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ACTIVE AND INCLUSIVE TEACHING OF LITERACY AND COMMUNICATION SKILLS FOR ENHANCED EMPLOYMENT AND SUSTAINABLE ECONOMIC GROWTH (IN-COMM GUIDE)

ACTIVE AND INCLUSIVE COMMUNICATION: ON THE CASE OF NON-VERBAL COMMUNICATION, TRAVEL WRITING AND MOVEMENT– (IN-COMM GUIDE)

MASTER MODULE CURRICULUM



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ACTIVE AND INCLUSIVE COMMUNICATION: ON THE CASE OF NON-VERBAL COMMUNICATION, TRAVEL WRITING AND MOVEMENT– (IN-COMM GUIDE)

COMMUNICATION SKILLS CURRICULUM GUIDANCE TOOL

UNIVERSITY MODULE HANDBOOK FOR TEACHERS

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MASTER MODULE CURRICULUM

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These guidelines will enable users to identify the advantages of communication skills acquisition and make the most of their communication skills knowledge by assessing the present knowledge and guiding them in the process of improving communication skills acquisition in English by employing non-verbal communication, travel writing, literature (belle-lettres), movement and topics related to multiculturalism and inclusion.

The module enables further development of sustainable competences, which cover the following four interrelated areas of competences: 1) Embodying sustainability values, 2) Embracing complexity in sustainability, 3) Envisioning sustainable futures, and 4) Acting for sustainability (Bianchi et al., 2022).

For further reading about sustainable competences, authors of this module would like to encourage teachers of the module to follow instructions in The European sustainability competence framework, authored by Bianchi et al. (2022) and published by the Publications Office of the European Union.

Table 1. *GreenComp* areas, competences, and descriptors

AREA	COMPETENCE	DESCRIPTOR
1. <i>Embodying sustainability values</i>	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.

2. Embracing complexity in sustainability	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

AREA	COMPETENCE	DESCRIPTOR
3. Envisioning sustainable futures	3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.



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4. Acting for sustainability	4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 Collective action	To act for change in collaboration with others.
	4.3 Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Source: Bianchi et al., 2022, 14-15



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1 MASTER MODULE

1.1 INTRODUCTION AND DESCRIPTION OF THE MODULE

The Master module entitled **ACTIVE AND INCLUSIVE COMMUNICATION: ON THE CASE OF NON-VERBAL COMMUNICATION, TRAVEL WRITING AND MOVEMENT – (IN-COMM GUIDE)** is intended to be a flexible module for enhancing students' communication skills and raising awareness about the inclusion of students with specific needs, especially including those who prefer to communicate through sign languages. The definitions used in the specialized literature to designate hearing-impaired people clearly distinguish between a clinical and a socio-anthropological perspective. The former is based on the degree of sensory loss and the time of its onset, the latter on its communicative, psychological and social consequences. In this module we will follow the latter. In it, the Deaf identity is essential, according to which a person adopt visual communication and integrate into the community of users of a sign language. These people are the ones we designate here as Deaf, written with initial capital letter (Padden & Humphries, 2005; Ladd, 2003).

The master module has the same content as the bachelor module but is taught at a higher academic level and with more demanding tasks when covering some topics, and should not be understood as a continuation of the bachelor module.

Literacy and communication skills are significant not only in personal life, identity development, self-actualization and in creating careers, but also in business success of companies, in economic growth and in overall development of communities. Thus, the goal of this module is to increase the possibilities for inclusion of students with hearing impairments and consequently performance of students with hearing impairments (the focus is on teaching students and staff with no impairments) to acquire basics of non-verbal communication and sign language and to become more aware of the needs of students with impairments. Along with that, the goal is that students increase their intercultural communication skills as well as broaden their understanding of inclusion and social diversity.

The corresponding contents of our modules have been adapted to the bachelor and master levels by introducing in the latter a series of stimuli for scientific reflection, based for example on invitations to question the validity of certain assertions, to reflect on how to obtain empirical data from the context or to ask possible research questions. In the specific case of the sign language theme, it has not always been possible to make such a differentiation. The reason for this is that since none of the potential learners (BA or MA) have any previous competence in sign languages, both groups are at the same level, so that the above differentiation is not possible.

A clear differentiation regarding the BA or MA level is also not possible when it comes to movement. Students at both levels can be more or less physically agile and have more or less developed motor skills, but this does not depend on their cognitive maturity and readiness to acquire new knowledge. Movement can be considered an addition, a facilitator, as well as enhancer of the learning process.

Plain language can be defined as writing characterized by formal properties that enable the reader to understand a text as easily and as clearly as possible.

Texts written in plain language must be designed to encounter the needs of their target audience. Considering the target should affect what information should be included in the text, how the text should be structured, and which structures and vocabulary should be selected.

Plain language texts includes the following features: Presence of informative headings; Sentences that introduce the topic in a general way; Frequent summaries to help the reader recollect the main line topic; For complex documents, presence of the table of contents. Text organization should strictly enforce thematic progression, so that important information should appear first, according to the up down pyramid scheme, both in the text as a whole and in each section and paragraph. Sentences should be short and should be as close to spoken everyday language as possible. Active voice verb forms should be used. Vocabulary should be as familiar as possible. Plain language also takes into account visual aspects of the text. Sans serif fonts should be used and font size should be properly considered, including bold characters to draw attention on the main concepts. Spaces between paragraph and bullet lists should be used to increases readability.

Social advantages of plain language can be assessed in terms of inclusion, as readers understand plain language texts more easily and clearly. Thus plain language enables people with physical and cognitive impairment to access the content of texts. Other social and economic advantages of plain languages include an improved experience with an organization, which eventually creates trust in the organization, be it public administration, health service or a commercial company.

Reading ease can be measured using different available indices. Thus, for instance the Flesch Reading Ease defines the reading ease as a function of average sentence length and average of number of syllables per words. According to the Dale-Chall readability formula readability is a function of average sentence length in words and percentage of words that are not included on a list of 3,000 “easy words” (that is, words understood by 80% of fourth-grade students). The Gunning fog index defines readability as a function of sentence length and percentage of “hard words”, that is, words with more than two syllables. Readability test tools are nowadays easily available on the web (see for instance <https://www.webfx.com/tools/read-able/>, <https://readable.com/>, https://www.online-utility.org/english/readability_test_and_improve.jsp).

The contemporary education system is unimaginable without the use of technology. Its primary role is to help children learn more effectively and to raise motivation for learning. On the other

hand, technology helps teachers as well because they can access and develop teaching materials more easily.

Eady and Lockyer (2013) state that contemporary technology includes not only computers and the Internet, but whiteboards, laptops, tablets and smartphones which make technology mobile. However, they argue that it is not enough to give students only access to technology, but it is important to develop “technology-based knowledge” (Ibid., p. 73). Understanding what they have learnt, communicating it to others, collaborate with others and create new products are skills that students need to acquire. In the modern world, those skills are linked to the ability of using ICT so teachers have to offer tasks oriented toward the development of ICT skills.

The importance of developing ICT skills became even more expressed in 2020 and 2021 during the lockdown imposed by the Covid-19 pandemic. Schools were closed and teachers had to quickly shift from regular, ordinary teaching to online teaching. Ivanković and Igić (2021) claim that this form of learning has questioned the conduction and quality of such teaching. Such a specific situation has confirmed the need of lifelong learning and education for teachers because many of them, especially the older generations of teachers, lacked digital competencies. Kraner (2022) writes about the difficulties brought on by the pandemic. Along with teachers' lack of the necessary competencies, he mentions that students in Slovenia did not have the basic equipment for distance learning. Another problem he mentions is the fact that ICT cannot replace human relations, and therefore the role of teaching is to find a balance between artificial (digital) worlds and real experience, between passive sitting and physical movement, between taking in mere information and creating one's own knowledge, between consumption and creativity.

The development of technology leads to the notion of information literacy as the base for the development of the contemporary society (Mlinarević, Stanić, Zadavec, 2015). “In today's society information literacy is considered as an important constituent of a person's literacy in general. It includes the understanding and use of information, not only from classical sources of knowledge, but also those intermediated by contemporary technology.” (Curriculum for Primary Schools (Croatia), 2006, p.19, as cited in Mlinarević, Stanić, Zadavec, 2015). The same authors conducted a research in which they wanted to find out about the knowledge students have about information and media literacy in the education system. Students answered that their knowledge and skills were above the average, but that their use of ICT to master the teaching subjects more effectively was only average. The authors conclude that schools have to offer new approaches to education oriented toward the development of knowledge and skills which would enable students to participate in the society of knowledge and to answer the challenges they could face on the global market.

Technology impacts student learning in a positive way by engaging them more. In such a way, students retain more information. According to Costley (2014) technology provides meaningful learning experiences and hands-on learning opportunities that can be integrated into all school curricular areas. By using technology students collaborate with their peers and learn from each other and so improve their learning and raise their motivation. The importance of technology for motivation, intrinsically oriented learning and lower anxiety has also been confirmed by Rončević

Zubković, Kolić-Vehovec and Pahljina-Reinić, 2020) who state that those students who are satisfied with the way technology is used by teachers in their school tend to enjoy teaching and are proud to be part of it, and at the same time they report lower boredom, anger and anxiety.

Societies tend to establish a fictitious normality shaped by one majority group (Eckkrammer 2012). In contrast to this, the UNESCO (1960) demands respect, understanding, tolerance and friendship among different groups and requires education to enable the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms (Convention against Discrimination in Education: Article 5.1). The provision of a qualitative education is also demanded in the Sustainable Development Goal 4, part of the 17 Sustainable Development Goals established by the United Nations in 2015. It aims to “build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all” (UN SDG 4, 4A). Therefore, education should also be inclusive. Inclusive education should guarantee the right of all learners to quality education in any case regardless of social or economic background, sex, special educational needs and disability (UNESCO, n. d.).

This module aims to provide this inclusive approach to education by enhancing awareness of human diversity. The respect for each and everyone’s differences constitutes the base of our work to “promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities” as stated in the UNITED NATIONS Convention on the Rights of Persons with Disabilities (UNITED NATIONS, 2006: Article 1).

The aim of our project is to combine three thematic chapters, namely non-verbal communication, travel writing and movement under single module guidelines, where all three are linked through applied tasks. Even if at first glance the thematic chapters appear diverse and not connected, with the present guideline we want to show that also disciplines that seem distant, could be joint for a common goal, namely the active and inclusive communication. In line with the concept of CLIL (**Content and Language Integrated Learning**) (Pérez-Cañado, 2012) in the present guidelines we integrate all three concepts in joint activities that are described in the following sections.

In the method guide for inclusion of nonverbal communication into communication skills curricula, the theory regarding sign languages and nonverbal communication will be introduced. We aim to explain the relationship between the nonverbal communication, sign languages and open and inclusive communication and its application for pedagogical purposes. Then, we propose different practical exercises to enhance the everyday application of nonverbal communication skills.

1.2 TEACHER PROFILE

A teacher of this course is expected to have a Ph.D. degree in linguistics, languages, communication sciences, intercultural communication, or related areas.

1.3 TARGET GROUPS

The target groups of this module are, in fact, all higher education institutions that would like to use the proposed curriculum in their communication skills teaching, enhancing inclusion and emphasising diversity and individual needs of some students.

Students, enrolled in this module are master university students, and university teaching, researching and administrative staff, and interested local stakeholders who would like to improve their communication skills and develop and deepen awareness about overcoming communication barriers through open mindedness and positive attitudes towards the other. This will be illustrated through the concrete situation of experiencing the need of communication without a common language.

-Student's profile: European and non-European students who wish to have an interdisciplinary approach to communication including travel writing, movement, sign languages and intercultural communication, and at the same time improve their communication skills in the English language. No prerequisites are needed. It is advised for students to have a B2 level of English language command (As a result of the project, the terminology was changed. Due to political correctness we discuss inclusion of nonverbal communication with the goal to raise awareness about sign languages)."

It is advisable to work with groups of no more than 15 students. Curriculum may be used as a part of education for acquiring specific communication micro-credentials.

Planning of teaching activities of this module can of course be flexible. The ECTS credits can be adapted to various study programmes. Two most common options are the following:

- 1) 6 ECTS, 2 semesters, 2 contact hours per week
- 2) 6 ECTS, 1 semester, 4 contact hours per week

The curriculum of this module is designed so that it can easily be adapted to various **master** studies as an elective course. Considering the teacher's autonomy, in the curriculum the main categories for achieving the objectives of the module are defined. These guidelines are added as instructions for teachers and users, but it is worth emphasising that the curriculum can be adapted to various fields of study. Guidelines also want to encourage teachers to take the curriculum as a guide, considering students' needs, fields and current situations, and including topics of their choice. In doing so, teachers are encouraged to follow the innovative teaching approaches and methods suggested in the curriculum, while also being creative in incorporating other relevant methods that prove effective in a particular group.

The module is designed as a SEMINAR course, worth 6 ECTS. According to the curriculum, 60 hours are delivered in the classroom, and 120 hours of the course is student's individual work. The distribution of seminar hours according to the proposed content is the domain of the teacher, who should of course consider the specifics of the group and the needs of the individuals in each group. Also, assignments in the frame of individual student's work (120 hours) should be designed according to the needs of the group and, as far as possible, adapted to the needs and interests of the individual. If possible, students should be given a choice between tasks of approximately equal difficulty.

The official language of the module is English. The prerequisite for enrolling into this course is B2 command of English.

The current circumstances are showing that there is an increasing tendency to have multicultural student groups, so this module could offer an opportunity to reflect about communication challenges in this context. In such contexts, adopting methods of inclusive teaching is significant (i. e. usage of inclusive language; in the course discussed topics should reflect diversity and multiculturalism, etc.).

1.4 CONTENT OF THE MODULE

In the module, all the proposed topics should be covered. To achieve the objectives of the module, the following topics have a prescribed minimum number of hours per module:

- Communication and rhetoric skills (minimum 5 hours)
- Intercultural communication (minimum 4 hours)
- Nonverbal communication (minimum 6 hours – if possible, invite guest lecturers from the national Deaf community)
- Sign languages, Deaf communities, and basics of the local sign language (minimum 6 hours – if possible, invite guest lecturers from the national Deaf community)
- Travel writing and literacy skills (minimum 5 hours)
- Reading literature (minimum 45 minutes)
- Movement, well-being, and health (minimum 3 hours)
- Diversity and inclusion (minimum 2 hours)
- Local and global identity (minimum 45 minutes)
- Green and sustainable lifestyle (minimum 45 minutes)
- Career, professional development, and lifelong learning (minimum 45 minutes)
- Sustainable economic growth (minimum 45 minutes)
- Digital tools and skills (minimum 45 minutes)
- Active citizenship (minimum 45 minutes)

At least 45 minutes should be reserved for a particular topic in the classroom, so that the goals of the module are achieved, but the actual amount of time devoted to a topic should be adapted to the needs of the group and, as far as possible, to the individual needs and interests of the students involved. The method of dealing with each topic, the time allocated to the topic and learning methods are matters of teacher's autonomy.

Teachers are advised to choose various literature on the content topics and depending on the target students, their fields, needs, interests, etc.

1.5 OBJECTIVES OF THE MODULE

The module has the following objectives:

- to further enhance literacy and communication skills through an innovative combination of travel writing, movement, non-verbal communication and intercultural communication;
- to further enhance writing and reading skills as the core of successful education and business;
- to further enhance social and intercultural skills;
- Raising awareness about non-verbal communication;
- To raise awareness about sign languages and Deaf Communities
- to further enhance digital skills for applied knowledge;
- to analyse and evaluate motor knowledge (movements) which affect the development of motor and functional abilities in order to maintain well-being;
- to analyse the characteristics of authentic professional texts and apply knowledge into practice;
- To analyse and evaluate concrete examples of good practice in language usage for professional purposes;
- to analyse and evaluate topics related to inclusion/multiculturalism;

1.6 COMPETENCES GAINED BY STUDENTS

- Reflection on one's own communication skills and strategic alignment in the field of communication;
- Ability to write, analyse and evaluate a publishable travel-writing text according to the students' level of CEFR English skills;
- Ability to communicate with people of different professions and socio-cultural, cognitive backgrounds at an advanced level;
- Autonomous applicative usage of appropriate language for professional purposes, digital language tools and professional terminology.



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- Ability to adapt to and reflect on their oral and written production in order to enhance communication with people with different backgrounds;
- Ability to establish and reflect on the communication with the Deaf and people with different backgrounds;
- Ability to behave inclusively with the Deaf, as well as people with different backgrounds, reflect on that, analyse it and report about their own experience;
- Ability to use some basics in their local sign language in order to establish communication with Deaf people and reflect on the value of hearing people being able to use it;
- Ability to identify cultural and or linguistic features of the local Deaf community as well as the international Deaf communities
- Identification and description of different forms of movement in non-verbal communication;
- Identification and critical analysis of points where movement and non-verbal communication meet.

1.7 INTENDED LEARNING OUTCOMES

- Knowledge and understanding: Students' foreseen results are reflected in understanding the basic concepts of the communication skills in professional and in personal life; understanding the role of media in their own field specific areas; get familiar with the interdisciplinary approaches and methods; knowing the basic concepts of professional communication, vocabulary and terminology; apply theoretical and practical skills in the field of language for professional and personal life, terminology, written discourse and composition of written and spoken texts; adapt and evaluate the correlation between movement and successful communication and recollection in the field of language for various professions.
- Applying knowledge and understanding: students will use acquired theoretical and practical skills from the areas of speech culture and body language that are necessary for a successful communication in professional and personal life; they will further develop abilities that will allow them to critically evaluate unfamiliar situations involving intercultural communication, both in professional and in everyday life; they will analyse and evaluate the application of achieved motor knowledge of kinesiological activities in various professions and in sustainable lifestyle; students will be able to find and reflect in a sensitive and objective way on different sources of knowledge about the Deaf community and their languages.
- Making judgments: students will be able to collect, interpret and analyse relevant data and to apply collected information to address issues and solve problems in the relevant fields, such as professional communication; are able to critically compare solutions and justify responsible choices; students can identify situations in which the use of sign language and/or expanded NVC can help establish communication with Deaf people and people of



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different backgrounds, and take the right decisions regarding their behaviour in such situations.

- Communication skills: the students will be able to clearly phrase their analyses and evaluations and define their arguments in favour of their conclusions with respect to issues involving professional and intercultural communication; students will be able to use the manual alphabet used by the local Deaf community.
- Learning skills: the students will be able to analyse and learn how to use research tools that will allow them to continue to address the topics within the studied disciplines with a high degree of autonomy; they will acquire advanced skills involving IT tools, which will enable them to become active participants in local communities and agents in fostering inclusion, local and European identity.

1.8 LEARNING AND TEACHING METHODS

The role of the teacher is very important – not only as provider of information (some of them are easily accessible online), but also as a mentor and supervisor.

This course uses a range of teaching methods including:

- Individual study
- Group discussions
- Pair work
- Field work activities
- Project work

Hybrid teaching, combining online and on-site instructions, blended learning, flipped courses, “bring your own device” (BYOD) to the classroom, online activities, personalized and project-based learning are all applicable.

1.9 ASSESSMENT

- Class participation
- Public presentation
- Final project review
- (digital) portfolio

Assessment is a matter of teacher autonomy.



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1.10 INSTRUCTIONS FOR ONLINE LEARNING

During online lessons teachers may use the same activities as in the classroom. However, there are some significant differences in how to teach and how to be available for the students.

Firstly, when teachers go online, they need to create a website or use an app/e-learning platform (i. e. MS Teams, Zoom, etc.). This is essential for creating an engaging learning and teaching community.

It is important that teachers communicate with students regularly via e-mails and through website tools, and that they pre-schedule times for online meetings, times for check-ins and times for office hours or individual discussions.

It is advised that teachers upload materials for students to the created website or group.

Teachers are advised to use an encouraging tone, act inclusively, try to observe specific interests and needs, and use humor when appropriate.

Students should be given clear information and instructions on where study materials, tasks and instructions are available (i. e. in MS TEAMS, in the Moodle, etc.).

Teachers need to use authentic materials related to students' fields.

With the activities in this module that include movement, the online environment has to be adapted to make it possible for students to move at least by performing basic movements. Moreover, since most of the activities are planned as group works, teachers are advised to use tools which enable them to create "private (chat)rooms" where students from different groups/teams will work.

2 METHOD GUIDE FOR INCLUSION OF **NON-VERBAL COMMUNICATION (NVC)** INTO COMMUNICATION SKILLS CURRICULA

2.1 INTRODUCTION

Human communication is a multidimensional process, of which language is the most evident, but not necessarily the only determinant (Hall, 1966). Social relations are reflected and reproduced in communication. Among them there are the asymmetries of power between the participants in each communicative act (Fishmann, 1968). In this course we aim to highlight the latter, offering students a space for reflection on the different aspects and dynamics of the communication process, in order to allow them to become aware of them, perceive them in everyday communication and consequently act to mitigate their implications.

This involves firstly showing examples of asymmetric communication, experiencing real or laboratory recreated situations and reflecting on one's own perceptions. In a second step, theoretical elements and practical exercises are offered to demonstrate that it is possible to consciously intervene in communicative asymmetries, to balance them and minimize their effects in daily interaction.

Our approach is based on creating an environment for the observation and conscious use of gestures and non-verbal communication (Argyle, 1988). In this environment we reflect on communication and cooperation among participants in order to meet everyone's expectations; we reflect on how power relations manifest themselves in communication, with emphasis on gestural and proxemic aspects and their pragmatic effects.

The objective of this part of the course is for students to develop strategies to establish lasting (sustainable) relationships by minimizing social inequality in communication. The course thus provides a basis for promoting self-reflection and further development (Life Long learning).

2.2 THEORETICAL FRAMEWORK

Sign languages

Sign languages can arise spontaneously as a means of communication among groups of people facing of permanent damage to the auditory canal. Sign languages are an alternate manifestation of human language in the visual-gestural modality. They are natural languages that fulfil the same cognitive, social, and cultural functions as spoken languages (Meier et al., 2009; Klima & Bellugi, 1979). Recent historical developments have allowed Deaf sign language-using communities to flourish in virtually every country in the world (Mathur & Napoli, 2010). Deaf communities are

considered by a wide academic tradition as minority groups with their own language and culture. They are recognized and protected by both international (UN, 2008) and local laws (de Meulder et al., 2019).

Because sign languages arise spontaneously in the context of the social exchanges of several generations of Deaf people in a given place and generally under the influence of the spoken and written languages of each region, different sign languages exist in each country and sometimes several sign languages and or signed dialects into the frontiers of the same country (de Meulder et al., 2019; Mathur & Napoli, 2010 among others).

This could imply a major difficulty for the plan to use sign languages for the development of a common curriculum, since each member country of the project would have to consider the linguistic and cultural specificities of its own Deaf community. This would require close cooperation with local Deaf communities, including the hiring of Deaf experts, for which the project does not have the financial resources.

International Sign

International exchanges between groups of Deaf people in Europe and the Mediterranean have been documented since the beginning of the 19th century (Allsop, 1996). In these encounters, the difficulty of communicating using the respective sign languages, which were for the most part unintelligible to each other, became apparent. To overcome this barrier, conventions for a basic vocabulary were agreed upon, which for the most part consisted of selecting lexicon from the different sign languages of those who agreed upon such conventions.

Such systems, which have been reissued several times (Napier & Rosenstock, 2016), have a reduced stable vocabulary and exploit iconic and deictic (e.g., directional/pointing gestures) elements that seem to be common to all sign languages described so far (Sandler & Lillo-Martin 2006). Among them are the expression of modality and intensification through facial expression and movement variations; the use of the hands and the space around the body as a stage to represent actions and dimensions as well as spatial anaphora created through virtually locating entities in space in order to refer to them with the hands or the gaze, etc. (Napier & Rosenstock, 2016).

International Sign is frequently used in some formal contexts (like international meetings) as an *ad hoc* means of communication. For more complex interactions, it is customary to use sign languages of international dissemination, such as American Sign Language (ASL) or British Sign Language (BSL). However, the use of these systems involves the same barriers mentioned above, since they imply the previous complex process of learning them. So far, we do not consider making use of ASL or BSL for our curriculum.

On the other side, some signs/strategies from International Sign could be added to our curriculum in order to reinforce the ability of visual-gestural communication. Therefore, we propose to base

our curriculum on gestures and further elements of non-verbal communication (Argyle, 1988). Both terms will be defined below.

An overview of gestures and non-verbal communication (NVC)

Here we understand "gestures" as the bodily activity (movements and/or postures of any part of the body) that appear in the course of a communicative act (McNeill, 1992). Gestures are an essential part of human communication. The gestures accompanying the speech coincide with the meaning of what is said but are not entirely redundant. This means that gestures can constitute an autonomous source of information in discourse (Kita & Özürek, 2003).

Most gestures are produced automatically and unconsciously, while others are produced intentionally. In each case, gestures are associated with certain meanings, the interpretation of which is also determined by cultural codes (Goldin-Meadow, 2003).

Gestures constitute the bulk of the NVC inventory. However, some elements of the NVC are not gestural. Among them we highlight the proxemics (Hall & Hall, 1990) and the symbolism of scenic elements such as space design and costume among others (Argyle, 1988).

Gestures play a key role in second language acquisition and learning. In this regard, aspects such as the following may be mentioned: Gestures are used by L2-learners to compensate for difficulties due to deficient or incomplete L2-acquisition (Goldin-Meadow, 2003); Comprehension of gestures produced by speakers can reinforce the L2 learner's understanding of the linguistic input (Gullberg, 2006). L2-learners tend to produce more gestures in L2 than in their own L1 (Gullberg, 2006 & 2010). L2 vocabulary learning appears to be enhanced by the simultaneous production/reception of spoken word and gesture production, due to the activation of multiple brain areas (Kelly et al., 2010).

Communicative ambiguity tolerance

Ambiguity tolerance refers to the ability and willingness to “acknowledge and endure ambiguity and uncertainty” (Häcker & Stapf, 2004: 33). This means that despite not being able to classify the communicative behaviour of another person or not understanding an (intercultural) situation, the person concerned still remains capable of acting and working. Ambiguity tolerance as a basic attitude helps to productively, purposefully endure uncertainties and ambiguities in human interaction (Barmeyer 2012, Reis 1997).

Theoretical concepts for proposed curriculum contents and activities

The activities, readings and reflections included in this part of the module are based on the understanding and conscious use of one's own non-verbal communicative resources. Each person has among his resources for communication and his categorization of the world an inventory of such elements that he produces and perceives in his interaction with others (Eastman, 1989 among

others). Among these elements, body gestures play a prominent role (McNeill, 1992). The use and interpretation of space (proxemics) also play an essential role among such resources (Hall, 1966; Hall & Hall, 1990 among others).

The activities in the module allow students to perceive their own use of such resources in everyday communication. For this purpose, ambiguous communicative situations are created in which additionally there are barriers to sound transmission. Some of these activities, videos are made to allow the groups to analyze their performances afterwards. What does it feel like at such moments? What strategies make it possible to overcome these barriers? What attitude, what resources need to be activated to achieve this overcoming? The reflection on the coding and decoding strategies used by the participants (partly through video analysis) is supported by concepts taken from the specialized literature. In this process we use the concepts of symmetry and asymmetry in communication, as well as communication and cooperation (based on Grice 1957 and 1991, among others). They allow us to discover that even more determinant than sensory barriers are the barriers of power and the consequent attitudes of the participants in a communicative act. The situations in which the students are placed in the course activities reproduce the communication between people of different social status (power) in order to become aware of how the other is manipulated to build/perpetuate on a micro-level this power relationship. The aforementioned ambiguous communicative situations in the classes are triggers for reflective and sensitive behavior.

This is where the local Deaf communities and their sign languages come into play. These groups experience communication barriers due to power asymmetries on a daily basis. Deaf people experience ambiguous communicative situations on a daily basis. Through such constant experience, Deaf communities have developed efficient strategies for overcoming such barriers. These are based on a conscious and refined use of nonverbal communication. Hence, the course proposes to involve Deaf people from the local community as allies and partners. Through this interaction it is intended to sensitize students to the above-mentioned communication barriers and to the population that experiences and suffers from them on a daily basis. Such awareness necessarily leads to greater opportunities for inclusion and full social participation of Deaf people. Additionally, awareness of exclusion and consequent action to overcome it is applicable to other groups. The student finally reflects on existing asymmetries for other minorities and transfers his or her resources towards overcoming them.

2.3 INSTRUCTIONS FOR TEACHERS

The following tasks can be realized in online or on-site teaching and are divided into two version.

The first one foresees a collaboration with the local Deaf community (through interpreters), if the contact is provided and a Deaf person will assist, follow [Version 1](#).

If such a collaboration is not possible/feasible, work with a colleague, who has to be instructed beforehand and follow [Version 2](#).

Version 1

Task 1:

TIME: 90 minutes, INDIVIDUAL and GROUP WORK

The basis of the exercise is a first sensitization for communication without the possibility of verbal language. The aim is to reduce shyness of these situations and to increase communicative ambiguity tolerance.

The lesson for the students starts with group work in separate rooms (respectively online breakout sessions) in small groups up to 3 (recommended 2).

A Deaf person enters the first room (or breakout room) the session is recorded and the students are not aware of the deafness.

She*he sits there and interacts, the situation remains unchanged for min. 3 minutes (if possible, up to 5 minutes or longer depending on the number of other groups waiting for their turn). Then she*he leaves the room (breakout room).

The students write a short reflection (approx. 5 minutes) on the experienced situation and hand or send it to the teacher. Possible questions to consider: How did you feel? Describe the behaviour of the persons involved. What happened why?

After the individual reflection, the whole group exchanges and discusses their experiences (notes or record of discussion are recommended).

Task 2:

TIME: 90 minutes, INDIVIDUAL and GROUP WORK

The basis of the exercise is to reflect on one's own and others' (other group members) nonverbal behavior. The theory offers elements to discover, organize and categorize the inventory of nonverbal strategies that each of us uses unconsciously but constantly. After the exercise, students could discuss the potential of making conscious use of these nonverbal resources.

There are numerous forms of non-verbal communication. The students will focus and explore in groups the following forms:

- Kinesics (body language)
- Oculistics (eye contact or movement)
- Proxemics (social distance)
- Haptics (touch)

After a cognitive input (20 minutes), the students prepare a presentation in groups. For this they should creatively present their focus of non-verbal communication in a group performance as a role



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play (25 minutes). The four groups then present their results, which are discussed in the plenum. (Online, it is recommended that non-players turn off their cameras for the performance).

Possible questions to guide the discussion: We have seen the expressive power contained in the nonverbal elements of communication. Do you consider it possible to learn or exercise these elements in order to improve your own communication with others? What would be the possible consequences of a conscious use of these elements? Do you know people who make conscious use of these elements? Do you know professions that do the same?

Deaf people make a particularly refined and complex use of such resources, since in sign languages many of these elements have been grammaticalized, that is, converted into linguistic resources. What do you consider qualitatively different between the unconscious use of NVC resources typical of hearing people, the conscious use of these resources by some hearing people, and the intensified use of these resources by deaf sign language users?

Task 3:

TIME: 90 minutes, INDIVIDUAL and GROUP WORK

This lesson aims to get to know your own non-verbal resources and use them in a playful way in order to reduce the fear of situations in which verbal communication is not possible.

The lesson starts with the individual task to reflect on a real-life situation, where NVC knowledge and competencies could be useful. The students get then into groups to outline one chosen situation and organize it as a performance in small groups. Online the performances are realized individually.

One group of volunteers (or 2-3 individuals online) perform(s) the situation, applying NVC resources (recording of the performance is recommended).

It follows a subsequent analysis and discussion of the performance (or at best of the video) with the whole group.

Task 4:

TIME: 90 minutes, INDIVIDUAL and GROUP WORK

This lesson aims to raise awareness for the Deaf culture and their sign language and to reduce fear of contact.

Students receive extracts/chapters of the recommended literature and are asked to google in pairs (or individually online) to gather information about the Deaf community and local sign language(s) in their country. After this, they present the information in the whole group and discuss it.

Possible questions to guide the discussion: What new things did you learn? What information surprised you? How can you implement the newly acquired knowledge in everyday life?

In a next step, the students are asked to find a document explaining the manual alphabet in their local sign language and then start learning it together. After memorizing the letters, everyone tries to spell their names and other short words.

In a last step, the whole group imagines the situation in which they meet a Deaf person and introduce themselves via the learned manual alphabet.

Version 2

Task 1:

TIME: 90 minutes, INDIVIDUAL and GROUP WORK

The basis of the exercise is a first sensitization for communication without the possibility of verbal language. The aim is to reduce shyness of these situations and to increase communicative ambiguity tolerance.

The lesson for the students starts with group work in separate rooms (respectively online breakout sessions) in small groups up to 3 (recommended 2).

A previously instructed assistant/colleague enters the first room (or breakout room). The session is recorded and the students are not aware of the deafness.

The assistant sits there: smiling, reading/leafing through a book, taking notes, makes short interruptions for eye contact with the camera/the other participants. It is important that she*he does not speak at all. In case the students address her*him, the assistant only reacts with gestures. The situation remains unchanged for min. 3 minutes (if possible, up to 5 minutes or longer depending on the number of other groups waiting for their turn). Then she*he leaves the room (breakout room).

The students write a short reflection (approx. 5 minutes) on the experienced situation and hand or send it to the teacher. Possible questions to consider: How did you feel? Describe the behaviour of the persons involved. What happened why?

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In a last step, the whole group imagines the situation in which they meet a Deaf person and introduce themselves via the learned manual alphabet.

2.4 RECOMMENDED LITERATURE TO USE IN THE CLASS

Bellugi, U., & Fischer, S. (1972). A comparison of sign language and spoken language. *Cognition*, 1(2-3), 173-200. https://www.researchgate.net/profile/Susan-Fischer-3/publication/222508819_A_comparison_of_sign_language_and_spoken_language/link/s/5d83de9ea6fdcc8fd6faeb5/A-comparison-of-sign-language-and-spoken-language.pdf

Ekman, P., & Friesen, W. V. (1971). Constants across cultures in the face and emotion. *Journal of personality and social psychology*, 17(2), 124. <http://www.paulekman.com/wp-content/uploads/2013/07/Constants-Across-Cultures-In-The-Face-And-Emotion.pdf>

Jackson, Jane. 2020. *Introducing Language and Intercultural Communication*. Chapter 4 Language and Nonverbal Communication. New York: Routledge, pp. 80-110.

Ladd, P. (2003). *Understanding Deaf Culture: In Search of Deafhood*. Clevedon/Buffalo/Toronto/Sydney: Multilingual Matters (with glossar explaining key words and concepts).

Ladd, P. (2005). Deafhood: A concept stressing possibilities, not deficits. *Scandinavian Journal of Public Health*, 33(66_suppl), 12-17. <https://journals.sagepub.com/doi/pdf/10.1080/14034950510033318>

Pfau, Roland/Steinbach, Markus/Woll, Bencie (eds.). (2012). *Sign Language. An International Handbook*. Berlin/Boston: De Gruyter.

3 METHOD GUIDE FOR INCLUSION OF TRAVEL WRITING INTO COMMUNICATION SKILLS CURRICULA

3.1. INTRODUCTION

Travel writing is “writing about the experience of travel and visits to ‘other’ places” (Robinson, 2004, 303). This genre is often discussed as a subtype of Literary Tourism (Busby & Klug, 2001, Gentile & Brown, 2015).

By employing travel writing teachers are able to facilitate many skills, among them (new) media skills and digital technology, which are among the most desirable contemporary skills in newly employed professionals. For example, students can be asked to put their travel writing materials (texts and photos) to Facebook, Instagram, department’s website or to some other available platform. By employing the digital, new media, new technology, and combining writing with digital platforms, students have the ability to gain additional competencies. Overall, in the classroom, travel writing is significant in encouraging curiosity, research, creativity, innovation, reflection and self-development. Travel writing also enables interdisciplinary learning and researching, since it has the ability to connect many various fields.

In the process of introduction of travel writing in the classroom, students are acquainted with some examples of travel writing texts. Travel writing texts come in many different forms (magazine or newspaper articles, blogs, essays, journals, autobiography) and have various purposes (to inform, to explain, to persuade, to advise).

Among the most famous travel writers is Bill Bryson (1951-). His works *The Lost Continent* (1989), *Notes from a Big Country* (1998), *Notes from a Small Island* (2001) and his other books are great texts for introducing travel writing.

Example: Below is an excerpt from Bill Bryson’s Notes from a big Country

Here’s my tip of the week. Don’t make jokes in America. Even in experienced hands – and I believe I speak with some authority here – a joke can be a dangerous thing.

I came to this conclusion recently while passing through Customs and Immigration at Logan Airport in Boston. As I approached the last immigration official, he said to me:

‘Any fruit or vegetables?’

I considered for a moment. ‘Sure, why not,’ I said. ‘I’ll have four pounds of potatoes and some mangoes if they’re fresh.’

Instantly, I could see that I had misjudged my audience and that this was not a man who ached for banter. He looked at me with one of those slow, dark, cerebrally challenged expressions that you never want to see in a uniformed official, but especially in a US Customs and Immigration officer



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because, believe me, these people have powers you really do not want to put to the test. If I just mention the words 'strip search' and 'rubber gloves' I think you will latch on to my meaning. When I say they have the legal right to interrupt your passage I mean it in every possible sense.

Luckily, this man appeared to conclude that I was just incredibly thick. 'Sir,' he enquired more specifically, 'are you carrying any items of a fruit or vegetable nature?'

'No, sir, I am not,' I answered at once and fed him the most respectful and grovelling look I believe I have ever mustered.

'Then keep moving, please,' he said.

I left him shaking his head. I am sure that for the rest of his career he will be telling people about the knucklehead who thought he was a greengrocer. (Source: Bill Bryson: Notes From A Big Country: Journey into the American Dream, 1998 370-371)

3.1.1. Analysis

In this excerpt Bryson entertains the reader with humor. He uses an anecdote from his personal life. By saying "Don't make jokes in America." he creates an informal, chatty tone and raises the question 'Why shouldn't I make jokes in America?' – attracting the reader.

Bryson includes an official officer in his anecdotal story.

Bryson uses the first person forms and creates an immediate connection between him and his reader. First person narration is a typical characteristic of travel writing texts, another is writing in the Past Simple Tense.

Employing of adjectives is a common characteristic of travel writing texts, and can be seen in Bryson's text as well.

Travel writing texts and reading materials may be related to any relevant topic from the curriculum.

When introducing travel writing to students, various narration techniques can be presented to them (i. e. first-person narration, sensory details, languaging, inclusion of small talks with the locals, humour, etc.).

As far as linguistic choices are concerned, travel writings display a wide selection of structural, lexical and grammatical choices and writing techniques that are never neutral, but are always trying to persuade, influence, attract, direct, or seduce potential customers, consumers, tourists to buy products and services.

The objective of travel writing tours is to contribute to students' emotional and physical well-being. The recreational aspect of travel writing tours is in the walking or moving in other ways, which can be adjusted to the students' abilities, age, interests, etc. Travel writing is a great way to connect literature, architecture, and culture in general into a recipe for an active and healthy life. To successfully achieve this, it is crucial to educate and empower future professionals and experts to work together and actively participate in communities.

Some additional benefits of employing travel writing are the following:

- Learning travel writing techniques,
- Learning English by doing,
- Differentiating between objective and subjective writing,
- Differentiating between information and entertainment in travel writing extracts,
- Demonstrating evaluation and critical thinking,
- Working individually and in the group,
- Communicating orally in group discussions and in written form in the travel writing assignment.

3.2. THEORETICAL FRAMEWORK

Mansfield (2020) developed travel writing methodology as a basis for a travel writing project. He called the proposed method D-Methods. According to Mansfield (2020, 5-6), “to become a methodology these methods need to form part of a critical inquiry. To move towards a research methodology the methods can be posed as questions to the place under study so that the literary travel writer collects data in response to these questions. Rather than techniques, each method is applied whilst asking the research question 'What does this method tell me about the place, the people or the practices here?' The methods listed here, underpinned with the theoretical understanding that the book offers, provide a firm basis for you to reproduce your writing practices in new situations whilst maintaining a quality that satisfies your stakeholders and maintains your own motivation through a measurable range of accomplishments.” In travel writing, the collection of data and analysis can follow ethnographic practices: i. e. interviewing (Mansfield, 2020). D-Methods are the following (Mansfield, 2020, 6-11):

D1 The I-narrator: Create a first-person narrator so that empathy and sympathy can be established by the reader. Use emotion, and make apparent that travel and travel writing is taking place, eg Sebald draws attention to his notebook. 'And so I found myself, hardly knowing how I came there, in the entrance hall of the Musée Fesch, with notebook and pencil and a ticket in my hand.' (Sebald 2005, 4). Notice, too, how the use of an I-narrator leads you to using the past tenses for a travel story or a present tense in writing a live web-log. Using I to narrate, has an ethical dimension, too, often holding you to account for what you have discovered about the place or yourself.

D2 Deixis and re-traceability; the exact spot with place and street names, building names and cafés, so that the place is interrogated and presented for re-discovery by the readers. See the pizzeria receipt from Sebald (2002, 79). Reproduced in his original travel writing.

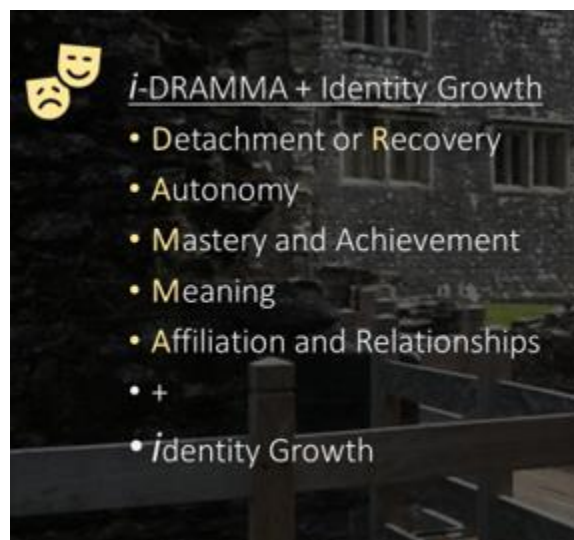
As well as the authenticity of the dated receipt, written by someone other than the travel writer, a positive emotion also comes from the way the readers need to decipher the mystery of the written document, eg they have to be aware enough of the plot to look for a date, a list of what was ordered,

and an address that could be found later on a map. This gives the readers a mystery to solve, thus creating narrative co-creation.

Method advice to writers then would be to keep a special notebook with your own handwriting, dated and timed, with notes from the location that you may scan, or photograph and include in the literary travel text, as an authentication of your presence. Mention the day, just in passing, eg 'Today, Thursday 12th May, it is milder so ...' - in these methods this will make the date more traceable, like a dated newspaper cutting, where the reader has to do a little research themselves to earn the reward, leading to tourism co-creation. Patrick Modiano uses a newspaper cutting from Paris-Soir as inspiration for his story about Dora Bruder, lost in Paris in 1941. Newspaper facsimiles can be found in the BnF online system, Gallica.

D3 Sense and sensibilities; as a method the travel writer-researcher presents small individual presence through their senses eg the weather's effects on their own body, the gravity felt when walking up or down slopes and the emotions in the self or encountered in others. Colour and texture, smell, taste and today-ness. The geo-morphology of the place traversed by your movement can be expressed in how your body and its emotions experience the contours of the map. Your emotions, using DRAMMA Model, listed below:

Picture 1: DRAMMA Model



Source: Mansfield, 2020

D4 Movement, this is discovered in W G Sebald, after De Certeau, who tells that your inclusion of movement creates place from undifferentiated space. The movement you include may also be in the plants or surroundings, for example, the leaves stirred, the traffic rushed by, the people all seemed to be heading down towards me. Trace and point out lines of fleeing (Deleuze & Guattari)

then set up your quest to traverse the space under interrogation. Why must you find that particular painting on the top floor of the museum? Return to writing as a method of inquiry and ask, why must I cross this next bridge, and what must I document as I do?

D5 Literary links and the toureme. Sebald, again, works with biographies of literary authors. He uses their lives as a trace for his own journey; it is an earlier author who has visited this same place; he shows pieces of their work or speculates on what they were doing here, e.g. Stendhal, Kafka, Conrad. An example could be to describe some specific detail from the Pont de Sully in Paris, for instance, the engraved dates. Then the literary travel writer could use for example, Modiano's fictional characters in *The Black Notebook*, Jean and Dannie and their anxiety to cross the bridge to explore an emotion felt by the travel writer.

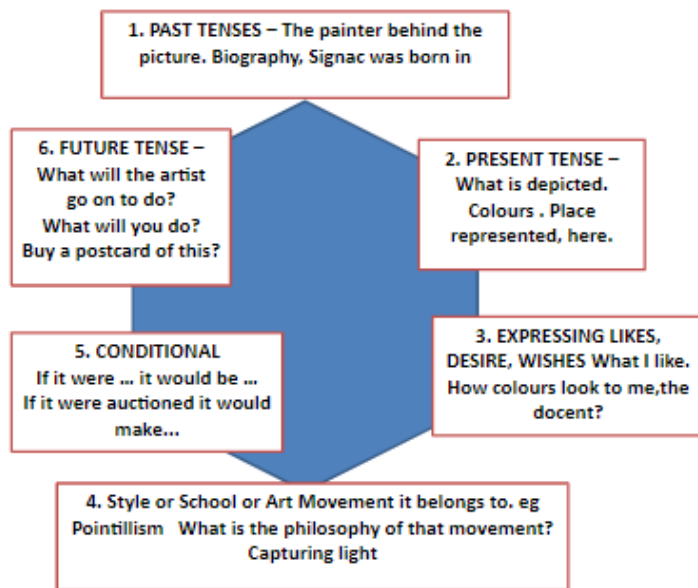
Note the use of the emotion of anxiety in the characters from fiction in this. The biographies of earlier authors can be given narrative tension by the use of postponement to engage the reader in solving a mystery. For example, with the Cherbourg place-writing project, the name of Roland Barthes is too well-known to use directly, and this would remove any mystery from the character since his life is already well-documented. Instead, a key figure in Barthes' life is taken as the starting point, to interrogate place through emotion. Henriette Binger; your readers, then, must discover who she is.

D6 Respite, repose and restore. Food, respite from the journey, restoration, drink, indoors, comfort. Offer places and passages of repose. Use the opportunity to discuss a local dish and its link to the terroir. The cafés you find and document en route will help later visitors to plan that same route and ensure that they are in your footsteps to share some of your recorded emotions as you near the exact spot that is drawing you on your quest. This is also an opportunity to take out your notebook and writing instrument and make a record of your emotion here. It becomes a plateau.

D7 Big history; old maps from archives, journal articles, history and historical biography, even primary sources as used by historians will help your deep-mapping process. This could also form the theme for the whole piece of writing, for example in my Amsterdam work, I made a theme of Spinoza's ethics and well-being but also explored the prejudicial speaking for others, after McCormack's work. This also has links to D10 and D12 below.

D8 Ekphrasis of art or of cultural artefacts. Name, date and explore one piece of art in detail, which might be an echo of the theme for the piece of travel writing. Ekphrasis means talking about art. It is also a starting point for guiding groups of visitors in galleries and museums. A knowledgeable guide in a museum is called a docent. In teaching heritage interpretation, Mansfield (2020) developed a 6-point guide for docents, called the Docent's Hexagon:

Picture 2: Docent's Hexagon



Source: Mansfield, 2020

It provides you with six points that you can research and then make your analysis of the painting moving clockwise. I have also associated tenses with each point, as a mnemonic if you need to present to a group of visitors. In your travel writing pick one painting in a gallery or museum that integrates with your themes and lead your readers to that picture then select one or two points from the docent's hexagon to add to your narrative. Points 1 and 6 help you continue your story about the artist, if they are one of the characters in your literary travel writing. Often, though, the person depicted in the painting may be one of your characters, so that the painting provides you with an opportunity to describe their appearance.

As you put ekphrasis into your literary travel writing beware of slipping into travelogue or guide-book writing. Tell your readers something that you saw, you did, you heard, you thought in a specific instance in front of the cultural artefact. This is often difficult if you have no field-notes or are no longer within reach of that moment. However, you can often find the painting on the website of the gallery or museum. It may be the catalyst to lead your research into the archives, as this deep-map example does in 'A Circle on a Map: The Horse Rake' by Tim Hannigan from July 2020, on Little Toller's The Clearing website. The literary travel writer notices a cultural artefact attached to the farm implement in the field, 'at the back is a plaque: "BAMFORDS 'LION' HORSE RAKE"; and above the words, a rampant lion'. He leaves this seed planted for his readers for a paragraph or two, then returns to it, to tell more about the place he is interrogating, 'a country where no lions ever roamed'.

D9 Meet a local and give them voice by asking DRAMMA questions. Introduce them as a character. Or remember one of your own family members in this location, e.g. your grandfather, aunt, and what they did or would say and feel here.

D10 Intertextuality. Find another text especially from a newspaper for that day from archives, e.g. Le Monde, Plymouth Herald. This will provide traceable today-ness and confirm the character of the author-narrator. Kristeva explored intertextuality further, and looked at Bakhtin's concept of dialogism, where a literary text is in dialogue with other texts. This enriches the experience for the readers, who begin to co-create as they reach across the other texts. The text that you create this way will have heteroglossia, that is, several diverging meanings as the reader glosses the different texts included.

D11 Botanising. Research and find the names of plants that grow there to provide new knowledge as value for your readers. You can also use a discovered plant in the theme, for example, Modiano uses the hornbeam, which has a legendary connection to the other world. Mature trees also provide a link to historical events that happened when the tree was a young sapling 250 years ago on this spot.

D12 From Geology to Architecture. The architecture and its period may belong to the theme and history of the place that you are hoping to convey to the reader. If the stone is quarried locally or the bricks manufactured elsewhere then this journey of the building materials can situate the place that you are interrogating. For example, Prysten House on Finewell Street, Plymouth was built in 1498, using grey Plymouth limestone and Dartmoor granite.

D13 Tense.

Using a present tense gives the impression of an everlasting scene from the city that never changes; guidebooks often use this timeless approach. To move the writing to a more personal narrative to engage readers, use the 4 past tenses in British English or in MS-WORD settings - English (United Kingdom)

The four past tense forms in English are:

Past simple: I walked, I was, We were.

Past continuous: I was walking (sometimes called the past progressive in US English).

Past perfect: I had walked

Past perfect continuous: I had been walking

Plus the habitual form of the past, prefixed by 'used to' or the auxiliary 'would' which reads like a French imperfect tense e.g. 'I used to walk along this street when I was a student.' Or 'I would walk through the park every day.' Note, this latter is not conditional upon anything.

And at times use the nostalgic Present Perfect, for example, 'I have lived here since I was a teenager.'



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The aim of writing using past tenses is to insert the presence of the travel writer into the narrative, to create a narrative and to authenticate the journey that was undertaken.

The Past Emphatic may also be used, e.g. 'I did walk down that same street.'

D14 Axiology and activism:

Jane Jacobs' work (2011) offers some aims for writers who walk in cities, for example, she suggests 'look closely [...] at the most ordinary scenes and events, and attempt to see what they mean [see] threads [...] emerge. (Jacobs 2011, 19). A little later she expands on a research aim, which is to discover if a city street makes you feel safe on the pavement (sidewalk) (Jacobs 2011, 38); the researcher can do this by applying three questions: 1. Are the public and private spaces clearly demarcated, that is with no vague intermingling of the two types of space which leaves the observer unsure, 2. Are there other people watching this pavement? In particular, look for blind, or blank walls to street-side of buildings that make the pavement unseen and hence dangerous; 3. Is it positively busy? One of Jacobs negatives is grassed-over green spaces that prevent a pavement from being useful and busy (Jacobs 2011, 44-45).

Here is Jacobs recounting the life on her street:

'The stretch of Hudson Street where I live is each day the scene of an intricate sidewalk ballet. I make my own first entrance into it a little after eight when I put out the garbage can, surely a prosaic occupation, but I enjoy my part, my little clang, as the droves of junior high school students walk by the center of the stage dropping candy wrappers. (How do they eat so much candy so early in the morning?)' (Jacobs 2011, 66).

In passing, note that she uses the present tense. Her street observation, written up as this piece of travel writing, is her research presented for impact, to communicate how older, organic streets of mixed use are more enjoyable and safer for city dwellers than residential projects or housing estates. Urban planners, city councils, housing developers, student architects and their lecturers are her intended audience with whom she wants to have an impact from her research

Mansfield's methods are taken from his methodology book *Methods for Travel Writers* (see Recommended literature).

3.3 INSTRUCTIONS FOR TEACHERS

The following tasks can be realized in online or on-site teaching and are design in order to involve all three areas

Task 1 (Travel writing):

This task is possible even during staycations or during the pandemic when travelling to places far away is impossible and combines movement, non-verbal communication with travel writing.

TIME: 90 minutes, INDIVIDUAL or PAIR WORK

Instructions for students: Take a walk that will take half an hour (to a nearby hill, creek, pond, park, etc) and describe your walk in around 220 words. Describe the environment, people and culture of the place. Write about your feelings, emotions, things and people you notice, and smells. Try to include all your senses. Write in the past simple tense, using the first-person narrator 'I'.

Comment to the teacher: Students can prepare this task in the classroom or as part of their individual homework. During the next lesson students are asked to read their texts, which are discussed in the group by the teacher and peers. After encouraging and useful comments on how to improve travel writing texts are given to students, students are asked to re-write their texts.

Task 2 (Travel writing):

This task is possible even during staycations or during the pandemic when travelling to places far away is impossible and combines movement, non-verbal communication with travel writing.

TIME: 135 minutes, INDIVIDUAL, PAIR WORK or GROUP WORK

Instructions for students: Do quick research about a chosen town nearby (the main characteristics, attractions, heritage, famous people living or vacationing in the town, etc.). Write a few sentences about that, adding your observations and associations – write, using the first-person narrator and utilizing the pronoun I. Then take a walk around the main street of the town. Describe your feelings and observations in the first person (use the first-person narrator). Employ emotions and make sure that the reader/listener/ will be able to trace your points of interests: use names of the streets, addresses, etc. Tell your own story. You may include conversations or interviews with the locals about a certain topic of your choice, mention traditions that show how the town connects with the cultural heritage of the area and the European region, and perhaps include some literary quotes that relate to your text.

Comment to the teacher: The travel writing task is a writing activity in which students are given instructions on what to write and elements to include in their work. As all writing activities require a pre-writing task which typically includes activities which introduce the student to what the main task will be, the inclusion of movement and nonverbal communication can be taken as pre-writing activities.

Task 3 (Travel writing):

This task is possible even during staycations or during the pandemic when travelling to places far away is impossible and combines movement, non-verbal communication with travel writing.

TIME: 135 minutes, **INDIVIDUAL, PAIR WORK** or **GROUP WORK**

Instructions for students: Read a novel that mentions a chosen town nearby. (You may rewrite the sentences mentioning the town and town's attractions, buildings and other points of interest.) Then visit the town and some of its points, mentioned in the book. Walk or use sustainable means of transportation. Write a few sentences about your visit of the town, adding your observations and associations – write, using the first-person narrator and utilizing the pronoun I. You may compare your observations to the observations in the book.

MOVEMENT

Students are given the following instructions:

Start your short journey at one of the crossroads of the main street in your chosen town.

During your walk try to notice as many details about the street as you can.

After around 15-20 minutes return to the faculty's lecture room.

NON-VERBAL COMMUNICATION

1) Take time to slow down and consciously perceive. Try to explore what is happening in and around you with a curious mindful gaze.

2) Self reflection

How does the environment affect my gait? What does my posture say? What are my hands and arms doing?

How is my gaze? Do I find the direct observation of others somewhat uncomfortable? What reactions do I get from people who return my gaze? What happens when I smile?

3) The surroundings

First, focus your attention on the people around you. What clothes are they wearing? What is their gaze like? How far apart are they while walking and standing? How do they move across the street and towards goals? Can you identify locals, tourists?

Then focus your attention on a conversation that you can see but not hear.

What body movements do people make? Which facial expressions and gestures can you recognize? What could be the topic of conversation? What are you basing that on?

Are there differences between couple conversations and group conversations?



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POST-WRITING TASKS:

Glossary compilation:

From your text extract manually 10 terms related to the field of business and include them into a table or dictionary mask. You can use Termania (<https://www.termania.net/>) platform, online dictionaries, or just simple tables. Provide translation into Slovene, German, Croatian, and Italian.

Discussion:

- What elements of culture did you observe while walking around the town?
- Is your chosen town a multicultural town? Are there any associations or institutions for impaired or handicapped people in the town? (Which? What is their role?)
- How is the traffic in the town organized? Would you describe it as green and sustainable?
- Would you describe the town as a sustainable town and sustainable destination?

Task 4 (HOMEWORK (Travel writing)):

Instructions for students: Record yourself walking through your village, main street, city ... by using your mobile phone. Create the first-person narrator, use emotion, and make sure that the viewer will be able to trace your points of interests: use names of the streets, addresses, etc. Tell your own story and include local heroes, a local famous person or an ordinary local and include an interview with that person into your text. You may visit a library, enjoy in a gallery, a cafe, or in a park, buy something traditional in a local bakery etc.

Duration of the video: max 4 minutes

Grading: Teachers may choose to grade students' re-written tasks based on the following evaluation criteria: a) Ability to identify an interesting place and specific points along a travel writing route; b) Ability to develop a creative response in relation to the place(s), which involves emotional and ethical awareness; c) Ability to add critical reflections and readings (books, newspapers, signs, poems), d) Style of writing, including register and grammar e) Originality of the final text. Besides texts, teachers may choose to grade travel writing talks (travel writing experiences presented orally by students), presentations of students in front of the classroom (ppts), students' portfolios that include students' work throughout the module.

Task 5 (TRAVEL WRITING):

The compilation of the dictionary of English-Slovene-Croatian-German-Italian tourism collocations



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This task is possible even during staycations or during the pandemic when travelling to places far away is impossible and combines movement, non-verbal communication with travel writing.

Overview

Dictionary compilation has numerous functions from annotating and preserving a language to building new vocabulary and reporting on outdated usage of words and terms. The compilation of a dictionary is an important step in building and developing languages. The present method guide is oriented towards the presentation of the basic concepts of dictionary compilation, from micro and macrostructure of dictionaries and the overall process of compilation of dictionary entries. Within our Erasmus plus project we bring lexicography closer to the students and teachers by involving them in the process of dictionary compilation and editing. The Dictionary of English-Slovene-Croatian-German-Italian tourism collocations is a multilingual terminological dictionary for tourism, and it is compiled by the users involved in the project workshops. In the guidelines specific characteristics of compiling general and terminological dictionaries (Atkins and Rundell, 2008; Fuertes-Olivera & Tarp, 2014) are presented, as well as the extraction of terms from scientific articles and filtration with the Sketch Engine tool and compilation of dictionary articles with Termania dictionary mask. The working language of the dictionary compilation is English, and the dictionary entry is written in the English language and provides a definition, an example of usage from the text in English, and translations in four languages, the languages of the project partners. Within the project we are promoting multilingualism and language acquisition especially by including all project languages that are also the mother tongues of the participants.

Sketch Engine is a tool for managing, building and analysing text corpora. It is available online, upon registration the 30- day free trial is available to the users. The purpose of the tool is to enable users studying languages and language behaviour to search large corpora, currently it offers over 90 languages, search complex and linguistically motivated questions. An important feature of the tool is also the possibility to build our own corpus or upload a large text in order to start a lexical analysis. The tool will be used in our project for the filtration of the text and lexical analysis, namely the extraction of tourism collocations.

Termania is an online freely accessible portal for registered users, designed primarily for searching lexical databases, but offers to the users the possibility to compile their own dictionaries. In Termania a wide variety of freely available dictionaries that differ in type and structure, is concentrated. The platform is available for research and dictionary compilation. It offers basic and advanced research as well as data on each published dictionary, namely number of entries, languages included. Upon free registration several dictionary editing masks (e.g. bilingual, monolingual, multilingual dictionaries) for compiling dictionaries are available to the users. The mask could also be modified according to the needs of the users and the structure of the dictionary article.

TIME: 90 minutes, INDIVIDUAL, PAIR WORK or GROUP WORK

Instructions for students:

With the aim of bringing closer to the master students scientific text related to tourism, the task assumes that participants find a scientific paper (of adequate length) on the topic of tourism, using relevant databases available, google scholar etc.

Participants upload the document in Sketch Engine, filter the text and prepare a lexical analysis. The lexical analysis will be oriented towards tourism collocations. A frequency list will be obtained from the Sketch Engine tool. The collocations will be included into Termania dictionary mask for dictionary compilation. A dictionary mask for multilingual dictionary article will be used in the compilation process. The users will compile the dictionary articles focusing on collocations. The dictionary article will be composed of headword, explanation, example of usage and translations into Slovene, Croatian, German and Italian.

Comment to the teacher: The compilation of the dictionary is a travel writing activity in which students are given instructions on how to compile dictionary articles. Within the activity the ICT skills are needed and further developer, as well as some pre-compilations work is needed and typically include an overview of the characteristics of terminological dictionaries. The inclusion of movement and nonverbal communication can be taken as pre-writing activities, namely movement – going to different libraries, finding sources; non-verbal communication – the usage of special symbols that replace words in dictionary compilation.

Task 6 (TRAVEL WRITING): Build a corpus of texts in travel writing

Introduction

At present dictionaries are more often corpus based (Gizatova, 2016; Škrabal, 2016; De Schryver et al, 2006) as in such way they give an insight in the present position and characteristics of language, in cases the corpus is synchronic or the past if diachronic. Corpus usage became an indispensable way of dictionary compilation and is a pre-compilation activity.

TIME: 90 minutes, INDIVIDUAL, PAIR WORK or GROUP WORK

Instructions for students: Participants find a scientific paper (of adequate length) on the topic of tourism and travel writing, using relevant databases available, google scholar etc. In such way they familiarise with scientific texts related to tourism and travel writing and texts from different subfields of tourism. The corpus of texts is stored in a word document and uploaded into Sketch Engine. Task 2 is related to task 1 as the corpus functions as source material for the preparation of glossaries, databases and dictionaries. The task could also go further to the inclusion of texts in the language of the project partners (here we think of translated texts) and in such way the preparation of aligned texts is possible.



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Comment to the teacher: The compilation of the corpus (monolingual or multilingual) in travel writing scientific papers is a travel writing activity that put students in the position of preparing the source materials for further lexical analysis or dictionary compilation.

The inclusion of movement and nonverbal communication can be taken as pre-corpus preparation activity, namely movement – collecting real texts manually; non-verbal communication – the usage of special ICT that replace words in corpus compilation.

Task 7 (TRAVEL WRITING): Preparation of video resources

This task is possible even during staycations or during the pandemic when travelling to places far away is impossible and combines movement, non-verbal communication with travel writing.

Introduction

The introduction of movement in its different forms, from gestures to physical education in language learning has been discussed in the past decades (Dale, Van der Es, Tanner, & Timmers, 2010; Graham, Macfadyen, & Richards 2012; Lynott, 2008; Merino-Campos, & del Castillo Fernández, 2016; Salvador-García, Chiva-Bartoll & Capella-Peris, 2022; Vázquez, Xia, Aikawa & Maes, 2018) and in this perspective Toumpaniari et al (2015) present their study where physical activity leads to a better cognitive functioning and higher academic achievements. The authors present the positive effects physical activity and also the introduction of gestures have in language acquisition. According to the study results learning by embodying words through gestures and physical activities leads to higher learning outcomes and represents a great potential in enhancing the learning process of individuals.

TIME: 90 minutes, **INDIVIDUAL, PAIR WORK or GROUP WORK**

Instructions for students:

Students do some pre-task work, namely prepare a dialogue, e.g., it could be the booking a room or ordering food. Students write the text and with a classmate try to transfer the text into non-verbal communication, using only gesture to communicate their thoughts. Students record the whole dialogue and in the second part of the video they provide subtitles of the used gestures to the video.

Comment to the teacher: The activity is oriented to non-verbal communication and travel writing. The inclusion of movement is in the preparation of visual materials, e.g., video and the usage of gestures. Students could also go to a specific location.

Atkins, B. T. (2008). Sue and Rundell, Michael. The Oxford Guide to Practical Lexicography, Oxford: Oxford University Press.

Fuertes-Olivera, Pedro A., and Sven Tarp. (2014). Theory and Practice of Specialised Online Dictionaries. Lexicography versus Terminography. Terminology. 21.

Schryver, Gilles-Maurice de & Joffe, David & Joffe, Pitta & Hillewaert, Sarah. (2006). Do dictionary users really look up frequent words? On the overestimation of the value of corpus-based lexicography. Lexikos. 16. 67-83.

Conclusion

With the aim of combining three thematic chapters, namely non-verbal communication, travel writing and movement under single guidelines we prepared tasks that connect all three thematic topics. In line with the concept of CLIL (Pérez-Cañado, 2012) the integration of movement, travel writing and non-verbal communication is presented within single tasks. All tasks are designed in a simple but concise way to incorporate all three concepts and improve communication skills. When preparing the tasks, we were driven mainly by integrating all three concepts in joint activities but at the same time we prepared activities that from a pedagogical point of view are not too complicated and demanding for the teacher. We decided to maintain the simplicity of tasks also by providing just a walk as part of the movement concept to an overall concept of preparation of a video or dictionary or the introduction of non-verbal communication in terms of body movement during a walk in town.

Learning outcomes

The Master's level learning outcomes are oriented to students who have a previously obtained knowledge, who obtained a deeper general experience and specific experience in related fields.

- **Knowledge and understanding:** Students' foreseen results are reflected in understanding the advanced concepts of the communication skills in professional and in personal life; understanding the deeper role of media in their own field specific areas; obtain a deeper general view of the interdisciplinary approaches and methods; knowing the advanced concepts of professional communication, vocabulary and terminology; apply advanced theoretical and advanced practical skills in the field of language for professional and personal life, terminology, written discourse and composition of written and spoken texts; adapt and evaluate the correlation between movement and successful communication and recollection in the field of language for various professions.



- **Applying knowledge and understanding:** students will use acquired advanced theoretical and practical skills from the areas of speech culture and body language that are necessary for a successful communication in professional and personal life; they will further develop advanced abilities that will allow them to critically evaluate unfamiliar situations involving intercultural communication, both in professional and in everyday life; they will analyse in depth and provide an advanced evaluation of the application of achieved motor knowledge of kinesiological activities in various professions and in sustainable lifestyle; students will be able to find and reflect in depth in a sensitive and objective way on different sources of knowledge about the Deaf community and their languages.
- **Making judgments:** students will be able to collect, interpret and analyse advanced relevant data and to apply collected information to address issues and solve problems in the relevant fields, such as professional communication; are able to critically compare solutions and justify responsible choices; students can identify situations in which the use of sign language and/or expanded NVC can help establish communication with Deaf people and people of different backgrounds, and take the right decisions regarding their behaviour in such situations.
- **Communication skills:** the students will be able to clearly phrase their analyses and evaluations and define their arguments in favour of their conclusions with respect to issues involving professional and intercultural communication; students will be able to use the manual alphabet used by the local Deaf community.
- **Learning skills:** the students will be able to analyse and learn in depth how to use research tools that will allow them to continue to address the topics within the studied disciplines with a high degree of autonomy; they will acquire advanced skills involving IT tools, which will enable them to become active participants in local communities and agents in fostering inclusion, local and European identity.

4 METHOD GUIDE FOR THE INCLUSION OF MOVEMENT INTO COMMUNICATION SKILLS CURRICULA

4.1 INTRODUCTION

In the Oxford Learners' Dictionary (<https://www.oxfordlearnersdictionaries.com/>) movement is defined by three definitions:

1. an act of moving the body or part of the body
2. an act of moving from one place to another or of moving something from one place to another
3. a group of people who share the same ideas or aims

For the purpose of this method guide the first two definitions will be applied.

As widely known, movement is an inseparable part of health. Professionals in the field put strong efforts in making people aware of the fact that in order to improve the quality of life and health, it is important to get the habit of moving. The World Health Organisation has launched recommendations about physical activity for children of different ages. They thus advise that one- to two-year-olds should spend at least 180 minutes doing various physical activities of any intensity (from moderate to highly vigorous) during the day. Children aged 3 to 4 should spend at least 180 minutes of different physical activities of any intensity, but during the day 60 minutes should be spent doing moderate to high-intensity exercises (WHO, 2019). Children and young people aged 5 to 17 should accumulate at least 60 minutes of moderate to vigorous physical activity during the day, mostly aerobic, while at least three times a week the activities should be of high intensity (WHO, 2010). It comes as no surprise that the "movement" for the introduction of movement into everyday life has reached such wide frontiers. As a compulsory part in a child's life, school at all levels of education has become the optimal place for getting students acquainted with the importance of movement and for teaching them how to engage in physical activities which will promote health and well-being.

Since the subject of Physical Education is not sufficient to follow the WHO guidelines mentioned above, it has become very popular to introduce movement into other subjects' teaching as a way of enhancing achievement and distancing from traditional teaching methods. The introduction of movement into other subjects' teaching is not a complicated process. Given the fact that subject teachers are not PE teachers, the notion of movement is simplified to the level that any form of movement in a usually sedentary class is considered physical activity.

1. THEORETICAL FRAMEWORK:

In a book chapter titled *The Role of Body Movement in Communication*, Dittman (2009) defined body language and after that tried to get an insight into the extent to which we use body movement to communicate, and to what extent non-verbal communication can be a source of information about people. He explains that with verbal communication things tend to be easy since there is a general, common agreement about what words mean (i.e., language is codified), whereas non-verbal communication can be problematic in the sense that not everyone is able to interpret body movements in the same way. If movement is taken as a form of communication (non-verbal communication), effective forms of movement, i.e., non-verbal communication, lead to better confidence in all subject areas, and conversely, poor non-verbal communication leads to weaker academic results (Houser & Frymier, 2009, according to Dobrescu and Stănică Lupu, 2015). Numerous studies have been written about this topic. In their attempt to summarize what had been done in this area Howie and Pate (2012) conducted a review of the available literature and found out that the majority of scientific studies showed positive effects on physical activity constructs related to academic achievement. Moreover, with the increasing focus on academic achievement, physical activity significantly decreased in the US. The higher the orientation toward academic achievement, the lower the physical activity level. The same method was applied by Castelli et al. (2014), but their work was primarily oriented toward local policies in a school environment, culture and climate and their effect on learning. The evidence they collected suggests that healthy children learn better. Another article which tried to review the existing research studies about the influence of physical activity on academic behaviour (paying attention, concentrating and performing on-task behaviours) was written by Sullivan et al. (2017). After reviewing 218 articles and narrowing the number down to nine of them about physical activity and academic behaviour, the authors found out that most of the physical activities' interventions had positive effects on academic behaviour. It was surprising that even 5-minute physical activity enhances academic performance, but it was suggested that at least 10 to 30 minutes of regular physical activity would be needed to reach good results. Moreover, the research points to the importance of school staff awareness of the importance of physical activity and the benefits it can bring. Another area extremely interesting to scientists is the effect on physical activity on cognitive and brain functions, regardless of the insecure findings about the consistency and scale of its effect, the population and cognitive domains which are under the greatest influence, and the extent to which physical activity should be practiced to gain better results. Thus, Erickson et al. (2019) conducted an umbrella study in which they researched whether physical activity interventions improved cognitive and brain outcomes in a person's life, but also among persons who experienced some kind of cognitive disfunction. Another aim was to understand if greater amounts of physical activity could reduce the risk of developing cognitive impairment and dementia later in life. Their research resulted in evidence that moderate to vigorous physical activity improved cognition and reduced the risk of developing cognitive impairment (e.g., Alzheimer's disease), as well as that these improvements can be obtained during one's whole life.

The topic of physical activity integration into cognitive tasks has been analysed taking into consideration all age groups. Mavilidi et al. (2015) studied the learning effects of enacting

vocabulary and thus learning it compared to learning vocabulary in a traditional manner. As hypothesized, “children in the integrated physical exercise condition achieved the highest learning outcomes.” (Ibid. p. 413). A similar study was conducted by Toumpaniari et al. (2015). These authors wanted to prove that physical activities and gestures could improve preschool children’s language learning. The study is focused on the combination of classroom-based enactment gestures and physical activities used to make learning easier. Authors wanted to examine whether preschool children learning a foreign language vocabulary by embodying words through task-relevant enactment gestures and physical activities would be seen as being instructed in the preferred teaching method and reach higher learning outcomes than students learning in a traditional way without gestures and physical activities. The sample of participants consisted of 67 kindergarten 4-year-old students (30 boys and 37 girls) and the total duration of the experiment was four weeks. After conducting their experiment with three groups of children (namely, those who learned words through physical activity and gesturing, those who learned only through gesturing, and those who learned in a traditional way not involving movement), they concluded that the group who studied employing both gestures and physical activity achieved better results than the other two groups. By combining physical activity with task-relevant gestures, learners can benefit from both the cognitive and the physiological gains. Children prefer being active and making gestures in the classroom, and there is a possibility of them being more enthusiastic about the new active teaching methods. The authors concluded that physical activity can lead to better learning results and the positive effects of physical activity can become more pronounced when physical activities are embodied.

Most research on the topic of physical activity and movement and their correlation to academic success and communication was conducted among school children. Kwak et al. (2014) investigated the relationship between light-, moderate- and vigorous-intensity levels of physical activity and academic success with primary (9 to 10-year-olds) and secondary school (15 to 16-year-olds) children. This study was designed to examine personal, environmental and lifestyle influences on the risk for future cardiovascular diseases. A total of 1,137 pupils were randomly selected proportional to the sizes of the respective schools. Complete data on physical activity do not differ with regard to sex, sum of skinfolds, or mother’s education from the sample from which they originate. Academic achievement was assessed through the schools and individual written marks were reported for 17 school subjects. Physical activity was measured by an accelerometer which participants wore 4 days in a row (excluding periods of bathing or other water activities). Cardiovascular fitness was measured with a bicycle ergometer and heart rate was measured with a Polar heart rate monitor. Differences between boys and girls were analysed using Student *t* tests or Chi-squared tests. The relations between the intensity levels of physical activity and academic achievement was analysed using linear regression analyses. The results of this research suggest that only vigorous physical activity has a significant correlation with academic achievement, and only among girls. Authors suggests that in girls, there is an association between more time spent in vigorous physical activity and higher grades.



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This was confirmed by Coe et al. (2006) who concluded that there needs to be a level of physical activity intensity which would produce beneficial effects, and that this level is reached only by vigorous physical activity. This study was conducted to determine the effect of physical education class enrolment and total physical activity on academic achievement in middle school children in one academic year. Participants were 214 sixth-grade students from a single public school in western Michigan (USA) and all participants were randomly assigned to one of four teams by administrators. Each team consisted of one teacher from each of the core classes (mathematics, science, English, and world studies). The ensured anthropometric characteristics were height, weight and BMI (calculated), while habitual physical activity was estimated using the 3-d physical activity recall (3DPAR), a variation of the previous day physical activity recall. Academic achievement was based on individual grades for each student in the core classes (mathematics, science, English and world studies) and a standardized test score. The System for Observing Fitness Instruction Time (SOFIT) was used to provide descriptive information regarding the quantity of physical activity performed during physical education class, teacher behaviour and also the type of activity generally performed during the class. The obtained results showed that the only significant difference between groups was in their BMI. Following on this, the reason why there were studies which did not find a correlation between physical activity and academic achievement could be in the lack of distinction made between intensity levels. Another important point, reached by Pruitt and Morini (2021), is that language abilities are not equally developed by all types of physical activity. They taught new words to 6 to 12-year-olds. They conducted activities accompanied by aerobic and anaerobic exercises and compared it to traditional vocabulary learning. The results of their study confirmed that only aerobic exercises improved the ability of word acquisition, whereas anaerobic exercises did not prove to be more efficient than traditional vocabulary acquisition methods. De Greeff et al. (2018) came to a similar conclusion when they studied the effect physical activity had on executive functions, attention, and academic performance in preadolescent children. They examined four executive functions (inhibition, working memory, cognitive flexibility, and planning), three subdomains of attention (selective, divided and sustained), and three academic areas (mathematics, spelling and reading). They tested these domains with regard to study designs (acute or longitudinal physical activity programmes), type of physical activity (aerobic or cognitively engaging) and duration of intervention. All these were tested separately and the results confirmed that acute physical activity has a positive impact on attention, whereas longitudinal physical activity programmes have a positive impact on executive functions, attention and academic performance. Certain authors also discussed the influence of physiological factors (brain-derived neurotrophic factor and blood flow to the cortex) and psychological factors (self-esteem) and their positive association with physical activity. On the other hand, the research conducted by Shoval (2010) proved that any type of bodily movement can support academic achievement. She studied cooperative learning in geometry classes among second- and third-grade pupils, but focused on its non-verbal aspect. In learning about angles, children had to employ mindful movement, i.e. use their body in order to learn. She also concluded that “the more the learners used learning activities with movement, the higher their academic achievements “(Ibid., p.462). Following on this study, Shoval and Shurluf (2011) continued analysing tasks which involved



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movement activities during cooperative learning and wanted to find out what type of students would benefit more from such activities. They divided students into three groups – active, social and passive – and concluded that students who were physically active during learning, even if considered lower achievers, obtained better results than the socially active ones. As expected, passive students achieved the lowest results. The authors concluded that cooperative learning based only on verbal activity can be problematic, especially with primary students.

Another study was conducted among 10 to 12-year-olds by Sari and Karagün (2020). They examined the effect leisure time sports activities organised by the municipalities on internet addiction, optimism and communication skills. The three variables were measured before 12-week exercising was organised. After this period, the results proved that the symptoms of internet addiction decreased and optimism and communication skills improved so the authors advocated the introduction of leisure time sports activities into schools and the promotion of exercising and doing sports among children. Trudeau & Shephard (2008) reviewed the relationship between academic performance and concentration, memory and classroom behaviour, and participation in school-based physical activities, including physical education (PE), free school physical activity (PA) and school sports. By conducting cross-sectional observations, they found out that there was a positive association between academic performance and PA, but PE does not seem to show such an association. Data from quasi-experimental point to a positive relationship between PA and intellectual performance. Although the benefits brought by physical activity are numerous, there has always been the concern that to give more time to physical activity at the expense of cognitive academic activities hinders academic achievement and therefore, the time given to physical education in schools gets, in fact, reduced (UNESCO, 2015). However, as advocated by Trudeau & Shepherd (2008), with competent providers, PA can be added to the school curriculum in any subject with no risk of hindering student academic achievement. On the other hand, forcing "academic" or "curricular" subjects at the expense of physical education programmes does not improve grades in these subjects and may jeopardize health. Álvarez-Bueno et al. (2017) concluded that physical education improves classroom behaviours and benefits several aspects of academic achievement, especially mathematics-related skills, reading, and composite scores in youth. Their meta-analysis included healthy children and adolescents in their developmental age. The interventions made aimed at making physical activity stronger. Types of movement they wanted to check were regular physical education taught in schools, physical activity included in teaching other subjects (e.g., active breaks or teaching subjects with physically active tasks), extracurricular physical activities. Their meta-analysis shows that physical activity programmes bring benefits for mathematic-related skills, reading and composite scores, as well as for classroom behaviour, both in the form of regular, curricular physical education and physical activities introduced in one part of another subject teaching. Finally, the authors state that curricular exercise in the form of physical education is the most effective intervention for the improvement of academic performance and classroom behaviour. Children's and adolescents' healthy habits tend to persist through life. The schools are an ideal setting for promoting healthy behaviours and the promotion of PA is an effective tool for improving children's physical and mental health and also enhancing academic

achievement. Another article dealing with the topic of physical education and children's academic achievement was written by Nur (2015). He discussed the disregard physical education encountered in Muslim schools and advocated holistic education where Physical Education should serve as a medium in which social and emotional behaviours leading to better communication within a society would be developed. It is a learning environment in which children interact with others, not only peers, but teachers as well. His study also supports other research findings stating that physical activity enhances academic achievement. Similar findings were reached by Dobrescu and Stănică Lupu (2015). They conducted an observational study in which one of the main conclusions was that „the identification of the subjects' perception regarding the importance of non-verbal communication can influence the result of the pre-university educational process and, implicitly, can lead to better performance in physical education activity.“ (Ibid., p. 548). Authors analysed nonverbal communication in the physical education lesson instructional process. The study consisted in a sociological approach through an inquiry conducted on a middle school group of 150 pupils. The questionnaire comprised 13 items with prefigured and open answers to facilitate the research in the pre-university education. Authors concluded that the identification of the nonverbal communication structure imposes taking into consideration the implied codes, models and aims. Most respondents perceived body language and the messages transmitted this way as facilitating the dialogue between the teacher and the pupil. The teachers and the pupils must know and use the types of non-verbal communication, according to the goals of the lessons. In the physical education lesson is body movement is seen as an expression of energy and information through posture and movement. The identification of the subjects' perception regarding the importance of non-verbal communication can influence the result of the pre-university educational process and can lead to better performance in physical education activity.

In Australia Dwyer et al. (2001) conducted a research among 10 and 14-year olds to find out about the link between academic performance and physical activity and fitness in children. They picked all schools which had more than 200 enrolled students and from age group they chose 10 boys and 10 girls. The reference for the academic ability for each subject was given by a representative, usually the headmaster. Indoor measurement included height and body mass, the standing jump for muscular power, sit-ups and push-ups for muscular force and endurance, sit and reach for joint mobility, dynamometry for muscular force and power, skin folds, and lung function. Outdoor tests included the 50-meter sprint for muscular power and 1.6-kilometer run for cardiorespiratory endurance. They used a Monarch cycle ergometer to measure physical work capacity, and in the end, students aged 9 or over had to fill in a questionnaire about their involvement in exercise and sport. After conducting their complex research, the authors concluded that scholastic ability and physical activity had a low correlation implying that physical activity and fitness modestly contribute to academic performance. The correlations were similar for male and female students.

An interesting study was conducted by Nopembri et al. (2017). They investigated how children's communication and social awareness skills could be developed through physical education and sports programmes, but the target group they conducted their study on were children from volcano disaster areas. The authors developed a psychosocial-based P.E. and sports programme which led

to an increase in communication and social awareness skills among those children. A research conducted by Trost in 2007 in the USA as part of the Active Living Research (a national programme of the Robert Wood Johnson Foundation) also confirmed the aforementioned findings, namely, that physical activity leads to improved grades, and that physically active children tend to have better academic achievement.

Since concern about children's health due to the sedentary way of life and physical inactivity remains to be the leading topic among scientists, Ahamed et al. (2007) also conducted a research among primary school students (aged 9 to 10). Even if aware of the importance of physical activity for health, school policies are unable to do much to increase the level of physical activity in schools due to the constant pressure posed on education system participants to achieve better academic results. The authors (Ibid.) conducted a randomized control trial in a multi-ethnic group of students in British Columbia using "the AS! BC (Action Schools! British Columbia) model" in experimental (intervention) schools. However, their results showed that although intervention schools dedicated approximately 10 minutes more physical activity on a daily basis, the academic performance between them and students from the control group did not differ significantly. Regarding gender, academic performance results for boys and girls were similar at the beginning and after the intervention period.

Research was also conducted in tertiary education. Tozoğlu & Bayraktar (2014) did a research among male and female students – teacher candidates. After gathering their personal data, the authors employed the Communication Skills Inventory developed by developed by Balçı & Ersanlı, 2006. Their results show that there is a significant difference in communication skills when gender, conditions of doing sports and the type of sport they engaged in was analysed. However, no difference was detected regarding age and level of education. They concluded that during their university study students should engage in sports activities as they develop communication skills. Kompara Lukančič & Omrčen (2021) conducted a research on the introduction of movement among university students learning the Italian language and analysed its influence on the language acquisition process. Students were asked to give their opinion about the possible link between movement and language learning through the preparation of on-site video materials. In 2015 Aydin assessed the communication skills of students studying in physical education and sports schools at universities in Turkey. The instrument used to gather information for this study comprised the demographic information of participants and Communication Skills Assessment Scale (CSAS) composed of 25 items. The study results indicate that participants had a high level of communication skills, and that the results were statistically significantly different regarding university department and age. Fitzpatrick & Pope (2005) conducted a research about the New Zealand Health and Physical Education Curriculum investigating how Maori and Pasifika students viewed their physical education experience. The results turned out to be positive – P.E. gave them opportunities to practice care for others, taught them how to employ interpersonal skills and gain self-confidence in out-of-school situations. However, it was difficult for them to integrate the things they had learnt in their homes and wider lives due to the complexity of their lives and the cultural background in which they had to function. Given the importance of physical activity for

children, it is more than expected to develop this understanding among students who intend to pursue a teaching career. Students – prospective teachers are expected to be able to include movement into their teaching, and following this Kalma et al. (2022) conducted a research with the aim to develop a teacher training module for movement integration and to design its implementation into the physical activity programme. This study provides a detailed description of the design and development process of a teacher training model to support teachers' readiness and skills to integrate more MI (movement integration) methods into academic subjects. MI is defined as the inclusion of physical activity of any intensity level into academic lessons. To support the use of MI methods by teachers, such trainings for qualified teachers should become readily available for continuing professional development. These results can be used to develop targeted interventions aimed at promoting teachers' education of MI and a more physically active school culture.

Since previous studies (e.g., Goh et al., 2017; Bartholomew & Jowers, 2011) have proved that teachers dislike this approach and find it difficult to integrate movement into their daily teaching, authors such as Martin and Murtagh (2017) found out that providing teaching resources and offering training on the inclusion of movement into lessons increased the teachers' interest for this teaching approach. Therefore, Kalma et al. (2022) made available online a whole range of resources (examples of methods, teacher toolbox materials, movement integration timetable poster and the "idea board" for individual feedback at the end of the seminars) which could facilitate movement integration in everyday teaching.

Dina & Dina (2014) analysed the direct communication in PE classes. The main research methods included bibliographic study and observation, which formed the basis for the documentation necessary to understand the process of communication in association with the area of PE. The identification of forms of direct communication involved in Physical Education classes has led to the clarification of specific forms that are acquired in each of the parts of a class. Knowledge of specific forms of communication leads to the optimization of the communication process in the lesson and, in this context, to an increase in its quality and effectiveness. A lesson's efficiency is the result of the accurate identification of deficiencies in the communication process, factors generating a negative impact that can be remedied in a timely manner.

The results of the study *Communication skills of a teacher and its role in the development of the students' academic success* written by Khan et al. (2017) indicates that the majority of the students were of the opinion that they could learn well from those teachers who had good communication skills or who adopted good communication skills while dealing inside and out of the institution. Good communication skills strengthen the relationship among the students and teachers by improving the level of understanding among teacher and students. Effective teaching not only depends upon the knowledge base of the teacher, but it is also related to the method and style of teacher communication skills.

Kurkova & Scheetz (2016) wrote their study with the purpose to determine what communication and instructional techniques including coaching strategies were being implemented by coaches and

physical education (PE) teachers working in residential or day schools for the Deaf throughout the U. S. The results suggest that targeted and adapted communication strategies in PE and physical activities play an important role for individuals who are D/HH.

Regarding articles where the sample of examinees consisted of persons with disabilities, they mostly studied persons with autism and their communication skills. In an article written by Akamoglu et al (2019) the authors suggested a few communication teaching strategies and describe the promotion of communication skills among children with disabilities where they can practice them during motor activities. They concluded that having a communication target in physical activities would probably result in new receptive and expressive skills for disabled children. Ostrosky et al. (2018) studied how children's literature could be used to support physical activity and readiness skills in preschool children with autism. Noticing the lack of movement in children's everyday lives, they argue that activities not primarily linked to movement should be used to enhance movement and consequently develop cognitive skills. They advocate the use of books in general, but especially interactive movement books, offer recommendations about the criteria which should be met in choosing them, give suggestions about the titles to choose, and give advice to both educators and parents on how to effectively use them.

Preja (2013) discussed the role of communication among athletes stating that their attitudes can be inferred from their posture and facial expression (which she defined as non-verbal communication). Among her findings, one is important for the present research, and that is that good communication may lead to better performance of sports persons. She also concluded that communication is not an inborn skill and that it must be learned and practiced in order for a person to become better in it.

This introductory paragraph shows that the number of research studies on the influence of movement on academic achievement in all school subjects and areas of study, and for all age groups, is really high. However, it is never enough to emphasize the importance of any form of movement for the physical and mental condition of a person so attention should be paid to promoting regular physical activity.

4.2 INSTRUCTIONS FOR TEACHERS

The following activities are examples of how physical activity can be used to engage students into classroom activities and to communicate better. They can be used at the simplest possible level, but also adapted to suit students of higher educational levels.

Task 1 – (“BUILD THE WHOLE PICTURE”)

- The teacher takes different pictures (the number of pictures determines the number of student teams).
- The teacher cuts the pictures into four pieces and mixes all the pieces together.

- Then he/she puts four random pieces in one envelope so that each student team gets an envelope with four pieces in it.

- Each team has to put their picture together so they have to walk toward the other teams and ask for the missing piece, but they also have to negotiate by trading the piece they want with a piece the other team needs.
- If a team wants a piece, but does not have a piece for the team which has the piece they want, they cannot carry on the trade but have to go to another team and see if they can trade a piece there.
- The winner is the first team to form their whole picture.
- Follow up: the teacher asks students questions about the strategies they employed to get the piece they needed and which sentences they used.

This activity can be used in all subjects which include pictures. For instance, in Science teaching (pictures of animals, plants, or other organisms), Art, languages (to revise vocabulary and negotiation expressions), mother tongue (to revise characters of books students have read, or parts of a story).

Task 2 – (“LISTEN, RUN AND DRAW”)

- Divide the students in a few groups.
- Each group chooses a member who will be the “instructor.”
- The instructor gets instructions on a piece of paper describing a picture.
- The instructor reads the instructions to the other members of his/her group who have to draw according to the instructions.
- Members of the group take turns to draw (each instruction for one member), but the paper which they have to draw on is a few meters from them, so they have to run to it in turns, draw, and then run back to their group before the next member runs and draws according to the next instruction.
- This task is assessed in two ways: first, according to the group who finished their picture first, and second, according to the accuracy of the picture (number of correctly drawn instructions).

This activity can be used in all subjects which include pictures. For instance, in Science teaching (pictures of animals, plants, or other organisms), Art, languages (to revise vocabulary), Mathematics (to revise 2D geometric shapes).

Task 3 – (“THE CAPTAINS AND THE MARINES”)

This activity can be used in all subjects since it can revolve around any teaching material.

- Divide students into as many groups as there are tasks – all groups get the same tasks.
- Groups start to work on their task.
- The first group to finish the task correctly becomes “the captain” and they have to give a physical activity assignment to the groups who did not finish their task as fast (“the marines”).



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For instance, the assignment can be to do jumping jacks for one minute, or to run around the classroom for two minutes, or to do 20 squats, etc.

Task 4 – (“THE WHITEBOARD SPIKE”)

This activity is ideal as a true/false or correct/incorrect activity and can be used in all subjects.

- The teacher writes true/false (correct/incorrect) on the left and right top side of the board.
- Students are divided into two groups and they form a line.
- They are instructed to pay attention to the statements the teacher is going to give and to try to remember them because they will need them in the end.
- When the teacher gives a statement, the first student in the line has to run to the board and jump in order to touch (spike) the right answer – true if they agree with the teacher’s statement, false if they do not.
- This student goes to the back of the line while the following student who is now first in the line has to do the same with the teacher’s next statement.
- The winner is the group who has more correct spikes. (of course, there has to be a person who will write down the score).
- In the end, to promote communication, the winner group takes a few minutes and tries to remember all the teacher’s statement which they then repeat to the group who lost.

Task 5 – (“BROKEN PIECES”)

- Again, students are divided into groups.
- Each group gets a text about a paragraph belonging to a topic (for instance Geography – one group gets a paragraph about African countries, one about climate, industry, agriculture, tourism, culture, etc.).
- The groups have 5 minutes to study and discuss their topics.
- Then, for instance, the “countries member” moves to the next group and in 5 minutes has to teach the other members everything he/she knows about the topic, then the “climate members” go each to one group and teach them about their topic.
- This moving goes on until all groups are formed by members who know something about different topics.
- In the end, each group writes on a piece of paper all they know about the topic (Africa, in this case).
- The winning group are the ones who included the most details in their text.

Movement can also be used outside the classroom in order to reinforce memory. An example of such an activity can be as follows:

Take a walk along the main street in your town. Pay attention to the buildings you are passing by – are they public/state institutions, private companies, cultural/historical monuments, or religious

institutions/monuments. When you find yourself in front of such institutions, do the following movements:

- *Public/state institutions – turn around (360°)*
- *Private companies – do three half-squats*
- *Cultural/historical monuments – do three Jumping Jacks*
- *Religious institutions/monuments – do a forward bend*

When you get back to the classroom, make a list of the buildings you remember seeing.

After the memorization part is complete, students can proceed with the writing task (travel writing), or with the description of the street they visited but without using words (non-verbal communication).

4.3 RECOMMENDED LITERATURE TO USE IN THE CLASS

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APPENDIX

The appendices show the various ways in which testing training can be carried out. It is shown how you can do it online, how you can do it in a class room. The pictures are copyrighted and are the property of the project partners.

1. Teasting teaching Zwickau, Germany

Testing teaching in classroom was held in May 2023 at Westächsische Hochschule Zwickau, Germany.





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2. Teasting teaching Pula, Croatia

Testing teaching in classroom was held in Pula in May 2023.





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3. Teasting teaching Brežice, Slovenia

Testing teaching in classroom was held in Brežice in May 2022. Together with the students, we went on a tour around the town of Brežice and then they made one of the tasks.





Juraj Dobrila University of Pula



4. Teasting teaching by FT UM, Slovenia - online via tool MsTeams

Testing teaching was held at the University of Udine on 30th of November 2022 by prof. dr. Jasna Potočnik Topler from Faculty of Tourism, University of Maribor, Slovenia.

KA220-HED Cooperation partnerships in higher education

ACTIVE AND INCLUSIVE TEACHING OF LITERACY AND COMMUNICATION SKILLS FOR ENHANCED EMPLOYMENT AND SUSTAINABLE ECONOMIC GROWTH (IN-COMM GUIDE)

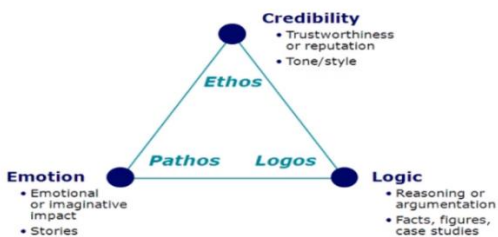
2021-1-SI01-KA220-HED-000032006

Testing Teaching at the University of Udine
30th November 2022
jasna.potocnik1@um.si



THE 3 MEANS OF PERSUASION („appeals“ according to Aristotle)

- the first kind depends on the personal character of the speaker - **ETHOS**;
- the second on putting the audience into a certain frame of mind - **PATHOS**;
- the third on the proof, or apparent proof, provided by the words of the speech itself - **LOGOS**



Spremeni pogled

Elaborate on tourism discourse in the following text in about 80 words. Then show your associations to Slovenia based on the following text, using gestures :

Located where the Germanic, Mediterranean, and Slavic worlds come together, Slovenia enjoys a happy hodgepodge of cultures while also presenting plenty of its own unique character. And much like the country as a whole, its capital city of Ljubljana is a delight to explore, yet remains relatively undiscovered.

With a lazy Old Town clustered around a castle-topped hill, Ljubljana is often likened to Salzburg. It's an apt comparison — but only if you inject a healthy dose of breezy Adriatic culture, add a Slavic accent, and replace favorite son Mozart with local architect Jože Plečnik. Walking through its cobbled Old Town in summer, you'll share the pedestrianized streets and riverside promenades with plenty of fellow strollers — but relatively few tourists.

Battered around by history, Ljubljana has seen cultural influences from all sides — most notably Belgrade, Prague, Vienna, and Venice. In ancient times, Ljubljana was on the trade route connecting the Mediterranean (just 60 miles away) to the Black Sea. Legend has it that Jason and his Argonauts founded Ljubljana when they stopped here for the winter on their way home with the Golden Fleece.

After being leveled by an earthquake in 1895, the city was rebuilt in the Art Nouveau and Art Deco styles that were so popular in Vienna, the empire's capital at the time. A generation later, architect Jože Plečnik remodeled the city in his distinctive classical-meets-modern style. Like Gaudí shaped Barcelona and Bernini shaped Rome, Plečnik made Ljubljana what it is today.

(Source: <https://www.ricksteves.com/watch-read-listen/read/articles/ljubljana-slovenia-underrated-gem>, 15. 11.)

Jasna Potopnik Topler





5. From the reviews

- **From the review by Danijela Blanuša Trošelj:**

"It is commendable that the course is offered in English, and that the authors have foreseen several possibilities for its implementation, depending on the specifics and needs of academic society. Also, in addition to students, authors see academic employees as users, which enable employees to have a form of lifelong education, as well as experts with different experience, in particular in field of communication skills. In addition, flexibility is made possible by recommendations for the number of hours according to a specific topic. The publication is adapted to modern knowledge and the application of digital devices in teaching. There are four key parts of this publication, the description of the Master module, which explains the methods, goals, method of implementation and other parts of the concrete operationalization of the module; and three parts of the method guide, considering the central ideas of the module. Those are: METHOD GUIDE FOR INCLUSION OF NON-VERBAL COMMUNICATION (NVC) INTO COMMUNICATION SKILLS CURRICULA; METHOD GUIDE FOR INCLUSION OF TRAVEL WRITING INTO COMMUNICATION SKILLS CURRICULA and METHOD GUIDE FOR THE INCLUSION OF MOVEMENT INTO COMMUNICATION SKILLS CURRICULA."

- **From the review by Kristina Riman:**

"The "Master Module: Active and Inclusive Communication for Enhanced Employment and Sustainable Economic Growth - (In-Comm Guide) Communication Skills Curricula Guidance Tool" is a publication designed to assist educators in developing curricula and conducting communication skills training. The guide covers various aspects of communication, including nonverbal communication, travel writing, and movement, and provides theoretical concepts, guidance for teachers, and recommended literature for classroom use. The publication also outlines the goals of the module, the skills students will acquire, learning and teaching methods, and assessment and instruction for online learning."