

# The BLABLA Method

*How to practice  
and learn a foreign  
language through  
Radio Workshops*

RADIO ACTIVITÉ  
ÉLAN INTERCULTUREL  
UNIVERSO  
ANKAA PROJECT



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# **PART 1**

## *Introduction*

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# Prologue

In the ever-evolving field of education, teachers play a crucial role in inspiring the minds of future generations.

In this manual, we delve into advancing language teaching objectives through the effective use of radio tools as powerful companions on your teaching journey.

Explore creative strategies, interactive exercises, and expert tips to make language acquisition both enjoyable and effective. Whether you are an experienced educator or a newcomer to language instruction, this manual is your toolkit to unlock the engaging potential of radio tools for language learning.

Brace yourself for an enriched language-learning experience as you foster a dynamic and immersive classroom environment for your learners.



# Background of the project

*Radio Activité* (France) and *Élan Interculturel* (France) have been working together for many years. *Radio Activité* is specialized in the use of radio tools to empower vulnerable audiences. They had carried out many workshops in refugee camps. Participants of these workshops would express that they were coming in order to learn the language of their host country. This was not the main goal of *Radio Activité* when carrying out those workshops. On the other hand, *Élan Interculturel* developed several projects using non-formal learning methods for language learning. In 2021, when both organizations shared these experiences, an idea came to life: learning a language with radio tools. They contacted 3 other organizations that had extensive experience in conducting language courses: *ANKAA Project* (Greece), *Associazione Interculturale Universo* (Italy), *Migration Miteinander* (Germany) (who then had to leave the project). All 5 organizations started discussing how learning a language through radio tools would look. What would learners accomplish during such a class? How would they improve their language skills using radio tools to move up the scale of the CEFR system? How would facilitators organize their workshops including radio tools? The Blabla with Radio proposal was written in March 2022 and the project started in September 2022.

The 5 organizations created a project structured in different phases:

- Familiarising each other with the methodology of the project and each other's mission and way of operations
- Collaborative effort to create the learning paths to carry out radio language workshops
- 66 hour-pilots workshops in 3 countries (2 in France, 1 in Greece, 1 in Italy) - groups of learners followed the pilot from a few hours to 66h of radio language workshops.
- Systematization of experiences, creation of podcast episodes with material collected during the pilots, writing of this manual, training of trainers with the method in 3 countries and final closing event of the project.



# Why use the radio

## to teach ?

*“Now I gained the confidence to speak, even if I still do mistakes, but I can speak with people” Abdellah*

These are the words of one of the learners that best summarise the results achieved thanks to the use of radio for language teaching. Despite the implementation of the methodology in different countries and contexts and with heterogeneous groups, the positive impact of using radio as a learning tool was in fact common to all the organisations involved. Very often, conventional or traditional language teaching focuses more on grammar and writing while the Bla-Bla methodology focuses more on the development of oral skills, encouraging the learners to dare to speak and practice in a safe environment and using the radio as an excuse to speak.

The radio-language workshops are structured with a part focused on language with preparatory activities for the next part, a final task where learners have to use radio tools to record their own voice and listen to it. This structure allows learners to immediately apply what they have studied and focuses primarily on developing oral skills. By listening to themselves and each other, learners can correct errors, improve pronunciation and realise the improvement made as the workshops progress. Listening to each other's recordings increases engagement and motivation, as well as represents a way to share uncertainties while feeling part of a group.

During the development of the method, the facilitators who led the pilot workshops observed increased improvements in speaking and listening compared to a conventional class, as well as faster learning of keywords and phrases, useful for everyday life.

The presence of radio also made the lessons much more fun, playful and engaging, helping to create an excellent atmosphere in the groups and encouraging the creation of interpersonal relationships and the development of creativity.

In our opinion, radio represents a catalyst in helping learners to overcome the shyness that often arises when studying a foreign language, especially when interacting with native speakers. For this reason, above all, we are confident to recommend the use of radio for teaching foreign languages.

Learners proved to be at ease, relaxed and increasingly confident in conversations, despite making mistakes. The moment dedicated to speaking was not a source of concern, rather awaited and perceived by most as the funniest part of the workshop. The use of the radio tools resulted in a confident and less shy behaviour in the class.

This methodology also gave us the possibility to organise activities such as interviews, radio shows and vox-pops, allowing the learners to put into practice the lessons learnt, outside the context of the classroom, interacting with external, native speakers and at the same time acquiring technical radio skills potentially useful in the future.

These positive aspects in the use of radio to teach were noted by the facilitators but above all reported by the learners when asked for feedback on the experience at the end of the program.

Below, we report some examples provided by the facilitators involved in the pilot workshops :

*Wilson, in the beginning of the radio workshops, was on a very beginner level in Greek language. He knew only a few basic phrases for daily life (introducing himself, buying a coffee or snack, means of transportation, everyday life activities). At the end of the workshops he was able to describe in more detail his daily routine than before. He, also, learned some basic clothing vocabulary that he never learned before. His confidence increased and every time he wanted to record more time. During the workshops, other participants, who were classmates before with Wilson in beginner level Greek, mentioned that Wilson's Greek was improved."*

#### **ANKAA Project**

*Rahmatullah, from Afghanistan, arrived with a beginner's level, having taken a few classes but unable to read or write. At the beginning, he struggled with making a sentence and there was a lot of hesitation. At the end, he spoke much faster and with little hesitation for the phrases he knew.*

#### **Élan Interculturel**

*'Mirfat: Also a beginner, but still understands some basics. She often loses her nerve when it comes to speaking and doesn't understand what she's being told. However, she has the capacity to understand, which is linked to stressful situations. During the final show, she got up in front of everyone to talk about a piece of music she loves. Her husband had tears in his eyes and she was proud of herself.*

#### **Radio Activité**

*"Alo is a girl from Bangladesh who barely spoke at the beginning of the workshops. very shy, she preferred to write in her notebook rather than speak. When she started using the recorders, I noticed a change in her approach. Very attracted to the tools, she immediately proved to be good at using them and this, in my opinion, encouraged her to talk more and overcome her shyness. In the last workshops she was often among the first students to want to record the task. "*

#### **Universo**

# Target group of this manual

This manual was created to present the Blabla method to all professionals or volunteers involved in language learning activities, it is a new resource to explore in your classes and to stimulate your learners to practice and improve their oral skills.

The way this manual is structured is an invitation for the reader to discover and to reproduce our experience with their own learners. There is no need to have prior experience with radio as a tool, as this manual will guide you step by step on your journey. We also took into account the possibility that some of you might have more or less teaching material resources than others, and we tried to make it as accessible as possible.

Through the reading of this manual and through the practice of the activities, you will develop new competences and knowledge to feel more equipped for the implementation and the leading of your own radio-language workshops.





# Goals & objectives of the manual

The main goal of this manual is to guide language teachers and facilitators into using radio tools to teach.



By using this manual, you will be able to train yourself to use and teach with radio tools. You will be able to give a “radio-language workshop”, but also to implement a program lasting several months (15 to 20 workshops) using radio as a tool in every workshop. You will be able to accompany your learners in their progress and to share with them language skills through radio tools. You will also be capable of creating a radio show or a radio documentary with their learners.

The objectives of this manual are :

- To describe the context in which this teaching method was developed (Blabla with radio project).
- To present the advantages of using radio for language learning.
- To explain how to get radio tools for workshops
- To show how to use them
- To provide guidance and detailed learning path to facilitate radio-language workshops
- To present tips and good practices for radio language workshop facilitation
- To suggest solutions for possible challenges when delivering radio language workshops
- To suggest ways to adapt the method to different contexts
- To provide tips to evaluate the efficiency of the method
- To inspire language teachers with different activities to diversify their approach



# How to use this mAnual

This manual serves as a practical guide for language workshop facilitators, introducing you to a new methodology. Divided into three sections, it provides a comprehensive overview, practical tips, and insights from experienced facilitators that have used and adapted the methodology.

The "Introduction" section offers background on the project, the reasons to use radio tools for language learning, target audience, goals of this manual and how to use it, along with terminology clarification.

Following this, the "Implementing radio-language workshops" part delves into the core methodology, detailing how to acquire and utilise radio tools, including working with recordings. It also features essential guidance on structuring workshops through "Learning Paths", which offer step-by-step instructions adapted from practical experience.

Each Learning Path follows a consistent structure, outlining prerequisite knowledge, preparatory actions, materials, then followed by the actual step-by-step path for the workshop: an introduction to the workshop, a language learning core part, and a final radio task. Duration estimates and facilitator tips are provided for implementation flexibility.

Workshops/learning paths described in the manual are adaptable to various contexts and conditions. Learning paths are written in a chronological order. However, it is not compulsory to follow this exact order. We recommend doing LP0 and LP1 first anyway.

Additionally, you will find resources on:

- Good tips and practices for radio language workshops
- How to adapt your workshops to diverse learner groups
- How to navigate potential challenges that you might encounter

In the "Outroduction", additional exercises and resources support the development of new learning paths or activities. You will also read about partners of this project (and their contacts) and their experience when implementing the radio-language workshops. Insights and solutions stem from partner experiences during radio language workshop implementations as they tested the method.

It is noteworthy that one of the major contributing factors to the success of the project was the collaboration and support between partners. This manual aims to also foster a community of practice. All resources used in the project are shared freely and contact information for partners is provided for further collaboration and support.



# Glossary

## Radio-language workshops

Language learning classes enriched by the use of radio tools. A method developed in the Blabla project.

## Pilot workshops

Radio-language workshops led in 2023 by the partners of the Blabla project in order to test the Blabla method.

## Communicational or Learning objective

Describe what learners will be expected to learn at the end of the learning path

## Learning path

Pedagogical method sheet that teachers can follow to guide their learners into reaching a learning objective.

## Reaper

Software used to edit, record and mix audio files.

## WAV

Waveform audio file format standard for storing an audio bitstream on personal computers

## Windscreen

The foam or fur cover of a microphone. It protects the microphone from gusts of air

# PART 2

## *Implementing radio-language workshops*

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# What equipment do you need for the radio ?

## INTRODUCTION

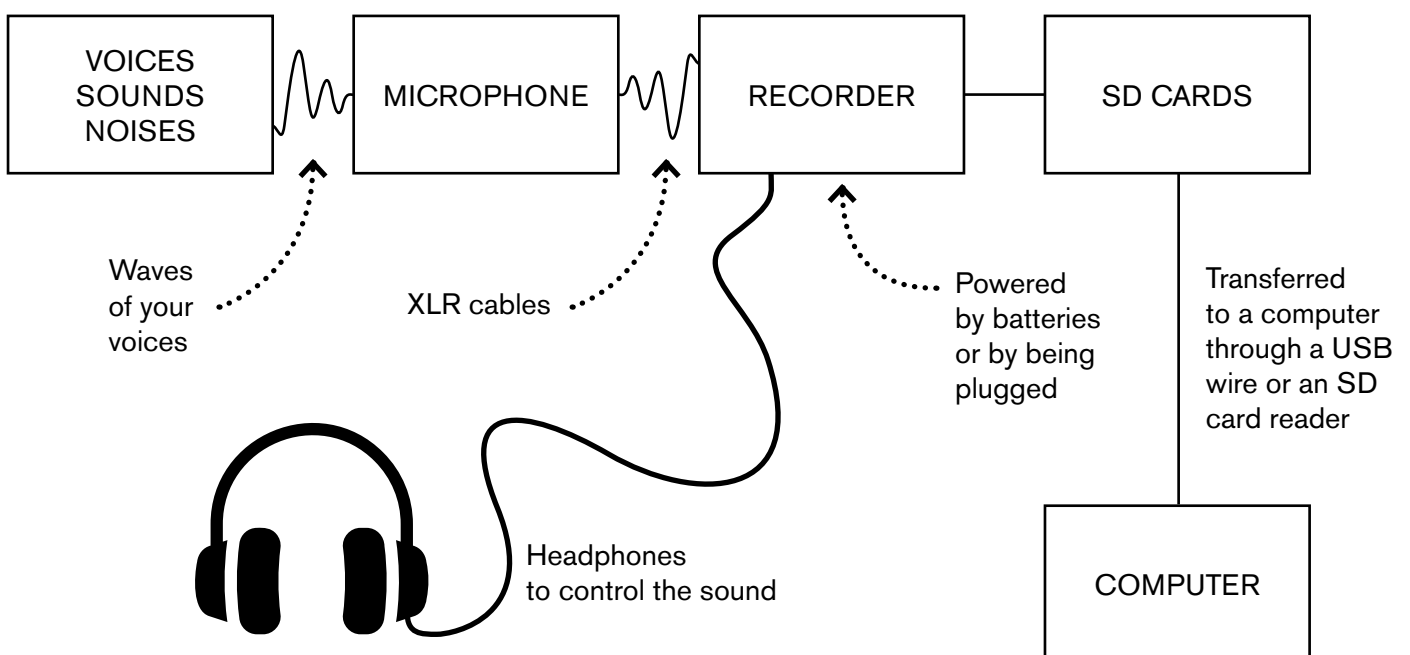
Here, we'll start with a presentation of radio equipment suitable for all budgets, to make it easier to hold Blabla radio-language workshops in all contexts..

We present a clear approach to the use of radio equipment. The emphasis is on imparting practical skills. The idea is to demystify the process by offering practical advice and detailed guidelines to ensure effective use of radio equipment. Sometimes, facilitators and participants think that radio is too complicated, but by following simple instructions, you'll see that you can quickly make great things happen.

The ultimate aim is to enable both beginner and experienced facilitators and participants to feel confident and competent in the use of radio equipment.

By passing on the basics of using radio equipment, we want to make it accessible to a wide range of teachers and facilitators so that they can redeploy it in their own context, whatever their level of expertise or financial resources.

## RECORDING STEPS



This drawing allows you to understand the basic functioning of a radio equipment set.

## THE EQUIPMENT

Here are some suggestions for equipment kits, depending on budget, to run radio-language workshops with a group of 10 to 15 learners.

### > NO FINANCIAL RESOURCES :

*Cell phone with recording application*

It's perfectly feasible to make recordings using your cell phone's built-in dictaphone function. The audio files can then be retrieved from a computer for playback or editing.

The undeniable advantage of this method lies in its ease of use. It offers total accessibility to all participants, without the need for specific expenditure. They can then easily make their own recordings at the end of the course.

The downside is that it's a partial experience, and participants don't get to handle real radio equipment, which gives it a professional look, is more engaging, and results in great sound quality.

### > BUDGET AROUND €500

*If you have a budget for radio equipment, we really encourage you to spend this money for a greater purpose. It is fine to record with phones, but it really adds an added value to have the equipment for the radio-language workshops.*

#### **To record :**

3 Zoom H5 with windscreens  
2 SD cards

To listen :

4 Fun Generation HP-7 headphones  
1 Bluetooth speaker with minijack input (JBL GO2)

#### **Bonus :**

1 Zoom H1  
1 mini-SD card

This configuration is an excellent basis for holding radio-language workshops. It offers a harmonious combination of optimum recording quality, flexibility of use and robustness. It's a basic piece of equipment that will give you a good rendering. Furthermore, learners use professional radio equipment, which is rewarding and for sure adds something special to your workshops.

### > BUDGET AROUND €1,000

*If you have a budget for radio equipment, we really encourage you to spend this money for a greater purpose. It is fine to record with phones, but it really adds an added value to have the equipment for the radio-language workshops.*

#### **To record :**

4 micro s SM58 Shure with windscreen  
4 XLR Cordial cables  
1 Zoom H6  
2 SD cards

#### **To listen :**

4 Fun Generation HP-7 headphones  
1 Bluetooth speaker with minijack input (JBL GO2)

#### **Bonus :**

2 Zoom H5  
2 SD cards

This equipment can be used to create a mini radio studio. Its use is rewarding because it's closer to traditional radio methods. Its flexibility makes it easy to adapt to various radio formats. The robustness of the equipment guarantees good reliability. It's a perfectly decent piece of equipment for the suggested budget, if not almost professional. The sound quality will be substantial and it will last over time.



## > UNLIMITED BUDGET: AROUND €4,000

*If you have a budget for radio equipment, we really encourage you to spend this money for a greater purpose. It is fine to record with phones, but it really adds an added value to have the equipment for the radio-language workshops.*

### **To record:**

4 Sennheiser MD21-U or 1 DO21B LEM microphones with windscreens  
4 x 3m Vovox or Sommer XLR cables  
RodeCaster Pro  
2 x 32GB SD cards

### **To listen:**

1 Bluetooth speaker with mini jack input (UE BOOM / BOSE Soundlink)  
4 Sony MDR-7506 headphones

This is the ideal configuration for radio equipment. It's professional equipment, robust and versatile: you can make any kind of radio content with it. It's easy to handle, even for novice users, and the sound quality is good. All in all, this configuration represents an optimal choice for anyone looking for a complete radio experience, combining quality and practicality with the budget to match.

### **Bonus:**

2 Zoom H5  
2 SD cards

These stand-alone recorders let you make quick recordings without plugging in microphones. They're ideal for vox pop for instance, or for cross-interviews between two people.

## **CHECKLIST FOR A WORKSHOP**

Here is a list of minimum equipment to bring to your workshops

- Microphones
- Windscreens
- XLR cables
- Recorders
- SD cards
- Backup SD cards
- Headphones
- Backup batteries
- Speaker

# Recording techniques

## HOW IT WORKS: RECORD

Here's a basic guide to using radio equipment. This guide corresponds to the material presented above.

1. **Power:** Make sure the recorder is correctly powered. You can use batteries to power it, or via the USB port or a power cable.
2. **Insert SD card:** Insert an SD memory card into the card compartment on the side of the device.
3. **Microphone connection (if required: for H5 and H6; for H1, you don't need it):** If you are using one or more external microphones, connect them with XLR cables to the recorder's XLR port.
4. **Switch on the recorder:** To do this, hold down the ON/OFF button for a few seconds.
5. **Setting audio inputs and outputs**

For this step, plug headphones into the audio input on your recorder. This input is the one with this logo



Adjust the appropriate input levels using the control knobs on the top of the unit. This corresponds to the sound entering the recorder. To do this, say a few sentences into the microphones (not just "1-2 test", to allow time for adjustment) and look at the vu-meter (or level meter).



This indicates the input levels, i.e. whether the sound is saturated. They should generally be between -12 and -6. If the screen is in color, they are green or orange. If they are red, you need to turn the sound down.

Then turn down a bit the volume before putting your headphones on, just in case it would be too loud. What you hear is the sound coming out of the recorder. Adjust the volume of your headphones to feel comfortable. Be careful not to set it too loud, or you could hurt yourself.

6. **Recording mode selection:** Use the screen to select the desired recording mode. You can choose between different audio formats and stereo configurations. WAV is the best format, but it takes up space. You can also record in MP3. You can read the user's manual of your device if you need help navigating the screen, but it usually is quite intuitive.
7. **Start recording:** Press the recording button on the front panel to start recording.

Depending on the recorder, the indicators it records are :

- The elapsed recording time is shown on the display.
- A red or black circle on the screen
- Record button turns red

We often forget to record... ! So when you're using the recorders, don't hesitate to check several times that they're recording properly.

8. **Stop recording:** To stop recording, press the record button again.
9. **Press play and check what you just recorded:** Use the navigation buttons to access recordings and check sound quality. If it's not good, fix the problem and record again.





**10. \*\*File transfer:\*\*** You can transfer recorded files to your computer by removing the SD card and connecting it to your computer via a card reader or using the USB cable supplied with the recorder.

These basic steps should get you started with recording. We advise you to experiment with them before starting your first radio-language workshop. For example, you can interview people you know, or do your own street interviews on topics you like.

For further details on specific functions, we recommend that you consult the user manual for

Zoom H5 :

[https://zoomcorp.com/media/documents/F\\_H5\\_QuickGuide.pdf](https://zoomcorp.com/media/documents/F_H5_QuickGuide.pdf)

Zoom H1 :

[https://zoomcorp.com/media/documents/F\\_H1n\\_v4z7KXJ.pdf](https://zoomcorp.com/media/documents/F_H1n_v4z7KXJ.pdf)

Zoom H6 :

[https://www.zoom.co.jp/sites/default/files/products/downloads/pdfs/F\\_H6.pdf](https://www.zoom.co.jp/sites/default/files/products/downloads/pdfs/F_H6.pdf)

Rodecaster :

<https://rode.com/fr/user-guides/rodecaster-pro/>

## **HOW IT WORKS: HOLDING THE MICROPHONE**

A microphone is held close to the speaker's mouth, at a distance of around 15 cm. Here are a few techniques for optimal recording :

Stand up straight, shoulders clear.

Put the elbow holding the microphone alongside your body, and simply move your forearm forward (if you straighten your arm with your elbow far from you body, you'll get tired). When you move your head or body, the microphone should move with you.

Position yourself comfortably, whether standing or sitting, so you don't get tired while using the microphone.

Move the cables as little as possible, as this produces «parasitic» sounds that will be present in the recordings.

There's no need to speak loudly into the microphone. Everyone can express themselves with their

natural tone and timbre. A «radiophonic» voice is one that's relaxed and poised.

It's preferable to record standing up, avoiding sofas or reclining positions to ensure a dynamic voice.

Use headphones while recording to be aware of what is being recorded.

## **“I CAN'T HEAR A THING!”**

Here are some problem situations you can identify using headphones.

### **> You don't hear a thing**

Perhaps...

Microphone is not properly connected: check the connection.

Cable between microphone and recorder is faulty: replace cable

Headphones are faulty: change headphones

Headphone volume is at minimum: increase headphone volume

Headphone not properly connected: in many cases, users plug the headphones in the wrong place on the recorder. Check that the headphones are plugged where the headphone icon is.

The microphones are not open: increase the volume of the microphones.

The microphone is defective (very rare): change the microphone

### **> You hear a crackling or buzzing sound**

Perhaps...

A cell phone is close by and sends out waves when it receives data: move the phone away or switch it off.

Cable between microphone and recorder is faulty: replace cable

Microphone is not properly connected: check the connection.

An electronic appliance such as an air conditioner or refrigerator makes noise: you can unplug it.

### **> You don't hear much**

Perhaps...

The microphone is far from the sound source: move it closer.

Headphone volume is at minimum: increase headphone volume.

The microphones are not open:

increase the volume of the microphones.

## PUTTING IT INTO PRACTICE

Before running a radio-language workshop and to be able to explain it properly to your learners: practice.

Ask someone close to you to be your «guinea pig».

- Position the microphone so that it is aligned with the mouth of the person being recorded.
- Start recording.
- Ask your interviewee a question (e.g. «What did you eat this morning?») to adjust the recording level. Adjust your headphones if necessary.
- Listen to the recording to make sure everything's working properly.

You can repeat this exercise with participants at the start of your radio-language workshops to check that everything is working.

## EQUIPMENT-RELATED TIPS

Here are some tips, derived from occasional unfortunate experiences, that we'd like to share with you to assist you with issues related to equipment.

\* Always have a «back-up» in case of equipment breakdown. While the equipment is generally reliable, occasional unexplained malfunctions may occur, jeopardizing your workshop's continuity. Without a backup strategy, you risk being unable to proceed with your workshop. For your radio-language workshop, be prepared by bringing a spare recorder, essential cables, batteries and SD cards, as identifying and repairing a breakdown on the spot might be challenging.

\* Use colored windscreens and cables. It's prettier, happier. It also makes it easier to spot who's talking. For example, input 1 corresponds to the microphone with the yellow windscreen, input 2 to the microphone with the red windscreen etc...To make things even more practical, you can stick coloured stickers on the recorder that correspond to the windscreens.

\* Don't forget the batteries - get the right ones! Most of the time you'll need AA batteries, but sometimes you'll need AAA batteries (e.g. for Zoom Hn1). And there are big differences between brands. In this comparison <https://www.youtube.com/watch?v=oUQfMTSzel4> produced by "Brico-

lage c'est cool", the videographer shows that some inexpensive batteries have more energy than batteries from famous brands. You can also use rechargeable batteries.

\* Don't forget to recharge your rechargeable batteries and Bluetooth speaker before the radio-language workshops, and don't forget your chargers.

\* Check the SD cards before use by making a random recording and listening to it.

\* Don't overload yourself with equipment. If you have 10 participants and give them each a recorder, you'll end up with 10 different recordings on 10 different SD cards. It's going to take a lot of work to sort out the sound material, but what's more, during the workshop, you run the risk of all the participants asking you for help with a technical problem. Our advice: form groups and allocate roles within groups. This will also enable participants to work together. For 10 participants, 3-4 recorders are enough.

\* Empty memory cards quickly after the workshop. This will prevent you from «losing» sounds, not knowing what corresponds to what, and spending hours and hours a month later searching for a recording in a card. After your workshop, or the next day, listen to the recordings, save them on a computer and empty the cards. Don't go back to giving a workshop with recordings from your previous workshop still on your SD cards.

\* Avoid echoing rooms as much as possible. It's exhausting to talk and listen in such spaces.. It also makes unattractive recordings. If you have no choice, set up a timetable to make sure that people don't talk at the same time. You could also suggest making recordings in front of each other, rather than separately at the same time in the same room.



# After the workshop - Editing

After the workshops, empty the cards into your computer to recover the sounds recorded by the learners. You can then format some of the recordings so that you can share them with the learners. For example, you can combine several sound recordings into a single recording (combine a monologue with noises recorded by learners to illustrate the monologue for example), add music or cut out moments of hesitation (please note moments of hesitation can be important to listen to, it can show a learner's improvement overtime when they notice they hesitate less). All this is called "editing".

## EDITING

We recommend that you use Reaper as an edition software. You can download it at <https://www.reaper.fm/download.php>

It works with Linux, MacOS and Windows operating systems. Everytime you open it, you can choose to make a financial donation to the developers or not.

Here are some basic steps for editing audio in Reaper:

### **\*\*Creating a project\*\***

- Launch Reaper.
- Go to 'File' > 'New Project' to create a new project.

### **\*\*Importing audio files\*\***

- Drag audio files from your computer into Reaper's main window.
- Or use 'Insert' > 'Media File' to import audio files

### **\*\*Editing audio clips\*\***

- The main tool for editing audio clips in Reaper is the Trim tool. It lets you divide audio clips.

Position the cursor where you wish to cut the clip.  
Click on the audio clip to select it.

Press the 'S' key to split the clip at the cursor position.

Once you've trimmed the clip to your requirements, click on the part you wish to delete and press the 'Delete' key to remove it.

Here is a [video](#) you can watch.

Using these methods, you can easily remove parts from your audio file. This could be, for example, a moment of hesitation, or a long "blank" at the beginning, between the moment when participants start recording and the moment when they start speaking.

You can also change the order of your parts by moving audio clips around.

To move an audio clip, click and hold the left mouse button. You can then move audio clips around the timeline of your project. This allows you to rearrange the order of clips

Reaper also offers the option of fading between two audio clips. In some cases, this makes for a smoother transition between two parts. To do this, drag the end of one audio clip into the beginning of another.

Here is a [video](#) you can watch.

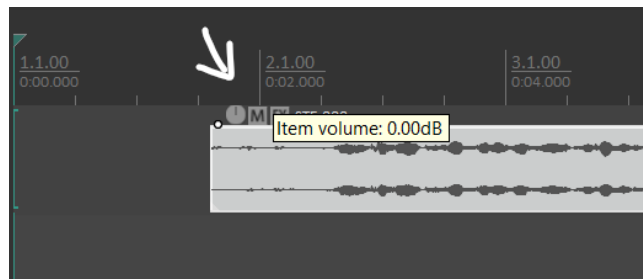
By combining these tools, you can perform basic editing operations on your audio clips, such as cutting, moving and adjusting timing.



### **\*\*Volume adjustment\*\***

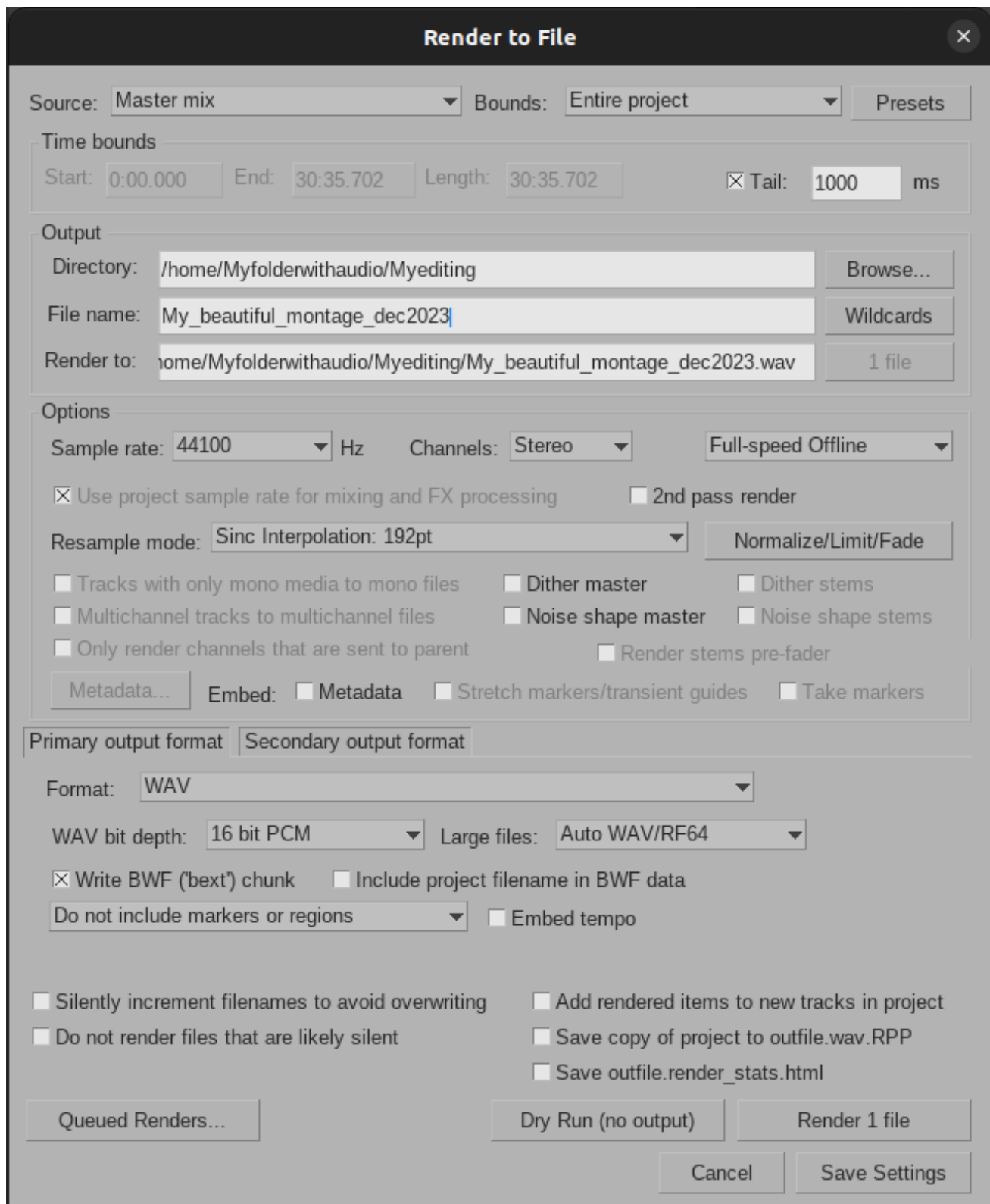
Ideally, the volume should be uniform throughout your editing.

If a clip is too loud, you can lower the volume by positioning your mouse at the top of the audio clip, an arrow appears, click and lower your mouse.



### **\*\*Export for shipment\*\***

You're done. Export your edited creation using 'File' > 'Render'. This will create an audio file that you can share.



At the top, for "Bounds", Select "Entire project". You can also select "Time selection" if you wish to export only part of your project.

For "Directory": Click Browse to indicate where you wish to save the project on your computer. This is important so you don't lose it

For "File name": choose a name for your final audio file. We advise you to indicate the date and to choose a clear name so that years later you can easily identify the file if necessary.

For "Sample rate": This is the sampling frequency, select 44100 Hz.

For "Format": Select WAV or MP3. WAV is the high-quality format for audio. It's the best format, but produces "heavy" files. MP3 is fine. If you want to share your creation on messaging apps or by email, we recommend MP3.

If you select WAV, choose WAV bit depth: 16-bit PCM  
If you select MP3, choose Bitrate: 320 kbps

Click on "Render 1 file".

Your audio file is created. You can find it in the folder you've chosen earlier.

These steps provide a basic introduction to audio editing in Reaper. Numerous online resources are available to help you. On Youtube, for example, you can write what you want to do in the search bar and add "Reaper" and you will find all sorts of tutorials (e.g. "Making Reaper fades").

Reaper also offers a comprehensive user guide: [reaper.fm/userguide.php](http://reaper.fm/userguide.php)

## EDITING TIPS

**\*\*Edit little, edit well:** Keep it simple, cut little, rearrange little. If you try too hard to get something perfect, you'll spend hours and hours on it, and the result won't be very convincing. Leave room for hesitation and breathing, as this also makes for a natural recording;

**\*\*Back up your project regularly:** this is very important if you don't want to «lose everything». For example, your computer could shut down.

→ Use 'File' > 'Save Project' to save your work.

## SHARING SOUNDS AND RECORDINGS

There are a number of different distribution methods, depending on the format and needs of the moment. I'd like to suggest a way of broadcasting that we often use for our Blabla radio-language workshops.

*By messaging (Whatsapp, Telegram, Signal...)*

You can broadcast your Reaper editings, exported as .MP3 files, on messaging platforms such as WhatsApp, Signal or Telegram. The advantage is that you can easily reach learners by creating a group for your language course, and these same learners can share their audio creations with their friends and family if they wish to.

With your computer, enter Whatsapp or Telegram or Signal in their computer version. Click on the following link to open <https://web.whatsapp.com/> <https://web.telegram.org/> <https://signal.org/fr/download/>

Here's how it works for Whatsapp:

Once the app is connected to your computer, drag the audio you want to share (.mp3 file) into the conversation where you wish to share it. The audio appears as a voice note, ready to be listened to. You can also import it into the conversation by clicking on "attach" (the paperclip or «+» at the bottom of the conversation) then «Document». The sound appears in the conversation as an .mp3 file, ready to be downloaded.

1  
2



# LEARNING PATHS TO IMPLEMENT RADIO-LANGUAGE WORKSHOPS

This part of the manual features essential guidance on structuring workshops through "Learning Paths," which offer step-by-step instructions adapted from practical experience.

Each Learning Path follows a consistent structure, outlining prerequisite knowledge, preparatory actions and materials, then followed by the actual step-by-step path for the workshop: an introduction to the workshop, a language learning core part, and a final radio task. Duration estimates and facilitator tips are provided for implementation flexibility.

Workshops/learning paths described in the manual are adaptable to various contexts and conditions.

Here are a few comments to have in mind before reading any learning path (they are advice from the facilitators who tested the Blabla method, they are not the only way to do it):

- Read the chapter "Tips & good practices" p80.
- We recommend that you make learners sign consent forms to collect their authorization to be recorded throughout the workshops. Here is a template you can print. At the end of LPO (the first workshop), we explain how you can bring up the consent forms and make it easy for your learners.
- Create a whatsapp group with your learner.
- Learning paths are written in a chronological order. However, it is not compulsory to follow this exact order. We recommend doing LPO and LP1 first anyway.

## > STRUCTURE OF EVERY WORKSHOP

- Every learning path is divided into 1, 2 or 3 workshops.
- Each workshop starts with a small talk to welcome learners. During this small talk, do not correct language mistakes by learners. It's a moment to feel free to speak, even with mistakes.

- After the small talk, always play a small game, facilitate an ice-breaker or an energizer. For inspiration ideas for this step, see the chapter "Extra activities to inspire" p89.
- Always end the workshop by listening to the recordings made by the learners. If they are very tired or have to leave, listen to the recordings at the beginning of the next workshop. It's very important that they hear what they produce. If you listen collectively to the recordings during the next workshop, correct the mistakes together; ask the learners if they think it's correct instead of you telling them what's right. Encourage peer correction as much as possible.

## > PREPARATION OF THE WORKSHOPS

- In an annex of this manual, we provide you with examples of pedagogical material (dialogues, questionnaires, images). These are just examples. You can use any similar material you have.
- This pedagogical annex (with the right page and the link) is referred to in the Learning Paths, whenever we have existing material for the preparation of the workshop in question. Sometimes, we don't have the existing material and you need to find the resource or create it yourself.
- Many times, we advise you to record a dialogue that will be the material you will work on in the "language part" of the workshops. You can record this small dialogue with your phone just before the workshop. Also you can record it with a recorder and send the file to your phone or to a computer to listen to it with the learners.
- We also advise many times to prepare a true or false exercise about the dialogue in question. You can replace the true/false activity with other types of listening comprehension exercises. When doing the true/false activity learners could

also use cards of different colors to answer (for example red card stands for false, green one for true and yellow for “I don’t know”).

- You can project all collective documents/pictures/any document you will work on or print them. It’s easier to project because you can show things collectively and it is more eco-friendly.
- Don’t forget to prepare attendance sheets if needed by your working or volunteering context.

### > TIME MANAGEMENT

- Workshops timing usually shows long workshops (from 1h50 to 3h). You can divide workshops in two if needed.
- For every workshop, the duration of the introduction can vary according to new learners joining the class, the punctuality of the learners, the choice to recap or not what was done in the previous workshop.

### > AFTER EVERY WORKSHOP

- Ideally, you can edit each recording from each learner or group, deleting some parasite sounds but keep hesitation and silences as they reflect the learners’ level. After editing each recording, you can send them to the learners so they can relisten at home. See advice for editing in the chapter “After the workshop - editing” p19 of this manual.
- Keep all edited recordings from all learners saved on Google Drive, on your computer or on a hard drive. Keep recordings well organized, name them in a classification that is clear for you. Clean the SD cards after EVERY WORKSHOP.

Read more about tips, challenges and solutions from p80 to p87.

## LIST OF LEARNING PATHS

Learning paths are written in a chronological order. However, it is not compulsory to follow this exact order. We recommend doing LP0 and LP1 first anyway.

<b>LP0</b>	Introduction to the mic'
<b>LP1</b>	Introducing oneself in a friendly encounter
<b>LP2</b>	Talking about hobbies, free time activities, likes and dislikes
<b>LP3</b>	Talking about one's routine
<b>LP4</b>	Making an appointment at the doctor's or with a friend
<b>LP5</b>	Directions and transportation
<b>LP6</b>	Choose a recipe that you like, do a grocery list and shop in a supermarket
<b>LP7</b>	Order food in person/on the phone
<b>LP8</b>	Purchase of clothes, shoes, accessories
<b>LP9</b>	Give and ask for public services' information
<b>LP10</b>	Talking about useful places
<b>LP11</b>	Final Evaluation
<b>LP Bonus 1</b>	Create a radio show about family and friends
<b>LP Bonus 2</b>	Create an audio documentary about a visit



# Introduction to the mic'

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants know a few words in the local language to introduce themselves.

## **SPECIFIC OBJECTIVES**

At the end of this workshop, learners are able to :

- introduce themselves in an informal way with a very basic vocabulary
- install the radio tools
- name the radio tools and their functions
- adopt a good posture (hold the microphone next to their mouth, sit straight while recording, wear headphones to listen to what is being recorded)
- use the radio tools

They are aware that making radio is accessible.

*Workshop 1 - 2h15*

### > PREPARATION AND MATERIAL

- A small ball
- Prepare little papers with the names of the radio tools (recorder, wires, microphones etc.)
- Prepare and record or find a dialogue of two people introducing themselves (see an example p2 of the [annex](#))
- Prepare a true or false exercise about the dialogue and print it for each learner (see an example p2 of the [annex](#))
- Print the dialogue for each learner
- Prepare and print consent forms to sign (find a template p101 of this manual)
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION AND WELCOMING - 30 min

While waiting for all learners to arrive, have a small talk about the following topics : what is your name ? What do you do for a living ? Have you come from far away ? The idea is to create an initial bond of trust and to find out the learners' language level.

When everyone has arrived and before starting, say a few words about the goals of the workshops.

Start with some icebreaker activities to make the group feel at ease. See some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

> LANGUAGE PART - 30 min

**Game**

- Questions with a ball: stand in a circle. Use the ball. Ask someone across the circle: "What's your name?" and throw them the ball (preferably a person who is more comfortable with the language). They catch the ball and answer their name. You can ask them to make a complete sentence: "My name is ....". The learner completes the sentence, then asks someone else the question and throws them the ball. Everyone should be able to participate. You can introduce other questions depending on the level of the learners: how old are you? Where are you from? Where do you live? Do you have any children? Which language do you speak?
- Sit down in the classroom and write those questions and answers on the board and leave time for the learners to write it down if they need/want it.

**Dialogue**

- Listen to the dialogue several times; ask general questions about it (how many people are speaking? Are they friends? Where are they? What are they talking about?).
- Hand out the true or false questionnaire and listen to the dialogue bit by bit so learners can answer; correct altogether.
- Hand out a printed copy of the dialogue to each learner.

**BREAK** - 15 min

> EXPLORING THE RADIO TOOLS - 30 min

- Put all your radio equipment on a table.
- Give learners the small papers with the names of the tools and ask them to put each paper in front of the right tool. Once the papers are in place, ask "what is this?" for each tool.
- Make groups of 2 to 4 learners. Ask each group to take a recorder, a mic, a cable, etc. Each group must understand and figure out how the devices work by themselves. Don't do it for them. They will learn by doing. Go from group to group to check if they need help.
- At the end of this activity, summarize the steps involved, using simple sentences:
- "I connect the cable to the microphone. I connect the headphones, I switch on the recorder. I record, ..."
- Show learners how to sit and speak in the microphone.

> FINAL RADIO TASK - 30 min

- Divide learners in pairs or groups of 3 around one recording device (it can be the same groups). They will interview each other.
- Each group takes a recording device, microphones and headphones. Write on the white board what questions learners will ask to their pair: What's your name? Where are you from? What languages do you speak? Where do you live now?
- In each group, learners interview each other and record the interview. In the groups with 2 learners, there will be 2 recordings (each learner will both be the interviewer and the interviewee). In the groups with 3 learners, each learner should be the interviewee at least once (there will be 3 recordings for these groups).
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

> CLOSING AND SIGNING CONSENTS - 15 min

- Ask the participants what they liked or didn't like during the workshop.
- Explain that everybody has to sign a paper that says they agree to be recorded. Hand out the consent forms and make it an agreeable moment where you also have a chit-chat, maybe put some music on. If you explain it well and are relaxed about it, they will not find it strange. Use the help of a translator or of one of the learners who is more comfortable with the language to explain to goal of this signature.

**TIPS FOR FACILITATORS**

*Trust the learners when discovering the radio tools... they'll manage. These days we are very used to dealing with technological objects, whatever our age. You can drop in to help them if they need to. But make sure you don't do it for them. Touch the equipment as little as possible, just show them.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

*Start the next workshop with the same icebreaker explained in the part: "Introducing ourselves". In a circle people throw a ball and ask questions. It's a way of reactivating and consolidating learning.*

*Take a few minutes during the next workshop to ask again the name of the tools.*

# Introducing oneself in a friendly encounter

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants have had one class with the radio tools (see LP0 of this manual).

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- introduce themselves with simple information
- construct their introduction by choosing accurate information to give
- record their own introduction

## Workshop 1 - 2h20

### > PREPARATION AND MATERIAL

- A small ball
- Prepare and record or find a dialogue between 2 people meeting at a friend's party or a café
- Prepare a true or false exercise about the dialogue and print it for each learner
- Print the dialogue with blanks for each learner (corresponding to vocabulary you want to insist upon)
- Print a page with picture of radio material (see an example p3-4 of the annex and translate in english) and print and cut the corresponding words
- Prepare and record or find a monologue of a person introducing themselves with the main aspects you want to work on (name, nationality, age, profession, hobbies, sports, siblings, etc.)
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 40 min

- Energizers and games to learn and relearn names if needed. See some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.
- You can do the same energizer as in LP0 : stand in a circle. Use the ball. Ask someone across the circle : «What's your name ?» and throw them the ball (preferably a person who is more comfortable with the language). They catch the ball and answer their name. You can ask them to make a complete sentence : «My name is ....». The learner completes the sentence, then asks someone else the question and throws them the ball. Everyone should be able to participate. You can introduce other questions depending on the level of the learners : how old are you ? Where are you from ? Where do you live ? Do you have any children ? Which language do you speak ?
- Activity - Human Map : tell the learners you will pretend the floor is a world map ; show them where Asia, Africa, Europe, America are etc... Name a few countries while you "show

the map". Step 1 : ask them to go to a country where one of their grandparents were born ; ask them to say the country ; Step 2 : ask them to go stand in the country where they, themselves, were born ; ask each learner to say "My name is..., I was born in..."; notice together if they have moved or not since step 1 ; then ask each learner their profession or main activity in their home country. Spend time discussing.

### **TIPS FOR FACILITATORS**

*Using an icebreaker you've used in a previous workshop is a way of reactivating and consolidating learning. That's why we suggested you use the same icebreaker as in LPO.*

*For the fill in the blanks exercise : print the missing words and cut them out for the learners that are still learning to read and write. They can glue the words in the blanks instead of writing them. This is a good way to train reading skills.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help*

*During this workshop, and if you're planning on giving more classes, you can suggest creating a whatsapp group. You can therefore send the recordings you might edit. Each learner then has their own recording on their phone.*

## **> LANGUAGE PART - 1h**

### **Dialogue**

- Listen to the dialogue several times ; ask general questions about it (how many people are speaking? Are they friends? Where are they? What are they talking about?).
- Hand out the true or false and listen to the dialogue bit by bit so learners can answer ; correct altogether.
- Hand out the dialogue with blanks and listen to the dialogue bit by bit so learners can write down the words ; write the words on the board if needed.

### **BREAK - 15 min**

### **Radio vocabulary**

- Hand out the paper with radio tools' pictures and the words that you cut out ; let the learners put the right word under the right image ; they can glue the words or copy them. Correct altogether. Show the real material at the same time.

### **Monologue**

- Listen to the monologue several times by stopping between each statement ; ask learners (one by one) to repeat one or two statements each applying their own information.
- If needed, write the statements from the monologue on the board.

### **FINAL RADIO TASK - 40 min**

- Divide learners in pairs or groups of 3 around one recording device.
- Each learner records their own presentation by following the example of the monologue (they can say all the information of the monologue applied to their case or they can choose 2 or 3 pieces of information, according to their level).
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.



# Talking about hobbies, free time activities, likes and dislikes

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants have had a few classes with the radio tools before and know how to introduce themselves in a friendly encounter.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- Ask questions about hobbies, leisure and free time
- Express their personal likes and dislikes with clarity.
- Describe their leisure activities and hobbies.
- Engage in exchanges about free time activities



## Workshop 1 - 2h20

### > PREPARATION AND MATERIAL

- Find or create cards with images showing hobbies or leisure activities (see examples p5-8 or this [online resource](#))
- Find or create cards with vocabulary matching the images (see examples p9-13 of the [annex](#) or this [online resource](#))
- Find or create a vocabulary list which includes the images along with the vocabulary mentioned above and print a copy for each learner
- Find or create grammar exercises for the structure "like/hate/love + Verb + ing" (see an example p14 of the [annex](#)) and print a copy for each learner.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 20 min

- While waiting for all learners to arrive, have a small talk about the following topic : what did you do during the weekend ?
- Start with some icebreaker/energizer activities : see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

### > LANGUAGE PART - 1h

#### Vocabulary

- Divide the class into groups of 2 or 3. Give each group a set of cards with hobbies you prepared and a set cards with vocabulary. Give time to the learners to match the images with the vocabulary.
- Encourage the learners to practice in pairs the new vocabulary in one of the following ways :
  - One learner shows the other one image at a time. The second learner has to mention the vocabulary for this image. The

learners switch roles when the activity is completed.

-One learner reads out loud to the other one word from the vocabulary at a time. The second learner has to draw an image suitable for this word. The learners switch roles when the activity is completed.

- When all groups finish the task, do a collective recap and hand out the vocabulary list you prepared.

### Grammar

- Present and explain with examples the grammar theory for expressing likes/dislikes. For example, In English: like/hate/love + verb + ing (e.g. I like swimming.; John hates reading., etc.). Write the grammar theory on the whiteboard and have a short conversation with the learners about what they like and what they do not like. Write on the whiteboard the key-phrases and key-words used during this discussion.

**BREAK** - 15 minutes

- Hand out the printed grammar exercises, give learners time to do them by themselves and time to correct them in pairs. When the learners have finished, correct them altogether.

### > FINAL RADIO TASK - 1h

- Divide learners in pairs or groups of 3 around one recording device.
- Each group records a group discussion where they express what they like or don't like.
- The learners can switch groups and record again if they are done quickly.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### TIPS FOR FACILITATORS

*Learners can use the flashcards while recording so it's easier to build their sentences.*

*For the final task: make homogeneous groups around one recorder so that those who have a higher level can make a more complicated dialogue. Accompany those most in need of your help.*

## Workshop 2 - 2h30

### > PREPARATION AND MATERIAL

- For the running dictation: prepare a document with about 10 sentences about hobbies and activities (example: "I play football every Sunday"). Print it for each learner.
- Prepare and record or find a recording where one or more people talk about their hobbies/likes/dislikes
- Print the recording for each learner
- Prepare a true or false exercise (or a fill in the blanks) about the recording
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

p89. It can be the following one - What are you doing? : stand in a circle. Go in the middle and mimic an activity (playing tennis, football, swimming, reading, etc.). A participant asks you "what are you doing?" and you answer something that is NOT what you're mimicking (if you're mimicking playing tennis, you can answer "I'm swimming"). The participant who asked you comes in the middle and mimics what you said (swimming in this case). You take their place in the circle while they start mimicking. Someone else asks them what they're doing and so on.

### > LANGUAGE PART - 1h20

#### Activities and games

- Divide the learners into pairs. In every pair one learner asks the other one about their likes/dislikes and vice versa. After that, every learner introduces their partner to the class by saying what they like or don't like.
- Activity - Running dictation: divide the class

### > INTRODUCTION - 20 min

- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire"



into pairs, each pair has a “runner” and a “writer”. The writers sit at tables on one side of the room with a pen. Give each writer a sheet with the 10 sentences you printed. If they write well, they can do the activity without the printed sentences but you have to give them an empty paper. The runners stand on the opposite side of the room next to you. Choose a sentence from the ones you prepared and whisper it to the runners. The runners memorize as much as they can. Then, they run to their writer and tell them what they remember from the sentence. If they don't remember all of it they come back to you, you whisper it to them again and they go back to their runner saying what they've remembered and so on until they think they are correct. The writers try to recognize the sentences among the printed ones and circle it or they write down the sentence on the empty sheet if their level is higher. Next, the learners can switch roles in each pair and you start again with another sentence.

or even from the street) and asks them questions about their hobbies and free time.

- Bring the learners together. Discuss the situation, ask them how it was for them, if they were turned down, how did they feel.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

#### TIPS FOR FACILITATORS

*Running dictation: you need to emphasize to the runners that they can only whisper to their partners and not speak in a normal voice. If the learners are allowed to speak in their normal voices, they will start shouting across the room.*

*If you prepared a fill in the blanks exercise: print the missing words and cut them out for the learners that are still learning to read and write. They can glue the words in the blanks instead of writing them. This is a good way to train reading skills.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

*Make sure learners ask their interviewee if they can record them. Practice with them an introductory sentence like: "Hello, we are a radio team. May we ask you a few questions and record you?"*

*Remind learners of the two main roles: the one who interviews and the one who holds the microphone and checks the sound.*

*You can accompany the learners outside in order to help them stop people and reassure them, because it's difficult to talk to strangers.*

*As a facilitator, you can also practice this activity yourself, either during the workshop or in the days before, to get a feel for what it's like to do random interviews with strangers in the street.*

#### Listening exercise

- Listen to the recording about hobbies several times; ask general questions about it (how many people are speaking? What are they talking about?)
- Hand out the true or false or the fill in the blanks exercise and listen to the dialogue bit by bit so learners can answer.

#### BREAK - 15 min

- Divide the learners into pairs and give them time to do peer correction of the listening comprehension exercise. At the end, discuss the correct answers all together .
- Hand out the printed recording to each learner.

#### > FINAL RADIO TASK - 50 min

- Write on the board the following questions : what hobbies do you have? Do you like sports? Why? Is there any hobby/activity that you don't like? Practice the questions with them.
- Divide learners in pairs or groups of 3 around one recording device.
- Send the learners outside the classroom (within the building or in the street). Each learner records an interview (vox pop) with a person they meet outside (preferably a stranger, from the same building, from another class,



# Talking about one's routine

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants have had a few classes with the radio tool before, are able to introduce themselves and know numbers from 1 to 23.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- plan and speak about their weekly routine
- use vocabulary linked to time, days of the week, name of activities
- enjoy radio activities and recording sound effects

## Workshop 1 - 1h50

### > PREPARATION AND MATERIAL

- Prepare and print pictures of daily activities (that you can find or create ; see an example on French p15-18 in the [annex](#))
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 20 min

- While waiting for all learners to arrive, have a small talk about the following topics :
- What do you do every morning ? What do you do every night ? What did you do this morning ?
- Start with some icebreaker/energizer activities : see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

### > LANGUAGE PART - 40 min

#### Clock game

- Ask each learner to draw a clock on a piece of paper. 4 different times should appear on the clock : 12:00/3:00/6:00/9:00.
- Thanks to the clock, each participant must make an appointment with another participant. Freely, all the learners get up and go to see another participant : "are you available at 3 ?" "OK... me too, let's make an appointment at 3 o'clock". The learner writes the person's name next to 3 o'clock. They should have an appointment at each hour of their clock (12:00, 3:00, 6:00 and 9:00) : 4 appointments.
- Then say: «It's 12 o'clock... find your appointment». The learners have 1 minute each to tell the other what they usually do at the time of the appointment ("at 12, I make lunch", "at 12, I shower", "at 12, I pick up my children from school!")



The idea is to enable them to have informal discussions about their day-to-day activities. After 2 minutes, say “OK, it’s 3 o’clock now”. Each learner finds their next appointment and so on.

### **Pictures of daily activities**

- Then, as a group, show the pictures of activities you prepared and ask them to identify them, then write them on the board (brush my teeth, sleep, cook, exercise, go to work, etc).
- Ask learners: “what do you do at 3pm?” and continue the discussion

**BREAK** - 10 min

### **> FINAL RADIO TASK** - 50 min

- Divide learners in pairs or groups of 3 around one recording device.
- Each learner records two sentences about activities of their routine.
- Ask them also to think about the sounds that might characterize these routines (for example, the sound of water when they brush their teeth).
- Ask them to record these sentences and the sound that fits the sentences at the same time or in a separate track.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### **For the next workshop...**

*Ideally, you should then make a short sound editing for the next session, in which you hear the learners speak with the sound effects they have recorded (if they recorded the sounds in different tracks). See p19 of this manual for editing and mixing advice.*

*Ask learners to record a sound with their mobile phone at home... a sound from their everyday life. We can use it for the next lesson by doing a quiz.*

### **TIPS FOR FACILITATORS**

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

## *Workshop 2 - 2h*

### **> PREPARATION AND MATERIAL**

- Prepare and record or find a dialogue between two friends talking about their routine
- Print the dialogue with blanks for each learner (corresponding to vocabulary you want to insist upon)
- Prepare sound effects illustrating daily life (to find sound effects go to <https://freesound.org/>)
- Pictures of daily activities (the ones you prepared for the previous workshop)
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### **> INTRODUCTION** - 20 min

- While waiting for all learners to arrive, have a small talk about the following topics:
- What do you do every morning? What do you do every night? What did you do today?
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter “Extra activities to inspire” p89.
- Alternatively: make arrow words with the days of the week. See an example p19 of the annex.

### **> LANGUAGE PART** - 1h

- Listen to the last workshop’s editings (the learners’ recordings that you edited to put them together with the sounds they recorded). You can ask the learners: who is talking? What are they talking about?

## Quiz

- Ask learners to play the sounds they have recorded at home with their phone. You can also play sounds that you have recorded yourself or that you have found on the internet. Ask the following questions: What is he/she doing? What is the sound?

You can write some of the answers on the board.

**BREAK - 10 min**

## Dialogue

- Listen to the dialogue several times; ask general questions about it (how many people are speaking? Are they friends? Where are they? What are they talking about?).
- Hand out the dialogue with blanks and listen to the dialogue bit by bit so learners can write down the words; write the words on the board if needed.

## > FINAL RADIO TASK - 40 min

- Divide learners in pairs or groups of 3 around one recording device.
- Each group creates a dialogue in which they ask each other about their daily routine. The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### **TIPS FOR FACILITATORS**

*For the fill in the blanks exercise: print the missing words and cut them out for the learners that are still learning to read and write. They can glue the words in the blanks instead of writing them. This is a good way to train reading skills.*

*For the final task: make homogeneous groups around one recorder so that those who have a higher level can make a more complicated dialogue. Accompany those most in need of your help.*

# Making an appointment at the doctor's or with a friend

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants have had a few classes with the radio tool before and know a bit about days of the week, months, time and numbers.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- select the right vocabulary to make an appointment
- read a calendar and point out the appointments
- read and give information about dates, in different writing styles
- identify the opening times of places
- describe common medical symptoms
- make an appointment in a formal and informal way



## Workshop 1 - 2h30

### > PREPARATION AND MATERIAL

- Prepare little papers with dates to be able to distribute one to each learner
- Prepare a presentation or use calendars and original documents (with written appointments) to look at. It can be a written agenda, a letter, a WhatsApp message etc.
- Prepare and record or find a dialogue between two friends talking about their appointments
- Prepare a true or false exercise about the dialogue and print it for each learner
- Print the dialogue for each learner
- Prepare post-its with appointments written down and a calendar to put in the middle of the class, with a month per page
- White board and markers

- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 15 min

- While waiting for all learners to arrive, have a small talk about the following topics : What day is today ? Do you have any appointments this week ?
- Start with some icebreaker/energizer activities linked to dates. Example : give each learner a date written on a little paper (19th of January, 23rd of May, etc.): they have to put themselves in a line in order. See some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

## > LANGUAGE PART - 1h15

- Look at the calendars you prepared or found, discuss the months, the seasons
- Look at the original documents with written appointments and ask learners questions about it (where do they have the appointment? At what time? What is the address?)

### Dialogue

- Listen to the dialogue several times; ask general questions about it (how many people speak here? Are they friends? What are they talking about?)
- Hand out the true or false and listen to the dialogue bit by bit so learners can answer; correct altogether.
- Hand out a printed copy of the dialogue to each learner.

**BREAK** - 15 min

### Writing down appointments

- Give a post-it (with a written appointment on it) to each learner: they have to write their appointment on the calendar you've printed.

## > FINAL RADIO TASK - 1h

- Divide learners in pairs or groups of 3 around one recording device.
- Each group records the dialogue you listened to with some modifications if they want to. The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### TIPS FOR FACILITATORS

*In the first activity when learners look at the calendar, they could also circle their birthdates or parents/friends/beloved ones' birthdays as well as anniversaries/celebrations for them or their countries.*

*When you give learners little papers with dates, you can use different writing styles (e.g. 29-01-2024 / 29th of January 2024).*

*For the final task: make homogeneous groups around one recorder so that those who have a higher level can make a more complicated dialogue. Accompany those most in need of your help.*

*According to their level, learners can rewrite the dialogue or just add a few words. They can also record atmosphere sounds (e. g. each pair can ask the rest of the group to make noise).*



# Workshop 2 - 3h

## > PREPARATION AND MATERIAL

- Prepare and record or find a dialogue between a patient and a doctor where the patient makes an appointment at the doctor's describing their symptoms.
- Prepare a true or false exercise about the dialogue and print it for each learner
- Print the dialogue for each learner
- Find or prepare a presentation/slides with documents showing opening times for different places (pharmacy, post office, etc.).
- Prepare a paper with images and blanks to fill in with names of different parts of the body. Print a copy for each learner. See an example p20 of the annex.
- Pre-record sentences where someone describes their symptoms ("My stomach hurts", "I have a headache." etc.)
- Create a presentation/slides with images representing symptoms (same symptoms as those used in the recorded sentences). See an example p21-35 of the annex.
- Prepare text messages on your phone in advance to send to the learners: those text messages are reminders for a doctor's appointment (name of doctor, address, day and time).
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## > INTRODUCTION - 20 min

- While waiting for all learners to arrive, have a small talk about the following topics: have you ever been to a doctor here? How did you make the appointment? Was it easy?
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89. It's better if the icebreaker is about body parts.

## > LANGUAGE PART - 1h40

### Dialogue

- Listen to the dialogue several times; ask general questions about it (How many people

are speaking? Are they friends? Where are they? What are they talking about?).

- Hand out the true or false and listen to the dialogue bit by bit so learners can answer; correct altogether.
- Look at the documents with opening times of places and ask questions (what time does the post office open on Wednesday? Is the pharmacy open on Saturday? etc.)

**BREAK - 15 min**

### Vocabulary and sentences

- Give each learner the paper with images of parts of the body. They fill in the blanks with names of body parts. Correct altogether.
- Listen collectively to the pre-recorded sentences where people describe their symptoms and show the presentation you prepared at the same time with the images representing symptoms. Ask learners to repeat the sentences.
- Send a text message to everybody with a doctor's appointment. They have to read the text for themselves. Then, ask the whole group questions like "who has an appointment on a Tuesday?" or "who has an appointment with Dr. Benichou?" etc. Learners raise their hands.

## > FINAL RADIO TASK - 1h

- Divide learners in pairs or groups of 3 around one recording device.
- Each group creates and records their own dialogue, similar to the one they've listened to: a call between a doctor and a patient. One learner is the patient and the other one is the doctor, at the end of the call they make an appointment. The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

## TIPS FOR FACILITATORS

*You can replace the presentation/slides with one set of flashcards, representing symptoms. In this case, put the flashcards on a table and listen to the pre-recorded sentences of people describing symptoms. Learners identify the correct flashcard while listening. Do it altogether.*

*If you cannot send text messages to the learners, you can give them appointment cards (including name of the doctor, address, day and time).*

*For the final task: make homogeneous groups around one recorder so that those who have a higher level can make a more complicated dialogue. Accompany those most in need of your help.*

## Workshop 3 - 2h

### > PREPARATION AND MATERIAL

- Print out an empty calendar of the following month for each learner
- Prepare little papers with fake appointments, birthdays, reminders, to use if learners don't have real ones to write down on the calendar
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 15 min

- While waiting for all learners to arrive, have a small talk about the following topics: what's your schedule like this month? Do you have appointments?
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89. It's better if the icebreaker is about body parts.

### > LANGUAGE PART - 1h

#### Working on calendars

- Hand out a copy of the calendar to each learner. Learners write down the appointments, birthdays, holidays or other events they have for the next month on their calendar. If they don't have appointments, give each learner 2 little papers you prepared with fake appointments.
- Learners practice orally or write down sentences (one for each of their appointments) giving information such as date, time, place, people they will

go with, etc. Build the sentences together. You can work collectively or in small groups.

- Divide learners in pairs: they practice the sentences together.

**BREAK - 15 min**

### > FINAL RADIO TASK - 45 min

- Divide learners in pairs or groups of 3 around one recording device.
- Individually, learners record their plan/calendar for the next month.
- Listen to all recordings at the end of the workshop (at least 15 minutes).

## TIPS FOR FACILITATORS

*After writing down their appointments, learners can exchange calendars and correct each other's sentences.*

*For the final task learners can record on their own or, for higher levels, discuss in pairs about their appointments/plans in the next month.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*



# Directions and transportation

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants have had a few classes with the radio tools.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- name the means of transportation
- read and identify transportation information (schedules, maps)
- plan their own way to the places they have to go to
- ask for directions
- interpret directions given by someone
- give someone directions



## Workshop 1 - 3h

### > PREPARATION AND MATERIAL

- Prepare an activity to work on direction indications. You can use images (see an example p36-39 of the annex) or it can be a game where learners have to move around the class following instructions (e.g. turn right, to the left, near something, away from something etc.)
- Find or create a presentation with images of different means of transportation. Find an example p40-41 of the annex. Prepare papers with written addresses or a presentation showing addresses.
- Prepare and record or find a monologue where a person explains how they go to a certain place using the vocabulary taught in the activity about directions indications
- Prepare a true or false exercise about the monologue and print it for each learner
- Print the monologue for each learner
- Record short sentences including means of

transportation and prepare their transcription with blanks to fill in (see an example p42 of the annex)

- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 30 min

- While waiting for all learners to arrive, have a small talk about the following topics: how do you usually come here? What means of transportation do you use? How much time does it take to arrive here? What is your favorite means of transportation?
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89. It can be the following one - Human

city map: project a map of the city and say the room is also a city map. Learners have to stand in the room according to where they live in the city.

- Do the activity/game about directions you prepared.

### > LANGUAGE PART - 1h30

#### **Presentation/slides**

- Show the presentation you prepared about means of transportation and let learners guess the words and repeat them.
- Look at addresses on the papers or the presentation and how they are structured. Ask learners questions.

**BREAK** - 15 min

#### **Monologue**

- Listen to the monologue several times; ask general questions about it.
- Hand out the true or false and listen to the monologue bit by bit so learners can answer; correct altogether.
- Hand out a printed copy of the monologue to each learner.
- Listen collectively to the recorded sentences you prepared. Hand out the fill in the blanks; correct altogether.

### > FINAL RADIO TASK - 1h

- Divide learners in pairs or groups of 3 around one recording device.
- Each learner records the vocabulary of means of transportation and the sound related to it. Example: they record the word "train" and make the sound of the train (they can make it themselves or look for it on Youtube).
- If you have time: in each group, learners tell each other how they come to class in the simplest way. They practice. Then each of them records their own path ("I walk, I take the metro, I take the bus").
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

#### **TIPS FOR FACILITATORS**

*For the fill in the blanks exercise: print the missing words and cut them out for the learners that are still learning to read and write. They can glue the words in the blanks instead of writing them. This is a good way to train reading skills.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*



# Workshop 2 - 2h20

## > PREPARATION AND MATERIAL

- Find or record a dialogue Prepare and record or find a dialogue where one person explains to the other how to go somewhere. The other person asks questions.
- Prepare a true or false exercise about the dialogue and print it for each learner
- Print the dialogue for each learner
- Prepare itineraries within your city by using Google Maps. Screenshot the itineraries and print them. See an example p43 of the annex.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## > INTRODUCTION - 20 min

- Energizer that helps learn directions to reactivate the vocabulary seen in workshop 1. Example of a game with movements: pick different places inside the building or the room you are in and one learner has to direct the rest of the learners or another learner to the chosen place by giving directions ("go straight"; "turn right", etc).

## > LANGUAGE PART - 1h15

### **Dialogue**

- Listen to the dialogue several times; ask general questions about it (How many people are speaking? Are they friends? Where are they? What are they talking about?).
- Hand out the true or false and listen to the dialogue bit by bit so learners can answer; correct altogether.

### **Sentences and itineraries**

- Hand out one printed itinerary to each learner. In pairs, learners practice directions creating sentences based on the itineraries and explaining how to get to a place. Example: "To go to X, you have to take metro line 10 at Y then change at Z for line 13, direction D. You have to wait for 11 stations" etc.

**BREAK** - 15 min

## > FINAL RADIO TASK - 45 min

- Divide learners in pairs or groups of 3 around one recording device.
- Each learner records the sentences they created thanks to the itinerary you gave them.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### **TIPS FOR FACILITATORS**

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

# Workshop 3 - 2h30

## > PREPARATION AND MATERIAL

- Find maps of transportation of your city or region. Prepare little papers with names of some stations (one station per name). Bring the maps to class so that you can give one map to each pair of learners.
- Create a presentation with transport's schedules (pictures that show times of departure or arrival for train, bus, metro).
- Optional: record a dialogue to use as an example for the final task: 2 people have to go to a specific place and they ask directions to a third person. The dialogue contains vocabulary about transportation, directions, greetings, reading maps etc.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## > INTRODUCTION - 15 min

- While waiting for all learners to arrive, have a small talk about the following topics: where are you going tomorrow? How can you get there?
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

## > LANGUAGE PART - 1h15

### Maps and schedules

- Look collectively at the transportation maps, talk about the different lines, the destinations, how to find a station on the map. Give each learner a paper with the name of a station: they have to find it on the map.
- Divide the learners in pairs around one map. Each learner already has a paper with a station on it (each pair thus has the names of 2 stations in their hands). They speak about how to get from one station to the other.
- Project the presentation with the transport's schedule and ask questions (for example: what time does the train to X leave? Which platform should I go to?)
- Continue working on the transportation maps and schedules you showed in the presenta-

tion and give learners little tasks like finding time of departure of a specific train, finding a station on the map etc.

**BREAK - 15 min**

## > FINAL RADIO TASK - 1 h

- Divide learners in pairs or groups of 3 around one recording device.
- Each group looks at their map and chooses a place A and a place B; they look how to go from A to B. They prepare a dialogue where one person or 2 people want to go from A to B and the other person explains the way. The groups of 3 record at least twice so that everyone can speak.
- The groups train on the dialogue they have prepared and record it. They can add background noise.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### **TIPS FOR FACILITATORS**

*You can work on directions by also giving learners maps where pathways are drawn and they have to explain it ("Go straight then right. Make a left at the bakery etc.").*

*For the final task: make homogeneous groups around one recorder so those with a higher level can have more complex conversations. Accompany those most in need of your help.*

*Regarding the dialogue that learners prepare for the final task, they can write it down on their own or, depending on their level, you can give them little papers with prepared sentences and they have to put them in order.*

*To help learners with the preparation of their task you can use the dialogue (the optional one) you have prepared and listen to it collectively.*

# Choose a recipe that you like, do a grocery list and shop in a supermarket

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants have had a few classes with the radio tools before.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- make a list with the groceries they need
- describe the quantities and qualities (characteristics) of food items to a supermarket worker
- give and ask information about food culture in their and others' countries
- give specific information about quantities and type of groceries in a recipe

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## Workshop 1 - 2h10

### > PREPARATION AND MATERIAL

- Find a video describing the recipe of a typical dish from your country
- Prepare a document with images of the ingredients used in the video ; print a copy for each learner
- Record answers to the questions: can you cook? What do you like to cook? Do you enjoy cooking? How much time do you spend cooking? What kind of food do you like? What did you have this morning for breakfast/lunch?
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 20 min

- While waiting for all learners to arrive, have a small talk about the following topics: can you cook? What do you like to cook? Do you enjoy cooking? How much time do you spend cooking? What kind of food do you like? What did you have this morning for breakfast/lunch?
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89. It can be this one - What we have in common: Bring the learners in a circle. Ask one person to stand in the middle of the circle and say: "I like [name of a food item]". All the people who like this food item can move closer to the person in the center. We look

at each other, then everyone returns to their place in the circle and someone else gives the name of a food item they like. They can also name what they don't like. Everyone who also doesn't like the food item moves inwards into the circle, etc.

### **For the next workshop...**

*Ideally, make a short sound editing for the next session with the vox pop adding music and a jingle if you want. See p19 of this manual for editing and mixing advice.*

## > LANGUAGE PART - 50 min

### **Video**

- Show the video of the recipe you chose. Watch it twice.
- Hand out the paper with images of the ingredients of the video. Ask learners to write the names of the ingredients underneath each image with the quantities needed. Do it together while watching the video bit by bit.
- You can write the ingredients on the board.

### **BREAK** - 10 min

### **Learning to ask questions**

- Play the recording containing answers to the questions asked at the beginning of the session (in the small talk section).
- For each answer they listen to, learners have to formulate a question that they would ask to get this answer. (Example: if they hear "Yes, I'm a good cook", the question is "Can you cook?")
- Collectively, practice asking the questions.

## > FINAL RADIO TASK - 1h

- Divide learners in pairs or groups of 3 around one recording device.
- Ask each learner to choose 3 questions they have just practiced (for example: what do you like to eat? What is your favorite dish? What do you like to cook?). They practice those 3 questions.
- Send the learners outside the classroom (within the building or in the street). Each learner records an interview (vox pop) with a person they meet outside (preferably a stranger, from the same building, from another class, or even from the street) and asks them questions about food and cooking (the 3 questions they just practiced).
- Bring the learners together. Discuss the situation, ask them how it was for them, if they were turned down, how did they feel.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### **TIPS FOR FACILITATORS**

*Be careful not to choose a recipe with too many ingredients, as you need to take the time to look at everything, including basic ingredients like salt, oil, etc.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

*Make sure learners ask their interviewee if they can record them. Practice with them an introductory sentence like: "Hello, we are a radio team. May we ask you a few questions and record you?"*

*Remind learners of the two main roles: the one who interviews and the one who holds the microphone and checks the sound.*

*You can accompany the learners outside in order to help them stop people and reassure them, because it's difficult to talk to strangers.*

*As a facilitator, you can also practice this activity yourself, either during the workshop or in the days before, to get a feel for what it's like to do random interviews with strangers in the street.*



# Workshop 2 - 1h50

## > PREPARATION AND MATERIAL

- A ball
- Find or create a recording of a person explaining a recipe from their childhood and why this recipe is important to them
- Prepare a true or false exercise (or fill in the blanks) about the recording and print it for each learner
- Print the recording for each learner
- Bring the edited vox pop from the previous workshop
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## > INTRODUCTION - 20 min

- While waiting for all learners to arrive, have a small talk about the following topics: Do you enjoy cooking? How much time do you spend cooking? What kind of food do you like? What did you have this morning for breakfast/lunch?
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89. It can be the following one - Questions with a ball: ask learners to stand up and to form a circle. You have a ball in your hands, ask someone a question related to food (ideally questions that you have been practicing together in the previous workshop: "what do you like to cook?"). The learner answers and you throw them the ball. They choose someone else, ask a question, the other person answers and then the first learner throws them the ball and so on.. Repeat until all learners have the chance to ask or to respond.

## > LANGUAGE PART - 30 min

### Childhood recipe

- Play the edited audio file of the vox pop from the previous session to show how it can sound like with music and jingles.
- Play the recording of the person explaining a recipe from their childhood.

- Hand out the true or false (or the fill in the blanks) and listen to the dialogue bit by bit so learners can answer; correct altogether.

**BREAK - 10 min**

## > FINAL RADIO TASK - 1h

- Write the following questions on the board: what is my childhood dish? Which are the ingredients? Who cooked this dish? Why is this dish important to me? Practice the questions with the learners.
- Divide learners in pairs or groups of 3 around one recording device
- Each group records dialogues where one describes a dish from their childhood by answering these questions (the questions are asked by their partner). The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### TIPS FOR FACILITATORS

*The ice breaker with the ball at the beginning can be a little stressful if people don't feel at ease with the language, so take the time to do it, say the sentences together, etc. And do a few other icebreakers beforehand to relax.*

*If you prepared a fill in the blanks exercise: print the missing words and cut them out for the learners that are still learning to read and write. They can glue the words in the blanks instead of writing them. This is a good way to train reading skills.*

*For the final task: make homogeneous groups around one recorder so those with a higher level can have more complex conversations. Accompany those most in need of your help.*

*For the next class, you can ask learners to prepare the dish they've talked about (don't forget to prepare one yourself).*

**You can organize another workshop where they prepare an oral presentation of their recipe. Then everyone presents their dish in front of the others. Enjoy!**

# Order food in person/ on the phone

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants have had a few classes with the radio tool before and are able to say the time, the numbers and their address.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- go to a restaurant/cafe and order food
- -make a call and book a table
- -read and identify the dishes on the menu
- make a phone call and order food
- select places to eat/order food in the city they live in

## Workshop 1 - 2h30

### > PREPARATION AND MATERIAL

- Find or record a dialogue between a waiter and a person in a coffee place ordering something to eat or drink
- Print the dialogue for each learner
- Find a video that shows what people can usually find in a coffee place or prepare a presentation with photos
- Prepare a document with words written down (names of the food in the video or the presentation) and print a copy for each learner. Cut out each word.
- Create a coffee place menu with a section for each category (breakfast, snacks, drinks, etc.) leaving empty spaces to fill in by the learners with the names of food from the video or the presentation. Print a copy for each learner.
- White board and markers
- Videoprojector and computer (if you use a presentation)

- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 20min

- While waiting for all learners to arrive, have a small talk about the following topics: where do you like to go out to eat? What is the name of a restaurant or cafeteria in the city where you have ordered food or coffee.
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

### > LANGUAGE PART - 1h10

#### Dialogue

- Listen to the dialogue several times; ask general questions about it (How many people are speaking? Are they friends? Where are they? What are they talking about?).

- Hand out the printed dialogue to each learner.
- Circle in the text questions, common phrases used to order food and names of food.
- Learners read the dialogue in pairs.

**BREAK** - 15 min

### **TIPS FOR FACILITATORS**

*Before doing the exercises, you can watch the video without interruption and without writing anything as many times as needed.*

*For the final task: make homogeneous groups around one recorder so those with a higher level can have more complex conversations. Accompany those most in need of your help.*

### **Ordering at a coffee place**

- Hand out one set of small papers with names of food you've prepared to each learner.
- Project the video or the presentation. While watching, pause the video or the presentation and learners have to choose among the small papers the food they recognize in the video.
- Give each learner a menu: they have to fill in the menu using the vocabulary that they have seen in the video or the presentation.

### **> FINAL RADIO TASK - 1h**

- Divide learners in pairs or groups of 3 around one recording device.
- Each group records a dialogue using the menu that they've filled in in the previous exercise. They can do a role play: one is the waiter/waitress and one is the customer. They prepare the dialogue with your help. The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

# Workshop 2 - 2h20

## > PREPARATION AND MATERIAL

- Record a phone call between a customer and the waiter of a restaurant to make a reservation.
- Print the recording for each learner
- For the listening comprehension of the above mentioned recording: prepare an exercise with 2 columns: one for the list of questions used in the recording and one for the answers. Print a copy for each learner.
- Find or create a restaurant menu (perhaps with typical food) in order to learn the difference between different courses (starter, main dish, dessert). Print one menu for every two or three learners.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## > INTRODUCTION - 20 min

- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

## > LANGUAGE PART - 1h15

### Listening exercise

- Listen collectively to the pre-recorded phone call.
- Do the exercise about this recording: match the questions in column 1 with the correct answers in column 2. Listen again to the dialogue and correct it altogether.
- Give one menu for every two or three learners and explain the difference between the courses (according to the tradition of your country).

**BREAK** - 15 min

### Role play

- Role play to remember the things learnt in the first workshop: recreate a restaurant in the classroom, someone plays the waiter and someone is the customer. Use the menus you have prepared.

## > FINAL RADIO TASK - 45 min

- Divide learners in pairs or groups of 3 around one recording device.
- Each group records a phone call between a customer and the waiter of a restaurant to make a reservation. They can add the noise of the ringtone, or the noise of a kitchen behind the waiter's voice. The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### TIPS FOR FACILITATORS

*In the recorded phone call to make the reservation, add specific information for example: eating indoor or outdoor, number of people, time of the reservation.*

*You can prepare images (to project) of the food that is on the menu.*

*For the role play you could be the waiter in order to create different questions and different situations. Then learners can replace you and become the waiter.*

*For the final task: make homogeneous groups around one recorder so those with a higher level can have more complex conversations. Accompany those most in need of your help.*

*For the final task: learners can re-record the phone call they have listened to or rewrite one with modifications, according to their level. They could ask what is available for lunch, saying names of the food and also using the menus they have seen in the previous activities.*



# Workshop 3 - 2h10

## > PREPARATION AND MATERIAL

- Find or create flyers from take-away restaurants with the menu and the list of ingredients of each dish. Prepare one flyer for each learner
- Prepare one set of flashcards with the images of the ingredients (that are in the flyer).
- Prepare and record or find a dialogue where a person makes a call to order something to eat choosing among the dishes of the flyer
- Print the dialogue with blanks for each learner (corresponding to vocabulary you want to insist upon)
- Prepare a list of common questions used to order food on the phone
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## > INTRODUCTION - 20 min

- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

## > LANGUAGE PART - 1h

### Looking at a flyer

- Hand out the flyers to the learners. Let them look at it for some time.
- Put the flashcards on a table in the middle of the room to let the learners familiarize with the vocabulary of the flyer. They can do this activity altogether.
- Learners choose something they would want to eat on the flyer. They write it in their notebook, or just circle it on the flyer, adding their favorite ingredients if needed. For those who cannot write, they can choose among the flashcards.

### Listening exercise

- Listen to the recorded phone call twice.
- Hand out the dialogue with blanks and listen to the dialogue bit by bit so learners can write down the words; write the words on the board if needed.
- Practice the questions collectively.

**BREAK - 15 min**

## Role play

- Role play to practice: each learner is a client and makes a call to order food, using the flyer of the previous step. You can be the one who answers the call or let the learners do it in pairs.

## > FINAL RADIO TASK - 50 min

- Divide learners in pairs or groups of 3 around one recording device.
- Each group records a small guide of places to eat in the city: each learner of the group prepares and records a small presentation of their favorite place (also more than one place if they wish) to eat out, with the name of the place, location, and their favorite dish cooked there. They should record one after the other in the same track so it sounds like a guide.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

## TIPS FOR FACILITATORS

*For the flashcard activity, you can flashcards on the table and say the name of each ingredient. Learners have to find the right card.*

*When you prepare the recorded phone call you can focus on the common questions used to order (example: what is the dish, delivery address, delivery time etc.).*

*For the fill in the blanks exercise: print the missing words and cut them out for the learners that are still learning to read and write. They can glue the words in the blanks instead of writing them. This is a good way to train reading skills.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

*When the learners prepare the presentation for the guide, they can add all the information they want.*

*With all the recordings of the final task you can edit a small guide of the city with the presentation of the restaurants and send it to the learners.*



# Purchase of clothes, shoes, accessories

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants have had a few classes with the radio tools before ; they are able to introduce themselves and talk about their daily lives ; they have had a class to learn how to ask and give directions.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- express their needs in terms of clothing and accessories.
- give specific information about places that respond to those needs.
- have a conversation about shops with a friend.
- produce a list of useful places for the purchase of clothing accessories.



## Workshop 1 - 2h20

### > PREPARATION AND MATERIAL

- Prepare a presentation or print a paper with images and words of clothes, shoes and accessories.
- Prepare a path (to take a walk) around the neighborhood in a commercial area.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 20 min

- While waiting for all learners to arrive, have a small talk about the following topics: where do you shop? Where do you buy clothes/shoes? What do you usually buy? What are your favorite shops?

- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

### > LANGUAGE PART - 30 min

#### **Presentation/slides**

- Show the presentation (or hand out the printed copies) with images of clothes, shoes and accessories: learners have to guess the vocabulary, looking at the images.
- Write the names of clothes, shoes and accessories on the whiteboard. Learners use those names to describe what they are wearing, making a full sentence. For example: "I am wearing a red t-shirt, blue jeans and a pair of white sneakers."

**BREAK** - 10 min

## > FINAL RADIO TASK - 1h30

- Divide learners in pairs or groups of 3 around one recording device.
- Go out for a walk around the neighborhood : in small groups learners have to stop in front of the shops' windows, record the name of the shop and what they see inside.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### **TIPS FOR FACILITATORS**

*When the learners are in the street, they can also record the atmosphere and the noises of the city (soundscape). Show them how to do it.*

*Instead of preparing a presentation, you can also hand out to learners a list with the clothes/shoes/accessories vocabulary accompanied by pictures. You can also show to the learners magazines with clothes, scissors, glues and papers. Learners make a collage (individually) with clothes from the magazines and write the words next to the pictures of the clothes on the collage. This would take more time, consider it in the duration of the language part.*

*For the final task: if you used a printed list in the previous activity (instead of the presentation), learners can take it with them when they go out for the trip.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

## Workshop 2 - 1h50

### > PREPARATION AND MATERIAL

- Prepare and record or find a dialogue where one person asks a friend for suggestions about shops.
- Prepare an exercise to work on the dialogue (fill in the blanks, circle words, true/false)
- Print the dialogue for each learner
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### TIPS FOR FACILITATORS

*If you prepared a fill in the blanks exercise: print the missing words and cut them out for the learners that are still learning to read and write. They can glue the words in the blanks instead of writing them. This is a good way to train reading skills.*

*For the final task: make homogeneous groups around one recorder so those with a higher level can have more complex conversations. Accompany those most in need of your help.*

### > INTRODUCTION - 15 min

- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.
- Do a recap of the previous workshop, listening to the recordings recorded in workshop 1.

### > LANGUAGE PART - 45 min

#### Dialogue

- Listen to the dialogue several times; ask general questions about it (how many people are speaking? Are they friends? Where are they? What are they talking about?).
- Hand out the true or false (or any other exercise) and listen to the dialogue bit by bit so learners can answer; correct altogether.
- Hand out the printed dialogue and ask learners to circle specific vocabulary.

### BREAK - 10 min

### > FINAL RADIO TASK - 50 min

- Divide learners in pairs or groups of 3 around one recording device.
- Each group creates and records a similar dialogue where one person asks a friend for suggestions about shops. The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

# Workshop 3 - 1h45

## > PREPARATION AND MATERIAL

- Prepare and record common sentences (questions and answers) that one usually uses in shops to find what one needs
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## **TIPS FOR FACILITATORS**

*For the final task instead of creating a dialogue, learners can discuss in groups about clothing-shoes-accessories shops in the area. Each group has a map of the area and small papers with clothing-shoes-accessories icons. The learners stick the small papers with glue on their map and also write the name/address of the shop which is located there. The aim is to record a "shopping guide" of the city (neighborhood).*

## > INTRODUCTION - 20 min

- Review previous workshop's vocabulary through a small talk.
- To change a little, listen collectively to the recordings of the previous workshop and correct the mistakes together; ask the learners if they think it's correct instead of you telling them what's right.

*For the final task: make homogeneous groups around one recorder so those with a higher level can have more complex conversations. Accompany those most in need of your help.*

## > LANGUAGE PART - 40 min

### **Recorded sentences**

- Listen to the recorded sentences and practice collectively with the learners.
- In pairs, learners do role plays to practice. One is a customer and the other one is a shop assistant.

**BREAK** - 10 min

## > FINAL RADIO TASK - 45 min

- Divide learners in pairs or groups of 3 around one recording device.
- Each group prepares a dialogue between a customer and a shop assistant using questions and answers they have learned. The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

# Give and ask for public services' information

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**Prerequisite knowledge** : the participants have had a few classes with the radio tools before and are able to introduce themselves, make an appointment with a friend/doctor, give/understand directions, say and understand the days, the months, the numbers, tell the time.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- identify common requests in public services
- understand and answer simple public services officers' questions ("What are you here for ? What's your personal information ? Do you have a passport/residence permit paper, tax office number ?")
- prepare the necessary documents (papers) before visiting the public service
- express their needs related to public services



## Workshop 1 - 2h10

### > PREPARATION AND MATERIAL

- A small ball
- Prepare and record or find a dialogue between a security guard/receptionist at the front desk of a public insurance service and a citizen
- Prepare and print an exercise on the phonetics of the dialogue (circle the correct spelling related to the sound you hear)
- Prepare another exercise to work on the dialogue (true or false, fill in the blanks, circle words)
- Print the dialogue for each learner
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 25 min

- While waiting for all learners to arrive, have a small talk about the following topics : show the learners the document/card of security/insurance that people are asked to show when visiting a doctor/hospital. Ask them if they recognize the document/card, the numbers on it, the meaning of the numbers (for example, in Greece and France the social/security/health insurance number has a signification).
- Start with some icebreaker/energizer activities : see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89. It can be the following - Numbers in order : give the small ball to a learner and ask them to say the number of their age/birthday (for example "25"). Then the person on their

right says the next number ("26") and the person on their left says the previous number ("24"). Ask the first learner to throw the ball to another learner and repeat with the new learner having now the ball the same process described above. The activity is completed when everyone has said the number of their age/birthday.

- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

### **TIPS FOR FACILITATORS**

*Make sure you do your research about the public service you're going to work on so as not to give learners the wrong information.*

*There is an option to replace the social/security/health insurance number with another document given in public services or in a bank and follow the same structure described for the workshop.*

*For the final task: make homogeneous groups around one recorder so those with a higher level can have more complex conversations. Accompany those most in need of your help.*

## **> LANGUAGE PART - 1h**

### **Dialogue**

- Listen to the dialogue several times; ask general questions about it (How many people are speaking? Are they friends? Where are they? What are they talking about?).
- Hand out the phonetics exercise about the dialogue and do it together.
- Hand out the other exercise listening comprehension exercise and listen to the dialogue bit by bit so learners can answer.

### **BREAK - 15 min**

### **Discussion**

- Discuss with all learners collectively advice on how to get a social/security/health insurance number. Ask the learners specific and simple questions:
  - Where should I go to get a social/security/health insurance number?
  - How can I go there (by bus, walking, etc.)?
  - Which documents should I take with me before going there?
  - What should I say to the security guard/receptionist of the public service building when I arrive there?
  - What will they ask me to do there (for example fill in a registration form)?

At the end of the discussion, you and/or the learner(s) summarize the answers to these questions. You can write the questions and their answers on the board if needed.

## **> FINAL RADIO TASK - 45 min**

- Divide learners in pairs or groups of 3 around one recording device.
- Each group prepares and records a dialogue between 2 people: one who asks information about how to get a social security card and the other who knows the answers. The groups of 3 record at least twice so that everyone can speak.

# Workshop 2 - 2h10

## > PREPARATION AND MATERIAL

- A small ball
- Make sure that all the learners have electronic devices (phones, tablets, etc.) which are connected to the internet and have access to a browser with "images" search section.
- Prepare and record or find a vox-pop asking people if they have and how they got their social/security/health insurance number (see in tips for more information)
- Prepare a listening comprehension exercise to work on the vox pop (true or false, fill in the blanks, circle words)
- - Record answers to questions about the social/security/health insurance number/the public services in general (for example "Yes, I have a social/security/health insurance number." or "It's on the 2nd floor.")
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## > INTRODUCTION - 20 min

- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

## > LANGUAGE PART - 50 min

### **Vox pop listening**

- Listen to the vox pop you prepared several times; ask general questions about it (Where do people from the recording live? How many have/don't have a social/security/health insurance number? For whom was it easy/hard to get the social/security/health insurance number?)
- Hand out the true or false (or any other exercise) and listen to the dialogue bit by bit so learners can answer; correct altogether.

### **Asking questions**

- Listen to the answers you recorded (to questions about the social/security/health insurance number/the public services in general). Ask the learners to form the questions that are suitable for the answers that they heard in the recording.

### **For example:**

question: ..... ?

answer: To go for free to the hospital.

(correct question: Why do I need the health insurance number/card?)

**BREAK** - 15 minutes

## > FINAL RADIO TASK - 1h

- Brainstorm with the learners on possible questions they could ask people about their social/security/health insurance number or public services in general. Write down all questions.
- Divide learners in pairs or groups of 3 around one recording device.
- Each group chooses 3 questions they will ask people.
- Send the learners outside the classroom (within the building or in the street). Each learner records an interview (vox pop) with a person they meet outside (preferably a stranger, from the same building, from another class, or even from the street) and asks them the 3 questions.
- Bring the learners together. Discuss the situation, ask them how it was for them, if they were turned down, how did they feel.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.





## **TIPS FOR FACILITATORS**

*When you record the vox pop you've prepared for the class, don't forget to introduce yourself as an interviewer and to ask each person you interview their consent to be recorded.*

*If you prepared a fill in the blanks exercise: print the missing words and cut them out for the learners that are still learning to read and write. They can glue the words in the blanks instead of writing them. This is a good way to train reading skills.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

*Make sure learners ask their interviewee if they can record them. Practice with them an introductory sentence like: "Hello, we are a radio team. May we ask you a few questions and record you?"*

*Remind learners of the two main roles: the one who interviews and the one who holds the microphone and checks the sound.*

*You can accompany the learners outside in order to help them stop people and reassure them, because it's difficult to talk to strangers.*

*As a facilitator, you can also practice this activity yourself, either during the workshop or in the days before, to get a feel for what it's like to do random interviews with strangers in the street.*

# Workshop 3 - 2h

## > PREPARATION AND MATERIAL

- Create a fill in the blanks exercise based on the vox pop recorded in the previous workshop by the learners
- Find and print a template of a solemn declaration
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## > INTRODUCTION - 20 min

- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" **pxx**. It can be the following one - Spelling with the body: stand in a circle. Say a word related to public services (for example "application"). Ask learners what is the spelling of this word and ask them to shape each letter of this word with their body (all of their body, not just hands). All learners form the letter with their body or form it in collaboration with their neighbor in the circle.

## > LANGUAGE PART - 50 min

### Vox pop listening

- Hand out the fill in the blanks exercise based on the vox pop recorded in the previous workshop. Listen to the relevant recordings bit by bit so learners can do the exercise; correct altogether.

### Filling in a form

- Give learners the empty form of a solemn declaration. Go through the vocabulary and emphasize the differences between oral and written speech (e.g. Place of birth - Where were you born?). As you are going through the vocabulary, ask learners to fill in the form with their personal information at the same time.

## > FINAL RADIO TASK - 50 min

- Write collectively a short dialogue between a public service officer and a citizen about filling in a form. Use imperative. Write the dialogue on the board.
- Divide learners in pairs or groups of 3 around one recording device.
- Each group records the dialogue (at least twice for the groups of 3 so everyone can speak).
- Listen to all recordings at the end of the workshop (at least 15 minutes).

### TIPS FOR FACILITATORS

*Keep the dialogue of the "final radio task" short and simple, if the language level is low. At the same time, give the grammar theory on how to form imperative superficially.*

*Don't hesitate to encourage learners to record background noise at the same time they are recording the dialogue.*



**BREAK - 15 min**

# Talking about useful places

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

This communicational objective was not tested by one of the partners of the Blabla project. It is just another example and an inspiration.

**Prerequisite knowledge** : the participants have had a few classes with the radio tools and are able to speak about directions and transportation.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- identify useful places in the area.
- locate the places on a map and explain how to get there and what one can find there.
- take and give advice about useful places.



## Workshop 1 - 1h50

### > PREPARATION AND MATERIAL

- Prepare and record or find a dialogue between 2 people talking about where to find a specific item (for example a coat for the winter or where to find a specific ingredient)
- Prepare a true or false exercise or another exercise about the dialogue and print it for each learner
- Print the dialogue with blanks for each learner (corresponding to vocabulary you want to insist upon)
- Print a page with pictures and words that learners will have to link (images corresponding to vocabulary linked to useful places).
- White board and markers
- Videoprojector and computer

(if you use a presentation)

- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 20 minutes

- While waiting for all learners to arrive, have a small talk about the following topics: where do you do your grocery shopping? Where do you go to find information about papers? Where do you go if you are sick? Where do you go to meet friends? etc.
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

> LANGUAGE PART - 45 min

**TIPS FOR FACILITATORS**

**Dialogue**

- Listen to the dialogue several times; ask general questions about it (how many people are speaking? Are they friends? Where are they? What are they talking about?).
- Hand out the true or false and listen to the dialogue bit by bit so learners can answer; correct altogether.
- Hand out the dialogue with blanks and listen to the dialogue bit by bit so learners can write down the words; write the words on the board if needed.

*For the final task: make homogeneous groups around one recorder so those with a higher level can have more complex conversations. Accompany those most in need of your help.*

**BREAK** - 10 min

**Vocabulary**

- Hand out the paper with images and words that learners have to link.

> FINAL RADIO TASK - 45 minutes

- Divide learners in pairs or groups of 3 around one recording device.
- Each group records the same dialogue. They can add sounds to illustrate the dialogue. The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

## Workshop 2 - 2h

### > PREPARATION AND MATERIAL

- Bring small maps of your city to the class
- Find a guide or a list of several places that can be useful for people in a situation of vulnerability (see this initiative as an example for Paris and other cities in France; maybe you can find an equivalent in your area, or a list by the town hall).
- Prepare and record questions and answers about useful places in this order (as an example): "There is a great second hand shop in Barbès" and then record 2 possible questions (one right, one wrong for that answer) - "where can I buy a winter coat?" and "what time does the grocery shop close?"
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 20 minutes

- While waiting for all learners to arrive, have a small talk about the following topics: : Did you go shopping this week? What did you buy? Where?
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

### > LANGUAGE PART - 1h

#### Listening and reading

- Listen to the dialogue of the previous workshop again.
- Look collectively at the local guide: learners find some places on the maps. Let learners find the places and explain orally how to get there. They can do it in pairs too.
- Training to ask questions: listen to one answer and then to 2 questions. Let participants choose which question is the right one. Then train together to pronounce the questions.

### > FINAL RADIO TASK - 40 minutes

- Divide learners in pairs or groups of 3 around one recording device.
- Each group creates their own dialogue and records it. The groups of 3 record at least twice so that everyone can speak.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

#### **TIPS FOR FACILITATORS**

*For the final task: make homogeneous groups around one recorder so those with a higher level can have more complex conversations. Accompany those most in need of your help.*

**BREAK - 10 min**

# Workshop 3 - 2h

## > PREPARATION AND MATERIAL

- Bring small maps of your city to the class
- Prepare and record or find a monologue of a person explaining where their favorite useful places are.
- Prepare a true or false exercise or another exercise about the monologue and print it for each learner.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

## **TIPS FOR FACILITATORS**

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

## > INTRODUCTION - 20 minutes

- While waiting for all learners to arrive, have a small talk: tell the learners to ask you questions.
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

## > LANGUAGE PART - 30 minutes

### **Monologue**

- Listen to the monologue several times; ask general questions about it.
- Hand out the true or false and listen to the monologue bit by bit so learners can answer; correct altogether.

## > FINAL RADIO TASK - 1h10

- Divide learners in pairs or groups of 3 around one recording device.
- Each learner records their own guide to the area with their favorite places and how to get there. They can record sounds to illustrate their monologue. This is a process: explain the task, if needed, build your own guide in front of them with their help so they understand it. Look at a map, place the places, etc. Make it fun, take your time !!
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.

# Final Evaluation

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

**THIS LEARNING PATH WAS DESIGNED TO HELP YOU AND THE LEARNERS MEASURE THEIR IMPROVEMENT IN ORAL SKILLS SINCE THE BEGINNING OF YOUR RADIO-LANGUAGE WORKSHOPS.**

**Prerequisite knowledge** : this only depends on what you want to evaluate. They must be able to express what they like or don't like.

## SPECIFIC OBJECTIVES

At the end of this workshop, learners are able to :

- to evaluate their knowledge and skills developed during all the workshops
- to respond to simple questions related to the material learned
- to put into practice the material learned

*Workshop 1 - 2h*



### > PREPARATION AND MATERIAL

- Prepare questions about each learning path you did
- Create a short feedback form translated in the learners' mother tongues about the workshops and print a copy for each learner (see an example p44-49 of the annex (translated with Google))
- Make sure you have access to all old recordings from your previous workshops
- Bring with you notes from your previous workshops so you know the final task the learners did for each learning path and each workshop you did
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 15 min

- While waiting for all learners to arrive, have a small talk about the previous workshops and what they liked and didn't like.
- When everyone has arrived and before starting, say a few words about the goals of the workshops.
- Start with some icebreaker activities to make the group feel at ease. See some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89.

### > LANGUAGE PART - 45 min

- Write the titles of the learning paths you did on the whiteboard. Ask learners 2 questions you prepared about each learning path orally.
- Hand out learners the short feedback form translated in their mother tongues and give them 15-20 minutes to fill it out. For those who can't write in their mother tongue either, they will just record themselves in the next step of the workshop.

## BREAK - 10 min

### > FINAL RADIO TASK - 1h

- Divide learners in pairs or groups of 3 around one recording device.
- Individually, learners record themselves while sharing their experiences from the workshops in their mother tongue or in the country's language. They can also use the questionnaire that they filled out previously as a guideline.
- Then, learners pick a learning path out of the ones that they did with you. They make a recording related to this learning path (remind them of one of the final tasks of that learning path so they can record it again). Then they listen to this new recording and the recording that they made previously for the first time for this learning path and they compare them.

### **TIPS FOR FACILITATORS**

*If the learners are comfortable with writing/recording in English, then they can fill out the feedback form and make the radio recording about their experience in English. This is recommended as it will not be needed afterwards to find a translator/interpreter to translate the answers given in learners' mother tongues.*

*If the learners are familiar with technology tools, they can fill out an online feedback form (like Google form) instead of a printed one.*



# Create a radio show about family and friends

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

*THE FOLLOWING LEARNING PATH AIMS AT PRODUCING A FULL RADIO SHOW WITH YOUR LEARNERS. IN THIS EXAMPLE, LEARNERS HAVE CHOSEN TO TALK ABOUT THEIR FAMILIES AND FRIENDS. YOU CAN APPLY THIS METHODOLOGY TO ANY SUBJECT CHOSEN BY YOUR LEARNERS.*

*FOR A MORE DETAILED PROCESS AND ADDITIONAL INFORMATION ON HOW TO CREATE A RADIO SHOW, SEE THIS MANUAL. THIS MANUAL COMES FROM ANOTHER PROJECT (SNAP PROJECT) IN WHICH ÉLAN INTER-CULTUREL PARTICIPATED. THE SUBJECT IS DIFFERENT BUT THE TECHNIQUES ARE THE SAME.*

*IF YOU CAN ORGANIZE IT THAT WAY, IT WORKS BETTER IF YOUR WORKSHOPS ARE ONE AFTER THE OTHER, CLOSE IN TIME. YOU CAN ORGANIZE IT OVER 2 WEEKS FOR EXAMPLE : 2 WORKSHOPS IN THE FIRST WEEK AND 3 WORKSHOPS THE FOLLOWING WEEK.*

**Prerequisite knowledge** : the participants have had a few classes with the radio tool before and are able to introduce themselves.

## **SPECIFIC OBJECTIVES**

At the end of this workshop, learners are able to :

- describe their family and friends
- introduce a specific person from their family or group of friends
- express emotions they feel
- collectively produce a radio show program
- collectively create a jingle
- record a radio show live

# Workshop 1 - 2h

## INTRODUCING THE SUBJECT

### > PREPARATION AND MATERIAL

- Prepare questions about each learning path you did
- Create a short feedback form translated in the learners' mother tongues about the workshops and print a copy for each learner (see an example p44-49 of the annex (translated with Google))
- Make sure you have access to all old recordings from your previous workshops
- Bring with you notes from your previous workshops so you know the final task the learners did for each learning path and each workshop you did
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 50 min

- While waiting for all learners to arrive, have a small talk with the learners to introduce the workshop: ask learners general questions about their families and friends.
- Energizer: make a circle with chairs (same number of chairs than number of people in the room minus 1 chair); one person stands in the middle and says a statement about their family ("I have children"); every person who shares the same characteristic stands up and change seats, while the person who was in the middle tries to get a seat; a new person finds themselves in the middle; they say another statement; and so on. Adapt this exercise to the learners' level; make sure everyone understands the statement before moving chairs; use translation apps or gestures to make sure everybody understands.
- Activity: sit in a circle, ask each person (including yourself) to find a picture in their phone of someone they want to talk about (a family member or a friend); everyone presents the person by showing the picture in their phone and saying a few sentences or words about them.

### > LANGUAGE PART - 40 min

#### **Dialogue**

- Listen to the dialogue recording several times; ask general questions about it (how many people are speaking? Are they friends? Where are they? What are they talking about?).
- Hand out the true or false and listen to the dialogue bit by bit so learners can answer; correct altogether.

**BREAK** - 15 minutes

### > RADIO TOOLS REMINDER - 30 min

Put 3 tables in 3 different corners of the room. On each table, place a full set of radio tools (recorder, headphones and microphone). Make sure to set the settings of one device (on each table) with something wrong: headphones plugged in the wrong place, volume at zero, wrong track selected, no SD card, etc. Make 3 groups and assign one group to one table. They must try to use the equipment and solve the problem in order to record something. Make the groups go from one table to the other.

### > FINAL RADIO TASK - 1h

- Listen collectively to the questions recording you have recorded when you prepared the workshop. Write down the questions on the board. Repeat and make sure everyone can say 2 or 3 questions. Train altogether.
- Send the learners outside the classroom (within the building or in the street). Each learner records an interview (vox pop) with a person they meet outside (preferably a stranger, from the same building, from another class, or even from the street) and asks them questions about their family.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.



### **For the next workshop...**

*If you have time after the workshop, edit and mix together all the interviews created by the learners. Make a 2-minute track with this material. You will insert it in the final recording of the radio show. Doing this will save you a lot of time later on. See p19 of this manual for editing and mixing advice.*

### **TIPS FOR FACILITATORS**

*Make sure the choice of the subject of the radio show comes from your learners. The choice must be made before this first workshop so you can prepare accordingly.*

*For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.*

*Make sure learners ask their interviewee if they can record them. Practice with them an introductory sentence like: «Hello, we are a radio team. May we ask you a few questions and record you?»*

*Remind learners of the two main roles: the one who interviews and the one who holds the microphone and checks the sound.*

*You can accompany the learners outside in order to help them stop people and reassure them, because it's difficult to talk to strangers.*

*As a facilitator, you can also practice this activity yourself, either during the workshop or in the days before, to get a feel for what it's like to do random interviews with strangers in the street.*

*If you don't have 3h, you can divide this workshop in 2 or you can skip one of the activities in the introduction.*

# Workshop 2 - 3h

## CREATING THE SHOW

**FOR A MORE DETAILED PROCESS AND ADDITIONAL INFORMATION ON HOW TO CREATE A RADIO SHOW, SEE THE SNAP PROJECT MANUAL P93.**

### > PREPARATION AND MATERIAL

- Find videos or audio clips of radio shows (where you can hear the jingle and the introduction clearly) (see tips below to watch examples in different languages)
- Prepare and record 3 audio clips: a first one with several examples of a radio show host speaking during a radio show, in the different stages of a show ("Welcome to this radio show, recorded in Paris! My name is Adam and we are going to talk about our families"; "And now, 3 guests are going to have a conversation about their families"; "Now, let's listen to John's chronicle"; "Thank you for being with us today, thank you to all participants and see you soon!"); a second one with a conversation between 2 guests of a show about their families; a third one with a chronicle (one person speaking about their family in a monologue).
- Find examples of radio jingles you like.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 1h30

- Energizer to prepare the voice (anything you know or this one: in a secretive way, give each learner an animal that they can imitate through a sound; distribute the animals in a way that you make pairs of learners by making pairs of animals but without telling them; all learners break apart to different corners of the room; when you say 1,2,3 go! they start making the sound of the animal they were assigned and have to find their matching pair).
- Watch the videos you selected and ask questions about the name of the show, the different roles (host, guests) and the different stages (introduction, conversation/interview, chronicle/story). This part shouldn't be too complicated. It helps you teach the learners the necessary vocabulary
- Listen to the audio clips you recorded and

name the stages: "This is the introduction"; "This is an interview"; "This is a chronicle". Thus, the learners start understanding the stages, they know what's in them and they will be able to choose their role.

- Write down the roles and stages of the show on the board.

**BREAK - 15 minutes**

### > CREATING THE SHOW - 1h30

#### Choose a name for the show

- Ask the learners if they have ideas for the name
- Write each name on the board
- Organize votes

**Create a jingle** - for more precise guidelines, see the [SNAP project manual](#) p96.

- Listen to different jingles (they can be from the videos you've selected or other examples).
- If needed, play a short game that implies the voice again so everybody can heat up their voice.
- Stand in a circle and take an H1 recorder or a phone: ask a learner to be the technician and hold the recorder; explain that this learner will go around the circle and let each learner say the name of the show in the microphone in any way they want (singing, whispering, speaking loudly, rapping, etc.).
- Keep standing in a circle. Ask each learner to suggest a sound that they make with their body or their mouth. As a group, choose 3 or 4 of these sounds. All learners and yourself imitate each of these 3-4 sounds. Then, one sound after the other, you will record the group making those sounds. You can also record one learner making their sound alone.
- Later, with all these sounds, you can use Reaper or Audacity to mix a final jingle. Find advice p19 of this manual.

#### Creating the content of the radio show

- Take time to remind the group about the structure of the show and the different roles. Write the program and the roles clearly on the board.



- Decide together who is going to take which role. Write the names next to the programs and the roles. Don't forget the role of the technician.
- This allows you to create groups: a group of hosts, a group of guests, a group of people who will say chronicles, a technician.
- Spend the rest of the workshop working in small groups on their content: who will say what. Write the texts down with them and spend time rehearsing with or without radio equipment.

### **For the next workshop...**

*Edit and mix together the different sounds for the jingle. See p19 of this manual for editing and mixing advice.*

### **TIPS FOR FACILITATORS**

*Manual with more detailed guidelines about how to create a radio show (you can download the full version for free): <https://snap-podcast.eu/en/fundamentals-of-radio/>*

*Make sure you also prepare an introduction yourself to explain to the listeners the context of the show and to welcome the diversity of the group (see p29 in the SNAP project manual). To write this paragraph, you need to know where each of your learners was born and what their mother tongue is. You will say this text at the beginning of the show.*

*Remember to insert, in the program of the show, the track you created with the interviews recorded in workshop 1. Make sure one of the hosts announces those interviews.*

### **Examples of video of radio shows :**

- <https://www.youtube.com/watch?v=vu-sNq6KVwc> at 1:52
- <https://www.google.com/url?q=https://www.rfi.fr/fr/podcasts/8-milliards-de-voisins/20230531-mannequinat-un-m%25C3%25A9tier-d-avenir-sur-le-continent&sa=D&source=docs&ust=1709246342931536&usg=AOvVaw2tshQZrzwqTq6eTH-qwYWf> (beginning, listen to the jingle)
- <https://www.youtube.com/watch?v=RkhzoHq3z3U> (ask the learners to repeat the jingle)
- <https://www.youtube.com/watch?v=cvk0IB1zS1Q> (a program in pash-to)
- <https://www.youtube.com/watch?v=XGaT-valBZr4> (a program in bengali)
- Try to find programs in the learners' languages

If you don't have 3h, you can divide this workshop in 2 or you can skip one of the activities in the introduction.



# Workshop 3 - 3h

## REHEARSING THE SHOW

**FOR A MORE DETAILED PROCESS AND ADDITIONAL INFORMATION ON HOW TO CREATE A RADIO SHOW AND INSTALL A STUDIO, SEE THE SNAP PROJECT MANUAL P98.**

### > PREPARATION AND MATERIAL

- Prepare sounds and a few songs (free of rights) you would like to use for the radio show.
- Prepare enough chairs, tables, recorders, mics and headphones in order to set up the “studio” with your learners. Make a cozy atmosphere.
- Make sure you have a final version of the jingle recorded during the previous workshop.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 45 min

- Choose an energizer (see chapter 2 p31 in SNAP project manual)
- Make a reminder of the program of the show (showing the path you wrote down during the previous workshops, with the learners’ names, etc.). Make sure everybody understands how the show will run. Tell everybody that phones are going to be on silent mode.
- Listen to the jingle. Let the learners comment on it.

### > REHEARSING - 2h15

- Separate in small groups according to roles (same groups as previous workshops). Rehearse in small groups.

### **BREAK - 15 minutes**

- Choose collectively the songs and sounds that will be used during the show.
- Install collectively the room: choose where you will put the table with the mics on top, how people will sit around the table; choose a space where the technician will sit and monitor the recorder; the recorder is placed on a table and connected to the mics; try to make a cozy atmosphere, nice lighting, maybe some plants, etc.
- General rehearsal: everybody is ready and

in place, the technician says “3,2,1” and acts as if they would press record; run the whole show as if it was live (don’t forget to say your own part as an introduction, to play the track with the interviews from workshop 1, to play the songs etc.); of course you can make comments and better organize during the rehearsal (who sits where, how learners switch seats when it’s their turn to speak on the mic, etc).

### **TIPS FOR FACILITATORS**

*Manual with more detailed guidelines about how to create a radio show: SNAP project manual.*

*Make sure you answer every question during the general rehearsal.*

# Workshop 4 - 2h

## RECORDING THE SHOW

**FOR A MORE DETAILED PROCESS AND ADDITIONAL INFORMATION ON HOW TO INSTALL A STUDIO AND RECORD A SHOW, SEE THE SNAP PROJECT MANUAL P98.**

### > PREPARATION AND MATERIAL

- Prepare all your sounds, jingles, breaks, songs that you will need to play during the live show.
- If you want, you can broadcast live, read p14 of the VITA project manual
- Install the studio as you did with the learners in the last workshop.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 1h

- Choose an energizer to heat up the voice (see p31 in SNAP project manual).
- Make a reminder of the program of the show ; show the path you wrote down in the previous workshops ; make sure everyone understands.
- If needed, split in small groups for mini last minute rehearsals.

### > RECORDING - 30 min

- Finish installing the studio with the learners. This also is a kind of break.
- Make sure everybody has their phone on silent mode.
- Everyone is in place, the technician asks for silence. They say "3,2,1", press record. Record the whole show.

### > CLOSURE - 30 min

- Take time to celebrate everybody's accomplishment !
- You can share food or drinks while debriefing about how it was to record.

### **For the next workshop...**

*Before the next workshop, you need to edit the recording, delete silent moments, insert songs you've collectively chosen, the jingle, etc. See p19 of this manual for editing and mixing advice.*

### **TIPS FOR FACILITATORS**

*Manual with more detailed guidelines about how to record a radio show: SNAP project manual.*

*Accompany the process by giving hand signals during the show so participants know it's their turn soon for example.*

*If you're not broadcasting live, you can stop recording during the songs for example, because you will edit the recordings later and insert a better quality of sound.*

# Workshop 5 – 2h (OR MORE) LISTENING SESSION AND CLOSING PARTY

## > PREPARATION AND MATERIAL

- Prepare the room in a cozy way with (pillows, lighting, plants, candles, etc.).
- Prepare the party (food, drinks, etc.).
- Invite guests/external people to the listening session (colleagues, other schools, learners' friends).
- If you can, print a kind of certificate for each learner (certificates for the whole radio course or certificates just for the creation of the radio show).
- Prepare a small speech you will say at the end of the listening session.
- Prepare a small presentation with pictures you took throughout the whole process to project during the party
- Videoprojector and computer (if you use a presentation)
- A good speaker

## TIPS FOR FACILITATORS

*Accept moments of silence so everybody has the opportunity to speak.*

*Enjoy and celebrate the work of all including yours as a facilitator!*

## > INTRODUCTION - 30 min

- Choose an energizer to train listening skills and learn the names of your guests so everybody knows each other's names (see chapter 2 p31 in [SNAP project manual](#)).
- It can be the moment where you collect feedback from the learners about the whole course.

## > LISTENING SESSION - 30 min

- Invite everybody to sit down, say a few words to explain the context of the creation of the show to the guests. Thank all learners. Invite people to put their phones on silent mode.
- Play the edited show.

## > CLOSURE AND PARTY - AS MUCH AS YOU WANT

- Give a good round of applause!
- Ask the learners what they think, how they feel.
- Ask the guests what they think.
- Thank everybody and say your little speech.
- Take time to distribute the certificates and congratulate everyone!
- Project the pictures. Install the speaker.
- Party time!



# Create an audio documentary about a visit

Before you read this learning path, we recommend you to read the introduction to this part of the manual p22 and the chapter "Tips & good practices" p80.

*THE FOLLOWING LEARNING PATH AIMS AT PRODUCING AN AUDIO DOCUMENTARY (LIKE A PODCAST) WITH YOUR LEARNERS. IN THIS EXAMPLE, WE HAVE CHOSEN TO GO TO A MUSEUM AND MAKE A DOCUMENTARY ABOUT THE VISIT. YOU CAN APPLY THIS METHODOLOGY TO ANY VISIT/ SUBJECT CHOSEN BY YOUR LEARNERS AND YOURSELF. AN AUDIO DOCUMENTARY CAN HAVE VARIOUS FORMS AND LENGTHS AND IF YOU HAVE LESS TIME THAN SUGGESTED HERE, YOU WILL STILL BE ABLE TO COLLECTIVELY CREATE ONE ADAPTED TO YOUR TIMING.*

*IF YOU CAN ORGANIZE IT THAT WAY, IT WORKS BETTER IF YOUR WORKSHOPS ARE ONE AFTER THE OTHER, CLOSE IN TIME. YOU CAN ORGANIZE IT OVER 2 WEEKS FOR EXAMPLE: 2 WORKSHOPS IN THE FIRST WEEK AND 2 WORKSHOPS THE FOLLOWING WEEK.*

**Prerequisite knowledge** : the participants have had a few classes with the radio tool before and are able to express what they like or don't like, and to talk about directions and transportation ; for this learning path, you must previously have a talk with your learners to find out what visit they would like to do.

## **SPECIFIC OBJECTIVES**

At the end of this workshop, learners are able to :

- describe a place they visited
- explain an exhibition they saw
- express emotions they feel and opinions
- collectively produce a small audio documentary
- collectively create a jingle

# Workshop 1 - 2h50

## INTRODUCING THE SUBJECT

**BEFORE THIS WORKSHOP, YOU MUST PREVIOUSLY HAVE A TALK WITH YOUR LEARNERS TO CHOOSE TOGETHER A FIELD TRIP THEY WOULD BE INTERESTED IN DOING (PARK, MUSEUMS, COUNTRYSIDE, STADIUM, ETC.)**

### > PREPARATION AND MATERIAL

- Prepare a presentation about the topic of the visit (with images and/or videos)
- Prepare and record or find a dialogue between two people talking about the topic of the visit (in our case, 2 friends were talking about a museum they went to)
- Prepare a true or false exercise or a fill in the blanks exercise about the dialogue and print it for each learner
- Select a few examples of visual and audio documentaries to explain their structure to the class (see below in the tips for facilitators). Bring the links to the class.
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

### > INTRODUCTION - 50 min

- While waiting for all learners to arrive, have a small talk with the learners and ask them general questions about places/museums they have visited.
- Present the presentation you have prepared: ask questions about the pictures, comment on them, etc.
- Start with some icebreaker/energizer activities: see some inspirations of icebreakers to relax in the chapter "Extra activities to inspire" p89. Choose an energizer where learners can learn vocabulary (for example, making statues with their bodies that represent words they need to learn for the visit).

### > LANGUAGE PART - 45 min

#### **Dialogue**

- Listen to the dialogue several times; ask general questions about it (how many people are speaking? Are they friends? Where are they? What are they talking about?).
- Hand out the true or false or the fill in the blanks exercise and listen to the dialogue bit by bit so learners can answer; correct altogether.

### **BREAK** - 10 min

### > PRESENTATION OF THE PROJECT - 30 min

- Watch the links you selected with examples of visual and audio documentaries and ask questions about the name of the documentary/podcast, the different roles (host, guests) and the different stages (jingle, introduction, conversation/interview, filming/recording outside, different noises, comments).
- Write down the roles and stages of the documentary on the board.
- To simplify, we summed up with 3 roles: host (introduction and transitions), explanation (description of the visit), impressions (a learner expresses themselves).

### > FINAL RADIO TASK - 45 min

- Work on the following questions with the learners: can I ask you a question? Can I record your voice? Do you like going to the museum? What's your favorite museum? Have you ever been to xxx? (Adapt the questions to your topic).
- Divide learners in pairs or groups of 3 around one recording device.
- Each group chooses 3 questions they will ask people.
- Send the learners outside the classroom (within the building or in the street). Each learner records an interview (vox pop) with a person they meet outside (preferably a stranger, from the same building, from another class, or even from the street) and asks them the 3 questions.
- Bring the learners together. Discuss the situation, ask them how it was for them, if they were turned down, how did they feel.
- Listen collectively to all recordings at the end of the workshop (at least 15 minutes). Use the speaker.



### **For the next workshop...**

*If you have time after the workshops, edit and mix together all the interviews created by the learners. Make a 2-minute track with this material. You will insert it in the final recording of the documentary. This will save you a lot of time. See p19 of this manual for editing and mixing advice.*

### **TIPS FOR FACILITATORS**

*In the annex p50-56 you can see a presentation about museums in Paris (as an example) for the introduction.*

*Build the dialogue so that the learners learn the vocabulary they will need to understand the visit better.*

*If you prepared a fill in the blanks exercise: print the missing words and cut them out for the learners that are still learning to read and write. They can glue the words in the blanks instead of writing them. This is a good way to train reading skills.*

### **Examples of visual and audio documentaries (in French, find equivalents in your language):**

<https://www.youtube.com/watch?v=-pfcvGt-VwOM>

<https://www.youtube.com/watch?v=x-CKRlbvsD24>

<https://www.youtube.com/watch?v=wdZm9G-ih-fU>

If you need to dedicate a part of your workshop to remind learners about the use of radio tools, check LP Bonus 1 - Create a radio show (workshop 1).

If you want to create a jingle with your learners because you haven't created one yet, check LP Bonus 1 - Create a radio show (workshop 2)

For the final task: make heterogeneous groups around one recorder so that they can help each other. Accompany those most in need of your help.

Make sure learners ask their interviewee if they can record them. Practice with them an introductory sentence like: "Hello, we are a radio team. May we ask you a few questions and record you?"

Remind learners of the two main roles: the one who interviews and the one who holds the microphone and checks the sound.

You can accompany the learners outside in order to help them stop people and reassure them, because it's difficult to talk to strangers.

As a facilitator, you can also practice this activity yourself, either during the workshop or in the days before, to get a feel for what it's like to do random interviews with strangers in the street.

If you don't have 2h50, you can divide this workshop in 2 or you can skip one of the activities in the introduction.

## Workshop 2 – 3h (OR MORE) VISITING THE PLACE

### > PREPARATION AND MATERIAL

- If possible, gather at your normal teaching place
- Make sure everyone has a transport ticket or whatever they need to get to the visiting place
- -ake sure you organize water supplies and some snacks (whether you provide it or the learners organize it themselves, but make sure it's taken care of)
- Entrance tickets for the visited place if needed. Check if any specific price is available for refugees/unemployed people/other profiles. If so, check the documents the learners will need to present to gain access
- One recorder with its cable, microphone, headphones, windscreen, SD card, batteries, etc.

### > INTRODUCTION/GATHERING - 30 min

- Wait for everybody to arrive.
- Meanwhile, write the address on the board and ask learners to look up the way and transportation to get there.
- Make sure everybody takes the snacks, has their transportation tickets and.... go!

### > GETTING THERE AND THE VISIT

- Learners can record sounds on the way there: sounds of conversations, sounds of transportation etc. Take time to ask learners if they have seen the things you see on the way before, ask them to explain to the others, etc.
- Visit the place, let learners record whatever they want, take pictures, etc. They can also interview other visitors if they want to.
- Have a snack after the visit and collect their impressions by recording them.

### **For the next workshop...**

*If you have time after the visit, edit and mix together the impressions you collected from the learners. Make a 2-minute track with this material. You will insert it in the final recording of the documentary. This will save you a lot of time. See p19 of this manual for editing and mixing advice.*

### **TIPS FOR FACILITATORS**

*Ask one learner to be responsible for the recorders during the visit. Another learner can be responsible for the snacks. Another for the tickets and so on. Sharing responsibilities is empowering.*

*On the way to the visit, ask them to guide the group to the place.*

*If learners interview some people, make sure they ask their interviewee if they can record them. Practice with them an introductory sentence like: "Hello, we are a radio team. May we ask you a few questions and record you?"*

*Enjoy the visit!*

*Take lots of pictures and make videos: those are nice memories.*

# *Workshop 3 - 3h* RECORDING MATERIAL FOR THE DOCUMENTARY

## > PREPARATION AND MATERIAL

- Prepare sounds and a few songs you would like to use for the documentary; for sounds to punctuate the final result, see these suggestions
- If you have time, prepare a presentation with pictures and videos from the visit.
- If you have time, edit the impressions you collected from the learners after the visit in a 2 to 5 minute audio file.
- Prepare yourself to build the program of the documentary with your learners, for example: jingle, welcoming of host, music, interviews from workshop 1, host transition, visit description, interviews of learners after visit, host transition, impressions of some learners, conclusion, music, jingle. The ones in bold are the ones you will record in this workshop
- Record 3 types of texts that you make up about a random topic: a text told by the host of a podcast (welcoming, transitions, conclusion), a text told by a person who would be explaining what's going on aka "visit description" here above (that you are going to visit a place, that you are taking transportation, etc), and a text told by a visitor telling about their impressions aka "impressions of some learners" here above. These are the 3 roles that you listed in the 1st workshop with the learners. And you will list them again in this workshop
- Prepare a true or false exercise about those 3 texts
- Prepare typical sentences applied to your visit this time for each type of role (host, visit description, impressions). Print them and cut out the words. You now have several sentences for each role
- White board and markers
- Videoprojector and computer (if you use a presentation)
- Recorders, microphones, headphones, speaker, wires and SD cards or just phones

- Make a program of the documentary all together (showing the roles and steps: jingle, welcoming of host, music, interviews from workshop 1, host transition, visit description, host transition, interviews of learners after visit, host transition, impressions of some learners, conclusion, music, jingle). Make sure everybody understands how the documentary will go.

## > CREATING THE CONTENT

### OF THE DOCUMENTARY - 2h20

- Choose a song collectively. Ask learners if they have suggestions.
- Listen to the 3 texts you have recorded as an example of the different steps from the program you just built. Do the true or false collectively. Read the texts collectively.
- Decide together who is going to take which role. Write the names next to the program and the roles. Don't forget the role of the technician.

### **BREAK** - 20 min

- Separate in groups according to the roles chosen by every learner. Give each group the sentences corresponding to their role cut out in small words.
- Let the learners rephrase the sentences and put the words into order.
- Explain that these sentences are examples and that they can change them.
- Spend the rest of the workshop working in small groups on their content: who will say what. Write the texts down with them and spend time rehearsing. Then, each learner records their piece.
- At the end of the workshop, you have all the recorded material you need.

## > INTRODUCTION - 40 min

- Choose an energizer to heat up the voice (see chapter 2 p31 in SNAP project manual)

### **For the next workshop...**

*Before the next workshop, you need to edit the recording, delete silent moments, insert songs you've collectively chosen, the jingle, etc. See p19 of this manual for editing and mixing advice.*

### **TIPS FOR FACILITATORS**

*Make sure you also prepare an introduction yourself to explain to the listeners the context of the documentary and to welcome the diversity of the group (see p29 of the SNAP project manual). To write this paragraph, you need to know where each of your learners was born and what their mother tongue is. You will say this text at the beginning of the documentary. If a learner has a higher level, they can say it themselves.*

*Remember to insert, in the program of the documentary, the tracks you created with the interviews recorded in workshop 1 and the impressions you collected after the visit. Make sure the host announces those interviews and impressions.*

*The program proposed here is just a suggestion. You can create whatever you want in this piece. An audio documentary can have various forms and lengths and if you have less time you will still be able to collectively create one adapted to your timing. Once you are comfortable with the methodology and trust yourself, the possibilities are infinite!*

# Workshop 4 – 2h (OR MORE)

## LISTENING SESSION AND CLOSING PARTY

### > PREPARATION AND MATERIAL

- Prepare the room in a cozy way with (pillows, lighting, plants, candles, etc.).
- Prepare the party (food, drinks, etc.)
- Invite guests/external people to the listening session (colleagues, other schools, learners' friends)
- If you can, print a kind of certificate for each learner (certificates for the whole radio course or certificates just for the creation of the documentary)
- Prepare a small speech you will say at the end of the listening session
- A good speaker

### **TIPS FOR FACILITATORS**

*Accept moments of silence so everybody has the opportunity to speak.*

*Enjoy and celebrate the work of all including yours as a facilitator!*

### > INTRODUCTION - 30 min

- Choose an energizer to train listening skills and learn the names of your guests so everybody knows each other's names (see chapter 2 p31 in SNAP project manual).
- It can be the moment where you collect feedback from the learners about the whole course.

### > LISTENING SESSION - 30 min

- Invite everybody to sit down, say a few words to explain the context of the creation of the documentary to the guests. Thank all learners. Invite people to put their phones on silent mode.
- Play the edited documentary.

### > CLOSURE AND PARTY - AS MUCH AS YOU WANT

- Give a good round of applause!
- Ask the learners what they think, how they feel.
- Ask the guests what they think.
- Thank everybody and say your little speech.
- Take time to distribute the certificates and congratulate everyone!
- Project the pictures. Install the speaker.
- Party time!

# Tips & good practices

As language facilitators, establishing a structured framework for the radio-language workshops is essential. Providing clear instructions regarding timing and structuring sessions with introductions, games, and energizers can optimize learning outcomes. Additionally, it's essential to assign clear roles during recording exercises to ensure smooth operations. It is also very useful, as a first activity with your learners to create and set rules together for your workshops. Feel free to also visualize these rules in a sign and poster that you put up for each workshop.

Ensuring our equipment is in working order before each session is crucial. Likewise, creating a disturbance-free environment during recordings enhances the quality of your learners' experiences. You can work with signage outside the door when you do recordings, remind learners to put their phones on silent, and explain to them that disturbances affect the quality of their recordings. Addressing issues like reverberation in the room with practical solutions like putting cardboard or egg boxes on the wall, fosters a conducive learning environment.

Interacting with your learners with focus and attention fosters engagement and participation. Encouraging learners to support each other and assist with technical aspects cultivates a sense of community and shared responsibility. Using communication platforms like WhatsApp groups promotes cohesion and allows for easy sharing of recordings, contributing to confidence-building and mutual encouragement.

When providing feedback to learners, it's important to focus on their skills rather than personal attributes. Understanding and addressing factors affecting attendance, such as contextual challenges, demonstrates empathy and flexibility in our approach. When it comes to attendance, it is important to explain to learners the implications on the class when they miss or come late to a workshop. Due to the specific context in which you work, sometimes there are outside factors that can affect attendance, of which you need to be aware of.

Obtaining consent from learners is imperative, particularly in instances involving voice recordings, photographs, or videos. Compliance with the General Data Protection Regulation (GDPR) necessitates

the explicit solicitation of consent. To facilitate this process, a template consent form is provided in the last part of this manual (p101). It is essential not to merely distribute forms and request signatures but to take a moment to explain the purpose and significance of consent. Empowering learners to exercise their right to consent or decline is essential, as vulnerable communities are often subject to signing documents without full comprehension or agency over their choices.

Personal preparation is key to facilitating effective workshops. Normalizing nervousness and involving learners in technical support can alleviate anxiety and promote a collaborative atmosphere. Implementing relaxation rituals or routines before sessions can further enhance facilitator readiness. Having a small talk with no correction about the topic of the workshop and then facilitating an icebreaker or an energizer can be part of this ritual. See the chapter "Extra activities to inspire" pxx for ideas of activities. Icebreakers are an excellent way to learn names in a creative way and make people comfortable. This type of game may seem childish. But it's not. Take it seriously. To engage the body and to activate movement can help us to learn more quickly. It is also a way to stimulate our senses and prepare our brain to be awake for learning and remembering. It's also a great way to relax and share moments of togetherness for the people taking part. It's ideal for group cohesion.

In summary, integrating these tips and good practices into your radio-language workshops can enhance the learning experience for both facilitators and learners alike, fostering a supportive and enriching environment for language acquisition and skill development.





### **A few practical tips:**

For every workshop, the duration of the introduction can vary according to new learners joining the class, the punctuality of the learners, the choice to recap or not what was done in the previous workshop.

Time management is quite a challenge in any facilitation experience. Workshops timing usually shows long workshops (from 1h50 to 3h). You can divide workshops in two if needed.

You can find many energizers and icebreakers on [this page](#).

In the introduction of a workshop, you can use the recordings of the previous workshop to help the learners recap the past class.

Each workshop starts with a small talk to welcome learners. During this small talk, do not correct language mistakes by learners. It's a moment to feel free to speak, even with mistakes.

Don't hesitate to encourage learners to record background noise at the same time they are recording final tasks.

Always end the workshop by listening to the recordings made by the learners. If they are very tired or have to leave, listen to the recordings at the beginning of the next workshop. It's very important that they hear what they produce. If you listen collectively to the recordings during the next workshop, correct the mistakes together; ask the learners if they think it's correct instead of you telling them what's right.

Encourage peer correction as much as possible.

When you do the learners' first vox pop in a final task: Give the word "vox-pop" to the learners by saying it and/or writing it on the whiteboard. Ask learners to do online research. Learners try to understand the meaning of "vox-pop" through the images they find on the web. They give words to describe the meaning and you write on the whiteboard the main points. Then learners answer the following questions with the your help:

- What is a vox pop? (answer: a kind of interview taken in the street)
- Why do we do vox pops? (answer: to know people's opinion on a topic)
- How does a journalist get ready for a vox pop? (answer: microphones, re-corder, sd card, place to go)

Emphasize to the learners that they can use only the images section of the search engine and not the general part of it, where they can find online translators, etc.

### **After every workshop:**

- Ideally, you can edit each recording from each learner or group, deleting some parasite sounds but keep hesitation and silences as they reflect the learners' level. After editing each recording, you can send them to the learners so they can relisten at home. See advice for editing p19 of this manual.
- Keep all edited recordings from all learners saved on Google Drive, on your computer or on a hard drive. Keep recordings well organized, name them in a classification that is clear for you. Clean the SD cards after EVERY WORKSHOP.

# Tips for adaptation of the method to different contexts

Adapting to diverse circumstances is a hallmark of effective language facilitation. In radio-language workshops, where variables like space, group size, noise levels, and language proficiency levels vary, the ability to adjust strategies is essential for ensuring optimal learning outcomes. This section explores practical tips and techniques for adapting workshops to different scenarios, supporting facilitators to create inclusive and engaging learning environments regardless of the challenges they may encounter.

## Room Adaptation

- Multiple Spaces: utilize multiple spaces for recording if available, optimizing for varied acoustics and privacy.
- Limited Space: if confined to a single area, allocate different corners for recording to manage noise levels effectively. Organize activities in a staggered manner, allowing one group to record while the other prepares, ensuring efficient use of space and resources.

## Group Size Variation:

- Smaller Groups: activities tend to take less time in smaller groups, resulting in shorter workshops. Prepare backup activities to fill any potential gaps and ensure efficient use of space.
- Larger Groups: consider utilizing personal devices like phones for recording to minimize wait times when professional equipment is limited. Divide the group into smaller subgroups, assigning specific roles to each member. Additionally, having an assistant can greatly facilitate the smooth operation of workshops.

## Noise Management:

- Quiet Spaces: strive to conduct workshops in quiet environments to minimize external disturbances. Incorporate background noises purposefully into recordings, integrating them as part of the authentic audio experience.

## Adapting to Different Language Levels:

- Mixed Levels in One Group (depending on the final task): encourage higher-level learners to support those at lower proficiency levels, fostering a collaborative learning environment. Mix learners of different levels to facilitate mutual learning and skill-sharing.
- For the final task of every workshop: When it's a monologue or a vox pop, make heterogeneous groups around one recorder so that they can help each other. For dialogues, make homogeneous groups so that learners with a higher level can work together on more complex conversations. Accompany the groups most in need of your help. Practicing what they will record before recording is essential so they are less nervous when recording.
- Lower Levels: anticipate that activities may take longer for learners at lower levels, requiring additional time and patience in instruction and task completion.
- Higher Levels: prepare backup activities for higher-level learners, as they may progress through tasks more quickly. Provide opportunities for greater autonomy and choice in recording activities, allowing them to explore topics of interest independently.

These adaptation tips serve to enhance the flexibility and inclusivity of radio-language workshops, ensuring that they can accommodate varying space constraints, group sizes, noise levels, and language proficiency levels effectively. By implementing these strategies, facilitators can create an environment conducive to meaningful language learning experiences for all participants.

# Challenges & solutions

Navigating the landscape of language learning through radio tools requires you to address challenges while optimizing the learning potential.

In this section, we explore potential challenges accompanied by suggested solutions, providing you with a comprehensive guide to seamlessly integrate radio-based language learning methodologies.

## Time Management

Effective time management stands as a challenge in the integration of radio tools into language learning. The following table gives you an overview of different strategies that you can use with your learners to address challenges such as not having enough time for recording or listening to the recordings.

STRATEGY	DESCRIPTION
Splitting workshops as a response to time constraints	<p>Implementing separate sessions - one dedicated to language instruction and the other to radio activities - provides a focused environment for each aspect, ensuring comprehensive coverage without compromising depth.</p> <p>Moreover, reducing the emphasis on formal teaching before engaging with radio activities allows for a seamless transition into the immersive and interactive nature of radio-based learning.</p>
Setting a dedicated timeframe for radio activities	<p>By setting a dedicated timeframe for radio activities, regardless of other tasks, instills a structured rhythm into the learning process, promoting consistency and maximizing the impact of radio tools.</p> <p>Introducing radio activities at different junctures of the workshop, beyond just the final task, ensures that learners engage with radio tools at various stages of their learning journey, reinforcing the integration of radio into the overall curriculum.</p>



## Demonstrating usefulness and creativity

Addressing the challenge of demonstrating the usefulness and creativity of radio-based language learning to learners requires a multifaceted approach that goes beyond traditional metrics.

STRATEGY	DESCRIPTION
<p>Setting learning objectives collaboratively with learners</p>	<p>By involving them in this process, you establish a shared sense of purpose, and the subsequent demonstration of reaching these objectives offers tangible evidence of progress, fostering a sense of achievement. Learning objectives can include, “I want to be able to buy my groceries in the host country’s language”, “I want to be able to talk with my landlord”, etc.</p> <p>Consistently reinforcing the objectives of creating radio throughout the course is vital. By repeatedly emphasizing these goals, you instill a sense of purpose and direction, ensuring that learners remain focused on the creative and educational aspects of their radio projects.</p>
<p>Introducing them to radio and podcasts of the world</p>	<p>To further ignite their imagination about the final result, you can introduce examples of similar podcasts. By exposing learners to diverse and engaging radio content, they can better envision the possibilities and set higher creative aspirations for their own productions. Listening to a variety of lively podcasts that resonate with learners’ preferences enhances engagement and demonstrates the vibrant nature of the medium.</p>
<p>Using learners recordings to showcase usefulness</p>	<p>To concretely illustrate progress, you can employ the practice of playing recordings from the beginning and comparing them with current ones. This direct comparison provides a tangible representation of improvement, fostering a sense of accomplishment among learners. Similarly, encouraging learners to listen more to their own productions reinforces their role as active contributors to the learning process.</p> <p>Additionally, promptly sending learners their audio recordings right after workshops, even if unedited, establishes a feedback loop. This practice not only acknowledges their efforts promptly but also encourages reflection and improvement for subsequent sessions.</p>
<p>Introducing practical applications</p>	<p>Incorporating creating a «real» episode after a few sessions adds an experiential layer. This not only provides a practical application of learned skills but also encourages learners to actively participate in the creative process, reinforcing the added value of creating radio content.</p>
<p>Involving learners in the editing process</p>	<p>To showcase the creative potential, you can introduce the learners to tools like Reaper and illustrate the possibilities it offers. This hands-on experience not only supports learners to actively shape the content but also allows them to visualize the creative aspects of radio production, reinforcing the value of their contributions.</p>

## Sound Management

Addressing the challenge of sound management in radio-based language learning involves a blend of procedural, technical, and environmental considerations to enhance the overall recording quality.

STRATEGY	DESCRIPTION
Before recording	<p>Raising awareness among learners regarding radio tools and microphone usage is crucial. By actively listening to «bad» recordings and discussing common pitfalls, learners gain insights into potential issues and learn how to mitigate them, contributing to improved overall sound quality.</p> <p>Technical considerations are crucial. You can guide learners in selecting and utilizing suitable microphones to capture clear and crisp audio, ensuring that the recording tools complement the overall learning experience.</p>
During the recording	<p>Finding a quiet place for recording is fundamental. You can guide learners in identifying suitable locations and emphasize the importance of minimizing ambient noise. By keeping the recording table empty, except for notes on paper, unnecessary noise is minimized. In cases where feasible, recording in separate rooms provides an advanced solution.</p> <p>To initiate a disciplined recording environment, you can implement an «imposed recording moment» strategy, requiring small groups to observe a brief period of silence before recording begins (3-2-1 go!).</p> <p>Active participation of everyone in the recording process is vital. Assigning responsibility to individuals for recording others helps maintain a focused and noise-conscious environment. This collaborative effort ensures that all learners are engaged in maintaining optimal sound conditions during recording sessions. Splitting a bigger group of learners in sub-groups, helps achieve this and assigning specific tasks to each learner.</p> <p>Recording in front of everyone adds an element of accountability. This practice not only instills a sense of responsibility among learners but also allows for collective feedback and insights, contributing to the continuous improvement of sound quality.</p>
After recording	<p>Allocating more time for radio activities, specifically for checking recordings, becomes an essential practice. This time investment allows learners to review their recordings, identify potential sound issues, and make necessary adjustments, contributing to a refined and high-quality output.</p> <p>You can correct some sound defects with Reaper and other editing softwares but it's quite hard.</p>



## Evaluation of language improvement

Effectively evaluating the improvement of language proficiency in radio-based language learning necessitates a blend of assessments by the facilitators, learner involvement, and external perspectives.

In general, we suggest steering away from uncreative and overly formal language assessments. By introducing assessments that align with the dynamic nature of radio-based learning, you can better capture the nuanced progress of learners in a more authentic context.

STRATEGY	DESCRIPTION
Assessment by facilitators	Revisiting the same learning objectives later on offers a unique opportunity for comparison. Facilitators can gauge improvement by assessing how effectively learners grasp and apply previously covered material, providing a tangible measure of language proficiency growth. By conducting a test with simple questions about the workshop activities provides a structured evaluation tool.
Learner involvement	A participatory approach involves having every learner listen to recordings from the beginning and end, followed by self-rating. This self-assessment mechanism encourages learners to reflect on their linguistic journey, contributing to a more holistic understanding of their language proficiency improvement. By directly comparing their initial and subsequent recordings, learners can perceive their language development, fostering a sense of accomplishment.
External perspectives	Incorporating external perspectives (other teachers, people learners interact with in their daily life, etc.), facilitators can involve individuals unfamiliar with the learners to assess their understanding. This external evaluation adds objectivity to the assessment process, providing insights into how well learners can communicate with those outside their immediate learning context.



## Active engagement of learners

Supporting the active engagement of learners in the context of radio-based language learning involves a holistic approach that encompasses communication strategies, empathetic understanding, and creative elements.

STRATEGY	DESCRIPTION
Collecting feedback	This not only allows you to gauge the effectiveness of the workshop but also provides valuable insights into the specific aspects that resonate with learners, enabling continuous improvement.
Improving the structure of the session	<p>Explaining the frame and rules of the workshops, along with emphasizing their importance, sets clear expectations. This transparency fosters a respectful and supportive learning environment.</p> <p>Implementing a subtle change in schedule by stating an earlier start time and having an «arrival» moment creates a positive atmosphere. This technique not only enhances punctuality but also sets a welcoming tone for the workshop.</p> <p>Reassessing the length of each session is pivotal. Recognizing that attention spans vary, adapting the duration of workshops ensures that learners remain actively engaged throughout, maximizing the impact of radio-based language learning.</p>
Adapting the content	<p>Injecting fun tasks into the learning process adds an element of enjoyment. Encouraging learners to share jokes in the language, cook a dish, or showcase a favorite object integrates creativity and personal expression into the language learning journey.</p> <p>Choosing a learner to recap the previous week's content at the end of each workshop promotes a sense of shared responsibility and encourages active participation, ensuring that everyone is on the same page. Incorporating different activities at each workshop prevents monotony. Varied content keeps learners intrigued, maintaining their interest in the learning process.</p>
Outside the learning sessions	<p>Boosting workshop visibility through social media promotion enhances the workshop's appeal. Creating a cool and engaging online presence attracts learners and reinforces the idea that the workshop is a dynamic and worthwhile experience.</p> <p>Facilitating more regular communication outside of workshops is key. Sharing podcasts, pictures from other countries, and maintaining an ongoing dialogue contributes to a sense of community and reinforces the global context of language learning.</p>

# **PART 3**

## *Additional resources and information*

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# Extra activities to inspire

For a wide range of energizers or other non-formal activities for your language workshops, read this website: [Alternative Ways](#). This project implemented in 2018-2020 aimed at developing more than 100 non-formal learning activities for language classes.

## SOME ENERGIZERS

**Hello with the body:** participants walk across the room at random. Tell them that when they cross someone's path, they say "hello" to each other first by looking each other in the eye, then by tapping their foot, then by tapping their elbow. They can say "hello" in their own language or in the language of the host country. They continue walking between every "hello" they say. If someone is not comfortable with physical contact, learners can simply greet each other.

**Waking up the body:** the learners stand in a circle. Each time, a learner suggests a part of the body to massage by showing it and naming it. All learners massage this part on themselves. Then another learner suggests another part of the body and the same process is repeated.

**Stop & go:** participants walk across the room randomly and all together. Say "you are now walking at speed 5". Say random numbers out loud between 1 and 10: participants go faster or slower (1 is the slowest mode, 10 is the fastest). Then, explain that when you say "stop", they stop. When you say "go" they walk. Practice this a little bit with them. Then explain, it will be reversed: when you say "stop", they have to walk, when you say "go", they stop.

**Names and movement:** invite the group to stand up and form a circle. Each person says their first name in turn. Do another round where each person says their name while looking at the person on their left and so on. Then, repeat a turn where participants have to say their name and create at the same time a movement to accompany the name. Every time someone makes a movement, the others reproduce it by saying the name of the person and making that same movement. To conclude, ask someone to say other learners' names again using all the movements. You can try it too.

**Questions with a ball:** stand in a circle. Use a ball. Ask someone across the circle: "What's your name?" and throw them the ball (preferably a person who is more comfortable with the language). They catch the ball and answer their name. You can ask them to make a complete sentence: "My name is ....". The learner completes the sentence, then asks someone else the question and throws them the ball. Everyone should be able to participate. You can introduce other questions depending on the level of the learners: how old are you? Where are you from? Where do you live? Do you have any children? Which language do you speak?

**Dates in order:** give each learner a date written on a little paper (19th of January, 23rd of May, etc.) They have to put themselves in a line in order according to the dates on their paper.

**What we have in common:** stand in a circle. Ask one person to stand in the middle of the circle and say: "I like [name of something they like: a sports activity, a food item, a hobby]". All the people who like this thing too can move closer to the person in the center. We look at each other, then everyone returns to their place in the circle and someone else gives the name of something they like. They can also name what they don't like. Everyone who also doesn't like the same thing moves inwards into the circle, etc.

**What are you doing:** stand in a circle. Go in the middle and mimic an activity (playing tennis, football, swimming, reading, etc.). A participant asks you "what are you doing?" and you answer something that is NOT what you're mimicking (if you're mimicking playing tennis, you can answer "I'm swimming"). The participant who asked you comes in the middle and mimics what you said (swimming in this case). You take their place in the circle while they start mimicking. Someone else asks them what they're doing and so on.



**Question totem:** a learner takes the small ball and says the first word of a question (for example “where”). Then they throw the ball to someone else, who has to add one more word to form the question. That learner passes the ball to another one who adds another word to the question, etc. When the question is formed, the learner who is the last to have the ball in their hands answers the question. (e.g. Where-have-you-been-yesterday? What-do-you-think-about-this-bank? What-is-your-name? What-is-your-favorite-football-player?)

**Spelling with the body:** stand in a circle. Say a word related to vocabulary you want to work on (for example “appointment”). Ask learners what is the spelling of this word and ask them to shape each letter of this word with their body (all of their body, not just hands). All learners form the letter with their body or form it in collaboration with their neighbor in the circle.

**Numbers in order:** give a small ball to a learner and ask them to say the number of their age/birthday (for example “25”). Then the person on their right says the next number (“26”) and the person on their left says the previous number (“24”). Ask the first learner to throw the ball to another learner and repeat with the new learner having now the ball the same process described above. The activity is completed when everyone has said the number of their age/birthday.



# Other ideas of subjects for learning paths

In the previous section of the manual, you found learning paths, each one with a specific topic. Here is a list of additional subjects you can tackle with your group. You can create your own learning path by using the learning path template.

- Useful and favorite places in the city: in this learning path, ask the learners where they like to go grocery shopping, or to meet their friends, or to relax, etc. Map those places and ask them to record themselves talking about the place and how to get there. This learning path can contribute to the learners' resilience and adaptation process and needs to come after the "Directions and transportation" learning path.
- Describe one's home: in this learning path, learners learn how to talk about the place they stay at. They learn about furniture and to describe their needs for their daily life. This knowledge is useful for them to speak to social workers or landlords.
- Talking about skills and competencies, about jobs: this learning path can be very useful to value the learners' experience in their home country or during their migration path. You can use storytelling techniques to tell stories and identify what skills were developed in the story and how they can be applied in a new professional life. You can find different activities about competencies on this website.
- One day trip outside the city: a trip can be another fun and engaging activity you can organise with the learners. The suggestion is to do a first workshop to prepare the trip: decide together with them the itinerary, mapping places of their interest that will represent your stops. Discover, just a little, the destination using google maps, watching videos or looking at pictures and define their radio task for that day.
- Bringing with you the radio equipment you can create an audio travel diary, asking learners to record what they are doing or seeing and taking time to record soundscape too or to interview other tourists. This experience will increase the group's cohesion and allow them to discover new places in the area. It should come after "directions and transportation" learning path. This idea is more or less depicted in details in Learning Path Bonus 2 of this manual (see page 73).

# Presentation of the partners of the project

This manual is a product of collaborative efforts among 5 and then 4 organisations in Europe through the Project Blabla with Radio. In this section, we provide a brief introduction to these valuable contributors. Migration Miteinander (Germany) played a key role at the beginning of the project but had to leave it early and was not present for the production of this manual.

## **RADIO ACTIVITÉ**

Country: France  
Founding Year: 2016

Radio Activité, established in Paris in 2016, operates as a mobile radio initiative with a profound educational mission. Using popular education methods and informal pedagogy, they empower vulnerable populations by providing a platform for creating radio shows.

Radio Activité engages with communities in France and abroad, including detention centres, refugee camps, and shelters.

The Microcamp Radio project specifically targets migrants that share their voices, stories, and experiences, transcending the confines of camps and borders.

In the realm of education, Radio Activité excels in conducting multicultural and multilingual radio workshops, fostering inclusivity. The association's diverse team, including journalists, social workers, educators, and an architect, collaborates tirelessly to amplify voices and create a positive impact.



## **ASSOCIAZIONE INTERCULTURALE UNIVERSO**

Country: Italy  
Founding Year: 2002

Associazione Universo was founded in Bologna in 2002 by the initiative of foreign students and workers to promote initiatives that foster mutual understanding among individuals of diverse cultural backgrounds. It is a non-profit organisation that recognizes its commitment to democratic participation, and thus to the values of mutual respect, peace, social equality and justice, as well as solidarity and environmental protection. It opens doors to social, political and multicultural participation.

Comprising interns, volunteers, and beneficiaries, Universo operates a citizenship assistance service, and trains social workers and intercultural mediators to support primarily migrant users. The association focuses on education, offering Italian language courses tailored to users' daily challenges, engaging an average of 120-150 students annually. Universo also features an audio studio that is used to create various multimedia projects such as podcasts, music and also in their language courses.

Universo collaborates with many other services, helpdesks and associations in Bologna and the surrounding area in order to provide its registered members with all-round assistance and to keep up to date with the latest socio-cultural developments.

## **ÉLAN INTERCULTUREL**

Country: France  
Founding Year: 2008

Based in Paris, Élan Interculturel passionately creates educational tools in the field of interculturality. With a focus on developing intercultural competencies, the organisation strives to facilitate dialogue and enhance understanding among diverse cultures. Encouraging openness, hospitality, and self-awareness, Élan's initiatives include training for professionals, volunteers, and individuals in migration, along with online resources in intercultural psychology.

Drawing inspiration from storytelling, theatre, dance, visual arts, intercultural psychology and more for over 15 years, Élan boasts a multicultural team of staff and civil service volunteers. The organisation is dedicated to promoting dialogue and intercultural exchange.

For many years now, Élan has developed an expertise in the field of language learning through non formal educational tools. Those tools encourage learners with different learning styles to thrive in their learning process. Work on motivation, self-esteem and humour are the keys in all tools developed by Élan. Through popular education, based on Paulo Freire's work, Élan's tools allow facilitators to build group dynamics that help learning and value individuals and the group.



## **ANKAA PROJECT**

Country: Greece  
Founding Year: 2018

ANKAA Project is dedicated to enhancing the well-being and strengthening vulnerable groups such as asylum-seekers, refugees, migrants, and those seeking employment. The organisation achieves this through various educational initiatives and ethical manufacturing practices.

ANKAA Project supports people in Athens by currently providing language classes in Greek to facilitate language integration. Sewing classes support individuals with skills, and the Crafting Careers Program for Tailoring offers a specialised program for those interested in pursuing careers in fashion production. Workshops on upcycling and handicrafts promote sustainability and creativity. All activities are accessible to participants over 16 years old, having benefited over 1,500 individuals since 2018.

In addition to education, ANKAA Project is committed to ethical manufacturing practices, which creates job opportunities for experienced workers and former ANKAA students. Through these efforts, the organisation aims to create a positive impact on both the local community and the environment.

# Experience of partners in implementing the Blabla radio-language workshops

## **RADIO ACTIVITÉ**

When Radio Activité was founded in 2017, the media and general conversations were saturated with the term "migrants". Yet on television, in the press and on the radio, not a single "migrant" was invited. The founding principle of our association is a simple one: to give people who have a low profile in the media a chance to create their own radio programme with the content of their choice, and to make their voice heard.

In our workshops before, we noticed that many of the exiled participants wanted to make radio with the idea of practicing the language of the country in which we were holding the workshop. This is how the Blabla with Radio project came about, with the aim of using radio practice as a tool for improving language skills.

While the Blabla with Radio methodology was being developed, we gave workshops in Saint-Michel-sur-Orge in Essonne, a region south of Paris. The idea was to work in an area that is less saturated with community initiatives than Paris, and to offer to do so free of charge in an area that has fewer opportunities to take part in such projects. We were able to work with a highly competent, committed team who were willing to test this methodology. So for several months, we gave weekly workshops to two groups of women aged between 25 and 65 from dozens of different countries.

For me (Antoine Lalanne-Desmet), taking part in this project to develop the Blabla with Radio method introduced me to a new aspect of radio. I realised how useful this medium can be in very practical terms. As the workshops progressed, I felt that the participants were becoming more and more at ease with the language and better equipped to find their way in French society. I also noticed that making radio was a way for them to open up and take responsibility for their presence in France. These two aspects made a deep impression on me, because the difficulty of fitting in and shame are often difficult aspects to overcome when a foreigner settles in France.

Working in collaboration with other associations far removed from the practice and world of radio was also rich. We had to adapt and rethink our tools so that they could be adapted quickly and easily by teachers. So that they can use our method.



Italian language classes is one of the main activities that Universo offers at its headquarters in Porta Galliera, Bologna.

Classes are very heterogeneous in terms of age, linguistic level and nationality. Learners are often people who have just arrived in Italy, after a difficult journey and without a support network to guide them on the process of integration in the host country. The main objectives of Universo are the creation of this network and the achievement of a certain autonomy. In this context, learning the Italian language and developing interpersonal relationships in the classroom represent two fundamental steps.

The Blabla w/radio project has been integrated into Universo classes since the beginning of 2023, involving teachers and students for a period of 7 months.

The class chosen for testing the methodology consisted of a group of 10-11 participants plus other learners who joined occasionally. The language level was very heterogeneous, going from absolute beginner for most of the learners, up to a level allowing to have very basic conversation. The workshops took place from February to July 2023, with a biweekly frequency and were run by two facilitators for the entire duration of the programme.

Despite an initial feeling of unconfidence, due to the application of a new methodology, we could appreciate the effectiveness of the radio tools since the first workshop. The class showed involvement and a relaxed atmosphere was immediately created.

Moving forward with the workshops, both the facilitators and the learners became more and more familiar with the method. At first, time wise, the preparation was not always easy to manage in the days preceding the workshops. The situation improved overtime. On several occasions, the radio has allowed us to create different and fun activities.

Thanks to the learning path "Talking about hobbies" (Learning Path 2) learners went into the streets to interview passers-by, asking what they liked to do in their free time; "Choose a recipe that you like" (Learning Path 6) turned out to be one of the most popular topics. From that workshop, one idea came up, that resulted in one of the best moments that we will remember after this experience: the organisation of a "typical dishes" themed evening in which each of the participants cooked a dish from their own country and presented it to everyone by listening to their own recordings of the recipe, recorded during the workshop.

In the context of the learning objective "Directions and transportation" (Learning Path 5), after a chat with the learners, they proposed to organise a trip that eventually took place in July, when, as a closing workshop, we visited Venice, bringing with us the radio equipment. The preparation of the trip, in the previous days, was a fundamental part because it involved the learners themselves with the choice of an itinerary and places of interest, representing stops in the city. This experience consolidated the group and contributed in creating a great level of excitement among the learners, especially those who had just arrived in Italy and had not yet had the opportunity to visit new places. Obviously we faced some difficulties, especially related to time management during the workshops, which sometimes led us to



penalise the time dedicated to listening to the recordings and which in hindsight we would not do. Also one learner, not feeling comfortable listening to their own voice, preferred not to record. We believe this can happen in such heterogeneous groups.

We can state with certainty that Bla Bla w/radio project represented an enrichment for our school and a positive and growth experience for all the people involved, from the learners to the facilitators to the organisation itself.

## **ÉLAN INTERCULTUREL**

Élan Interculturel is based at Les Amarres, a daily shelter for asylum seekers located in Paris. Everyday, men and families can spend the day at the shelter to seek help for their administrative tasks in their asylum procedure, eat and rest, seek medical help and learn different skills in workshops including French classes. Élan's team partnered with the shelter to propose Blabla radio-language workshops every Friday to the shelter's users. From the beginning Élan had a consistent group with an average of 10 learners at each workshop that were recruited through Les Amarres. Workshops started on March 10th of 2023 and ended in July 2023 with an additional few hours in September 2023. During those 5 months, 6 learning objectives were covered and 2 longer workshops (4 half days each) were organized to create a radio show and an audio documentary. Learners had heterogeneous levels of French from below A1 (CEFR system) with no reading and writing to an A1 level heading to A2. They were from Afghanistan, Sudan, Somalia, Bangladesh, Philippines, Mexico. Almost all were in an asylum seeking procedure, except 1 person. Some learners received a refugee status during the program. There was one transgender woman and the rest were cis men.

A consistent and very friendly group dynamic was built from the beginning allowing a good presence rate throughout the whole project. Learners showed dedication and progression very quickly. They also followed other French classes with other organizations during the week. Some new learners appeared half way through the program and also at the very end right before the radio show workshop in July.

The experience we had as facilitators was an important learning experience. Seeing the power of radio in motivating and empowering learners and facilitators was truly beautiful. Challenges were mostly present in time management of workshops as completing all tasks usually took more time than forecast. With time, the facilitators and the group adjusted to this variable and the method proved to be quite flexible and adaptable to ground reality. The 5-month program ended with two longer workshops (several days) to create a radio show and an audio documentary. Those productions proved to be the accomplishment of a great amount of work from both the learners and the facilitators. Learners were engaged in creating their radio show and the whole experience was fun, creative, engaging and emotional. Many learners expressed their opinion about the efficiency of the Blabla method saying that the microphones and the recorders helped them lose fear and dare to speak to strangers. Facilitators expressed how much they learned and grew as professionals by working together with the learners and pointed out the improvement they saw in learners' levels.

Blabla with radio was a touching experience to be renewed.





## **ANKAA PROJECT**

ANKAA Project has five years of experience in delivering language classes to vulnerable communities, including refugees, asylum seekers, migrants, and the unemployed. Initially offering English and Greek courses, the project shifted its focus solely to Greek language education in 2023, aligning with the evolving needs of its diverse student base.

The Greek language program primarily targets beginners, with curriculum design tailored by an experienced Greek language educator to suit the specific requirements and contexts of the learners. Additionally, ANKAA distinguishes itself by offering specialised courses such as "Greek for Sewing," catering to individuals aspiring to pursue careers within the fashion industry.

ANKAA implemented the radio-language workshops from February to July 2023. These workshops posed initial challenges, as the learner and facilitator had to get used to the new methodology and the equipment. However, through systematic familiarisation, both facilitator and learners gradually acquired proficiency with the equipment, got to know each other, which fostered an environment conducive to effective learning.

The outdoor activities constituted a powerful component of the workshops, providing opportunities for community engagement and experiential learning. Activities such as the vox pop conducted on a public square, as well as the activity in a supermarket of Athens, emerged as highlights, facilitating interactive language acquisition experiences.

The main challenges during the workshops were effective time management, compounded by initial equipment unfamiliarity and inconsistent student attendance. Nevertheless, the whole experience of implementing the radio-language workshops was rewarding both for the facilitator and the learners and has resulted in improved language skills and self-confidence in expressing themselves for the learners.

Another aspect worth mentioning, is the collaboration among partner organisations throughout the project. The dynamic between partners was supportive, collaborative and respectful at each stage of the project and the dedication of each one of us was impressive.

# Contacts of the organizations

If you're interested in learning more about the partner organisations involved in the project and establishing contact, don't hesitate to reach out to them and delve into their respective activities.

## **RADIO ACTIVITÉ**

Website : <http://radio-activite.fr/>

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## **ASSOCIAZIONE INTERCULTURALE UNIVERSO**

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# Thanks/ Dedication

To all learners who enthusiastically participated in our workshops, devoting their time and energy to the advancement of our project, this manual is dedicated to you. Your commitment and dedication have been the cornerstone of our endeavour, and your contributions have shaped its success.

To all the external individuals and colleagues who have supported our project along the way, your encouragement and assistance have been invaluable. Your support has been a source of inspiration and motivation.

To all the volunteers and interns who tirelessly worked behind the scenes, preparing and facilitating our workshops with dedication and enthusiasm, your efforts have not gone unnoticed. Your invaluable contributions have played a vital role in making our project a reality.

To our esteemed partners, particularly Les Amarres for Élan Interculturel et le centre social Nelson Mandela for Radio Activité, whose unwavering support and collaboration made our workshops possible. Your commitment has been pivotal in achieving our goals, and we are immensely grateful for your partnership.

To the language schools whose work has inspired and guided us in the development of our learning paths, your dedication to education excellence has been a beacon of inspiration. Your influence has helped shape the foundation of our project, and we extend our sincerest gratitude for your contributions.

Together, we have embarked on a journey of growth, learning, and collaboration, and it is with heartfelt appreciation that we extend our thanks to each and every one of you who has been a part of this remarkable endeavour. Your contributions have made a lasting impact, and we look forward to continuing this journey together.



# Templates

## COMMUNICATIONAL OBJECTIVE: [TITLE]

**Prerequisite knowledge:** the participants have had a few classes with the radio tool before and must know a bit about [...]

### **SPECIFIC OBJECTIVES**

At the end of these workshops, learners are able to

- [...]
- [...]
- ...

*Workshop 1* - duration [time]

*Workshop 2* - duration [time]

#### > PREPARATION AND MATERIAL

- [...]
- Recorders, microphones, headphones, speaker or just phones

#### > PREPARATION AND MATERIAL

- [...]
- Recorders, microphones, headphones, speaker or just phones

#### > INTRODUCTION - [time]

- [small talk questions]
- [...]

#### > INTRODUCTION - [time]

- [small talk questions]
- [...]

#### > LANGUAGE PART - [time]

- [...]

#### > LANGUAGE PART - [time]

- [...]

#### > FINAL RADIO TASK - [time]

- [...]

#### > FINAL RADIO TASK - [time]

- [...]

Listen to all recordings at the end of the workshop (at least 15 minutes).

Listen to all recordings at the end of the workshop (at least 15 minutes).

#### **TIPS FOR FACILITATORS**

[...]

#### **TIPS FOR FACILITATORS**

[...]

# Consent form

To comply with the General Data Protection Regulation (GDPR) we must ask for your permission to store and process your personal data.

Entity in charge for the data treatment :

Name of the project :

## Personal data that is collected :

- First name and surname
- Gender
- Nationality
- Date of birth
- Sound/voice recordings
- Communication language and languages spoken
- WhatsApp number, E-mail address
- Language level and other skills
- Pictures

## Purpose of the data collection and treatment :

- To communicate with you in order to organize classes
- To offer you the best services according to your needs and skills

I hereby consent and agree that ..... has the right to collect my personal information.

- Yes
- No

I hereby consent and agree that ..... has the right to take pictures of me working in the space.

- Yes
- No

I hereby consent and agree that ..... has the right to use my pictures for promotional purposes (social networks, website, flyers, reports...).

- Yes
- No

I graciously accept that recordings of my voice related to the project ..... can be broadcast, by any means, and in particular by streaming or podcast. This authorization is granted without limitation of duration and without geographical limitation.

- Yes
- No

Name :

Date :

Signature :

# IMPRESSUM

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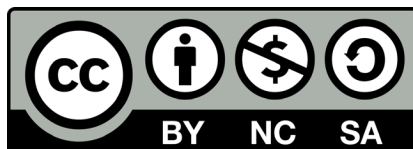
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## CC:

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## LANGUAGES AND DOWNLOAD:

This handbook is available in English, French, Italian and Greek.

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RADIO ACTIVITÉ  
ÉLAN INTERCULTUREL  
UNIVERSO  
ANKAA PROJECT



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