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Multimedia Didactics

- The Art and Science of Teaching Host Country Language –

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A GUIDE FOR EDUCATORS

Facilitating intensive language courses through successful workshops

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TEACH ME

Multimedia Didactics - The Art and Science of Teaching Host Country Language

Action type





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Priority

HE: Stimulating innovative learning and teaching practices

Europe thrives on people meeting and understanding each other. Language is the key competence for this. We want to enable young Europeans to study in other European countries. In doing so, we focus on countries that are less in demand and languages that are less widely spoken. Learning these languages in a relatively short time requires sophisticated didactics and methodology. The process of getting to the foreign country for studies can be tricky. One barrier may be language skills. Comprehensive methodology and didactics for teaching languages as a second language for newcomers rapidly has not been developed yet. Insufficient or no support (both didactic and formal) has been found in any of the partner countries. In the process of looking for solutions for the above described challenges, the partnership of TeachME project decided to create neuro didactic based online tools not only for international students but also for teachers, educators and facilitators of such intensive language courses.

The project brings significant learning outcomes to students who want to study in the host-country language since it offers innovative blending of synchronous and asynchronous learning. International students get authentic information about language structures, they learn vocabulary, culture and civilization, grammatical structures specific to each host country language and the mechanisms of their usage. They integrate appropriate grammatical structures in the oral and written discourse, in real-life communicative contexts. In contrast to students that spend their time in countries with minor languages and study English programmes, we want international students not only to choose countries less in demand but also to immerse into the host country language and culture. In this way, students are more connected to their learning and integrate knowledge and skills with other areas of their lives. Based on the innovative approach to learning, we expect that partner organizations will attract more foreign students to study at universities in partner countries with minor languages. The objectives of the TeachME project are:

-  To increase the number of young adults who want to learn minor European languages
-  To establish a European role model: a set of intensive language programs tailored to the needs of youth interested in the study at a foreign university in any of the partner countries.
-  To promote transnational cooperation and mutual learning between the partners who represent different sectors of education in order to improve education systems, structures and processes.
-  To support exchanges and make visible good practices, dialogue, mutual learning and cooperation among policymakers, practitioners and stakeholders from partner countries.

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INTRODUCTION

The Facilitator Guide for Intensive Language Teaching Pathways is a valuable tool for organisers, facilitators, and teachers of intensive one-year language courses. The Guide offers various tips and guidelines on how best to organise and run a course with the ambitious aim of enabling students to move up several CEFR language levels in one academic year.

In the first part, we give an overview of the most common questions and problems that organisers and teachers face when organising such courses. The next part is devoted to the preparation of workshops for teachers, aimed directly at such specific clientele. In the third part we will introduce neurodidactic methods, a modern way of teaching and learning a foreign language, including their possible integration into teaching units/modules. The fourth part deals with the problems in intercultural communication that may arise especially when the students are from a different cultural area than the language they want to learn, or when the class is composed of students from different parts of the world and backgrounds. The final section is devoted to the preparation of the structure and content of the intensive language course itself.

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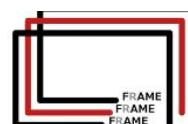
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THE TEACH ME COMMUNITY

1. QUESTIONS & ANSWERS FOR FACILITATORS AND THEIR TEACHERS AND/OR COLLABORATORS

To become a good language course facilitator, you need to have a wide range of knowledge and information. This chapter will guide you through the key areas and provide you with information that is necessary to successfully organise a language course. This specific section focuses mainly on organizational matters, that you, as a facilitator need to know. The aim is to equip you, as a facilitator, with all the information you will need to organise a language course.

1.1 LEGAL MATTERS

As a facilitator of a language course, you have to be familiar with legal matters. Even though your organization might have all the accreditations and approvals for language courses, the courses for foreigners might be under different laws and criteria. It is essential to be familiar with all the legal aspects. The specifics will differ based on country, these are a couple of examples of what to focus on.

-  **Number of students** - What is the maximum of students per group? Are there any other criteria?
-  **Hourly allowance** - How many hours does the course need to have? Is it counted in total, per month or week?
-  **Attendance** - How much is the obligatory attendance? What happens if the student has less? Are you obliged to inform the authorities?
-  **Visa type** - What type of visa can students apply for on the confirmation of study you provide them with? How long is the visa valid? Is there any specific period they can apply for?
-  **Legal obligations** - Do you have any legal obligations? Do you need to inform any authorities regarding students' information?
-  **Students' benefits** - Do students have the right to student benefits? Can you provide them with student cards or any other benefits?

Note: Additional Information for Students

Even though you are not obligated to have the following information, since it is not directly course-related, students might be asking you about it, so it is good to be ready.


1.1.1 Visa Procedure

Further information about visas and visa procedures could come in handy. Visas are usually the thing, that students are worried about the most. Students might be asking about how to apply for a visa, when, and where, what they need, what type of visa, all the necessary documents, rate of approval, visa requisites, duration of the visas, its extension, organizations providing free help, and much more. If you are not providing help with the visa process you might provide them with some supportive materials or information about organizations that help foreigners with their visa.


1.1.2 Employment

Many students want to work during the language course and will be asking you if they can, what are the legal conditions under which they can work, and the type of job they can apply (full-time, part-time). Furthermore, they might be asking you for advice on where to search for jobs. It is good to have ready a list with tips on which websites to use.


According to the type of employment, you can try to adjust the learning and lessons schedule to fit in the daily routine of the students:

 **Full-time employment** – this is the most typical type of employment. Employees have set hours and full leave privileges. For many employers, full-time employment often entails a workweek of at least 40 hours. Employers anticipate regular attendance at work from their full-time staff members as well as advance notification of absences and contract termination.

Lessons should therefore be scheduled so that a) they do not overlap with students' shifts, b) with sufficient time gaps so that students are able to prepare for the next lesson in their free time, prepare their homework, go through the content of the last lesson again, etc. These students also value their free time highly and give a lot of thought to where they invest their time and effort. It is therefore very important to try to prepare lessons exactly according to their needs and so that students soon recognize that they are making progress in areas that are important to them.

 **Part-time employment** – these employees often work for a company for less than 30 hours per week. This type of employment covers a wide range of employment options, from working irregular shifts to a greater degree of freedom to organize a schedule by themselves. Employers expect these employees to show up to work on time and to plan their time off.

Learning process of these students can be more intensive and demanding than with full-time employees, however it still has to respect the work schedule and workload of the students.


 **Casual employment** – casual employees put in irregular hours by the demands of the company. Students who prefer working around their academic and social obligations will frequently find this employment type ideal. Checking their rosters, working their assigned shifts, or exchanging them with another employee are all responsibilities of casual employees.


This type of employment, along with other specific types (probation, apprenticeship), is generally less time-consuming and can save more effort for studies or other obligations, incl. language courses. Moreover, casual employment is rarely the goal of a student's professional development, as opposed to further education, including the development of language skills. It can therefore be assumed that students will be prepared to devote the appropriate study effort to a language course.


1.1.3 Accommodation


Another issue foreign students have to deal with and usually search for help is accommodation. Does your organization provide help, or does it own a dormitory or a similar establishment? What are the conditions, prices, and the following steps? If you do not provide any accommodation or have any contract with such establishment you might want to provide students with information on what type of accommodation is available, how it works in your country, what the prices and conditions are, and ideas where they can find one.


1.2 COURSE INFORMATION

 **The goal of the course** - Set up a language level students start with and should reach by the end of the course.

















 **Capacity** - how many students can you accept (take into consideration space and occupancy of a classroom, number of available teachers)








 **Number of students per group** - You have to set up the minimum and maximum of students per group including the legal obligation, classroom capacity, its occupancy, and teachers' availability.

 **Division of students** - Set up realistic criteria based on which you will divide students into groups, e.g. language or origin, level of language, age, a specific focus of the course, etc.

 **Hourly allowance** - In order to meet the goal of the course (reaching a specific language level) you have to set up a number of hours that also must be in compliance with legal obligations.






 **Form of study** - Decide what form will the lectures have - in-person, online, or blended

-  **Course focus** - general language, specialized for following work/ university, specific exam, etc.
-  **Teachers** - Make sure you have enough competent teachers to cover all the lessons and groups.
-  **Timeline** - Set up the whole timeline of the course. From the enrollment, and beginning of the course until the end of the school year, including holidays. Further, incorporate the expected progress of students throughout the year, progress tests, and examinations period.
-  **Enrollment** - timeline (beginning, deadline), conditions of acceptance (e.g. exam), required documents, a form of enrollment,
-  **School fees** - price, timeline, possibility of installments, a form of transfer, grant, scholarship, discounts, money return policy, etc.
-  **Course Requirements** - what students have to do in order to successfully pass the course, e.g. attendance (%), a system of monitoring, progress tests and final exam (if, how many, what form, passing grade), etc.
-  **Timetable**
-  **Language exam** - the possibility/ obligation of taking one, prices, attempts, date, form, conditions for passing, relevance of the exam (university, job, etc.)
-  **Evaluations** - in what form and how often
-  **Certificates** - what certificates can students obtain, under what conditions,
-  **Course Curriculum** - study materials
-  **Support study system & study materials** - for teachers and students, available online and physical study materials
-  **Equipment** - equipment options, available platforms, and subscriptions, login data, electronics (notebooks, speakers, Wi-Fi, etc.), tutorials (know-how on how to work with it)
-  **Communication** - a form of communication with teachers, with students, among teachers, among students with teachers, e.g. used platforms
-  **Support system & Workshops** - available for teachers, e.g. conflict resolution, multicultural communication, etc.
-  **Rights and requirements for teachers** - cancelation of lessons, attendance recording, etc.

-  **Rights and requirements for students** - absence, complaints, support & consultations
-  **General conditions & rules** - GDPR, school rules, etc.
-  **Marketing** - promotional materials, prospectuses
-  **General information for students** - course brochure, city (country) guide
-  **Others** - keys, salary, contract, etc.
-  **Out-of-the-classroom activities** - organized by the school for students (integrational activities, leisure activities), possibilities for teachers (e.g. outside classes, trips)
-  **Other possibilities for students:** part-time jobs within the organization, internships, participation in projects, extra courses, volunteering, etc.

2. HOW TO PREPARE A GOOD WORKSHOP

In this chapter, we focus on how to prepare a successful workshop that should be well-designed, efficient and interesting to engage participants, facilitate learning, and achieve its intended goals. For this reason, we have decided to organise this section into multiple key sub-chapters:

-  What is a workshop
-  Essential features of a workshop
-  How workshops can enrich normal lectures
-  Online tools available to enhance the success of your workshop
-  What to avoid when running a workshop




This chapter aims at providing the readers with important information on the essential features to consider when planning a successful workshop.






2.1 WHAT IS A WORKSHOP

Although many people use these terms interchangeably, workshop and lesson actually have distinct meanings. Indeed, they are both instructional methods used in education, but they have distinct characteristics and purposes. A workshop is a practical, interactive experience where participants collaborate to pick up new skills or find a solution to a particular issue. On the other hand, a lesson is a more conventional form of instruction in which a teacher teaches students.

In summary, a workshop emphasizes interactive learning, skill development, and practical application, often through collaborative activities. It's more participatory and focused on doing. A lesson, on the other hand, focuses on structured content delivery, building foundational knowledge, and understanding theoretical concepts. It's typically instructor-led and aims to convey information to the learners. Both workshops and lessons have their place in education, and the choice between them depends on the learning objectives, subject matter, and desired outcomes.





In a more detailed explanation, here is a breakdown of the key aspects of a workshop:

-  **Interactive and Hands-On:** Workshops are highly interactive and hands-on learning experiences. They often involve participants actively engaging in activities, discussions, and practical exercises.
-  **Focused on Application:** Workshops emphasize the practical application of knowledge and skills. Participants are encouraged to apply theoretical concepts to real-world scenarios.
-  **Skill Development:** Workshops are particularly suited for skill development. They focus on teaching specific skills, techniques, or methodologies relevant to a particular field or subject.

-  **Collaborative Learning:** Workshops often involve group work, brainstorming sessions, and collaborative problem-solving. Participants share their ideas, experiences, and insights with each other.
-  **Diverse Activities:** Workshops can include various activities such as role-playing, case studies, simulations, hands-on experiments, and interactive discussions.
-  **Customisation:** Workshops can be tailored to specific needs, allowing participants to explore topics in-depth and at a pace that suits them.
-  **Practical Examples:** Workshops use real-world examples and scenarios to illustrate concepts and principles, making the learning relevant and relatable.
-  **Applied Learning:** Participants leave workshops with a tangible understanding of how to apply what they've learned in practical situations.

2.2 ESSENTIAL FEATURES OF A WORKSHOP


To achieve the previously mentioned goals, here are essential features to consider when planning a successful workshop:




-  **Clear Objectives and Outcomes:** Clearly define the workshop's objectives and what participants will gain from attending. Make sure these goals are communicated upfront so participants understand what to expect.
-  **Engaging Content:** Create content that is relevant, informative, and interactive. Use a mix of media such as presentations, videos, case studies, and hands-on activities to keep participants engaged.
-  **Interactive Activities:** Incorporate various interactive activities such as group discussions, brainstorming sessions, role-playing, simulations, and hands-on exercises. These activities encourage participation and help reinforce learning.
-  **Varied Learning Styles:** Recognise that participants have different learning preferences. Offer a mix of visual, auditory, and kinaesthetic activities to accommodate diverse learning styles.

2.3 HOW WORKSHOPS CAN ENRICH NORMAL LECTURES

Enriching normal lectures with workshops can greatly enhance the learning experience for students by providing them with more interactive, hands-on, and collaborative opportunities to engage with the course material. Workshops are, after all, a valuable addition to formal lessons and educational experiences. As previously said, workshops provide an interactive and hands-on approach to learning, which can enhance students' understanding of course material and promote practical skills development.

In detail:

-  **Supplementary Learning:** Workshops are often designed to complement and reinforce formal lessons. They provide a space for students to apply theoretical concepts learned in lectures or coursework to practical scenarios.
-  **Engagement and Interaction:** Workshops offer a more interactive and engaging environment compared to traditional lectures. This engagement can lead to increased participation, discussion, and critical thinking among students.
-  **Skill Development:** Workshops are an excellent platform for teaching specific skills that might be challenging to convey solely through lectures. These skills could range from research methodologies to hands-on techniques relevant to the field of study.
-  **Real-World Application:** Workshops can bridge the gap between academic knowledge and real-world application. They allow students to see how theories and concepts translate into practical situations.
-  **Collaborative Learning:** Many workshops involve group activities, discussions, and problem-solving exercises. This encourages collaborative learning and helps students develop teamwork and communication skills.
-  **Experiential Learning:** Workshops offer experiential learning opportunities where students actively engage in tasks and experiences. This type of learning can lead to deeper understanding and retention of information.
-  **Hands-On Training:** Workshops that involve hands-on training, such as laboratory experiments or software usage, can help students develop practical competencies that are directly applicable in their future careers.
-  **Critical Thinking and Problem Solving:** Many workshops are designed to challenge students' critical thinking and problem-solving abilities. They can present complex scenarios that require students to analyse, evaluate, and develop solutions.


-  **Flexibility and Diverse Formats:** There are various formats to run a workshop, such as one-day events, multi-session series, or online workshops. This flexibility accommodates different learning preferences and schedules.
-  **Professional Development:** Some workshops are designed to enhance students' professional skills, such as communication, leadership, and time management. These skills are valuable in both academic and professional contexts.
-  **Preparation for Research Projects:** Workshops can prepare students for research projects by teaching them research methodologies, data analysis techniques, and ethical considerations.

By all means, it is important to align the workshop content with the course objectives, communicate the workshop schedule and objectives clearly to students, and provide any necessary resources or materials for the workshop activities. By incorporating interactive workshops into your lectures, you create an environment where students actively participate, collaborate, and apply their knowledge, leading to a deeper understanding of the subject matter. This integration contributes to a well-rounded and enriching educational experience for students.


2.4 ONLINE TOOLS AVAILABLE TO ENHANCE THE SUCCESS OF YOUR WORKSHOP

There are nowadays numerous online tools available to enhance the success of your workshop by improving organization, engagement, collaboration, and communication. Here is a list of tools and how they can be integrated into your workshop:


Video Conferencing Tools:

-  **Zoom, Microsoft Teams, Google Meet:** Use these platforms for hosting virtual workshops. They provide features like screen sharing, breakout rooms, and real-time interaction.

Collaboration Tools:

-  **Miro, MURAL, Microsoft Whiteboard:** These tools offer virtual whiteboards for collaborative brainstorming, mind mapping, and idea organization.


Polling and Survey Tools:

-  **Slido, Mentimeter, Poll Everywhere:** Engage participants by conducting live polls, surveys, and quizzes.


File Sharing and Storage:

 **Google Drive, Dropbox, OneDrive:** Share workshop materials, resources, and templates easily.


Interactive Presentation Tools:

 **Prezi, Canva, Visme:** Create engaging and interactive presentations that keep participants visually engaged. Incorporate interactive elements like clickable links, embedded videos, and animations to enhance the learning experience.

Feedback and Evaluation Tools:

 **Google Forms, SurveyMonkey:** Collect feedback from participants about the workshop content, format, and organization.


Note-Taking and Documentation Tools:


 **Evernote, OneNote, Notion:** Encourage participants to take notes, collaborate on shared documents, and document key insights. You may also create a central document where participants can collaboratively take notes and capture important information.








When integrating these tools into your workshop, remember to provide clear instructions and guidance on how to use them effectively. Ensure participants are comfortable with the tools before the workshop starts, and be prepared to troubleshoot any technical issues that may arise. Always prioritize the learning objectives of the workshop and choose tools that best support those objectives.

2.5 WHAT TO AVOID WHEN RUNNING A WORKSHOP





Lastly, while workshops can be highly effective for enhancing learning experiences, there are certain pitfalls and challenges to avoid in order to ensure the success of your workshop. Here are some things to steer clear of:











 **Overloading Content:** Avoid cramming too much content into a single workshop. Participants need time to engage deeply with activities, discuss concepts, and reflect on their learning. Focus on quality over quantity.

 **Ignoring Participant Diversity:** Participants come with diverse backgrounds, learning styles, and skill levels. Avoid assuming uniformity and design activities that cater to various learning preferences and abilities. Participants should also feel comfortable sharing their thoughts and opinions without fear of judgment. Create a respectful and inclusive environment where everyone's contributions are valued.

-  **Monologue-style Delivery:** Workshops should be interactive and engaging. Avoid lecturing for extended periods. Instead, facilitate discussions, group activities, and hands-on experiences to encourage active participation.
-  **Lack of Structure:** While workshops should encourage creativity, they still require structure. Make sure there's a clear sequence of activities and a coherent flow that leads to the achievement of learning objectives.
-  **Ignoring Group Dynamics:** If you're incorporating group activities, be mindful of group dynamics. Uneven participation, conflicts, or dominating personalities can hinder the workshop's effectiveness.
-  **Technology Glitches:** If your workshop relies on technology, be prepared for technical issues. Have backup plans in case of Wi-Fi problems, equipment malfunctions, or software glitches.
-  **Lack of Flexibility:** While planning is crucial, be open to adjusting your workshop based on real-time feedback and the needs of participants. Flexibility allows you to address unexpected challenges or seize valuable teaching moments.
-  **Neglecting Assessment and Feedback:** Without a way to assess learning outcomes and gather feedback, you won't know whether your workshop was effective. Include assessments and opportunities for participants to share their thoughts.
-  **Disregarding Logistics:** Pay attention to logistical details such as seating arrangements, materials, room setup, and comfort. Ignoring these aspects can create distractions and disrupt the workshop's flow.

By avoiding these common pitfalls, you can create workshops that are engaging, effective, and contribute meaningfully to participants' learning experiences.

-  **Practical Application:** Provide opportunities for participants to apply what they've learned. Include real-world examples, case studies, and practical exercises that allow participants to use new knowledge and skills.
-  **Collaboration and Networking:** Foster interaction among participants. Use icebreakers, breakout sessions, and group activities to encourage collaboration and networking.
-  **Expert Facilitator/Presenter:** Have a knowledgeable and skilled facilitator or presenter who can effectively communicate the content, engage participants, and manage the flow of the workshop.
-  **Structured Agenda:** Develop a clear and well-organized agenda that outlines each session's objectives, timing, and activities. Stick to the schedule to keep participants engaged and on track.

-  **Feedback Mechanisms:** Provide opportunities for participants to give feedback throughout the workshop. This can be through polls, surveys, or open discussions. Use their feedback to make real-time adjustments if needed.
-  **Q&A Sessions:** Allocate time for participants to ask questions and seek clarifications. This enhances understanding and engagement, as participants feel their concerns are addressed.
-  **Visual Aids and Visualizations:** Use visuals like slides, diagrams, and charts to enhance understanding. Visual aids make complex information easier to grasp.
-  **Technology Integration:** Integrate relevant technologies, as mentioned in the previous response, to enhance engagement and interaction. Online tools can facilitate polls, collaboration, and interactive content.
-  **Storytelling:** Incorporate stories, anecdotes, and real-life examples to illustrate concepts. Stories make content relatable and memorable.
-  **Variety in Pace and Format:** Keep the pace dynamic by alternating between different activities and formats. This prevents monotony and keeps participants attentive.
-  **Inclusivity and Respect:** Create an inclusive environment where all participants' perspectives and experiences are valued. Respect differing viewpoints and encourage open dialogue.
-  **Time for Reflection:** Allocate time for participants to reflect on what they've learned and how they can apply it in their context. Reflection enhances retention and implementation.
-  **Clear Takeaways:** Summarize key points and takeaways at the end of each session. Provide participants with resources and materials they can refer to after the workshop.
-  **Flexibility:** Be prepared to adapt the workshop based on participants' needs and engagement. A flexible approach allows you to cater to unexpected opportunities or challenges.

By incorporating these features into your workshop, you can create a dynamic, engaging, and effective learning experience that resonates with participants and helps them achieve the desired outcomes.

3. NEURODIDACTIC METHODS IN LANGUAGE TEACHING & LEARNING

Since the Eighties, methods of neurodidactics have aimed to find the most successful ways to teach from the perspective of brain-friendly learning. Since brain is a central organ in learning, these methods can be seen the most beneficial for successful learning (Moravcová & Maďarová 2016: 635). This chapter specifically focuses on how neurodidactics can be implemented in language teaching.

The aim is to introduce neurodidactic methods and their benefits in language teaching for teachers in various language and education institutions such as language schools. In addition, the chapter is targeted to facilitators who organise teacher trainings to provide them knowledge to teach teachers about the advantages of neurodidactics. The chapter first covers the basics of neurodidactics and their applicability to modern language teaching and concludes by providing practical tips on how to implement the methods into lessons. In short, the goal of the chapter is to help teaching professionals to use the neurodidactic methods in their own language teaching. What are neurodidactics in language teaching and learning? How and why to use brain-friendly learning in language teaching? How can facilitators inform teachers about neurodidactics methods?

3.1 NEURODIDACTIC BASICS

The term neurodidactics was first used by a German professor of mathematics didactics, Gerhard Preiß in 1988 and since then the new interdisciplinary field of science has been combining brain research findings with effective education processes (Moravcová & Maďarova 2016: 635). The brains are important part of learning and neurodidactics aims to find brain-friendly ways to organize education. This is regarded as the most successful way to learn (cf. Grein et al. 2022: 63).

The main functions for the brains in learning processes are its ability to gather knowledge and store it in memory for later use. Therefore, the brain-friendly learning happens when the learning situation enhances these processes (Moravcová & Maďarová 2016, 635-637; Grein et al. 2022, 7, 26-35, 52-56). Neurodidactic methods include ideas that increase the motivation and positive emotions of learners towards the studied subject, to pay attention to the diversity and individuality of the students and to improve the brain functions by boosting blood circulation in the body, reducing stress, and creating study sessions that are the most brain efficient (Grein et al. 2022, 7, 63-64). Practical ways to promote brain-friendly learning can be the increase of movement during lessons to improve biological functions of the brain, the inclusion of humour to create a more positive atmosphere in the classroom (Sousa 2022, 58-59) and the use of a variety of teaching methods to consider the individuality of students.

Neurodidactic methods support the principles of modern language teaching. During the last half of 20th century, the better understanding of learning as well as the changes in society such as increased globalization and digitalization led to reshaping of language teaching. The main aim is no longer just to learn the fixed structures of the language, but to teach the students to be able to express themselves in

different communicative situations. The methods of language teaching have become more diverse and flexible to recognise the individuality of learners (Doff, 2020). To help teachers to structure their lessons and define learning goals, the ideas of modern language teaching can be summarised in the following didactic methodological principles: competence orientation, success orientation, action orientation, task orientation, interaction orientation, contextualisation and authenticity, personalisation, learner activation, content orientation and promotion of learner autonomy (Funk et al. 2014). These principles cover various areas of learning situation and therefore can be seen as the basis for successful teaching.


The principles of modern language teaching also fit well with the neurodidactic methods: both pay attention to the individuality of learners and the importance of using multiple methods. As a result, neurodidactic methods would be excellent tools to achieving the objectives of modern language learning. In addition, brain-friendly methods in general aim to improve learning outcomes and to boost the students' motivation to learn. For this reason alone, language teachers should make use of the results of neurodidactic research when planning their lessons.


3.2 HOW TO USE NEURODIDACTIC METHODS IN PRACTICE IN LANGUAGE TEACHING


3.2.1 Implementation Strategies of Neurodidactic Learning

There are several strategies to implement neurodidactic methods into language teaching. Learning languages itself is a complex process which is why modern research recommends using several teaching methods instead of just one. As explained before, the neurodidactics also recognise this diversity of students and encourages the simultaneous use of multiple ways to teach. Furthermore, the variety of methods can help to motivate the learners and keep them interested in the studied content (Doff 2020, 13-16; Riemer 2020, 29).


Following are introduced some of the most common strategies how teachers can implement neurodidactic methods into their teaching in practice.


 **Movement:** Movement and physical exercise have many benefits to brain functions; therefore, teachers should encourage students to move during studying sessions. This can be acting, forming groups to work together or as easy as picking up learning materials (Sousa 2011, 34).


 **Motivation:** Motivation helps memory to storage knowledge which is essential for learning. Personal interest improves motivation, but teachers can also motivate students for example letting them to be creative, involving them to development of the lessons or giving feedback that encourages learning (Sousa 2011, 71-72).


 **Emotions:** Strong positive and negative emotions sign that something is important to us, which is why we can remember them better than situations that do not have emotional significance. For learning, positive emotions are the key because they excite and motivate students to learn.


Therefore, teachers should aim to increase positive emotions and decrease negative feelings such as stress and fear. To increase happiness, teacher can include humour in lessons. Laughter improves brain functions and helps to create a positive atmosphere in the classroom (Moravcová & Maďarova 2016, 635-637; Sousa 2011, 48, 58-59, 68-69). Other way to increase positive emotions is to include suspense to the lessons for example through the element of surprise or gamification.


 **Establishing meaning:** Knowing the meaning and purpose of learning motivates the learners. To establish meaning, teachers can relate learning content to students' past experiences and other aspect of their lives. This kind of contextualization will make the tasks more personal and meaningful (Sousa 2011, 45-55, 74-75, 160).

 **Social interaction:** Studying together is a good way to incorporate several brain-friendly learning methods, such as movement, a positive learning environment through social relationships and improving communication skills (Sousa 2011, 78-79).

 **Learning atmosphere:** Learners should feel physically and emotionally safe to try new things without fear of making mistakes. Teachers can improve the atmosphere of the classroom by promoting positive relationships between the students and talking to students about how they feel during the lessons (Sousa 2022, 43,48, 105).

 **Primacy-recency effect:** Students tend to learn most during the first part of the lesson, concentrate least during the second part, and learn better again during the third part. To make the lesson brain-friendly, teachers should plan the structure of the lesson according to these periods (Sousa 2011, 129-130).

 **Learning styles and sensory preferences:** Students have different sensory preferences and learning styles. To recognise these differences, teachers should include activities that follow different styles and activate all senses (Sousa 2011, 59-60).

 **Communication competencies in a second language:** If the students lack communication competencies, they may not have the confidence to use the foreign language in communication situations. The communication competences are grammatical skills, sociolinguistic skills, discourse skills and strategic skills (Sousa 2011, 108, 208 – 209).

3.2.2 Examples for Neurodidactic Activities

Next will be presented example activities that include neurodidactic elements to illustrate how brain-friendly learning can look like in practice. Thereby, each sector of language competence aligns with one exercise to give a comprehensive overview.

Grammar

Grammar competence in foreign language teaching can be enhanced by an exercise called “What can you do there?”. It starts with descriptions about rules and suggestions regarding specific locations for individual work (e. g. supermarket, train station, etc.). It is indicated what one can do there, what one is not allowed to do there and what one should or must do there. The corresponding participants then formulate sentences one by one, and the group aims to guess which kind of place is described. From a neurodidactic perspective, guessing games keep the attention span up while the relation to the living world regarding actual locations and places creates relevance that promotes long-term storage of the learning contents.

Vocabulary

The relation to the living world also applies for a vocabulary-based game called “Packing my Suitcase”. It revolves around packing items – to be precise, the plenum has to list one after another which objects (or also intangible or unrealistic things like “love” or “elephant”) they want to take with them for vacation. Every participant must name all the previously mentioned things while adding a new one. If a participant does not get further on their own or cannot remember a certain item, they can either be helped or eliminated. When focusing on the neurodidactic benefits of this task, the memorizing task and the surprise factor of the named items both evidently contribute to the overall suspense which includes emotions and competition in the sense of brain-friendly learning.

Listening

The next activity named “Who tells the truth” contains gamification elements. Participants must tell which person out of two describes a picture they cannot see, and which one has got a dummy (no picture) and therefore lies. The activity focuses on the imagination and creativity of both the explaining and listening participants and the acting element of the lying person while pretending they look at an actual picture adds to the gamification factor. All these aspects train close listening and information analysis so this counts as a contextualised exercise that connects linguistic structures with stories and people – all of which enhances retention in the brain and motivation.

Reading

Speaking of contextualised information: stories, especially those with some kind of personal relevance, have a great impact on memorizing patterns in the brain. The game called “What would you have done?” lets participants rephrase and evaluate descriptions of tricky situations. They first must reproduce the information content to their fellow group members and afterwards, discuss the stories together while expressing their personal perspectives on the matter. Rephrasing information helps to consolidate linguistic structures and the connection with personal experiences adds relevance to the topics. As a result, it is more likely to store learning content on a long-term basis. It is apparent that personalisation acts as a learning and memorising booster in the sense of neurodidactics.

Writing

Another game that is based on acting and creativity is “The Cooking Show”. For this, the participants create a recipe out of provided ingredients (vocabulary) and present it expressively to their audience. The easier and more delicious this sounds, the better. From the language learning perspective, descriptions of any kind as well as expressing convincing arguments are indispensable for basic language usage. With this game, participants create a coherent information network around new vocabulary while talking about food and eating culture offers beneficial conditions for related activities such as exchanging views on favorite foods or eating habits. The acting element can enhance self-confidence and it gets even more creative and funny when unrealistic recipes are presented. In summary, humor, movement and the show-like character of the activity align neatly with brain-friendly learning.

Speaking

Lastly, the game “Diva” combines sentences patterns with acting and the search for appealing arguments. It includes exaggeration as a playful element since there is a moody diva who needs calming with her everyday problems. More precisely, one participant plays the diva (regardless of gender). She is enthroned in her chair while the circle of her friends, fans and employees - the other participants - stand around her at a respectful distance and make suggestions. If the diva shows a negative attitude, one should retreat quickly, because her tantrums are feared. In this case, someone else will try. Whoever manages to persuade the diva takes over her role and sits on the diva throne. For the new round, a new problem is announced. Once the participants know the game, they can think of new problems to use themselves. The strength of this game lies in the absurdity of the situation and covers a basic language skill, namely giving advice. It represents a funny and fast-paced approach to contextualized speaking occasions and the consolidation of persuasive sentence patterns. Besides, it promotes learning through movement and creativity since the brain tends to remember remarkable, meaning extraordinary information such as far-fetched everyday diva problems which helps memorizing covered topics.

To sum it up, all the presented games and activities include non-negotiable neurodidactic elements such as contextualization, personal relevance of the living world, movement, humor, inclusion of emotion, gamification and creativity. All of the activities can be included in online and face-to-face classes, and they can be adapted to the corresponding language levels. They work especially well for loosening up and activation exercises and increase the chances of memorizing covered topics and of positive connotations on the part of the learners.

4. INTERCULTURAL COMMUNICATION AND PROBLEM SOLVING

This chapter briefly introduces what communication is and the role it plays in modern society. There are collected the most common problems that can arise in a group that is ethnically, linguistically, religiously, etc., as well as tips on how to deal with these difficulties. The aim of the chapter is to prepare teachers and facilitators to work in a multicultural group and to indicate ways of dealing with problems and difficult situations that may arise.

4.1 COMMUNICATION - WHAT IS IT AND WHAT DOES IT INVOLVE?

Communication influences the building of relationships with others. Modern society cannot function without communication. Since it is a complex and not an easy process, it is good to consider what it is and what determines effective communication.



image: Freepik.com

In the modern world, communication plays an extremely important role. It is hard to imagine people, organisations or institutions that do not communicate with each other in any way. So what communication is and why is it so important? In the most general terms, it is a form of exchange of ideas between its participants in such a way that both partners understand the message similarly. It is about being in relationship with someone, communicating not only content through text, but also feelings, emotions, knowledge, experiences, etc. After all, it is one of the basic elements of culture. It is safe to say that people and whole societies do not exist without communication. However, it is important to remember that it is not just the words we speak or write. Communication equally includes gestures, facial expressions, tone of voice, rate of speech, posture and body language, distance between interlocutors, clothing and many other factors resulting from the cultural script in which we have been brought up or currently function. Taking all this into account, it is easy to conclude that effective, efficient communication with others is not simple and it is easy to make mistakes.

4.2 COMMUNICATION IN A MULTICULTURAL GROUP

Communicating within one's own well-known and understood culture can often be difficult. Understandably, therefore, communicating in a multicultural group will be much more difficult and require us to be more careful and attentive not to offend someone (even if completely unintentionally) and to be well understood.



image: Freepik.com

Note: One of the most common problems in multicultural groups are stereotypes. The definition says it's 'a belief or idea of what a particular type of person or thing is like' (DoCE). Most of the time they are untrue or harmful, because they are based on some generalization and prejudice. But on the other hand, we, our mind, need them because they simplify complex world and give us a bit of overview. In this chapter we will present you some general examples that apply to most of the people from a particular nation, but please, remember that everyone is unique.

Therefore, when talking about communication in a multicultural group, it is necessary to take into account not only the language itself, but also everything that makes up the culture, i.e. the value system, religion, beliefs and prejudices, stereotypes in the group, as well as traditions and customs. This is because there is not only a linguistic barrier in terms of misunderstanding or lack of appropriate words or expressions, but also a different interpretation of gestures, knowledge of the mental categories of the language and the context. For example, very confusing may be raised thumb. For Europeans or Americans, it means 'all right'. However, in some Asian countries or Latin America, it can be offensive, equivalent to showing the middle finger. As you can see, this can lead to misunderstandings and unpleasant situations.

The same is about the distance between interlocutors, which can range from 0.3m to as much as 1m depending on nationality. In Arab and southern European countries, it is very small. The interlocutors stand close to each other, touch each other, pat each other. Scandinavians may feel uncomfortable in this situation, as they keep more distance, valuing personal space very much. The Japanese, on the other hand, keep the greatest distance, about one metre.

So, when a Spaniard talks to a Japanese person, there can be a kind of "dance" between them, as the former will move to be as close as possible to his interlocutor, while the second one will move away from








him. Both movements, although in opposite directions, are intended to show respect for the interlocutor and demonstrate commitment to the conversation. **To function smoothly and comfortably in a multicultural group requires us to be aware of such behaviour and, above all, to be open to the traditions and behaviour of other cultures.**


4.3 PROBLEMS IN MULTICULTURAL GROUPS



image: Freepik.com

The type, intensity and severity of conflicts in multicultural groups depends on many factors, such as the nationality of the participants, their age, the type of group. Among the most typical problems are:

-  **Political conflicts based on nationality and/or religion**
-  **Prejudices and stereotypes**
-  **Ethnocentrism** - placing one's own culture above others
-  **Attribution error** - instead of taking cultural differences into account, people blame each other for ineffective communication, accusing each other of ill will
-  **Different attitudes to the role of education and commitment to learning** - Americans are keen to praise their students, while the Japanese or Chinese focus primarily on the mistakes made in order to learn from this for the others (cf. Białek 2015)
-  **Different perceptions of the teacher's role** – in Asian cultures the teacher is often regarded as an unquestioned authority, so they will not be inclined to argue or debate with him or her. Americans or Europeans, on the other hand, are willing to ask questions that bother them (cf. Białek 2015)
-  **Different learning styles** - Asians tend to be very diligent and focused on individual work, Scandinavians are used to the project method and creative, active learning, and Americans, for example, have a very relaxed approach and enjoy working in groups (cf. Białek 2015)

 **Different ways of learning a new language** - it is obvious that learning a language that belongs to the same language family is much easier than learning a completely different language. The same goes for the alphabet.

Geert Hofstede, the Dutch management researcher, came up with six basic issues that society needs to come to term with in order to organize itself. These are called dimensions of culture. Each of them has been expressed on a scale that runs roughly from 0 to 100 (<https://geerthofstede.com/>). Those 6 essential dimensions are: Power Distance Index, Individualism versus Collectivism, Masculinity versus Femininity, Uncertainty Avoidance Index, Long-Term Orientation, Indulgence versus Restraint (cf. Hofstede 1980). Those 6 factors may help explain and understand why people from different countries behave in a certain way. Awareness of the existence of these dimensions might help you understand your students and predict some of their problems. You can read more about it here:

<https://www.simplypsychology.org/hofstedes-cultural-dimensions-theory.html>.

On the other hand, Erin Meyer set 8 factors and for each one he creates a scale. Some countries take a place on the outliers or in the middle. Those cases are: Communication (Low/High-context), Evaluation (Direct/Indirect negative feedback), Persuading (Principles/Applications-first), Leading (Egalitarian/Hierarchical), Deciding (Consensual/Top-down), Trusting (Task/Relationship-based), Disagreeing (Confrontational/Avoids confrontation) and Scheduling (Linear/Flexible-time) (cf. Meyer 2014).

4.4 HOW DO WE SOLVE PROBLEMS IN MULTICULTURAL GROUP?

Nowadays, it is difficult to imagine a space, an institution, a profession or a workplace in the broad sense of the term, where there would not be representatives of different nationalities, cultures or religions. Hence the need to develop ways of dealing with potential problems.







image: Freepik.com




Multicultural groups have become everyone's natural habitat. However, this is not a bad or dangerous thing. It is a natural phenomenon and often even a positive one. By coming into contact with what is different from what we know, we grow. We also learn a lot about ourselves.

By comparing different cultures with our own, we also learn a great deal about our traditions, customs and behaviour, which may be so obvious and natural that we are completely unaware of them (cf. Welskop 2013). “The move from communicative competence in one’s own culture to communicative competence across cultures is the key concept for” (Bennett, Hammer 2017) Developmental Model of Intercultural Sensitivity. The model contains 6 stages where “the first three stages of *Denial*, *Defense*, and *Minimization* are Ethnocentric; they refer to issues that are associated with experiencing one’s own culture as more “central to reality.” The last three stages of *Acceptance*, *Adaptation*, and *Integration* are Ethnorelative; they refer to issues associated with experiencing all cultures as alternative ways of organizing reality. Movement through the stages is not inevitable; it depends on the need to become more competent in communicating outside one’s primary social context” (Bennett, Hammer 2017).

Recognising the problems and barriers mentioned earlier, institutions especially those geared towards working in an intercultural environment, such as large corporations or language schools, have developed a number of methods to deal with potential conflicts. Among the most important are:

-  **Intercultural education** - its overriding aim is to learn about new cultures, better understand them and enrich one's own, as well as to raise awareness of difference and the equality of all cultures. Intercultural education helps to deal with prejudices and harmful stereotypes and promotes attitudes of tolerance and dialogue. As a result, it is intended to lead to harmonious and equal coexistence between people from different cultural backgrounds (cf. Welskop 2013).
-  **Training on cultural differences** - aimed at developing communication skills across cultural differences
-  **Pupil presentations about their cultures** - it is worth encouraging pupils to show their culture, traditions and customs to others. By learning about the history and values of a society, it is easier to understand the behaviour of its members
-  **Organising cultural days**
-  **Culinary, fashion or make-up workshops** - nothing brings people together like food or sharing a hobby. Students can be encouraged to demonstrate traditional foods, costumes or make-up. Experiencing a different culture by 'stepping into it', for example by wearing traditional clothes, can help in understanding it.
-  **Workshops on stereotypes** - can take two forms: either participants have to add the stereotype associated with the nationality themselves, or they have to state which nationality the stereotype refers to. In both cases, the veracity of the statements should be discussed with the students and an attempt should be made to explain where the statements come from.

What about when national or religious conflicts are so strong and deeply rooted in the minds of the members of a particular group that educating and showing that we are very similar despite our differences does not have the desired effect? This is an extremely difficult and delicate situation, but it cannot be ruled out, especially when, for example, representatives of countries or ethnic groups that have been at war or in open and official conflict for years come together in a classroom on a language course. Such groups may include Palestinians and Israelis, Kurds and Turks, Chinese and Taiwanese, or now Ukrainians and Russians. In such a situation, when there is no willingness to agree, those in charge of the establishment or company are forced to take more radical measures, such as:

-  **Structural changes** - when enrolling students and organising groups, it is worth taking into account their backgrounds and choosing the composition of the staff so as to avoid risky combinations. In the event that these conflicts come to light later, the facilitators or manager can do some reshuffling and move the people involved to other groups or positions to limit their contact.
-  **Intervention** - in the case of a highly aggravated situation and a lack of willingness to cooperate, the facilitator or manager may intervene and summon such persons for an interview, apply the prescribed level of punishment or threaten them with possible consequences.
-  **Exclusion** - this is a definitive method and should only be used in critical situations. It involves searching other solution like cooperation with other institution (e.g. transfer or even removing the student from the school). This is because staff need to think about the whole group and ensure the safety of everyone.

5. HOW TO DEVELOP AND STRUCTURE AN INTENSIVE LANGUAGE COURSE

What should be included in the setting up stage? How could brain-friendly teaching and learning activities be integrated in an intensive course in a host-country language? Developing an intensive language course for adults and young people who want to learn a host-country language is a challenging endeavour that must take into account several aspects. The effectiveness of an intensive language course is dependent on its design and organization, which includes a variety of important elements. Facilitators must take into account several essential aspects to create a conducive learning environment that caters to learners' interests, needs, cognitive styles, and personal characteristics. Section 1 discusses the key steps involved in establishing an intensive course in a host-country language, while Section 2 presents a set of ideas for developing a successful and engaging intensive language course while taking into account the varied profiles of learners.

5.1 SETTING UP AN INTENSIVE COURSE IN A HOST-COUNTRY LANGUAGE

In this section, we present the steps to create an engaging and effective learning environment for students of various language proficiency levels, utilizing neurodidactics, integrated course objectives, and blended learning tools.

1. Identifying Language Proficiency Levels through Placement Tests


Prior to developing and organising an intensive language course, it is essential to accurately assess the learners' language proficiency level. Implementing a comprehensive placement test can help with this since it provides a fundamental framework for grouping students based on their degree of language competence, allowing teachers to adjust course content to match the students' diverse needs.


2. Addressing Individual Learning Styles from a Neurodidactic Perspective


Understanding the neurodidactic components of language acquisition becomes essential for adapting course material and activities to meet the preferences and strengths of each student. Individuals have different learning styles, and integrating emotions, humour, movement, music, and other sensory experiences can help with language acquisition. Instructors may create a dynamic and engaging learning environment by catering to varied personal preferences, which can increase students' motivation and retention of the language.

3. Implementing Neurodidactic Activities for Comprehensive Language Acquisition

To ensure comprehensive language acquisition, the course should be designed to address different language components at different proficiency levels. This includes:

 **Structure:** Different levels of language proficiency require distinct focuses. For instance, beginners (A1) may engage in phonetic exercises, while intermediate learners (B1) delve into more complex grammar structures.

 **Vocabulary:** Vocabulary acquisition should be tailored to the learners' proficiency level. Beginners can learn everyday communication terms (A1), while intermediate learners (B1) tackle compound lexical items, linking words, and nuanced expressions.

 **Communicative functions:** Each level should prioritize different communicative functions. Beginners (A1) can focus on basic requests and expressions, while intermediate learners (B1) delve into more nuanced functions like expressing agreement, disagreement, and argumentation.

4. Designing Integrated Course Objectives





Integrating cognitive, emotional, social, cultural, kinaesthetic, and sensory objectives within the curriculum fosters holistic language development. Cognitive objectives should promote higher-order thinking skills, emotional objectives should encourage self-expression and understanding, social objectives should foster relationship management, and cultural objectives should raise intercultural awareness. Additionally, kinaesthetic and sensory objectives should be integrated to enhance motor skills and multisensory learning experiences.

5. Utilizing Blended Learning Tools

Selecting appropriate tools for blended learning can significantly enhance the effectiveness of an intensive language course. Integrated teaching platforms (e.g., ClassDojo) and mobile learning apps (e.g., Goose Chase, Storyjumper, Padlet) facilitate content delivery and provide a variety of interactive and engaging activities. Gamified platforms (e.g., Classcraft, Quizziz, Kahoot) aid in assessing individual and group progress, ensuring an interactive and engaging learning experience.





6. Facilitating Varied Interaction Patterns

Interaction patterns within the course are vital for engagement and language practice. These include:

-  **Learner - Content Interaction:** Incorporating multimedia, activities, assignments, self-assessments, and projects to engage learners with course content.
-  **Learner - Instructor Interaction:** Facilitating face-to-face and online communication channels for learners to interact with instructors and seek clarification.
-  **Learner - Learner Interaction:** Promoting peer evaluation, games, competitions, discussions, and presentations to foster collaboration and language practice.
-  **Learner - Community Interaction:** Connecting learners with a community of practice through guest speakers, simulations, and accessing relevant resources, enriching the cultural and contextual aspects of language acquisition.

7. Overcoming Challenges and Providing Solutions

Various challenges may arise while implementing an intensive language course.

-  **Technical problems:** Fostering flexibility in the blended approach to accommodate technical issues related to online platforms and internet connectivity.
-  **HR-related issues:** Assigning culturally-appropriate teachers aligned with the learners' backgrounds and training instructors in the neurodidactic method.
-  **Cultural sensitivity:** Developing intercultural awareness among educators to respect and instil local values while promoting language acquisition.
-  **Language level diversity:** Providing access to level-appropriate activities, assigning roles in pair/group work to accommodate differences, and designing activities based on multiple intelligence types.

5.2 INSIGHTS FOR DESIGNING AN INTENSIVE COURSE

In this section, we present some insights for designing an intensive language course that encompass aspects such as adaptation to learners' needs, cognitive styles, emotional character, external obligations, motivation, technological proficiency, group dynamics, cultural elements, self-evaluation, and feedback.

1. Adapting to Learners' Interests and Needs

The foundation of a successful intensive language course lies in adapting the content and activities to align with the learners' interests, objectives, and specific language learning needs. Conducting a needs analysis can help identify individual goals and tailor the curriculum accordingly, thus fostering a more meaningful and relevant learning experience.

2. Accommodating Individual Cognitive Styles

Individual cognitive types must be recognized and accommodated in order for language education to be effective. Facilitators should use a variety of approaches to accommodate diverse learning styles, such as visual, auditory, kinaesthetic, or analytical types. The use of various teaching styles can improve learners' comprehension and memory of linguistic information.

3. Promoting Individual Autonomous Intellectual Work

In an intensive course, it is especially important to encourage learners to acquire autonomy in their language learning journey. Allowing learners to engage in critical thinking, ask questions, form judgements, and reflect on their progress can help them take ownership of their learning and become self-directed language learners.

4. Considering Personality and Emotional Character

Understanding the personalities and emotional characteristics of learners is important for building a helpful and inclusive learning environment. Empathetic teaching techniques should be used by instructors to build good emotional experiences that increase self-confidence and risk-taking in language use.

5. Accommodating External Obligations

Recognising external obligations of learners, such as job, projects, deadlines, and family/social obligations, plays an important role in building a flexible course framework. Offering scheduled and asynchronous learning alternatives can meet the varied needs of learners while allowing them to combine their language study with other commitments.

6. Leveraging Motivation and Commitment

Understanding why students choose to take an intensive language course may help instructors adapt course material and activities to maintain high levels of enthusiasm and involvement. Furthermore, encouraging learners to commit to extra self-study or language immersion experiences outside of the classroom helps accelerate the development of language proficiency.

7. Integrating Technology Literacy

Incorporating technology into the course can improve learning experiences and adapt to current learners' technical skills. Language learning applications, internet tools, and multimedia may all help to create a dynamic and engaging learning environment.

8. Considering Group Characteristics

Acknowledging the diversity of learners within the group, including their backgrounds, goals, and roles, is essential. Facilitators should strive to create a collaborative and supportive learning community that promotes peer interaction and mutual learning.

9. Creating a Favourable Learning Atmosphere

Establishing a positive and inclusive classroom atmosphere can enhance the overall learning experience. Encouraging open communication, respect for diverse perspectives, and a sense of belonging can motivate learners to participate actively and take risks in using the target language.

10. Providing Ample Opportunities for Practice

The intensive course should offer abundant opportunities for learners to practice their language skills in authentic contexts. Role plays, simulations, group discussions, and real-life tasks can foster language production and boost learners' confidence in using the language.

11. Incorporating (Inter)Cultural Elements

Integrating cultural aspects into the language course can foster intercultural competence and sensitivity. Exploring the cultural norms, traditions, and communication styles of the host country can enrich learners' language understanding and communication skills.

12. Encouraging Self- and Inter-Evaluation

Empowering learners to self-assess their language progress and align their performance with level descriptors can enhance metacognitive awareness and foster goal-oriented learning. Additionally, facilitating peer evaluations can promote constructive feedback and collaborative learning.

13. Providing Reciprocal Feedback and Time for Discussions

Promoting a feedback-rich learning environment where learners receive timely and constructive feedback from instructors and peers can enhance language development. Allocating time for discussions and reflection can further consolidate learners' understanding and engagement with the language.

The following table provides a typology of neurodidactic elements and offers practical suggestions for designing intensive courses tailored to learners' individual characteristics and language proficiency levels.

NEURODIDACTIC ELEMENTS	A1	A2	B1	B2
<i>TEACHER-RELATED INSIGHTS</i>				
phonological and pronunciation accuracy	x	x		
appropriate correction and feedback techniques		x	x	x
neuro-communicative techniques for developing oral fluency			x	x
body language (position, moves)	x	x	x	x
awareness of individual student learning needs	x	x	x	x
relates concepts to students' experience	x	x	x	x
selecting learning experiences appropriate to the level of learning	x	x	x	x
facilitating different learning styles	x	x	x	x
exclusive use of the target language	x	x	x	x

<i>STUDENTS-RELATED INSIGHTS</i>				
learning styles	x	x	x	x
learning strategies	x	x	x	x
students' attention	x	x	x	x
<i>STUDENTS' INTERACTION IN CLASS</i>				
plenum, group and pair work	x	x	x	x
project-based work			x	x
role play		x	x	x
game-based activities	x	x	x	x
<i>TEACHER RELATED INTERACTION</i>				
use of moderation techniques (making use of group knowledge and experiences to solve problems)			x	x
learning atmosphere	x	x	x	x

<i>MATERIALS RELATED INSIGHTS</i>				
brain-based teaching materials	x	x	x	x
authentic texts	x	x	x	x
multiple channel communication	x	x	x	x
gamification	x	x	x	x
<i>LOGICAL MECHANISMS</i>				
inductive	x	x	x	x
deductive		x	x	x
<i>MULTISENSORY LEARNING</i>				
modelling	x	x	x	x
outdoor activities	x	x	x	x

By carefully considering the steps and perspectives in the two sections, instructors can design and structure an intensive language course that is engaging, effective, and tailored to meet the diverse needs and expectations of learners at different language proficiency levels. Facilitators and teachers are encouraged to adapt and complement these suggestions based on their pedagogical expertise and the unique characteristics of their learners.

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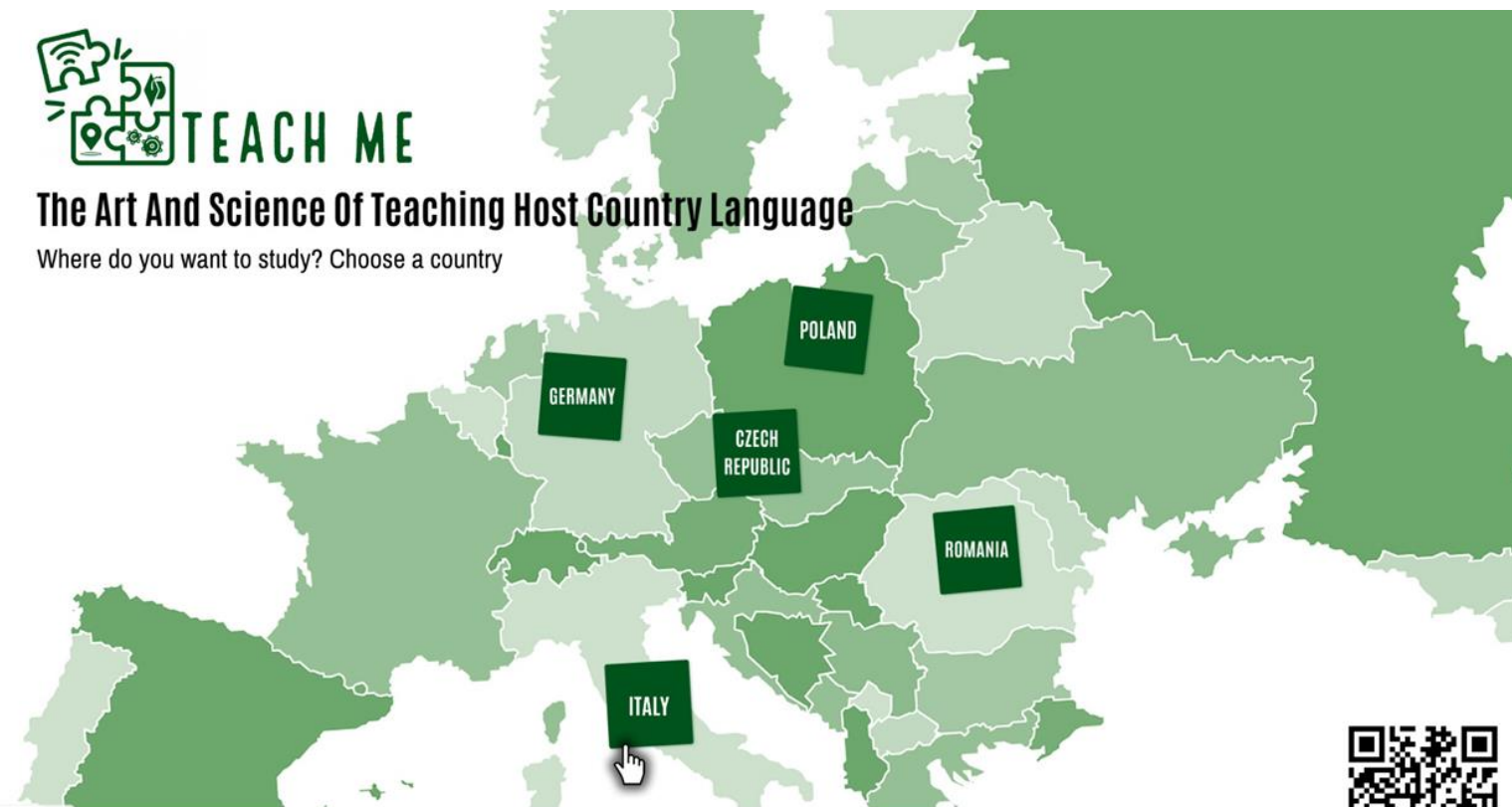
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