

September 2014

# Teacher training handbook

September 2014

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## Introduction

Online language teaching is a rather new phenomenon, especially when it comes to teaching oral skills online. A lot of language teachers across Europe are already experienced users of learning management systems (LMS) like Moodle, Blackboard, CourseSites. The SpeakApps tools (Langblog, Tandem and Videochat) can be seen as add-ons to the teaching through an LMS. The tools facilitate the practicing and improving of the spoken production and interaction skills which can now be embedded in the LMS. This leads automatically to a new range of possibilities for teaching oral skills online (e.g. creating audio and video recordings, peer feedback, teacher feedback).

### Teacher training handbook

This handbook aims primarily at teacher trainers becoming familiar with the SpeakApps project and the phenomenon of teaching oral skills online. Two examples are included of a three-hour workshop and a three-week online training course. Task design and the use of the Open Education Resources repository form the backbone of the SpeakApps project. These are important elements in both kinds of training activities. Tips and tricks are also included in the extensive description of both types of training activities. Additionally, a list of training materials and a reference to further reading on teaching oral skills online and task design is provided in the last section of the teacher training handbook.

### Content based on hands-on experiences and research

During the SpeakApps project several offline workshops and online teacher training courses were organized in Spain, Ireland, Poland and the Netherlands, as well as in the countries of the associate partners. This handbook is the result of these activities: it can be used to train (experienced) language teachers to become familiar with the SpeakApps tools for teaching oral production and interaction online.

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## 1. The SpeakApps project

The SpeakApps project has delivered a free and open source online platform that provides ICT-based applications and pedagogies to practice oral skills online. The SpeakApps platform thus serves a community composed of foreign language teachers and their students with:

1. Easy access to innovative and interactive online tools for learning and teaching languages.
2. Virtual classrooms to carry out pedagogical activities.
3. Exercises and tools for managing materials for synchronous tasks.
4. Technical and pedagogical guides to assist SpeakApps users.
5. A common space to exchange ideas and methodologies.

The SpeakApps project was inspired by a common set of challenges that the language learning community faces on an everyday basis, including:

- Formal second or foreign language acquisition settings do not provide enough room for everyone to practise the language.
- The ephemeral nature of speaking which makes it difficult for students to obtain feedback on their performance, preventing them from properly revising and improving their oral skills.

SpeakApps contributes to filling these gaps by designing a language learning site supported and built by a large community that enjoys and takes advantage of the possibilities offered by e-learning.

SpeakApps currently supports 11 languages: Catalan, Croatian, Dutch, English, French, German, Irish, Italian, Polish, Spanish and Swedish. SpeakApps has provided - and will continue to provide - workshops in the partner countries, targeting the interests of open source communities and other groups for the sharing of resources and future innovations.

SpeakApps impacts language teaching methodologies, empowering educators to use the SpeakApps Open Educational Resource materials in their online or blended learning approaches to advance self-directed learning. The team will continue to offer online teacher training to enable a new wave of participants to capitalize on open, trans-European practices and quality

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approaches for the development of their own creative and pedagogical skills for teaching languages.

## 2. Teacher training plan

During the SpeakApps project a number of different offline and online training sessions have been undertaken to introduce and demonstrate the use of the SpeakApps tools and OER to teachers from partners' local networks and participating institutions.

### Face-to-face workshop

The face-to-face workshop format takes into account that for many teachers the teaching and learning of a language online is something which they have not have personally experienced. Providing an on-site workshop lowers the barriers that teachers may have to learning online and it will prepare teachers to engage in fully online follow-up training sessions. In the online sessions participants are supported by the SpeakApps teacher trainers.

### Online teacher training course

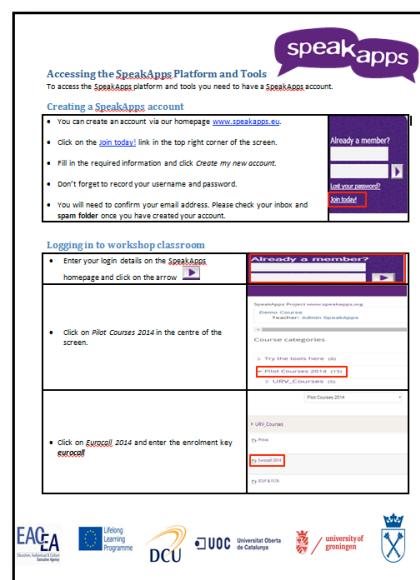
The online teacher training course is used for teachers for whom fully online training is the preferred or best possible option. The greater flexibility of this format facilitates teachers who are unable to participate in local events, because of everyday teaching responsibilities and other tasks. It is also an attractive option for participants in remote areas. The online teacher training is delivered and supported by the SpeakApps teacher trainers.

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### 3. Introduction of the workshops

A range of workshops have been designed and delivered as part of the SpeakApps project. This document outlines the project's preferred workshop format for an offline workshop which is usually followed by an online training session. The document includes a range of possible task types and illustrates the use of SpeakApps Langblog, Tandem and VideoChat tools for oral production and interaction. The navigational links in this document lead to tasks, which can be found in the SpeakApps Open Educational Resources. An important issue for all workshops is to ensure good connectivity to the Internet, with easy access for participant devices. Furthermore, it is essential that participants can log in to a LMS e.g. Moodle or a similar LMS which has the SpeakApps tools installed. Alternatively, participants can access the tools via a demo class on the SpeakApps platform. A demo classroom can be created by the workshop leader by contacting [speakapps@uoc.edu](mailto:speakapps@uoc.edu) and should be requested well in advance of the workshop. It is important to send or hand out the instructions to participants before the start of the workshop.



### Workshop outline

Activity	Duration Minutes	Description
1	20	Introduction
2	20	Guided discussion in pairs on practicing speaking
3	30	The learners' point of view
4	10	A task database
5	20	Different tasks for different purposes

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6*	60	Task familiarisation exercises with CEFR and ALTE
	30	CEFR Spoken production and interaction
	30	ALTE Content Analysis Checklist Project for speaking
7	60	Task design for the OER
8	30	Presentation of selected tasks followed by a short discussion
9*	5	Participant survey

***The duration of the complete workshop is approximately 4 hours (255 minutes).***

*\*The task familiarisation exercises (item 6) with the CEFR and ALTE and the participant survey (item 9) are optional. Most language teachers are familiar with the CEFR and task-based language teaching.*

### 3.1 Introduction to SpeakApps and to Workshop Participants

The workshop leader should provide a brief introduction to SpeakApps covering [the project](#), the platform, the OER and the different SpeakApps tools. A number of resources exist to facilitate this demonstration and they are available on YouTube, for further information and resources please access the SpeakApps [website](#).

The workshop leader should invite participants to introduce themselves and he/she should ask them to provide a brief summary of their motivation(s) for attending the workshop. The workshop leader should take note of these responses. During the course of the workshop the workshop leader can then use these responses to associate the motivations of the participants with the activities and outcomes of the workshop (as applicable).

### 3.2 How to practise speaking?

Following the introduction, the workshop leader should engage with participants in a discussion to establish how they are currently facilitating speaking practice and speaking improvement within their own language classes. This discussion can be completed initially in pairs or in small groups. The workshop leader can then move from group to group and after a period of 15 minutes either the workshop leader or a nominated participant from each group can provide a summary feedback of the discussion. The workshop leader may also find the

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following areas useful as prompts for promoting discussion in smaller groups and/or as questions which may be posed as part of a broader plenary approach:

- Practise speaking: How do you practise speaking? [Please note: Participants should be encouraged to give examples of their teaching practice. It is important that a distinction is made between oral production and interaction.]
- Time constraint: How much time is spent on speaking in the classroom? [Please note: In a two-hour session with 15 students there is usually limited time for individual student speaking time. An individual student's opportunity to practise his/her speaking skill in formal contexts is restricted. To further the discussion participants may consider differentiating between (small) group work, pair work, plenary feedback.]
- Kind of tasks: What types of tasks are used for speaking interaction? [Please note: In item 5 a number of task typologies are mentioned. To encourage the discussion the workshop leader could mention a few typologies here.]
- Purposes of these tasks: What are the purposes of these speaking tasks? [Please note: Here one could think of the different qualitative aspects of spoken language use like range, accuracy, fluency, interaction, coherence. Furthermore, it is possible to concentrate on practising and improving participating in formal and/or informal discussions, goal-oriented co-operation (e.g. repairing a car, discussing a document, organising an event), addressing audiences, et cetera.]
- Feedback: What kind of feedback is given? How is feedback given? [Please note: It is possible to refer to the qualitative aspects mentioned earlier when listening to a presentation, but the workshop leader may want to emphasise particular aspects of interaction such as turn-taking, cooperating, asking for clarification, planning etc.]
- Monitor pair work / small group work: How is pair work/ small groups monitored and feedback provided?
- Homework: What kinds of homework activities are given to students to practise their speaking skills? [Please note: Engage participants to think of repeating exercises (e.g. listening to the dialogue and repeating). Another activity to consider is engaging students to create an audio or a video recording with their mobile devices to practise their presentations.]



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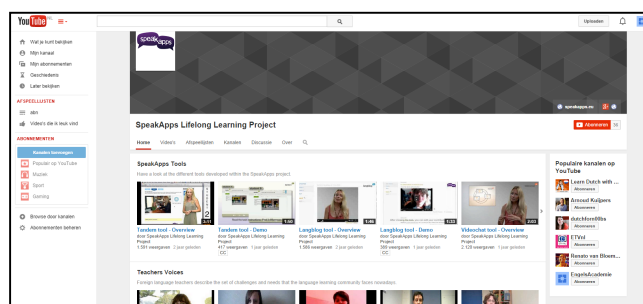
### 3.3 Use the SpeakApps tools as a language learner

The discussion so far provides some of the backdrop to both the difficulties and the challenges faced by language learners and teachers in trying to develop oral language competency. After the issues with the practising of speaking in class have been uncovered, analysed and discussed by the group, it is now time to demonstrate the SpeakApps benefits by describing how the SpeakApps platform and the SpeakApps tools can alleviate some of these issues for both teachers and language learners. Furthermore, the workshop leader may also want to refer to some institutional issues that the SpeakApps platform addresses such as providing a LMS solution for teachers from smaller institutions or the problem of storing video files. Participants will now engage with the SpeakApps tools from the perspective of a language learning student. Participants should now start using the tools.

#### YouTube channel

The YouTube videos on Langblog, Tandem and Videochat provide a clear demonstration and an overview of the functionality of the tools. These can be accessed directly from the SpeakApps [website](http://www.speakapps.com) or directly from YouTube at the following address:

<http://www.youtube.com/user/SpeakApps>



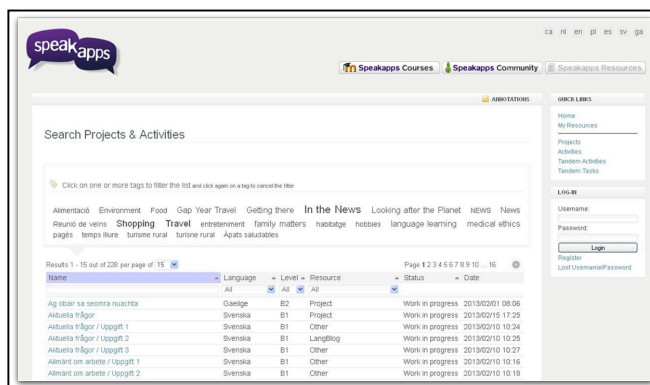
Normally, the tools are demonstrated prior to participants experimenting with them either individually or working together in pairs. Tasks and resources should be made available for participants to use with Langblog and with Tandem. It is important to note, that for the Tandem tool a participant must invite another participant to complete the Tandem task as a distinct pair. Furthermore, Tandem **invites** are time delimited i.e. they will expire after a set period of time (a timer will appear on screen) so remind participants to accept the invite sooner rather than later! To complete tasks using the Videochat tool participants can invite a maximum number of four participants. This upper level of users is set to optimise the tool's functionality with bandwidth requirements.

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### 3.4 Introduction to the OER

After participants have used a SpeakApps tool or tools, the workshop leader should introduce them to the language resources freely available to them on the SpeakApps Open Educational Resources Repository (OER). The



workshop leader demonstrates the process of searching for and creating tasks for oral production and interaction. To supplement this demonstration the video on the homepage of the OER website (<http://oer.speakapps.org/bin/view/Main/>) can also provide direction for participants. This video is a short video and lasts approximately 2 minutes. Participants should be invited to contribute actively to the SpeakApps OER and to the SpeakApps community. Attention should also be drawn to the importance of increasing the number of tasks in the OER at the various levels of CEFR to ensure that each language has a representative and rich base of tasks for learners and teachers to access and to use.

### 3.5 Different tasks for different purposes

After participants have been introduced to the OER and have viewed some of its features. The workshop leader should select a small number of tasks to present and discuss from a pedagogical perspective, to illustrate how they can be used for oral production and interaction. Participants should also provide feedback as to the types of activities and tasks that they use within their language classrooms. The following table outlines possible tasks and associated activities that language learners can engage in. It is not, however, a definitive list. Therefore, it is important that participants are encouraged to share insights into their practice and also invited to contribute to the OER so that their knowledge can be disseminated in an open access environment with other language teachers.

#### Possible task types for oral interaction:

Decision making / discussion	Learners have access to different sets of information/images which they share in order to make a decision following the criteria provided
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	in the instructions.
Description of different pictures	Learners see different images. Learners take turns in describing these images to each other in order to carry out a common task.
Giving directions	Learners see the same map, but only one learner sees a number of landmarks (shops, venues, etc.). One learner gives the other learner directions in order to locate these correctly. Once directions have been shared, the learner with a view of a landmark can click on it and make it visible to the other learner.
Making a guess	Learners have access to two of three related sets of information/images. Learners need to share their information in order to make an informed guess on what the third set contains.
Object description	Both learners see the same image. In this image there are a series of numbered objects. Learners take turns in describing these objects without naming them so that their task partners can guess which object it is.
Problem-solving	Learners have access to different sets of information/images which they need to share in order to solve a problem following the criteria provided in the instructions.
Ranking task	Learners see a number of items and have to agree on a ranking order following the criteria provided in the instructions.
Role-play	Learners are given different roles with instructions on how to play their roles in a role-play conversation. Learners are given different prompts throughout the task that will guide them on the content of the conversation.
Spot-the-difference	Learners see the same image but with a number of differences. Describe your picture to your task partner and identify the differences.

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The tasks that are shown in the workshop are particularly important as they have been the subject of extensive piloting and are effective exemplars of task-based language learning and communicative activities. Furthermore, the tasks are contextualised within language courses and have also been categorised as per the CEFR.

Tasks are by no means stand-alone and they can be arranged in task sequences. Furthermore, tasks can be re-used and re-oriented to become smaller units of varying language activities with differing oral language objectives. The following examples illustrate how specific tasks can be used with the Langblog, the Tandem and the VideoChat tools:

### Langblog to practice oral production:

Title	Elevator Pitch
Instructions	<p>Imagine you are applying for a job at a marketing company. One of the requirements of the application procedure is that applicants are asked to present themselves in a short video of 60 seconds. Please create a video and present yourself. Mention who you are; what you can offer; what you can add to the team; what you want to achieve.</p> <p>Please remember not to read from a script! Talk as spontaneously and convincingly as possible.</p>
Title	Agony Aunt
Instructions	<p>There is this famous radio programme where problems are discussed by the different listeners. The teacher can come up with a problem and asks for advice. A few solutions are then given. You can then choose a solution which you think is the best and explain why you think so.</p> <p>Please remember not to talk longer than 2 minutes.</p>

### Tandem and/or Videochat to practice oral interaction:

Title	Aspects of Shopping
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	Participants see different images. Participants take turns in describing these images to each other in order to carry out a common task.
Instructions	You can each see four pictures of important aspects to consider when deciding where to shop. Describe your pictures to each other in order to identify the eight aspects shown in your pictures.
Example	<a href="http://tinyurl.com/njbb7kf">http://tinyurl.com/njbb7kf</a> (links to the SpeakApps OER)
<b>Title</b>	<b>FCE Speaking Part 3</b>
Typology description	Participants have access to different sets of information/images which they will have to share in order to make a decision following the criteria provided in the instructions.
Instructions	<p>Working together, discuss each of the following pictures by answering these two questions in three minutes:</p> <ul style="list-style-type: none"> <li>• What is it that people enjoy about doing these activities together?</li> <li>• Which two activities allow people to most learn about each other?</li> </ul>
Example	<a href="http://tinyurl.com/l4wyh5q">http://tinyurl.com/l4wyh5q</a> (links to the SpeakApps OER)

### 3.6 Task familiarisation exercises

This section of the workshop is aimed at helping participants to design tasks for the OER and consists of a short familiarisation exercise with the CEFR for spoken production and interaction. It also provides a short explanation on task design and creation with the use of (an adapted version of) the ALTE Content Analysis Checklists Project for speaking (<http://www.alte.org/resources/filter>). ALTE is the Association of Language Testers in Europe (<http://www.alte.org>). Resources and Information on the CEFR and spoken production and interaction can be found from:

- [http://www.coe.int/t/dg4/linguistic/cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre1_en.asp) (Website of the Council of Europe on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) with translations in more than )

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- <http://www.helsinki.fi/project/ceftrain/index.html> (The CEFTTrain project is a transnational initiative aiming to promote common European principles and standards in teacher education, as expressed in the Council of Europe's document "Common European Framework of Reference for Languages: Learning, teaching, assessment").
- [http://www.coe.int/t/dg4/education/elp/elp-reg/CEFR\\_speaking\\_EN.asp#TopOfPage](http://www.coe.int/t/dg4/education/elp/elp-reg/CEFR_speaking_EN.asp#TopOfPage) (An extensive website on the European Language Portfolio containing the principles and guidelines and the CEFR with materials illustrating the CEFR levels)
- <http://www.magicc.eu/> (MAGICC, Modularising Multilingual and Multicultural Academic Communication Competence, an EU LLP 2011-2014 with an extensive databank of authentic samples of students' work to create shared understanding of the different reference levels of the Common European Framework of Reference for Languages and the three MAGICC levels for multilingual communication competences, and intercultural communication competences and strategies.)
- <http://webcef.eu/> (WebCEF enables the collaborative assessment of oral language proficiency through a web-based environment. WebCEF has the benefit that both language learners and language teachers can evaluate their own video and audio samples together with colleagues and peers across Europe. The assessment is based on the descriptors of the Common European Framework of Reference (CEFR). The demonstration of Webcef (<http://www.webcef.eu/@q=node-2F22.htm>) contains video samples selected and calibrated by the WebCEF team, on their quality and according to the CEFR scales.

The above mentioned websites can be helpful for those participants who are not that familiar with the CEFR and task-based language teaching. The familiarisation exercise with the CEFR for spoken production and interaction takes approximately about 60 minutes. It is particularly useful when workshop participants are not fully aware of the resources available to them and the application of the CEFR.

### ***3.7 Task creation for the OER***

The practical element of the workshop and the OER can now commence. As part of this section, participants will design and develop tasks to add to the OER. Firstly, however a more in-depth demonstration of the OER should be given. Participants can work individually, in pairs or in

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groups. Images can be either used from the SpeakApps Picasaweb album (accessible through <http://www.speakapps.eu/>) or from other sources. It is strongly recommended to have images readily available so that the participants do not spend too much time on choosing the preferred images. If participants make use of online images, they must ensure that those images are not subject to copyright. A very popular and easy way to search for copyright-free images is by using Google Images, Advanced Image Search, Usage Rights. Select the option of 'Free to use or share' (or modify). [https://www.google.nl/advanced\\_image\\_search](https://www.google.nl/advanced_image_search). The tasks in the OER are produced under a Creative Commons licence as well (<http://creativecommons.org/licenses/by-nc/3.0/>). Participants should be reminded that this means that they are free to share and adapt the material that has been produced and that their contributions are also subject to this treatment.

### ***3.8 Presentation of selected tasks***

Finally, the workshop leader will ask participants to present and demonstrate the tasks that they have created. The group can then discuss how these tasks engage with the issues as previously discussed in part 2 of the workshop.

### ***3.9 Participant Survey***

Finally, the workshop leader can ask participants to engage in a brief participant survey to collate feedback on the workshop and to allow participants to provide details of how they envisage engaging with the SpeakApps platform and tools in the future. The following is an example of a participant survey:

**PARTICIPANT SURVEY (please select as appropriate and help us to improve the workshop and the SpeakApps Tools and platform)**

1. Did this workshop meet your expectations

- YES NO

(Why? Please explain.....)

2. Do you think that Langblog is a useful tool for practicing oral production in your teaching context?

- YES NO

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(Why? Please explain.....)

3. How would you describe the use of Langblog from the student's point of view?

- YES NO

(Why? Please explain.....)

4. Do you think that Tandem is a useful tool for practicing oral production in your teaching context?

- YES NO

(Why? Please explain.....)

5. How would you describe the use of Tandem from the student's point of view?

- YES NO

(Why? Please explain.....)

6. Do you think that VideoChat is a useful tool for practicing oral production in your teaching context?

- YES NO

(Why? Please explain.....)

7. How would you describe the use of VideoChat from the student's point of view?

- YES NO

(Why? Please explain.....)

8. Do you think, that OER could be a good source of teaching materials for you?

- YES NO

(Why? Please explain.....)

9. Would you like to be kept up to date with the SpeakApps project?

- YES NO

10. Do you have any other feedback which could help us improve the workshop?

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11. Do you have any other feedback which could help us improve the SpeakApps tools?

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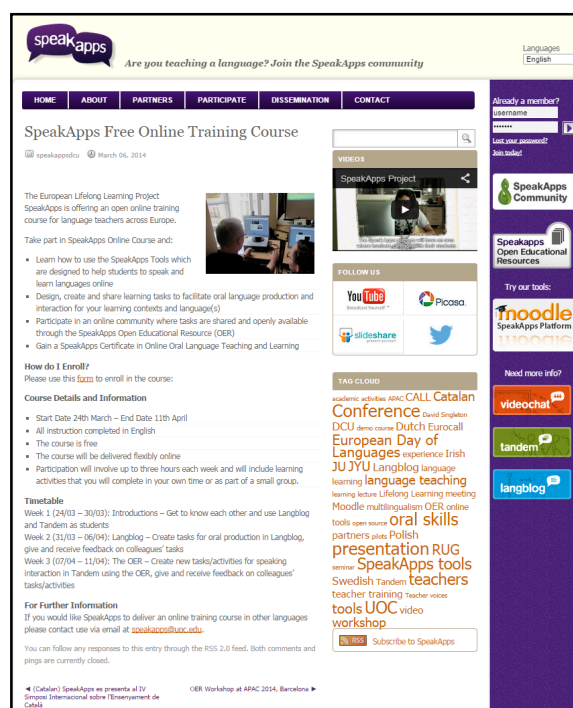
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## 4. Introduction to the online teacher training course

From 24 March to 11 April 2014, the SpeakApps project delivered the SpeakApps Free Online Training Course, which was organised by all partners through the open-source Learning Platform Moodle (<http://moodle.speakapps.org/>) and Mahara (<http://mahara.speakapps.org/>).

To attract as many participants as possible across Europe, the online training course was announced through various channels, including the website of Open Education Europe (the gateway to European innovative learning). This website was launched by the European Commission in September 2013 as part of the Opening up Education initiative to provide a single gateway to European OER through <http://openeducationeuropa.eu/en/>. Furthermore, various national sources as well as Twitter were used to promote the online training course. Nearly 80 language teachers from across the world registered for this course through <http://moodle.speakapps.org/>.



### The course objectives

The emphasis in the course was on learning how to use the SpeakApps Tools; designing, creating and sharing learning tasks to facilitate oral language production and interaction for teachers' learning contexts and language(s); participating in an online community where tasks are shared and openly available through the SpeakApps Open Educational Resource (OER); finally gaining a SpeakApps Certificate in Online Oral Language Teaching and Learning. Participation was estimated to involve up to three hours each week and would include



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learning activities that the teachers had to complete in their own time or as part of a small group.

### Future recommendations / guidelines for future online training sessions

- In the SpeakApps online training course the Moodle Forum was used for communication with trainees. It was considered not so user-friendly. Therefore it was decided to use Mahara, another community platform instead. Mahara is open source e-portfolio and community system. It is used as a teacher community platform in the SpeakApps project and serves the need for social interaction in a fully online course much better. Participants are able to build their profile pages, add contact details and can allow other participants to contact them through a Skype plugin. This helps participants to find partners for Tandem exercises. People can contact each other through the profile pages in Mahara.
- Another useful functionality which was recommended was the Calendar function in Moodle. With this function it immediately becomes clear when the teacher are available for direct online assistance through Skype, if necessary.
- Finally it is advisable to use a PDF with all the instructions / assignments inside Moodle instead of text, because it appeared to be clearer for the participants in the course.

### Teacher Training Course outline

Week	Description
1	Introductions – Get to know each other and use Langblog and Tandem as students
2	Langblog – Create tasks for oral production in Langblog, give and receive feedback on colleagues' tasks
3	The OER – Create new tasks/activities for speaking interaction in Tandem using the OER, give and receive feedback on colleagues' tasks/activities

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*Please note: In this part of the teacher training handbook, the information is primarily in the form of direct instructions to the trainees. This will help prospective organisers of online training courses to adjust the materials for their own purposes where necessary.*

## **4.1 Week 1 - Introduction to the course and the tools**

The goal of this week is for the participants to get to know each other, to familiarise themselves with the SpeakApps tools and to begin considering how they might be useful in their teaching contexts.

### **1. Getting to know each other (recommended for Day 1)**

Your first task this week is to get to know others in the course and to introduce yourself. You will also need to join a team.

From the links in the Topic Outline of the course, get to know a little bit about the trainers by reading the Who's Who page and viewing the videos from the trainers in the Welcome Langblog.

1. Introduce yourself in the Forum for Introductions, saying where you're from, something about your teaching context and what you hope to get out of the course. You should also post a video or audio recording in the Welcome Langblog introducing yourself as well (click on "Contributions" in the lower right).
2. Learn about the other participants by reading and viewing their introductions in the Forum for Introductions and the Welcome Langblog.
3. Join a team using the Team Formation Wiki. Please be sure to include your availability for Tandem work in GMT+1 and your Skype ID (if you have one).

### **2. Getting familiar with Langblog (recommended for Days 2-4)**

For the rest of the course, you will mostly work in your teams. Each team will have a block with Communication Tools at the bottom of the classroom's main page. If you haven't yet joined a team, please see point 4 above.

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Your first tasks are to find a partner for Tandem and to familiarise yourself with Langblog. This week, you will have student access to Langblog; in week 2, you will gain teacher access and learn how to create and administer tasks. Here are the steps you should follow:

1. Find a partner for Tandem, preferably from your team, by using Moodle messages, the Chat room, your Team's Forum and/or Skype. At this point, you only need to find a partner and arrange a time to meet sometime this week, but if you want to try Tandem before Langblog, that's fine - please just see the instructions later in this document.
2. In your team's Communication Tools block, open your team's Langblog (e.g. "Langblog Team 1").
3. View the three Langblog example activities, and respond to at least one of them - just click on "Contributions" in the lower right corner. For more detailed instructions, see the User Guide.
4. As other participants respond to the Langblog activities, listen to their responses and comment on them if you wish to.
5. As you work with Langblog, please share your thoughts about it in your team's forum and describe how it might be useful in your teaching. This is a great opportunity to share ideas and get advice on how to use the tools!

### 3. Getting familiar with Tandem (recommended for Days 5-7)

In the last part of Week 1, the goal is to try Tandem with a partner. Here's how you should do it:

1. After finding a partner and arranging a time to meet with your partner, connect via a synchronous communication tool such as Skype or Videochat. To find your partner in Videochat, you must both enter the same Videochat room in the same team. If you use Skype, be sure to have your status set to "available".
2. Once you are able to speak with each other, open Tandem using the General Tandem link in the same Team. To do this, follow the steps below, or, if you wish, see the more detailed instructions in the User Guide.
  - a) Both partners should click on the same General Tandem link

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- b) One partner, the "Host", should find the other partner's name in Select User (under the number 1) and select it. (The other partner, the "Guest", does nothing at this stage.)
  - c) The Host should select an exercise in Select Exercise (under the number 2). Any of them is fine.
  - d) The Host should click on the Start! button (under the number 3) and then wait.
  - e) The Guest should see a message about being invited by the Host. The Guest should then click on Accept and then the two of you will see the beginning of the Tandem Activity or Task.
  - f) Work through the tasks. In Tandem activities, there can be one or more Tasks. Thus, a Tandem activity is a container for one or more Tandem tasks. You will learn more about this in Week 3.
3. Please do at least one Tandem activity with your partner. You are more than welcome to do as many as you like with as many partners as you'd like to.
4. Before disconnecting with your partner, decide together what kinds of Tandem tasks you did from the Tandem Task Types chart below.
5. In your team's Forum, one of you should report on what Tandem activities you did and what type they were. There are nine different types possible: decision making; description of different pictures; giving directions; making a guess; object description; problem solving; ranking task; role play; spot the difference. Please also share your thoughts about it and how it might be useful in your teaching in your team's Forum. Were the tasks interesting? Did they stimulate oral interaction and learning? Was there a solution?

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## **4.2 Week 2 - Langblog**

You will be given 'Administration' access to Langblog and Tandem and you now have 'teacher access' to the Moodle page. Please be careful and do not click on the 'Turn editing on' button on the top-right hand side of the Moodle course.

You are no longer in student mode. As you will notice, Langblog has changed a little. You should now be able to see a button called "Administration". Click on this to access the "dashboard" where you will be able to create new activities/posts.

Instead of contributing to an activity in Langblog like you did in week 1, you can now set up a Langblog activity for other participants to try out. These activities can be warm up activities or any other type of oral production activity.

Please read the instructions for the second week here for Langblog.

Here are the tasks for this week:

### **1. Watch the tutorials on creating an activity in Langblog (recommended for Day 1)**

Please read the instructions and watch the tutorials on creating an activity in Langblog:  
<http://langblog.speakapps.org/langbloginfoen/?p=167>

Langblog is a blog for recording and uploading video and audio contributions. This tutorial shows how to RECORD A VIDEO CONTRIBUTION. As Langblog is a blog, new videos and audio recordings have to be tied to a post. These posts are called ACTIVITIES. Here are the instructions for creating an activity with a video recording:

Download and View the PDF Tutorial here: [Create an Activity: Recording Video]

### **2. Reflection on the activities in week 1 (recommended for Day 1).**

Look at the activities in Langblog in week 1. What kind of activities are there? Did the teachers use prompts, did they create a video or audio activity?

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The first example was based on a prompt for describing and making suggestions. The second example was about describing and agreeing or disagreeing. The third example was the 'agony aunt', giving advice, comparing and contrasting and agreeing and disagreeing.

### 3. Create a Langblog activity (recommended for Days 2-3).

Please read the instructions for Langblog for teachers on

<http://langblog.speakapps.org/langbloginfoen/?cat=25&f=LANGBLOG.&lang=undefined>

Look at the list of possible topics below. This list might help you when creating an activity.

Personal identification	Health and body care	Services
House, home and environment	Education	Places
Daily life	Science and scholarship	Language
Free time, entertainment	Current affairs	Weather
Travel	Shopping	Other
Relations with other people	Food and drink	

Please note:

- It is important to decide whether you are going to create an activity by using an audio or video recording. Your students will probably choose the same medium.
- Try to speak as spontaneously as possible, and smile when you are making a video recording.
- Remember to limit your activity to a maximum of 2 minutes.
- Also, tell your students to limit their contribution to a maximum of 2 minutes (preferably 1 minute). This is important if you are thinking of providing feedback to every individual student.

When you want to create a task related to a specific level of the CEFR, you can have a look at this presentation: <http://www.slideshare.net/speakapps/speakapps-cefr-tasks-for-oral-production>



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Create an activity in your Langblog. This activity can be a warm-up activity or any other type of oral production activity.

- Please use text, a picture or refer to an external website (e.g. Google Maps, but remember to check the button 'Open link in a new window/tab' so that it refers to an external website) and then decide to create an audio or a video recording.
- Remember to check 'Week 2' under 'Categories' when adding a new post (you will see this below the text field).
- Provide clear instructions in your recording (time, task).

You can think of different kinds of activities:

describing	expressing opinions /	expressing possibility
reporting events	preferences	expressing purpose
requesting information	giving instructions	comparing and contrasting
responding to requests for	making suggestions	classifying
info explaining	persuading	summing up
giving examples	complaining	appropriate social exchange
agreeing or disagreeing	apologising	

#### 4. Evaluate your own Langblog videos (recommended for Days 4-5).

Try to consider the following aspects below. Then look at each other's activities and try to focus on different components of the tasks and provide your comments in the Forum.

#### Checklist for Langblog

Below are a few general/technical questions for self-evaluation of Langblog activities: Look at your video in Langblog and consider some, or all of the following questions:

- What message does your facial expression convey?
- What do you notice about the background of your video? Your body position?

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- How might your tone of voice be perceived?
- How understandable are you?
- What do you notice about the technical aspects (lighting, sound, length etc.)?

Questions relating to pedagogical aspects:

Checklist for evaluating the tasks:

COMPONENTS OF THE TASK	1 Definitely No	2	3	4	5 Definitely Yes
Does the activity relate to real world communication activities?					
Is there any specific outcome?					
Does the activity engage learner's interests?					
Is the quality of the input good?					
Is task completion a priority?					
Is success judged in terms of outcome?					
Are the instructions clear?					
Is the topic appropriate for the level?					
Does the activity encourage students to interact (e.g. are they asked to listen to each others' contributions)?					
<b>Personal evaluation mark (the sum of all the marks)</b>	How can you improve your activity?				Great task! Congratulations!

## 5. Create a new Langblog activity (recommended for Day 6).

You can set up another Langblog activity, adapt the original one or create a new activity in light of the discussion in the Forum.

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### ***4.3 Week 3 - Tandem and the OER***

In this week you will create new tasks/activities for speaking interaction in Tandem using the OER, give and receive feedback on colleagues' tasks/activities. Here are the tasks for this week:

#### **1. Get familiar with the OER**

The SpeakApps Open Educational Resources is a repository of activities for speaking practice. The tasks, activities and projects in the OER can be used with the SpeakApps tools Langblog, Tandem and Videochat, but they can also be adapted for use with other online tools, or in a face-to-face or blended learning environment.

There are hundreds of tasks, activities and projects in the OER and your first task this week is to get familiar with how to find what you're looking for (apart from just browsing, which you can also do!).

For this task, go into the OER by clicking on the link in the Week 3 Block in the Moodle. Can you find....

1. a Tandem Task related to language learning
2. a Tandem Activity related to animals
3. a Tandem Task with the Same Input for both students
4. a Tandem Task with Different Input for both students
5. a Langblog Activity related to the environment
6. how many different search criteria are there?

Post your answers in a message in your Team Forum with the subject of the message "Answers to Week 3, Task 2" and please note, there is often more than one correct answer!

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## 2. Video tutorials

As well as being a repository for tasks, activities and projects, the OER is also the tool we use to create new tasks and activities for Tandem. In this task, you should watch the video tutorials which you can find in the Week 3 Block in the Moodle.

The three video tutorials show you:

- how to create a new Tandem task,
- how to create a new Tandem activity, and
- how to put the Tandem activity into a classroom Tandem.

### Tandem task and Tandem activity

Why do you need to create both a Tandem task and a Tandem activity? And what is the difference?!?

A Tandem task is the smallest package we can create in the OER but in order to put this into a classroom Tandem, we need to put it inside a Tandem Activity first; then we can save the .zip file of the Tandem activity to our computer and upload that to the classroom Tandem. A Tandem Activity must consist of at least one Tandem task, but it may well have 2, 3 or more Tandem tasks. For example, you might want your students to do a "Spot-the-difference" task, and then follow that up with a discussion about the topic raised in the first task.

Can you find the video tutorials in the User Guide area of the Moodle?? Send the link in a message to the Forum - there's a PRIZE for the first person in each Team to send the link!!!

## 3. Create a Tandem task in the OER

Before you start writing your first Tandem task, you need to consider what you want your students to do. As you have already seen, Tandem tasks can be based on either:

- students having the same input, or
- students having different input

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The "input" you give students can be an image or text (or a combination!).

- What type of tasks could you create which require the same input?
- What type of tasks could you create which require different input?

In the OER, we currently suggest the following task types:

Decision making / discussion	Learners have access to different sets of information/images which they share in order to make a decision following the criteria provided in the instructions.
Description of different pictures	Learners see different images. Learners take turns in describing these images to each other in order to carry out a common task.
Giving directions	Learners see the same map, but only one learner sees a number of landmarks (shops, venues, etc.). One learner gives the other learner directions in order to locate these correctly. Once directions have been shared, the learner with a view of a landmark can click on it and make it visible to the other learner.
Making a guess	Learners have access to two of three related sets of information/images. Learners need to share their information in order to make an informed guess on what the third set contains.
Object description	Both learners see the same image. In this image there are a series of numbered objects. Learners take turns in describing these objects without naming them so that their task partners can guess which object it is.
Problem-solving	Learners have access to different sets of information/images which they need to share in order to solve a problem following the criteria provided in the instructions.
Ranking task	Learners see a number of items and have to agree on a ranking order following the criteria provided in the instructions.

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Role-play	Learners are given different roles with instructions on how to play their roles in a role-play conversation. Learners are given different prompts throughout the task that will guide them on the content of the conversation.
Spot-the-difference	Learners see the same image but with a number of differences. Describe your picture to your task partner and identify the differences.

If your idea doesn't fit into any of these types, you can also suggest others!

Now, create your Tandem Task in the OER!

To do this, create a NEW Tandem Task; give the task a title and for this Teacher Training, please put TTSA14 at the START of the title (e.g. "TTSA14 Eating in a restaurant").

NB: You are very welcome to look at existing tasks in OER to give you ideas for your own task. For this training, name your tasks with the prefix "TTSA14" while the training is going on; after the training course finishes, you can keep your task in the OER, but please RENAME it and take out the "TTSA14" part. We will be deleting all tasks with the prefix "TTSA14" after the training course finishes so don't forget to do this if you want to keep the task.

#### 4. Create a Tandem activity in the OER

Once you have created your Tandem Task, you need to create a Tandem Activity and link the task to the activity. You can either look in the User Guide or watch the video tutorial. If you have any problems, post a message to your Team Forum.

#### 5. Upload your Tandem Activity to the Team Tandem.

NB: The "Team Tandem" is in fact the SAME Tandem for all teams. Hopefully we will have lots of examples of Tandems to try in a few days!!

You can either watch the video tutorial for this or follow the instructions in the OER manual (in the User guides area of the classroom). Send a message to your Team Forum to tell your team your activity is ready to try!!

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## 6. Arrange to do a Tandem

Make an appointment with someone from your team and then try two or three of the tasks for yourselves.

## 7. Self-evaluate your Tandem task/activity

Here are a few questions to help you evaluate the tasks:

- Is the task/activity interesting?
- Does the task/activity relate to real world communication activities?
- Is the task/activity appropriate for the level indicated?
- If there is more than one task, is the activity logically staged?
- Does the task/activity have an expected learning outcome?
- Is there a solution? If not, should there be one?
- Is the input appropriate for the task?
- If you used images for input, are they copyright free? What about the size?
- If you used text for input, is it clear? What about the font/size?

And finally,

- When you tried your task/activity, did the oral interaction meet the expected learning outcome?

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## 5. Training material

There is a lot of material which has been produced for dissemination purposes as well as training purposes. The training material can be found through the SpeakApps platform at [www.speakapps.eu](http://www.speakapps.eu).

### Presentations for promotional and instructional purposes on Slideshare

A total of 30 presentations (in each of the different project languages) have been created and uploaded to the SpeakApps channel on Slideshare, which can be found through the SpeakApps website or directly through: <http://www.slideshare.net/speakapps>

### Videos on YouTube about the SpeakApps tools and the OER

A number of videos (with different subtitles) have been produced and uploaded to the SpeakApps channel on Youtube, which can be found through the SpeakApps website or directly through: <http://www.youtube.com/user/SpeakApps>

### SpeakApps User guides

There is a block section which is called SpeakApps User Guides, directly accessible through the homepage of <http://moodle.speakapps.org/>. This contains a link to the SpeakApps Info blog. Here one can find videotutorials and userguides that will help both the student and teacher to learn how to use Langblog, Tandem or Videochat and the OER (for teachers only). There is also a FAQ-section available to help the user in the best way possible. The videotutorials and/or userguides are available in the different project languages.

### Queries and technical support

Specific support forums have been created in Mahara. These support forums concern the SpeakApps tools like Langblog, Videochat and Tandem but also the learning environment Moodle and the use of the Open Educational Resources Database. These support forums are



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accessible under <http://moodle.speakapps.org/> and can only be read once you are logged in to Moodle: <http://moodle.speakapps.org/login/index.php>

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See for more information: <http://creativecommons.org/licenses/by-nc/3.0/>

## Copyright free images for use in Langblog and Tandem

There are many ways to design tasks and activities to practice oral production and interaction. When you are considering using images with your task or activity in Langblog or in Tandem, please be aware that you cannot use any type of images. You are only allowed to use images that are free to use or share and/or modify.

There are a number of websites that offer images for free. Below are a couple of websites. However, a very popular and easy way to search for copyright-free images is through Google Images, Advanced Image Search, Usage Rights. Select the option of 'Free to use or share' (or modify). [https://www.google.nl/advanced\\_image\\_search](https://www.google.nl/advanced_image_search).

- Morque File free photos: <http://www.morguefile.com/archive> .
- Open Clip Arts: <http://www.openclipart.org/>
- Free educational clip art: [http://www.teacherfiles.com/clip\\_art.htm](http://www.teacherfiles.com/clip_art.htm)
- The Canadian Society of Second Language Teachers:  
[http://www.caslt.org/resources/general/program-support-clip-art\\_en.php](http://www.caslt.org/resources/general/program-support-clip-art_en.php)

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- Kave Wall Stock photos: <http://www.kavewall.com/stock/>
- Pics4Learning.com: <http://pics.tech4learning.com/index.php?view=browse>
- Copyright Free Photos: <http://www.copyrightfreephotos.com/gallery/>
- Pixabay (not all photos are free, but searches yield lots of results): <http://pixabay.com/>
- Rich Electronix Archive for Language Instruction Anywhere: The Realia Project -  
(contributed by language teachers): <http://www.realiaproject.org/>
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## 6. Tips and tricks and a reference to further reading

Throughout the first SpeakApps project, which lasted from 2011 until 2012, many documents were published that are still relevant up to the present day. Two documents were then published under deliverable 3, Comparative study of current practices ('Tools for speaking' and 'Further readings'). Both documents can be found under <http://www.speakapps.eu/media/> (Documents, SpeakApps 1 Reports, WP2).

### Tips and tricks

Below are tips and tricks on how to use Langblog, Tandem and Videochat. These tips and tricks are based on hands-on experiences with the tools by different teachers from the participating universities in the SpeakApps project. Although there can be a bit of overlap between what was written earlier in this document, we believe it is helpful to have the tips and tricks all in one place.

### Tips on how to use Langblog

- Keep any written instructions short. Send longer written materials in a separate document.
- Avoid writing a transcript of your video recording (unless it's a complete beginners' course, and even in these cases you need to consider whether it is necessary). If there's a script listeners/watchers have no reason to listen.
- Use images or embedded videos to make your activities more visually attractive.
- Make sure you assign the activity a category.
- Use a webcam when you first create an activity and whenever possible after that (unless the activity requires it is only audio, e.g. leaving a voice message on an answerphone or radio phone-in). Students like seeing the teacher, it makes the recording more attractive, and it encourages students to use a webcam which contributes to building a group rapport.

### Getting ready to record

- Think about the position of the camera and microphone.

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- Think about what's behind you, students will be able to see that.
- Make sure there's enough light (in front of you, not behind you) to get the optimum recording.
- If you wear glasses, try to avoid reflections.

## Recording

- Introduce yourself the first time you record a message for a group.
- Don't move around in front of the camera (it's very distracting to watch a video of somebody moving their head from one side to the other, and most of us tend to do that when talking to somebody).
- Don't speak too fast.
- Clearly mark start and end of units of meaning (e.g. instructions, examples).
- Use visual prompts to support what you are saying (pictures, flashcards, objects) to help make the video more interesting.
- Smile!
- Avoid recordings that are too long. 2 min, would be the maximum we recommend, and if it's this long you'll need to have used prompts and have used your intonation right in order to segment different parts of the message and make it easier to listen to.
- Watch/listen to your recording to check it looks/sounds OK and seems easy to understand.

## Designing a task

- Don't ask students to talk for more than 1 minute if you want to make the activity interactive. Other students will never listen to long recordings.
- Remind students NOT to read from a script.
- Give students a reason to listen to other students recordings.

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### Tips on how to use Tandem

- A Tandem activity contains Tandem tasks, whereas a Project can contain activities (Langblog and Videochat) and Tandem activities. The instructions for the task are already given when you select a task. Choose 'Other' to give your own instructions.
- There are two options: either you create a task with the same input or you create a task with different input so that student A has different information than student B.
- Make sure there is a logical sequence of tasks in your Tandem activity. Begin for instance with a introduction (e.g. discussion, describing an object, same input task), afterwards a spot the difference task followed by a discussion
- Don't make too many tasks for one Tandem activity. A sequence of 3 to 4 tasks is appropriate.
- Use images or embedded videos to make your activities more visually attractive.
- You can set a timer for certain tasks.

### Tip on how to use Videochat

- Videochat is a great tool to practice oral interaction. You can think of role plays, discussions, negotiating a common topic, et cetera.
- Make sure that students are prepared before they enter Videochat.
- Because the session can be recorded, you could ask your students in a follow-up task to make a transcript of one of the contributions to the session and for example let them reflect on their input in Langblog.

### Prompts:

- There are a number of websites that offer images for free. A very popular and easy way to search for copyright-free images is through Google Images, Advanced Image Search, Usage Rights. Select the option of 'Free to use or share' (or modify).  
[https://www.google.nl/advanced\\_image\\_search/](https://www.google.nl/advanced_image_search/)

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- Another great source is the Rich Electronix Archive for Language Instruction Anywhere:  
The Realia Project - (contributed by language teachers): <http://www.realiaproject.org/>