial attractions* (Maley; ibidem).

Furthermore, there does not seem to be an agreement among the researchers on the effect of media on learning. Some of them (as Clark, 1983; 1994; after Chan et al., 2011: 7-8) claim that media does not influence the learning of foreign/second languages, but the instructional methodology only. Others believe that *media are more than mere vehicles of learning and can be used more productively as tools to support learners' cognition by freeing them from unproductive cognitive tasks and allowing them to focus more fully on the construction of knowledge* (Jonassen et al., 1994: 31; after: Chan et al., 2011: 9). However, also the proponents of the latter opinion claim that *it should be the pedagogical goals that drive the technology, and not the other way around* (Chan, ibidem: 14). Nowadays, the researchers focus mainly on examining the role and function of audiovisual and electronic media in increasing motivation in foreign and second language learners, communicative and cultural competences, as well as the strategies of mediation, independent learning and self-evaluation

Teaching Guidance

This section includes the training tips and notes for the teachers on each of the individual resources on the Moodle platform. For each resource, there are lesson plans for A2, B1 and B2 courses.

At the beginning of the resource there is a synopsis which is included and gives the teacher/instructor a brief overview of what they shall expect to find in the lesson plans to follow. Each lesson plan begins with a box which includes vital information for the upcoming lesson plan. Each piece of information serves as a preview and gives the instructor an ideas what to expect

Summary of Content: This section should provide the trainer with a quick overview of what they should expect to get from the resource and level.

Skills Developed: Skills which will be developed and enhanced through the various activities in the lesson plan. This serves the purpose to inform the teachers what to expect and quickly differentiate the aim of t

Summary of contents:	Students will become familiar with newspapers by browsing local newspapers and their advertisements. Students should become familiar with the abbreviations which are used and also with the topic of local newspapers.	Skills developed:	▪ Reading ▪ Classifying ▪ Speaking ▪ Writing ▪ Developing linguistic skills
Activity:	Newspaper advertisements – replying to ads and creating your own advertisement	Material:	▪ Regional newspaper, e.g. The Express & Star ▪ National newspaper, e.g. The Times ▪ Computer with Internet access ▪ Dictionary (online or paper) ▪ Scissors and highlighter
Features:	Size of apartments and houses, costs for renting and buying places to live, things to buy, acquire information about the local newspaper – where to buy it, how much it costs, what to expect etc.	Learning Outcome:	Learners should be able to develop an understanding for abbreviations used in the advertisements found in local newspapers and they should learn how to use them.

Feature: This box will detail the socio-cultural factors which will be addressed in the resource – country specific information.

Material: The materials box summarises for the teachers which items they will need in order to fulfill the tasks in the resource.

Activity: The activity which will take place in the lesson plan is quickly summarised in a few words.

Learners Outcome:

This box details what the learners will learn in each session

Following the information box, each resource lesson plan follows a similar consistent layout. For each lesson plan, there is a warm-up activity, following by several tasks and then it concludes with an extension/homework activity. The warm-up activity may be some discussion points or an activity which should be completed by the students. The tasks then vary in length and may consist of discussion topics, matching activities, writing exercises, grammar etc. The extension/homework activity can be done when there is extra time in class or during the students own time in order to check for intercultural understanding as well as language learning.

The next pages will include lesson plans for the following forms of media:

- movie trailer,
- TV soap opera,
- Radio traffic,
- Newspaper,
- Radio news
- Music video.

Ideas Bank

Online resources for learning English Language and culture

Activities and Materials

http://learnenglish.britishcouncil.org/en/

http://learnenglish.britishcouncil.org/en/fun-and-games

Grammar and exercises

http://learnenglish.britishcouncil.org/en/writing

http://learnenglish.britishcouncil.org/en/ielts

http://www.bbc.co.uk/skillswise/english

http://www.edufind.com/english-grammar/english-grammar-guide/

http://www.talkenglish.com/

http://www.cambridgeenglish.org/test-your-english/adult-learners/

Online dictionaries

http://dictionary.cambridge.org/dictionary/british/

http://www.collinsdictionary.com/dictionary/english

http://www.oxforddictionaries.com/

English Culture

http://www.learnenglish.de/britishculture.html

http://www.britainexpress.com/History/english-culture.htm

http://www.englandforever.org/art-and-culture.php

Useful Links

News:

BBC (http://news.bbc.co.uk) – reputable, apolitical global news source.

The Guardian (http://guardian.com) – comment and analysis on news, culture and sport across the globe.

The Independent (http://independent.co.uk) - comment and analysis on news, culture and sport across the globe.

The Times (http://www.thetimes.co.uk/tto/news/) – subscribe for comment and analysis on news, culture and sport across the globe.

The Telegraph (http://telegraph.co.uk) - comment and analysis on news, culture and sport across the globe.

TV:

BBC iPlayer (http://www.bbc.co.uk/iplayer/) – watch BBC television programmes from the last seven days free online.

4od (http://www.channel4.com/programmes/4od) – watch selected Channel 4 programmes free online.

ITV Player (https://www.itv.com/itvplayer/)– watch selected ITV programmes free online.

Netflix (https://www.netflix.com/?locale=en-GB) – subscribe to this video on demand service and stream films and television programmes from the online Netflix library.

Amazon Instant (www.amazon.co.uk/AmazonInstantVideo) – subscribe to this video on demand service and stream films and television programmes from the online Amazon Instant library.

Radio:

BBC Radio iPlayer (http://www.bbc.co.uk/radio/) – listen to the BBC's radio programmes from the last seven days online.

NPR (http://www.npr.org/) – listen to America's National Public Radio station online.

Film:

IMDB (http://www.imdb.com/) – the Internet Movie Database for trailers and details about films.
Film Dates (http://filmdates.co.uk) – look up the UK release schedule by month, find out which cinemas films are playing in.

MUBI (http://mubi.com) – subscribe to watch films curated by MUBI's experts. You have a month to watch each film, and a new film is added every day.

Social Media:

Twitter (http://twitter.com) – share content with your 'followers' in short bursts of 140 characters or less.
Facebook (http://facebook.com) – share content with your 'fans' and 'friends'.
YouTube (http://youtube.com) – watch and share video content for free.
LinkedIn (http://linkedin.com) – keep in touch with people in your professional network, create an online version of your CV.
Pinterest (http://pinterest.com) – collate 'boards' of visual images, upload and tag images that link back to your website that others can 'discover' when they search for words or phrases.
Storify (http://storify.com) – collate a collection of tweets that can be embedded on your website.
Hootsuite (http://hootsuite.com) – manage multiple social media platforms from one account and schedule posts in advance.

Blogging Platforms:

WordPress (http://wordpress.com) – build your own free website, ideal for written content.
Blogger (http://blogger.com) – build your own free website.
Tumblr (http://tumblr.com) – build your own free website with 'rebloggable' content, ideal for mixed media (e.g. images and videos).