

STELA PEDAGOGICAL FRAMEWORK

**Methodological Framework for
Implementation**

TABLE OF CONTENTS

Foreword	3
Introduction about STELA project	4
Description of STELA pedagogical framework.....	5
The desk research.....	6
CONCLUSION	15
A Field survey targeting students.....	17
A field survey targeting teachers	20
STORYTELLING AS A TEACHING AND PEDAGOGICAL TOOL	21
PEDAGOGICAL NEEDS.....	23
STUDENTS' EXPECTATIONS	23
ASPECTS TO BE CONSIDERED AFTER TEACHERS' INTERVIEWS	25
2. The curriculum.....	26
2.1. Storytelling educational goals.....	26
2.2 . Cultural references	27
2.3. Linguistic tools.....	32
2.4. Communication activities and tasks	41
3. The methodological approach for its implementation by teachers.....	49
4. Digital tools and storytelling.....	51
5. Scenarios integrating storytelling	57
PROPOSED ACTIVITY_1	99
PROPOSED ACTIVITY_2	99
PROPOSED ACTIVITY_3	99
PROPOSED ACTIVITY_4	99
PROPOSED ACTIVITY_5	99
PROPOSED ACTIVITY_6	100

In May 2018, the Council for Education, Youth, culture, and Sports adopted a Council Recommendation on Key competences for Lifelong Learning. The project STELA directly supports the strategy by contributing to promote key competences, especially by promoting comprehensive approach to language teaching and learning. This recommendation underlines that a special attention has to be paid to “increasing the level of language competences in both official and other languages and supporting learners to learn different languages relevant to their working and living situation”.

The UK government says that “Everyone living in England should be able to speak and understand English, so that they can integrate into life and make the most of the opportunities of living in Britain. It is crucial for all residents to speak English if they are to fulfil their potential and fully take part in society”. More, the importance of language learning is clearly stated in national studies and policies all over Europe among which the countries of the partnership taking part in the project STELA namely Lithuania, Italy, Spain, France, and Turkey which can lead to the conclusion that English, as a global language, has a growing importance in partner countries.

To address this need of English fluency all over Europe, The STELA project intends to implement storytelling methodology, which is one of the oldest forms of human communication. Moreover, if we consider educational literature, it is recognized to be a very effective tool for the development of language skills. Whatever your level, if you are a novice or an expert storyteller, both can experience success on different levels. Studies highlight that effectiveness of storytelling relies on the fact it is fun, engaging ; it is a methodology which raises learners’ interest in listening to stories, as well as in reading, telling, and writing stories. Therefore, storytelling is considered to be a powerful instrument to motivate learners to learn languages by engaging and encouraging learners to participate in the language learning process.

In order to make the methodology even more engaging, and in compliance with the evolution of teaching methods and programmes, the STELA project will integrate ICT and suggest digital storytelling methods.

STELA project aims at developing a teaching methodology around digital storytelling as an educational methodology for language teaching.

- to engage students in learning English language via an innovative method - storytelling and dedicated digital tools,
- to enhance professional competences of language teaching educators by promoting storytelling as a comprehensive approach for teaching English.

It gathers various educational organizations (colleges, VET schools, secondary schools) from the United Kingdom, Lithuania, Turkey, Italy, Spain, and France.

The primary and direct target group and end-users of the project are students aged from 15 to 18. The indirect target group is language teachers and trainers.

Through the development of intellectual results, the organization of a learning activity, meetings and multiplier events, the project foresees to involve :

- at least 120 students and to introduce STELA method to at least 600 students studying in the project partners' organizations.
- 90 secondary and VET schools' language teachers and trainers through cascade training.

and to disseminate the results to over 230 language teaching professionals directly and to 600 stakeholders indirectly (via website, meetings, presentations, and conferences).

This project will make students aware of the opportunities generated by the use of English language : a common language to communicate across Europe. It will foster the implementation of teachers collaboration and sharing of practices, bringing together a large range of various experiences.

This project result is made up of 2 major steps.

First, a **feasibility study and need analysis** on storytelling methodology. It aims at understanding the characteristics of the target audience, the context in which they will be using the storytelling and the learning tasks undertaken.

The feasibility study identifies the requirements for the rest of the project and among others the STELA pedagogical framework. The study investigates requirements in 3 areas:

- learning requirements of teenage students and how these requirements are addressed
- the favourite learning styles of teenage learners and favourite teaching methods commonly used by language teachers
- educational trends in connection with the use of storytelling method

Secondly, a **pedagogical framework** is devised to define a compact framework of learning design used within appropriate teaching and learning paradigm - educational goals, methodology, learning activities, evaluation methodology and guidance for teachers). It includes lesson plans and student materials to be used by teachers and trainers as well as students.

The feasibility study and analysis main goals are to :

- make a survey on teenager students' requirements and associated transferable skills such as creativity, self-management, critical thinking, communicating, learning to learn, ICT, teamwork , ...)
- investigate on the preferences of contemporary learners' styles, language teaching methods and how this relates to the application of the pedagogy and related technology.
- investigate current and future trends in the implementation of storytelling method and related ICT technologies.

The study has been carried out by partners in all the countries of the partnership. All seven partners conducted **desk research** into storytelling studies in language teaching. Together, they collected 13 separate case studies.

- 5 for low ability children and early-stage students, primary and secondary school (3-11 years old).
- 2 for secondary School Students (high school students); direct studies.
- 6 Multiple age groups/not defined: theoretical studies (literature review)

SPAIN CASE STUDY 1

Storytelling supported by technology, target group: low ability children (with learning difficulties), direct study (action research)

The stories were projected from slides on the big screen in the classroom, and sound effects and motion features were added to direct children's attention to the story, the illustrations, and the print. The storyteller could use his/her body language, voice, and gestures to create a vivid storytelling experience, similar to the experience of seeing cartoons or reading manga.

Success: some children became very positive about attending sessions; some showed more cooperation in the English class.

Barriers: pupils were unable to show any significant development.

Most pupils exhibited behavioural problems at first stages in the Storytelling Cycle as well as low motivation and poor attitudes.

Caution should be taken not to force children to perform before they feel they are ready.

SPAIN- CASE STUDY 2

Digital storytelling, target group: early-stage students(?), direct study, article

Referred and linked to socio-constructive and socio-cultural theories. The digital stories of learners were constructed from their personal experience; DST technology used as a tool to

collect, create, analyse, and combining visual images with written text. DST aimed to capture the imagination of students and creates meaningful and significant digital stories to elevate and enhance experience for teachers and learners.

Success:

Creative teaching methods, more variation than traditional approaches, personalizing learning. Experience, creating real-life situations in a simple and significant way.

Engaging learners in the learning process.

Enhance students' capacities for learning in the four skills of speaking, listening, reading, and writing.

Barriers:

- In order to use a new technology in teaching-learning process, instructors first need to assess and evaluate its impact on the academic achievement and performance of learners.
- At the early stage of language learning, academic achievement should effectively correlate with the oral behaviours of singing, chanting, and repeating.
- Still more practical and extensive studies should be conducted in order to find out more about different aspects of DST.

FRANCE CASE STUDY 1

The Effectiveness of Digital Storytelling in the Classrooms, target group: primary and Secondary school students: from 3 to 11 years of age (research article, direct study)

Digital storytelling enabled the improvement of the commitment in the learning process in the classroom from both students and teachers. Linked to Behaviourism and Constructivism theories.

Success: Most of the students were motivated by the story telling elaboration and presentation. Students learnt things without realizing it, helped each other develop collaboration and cohesion in the classroom. Students who had lost interest in the school curriculum enjoyed working on computers and expressing their views.

Barriers: Primary school students seemed to have problems dealing with Moviemaker.

FRANCE CASE STUDY 2

Digital Storytelling in Second Language Learning: A qualitative study on students' reflections on potentials for learning, target group: Secondary School Students (high school students), Ms thesis

The main question of the study was if high school students related motivation for second language learning and digital storytelling. Study focuses on the potentials for learning when digital storytelling is used as a second language learning activity in lower secondary school, as perceived by the students. Digital storytelling as an all-embracing activity for second language learning, aiming to learning objectives such as: content understanding, linguistic development, oral skills development, writing skills.

Success: The findings show that the respondents mostly related motivation to variation in working method, although some of them pointed to a link between digital storytelling and motivation. Students learn more during the whole digital storytelling process than what they express through the story itself. Digital storytelling is particularly interesting because it

allows for an alternative and perhaps more motivating way to practise oral, written, and digital skills.

Barriers: Organisational and technological: teachers may worry about “the amount of time digital storytelling processes may take at school, mainly due to various technical problems that might occur, as well as not

having access to the equipment they need when they want it.”

LITHUANIA CASE STUDY

The explosion of digital storytelling. Creator's perspective and creative processes on new narrative forms, Target groups: Multiple age groups/not defined (direct research, action research, interviews of teachers)

The study object - to gain understanding of networked digital narratives from the perspective of their creators, analysing new formats, authors, and creative processes.

Success:

students can feel much more involved in the creation of the digital narrative as opposed to the role of a passive reader.

The inclusion of a greater variety of narrative modalities in the teaching content (Podcast, Micro-poetry in social media, digital art, cyberjournalism, Instagram stories, tik-tok, etc.), research of networked digital language (hypermedia, interactive media), the development of the narrative potentials through creative activities.

Barriers: not indicated

The role of storytelling in language learning: A literature review, theoretical research article

Target groups: Multiple age groups/not defined (theoretical research)

Success: The storytelling method helps students not only to develop general language skills but also to develop specific skills such as: reading, listening, speaking, writing.

In addition, research shows that encouraging students to be storytellers is a very important step in teaching, students are accustomed to being leaders, to actively participate in the teaching process.

This approach increases students' motivation to learn and strengthens the social bond between students and teachers.

Most students respond positively to the storytelling method, students pay a lot of attention to the topic, main idea and details of the stories, this method encourages students to collaborate in the classroom, to learn new subjects and topics.

Storytelling is more effective than traditional teaching methods, textbooks. Indeed, research shows that the effectiveness of storytelling depends on whether the topic is interesting and engaging.

1.1.4 LITHUANIA STUDY CASE 3

This is a study about the role of storytelling in language learning (a literature review). The study focused on whether storytelling plays a role in developing specific **sets of skills** in L2, such as reading and speaking; have also investigated the role of storytelling in helping L2 learners develop their **reading skills**; the effectiveness of storytelling on the development of the **reading skills** and story **recall**; researchers have also investigated the relationship between storytelling and the **development of language skills as a whole**.

Success:

- digital storytelling is claimed to be a **motivating, efficient and interactional pedagogical tool**, enabling learners to share their stories and provide one another with feedback on their content or performance in a fun and engaging manner;

- traditional printed-format stories are claimed to be as effective as digital stories in the development of language skills. In other words, the value of storytelling in promoting the development of L2

learners' language skills are assumed to not be much influenced by the story format (i.e., printed, and digital) used in the classroom.

- Post-test results showed that learners demonstrated **higher test results in the four language skills (reading, writing, speaking, and listening)** than in the pre-test, suggesting that storytelling plays a role in enhancing such skills.

Barriers:

- the participants with a lower English proficiency level showed a lot of stress in having to tell stories and frustration at not being able to satisfactorily cope with what they were being asked to do in class.
- study demonstrates that storytelling may play an important role in helping learners improve their language skills in L2 but also that it may not help learners much if storytelling is not delivered at an appropriate language level to learners, causing them stress, frustration, and lack of interest in storytelling activities.

LITHUANIA CASE STUDY 3

Discussion paper on story telling for EFL with children. It included stories which are already familiar in students' mother tongue and text free picture stories, where the children build up the story together. Success:

Cognitive achievement in vocabulary, meaning and grammar

Relief from routine including grades/textbooks etc, stimulating for teachers and students

Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable, and familiar contexts, which will enrich their thinking and gradually enter their own speech.

Barriers: none identified.

UK CASE STUDY1

The use of storytelling as pedagogic tool in ESOL Classroom, Discussion paper

Literature review and comparison of current theories on storytelling with a keen interest in ESOL classroom, theoretical research article

Success:

- As a stimulus for Creativity and Imagination,
- As Art and Culture,
- As a pedagogic tool in the ESOL classroom,
- A way to develop listening Skills,
- Post-reading activities such as retelling a story to a partner and reading silently impacts on engagement through socialisation,
- Follow-up questions to recycle new vocabulary, assess students' current levels,
- Listening to a live story is more natural, as opposed to listening to a CD, followed up with intrinsically motivated questioning, not comprehension questions,
- Active listeners emotionally involved in literal and inferential comprehension and tasks,

Obstacles:

Language teachers already overloaded by restricted and prescriptive curriculum, Government driven policies with little space for teacher creativity,

Very little flexibility amongst the existing educational climate,

Storytelling under-utilized in Primary Education; ss with poor oral skills disadvantaged as a result,

UK CASE STUDY 2

Small scale study with 3–11-year-olds.

Success:

- Use of props in the storytelling enhanced the dramatization of a story,
- Using pictures is a common and a proven method of interacting and engaging with a story,
- Use of a prop in retelling encouraged richer descriptions of story features (extended noun phrases) encouraging language development,
- Collaborative storytelling is vital to develop social skills and the use of language,
- The use of props played a vital role in facilitation and engagement of story, Barriers: none, but a larger sample would have had more impact

ITALY CASE STUDY 1

Digital storytelling, 14–18-year-olds. Direct study

Students create a story that combines text, images, narrator, and soundtrack, edited, and shared on a digital platform such as YouTube.

Success: Digital storytelling is easy to share and access anytime, anywhere.

Having a wider audience also boosts students' self-esteem and confidence. They're willing to get in the game responsibly, to be open to comparisons and to accept constructive criticisms and comments.

Barriers: Poor internet connection in the school. An uneven group of students can limit the number of activities a teacher can suggest.

The study aimed to consider communicative skills, problem solving, teamwork and leadership and the emotional impact of stories, but the results in these areas are not included.

ITALY CASE STUDY 2

Digital storytelling, 7620 students aged 4-18. Direct study.

Set up as a competition between schools. Students created their own multimedia story, using an authoring- delivery environment

All classes involved in numerous projects register noticeable improvement in students' ability to learn and memorise, even in students with learning disabilities.

Students learn whilst having fun and this reinforces their identity, self-esteem, ability to debate with other, a traditional approach is less and less effective.

Barriers: none reported.

TURKEY CASE STUDY 1

19 four-year-olds in a Turkish kindergarten who study in both Turkish (L1) and English (L2).

Success: The findings of the study advocate for the success of the treatment in the recall of the target vocabulary. The mean scores of both receptive and productive immediate post-tests are considerably higher than those of corresponding pre-tests in all weeks. These results suggest that TPRS had a short-term effect on L2 receptive and productive vocabulary acquisition.

Barriers: None but the small sample size and lack of control group limited analysis of results

TURKEY CASE STUDY 2

A research article into the use of literary text to teach grammar in foreign language.

Success:

- There are appropriate texts for all levels, from fairy tales for young children to classic novels and poems.
- Help students understand the target culture,
- Develop students' interpretation skills,
- The lesson becomes fun for students,
- Increase linguistic awareness of students,

Barriers: each culture has its own unique values. Teachers and students need some prior knowledge of target literature and culture.

CONCLUSION

Success:

- Storytelling improves language skills for three main reasons: because the use of stories is highly **motivating**; because they provide learners with **comprehensible input**; and because they promote **social interactions**.
- Students shown positive progress mostly related motivation to variation in working method, i.e.:
 - **related to the method**: most of the students were motivated by the story telling elaboration and presentation, some children became positive about attending sessions. Engaging learners in the learning process. Experience, creating real-life situations in a simple and significant way. Creative teaching methods, more variation than traditional approaches, personalizing learning.
 - **related to technology**: students who had lost interest in the school curriculum enjoyed working on computers and expressing their views. Digital storytelling is particularly interesting because it allows for an alternative and perhaps more motivating way to practise oral, written, and digital skills.
- **Cooperation skills**: showed more cooperation in the English class. Students learnt things without realizing it, helped each other develop collaboration and cohesion in the classroom.
- **Learning achievements**: enhance students' capacities for learning in the four skills of speaking, listening, reading, and writing. Students learn more during the whole digital storytelling process than what they express through the story itself.
- digital storytelling is claimed **to be a motivating, efficient and interactional** pedagogical tool, enabling learners to share their stories and provide one another with feedback on their content or performance in a fun and engaging manner.
- Traditional printed-format stories are claimed to be as effective as digital stories in the development of language skills.
- Post-test results showed that learners demonstrated **higher test results in the four language skills (reading, writing, speaking, and listening)** than in the pre-test, suggesting that storytelling plays a role in enhancing such skills.
- Competition with a wider audience (digital) worked well

- noticeable improvement in students' ability to learn and memorise, even in students with learning disabilities.
- Props and pictures enhanced engagement and skills
- Repetition of stories increased vocabulary skills of younger children
- Increased language skills and understanding of target culture
- Cognitive achievement in vocabulary, meaning and grammar

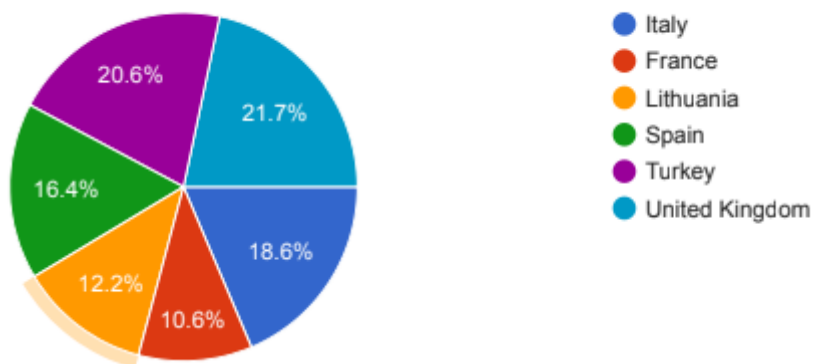
Barriers:

- Most pupils (in the study with children with learning difficulties) exhibited behavioural problems at first stages in Storytelling Cycle as well as low motivation and poor attitudes.
- the participants with a lower English proficiency level showed a lot of stress in having to tell stories and frustration at not being able to satisfactorily cope with what they were being asked to do in class.
- Caution should be taken not to force children to perform before they feel they are ready.
- To use a new technology in teaching-learning process, instructors first need to assess and evaluate its impact on the academic achievement and performance of learners.
- At the early stage of language learning, academic achievement should effectively correlate with the oral behaviours of singing, chanting, and repeating.
- Primary school students seemed to have problems dealing with Moviemaker.
- Organisational and technological: teachers may worry about “the amount of time digital storytelling processes may take at school, mainly due to various technical problems that might occur, as well as not having access to the equipment they need, when they want it.”
- there is a lack of research comparing the effectiveness of printed and digital story formats on the development of L2 skills in a particular group of subjects.
- study demonstrates that storytelling may play an important role in helping learners improve their second language skills but also that it may not help learners much if storytelling is not delivered at an appropriate language level to learners, causing them stress, frustration, and lack of interest in storytelling activities.
- Cultural aspects of literature can be difficult

A FIELD SURVEY TARGETING STUDENTS

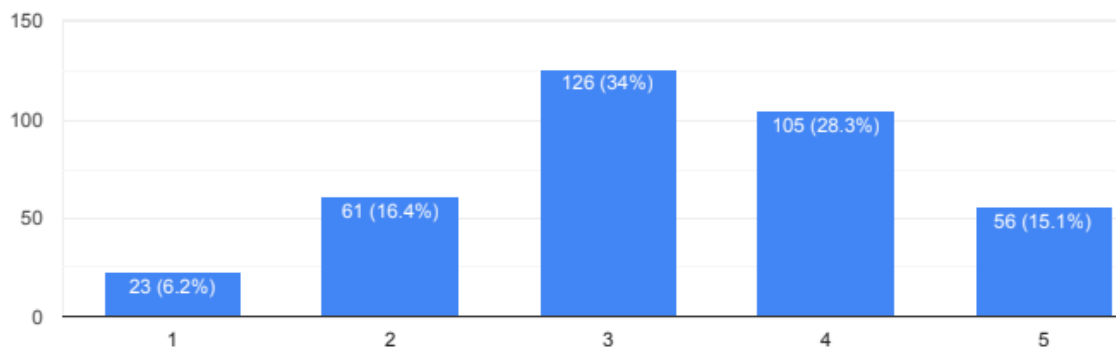
372 students have taken part in a field survey about their learning habits and preferences regarding language teaching.

Here is the sharing of participants among the partner countries



To the question « Do you like telling stories ? 43,4 % express the fact that they like it

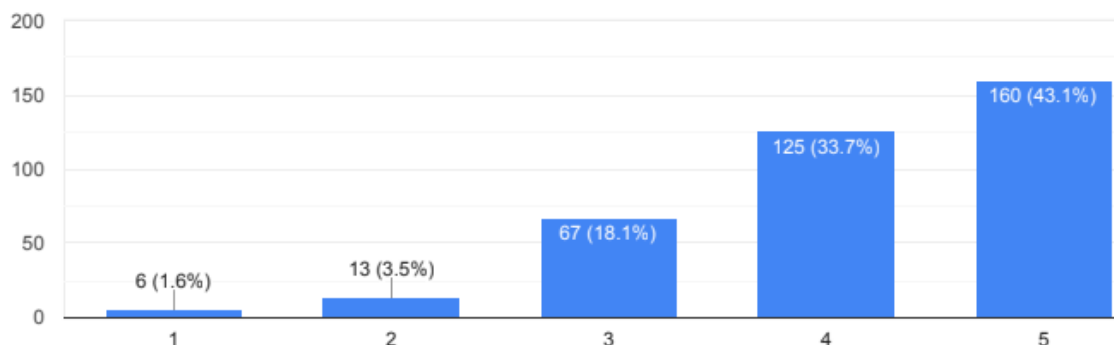
371 responses



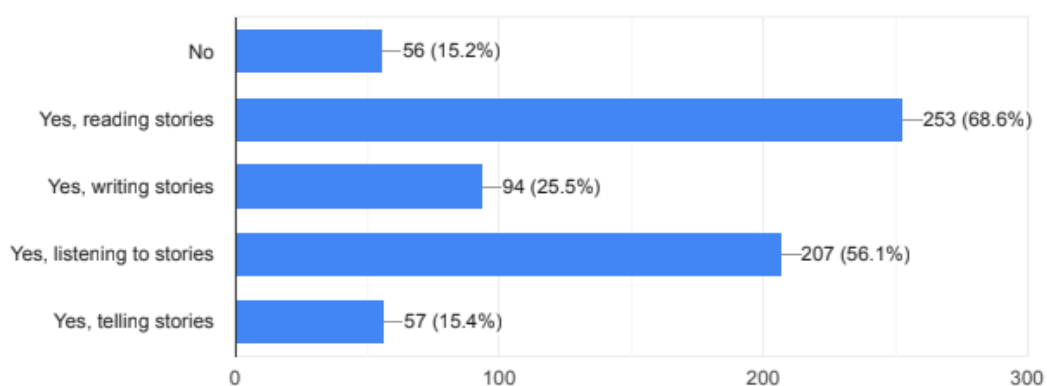
And about a quarter do not like it at all.

They are all much more enthusiastic about listening to stories as nearly 80 % rated this activity 4 or 5

371 responses



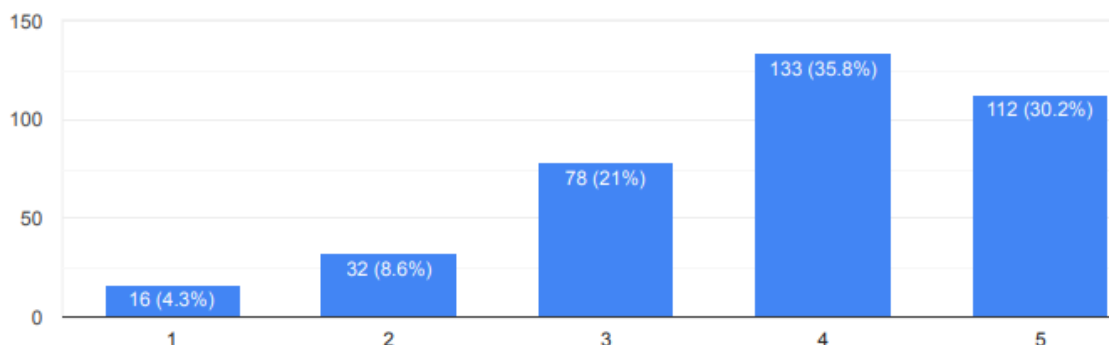
This opinion is confirmed when they are asked to indicate the type of activities they enjoy if we refer to storytelling. Reading stories come first and listening stories is just behind. Students are much less attracted by activities which require more effort such as acquisition of vocabulary and mastering of linguistic tools to deliver a story, either written or in speech.



Regarding the will to have storytelling included in English lessons, the results are striking. Indeed, only 13% do not wish to have storytelling integrated to their English classes whereas 66% express their strong interest about the methodology to develop their skills in English language.

Would you like your English lessons to include storytelling?

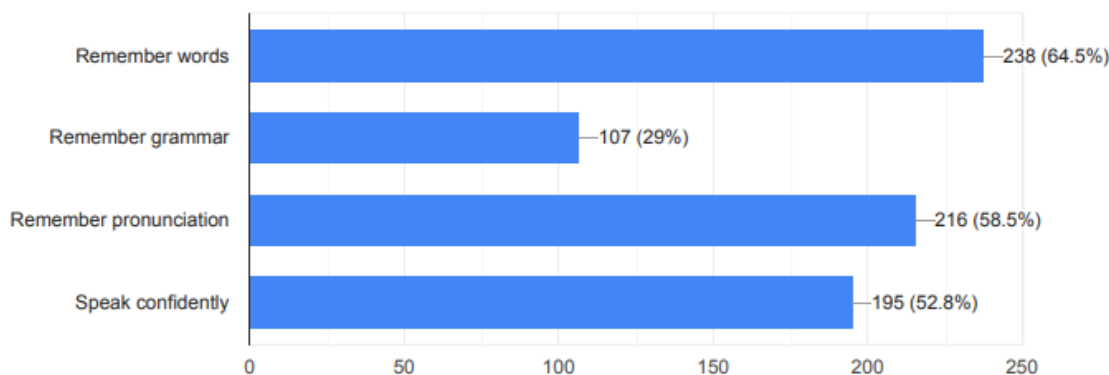
371 responses



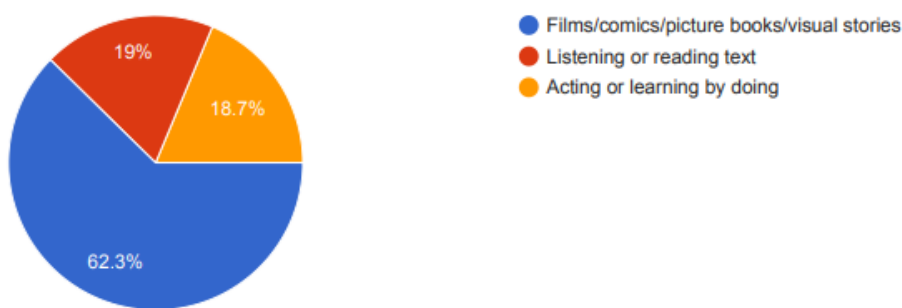
For nearly two thirds of students interviewed, storytelling methodology is a good means to memorize vocabulary as well as remembering pronunciation of words and phrases (nearly 60%). According to these results, storytelling could be considered as an effective way to develop and enrich the range of vocabulary used by students. If we consider telling stories in speech, for more than half of the students, this method improves their ability to speak in a more confident way and enhances their practice of the English language.

Do stories help you to: (You can choose more than one answer)

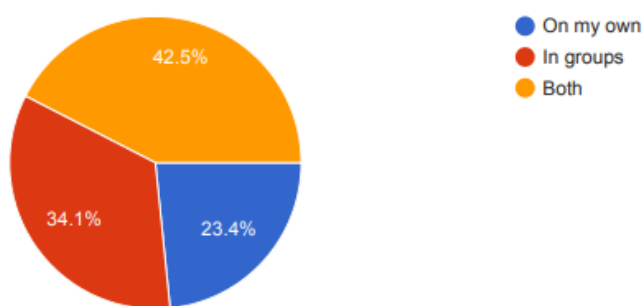
369 responses



According to students, the stories they remember best are the ones told with the support of visual means such as comics, movies, picture books and visual stories : more than 62%. It provides teachers with clues about the methodology which could be more effective to foster the learning of English language with learners.



Students like a mix of teamwork and individual work : more than 40 % ; this is probably for them a way to develop their autonomy in some aspects by working on their own and then enrich their first thoughts with pairs to enrich their results. More than one third prefer working in groups, probably to get reassured and co-operate to create a better result. Only nearly a quarter of the group prefer working individually. These figures can also provide good inputs to organize students work in or out of the class.



A FIELD SURVEY TARGETING TEACHERS

Partners have questioned teachers about their insights toward the usage of storytelling for English language learning and have performed an analysis based on direct interviews with English teachers in Schools and VET Institutions in partner countries:

“What are teachers’ opinions regarding the use of storytelling for English language learning in terms of pedagogical needs, students’ expectations and how to fit this methodology with current curriculum?”

The participants to the research consisted of 3 to 5 teachers from different educative backgrounds, schools, VET Institutions and private language providers. Findings show the

use of storytelling is beneficial to teach some language aspects, especially when real life situations are at stake, combining valuable skills: listening, speaking, reading, and writing in an expressive context.

Findings show the use of storytelling is beneficial to teach language aspects, especially when we must consider stories as the best and rich material for students to learn about every real situation in life, combining valuable skills: listening, speaking, reading, and writing in an expressive context.

As teachers, they are sure about the advantage of the direct link between listening to a story and reading or telling a story and the awareness in learners of the structure of sentences as well as the figurative meaning of the language what will make students discover new things.

STORYTELLING AS A TEACHING AND PEDAGOGICAL TOOL

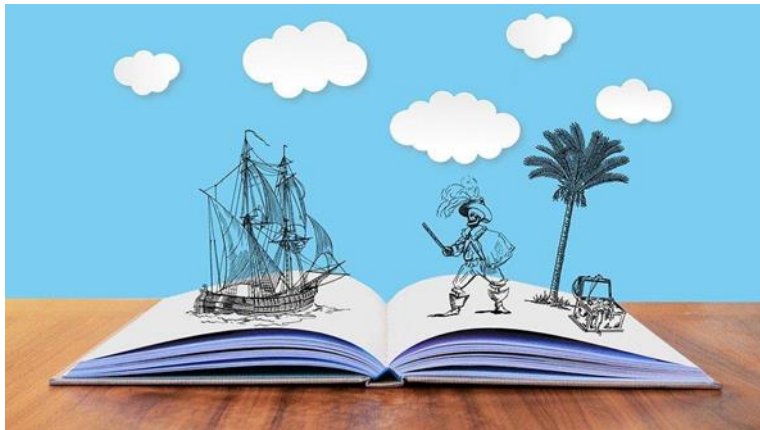
Storytelling is a deep-rooted tradition since people have been telling stories to entertain, to transfer knowledge and expertise among generations, to keep cultural heritage, or even to alert others about dangers. Consequently, the teller's role is to prepare interesting stories to the listeners which can offer language and gestures to effectively communicate for entertainment purposes, and sometimes it provides moral values for both the teller and the listeners.

For these above reasons, storytelling is a perfect introduction to foreign languages because stories can provide a familiar context for learners who can actively participate in the teaching and learning activities in the classroom.



RESEARCH FINDINGS

In this section, the findings from the interviews were classified and reported into three major themes: **pedagogical needs** in the use of storytelling to teach language aspects considered directly by teachers, **students' expectations** which have been considered by their trainers and how to fit this methodology with **national / regional curriculum** in the classroom next to the challenges faced by teachers while telling stories. The responses of the teachers given through interviews have been analysed and stated qualitatively in the findings sections.

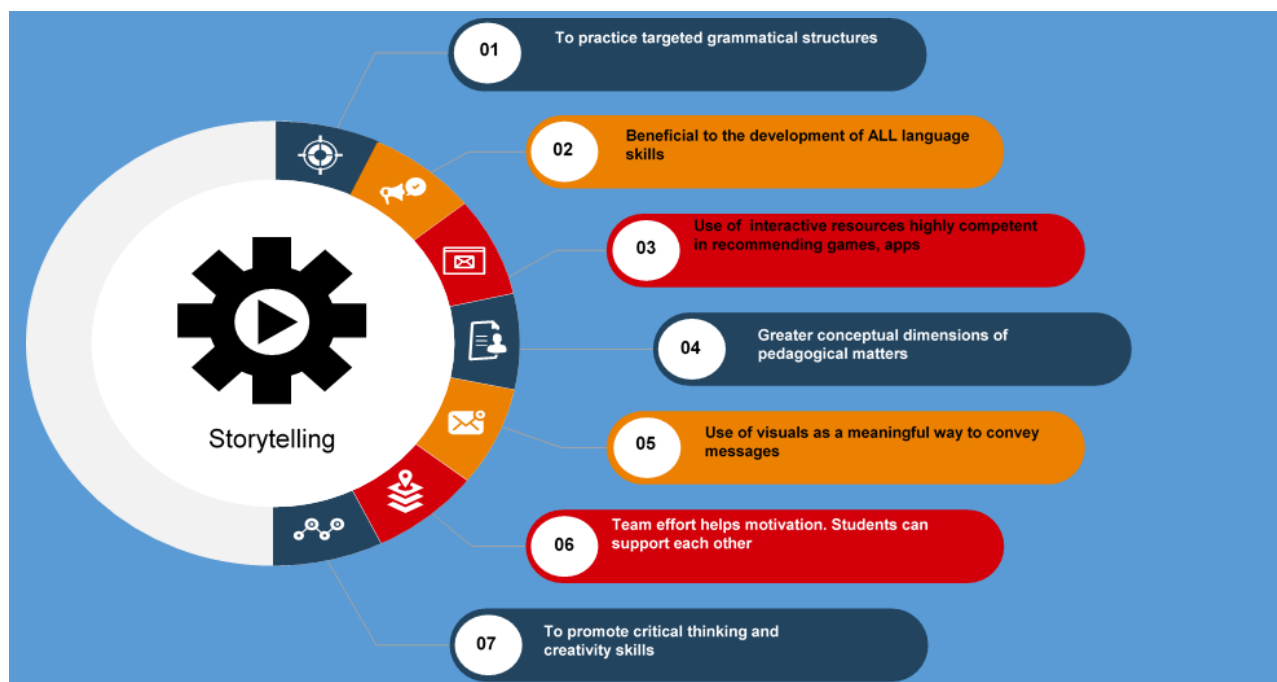


Interviewed teachers have agreed in the benefits of the use of storytelling methodology to:

- Improve learners' listening skills.
- While improving writing, learners could be more interested to write stories and tell them.
- They will become more enthusiastic for reading texts to find other and others' stories.
- Storytelling can even engage learners who love acting.
- Really engages the boys who love the acting.
- Some learners could even find a very motivating reason to speak and write English in a more fluent way.

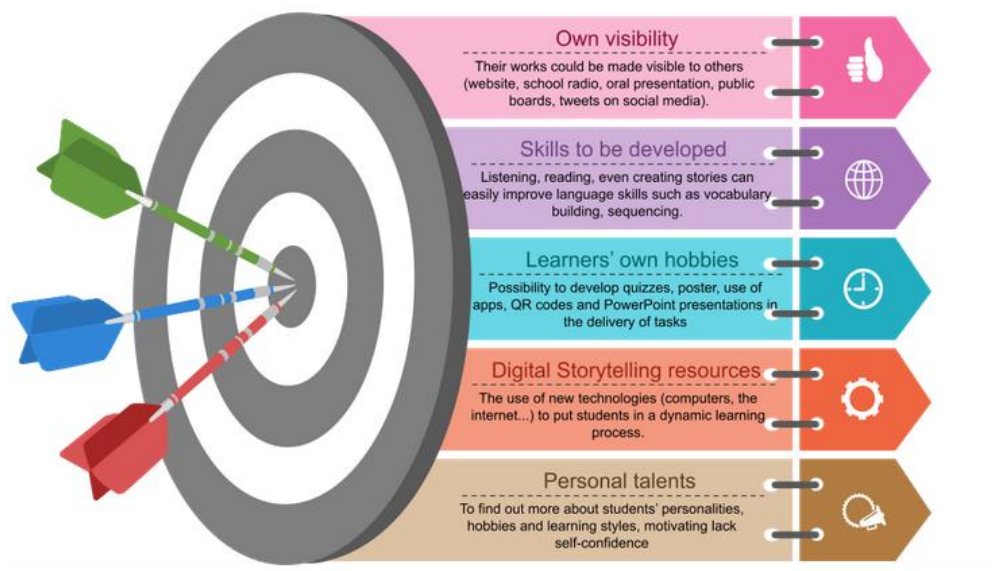
PEDAGOGICAL NEEDS

Inside pedagogical aspects, most common advantages for a good, productive, and beneficial results of storytelling are exposed in the following picture:

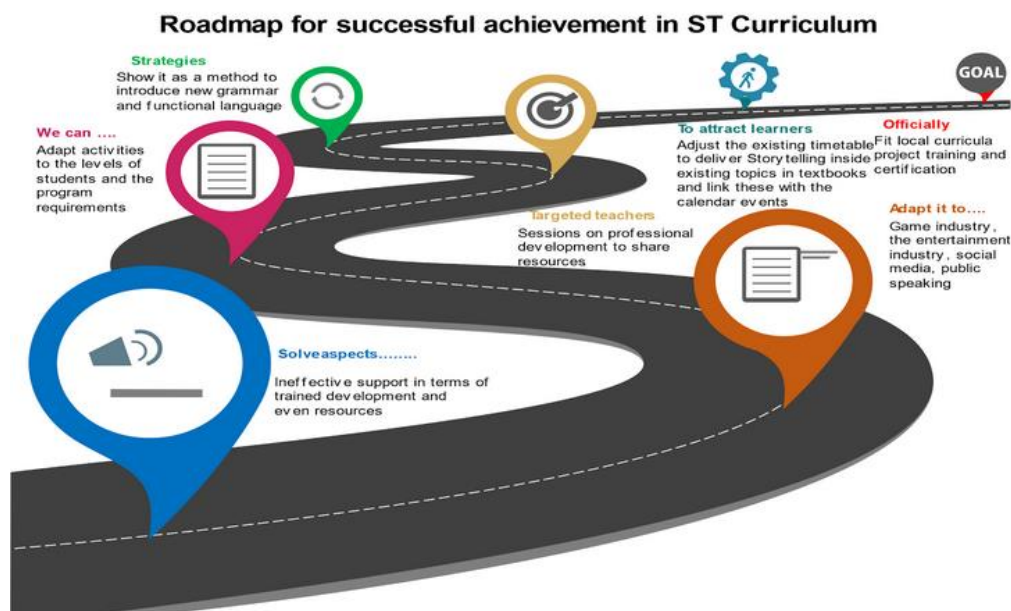


STUDENTS' EXPECTATIONS

Storytelling is seen as an optimum way to develop self-confidence in learners about English learning and, additionally, can generate their learning independence and enable them to apply what they have learnt from stories in their own life expectancies. After teachers' responses, there are several things to be considered when storytelling is used at school level. With the onset of digital, many other opportunities to tell stories in formal and non-formal environments have appeared.



FIT WITH THE CURRICULUM



ASPECTS TO BE CONSIDERED AFTER TEACHERS' INTERVIEWS

Active learning is essential of storytelling and helps to engage and stimulate learners in a creative and collaborative way. Teachers can help students to become good listeners, storytellers and, also, “story makers”. In some countries, storytelling is a part of daily teaching, and they can meet many of the experiences and outcomes of the Curriculum framework in learning English.

Some other countries inside this research find some difficulties to address the experiences and outcomes of listening, talking, sharing thoughts and ideas as a class, group or with an individual and place them inside the official national and/ or regional curriculum.

However, all teachers see storytelling as a motivational tool which may encourage learning, good communication skills and engagement with writing, reading, and listening skills, which are reflected as part of curriculum competences, being also an ideal tool for supporting children with special educational needs.

By way of listening to and telling stories, learners can extend and enrich their vocabulary and develop their understanding of what is different, exciting, and useful about their own and other cultures and their languages.

The adaptation of storytelling to national / regional curriculum can provide with opportunities to communicate, cooperate, and create relationships when students share stories and participate in story making activities as a small group and as a class.

Partners have opted to target language teaching aiming at **level A2 to level B1**.

The scenarios have been developed according to a common framework all partners agreed upon. Nevertheless, to ensure it matches every national curriculum, users probably need to consider adjustments.

2.1. STORYTELLING EDUCATIONAL GOALS

Why choose storytelling over a more traditional teaching approach especially in secondary schools?.

Stories are an emotional investment; they are enjoyable and stimulate the imagination.

Studies have proven that a vertical and traditional way of teaching is becoming more and more obsolete, and all classes involved in storytelling projects register noticeable improvements in the students' learning abilities.

Stories aid learning and storytelling creates a connection and a mutual exchange between storyteller and story listener.

Teachers that use this methodology see their classes more motivated mainly because students learn whilst having fun.

Learners need to be actively engaged and storytelling offers a combination of imaginary and familiar content that helps them. The familiar gives them something they can relate to, the imaginary and the impossible fires their imagination.

It's interesting to note how students empathize with the characters and the events; they can make predictions, hypotheses, even be part of the story and change the conclusion.

Stories can help with vocabulary acquisition in context and phonological awareness. It's not just about the sound of words, it's taking the sounds and seeing how they correspond to the written words. Students can then develop listening skills and strategies.

In today's interactive world storytelling could help socially. It offers a degree of discussion and debate, reinforces one's identity, self-esteem, and personal growth. It also forges connection among people and between people's ideas.

Study topics and vocabulary fields for the acquisition of cultural references and associated lexical knowledge could be :

Uses and rules of etiquette, forms of politeness, habits and lifestyles, etc. ; school, school life; characteristics and specificities of the school system in the country(ies) of the language studied ; geography and demography (physical geography, major cities, habitat, transport modes and networks, regional and administrative division, population, languages spoken and linguistic areas, etc.); emblems, flags, anthems; public holidays, national and local holidays; traditions, habits and customs, folklore, tales and legends; food specificities and national and regional culinary specialties; major historical events, significant dates; historical figures and famous personalities; major events, symbolic, historical and cultural places, major monuments; emblematic places of power, institutions and political system, ongoing institutional reforms, political parties, trade unions, elections, etc. ; great famous works (literature, music, painting, sculpture, cinema, photography); national sports and famous teams; tourism, major tourist regions, forms of accommodation and catering; consumer habits, major national retailers, online commerce, etc. ; media (press, radio, television), social networks and internet (practices and issues); major current issues and their impact in the country(ies) of the language studied (environment, sustainable development and ecological transition, scientific, technical and technological innovation, globalization, respect for human rights, children's rights, access to education, working conditions, respect and equality for all, migratory movements, etc.); forms of humanitarian and civic commitment specific to the country(ies) whose language you are studying (NGOs, volunteering, associations, etc.); etc

Cultural references	Examples
Food	<i>Apple pie, baked beans, BBQ, brunch, cereals, cheddar, corn on the cob, continental / English breakfast, curry, custard, doggy bag, doughnut, drive-in, fish and chips, gravy, happy hour, jam, junk food, maple syrup, pancake, pint, pub, snack, tacos, teatime, etc.</i>
Transport, tourism, and accommodation	<i>A-road, B&B, bank holiday, cab, coach / bus, commuter, double-decker bus, condominium, freeway, Greyhound bus, landlady / landlord, motorway, resort, road sign, roundabout, subway, time zone, tube, turnpike, yellow bus, YMCA, etc.</i>
Shopping	<i>Car boot sale, charity shop, cashback, convenience store, corner shop, department store, DIY, garage sale, grocer's, high / main street, jumble sale, mall, newsagent, outlet store, raffle, sales, shopping card, store card, voucher, etc.</i>
Landscape architecture and	<i>Bow window, brownstone, the bush, cottage, council estate, countryside, the desert, detached / semi-detached house, downtown, housing estate, housing development, market town, skyline, suburbia, terraced house, townships, trailer park, etc.</i>
Families and family life	<i>Baby shower, best man, birthday party, bride, funerals, housewarming party, in-laws, relatives, stag night, stepfamily, weddings, etc.</i>
Personal and professional relations with other people	<i>Acquaintance, appointment, briefing, charities, Christmas party, club, colleague, farewell party, Season's Greetings, invitation, old-boy network, Spring Break, business card, etc.</i>

Cultural references	Examples
<i>Education in Britain and in the United States</i>	<i>A-level, alumnus, assessment, comprehensive school, campus, college, college of further education, Commencement Day, community college, dean, degree, drop- out, freshman, GCSE, graduate, grammar school, high school, Ivy League, NVQ, Open University, Oxbridge, prep school, preppy, public school, redbrick college, roommate, SAT, scholarship, sophomore, term, uniform, vocational school, etc.</i>
<i>Industry, business, and services</i>	<i>Catering, company, blue / white collar, CEO, e-business / e-services, engineering, firm, fringe benefits, front office, handicrafts, mortgage, outsourcing, PA, perks, plants, PR, R&D, real estate, research, retirement, safety procedures, shareholders, start-up, stock options, supply chain, takeover, teleworking, tools, trade, workshop, etc.</i>
<i>Agriculture</i>	<i>acre, breed, cattle, dairy product, farming, harvest, hay, livestock, Napa Valley, prairie, ranch, timber, etc.</i>
<i>Studying and working abroad</i>	<i>Application / applicant, apprenticeship, bank holiday, break, CV / curriculum vitae / (online) resume / cover letter, fixed-term contract, green card, grant, health benefits / health insurance, internship, jobcentre, leave of absence, maternity leave, off- season, part-time, pension / pensioner, placement, redundancy, retiree / retirement, school exchange, sick leave, summer job / teen job / seasonal job, trainee, training period, tuition fee, twinning, wages, work experience, work permit, work placement, etc.</i>
<i>British and American political and legal systems</i>	<i>act, amendment, backbencher, barrister, bill, Bill of Rights, borough, by(e)-election, Capitol Hill, caucus, CIA, constituency, coroner, habeas corpus, Commonwealth, Congress, district attorney, FBI, general election, Governor, House of Commons, House of Lords, House of Representatives, impeachment, lobbying, mayor, MI5, MP, (Number) 10 Downing Street, Parliament, primaries, PM / Prime Minister, Shadow Cabinet, Senate, speaker, Supreme Court, Whitehall, the White House, etc.</i>

Cultural references	Examples
Social issues	<i>Drug-addictions, affirmative action, communities, death penalty, dress codes, ecology, global economy, global warming, homelessness, immigration, relocation, renewable energies, sustainable development, workaholic, working poor, etc.</i>
Religion	<i>Amish, Bible Belt, Christians, Church of England, Islam, Jews, Mormons, Muslims, Puritanism, etc.</i>
Multicultural issues parties and trade unions	<i>Ethnic groups, melting pot, minorities, etc.</i> <i>Labour Party, Tories, Lib-Dems, New Labour, Democrats, Republicans, TUC, AFL-CIO, UAW, etc.</i>
Symbols, emblems, and anthems	<i>God Save America, God Save the Queen, leek / thistle / rose / shamrock, Star-Spangled Banner, Stars and Stripes, Uncle Sam, Union Jack, etc.</i>
Historical moments and figures: The United Kingdom and Ireland The United States	<i>King Arthur, O. Cromwell, Elisabeth I, Henry VIII, Industrial Revolution, Queen Victoria, Winston Churchill, the Blitz, D- Day, Ulster, Thatcherism, etc.</i> <i>American Revolution, Conquest of the West, the Frontier, Gold Rush, cowboys, Indians, Jefferson, Lincoln, slavery, American Civil War, Great Depression, Prohibition, New Deal, Civil Rights Movement, J. F. Kennedy, M. L. King, Neil Armstrong, etc.</i>
Geographical landmarks The United Kingdom The United States Other English-speaking countries	<i>the Black Country, the Channel, Hadrian's Wall, Highlands, the Lake District, the Midlands, the Peak District, Stonehenge, etc.</i> <i>National Parks, Death Valley, Grand Canyon, Mount Rushmore, Niagara Falls, Rocky Mountains, time zone, Cotton Belt, etc.</i> <i>Apartheid, Aborigines, Ayers Rock, Down Under, James Cook, English-speaking Caribbean Islands (Community Day, Fish Day, etc.), the Indian sub-continent, Zulus,</i>

TV / radio networks and programmes	<i>BBC, broadcasting, Channel 4, CNN, HBO, ITV, MTV, prime time, sitcom, talk show, TV series, etc.</i>
The press	<i>classifieds, comic strip, headlines, quality press, tabloid, etc.</i>

Cultural references	Examples
The internet	<i>blogs, browser, chat, podcasting, webcam, etc.</i>
Advertising	<i>ads, commercials, slogans, flyers, coupons, media hype, etc.</i>
Technologies and research	<i>biotechnologies, Darwin, Bell, Edison, Faraday, Fleming, firewall, hacking, laptop, Newton, PIN, renewables, software, Silicon Valley, wind farms, etc.</i>
Religious and public celebrations	<i>Boxing Day, Christmas, Easter, Guy Fawkes' Night, Halloween, Independence Day, Labour Day, St. Patrick's Day, Poppy Day, Thanksgiving, etc.</i>
Art forms, artists, and writers : Architecture Design Dance Literature and theatre Painting Music Cinema Photography	<i>N. Foster, Frank Lloyd Wright, etc.</i> <i>T. Conran, etc.</i> <i>A. Ailey, M. Cunningham, J. Robbins, T. Tharp, etc.</i> <i>M. Atwood, Booker Prize, Broadway, the Brontë sisters, J.F. Cooper, detective stories,</i> <i>J. Dos Passos, C. Dickens, F.S. Fitzgerald,</i> <i>A. Huxley, H. Kureishi, V.S. Naipaul, G. Orwell, poetry, Pulitzer Prize, Sci-Fi, W. Shakespeare, M. Shelley, J. Steinbeck, J. Swift, the West End, O. Wilde, etc.</i> <i>F. Bacon, G. Catlin, J. Constable, E. Hopper, W. Hogarth, R. Lichtenstein, pop- art, F. Remington, N. Rockwell, M. Rothko, J.M.W. Turner, A. Warhol, etc.</i> <i>L. Armstrong, B. Britten, P. Cline, country music, classical music, hip hop culture, G.F.</i>

	<i>Handel, B. Holliday, jazz, musicals, the opera, C. Porter, reggae, etc.</i> <i>Academy awards, W. Allen, Bollywood, blockbuster, cartoon, casting, C. Chaplin, cloak and dagger films, F.F. Coppola, entertainment industry, directors and producers, J. Ford, S. Kubrick, K. Loach, rating, M. Scorsese, S. Spielberg, western, etc.</i> <i>D. Arbus, W. Eugene Smith, W. Evans, D. Lang, H. Newton, A. Stieglitz, etc.</i>
Art institutions	<i>Guggenheim Museum, Lincoln Center, MoMA, National Gallery, Sydney Opera House, Tate Modern, etc.</i>
Hobbies, sports, and leisure activities in the English-speaking world	<i>all-star game, baseball, betting, bingo, cheerleaders, coach, craft, cricket, darts, Davis Cup, fair play, football, foul, grand slam, greyhound races, horse racing, leisure centre, NBA, quarterback, rounders, rugby, slam dunk, soccer, team, track, and field, etc.</i>

2.3. LINGUISTIC TOOLS

Learning languages in an active way implies that grammar is a tool to carry out language tasks. The table below brings together various **linguistic tools** which, depending on the objectives, can be useful while implementing storytelling. The first column presents the main forms of communication, the second the linguistic tools likely to be associated with them and the third illustrates the whole with examples. This table is an open list. It is up to the teacher to make the choices he considers necessary. It is the communication tasks that determine the useful linguistic tools.

Communicate understand and tell	: Linguistic tools	Examples
Dialogues		
Talk to someone	- greetings - sentence starters - interjections	<i>Hello / Good morning / Good afternoon / Welcome</i> <i>How do you do? / Pleased to meet you / Nice to see you again.</i>

	- questions/expressions	<i>Can I speak to George, please? Good luck!</i> <i>I'd like you to meet her. I'll call back later.</i> <i>Sorry to bother you, but could you tell me the time?</i>
Adapt one's speech to the situation	designate people time and places	<i>Occasionally, I run into him on the train. You mean you're getting married next week? Did I hear you say you lost the keys?</i>
Ask questions	- Questions syntax - Question words	<i>Is there a bus stop nearby? Is this the one you mean?</i> <i>Are you sure you're all right? Anyway, are you coming or not? Have you got a moment?</i> <i>Do you like it sweet?</i> <i>Did you catch the six o'clock train? Can I help you?</i> <i>Could you call at the post office? Will you be there by six?</i> <i>What's happening? Who's next?</i> <i>Who's crying?</i> <i>Where did you stay while you were there? Where have you been all this time?</i> <i>When did it happen? What can I get you?</i> <i>What will you do for / about...? What would you like to drink? Why not?</i> <i>Why did you tell me you couldn't come? How do you like your coffee?</i> <i>How did it happen? Anyone for tennis?</i>
Answer	Affirmative and	<i>I agree (with you) / I don't agree. You're</i>

	negative sentences <i>(absolutely) right.</i> <i>You're (totally) wrong. That's a good idea.</i> <i>That's quite true.</i> <i>I'm not so sure about that. They must be here, somewhere. I've never been there in my life.</i> <i>I can't hear what you're saying.</i> <i>It's got nothing to do with you.</i> <i>Yes, you're right / that's right. I don't think so.</i> <i>No, thank you.</i> Elliptical statements <i>Yes, so am I. / Yes, sure. / Yes, of course. I'd love to but I can't.</i>	
Exclaim	- onomatopoeia <i>Ouch! / Wow! / Oops!</i> <i>Good luck! / Well done! / What a pity! / How nice! / Indeed! / Enjoy yourself!</i> - exclamatory adverbs, phrases, and statements <i>Look! Isn't it wonderful! Will you be quiet!</i> <i>That's not true</i>	
Keep the conversation going	- gap fillers <i>Well.../ Err.../ Hum, I'm not sure.../ I mean.../ Well, you see...</i> - question tags <i>John could do that, couldn't he? You've got one brother, haven't you? Oh, really? How's that?</i> <i>Oh, did you? / are you? / is she?</i> - echoed questions	
Warn	Making suggestions <i>Be careful. Please sit down.</i> <i>Please tell her I called.</i> <i>Why don't we meet for lunch? Let's go!</i>	

	- modals - imperative sentences and ways to express obligation and prohibition - expression of need - verb : V1toV2 - verb : V1V2-ing	<i>Let's talk to him on the phone. Would you like to go out for a meal? Could you ask him to call me back?</i> <i>You must go there and see it for yourself. He mustn't be late.</i> <i>Turn on the printer.</i> <i>Wait until the boss arrives. Try the other key.</i> <i>Try not to be late.</i> <i>Carry your passport with you. Mix it with half a pound of sugar.</i> <i>You've got to be back by midnight. Don't be silly.</i> <i>Don't worry about it. It's not so bad. You can't do that.</i> <i>They don't have to leave so early.</i> <i>We need to do it now / We needn't to do it now. She wants you to do it.</i> <i>He'll have to give me that money back. Stop smoking!</i>
Introduce/report	Direct and indirect speech	<i>She said the train was absolutely packed. He tells me the car's not available.</i> <i>He said: "The car won't be ready before tomorrow."</i> <i>"have to go," she announced.</i> <i>He told them they would have to make an effort.</i>

<i>Describe</i>		
Name/Designate	- singular / plural - space location - demonstrative adjectives and pronouns	<i>His name's.../ Their names are... This is a...</i> <i>John is the man who runs the company. It's there. Where? Right here, on your left! This car is the latest model</i> <i>This is it!</i> <i>I don't like those.</i>
Characterize/Define	- noun complements - possessive pronouns and adjectives	<i>I like the colour of the paint you've used in the kitchen.</i> <i>You've taken my pen instead of yours. It's mine, I'm sure.</i>
Describe	- adjectives - adverbs - compound nouns	<i>The food smells good. He's got red hair.</i> <i>She really looks after her car. He is always alone.</i> <i>We'll never be there on time. It's a three-star hotel.</i> <i>Did you notice he was left-handed? She's really good-looking.</i>
Quantify	- singular/plural - adjectives	<i>I need two tickets, not one. He's only thirty-five.</i> <i>I got two hundred pounds for it.</i> <i>It cost over three hundred dollars. How much do you want for it?</i> <i>How many were there? Ten?</i>

	- quantifiers	<i>They gave us very little information. Several of these are mine.</i> <i>Give me half of it.</i> <i>I sold it for one third of the regular price.</i>
Compare	- comparatives - superlatives	<i>Eat as much as you can. She is similar to a...</i> <i>The blue one's larger than the black.</i> <i>And now my office is much more pleasant to work in.</i> <i>Well, it was the worst film I've ever seen. Going by underground would be the quickest. That's the best news I've heard for a long time. Which is the most convenient way of travelling?</i> <i>It's the least you can do.</i>
<i>Tell a story/write a story</i>		
About time	- simple past - time indicators	<i>It all started when he got the job. I arrived on Tuesday morning. We had a good meal last night.</i> <i>This is what happened to me a fortnight ago. Just a few minutes ago, his secretary rang up to cancel the meeting.</i> <i>When I arrived, there was nobody at home. She'll ring you on Sunday.</i> <i>We met two days earlier.</i> <i>In the meantime, I managed to wash up. She left while I was still at work.</i> <i>They joined us afterwards.</i> <i>Would you mind inviting him later?</i>

	- present perfect - future - pluperfect	<i>I've had this pain for days.</i> <i>After you've heard what happened, you'll change your mind, I think.</i> <i>I'm going to London tomorrow.</i> <i>I ran to catch the bus because I had seen it coming.</i>
About location	- adverbs, prepositions ...	<i>On your right.../ on your left.../ behind you... I saw him at the station.</i> <i>You'll find it in the drawer.</i> <i>It's right next to / in front of the station. Put them in the cupboard under the stairs.</i> <i>Take it back to the shop where you bought it. It's two miles away, you can't possibly miss it.</i>
Report (facts, events, etc.)	- simple past - present perfect - indirect speech - passive form	<i>I found what I was looking for.</i> <i>I took a glass and poured a drink. I've never seen her before.</i> <i>She said the accident happened around seven o'clock.</i> <i>The train was delayed.</i> <i>The kit is assembled by bolting the parts together.</i>
Develop a story	- simple past - present - adverbs - modalisation	<i>To cut a long story short...</i> <i>Little Red Riding Hood should not have disobeyed.</i> <i>"Meanwhile, his friend, through alley and streets wanders and watches with eager ears." (Paul Revere's Ride, H.W. Longfellow)</i> <i>This reminds me of... I remember clearly...</i>

		<i>Speaking of it...</i>
Explain		
Present / illustrate / give examples	- organisation of speech (introduction, example, etc.) : <i>here is, there is, first, then, finally, it comes from, it's the result of, the point is, as a matter of fact, by the way, etc.</i>	<i>This is an offer you can't refuse.</i> <i>What I mean is we're pretty busy at the office at the moment.</i> <i>Well, to begin with, I'd like to explain what happened exactly.</i> <i>Take this morning, for example: the alarm clock failed to go off and I missed my train!</i>
Express differently / translate	- synonyms et antonyms - explanation or paraphrase	<i>What's the French for...? 'Long' is the opposite of 'short'.</i> <i>It stands for.../ it's the same as.../ it's a synonym for...</i> <i>The French for 'computer' is ordinateur.</i> <i>In French / English, you (would) say...</i>
Develop / frame the speech	- logical links : coordination, time, cause, opposition, consequences	<i>He went to the airport and took the plane. We're doing it because we have to.</i> <i>They looked at each other but didn't say a word. Therefore, he had to leave at once.</i> <i>While we were still waiting for him, he called and said that it was too late.</i>
Provide details	- adverbs and time, place, duration ... indicators	<i>When you arrive, drop in for a visit.</i> <i>Once inside, take the lift to the first floor. Give me a call after you've arrived.</i>

Give one's opinion and give arguments

Give an opinion / give advice

- expressing opinions
to my mind, in my view, it seems to me that, what I think is, etc.

- modalization

- adverbs
- superlatives

I think it's OK.
I don't like the idea of giving up.
In my opinion it makes no difference. Personally, I believe we should carry on. (I think) you should be more careful.
We could give them a hand.
I would recommend the set menu.
I would advise you to take your time.
It might be a good idea to change our plans. You'd better change your mind.
If I were you I'd try to find out.
But if you had to choose, which would you prefer?
I like it very much.
It seems to me that we're on good terms. My impression is that...
On the one hand I think...but on the other... I quite like skiing.
I'd rather fly.
These cakes are the best I've ever had.

Demonstrate / justify / convince

- link words:
because, but, for, for that reason, so, so that, in order to, therefore, etc.
- logical links (cause, consequence,

The reason is... The thing is...
The shop was closed for repairs.
Arrange things so that you finish tomorrow. Write it quickly so it goes this evening.
That's what I said but my colleagues just wouldn't

	goal) : <i>thanks to, in order to, due to, because of, since, etc.</i> - complex statements - do emphasis	<i>have it.</i> <i>It did rain after all. I do like jazz music.</i> <i>She does love him.</i>
Make a synthesis / conclude	- conclusion phrases	<i>To conclude, I'd (like to) say... It's been nice talking to you. So that's how you feel about it.</i> <i>Well, if that's all, then I think I'll be going. That's the end of it.</i>

2.4. COMMUNICATION ACTIVITIES AND TASKS

If we consider storytelling methodology, a certain number of activities can be undertaken, and some appropriate descriptors scales taken from the European Framework of Languages can illustrate the variety of possibilities. The storytelling can be delivered through speech or writing according to the task planned by the teacher.

Oral production :

Sustained monologue : describing experience

B1	Can give straightforward descriptions on a variety of familiar subjects within their field of interest.
B1	Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
B1	Can give detailed accounts of experiences, describing feelings and reactions.
B1	Can relate details of unpredictable occurrences, e.g., an accident.

B1	Can relate the plot of a book or film and describe their reactions.
B1	Can describe dreams, hopes, and ambitions.
B1	Can describe events, real or imagined.
B1	Can narrate a story.
A2+	Can tell a story or describe something in a simple list of points.
A2+	Can describe everyday aspects of their environment e.g., people, places, a job, or study experience.
A2+	Can give short, basic descriptions of events and activities.
A2+	Can describe plans and arrangements, habits and routines, past activities, and personal experiences.
A2+	Can use simple descriptive language to make brief statements about and compare objects and possessions.

Sustained monologue : giving information

B1	Can report straightforward information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.
A2	Can give simple directions on how to get from X to Y, using basic expressions such as “turn right” and “go straight” along with sequential connectors such as “first”, “then” and “next”.

Make public announcements

B1	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in their field which, despite possible problems with stress and intonation (= non-manuals in a sign language), are nevertheless clearly intelligible.
A2	Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to recipients who are prepared to concentrate.

Addressing audiences

B1	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
B1	Can take follow-up questions but may have to ask for repetition if the delivery is rapid.
A2+	Can give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions.

Expressing a personal response to creative texts

B1	Can summarise (in Language B) the main points made in clear, well-structured texts (in Language A) on subjects that are familiar or of personal interest, although lexical limitations cause difficulty with formulation at times.
B1	Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g., a short record of an interview, magazine article, travel brochure).

B1	Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided people articulated clearly.
B1	Can summarise (in Language B) the main points made in long texts delivered orally (in Language A) on topics in their fields of interest, provided they can listen or view several times.
B1	Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided they can view them several times.
A2+	Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided the topics concerned are familiar and the delivery is slow and clear.
A2+	Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (in Language A) that have illustrations or tables.

Analysis and criticism of creative texts

B1	Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connections between them.
B1	Can describe the key themes and characters in short narratives involving familiar situations that contain only high frequency everyday language.
A2	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.

Written production :

writing Reports and essays

B1	Can produce very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.
B1	Can present a topic in a short report or poster, using photographs and short blocks of text.
A2	Can produce simple texts on familiar subjects of interest, linking sentences with connectors like “and”, “because” or “then”.
A2	Can give their impressions and opinions about topics of personal interest (e.g., lifestyles and culture, stories), using basic everyday vocabulary and expressions.

Creative writing

B1	Can give accounts of experiences, describing feelings and reactions in simple, connected text.
B1	Can give a description of an event, a recent trip – real or imagined.
B1	Can narrate a story.
A2+	Can describe everyday aspects of their environment e.g., people, places, a job, or study experience in linked sentences.
A2+	Can give very short, basic descriptions of events, past activities, and personal experiences.
A2+	Can tell a simple story (e.g., about events on a holiday or about life in the distant future).
A2	Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job.
A2	Can create short, simple imaginary biographies and simple poems about people.

A2	Can create diary entries that describe activities (e.g., daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like “and”, “but” and “because”.
A2	Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g., tables of verb tenses in a course book).

Correspondence

B1	Can compose personal letters describing experiences, feelings, and events in some detail.
B1	Can compose basic e-mails/letters of a factual nature (e.g., to request information or to ask for and give confirmation).
B1	Can compose a basic letter of application with limited supporting details.
A2+	Can exchange information by text message, by e-mail or in short letters, responding to questions from the other person (e.g., about a new product or activity).
A2	Can convey personal information of a routine nature, for example in a short e-mail or letter introducing themselves.
A2	Can compose very simple personal letters expressing thanks and apology.
A2	Can compose short, simple notes, e-mails, and text messages (e.g., to send or reply to an invitation, to confirm or change an arrangement).
A2	Can compose a short text in a greetings card (e.g., for someone’s birthday or to wish them a Happy New Year).

Expressing a personal response to creative texts

B1	Can explain why certain parts or aspects of a work especially interested them.
B1	Can explain in some detail which character they most identified with and why.
B1	Can relate events in a story, film or play to similar events they have experienced or heard about.
B1	Can relate the emotions experienced by a character to emotions they have experienced.
B1	Can describe the emotions they experienced at a certain point in a story, e.g., the point(s) in a story when they became anxious for a character and explain why.
B1	Can briefly explain the feelings and opinions that a work provoked in them.
B1	Can describe the personality of a character.
B1	Can describe a character's feelings and explain the reasons for them.
A2	Can express their reactions to a work, reporting their feelings and ideas in simple language.
A2	Can state in simple language which aspects of a work especially interested them.
A2	Can state whether they liked a work or not and explain why in simple language.

Analysis and criticism of creative texts

B1	Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connections between them.
B1	Can describe the key themes and characters in short narratives involving familiar situations that contain only high frequency everyday language.
A2	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.

The above listed descriptors scales can provide inspiration for teachers and help them create their educational scenarios.

More, they can be used as a holistic way to assess the students' productions. Another option will consist in selecting some assessment criteria from the European framework of reference for languages which was designed to provide a transparent, coherent, and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. Thus, the assessment of storytelling can comprise criteria linked to **linguistic competence** such as vocabulary range, vocabulary control, grammatical accuracy, phonological control when the story is told orally, orthographical control when the story is written, as well as **pragmatic competence which is** all about discourse competence, namely flexibility, thematic development and coherence and cohesion. Another aspect can also be taken into consideration : **functional competence**. This component is concerned with the use of spoken discourse and written texts in communication for functional purposes. Spoken fluency and propositional precision are part of it.

The teacher will select a combination of all these different scales to determine appropriate criteria (a maximum of 5) to assess the students' works. The descriptors will be selected according to the level targeted by the scenario designed by the teacher.

The part dedicated to linguistic and pragmatic skills must be determined according to the level targeted. It is considered that pragmatic skills can predominate when the level of proficiency of students is under or at level A2 and that linguistic skills can have more weight in the assessment when levels targeted are higher.

Selecting a suitable methodological approach in the teaching process is similarly important as distinguishing about changes which may happen in learners' own development, so, teaching processes should be based on interactions between teachers and students.

Considering this above said, we should start with **an idea**: Every good story is about an idea which can be a topic in subject, a question, current happening, etc teachers want to work on.

Once decided, writing, definition and drawn proposals should be specified (either written in a few lines or drawn by means of a scheme). This will be the beginning of storytelling, which can be informative or imaginary.

Next steps: **Research, write and learn.**

Research :Before starting to write, students should read up on the topic by themselves and become experts in the subject. It is good that during the process they organise the information, since it will serve to structure and synthesise it while writing. They can do this using concept maps, digital murals, or tools like Pinterest.

Write the narrative. Nobody should be afraid of the blank sheet. Surely, the previous step will have already solved the introduction and the structure of the story. Now they only must worry about using as much vocabulary as possible, selecting the person in whom the story will be narrated and structuring the story around the basic elements of the narrative: beginning, knot and denouement.

Plan the script. Once the story is written, you must think about how it is going to be illustrated. What images or resources are going to shape the digital story? How will they be combined? What do you want to show?

Select the resources. The time has come to produce a story. During this stage, students can record the voiceover, select the music, and choose or create the images, videos, statistics, maps, illustrations, and other resources that will support the story.

Assemble it all. With the written story and all the resources prepared, students can now be in action and develop their creation. A good idea is to provide them with a "formula" that can guide them about the basic goals to meet and the extra skills that will make them increase their knowledge, even their marks in the subject.

Share. Both in the classroom, with their classmates, and online, which will give them access to a much wider audience and motivate them.

Reflect and comment. It is important that, in the end, students reflect on the process and receive opinions from others. How has the task been developed? What have they learned? What mistakes have they made? This will develop their capacity for self-criticism.

Stories can be a very real-world educational tool. Different methods that can be applied to stories make them amazing, attractive, motivating, and innovative for teachers and students. The activities could be initiated by teachers and / or students, bringing educational and fun components to an activity and that should become the main objective in many curricula.

A good story is the one which can “touch” the audience and get all actors involved.

4. DIGITAL TOOLS AND STORYTELLING

Digital tool	Description	Knowledge / Skills / Capabilities
1) Acmi generator	Acmi generator is a creative studio space where learners can explore the moving image, be inspired, create their own moving image works, and share their creations with the generator community. They can gain a deeper understanding of the context of these inspiring stories through their education themes section. They can also try the storyboard generator and either choose a script or build their own storyboard and share it.	• Drama, English language learning, • Media, Media Arts, Digital Technologies, Music • Critical and Creative thinking, • Personal and Social Capabilities • Freedom of expression • Digital literacy
2) Bubblr	Bubblr is a tool to create comic strips using photos from Flickr, just taking a sequence of pictures where one can add bubbles and create a story. It is a community where people can create comic-strips (photo novels) using photos from Flickr, just taking a sequence of pictures where the user can add bubbles. All stories are also saved in the archive.	• Using technology and integrating with creative thinking • Reading and writing skills • Resource planning and management • Analytical thinking
3) Makebeliefscomix	Makebeliefscomix helps create learner's own comic strip with an easy and fun way. The user must choose a character and	• Reading and writing skills, • Facilitate self-expression and

	emotion, add talk or thought balloons, and start the character communicating. Other characters, coloured backgrounds, objects, and panel prompts can be added to keep viewers interested. Once finished, the product/comic can be printed or e-mailed.	storytelling in ESOL classes. • Creativity. • A number of other languages – which can be helpful when need to integrate native language
4) Smilebox	Smilebox lets the learner quickly and easily create slideshows, invitations, greetings, collages, scrapbooks, and photo albums on a computer. A slightly different tool than a comic-book creator with outcomes having a more digital and contemporary appearance.	• More than 1000 customizable templates • Allows adding music, own images, customizable texts, cloud storage, downloadable • Digital skills • Autonomy
5) Storybird	Storybird lets anyone make visual stories in seconds. They curate artwork from illustrators and animators around the world and inspire writers of any age to turn those images into fresh stories. Note that while making, sharing, and reading stories on storybird is free, printing them or downloading them have various fees that are clearly explained with each option.	• Boosts writing skills • Picturization • Visualization • Engage reluctant writers • Freedom of expression • Digital literacy
6) Adobe slate	Adobe slate helps the learner turn their newsletter, report, invitation, or travel adventure into gorgeous visual stories. It is easy to use simply tap to select a unique look; beautiful fonts, colour, and magazine-style design are automatically	• Reading and writing skills • provides children with a unique approach to writing stories as well as getting published.

	incorporated. Fluid movement and elegant motion are applied instantly.	● Creativity (also in regard to developing visions) ● Communication ● Evaluating/reflecting
7) Adobe spark (Adobe express)	Adobe Express makes it easy to get started with thousands of beautiful templates, plus assets for social media content, logos, and more. With drag-and-drop technology, Creative Cloud Express enables users to make multimedia content including social media posts and stories, invitations, and marketing materials like logos, flyers and banners. Creative Cloud Express includes templates, fonts, royalty-free photos, and other creative assets.	● Build background for learners to support content construction. ● Focus on interests of learners. ● Emphasize personal / personalized learning ● Freedom of expression ● Digital literacy ● Creativity
8) Animaker class	1. A drag-and-drop tool for students that also offers features such as group management, an in-app messenger, and task tracking. It provides a drop-down menu including features such as character builder, picmaker, vmaker, animaker deck, animaker voice, show (video marketing) and steve ai.	● Personal and Social Capabilities ● Using technology and integrating with creative thinking ● Empower student collaboration ● Digital literacy ● Flexibility and adaptability
9) Book creator	A mobile (ios/chrome) app for putting together stunning	● Total physical response (TPR)

	eBooks and digital stories with text, audio, images, and video. Book creator is advertised as the simplest, most inspiring way to create content in the classroom. Teachers and learners can combine text, images, audio, and video to create: • Interactive stories • Digital portfolios • Research journals • Poetry books • Science reports • Instruction manuals • 'About me' books • Comic adventures	• Target all the language domains of EFL, particularly speaking and writing. • Build background for learners to support content construction • Phonics instruction • Fluency check • Digital literacy and competences • Ten different languages: Danish, Dutch, Finnish, French, German, Italian, Japanese, Norwegian, Spanish, Swedish
10) Boomwrite r	A safe site for students (teachers create accounts, no student email required) to create digital stories. Once a story is published online, an actual book can be ordered. Sprinkled with celebrity writers, it blends collaboration, competition, and imagination 1.	• Creative writing and gamification • Provides a unique approach to writing stories • Flexible writing platform - integrating into a variety of curriculum.
11) Buncee	1. A digital canvas that includes an educational portal that allows educators to track and monitor student progress, create assignments, share an "ideas lab," and more. Partner of google classroom, google for education,	• Focus on interests of learners. • Emphasize personal / personalized learning • Knowledge creation

		Microsoft partner, office 365. Education, business, and personal use.	• Collaboration, • Digital literacy • Networking • Engagement
12)	Canva	2. Canva is a powerful design tool that can be used in education to create projects that not only look great but also help teach students the basics of digital design. This is a free tool that allows students and teachers to work with photo editing, design layout, and more, all within an easy-to-use platform. Deliver in person, remote or hybrid learning. Works with all classroom tools.	• Empower student collaboration • Visual communication • Plan and plot stories • Build characters using language skills • Collaborate / P2P
13)	Padlet	3. Padlet takes the idea of the notice board and makes it digital, so it's enhanced. This creates a space for teachers and students in education to share but in a way that's better than the real-world version.	• Offers multiple ways to help students visualize, voice, and communicate their learning – helping build their confidence and engagement.
14)	Thinglink	Thinglink is a clever tool that makes annotating digital items super simple. Learners can use images, own pictures, videos, or 360-degree interactive images for tagging. By adding tags, the user is allowed to interact with the media, drawing more detail from it. The power of thinglink is in its ability to pull in so many forms of rich media. Link to a useful website, add in own vocal prompts, place images within videos, and more.	• Improve vocabulary skills • Interaction • Creativity • Analytical and creative thinking skills • Knowledge and critical understanding of language and

		communication • Collaboration skills
15)	Toontastic	TOONTASTIC 3D is a creative platform for storytelling. Learners can choose from three story options: short story, classic story, and science report. Each comes with a basic story outline -- set, conflict, challenge, climax, and resolution -- and a brief overview of what each plot point means. For each plot point, learners can use the included sets and 3D characters or design their own with simple drawing tools. They can tap record to start moving characters and props around, explore the set, and narrate the story. Last step: Add an appropriate musical score. Once finished, story pieces are put together in a single video. • Creativity • Collaboration • ESOL learning / teaching • Autonomy • Problem solving • Digital literacy

BENEFITS OF DIGITAL STORYTELLING IN THE CLASSROOM (<https://scienceandliteracy.org/digital-storytelling-in-the-classroom/>)

- 1. Fostering creativity:** One of the biggest benefits associated with digital storytelling is that students have the opportunity to tap into their creativity. They have more freedom and flexibility with how they choose to share their story than they do with just a paper and pencil.
- 2. Improving technological skills:** The process of creating a digital story will give students the chance to use a variety of different technological tools and programs. This experience is invaluable in preparing them for the technological future that awaits.
- 3. Giving students the opportunity to help their peers:** Many students may be more technologically proficient than others. They can use their skills to help others in the class learn how to use the various tools and programs. These students may not be the same students that excel in other academic areas, so it can give the opportunity to take more of a leadership role than they normally might.

4. **Building better writers:** Since the steps for creating a digital story follow the same progression as composing a written piece, students will also be able to improve their writing and pre-writing skills.
5. **Helping English language learners communicate:** Since English language learner can have the chance to rehearse and re-record a narrative for a digital storytelling, it may improve their English language skills and take some of the pressure off needing to share an answer right away during class.
6. **Encourages collaboration:** Digital storytelling lends itself well to teamwork. The more chances students have to work on a team, the more they'll be able to improve their ability to collaborate and work effectively with others.

5. SCENARIOS INTEGRATING STORYTELLING

Brief outline of the process

Scenarios – lesson plans have been designed with the view to integrate the storytelling process in the English language classroom. The scenarios have been divided in clear cut sections and consider language activities and linguistic skills needed to develop at each stage of English language learning. Also, the final tasks aimed at production of skills and knowledge have been carefully selected.

The scenarios cover a range of topics from influencers and the internet to hobbies and interests. The latest technologies and the use of social media have been considered in the design of the lessons.

The activities are aimed at younger learners whose English language proficiency varies from A2 to B1. ***See the table below showing the language competencies for more information.***

Although the scenarios have been designed for younger learners in mind, they could quite easily be adapted to suit the needs of other cohorts.

As sharing what already has been learnt makes the language learning process more wholesome, at the end of the cycle, homework activities have been integrated to allow students to practise and produce language and skills, they have just been exposed to. The use of technology, where necessary, is also included to incorporate digital skills and digital literacy.

TITLES	LANGUAGE ACTIVITIES	LINGUISTIC SKILLS	TRANSVERSAL SKILLS/KNOWLEDGE	SUBJECTS	FINAL TASKS	PAGE
Become a social media influencer	Oral comprehension and Oral production mainly	Lexical field of social media Sales vocabulary, positive arguments	Techniques of influencing videos Filming techniques, software, social media	Influencers/internet	Create your own video for your followers (OP)	105
The power of advertising	Oral production	Advert vocabulary Expressing opinions comparing	Using social media	advertising	Create a Tik Tok advert	59
Stimulus-based creative story writing	Written production	Comparing Value and price vocabulary Modal verbs and narrative tenses	Creating their story based on their life experience: real events, fictional events from films and books,..	Determined by each students group	Creative writing	84
Fairy tales	Oral and written production	Fairy tales vocabulary Adjectives, comparatives, past tenses	Digital competences pluriculturalism	Fairy tales	Create your own fairy tale	97
Teens and their TV habits	Written production	TV vocabulary Expressing habits (present tenses and frequency adverbs)	Communication skills	Television and habits	Present the time devoted to TV at home	122
Hobbies and interests	Oral and written production	All about me vocabulary, adverbs of frequency	Communication skills, Digital skills	Hobbies and interests	Poster making/presentation	131
Food with emotions	Oral comprehension and production	Express opinions and feelings	Communication skills multiculturalism	Eating habits and emotions	Oral presentation	65
Holiday	Written production	Modals and	Critical thinking	Holidays	An email about a real	88

adventure		prediction	Collaboration Communication skills		or an imaginary holiday	
True or false	Oral expression and comprehension	Adjectives and comparatives connectors	multiculturalism	cultures	Oral expression	92
Equal rights, equal respect	Oral expression and comprehension Written comprehension	Express opinions Reported speech Past tenses Violence vocabulary	Critical thinking	discrimination	Oral expression - debate	114

STELA SCENARIO 1

Basis for compiling the curriculum: The European Framework of Reference for Languages

The power of advertising

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

During the lesson learners are encouraged to discuss the world of advertising starting from a very old advert to see how things have changed. Using the method of storytelling they will express their personal views and opinions by means of visual aids, such as images and videos. At different stages of this lesson learners are invited to discuss, agree, and disagree with what they would like to see advertised and how. The lesson aims to instigate positive feelings and encourage cooperation by creating a Tik Tok advert for their peers from around Europe.

Italy 1 The power of advertising

alternation of collective, pairs, small groups

Duration: 100 min class time + project realization

Created by: Students with teacher help and supervision

Targeted skill(s):

by the end of the scenario, the trainee will be able to

Express their opinions and personal views, agree, and disagree with other

Better understand the idea behind an advert and how the advertising world has changed.

Produce a short Tik Tok advert aimed to their peers

Evaluation Criteria and Expected Results :

The learner is able to : express- share their opinion and discuss them.

come up with a good idea for an advert aimed at their peer, that takes into consideration what discussed in class.

Expected outcomes :

- **Learners are resistant and embarrassed to discuss their idea → create a relaxed and friendly environment, do not force anybody to speak**
- **learners are willing to participate and very enthusiastic→ encourage and praise them**
- **learners are too verbose and chatty → contain any unnecessary chats.**

Evaluation and validation procedure :

- observations made by the teacher during spoken group and collective work.
- evaluation of tik tok advert presented - if what discussed during the lesson has been adopted and how

STAGES	DURATION	Type of activity	CONTENT			
			TRAINER'S TASKS	TRAINEE'S TASKS	GUIDELINES	DOCUMENTS/MATERIAL
1. Warm up	5 min	whole class	Warm up activity Show Ss the first slide (Will Rogers) and collect their opinion. Instigate the conversation, ask questions - What do you think about W.R. statement? - Have you ever both anything you didn't need just because of good advertising?	Ss to express their opinion about the statement, give examples of adverts they like or dislike or products they've bought because of good advert	make notes about some good ideas that might come up	Teachers google presentation SLIDE 3
2. Lead in	5 min whole class discussion	collective	Show MCD advert record ss reaction and slide 3 as well, ask: Difference between advert and reality - what do you think? - Is this image too exaggerated?	Discussion through teacher's questions	record ss opinions	Teacher's google presentation (Slide 4 and 5)
3. Task 1 pre-reading	7 min	pairs/small group 2-3 ss	Quick analysis of the word Advertisement, drill it How the ads world has changed. Show an old campaign	discuss the question with a peer and come up with answers.	give clear instructions on what to do.	SLIDE 6 AND 7

4. reading for specific info	8 min	pair/small groups 2-3 ss whole class	-ask ss to answer the questions in pairs. (2 min) what would that mean in present days. Lead the conversation if needed Show the article and ask ss to check their answers. Collectively check answers	Students to complete the task assign in small group then check answers collectively	What reaction would that ad have in the present day?	slide 8
5. post reading discussion	10 min					
		whole class/ small groups	<i>what makes an ad a good one?</i> <i>show basics advert, then slide with questions to be answers in small groups</i> <i>-instigate the conversation.</i> <i>-Start the discussion.</i> <i>-listen in, help ss and point them in the right direction.</i> <i>-make note of any good ideas</i> <i>-show the list to the class</i>	Ss to express, discuss and share their opinions on what they believe is good and bad about adverts. make a list of "products they'd like to see advertised" (keep the list for later)	Ss to discuss each point in small groups and come up with a common idea. Be accurate and specific with what you'd like to say. don't be too general-	Slide 9 and 10
	5 min					
6. task	10 min	whole class small groups	Help ss to share their ideas with the rest of the class.	<i>each group to share their answers with the rest of the class</i>	There are no wrong answers. All opinions are equally valid and important.	slide 11
		small groups	<i>Show slide 11 and explain the task.</i> <i>this are adverts slogans , ss to guess what product is being advertised,</i> <i>(Decide based on the time available if to discuss all or only a few).</i>	In small group ss to compare their ideas and come up with answers to : What product is advertised?	Each opinion is important, make sure all students express theirs.	
7. discussion	10 min					

8. Freer practice NEXT LESSON feedback	30 min	whole class small groups whole class	<i>ask each group to explain their answers. discuss with the rest of the class. Show slides with the real advert.</i> <i>Introduce the aim of this task: create a TIK TOK advert. Make a short list of products ss would like to advertise based on their suggestions.</i> <i>ask each group to choose a product and start preparing the ad</i> <i>each group to present their final product</i> <i>Collect ss reactions double check they followed the instructions Praise them and remark the good work.</i>	<i>Each group reveals the product they selected for each advert and explain why.</i> <i>analyse the list and choose one product they'd like to advertise on TikTok.</i> <i>develop the final idea. plot, setting, costumes etc</i> <i>each group to designate a spokesperson to introduce the ad.</i> <i>Ss to comment on their colleagues'</i>	give equal time to each group Bear in mind what was discussed in class, make it appropriate for your peers. Finalize work at home <i>describe the project to the class. What was the idea behind it, how was it generated and what difficulties if any?</i>	slides 12-17 Tik Tok advert SLIDES 18-19
---	---------------	---	---	--	--	--

				<i>work.</i> <i>Highlight what they</i> <i>like best and why</i>		
--	--	--	--	--	--	--

Appendix 1 : slideshow of the scenario « the power of advertising »

STELA SCENARIO 2

Food with Emotions

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

During the lesson learners are encouraged to speak and express their ideas by using the method of storytelling. Images and the feelings they arise make the participants feel emotionally involved. Students are encouraged to express their opinions by means of visual aids, such as images and videos related to the topic and connected to their personal experience.

At different stages of this lesson learners are invited to contemplate their eating habits and their peers', what influences their choices in food might have, and see the positive and negative sides of it. While analysing their habits and preferences and trying to come up with better solutions, learners practice their communicative skills, learn, and activate new vocabulary, and train their listening comprehension skills.

Italy scenario 2 Food with emotions by STELA

Collective and individual scenario

Duration: 2h

Created by:

Targeted skill(s): by the end of the scenario, the trainee will be able to

use new vocabulary ("Food and eating habits", "Emotions") to form phrases and express ideas.

express their opinion and provide support arguments.

pay attention to detail on the images presented and use this skill to form further opinions as well as analyse emotions and feelings of the characters involved.

Evaluation Criteria and Expected Results :

The learner is able to :

express opinions on subjects relating to feelings and emotions as well as food and eating habits, using simple expressions (with some aid by the teacher or additional material at hand).

talk about their food preferences and choices.

analyse the influence of one's culture on their eating habits.

describe the ingredients and ways of cooking of their favourite dishes.

briefly give reasons and explanations for opinions.

express their (dis)agreement.

Expected outcomes :

the learner feels free to expresses opinion in front of the class.

the learner has a difficulty in expressing opinion in front of the class and needs teacher's guidance and support.

the learner reacts excessively to what others have said.

the learner has a difficulty working in a group: feel embarrassed or afraid to express their opinion, constantly interrupts others insisting on their point of view.

the learner is enthusiastic about all the activities or only some.

the topic of the lesson is embarrassing to the learner.

Evaluation and validation procedure :

activity sheets completed during the lesson.

observations made by the teacher during spoken group and collective work.

STAGES	DURATION	Type of activity	CONTENT			
			TRAINER'S TASKS	TRAINEE'S TASKS	GUIDELINES	DOCUMENTS/MATERIAL
1.2	5	<i>collective</i>	Demonstrate the slide and ask the students about the way they feel and what makes them feel happy or sad, (what influences their emotions). It's a quick warm-up exercise	Say how they feel and what usually makes them feel happy or sad.		<i>PC / overhead projector</i> <i>Slide show</i> <i>Slide 2</i>
1.3	5	<i>collective</i>	Demonstrate the (cropped) picture and invite a couple of students to guess the emotions of the character. Install curiosity and prepare the ground for further description and discussion.	Look at the picture and analyse the character's feelings and emotions. Answer the question on the slide.	Listen to your classmates and respect their opinion even if it differs from yours. Feel free to express your ideas.	<i>PC / overhead projector</i> <i>Slide show</i> <i>Is the man on the picture</i> <i>a). sad</i> <i>b). angry</i> <i>c). worried</i> <i>d). your idea?</i> <i>Slide 3</i>

1.4	10	collective	Demonstrate the full picture and encourage further discussion by asking additional questions which would invite the learners to pay attention to more details and to think. <u>Ask prep-questions</u> (2-3 students); Where is the scene set? Do you think it's an expensive restaurant? What makes you think so? What is the man eating and drinking? What has he got in his right hand? Why? (Do you know	Look at the picture. Express opinions and listen to other classmates.	Analyse the setting and the scene well, pay attention to detail. If you already know the character and the situation, please, give others a possibility to ponder over it before you tell the exact story.	<i>PC / overhead projector</i> <i>Slide show</i> Slide 4 <i>In your opinion, does he like the food?</i> <i>What are the man's feelings?</i> <i>Why does he feel this way?</i> <i>What does he do?</i>
-----	----	------------	---	--	--	--

		<i>in groups</i> the character?) What does he do? (*Do not reveal the answer to this question (unless the students know it) till after the video.) Ask the learners to continue this discussion in groups. Explain the objectives of activity. Present the work to be carried out. Offer questions for <u>discussions in small groups</u>: Slide <i>In your opinion, does he like the food?</i> <i>What are the man's feelings?</i> <i>Why does he feel this way?</i>	Discuss the questions in groups/ Explain your point of view, give the reasons that prove it. (Answer the question: • Why do you think so?) Ask your fellow group mates additional questions to sustain their	Make sure everybody has an opportunity to express his or her opinion. Listen patiently, ask additional questions if you feel like it. Help your classmates construct phrases if they feel like they need it. Remember the rules of interrogative phrase construction.	
--	--	--	--	---	--

			<i>What does he do?</i> Ask Why do you think so?	idea. Try to come up with 1 common group answer to the question "What does the character do?" and defend your group's point of view.		
1.5	5	<i>collective</i>	Demonstrate another snapshot of the scene and encourage further discussion by asking questions: What has changed and why?	Express opinions and listen to other classmates.	Carefully analyse the differences between 2 episodes Feel free to express your ideas.	<i>PC / overhead projector</i> <i>Slide show</i> Slide 5
1.6	15	<i>individual</i>	Give instructions and hand out the activity sheets on the video.	Watch the video carefully, paying attention to	Tick the answers that you think are correct.	<i>PC / overhead projector</i> <i>Slide show</i> Slide 6 Video link: https://www.youtube.com/watch?v=5m7SGjJo7c4

			Play the video and ask the students' to pay attention to detail. Give time to do the exercise. Play the video again. Ask the learners to check their answers (using "Answers" sheet). Ask if they've managed to notice all the details from the 1st time and what they've missed. Repeat the question: -What has changed and why? Encourage the students to speculate on the	detail. Complete the written exercise. Watch the video for the 2nd time and use the "Ratatouille - Anton Ego episode - Comprehension exercise - Answers" sheet to correct your own answers. Express opinions and listen to other classmates.	Compare your answers to those on the "Ratatouille - Anton Ego episode - Comprehension exercise - Answers" sheet. Respect your classmates' opinions.	Activity sheets "Ratatouille - Anton Ego episode - Comprehension exercise" and "Ratatouille - Anton Ego episode - Comprehension exercise - Answers" Slide 7
--	--	--	--	--	---	---

			changes in the character's mood while at the restaurant and the reasons for it. Invite them to describe the character's flashback and his emotions at that moment. Ask: -Have you changed your ideas about Anton Ego and his emotional state? Repeat the question: -What does he do? (What is his job?) Repeat this question and reveal the answer (unless the students have given it already).			
1.7	10	collective	Ask the name of the dish (whether they know it	Answer the questions on the slide and	Listen to your classmates, do not repeat the	PC / overhead projector

			already or understood it from the video). Invite them to give ideas on its possible ingredients and ways of cooking. Ask what other ways of cooking students know. (Go to the next slide, in case it's necessary, for a quick hint. This lesson doesn't have an objective of learning cooking methods). Possible extra questions: - Judging by the name, what is the country of origin, in your opinion? (France) - Have you ever tried it? Would you	further teacher's questions. Read a short recipe of ratatouille. See if you had the same idea.	ingredients mentioned. Feel free to give your own ideas (recipes always change from one chef to another).	<i>Slide show</i> Slide 8 <i>What's the name of the dish?</i> <i>What are the ingredients?</i> <i>What's the way of cooking?</i> Slide 9 <i>Ratatouille recipe</i> <i>(image "Ingredients"</i> https://www.fromachefskitchen.com/ratatouille/<i>)</i> Slide 10 (optional) <i>Ways of cooking food</i> (https://foodly.tn/tips/7-4235/ <i>image "Way of cooking")</i>
--	--	--	---	--	---	---

			like to?			
2.1	10	<i>collective</i>	Encourage learners to have a discussion by asking questions, such as: Do you have a dish that brings back sweet memories? Do you have any family traditions, such as Sunday family brunches or a dish your grandma always cooks for Christmas, etc.?	Answer the questions. Think of some special dishes. Why are they so special to you?	Encourage your fellow classmates. Be supportive	<i>PC / overhead projector</i> <i>Slide show</i> Slide 11
2.2	10	<i>collective</i>	Ask the learners the meaning of the word “tasty” and think of its synonyms. (After they thought for some time and gave their answers,	Think of the meaning and synonyms of the word “tasty”. Read the synonyms on		<i>PC / overhead projector</i> <i>Slide show</i> Slide 12-13

			show the next slide.) Ask whether they've heard these words already. Discuss the meaning of "mouth-watering". Say what food/dish comes to your mind when you hear each of these words. Invite to have a quick discussion on their tastes in food by asking questions, such as Is there a dish that's impossible for you to resist? A dish that you could eat every day? Do you prefer sweet or sour	the slides. Read each word and say what food/dish comes to your mind when you hear each of them. Answer the teacher's questions and ask questions to your classmates	Listen to your classmates. It's always interesting to find out curious facts about your friends. Feel free to ask your classmates additional questions.	
--	--	--	--	---	--	--

			taste? Do you like the taste of garlic (lemon, spinach)? Have you ever tasted any unusual food (a snake, a snail, a frog, a cricket)? What does it taste like? What is the strangest food you've ever tasted? Did you enjoy it? What is the food that you would never agree to taste, even if they paid you \$1mln?			
2.3	15	<i>collective</i>	Invite the learners to have a discussion on their eating habits (moving on those of their nation\ culture and their social	Talk about your (your country, your friends\ social group) eating habits by answering	Listen to your classmates. Show respect of their opinion. Be supportive and understanding.	<i>PC / overhead projector</i> <i>Slide show</i> Slide 14 <i>Image source:</i> <i>https://www.foodnavigator-</i>

			groups) by asking the following questions: Do you enjoy eating? Do you eat healthy? What about your friends? Do you often have meals together? What do you eat then?) Ask if they're familiar with the expression "junk food". Listen to their ideas. Then demonstrate the slide and introduce the expression. Do you often eat junk food (<u>food that is unhealthy but is quick and easy to eat</u>)? Is food an important part of	the questions. Try to think and analyse how your culture or your social group as well as your family influence your eating habits and your choices in food. Express your opinion and give examples.	Give examples to support your ideas.	<i>usa.com/Article/2020/03/11/Teens-junk-food-and-brain-health-Adolescence-represents-a-key-period-of-brain-development</i> Slide 15
--	--	--	--	---	---	--

			your country's culture? Does your culture encourage healthy eating? What makes you think so? What about other cultures and nations?			
2.4	10	<i>in groups</i>	Invite the learners to have a discussion (in groups) on positive and negative sides of eating junk food. Ask the groups to present the pros and cons they've come up with. Your goal is to demonstrate the main contradiction: junk food is good because it's tasty, but junk food is bad because it's	Express opinions. Look for both positive and negative sides. Give examples to support your idea.	Be respectful of your fellow group mates' ideas. Give them an opportunity and time to speak, even if you don't agree. Try to look at the question from different sides\ spheres of life. Every situation has always got both positive and negative aspects.	<i>PC / overhead projector</i> <i>Slide show</i> Slide 16

			not healthy.			
3.1	5	<i>collective</i>	Ask the students the question on the slide “What’s the way out”. Listen and write down their ideas while listening.	Express opinions. Give examples.		Slide 17
3.2	15	<i>collective</i>	Complete a list with a few solutions the learners have come up with. (Type directly on the slide.) Explain to the learners that they’ll perform their homework (project) working in the same groups. Explain the objectives. Present the expectations and	Watch the teacher write down the ideas and suggest yours to the list Work in groups. Choose the same project to work on. Why do you	Be respectful of your fellow group mates’ ideas. Give them an opportunity and time to speak, even if you don’t agree. If there’s teamwork your project will be	Slide 18

		<i>in groups</i>	the work to be carried out. Invite to discuss in groups. Give the groups an opportunity to choose from the list of projects. • A healthy but appealing menu you and your friends would be happy to taste while hanging out together • An ad that would encourage your friends to make healthy choices • A school project you would be happy to launch to promote healthy eating	prefer this project? Develop your plan of action, divide the roles in working on the project from home. Give the first ideas that you've come up with.	successful.	
--	--	------------------	--	---	-------------	--

			habits among your peers			
--	--	--	----------------------------	--	--	--

Appendix 2 : slideshow of the scenario « Food and emotions »

Activity sheet "Ratatouille - Anton Ego episode" -

Choose the correct answer:

1. Who's cooking the dish in this video?
 - a) a man
 - b) a woman
 - c) a mouse

2. What does the man on rollerblades do ?
 - a) He's a waiter.
 - b) He's a customer.
 - c) He's a chef.

3. How many animals are there in the kitchen ?
 - a) many
 - b) none
 - c) just one

4. Is the dish served ...
 - a) hot ?
 - b) cold ?
 - c) raw ?

5. Did Anton Ego drop his pen...
 - a) before tasting the dish.
 - b) after tasting the dish.
 - c) He didn't drop any pens.

6. In the flashback to Anton Ego's childhood, he's sad because:
 - a) his mom's angry with him.
 - b) he's had a bike accident.
 - c) he doesn't like the food.

7. In his flashback, Anton Ego's eating the dish with a fork.

a) True

b) False

Answers:

1. c

2. a

3. a

4. a

5. b

6. b

7. false

Stimulus-based creative story writing

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

- Using a template of the storytelling lesson and activities
- Pre-teaching the topic vocabulary, grammar, and language functions.
- Expressing:
 - (1) Vocabulary: Value and Price
 - (2) Language functions: comparing people, places, and things; speculating and expressing possibilities.
 - (3) Grammar structures: modal verbs for speculation and deduction, narrative tenses.
- Warm-up: play a guessing game with your students, showing pictures of the most valuable items in the world and let them guess the cost, revise topic vocabulary, and get students involved
- Discussing the purpose for writing: to express, entertain or evaluate.
- Target group: Ages between 15 and 17
- Interests in real life scenarios and problem solving.
- Practicing applications
- Self-assessment and follow-up

Collective and/or individual scenario

Duration: 2 classroom hours (45+45 min.)

Created by: Vilma Staneviciene at Vocational training centre "Zirmunai"

OBJECTIVES

- Evaluating the potential of creativity and storytelling
- Outlining the main requirements of the task
- Improving the Use of English skills

CULTURAL SKILLS: Brainstorming on the main ideas and concepts Being able to speculate on different causes and outcomes	COMMUNICATION SKILLS: - Creating their story based on their life experience: real events, fictional events from films and books, media coverage, etc. - To develop fluent self-expression, both- in written and spoken form - Building up	ESL SKILLS (GRAMMAR, VOCABULARY, WRITING): Using three skills listed above to create an exciting and inspiring learning environment Practical application of topic grammatical structures
---	---	--

Content (courses, explanations, exercises...)

Stages Preparation	Duration	By	Trainer's tasks	Trainee's tasks	Guidelines	Documents and Material
S1 Warm-up: Playing a guessing game with illustrations of the world's most valuable items	5 minutes	Whole Class	➤ Showing illustrations on the projector screen ➤ Let them guess the cost of the items shown	➤ Look at the screen and try to guess the right price of the item ➤ Ask additional questions which could help them identify the exact cost	➤ Use well-known items which would be relevant to the students ➤ Train the students to ask specific questions	Smart board The list of illustrations
S2 Language analysis: Modal verbs for speculation and deduction; narrative tenses	20 minutes	Whole class	➤ Explain and solidify the use of narrative tenses by reminding basic rules and doing the practical task ➤ Remind and explain the use of different modal verbs to express possible causes and outcomes ➤ Apply the skills learnt in practical assignments	➤ Do practical grammar exercises ➤ Ask questions if something needs to be explained ➤ Analyse your mistakes, develop critical thinking skills	➤ Ask students to explain the chosen answers ➤ Analyse and explain the most common mistakes	Worksheet 1 Grammar tasks

S3 Language in context Explain the purpose for creative writing. Give the outline of the task.	10 minutes	Whole class	➤ Instruct the class to choose the purpose for their creative writing: to entertain, to evaluate or to express the views. ➤ Explain the activity instructions to the class: based on the given illustration, students will have to write a prehistory of it: what had happened before the situation shown in the illustration; what were the causes and the outcome. ➤ Students can brainstorm individually or in pairs.	➤ Listen carefully to the teacher's instructions ➤ Pay attention to the requirements of the story writing: structure; language and style requirements.	Teacher interferes for consultation only	Worksheet 2 Story writing requirements
--	------------	-------------	--	---	--	---

S4 Writing the plan of the story	5 minutes	Whole class	➤ Organize peer check activity ➤ Encourage cooperation	➤ Check on your partner's plan and give suggestions	Display the template of the story on the smart board	Smartboard Story template
S5 Self-assessment of the preparatory stage of creative story writing	5 minutes	Whole class	➤ Instruct the students to raise questions if necessary and to indicate the most challenging parts of the lesson	➤ Check if your story plan follows the given structure ➤ Think of the vocabulary items and grammar structures that you are going to use in your story	Guide the students to examine their ideas and the plan: logical sequencing, coherently expressed ideas	Smartboard The check list for an appropriate story writing plan

S6 Stages: Creative writing	30 minutes	Individual work	➤ Observe the written performance of the task ➤ Pay attention to the students' work related to the use of ● Narrative tenses ● Modal verbs ● Spelling ● Structure of the story	➤ Develop their own version on the causes that lead to the situation presented in the illustration and express their predictions ➤ Follow the instructions on the smartboard	➤ Provide encouragement and support when necessary	Smartboard Story template
S7 Follow up	15 minutes	Pair work	Make some comments on the story writing process observed ➤ Let students exchange their works ➤ Ask them to evaluate their peer's work according to the evaluation table presented ➤ Give students homework assignment to improve their stories according to the peer's comments	➤ Listen carefully to the teacher's comments and take notes if necessary ➤ Look through the peer's work and write comments what has been done well and underline parts that should be corrected or improved ➤ Rewrite your story at home following all the comments and requirements	Ensure successful cooperation and consultation in a positive manner.	Students' own notes

STELA SCENARIO 4

Holiday adventure

Synthetic presentation of the pedagogical scenario: method, interest, target audience

Age / grade: 11-12 grade (ages 17-19)

Resources used: Cards and online material

Aim of the unit / lesson: Ability to tell a story using the language of prediction

ESL skills (grammar, vocabulary, pronunciation, writing): Grammar, vocabulary, reading, speaking

Expected outcomes of the unit/lesson: Students will be able to use modals of deduction in context

Developed 21st Century skills: Critical thinking, collaboration, creativity, communication, initiative

Collective and/or small group scenario

Duration: 2 academic hours (90 minutes)

Created by: MC Zirmunai

OBJECTIVES

- Discuss positive and negative experiences related to holiday and travelling
- Encourage brainstorming and predicting development in the story
- Encourage cooperation by discussing advantages and disadvantages of an option and taking a decision as a group
- Use complex grammar structures in context

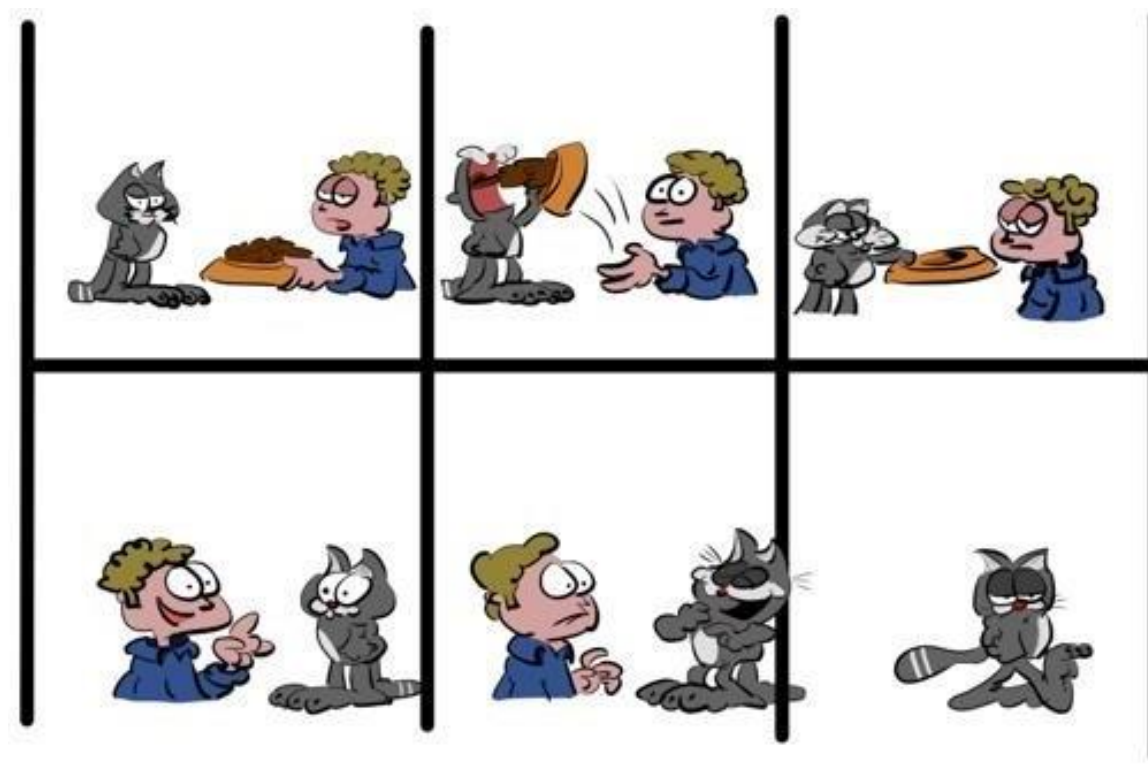
Content (courses, explanations, exercises)

Stages	Duration	Type of activity	Trainer's tasks	Trainee's tasks	Guidelines	Documents and material
S1 Warm-up: Best and worst holidays questionnaire	10 minutes	Pair work	Show students the first slide with questions about best and worst holidays. Encourage to ask follow-up questions and tell stories.	Students tell each other about their best and worst holiday experiences		Discussion questions on the screen (2-3)
S2 Language analysis: Modals of deduction	25 minutes	Whole class/ Individual	Present modals of deduction comparing past and present forms	Students revise and practice present and past modals by doing online exercises	Do one exercise as a group	https://test-english.com/explanation/b1-2/past-modal-verbs-deduction/
S3 Language in context Lead-in: Predicting problems	5 minutes	Whole class	Encourage students to brainstorm some problems one might face while travelling	Students share ideas using target language (present modals of deduction)	Interfere for error correction only if necessary (pronunciation, structure, grammar mistakes etc.)	

S4 Maze story	15 minu tes	Small groups (3-4)	- Explain the objectives of activity - Encourage cooperation	Students 1) pick cards, 2) discuss options, 3) answer questions to make predictions about certain aspects of the story using target language and 4) take a decision on how to proceed in the story/maze	Hand out the first card and follow up cards	Card sets
S5 Discussion of alternative options	5 minu tes	Small groups (3-4)	Explain to students that they need to look at all their choices and discuss the outcomes of alternative options using <i>should +have+ past participle</i>	- Study all the cards - Brainstorm better options using target language	Guide the students to examine their roles and take little notes on how to develop their story	Card sets
S6 Telling your story	10 minu tes	Small groups/ whole class	- Ask students to choose 1 person from the group to present their story and their best/worst choice that determined the outcome of the story - Pay attention to the students' use of grammar and vocabulary	Tell their version of the adventure and the outcome using correct past tenses	Provide encouragement by asking questions if necessary	

S7 Follow up	20 minu tes	Individu al work	Ask students to write an email to a friend about a memorable holiday	Students write an email (~150 words) about a real or imaginary holiday adventure		
-----------------	-------------------	---------------------	--	---	--	--

Appendix 3 : maze cards scenario 4



STELA SCENARIO 5

TRUE OR FALSE

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

The main objective of this methodology is the image we convey to others and what we really are. stereotypes, appearances, and everything entailed in our personal relationships, together with the multiculturalism which may be found among students in classroom. With this and with the proposed activity we will work on comparatives, connectors that link sentences with each other and qualifying adjectives to assign to each person as well as oral expression, a very useful means that we should encourage with for educational , cultural, and emotional development.

Collective and/or individual scenario COLLECTIVE
GROUPS OF 5

Duration: 50'

Created by: ONAGEB.SPAIN_Lucía Sánchez Comic drawn by Mario
Alquézar

Targeted skill(s): by the end of the scenario, the trainee will be able to relate known concepts in other different cultures as well as the adjectives assigned to each learner. understand the use of connectors as well as the grammatical structure of the comparisons of more than, less than and as as...

Evaluation criteria and expected results :

The learner is able to : associate each adjective and understand its meaning (hard-working, sociable, lazy, cheerful.....) and oral expression

(Volume, intonation.) and grammatical expression (connectors, comparisons.).

Expected outcomes:

With this participation between groups and among the pupils themselves, they will be able to understand and internalize the use of connectors, the correct formation of comparisons and qualifying adjectives. this is not the "usual" way of understanding these terms, so the pupils will not see it in the traditional way (workbook), but they will be able to learn it in a different and simpler way.

This activity can be carried out in different areas being a transversal activity adaptable to any subject including new methodologies as well as other types of adjectives related to the different subjects, means of elaboration as in free media and spaces where they can interact with the subjects and can check by themselves what they are learning and finally the digital media which nowadays are developing new means for the creation of posters, videos, presentations, etc.

Evaluation and validation procedure :

As this is a group activity, each student will have to comment out loud on how he/she thinks the adjectives are or are not being used, giving rise to a joint assessment, with the teacher determining the grammatical and oral expression aspects.

STAGE	DURATION	Type of activity	CONTENT			
			TRAINER'S TASKS	TRAINEE'S TASKS	GUIDELINES	DOCUMENTS/MATERIALS
1.S1	It depends on used material.	1.-Use drama, with group or paired activities to explore potential options. 2.- Discuss the impact of the different alternatives and decide why the writer opted to use the words and sentences that are in the text 3.- Recognize the words / sentences the writer used.	Teachers will have to 1.- Create some questions referred to fairy tale understanding 2.- Review English Statements based on grammar. 3.-Explain any doubt coming up after review. 4.-Rule the further worksheet and participate in students' involvement and assessment. Activities that involve students with grammatical structures, and which make them question and explore their use, are likely to increase standards in learners' own writing far more effectively than "isolated" sentence-writing in weekly grammar lessons.	1.- Be allowed to create new speech bubbles of sentences throughout the story, using the same kind of data but in different sentence types. 2.-Talk about the motivations why particular sentence types are used at each point in the fairy tale. 3.- Search for adverbials, adjectives, etc., throughout the text. Where are they mostly used?	1.- Achieve the activities promoting the activities autonomously so that cooperation among students is encouraged and they learn to learn for themselves. 2.- Listening / watching / performance fairy tales to increase concentration skills. 3.- Create both short oral and written texts when they do the story-based activities.	Teaching materials advised to be used are mainly the following: 1.Printed material 2.-Visual material 3.-Audio materials

PROPOSED ACTIVITY FOR SCENARIO 5

At the beginning of the session, we will display a photograph on the digital screen to see what the pupils think of it. This picture consists of a sequence of three photos showing a cat with its owner, where the owner tries to tickle the cat and the cat laughs at him. Finally, the last picture shows the cat alone. This can reflect greed or the image we can give to others, as we must take good care of our personal relationships and not give the wrong image of ourselves, as this can have consequences.



We will do a round of relating words with what the image makes us feel and with this we will create a mental map on the blackboard where we can see the different points of view that this image can reflect and the different opinions that can arise from it. With this we will work with all kinds of words, whether they are nouns, adjectives, articles, etc.

Once we have a set of words, the next step will be to play a small game where we will show how others see us what image of us we give and if it really corresponds to what we are. To do this, the teacher will create random groups of five people, trying to ensure that there is a diversity of people and that everyone in the class is integrated, not establishing groups of friends, as this would not be as effective as the activity to be carried out, and they will be given a post-it note which they will have to place on their backs. Within the group, each student will have to give a positive adjective to the rest of their classmates so that each one does not know what the rest of them are giving them, it is a blind evaluation and what they transmit and believe they are.

At the end, each person will take their post-it and will have to transmit through comparatives and connectors between sentences what they really are and what they have been given, that is, if you are more than what they have told you, less than that, or the same; making nuances, thus encouraging all the grammar established in these words and in the activity, as well as oral expression in front of the others.

As an evaluation method, each student will make a short evaluation of how they felt and what methods they would change to be able to learn in the same way but introducing elements that appeal to them. Finally, the teacher will evaluate the whole activity by collecting all the papers and establishing an evaluation of all the written words, their spelling and complexity as well as the marks taken in the oral expression of each student.

FAIRY TALE*Synthetic presentation of the pedagogical scenario: method, interest, target audience...*

The main objective is to evaluate the strength of fairy tales as multiculturalism education sources. The equity pedagogy measurement will be based on the current programs, strategies, techniques, and pedagogies used by schoolteachers to reach the equality of all students independently of their sociocultural contexts. The learning a foreign language must not be lowered only to linguistic proficiency (grammar, phonemics, and terminology), it also should involve a double focus where culture and language can be integrated, improving the educational value of language teaching and learning.

Collective and/or individual scenario

Duration: 3h

Created by: Bego Gomez & Mario Alquézar (Onageb.Spain)

Targeted skill(s): by the end of the scenario, the trainee will be able to study in a more effective way since when learning becomes something interesting, understandable, and natural, then, grammar is best taught intuitively by listening or reading literature.

Evaluation Criteria and Expected Results :

The learner is able to: work on the essential parts of fairy tales (traditional introductions and endings), vocabulary mentioned to stock characters of most fairy tales (witches, dwarfs, princes, etc...) and a huge amount of grammar (adjectives; comparatives; diminutives; tenses).

Expected outcomes: Through with fairy tales, students will be able to work a great amount of grammar, such as irregular verbs, the use of adjectives, punctuation marks, among others. Students can be entertained while (not even realizing) they are learning a language.

Digital competences can also be encouraged while they are using digital tools to “receive” fairy tales, being able to understand it, being even more creative and critical using technology to accomplish the objective, while they are learning using even their free time at home. They can be used with several digital resources to achieve different and motivating activities to develop their technological abilities.

Students will not only learn expressive vocabulary related with the topic , but also transversal knowledge such as Geography (locating places in a map) and ICTs (using them during the assessment) can be created. Moreover, many essential values can be also targeted, such as the environmental loving and coexistence training and civic beliefs, promoting in this way, values as: respect and knowledge of different cultures, attitudes, and opinions.

Evaluation and validation procedure: Related with the multiple intelligences subject, varied evaluation tools can be used: oral presentations, tests, written works, group, and individual work. If digital format, they can be able to self-evaluate, recognize their abilities and limitations, accept their own mistakes, even learning from other ones.

STELA Storytelling Scenario

STAGE	DURATION	Type of activity	CONTENT			
			TRAINER'S TASKS	TRAINEE'S TASKS	GUIDELINES	DOCUMENTS/MATERIAL
1.S1	It depends on used material.	1.-Use drama, with group or paired activities to explore potential options. 2.- Discuss the impact of the different alternatives and decide why the writer opted to use the words and sentences that are in the text 3.- Recognize the words / sentences the writer used.	Teachers will have to 1.- Create some questions referred to fairy tale understanding 2.- Review English Statements based on grammar. 3.-Explain any doubt coming up after review. 4.-Rule the further worksheet and participate in students' involvement and assessment. Activities that involve students with grammatical structures, and which make them question and explore their use, are likely to increase standards in learners' own writing far more effectively than "isolated" sentence-writing in weekly grammar lessons.	1.- Be allowed to create new speech bubbles of sentences throughout the story, using the same kind of data but in different sentence types. 2.-Talk about the motivations why particular sentence types are used at each point in the fairy tale. 3.- Search for adverbials, adjectives, etch, throughout the text. Where are they mostly used?	1.- Achieve the activities promoting the activities autonomously so that cooperation among students is encouraged and they learn to learn for themselves. 2.- Listening / watching / performance fairy tales to increase concentration skills. 3.- Create both short oral and written texts when they do the story-based activities.	Teaching materials advisable to be used are mainly three: 1.Printed material 2.-Visual material 3.-Audio materials

PROPOSED ACTIVITY_1

Comprehension/ Grammar Questions to be developed by teachers / learners

- 1- How many different tenses can you listen in this video??
- 2- Could you name them?
- 3- How many voices are heard in the story?
- 4- How many characters are there?
- 5- Who is the protagonist of the story?
- 6- Who is the villain or the antagonist of the story? Why?
- 7- Who or what is George, and which is its role in this story?
- 8- Is the name of woodcutter said at some point of the story? If so, could you tell his name?
- 9- Which colour is the Great Fox?
- 10- Make a brief summary of the story told in the video.

PROPOSED ACTIVITY_2

Groupwork by 5 students who will have to create questions related to the video and make classroom contest among all teams. Winner team will recreate the fairy tale in a performance for their classmates.

PROPOSED ACTIVITY_3

After the work in video and transcript, every student will create a cartoon to assemble them to give a different end to the story, even continuing it.

PROPOSED ACTIVITY_4

Building Sentences

Sentence Cards: Helen

Cut out the word cards. Arrange them on the table to make sentences.

Write as many sentences as you can using the words given. Words to be included, Helen, forest, fox, witch, toy, house, and cage.

PROPOSED ACTIVITY_5

Discussion part among all students:

In fairy tales, good always defeats evil. Why do you think this is? Why do you think there are so many stories in our cultural heritage that prove the victory of good over evil? Do you think these stories are still significant to us today? Why or why not?

PROPOSED ACTIVITY_6

Create your own fairy tale following this template:

Name _____

STORY NAME: _____

DIRECTIONS: Write the main plot events of the story on the plot diagram.

7. Resolution

6. Falling Action

5. Climax

1. Inciting Event
What sets the story into motion?

Fairy Tales



2. Rising Action

3. Rising Action

4. Rising Action

Appendix 4 : Fairy tale video

Appendix 5 : video transcript

STELA SCENARIO 7

Title of the activity BECOME A social media INFLUENCER

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

Create your own video copying the videos of your favourite influencer on the internet (YouTube...)

- Watch videos from famous influencers (Oral Comprehension) (1h),
- Explain what the job consists in (Reading Comprehension) (1 h),
- Present your favourite influencer and explain why you follow him/her (Continuous Oral production), write the scenario of the video (Written Production) (2h),
- Film your video (Oral Production) (1h)
- Knowledge : the organization and techniques of an influencing video
- Transversal competences : filming techniques, using software (Windows Movie Maker...), uploading a video on social medias...
- Target audience = teenagers from around Europe with the use of English as a means of communication

Collective and/or individual scenario
Single or groups of 2

Duration : 5h

Created by :
Béatrice Gillard, Benoît Sanz and
Dominique Ljubi

B1

OBJECTIVES

**Making of a Video Following the Criteria of Influencing Videos /
Using the English language (as authentic as possible: intonation/pronunciation/rhythm/morphosyntax...)**

CULTURAL SKILLS: - Knowledge of the different social media and the dangers they may represent, - the legislation to be respected, - the psychological aspect for oneself/others. - knowledge of new technologies	COMMUNICATION SKILLS: - Presenting oneself, - Self-consciousness of one self's image (body language...), - Presenting a product/trend... and developing an argument in favour of a product/trend... - tools for persuasion	ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING): - Basic grammatical items for communication, promotion of positive sentences... - Sales vocabulary, adjectives to express positive arguments... - lexical field of social media -be sure to make their meaning explicit - Standard English as a tool of communication between people of different languages/accents...

			Trainer's tasks	Trainee's tasks	Guidelines	Documents/material
1.S1		<i>Activity 1</i> Speaking <i>Activity 2</i> <i>Activity 3</i> Reading / writing <i>Activity 4</i>	Discuss with students of their social media's use Select one or two media among the most used by students and ask about who they follow and why Present the final task What is an influencer? Present famous influencers' videos and describe the different parts in it and techniques of communication (oral/visual) used in it / Share opinions about them Ex: CaseyNeistat The rock	Class Survey: what are the most famous media used List words related to social media Read the presentation of the final task Give a definition of an influencer and present the main tips to become famous Watch the video and express your opinion about the quality of the video and the message delivered by the influencer Homework: Write your own definition of an influencer's job and give tips about filming techniques	Write the name of the social media on the board or on a collaborative document if convenient do the reading activity online write or record a presentation of what you've learnt complete the activity sheet image/ sound/ rhythm /lights/ message / body language; voice etc..	Digital board or google form or any relevant digital material Collaborative words list "google doc" or similar ap (e.g.) https://www.wooclap.com/fr/ https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/social-media-influencers CaseyNeistat https://youtu.be/jG7dSXcfVqE The rock https://www.instagram.com/p/CYzza

		<i>Activity 5</i> Speaking <i>Activity 6</i>	Alone, or in groups of 2, choose an influencer's video and analyse it. Speak about it with your teacher and classmates Explain students that: Alone, or in groups of 2, they will have to decide on a niche, a medium, and start telling a story considering all the previous steps <i>Rehearsing before filming</i> - Film your video using your phone/video camera... <i>Are the students' performances assessed by their classmates? By the teacher? By both?</i>	and/or message choice Present the influencer, his niche and technique... They compare the various influencers and give their opinion. Say what they would copy if they were an influencer and say what they would change Alone or in groups of 2, decide on a niche, a medium, and start telling a story taking into account all the previous steps Write the scenario of your video on a text processor - Alone or in groups of 2, film your video, which is shown to the other students	Watch the video projected and describe it to the class analyse it and speak about it with to the class	H7F rA/ -Activity sheets are given to students to take notes. - Complete a list of most frequently used sentences and techniques <i>Possible collaborative writing tools</i> https://storybird.com/ word online framed - PCs / Video projector / activity sheet - PCs / DeepL / Teacher's help!
--	--	--	---	---	---	--

						- a storyboard? - Phone / PCs <i>Student's assessment grid</i>
--	--	--	--	--	--	---

Reacting to the video: "Do What You Can't"

<https://youtu.be/jG7dSXcfVqE>

You will watch the video 3 times, Watch the video and take notes. You will then use them to answer the questions.

Describe	Who? Who is speaking? Who made this?	Quotations, images and ideas to support your arguments
	Who? Who is the audience? To whom is the speaker speaking?	
	What? What type of document is it? What is the subject?	
Analyse	Why? Why have they made this video? What is their goal or intention?	
	How? How do they achieve this?	

Now use your notes to answer the following questions:

What type of document is it?

Who produced this video?

Who do we see in this video?

What is this video for? What is its purpose?

Who is the intended audience?

Is the video successful? Does it work? Is it effective?

If you had to remake this video, what would you improve?

Describe	Who? Who is speaking? Who? Who To? Who is the audience What? what is the topic?
Analyse	Why? What is their purpose or intention? How do they do it? How do they succeed? or not?
React	What if? what they could have done... what you would have done in their place... what would be more interesting

		Level A2+		Level B1		Level B2	
L i n g u i s t i c c o m	Vocabulary range	Has sufficient vocabulary for the expression of basic communicative needs.	0 0.5 1 1.5	Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their hobbies and interests.	2 2.5 3	Has a good range of vocabulary to speak about the chosen topic. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3.5 4
	Phonological control	Can convey their message in an intelligible way despite a strong influence on stress, intonation and/or rhythm from the other language(s) they speak	0 0.5 1 1.5	Can convey their message in an intelligible way despite a strong influence on stress, intonation and/or rhythm from the other language(s) they speak	2 2.5	Can employ prosodic features (e.g., stress, intonation, rhythm) to support the message they intend to convey, though with some influence from the other	3

p e t e n c e s						languages they speak.	
	Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say	0 0.5 1 1.5	Communicates with reasonable accuracy in the context of social media; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express.	2 2.5	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Errors are rare and can often be corrected.	3.5
Sociolinguistic competence	Sociolinguistic appropriateness	Can perform and respond to basic language functions, e.g., information exchange and requests, and express opinions and attitudes in a simple way	0 0.5 1.5	Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own	2	Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression to express themselves appropriately in the situation.	2.5 3
C o m p e t e n c e s p r a g m a t i q u e s	Flexibility	Can adapt well-rehearsed, memorised, simple phrases to circumstances through limited lexical substitution.	0 0.5 1.5	Can exploit a wide range of simple language flexibly to express much of what they want	2 2.5	Can adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances	3
	Fluency	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	0 0.5 1.5	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production	2 2.5	Can produce stretches of language with an even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses	3 3.5
			9	15		TOTAL	/20

Final task: You have studied and observed social networks and the ways to communicate a message. In turn, you prepare a publication that you will share on your favourite social network keeping with networking aps conventions.

SCENARIO 8

Title of the activity EQUAL RIGHTS, EQUAL RESPECT (A World with No Discrimination)

Synthetic presentation of the pedagogical scenario : method, interest, target audience...

You have witnessed or suffered discrimination. Write a report on that (give details on what happened, type of discrimination, consequences) and on how it affected you.

Aim of the unit / lesson : *Make students aware of the harmful effects of discrimination and enable them to express themselves.*

Expected outcomes of the unit/lesson:

>Teach students what prejudice and stereotypes mean, where they come from and how they work.

> Make them aware of the effects that prejudice can cause.

> Allow students to express themselves on a sensitive subject

Collective and/or individual scenario

Duration: 7 h

Created by: Béatrice Gillard, Benoît Sanz and Dominique Ljubi

COMMON OBJECTIVES / REQUIREMENTS

B1 Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.

B1 Can express opinions on subjects relating to everyday life, using simple expressions.

B1 Can explain whether they approve of what someone has done and give reasons to justify this opinion.

B1 Can reasonably fluently relate a straightforward narrative or description as a sequence of points.

B1 Can give detailed accounts of experiences, describing feelings and reactions.

B1 Can narrate a story.

B1 Can report straightforward information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.

B1 Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Age / grade: 15-16 vocational High School

EE or EOC A2+ B1

Resources used:

Audio / video documents, articles.

Integration into regional / national curriculum:

Aim of the unit / lesson:

Make students aware of the harmful effects of discrimination and enable them to express themselves -EE / EOC.

ESL skills (grammar, vocabulary, pronunciation, writing):

> *past tense -narrate a story..*

> Make them aware of the effects that prejudice can cause.

> lexical field of violence / discrimination -bullying, unfair, harassment, disability, retaliation, insults, racism...

Expected outcomes of the unit/lesson:

> Teach students what prejudice and stereotypes mean, where they come from and how they work.

> Make them aware of the effects that prejudice can cause.

> Allow students to express themselves on a sensitive subject

Materials

- **CO Discrimination** <https://www.listenamminute.com/d/discrimination.mp3>

Videos YouTube:

- *CBS News report on 'New research shows how Black professionals face discrimination in the workplace*
<https://www.youtube.com/watch?v=hSwQ3fgQgJs>

How To Spot Age Discrimination in A Job Interview

[How To Spot Age Discrimination in A Job Interview](#)

- [Parents disapprove of their daughter's Jewish boyfriend | What Would You Do | WWYD](#)

- *texts*
- *Knowledge:* Emphasize that although we are all different, we are all equally important.
- *Transversal competences:*
- *Target audience: teenagers from all over Europe, with the use of English as a means of communication*

CULTURAL SKILLS:

- knowledge of the different types of discrimination
- about the law
- psychological effects on people suffering discrimination

COMMUNICATION SKILLS:

- report/ expose/ denounce facts
- relate / describe
- present one's opinion

ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING):

- > *past tense -narrate a story..*
- > *reported speech*
- > *Expressing feelings*
- > *lexical field of violence / discrimination -bullying, unfair, harassment, disability, retaliation, insults, racism...*

STAGES	DURA	MATERIAL USED
--------	------	---------------

			TRAINER'S TASKS	TRAINEE'S TASKS	GUIDELINES	DOCUMENTS/MATERIAL
--	--	--	------------------------	------------------------	-------------------	---------------------------

1.1	Activity 1	Show the pictures, then discuss with the students on what discrimination is	Find a definition of discrimination <i>Discrimination is the unfair treatment of groups of people with characteristics e.g., race, religion, gender</i> <i>a) Watch the video, then identify</i> <i>- the form of discrimination,</i> <i>- the people (their reactions)</i> <i>b) Your turn!</i> <i>You are among the people in the restaurant, and you witness the scene. You decide to react; what would you do?</i>	Let's talk about Discrimination	<i>A Slideshow (facts / figures...)</i> <i>> definition / information / forms of discrimination.</i> <i>- descriptions,</i> <i>- the messages</i> <i>A video: What Would You Do?</i>
Activity 2	Presentation of a video ('What Would You Do?')				

		<i>Activity 3</i>		<i>a) Training for oral comprehension</i> <i>b) text (written comprehension)</i>	<i>Effective communication strategies:</i> <i>- vocabulary building</i>	Discrimination https://www.listenamminute.com/d/discrimination.mp3
		<i>Activity 4</i>		<i>Sex Discrimination</i> a) anticipating the subject > reading- R/W activity, > vocabulary b) <i>Imagine the dialogue between the secretary and her boss.</i>	Job Discrimination	<i>Text: Wear High-heels or go Home, Receptionist told'</i>
		<i>Activity 5</i>		<i>Grammar: reported speech</i>		<i>Grammar sheet</i>

		Activity 6	Help students find	<i>The students prepare their final tasks: report the facts they witnessed or suffered, and how it affected them</i>	Effective communication strategies: grammar consolidation: reported speech - Facts (as much information as possible) - What was unbearable / unacceptable - conclusion (lawsuit?)	<i>Internet search (news items)</i>
		Activity 7	students Report			

Appendix 6 warm up activity scenario 8

Appendix 7 discrimination mp3

Appendix 8 activity sheets scenario 8

STELA SCENARIO 9

Teens and their TV habits

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

- Using a scaffolded design of the storytelling lesson and activities
- Pre-teaching the vocabulary, grammar, language functions and culture where necessary
- Expressing:
 - (1) Vocabulary: TV Vocabulary (news, weather, forecast, reality tv etc.)
 - (2) Language functions: Expressing habits, everyday actions, daily life routines
 - (3) Grammar structures: the present simple, adverbs of frequency
- Warm-up: Capture students' attention – connecting to prior knowledge and experiences, pre-teach new vocabulary
- Giving purpose for listening including theatrics, props, rehearsal scripts, presentation
- Target group: Ages between 15 and 17
- Interests in real life incidents, problems, possible solutions
- Practicing applications
- Assessment and follow-up

Collective and/or individual scenario

Duration: 2 classroom hours (40 + 40)

Created by: ZMD MTAL ELT Department

OBJECTIVES

- Giving the rationale for the telling of stories
- Presenting a story before an audience
- Evaluating the storytelling potential
- Outlining a story in preparation for storytelling
- Improving technological skills and fostering creativity
- Extensions of effective engaging and empowering language skills

CULTURAL SKILLS: Creating a mind map on the topic Be able to talk about the general pros and cons	COMMUNICATION SKILLS: - Creating their literary text based on ideas, features and structures of the texts experienced - Building up	ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING): Using four skills supplied with tech, digital tech, creating exciting and inspiring lessons Freedom of speech, fluent language, playful courses Scaffolding coherent and plausible grammar outcomes
--	--	---

Content (courses, explanations, exercises...)

Stages	Duration	By	Trainer's tasks	Trainee's tasks	Guidelines	Documents and Material
S1 Warm-up: Television viewing habits questionnaire	10 minutes	Whole Class	➤ Hand out the questionnaire ➤ Have them guess the objectives of activity?	➤ Read and answer the questionnaire ➤ Ask the questions to their partners	➤ Use the context carefully ➤ Train the students for brainstorming	Worksheet 1 Questionnaire
S2 Language analysis: Adverbs of frequency	10 minutes	Whole class	➤ Explain and solidify the use of Adverbs of frequency ➤ Apply them to the daily activities and errands	➤ Identify the adverbs of frequency ➤ Fill in the blanks with the appropriate adverbs	➤ Ask students to carefully read the sentences on the worksheet	Worksheet 2 Adverbs of Frequency

S3 Language in context Via Task, read and complete the jigsaw reading activity	15 minutes	Whole class	➤ Instruct the class to work in pairs ➤ Explain the activity instructions to the class ➤ (Student A / B)	➤ Listen the text carefully and complete the missing sentences ➤ Pay attention to the pronunciation of the reader	➤ Trainer interferes for error correction only if / when necessary (pronunciation, structure, spelling mistakes etc)	Worksheet 3 Jigsaw reading
--	------------	-------------	--	--	--	-------------------------------

S4 Peer check	5 minutes	Whole class	➤ Organize peer check activity ➤ Encourage cooperation	➤ Check the correct version of the missing sentences from his/her partner	➤ Display the full text on the smart board	Smartboard Jigsaw worksheet – full text
S5 Lead-in Hand out the role-cards	5 minutes + 5 minutes	Whole class	➤ Divide the class into groups of 4	➤ Study the vocabulary items on the cards ➤ Use the remainder of the time to take little notes on what to say	➤ Guide the students to examine their roles and take little notes on how to develop their story	Worksheet 4 Role cards

S6 Acting out	20 minutes	Groups of 4	➤ Observe the performances of the students ➤ Pay attention to the students' use of: ● Adverbs of frequency ● Pronunciation ● Intonation ● Gestures & body language ● General attitude in a dialogue	➤ Develop their own version of how the given situation continues ➤ Follow the instructions on the role cards	➤ Provide encouragement if/when the dialogue/conversation halts	Worksheet 4 Role cards
S7 Follow up	10 minutes	Individual work	➤ Make a quick evaluation of the role play activity ➤ Assign the class further regarding a similar topic: ➤ Write the TV situation in your house	➤ Write a short paragraph about the time devoted to TV in their house		Students' own notes

Teens and Their Television Habits

Worksheet 1 A

Student A

Start reading the text aloud, allowing time for your partner to write the missing words. **Then** listen carefully to your partner and **write** the words that are missing from your text.

(Text A)

Children's Television

Viewing Habits in the UK

Parents and teachers throughout the country **often** express concern about _____

According to recent statistics, teenagers **usually** watch between 2.5 and 3.2 hours of television every day.

Peak viewing times for teenagers are between seven and nine o'clock.

_____, when the programmes are specifically aimed at children, the viewing figures are much lower.

_____ Boys **generally** watch more science fiction and sport.

_____. They are **always** affected by the images they see, and they find role models in their favourite programmes.

_____ which programmes are suitable or unsuitable?

Worksheet 1 B Student B

Start by listening carefully to your partner and writing the words that are missing. Then change roles and read the next part of the text allowing time for your partner to complete the missing words.

(Text B)

Children's Television

Viewing Habits in the UK

___the amount of hours that children usually spend in front of the television.

___Many children watch television in the mornings over breakfast but most viewing takes place frequently after school in the evenings.

They usually watch soap operas, music programmes and quiz shows. Between the hours of four and six,

Girls generally watch more drama series, documentaries and news programmes.

Television always plays an important part in the lives of children.

What parents and their children have to consider is how much time should be spent watching television and

Worksheet 2

Television viewing habits questionnaire; please write **Yes** or **No**.

	You	Your partner
1. Do you always watch television at home?		
2. Have you got a television in your bedroom?		
3. Do you sometimes watch television before going to school?		
4. Do you think you watch too much television?		
5. Does anybody restrict your television viewing in the family?		
6. Do you have a favourite television channel?		
7. Do you watch television more than 2 hours a day?		
8. Do you sometimes watch educational programmes?		
9. Would you find it easy to stop watching TV for a week?		
10. Do you think children in your country watch too much TV?		

Worksheet 3

Here is your role card. The other students in your group must not see your card. Study the vocabularies on your card. Act out the teen Tv addict . Make meaningful sentences and reasons for your cause. Remember you must follow the context (frequency adv.) and mission given on your card .Be and act realistic. Arrange your tone of voice with real life.

Role card 1

You are a 15-year-old teenager. You just came home from school. You like action films and sport programmes, but you **have many errands** and **homework to do**. Your father asks you to do your tasks first, but you refuse and ignore. So, What 's next then?

Here is your role card. The other students in your group must not see your card. Study the vocabularies on your card. Act out the teen Tv addict's father . Make meaningful sentences and reasons for your cause. You are nervous. You want the remote control from your son/ daughter. You think she does not deserve this break cause she has more important things to do.

Role card 2

You are a parent father. You don't want your children sitting in front of the TV for hours. **You are a nervous person**. You prefer seeing them doing their errands first than seeing them wasting their precious time for hours in front of the Tv. They refuse your proposals...so what's next?

Here is your role card. The other students in your group must not see your card. Study the vocabularies on your role card. You are going to build a bridge with your children and husband. You must arrange your tone of voice with sweetness. You must convince all to do their best.

Role card 3

You are a parent mother. You don't want your children arguing for the TV for hours. You prefer seeing them doing their errands first than seeing them wasting their precious time for hours in front of the Tv. You know your husband can be seriously mad about this. So, what's next?

Here is your role card. The other students in your group must not see your card.
Study the vocabularies on your card. Act out the teen Tv addict's brother/sister .
Make meaningful sentences and reasons for your cause. You finished all your errands and HomeWorks. You want the remote control from your brother/sister.
You think its your turn.

Role card 4

You are a 14-year-old teenager. You love sport and all films. You have some time to watch a nice movie or documentary. Your other brother or sister does not let you watch. So, what's next?

Hobbies and interests

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

- Working collaboratively to exchange information,
- Asking and answering wh- questions,
- Talking about hobbies and hobbies,
- Talking about the pictures and photos,
- Describing favourite films, books, music or sports
- Talking to describe pictures and pieces of art,
- Telling stories and discuss plots,
- Creating a poster, a PowerPoint presentation to talk hobbies and interests

Collective and/or individual scenario

Duration: 3 hours =3 sessions

Created by: Kinga Radwan

OBJECTIVES

- Talked about the pictures,
- Asked and answered wh questions,
- Talked about hobbies and interests,
- Described hobbies and interests,
- Created a poster or a made a presentation (IT) about your hobbies and interests,
- Talked to an audience about your chosen topic,

CULTURAL SKILLS: - Share personal experiences, likes and hobbies - Appreciate and respect the experiences, likes and dislikes of others, - Celebrate diversity and uniqueness, - Encourage flow of communication, - Ask additional questions when not sure	COMMUNICATION SKILLS: - Express personal views in a coherent manner, - Ask and answer wh questions, - Allow for turn taking, - Present personal information in a short talk about oneself, - Express positive body language and facial expressions -presentation skills	ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING): - Use a range of adjectives and adverbs of frequency to describe favourite movie, book or music, - Use punctuation to complete sentences both in speech and in writing, - Use clear speech and intonation,
---	--	---

Content (courses, explanations, exercises...)

Stages	Duration	By	Trainer's tasks	Trainee's tasks	Guidelines	Documents and Material
S1 Brainstorming-introduction Revision of wh questions	10 mins	Whole class	➤ Display photo and ask students to come up with wh questions about the picture, ➤ Encourage students to ask questions for additional information,	➤ make wh questions about the picture, ➤ add additional questions, ➤ ask predictive questions	➤ review the wh questions, ➤ review punctuation rules for wh questions	PowerPoint task 1 (appendix 10)
S2 Mini plenary	20 minutes	Pairs/groups of 3 or 4,	➤ Display the photo prompts ➤ Ask ss to answer questions about the photos in teams, ➤ Organize the teams,	➤ Look at the pictures and answer questions in teams, ➤ Discuss your answers in teams first, ➤ Write the answers on sheets provided.	➤ Read the questions carefully, ➤ Students to discuss ideas first, ➤ Allow brainstorming and use of dictionaries	PowerPoint task 2A, 2B, 2C

S2 Exhibition style peer to peer review	15 minutes	Groups/pairs	➤ Encourage students to walk around the classroom and read the questions on the posters, ➤ Ask students to add answers and key vocabulary and phrases, ➤ Encourage for error correction, and correction of key spellings, ➤ Ask students to use dictionaries to correct their key spellings ➤ Allow for free writing and brainstorming options	➤ Read and answer the wh questions on the posters, ➤ Add more questions where necessary ➤ Correct the key spellings, ➤ Use dictionaries if not sure	➤ Read questions carefully, ➤ Correct key spellings and vocabulary, ➤ Consult in teams if not sure, ➤	
S3 Whole class feedback to the board	10 minutes	Whole class	➤ Ask students to return to their seats, ➤ Ask for feedback, ➤ Ask what went well and what they would like to improve next time, ➤ Allow for students to note take their answers, ➤ Display their answers on the board	➤ Return to your original seats, ➤ Think and say what went well in this activity and what would you like to improve next time, ➤ Share your views with the teacher,	➤ Ask every group for their feedback, ➤ Explain the importance of answering wh - questions in different contexts	PowerPoint task 2A,2B, 2C with students' responses
S4 Error correction	5 minutes	Whole class	➤ Display some questions/sentences on the board with spelling grammar and punctuation mistakes. ➤ Ask students to work	➤ Check the sentences for mistakes in your teams, ➤ Speak to your partners if they agree	➤ All sentences displayed on the board, ➤ Nominate students to come up to the board and correct the sentences, ➤ * Give out whiteboards	PowerPoint task 3

			together to correct them, ➤ Do the first example together,		and time ss responses in a quiz like fashion	
S5 Mini plenary	10 mins	Groups	➤ Display the picture with popular hobbies and the key questions, ➤ Ask students to discuss questions in groups	➤ Look at the picture and answer the questions in groups, ➤ Allow all participants to share their views,	➤ Picture and questions displayed on the board, ➤ Monitor the progress and encourage turn-taking, ➤ Allow students to share their opinions,	PowerPoint task 4
S6 Grammar input Adjectives and adverbs of frequency	10 -15 minutes	Groups	➤ Display the posters from previous session ➤ Ask students to identify adjectives and adverbs to describe the photos and pictures, ➤ Ask student to highlight adjectives and adverbs in the sentences on the posters, ➤ Use dictionaries to add more describing words	➤ Highlight the adverbs and adjectives in the sentences ➤ Use dictionaries to add more vocabulary	➤ Ask learners to create mini dictionaries on the posters, ➤ Ask students to check the spellings, ➤ Encourage cooperation and working well together	Students previous work

S8 Grammar practice	10-15	Individual practice	➤ Ask students to match the key adjectives and with sentences to describe the pictures, ➤ Encourage students to complete their work independently first and then to peer check, ➤ Encourage students to peer check and complete online extension task ➤ Ask for feedback to the board.	➤ Complete a matching activity independently, ➤ Check with your partner, ➤ Use a dictionary if necessary, ➤ Check with the feedback	➤ Monitor for clarity, ➤ Concept checking and feedback to the board, ➤ Complete the first example, ➤ Nominate students when asking for answers ➤ Add extension task for early finishers	PowerPoint task 5 Task 6 adverbs of frequency review
S7 Survey activity Wh questions	15 mins	Individual practice	➤ Identify questions to ask for finding personal information, ➤ Elicit questions from the students, ➤ Write/ type the key words on the table questionnaire/ ➤ Allow students to practice pronunciation, ➤ Introduce the milling survey activity, ➤ Ask students to find learners from the class and ask questions about their hobbies and interests, ➤ Encourage students to ask full questions but make notes of key words and phrases only, ➤ Negotiate time needed for	➤ Walk around the room and ask and answer the questions from the survey, ➤ When taking answers, write down only the most important facts, not whole sentences, ➤ Ask additional questions for obtaining more information	➤ Concept check the understanding, ➤ Monitor for support, ➤ Give time limit, ➤ Model the instructions with a student,	PowerPoint Task 7 Survey

			this			
S7 Language practice to describe hobbies, interests	10 minutes	Independent writing	➤ Recap the survey activity, ➤ Introduce the new tasks=independent writing about one of the students, ➤ Identify an example learner and model sentences with the whole class feedback, ➤ Allow students to choose one person they would like to write about from the survey and complete the sentences using adverbs and adjectives,	➤ Use the survey to write about person's hobbies and interests, ➤ Use the modelled sentences, ➤ Complete your independent writing, ➤ Include the adjectives and adverbs from previous session, ➤ Check for errors, ➤ Proofread your work and use a dictionary to help you.	➤ Evaluate the survey tasks and choose an example student to write about. ➤ While modelling writing allow for mistakes to be corrected by learners, ➤ Elicit corrections and improvements from learners,	Survey questionnaires, Students notes
S8 Presentation practice	20 mins	Poster making, presentation	➤ Recap the writing tasks, ➤ Invite students to read out and present their writing, ➤ Ask for adjectives and adverbs in writing, ➤ Introduce the poster making and/or PowerPoint tasks, ➤ Invite learners to present their hobbies, interests in the	➤ Use notes to make a poster or PowerPoint about you, ➤ Choose your favourite hobbies and interests such as sports, books, movies etc. ➤ Choose the adjectives and adverbs of frequency to	➤ Explain the activity and check the understanding, ➤ If possible arrange the use of IT resources, ➤ Allow students	Students own writing/poster making/word processing

			form of posters, PowerPoints or word processors, ➤ Allow students to choose their favourite book, movie, sports and hobbies, ➤ Re-introduce the use of adjectives and adverbs in poster making for presentation, ➤ Affirm that learners will be presenting their creations to the audience in the next session and are expected to talk for 3 to 5 mins.	describe your hobbies, ➤ Add captions or short descriptions to your pictures and photos	the freedom of expressing their own likes, ➤ Monitor for clarity and sense, ➤ Support the writing captions and ideas including the use of adjectives and adverbs ➤ Use word banks if necessary	
S9 Presentation-individual talks to the audience Celebration of achievements	30 mins	Individual presentations (3-5mins)	➤ Introduce learners as they take turns to present their work to the audience, ➤ Remind learners of the importance of appropriate body language and clarity of speech, ➤ Remind the audience to take notes and ask questions at the end of the talk, ➤ Review the code of conduct rules and behaviour (being respectful, ready to listen, safe to learn) ➤ At the end of the session ask students to reflect on their learning and identify two things they have learnt and	➤ Prepare for presentation and talk about your hobbies and interests, ➤ Include the adverbs and adjectives to talk about you, ➤ Answer any questions from the audience, ➤ Remain ready, respectful and safe, ➤ Have a clear voice and appropriate body language, ➤ Review your learning progress and identify two things you have learnt and one you would like to improve on	➤ Explain the activity and the process of presenting to the audience, ➤ Crowd control and monitor behaviour, ➤ Nominate to take notes and ask questions at the end of each talk, ➤	Students own work Reflections task 9

			one they would like to improve on.			
--	--	--	------------------------------------	--	--	--

Social media platforms

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

- Talk about personal experiences such as the use of social media,
- Use images, visuals and emojis to share and present ideas,
- Read about chosen social media examples,
- Write social medial post,
- Work collaboratively on a storyboard/comic strip based on a social media
- Describe their favourite social media,
- Talk about pictures and photos,
- Talk about likes/dislikes,
- Complete story board, comic strip based on a social media story

**Collective and/or
individual scenario**

Duration: approx.3 hours =3 sessions

Created by: Kinga Radwan

OBJECTIVES

- Talked about the pictures, videos, visuals
- Asked and answered questions,
- Talked about social media sites,
- Described favourite social media sites,
- Created a storyboard- *poster or a *made a presentation (IT) about social media,
- Talked to an audience and presented their comic strip,

CULTURAL SKILLS: - Share personal experiences, likes and dislikes - Appreciate and respect the experiences, likes and dislikes of others, - Celebrate diversity and uniqueness, - Encourage flow of communication, - Ask additional questions when not sure	COMMUNICATION SKILLS: - Express personal views in a coherent manner, - Allow for turn taking, - Present personal information in a short talk about oneself, - Express positive body language and facial expressions -presentation skills	ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING): - Use keywords to present ideas in comic strip, - Use capital letters to start a sentence and full stops to mark the end of each sentence. - Use punctuation to complete sentences in writing, - Use clear and legible handwriting.
--	--	---

Content (courses, explanations, exercises...)

Stages	Durat ion	By	Trainer's tasks	Trainee's tasks	Guidelines	Documents and Material
S1 Introduction Brainstorming	10 mins	Whole class	➤ Display photo and ask students to answer the questions,	➤ Answer the questions	➤ Ss name and list social media sites, ➤ Ss identify logos and social media	PowerPoint task 1 or alternatively use: https://learnenglishteens.britishcouncil.org/skills/writing/a2-writing/social-network-site
S2 Matching Social Media	10 minutes	Pairs/gr oups of 3 or 4,	➤ Display the photo prompts ➤ Ss match the logos and different social media ➤ Organize the teams,	➤ Look at the pictures and match social media logos, ➤ Discuss your answers in teams first,	➤ Read the questions carefully,	Powerpoint task 2 or alternatively use the online quiz: https://wordwall.net/resource/12074174/esol/social-media-logos

S3 Matching key phrases	10 minutes	Groups/ pairs	➤ Ask students to match the key phrases with the pictures	➤ Match the phrases with the pictures	➤ Read questions carefully, ➤ Match and compare the answers with your teammates ➤	Powerpoint task 3 or alternatively build alphabet on social media and the Internet: https://www.allthingsstopics.com/uploads/2/3/2/9/23290220/az-computersinternet.pdf
S4 Whole class feedback to the board	5-10 minutes	Whole class	➤ Ask for feedback, ➤ Ask what went well and what they would like to improve next time, ➤ Display their answers on the board	➤ Check the answers and make corrections, ➤ Share your views with the teacher,	➤ Ask every group for their feedback, ➤	Task 4: Feedback or error correction
S5 Social media reading tasks	10-15 minutes	Groups/ pairs	➤ Give the social media excerpts to the students ➤ Ask students to read for general understanding first	➤ Read the social media text and answer the questions, ➤ Speak to your partners if they agree	➤ All texts displayed on the board,	Powerpoint task 5
S6 Post reading activities True/False questions	10 mins	Groups/ pairs	➤ Display the questions, ➤ Ask students to discuss questions in groups, ➤ Ask students to find the evidence in the text	➤ Answer T/F questions, ➤ Highlight or circle the evidence in the text, ➤ Allow all participants to share their views,	➤ Picture and questions displayed on the board, ➤ Monitor the progress and encourage turn-taking, ➤ Allow students to share their opinions,	Powerpoint task 6

S7 Punctuation and grammar input: capital letters and full stops	15 - 20 minutes	Groups	➤ Display the sentences with punctuation errors. ➤ Ask students to identify capital letters and full stops. ➤ Ask student to correct the mistakes ➤ Use dictionaries to add more describing words	➤ Correct the mistakes and include capital letters and full stops. ➤ Use dictionaries to check their answers,	➤ Ask students to check the spellings, ➤ Encourage cooperation and working well together, ➤ *Discuss the use of punctuation in social media sites (punctuation and grammar is largely optional and the informal language widely used)	Powerpoint task 7 or alternatively: https://www.liveworksheets.com/worksheets/en/English_language/Punctuation/Capital_letters_and_full_stops_sy2173686sr https://wordwall.net/resource/27716773/capital-letters https://www.allthingsgrammar.com/capitalization.htm
S8 Writing practice Complete the tweet	10-15	Individual practice	➤ Ask students to write tweets based on the photo prompts. ➤ Encourage the students to use correct punctuation and grammar. ➤ Ask for feedback to the board.	➤ Complete a tweet using correct grammar and punctuation, ➤ Look at the pictures and choose the one you would like to write a tweet about. ➤ Check with your partner, ➤ Use a dictionary if necessary, ➤ Check with the feedback	➤ Monitor for clarity, ➤ Concept checking and feedback to the board, ➤ Complete the first example,	Powerpoint task 8 or alternatively: https://docs.google.com/presentation/d/1mx4rKqjTSNKMw3P3-BaDAPlzOVvW8tC62tCOSXyLwuk/edit#slide=id.p https://www.liveworksheets.com/qm994886hi Pictures:

						https://www.twinkl.co.uk/resource/creative-writing-photo-prompts-pack-za-hl-833
S9 Gallery of tweets- students share their independent work	15-20 minutes	Groups/ pairs	➤ Encourage students to walk around the classroom and read the tweets, ➤ Ask students to respond to them,	➤ Read the tweets ➤ Respond to tweets by adding follow-up questions,	➤ Read tweets carefully, ➤ Correct key spellings and vocabulary, ➤ Consult in teams if not sure,	Students independent work
S10 Language practice to describe likes/dislikes	10 minutes	Groups/ pairs	➤ Review the learning so far, ➤ Compare vs. contrast the tweets and topics, ➤ Ask students to vote for a topic they liked, ➤ Encourage students to describe the topic they liked and give reasons ➤ Identify an example learner and model sentences with the whole class feedback,	➤ Discuss which topic/tweet you like the most and why, ➤ Share your views in your group, ➤ Ask about the views of your classmates	➤ Elicit the answers, ➤ Allow the freedom of expression, ➤ Allow immediate correction of pronunciation.	Students work Students notes

S11 Comic strip/Storyboard	30 mins	Storyboard making/ comic strip *groups/ individual	➤ Recap the captions from tweets or social media sites, ➤ Ask students to invent their own stories to go with pictures they have used before, ➤ Ask students to decide if the caption goes at the start, middle or the end of the story, ➤ Model the use of the storyboard ➤ Allow students choose their own captions, ➤ Affirm that learners will be presenting their creations to the audience in the next session and are expected to present their stories to an audience	➤ Use a comic strip/ a storyboard to complete the story, ➤ Choose the sequence of events, ➤ Use complete sentences to go with the story, ➤ Use speech bubbles and draw the remaining parts of the storyboard to make the sequence complete. ➤ *Add extra information about the main characters, ➤ Decide on where, when, how and why, ➤ Once finished, be ready to share your storyboard with the group	➤ Explain the activity and check the understanding, ➤ If possible arrange the use of IT resources, ➤ Allow students the freedom of expressing their own likes, ➤ Monitor for clarity and sense, ➤ Support the writing captions and ideas including correct punctuation and grammar. ➤ Use word banks if necessary	Task 9: Students group storyboards or comic strips Storyboard templates: https://www.twinkl.co.uk/resource/us-l-549-blank-comic-book-activity-sheets Storyboard maker: https://www.storyboardthat.com/storyboard-creator
S12 Presentation- individual talks to the audience Celebration of achievements	30 mins	Individual presentations (3-5mins)	➤ Introduce learners as they take turns to present their work to the audience, ➤ Remind learners of the importance of appropriate body language and clarity of speech, ➤ Remind the audience to take notes and ask questions at	➤ Prepare for presentation and talk about your storyboards/ comic strips ➤ Answer any questions from the audience, ➤ Remain ready, respectful	➤ Explain the activity and the process of presenting to the audience, ➤ Crowd control and monitor	Students own work Post activity Self-Reflections

			the end of the talk, ➤ Review the code of conduct rules and behavior (being respectful, ready to listen, safe to learn) ➤ At the end of the session ask students to reflect on their learning and identify two things they have learnt and one they would like to improve on.	and safe, ➤ Have a clear voice and appropriate body language, ➤ Review your learning progress and identify two things you have learnt and one you would like to improve on	behavior, ➤ Nominate to take notes and ask questions at the end of each talk, ➤	
--	--	--	---	--	---	--

SMOKING STINKS (31ST of May-WHO- No Tobacco Day)

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

- Using a well organized context of the storytelling lesson and activities
- Pre-teaching the vocabulary, grammar, language functions and universal appliance where necessary
- **Expressing:**
 - (1) Vocabulary: Smoking habits (cigars-cigarettes,rolled ones,water pipes etc) anti smoking vocabularies via posters
 - (2) Language functions: Expressing world smoking habits, everyday actions, daily life routines via smoking,anti smoking campaigns
 - (3) Grammar structures: the present simple,
- **Warming-up:** Capture students’ attention – connecting to prior knowledge and experiences, pre-teach new vocabulary,viewing posters of smoking habits
- Giving purpose for listening including videos, posters, brochures, presentations,
- Target group: Ages between 15 and 17
- Raising interests in real life incidents, problems, possible solutions, anti-smoking campaigns-posters
- Practicing applications, tools
- Assessment and follow-up

Collective and/or individual scenario

Duration: 2 classroom hours (40 + 40)

Created by: ZMD MTAL ELT Department

OBJECTIVES

- Giving the rationale for the telling of stories
- Presenting a real story before an audience
- Evaluating the storytelling potential
- Outlining a story in preparation for storytelling
- Improving technological skills and fostering creativity
- Extensions of effective engaging and empowering language skills

CULTURAL SKILLS:

- Creating a mind map on the topic
- Be able to talk about the general pros and cons of smoking

COMMUNICATION SKILLS:

- Creating their literary text based on ideas, features and structures of the texts experienced
- Building up

ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING):

- Using four skills supplied with tech, digital tech, creating exciting and inspiring lessons
- Freedom of speech, fluent language, playful courses
- Scaffolding coherent and plausible grammar outcomes

Content (courses, explanations, exercises...)

Stages	Duration	By	Trainer's tasks	Trainee's tasks	Guidelines	Documents and Material
---------------	-----------------	-----------	------------------------	------------------------	-------------------	-------------------------------

S1 Lead in/Warm-up: Smoking habits posters-effects	10 minutes	Whole Class	➤ Hand out the brochures ➤ Reveal the poster in class ➤ Use the smartboard for images	➤ Read and answer the sample questions ➤ Ask questions to students	➤ Use the context carefully ➤ Train the students for brainstorming	Poster 1 Sample questions
S2 Language analysis: Present Simple	10 minutes	Whole class	➤ Explain and solidify the use of Simple Present ➤ Apply them to the daily activities and errands	➤ Identify the rules and usages in the tense ➤ Fill in the blanks with the appropriate verbs	➤ Ask students to read carefully the sentences on the worksheet	Worksheet 1 The Simple Present Tense Structure
S3 Language in context Via Task, read and complete activity	15 minutes	Whole class	➤ Instruct the class to work in pairs ➤ Explain the activity instructions to the class	➤ Write a paragraph about smoking pros/cons ➤ Pay attention to the pronunciation of the reader	➤ Trainer interferes for error correction only if / when necessary (pronunciation, structure, spelling mistakes etc)	Poster2 Smoking effects on human health
S4 Peer check	5 minutes	Whole class	➤ Organize peer check activity ➤ Encourage cooperation	➤ Check the correct version of the missing sentences from his/her partner	➤ Display the full text on the smart board	Smartboard Worksheet 2 – full text

S5 Lead-in Hand out the empty papers	5 minutes + 5 minutes	Whole class	➤ Divide the class into groups of 4 ➤ ask students to work together to categorise the words& phrases	➤ Study the vocabulary items on the posters ➤ Use the remainder of the time to take little notes on what to say	➤ Guide the students and remind them about the posters they looked at ➤ Give them free choice to take little notes on how to develop their story	Posters Smartboard Images
S6 Acting out	20 minutes	Groups of 4	➤ Observe the performances of the students ➤ Pay attention to the students' use of: • Tense structure • Pronunciation • Intonation • Gestures & body language • General attitude in a dialogue	➤ Develop their own version of paragraphs how the given situation rises, ➤ to read each other's paragraphs and comment on both the content and the language using the guiding questions on the worksheet.	➤ Provide encouragement if/when the dialogue/conversation halts ➤ Hang paragraphs on the board or wall	Posters Paragraphs
S7 Follow up	10 minutes	Individual work	➤ Make a quick evaluation of the role play activity ➤ Assign the class further regarding a similar topic: ➤ Write the TV situation in your house	➤ Write a short paragraph about the time devoted to the smoking habits in their house ➤ Create your own poster		Students' own notes

SMOKING STINKS

Worksheet 1 A

1. Work in pairs or small groups. Check the meaning of the words and phrases in the box and decide together which heading they should go under. Some words and phrases may go under more than one heading.

wrinkles passive smoking save anxiety asthma lungs cancer
heart disease second hand smoke bad breath yellow stains
pregnant blood pressure expensive addiction colds and flu

1-B Answer the questions truly;

a) How does smoking affects health?

b) How smoking affects how attractive you are?

b) How does smoking affect your finances?

d) How does smoking affect others?

2. Work in pairs. Choose one of the headings (A-D) on the other side of the worksheet and write a paragraph with that heading. Try to use the vocabulary you selected



3. Show your paragraph to another pair. Can they add any more ideas, or help with any corrections?

4. Work in small groups. You are going to create an anti -smoking poster. Follow the instructions.

A. Decide together how you are going to persuade people to stop smoking, or not to start. You could look at:

- the health problems it causes
- the unpleasant effects like wrinkles and bad breath
- the cost of smoking (you could also look at the cost to the country as a whole)
- the impact on children and other non-smokers?
- something else (for example how quickly your health improves when you give up)

B. Plan what image(s) your poster will have. You could find images online, draw a sketch or just describe it.

C. What words will your poster have? What can you say that will really persuade people?

5. Present your poster to the class. Explain how you made your decision

Supporting documents

- Programme de Langues Vivantes pour les classes préparant au baccalauréat professionnel et classes préparant au certificat d'aptitude professionnelle, Bulletin Officiel de l'Education Nationale n° 2 du 19 février 2019
- Common European framework Of Reference for Languages : learning, teaching, assessment, 2001



STELA : Project No. 2018-1-UK01-KA201-079110

The content of this document represents the views of the author only and is his/her sole responsibility; it cannot be considered to reflect the views of the European Commission or any other body of the European Union. The European Commission and the Agency do not accept any responsibility for use that may be made of the information



**Co-funded by
the European Union**