

Workshop:

The storyline approach in foreign-language training

The storyline method has been used internationally and almost exclusively in core subjects where the mother tongue is spoken - for example in social studies at elementary schools or in history or geography classes in middle schools. The workshop presenter has used this approach with tremendous success in foreign-language teaching for over 10 years.

The "storyline" should be seen as:

- A student-oriented method for task based foreign-language learning.
- A method to facilitate the transition from the primary to secondary level

The method is based on the curriculum planned by the teacher and provides opportunities to enhance the pupils' language learning experience including their individual interests and ideas, for example: business – products – going shopping – practising sales dialogues – formulating complaints. The “key questions”, posed by the teacher, enable the learners to make a significant contribution to the development of the story, consequently assuming ownership. The learners gradually design a story based on their prior knowledge and creative ideas to try out the target language.

The storyline approach does not require the use of textbooks. The task is not to work rigidly through a chapter or the curriculum which has been prepared along didactic lines and certain methodological approaches, but rather to encourage creative designing, planning, intellectual engagement, language hypotheses and accuracy – active learning.

In Storyline it is not just the teacher who ask the questions, but rather the pupils themselves. There are questions with no right or wrong answers – but there are open questions “key questions” that require pupils to draw on a variety of sources to make an appropriate response. The pupils learn.

The learners can visualise their results in a wall frieze. Presentations, written products as well as tests provide opportunities for evaluation.

The language competence of a Storyline class should be equal to or even better than that of a class taught in a more conventional way.

Food for thought

Language learning is a complex process.

Language learning follows a certain acquisition order.

Errors are valuable.

The more restricted the input the better the output.

Language learning is understanding messages.

Prior knowledge hinders the learning process.

What storyline is and what it is not

Storyline is	Storyline is not
<ul style="list-style-type: none"> ▪ Storyline is an alternative teaching method for the language classroom. 	<ul style="list-style-type: none"> ▪ Storyline is not new.
<ul style="list-style-type: none"> ▪ Topic oriented (within the curriculum) 	<ul style="list-style-type: none"> ▪ Storyline is not grammar oriented.
<ul style="list-style-type: none"> ▪ Learner oriented 	<ul style="list-style-type: none"> ▪ Storyline is not course book oriented.
<ul style="list-style-type: none"> ▪ Task based 	<ul style="list-style-type: none"> ▪ Storyline is not giving meaningless language exercises.
<ul style="list-style-type: none"> ▪ Storyline is learner-empowered story construction. 	<ul style="list-style-type: none"> ▪ Storyline is not teacher-led storytelling.
<ul style="list-style-type: none"> ▪ Storyline uses elements of drama and role-play as integral elements construing each unique storyline. 	<ul style="list-style-type: none"> ▪ Storyline is not role-play and drama activities in the service of language teaching.
<ul style="list-style-type: none"> ▪ Storyline uses communicative language teaching activities to construe a storyline. 	<ul style="list-style-type: none"> ▪ Storyline is not traditional communicative language teaching.
<ul style="list-style-type: none"> ▪ The teacher provides the setting and introduces the episodes. 	<ul style="list-style-type: none"> ▪ The teacher does not dictate the storyline;
<ul style="list-style-type: none"> ▪ Learners ask their own questions and find their own answers. 	<ul style="list-style-type: none"> ▪ There are no right or wrong answers.
<ul style="list-style-type: none"> ▪ The teacher provides “the red thread”. 	<ul style="list-style-type: none"> ▪ The teacher does not dictate the storyline

Storyline is a method to solve the problematic transition from Primary - to Secondary language classes

Cross curricular including ICT



Planned and directed by the teacher



Provides purposeful contexts



Develops research and study skills

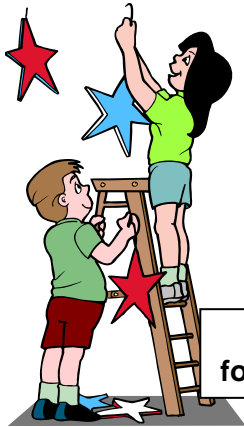


Considers learners' interests

Builds on the learners' prior knowledge

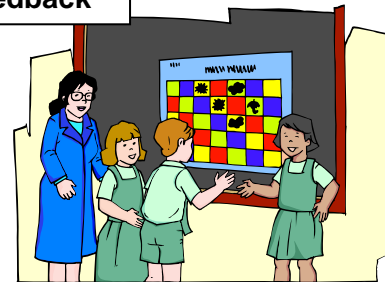


Principles for using Storyline



Creates opportunities for the learners' initiative

Provides opportunities for differentiated feedback



Contributes to social development in a multicultural society



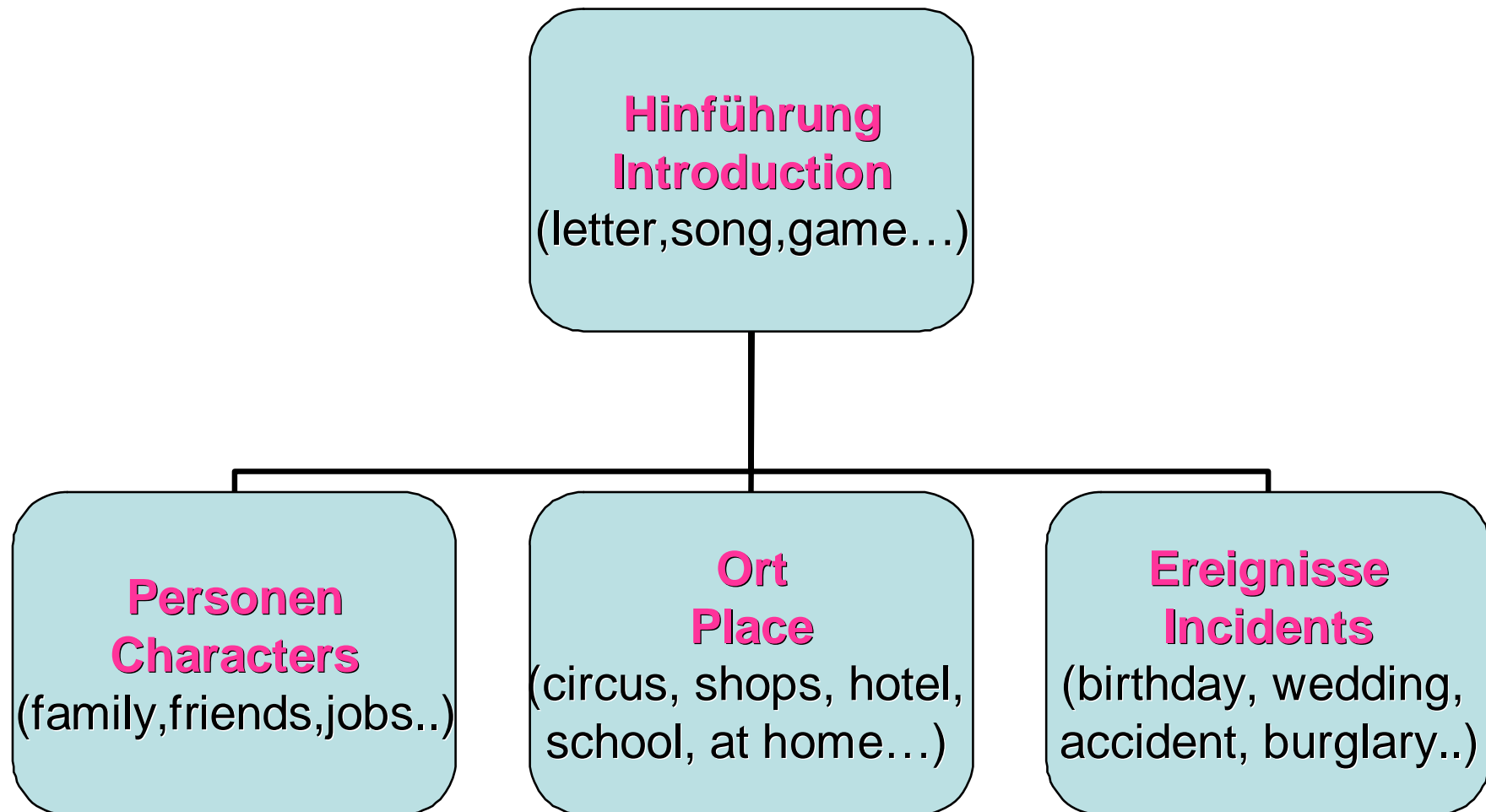
Does not create extra work for the teacher



May be used with any topic



Structure of a Storyline:



TASK:

How to plan a storyline

Choose a theme	guided by curriculum and pupils' needs and interests
Write the sequences of the storyline	beginning, middle, conclusion
Find key question / impulse	plan activities for developing the skills taking into account the range of experiences
Choose an introduction	story, TV programme, postcard/letter, game, song,
Organise resources	look for suitable material
Assess pupils' work and identify next learning steps	use their presentations, their written work and normal test papers,
Evaluate the improvement	How effective.....?

- Discuss your ideas with your partner / group.
- Have your learners in mind and decide for a storyline topic.
- Give it a first structure.
- Report in Plenum.

Creative Dialogues

Comenius Project

112381-CP-1-2003-1-DE-COMENIUS-C21

2003-2006

- **Storyline Approach** -



engl. version

1

IQSH



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<http://creativedialogues.lernnetz.de/>



Berlin



The Institute of Education



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Aims of the project:



- to create different storylines (A1 – B1)
- to try them out in language classes
- to organize mobility activities for students and teacher trainees
- to evaluate their teaching and its outcome
- to create a module for teacher trainers based on the theory of Second Language Acquisition
- to publish storyline collections for teachers

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Do you like teaching a foreign language?

Why? -- Why not?
What are your experiences?



Food for thought

Language learning is a complex process.

Language learning follows a certain acquisition order.

Errors are valuable.

The more restricted the input the better the output.

Language learning is understanding messages.

Prior knowledge hinders the learning process.

Consider these questions before you start teaching:

- Do I activate and build upon learners' prior knowledge?
- Do I encourage students to test their language hypotheses by questioning and research?
- Do I support /challenge learners with differentiated tasks?
- Do I use a wide range of learning activities?
- Do I foster a positive learning atmosphere?

Storyline Approach

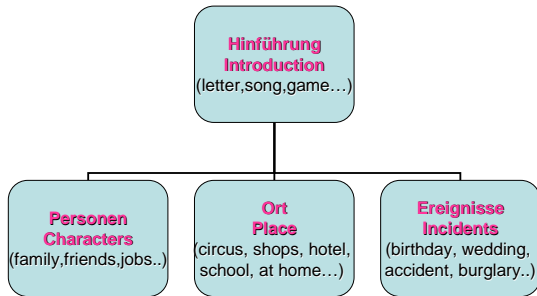
an alternative teaching method
in the foreign language classroom

- topic oriented (like a project)
- learner oriented
- task based

a method to solve the problematic
transition from Primary- to
Secondary language classes



Structure of a Storyline:



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How to plan a storyline:

1. **Choose a theme**
guided by curriculum and pupils' needs and interests
2. **Find possible sequences of the storyline**
beginning, middle, incidents, conclusion
3. **Choose an introduction**
story, TV programme, postcard/letter, game, song,
4. **Find key questions / impulses**
plan activities for developing the skills taking into account the range of experiences
5. **Organise resources**
books, magazines, dictionaries, authentic material, internet
6. **Assess pupils' work and identify next learning steps**
use their presentations, their written work and normal test papers
7. **Evaluate the outcome** (e.g. National Curriculum, German Standards, Syllabus)



1. Choose a theme:

“Going on a journey“

A storyline for any learner's level
(starting at the age of 9/10 years /)

prior knowledge:

- used to classroom discourse in target language
- can present themselves and others
- wordfields:
 - » numbers / colours
 - » likes /dislikes
 - » sports / hobbies
 - » family / pets
 - » food / drinks...
- matching structures:
 - » My name is.../ I live.../ I like.../ I don't like/ She is.....



Going on a journey

Teaching aims:

1st step: Introduction:

Key impulse:

- music
- looking at picture cards
- choosing a picture
- guessing the new topic
- talking about the pictures

- Create a relaxed classroom atmosphere
- picture-word-connection (revision / new words)
- talk to the pictures using vocabulary and structures

Opportunities to:

- Practise the new words
- differentiate
- develop individual language skills





Polish students teach German to immigrants in Germany.

Learners collect new words in a

Wordbank



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Mind map:

		passport	sandals	
		documents	shoes	boots
		journey		
jeans	clothes			
socks	pyjamas			

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Mind map:

sandals	ticket	passport	maps	
boots		documents		
shoes	clothes	journey	more	chocolate
jacket	jeans	games	umbrella	chewing gum
socks	pyjamas	cards	camera	comics

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Mind map:

	Toiletries: tooth paste, shampoo...	Clothes: jacket trousers...	Shoes: sandals, ...	
student manager film star ...		<i>suit case</i>		Africa South America
Mr. Brown Patrick Mrs. Potter Lucy John	<i>people</i>	<i>journey</i>	<i>country</i>	Spain Italy Sweden Norway USA Canada...
Grandma.....		<i>transport</i>		
		plane train ship bus car ferry motor bike bike...		

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Example for assessment

Do you know your new words?

- camera
- towel
- passport
- tickets
- umbrella
- suitcase
- rucksack
-



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2nd step: characters

Key question:

- Do you know somebody who has been on a journey?
- Do you know somebody who is planning a journey?

Learners will:

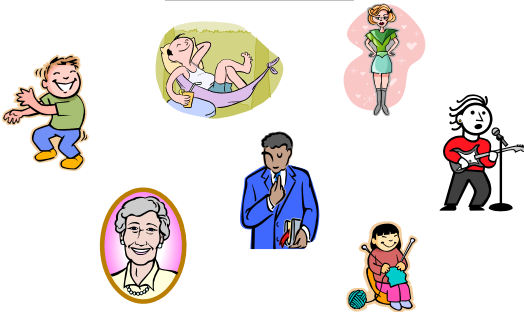
- create
- describe
- present their characters

Key impulse: puppet

- This lady / man.....



Characters



Learners may create their own characters as a homework activity e.g. using ICT, other resources.

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Storyline Characters



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How to make a Storyline character

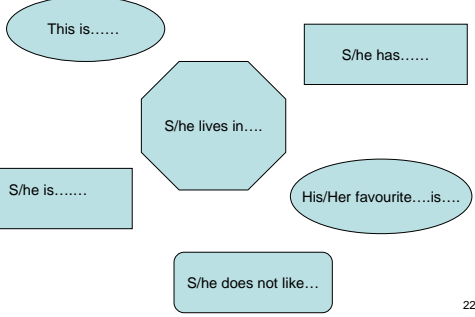


Cut out the character as close to the figure as possible.
If you want the character to stand you can attach a bent pipe cleaner at the back.




Structure bank

created by learners and teacher in order to present the Storyline characters



Get to know:

First name:.....
Family name:.....
Age:.....
Job:.....
Address:.....
Description:
•
•
Hobbies:
•
•
I don't like:
.....
I would like to travel to:.....



Possible Activities

- Working on a dialogue
- Creating characters (names, family, characteristics.....)
- Making the characters (puppets...)
- Describing the characters
- Writing "me posters"/ poems
- Presenting the characters to the class
- Role play (taking over the character's identity)

- Opportunities to :
- Encourage individual and independent learning
 - Develop language, social and study skills
 - Ask classmates, teacher, dictionaries for help
 - Search the internet



3rd step: Place

Teaching aims:

- Find a destination (countries)
- Say why it is your favourite (adjectives,sights...)
- Describe your destination (Poster)
- Flyers, brochures
- Planning the journey
- Means of transport
- Booking the journey / selling tickets
- Role play
- Reading time tables
- Writing a time table / using the internet

Key question:

Where would you like to go?

- maps
- internet
- catalogues

Differentiated tasks for all skills
Exercises: vocabulary, structures

Where do they want to go?



Jack Summer goes to Rome with his friend Joe



Castle hotels



Structure bank

created by learners and teacher in order to describe the "Storyline" destination

...want/s to go to...

.....is the capital of.....

...want/s to go by...

...is a country in....

???

Language tasks:



Dialogues:
Planning the journey

Making a list:
I pack my suitcase



Dialogues:
Asking and telling the way



Role play:
Welcoming the new guests



Text: Describing the destination

Do you have more ideas?

4th step: Incidents

Teaching aims:

Key impulse:

Eric wins a trip for 4 people!

Mrs. Parker misses her train.

Mr. Winter

- Creative speaking
- Writing letters / postcards
- Creating (writing) comics / picture stories
- Role play
- Planning a tour

How to write a text

- Plan it - do it - check it!
- Collect ideas
- Look at a model text
- Collect vocabulary and structures (mind mapping)
- Decide the text structure
- Choose different ways to start sentences, use connectives, adjectives, adverbs.....
- Discuss the draft (assessment in groups)
- Use your dictionary, ask classmates, ask teacher...

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Conclusion

Last step: culminating event to complete the story
and to assess the learning outcomes

Examples:

- "End of summer-party"

Role play: characters exchange experiences from their trips.

- Opening of an exhibition showing "photos"
of the different trips

Photos have written and/ or oral descriptions.

Learners present details from the trip

(audience could be another class or parents)

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Have the learners improved their
language skills?

Listening

Reading

Speaking

Writing

How would you evaluate the outcome?

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PRINCIPLES OF THE STORYLINE APPROACH

Inclusive learning environment based on high expectations, praise and mutual respect.

It should be an integral part of the subject scheme of work and assessment process.

The teacher plans the outline and setting.

The pupils select and provide the details and have ownership of the final product.

Opportunities for better pupil self-assessment are increased.

Activities should be purposeful and challenging.

The Storyline:
•builds on pupils' prior learning,
•covers the four skills,
•develops cultural and language awareness,
•encourages further progress and
•makes connections with other curriculum areas e.g.

Pupils are clear at each stage about the teaching objectives.

Target language is the medium as well as the object of learning.

The Storyline should be displayed and have a culminating event.

Information and Comments for the Storyline PowerPoint

Slide No.	Comments
1	Title
2,3	This is just information for the trainer, can be taken out for presentation in workshop
4	In a plenary discussion teachers talk about their experiences as a language teacher, say what works well and what doesn't work well in their classes, things they are not happy about, questions etc. This is for the trainer and the group to get to know each other, to learn about working context of other participants (if necessary); in order to take the participants' needs and experiences as a starting point
5	Participants are asked to discuss two or three (or maybe more) of these statements in small groups. Write their ideas on cards (one idea per card). Report back to the plenary, arrange cards on board. Trainer can refer to that discussion at the end of presentation when talking about the principles of Storyline
6	These questions are a direct consequence of the discussion before
7-12	Information given by the trainer
13	Collect ideas of how to work with the new words; participants share their experience (vocabulary games, written exercises etc.)
14-16	These different mind maps show how making mind maps can be trained with the children step by step; these different forms have been developed by children of different age groups; the mind maps are becoming more and more complex and structured
17	At the end of each stage in the Storyline where a particular word field is used, the teacher should assess the learning outcome. The trainer asks the groups in how many ways assessment could take place. Again the participants talk about their experiences; say in what ways they normally assess
18	Information given by the teacher
19	Trainer encourages participants to imagine what the characters' name, age, profession could be (later they will also find a suitable holiday destination for them)
20/21	Different examples of figurines and how to make them; in a long workshop the participants could (and should!) create a character, maybe choosing one of the methods presented; especially older students might prefer creating them on the computer or cutting out people from magazines
22	The structure bank is an equivalent to the word bank; the teacher asks the learners what sentence structures they could use to present their character; learners come up with sentences they already know and make suggestions (hypothesising); teacher corrects, paraphrases; structure bank should also be displayed in the classroom

Slide No.	Comments
23	Depending on how familiar learners are with writing they can use this biography for their presentation
24	Participants can add their ideas to the list of possible activities; say what could work in their context, with their learners
25	Before revealing the list with teaching aims, trainer could ask participants first what activities they think could follow the key question
26	Participants imagine holiday destinations, one example given
27	One possible destination could be a castle hotel; learners can bring brochures or search the internet for holiday accommodation
28,29	Learners say where they (i.e. their character wants to go) want to go; maybe also why, what the destination looks like, what you can do there etc. Participants what structures they would like their learners to use and what activities their learners could engage in
30	Collect ideas for incidents, participants also examine what skills this would involve
31	Writing as one example
32	Information given by trainer; ask participants if they have other ideas
33	Participants discuss in groups how they would evaluate the outcome; self-assessment as well as peer and teacher assessment should play a role
34	In groups or pairs participants reflect on what the principles of Storyline are; in a final discussion the trainer refers to the opening discussion and the participants evaluate the method and say if and in what way it could help them to improve their teaching or solve some of the problems they encounter with their students

Storyline draft for learners of English as a foreign language

Language level: CEF A1 - A2+/B1

Going on a Journey

Key impulse guided questions	Pupil Activity	Class organisation	Material	Outcome Assessment	Resources
Episode 1: guided introduction					
Step 1: travel equipment					
<p>Music</p> <p>Flashcards/real objects spread around the room</p> <p><i>What could be today's topic?</i></p> <p><i>Which words do you already know? What are the new words?</i></p>	<ul style="list-style-type: none"> students walk around the room to look at objects guess new topic (may use mother tongue – teacher paraphrases) choose an object and take it into the circle learn new words word games (e.g. I pack my suitcase...) 	class activity	<p>flashcards/objects</p> <p>(there should be more cards/objects than students)</p>	<p>Reactivating pre-knowledge</p> <p>Getting to know new words</p> <p>Speaking</p>	D1/D2 (to make flashcards and any word games etc.)
<p><i>Let's make a wordbank.</i></p>	<ul style="list-style-type: none"> categorise words with a partner match pictures and words make wordbank possible follow-up: D4 	pair work individual work	Copy of D1/D2	<p>Reading / Writing</p> <p>Study skills</p>	D1/D2 D3 Wordbank 1 D4

Key impulse guided questions	Pupil Activity	Class organisation	Material	Outcome Assessment	Resources
Step 2: holiday destinations					
Key impulse: song	<ul style="list-style-type: none"> listen to the song/listening for gist tell what they understood talk about details/read text 	class activity	Song, CD-player	Listening /(reading) comprehension	D5
Key question: “What do YOU think is a “lovely place” to go to on a holiday?”					
	<ul style="list-style-type: none"> name destinations: countries, cities find capitals of European countries 	class activity pair work	Maps Internet access atlas, reference books	Listening/ Speaking Strukturen: “Spain is a lovely place.” “I’d like to go to ...” Reading/Writing Cross-curricular: geography	D6 (wordbank 2) http://www.yourchildlearns.com/europe_map.htm http://en.wikipedia.org/wiki/Maps_of_Europe
Do you have postcards/souvenirs from your holiday trips?	<ul style="list-style-type: none"> bring postcards/souvenirs from different countries and present them 	class activity		Speaking	
Let’s make a chart of our favourite holiday destinations. How can we do this?	Make interviews Make class survey			Study skills: making a chart	
EXTRA task for CEF B1/B2	Possible tasks for intermediate learners: <ul style="list-style-type: none"> read the text for main ideas (D7) table completion; write an e-mail about your favourite holiday destination (D8) guess first, then read and compare(D9) 	Individual, pair work, group work, class activity	Texts	Reading Study skills: table completion	D7 (CEF B1/B2) D8 D9

Key impulse guided questions	Pupil Activity	Class organisation	Material	Outcome Assessment	Resources
What's the weather like in ...?	<ul style="list-style-type: none"> Collect weather words Find out about weather in different countries Write weather forecast for next three days presentation 	Group work, pair work	Internet Copy of D10 Cardboard, coloured paper etc.	Intercultural learning (Celsius/Fahrenheit) Cross-curricular: physics, geography Writing Study skills (interpreting a chart)	http://weather.yahoo.com/regional/SPXX.html D10
<i>How do you get to...?</i>	<ul style="list-style-type: none"> Collect means of transport Fill in wordbank 3 	group/pair work	dictionaries copies wordbank 3	Speaking Reading / Writing Study skills: dictionary work	Wordbank 3
<p>Language work: words: games with word cards (alphabetical order, Bingo, spelling games) , make a word search structures: write a riddle.....</p>					
Episode 2: The people					
Key impulse: postcards	<ul style="list-style-type: none"> Read postcards Complete table Imagine what writers might be like, make notes "Meet" the postcard writers Compare with own ideas 	Group work Class activity	D 11 D12 Dictionaries puppets	Reading Writing Study skills (table completion)	D 11 D 12 Puppets (D 13)
<i>Can you think of other holiday destinations for these three people?</i>	<ul style="list-style-type: none"> Make suggestions (give reasons) 	class activity	puppets	Speaking	

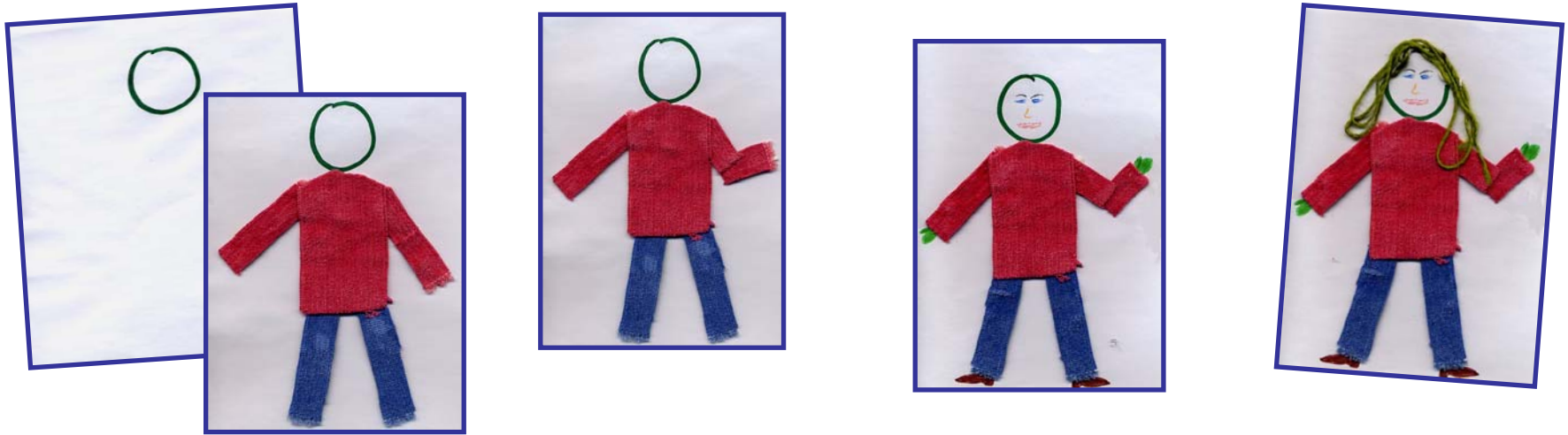
Key impulse guided questions	Pupil Activity	Class organisation	Material	Outcome Assessment	Resources
<i>Create a person that plans to go on a holiday. Decide whether you want to go on your own, with friends, family, with your sport's team, class trip</i>	<ul style="list-style-type: none"> • Get into pairs or groups • choose family/first name for their person • (discuss principles of a biography) • create biography • make characters • decide on holiday destination • write down new words in the class word bank (on the board) 	Pair work/group work	D 14 Cardboard, scissors, colour pencils D 15 Class word bank	Reading/Writing: -principles of a biography -identity cards Class Word bank	D 14 D15
	Possible homework: learner add German meaning to the new words, compare their results in the next lesson		copy of class word bank for each learner	Writing Study skills: dictionary work	
	<ul style="list-style-type: none"> • write down 3 questions to be answered during their presentation • oral presentation of characters • stick puppets on frieze 	Class activity	Frieze: map of Europe (D6), puppets are arranged around map, pieces of string show peoples' destinations	Writing Speaking / Listening	D6
<p>Language work: work with the display: games, comparisons, riddles words: describing people, family, clothes, hobbies, likes/dislikes, jobs, structures: biography</p>					

Key impulse guided questions	Pupil Activity	Class organisation	Material	Outcome Assessment	Resources
Episode 3: Preparing the journey					
<i>“What do you have to do before you go on your journey?”</i>	<ul style="list-style-type: none"> collect ideas (pack suitcase, buy ticket, get travel information, book hotel, find dog sitter, go to the doctor’s, car check...) 	Class activity		Speaking	
	A1: <ul style="list-style-type: none"> Pack suitcase (drawing + writing) Buy a ticket (role-play) Presentation of role-play or suitcase 	Individual Pair work	Word bank 1	Writing Speaking / Listening	Word bank 1 D 16
	A2/B1: <ul style="list-style-type: none"> write to do-list (or mind map) for <u>their</u> journey create a role-play for one of the settings present dialogue 	Group work Pair work		Writing Speaking / Listening Study skills (mind mapping)	Wordbank 4 D 17
Episode 4: Incidents					
Key question: “Imagine you are at your holiday destination. What could happen?”	Collect ideas for the last episode of your story. The pupils will bring their creative ideas of happy, sad or exciting incidents or events.	class activity			
	A1 Act out, draw, “frozen picture”	pair work group work		Creative language production	
	A2/B1 Comic, story, diary entry,	individual pair work		Creative Writing	

	phone call	group work			
Intercultural traps	Tell about situations and experiences			Intercultural learning	
Optional: Write a postcard home. Who would you write to?"	<ul style="list-style-type: none"> • write postcard • 				



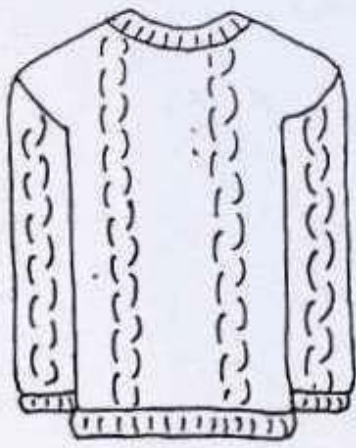
How to make a Storyline character



Cut out the character as close to the figure as possible.

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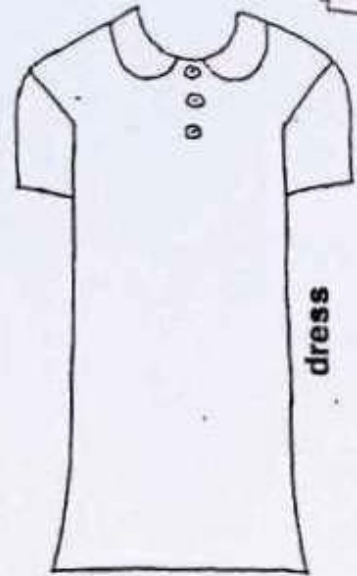




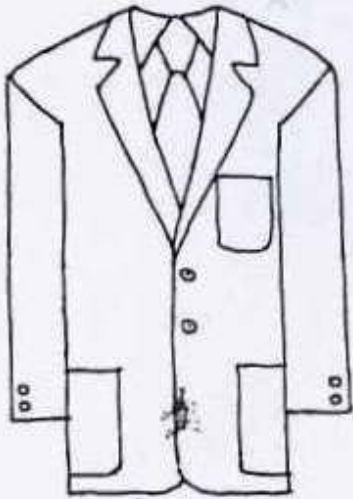
pullover



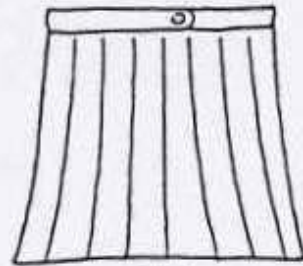
woolly hat



dress



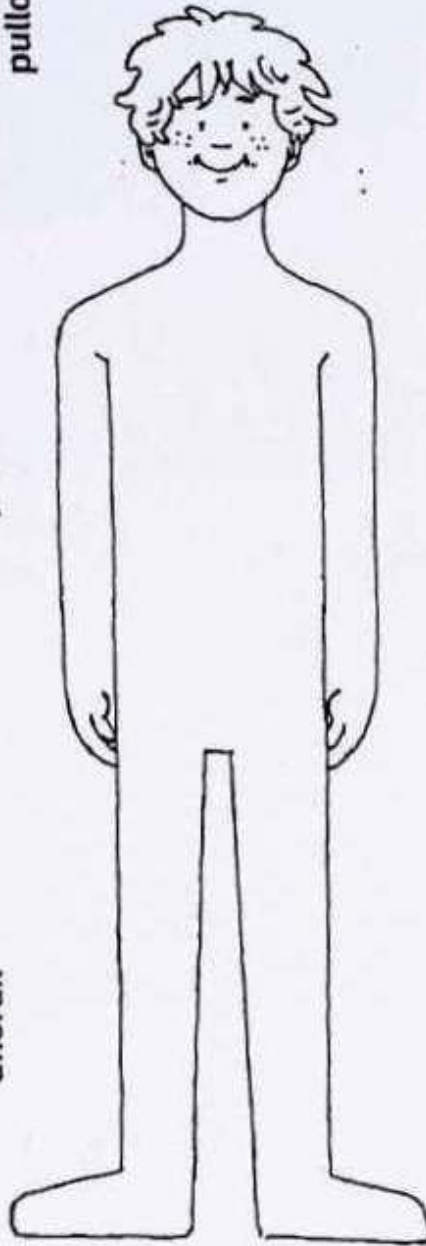
jacket



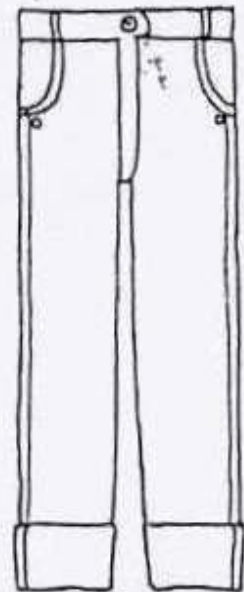
skirt



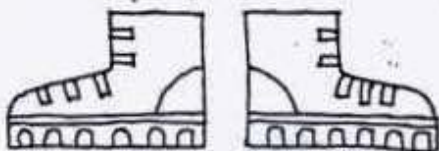
anorak



sandals



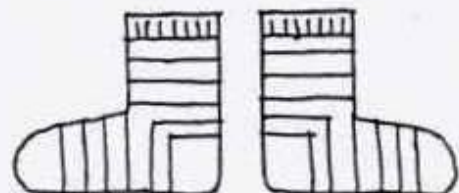
jeans



winter boots



mittens



socks

This is an ideal template for any character. The DinA-4 copy has the size of an adult, the DinA-5 copy has the size of a child.

Experiences in foreign language classes

Teachers evaluated what worked well in their lessons:

- Comics
- Reading a story
- Games e.g. bingo, snap, Simon says
- Guided dialogues with a partner
- Songs
- Story telling with picture books
- Pupils working on their own with on-line programmes/ software
- Written exercises
- Gap fill exercises
- Vocabulary work
- Classroom phrases
- Listening comprehension
- Using puppets

Areas for improvement in their lessons:

- Mixed ability teaching
- Pupils should be more active in a big group
- Meaningful dialogues between pupils
- Revision of basic grammar problems
- Vocabulary work
- Writing
- Not enough time for each pupil to use English either talking, writing or listening
- The pupils don't want to speak
- Guided creative writing
- Allowing the pupils enough to learn the right spelling and to communicate in the target language with each other
- Memorizing lexis
- Getting the pupils to be more active i.e. speaking
- Motivating the pupils to take part in a conversation
- During group work pupils speak in German
- Practice
- Integrating weak pupils during speaking activities
- Develop resources

Veranstaltungsthema: <i>Theme of the workshop:</i>				
Ort: <i>Place:</i>		Datum: <i>Date:</i>		
Fragebogen für die Teilnehmer <i>Questionnaire for the participants</i> So habe ich die Fortbildung erlebt <i>Reflections on the workshop</i>				
	**	***	**	*
Waren die Vorab-Informationen ausreichend und relevant? <i>Was the pre-workshop information sufficient and relevant?</i>				
Waren die Ziele klar? <i>Were the targets clear?</i>				
War die Struktur eindeutig? <i>Was the structure explicit?</i>				
War das Arbeitstempo angemessen? <i>Was the pace appropriate?</i>				
War die Zeiteinteilung angemessen? <i>Was the time management appropriate?</i>				
Waren die eingesetzten Materialien hilfreich? <i>Were the materials available useful?</i>				
Unterstützten die äußeren Bedingungen die Arbeit? <i>Were the working conditions supportive of your work?</i>				
War die Veranstaltung praxisorientiert? <i>Was the workshop sufficiently practical?</i>				
War der theoretische Hintergrund relevant? <i>Was the theoretical background relevant?</i>				
Entsprachen die Anforderungen Ihren Erwartungen? <i>Did the level of challenge meet your expectations?</i>				
Hatten Sie ausreichende Gelegenheiten für eigene Aktivitäten? <i>Were there sufficient opportunities for active participation?</i>				
Glauben Sie, dass die Veranstaltung einen Nutzen für Ihre praktische Arbeit haben wird? <i>Was the workshop useful for your own classroom practice?</i>				
War die Sprache der Referentin/ des Referenten angemessen? <i>Was the speaker comprehensible?</i>				

	**	***	**	*
Unterstützte die Wahl der Methoden die logische Abfolge der Veranstaltung? <i>Did the methodology used by the speaker support the logical sequence of the workshop?</i>				
Wurden Medien sinnvoll eingesetzt? <i>Was the speaker's use of media meaningful?</i>				
Konnte der/die ReferentIn einen Kontakt zu den TeilnehmerInnen aufbauen, sie beraten und so die Mitarbeit fördern? <i>How did the speaker succeed in interacting with and in encouraging initiative from and supporting the participants?</i>				

Wenn Sie * oder ** angekreuzt haben, erklären Sie bitte warum.

*If you ticked * or **, please explain why.*

Was möchten Sie uns sonst noch mitteilen?

Other comments?

Vielen Dank!
Thank you!