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EDUCATION INNOVATIONS TRANSFER CENTRE

Language learning / teaching projects



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Language learning / teaching projects



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NPAD- 2015/10009 

**Innovative Vocational Foreign Language Teaching-
a Key to Adult Learning Motivation**

NORDPLUS: 

SCANDINAVIAN AS A SECOND LANGUAGE – ALSO IN BALTIC COUNTRIES

NORDPLUS: 

EFFECTIVE LANGUAGE LEARNING FOR PEOPLE AGED 18-30

ERASMUS+ 

LANGUAGE LEARNING FOR „SCREEN“ GENERATION

Findings within

EFFECTIVE LANGUAGE LEARNING FOR PEOPLE AGED 18-30

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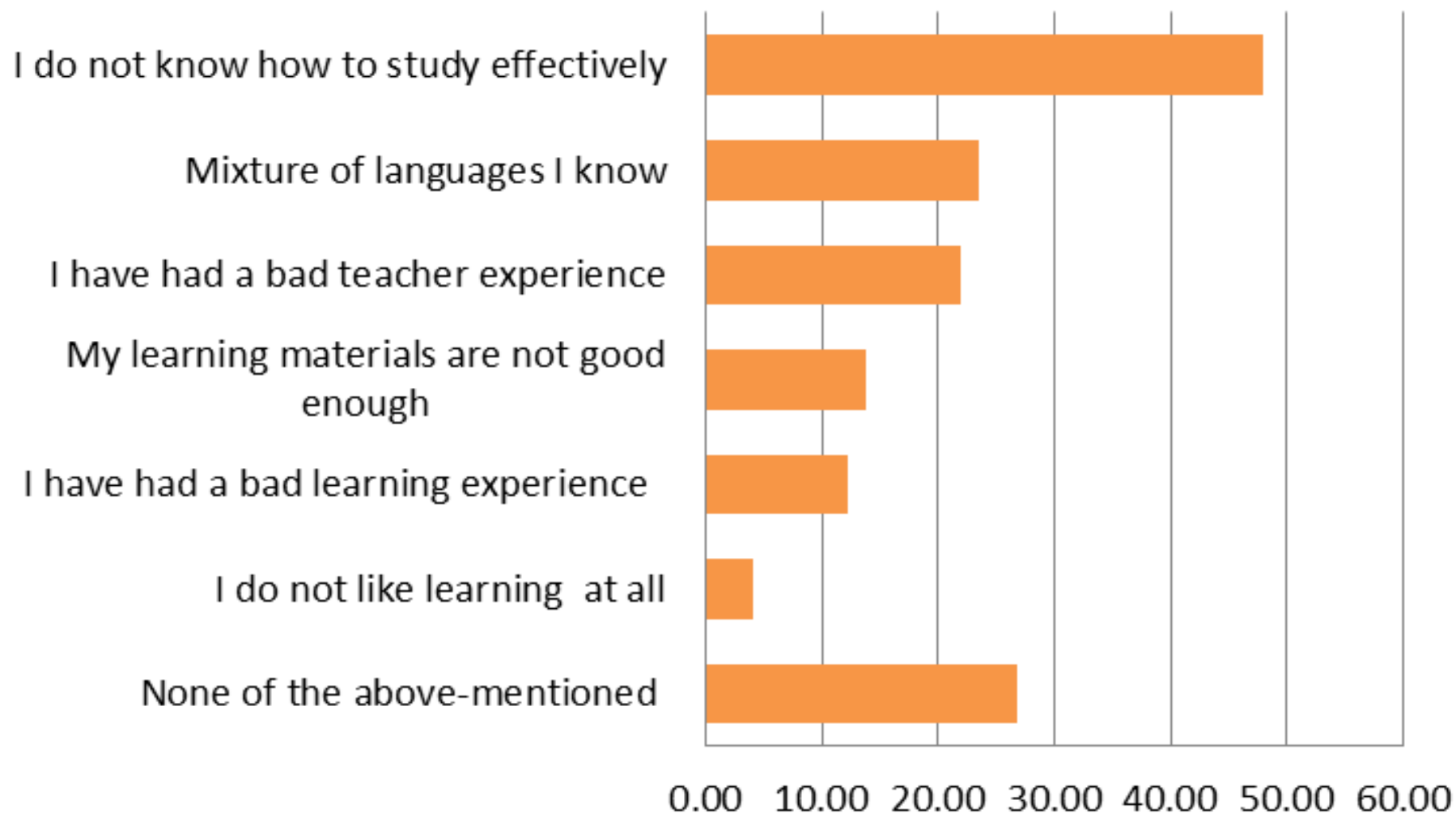
□ Nordplus project AD-2012_1a-29721

- The survey, aiming to analyze the major **difficulties** that people aged 18-30 face **when learning foreign languages**
- **trainers / teachers / educators** who provide language training for people aged 18-30 **interview with the aim to identify successful language learning methods and techniques.**

Learning experience (% of respondents)



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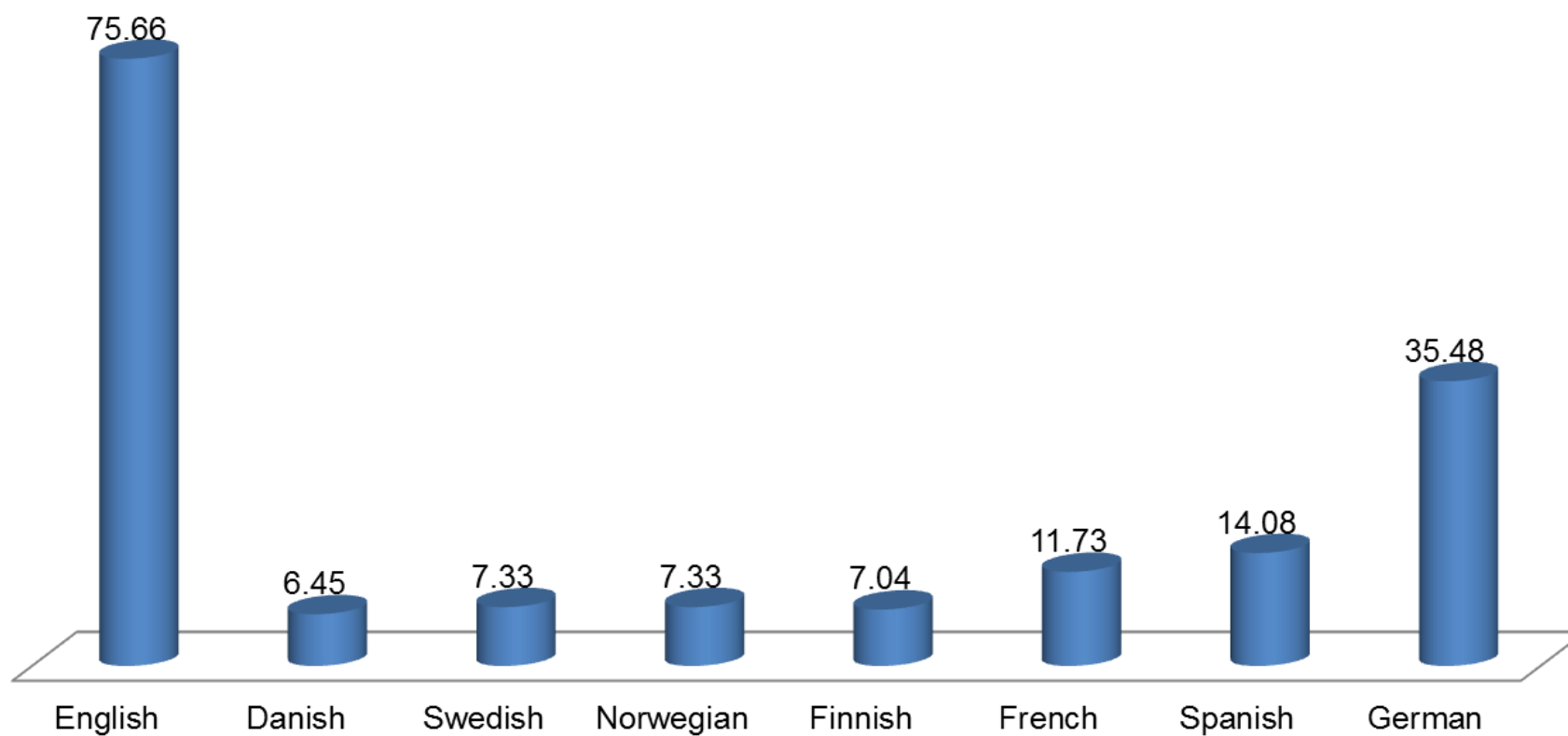
Psychological problems (% of respondents)



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Foreign languages that the respondents know *% of respondents*



The most common language learning problems



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- ❑ Students do not know how to learn effectively
- ❑ The language learning interferes with psychological barriers
- ❑ Do not identify their needs;
- ❑ Do not determine goals;
- ❑ Do not allocate time for learning;
- ❑ Learn the words by heart, but do not know how to use them and do not see the language interconnections;
- ❑ Acquire communicative minimum and hopes to implicitly align the level of interaction; etc.

How to overcome these situations and how does trainer/ teacher can help them



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- According to the interviews results the most important is to learn **foreign language structure**. Trainer/ teacher can help indicating where students need to learn the regularities;
- The trainers / teachers role is also to promote a **healthy psychological environment** for students to support each other rather than compete;
- Do not stint with praise: **praise and praise again!**

Latvian foreign language trainers / teachers believe that successful language training



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- Use an action-oriented approach
- Use different interactive teaching methods;
- Enrich the learning experience with modern tools for language learning (such as e-courses, video courses, online tests etc.);
- Facilitate students' ability to learn;
- Increase motivation of students to learn foreign language; etc.

In **an ideal situation effective language learning** - learn the basics of a foreign language and then be "thrown into" natural language users environment

Key recommendations for foreign language learners



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- ❑ Devote time to goals;
- ❑ Try to contact in a foreign language;
- ❑ Be overcome with confusion, if need to use a language;
- ❑ Watch movies, read books in a foreign language etc.;
- ❑ Use of the opportunities offered by the Internet (learners' social networks, etc.).



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Findings within

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ERAMUS+ Strategic partnership project No. 2014-1-LV01-KA201-000467



Erasmus+

APLICAPROPOSTA LDA (Portugal)

LINGUISTIC AID KIT Ltd (United Kingdom)

KEDAINIAI LANGUAGE SCHOOL (Lithuania)

NGO Education innovations transfer centre (LV)



Expected project results

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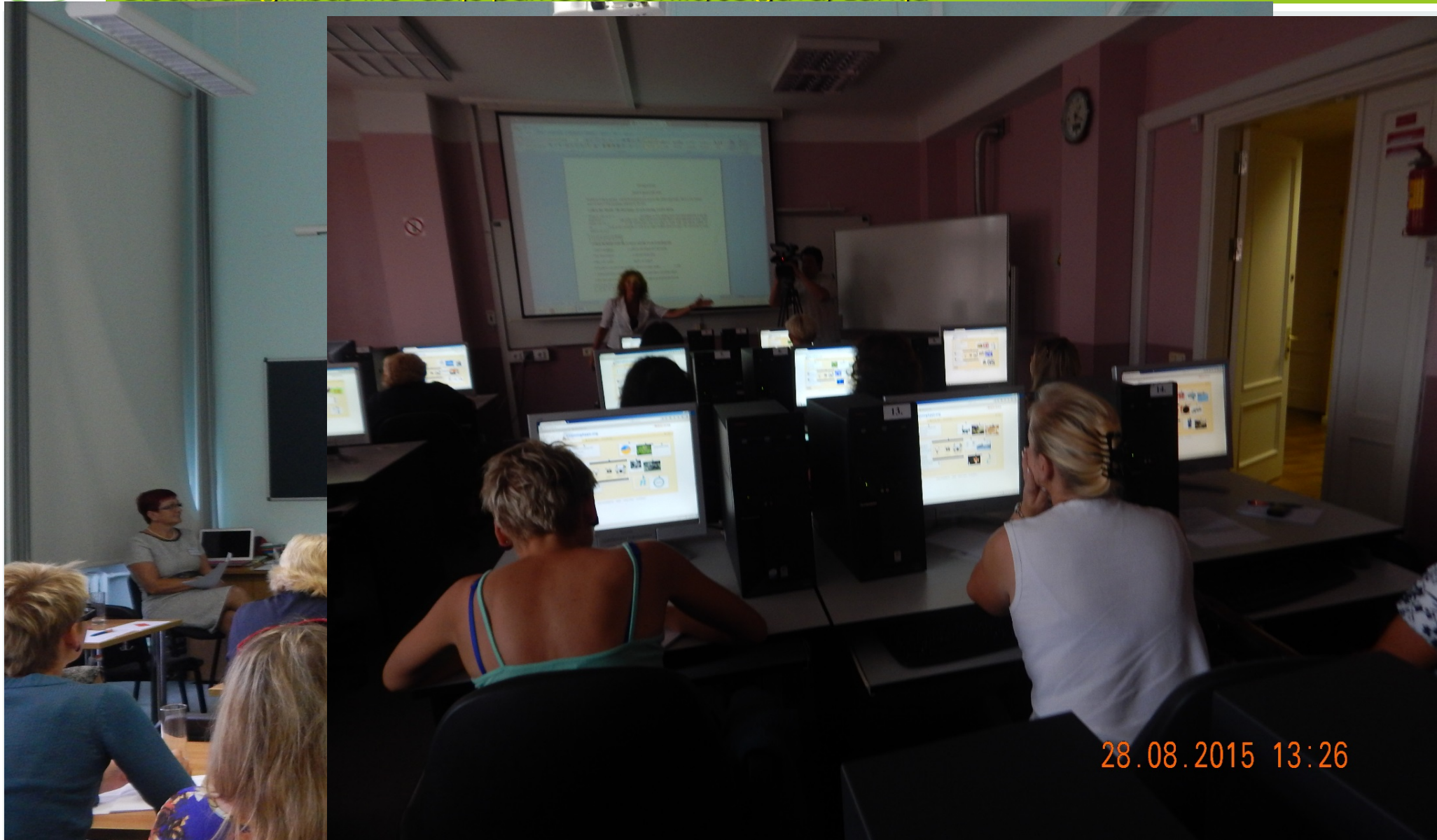
- Toolkit of attractive teaching/ learning/ training materials (good practice examples, video lessons, tests, description of the methodologies for language teaching, etc):
www.iipc.lv/screen/toolkit

- Language teachers' network:
<https://www.facebook.com/groups/830165490406337/>

Workshop for language teachers 28.08.2015. (I)



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Group 1: Collect views on the modern language learning resources (such as e-courses, video courses, online tests, etc.)



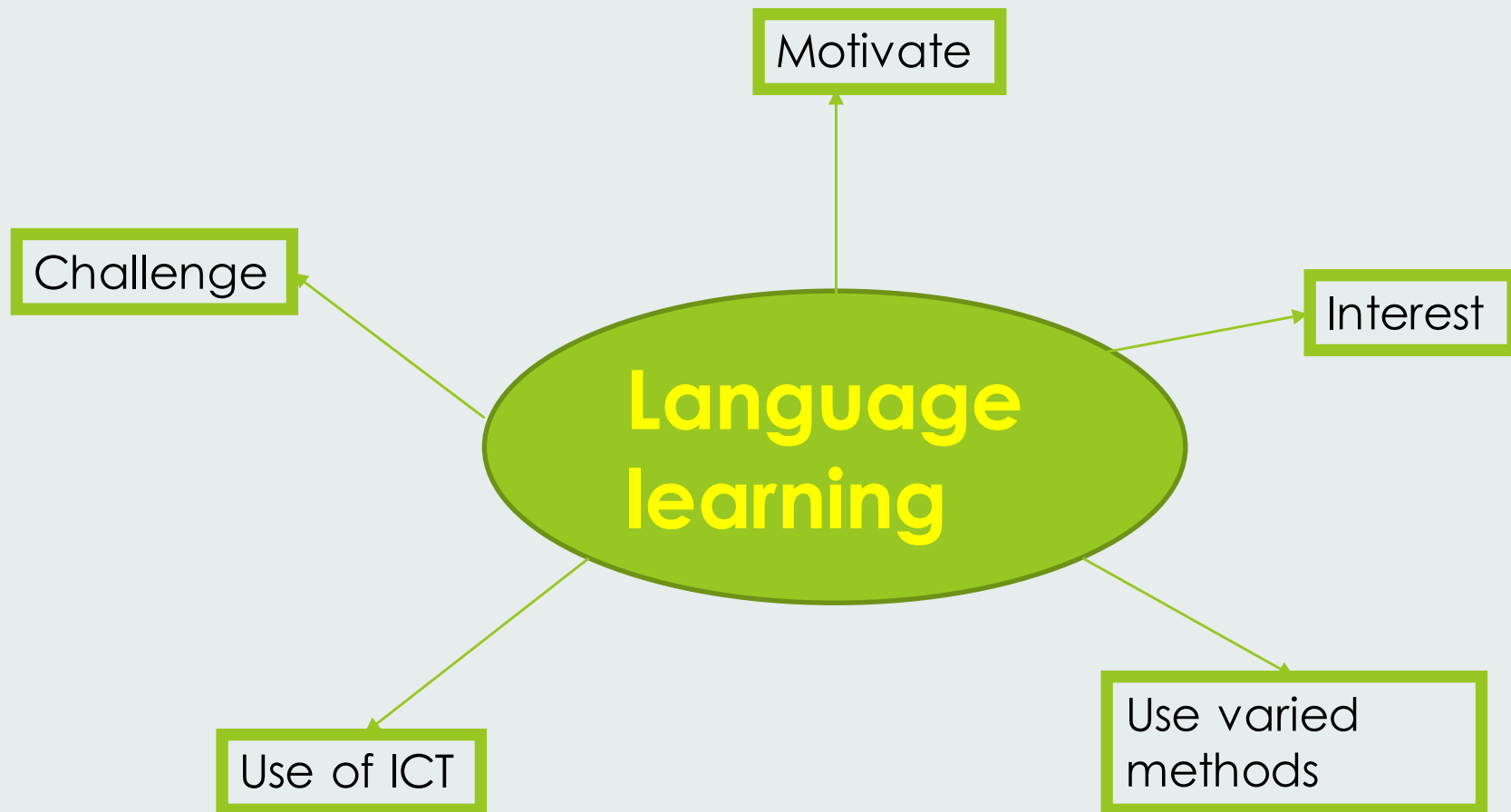
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- In everyday use: Web sites (youtube, links, etc.), language homepages; online tests for the purpose of determining the level of the language, individual homework on the Internet.
Problems: there is no internet access in rural areas at home; not a computer (very poor material situation of families).
- + Children use the Internet in order to help each other to perform tasks or provide information.
- Handwriting, punctuation marks!!! (A huge problem)
- + save time for the transmission of information;
- Health— electromagnetic pollution, eyesight, etc.
- Examination and opinions of students don't coincide!

Group 2: Describe what should be done to conduce the language learning process? (to create support systems /activities/etc.)



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Group 3: Gather views on the most effective teaching methods, based on information technologies.



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- ☐ Grammar exercises
- ☐ Dialogue building
- ☐ Reading books
- ☐ Presentations (Powerpoint)
- ☐ Audio, CD usage
- ☐ Video usage
- ☐ Language games
- ☐ CD-Rom games (primary school)
- ☐ Dictionaries, translator

We are open to new ideas!



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