**Name and short introduction**

My name is Zita Varga, my current workplace is Táncsics Mihály Grammar School in Dabas, Hungary. I have been teaching English for more than a decade. These years of experience have helped me developed a set of methods and beliefs about how I can best help students learn and grow. In my teaching I love trying new ideas, activities and applications which can promote (online) self-study. Therefore I was interested in the Erasmus + mobility project which addresses these issues: new technologies and digital competencies, and improving the quality of education with a greater emphasis on the students and on meaningful learning opportunities with CLIL.

The visit to West Kirby Grammar School contributed to the implementation of new ideas in my teaching practice. On the other hand, as a non-native speaker of English I found it immensely useful to attend and observe the lessons of native speakers with special emphasis on their classroom English.

**The report of the methods used during the exchanges**

**German lessons:**

Using *news websites* designed for pupils. Firstly it teaches new vocabulary for students and at the same time prepares them for exams where they have to talk or write about these topics. The teacher employed various techniques to avoid translation including synonyms, antonyms, key words and even mime.

**Spanish Lesson:**

As we all know, there are several roles for teachers they can apply during their lessons. I had the opportunity to observe a great lesson where *the teacher as actor* appeared. She used variation in loudness, intensity and pitch to communicate effectively. She focused on the neglected areas of classroom delivery which may help to lead more effective teaching, namely speech and pantomime.

They also used *Quizlet* to study words, these were created by the students.

**Reading comprehension conference**

During the conference which was held in the scope of the Erasmus + programme, we were introduced to digital methods and new applications, which I have tried during my lessons.

*Padlet* is an online virtual bulletin board, where students and teachers can collaborate, reflect, share links and pictures.

*Hypersay* is an online application which is created to empower both Presenter and Participant to creatively interact with each other during a power point presentation.

*Word Cloud Art Creator* is an online word cloud art creator that enables you to create amazing and unique word cloud art with ease. I tried it as a warmer to introduce a new topic for students. They had to use the words in my cloud in sentences to start talking about the topic of food.

Popplet can be used as a mind-map, which helps students think and learn visually. With the help of Popplets, students can capture facts, thoughts, and images and learn to create relationships between them.

**Something else interesting**

I learnt a lot during the French teachers’ visit to our school. I strongly believe that students should take an active role in their learning. Therefore, most of the lessons should place pupils at the centre of the classroom.

The French teachers described something similar to us in their presentation in Dabas. They use what is called the *‘actional’ approach* where the pupils are active and contribute to their advancement and preparation of each final task. Students mostly work in groups and learn to interact in English and guide each other before turning to their teacher. In this way they speak a lot more in the target language and quickly gain confidence.

 They also teach literature in English using CLIL methods with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.

In the future I will focus on this approach and try to implement it in my practices and use more problem solving tasks so that students can use English to solve a problem and learn about a topic through the medium of a foreign language.

**The best things I have seen**

The best thing I saw, had nothing to do with digital methods. However, I found it really useful and easy to implement at home with my students. During a Spanish lesson the teacher handed out *plastic boards with washable markers*. Students were asked to write the answers to questions on their boards and they had to show them to the teacher who could check all of them, not only asking only one at a time.

I recommend this cost-effective and easy- to-use learning aid to anyone as it is available in a variety of sizes to suit our teaching style and needs.