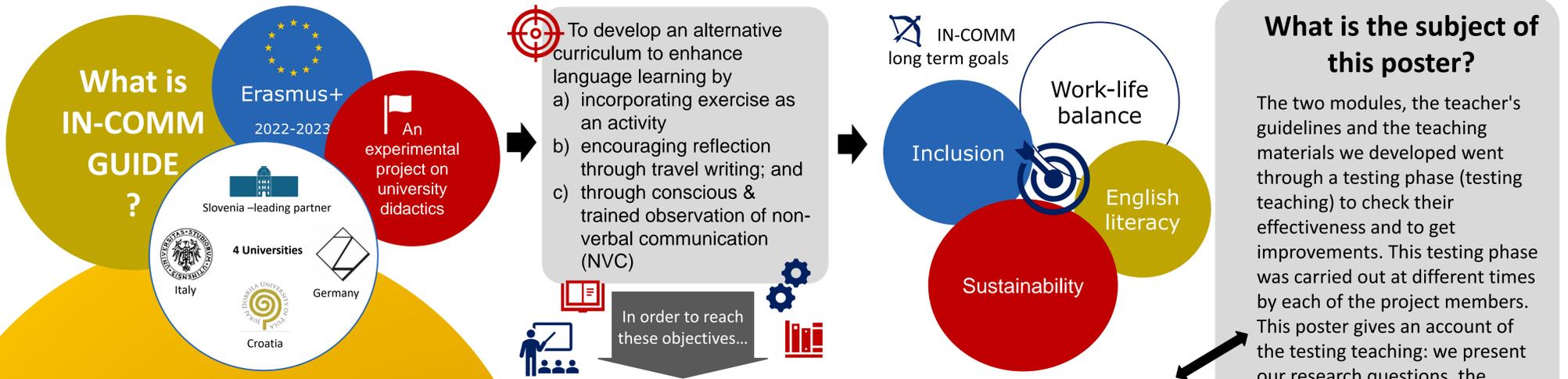


Project KA220-HED-000032006 "IN-COMM GUIDE": Testing teaching results



What is the subject of this poster?

The two modules, the teacher's guidelines and the teaching materials we developed went through a testing phase (testing teaching) to check their effectiveness and to get improvements. This testing phase was carried out at different times by each of the project members. This poster gives an account of the testing teaching: we present our research questions, the methods we used and the results we obtained.

...we have designed two free-choice modules for Bachelor's and Master's degrees. Both modules comprise teacher's guidelines and teaching materials.

Testing teaching

Research questions

How do combinations of the national groups' respective approaches (travel writing, non-verbal communication, movement and/or cultural elements) work in one and the same task? In order to answer these questions, two further research questions were proposed:

- What are the learners' perceptions of the tasks?
- What is the opinion of the learners and what can be improved in the project?

Slovenian team

19th October, 2022

A group of six 2nd year university students participated in the testing teaching. The project partners accompanied them during the test. First they walked around the city together and then the students wrote down the results in the lecture hall. The task (pre-writing, writing and post-writing activities) was based on travel writing with the inclusion of movement, NVC and issues related to the culture of the place. Students are given instructions on what to write and what elements to include in their work.

Data collecting, data analysis

The last task was followed by an oral discussion (oriented towards the research questions), which resulted in a written protocol. This text formed the basis of the data set.

Italian team

29th November, 2022

A group of 12-15 students participated in the testing teaching. They had to research online tourism-related texts of about 200 words in length. From the texts they extracted tourism-related terminology (automatic extraction using Sketch Engine was also discussed) and translated the terms or provided a translation equivalent (a descriptive sentence). The result was the compilation of a glossary of tourism terminology in Termania. The sub-field of travel writing and cultural elements were used, but also movement (as students could replace the online text and collect texts from different places), non-verbal communication could be included in the framework of the inclusion of photographic material related to different terms.

Data collecting, data analysis

The activities were followed by an online survey, in which unfortunately only three students participated. This was taken as an opportunity to adapt the evaluation method for the following Testing Teachings.

German team

04th May, 2023

Tasks related to NVC were tested. Seven students from a master's degree course and their professor took part in the testing teaching conducted by three IN-COMM researchers. Using materials provided by the sign language interpreting course, mainly earplugs, headphones and a soundproof room with a glass window, the students worked in small groups on three NVC-related tasks. First, they had to describe to their group members without spoken language where to find an envelope in the building; second, they had to spell words using the German hand alphabet; and third, they had to exchange information through the glass window.

Data collecting, data analysis

At the end of the activity there was a feedback session. The recording of this conversation is the first data collection instrument. The students then answered a written questionnaire. The data obtained in this way (text and ratings on a five-point scale) were reduced to categories⁽¹⁾, which in turn were arranged in a new text for analysis.

Croatian team

25th May, 2023

First year English students were divided into two groups. The 11-student control group followed a traditional approach to the text "Adventure Travel": individual silent reading, translation, questioning and comprehension tasks. Conversely, the experimental group of 10 students worked on the same text, but had to use an activity including movement. Students were divided into pairs who presented their part of the text to the class (standing up) while their neighbours took notes and summarised it.. This was followed by a game called "The Whiteboard Spike", which involved sprinting to identify true or false statements about the text. Finally, they completed the same tasks as the control group.

Data collecting, data analysis

After the last task, the tests were corrected and the results analysed, with the result that the experimental group performed better on average. The analysis was accompanied by a written protocol.



Results

- ✓ Tasks were found to be motivating, activating and positively challenging.
- ✓ The tasks were rated as useful for practising and improving observation, analysis, understanding writing, speaking and non-verbal communication.
- ✓ Unconventional task formats (on the move, outside the classroom) were rated as very positive.
- ✓ Self-experience and surprise effect are important for sensitisation and learning.
- ✓ Tasks are adaptable to different topics and learning levels.
- ✓ Fewer tasks should be planned per class unit.
- ✓ In order to get adequate feedback on the experience, the evaluation should be done by the learners immediately afterwards.

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