

# Guideline on Continuous Professional Development on Preparing and Managing Interactive and Asynchronous Pair and Group Work Activities to boost English Spoken Competences



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# PARTNERSHIP AND PROJECT INFORMATION

This guideline has been produced under the Erasmus+ project titled "Enhancing English Speaking Skills through Interactive and Asynchronous Learning." The project falls under the category of KA210 Small Scale Partnership Project for School Education and has been granted 30,000 EUR. Its agreement number is 2021-1-FR01-KA210-SCH-000031278.

The project commenced on 1st February 2022 and is scheduled to conclude on 30th November 2023. The partnership comprises three high schools: one from Turkey (Hoca Ahmed Yesevi Anadolu Lisesi-Eskişehir), a vocational high school in France (Lycee Professionnel Antoine-Chenôve), and Italy (Liceo Antonio Rosmini Trento), along with a private language school in Ireland (Eurospeak Limited) which supports teacher training. Each high school has actively involved 20 students in implementing interactive and asynchronous pair and group work activities during the six-month implementation period. In France the students were in 2 different groups, one in first year BTEC in logistics and one in last year of security agent training.





# PARTNERSHIP AND PROJECT INFORMATION

The main aim of the project is to boost the spoken English competences of the students while equipping the teachers with professional development. The project started with the participant teachers exchanging information on the Education System of English as a target language in their organisations and countries.

The teachers received training on the Common European Framework of Reference for Languages (CEFR) and developed a standardised assessment test for Spoken English called "Common Assessment Test of Spoken/English" (CATSE). They were also trained on how to prepare and implement pair and group work activities interactively and asynchronously and as a result of these trainings, they produced 12 pair and 12 group work activities to be used for students' 6-month implementation period interactively and asynchronously. All these materials were compiled into a guideline intended for foreign language teachers as training material.

Initially, CATSE is administered to the students, and their scores are recorded. In order to start the 3-month implementation, they are then matched with students from another partner school whose proficiency levels are close. The pairs select one task from a set of 12 pair work activities and engage in the task for a month. Throughout this period, they are expected to have a weekly video conference, which they record. At the end of the month, they upload both the recordings and the outcomes of their task.



During the following month, the pairs are matched with a new peer, and the process is repeated. This cycle is once again replicated in the third month with a different pair. At the end of this three-month pair work session, the students' spoken English proficiency is assessed using CATSE. Subsequently, the group work session begins, wherein students from the three partner schools are grouped together. They choose a task, have a weekly video conference, record it, and create the task's final product. These recordings and products are then uploaded at the end of each month. The same process is followed in the second and third month of the group work session. In the end, CATSE is conducted for the 3rd time and the scores are recorded.

CATSE is implemented three times in total, and the progress made by the students is documented. Additionally, all these activities and materials are compiled into these guidelines serving as Continuous Professional Development (CPD) for foreign language teachers. The project's outcomes are disseminated through the project website, Facebook, partner organization websites, and local/national webinars organized by each partner.



# CATSE INFORMATION AND MATERIALS

## **Background Information**

The information session and workshop on creating a common assessment test of Spoken English (CATSE) provided language teachers with professional development in assessment and evaluation. The language teachers of the participating organisations also developed their professional skills through trainings on how to prepare pair and group work activities that were run interactively and asynchronously, give instruction, monitor, assess and give feedback. The teachers were able to gain experience in working with students from different nationalities and backgrounds, thus informing the creation of the CATSE.

Based on the test scores, students significantly improved their spoken English during the 6-month implementation. They were initially matched with peers from different countries for pair work activities, meeting online weekly for at least 15 minutes to plan and monitor progress. They had the opportunity to interact with peers from other countries, and the pairs switched partners to engage with more students. After the CATSE results, they transitioned to a 3-month group work period, presenting their work



to the mentor teacher for feedback. The groups were then reformed with different students each month. In the end, students assessed their progress one last time to reveal the final results. It was shown that overall, these activities supported their learning and provided valuable exposure to the target language, and the CATSE helped to track that progress in a quantitative manner.

### **CATSE Design and Materials**

The test was designed with the aim of assessing speaking skills through a structured testing procedure. The procedure was shared among teachers to ensure consistent implementation across different countries. It was intended for two candidates and could be managed by a single teacher, although having two teachers, one as the interlocutor and the other as the assessor, was preferred. The test consisted of two parts, each lasting 3–4 minutes, resulting in a total test duration of approximately 6–8 minutes.

In Part 1, candidates were individually asked 2–3 questions, allowing them to speak for around 1.5–2 minutes. Each pair of candidates received three specific questions, recorded in a Questions and Scenarios Tracker to prevent repetition. Sample questions covered topics such as favourite seasons, recent holidays, and hobbies. Part 2 involved presenting a scenario to candidates, stimulating a brief discussion. Each pair received a unique scenario from a provided selection, also recorded to ensure variety. Examples of scenarios included deciding on a birthday present for a friend's mother and reaching a mutual agreement on the best gift. Candidates were given 3–4 minutes to discuss the scenario.

To conduct the test, a timer, printed scenario cards (two copies per candidate), and printed assessment criteria were necessary. In Part 1, both candidates were asked the same questions, alternating the order of response. In Part 2, the interlocutor distributed the printed scenario cards



and read them aloud to the candidates. If candidates encountered difficulty understanding any questions or instructions, the teacher had the option to offer clarification or translation before the speaking session commenced. Once speaking began, the teacher's intervention should be limited to exceptional circumstances only.

The assessment process involved assigning a score for each assessment criterion to each student at the test's conclusion. These scores were then averaged to determine the final mark. For instance, if a student obtained three A2 scores and one B1 score, their final score would be A2. In the case of two A2 scores and two B1 scores, the final score would be A2+. Several recommendations were provided for test administration, including encouraging candidates to focus on speaking sufficiently to facilitate assessment, providing explanations of the allocated time for each part, recording students for subsequent evaluation if necessary, displaying a timer during the test, and employing follow-up questions in Part 1 when students did not speak enough (excluding Part 2). If a student was unable to speak at all, it was important to document this on the test scores sheet.

To assess the activities, teachers were given a rubric to identify the level of language being used. The criteria was split into 4 language levels on the CERF scale: A1, A2, B1, and B2. 4 categories of speaking skills were assessed: Relevance and fluency, interactive communication, grammar and vocabulary, and pronunciation and intelligibility.

## **Results and Recommendations**

A significant improvement in students' English proficiency was observed over the project implementation period, which is notable. The specific results from each country are as follows:

In Italy, approximately 80% of the students in Italy exhibited increased confidence in speaking English. This suggests that the programme had a





positive impact on their spoken English skills, boosting their self-assurance and willingness to participate.

In Turkey, most of the students improved their English proficiency in speaking as well. One difficulty was experienced, and that was two students resigning during the programme. They were replaced by two new students, who then needed some time to adjust to the project but ended up integrating well with the others. Overall, six students maintained their initial skill level, while the remaining students showed improvements in their English proficiency.

Finally, all participating students in France demonstrated improvements in their English language abilities. For instance, one student progressed from an A1 level to A2+. It was observed that students who actively engaged in the programme and practised speaking experienced significant growth in their language skills. The programme encouraged students to learn new words and expand their English vocabulary. The varying group dynamics played a role, as non-participating students did not show the same level of improvement as their actively involved peers. The participating students expressed high levels of satisfaction and enthusiasm.

The feedback suggests that the questions used during the testing period were generally acceptable but lacked specificity. It is recommended to make the questions more specific to better assess the students' spoken English skills. One suggestion is to involve students in the process by allowing them to create their own questions. Out of the total of 30 questions, 10 questions can be assigned to students, giving them the opportunity to contribute their own perspectives and interests.

## **Conclusion**

Based on the results, it can be concluded that the CATSE itself does not

require significant improvements. However, incorporating new questions suggested by the students can enhance the relevance and engagement of the assessment. The positive outcomes observed in students' English proficiency, increased confidence, and enthusiasm validate the effectiveness of the programme. The importance of active participation and regular practice in improving language skills was emphasised, highlighting the impact of the programme on students' knowledge and vocabulary development.

## IMPLEMENTING PAIR AND GROUP WORK ASYNCHRONOUSLY



The project was divided into 2 implementation periods. In the first period the students worked in pairs, in the second period the students worked in groups. During the transnational meetings, the teacher designed an Activity Box which included 12 pair work activities and 12 group work activities. The activities were tailored to the needs of the students



taking into consideration their interests and cultural backgrounds. As each implementation period lasted three months, each month the students were asked to choose one among 4 of the 12 activities we had previously organised and work on it.

Each month, the students were matched by teachers with students of different nationalities. At the beginning the matching criteria was the same level of spoken English.

Students were given clear and detailed instructions and then left free to arrange their meetings online. They were asked to record their meetings online throughout the month. At the end of each month, students had to upload their recordings and task products. For any problems each pair/group had a mentor teacher they could contact by email.

The links below contain the activities and CATSE:



PAIR WORK ACTIVITIES :

[https://drive.google.com/drive/folders/1jla-rBzcUXKEaVc1WEb3\\_xXUUUvceuui](https://drive.google.com/drive/folders/1jla-rBzcUXKEaVc1WEb3_xXUUUvceuui)



GROUP WORK ACTIVITIES :

[https://drive.google.com/drive/folders/149hINtE03izbLxy5b9SN5MQW0YMUC\\_3d](https://drive.google.com/drive/folders/149hINtE03izbLxy5b9SN5MQW0YMUC_3d)



CATSE :

[https://drive.google.com/drive/folders/1n4Q4M\\_Yval6DwKpJAzE-nlLoUmbIMDI2](https://drive.google.com/drive/folders/1n4Q4M_Yval6DwKpJAzE-nlLoUmbIMDI2)



# TIPS FOR EFFECTIVE MANAGEMENT OF INTERACTIVE AND ASYNCHRONOUS PAIR AND GROUP WORK ACTIVITIES

## Results

During the project implementation period, several positive and negative results were observed among the students, resulting in valuable feedback that was then used to formulate a list of tips and recommendations for teachers who are also interested in bringing asynchronous learning into their English classroom. These tips were developed based on teachers' personal observations of their students, their CATSE test scores, and direct feedback from the students.

Numerous positive results were seen over the course of the activities, most notably the improvement of language, digital, and soft skills among the students as well as a boost in their self-confidence when speaking English. A summary of the positive results is below:

- **Self-confidence:** The participants exhibited increased self-confidence in their ability to speak English. This was likely due to the supportive and interactive nature of the program.
- **Happy to participate:** The students showed enthusiasm and willingness to actively engage in the activities. They enjoyed being a part of the programme and some even made friends with participants

***....most notably the improvement of language, digital, and soft skills among the students as well as a boost in their self-confidence***



- **Cultural exchange/interaction:** The program facilitated cultural exchange and interaction among the participants, allowing them to learn from one another and gain a broader understanding of each other's cultures, all of which proved interesting and engaging for them.
- **Improvement in technology skills:** The incorporation of Web2 tools proved beneficial in enhancing the learning experience and making it more engaging for the students than traditional teaching methods.
- **Regular participants developed their speaking:** Those who consistently participated in the program experienced noticeable improvements in their spoken English skills, which was confirmed when the results of their final assessments were compared with their first.
- **Boost of self-esteem:** The teenagers gained a sense of accomplishment and increased self-esteem as they realised their ability to effectively communicate in English. This is invaluable for a language learner and is one of the most difficult steps to overcome.
- **Motivating in the beginning:** The program was motivating for the participants, particularly at the start, as it offered a refreshing and different approach compared to traditional English classes.
- **Improving soft skills:** Alongside language improvement, the program also contributed to the development of soft skills like teamwork, communication, and creativity.

Some negative results were also seen throughout the process, giving clear indications of what could be changed should any institution choose to duplicate this teaching methodology in the future. They were:

- **Short period of English language lessons:** The duration of the English language lessons was considered too short by the teachers and students, indicating a desire for a longer program that would allow for more comprehensive learning at a slower pace.
- **Material problems/computer issues:** Some participants faced difficulties with the necessary materials, such as computers, which hindered their ability to fully engage in the program.



- **Internet connection problems:** Technical issues related to internet connectivity posed challenges for certain participants, limiting their access to online resources and activities, and leaving other students disappointed when they were waiting for a partner to show up who never did.
- **Changing groups and feelings of nervousness:** The reorganisation of groups throughout the activity period resulted in nervous feelings among the participants, potentially affecting their engagement and comfort levels. Teens are especially vulnerable to social anxiety and the experience of talking to new people in a foreign language was stressful for some students.
- **Disappointment with absent students:** At times, not all students were able to be present during the activities, which was disappointing for those who remained actively involved and contributed to the overall learning environment.
- **Excessive workload during the process:** The workload placed on the participants during the testing period was deemed excessive by some, potentially impacting their motivation and overall experience. The workload versus the amount of time given to implement the activities was not balanced at times.

## Recommendations for Teachers

Gaining valuable feedback through the results of testing, evaluation, and informal observation of the students, a series of recommendations for teachers has been developed. These tips and recommendations were designed for providing insight into the effective management of interactive and asynchronous pair and group work activities in English language classes.



Extended study period: Instead of a single semester, it is recommended to offer a year-long program to ensure a more comprehensive learning experience and ample time for improvement.



Larger groups for collaboration: Increasing the size of the groups would facilitate collaboration and peer learning, enabling the participants to interact with a diverse range of peers.



Specifying meeting time and simultaneous activities: Teachers should coordinate and specify meeting times to ensure synchronous participation, creating a sense of unity and shared learning experience and avoid any disappointment among students if their peer does not show up.



Sharing on social media: social media is popular among teenage students, so encouraging them to share their work on social media could be a rewarding experience for them and encourage even more interaction in English.



Consider the emotional state of the students: Recognise that students may experience nervousness or anxiety when being assigned to different groups or when dealing with absent classmates. Teachers should be mindful of these emotions and create a supportive and inclusive environment to help students feel comfortable and motivated to participate.



Distribute workload effectively: Be mindful of the amount of work assigned to students during the process. It is important to strike a balance and ensure that the workload is manageable, allowing students to engage effectively in the activities without feeling overwhelmed.



Provide ongoing support and guidance: Offer continuous support and guidance to students throughout the program. This can be done through regular check-ins, individual feedback sessions, and addressing any challenges or concerns they may have. This support helps students stay motivated, overcome obstacles, and continue developing their spoken English skills. Also, recognize and celebrate the achievements and progress of the students throughout the program. This can be done through certificates, awards, or special events where students can showcase their language skills and the growth they have achieved over time.



Foster cultural exchange and interaction: Emphasise the importance of cultural exchange and interaction among students. Encourage them to share their unique cultural backgrounds, traditions, and perspectives with their peers. This not only enriches the learning experience but also promotes intercultural understanding and appreciation.



Utilise diverse web tools: Explore a range of web tools and resources that can enhance the learning experience. Integrate technology into the activities, allowing students to engage with various platforms, apps, or online resources that can facilitate their language learning and improve their technological skills. For example, one of the tools used during the project was Google Classroom. Implementing a marking system in Google Classroom encouraged students to take responsibility for their progress and achievements, fostering a sense of accountability.





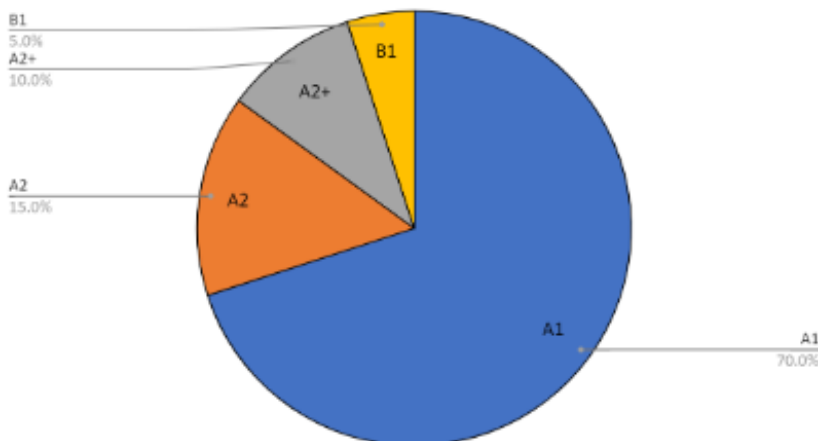
Distribute workload effectively: Be mindful of the amount of work assigned to students during the process. It is important to strike a balance and ensure that the workload is manageable, allowing students to engage effectively in the activities without feeling overwhelmed.

## STUDENTS' PROGRESS IN SPOKEN ENGLISH COMPETENCES

In this section, we are going to analyse the results of the progress tests we have done throughout the project. Our students were tested 3 times using the same materials in order to identify their level of spoken English. The first test was delivered before the beginning of the project, the second in the middle and the last at the end of the project.

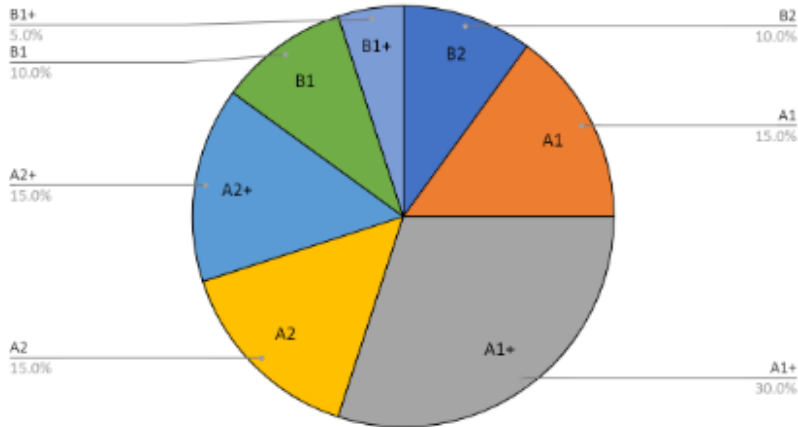
Here we have the results. In the first three charts we have the **Turkish** students' results.

**Pre-test - Turkey**



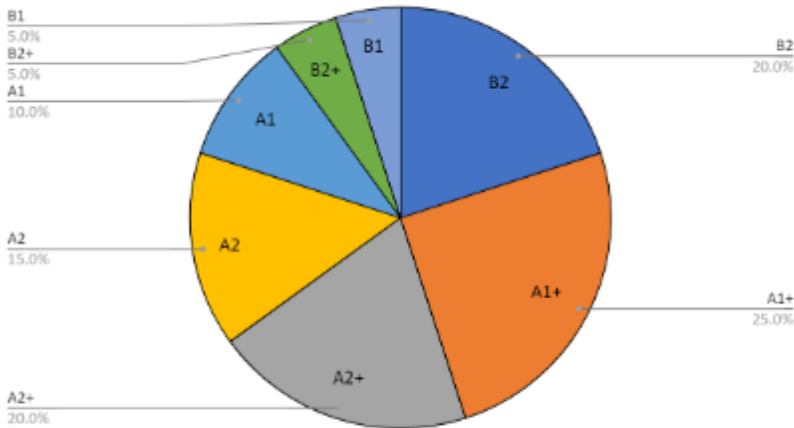
As we can see in this first chart, most of the Turkish students were at a1 level before the project started.

### Mid-test - Turkey



In the middle of the project the levels were more differentiated.

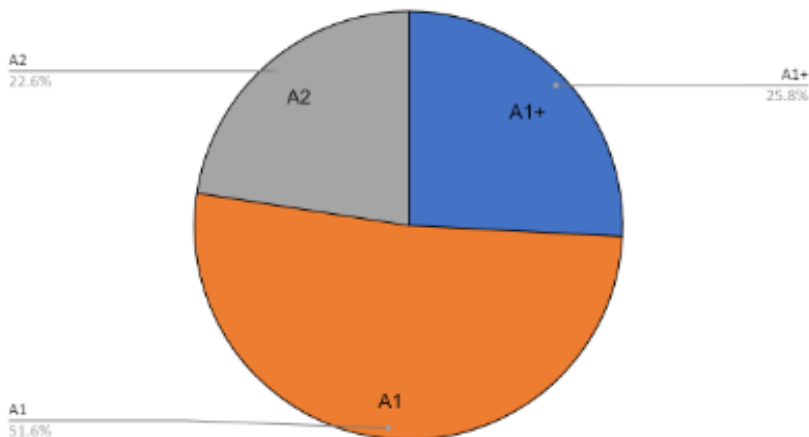
### Post-test - Turkey



At the end of the project, we can see a significant increase in B2 (20%) and B2+ (5%) students. It is also clear that 15% of students never moved from level A2 and were not positively affected by the speaking activities we organized.

We are now going to move to the **French** students' results, analysing the following 3 charts:

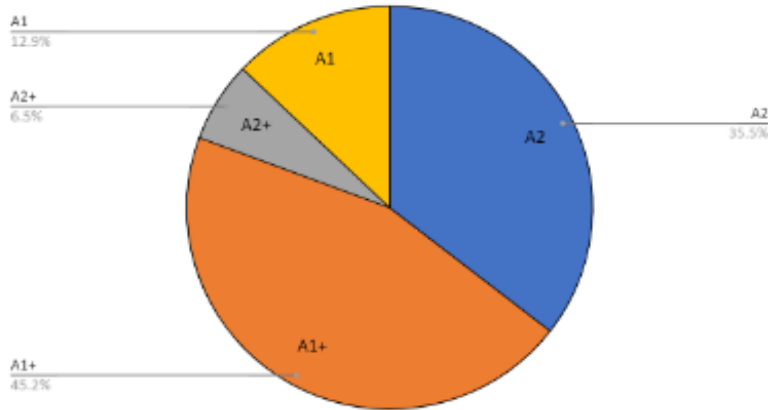
### Pre-test - France



The majority of the French students were between A1 and A1+ at the beginning.

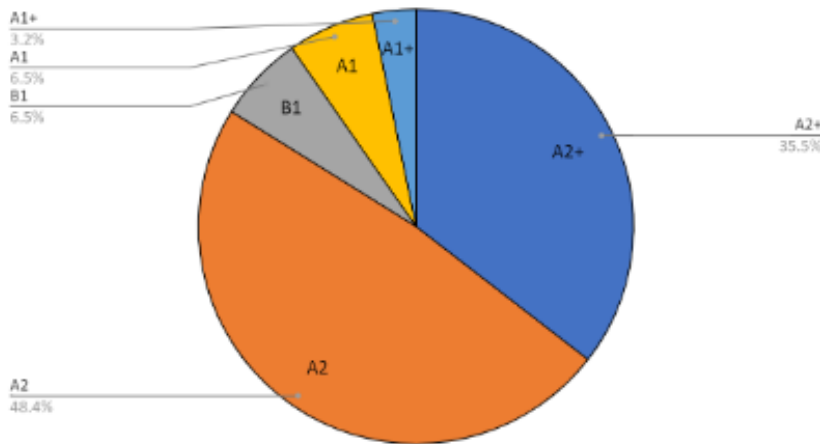


### Mid-test - France



In the middle of the project we can see a slight increase in the percentage of A1+ and A2 students while some A2+ appear in the graph.

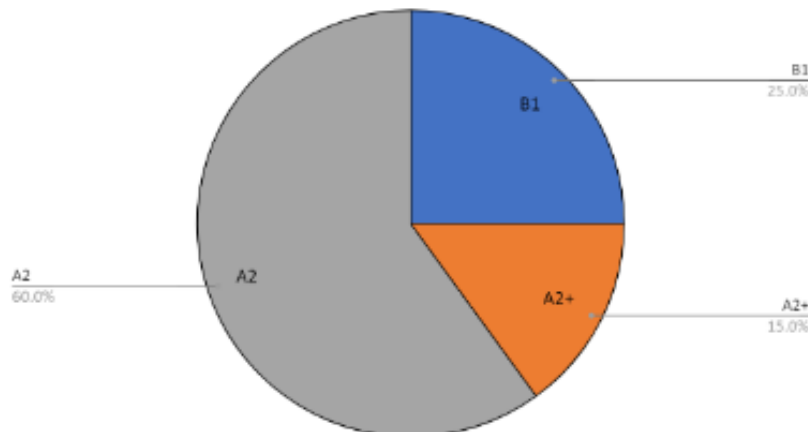
### Post-test - France



At the end, the majority of the students were between A2 and A2+. A small percentage of students did not progress past A1.

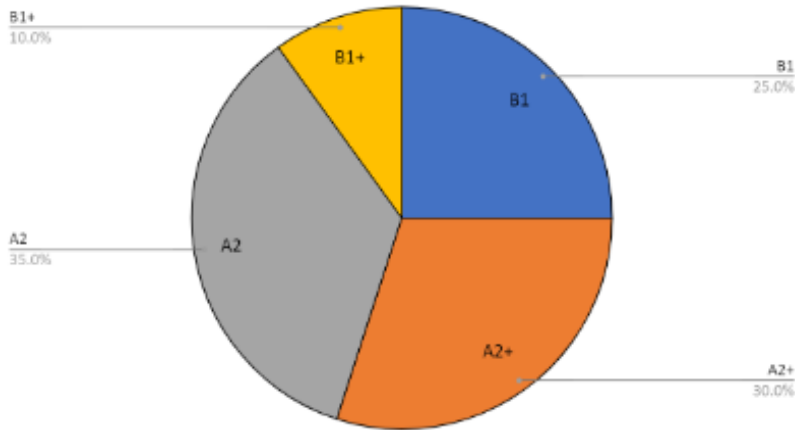
To conclude the analysis of the test scores, we are now going to have a look at the results of the **Italian** students.

### Pre-test - Italy



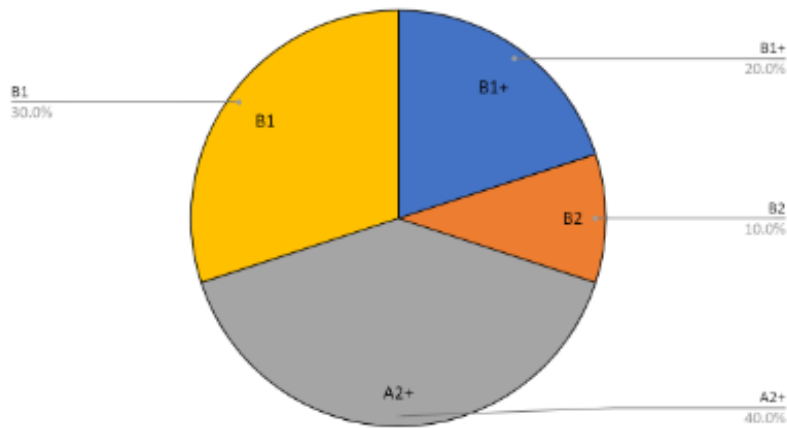
At the beginning, the majority of the Italian students were between level A2 and B1.

### Mid-test - italy



The mid-test shows an increase in the number of A2+ students, some B1+ students, while the number of B1 students remains stable.

### Post-test - Italy



By the end of the project, we have noted some B2 students and an increase in the number of B1+ students, even if the 40% of the students remain the A2+ level.

Overall, it is clear through the data retrieved that most of the students made the most of the project and improved their speaking skills.



# STUDENT WORK SAMPLES

We have chosen to publish 12 products, 6 representing the pair-work activities and 6 representing the group-work activities, so 4 final products and 2 recordings. The samples from the pair and group work activities are presented below.

## **Pair Work:** 2 audios and 4 products

- Prepare a traditional menu for a group of Erasmus students coming to your county for an exchange programme
- Prepare a commercial for a national sport tournament
- Prepare a travel package for a place that you like in your country
- Prepare a recipe for a dish that you really like from your country



Pair work Phase 1 audio recordings:  
<https://youtu.be/sOqvKLgj80>

# STUDENT WORK SAMPLES



## Menù

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### STARTERS



**BRUSCHETTA / 10€**  
Bread, mozzarella cheese, fresh tomatoes



**SALAD / 8 €**  
Salad, tomatos, onion, cucumbers



**FOCACCIA / 3 €**  
bread, oil, salt




*Italian dishes...*

Aurora Celfeza

### MAIN COURSE



**CARBONARA / 10€**  
Spaghetti pasta, eggs, pecorino cheese, pepper, guanciale NOT bacon



**MARGHERITA PIZZA / 5 €**  
Mozzarella, tomato sauce



**LASAGNE / 7€**  
rectangular pasta, ragù sauce, bechamel

### DRINKS



**COCA-COLA / 3 €**  
Water, carbon dioxide, sugar, food coloring, caffeine, phosphoric acid



**FERRARI'S CHAMPAGNE / 12€**  
Grapes, carbon dioxide, sugar, alcohol



**APEROL SPRIZ / 4€**  
Prosecco, aperol, soda

### DESSERTS



**TIRAMISÙ / 10 €**  
Savoiardi cookies, mascarpone cream, eggs, cocoa powder



**STRUDEL / 10 €**  
Puff pastry, raisins, pine nuts, powdered sugar



Tour de France 2022




# STUDENT WORK SAMPLES

*Travel to*  
**Milan**

**milan travel company**

- package 1 : 400 EUR
- package 2 : 1000 EUR



**Packages**

- **Package 1**  
the first package, the cheapest one, lasts 2 days and the main experiences are: a visit to the Milan Cathedral in the first half of the day and a walk in the city of fashion in the afternoon.  
the second day we visit the magnificent Sforza castle in Milan, where inside there are many works of art
- **Package 2**  
in the second package, the most expensive, the trip lasts 5 days where you can visit the whole city of Milan admiring the main infrastructures such as city life, underground there is a large shopping center and above there are 3 large skyscrapers of 3 important companies. but the main attraction is going to visit the immense San Siro stadium, the largest in Italy, and seeing the derby between the main teams of Milan, Milan and Inter, is a very important match for these two teams.



# STUDENT WORK SAMPLES



## Burgundy Beef

SERVINGS: 4

PREPPING TIME: 1H

COOKING TIME: 4H

### Ingredients

4 onions	salt
4 carrots	pepper
1 bouquet garni	600g beef
1 bottle of red wine	
100 g butter	



### Directions

1. Cut the meat into 3 cm cubes, removing large pieces of fat.
2. Cut the onion into pieces. Brown it in a pan with butter. Once transparent, pour it into a cast iron casserole dish.
3. Do the same with the meat but in several times, until all the pieces are cooked. Add them gradually to the casserole. Don't be afraid to add butter between each batch.
4. When all the meat is in the casserole, deglaze the pan with water or wine and boil by scraping to recover the juice. Salt, pepper, add to the rest.
5. Cover everything with some of the wine and simmer for a few hours with the bouquet garni and the sliced carrots.
6. The next day, simmer for at least 2 hours in several installments, add wine or water if necessary.



# STUDENT WORK SAMPLES

**Group Work:** 2 audios and 4 products

- Prepare a brochure about the shower challenge on DoSomething.org
- Prepare a review of the short video you chose
- Prepare a brochure about the endangerment of bees in your country
- Create a brochure about water pollution in a country of your choice



Group work audio recordings:

<https://youtu.be/6LDFW2a4168>



Additional resources: video and virtual museum

<https://youtu.be/bWa9Uokvp8k>

<https://www.artsteps.com/view/64803e0850df6b26b2fecaa0>



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Erasmus E.I.A.L.

# STUDENT WORK SAMPLES

**SHOWER CHALLENGE  
FOR  
OUR EARTH**

**Take the shorter shower challenge and set your timer to just 5 minutes max a day. Showering for just one minute less saves around 10 litres of water and around £8 in energy costs per year - this could help save each household an over 28,000 litres of water and £100 in energy and water every year.**

**Also, cutting our showers to just 5 minutes could save our region nearly 200m litres of water every day - that's like leaving the tap running for 60 years. And why not use our ultimate shower playlist it's packed with songs that are around 5 minutes long. It's perfect for powering through a quick and efficient shower, saving water and energy.**

**THE FUTURE OF WATER IS IN OUR HANDS!**

# STUDENT WORK SAMPLES

## VIDEO REVIEW

**Title:** Causes and Effects of Climate Change

**Length:** 3:04

**Name of producer(s):** National Geographic

**When it was produced:** 28 ago 2017

**Summary of the video:** This video talks about the changes that are taking place in the world, one of the causes is the greenhouse effect, the amount of gases do not allow heat to escape thus increasing the temperature, human activities have worsened the situation, drastically increasing the level of the earth's temperature. Climate change has consequences, for example ice caps melt and consequently sea level rises flooding entire coastal areas, it can also make the climate more extreme, this makes cultivation difficult. among other things, climate change can harm people's health, in fact it can cause asthma, heart disease and lung cancer  
the video gives us some tips to improve the situation such as: replace fossil fuels with renewable energy.

**My opinion:** This video made me think a lot, i think it is very important to take the situation seriously, as it turns out to be a serious problem. We can prevent the different problems through simple actions, but only together can we fight the problem, for example if I can avoid using the car I can replace it with public transport, or with a bicycle. I can also save energy by turning off the light when not needed, ...



AURORA CELFEZA

# STUDENT WORK SAMPLES



**The causes**

Intensive farming practices, monoculture, pesticide use, land-use change are among the main threats to bees and other pollinators. The survival and development of bees is also threatened by climate change.

**The consequences**

The gradual disappearance of bees therefore poses serious biodiversity problems for plants and flowers present in our territory, but also economic problems

**The solutions**

Ban the use of plant protection products. Crop pollination and bee survival depend on it. Grow honey plants. Especially those that contribute to the diet of bees from spring to fall.

## Pollution in territorial waters of Iceland

The territorial waters of Iceland are polluted because of the fuel coming from the boat trip and cargos.



Water is polluted because of the sulfur in the fuel, the fuel oil used by some boats gives off a lot of soot particles which degrades the glaciers.

Thankfully the country will decrease the maritime traffic which kept increasing since 2014 to 2019, from 284 to 864





# STUDENTS' AND TEACHERS' REFLECTIONS

After the project implementation period, students and teachers had to answer surveys through Google documents. The post assessment tests were carried out digitally by the teachers and students. The tests were conducted during the 4th transnational meeting held in Dublin, Ireland (5th - 8th June 2023).



Post assessment test for **students**:

<https://forms.gle/U9AKK3T9Ja2Rtgc89>

The data analysis showcases a wealth of positive experiences among participants during the project activities. Pair work activities were widely appreciated, with a substantial 38.4% of participants giving them top marks with a rating of 4 or 5 out of 5 for increasing knowledge about other cultures. Similarly, group work activities received positive feedback, with 43.4% of participants rating them as 4 or 5 out of 5 for enhancing their understanding of the environment and climate change. These activities fostered a sense of cultural awareness and environmental consciousness among the participants.

Moreover, the project had a notable impact on participants' digital competences, with 43.4% of them rating it as 4 or 5 out of 5 for improvement. The emphasis on digital skills further equipped the participants for the challenges of the modern world.

The frequent collaborations and video conferences during pair and group work significantly contributed to a whopping 78.3% of participants honing their English speaking skills, highlighting the project's effectiveness in enhancing language proficiency.



In addition to the valuable knowledge gained, the project also facilitated the establishment of meaningful friendships for 66.7% of participants.

The teachers involved in the project also provided their feedback via Google forms. An analysis of the results is below.

Post assessment test for **teachers**:



<https://forms.gle/NnDnkk9Wn8C2Ayt7>

According to the data analysis, a significant portion of the participants found the project activities highly beneficial for increasing their knowledge about the English Language Education System, particularly as a second language, including Spoken English in partner countries. About 66.7% of the participants gave a top rating of 5 out of 5 for the effectiveness of these activities, while 33.3% rated them as 4 out of 5, indicating a positive impact overall.

Additionally, a majority of the participants (55.6%) reported that the project helped them improve their own assessment tests and criteria based on their students' level and studies. This aspect of the project was also highly regarded, with 55.6% rating it as 5 out of 5 and another 55.6% rating it as 4 out of 5.

The trainings provided by Eurospeak, the Irish partner, were also well-received, with 66.7% of the participants giving them a top rating of 5 out of 5 for their contribution to professional development. Another 22.2% rated the trainings as 4 out of 5, showing that a significant portion of the participants found them valuable. However, there were some who rated it lower, with 11.1% giving it a rating of 3 out of 5.

Regarding the physical mobilities, a large majority of 88.9% of the participants felt that they were highly effective for both their personal and professional development. They rated the mobilities as "YES" in terms of their effectiveness. On the other hand, a smaller percentage, 11.1%, rated the mobilities as "To some extent," suggesting that a minority felt they had a lesser impact on their development.

In conclusion, the data reveals that the project activities, trainings by Eurospeak, and physical mobilities were generally well-received by the participants, with the majority finding them valuable for their knowledge and professional growth in English Language Education and related areas.

These newfound connections not only enriched their language learning journey but also provided lasting personal growth opportunities. As the project instilled a positive impact on participants' lives, an encouraging 38.3% expressed

their enthusiastic willingness to join similar Erasmus+ projects in the future. With such enthusiasm and dedication, there is every reason to believe that future initiatives will continue to positively impact the participants and foster greater intercultural understanding.

The students also provided their feedback using the online tool Padlet.

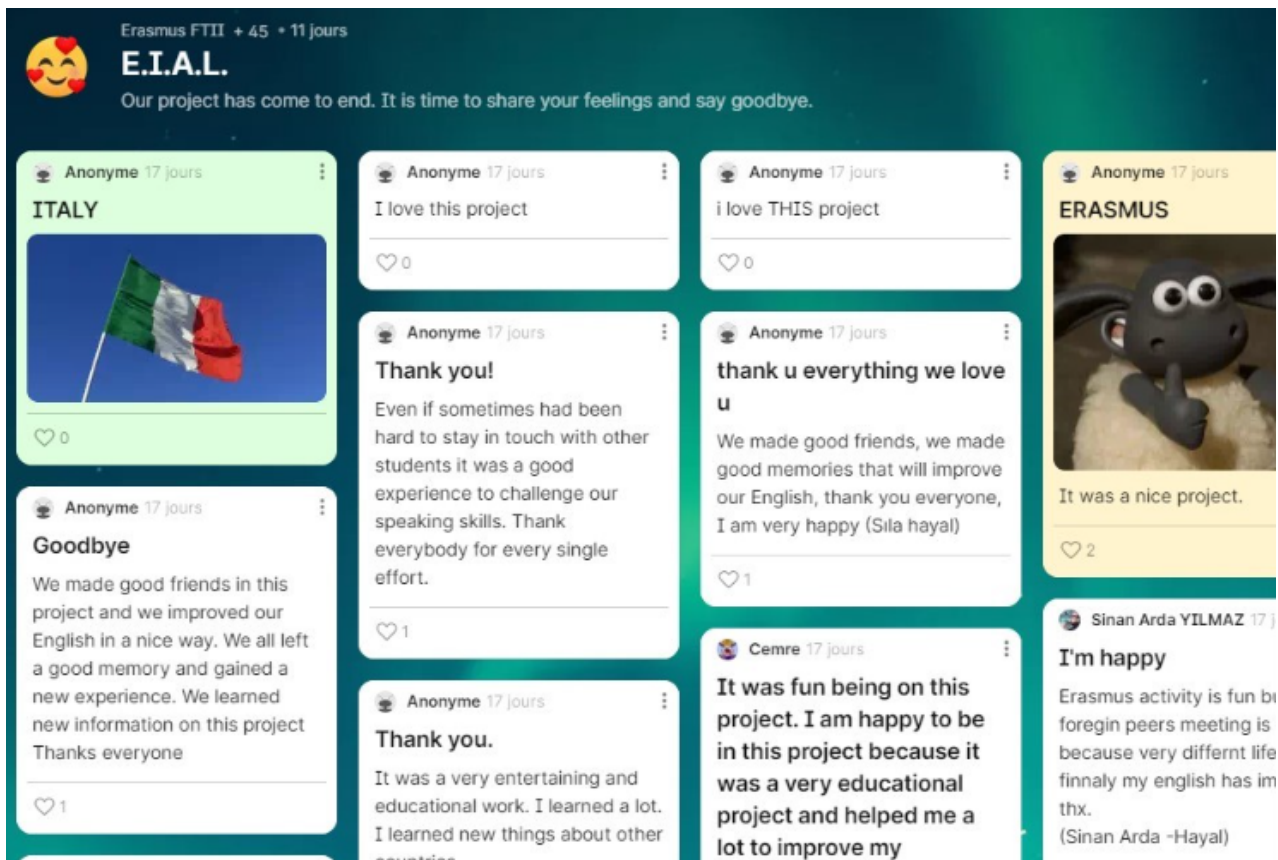
Padlet responses from students:



<https://padlet.com/eialerasmuska210/e-i-a-l-15bhqscb8svvegq1>



Below is a screenshot from the students' feedback on Padlet:



The key words taken from students' feedback are: "thanks," "happy/delighted," "fun," "discover," and "friends." All the students thanked their mentors for giving them the opportunity to participate in the project. They are all happy or even delighted to have joined this project and its activities. Meeting online and working together has enabled them to learn from others' cultures and to make friends. We hope they'll keep in touch afterwards.

Lastly, the French students have even created a video to express their gratitude for being part of the project. Click the link below for the video:



<https://www.youtube.com/watch?v=zMQUG7eQc24>



# CONTACT INFORMATION

If you are interested in the project and would like more information, you can visit our website at

 <https://www.eial-erasmus.com/>

You can also reach out to any of the organisations involved in the project:

## **Lycée Professionnel Antoine-Chenôve - France**

<https://lyc-antoine-chenove.eclat-bfc.fr/>

Contact person: Séverine Dumont

Contact email: [severine.dumont@ac-dijon.fr](mailto:severine.dumont@ac-dijon.fr)



## **Hoca Ahmed Yesevi Anadolu Lisesi-Eskişehir - Turkey**

<https://hocaahmedyesevi.meb.k12.tr>

Contact person: Songul ESEN OZBEY

Contact email: [songul82esen@gmail.com](mailto:songul82esen@gmail.com)



## **Liceo Rosmini - Italy**

[www.rosmini.eu](http://www.rosmini.eu)

Contact person: Erica Bassi

Contact email: [erica.bassiescuole.provincia.tn.it](mailto:erica.bassiescuole.provincia.tn.it)



## **Eurospeak Limited - Ireland**

[www.eurospeak-ireland.com](http://www.eurospeak-ireland.com)

Contact person: Kelsea Mucherino

Contact email: [erasmus@eurospeak.ac.uk](mailto:erasmus@eurospeak.ac.uk)

