Songs in Europe

Songs in Europe

Collection of learning methods

During the Songs in Europe project, a lot of teaching and learning methods were used.

They were all collected and will be described with short statements and keywords further down. If possible short videos will be added.

1.- INTRODUCTION PARTICIPANTS/STAFFS

Sitting round

Sitting on chairs in a round, each person introduce themselves with name, age, home country, region/town and a short statement why he/she is here and what his/her preference is for the project.

As warm up before dancing

Each person does individual gesture or two/three words which is important for him/her, the next person repeats it before adding their move and so on.

An Example

https://www.youtube.com/watch?v=TKAHkXjnEE0

2.- LANGUAGE SKILLS

Self-learn course

At the beginning of project the participants received a self-learn course for use at home.

Participants do their own speed and aims by learning. (Do you mean Participants learned at their own speed?)

This method was used by participants who have basic knowledge of English language.

The course was recommend by EU, for preparation to EU language certificate of A2/B1 level

Short video

https://www.youtube.com/watch?v=OKpeJaiXJrE

Presence course

For absolute beginners a present course in an adult education school is better.

The Spanish participants do so.

Here an extract of course description

5.- METHODOLOGY

As we know, the final objective in the teaching of a foreign language is achieving communicative competence in that language, that is, being able to use the language appropriately for different communicative purposes. In order to do so, pupils will be motivated and encouraged to use the language in class, in situations which are as natural as possible. An emphasis on significant learning, that is, on meaningful and useful stretches of language used in context, will increase pupils' motivation to study the foreign language. Suitable conditions will be provided for learning to take place, while allowing pupils to actively participate in their own learning process, and to reflect upon their own responsibility in the process. Learning-to-learn strategies must be developed, so that little by little the students may become autonomous learners, constructing their own hypotheses on the appropriate form and function of structures after observing use in context. Errors and mistakes are considered as a part of learning process, where spontaneous communication and fluency are more important than accuracy, and for this reason, students will use all linguistic an. Students must have extensive exposure and practice in both the oral and the written codes, so that they may assimilate and ultimately produce coherent and cohesive discourse using the four basic skills of listening, speaking, reading and writing, in order to communicate effectively.

Pupils will work individually, in pairs, in small groups, in order to maximise participation in class, and therefore to maximise learning.

The activities will be varied and interesting and should cover the four linguistic skills, although we would focus more on oral skills; games, songs, role-plays, use ICTs, are some of these activities.

Lessons will be taught in English as much as possible. The teacher will use Spanish whenever necessary, for reasons of efficiency or complexity

In short, it will be an active, flexible and participative methodology.

The whole document added at the end

To improve language skills, it is important that the learners use the language in both the written form and speech.

<u>Integration of participants in on going work during actions</u>

Participants present / introduce their region, do guided tour in towns of action, give reports about the project groups on-going work, do lessons or give short reports to project contentsThe participants needs a high A1 better or a good A2 / B1 level for doing so

For participants with only A1 level a method is, let them do the translations, so daily conversations, like asking for key in accommodation, order meals and drinks, asking for directions or todays program and so on.

<u>Video phones / Skypes</u>

Doing video phones between project groups about project contents, like comparison, are very close to face to face meetings. This organized meeting could be very well prepared by participants. There is a theme to speak about, a time and a given form with a little bit pressure.

<u>Posts / statements in blog or on Facebook</u>
Writing in a blog or Facebook improves the understanding of the language and personal language skills, as it involves reading and writing.

3.- TO GET IDEAS FOR ACTIONS, CONTENTS OF LESSONS ETC.

<u>Brainstorming</u>
All persons wrote down the first thoughts they had after being given a key word like "dance" we like to show, songs I know etc.
5 min time for each key word
Later all ideas/answers are listed on flip chart.

Participants do so, for getting their list of best known song lists–

4.- IMPROVE REGIONAL IDENTITY

Creating a video to present the own region

Participants write screenplay for video. In doing so, they speak about regional / local important contents like towns, touristic highlights, landscapes, handcrafts, typical animals and flowers, typical symbols. Topic project themes, like songs and dances in Songs in Europe project, are involved of course.

Participants realize, by thinking about those things, what their local / regional homeland and identity is.

Doing presentation for organization identity

Every project include a presentation of all partners are in. Specially young or new staffs / teachers get better identification with their organization, if they do their own presentation of it. The same question as in video screenplay for participants are asked here, who we and I are, what we and I want, what is our/my point of view in this project.

5.- IDEAS TO IMPROVE SELF-CONFIDENCE

Being on stage

Singers and dancers in typical situations are being on stage in front of a crowd.

In projects, this sort of situation could be public singing hour in a pub, solo song in workshop or really being on stage at a festival. It depends on the project leader and participants which sort they like. In Songs in Europe we had all forms, public singing hour, solo singing and be on stage with a group at festivals. This positive experience improved the participant's self-confidence. "One Time a star on stage in front of a crowd, that`s it. And I have done it"

Doing dissemination reports

Participants and staffs take lots of new experience home from being abroad. Public reports with photos and videos done by involved participants are one part of dissemination and also possibility to improve self-confidence. Elder participants are shy often, they don`t like to speak in public. Doing dissemination reports are situations participants can organize well. They can test it at home and discussions are normally short at the end. All aspects about the report can be controlled by them.

The visitors are normally friends or family or other project participants, the number of complete unknown people is low. To get more self-confidence speaking in front of people this method is a good start.

Doing small reports or guided tour during actions
Here it is the same as above, speaking free in a controlled situation with a friendly audience helps towards improving self-confidence.

6.- IMPROVE COMPUTER SKILLS

One focus here was on technical steps in surroundings with videos

These technical steps, like video download from camera, video cutting, creating new videos, title, upload etc. is best learnt by learning by doing with a staff in background. Songs in Europe use free software Moviemaker for it and YouTube for uploading.

Other technical terms like creating QR codes or converting of videos into mp3 files were also learnt by learning by doing with different software.

Using new media

The learning by doing method was the best to learn and get experience.
First steps were done by the learner sip pairs with staff in background.
Later on everyone worked on their own.

Before starting with anything like creating accounts, download software, do posts etc. a lesson about formality and data protection was given by a staff member. For this frontal teaching was used. Information sheets were given out to learners.
Staff informed about the contract one agrees to by opening an account or downloading software like Skype, so called terms and conditions.He spoke about data memory space, data protection and laws for it. He explained "the way of data" from user to addressee, and he showed the importance of personal settings by using new media.

One partner works with written contracts between participant and organization about using personal photos and videos that include the participants, to post on blog, Website or Facebook.

Media learned and used

Mailing   Email communication was used by everyone with different email browser.

Video phone   Skype

Google account

Blog   blooger.com.

Facebook

youTube

7.- LEARNING SONGS AND DANCES

Workshops were used to teach songs and dances.

The main method had 3 to 4 steps

First step

- Show an example with professional / good singers or dancers

Second step

- Shown by a teacher, imitated by the group,
- developing step by step/ line by line, the whole song or dance.
- By teaching songs, learner gets a sheet with lyrics and notes

Third step

- Repeat the whole song / dance two to three times

Fourth step

- Repeat the song / dance in step one to three on the next action

Example

Song line by line

https://www.youtube.com/watch?v=zAPuYT-41TA

Dance step by step
https://www.youtube.com/watch?v=olmp8uYONws

Another method for teaching / learning songs used in songs In Europe project was
<u>Preparing before start with given sheets for individual exercising</u>
Learners received sheets with notes and lyrics of new songs in the last action / 4 weeks before action, to exercise individual at home before next action starts.
Results are very good with this method if lyrics are not too difficult.
Also youtube links for songs were sent by mail to have good example for songs

<u>Direct transfer</u>
Some melodies were transferred just hear the melody and repeat it with own instrument, sometimes later on the notes were written down.

<u>Songbook</u>
For transfer of songs and self-learning/ exercising at home a songbook with songs learnt during Song in Europe project were collected and summarized.

Link for downloading
http://naturpark-duebener-heide.com/sie.htm

<u>Videos</u>
For transfer of dances and self-learning / exercising at home, videos were done from learnt dances.

Link for Downloading
http://naturpark-duebener-heide.com/sie.htm

8.- BEING STAFF
<u>Self-Feedback Videos</u>
Staffs could use the videos to see themselves in action, to assess themselves to see good practice and faults to improve.

Or they learn from examples of college.

Two examples

Teacher Video experienced teacher

https://www.youtube.com/watch?v=PmHcxK6egfM

teacher video young teacher

https://www.youtube.com/watch?v=Qsp6UuSD_gI

Best practice

Videos

Videos of best practice were done during project and could gave to staffs as DVD

Some example of best practice

Warm up singing I

https://www.youtube.com/watch?v=V9tk6-uCL8k

warm up singing II

https://www.youtube.com/watch?v=GwEBVEcQSwo

warm up modern dance

https://www.youtube.com/watch?v=tRxWIhXU1Jw

cool down modern dance

https://www.youtube.com/watch?v=Wgvy1sAehzo

more videos are possible, please send a mail to

info@naturpark-duebener-heide.com

9. - WORK IN LOCAL PROJECTGROUP

Work with local project group was based on monthly project meeting.

Staffs used project method as basis.

Participants organize contents of project by themselves with impulse of staffs.

Staffs only look for that project necessaries aren`t forget or get out of focus.

ENGLISH WORKSHOP FOR BEGINNER STUDENTS

A.E.P.A. Garrovillas de Alconétar

Participant teacher: Mª Luisa Pulido Muro

1.- JUSTIFICATION

The possibility of communicating in a foreign language constitutes a need in our society today. There is an urgent need in the framework of United Europe, but also, in the framework of travel, cultural exchanges, the communication of news and knowledge, people movements and so on.

There are several educational reasons for teaching and learning a foreign language:

_ The achieving of communicative competence and the knowledge of a language provide a great aid for a better comprehension of one´s own language.

_ To enter in contact with other cultures through the channel of this channel favours the comprehension of and respect towards other ways of thinking and acting and provides a more extensive and a richer view of reality, and

_ In a multilingual country such as Spain, which has a great variety of language, the learning of foreign languages alongside the others, has a full sense, because different languages are not competitive, but rather they carry out essentially the same functions and they contribute to the same cognitive and communicative development.

So, organizations, such as the Council of Europe have given recommendations to the governments of the member states in order to ensure that all sections of their population have access to effective means to learning foreign languages.

The CEF, developed by the Council of Europe, encourages us to learn languages and develop our ability to communicate with people from other countries and cultures.

It has educational and social aims –closely linked- and includes the following:

_ To encourage the development of language skills, so that we can work together more effectively.

_ To encourage the development of intercultural awareness and "plurilinguism".

_ To examine and define 'what we can do' with a language.

_ To encourage learner autonomy and lifelong learning.

2.- PARTICIPANTS

This workshophas been designed for adult students who do not have (or not much) knowledge of English. Most of them are at the age to enter the labour market and they need to learn English in order to access to that. Others study English just for fun and put their knowledge into practice.

3.- SPECIFIC OBJETIVES

_ To listen and to understand messages in different oral interactions related to their experiences and real life situations.

_ To express and to interact orally in common situations using oral and non-oral procedures adopting a respectful and cooperative attitude.

_ To read and understand different texts related to their interests and experiences in order to extract general and specific information according to a previous purpose.

_ To write different texts with different purposes based upon previous knowledge learnt in the classroom with the help of examples/models.

_ To learn to use with a progressive autonomy all the resources including the information and communication technologies, to obtain information and to communicate in a foreign language.

_ To value the foreign language, and languages in general, as a means of communication and understanding between people from different cultures and origins and as a tool of learning different contents.

_ To show a receptive, interested and self-confident attitude in their own ability of learning a foreign language and the use of it.

_ To use the previous knowledge and experience in other languages in order to acquire a foreign language in a more autonomous, effective and quick way.

4.- CONTENTS

_ **Functions**

-Greetings

-Asking for and giving personal inforamation: name, age, addres, nationality,...

- Introducing people

-Asking for and giving information about family and friends.

-Asking for and giving information about lifestyle.

-Asking for and giving information about job.

-Asking for and giving information about free time.

-Asking for and giving directions.

-Permission, possibility.

-Expressing likes and likes.

-Asking for and giving opinions.

- Managing in different places: airport, hotel, restaurant, shops,...

_ **Grammar**

-Verbs *be* and *have got.*

-Personal pronouns.

-Singular and plural nouns.

-Articles.

-Possessive adjectives, possessive *s.*

-Adjectives.

-Present and past simple.

-Adverbs of frequency.

-Question words.

-Can, cant.

-There is/are/was/were.

-Object pronouns.

-Like+ver-*ing*.

Vocabulary

-Numbers

-Countries and nationalities.

-The alphabet.

-Classroom language.

-Small things.

-People and family.

-Colours and common adjectives.

-Common verbs.

-Food and drink.

-Jobs and places of work.

-Parts of the day, days of the week, months, seasons.

-Prepositions of place.

-Daily routines, activities.

-Irregular verbs.

- Ordinal/cardinal numbers.

-Places: airport, hotels, restaurant, shops,…

-Time.

-Weather.

5.- METHODOLOGY

As we know, the final objective in the teaching of a foreign language is achieving communicative competence in that language, that is, being able to use the language appropriately for different communicative purposes. In order to do so, pupils will be motivated and encouraged to use the language in class, in situations which are as natural as possible. An emphasis on significant learning, that is, on meaningful and useful stretches of language used in context, will increase pupils' motivation to study the foreign language. Suitable conditions will be provided for learning to take place, while allowing pupils to actively participate in their own learning process, and to reflect upon their own responsibility in the process. Learning-to-learn strategies must be developed, so that little by little the students may become autonomous learners, constructing their own hypotheses on the appropriate form and function of structures after observing use in context. Errors and mistakes are considered as a part of learning process, where spontaneous communication and fluency are more important than accuracy, and for this reason, students will use all linguistic an. Students must have extensive exposure and practice in both the oral and the written codes, so that they may assimilate and ultimately produce coherent and cohesive discourse using the four basic skills of listening, speaking, reading and writing, in order to communicate effectively.

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In short, it will be an active, flexible and participative methodology.

6.- ASSESSMENT CRITERIA

-Use the new vocabulary and structure to communicate in common situations to produce short and simple communicative oral texts and participate in simulated real life situations in pairs and groups using gestures and body language to communicate more effectively

-Listen to and understand oral texts related to the objects and situations familiar to the students and represent them with actions, showing comprehension by answering questions, etc.

-Understand simple texts and stories related to pupils' interests with help of visual aids and by using reading strategies, such as skimming, scanning, deducing meaning from the context and the use of dictionary in order to improve reading skills.

-Produce simple communicative texts.

-Value the foreign language as a means of communication through e-mail and letters to people from other countries and with different cultures

-Learn to use the different resources available, including ICT's.

-Recognise and respect different cultural aspects and value the language as a vehicle of transmission of values and positive attitudes towards differences.

-Show interest and confidence when using English to communicate, showing interest and respect towards the English language, its culture and its speakers.

7.- MATERIALS

_ Printed resources: supplementary material, magazines, dictionary, textbook, maps,…

_ Audiovisual material: computers and the Internet, foreign language websites, skype, DVDs.

8.- TIMING

This workshop will be developed during two academic years: 2013-2015.

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