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FLAM PROJECT

A New Practical Framework
for Developing Language
Courses Methodology
Targeting Adult Learners

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FOREWORD

As an introduction, we would like to highlight key insights from “The Bilingual Brain” by Albert Costa, which explores the impact of bilingualism on cognitive processes, brain structures, and emotional experiences. Costa demonstrates that while bilingualism enhances cognitive flexibility, it also influences memory retrieval, emotional expression, and identity. Through an exploration of the neurological and psychological mechanisms underlying bilingualism, he reveals how the brain adapts to managing multiple languages and highlights the influence of **cultural** and **social** contexts on language use.

This reinforces what we already know: language and culture are deeply connected; every language carries its own cultural stories, values, and ways of viewing the world, which shape how people communicate and relate to one another. Understanding this connection is essential when teaching, learning, and using a language.

Furthermore, the digital world amplifies intercultural exchange, allowing people to **connect across borders** and share diverse perspectives like never before. Social media and online platforms make it easier to engage with different cultures, **fostering understanding and collaboration**.

“Language use and language learning are, therefore, both cognitive and social activities” (Council of Europe, 2020).

Ultimately, this invites us to reflect on the role of students as “social agents”. Bernd Rüschoff, who specialized in language education and linguistics, defines them as language users and learners who act and interact within specific contexts, driven by particular purposes. Recognizing students as social agents emphasizes their active participation in diverse environments, shaping not only their language skills but also their ability to navigate and contribute to a multicultural world. This perspective encourages the development of various skills, such as **autonomy**, real-world connections, **collaboration** in relation to a purpose, mobilizing all their resources (emotional, cognitive, linguistic, and cultural), developing strategies, among others. If you want to know more, feel free to follow the link in the bibliography.

Bibliography

- **Costa, Albert**. *The Bilingual Brain: And What It Tells Us About the Science of Language*. Allen Lane, 2020.
- **Council of Europe**. *The Learner as Social Agent: Implications for Curriculum Design and Classroom Practice*. Second Workshop of CEFR Online Workshop Series 2022, 3 March 2022. <https://vimeo.com/775801423>

GENERAL INTRODUCTION

The Erasmus project called FLAM (A New Practical Framework for Developing Language Courses Methodology Targeting Adult Learners) gathered partner countries : Belgium, Spain, France, and Italy. The project focuses on improving language education for adults, recognizing that adult learners often have specific goals such as finding a job, developing professional skills, or understanding a culture through language. These motivations shape the teaching approach, which must account for the diversity of learners' backgrounds and emphasize practical, applicable knowledge.

This document is the result of a two-year collaboration involving monthly online meetings and four in-person sessions in schools across the participating countries. Designed to inspire and support educators worldwide, these strategies focus on fostering engagement, cooperation, and meaningful learning experiences, transforming challenges into opportunities for success.

The main objectives of the project are :

- Sharing best practices on language teaching methods, incorporating adult learning principles (andragogy).
- Enhancing teacher skills to better engage adult learners through active, participatory approaches.
- Revitalizing language courses with more engaging and effective teaching methods.

The project allowed us to exchange ideas and practices around three key axis :

1. Language as a communication tool : Connecting classroom learning with real-life situations, especially for migrants and beginners.
2. Language outside the classroom : Supporting learners to use language in practical contexts beyond formal lessons.
3. Hybrid learning : Exploring online tools to enhance language learning.

For each axis, the most relevant and effective practices were selected and shared among the partners. This document showcases the outcomes of these exchanges and reflects a collective effort to innovate and improve language learning for adults.

The project aims to improve teaching practices and provide more effective and engaging language courses for diverse learners.

AXIS 1 : LANGUAGE AS A COMMUNICATION TOOL – HETEROGENEITY IN THE CLASSROOM

In our respective schools, teachers are experiencing a new reality of having to deal with larger groups of students and also with people coming from different cultures and backgrounds. This is due to different causes such as : recent migration crisis in Europe, war in Ukraine, diversification in our societies of people in our countries searching access to language training for social or professional insertion. Teaching to a group of 25 or 30 students requires certain techniques of group management which are not always introduced in pedagogical trainings in universities. Therefore we took advantage of the present Erasmus + project to share the good practices that we drew from our informal expertise in each country and try to formalise them in the next chapter which showcases the most innovative and effective practices for teaching adults in large, heterogeneous groups, addressing one of the most challenging aspects of andragogy.

1. Differentiating large and heterogeneous groups



Activity : Strengths Recognition

This is a fantastic activity for fostering the sense of community and recognizing the unique strengths that everyone brings to the table.

Timing : 30 minutes

Number of participants : Entire class

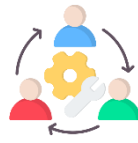
Competencies :

- *Disciplinary skills* :  
- *Transversal skills* : self-awareness, collaboration

Instructions :

- Introduce the Concept : Begin by explaining the importance of recognizing individual strengths within a large group.
- Group Discussion : Have students share their strengths in small groups of 4-6.
- Class Presentation : Each group presents one strength from each member to the class.
- Reflection : Discuss how these strengths can be utilized in group work.

2. Increasing cooperation and interaction



Activity : Interactive Small Group Projects

Interactive small group projects foster teamwork, enhance communication skills, and highlight individual strengths, leading to a more cohesive and collaborative learning environment.

Timing : 45-60 minutes

Number of participants : Entire class

Competencies :

- *Disciplinary skills* :   
- *Transversal skills* : presentation skills

Instructions :

- Divide the Class : Split the class into small groups of 4-6 based on different learning styles.
- Assign Projects : Give each group a project that requires collaboration (e.g., creating a short presentation on a given topic).
- Monitor Progress : Circulate the room to provide support and ensure active participation.
- Group Presentations : Have each group present their project to the class.

3. Enhancing oral skills through communicative activities



Activity : Storytelling Sessions

Enhancing these skills boosts confidence, fluency, and active listening among learners. By engaging in diverse interactive exercises, students can practice and refine their speaking abilities in a supportive and dynamic environment.

Timing : 20-30 minutes

Number of participants : Pairs

Competencies :

- *Disciplinary skills* :   
- *Transversal skills* : storytelling

Instructions :

- Introduce the Activity: Explain the importance of storytelling in language learning.
- Pair Up Students: Pair students and have them tell a short story to their partner using simple grammar and vocabulary.
- Role Reversal: After 5 minutes, have partners switch roles and tell a different story.
- Class Sharing: Select a few pairs to share their stories with the class.

4. Top activities for engaging large groups




a) Warm-up Activity : Sensory Focus

Sensory Focus enhances mindfulness and sensory awareness, helping learners to engage more fully with their environment and prepare for deeper learning. By focusing on sensory experiences, students can develop a heightened attention to detail and a more grounded presence in the classroom.

Timing : 10 minutes

Number of participants : Entire class

Competencies

- *Disciplinary skills* : 
- *Transversal skills* : relaxation, focus

Instructions :

- Circle Formation : Arrange students in a circle.
- Guided Relaxation : Lead a short relaxation exercise focusing on the five senses (e.g., 'Breathe deeply... listen to the sounds... feel the textures...').
- Feedback Discussion : Discuss how students feel more concentrated and relaxed.





b) Activity : Role-Playing - Everyday Situation

Role-playing activities can be a really helpful tool for adult learners. They can help them feel more confident in real-life situations and improve their conversational skills.

Timing : 30 minutes

Number of participants : Small teams

Competencies :

- *Disciplinary skills* :   
- *Transversal skills* : practical language use 

Instructions :

- Small Teams : Create teams of 2-3 students.
- Scenario Assignment : Assign each team a real-life situation (e.g., ordering at a restaurant, booking a hotel).
- Role Distribution : Each student plays a different role (e.g., customer, service provider).
- Performance : Have teams perform their role-plays in front of the class.
- Class Feedback : Provide feedback and discuss key vocabulary and expressions.

5. Enhancing vocabulary through songs



Activity : Vocabulary Expansion with Songs

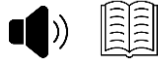
Enhancing vocabulary through songs makes learning engaging and memorable by integrating music with language practice. Through rhythmic patterns and catchy lyrics, students can expand their vocabulary and improve language retention in a fun and enjoyable way.

Timing : 30 minutes

Number of participants : Entire class

Competencies :

Disciplinary skills :



Transversal skills : Vocabulary learning strategies

Instructions :

- Song Selection : Choose a song that is suitable for the students' level.
- Listening : Play the song once for students to listen without any tasks.
- Lyrics Activity : Provide the lyrics with missing words and have students fill in the blanks while listening again.
- Discussion : Discuss the meaning of the lyrics and new vocabulary.

6. Feedback by peers



Activity : Peer Feedback Sessions

Peer Feedback Sessions foster a supportive and constructive learning environment, promoting active listening and critical thinking. By sharing and receiving feedback, students can develop their skills and improve their work through collaborative growth.

Timing : 20-30 minutes

Number of participants : Small groups

Competencies :

- *Disciplinary skills :*



- *Transversal skills :* critical thinking, constructive feedback

Instructions :

- Group Work : Have students work in small groups and perform a task.
- Peer Evaluation : Each group provides feedback on another group's performance, focusing on strengths and areas for improvement.
- Discussion : Discuss the feedback as a class and highlight common themes.

AXIS 2 : LANGUAGE OUTSIDE THE CLASSROOM

In today's globalized world, language skills extend far beyond the classroom and play a crucial role in enhancing personal autonomy in real-life situations. The goal of this axis is to empower individuals to navigate a variety of everyday contexts with confidence. By focusing on real-world social roles, this approach aims to develop practical communication skills that help people engage effectively in their daily lives. Whether as a parent of a pupil, a patient in a healthcare setting, a resident of a neighborhood, or a user of services such as a post office or a cultural center, each social role demands specific language skills and cultural understanding.

This approach explores how individuals interact with institutions and other people in these roles, emphasizing the importance of context, tone, and purpose in communication. It encourages learners to step out of the classroom and practice language in settings where they will be required to express needs, ask for information, or solve problems. Through these experiences, people gain not only linguistic skills but also the confidence to manage social interactions and navigate systems more independently. This exploration of different social roles strengthens both communicative competence and social participation, ultimately enhancing the learner's sense of agency and self-sufficiency in the broader community.

7. Become an actor in the target language



The objective behind this methodology is to meet partners, to experience real situations and to use everyday life material as teaching resources.

These activities can be used throughout the learning process to foster all languages skills, with small or large groups. The following pedagogical material that is required : authentic documents (photos, official documents, advertisements, videos, films...)

- Choose topics based on their own experiences everyday lives and demands
- With the help of authentic documents, identify the social space that will be worked on in the coming weeks (official forms to fill in, relevant photos...).
- Once their needs identified and the objectives set, accompany students become more autonomous in their lives (fill in an official form, buying items in a store, using means of transport, asking for information in a public place, get used to the environment they live in...)

8. Ideas of outdoor activities



We have experienced during our meeting in Nantes that it is utterly important to practice the language outside classroom, these are different practices that can be used throughout the whole learning process, in small or large groups to foster all the language competencies and that can be adapted to the groups' needs.

These activities can be used throughout the learning process to foster all languages skills, with small or large groups. The pedagogical material that is required can be adapted to the group needs

- Relaxation activities using the different senses :
 - Looking, listening and feeling the surrounding environment
 - Breathing exercises
 - Stretching exercises in the nature
- Outdoor games
 - Organising a rallye in the city with the students
 - Organising a walk in the woods in the form of a treasure hunt. One or two students could guide the group with the help of native speakers
- Social and cultural activities :
 - Cinema and debates
 - Theater
 - Picnic
 - Going to restaurants, coffee shops
 - Museums with guided visits and workshops
 - Meetings with artists during events
 - Concerts
 - Taking part in choirs
 - Organizing a survey conducted by the students in the streets to practice languages
- Shopping :
 - Asking students to buy items on markets, pharmacies, post-offices...

9. Transculturality



Everyone has cultural rights. These rights are human rights, and every student has the opportunity to engage with them in order to better understand their town and integrate themselves into the community. Here is a video presenting cultural rights : <https://vimeo.com/334432346>

To break free from their daily routine, organise activities that focus on the competencies of each participant (including learners, teachers, and outside partners). In this case, the teacher does not need to be the primary source of knowledge but rather facilitates the exchange of students' competencies with one another.

These activities can be used throughout the learning process to foster all languages skills, with small or large groups.

Pedagogical material : can be adapted to the group needs

- **Visiting exhibitions** : This allows students to compare the exhibits with those in their own country, facilitating an exchange of knowledge and culture.
- **Learning a foreign language** : Participating in a choir helps students share songs from their respective countries, offering a fun way to connect through music.
- **Organizing a cooking session** : Students can exchange recipes, sharing culinary traditions from their cultures and broadening their understanding of each other's backgrounds.

AXIS 3 : HYBRID – BLENDED LEARNING

This section focuses on the various resources available for use in a technological environment. In recent years, language teaching has been strongly influenced by the fast development of technologies, including AI. Students are themselves aware of these new possibilities and keeping updated is very important for teachers and also very much time-demanding. Therefore the goal of the present research is to assist pedagogical teams by exploring tools and materials that can support classroom activities, whether in-person or online. Additionally, this part will introduce resources that promote inclusion and facilitate assessment.



10. Free digital activities for students and teachers

This part of interactive resources is designed to make learning fun, engaging, and accessible for all. Whether you're a teacher looking for creative lesson ideas or a student eager to explore new topics, these activities are here to transform education into an exciting adventure. They can be used throughout the whole learning process and engage all language skills in small and/or large groups

Examples of pedagogical material :

- **Videos**

- making videos with Flip

- <https://flip.com/61fc518f>

- watching videos with arte

- www.campus.Arte.tv

- **Platform**

- Online platform that gathers all technical tools for teachers

- <https://ladigitale.dev/>

- **Enhancement of digital and language skills (French and English)**

- <https://pix.fr/>

- **Discussions and debates**

- <https://deepai.org/chat/debate>

- <https://www.kialo-edu.com/fr>



11. Digital tools for grammar, vocabulary and phonetics in use

These innovative resources are designed to enhance your linguistic skills through interactive and engaging methods. Perfect for students and teachers alike, these tools transform traditional language exercises into dynamic educational adventures, engaging different language skills in small and/or large groups throughout the whole learning process

Pedagogical material :

● **Vocabulary in use :**

-spelling dominos :

<https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/teaching-tools/dominoes-words-and-pictures-1>

<https://sightwords.com/sight-words/games/dominoes/>

-matching : Photolanguage - associate a picture with the meaning :

<https://www.ecolecitoyenne.org/fiche/le-dixit-pour-exprimer-ses-emotions>

● **Grammar in use :**

-online drills

<https://www.gymglish.com/fr/frantastique-orthographe/grammaire-francaise>

<https://www.francaisfacile.com/>

● **Phonetic in use :**

-practice

<https://fr.atomiclearning.app/>

<https://fr.youglish.com/>

● **To work all competencies :**

<https://learningapps.org/index.php?overview&s=&category=0&tool=>

12. Digitals tools for blended and online classes



Designed to seamlessly integrate technology into your teaching, these tools offer innovative ways to engage students, facilitate interactive learning, and streamline class management. Nice for educators who are looking to enhance their teaching strategies and provide students with a dynamic and flexible learning experience throughout the whole learning process and encompassing all the language competencies

Pedagogical material : Digital tools for online lessons & in-person lessons

●Use of collaborative games :

- *Baamboozle* is an interactive online quiz game that allows teachers and students to create and play custom quizzes in a fun, competitive format. It offers various game modes, making it ideal for engaging classroom activities and helping reinforce learning in a collaborative way : <https://www.baamboozle.com/> (It can be reused later by the students as study flashcards).
- *Educaplay* is an online platform that allows users to create and share interactive learning activities, such as quizzes, puzzles, and games, across various subjects. It is designed to engage students in active learning through fun, customizable exercises that can be used in both classroom and remote settings : <https://es.educaplay.com/>
- *Wordwall* : Teachers can create the activities, for example, a quiz, a question wheel, reorder sentences, shuffle cards... in their accounts or can reuse activities already created by other teachers : <https://wordwall.net/en>
- *Word Search* is a simple online puzzle game where players find hidden words within a grid of letters. It is often used as a fun and educational tool to improve vocabulary, spelling, and pattern recognition skills : <https://thewordsearch.com/>
- *Secret word* is an online platform designed to facilitate fun, interactive games where players try to guess a secret word based on clues given by other participants. It is often used in educational or social settings as a game to encourage teamwork, creativity, and communication : <https://secretword.com/>
- *Quizziz* is an interactive online platform that allows teachers to create and share quizzes, polls, and surveys for students. It offers real-time feedback and gamified elements, making it an engaging tool for both in-person and remote learning environments : <https://quizziz.com/>
- *The mirror puzzle* is a type of puzzle game where players must align or reflect pieces in a way that creates a symmetrical or mirrored image. It challenges spatial reasoning and problem-solving skills, making it a fun and engaging activity for enhancing cognitive abilities : <https://games.mirror.co.uk/>
- *Decipher the code* is a puzzle game where players must decode a hidden message by interpreting clues or solving puzzles related to letters, numbers, or symbols. It encourages critical thinking, pattern recognition, and problem-solving skills as players work to crack the code and reveal the secret message : <https://decipher.wtf/>
- *Garticphone* is a multiplayer drawing and guessing game where players take turns drawing prompts and then guessing what the drawings represent. The fun lies in the creative and often hilarious misinterpretations that occur as the prompts transform through each player's imagination : <https://garticphone.com/fr>

- Quizlize is a gamified quiz platform where players answer multiple-choice questions on a variety of subjects, competing against each other for the highest score. It adds an element of fun to learning by incorporating engaging visuals, timed responses, and instant feedback : <https://www.quizalize.com/>

●**Use of Artificial intelligence :**

Create videos to illustrate a topic or contextualize a game

<https://invideo.io/make/ai-video-generator/>

<https://www.d-id.com/>

<https://www.voicepods.com/voices/>

●**Use of the students devices instead of paper in class**

- Adobe Express is a user-friendly design tool that helps you create stunning graphics, videos, and web pages effortlessly. It offers a range of templates and intuitive features to bring your creative projects to life, even if you have little to no design experience : [Adobe express](#)
- Genially is a versatile online tool designed to create interactive and engaging presentations, infographics, and other visual content. It provides a range of customizable templates and features that make it easy to add animations, multimedia, and interactive elements to your projects : <https://genially.com/fr/>
- Canva is a versatile design platform that enables users to create professional-quality graphics, presentations, posters, and social media visuals using a vast array of templates and easy-to-use tools. It's perfect for both beginners and experienced designers who want to bring their creative ideas to life quickly and efficiently : https://www.canva.com/fr_fr/ (available in others languages)
- BookCreator is a digital tool that enables users to create, publish, and share interactive e-books, combining text, images, audio, and video. It's perfect for educators, students, and aspiring authors who want to bring their stories to life in a multimedia format : <https://bookcreator.com/>

13. Inclusion tools



Inclusion tools are designed to foster accessibility and participation for individuals from diverse backgrounds and abilities, ensuring that everyone has an equal opportunity to contribute and thrive. These tools encompass a wide range of technologies and strategies aimed at breaking down barriers, promoting understanding, and enhancing collaboration in various environments, from workplaces to educational settings.

Pedagogical material :

●**Tools to use with students with specific needs**

- Use of a pen-scanner for dyslexic students <https://scanmarker.com/products/scanmarker-air-pen-scanner>
- Use of adjustable volume headphones in class, for students with hearing disabilities.



14. Evaluation (from the beginning to the end)

Evaluation is a systematic process that involves assessing the effectiveness, efficiency, and impact of programs or projects, to inform decision-making and improve outcomes. By utilizing various methodologies and metrics, evaluation helps stakeholders gain insights into strengths and areas for improvement, ultimately guiding future actions and ensuring accountability.

- Auto-evaluation :

Sondage Whatsapp : <https://web.whatsapp.com/#>

Google Form : <https://www.google.fr/intl/fr/forms/about/>

FramaForm : <https://framaforms.org/abc/fr/>

Kahoot : <https://kahoot.com/>

Wooclap : <https://www.wooclap.com/fr/>

- Official evaluation (CILS, DELF, EOI....)

To prepare the exam before the D Day

DELF :

<https://www.france-education-international.fr/article/epreuves-entrainement-delf?langue=fr>

and train with test <https://www.france-education-international.fr/hub/diplomes-tests?langue=fr>

CILS :

https://cils.unistrasi.it/79/Il_sistema_di_Certificazione_CILS.htm

and train with test

<https://cils.unistrasi.it/cerca.htm?ricerca=esempio+prove+esame>

Official language schools in Spain officially certify language proficiency levels.

Train with test :

<https://sites.google.com/view/eoisaragonmuestrasexamenes>

- Evaluation of methods (for teachers)

Référentiel RECTEC :

<https://rectec.ac-versailles.fr/le-referentiel-articulation-cec/>