



Use of ICT in support of language teaching and learning

Title: Workplace Communication: Reading Emotions and Body Language

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Short description: This activity helps B1-level adult learners in a Business English class develop emotional intelligence and workplace communication skills. Through video analysis, digital tools, and group collaboration, pair-work, learners interpret body language, build business vocabulary, and explore solutions to professional conflicts in multicultural settings.

Language activity is designed for: English.

Age group:

- 0-5
- 6-10
- 11-18
- 19-25
- 26-64
- 65+

Level:

- A1
- A2
- B1
- B2
- C1
- Teacher trainees

Learning outcomes: After participating in this session, attendees should be able to:

- Use vocabulary related to business environment, workplace emotions, problem-solving, and collaboration.
- Recognise and interpret emotional cues (body language, facial expressions, tone) in the workplace.
- Brainstorm solutions to the problem.



Skills:

- Listening
- Speaking
- Reading
- Writing
- Interaction
- Vocabulary
- Grammar
- Mediation
- Pronunciation
- Intercultural
- Plurilingual

ICT tools used: Wordwall, Mentimeter, AnswerGarden, Youtube, Kahoot, LearningApps, WordArt.

Duration in minutes:

- 15-30
- 30-60
- 60-90
- 90-120
- 120+

Timing: The learning activity should be planned for two lessons

Description of each stage of the activity:

1. Warm-up (15 min)

- Brainstorming: “What emotions do you associate with the workplace?”

Tools: Mentimeter / AnswerGarden.

- Pairwork: Choose an emotion (from the previous activity), and elaborate using when, where, why?
- Open-class Feedback: Share what you learned about your partner.

2. Main Stage

Work with the following video: <https://www.youtube.com/watch?v=n0kbw34GkLg>

PRE-WATCHING

Positive & negative body language

Complete the following activity on Wordwall [See Annex 1]:

<https://wordwall.net/resource/62359547/positive-negative-body-language>

What can you add?

- Silent Watching: Students watch the video and answer the questions:
What is happening?
- What emotions are the people expressing?
- How can you interpret their body language?

WATCHING THE VIDEO

1st watching: Students watch and check the ideas.

POST-WATCHING

2nd watching: Students watch the video one more time and then do the following:

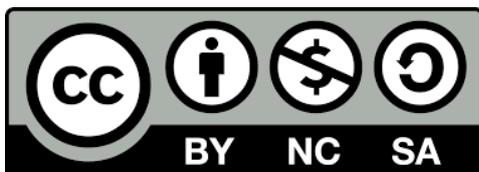
- Complete a true/false exercise designed by the teacher (from Wordwall / Learningapps / Kahoot)
- Create a word cloud containing business-related vocabulary from the video (WordArt).

3. Output

Students work in groups of 3-4 to provide possible solutions to the problem in the video.

Potential challenges/problems:

1. Interpreting nonverbal communication and emotional cues can be subjective, as people may perceive and interpret them differently based on their experiences and perspectives.
2. Nonverbal cues and emotional expressions can vary greatly across cultures. Students might misinterpret certain gestures or expressions if they're not familiar with the cultural context, leading to potential misunderstandings.
3. A short video may not provide enough context for students to accurately interpret nonverbal cues or emotional expressions.
4. Lack of real-life practice (students).
5. Ensuring that all students have access to the necessary technology and a stable internet connection may be challenging.



Attribution: Original activity from “Use of ICT in support of language teaching and learning (ICT-REV)”, European Centre for Modern Languages of the Council of Europe. www.ecml.at/ictrev

Annex 1: Wordwall activity

0:08

Interrupting someone who is speaking	Invading personal space	Tapping fingers or pen	Raised eyebrows whilst smiling	Pursed lips	Gesturing with hands whilst speaking
No eye contact/looking around	Staring	Yawning	Playing on mobile phone	Giving eye contact	Head nodding occasionally
Frowning	Smiling with mouth and eyes	Relaxed facial expression	Pointing hands or fingers	Steady breathing	Leaning forward (but not too much)



Positive Body Language

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		



Negative Body Language

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		



Submit Answers

