



NEMZETKÖZI NYELVEK INTÉZETE KFT. GÖDÖLLŐ

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Erasmus+ K1-Mobility – „Sokoldalú, modern felnőttoktatási módszerekkel és képzési programokkal egy folyamatosan változó és differenciált háttérű nyelviskolai célközönségnek”

**I.L.I. ERASMUS+ K1 Mobility projektzáró disszeminációs és szakmai nap - 2016. december 10.**

**I.L.I. ERASMUS+ K1 Mobility professional & dissemination training day - 10 December 2016**

Helyszín: 2100 Gödöllő, Körösfői u.2.



**Diverse society – Diverse Classrooms; Student diversity benefiting social diversity  
 Living together, learning together, working together**

Cooperative learning  $\Rightarrow$  Skill builder activities for cooperative norms and behaviours

- survival skills for careers – primary focus of cooperative learning (cooperative and communication skills, initiative, entrepreneurial skills, independent working and creative thinking)

Aims:

- prepare students to work cooperatively
- pay attention to what other group members say and ask
- pay attention to what other group members need
- What do students become aware of during cooperative learning processes?
  - **Everybody is good at something, nobody is good at everything.**
  - **No one is done until everyone is done.**
  - **Everyone can do something – nobody can do everything.**

**Master designer:**

- explains how to construct the same complex system of geometrical shapes
- helps students do tasks by themselves
- everybody helps

**Discussion**

When all groups have completed the task or the allotted time has ended, the teacher should help the participants identify some of the important things that happened, analyze why they happened, and generalize to other group learning situations. The following questions can serve as a guide to the discussion:

- What do you think this exercise was all about?
- How do you feel about what happened in your group today?
- What things did you do in your group that helped you to be successful in solving the problem?
- What things did you do that made it harder?
- What could the groups do better in the future?

Websites:

<http://www.ici.is/en/courses-and-education>

<http://web.stanford.edu/class/ed284/csb/MstrDesg/MDtext.pdf>



Európai Bizottság nézeteit.

A projektet az Európai Unió támogatta. A kiadványban (közleményben) megjelentek nem szükségszerűen tükrözik az



### **Why not using Cuisenaire Rods?**

#### 1. About Me... (ice-breaker or testing device – time line)

##### Method:

- Put students into pairs (whether used as an ice-breaker or as a testing tool)
- Each student creates a time line indicating the stages in his or her career, ask the students to use the longer rods for longer periods of time, i.e. school time, university, first job, etc.
- The students then ask and answer questions about their neighbour's line of rods.

#### 2. Organigrams

Different lengths of rods can represent different levels of hierarchy, number of people in the groups or how closely the two departments work together. The organigram can also be laid on a piece of blank paper so that notes can be made around the rods.

##### Method:

- Elicit as much language as possible from the students before the activity, e.g. *"I am responsible for..., I manage the .... department, I work as a .... , The marketing department works closely together with the ....., Mr. X reports to..... etc."*
- Put students into pairs or small groups, each student explains the company/department structure
- Each person or group/department's responsibility and tasks
- Who reports to whom

#### 3. Company History

#### 4. Story Telling

#### 5. Architecture

This is useful for prepositions, talking about dimensions and clarifying positions.

Method: (Sts use a book as a shield so that the other student can't see what you are doing)

#### 6. Layout Of Premises/Plant

#### 7. Graphs And Trends

#### 8. Comparatives

#### 9. Grammar For The Business Classroom

##### Websites:

<http://www.hltmag.co.uk/aug10/less01.htm#C3>

<http://john.mullen.pagesperso-orange.fr/cuisenaire.htm>

<http://busyteacher.org/2471-how-to-teach-english-using-cuisenaire-rods-15.html>

<http://www.hltmag.co.uk/aug10/less01.htm#C3>

