



# FACE2FACE

## TO DISTANCE

## F2F2D and Back

How to effectively transfer F2F language courses  
to online/distance form in a short time

**Course guide for  
Facilitators and Trainers of Teachers.**

[www.f2f2d.eu](http://www.f2f2d.eu)



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10 6



**Course guide for  
Facilitators and Trainers of Teachers.**



# IO 6

IO 6 - Course guide for Facilitators and Trainers of Teachers.

## IO6: Course guide for Facilitators and Trainers of Teachers.



Frame the QR-CODE or click on for IO 6

### Our Project

The project 'F2F2D and back' reacts directly to the new security situation that emerged in Europe and other parts of the world due to a rapid spread of COVID-19 disease.

An unprecedented situation in which movement and contact with other people has been and are significantly restricted. Educational institutions have closed their doors to their students, whilst simultaneously having to quickly provide them with an online alternative to in-person teaching.



One of the main implications of this development is a severe limitation of education processes, where regular courses and lessons had to be stopped for an indefinite

period since a teacher and students cannot meet each other and continue in the educational process. Some of the procedures can however be transformed to an online or distance learning mode, which enables the learning process to continue.

Among the courses and lessons currently hit severely with a health crisis, language courses possess a special position. These courses are limited not only by the lack of direct contact with the teacher, but also with the lack of options to practice and train their language skills, get instant feedback in direct communication (dialogue, group conversation, etc.). Hence, the mere transfer of knowledge that students should gather is not sufficient in these courses.



The goal of the project is to develop a conceptual framework for transformation of various types of courses into sufficient on-line/distance form. The concept is based on these premises:

- teacher will be developing distant support materials continuously during the standard run of courses
- students will use these tools to enhance their involvement in the course, repeat and deepen their knowledge and to get familiar with distance educational tools their teacher is using - in case of unpredictable absence of a student, distance/online learning tools can be used at least partially to get in touch with content of the lessons the student has missed

- in case of unpredictable absence of the teacher, students will be given links to online/distant supportive materials to keep the tempo of lessons (if they decide to use it; otherwise, they can obviously ask for a standard lesson with another teacher or to combine both)
- in an extraordinary situation when the standard teaching/learning process is impossible to maintain, distance/online tools will be used by both teacher and students to keep up with the original schedule and get ready to achieve original goals of the course.

As part of the project led by a consortium of 6 partners from Germany, the Czech Republic, Italy, Poland and Bulgaria, five intellectual outputs were prepared:

- A comprehensive roadmap of types of language courses and its transfer needs to online/distant form
- Teacher guide to available tools and methods of transfer
- Step-by-step guide for transferring courses
- Self-assessment and assessment distant tools for students, teachers and facilitators
- Course Guide for Teachers

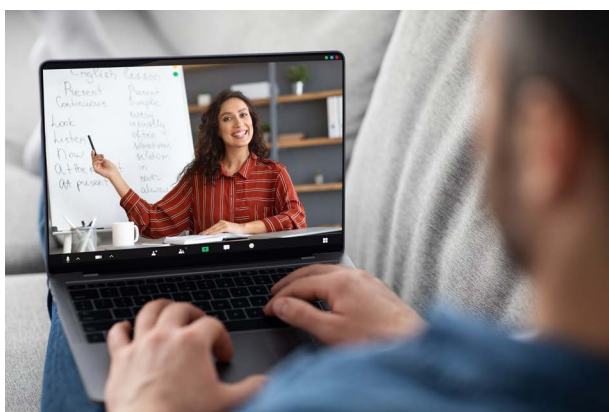
The project is thus not simply a guide to use an online tool or to transfer a course with an online tool. Rather, it offers a matrix to find out the best possible combination of tools from a variety available for a particular course, enabling the teachers and facilitators to overcome the time burden and react:

- quickly enough to not miss the students and time
- effectively, so with the selected combination of online/distance tools, the class can keep up with the original schedule
- with selecting relevant tools and methods that fit both teacher and students of a particular course



For times of standard language learning courses, the methodology will equip teachers and students with scenarios to develop distant and online support materials for language learning, which widens options to overcome absences or delays and be prepared for unexpected complications in the learning schedule.

Online education is currently a very frequently occurring term. Although online teaching is now omnipresent, both students and teachers often don't find it to be effective and satisfying. There are dozens of platforms and tools available in the online space, but it isn't easy for lecturers to choose quickly and efficiently from their inexhaustible resources and.



The project 'F2F2D (Face to Face to Distance) and back' wants to facilitate the transition to online teaching for language courses in the future.

## Target groups of the guide

Main target groups which could benefit from this Guide are:

- **Teachers (esp. language teachers)**
- **Tutors**
- **Program directors**
- **Educational program administrators**
- **NGO employees**
- **Volunteers**
- **Learners**

## Aim of the guide

In May 2019, the Education Council of the European Union adopted a recommendation on a comprehensive approach to language teaching and learning (OJ C 189). The Recommendation gives a renewed boost to language learning in the European Union and is part of the wider vision to develop a European Education Area by 2025.

In order to support language awareness in schools and vocational education and training institutions, some examples of good practice have been identified:

## Efficient and innovative teaching for enhanced language learning

- The potential of digital tools could be fully embraced to enhance language learning, teaching and assessment. Technology can massively support broadening the language offer, provide opportunities for language exposure, and be very useful for supporting those languages which are not taught in schools.
- Developing critical thinking and media literacy and an appropriate and safe use of technology can be an essential learning element in this context.
- A mix of diagnostic, formative and summative assessment can be used by teachers, trainers and learners to monitor and evaluate language development;

individual language portfolios are used to keep track of the progress.

In the years since this recommendation in 2019, the world has seen unprecedented change in which movement and contact with people has been drastically limited due to the outbreak and rapid spread of COVID-19. Educational institutions have been forced to immediately switch from in-person teaching to online alternatives which has been both complicated and often ineffective and unsatisfying for both students and teachers. In addition, given the rise in demand, there are now dozens of platforms and tools available to aid in distance learning but it can be difficult for teachers and educational institutions to identify which of these resources best fits their needs and how to use them effectively in order to get the most out of them and provide learners the best possible results.

The purpose of 'F2F2D (Face to Face to Distance) and back' is to facilitate the transition to online teaching for language learners in the future, to give teachers and educational institutions the best possible guidelines on how to identify their needs and how to choose and implement the best possible resources available in order to achieve their goals effectively and provide the best learning environment possible.

The project is divided into 4 sections:

### IO1: Transfer needs

- Identifies the key features of the most common language courses as well as the specific needs of both learners and trainers as well as obstacle which have to be overcome when transferring language courses into online courses.

### IO2: Tools and methods

- A teacher's guide outlining the most effective tools and methods of transfer available in order to enable teachers and



trainers to overcome the time burden of searching for the best resources and to react quickly in order to keep up with the original schedule of a particular course.

### **IO3: Guide for Transfer**

- A step-by-step guide for transferring particular types of courses from in-person to distance learning, specifying what needs to be done by the teachers, students and facilitators of language courses in order to have and provide a positive transition and learning experience.

### **IO4: Self-assessment tools**

- As organizations grow and adapt in the modern world, self-assessment as well as the assessment of students, teachers and facilitators is essential in order to assure the best possible results.

This guide has been developed to give a step-by-step explanation of the information contained in these four sections – referred to as outputs - and how to use them effectively in order to get the most out of them quickly and efficiently. It will contain a thorough description of each of the outputs and their relation to each other as well as a step-by-step explanation of how to use this matrix of tools to build and develop effective online/distance learning tools for a particular language course.

### **How to use the tools / outputs**

#### **IO1: Analysing transfer needs**

The full pdf version of IO1: 'A comprehensive roadmap of types of courses and its transfer needs' can be downloaded from the following link:

<https://www.f2f2d.eu/site/io1-a-comprehensive-roadmap/>

The purpose of this IO is to sum up the key features of the most common language courses, as well as mapping out the most

common and specific needs of learners and trainers when changing the language courses into on-line courses. The analysis concentrates on the particular components of each course (listening, practicing, explanation of grammar and language architecture, individual exercises, vocabulary, communication and use of active language, group tasks, etc.) and provides a detailed description of the basic types of language courses.

#### **Desk-based analysis**

Partners from various countries (Bulgaria 🇵🇹 see IO1 page 6, Italy 🇵🇹 see IO1 page 8, Poland 🇵🇹 see IO1 page 8, Czech Republic 🇵🇹 see IO1 page 9 and Germany 🇵🇹 see IO1 page 9) contributed to the desk-based analysis on language courses, in order to allow for a comparison of their findings. Specific details can be found on the above pages, though common challenges are:

- CHALLENGE 1: THE VIRTUAL SPACE
- CHALLENGE 2: THE TEACHING MATERIALS
- CHALLENGE 3: THE TEACHING DESIGN
- CHALLENGE 4: KNOW-HOW AND TIME MANAGEMENT

Some of the most popular language trends in eLearning which were highlighted in the desk-based analysis are as follows:

1. VR Learning (e.g., use VR for "visiting" other countries, hearing people talk, and learning from their examples)
2. Mobile Technologies (e.g., connect with online assistants, forcing them to ask them questions and provide replies)
3. Customized Learning (e.g., allows various apps to filter the users' unique areas of interest)
4. Social Learning (e.g., language communities where people ask questions and brainstorm together)
5. Educative Gamification (e.g., labyrinths, wars, and competitions)

6. Sample-Based Learning (e.g., analysing what a translator has done as well as learning from it)
7. Video Learning (e.g., discussing the video content with others via comments)
8. User-Generated Educative Content (e.g., using education plans developed by other learners)
9. Instant Learning (e.g., short training periods where you receive a small bit of info before focusing on another task)
10. Online Flash Cards (e.g., make your own unique online cards or download someone else's)

Overwhelmingly the findings of the desk-based analysis suggest that the effectiveness and quality of online learning depends to a large extent on the positive attitudes of teachers and their self-efficacy in the use of ICT in the learning process, highlighting the need for high standards of teacher training and preparedness.

## Focus Groups

The same 5 partners also contributed to focus groups the main aim of which was to identify the target groups' needs and point of view on the topic addressed by the project. The focus groups involved:

- Language teachers/trainers;
- Representatives of language education institutions;
- Trainees of language courses;
- NGO employees and volunteers.

Each partner was asked to give details on the challenges, the digital tools that they used, required support for teachers, the response to the digital tools and the ideal platform for their particular needs. In this guide we will highlight the most important finding from the focus groups, the full detailed analysis of the results can be found in

👉 **IO1 from page 11.**

An overview of the main findings:

## Challenges

- Lack of natural human contact; some hidden psychological distress caused by the isolation and lockdown
- Some technical problems caused by on-line providers, poor internet connection
- Some students did not have personal laptops and had to share them with their family members and the fact that all family members were at home at one and the same time, using the internet and sharing in many cases one room
- Problems with hosting more than 15 students in one online lesson
- Software and hardware issues often hindered the process that led to additional fatigue and loss of interest among students
- Alternating face-to-face and online learning was an issue
- Social and digital divide
- Lack of skills on the part of the parents, who are also sometimes unable to help their children during the classes
- Online student feedback is limited
- E-learning can cause social isolation
- E-learning requires strong self-motivation and time management skills
- E-learning is limited to certain disciplines
- Online learning is inaccessible to the computer illiterate population

## Digital tools used

- Skype
- Zoom
- Hangouts
- BigBlueButton.
- Kahoot
- YouTube
- Google Jam board / meet / classroom / forms and docs
- Microsoft Teams
- Wordwall
- Powtoon
- Sli.do

- i-d-e-e.it (provided by a language publishing house Edilingue)
- Quizlet
- Moodle
- Storydice (<https://davebirss.com/storydice/>)
- Simpleshow (<https://videomaker.simpleshow.com/de/>)
- Vyond (<https://www.vyond.com/goanimate-for-schools/>).
- Learning Apps ([learningapps.org](http://learningapps.org))
- Trixmix (<https://trixmix.tv/>)

### **Required support for teachers**

- Not all schools could provide teachers with good-quality equipment
- More technical support should be offered to both students and teachers and there should be some extra lessons or tutorials on how to use the digital tools
- The education system needs a platform that can evaluate the work of our students properly
- Teachers/trainers would appreciate some theoretical and practical introduction to some new tools
- A specific person who is only dedicated to providing information and technical support, both for us and for students and parents. The position of the technical officer should be created
- More support in planning and preparation of courses
- Support in the evaluation process of students
- Exchange of experiences with other language teachers
- Information about innovative tools and new approaches
- European aspect: It would also be interesting to gain insight into other countries

### **Response to the digital tools**

- The majority of the students feel comfortable with the digital tools as they belong to the digital era and are used to

the new technologies

- Others, however, still feel uncomfortable and uncertain which affects their performance and they need technical support and encouragement on how to work in this new environment
- With distance learning we were able to reach students from outside our city so enlarging our geographical outreach
- Students with disabilities and learning problems did not respond positively to the online courses as they need personal and tailored support
- Lack of self-motivation among students appears to be one of the primary reasons why students fail to complete online courses
- Levels of learners: Many of my learners are at different language levels. Many online resources are not suitable for beginners and have, for example, vocabulary that has not yet been taught
- Setting communicative tasks is difficult
- Many are inhibited to speak. They don't dare to speak the foreign language online
- Feedback and control: In breakout rooms it is difficult to control what is done. It is also difficult to give feedback. This means that teachers need more support from additional staff

### **Ideal platform**

- The platform should have an evaluation section to support teachers in properly evaluating students
- A platform with audio and video resources for language students to facilitate the full immersion of students in the language cultural and social contexts
- A platform for teachers should be easily to navigate, very interactive and easy to use, with useful resources
- Peer-to-peer learning with sharing of own experiences and best practices
- A platform should be mobile friendly, easy to navigate so students can also use

their mobile to attend online courses

- A platform must be standardised to be usable by different institutions like language schools and universities.
- A well-functioning blackboard, a place where I could draw grammar rules
- Clear cockpit to make the interface functional and intuitive
- Screen sharing is always a problem whether we are sharing a screen, screen window, or presentation
- The possibility of preparing and uploading videos, presentations and files to the platform in advance is extremely convenient
- There should be some kind of a repository of online/digital resources, complementary tools for teachers that would help teachers to complement traditional methods and enhance the learning experience to motivate students
- Guidelines for teachers on how to run the online course / how to use the available tools
- Exchange with other language teachers: The most interesting thing would actually be the possibility to exchange with other language teachers
- A collection of best or worst practice examples would also be good
- Not only show a collection of tools, but also give some background. E.g. where/how long was the tool used. What might you have to watch out for and where does not work.
- Information on topics such as motivation and basic technical knowledge, which are important for designing an online course, would also be helpful. In other words, to map the big picture.

## ***IO 2: Preparing teachers to quickly transfer their course to a digital environment detailing available tools and methods***


A full pdf version of 'IO2: Teacher Guide to Available Tools and Methods of Transfer to Digital Environment' can be downloaded



from the following link:

<https://www.f2f2d.eu/site/io2-teacher-guide-to-available-tools/>

**The main aim** of the GUIDE is to equip foreign language teachers with a detailed set of approaches towards the use of alternative communication channels, tools and repositories in order to facilitate the quick transfer and adequate preparation of the teachers and their courses to digital environment mainly in an extraordinary situation, when the standard teaching/learning process will not be available.

**The main target groups are:** Teachers, tutors, program directors, educational program administrators, NGO employees, volunteers and learners.

**General instructions** to the teachers on how to continuously prepare material for online courses can be found from  **IO2 page 6**. These instructions are separated according to the type of lessons and particular needs, including individual courses which are tailored for individual learners; small groups of 2-5 people working individually and as a team; large groups of more than 5 people where the emphasis is placed on the ability to communicate and specialist language courses which are designed for those that have very specific language needs and goals. The format can be **synchronous** – with live instruction, **asynchronous** with pre-set tasks and activities or **blended** – a combination of the two.

The guide also elaborates on **technology and learning needs** (from  **IO2 page 9**) where simple questions are posed in order to identify specific requirements and goals as well as **good practices** ( **IO2 page 9/10**) which proposes tips and elements to be considered in the organization of distance learning.

**Categories and how to read them** ( **IO2**



**page 12)** explains how the tools have been divided into 5 categories based on structural, objective bases, processes and needs that are identified in a course. The 5 categories, which are explained in detail are as follows:

- 1. Lesson planning, preparation and planning** – here tools are listed that will help the teachers to plan, schedule, communicate and find information and resources as well as to prepare visual material for the lessons.
- 2. Presentation, conduction and implementation** – the tools in this category concentrate on visualizations and audio processing, for example producing a video library of original animated lessons and creating personalized interactive lessons plans.
- 3. Collaboration and Communication** – this category focuses on platforms and applications which allow synchronous learning and collaboration in order to assist in creating and delivering dynamic lessons that keep students engaged.
- 4. Assessment and Feedback** – the tools in this category offer solutions to the difficulties that can emerge when trying to assess lessons and receive proper feedback, offering solutions such as interactive quizzes, polls, tag clouds etc.
- 5. Special educational needs** – here you will find all the tools used in special education with various features and possibilities for learners with limitations or disadvantages.

### **Tools and Methods (from 🖱 IO2 page 15)**

Here you will find a detailed description of various tools available for each of the above categories. Each tool is listed and described with the following details: name of the tool, category, overview and purpose, important functionalities, terms of subscription/download, official website. Details for various tools for lesson planning, prepara-

tion and creation can be found from 🖱 **IO2 page 15**, tools for presentation, conduction and implementation from page 20, tools for collaboration and communication from page 33, tools for assessment and feedback from page 48 and tools for special educational needs and other from page 57.

### **IO 3: How to transfer particular types of courses**

A full pdf version of IO3: 'How to effectively Transfer F2F Language Courses to online/distance form in a short time' the following link:

<https://www.f2f2d.eu/site/io3-step-by-step-guide-for-transferring-coursetarget-students/>

The aim of this output is to provide a methodical guide to enable the transfer of courses from face to face to distance learning as quickly and efficiently as possible, for both teachers and students.

**Types of courses** – a range of types of courses are considered so as to provide specific information relating to the type of course being transferred to distance learning. These types of courses are as follows:

1. Individual language courses (description on 🖱 **IO3 page 3**)
2. Group Language courses (🖱 **IO3 page 5**)
3. Intensive (1 year) language courses (🖱 **IO3 page 6**)
4. Corporate (specialized) language courses (🖱 **IO3 page 7**)

A **checklist including preparatory steps for moving courses online** (🖱 **IO3 pages 8 - 10**) suggests details to consider prior to transferring courses. The main steps are as follows:

- Who is your audience?
- Course length / time frame
- Course objectives / what do you want to

achieve?

- Learning activities
- Assessments

A detailed description of the various stages of the planning process is given in the **Guide for teachers and facilitators** (👉 **IO3 page 11 - 16**). This guide goes into detail on each of the following areas:

- Plan from the beginning
- Review your existing syllabus
- Rethink the structure and content of your course
- Reconfigure course formats
- Reimagine your assessments
- Redefine classroom community and student engagement for online
- Select technology and digital tools based on online teaching and learning needs

A four step plan for transferring courses is provided in the **tips for the transition / online teaching tools and methods** section (👉 **IO3 page 17**) these steps are described in detail and are as follows:

- **Step 1:** PLAN, PREPARE AND CREATE
- **Step 2:** PRESENT, CONDUCT AND IMPLEMENT
- **Step 3:** COMMUNICATE
- **Step 4:** GIVE FEEDBACK

A specific in depth plan is then provided for each individual type of course and should be consulted according to specific course requirements. These plans can be found on the following pages of the output:

- Individual language course 👉 **IO3 page 10-22**
- Intensive language course 👉 **IO3 page 23-25**
- Group language course 👉 **IO3 page 26-28**
- Corporate (specialised) language course 👉 **IO3 page 29-31**

See the final pages of the output for FAQ



**IO 4: How to assess the quality of distance education**

Further information on IO 4: 'Self Assessment tool for students, teachers and facilitators' can be found at the following link:

<https://www.f2f2d.eu/site/io4-self-assessment-and-assessment-tools/>

As a non-traditional mode of teaching, quality control has always been and will continue to be a main concern around distance learning. This final output has a range of questionnaires and reports aimed at assess-

ing the overall quality of lessons in order to maintain a high level of education.

**Who is this output aimed at?**

This output is addressed to: students, teachers, facilitators, education providers and customers (those ordering courses for learners).

The following table provides some of the main indicators and data = necessary for the evaluation of a language school's performance:

Type of data	Type of data	Source	Tool
<b>Financial data</b> (income vs costs)	Quantitative	Montly, quarterly, yearly financial reports	IT system
<b>Organizational structure</b> (effecacy of organizational structure)	Qualitative	Organizational chart vs procedures	---
<b>Employee satisfaction</b> (administrative and teaching staff)	Quantitative	Employee absences, employee, the remuneration system	Online / paper form
<b>Clients satisfaction / user experience</b> (students / customers)	Qualitative	Questionnaires, informal conversations	Online / paper form
<b>Promotion rate</b> (number of students who passed fort the next year vs all students)	Quantitative	Lesson journals, class reports	---
<b>Dropout rate</b> (number of students who passed for the next year vs all students)	Quantitative	Lesson journals, class reports	---
<b>Students' achivements</b>	Quantitative	Class reports, students marks, portfolios	---
<b>Monitoring of media</b> (f.e. social media)	Quantitative Qualitative	f.e. Brand24 (polish service), FB statistics	---
<b>Course recruitment</b>	Quantitative	Number of signed agreements each year	---
<b>Monitoring of graduates</b> (students who passed external exams vs all that took them)	Quantitative Qualitative	Lists of the questionnaire	---

## **How can the output be used?**

The intention of this output is to provide the tools for collecting feedback on those issues that have not been previously assessed in order to address the challenge of online learning and guarantee the best possible results. Some of the main issues addressed are as follows:

- How to control the learning process if you do not have students in the classroom?
- How to measure a student's progress if you know that they may try to cheat (copy text, check the result, consult with each other, etc.)?
- How to keep students' attention and good energy level through the whole year of online learning?
- How to be consistent with the programme, switching from traditional to online and backwards?
- How to deal with the quick change of the course format?
- How to minimise risks of students' drop out and discouragement

## **What is included in the assessment set?**

**The Assessment Set can be downloaded as a compressed zip file, and includes:**

- 1. Five ready to use questionnaires (Q=questionnaire):**
  - a. Q1 – Students' Needs and Expectations (students)
  - b. Q2 – Semester evaluation (mid-term)
  - c. Q3 – Course/Semester evaluation (final)
  - d. Q4 – Language School Self-evaluation (institution)
  - e. Q5 – Self-evaluation Template (student)

## **2. Questions bank (excel file)**

The question resource bank is meant to help teachers, trainers and facilitators to design the questionnaires which will fit their individual needs.

## **3. Coding matrix (excel file)**

Since provided questionnaires are delivered by the consortium in pdf file, they are meant to be used printed.

## **4. Report Templates (Q1, Q2, Q3, Q4)**

(doc files). Report from each survey is crucial for the management of the school.







**A comprehensive roadmap  
of types of courses and its  
transfer needs**

## ***IO1: A comprehensive roadmap of types of courses and its transfer needs***



*Frame the QR-CODE or click on for IO 1*

### ***Introduction of Intellectual Output***

In IO1 all partners produced a study, a roadmap summing up the key features of the most common language courses, grouped in a modular way in order to be treated separately and in combination among them, together with the map of the most common and the specific needs of learners and trainers, obstacles, habits and behaviour of the target groups in the perspective of changing the language courses into online courses.

The roadmap analyses in detail which parts of it to transfer and how to keep the learning tempo and effectivity and to minimise a potential delay in time and learning process. This analysis concentrates on particular components of each course - listening, practicing, explanation of grammar and language architecture, individual exercises, vocabulary, communication and use of active language, group tasks, etc. - and provide a detailed description of the basic types of language courses. The modular approach of the roadmap represents a facilitation in terms of product transferability, which can be easily applied in various contexts, even if only by simply joining the modules in a different way, or by applying the same study

and mapping technique in different thematic contexts. PRISM Impresa sociale srl (Italy) coordinated the activities of this Output in cooperation with a researcher per partner in charge of conducting the study and analysis at national/local level. PRISM designed the analysis tools (such as questionnaires, analysis plan, Focus group guidelines, methodologies of implementation) and the focus groups taking into account the suggestions from all partners. Before carrying out the research the questionnaire and focus groups guidelines were translated into all partners' languages.

The data collection was carried out by all partners in their respective countries. The results of national researches were sent to PRISM which collected the data from each country and analysed the data taking into consideration remarks from all partners. Finally, PRISM (with the support of all partners) identified the needs of the target groups and produce a report with results of the work package. PRISM also monitored and evaluate the progress of activities carried out by each partner to make sure that the aims of this project phase and the objective of this output were achieved on time and with highest quality standards.



The Intellectual Output was divided in different phases which brought to the creation of the final version of the IO in a publication edited by PRISM called "IO1, A comprehensive roadmap of types of courses and its transfer needs". It is a map summing up the key features of the most common language



courses, together with the map of the most common and specific needs of learners and trainers, habits and behaviour of the target groups in the perspective of changing the language courses into on-line courses. The analysis concentrates on particular components of each course (listening, practicing, explanation of grammar and language architecture, individual exercises, vocabulary, communication and use of active language, group tasks, etc.) and provides a detailed description of the basic types of language courses. The IO was divided in 5 sub-activities which contributed to the achievement of the final results. The final report contains the analysis of the collected findings:

***O1-A1: Preparation and creation of the target group's and stakeholder's engagement plan.***

The plan was created as guidelines for a common approach in the identification, research and mapping of the target groups and stakeholders. It was a procedural document. (In all partner languages + English)

***O1-A2: Mapping of the stakeholder's and agreements.***

Every partner listed, according to the instructions provided by the target group and stakeholder engagement plan, the potential stakeholders and target groups operating in their territories. Moreover, specific agreements ensuring their involvement were prepared and signed between project partners and stakeholders/target groups.

***O1-A3: DESK-BASED ANALYSIS on Language courses.***

Preparation and sharing of the tools, aims and approaches defined in the analysis among the partners. A particular attention was given to the investigation of the key aspects of the language courses (such as listening, practicing, explanation of grammar and language architecture, individual exercises, vocabulary, communication and use

of active language, group tasks. These aspects were analysed separately, but also in a modular way, taking into account the possibilities of combination of them, leading to various basic types of language courses.

***O1-A4: Focus groups (FGs) with target groups and stakeholders.***

FGs helped to shape the form of the output. The agenda of the focus groups was communicated beforehand in Skype meetings by the PRISM, the output leader. Special questionnaires were also prepared by PRISM and used in the FGs. Several Skype meetings with the participation of all partners were held in order to define in detail the methods applied and set the structure and specific content of the FGs. PRISM proposed a draft that was revised by the partners. The FGs involved:

1. Language teachers/trainers
2. Representatives of language education institutions,
3. Trainees of language courses,
4. NGO employees and volunteers.

Participants were selected, taking into account their interest in the topic of the project and their value as target group. The aim of the focus group was to identify, directly from the target groups, their needs and their point of views on the topic addressed by this project. The results of the Focus Groups and analyses were discussed and a common approach for the structure and systematization of the data was adopted. A report on the findings of the focus groups was produced.

***O1-A5: REPORT OF THE ANALYSIS.***

The final report by PRISM collected all necessary information collected during the previous activities. It is both a public and an internal document that is used to comprehend the needs and constraints of the target groups and specific problems, and to shape the following outputs of this project.



## Who is this output aimed at?

At the very beginning of the project, every partner (on the basis of a stakeholder engagement plan) mapped on its territory all the potential stakeholders. Stakeholders were divided into different categories (teachers, language education institutions, NGO employees and volunteers) and a part of them were used as the target group of the project.

Through the implementation of local focus groups involving representatives of every identified category of target groups and stakeholders, this intellectual output was created, in accordance to the needs, ideas, feedback and contributions taken from the participants involved and experts in language courses. This product can be useful for language teachers, language schools and institutions, NGO employees and volunteers working with foreign languages.

## How can the output be used?

The final report on IO1 is helpful for teachers, students, organisations / facilitators for each type of course to understand their training needs and transfer mode from face-to-face to online language courses. In particular, the contents of the final report on IO1 feature some important tools for teachers, students, language schools, NGO working with languages:

- A desk-based analysis on language courses: a compared analysis from all

partner countries collecting literature review and case studies on best practices of successful transfer from face-to-face to distance learning;

- Main findings from the focus groups with target groups and stakeholders in Italy, Poland, Germany, Bulgaria exploring the training needs of the different target groups;
- A description of the basic types of language courses;
- A map of the most common and specific needs of learners and trainers of language courses.

This report on IO1 is a helpful resource for those who want to investigate the training needs of teachers and learners when transferring a language course from face-to-face to online/distance mode. So, if you want to discover which tools or skills are necessary to be developed in language teachers or students, this intellectual output is what you need to read.

## What is the relationship / link with the other IOs?

Based on the results of desk-based analysis and focus groups meeting held under IO1, all the other IOs were developed and the results of IO1 guided the process to create IO2 and IO3.

The base of IO2: Step-by-step Guide is the summarization of the key features of the



most common language courses, grouped in a modular way in order to be treated separately and in combination among them, together with the map of the most common and the specific needs of learners and trainers, obstacles, habits, and behaviour of the target groups in the perspective of changing the language courses into online courses.

Types of courses covered in the Step-by-step guide:

- Individual language course
- Group language course
- Intensive (1 year lasting) language course
- Corporate (specialised) language courses

The matrix of IO2: Step-by-step Guide, taking into the consideration the definition of the language courses from IO1, has been filled with defined methods, tools and software that can be used for transformation of courses or its parts to online/distance form. The tools defined in this matrix (such as Zoom, Skype, H2P, Moodle, podcasts, etc.) have been defined according to variables such as accessibility (free / not free), hardware requirements, level of difficulty to work with, user friendliness for different type of users (younger / older groups etc.) and then assessed from the point of their feasibility for various types of courses transformation (according to the types of courses defined in IO1).



### Elements / Keys of innovation

The approach used by the consortium represents an innovation in perspective of the transfer of the language courses into online environments, as the modular mapping of each single language course features represent a new application in this field. A complex overview of the types of language courses contains a detailed characteristics of common language courses provided by language institutions:

- audience (type of students - youngsters/ adults, natives/foreigners, etc.)
- intensity (daily, evening, online, distance, etc.)
- usual goals (exam/permission to stay/ work/etc.)
- methods of teaching and learning
- methods of transfer (distance learning, online learning, etc.)



# WEBINAR

10 2



**Teacher guide to  
available tools and methods  
of transfer**



## **IO2: Teacher guide to available tools and methods of transfers**



*Frame the QR-CODE or click on for IO 2*

### ***Introduction of Intellectual Output***

As part of the project F2F2D the results the IO2: Teacher guide to available tools and methods of transfer introduces the researches and collaboration of the consortia directed in identification and categorization of adequately fitting tools that will facilitate and can assist determination of the best possible combination of tools from a variety available for a particular course, enabling the teachers and facilitators to overcome the time burden and react quickly enough to not miss the students and time, effectively, so with the selected combination of online/distance tools, the class can keep up with the original schedule, selecting relevant tools and methods that fit both teacher and students of a particular course.

The aim of the Teacher Guide to Available Tools and Methods of Transfer is to equip foreign language teachers with a detailed set of approaches towards the use of alternative communication channels and repositories, thus preparing teachers how to quickly transfer their course to digital environment during an extraordinary situation, when the standard teaching/learning process is not available.

The Guide and its content can help the main target groups to choose more flexible and

tailor made approaches and tools to meet the needs of the learners and the teachers despite the format of the training course. The new paradigm and the challenges that the nowadays education and training are meeting in the domain of the adult education is taken in consideration within the elaboration of the input.

The project reacts directly to the new security situation that emerged in Europe the new realities that we are facing every day. The dynamics of the daily life nowadays also unpredictable situations that happen are requiring even more the availability of materials and organized theoretical and practical support for the adult language education and training that are to support them in meeting the limitations in the education processes, where regular courses and lessons had to be stopped for an certain period due to the fact that a teacher and students cannot meet each other and continue in the educational process.



With this Guide the partners are contributing generally for supporting the language teacher and learners for provision of groundwork frame for the teachers to enable and support them with the development of distant support materials continuously during the standard run of courses. The guide also allows adequacy for the students in order to be able to use these tools to enhance their involvement in the course, repeat and deepen their knowledge and also to get fa-



miliar with distance educational tools their teachers are using. Another aspect that the document covers is the possibilities for occasional and flexible possibilities for involvement in a course despite the placement and circumstances on the students and teacher's part.



### *Who is this output aimed at?*

The Guide is part of the project materials and outputs and is to serve specific target groups, thus it is an open educational resource and can be used freely by general public. Within the frame of the project it is Intellectual output N2 (IO2).

The main target groups of the GUIDE are **foreign language teachers and learners**. However with its set of approaches, communication channels, tools and repositories, digital environments, the IO2 is intended **for trainers, tutors, program directors, educational program administrators, NGO employees and volunteers**.

Developed under international cooperation the Guide reflects tools and approaches used on EU level. Its availability in all partner languages will make it easily transferable to new countries but also across sectors (HEIs, SMEs, etc).

### *How can the output be used?*

The guide takes in consideration and elaborates specific and important elements that are to support the main target group of teachers in preparatory work that is done for organizing and planning, as well as conducting their trainings and lessons. Bearing in mind that the process of adaptation and planning of a language course that is to be conducted in a changed environment may be overwhelming especially if the idea is to move the traditional lecture or discussion to course online but also combining the advantages to online teaching is a circumstance which serves as a base of the Guide.

The Guide uses definitions and characteristics that are essential base for the general learning and translates them in online context.

Proper planning and forming of the course content and activities should firstly have clearly defined target group. As the Guide is specially aimed at language courses and training, definitions of the different types of language courses, based on the number of participants is elaborated (Individual, Group (2-5 people), Large Group (more than 5) and Special/specialist language courses) and introduces with its specifics.

The Guide also includes recommendations regarding the following elements: Format, Technology and learning needs and some Good practices in the form of advices. The Guide also contains recommendations for best strategy and online tools for interaction. The selection of the proper strategy for transferring entirely or partially a language course despite the above mentioned is also dependent on the pallet of tools that can be used in a specific course as well as the familiarity of the existing tools.

The main findings and outcomes regarding the existing tools which can be applicable in the language learning in a F2F, distant or blended environment were categorized for easy orientation and selection. The categories in the Guide are 5, and are as follows:

## ***Category 1 - Lessons planning, preparation and creation***

The tools that are included in this category are with main functionality to help the teachers plan, schedule, communicate, and find information and resources as well as to prepare visual materials for the classes and lessons.

## ***Category 2 - Presentation, conduction and implementation***

The tools under this category are elaborated to support the usage and preparation of tailored different types and formats of materials that are to support and facilitate the learning process.

The tools under this category are also allowing interaction and sharing while some of them are also supporting small repository space for cloud storage. Here teachers and students can find possibilities to create documents, videos, interactive outputs, but also ready content which will not need adaptation.

## ***Category 3 - Collaboration and communication***

The online organization of the learning process requires proper means and under this category tools that allow distance cooperation and communication are gathered and described. It includes environments, boards and collaboration instruments, some of which can equip fully the communication during a class and others can be separately or additionally to the main platforms for transmitting knowledge and real-time communication.

## ***Category 4 - Assessment and feedback***

In the overall educational process the assessment is essential. However the distance learning makes the direct contact and observations harder than it is in the physical and face to face one. The selected tools under this category are supporting the teachers and learners in this process with pallet of instruments with different potentialities which can be applicable to different situations depending on the needs.

## ***Category 5 - Special educational needs and others***

In this category are gathered all tools that can be used in the special education in the sense that they are profiled in a certain way for a specific topic, have features and possibilities for being applied with learners with limitations or disadvantages, but also are allow more self-oriented learning and gamification that makes them broader.

General instruction to the teachers how to continuously prepare materials for the on-line course during the standard running of the course, so as to have some elements ready in case of situation disrupting the normal F2F educational process such as disease outbreaks, conditions of extreme weather, etc. is additional part of the guide in "how-to" tutorial video format.

## ***What is the relationship / link with the other IOs?***

The content and the Guide is a practical and theoretical combination that is on one hand related to the main findings, discovered and confirmed with the research and Roadmap of types of courses (IO1) taking in consideration the needs and experience extracted during the elaboration of the Roadmap. The tools, categories and approaches of the Guide are based on the feedback of the practitioners and desk research findings.

IO 2 is also to serve as a base for the elaboration of IO 3 Step-by-step guide for transferring courses. The Step-by-step guide will be organisational matrix developed which will step on the proposed tools in the IO 2.

IO 2 is also related to IO 6 of the project - Course Guide for Facilitators and Trainers of Teachers where the main information will be used as part of the Course.

### *Elements / Keys of innovation*

Additional value of the Guide is the possibility that it gives to present focused set of tools that are oriented primarily to the language learning. The categorizations and the format of the Guide will help the teachers for better orientation and proper selection of tools that they can use in their teaching process in either of the F2F, distant or blended format.

As a part of IO2, the consortium will prepare a short "how-to" tutorial regarding educational videos, where teachers explain a content of each lesson and related grammar and vocabulary. The video will serve as a practical step-by-step guide and will illustrate in practice the tips provided in the Guide.

Transitioning to teaching remotely in a disrupted environment is a big challenge for any educational institution. IO2 provides support to teachers in moving elements of a face-to-face course online to maintain teaching continuity through disruptions efficiently by providing a realistic look at what learning outcomes are achievable via the different available tools. The Guide can also support different kind of processes that are related to the language learning and teaching. The categories of the tools are giving rather comprehensive purposes and cover all general aspects of the teaching-learning process.

CATEGORY

1

**Lessons  
planning,  
preparation  
and creation**

CATEGORY

2

**Presentation,  
conduction and  
implementation**

CATEGORY

3

**Collaboration  
and  
communication**

CATEGORY

4

**Assessment  
and feedback**

CATEGORY

5

**Special  
educational  
needs and others**







**Step-by-step guide  
for transferring courses**



# IO 3

## IO 3 - Step-by-step guide for transferring courses

### IO3: Step-by-step guide for transferring courses



Frame the QR-CODE or click on for IO 3

#### Introduction of Intellectual Output

In this output, the consortium prepared a methodical guide on how to transfer the language course into online/distance form in case of need, so that the level of learning and support would remain roughly the same and the students with the teachers would not lose much time in their education process. The organisational matrix developed here considers both IO1 A comprehensive roadmap of types of courses and its transfer needs and IO2 Teacher Guide to available tools and methods of transfer. In this output, the consortium prepared a detailed scenarios / paths for different types of courses, student groups and teacher goals.



A key factor of the transfer is – beyond the fact that the learning process has to be acceptable for all involved and effective – the possible pace of transfer processes, e.g., the amount of time needed to do the transformation. If the transfer is fast, the lecturer as well as the students are not losing time, which also means the lecturer is not experiencing delays in his / her income, the facilitator is not being forced to adjust its income and the students are not getting into time stress because of e.g., less time to prepare for an exam they want to pass, lose a visa / permit to stay in the country, etc. The Step-by-step Guide is explaining in detail how to transfer particular types of courses and specify what has to be necessarily done on the level of teacher, students, and organisation / facilitator of the language courses. Each Step-by-Step scenario then covers a particular type of course, type of student's group, course format etc. The scenarios are prepared both in the form of written text (manuals) and in the tutorial PPT video.

#### Who is this output aimed at?

Students and teachers of language courses, facilitators of language courses (language centres, university, NGOs working with foreigners / migrants, etc.), stakeholders / customers (companies, parents, students themselves), regional and state authorities and policy makers in the field of education.

#### How can the output be used?

Step-by-step Guide itself offers the matrix, the specific combination of the best methods and the instructions for teachers / facilitators how to continuously prepare materials for the online course during the standard running of the course over a set period of time and in the normal setting. Step-by-step Guide explains in detail, how to transfer particular types of courses, e.g. what has to be necessarily done on the level



of: teacher, students, organisation / facilitator for each type of course (see described above).

At the beginning of the process the consortium prepared a working version of the matrix that combined all types of courses and its parts, as defined in IO1, with identified and described tools for transformation of courses and its parts to the online / distance form, as defined in IO2. In the first phase, the framework for future matrix was designed. Similarly, there was a form developed for a step-by-step manual for transformation of courses into online / distant form.



Based on the results of desk-based analysis and focus group meeting held under IO1, the matrix was filled with basic defined types of courses and with defined methods, tools, and software that can be used for transformation of courses or its parts to online / distance form.

Once the matrix was filled with data from both IO1 and IO2, the consortium started working on the development of transformation scenarios for various types of courses, groups of students etc. The final version of the scenarios has been uploaded to the matrix. Moreover, the matrix will remain open for the development of other scenarios for other types of courses, so anybody who would be interested in the development of the open/distance version of the course, can work with the forms and methodology developed in this project.

## ***What is the relationship / link with the other IOs?***

### ***Types of courses***

The base of the Step-by-step Guide is the summarization of the key features of the most common language courses, grouped in a modular way in order to be treated separately and in combination among them, together with the map of the most common and the specific needs of learners and trainers, obstacles, habits, and behaviour of the target groups in the perspective of changing the language courses into online courses. A complex overview of the types of language courses contains a detailed characteristics of common language courses provided by language institutions. It contains: the short description of the course, structure of the curriculum, method of learning, number of students in the group / individual course, intensity, level(s) of knowledge of the taught language, information whether the content of the course is specialised or general and evaluation methods. Based on the results of desk-based analysis and focus groups meeting held under IO1, the matrix has been filled with basic defined types of courses. This information is to be used further to define a particular route for transformation of the course to online/distance course. Types of courses covered in the Step-by-step guide:

### ***Individual language course***

Tailored for individual learners who want to improve their language skills. Language schools can put together a language course that suits a single person and his/her schedule. For example, a student can choose a course spread out over several weeks, one that's short and powerfully effective or a blend of days and online lessons. There are many ways to achieve the learning goals of an individual so individual courses are designed to fit one's needs in terms of time and availability.

# IO 3

## IO 3 - Step-by-step guide for transferring courses

### **Group language course**

The group of students (more than 2) assigned to jointly attend a language course of certain language and its level (CEFR). Group language course for public usually takes time once a week (60- or 90-minutes lasting sessions) and between those lessons participants are home-studying from the materials assigned by language instructor. Courses are usually designed for one (school) year to get from the certain level of language knowledge to another (A1 – A2, etc.). Depending on the difference between individual goals, it is sometimes advisable to replace some group lessons with private lessons. Before the training, language teachers conduct a consultation with each participant to determine the level and learning objectives of the individual participants.

### **Intensive (1 year lasting) language course**



Target group of intensive language courses are usually foreigners seeking for study visa in foreign country or postgraduate students who are not going to the university but need to / want to prolong their student status with all its benefits. Intensive language courses are also great for anybody who wants to have a daily contact with taught language and want to get to certain level of knowledge in a short period of time. Intensive language courses are accredited by ministry of education and are designed for certain amount of hours / week (usually few lessons each working day) and course attendance is for assigned students mandatory.

After a diagnostic test and an individual interview, students are assigned the most suitable group course for their needs. The group evolves together during the course and explores various language contexts through role-playing, problem-solving and decision-making all in a sociable and interactive way.

### **Corporate (specialised) language courses**



Corporate language courses range from very different sectors and are designed for those who have very specific language needs and goals. The key focus of corporate specialised courses is to develop the students' industry-specific lexis, technical vocabulary, and language skills relevant for a particular professional sector. As a doctor, for example, it is critical that the medical language you use is accurate at all times. Across all industries there is a jargon that pertains to specific roles and jobs, and knowledge of a sector-relevant jargon is often a pre-requisite in completing tasks to the best of one's ability. Corporate courses are very specific: the 3rd side is entering into the learning process, which is the employer who is usually paying for the courses for her/his employees. This fact is often taken into consideration while setting the goals of each student / group and subsequent evaluation.

### **Types of Tools**

The matrix of Step-by-step Guide, taking into the consideration the definition of the language courses from IO1, has been filled with defined methods, tools and soft-

ware that can be used for transformation of courses or its parts to online/distance form. The tools defined in this matrix (such as Zoom, Skype, H2P, Moodle, podcasts, etc.) have been defined according to variables such as accessibility (free / not free), hardware requirements, level of difficulty to work with, user friendliness for different type of users (younger / older groups etc.) and then assessed from the point of their feasibility for various types of courses transformation (according to the types of courses defined in IO1).

The tools are divided into the following categories:

- **Category 1:** Lessons planning, preparation and creation
- **Category 2:** Presentation, conduction and implementation
- **Category 3:** Collaboration and communication
- **Category 4:** Assessment and feedback
- **Category 5:** Special educational needs and others

As a part of IO2 Teacher guide to available tools and methods of transfer and IO3 the Step-by-step Guide the consortium prepared a "how to" video tutorials.

### ***Self-assessment and assessment tools for students, teachers, and facilitators***

The matrix of IO3 Step-by-step guide contains the results of IO4 and its aim is to control the quality of the learning process on the side of teachers, students and customers as well as the smooth organisation of the online/distance course, so also on the education provider side. Evaluating learning activities is crucial for both self-paced and facilitated online courses. Evaluation allows its users to assess learners' progress, the quality and effectiveness of the course, and improve future learning activities and content.

### ***Elements / Keys of innovation***

The Step-by-step guide serve as a manual for teachers and lecturers, how to prepare their lessons in online/distance form for students:

- Effectively, so the lessons and exercises will follow the original study plans of standard courses
- Efficiently, so the students will be able to cope with the change of the system and make sufficient progress similar to the planned steps in standard learning process
- Quickly, so the teacher will be able to prepare the transferred lessons in short time after the need to change arises

The biggest innovation of the Step-by-step guide is its complexity and thorough description of suitable learning paths for specific types of courses, students, types of courses, methods of learning, goals, groups etc. associated with a step-by-step methodology for each course, which will enable the teachers to transfer the course smoothly and effectively according to the proven manual, without the need to go over all methods and tools possible and actively trying to use some of them, while trying to find a suitable combination in the process and losing a precious time.



The methodology as well as the forms developed (including the matrix which serves as an advisory material for a teacher about what tools to use and how to combine it to meet needs and targets of a particular group of students) can be used and replicated freely by any of language teachers around Europe and the world in the future.







## Self-assessment and assessment tools for students, teachers and facilitators

## IO4: Self-assessment and assessment tools for students, teachers and facilitators



Frame the QR-CODE or click on for IO 4

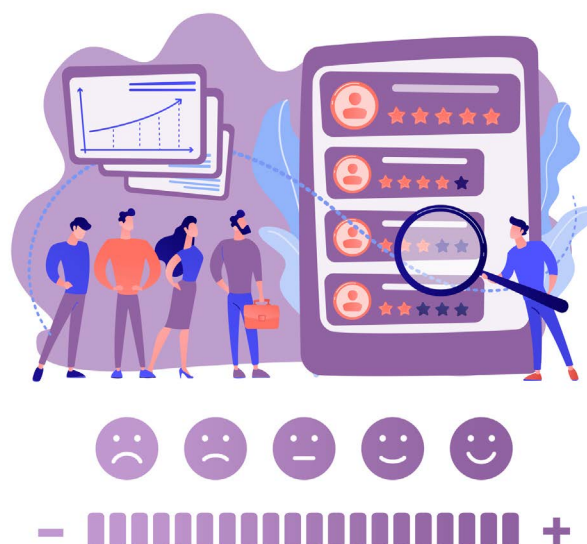
### Introduction of Intellectual Output

Distance education has grown exponentially over the last years and the current pandemic crisis additionally enhances its very important role for the European scientist in some specific situation that individuals may find themselves in. As a non-traditional mode, quality has always been and will continue to be a main concern around distance education. **How to know the quality of distance education is assured?** This is especially important in the case of organizations that were not born to offer purely distance education but so far they have been used to standard way of class-based teaching.



The shift requires paying attention to all stakeholders taking part in the education offer being supplied with the use of distance education mode: learners, so the us-

ers (they are in the centre of this process), trainers, organisations offering the education and the customers, as not always the users are the customers. For example in case of younger students (users) it's usually the parent (customer) who takes the decision on selecting a certain distance education provider. The same in case of business courses ordered by organisations interested to improve the language skills of their employees. Although they do not participate directly in the educational process, they are very keen to receive the highest quality and be well informed about that, based on the evaluations and quality checks done by the organisation.



This output will deal with the issue of how to control the quality of the learning process on the side of teachers, students and customers as well as the smooth organisation of the online/distance course, also on the Edu provider's side. Evaluating learning activities is crucial for both self-paced and facilitated online courses. Evaluation allows its users to assess learners' progress, the quality and effectiveness of the course and improve future learning activities and content.



### Who is this output aimed at?

This output is addressed to: students, teachers, facilitators, education providers, customers (those ordering courses for learners). Since the title of this output includes only three of them: students, teachers and facilitators, the partnership focused on them. It is connected also with the fact that there is no strict demarcation between the terms: facilitator and education provider in the context of language courses.

### How can the output be used?

For any educational institution it is important to incorporate multidimensional evaluation of its performance. Every institution monitors its performance taking data from different sources, on this basis the managerial decisions concerning its offer are usually taken. Find below the table with only some suggested indicators and data necessary for the evaluation of language school performance.

This output did not intend to develop tools for entire multidimensional evaluation, it concentrated on a pure learning process extracted from institutional background. The intention was to provide the tools for collecting feedback on those issues (out of the entire list) that have not been measured online before. They are very important from the perspective of the challenges that teachers and students face during distance learning:

- How to control the learning process if you do not have students in the classroom?
- How to measure a student's progress if you know that they may try to cheat (copy text, check the result, consult with each other, etc.)?
- How to keep students' attention and good energy level through the whole year of online learning?
- How to be consistent with the programme, switching from traditional to online and backwards?
- How to deal with the quick change of the course format?
- How to minimise risks of students' drop out and discouragement

### What is the relationship / link with the other IOs?

Very often we experience the myth attached to eLearning evaluation which says that it is done typically after the course is completed but this is not right. Evaluation can and should occur in various stages of the program such as:

- before the on-line course begins, with the aim to understand learners/customers' needs, leading to the assessment of the program to efficiently plan the e-learning process
- during the e-learning process, formative evaluation procedures to ensure constant improvements needs to be undertaken
- after the on-line course is complete, summative evaluation should be done primarily to determine the outcomes and plan improvements for the future.

Evaluating learning activities is crucial for both self-paced and facilitated online courses. Evaluation allows its users learners' progress, the quality and effectiveness of the course, and improves future learning activities and content.

This output will be an important element of the F2F2D project offer.

## Elements / Keys of innovation

The distance and online programmes are complex and depend on several types of aspects: technological, organizational, planning etc. Despite being different from traditional call-based ways of providing and receiving education, distance learning is subject to the same need of assuring the educational wellbeing for students as any other form of learning but the specific factors taken into consideration will differ. Various factors are taken into account in the design of this project, including the psychic state of mind of all course participants; an extraordinary situation they have appeared in and that had them to turn towards distance education can have a serious impact on their ability to continue in their study and achieve the same level of effort continuously. However the set of control mechanisms will regularly check the progress and also offer some corrective measures and adjustments if the course organisation is not fulfilling its goals and delivering expected outcomes.







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How to effectively transfer F2F language courses  
to online/distance form in a short time

## Course guide for Facilitators and Trainers of Teachers



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