



Università  
Ca' Foscari  
Venezia

Corso di Laurea in  
Scienze del Linguaggio  
Ordinamento ex D.M. 270/2004

Tesi di Laurea Magistrale

**Wall Street English**  
The New Student Experience

**Relatore**

Ch. Prof. Graziano Serragiotto

**Correlatore**

Ch. Prof. Paolo Ernesto Balboni

**Laureanda**

Irene Bizzotto

Matricola 842516

**Anno Accademico**

2016 / 2017

## INDEX

<b>Introduction</b>	p.1
<b>CHAPTER I</b>	
1. Learning English as a Foreign Language	p.3
1.1. Learning a language	p.3
1.1.1. To learn and to acquire	p.4
1.1.2. The role of the brain	p.5
1.2. Learning a Language as a FL	p.6
1.3. Motivation	p.7
1.3.1. Motivation's models	p.8
1.3.2. Types of motivation	p.9
1.4. Foreign Language teaching techniques	p.13
1.4.1. Approaches	p.13
1.4.2. Methods	p.14
1.4.3. Glotto-didactic techniques	p.17
<b>CHAPTER II</b>	
2. Wall Street English	p.22
2.1. History of WSE	p.22
2.1.1. Wall Street English centres	p.25
2.1.2. Wall Street English Italy	p.26
2.1.3. Wall Street English name and logo	p.30
2.2. The setting	p.30
2.3. The method	p.31
2.4. Wall Street English process	p.35

2.4.1. The consultation	p.35
2.4.2. Learning cycle	p.37
2.4.3. The Wall Street story	p.47
2.4.4. Other activities	p.50
2.5. Other courses	p.51
2.5.1. Variations in Personal English course	p.51
2.5.2. Other courses	p.52

### **CHAPTER III**

3. Questionnaires	p.54
3.1. Student questionnaire	p.54
3.1.1. Results	p.55
3.1.2. Different situations	p.61
3.2. Teacher questionnaire	p.64
3.2.1. Wall Street English Teachers	p.64
3.2.2. Results	p.65

### **CHAPTER IV**

4. Conclusion	p.71
---------------	------

<b>Attachments</b>	p.75
--------------------	------

<b>Bibliography</b>	p.141
---------------------	-------

<b>Websites</b>	p.144
-----------------	-------

<b>Acknowledgments</b>	p.145
------------------------	-------

## **Introduction**

Can English today be taught through innovative, avant-garde methods? According to my experience of working at Wall Street English, I can undoubtedly state the answer is “yes”.

I started my training experience at Wall Street English last year in the Bassano Del Grappa centre. After some time I became a Personal Tutor, having the opportunity to better get to know how this school works, and most of all how the New Student Experience works. I am currently working there and have had the opportunity to meet different kinds of students, from teenagers to the elderly. They enjoy studying English through this method and like chatting with Staff while they are waiting for their next appointment or their lesson to start, and they proudly confirm this to WSE Staff. I am having the opportunity to observe and become aware of students’ willpower and dedication to their studies. They all have specific goals to reach and therefore focus all their energy on those.

I have therefore decided to write my final thesis focusing on the study of this method. Wall Street English has provided me with the Customer Satisfaction Survey, published in 2017, where all aspects of this school are examined; from lessons and students’ sensations to Staff and accessibility.

I start Chapter I giving a theoretical description of what learning English as a foreign language means and basing it on the S. Krashen “Natural Approach”. I then write about all the mental processes and mechanisms that occur, such as motivation existing models and types, and N. Chomsky’s LAD. At the end of this chapter I focus my attention on different kinds of techniques that are involved in the process of foreign language teaching, describing methods, and approaches separately, and dividing them into classical and innovative ones, due to technological change and development that has occurred in time.

I then go on to Chapter II, which focuses on Wall Street English, starting from the history of its foundation, its expansion and development worldwide throughout the years and around many countries. After the description of school’s staff, name, and logo called “The Door” (with its beautiful meaning and way of considering a foreign language) I then move to the setting, which is one of the most important characteristics of every WSE centre because it is part of every student’s language

improvement. Then the method is meticulously described in all its aspects and parts of the learning process, also considering the relevance of the story and all the activities students can do to improve their skills.

After that, Chapter III presents the Customer Satisfaction Survey and the Teacher questionnaire. The first was elaborated in 2017 by Wall Street English, who wanted to know what students think about WSE, its method and its learning process, giving a score from 0 to 10 according to their degree of satisfaction and opinion on different aspects. An average of 543 answers have been collected and the results are studied and described in this Chapter. Conversely, I personally created the Teacher Questionnaire and sent it to different Wall Street English centres in the North of Italy. The answers that have been collected and analysed are 15, and represent the opinion of teachers who have just started working in this world, teachers who have worked in WSE for longer periods and teachers who do not work in WSE anymore but spent many years there.

At the end of this thesis, in Chapter IV, are conclusions based on a comment regarding the previously analysed questionnaires, explaining what I can deduce from these outcomes together with my personal experience of the Wall Street English world.

## CHAPTER I

### 1. Learning English as a Foreign Language

Chapter I describes how it is possible to learn a foreign language, such as English, starting from the role of the brain in this process and the differentiation between learning a language and acquiring it.

Then it moves to the role of motivation, its types, and models. This aspect is really important to those students who want to improve in their language skills.

At the end of the first chapter, foreign language teaching techniques are described, so it speaks about methods and approaches that help learning a foreign language, as well as glotto-didactic techniques involved in this elaborated process.

#### 1.1. Learning a language

Knowing a foreign language is becoming an ever more frequent need in most countries. From the 60's in Italy students started studying one foreign language within the curriculum. They studied it starting from the beginning of high school, and then thanks to new laws they began studying it a little earlier.

When I was at the elementary school, I started studying a foreign language in third year, whereas nowadays children start right from pre-school age. Once upon a time there was no compulsory foreign language students had to study, but they were able to choose between English and French, whereas today children start with the English language and can add another foreign language at junior high school or in high school.

For those who had never studied English at school however, there is the possibility of studying it now as there is no age limit for starting, although it would be more difficult for an adult than for a child. In fact, starting from the age of ten, our brains start losing some linguistic ability and there may be variants in the obtained results.

So, when is it better to start studying a foreign language? We must first understand when it is better to “learn” another language, because we all innately possess language and start “acquiring” it from birth. So, the first important thing to understand is major difference between learning a language and the acquisition of it.

### 1.1.1. To learn and to acquire

S. Krashen<sup>1</sup> is considered the father of the humanistic-affective glotto-didactics. Linguist, educational research, and political activist, he is a professor emeritus at the University of Southern California. He studied the second-language acquisition (“Natural Approach”), that consists in five main hypotheses:

- ❖ the Acquisition-Learning hypothesis
- ❖ the Monitor hypothesis
- ❖ the Natural Order hypothesis
- ❖ the Input hypothesis
- ❖ the Affective Filter hypothesis

The first one refers to the differentiation between the “learned” and the “acquired” systems of second language performance. Learning “involves receiving information about the language, transforming it into knowledge through intellectual effort and storing it through memorisation, whereas acquisition involves developing the skill of interacting with foreigners to understand them and speak their language”<sup>2</sup>. We can assume that an Italian child acquires Italian language from birth, whereas learning English starts when school does. The deeper the emotional experience during the English-language-learning period, the stronger the memory about what has been learned will be. So, a student must be helped by both parents and teachers.

Here are the main differences between “learning” and “acquisition”:

Learning	Acquisition
Conscious process	Subconscious process
Led by the left cerebral hemisphere	Led by the right (global strategies) and left (analytical strategies) cerebral hemisphere
Temporary knowledge (long term memory)	Fixed knowledge
Slower knowledge	Quicker knowledge

---

<sup>1</sup> S. Krashen (Chicago, 1941) is professor emeritus at the University of Southern California, who moved from the linguistics department to the faculty of the School of Education in 1994. He is a linguist, educational researcher, and political activist.

<sup>2</sup> For further information see Ricardo Schütz, 2002, *Language acquisition - Language Learning*, (<http://www.sk.com.br/sk-laxll.html>)

Less important	More important
Concentrated on grammar rules	Concentrated on communicative acts

As I said before, the brain has a fundamental role in the learning/acquisition of a language, and the two cerebral hemispheres work together but in different ways.

### 1.1.2. The role of the brain

“Bimodality” is the way the brain communicates and acquires a language through the cooperation between the left-analytic part and the right-global part. When a student acquires, he stores information in his memory, in order to be able to use it when required. There are three parts in which memory is divided: the working memory, short-term memory and long-term memory. The working memory, which is the first step of information as soon as it comes to the brain, is limited in time and quality. The short-term memory, that works on the surface structure of every information, forgets easily and rapidly, and refers every information to others that already possessed. It is located in the left hemisphere and produces learning. The long-term memory, that includes knowledge of the surrounding world, is the stable memory that understands and memorises language. It works with both hemispheres and produces acquisition.<sup>3</sup>

Studying language acquisition, N. Chomsky<sup>4</sup> in 1981 had hypothesised the existence in everybody of an innate device, called Language Acquisition Device (LAD). It is a biological program, a mechanism that permits the acquisition of a verbal language, through a specific sequence of competences and abilities common to all natural languages. It is the set of grammatical rules with which we can think about an infinite number of sentences using a finite number of words acquired with the experience. So, Chomsky said that a child does not imitate the language of adults but the child’s

---

<sup>3</sup> For further information see P. E. Balboni, 2012, *Le sfide di Babele. Insegnare le lingue nelle società complesse*, Torino, UTET, chapter 3 p.31

<sup>4</sup> N. Chomsky (Philadelphia, 1928) is an American linguist, philosopher, cognitive scientist, historian, social critic, and political activist. Sometimes described as "the father of modern linguistics", Chomsky is also a major figure in analytic philosophy and one of the founders of the field of cognitive science. He is Institute Professor Emeritus at the Massachusetts Institute of Technology, where he has worked since 1955, and is the author of over 100 books on topics such as linguistics, war, politics, and mass media. Ideologically, he affiliates with anarcho-syndicalism and libertarian socialism.



language comes from his innate knowledge that permits him to learn grammatical rules.<sup>5</sup>

Furthermore, in 1983 J. Bruner<sup>6</sup> coined another important term, the Language Acquisition Support System (LASS), which corresponds to the role of the adults together with society, both working for the child and his way into language and the cultural world. The caregivers interact with the child by pointing, asking questions, and encouraging response. The more interaction children have, the more they will take active roles in social situations. LASS also involves all materials used for these interactions, glotto-technologies and, of course, school.<sup>7</sup>

S. Krashen in his Natural Approach has mixed LAD and LASS in the Second Language Acquisition Theory (SLAT), thus showing that this mixture allows the child to enter the linguistic and cultural community.

## **1.2. Learning a Language as a FL**

For Italian people who start studying English in Italy and, most specifically, in an English school, English is studied as a Foreign Language. This definition refers to the distinction between L1, L2 and FL. Basically, L1 means that for a native English speaker, English is the first language; L2 indicates that English is the second language of an Italian living in England; FL stands for “Foreign Language” because English is the foreign language of an Italian learning English in Italy or in a country where this language is not the language spoken.

The main characteristics of each of the kinds of languages can be found in the table below<sup>8</sup>.

---

<sup>5</sup> For more information see [www.stateofmind.it/2015/12/linguaggio-universale-psicologia/](http://www.stateofmind.it/2015/12/linguaggio-universale-psicologia/) and P. E. Balboni, 2013, *Fare educazione linguistica. Insegnare italiano, lingue straniere e lingue classiche*, Torino, UTET, chapter 3.1 p.61

<sup>6</sup> J. Bruner (New York, 1915 – New York, 2016) was an American psychologist who made significant contributions to human cognitive psychology and cognitive learning theory in educational psychology. Bruner was a senior research fellow at the New York University School of Law. He received a Bachelor of Arts in 1937 from Duke University and a Doctor of Philosophy from Harvard University in 1941.

<sup>7</sup> For more information check P. E. Balboni, 2013, *Fare educazione linguistica. Insegnare italiano, lingue straniere e lingue classiche*, Torino, UTET, chapter 3.1 p.62

<sup>8</sup> P. E. Balboni, 2013, *Fare educazione linguistica. Insegnare italiano, lingue straniere e lingue classiche*, Torino, UTET, p.12 and G. Freddi, 2002, *Glottodidattica. Fondamenti, metodi e tecniche*, Torino, UTET, p.3

	English as a First Language (L1)	English as a Second Language (L2)	English as a Foreign Language (FL)
Where can it be found?	It can be found in an English-speaking country; it is the language spoken by the family.	It can be found in the city/country where the student lives and studies.	It can be found in the room/school where the student studies, but not in that city/country.
How is it learned?	It is learned during everyday life from the birth to 3 years old; it is innate (spontaneous, natural learning).	It is learned by a student who moves to an English-speaking country (studious, keen learning).	It is learned by the student when he begins school (gradual, selected learning).

### 1.3. Motivation

From Latin *motus*, which means “movement”, motivation involves a learner’s process that becomes visible through behaviours, choices and reactions to events.

Learning a language is a mixture of different aspects. An important one, that helps people to start this new experience, is motivation. Everyone needs to be motivated and to find something “new” to discover. Every surrounding stimulus activates the curiosity that permits to discover, to know and to develop the surrounding reality.

Moreover, motivation is made of a motive and a situation, so in a specific situation someone’s motive becomes the motivation (reason) to do something. It does not live within a person, but it appears when the motive bumps into an appropriate situation.

Finally, motivation depends on the effect produced by a certain behaviour, so it is related to support. This means that motivation needs to be reinforced, but there can be two kinds of support: positive support helps the learner to improve on self-esteem and self-fulfilment; whereas, negative support does not help because, for example, criticism and penalties decrease the performance.

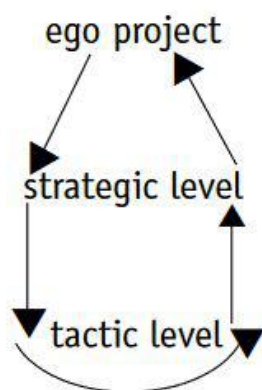
There cannot be high performance without motivation, but there cannot be motivation without positive support.

### 1.3.1. Motivation's models

There are three main motivation's models<sup>9</sup>:

#### I. R. Titone's ego-dynamic model (1976)

Everyone has a project (ego project) for the self, that can be conscious and explicit or



unconscious and implicit. If this project involves the knowledge of a language, a strategy has to be involved too (strategic level), which means that s/he decides to join a language course, or to study the language in another way.

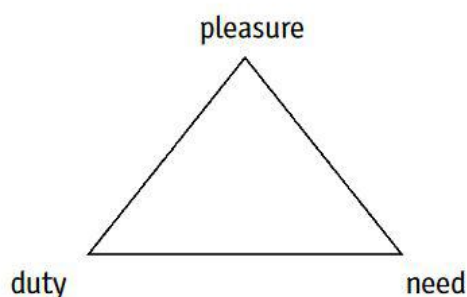
The tactic level follows the previous levels, and consists in beginning the course. If the results are near to what s/he expects, without paying extra physical/economic/psychological costs, the strategy is reinforced and it sends a positive feedback to the ego,

which keeps motivating the entire process; otherwise the affective filter is activated by negative feedback thus making the learning of a language impossible.

#### II. P. E. Balboni's tri-polar model (2002)

This is a model that analyses the motivation for studying in general, not only for studying languages. This model is essentially based on three possible activating factors: duty, need and pleasure.

The first one, duty, does not lead to acquisition because an affective filter does not



permit it to be stable in the long-term memory. The subject will remember the information only if doing so becomes a sense of duty, therefore a sense of responsibility must be connected.

The need is a rational-motivation one (related to the left cerebral hemisphere)

---

<sup>9</sup> For further information see P. E. Balboni, 2013, *Fare educazione linguistica. Insegnare italiano, lingue straniere e lingue classiche*, Torino, UTET and P. E. Balboni, 2012, *Le sfide di Babele. Insegnare le lingue nelle società complesse*, Torino, UTET

needing specific knowledge to reach its goal. It has two limits though: the need must be perceived and it terminates when s/he decides this need has been satisfied.

The last one, pleasure (related to the right cerebral hemisphere, but can involve also the left one), can be divided in different parts: the ego-dynamic pleasure of fulfilling a desire or a need, the pleasure of learning and being able to do so, the pleasure associated with a variety of materials and activities, the pleasure of the new, the unexpected, the unusual, the pleasure of a challenge, the pleasure of the systematisation, the pleasure of better understanding the world as we know it, and recognising one's own sense of duty.

### III. J. Schumann's Stimulus Appraisal (1997)

When facing input, the brain goes through an appraisal and decides whether to accept it, to internalise new elements of stimulus or not. There are five motivation factors through which the brain selects what it wants to acquire: the new; the attraction to pleasantness and beauty of the stimulus; the need significance (the response's capability to the need perceived by the student); the feasibility (a really difficult task inhibits the mind, whereas a feasible task motivates students and is a trigger for LAD); psychological and social security (self-esteem cannot be ruined by what has to be learned or the answer that has to be given to the stimulus).

In "The Neurobiology of Affect in Language" (1997) Schumann asserts that "no cognitive process is created without an emotional process being generated first, and that also from the neurobiological point of view the pleasant emotion plays a fundamental role in the activation of the cognitive processes that permits a stable and durable acquisition of information<sup>10</sup>."

#### 1.3.2. Types of motivation

There are two main macro-categories in which motivation can be divided: formative motivation, a mixture of educational and cultural motivation, because learning a language could help to better grasp worldwide views and knowledge; as well as the motivational tool: when practical aspects of the linguistic tool are used. One is related

---

<sup>10</sup> F. Caon, 2006, *Pleasure in Language Learning. A Methodological Challenge*, Perugia, Guerra, p.20

to the other and they affect language learning, together with socio-economic and cultural conditions, type of school, and the age of the learner.

According to Gardner and Lambert (1965-1972) and Krashen (1980), there are four types of motivation, gathered together in two groups:

Intrinsic and extrinsic motivation

Intrinsic motivation starts within the learner, from curiosities and interests. The student wants to learn the language gradually and it is felt like a pleasure. It is related to the affection and desire sphere, so it does not need any support. Whereas extrinsic motivation is related to external factors, such as compulsory schooling, language certificates or good marks, so it needs support. The student has social gratification, but pleasure does not appear during the process of learning, but can be felt only at the end. The Audio-Lingual Method, with its model of Stimulus-Response, can be defined as an example of extrinsic motivation<sup>11</sup>.

In the table below the main differences between the two types of motivation can be seen.

Intrinsic motivation	Extrinsic motivation
Pleasure to self-challenge	Preference for easy tasks
Curiosity/interest	Teacher’s satisfaction/good marks
Independent control	Subject to teacher judgment about understanding a problem
Independent judgment	Subject to teacher judgment about what to do
Personal criteria of success	External criteria of success

Supplementary motivation and motivational tool

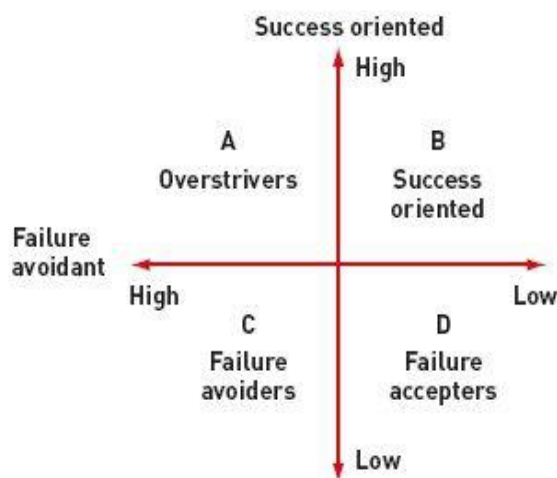
In defining these types of motivation, Krashen underlined an important distinction between aptitude and attitude. Aptitude is related to the monitor, the conscious learning, and involves ability of phonological codification, sensitivity about conscious

---

<sup>11</sup> For further information see “Audio-Lingual Method” p.13

meta-awareness and an inductive ability to identify and to link lexical and morpho-syntactic elements. Attitude facilitates the interaction in the target language, with low affective filter, and it is fundamental in the supplementary motivation, which is the motivation of students who desire or have to integrate within a different culture. These students try to identify themselves with native speakers, their habits, and traditions. In order to strengthen supplementary motivation, students could be helped by posters, videos, songs, websites in the room, in order to arouse their curiosity about the target language world. On the other hand, the motivational tool is the positive effect (in an educational/professional environment) that could be related to the linguistic abilities learned. Krashen states that when the goal is reached, this kind of learning could cease and be used only when necessary, causing carelessness about important linguistic aspects.

J. W. Atkinson (1923-2003) was an American psychologist who pioneered the scientific study of human motivation, achievement, and behaviour.



He identified two motivational components: need to achieve and need to avoid failure. Everyone has both and one bumps into the other even if intensity can vary. This variation creates four possible personalities, as can be seen in Atkinson's Achievement Motivation Theory (1964):

- ❖ Over-strivers (high need to succeed and high need to avoid failure)

Constant conflict between these opposite forces employs extreme effort. They are afraid of failure, so they will try hard until they make it. The distinctive emotions are fear and unsuitableness. These students are really competitive and brilliant, normally they reach high levels of education and very good working positions.

- ❖ Success-oriented (high need to succeed and low need to avoid failure)

Light conflict, fear of failure is less evident and oriented toward improvement and not to showing-off ability. They are relaxed, because they are self-confident. They

consider failure an educational stepping-stone, from which they can learn. These students are less competitive than the over-strivers, they learn in order to gain knowledge and not in order to be the best.

❖ Failure-avoiders (low need to succeed and high need to avoid failure)

Light conflict, fear of failure is stronger than need of success, the aim is to avoid troublesome situations. They are afraid of failure even though they are clever enough to face everything, so they try to obtain maximum results with minimum effort. They always postpone tasks in order to avoid failure, and are therefore unsatisfied and receive unsatisfying results. These students are bored and anxious and often these feelings lead to failure.

❖ Failure-acceptors (low need to succeed and low need to avoid failure)

Both of the motivational components are low. They do not mind failure and lack willpower. They are not interested in anything and failure is not a negative thing for them. Since there are no conflicts, there is an absolute lack of motivation. These students are bored, listless, apathetic and whatever the result, they will show no interest.

Approaches inspired by acquisition or learning will have different effects on the learner's level of motivation along the learning process. Acquisition-inspired approaches are normally founded on a syllabus and naturally are more focused on learner's needs and individual goals. They will also have activities based more on conversation rather than grammar studies. Therefore, they will more readily produce useful knowledge and raise the level of motivation as the learner builds up her/his communicative skills. Learning-inspired approaches, normally related to a syllabus, will emphasize the production of knowledge about the target language, especially its grammatical structures, at the expense of communicative skills. They will hardly meet learner's immediate goals. If not counterbalanced by a lively and charismatic teacher, the learning-inspired approach will drain motivation, especially considering that proficiency in a foreign language can take a long time to be attained<sup>12</sup>.

---

<sup>12</sup> For further information see Ricardo Schütz, 2002, *Language acquisition - Language Learning*, (<http://www.sk.com.br/sk-laxll.html>)

## 1.4. Foreign Language teaching techniques

Children and adults clearly have different ways of acquiring language. A child's brain is flexible and open to learning but begins closing-in around the age of twenty, thus learning a new language will gradually become more difficult.

However, there are different ways through which a language can be learned, according to the historical period, psychological certainties, and tools.

### 1.4.1. Approaches

Approaches are basic philosophies of any glotto-didactic idea. These are real linguistic education theories.

Throughout history, many different approaches to language learning have been studied: the Communicative and Notional-Functional Approach, and the Humanistic-Affective Approach, just to mention a few.

#### Communicative and Notional-Functional Approach

- ❖ Communicative Approach refers to a learner-centred position and communication as the basic function of every language.
- ❖ It developed in Europe at the beginning of the 60's and then spread globally. The name later became *Notional-Functional Approach*; a way of structuring syllabus around "notions", real-life situations in which people communicate, which are then further broken down into "functions" or specific aims of communication.
- ❖ Supporters affirm that it is necessary to find students' linguistic-communicative needs, based on their new sociolinguistic context.
- ❖ Student autonomy consists of learning linguistic structures related to notions and functions, in order to satisfy needs<sup>13</sup>.

---

<sup>13</sup> A. Maslow (Brooklyn 1908 – Menlo Park 1970) between 1943 and 1954 elaborated the "Hierarchy of Needs", which is a hierarchical scale of needs and necessities organised in five levels and published in 1954 in "*Motivation and Personality*". The lower level corresponds to the Physiological needs (breathing, food, water, sex, sleep, homeostasis, excretion), followed by Safety (security of body, of employment, of resources, of morality, of the family, of health, of property), Love/Belonging (friendship, family, sexual intimacy), Esteem (self-esteem, confidence, achievement, respect of others, respect by others), and on the top there is Self-actualisation (morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts). After some critics, in 1968 Maslow added some levels that had been ignored before in his "*Toward a Psychology of Being*".



- ❖ The teacher has to speak fluently and has to know today's glotto-didactic methodologies.
- ❖ Both oral and written abilities are developed. What is important is that the communication is confirmed.
- ❖ A variety of multimedia devices can be used: tapes, videotapes, Closed Circuit Television (TVCC), books, notebooks, sheets, manual textbooks.
- ❖ Important names: D. Wilkins, J. L. M. Trim, J. A. van Ek, R. Richterich

#### Humanistic-Affective Approach

- ❖ This is a mixture of approaches that all aim towards the same goal, thus adding value to the affective background of the learner and removing stress components from the learning environment.
- ❖ It is well known in the USA and Europe.
- ❖ The student can learn better if the learning process is connected to personal motivation and interests. These elements remove the affective filter that sometimes can arise between the student and language learning.
- ❖ The relationship between teacher and learner is like the one between analyst and patient.
- ❖ The student is responsible for learning, while the teacher just has to aid, giving advice and providing encouragement.
- ❖ Contents are broad and sometimes do not have a specific structure.
- ❖ This approach is humanistic as it led to the discover the self (through yoga exercises and relaxing music) from its beginnings.
- ❖ Important names: J. Asher, C. A. Curran, S. Krashen, C. Gattegno, G. Lozanov.

#### **1.4.2. Methods**

While approaches define glotto-didactic goals and linguistic education purposes, methods are sets of methodological-didactic principles that lead approaches to become operational models, through didactic materials and didactic usage of technologies.

There are different methods through which a language can be learned: the Formalistic Method, the Direct Method, the Audio-Lingual Method and the Situational Method.

### Formalistic Method

- ❖ A student can learn a language by memorising grammar rules and translating from and to the language being learned.
- ❖ This grammar-translation method derives from the classical or traditional method of teaching Greek and Latin in the private middle school classes of the 70's.
- ❖ It is a deductive method (from rule to language), so from English grammar to linguistic usage. It was rejected in the 90's when teachers tried to use this method for other foreign language learning and it did not work.
- ❖ The teacher is the main figure in this kind of learning, deciding on programs and rules, and giving feedback to the student.
- ❖ The student needs to be able to write, read and translate from and to this language.
- ❖ There are two variants: the Reading Method (sole ability in reading the Source Language) and the Cognitive Methods (based on the Generative-Transformational Grammar, through which all the linguistic abilities have been studied).
- ❖ Important names: J. H. Seidenstücker, K. Plötz.

### Direct Method

- ❖ It is based on total language immersion. The student has to practice it, instead of just reflecting on it.
- ❖ It is used in secondary schools and in adult learning courses. This "Natural Approach" developed in the 90's in contrast to the previous approach.
- ❖ It is an inductive method (from language to rule), so from linguistic usage to English grammar.
- ❖ Students were taught concepts and vocabulary through pantomiming, real-life objects, and other visual materials.
- ❖ The teacher gives input and feedback by speaking in the foreign language.

- ❖ The student needs to be careful with pronunciation, comprehension and speaking. The written follows secondarily.
- ❖ Important names: W. Viëtor, O. Jespersen, H. Sweet, H. E. Palmer.

### Audio-Lingual Method

- ❖ It is also called “Structuralist Approach”, because of the kind of method. The main characteristic is the priority of the orality.
- ❖ It started being used in American schools at the end of the 50’s, and then spread throughout Europe and other Countries.
- ❖ It is based on Skinner’s behaviourist theory, which assumes that certain traits of living things, and in this case humans, can be trained through a system of reinforcement (Stimulus-Response theory).
- ❖ The teacher guides students during the practice and gives feedback by testing them: positive feedback (which leads to renewed motivation) or negative feedback (which leads to demotivation).
- ❖ There is a strong relationship between teacher (who reinforces) and student (who is reinforced). Student’s choices are related to the feedback, so s/he tends to make choices depending on the reinforcement received.
- ❖ Students are focused most of all on oral abilities, but they also have to develop also written abilities.
- ❖ Structured exercises are more common, and they are divided into syntagmatic exercises (concerning sentence linking) and paradigmatic exercises (concerning lexicon). Pronunciation is developed through minimal pairs and there is a language test as form of evaluation about what has been learned by the student.
- ❖ Today this approach is aided by glotto-technologies, such as the linguistic laboratory.
- ❖ Important names: C. Ch. Fries, R. Lado, N. Brooks.

### Situational Method

- ❖ This kind of approach is based on actual “situation”: the linguistic-communicative exchange occurs in real life contexts, and it is useful in every kind of didactic activity.

- ❖ It developed in Europe in the 60's thanks to the sociolinguistic contribution (elaboration of the linguistic variety/register).
- ❖ This method did not have any specific learning theory, so it was combined to structuralist theories and communicative approaches.
- ❖ The student has a communicative role in a communicative situation, so s/he is autonomous and less influenced, but it is essential to use the right linguistic structures.
- ❖ The teacher programs linguistic-communicative activities and directs the learning process.
- ❖ The oral language has the priority in this method's activities and, after that, students also develop written language. It also involves non-verbal communication, such as gestures, distances, objects.
- ❖ Thanks to this method and integration with other methods, both communicative situation and context are enhanced.
- ❖ Important names: B. Malinowsky, J. R. Firth, J. A. Fishman.

### **1.4.3. Glotto-didactic techniques**

Nowadays, glotto-didactic technologies are fundamental tools for foreign language learning.

G. Pask<sup>14</sup> stated that technologies are like “catalysts”, as they allow a didactic action that could not be realised without technological support; it is like a technical stimulus.

There are various devices that aid language learning, also because throughout the years they have continuously changed and developed:

#### 1. Classical devices

##### Audio recorder

It is extremely easy to use, as it can record different voices which students can then play-back and listen to. They can learn to listen to and comprehend songs, poems and

---

<sup>14</sup> G. Pask (Derby 1928 – London 1996) was an English author, inventor, educational theorist, cybernetician and psychologist who made significant contributions to cybernetics, instructional psychology, experimental epistemology and educational technology.

different communicative events from a variety of people, with different ages and geographical/social backgrounds. They can also listen to their own voice or to other voices going through monologues, dialogues, class debates, homework, linguistic games. It is really useful for the critical listening (listening for specific information) of the performance, even though it can be irritating when someone wants to listen to a specific moment of the recording and has to find the exact point by going back and forth.

### Video recorder

It is similar to the Audio recorder device, used to reproduce materials coming from outside the classroom; such as during a language course, or newscasts, talk shows, quizzes, or movies. It is better than the audio recorder because the student can learn from the non-verbal communication that occurs during the verbal communication (gestures, postures, distances, clothes, jewellery, objects, accessories and so on) and the cultural dimension seen (furniture, social interaction rules etc.).

### Television

Television is a structured device (the sum of different devices) and provides audio-visual messages. Nevertheless, 83% of the information we receive comes from sight, and 11% comes from the hearing. This means we are used to understanding things without any linguistic effort. There are two possibilities to solve this: obscuring the video just to listen to it or just watching to the video without listening to it. This second option helps in making a prediction effort about what is being said, in order to develop the expectancy grammar<sup>15</sup>. Another important aspect is that information is elaborated first through the right cerebral hemisphere (visual information) and then by the left one (linguistic information).

---

<sup>15</sup> J. W. Oller introduced in 1979 the "Expectancy Grammar", which is the basic element of the comprehension process that develops during childhood and adolescence. This is the ability to suppose what will be said or written in a specific context. Properly understanding the text or the video means properly supposing what will happen and so it means mastering the expectancy grammar. It is based on three components: situational and pragmatic prediction (focused on socio-cultural foreknowledge), semantic prediction and communicative prediction.

## Computer

Sometimes school manuals come with CD-ROMs with exercises, activities and explanations that help the student improve abilities or better understand a language aspect. Students use these materials in class with the teacher or at home on their own.

Computer can also be useful for self-learning, taking advantage of multimedia lessons, pictures, oral or written texts, exercises, dictionaries, and grammar references. This kind of learning is autonomous but it is better to be guided by a tutor, someone who should direct and control all of these activities and has to support and help the student.

Finally, there are devices such as e-mails (it is the way through which the distance between written and oral language is reduced, with an informal layout, without any opening or closure routines), chatrooms (there are virtual rooms where people and groups of all ages can virtually meet, write to one another and get a reply) and webcams, where foreign students can meet, chat and improve their English.

## 2. Innovative devices

### Cooperative Learning

This is an educational approach which aims to organize classroom activities into academic and social learning experiences. It is not just a matter of forming groups of students, they then need to work together to complete tasks aiming toward academic goals. This approach takes the pressure off learning as it is not competitive, and everyone's skills, knowledge and resources can be used for the success of the group.

By means of this method, the teacher becomes the one who helps facilitate the child's learning process, rather than a leader who hands out information. Also, by working together, students learn to succeed (or fail) together.

Ross and Smyth (1995) assumed that students are more satisfied and tasks are intellectually demanding, creative, open-ended and involve higher order thinking tasks when working cooperatively. In order to obtain a successful incorporation of cooperative learning in classrooms, five important elements have been identified: positive interdependence, individual and group accountability, promotive interaction (face to face), teaching students the required interpersonal and small group skills, group processing (self-evaluation).

Finally, students in cooperative learning settings (compared to those in individualistic or competitive ones) achieve more, reason better, gain better self-esteem, like classmates and learning tasks more and have more perceived social support.

### Flipped Classroom

This is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and then engage in these concepts in the classroom where they are guided by the teacher.

It is a learner-centred model in which educational technologies are useful to carry contents outside the classroom. There can be different types of delivered content, such as video lessons prepared by the teacher, online collaborative discussions, digital research, and text readings. Class time is used to delve deeper into topics by means of questions, homework problems, practice, debates/discussions, or presentations. As students study the topics alone, in class they can then collaborate in order to solve problems or difficulties, work in groups and share knowledge.

The role of teachers is less didactic and more personalised, as s/he can prepare their own materials and organise lessons.

### Interactive Whiteboard

The IWB is a large screen which looks like a whiteboard. It can either be a standard touchscreen computer used independently to perform tasks and operations, or a fixed device used as a touchpad to control the computer from a projector. It is useful to enhance collaboration among students and to arouse their participation.

This kind of whiteboard can help teachers to prepare stimulating and exciting lessons. During a language class, for instance, students can listen to music or watch a video and can study texts on YouTube. Moreover, all class members can take notes on the IWB or the I-Pad and then share these with the others, so students also become more responsible for what they do at school.

In today's fast paced society we are continuously moving towards new glotto-didactic techniques, which aid teachers in working to the best of their potential, but the key to successful education still remains the passion of those teachers who dedicate their lives to today's youth; first of all by helping them understand the world we live in and then by benefitting from all the possibilities, resources, and situations they will find in life.



## CHAPTER II

### 2. Wall Street English

Chapter II focuses on Wall Street English, describing its history, development and how did it spread worldwide, as well as its main ideas: the distribution of centres, the origin of name and meaning of logo, the setting of its centres.

Then the description moves to the method, which is based on the Communicative approach instead of the classical scholastic one, and the process from consultation to real lessons.

Finally, different courses are described: the main course is based on lessons that start from a story and develop in many activities to reinforce language skills; other courses consist on conversations with a teacher.

#### 2.1. History of WSE

Wall Street Institute was founded in September 1972 in Milan (Italy) by the Italian Luigi Tiziano Peccenini (Ferrara, 1939), a learning innovator, entrepreneur, company advisor and educator/speaker on health, happiness, and success in business, and is among the largest providers of English language education for adults worldwide.

It was a real innovation with its introduction of a Blended Learning Method, which proved successful in its practical and results-oriented way of learning in order to communicate effectively in English. It was also a success because it became popular during a period of time in which evermore people wanted to study English in order to increase their personal knowledge or to improve on career skills. Now it is one of the largest providers of English language education for adults around the world.

At the beginning paper books, magnetic scoring cards and tape recorders were used.



Within two years another twenty-four centres opened across Italy.

Then in 1980 new courses, called English On-line, were developed and students learnt English using multi-media device called The Commodore CD32.

In the late 1980s the company spread throughout Europe and in the 1990s it expanded in Mexico, Chile, Venezuela, Middle East, and Asia.

In 1997 it was taken over by Sylvian Learning Systems, and then in 2005 by the global private equity association The Carlyle Group<sup>16</sup>.

In 2000, students had to load CD-ROMs and floppy discs into the computer before



starting a lesson, whereas now they only need to enter a login and password, and can learn anytime and anywhere.

In 2007 Wall Street Institute conducted a research study with the support of the University of Cambridge ESOL (English of Speakers of Other Languages Examination) and proved its alignment to the Common European Framework Reference for Languages (CEFR) English Proficiency Scales.

Its name is now associated to the Common European Framework of Reference for Languages (CEFR).

<sup>16</sup> The Carlyle Group is an American multinational private equity, alternative asset management and financial services corporation. As one of the largest private equity and alternative investment firms in the world, Carlyle is specialised in four key business areas: corporate private equity, real assets, global market strategies, and investment solutions.

There was a need for change in terms of personalisation, accessibility and engagement, and this company wanted to be the leading global brand in English language education that would change the future.

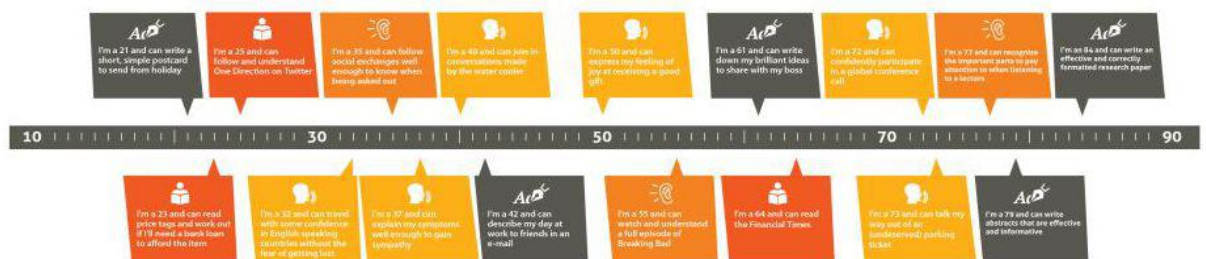
So, in 2010 Wall Street Institute was purchased by Pearson PLC<sup>17</sup> for 92m dollars.

In 2013, WSI launched a company-wide rebranding and changed its name into Wall Street English. A new program also started being used, thus adapting to the way the world learns English. This change has offered students a more effective and personal learning experience.

Finally, in 2016 a new transformation occurred, starting from China the core course was improved in order to help evermore people study English effectively. The sitcom “Make It Big” was created and won the Best Digital Education Series prize for its interactive lessons.

Wall Street English has 37,000 employees set up in over 70 countries around the world and is listed on the London and New York stock exchanges. It has also become one of the best known and most attended English schools.

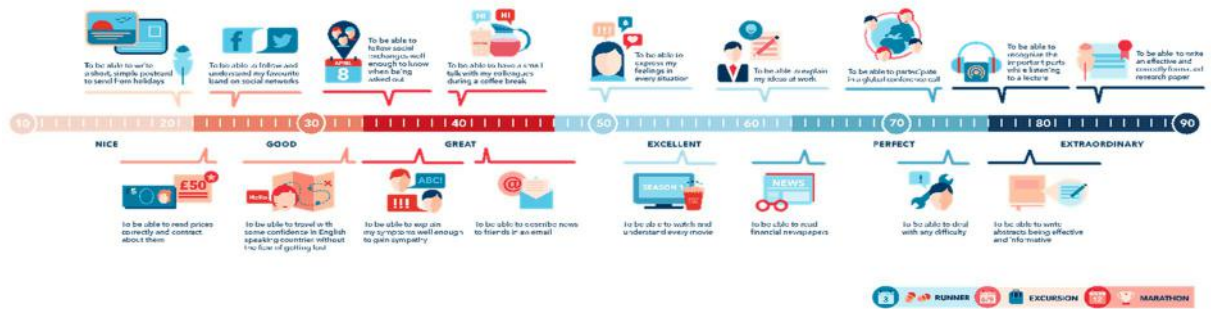
One of the most important concepts in the Wall Street English world is “Efficacy”, which Pearson has defined as “A measurable impact on learner outcomes”. This means that their goal is to have students who rapidly acquire English skills and who can use them in their lives and jobs.



*Global Scale of English (GSE) with its four major components: the Scale itself, modular and industry rated Learning Objectives (Can Dos<sup>18</sup>), new core content materials developed from the Learning Objectives, and lastly an assessment plan that allows achievement and progress to be shown on the scale.*

<sup>17</sup> Pearson PLC was founded in London in the 1840s as a construction business. In 1920s it became a multinational publishing and education company. It has changed from print to digital, from publishing to direct delivery, from transatlantic to global, from stand-alone operating companies to integrated global and local strategy. Now it is the largest education company and the largest book publisher in the world.

<sup>18</sup> Please see attached document (Attachment 1)



*The Design of the new Wall Street English core product based on an efficacy plan to design and measure towards outcomes and objectives, and a backbone from which to build it all.*

### 2.1.1. Wall Street English centres

Wall Street English has over 3 million alumni with a current enrolment number of 190,000 students and, using a franchise model, it now runs over 450 centres in 29 countries in North Africa, East Asia, South-East Asia, Europe, Latin America, and the Middle East. Its international offices are in Baltimore (Maryland, United States), Barcelona (Spain) and Luxembourg.

Wall Street English has centres in: Argentina, Brazil, Chile, China, Colombia, Czech Republic, Dominican Republic, Ecuador, France, Germany, Hong Kong, Indonesia, Israel, Italy, Kingdom of Saudi Arabia, Malaysia, Mexico, Morocco, Myanmar, Nicaragua, Perú, Portugal, Russian Federation, South Korea, Spain, Switzerland, Taiwan, Thailand, Turkey, Venezuela, and Vietnam.<sup>19</sup>

<sup>19</sup> Argentina (9 centres in Buenos Aires: Palermo, Belgrano, Caballito, Tribunales, Villa del Parque, and Microcentro; 2 centres in Buenos Aires Province: Martinez and Lomas de Zamora). Brazil (6 centres in São Paulo). Chile (11 centres from La Serena down through Puerto Montt). China (70 centres located in top cities). Colombia (12 centres in Bogotá, 2 in Medellín, 1 in Barranquilla and 1 in Bucaramanga). Czech Republic (1 centre in Prague). Ecuador (9 centres: Ambato, Cuenca, Guayaquil, Ibarra, La Prensa, Los Chillos, Orellana, Santo Domingo, Tumbaco, and Villaflores). France (56 centres, of which 11 are in Paris). Germany (24 centres: 4 in Berlin, 3 in Munich, and the rest in Bonn, Bremen, Dortmund, Düsseldorf, Essen, Frankfurt, Hamburg, Hanover, Karlsruhe, Cologne, Leipzig, Mannheim, Nuremberg, Stuttgart, and Wiesbaden). Hong Kong (5 centres: Causeway Bay, Jordan, Tsuen Wan, Kwun Tong, and Shatin). Indonesia (7 centres: Jakarta, La Piazza, Pondok Indah Mall, Central Park, Kota Kasablanka, Tangerang and Bandung). Israel (11 centres: Ra'anana, Kiryat Bialik, Beersheba, Rishon LeZion, Tel Aviv, Haifa, Ashdod, Rehovot, Petah Tikva, Nazareth, and Jerusalem). Italy (69 centres). Malaysia (1 centre in Kuala Lumpur). Morocco (1 centre in Casablanca). Mexico (3 centres: 2 in Mexico City and 1 in Monterrey City). Myanmar (1 centre in Yangon). Nicaragua (1 centre in Managua). Perú (3 centres in Lima). Portugal (32 centres). Russia (6 centres in Moscow). Saudi Arabia (25 centres in Jeddah, Riyadh, Qatif, Khobar, Medina, Jazan, Abha, Ta'if, Jazan, Makkah, Najran, Khamees Mesheet, and Bureida Tabuk). South Korea (9 centres in Seoul and other cities). Spain (2 centres). Switzerland (8 centres: Biel/Bienne, Fribourg/Freiburg, Geneva, La Chaux-de-Fonds, Lausanne, Lugano, Montreux and Neuchâtel). Thailand (6 centres: Silom, Lad Prao, Siam, Pinklao, Seacon Square, Fash. There are also 8 Corporate centres located inside the offices of large companies). Turkey (16 centres: 6 in Istanbul, 3 in Ankara,

## A little trivia

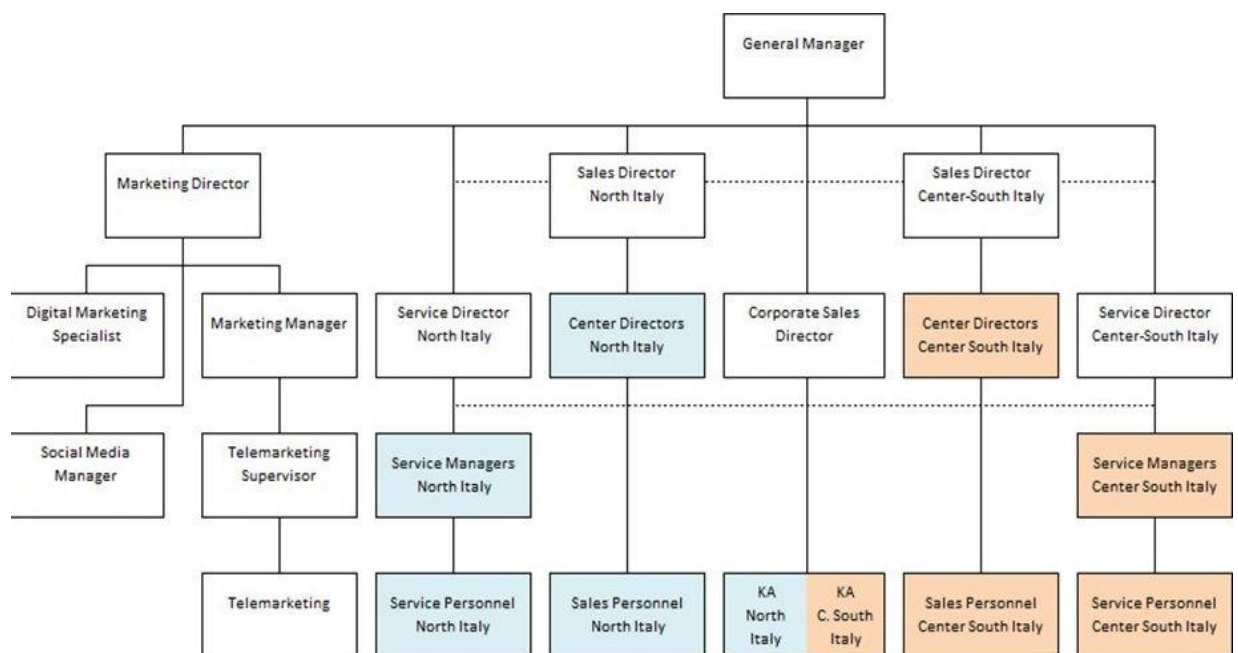
Wall Street English centres are organised and structured around a Countries' culture. For example, in Saudi Arabia there is just one centre for women (Riyadh - La), while the others are all for men.

### 2.1.2. Wall Street English Italy

In Italy there are 69 centres<sup>20</sup>, the majority of which are in the North.

Every Country has a specific internal organisation, depending on which roles are involved. Below is the organigramme of roles within Wall Street English Italy.

It should be mentioned, however, that there are also other roles, such as Finance, Human Resources, and Information Technology.



---

İzmit, Bursa, Eskişehir, İzmir, Antalya, Gaziantep, Konya). Venezuela (17 centres). Vietnam (4 centres: District 3, Tan Binh District, District 5, and District 7 Ho Chi Minh City).

<sup>20</sup> Abruzzo (Pescara), Emilia Romagna (Bologna, Carpi, Ferrara, Imola, Modena, Parma, Piacenza, Reggio Emilia, Rimini, Sassuolo), Friuli Venezia Giulia (Udine), Lazio (Roma Colli Albani, Roma Eur, Roma Repubblica), Liguria (Albenga, Genova, La Spezia, Savona), Lombardia (Bergamo, Brescia, Busto Arsizio, Como Desenzano del Garda, Lecco, Lodi, Mantova, Milano Cadorna, Milano Loreto, Milano Porta Romana, Monza, Pavia, Rho, Varese), Marche (Ancona, Ascoli Piceno, Civitanova Marche, Macerata, Pesaro, San Benedetto del Tronto, Senigallia), Piemonte (Alba, Alessandria, Asti, Borgaro Torinese, Chieri, Cuneo, Novara, Rivoli, Settimo Torinese, Torino), Puglia (Bari), Sardegna (Cagliari), Sicilia (Catania, Palermo, Siracusa), Toscana (Firenze Beccaria, Firenze Porta al Prato, Livorno, Lucca, Massa, Pisa, Siena), Trentino Alto Adige (Trento), Umbria (Perugia), Veneto (Bassano del Grappa, Mestre Venezia, Padova, Treviso, Vicenza).

Standard Wall Street English Centres have the following staff structure<sup>21</sup>:

1. Director: the Director is accountable for the whole Centre, while paying particular attention to the area of sales management and ensuring that the Centre reaches its sales objective, the Director is responsible for:
  - ❖ Hiring, training, and developing a sales team
  - ❖ Sales planning, forecasting, and tracking
  - ❖ Implementation of sales policies as directed by the Country Head Office
  - ❖ Business administration, including collection and cost control
  - ❖ Marketing: planning and carrying out of local marketing activities
  - ❖ Maintaining standards of service quality together with Service Manager
  - ❖ Facility management: responsible for fire and safety, legal issues, and overall image and cleanliness

The Service Manager, Receptionists (for sales and Centre administration issues) and Consultants directly report to the Director.

2. Service Manager: the Service Manager, being the manager of the Service department, is the person who is ultimately responsible for the educational success and satisfaction of Students with their course at Wall Street English. In particular, the Service Manager is tasked with:
  - ❖ Hiring, training, and developing a Service department whose primary role is to enable Students to reach their learning objective
  - ❖ The day-to-day running of the Service department in the Centre
  - ❖ The implementation of Service Best Practices and policies as defined by Wall Street English International
  - ❖ Teaching classes in accordance with Wall Street English guidelines
  - ❖ Supervising and supporting staff via observations, evaluation, training, and retraining sessions

The Teachers, Personal Tutors, and Receptionists (in service issues) report to the Service Manager, and s/he holds regular meetings with staff, as well as

---

<sup>21</sup> Wall Street English International: Department of Operations, 2014, *Service Manager Reference Manual*, Spain, Pearson Education.

training sessions. The Service Manager reports directly to the Centre Director and is the educational expert for the Consultants.

3. Personal Tutor: the Personal Tutor is a member of the Service Team and, as such, shares the responsibility for the Students' learning success. The Personal Tutor:

- ❖ Ensures that Students study effectively in the Speaking Centre through quality teaching, First Lesson, and Lab Sessions
- ❖ Gives feedback and motivation to Students in the Speaking Centre in accordance with the Learning Cycle

The Personal Tutor reports to the Service Manager and works shifts around the opening times of a Centre, guaranteeing a Personal Tutor present and available to guide a Student in the Speaking Centre at all times. The Personal Tutors attend regular meetings and training sessions held by the Service Manager.

4. Teacher: the Teacher is part of the Service Team and has direct responsibility in the students' learning. The Teacher:

- ❖ Prepares and teaches classes using the Wall Street English materials
- ❖ Provides students with motivation and feedback as they progress through their studies

Teachers are provided with schedules that cover the learning needs of the students. The Teacher reports to the Service Manager and takes part in regular meetings and training sessions.

5. Receptionist: the Receptionist shares responsibilities of both the Service and Sales departments:

Service: The Receptionist forms an integral part of the Service Team, sharing the responsibility for the educational success of the students who study at the Wall Street English Centre. The Receptionist:

- ❖ Books classes for the students
- ❖ Gives feedback and proper study advice following the WSE method
- ❖ Carries out assigned student follow-up

Sales: In addition to the specific tasks related to the Service department, the Receptionist plays an essential role in sales, being the face of the Wall Street

English Centre and thus the first and last contact point for new clients and students. Setting a good first impression is essential to sales success and, as such, the Receptionist is absolutely conducive to a successful centre. The Receptionist:

- ❖ Greets Walk-Ins (people who come into the school for information) and receives Incoming Calls (people who call the school for information) before distributing them to the Consultants
- ❖ Welcomes clients coming into the centre for a booked appointment

The Centre Director may delegate some administrative and secretarial tasks to one or more of the Reception staff.

The Receptionist reports to the Service Manager for service issues and the Centre Director for sales and centre administration issues. Both managers hold regular meetings and training sessions for the Receptionists.

6. Consultant: the Consultant is responsible for sales of WSE courses to private individuals. The primary focus of a Consultant is to reach monthly sales objectives by working effectively on all lead sources. The Consultant:

- ❖ Books appointments with new clients, follows up on Old Contacts, No-Shows, or cancelled appointments
- ❖ Carries out face-to-face consultations with interested clients
- ❖ Provides after-sales service, working with the Service department and meeting students on a regular basis to discuss progress, also with the aim of generating Referrals and Renewals
- ❖ Issues and processes contracts (and other contractual paperwork), keeping sales statistics for analysis
- ❖ May be involved in local marketing activities in order to increase the number of contracts

The Consultant reports directly to the Director, and takes part in weekly, daily, and monthly individual and team sales meetings.



### 2.1.3. Wall Street English name and logo

In 2013, the company's new name "Wall Street English" became associated to a new



Wall Street Institute and Wall Street English logo

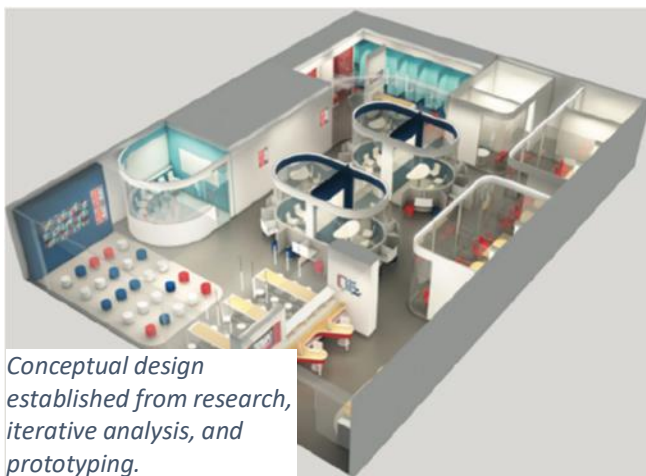
logo called "The Door".

The name keeps to the heritage of the original Wall Street name but makes its identity more relevant to what WSE does: teach English. English helps people in their future: "a future with a great career, a future full of travel, a future meeting new people and trying new things, a future that is successful, interesting, and fun"<sup>22</sup>. Thanks to English people can talk and interact with one another from all over the world,

apply for a job in a different country, or travel without linguistic barriers.

The logo represents the combination of the door opened to people's dreams and goals going through the universal symbol of speech, the speech bubble, and, most important, the reasons that make students want to learn this foreign language: English opens doors to you.

There are different versions of "The Door" with different images of people from various parts of the world, and they represent multi-ethnicity and universal nature of English language, which acts as a link between different people, landscapes and cultures.<sup>23</sup>



Conceptual design established from research, iterative analysis, and prototyping.

### 2.2. The setting

The main idea in the Wall Street English world is that people can speak English in everyday situations wherever they may be: in pubs, in the street, or in places that can be chaotic and noisy. So,

the way centers are organized depends on this concept: students study in spaces that

<sup>22</sup> For further information see [www.changingfutures.com](http://www.changingfutures.com).

<sup>23</sup> Wall Street Institute KFT, Luxembourg Branch, 2013, *Wall Street English Brand Guidelines*, pp. 86-104.

can be noisy because all activities are held in Open Spaces. Basically, students need to “adapt” their hearing in order to fine-tune their listening skills.

The Wall Street English Center design serves two main purposes:

1. Create a student-centered environment conducive to ensuring success and satisfaction for students
2. Reflect and reinforce brand values, CUVA:
  - ❖ Cosmopolitan
  - ❖ Urban
  - ❖ Vibrant
  - ❖ Approachable

At WSE, staff aim to put students at the center of their learning experience and this is achieved by human interaction with staff and by the environment in which they study.

The reception is located at the entrance, where people are greeted by Personal Tutors with whom students can fix their appointments and where they can wait for their teacher.

Then, there are the director, service manager and consultant’s offices, the rooms where lessons are held and the social club room; a bigger room where group activities like Social Clubs and Complementary Classes are organised. Finally, there is the Speaking Centre; an area equipped with computers where students can do their lessons.

So, the primary aim of New Centre Design program is to reinvent the physical centre, focusing on how space, service and technology can be perfected to meet Wall Street English’s learner motivation towards the study of English.

### **2.3. The method**

When the first Wall Street Institute was inaugurated, Luigi Tiziano Peccenini and Luciano Biondo elaborated a new method, called Blended Learning, which has enabled students to learn English in a different way. It is based on the Communicative approach<sup>24</sup> instead of the classical scholastic approach. It is a certified method ISO

---

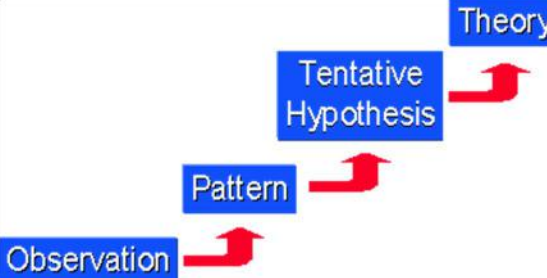
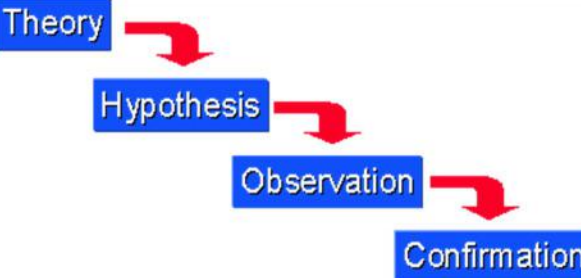
<sup>24</sup> The Communicative Approach will be described in Chapter 2.4.2.

9001 : 2008 by Det Norske Veritas (DNV), the independent certification authority and consists of learning through one’s own natural rhythm and needs.

It is guided by the principal of nature; seen in children’s natural language acquisition from when the child can just listen and make use of what s/he listens to when speaking initiates. Likewise, students start storing up sounds and expressions (just like a child does) and then begin to speak guided by the exercises (this method will be described in detail in Chapter 2.4.2.).

Another important characteristic is that this method is based on the inductive methodology<sup>25</sup>, in which students learn starting from perceivable experiences.

The main differences between the inductive and the deductive reasoning can be found in the table below<sup>26</sup>.

Inductive method	Deductive method
It comes from Latin <i>inducere</i> (details of the language lead to learn)	It comes from Latin <i>deducere</i> (thinking about the language lead to learn)
From language to role	From role to language
 <p>Also called “bottom up” approach: the researcher begins with specific <i>observations</i> that are collected through experience, catching <i>patterns</i> that are addressed to some <i>hypothesis</i> going through data that should be explored and developed. Finally, we can obtain and elaborate conclusions or <i>theories</i>.</p>	 <p>Also called “top-down” approach: the researcher begins with thinking up a <i>theory</i>. We narrow that down into more specific <i>hypothesis</i> that have to be tested. We reduce even further collecting <i>observations</i> to discuss the hypothesis. Then we can test the hypothesis with specific data obtaining the <i>confirmation</i> (or not) of our original theory.</p>

<sup>25</sup> [http://www.edurete.org/pd/sele\\_art.asp?ida=3733](http://www.edurete.org/pd/sele_art.asp?ida=3733)

<sup>26</sup> <http://www.socialresearchmethods.net/kb/Assets/images/deduct.gif>

The Wall Street English program is designed for all levels of learners. There are 20 different levels of English language courses ranging from beginner to advanced. Their program includes an English-only environment in their centres, native English-speaking teachers, social activities that allow students to practice English in a social, non-threatening environment, and a global online student community.

Students can study English through modern, interactive, captivating lessons: it is an innovative method useful to whoever wants to travel, study abroad or simply improve on a career. Besides, every student has a personalised course depending on one's level on the Wall Street English Scale of Levels, and this personalisation is one of the most important characteristics of the school; the flexibility of study and classes, and the individual attention provided to each student.

The Wall Street English method shares a conceptual basis with much modern thinking in SLA (Second Language Acquisition, or Learning) theory, incorporating many ideas which mainstream education has been very slow to adopt.

Chomsky principally looked at how we learn our native languages, but did not study the particular challenges and circumstances of adult second language learning.

Stephen Krashen, from the beginning of the 1980s, was the first person to systematically apply Chomsky's ideas to Second Language Acquisition (SLA). There are several significant differences between learning a first and second language:

- ❖ Everyone becomes fluent in their native language, while not everyone succeeds in learning a second language
- ❖ Children and younger people learn a second language more successfully and accurately than adults
- ❖ There is great variability of success and aptitude among second language learners

The same considerations which Chomsky raised also apply to second language learners:

- ❖ They make mistakes which they have not heard from native speakers
- ❖ They use language creatively, right from the very start

Most SLA researchers today believe that second language learners employ the same LAD<sup>27</sup>, but its effectiveness is reduced by several factors which do not apply in early life.

In order to identify what these might be, Krashen put forward his renowned Five Hypothesis which significantly influenced the development of the Wall Street English method. By putting Krashen’s Five Principles together with the more recent ones, we can see how well the Wall Street English method fits the criteria for successful second language learning<sup>28</sup>:

Principle	Wall Street English Application
<u>Natural Order Hypothesis</u> (learn language in a logical order)	The Wall Street English syllabus, based on the Council of Europe Threshold Level and aligned to the Common European Framework, follows the language sequence recommended by leading experts.
<u>Acquisition/Learning Hypothesis</u> (learn through exposure to input, not memorizing rules)	Most language is learned through multimedia (though with some limited exposure to rules in the Digital Book).
<u>Monitor Hypothesis</u> (learning rules do not help to communicate)	Activities in Multimedia lessons and with the Teacher are focused on communication, not on learning rules.
<u>Input Hypothesis</u> (lots of input at the right level is the key to learning)	Multimedia dialogues, interviews, etc., provide learners with vast amounts of graded input (especially compared with conventional methods of learning).
<u>Affective Filter Hypothesis</u> (learners need to be relaxed and receptive)	The WSE Centre offers a relaxed, low-tension environment; students receive lots of support and encouragement from all Staff.

<sup>27</sup> For further information check Chapter 1.1.2. “The role of the brain”.

<sup>28</sup> Wall Street English International: Department of Operations, 2014, *Service Manager Reference Manual*, Spain, Pearson Education.

<u>Output Hypothesis</u> (learners need to speak as well as listen)	Small-group classes with Teachers allow plenty of speaking; Multimedia lessons also include many interactive speaking activities.
<u>Saliency and Attention</u> (draw learners' attention to features which are to be learned)	Repetition and online interactive exercises plus exercises in Digital Book focus student attention on new target language.
<u>Chunking and Automatization</u> (build fluency by assembling chunks of language)	Repetition exercises and reading plus repetitive activities during the Encounter help to develop fluency.
<u>Individual differences</u> (personalized learning)	The Wall Street English system with its flexible timetable is inherently learner-paced in a way that a teacher-centred system can never be.

## 2.4. Wall Street English process<sup>29</sup>

After the description of the method, Wall Street English process is described and takes into consideration all steps from the moment someone enters WSE's door asking for information to the beginning of lessons.

### 2.4.1. The consultation

When a client wants to enrol in this school, the first thing to do is to talk to a consultant, who will find the best course options to suit individual needs. The Consultant analyses the client's personal, professional, and English language needs in order to get to know the client better and understand why he/she needs to learn English. This helps the Consultant determine which course type, duration, and goal are best suited to the client. The Consultant then presents the basics of the WSE product highlighting the core advantages relevant to the client's needs and explains which course options are recommended for the client.

---

<sup>29</sup> All the material used in this Chapter comes from Wall Street English materials about the New Student Experience.

To do so, a Placement Test of approx. 20-30 minutes has to be done, to determine the current English language ability and therefore the starting point of the course.

**Placement Test** Content completed: Section time left: 29:19

Select a word or phrase to fill the gaps.

1 How long  Salwa and her brother been teachers?

2 Has Salwa  an excellent class this year?

3 Salwa has  in the same school for two years.

Pause Next

Questions are in a random order, and the test will adapt automatically to the level of the student per answers given.

There are different types of questions: multiple choice, drag and drop, reading and comprehension and sentences dictated, where the student has to write them correctly. After this test, the result shows where the student is placed within the Wall Street English Scale of Levels with the estimated GSE Score<sup>30</sup>. In addition, GSE Scale is also aligned to the *Common European Framework of Reference for Languages (CEFR)*, and it has been set up by mapping the test specifications to the CEFR descriptors.

**YOUR RESULTS**

Estimated GSE Score: 33

WSE Start Level: 7

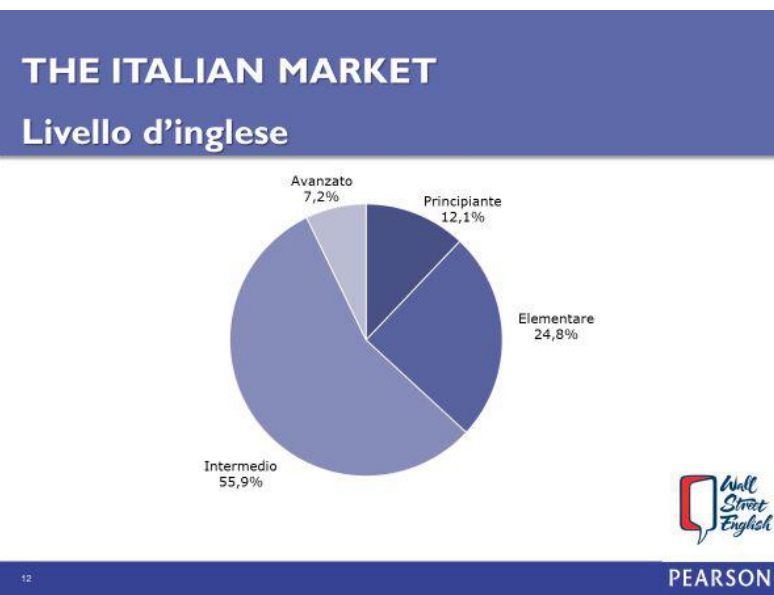
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
GSE 10		GSE 21		GSE 29		GSE 42		GSE 58				GSE 75							GSE 94

After the Placement Test, one of the Personal Tutors asks the student a few questions to confirm the online test, because sometimes there could be problems or difficulties during the exercises; for instance, when writing the dictated sentences students may not understand how they should do this activity or when they have to write the

<sup>30</sup> The Global Scale of English (GSE), the world first truly global English language standard, will allow learners to measure their progress accurately and easily. The GSE ecosystem is made up of four parts – the scale itself, the GSE Learning Objectives, course materials and assessment. The GSE Learning Objectives are critical in that they provide context for teachers and learners, they describe exactly what it means to be at a level of proficiency in English in terms of what a learner can do in every linguistic area involved (speaking, listening, writing, reading).

sentences. So, the Personal Tutor can help show the right starting level by asking a few aided questions, thus either changing the online test result, or confirming it. Questions depend on what a student is supposed to know at every level, according to Wall Street English Scale of Levels. By asking questions, the Personal Tutor could for instance notice that a student's knowledge stops when Past Simple of verbs starts, this would mean that the student begins his learning experience at Wall Street English starting from a study level of the Past Simple.

During a Franchising Meeting in 2016, it was said that in Italy most of the students



start the experience in Wall Street English from the Intermediate Level, followed by Elementary Level and then beginners and advanced students. This means that the majority of people decide to learn English in Wall Street English because

*Average of student's initial level.*

they have already studied it at school with the formalistic approach, but want to learn more. The smaller number of students, however, have never studied English or have studied it for many years, thus having reached a high level and do not necessarily want to go on any further.

After this appointment, each consultant continues to take care of their own students, constantly verifying progress and results obtained.

### 2.4.2. Learning cycle

After the consultation, the new student will fix an appointment at Reception, and a Personal Tutor will then explain individually or to a small group how to study with this method. This First Lesson is divided into two parts: in the first thirty minutes the new student is introduced to the Speaking Centre, the method, the Personal Tutor recommends study habits required to be a successful Student at Wall Street English,



and the support he/she will receive from the Personal Tutors throughout this learning journey. This is the only class at WSE which is held in the students' native language because the focus is not on practicing English but rather on understanding the WSE method; in the second part students can sit in the Speaking Centre and start doing their lesson with the support of Personal Tutors who, at the end of the First Lesson, will help book activities or solve any doubts.

The Wall Street English Blended Learning Method, created by Luigi Tiziano Peccenini and Luciano Biondo, combines different education methods of acquiring a language into one study cycle. The Blended Learning Method includes self-study, small teacher-led classes, and practice time. Students listen, read, write, speak, and practice English to gain a deeper understanding of the language.

In Chapter 2.3. "The method" I stated that this method is based on the Communicative approach<sup>31</sup>, which is completely different from the classic approach to learning. Indeed, by means of the Wall Street English method, students do not learn English starting from grammar, but go through speaking cycles which correspond to the initial process of first language acquisition. Indeed, they employ the natural linguistic acquisition mode: children before being able to speak, listen and store every sound thus learning how to recognise them, and only when they are ready they start giving off sounds, then words, and finally sentences. It is clear that mistakes will be made, but by comparing themselves to others they will gradually correct and improve their abilities.

So, the Wall Street English method's motto is "First listen, then speak".

Before seeing how the lesson is structured, the course structure is explained to the student during the first lesson. After the Placement Test and score confirmation, the student will know the starting level (see top line of the table below) and discover that each level has four units (see last row of the table below).

---

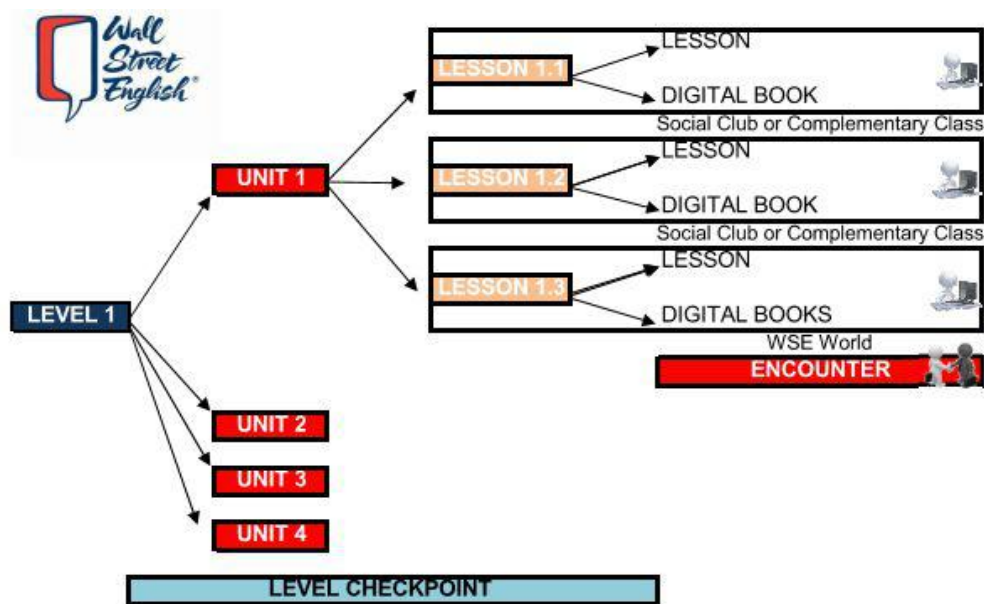
<sup>31</sup> In the Communicative approach, as stated in Chapter 1.4.1. "Approaches – Communicative and Notional-Functional Approach", the learner learns by communicating to communicate. It refers to a learner-centred position and communication as the basic function with the aid of a variety of multimedia devices.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	37-40	41-44	45-48	49-52	53-56	57-60	61-64	65-68	69-72	73-76	77-80

*Levels and Units*

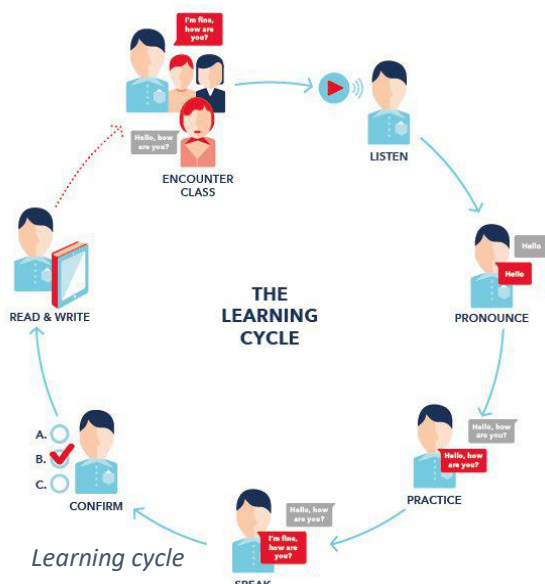
Then the First Lesson proceeds by going through the explanation of the unit: each student has their own profile on the Wall Street English course website, so when they login they can find all the information about their course and the order of their lessons.

As can be seen in the layout below, every level is made up of four units, and every unit has three lessons which are divided into Multimedia lesson and Digital Book lesson. Students go through this sequence on their own, but with the useful aid of the platform they will feel more at ease.



*Course Structure*

Students start with the first Multimedia lesson, which can be divided into three parts that last half an hour each. After that they can complete the first lesson of the unit in the Digital Book.



As mentioned earlier, students study English the same way children acquire their first language, hence the choice of a Multimedia lesson which starts with a listening activity, followed by other activities that help students develop their language skills (from Listening to Speaking) before concluding the Multimedia lesson with confirmation of

what they did during these exercises, along with the Read&Write activities in the Digital Book to develop also the other abilities, such as writing and reading.

At the beginning of the Multimedia Lesson there is an episode of a story, that can always be seen twice and where students are exposed to new target language



## LISTEN

Watch for Meaning

1. Watch, 2. Exercise, 3. Review

I'm not good.



ALWAYS LEARNING

PEARSON

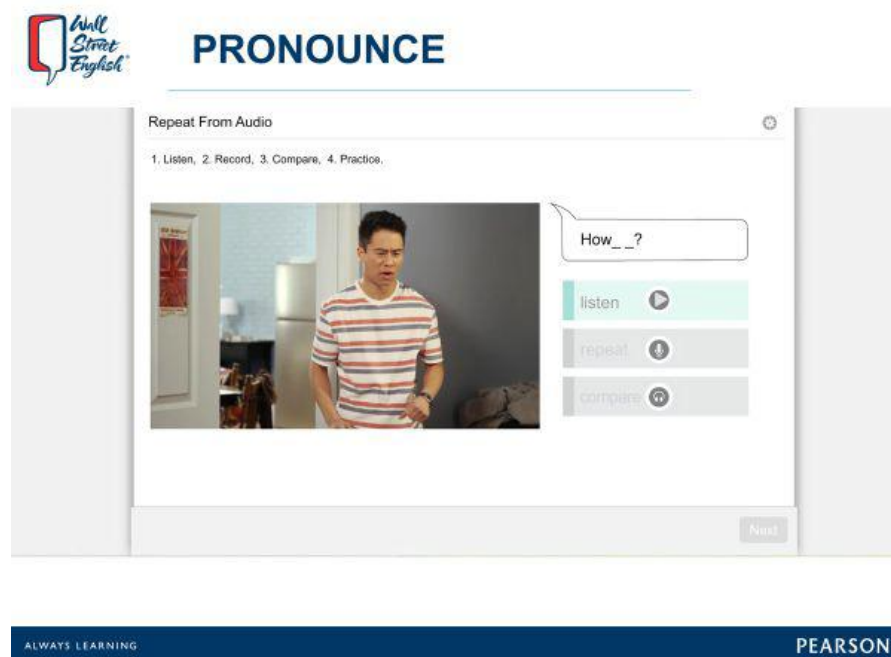
appropriate to their Level. This target language will be the focus of the Lesson they are studying. After the listening activity they answer some general

questions regarding the gist of the storyline. Multiple choices questions can be found, and by clicking on your answer, the system will automatically tick it or cross it, stating whether it is right or wrong. Every comprehension part has approximately ten questions, and at the end it gives you the total percentage of right answers. If there are too many wrong answers, the system advises to try again, allowing students to replay the parts of the video corresponding to the wrong answers. Then the wrong answers

are re-proposed and students can choose alternative answer, thereby correcting themselves.

The second activity is called Pronounce, where students work on pronunciation and imitation, through listening, speaking and some reading activities.

Here they practice repeating the new language heard on the video. By clicking on “Listen” they can listen to the sentence written and seen above which has some gaps. After that they can record their voice and by repeating the same sentence they will



practice imitating the pronunciation and the intonation. In the end, they listen to the computer voice again and compare it to their repetition. By listening to

both, they can easily understand whether their sentence is correct or not. Here they have more or less ten sentences to listen to, record and compare. If they are not satisfied with their performance, after the comparison of each sentence they can chose to go to the next one or to do it again.

The third activity called Practice, is where students can work on self-correction and written form, building confidence by saying the sentence first and understanding how words are written.

This kind of activity has a similar structure to Pronounce, because of the “Compare” button, but instead of repeating and recording, students read and record the sentence. In fact, learners can read the sentence entirely so that, as they did earlier in “Pronounce”, they have all the information necessary to complete it. As with the earlier exercise, they will click on “Read” and will read the sentence given out loud. After that they will listen to both the computer and their own versions, thus being able

to understand whether or not their pronunciation is satisfactory. Of course they can do



## PRACTICE

Read and Record

1. Read, 2. Record, 3. Compare

How are you?

read

compare

C Next

it again if they are not satisfied with their performance after having listened to the comparison between the two readings of the same sentence. In

every activity there are different images, that help students understand which part of the first story they are in, so they can refer back to the episode they have already seen.

At the end of this activity (and depending on the unit of reference) students of upper units could find further questions, such as a dialogue to be put in the correct order or a gap-fill sentence.

The fourth part is Speaking. Here students are asked to produce the target language.



## SPEAK

Conversation

1. Listen and Think What to Say, 2. Listen and Respond, 3. Compare

listen

Next

They will prepare a dialogue using new language naturally in a role-play. This part of the Multimedia lesson is divided into three

parts: in the first part they prepare the dialogue, in the second one they record it, and at the end they listen to it.


After listening to a sentence, students can think about possible answers while the gap-fill sentence appears on the screen. They will then record their answers. Students should complete the task by thinking of what to say, referring back to the story and the image on the left that helps them understand how to go about the task. After that they can click on “next”, listen to the following sentence, and prepare the following reply.

When they have finished preparing the dialogue, the second part begins, so they listen to the sentences again and then record their replies.

The last part consists in listening to the whole dialogue, so that they can understand whether the different parts are related to one another or not.

The activity lasts a little bit longer than the others, and can sometimes be a little bit more complicated to understand, but it is useful for students to write down their answers as they are in the first step, so that when they are asked to record they can just read back on their notes. This role-play task develops conversation skills in preparation for the Encounter or for conversation with other students.

The fifth part of the Multimedia Lesson is called “Confirm”. Here students will have



to complete some questions to confirm the new language, as well as consolidating and reviewing what they have learned about

grammar, comprehension, and vocabulary.

Here students can find different activities, depending on the unit and on the lesson they are at. There can be multiple choice questions, drag and drop, dialogues to be re-ordered, words to be put in the right space.

By the end of the fifth part of the Multimedia Lesson, students will have completed



one third of the entire Multimedia Lesson which means that they will then start again with listening,



pronunciation, practice, speaking and confirm other two times in order to complete the lesson. When students have finished a Multimedia Lesson it means they will have been working for one hour and a half. But, in order to complete the lesson of the unit they must also complete the Digital Book lesson which lasts more or less half an hour.

The Digital Book is like an online exercise book where learners can find their level, and units containing various activities regarding the Multimedia Lesson they have already finished. It is really useful for reviewing and applying the target language in reading and writing, as well as to consolidate the new language.

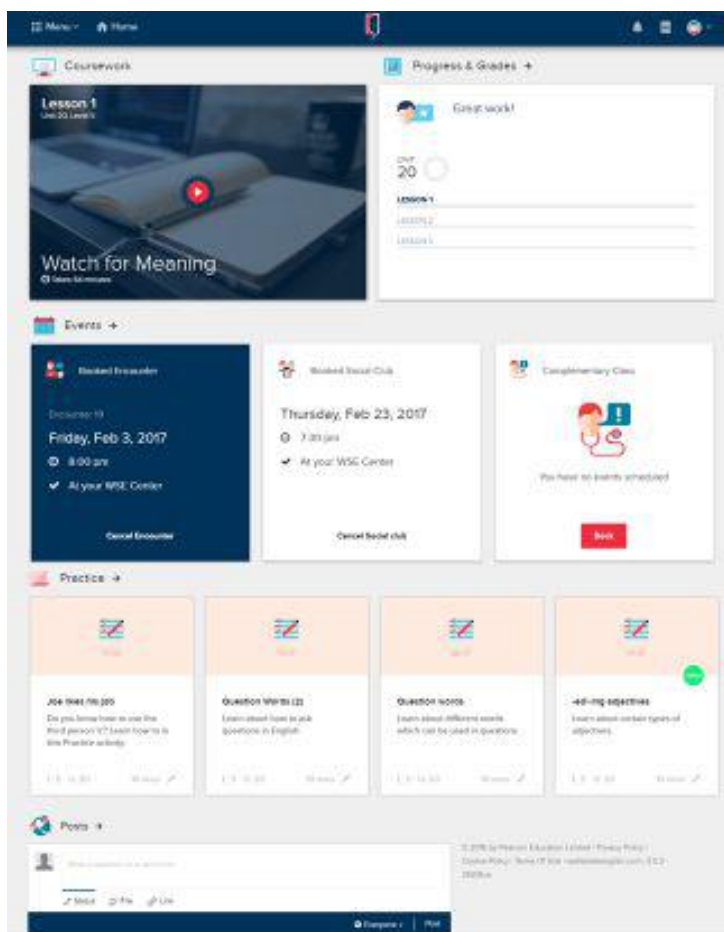
When students finish the Digital Book lesson they will have completed an entire lesson cycle. However, a unit is made up of three Multimedia Lessons and three Digital Book Lessons, so they must finish all the activities in the unit in order to do the Encounter.

The Encounter is the moment where the student meets the certified and trained mother-tongue teacher together with other students who worked on the same unit. The teacher uses a series of interactive activities to create a fun learning environment

where the students can consolidate and extend their knowledge, and these activities allow for student feedback, which is a “continue” where the student has completed and assimilated the unit and can go on to the following one, or a “repeat” which is when the student has to review a part of the current unit and has to repeat the Encounter after having met a Personal Tutor with whom he can go through the unit or check a particular topic. The standard course, which is called Personal English, schedules students one Encounter every three weeks, so that there is one lesson per week and an Encounter is added in the third week.

At the end of each level, students do what is called the Level Checkpoint, which is a thirty minutes review of exercises concerning the whole level, so in the total four units. They need to do these activities in order to summarise all the level topics and can then go to the following level, starting from the following unit.

Once this information is given, the explanation of the lesson finishes and the Personal Tutor can demonstrate how the student dashboard in the profile works. On the



dashboard, students can see information such as personal contract, course start and end date, and the lessons. The platform helps the students understand where they are at in the level, in the unit and in the specific lesson, and of course to keep track of how many levels have been done and how many remain before the end date of the contract. Social activities can also be found and the Encounter booked here. There is also a

section called “Practice”, which has optional exercises about the unit being done, to aid with further study on a topic. Reading and comprehension activities, video or audio files containing general comprehension questions, grammatical quizzes, and



articles to read can also be found. Finally, by having a personal profile in the Wall Street English community, students can share a status, make virtual friends and chat with them.

This platform helps students to work autonomously: they have to do one Encounter every three weeks so they are supposed to divide lessons as equally as possible to cover this period, but they can also choose to do the entire unit the day before meeting with the teacher. It all depends on the responsibility of the student being able to organise personal study time during these three weeks and on student autonomy that consists of learning linguistic structures related to notions and functions to satisfy needs<sup>32</sup>. It is a highly flexible system where learners are closely supported and encouraged by Personal Tutors to be the “Ideal Student” who splits the learning activities as the method wants. Its adaptive mixture of learning modes and approaches enables everyone to succeed, whatever their preferred learning style or previous learning experience. As the learner should book the Encounter upon starting the unit, it should be booked three weeks in advance, which might cause a little bit of anxiety, called affective filter<sup>33</sup>, as the countdown to that day can be seen on the dashboard and may cause deadline stress. However, there is really nothing to be anxious about as each student always has the complete and full support of personal Tutors as well as Teachers who are always available to help in every situation and with any doubt. If there are any questions about lessons or doubts about Encounters, students can book a Tutor Help, which consists in a thirty minutes session with the Personal Tutor who can help with any doubts or difficulties.

---

<sup>32</sup> For further information check Chapter 1.4.1. Approaches – Communicative and Notional-Functional Approach.




<sup>33</sup> The affective filter is a bio-neurological mechanism, a system made of steroids and substances that the brain uses to protect itself from anxiety, stress, and failure. It acts by blocking them. The hypothesis of Affective Filter comes from Krashen’s Theory of Second Language Acquisition, where he claims that several affective variables play a facilitative, but non-causal, role. These variables include: motivation, self-confidence, and anxiety. He claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success; while low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used. However, positive affect is necessary, but not enough on its own, for acquisition to take place.






### 2.4.3. The Wall Street story






This project called “A Wall Street English New Student Experience” was written by EUX media and employed 120 days of production. The story script is 1716 pages long and has 20 levels of ESL (English as a Second Language) education. The story lasts 80 episodes, and its 744 scenes focus on four main characters (Shen, Khae and Marco, Sofi) of the three main stories contained in the head story. Over 200 actors have been involved in this project.




The idea is that if you can engage students by entertaining them, then you can educate them.

Students learning process revolves around the story of the following characters:

<p style="text-align: center;"><b>Shen Li</b></p> 	<p><u>Shen Li</u>: Chinese, 20s, an aspiring actor. Energetic, honest, and naive. Dropped out of medical school because he faints at the sight of blood. A great roommate to Benny and a good friend to all. Secretly in love with his neighbour Paz. Dreams of being a movie star like his hero Dan Blaze.</p>
<p style="text-align: center;"><b>Sofi Poulain</b></p> 	<p><u>Sofi Paulain</u>: French, early 30s, a cook. Kind, but feisty. Has a soft spot for hungry friends and stray cats. Loves to cook, but has not yet figured out what her future will be.</p>
<p style="text-align: center;"><b>Benny King</b></p> 	<p><u>Benny King</u>: British, 30s, salesperson in a store. Shen's roommate. Confident, passionate, and a know-it-all. Terrible fashion sense. Very supportive of Shen's endeavours to learn English and become a movie star, even if his advice does not always exactly help Shen.</p>

<p><b>Danielle Bretodeau</b></p> 	<p><u>Danielle Bretodeau</u>: French, late 40s, chef. Works with Sofi at the restaurant. Warm, motherly, hard-working. Very supportive of Sofi. Dreams of owning her own restaurant one day.</p>
<p><b>Nadi Briller</b></p> 	<p><u>Nadi Briller</u>: British, late 30s, restaurant manager. Bitter, jealous, mean. Sofi's boss who is prone to yelling.</p>
<p><b>Diego Gracie</b></p> 	<p><u>Diego Gracie</u>: Brazilian, 20s, waiter. Kind, fun, mischievous. Co-worker and good friend of Sofi's. Dreams of being a stylist and never working for Nadi again.</p>
<p><b>Khae Jutathep</b></p> 	<p><u>Khae Jutathep</u>: Thai, 20s, product designer. Smart, serious, hardworking. Does not have much of a life outside of the office. Her friendship with Marco and Aanya introduces her to a world beyond the Company Company. Dreams of owning a company that sells products that make people's lives truly better.</p>
<p><b>Aanya Gupta</b></p> 	<p><u>Aanya Gupta</u>: Indian, 20s, engineer. Confident, funny, smart. Not a big fan of Todd or the Company Company, but needs the job to help support her family in India.</p>

<p style="text-align: center;"><b>Mrs. Berry</b></p> 	<p><u>Mrs. Berry</u>: Canadian, 60s, property owner. Kind, caring, mysterious. Widow and John Berry's mom. Has lived a full, rich, interesting life, which she reveals through the many stories she tells.</p>
<p style="text-align: center;"><b>Todd</b></p> 	<p><u>Todd</u>: American, 40s, supervisor at the Company Company. Loud, bossy, and controlling. Likes to take credit for other people's work. Disliked by Khae, Aanya, and Marco.</p>
<p style="text-align: center;"><b>John Berry</b></p> 	<p><u>John Berry</u>: American, 30s, filmmaker. Awkward and sweet. Mrs. Berry's son. Can normally be found with his video camera in hand.</p>
<p style="text-align: center;"><b>Marco Benini</b></p> 	<p><u>Marco Benini</u>: Italian, 30s, works in marketing. Handsome, intelligent, and funny. Talented and energetic, but uninspired by the products he has to market at the Company Company. Dreams of bigger, better, more financially - and personally rewarding endeavours.</p>
<p style="text-align: center;"><b>Paz</b></p> 	<p><u>Paz</u>: Colombian, 20s, studying to be a lawyer. Sweet and caring, but tough when she needs to be. Object of Shen's affection and frequent recipient of his furniture moving and household repair services.</p>

<p style="text-align: center;"><b>Li Li</b></p> 	<p><u>Li Li</u>: American, 20s, delivery girl/video game designer. Confident, energetic boyish girl. Loves video games and spending time with Shen. Works in her parents' deli, but dreams of working in the video game industry.</p>
<p style="text-align: center;"><b>Marti Blum</b></p> 	<p><u>Marti Blum</u>: American, 60s, owner of a temporary agency. No-nonsense New Yorker who loves baseball. Not to be confused with Marty Blum, the famous Hollywood agent.</p>
<p style="text-align: center;"><b>Eli</b></p> 	<p><u>Eli</u>: American, 60s, retired. Tough, old curmudgeon, with a soft spot for Sofi. Does not have any family. Likes Sofi's cooking and playing chess. His background is a bit of a mystery.</p>

#### 2.4.4. Other activities

This method, along with its lessons, also delivers the possibility to joining group activities: levels are divided in five groups and every month each Wall Street English centre publishes the monthly calendar. Students, according to their availability, can book one or more activities of their level. Each month different topics which concern social themes, current events, history, or celebrations are proposed. The aim is firstly to talk about that topic using new language learned during Multimedia and Digital Book lessons and secondly, being able to speak to other students without feeling uncomfortable or embarrassed.

These activities are split into two categories: Social Club and Complementary Class<sup>34</sup>. They are both teacher-guided activities, but Complementary Classes do not have do not have a calendar-assigned topic because the teacher decides it, so that students will know what they will be talking about only when attending that specific activity.

<sup>34</sup> Please see attached document (Attachment 2).

As a working staff member of the Bassano del Grappa centre, I can add that we personally have also added some activities for teenagers, as we have many young students. This enables them to spend time mingling and talking to each other, without necessarily mixing with adults who could unknowingly cause affective filter situations.

In addition, Personal Tutors prepare Grammar Clinics each month. These are group activities on a specific grammar topic that could be useful in specific groups of levels. Moreover, each month foresees the organisation of a special event that gives value to local realities such as the Astronomical Observatory, the English Pub in Bassano del Grappa, Palladio Museum, and Nardini Distillery. We also take advantage of events in town, such as “Bassano under the stars” which takes place every Wednesday in the month of July. Wednesdays, with artist activities in the city centre, and through student’s jobs we can get ideas for new projects; the visit of Canova’s Museum whose introduction was prepared by one of our students who works there is just one of our many examples.

We have an in-school library, which was kindly donated, also thanks to the support of the Public Library of Bassano del Grappa, and we are also subscribed to TIME Magazine, the American weekly news magazine published in New York City.

## **2.5. Other courses**

Wall Street English does not offer just the kind of course previously described, but it gives many opportunities. There are different variants of Personal English course, and students can also attend other courses that do not depend on an online Platform.

### **2.5.1. Variations in Personal English course**

There are different variations of the same product, because every course is personalised and depends on what the student needs, is interested in and wants to do.

These are the variants of the Personal English course:

- ❖ Personal English: 1 level in 3 months (1 Encounter in 3 weeks)
- ❖ Personal English Plus: 1 level in 4 months (1 Encounter in 3 weeks with one extra week)

Then there is a Personal English course for those who want to do more levels in less time:

- ❖ Personal English Semi-Intensive: 1 level in 2 months (1 Encounter in 2 weeks)

Finally, there is a standard Personal English course with conversations added. These conversations are with a Teacher and topics are divided into two groups, Travel-Student and Business-Career, so students can decide according to their own interests:

- ❖ English-Fit Premium - 1 level has 12 one to one or fixed group hours with a Teacher (4 Encounters + 8 Conversations)
- ❖ English-Fit Focus - 1 level has 8 one to one or fixed group hours with a Teacher (4 Encounters + 4 Conversations)
- ❖ English-Fit Time - 1 level has 4 one to one or fixed group hours with a Teacher (4 Encounters only)

### **2.5.2. Other courses**

At Wall Street English, Personal English is not the only English course a student can do. Other courses which are not based on the Platform are also available, these are: ILC, Speak Out, Market Leader, and Test Preparation.

ILC courses consist of many hours (total number of hours depend on student needs and time available) in which the student does conversation lessons with a Teacher on a topic decided together at the beginning of the course and without using a textbook.

Speak Out and Market Leader courses also have several conversation lessons with a Teacher that last one hour and a half each, these are aided using a specific book according to the level of the student. Students also have to use My English Lab (MEL)<sup>35</sup> platform where teachers give them activities to do. These two kinds of courses have the same structure but different contents.

Test Preparation is aimed at students who want to be prepared for their IELTS or TOEFL exam. It starts with a mock test on My English Lab (MEL) platform where the candidate finds many exercises on the four abilities that will be tested during the exam, then followed by some lessons that last two hours and a half each, where one

---

<sup>35</sup> My English Lab (MEL) is a multimedia platform created thanks to Pearson, Financial Times, and Wall Street English and has many exclusive materials belonging to FT.COM and BBC.

consists in preparing the abilities with the Teacher and at the end the mock test is repeated, in order to check progress.

Furthermore, we organise English courses in various local companies, so teachers travel there and do group lessons following a fixed program.



## CHAPTER III

### 3. Questionnaires

Chapter III analyses the Survey held by Wall Street English Italy regarding student opinions of WSE. It is divided into groups: in the first one learner characteristics are described, such as their profession, reasons for enrolling at Wall Street English and their relationship with foreign language learning. In the second part the WSE product is studied; students are here asked questions about lessons and activities. The WSE Staff is examined in the third part, from Teachers to Receptionists, going through Personal Tutors, Service Manager, Consultants and Director. The fourth part studies the accessibility to products and services, such as booking activities, accessing the Course and its flexibility, and asking for help. Sensations are taken into consideration in the fifth part, where questions about how learners feel in the Wall Street English world are asked, as well as if there is a support structure at school. In part six the effectiveness of the centre has been studied; this takes into account issues such as, value for money and how interesting and useful course and method are. It concludes with an overall opinion about the Wall Street English experience.

In the second part of Chapter III the Teacher Survey is described. As part of the study, teachers were asked to fill in a questionnaire sharing their opinion of WSE, particularly focusing on each aspect of the method, its advantages and disadvantages, and skill improvement.

#### 3.1. Student questionnaire

In 2017 Wall Street English Italy elaborated a Customer Satisfaction Survey of forty-four questions and asked many learners across the country to answer it<sup>36</sup>. An average of 543 answers have been collected and the results studied.

Customer satisfaction is split across the main areas of WSE's customer experience and its individual components:

---

<sup>36</sup> Please see attached document (Attachment 3).

- ❖ Firstly, learner is asked to rate each part individually and later give an overall rate to the whole area.
- ❖ Finally, at the end of the survey, overall satisfaction of the WSE experience is rated.
- ❖ Several additional context questions are asked to help give more depth to satisfaction levels.

The scale:

- ❖ >8 indicates satisfaction.
- ❖ Percentage of the responses below 5 indicates dissatisfaction.
- ❖ Between 6 and 8 is neutral.

### **3.1.1. Results**

Wall Street English holds courses for people of all different age groups. In Bassano Del Grappa there are fifteen-year-old as well as seventy-year-old students: they all do the same type of lesson. Age is not an important factor; what is important however, is the will to learn something new and to improve on language skills.

Each learner has a personal story to tell. Most are employees, who want to improve their English because it is required for career purposes; to find a better job, or to do it for personal achievement, along with students, who want to improve their English with a view to a future career or who need to pass a University exam, or who are in need of Language Certification. Other categories are freelance and business owners who need to know English because of their working environment, retired people who finally have time to dedicate to a new interest or just want to increase their personal knowledge, along with unemployed who really want to have a better chance of finding work thanks to English. All WSE learners have already started studying English on their own, mostly through films, TV programs and series seen in the original language, Online activities to practice, videos and music that improve listening skills, school textbooks with which improve grammar, and newspapers/websites to better reading and vocabulary skills. However, according to the National Franchising Meeting held in 2016, 56% of students start from an Intermediate Level, so they have already studied English during school age and they remember what they have learned fairly well. As WSE main course is based on a computer program, and considering that everybody has a smartphone or a

tablet/laptop, this course is easy to attend, because Wall Street English has created an App for smartphones and tablets, so learners can easily do their lessons on the train, in a waiting room or wherever they want or need to.

Chapter II stated that each lesson has both Multimedia (MM) and Digital Book (DB) parts. It is important to note that students need to do them in the right order, which is MM1-DB1, MM2-DB2, MM3-DB3, so as to learn new things in the Multimedia lesson and then complete and confirm them in the Digital Book. During this Survey learners were asked to give an opinion about these kinds of lessons. The majority are satisfied with the Multimedia lesson, just 21% are neutral, and this can be caused by the absence of a grammar support guide. Having a course based on communication and having been used to study grammar at school, they could feel a little lost. But what is important is that there are no unsatisfied learners, so they are all enjoying their Multimedia lessons. The Digital Book has collected more or less the same results: there are no “Not at all satisfied” students, who gave to this part of the unit an average of 7/8 out of 10. This is not an over-the-top score but it is absolutely positive, because in this type of lesson they can also improve on writing tasks, as they are asked to write down words or sentences in different kinds of exercises. In the Digital Book they are also helped by “Reference”, where they find fundamental grammar rules or vocabulary that can be useful in each exercise and tools that can help studying and reviewing them by underlining, highlighting or drawing a circle around a word or sentence. As mentioned in the second chapter describing the process of lessons, after having completed Multimedia lesson and Digital Book, learners can attend their Encounter, where they can speak about the Unit completed with the teacher and other three students: they do some activities, discuss episodes of the story they have seen and review some aspects. Question number 8 of the Survey asks learners an opinion about it, and the result states that they are generally really satisfied. 31% of learners are very satisfied and 46% gave a score of 8/9 out of 10. This result confirms the validity of this method as well as the quality of teachers, who have all been well prepared and trained during their training period<sup>37</sup>. Further to computer lessons and Encounters, groups activities are held, which consist of lessons prepared by a teacher and joined by learners. As there are two different kinds of group activities, in the Survey there are two separate questions: with reference to Complementary Classes;

---

<sup>37</sup> For further information about Teachers’ training check Chapter 3.2.2.

there are no specific topics on the activity calendar and 16% of students have never used them, whereas those who are used to attending them are really satisfied. The same happens with Social Clubs; here the activities with topics are specified on the activity calendar and 30% of WSE learners do not attend these lessons, but the ones who do are happy and pleased. These two types of activities are not frequently attended because every Wall Street English centre has to create and publish the calendar every month, fixing these activities on different days and times. Every group of Levels has an average of six lessons every month from which each learner can choose the best activities according to personal availability. In my opinion this is the reason why 23% of learners do not attend group lessons. In general, those who do attend are really happy, which means teachers prepare interesting lessons, and help participants build confidence. Each learner has a profile where they do Multimedia and Digital Book lessons; by having a profile they are also part of an Online Community that brings together Wall Street English students from all around the world. They can chat and improve on their English with real (rather than guided) conversations. The problem is that 70% of learners do not use it. When asking the interviewees if they are generally satisfied with the WSE Product, it is important to note that there are no “not at all satisfied” learners. The majority gave a score of 8 out of 10, which is really positive considering that, for example, 23% of learners do not use the entire product (i.e. not attending Social Clubs, Complementary Classes and not doing one Lesson per week as explained).

The most satisfying result concerning WSE Staff is that concerning teachers. Students really like Wall Street English teachers, their lessons and their attitude towards them. They prepare useful group lessons and the way they lead Encounters is really professional and “human”; sometimes anxious learners during Encounters can seem “stuck”, so teachers patiently help them by making them feel more relaxed and self-confident. This is really important, because the method wants learners to be natural, not embarrassed but self-confident, with an open and proactive attitude. As far as the Receptionists are concerned (the staff who mainly books classes and answers the phone) more than half of those interviewed like them (51%), and this result is extremely important, because thanks to their friendly approach they help learners to go on with their course and feel good at school, by being greeted and asking how they are and how their day is going. This helps the school’s informal, comfortable, and confidential style. Another fundamental role in the school are the Personal Tutors who

help learners during Lab Sessions and Tutor Helps, and also motivate them by giving feedback. Thanks to both Receptionists and Personal Tutors support, students are satisfied with their Wall Street English experience. They are always available to solve any problem or any doubt, to explain anything about lessons and method, but they are there also to explain every grammar rule needed to go on with the lesson or the course, during the Lab Session or the Tutor Help. The Service Manager is responsible for supervising Teachers, Receptionists, and Personal. This role is generally not well known by learners, which is why in this question the majority stated they never had one. The Service Manager is always present, organising teacher schedules and student conversation appointments, as well as Staff and Teacher training, and taking part in Wall Street English meetings; always in order to improve on service, so that learners can achieve their goals. Consultants work in sales and recommend specific courses according to individual student needs, and then maintain communication with them in order to discuss progress. This role also consists in guiding clients towards contract renewals. After the consultation, a personal relationship between the consultant and the student is created, so they are available and ready to provide assistance in case of any bureaucratic issue. The last role surveyed in this study is that of the Centre Director. This is the person with the major role within a Wall Street English school. The Director is responsible for the whole centre, and every other staff member reports back to him/her. As the Director does not directly help learners during their course, many never make acquaintance, but the ones who do are really satisfied. The overall opinion regarding Staff is really positive, with the majority of “very satisfied” students and others who gave a score which is an average of 8/9 out of 10. This is the most important thing, because if a learner does not live this experience by sharing opinions, doubts, and problems with WSE Staff, they will not live it fully.

After Wall Street English Staff section, students were asked about the accessibility to products and services. This means they were asked to go through some practical steps. They started by booking an Encounter, which has to be booked with the Receptionist as soon as they finish the previous one. This result is really satisfying, as they said they are all happy about it. The flexibility of a Personal English course is that learners have to do one Encounter every three weeks, so Receptionists always find the best suitable option for both students and teachers, otherwise if there is no availability, they manage to find it as soon as possible or within three weeks, according to teacher and student availability. In order for them to fulfil the time limit fixed with the

Consultant in the contract, they have to observe every Encounter deadline. As stated at the beginning of Chapter II, many improvements were made last year within the platform structure, and it has already been improved. It is liked more than the previous one, it is easier to understand and to use, and any contract issues can be checked effortlessly. With the new platform learners also have more activities to do, such as the Practice section, where they can find optional exercises to review a particular topic and learn more about any language aspect. Every learner can prepare lessons at home or at school. A few of them do not have a computer at home, so they know they can come to school whenever they want. A free computer is always available. And the idea of doing computer lessons while other students are doing their conversations or Encounters helps improve listening skills by using English in an “imagined” real situation (in the street or in a pub). It is all part of Wall Street English methodology and vision. What learners appreciate most about this WSE method is its flexibility, which means they have to do one Unit (of three Lessons) in three weeks. However, if due to work (or other) commitments, they cannot do the first lesson during the first week, they can reorganise their study plan and do one lesson and a half in the second week and then finish everything in the third one. So, individuals can manage Units as needed, but it has to be said that from a didactic point of view and according to school’s method, students are ideally supposed to dedicate two hours every week to completing what the study plan suggests. Another point in favour of WSE is the support given. When having any kind of problem, students can call the school and ask for explanations or they can book a Tutor for help. The willingness and warmth of the entire Staff is very much appreciated, and they are ready to help at every moment. It sometimes happens that the platform, being new and already in use, presents some problems related to system bugs. In this case, the school contacts the support system who will help find a solution for fixing the problem in a couple of days, so that the student can carry on with the course. For every other problem that can be easily solved by each individual school, Receptionists, Personal Tutors, Service Managers and all the Staff are always ready to help.

In the following section, the school environment is taken into consideration. Learners are asked how they feel in an English-speaking space, and the answer is clear, as they are all satisfied and certain it can help them improve their language skill. They are asked to always speak English at school, even if they make mistakes. It is of no importance: what is important is that they try and make an effort. When students

arrive at school all the Staff welcomes them and stop to have a chat while they are waiting for their lessons to start, and it is greatly appreciated as they can feel part of the Wall Street English Community. At school learners meet new friends with whom they can attend Social Clubs and Complementary Classes if they are in the same group of Levels, and maybe Encounters too if they are doing the same Unit. The next question regards the support received; as previously mentioned, everyone has total support from all the Staff, and this encourages students to carry on with their course, to book activities and Encounters, and to ask for help. If they are not on track or have not booked any activity, Receptionists call and incentivize them to do it, making proposals and reminding students of the importance of booking everything in advance, in order to always find a free spot and to meet every deadline set by the method. Having said this, the overall impression is completely convincing: the Staff is working in order to make learners feel good, relaxed, and appreciated. It is important because enjoying their experience and well-being at school facilitate the learning process.

The last part of Survey studied the effectiveness of Wall Street English, which means whether or not the contents of the course are interesting and applicable to real life, if students are progressing according to what they initially expected, and if this investment has been profitable even if it provides a long-term yield. According to the National Franchising Meeting held in Bologna in 2016, Wall Street English seems to be the fifth school known by Italians interviewed, but the third one where they decide to join in an English course despite the highest market shares with an average of 11-13% (100% = 225 Million euros). So, it confirms the value of this kind of School. Students are also interested in what they are doing and in the way they are learning English. The core course is stimulating and relevant to real life, confirming its usefulness. When a client becomes a student, he prepares a study plan with the consultant, deciding how many levels to do, according to personal goals and learning objectives, and how many months he wants to go on. Usefulness and real course value are appreciated, but progress speed is more neutral than positive, and this can be because learners freely organise their course however they prefer. Even if Staff carefully describes deadlines and how study plans have to be respected, learners can postpone lessons and appointments, thus losing track and causing the slowdown of progress. What students have to understand when purchasing a WSE course is that they really have to be determined to go through the entire course following Staff

suggestions and recommendations about how to proceed appropriately. Once all these aspects have been considered, students are satisfied with each school's service and way to taking care of them, as well as of their general experience in the Wall Street English world.

At the end of the interview, when learners are asked if they would renew their contract, 7% said "no", 48% have to think about it, and 45% were determined to carry on. The main reasons why they decide not to carry on learning English are related to money and usefulness of the course. Some explain that it is difficult to find the time requested for lessons, which are boring and too slow for some learners but difficult and too fast for others. Other reasons are that they do not need to improve anymore, for those who started the course for work, or have reached a high enough level, so they do not need to carry on.

### **3.1.2. Different situations**

Below are areas of satisfaction and its components pointed out by the Survey:

1. WSE Product
  1. Multimedia lessons
  2. Student (Digital) Workbooks
  3. Encounters
  4. Complimentary Classes
  5. Social Clubs
  6. Online Community
2. Staff
  1. Teachers
  2. Receptionists
  3. Personal Tutors
  4. Consultants
  5. Service Manager
  6. Centre Director
3. Accessibility
  1. Booking an Encounter
  2. Accessing my course
  3. Accessing the Online Community
  4. Finding a position available in the centre to do the course



5. Flexibility of the course
  6. Get support when student needs it
4. Atmosphere
    1. Feeling in an English-speaking environment
    2. Feeling welcome
    3. Feeling part of WSE Community
    4. Meeting other students at the same level of English
    5. Support received in the centre
  5. Effectiveness
    1. Value for money
    2. How interesting the content of the course is
    3. Relevance to real life
    4. How quickly students are progressing
    5. Relevance to their specific learning objectives
    6. Consistency with global standard in English education and certifications
    7. Teaching method

As a Personal Tutor for the Bassano Del Grappa centre, it is clear to me that each and every student has a motivational force; a specific willpower and drive, a clear outlook on what they are doing and a precise idea of what they want to achieve by the end of this English course.

After the First Lesson, students better understand why this method works and get into the part. At the beginning they can feel a bit lost without any grammar book and rule, but they soon get used to it and carry on without problems. If there is any word or expression they do not know, they just have to be patient and wait until they come up through different activities in the Multimedia Lesson and Digital Book, where they can also find a Reference with useful words. In the last Digital Book lesson exercise, they normally have to write a short paragraph focusing on the topic given, and they can send that text to school by email, so Teachers or Personal Tutors can correct it and give a feedback on the written form. Learners do like lessons, and proudly talk about their interest and progress with Wall Street English Staff. Students like the flexibility too, as they can come to school every evening after work, during lunchbreaks or on Saturday morning to study or join in group activities.

Many students like doing their lessons at school, because they can have all the support they need from Staff: they can ask for explanations and encouragement at any moment, and being helped for technical issues such as how to properly use the course website on their computer. Students feel more comfortable when we remind them that they can book a Tutor Help, as we can help them solve their doubts on particular aspects of the language or of the lesson, and sometimes it happens that they need support on something regarding their job (i.e. a student who works in a Tourist Office asked for suggestions about how to give information).

These group activities have limited places, because we want to give everyone the opportunity to talk, so there can be at most ten students at any one time, depending on the kind of activity; therefore, we always ask students to book them in advance. But, of course, we do not turn down any students who have not booked, as long as there are free places. Also, we never turn down students who want to try to join in a group activity that is harder than the one they are supposed to attend; it is part of bettering hearing and speaking, so the more they attend Social Clubs and Complementary Classes the most they improve English and self-confidence. Indeed, many students feel embarrassed when speaking with of in front of other students as well as Native speaking teachers, but again, Staff encourage them to keep attending classes and to make mistakes. It is thanks to mistakes that everybody learns, and teachers are always there to help and correct just as much as students are there to learn from their mistakes. So, everyone should speak during group activities without feeling embarrassed or worried about others, who are there to learn as well.

When students book an activity or Encounter it may happen that some ask “Who will be my teacher?”; which means that everyone has a favourite teacher. It does not mean however, that students think other teachers are less suitable, but that one can feel better and more comfortable with one of them, because of both their personalities and attitudes. These two may just start talking when they meet at school, even if they do not have any lesson together, just to know what is new with them. The same sort of relationship exists between learners and Personal Tutors or Receptionists or the Service Manager. This is because part of Staff with a didactic role is more directly involved than in any other at school; they book activities and remind students to do it, listen to what they say about lessons, teachers, and all the aspects of this learning method, and help solve any problems related to all these kinds of issues.

I really like to think that once a client becomes a student, a Wall Street English school turns little by little into a positive place to be, with happy and friendly people with whom to chat and joke, as well as to learn English with.

### **3.2. Teacher questionnaire**

In order to get better grasp of what teachers think about the Wall Street English method, I have created a survey made of eleven questions, where I ask many teachers working in different centres to answer<sup>38</sup>. Fifteen replies have been collected and the results studied.

#### **3.2.1. Wall Street English Teachers**

The most important role in every Wall Street English centre is defined in this section. Working with this international organization provides teachers with the opportunity to experience and live in different cultures and to teach all over the world.

Wall Street English guidelines state that every WSE teacher has to be a native or bilingual speaker of English with a University degree and with CELTA or equivalent TEFL certification. All teachers need to meet the following specific requirements:

- ❖ Willingness to learn and develop professionally

Teachers work primarily in the classrooms, where they implement the Wall Street English method to facilitate a suitable atmosphere where students can learn successfully. Their specific teaching duties are: Encounters, Complementary Classes, Social Club activities, class preparation, provide feedback and motivation at the end of classes in accordance with the method and Learning Cycle.

- ❖ Inspiring and supportive to students

As Teachers in WSE, they have the unique privilege of seeing the results of student study with the Wall Street English method in the various classes they attend. Learners refer to them for advice as they are considered the true experts of learning. This responsibility is considerable and teachers manage their learning by: authorizing whether or not the student continues to the next Unit at the end of each Encounter (if

---

<sup>38</sup> Please see attached document (Attachment 4).

he has not successfully acquired the target language, they support him in booking a repeat Encounter and a Tutor Help), entering results of the classes into the Platform, specific responsibility of contributing to referrals and renewals as a result of the educational success and satisfaction of students.

❖ Dedicated and dynamic in a team environment

To ensure the professional image of the school as well as the best preparation of learners, teachers have to work together, giving suggestions and asking for advice. Teachers are also part of the team of Service Manager and Personal Tutors who work together taking care of students. Further to this, whenever they have added know-how and information on a specific topic they share it with their students, in order to be able to offer the best possible preparation, according to their specific needs and situations.

❖ Excellent interpersonal skills

Being the ones who personally take care of students through their lessons, teachers have to build a relationship with them, helping and supporting them. When they meet a learner for the first time, this student may want to know more about the teacher; asking where is s/he from or asking something about his/her country. Teachers come from all corners of the globe, so learners are really interested to get to know WSE teachers in this regard. During lessons, their role is to facilitate the learning process, also going through its personalisation (realistic examples and contexts can help) along with presentation of ideas in graded language that the student can understand. Teachers should also assess the complexity of the question they are asking and ensure learners have enough time to answer the question; this helps avoid anxiety during English classes and a sense of disempowerment of the student.

### **3.2.2. Results**

Each Wall Street English centre has an average of ten teachers, depending on how big the centre is and how many students there are. There are teachers of all different ages and from different English speaking countries.

The first question of the questionnaire regards a direct opinion about WSE method, and the result is that 60% of teachers enjoy it, stating that this method works because students can learn a lot, and 13.3% likes it because it works, despite it depending on

personal memorisation skills. 20% of teachers like the method but think it does not work effectively, whereas 6.7% does not enjoy the method despite acknowledging English skill improvement. This result is surely related to students' dedication to lessons; it cannot work if they do not attend Social Clubs and Complementary Classes, as well as failing to work if they do their computer lessons without going through the program suggested during the First Lesson (one lesson per week).

The Wall Street English method has many advantages and disadvantages, of course. As far as the advantages are concerned, the most important and common ones are related to flexibility of the course and autonomy of learners, who can study autonomously whenever and wherever they prefer, be it at home or at school, where they can have Personal Tutor support if they need it, and can correct their mistakes by themselves thanks to guided lessons. Another benefit is the context provided by lessons; for students it is easy to understand what each lesson is about because of the structure that allows them to work independently. Also, another great advantage is the noticed improvement of language skills as well as motivation, thanks to the structure of lessons and incentivising group activities; learners can therefore improve many of their language skills through the course structure. The specific Wall Street English method structure consists of computer and group activities which, according to the Communicative approach, aim to improve skills through communication and not grammar rules, in order to be better prepared to real life situations.

On the other hand, there are also many disadvantages. 80% of teachers affirm that the first Wall Street English method's weakness is related to grammar; they believe those who want to learn English or improve it really need more grammatical support. This necessity is due to Italian students' formal, grammar based, school training rather than having a more communicative approach. Secondly, there is a lack of interaction; students might need more interaction in order to improve their spoken language skills. This can be enhanced through the attendance in Social Clubs and Complementary Classes, because it is especially in those situations that students have the possibility to talk to others in real conversations and not simply guided ones (such as during the Speaking activity in Multimedia Lessons). Every month each group of levels have five to six group activities to choose from. Then students need to have more vocabulary support; despite the fact that in the Digital Book every exercise has a Reference section where learners can refer to basic grammar rules and words useful to their specific tasks, students rarely refer to that section. They do not delve deeper into

the new vocabulary of the Unit, nor to its new grammatical aspects. The last two opinions regard a lack of feedback and support, as teachers think students need more feedback and attention during their lessons; Personal Tutors, however, are always there to help, so whenever students find something difficult they can ask for help or book the monthly Tutor Help, in order to get a better explanation of every intricate language or lesson aspect.

When clients decide to become students, they instantly become involved in Wall Street English world, which also means they have to speak English at school with Staff, teachers and other students and, most of all, they do their lessons in open-spaces. WSE idea about the location is brilliant, as they adapt and train to communicate in crowded and noisy places; students like it and are relaxed in this friendly environment, and so are 93.3% of teachers, who consider the location ideal for this kind of learning process. However, there is one teacher who believes in its utility but also states we should consider that not everyone likes to speak in front of others, so while being a good idea, it may not necessarily work for the shyer students whose improvements could be hindered by it.

This method is indeed a good one, but as teachers have previously pointed out, it could be enhanced by giving more grammar support (86.7% of teacher replies). This method has been elaborated in a way that learners do not have to focus on grammar because through communication activities they will acquire it naturally, but the Italian school learning process is centred on grammar rules and exercises, so it is easy for learners to feel lost when adapting to a new approach. And feeling lost may discourage them towards thinking they cannot manage the course. The second important improvement that could be useful is the addition of more interactive activities during lessons, even if Social Clubs and Complementary Classes are there to help students upgrade their Speaking ability. Moreover, interaction also means speaking English as soon as they arrive at school, so in practical situations or just by chatting to teachers or other students they can improve on this ability. But if teachers say students need more interaction, it may also mean they do not take advantage of every opportunity given. Other possible developments are related to vocabulary support and the correction of the Multimedia Lesson part in which students have to speak and create a conversation.

As previously mentioned, Social Clubs and Complementary Classes are organised to reinforce the ability of speaking. There are a lot of students who join in these group activities, even though many students do not. Every month a variety of lessons are planned on different days and times, and divided into level-groups, but many students unfortunately do not have enough free time to participate. During these activities, all students have the possibility to speak, share ideas and comment on other points of view, even if there are also other students who do not participate openly. It often depends on personality, because shy students might feel embarrassed about speaking in front of other people and so prefer to just listen and take notes on other's input. The majority of teachers agreed with this opinion on attendance. 20% said everyone tries their best to participate these classes because nobody is there to judge. It is absolutely true; students come to school to learn and when they find that someone has difficulty in speaking they try to involve him, by chatting and letting others make necessary mistakes. Hence, neither teachers nor students are there to assess. People are there just to spend an hour together chatting on a fixed topic. Sometimes it may happen that there are too many students attending a class. For instance, in the middle group of levels there is where the majority of Wall Street English students are, so oftentimes there are more than ten people in class, and teachers have some difficulty in managing the lesson. In conclusion, attendance depends on four main aspects: the level of each student (being groups of mixed level lessons, there might be students of higher levels that can speak better so others might tend to let them speak without interrupting or letting on that their level is lower), the teacher (each student tends to have one or more favourite teachers, because of their personalities or character, so it might be difficult for the student who does not feel relaxed with a certain teacher to attend his or her lessons), the level (students of lower levels believe they are not able to join in these types of activities because of their lack of skills, but in fact these activities are really useful for developing the very skills one may be lacking) and the theme (in each activity calendar, students can choose between different Social Club topics, so not only can they choose according to day and time, but also in relation to the topic which can be interesting for them or not).

As opposed to Social Clubs and Complementary Classes that are optional, something students have to do in order to proceed with their own course is the Encounter; they need to meet the teacher in order to get feedback and the approval to go on to the following Unit. Having different personalities and character, individual students react

in different ways to this. 26.7% of teachers said learners are always relaxed during Encounters, both when they do them alone or together with other people, but 46.6% of them notice that there are shy students, who need help and support to overcome their embarrassment and face the Encounter. This sensation is mostly due to the teacher's presence but can sometimes also be caused by other learners who inadvertently make shy students feel uncomfortable. Shyness however, is rather personal and cannot be controlled by others; what is important is that students recognise there is not anything to worry about and nothing to feel embarrassed about. Wall Street English offers a low-tension environment and learners can have all the support and encouragement they need from the entire Staff, so they do not have any reason to feel nervous, despite being shy myself and knowing perfectly how they feel.

The last two questions regard skill improvement; teachers were asked which skills are most and least improved upon. The main idea of the method follows the Communicative Approach, by means of the Natural Approach (students learn to speak English in the same way babies learn to speak their first language). Thus, learners study this foreign language through activities focussing on communication. As a result, the most improved upon skill is Speaking, and this fact is well aligned to the WSE theory. The other improved skills are (in order of improvement) Listening, Reading, and Writing.

On the other hand, the least improved ability is Writing, followed by Speaking, Listening, and Reading. The WSE method gives each student the opportunity to improve communicative skills by providing tasks and activities which enhance communication in real life situations, in order to build student confidence when asking question abroad or simply communicating with a foreigner who is visiting Italy and needs help for example. So, this communication focus undoubtedly leads to a lack of development in writing ability. In fact, learners can enhance it in the Digital Book, which represents the opportunity to use new vocabulary and new structures learned during Multimedia Lessons, but it does not enable them to write enough. Moreover, when they are asked to write a text in the last Digital Book lesson exercise, they can decide how much to write, and the majority of students who ask Personal Tutors to correct their work only write a few lines and often do not ask for them corrected.

Speaking has collected a variety of opinions among teachers. It is the most improved upon skill, while also being the second weakest one; it appears to be the most



common difficulty but also the least common one. In analysing the other most and least common difficulties, the conclusion one can reach is that students can develop excellent speaking ability through the Wall Street English course, whilst many students will continue to have problems with pronunciation, fluency, and spontaneity. They can learn how to create and structure English sentences and how to speak the language, but they will probably keep typical Italian students' language hiccups. Speaking difficulties are also related to grammar problems that are rather common, but are eased due to the reading tasks which tend not to be overly difficult and guide learners also during the conversation process.

## CHAPTER IV

### 4. Conclusion

Speaking a language is a complex cognitive skill that implies many procedures to work perfectly together. When an Italian uses his/her First Language, he/she is simultaneously and instantly able to think about what to say, to choose the right words, to use the right grammar rules, and to articulate sounds in order to produce a communicatively successful message; this is an involuntary and natural process and it does not require any conscious effort. Therefore, learning a Foreign Language means letting all these processes happen automatically. Paying attention to the inputs received, the learner notices language's characteristics and absorbs new structures that will be subsequently automatized through practice. Therefore, the learner goes from a first semantic elaboration during the initial contact with this Foreign Language to a syntactic one that leads to increasing levels of overall language proficiency.

This is what every student does during the Wall Street English learning process.

Last year many changes occurred in Wall Street English; the website, the graphic design, the story through which students learn have transformed and developed into more modern ones. What has not changed is the structure of the lessons and, in general, the structure of the Personal English course. Lessons are more engaging and the platform is more user-friendly, but the basic learning process has not changed. It is always focused on the Communicative Approach, so it has been elaborated in order for learners to increase their speaking skills, rather than their grammar knowledge. The aim of this kind of course is that people need to be able to speak even if they do not know every grammar rule. The reasoning behind this is that although students may have studied everything about grammar, they might still not be able to make themselves understood in common, everyday situations. What is important during a conversation is to make oneself understood and to create effective sentences, even if they are short, easy and basic.

The absence of grammar rules and explanations is a common complaint among students (and especially among Italian people) because they are used to another method, which is the Grammatical Approach. Schools educate students to improve their language through grammar, and this generally leads them to be able to complete

exercises correctly. However, when the teacher asks the students to create a dialogue or to say something about a particular event that happened, they are not ready for it and do not talk much. This is what Wall Street English is trying to change; WSE has created a method with which learners can speak even if they do not possess every rule or sentence structure. Students always have something to say and, therefore, during social activities even at Level 1 the students who attend are generally able to speak. However, the attendance to Social Clubs and Complementary Classes also depends on the students' level and on their personal preferences. In fact, despite the low-anxiety environment, the WSE method cannot change someone's personality. Lower level students sometimes think they are not yet able to participate because of their lack of language skills; they believe they cannot handle an hour of group activity, which is absolutely not true. Furthermore, even if students attend these lessons it happens that not everybody talks, because some of them love to talk, while others do not like it; it all depends on the personality of students. If a learner is shy and feels embarrassed by this situation, that can be psychologically complicated for him/her, as a result he/she may not talk, or at most say just a few sentences when consulted. Personality influences the students' everyday life, thus it inevitably impacts their Wall Street English experience, unless they manage their anxiety and understand there is nothing to be afraid of or embarrassed about. In addition to affecting the participation in Social Clubs and Complementary Classes, students' behaviour also has an impact on their performances during the Encounters. Teachers can have people who like talking and trying to speak even though they make mistakes, but also those who are too shy to express themselves. Some people are so confident that they do not even let others speak (in this case, of course, it is the teacher's duty to intervene and give all students the possibility to speak equally). So, an obstacle to the total efficiency of Wall Street English method is related to learners' personality, that can both help and hinder learning progress.

Another difficulty for Italian students' is the need to have a constant translation of every single word because they are not used to understanding the gist. These students find the method to be a little exotic for them and sometimes this scares them. However, as they start seeing progress they also start to believe in themselves more, and this leads to more natural conversations and fewer translations. Students generally do not have trouble memorising new words, because repetition really helps, so thanks to the structure of these lessons they can repeat words and expressions so many times

that they memorise them and understand their usage. Therefore, because reiteration helps, the WSE method is working well on the way to students' success.

Having considered what I said in Chapter 1.2. about what learning a foreign language means and the explanation of how Wall Street English works, I can finally say that even if students study English in their own country without going in an English-speaking one, the language learned in WSE can be considered as a Second Language and not a Foreign Language for those students. One of the main goals of this school is for students to be absorbed by the linguistic input that does not come just from teachers but comes from the entire school, the environment and overall working of which is designed to offer the students a fully English-speaking experience. So, even if students stay in their own country, they can develop a Second Language through a full-immersion in this language, because they have to try to do everything in English: booking activities, greeting the Staff, asking for information, or just chatting with other students. At the beginning they use the language they know, but a little at a time they realise their abilities in doing these things have increased, so their motivation increases, too.

At the end of Customer Satisfaction Survey, students were given six adjectives and were asked about their suitability for Wall Street English method. These words were "Responsible", "Nurturing", "Personal", "Innovators", "Inspiring" and "Leaders". Considering all the replies, WSE proves to fully include all of these characteristics, and this result is absolutely important to confirm school's work towards the satisfaction and happiness of students.

I definitely love my job. It is really satisfying, because every day I deal with happy students who are improving their English and are proud of it and of what they are doing. I also see students who have difficulties with lessons, so I help them, letting them know it is okay not to understand everything at once, because every kind of learning process requires time and efforts, as well as patience and willpower. Personal Tutors are always there to help and to support, students are there to learn (and that is why it is ok if they do not understand everything immediately) and teachers are there to teach their language to those who want to satisfy an outside or personal need. I always meet people with different lives and necessities, and I see their improvements and their being proud of themselves because of it. I see their efforts and commitment during every Lesson, every Encounter, every Level of the Wall Street English Scale of

Levels, and they seem to be really happy when we make note of their progress. When students do not understand something they ask Personal Tutors for help, and it is incredibly satisfying for me to look at their expression while I am explaining something, as I can see that my teaching is succeeding and is really helping them. Every day I watch students develop their knowledge and capabilities, and I see their curiosity grow, as well.

Another important thing I would like to underline is the atmosphere that can be breathed at school. Although the Staff focuses on different tasks, we all cooperate to guarantee the best support to every student. We are like a big family, we help each other and strengthen our relationships also thanks to a careful planning of scheduled team building activities outside the school, where we have the opportunity to know each other better and to spend time together chatting and having fun.

Lastly, what I like most is the sort of relationship that develops between the Staff and the students. Learners know that they can rely on the Staff not only for any practical problems related to their learning, but also, and importantly, for personal support, even just to share a few words about something that has happened to them recently. Staff is made of genuine people that are “human”, and being like this we are always there to give suggestions or just listen to what students want to tell us about themselves.

## **Attachments**

### **Attachment 1: NSE Can Do Statements**

#### Survival Stage Descriptor:

Survival is for beginners. The content and exercises provide you with the basic framework for recognizing and using simple vocabulary and responding to basic questions in English. By the end of this stage you will be able to write a simple email or online post.

#### L1 Can-Do Summary:

Learn how to say and write letters and numbers, make introductions with basic greetings, complete simple forms with personal details, and ask basic questions.

#### L1 Grammar:

Learn common adjectives like hot, cold, big, and small and when to use them. Learn subject pronouns like I, you, he, and she to use in sentences.

#### L2 Can-Do Summary:

Learn vocabulary for colours, modes of transportation, and how to describe the weather. You will take your knowledge of numbers and learn to express time, date, and age.

#### L2 Grammar:

Learn how to ask basic questions. Learn plural regular nouns and when to use them. You will also learn basic imperatives (give me, tell me, close the door). Learn to form basic questions (are you married? Do you have a car?).

#### Waystage Stage Descriptor:

In Waystage, students will learn to express themselves in everyday situations to accomplish basic tasks such as self-introduction and asking for directions. Vocabulary and grammar come together and students form proper sentences and express themselves with greater fluency.

### L3 Can-Do Summary:

Grow your vocabulary by learning common names of shops, household pets, and rooms in a house. Use your new vocabulary to describe objects. You will learn basic phrases.

### L3 Grammar:

Here you will begin to form proper sentences with a subject, verb, and object. You will be able to answer simple yes/no questions with short answers.

### L4 Can-Do Summary:

Grow your vocabulary by learning more common types of transportation. Learn to understand short, simple instructions. Learn to ask and answer simple questions on familiar topics.

### L4 Grammar:

Learn how to use common and irregular plural nouns. Learn how to use them with the correct verb agreement (his jeans are new). You will also learn how to describe cause and effect.

### L5 Can Do Summary

Learn to express your likes and dislikes. Learn to understand and respond to short emails. At the end of this level you will be able to present short, rehearsed statements to an audience.

### Waystage 5 Grammar:

Learn to use what, where, when, why, and how to ask for information. Learn to express polite offers and preferences using like/would (Would you like a drink?).

### Upper Waystage Descriptor:

You continue to build your skills as you enter Upper Waystage. At this stage you can hold a conversation with a good degree of fluency and read simple books and newspapers. You can clearly say your opinion and discuss every day, practical issues in a conversation.

### L6 Can Do Summary

Here you will build your vocabulary by learning names of school subjects and classroom objects. You will learn to express your opinions, obligations, cause/effect, and time markers.

### L6 Grammar

Learn to form common noun endings from common verbs (move/movement, educate/education). You will learn to use a range of possessive adjectives (it's our car, let's go to their house) to describe things better.

### L7 Can Do Summary

Learn to tell a simple story and pick out key points in emails, brochures, and short articles. Learn to express your opinions, obligations, cause/effect, and time markers.

### L7 Grammar:

Distinguish between things happening in the present and the past (It was cold yesterday, but warm today). Use a range of common linking words to sequence events or activities. Learn to express obligation (I have to do my homework).

### L8 Can Do Summary

Learn to answer simple questions and respond to simple statements in an interview. You will be able give an extended description of everyday topics. Learn to give examples.

### L8 Grammar:

Learn to use basic prepositions in a range of common situations (go with a friend, I'm at the station, on holiday). You will learn to use prepositions to describe positions (stand behind/in front). Learn to ask questions using How. Describe simple relationships about events.

### L9 Can Do Summary

Learn how to discuss events like what you did on the weekend and describe a travel experience. You can actively participate in short conversations and follow changes in topics.



### L9 Grammar:

Learn to introduce a noun and give more information. You will learn to make comparisons with regular/irregular adverbs (She runs quicker than me, He's better at tennis than me). You will learn to detail contrasts (that phone is more expensive than mine).

### Threshold Descriptor

At the Threshold stage, you can converse with a high degree of fluency and are able to comprehend complex ideas expressed in English.

### L10 Can Do Summary:

Learn to give simple instructions (teach playing a game). Learn to write about experiences with proper sentence/paragraph structure. Learn how to handle less routine situations.

### L10 Grammar:

Learn to use adverb phrases to express frequency (once in a while). Learn to use adjectives after verbs (She seems nice. It doesn't seem difficult). Form adjectives using suffixes like ly, able, less (comfortable, healthy, careless).

### L11 Can Do Summary:

Learn to follow TV programmes, write emails with a great deal of details, and describe movie, book plots, and events. Initiate, participate, and close a conversation.

### L11 Grammar:

Begin using a preposition +ing to express purpose (I use it for washing the car). Learn to use common phrasal verbs separated by object (put a jacket on, take your shoes off). Learn to use as to describe things (she works as a waiter).

### L12 Can Do Summary:

Learn to repeat back what is said to confirm understanding. Learn to take messages, explain work-related and general problems, express complaints, and offer opinions for solutions.

### L12 Grammar:

Learn to use adverbs to express likelihood (probably, certainly). Learn a range of expressions to show agreement/disagreement (neither do I, same here). Learn to use present words to refer to the future (as soon as, I'll tell her when I see her).

### L13 Can Do Summary:

Learn to explain why something is a problem. Use synonyms to describe an unknown word or find meaning in unknown words from words around it. Learn to summarize information.

### L13 Grammar:

Learn to understand changed meanings of words with a prefix (replay, reorganize). Use common multiphrasal verbs (take part in, make friends with). Describe something without a subject (I had my purse stolen). Master reply questions in conversations.

### Milestone Descriptor

In Milestone you will build your conversational fluency, writing proficiency, and reading ability through advanced exercises.

### L14 Can Do Summary

Learn to express news and views effectively in conversations and in writing. Participate in long conversations in general and in your job. Construct and defend an argument.

### L14 Grammar:

Learn to show the relationship between the main point and supporting details in structured text. Talk about past intentions that never happened (I was going to tell you). Talk about expected future events formally (They are unlikely to win the election).

### L15 Can Do Summary:

Learn general language related to medicines, physical movement, diet, and nutrition. Learn to recognize a speaker's point of view in a presentation. Learn to lead a discussion.

#### L15 Grammar:

Learn to identify fact from opinion in structured text. Learn to use idiomatic phrases in conversations. Use a wide range of prepositional phrases effectively to describe things. Can use a range of language in formal documents (such as work reports).

#### L16 Can Do Summary:

Learn to embellish stories to add interest. Learn less common language to describe travel, education. Learn to give clear presentations with key points and supporting arguments.

#### L16 Grammar:

Use a range of language in detailed applications (please find attached). Learn to use a hypothetical past outcome to support a hypothetical present outcome (if you would have gone to college). Learn to understand cause/effect in informal conversations.

#### L17 Can Do Summary:

Learn to identify and use proper tone in presentations and structured text. Learn to use complex sentence structures fluently. Learn to informal language to express sympathy.

#### L17 Grammar:

Learn to talk about past events without referring to the subject (It had all been said before). Learn to talk about changing past events to give background to a story (everyone was living on credit at the time). Use appropriate language to write a polite letter of complaint.

#### Mastery Descriptor:

In Mastery students will continue to improve fluency and master complex language, phrases, and expressions.

#### L18 Can Do Summary:

Learn to recognize irony in conversations and texts. Learn to quickly scan long, complex texts to find meaning. Learn to use approximation (there were about 30 people attending).

### L18 Grammar:

Learn to tag questions (He isn't coming, is he? You're a teacher, aren't you?). Learn to use expressive reactions to express indifference, enthusiasm, agreement (I don't have an opinion either way, To be honest, I don't care).

### L19 Can Do Summary:

Use persuasion techniques to defend your point of view. Learn to use language flexibly and effectively in social situations for joke telling or to be allusive. Recognize a joke.

### L19 Grammar:

Learn to recognize and use colloquial language and a wide range of idiomatic expressions (see eye to eye, let sleeping dogs lie, jump on the bandwagon).

### L20 Can Do Summary:

Here you can understand complex technical information and instructions. You will be able to read, analyse, discuss, and give complex reports and presentations.

### L20 Grammar:

Learn to use phrasal verbs with two prepositions (stand up for, look up to, put up with). Learn to use inversion with negative adverbs (Little did I know, I no way do I approve).

## Attachment 2: Activity Calendars

Here are Bassano Del Grappa calendars from January 2017 to September 2017.



Levels 1-2  
Levels 3-4-5  
Levels 6-7-8-9  
Levels 10-11-12-13  
Levels 14-15-16-17-18-19-20

**WSE**  
Bassano del Grappa

**JANUARY 2017**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
9-1	10-1 TEENS 16.30pm MOVIE @ CRE-TA	11-1 CC 7pm	12-1 CC 8pm	13-1 CC 7.30pm	14-1 Some or any? 10am Incredible experiences 11am	
16-1 Telephone language 6.30pm	17-1 Expressing feelings 7pm MOVIE @ CRE-TA	18-1 TEENS 5pm Planets and horoscope 8pm	19-1 Describe yourself 8pm GRAMMAR CLINIC 7pm	20-1 At the super market 7pm CC 6pm	21-1 World landmarks 10am ISIS attacks 11am	
23-1 TEENS 5pm What happened? 7pm	24-1 My town 8pm MOVIE @ CRE-TA	25-1 <b>PUB NIGHT</b> OPEN FOR ALL LEVELS and FRIENDS - info & costs at reception Find out some traditional Pub Activities! They say that speaking in front of a beer makes things a lot easier...why don't you give it a try?		26-1 CC 6pm Vegan world 7pm	27-1 Magazines 7pm GRAMMAR CLINIC 6pm	28-1 Accents and slang 10am Tattoos 11am
30-1 CC 6pm	31-1 CC 7pm MOVIE @ CRE-TA	<p>BRING YOUR FRIENDS and keep studying for free! Porta i tuoi amici, WSE Bassano vi premia con interessanti vantaggi!</p>				

**ENGLISH**  
adjective  
noun  
verb

**New in 2017: GRAMMAR CLINIC**  
Tutto quello che avresti voluto imparare o rivedere in maniera esaustiva e approfondita

19/01 at 7pm: MAKING COMPARISONS  
27/01 at 6pm: PAST SIMPLE (regular & irregular verbs)

BRING YOUR FRIENDS and keep studying for free!  
Porta i tuoi amici, WSE Bassano vi premia con interessanti vantaggi!



Levels 1-2  
Levels 3-4-5  
Levels 6-7-8-9  
Levels 10-11-12-13  
Levels 14-15-16-17-18-19-20

**WSE**  
Bassano del Grappa

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
february		1-2 TEENS 16.00	2-2 Groundhog Day 20.00	3-2 At the moment 19.00	4-2 Carnivals 10.00 Earthquakes & snow 11.00
6-2 Describe your Superhero 18.00	7-2 Funny tales 13.30 MOVIE @ Cre-Ta 21.00	8-2 Academy Awards 18.00 CC 19.00	9-2 How much/many? 20.00 GRAMMAR CLINIC Get	10-2 CC 18.00	11-2 Sanctions & treaties 10.00 In a hotel 11.00
13-2 World Radio Day 18.00	14-2 TEENS 17.00 CC 19.00 MOVIE @ Cre-Ta 21.00	15-2 <b>PUB NIGHT 7pm</b> all levels	16-2 On a plane 20.00 GRAMMAR CLINIC Questions (basic)	17-2 CC 18.00 Super Bowl 13.30	18-2 Italian food rules 10.00 Third person 11.00
20-2 Video games 19.00	21-2 It costs an arm and a leg 19.00 MOVIE @ Cre-Ta 21.00	22-2 Quotes & memes 19.00 Food and recipes 18.00	23-2 <b>WSE meets Nardini</b> *	24-2 False friends 19.30 TEENS 16.00	25-2 Oscars: who is going to win? 10.00 Can/can't 11.00
27-2 CC 19.00	28-2 Mardi Gras 19.00 MOVIE @ Cre-Ta 21.00	<p>BRING YOUR FRIENDS and keep studying for free! Porta i tuoi amici, WSE Bassano ti premia!</p>		<p><b>TRINITY</b> COLLEGE LONDON Ricordiamo a tutti gli studenti che devono prenotare il proprio esame Trinity GESE o ISE entro e non oltre il 16/03/2017.</p>	

**ENGLISH**  
adjective  
noun  
verb

**GRAMMAR CLINIC**  
Tutto quello che avresti voluto imparare o rivedere in maniera esaustiva e approfondita

9/2 at 19.00: GET  
16/2 at 19.00: QUESTIONS (basic)

**\*visit LE BOLLE NARDINI**  
23-02 at 7.30pm

-visit Le Bolle  
-learn English  
-taste delicious grappa

all levels  
max 20 people

Levels 1 - 2

Levels 3 - 4 - 5

Levels 6 - 7 - 8 - 9

Levels 10 - 11 - 12 - 13

Levels 14 - 15 - 16 - 17 - 18 - 19 - 20

# WSE

# March 2017

Bassano del Grappa

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		01 TEENS 4pm	02 Lifestyle choices 8pm	03 National Anthem Day 7.30pm	04 Hotel guests 10am Family & jobs 11am
06 Complaints & solutions 7.30pm	07 People & cities 8pm	08 Women 1pm	09 Questions & quiz time 8pm	10 Harriet Tubman 6pm Grammar Clinic L2-L4 Sentence structure 7pm	11 CC 10am Keat's birthday 11am
13 TEENS 5pm Easy sounds 6pm	14 Rules 7pm	15 Hobbies & abilities 1pm	16 CC 8pm	17 St. Patrick's Day 6.30pm St. Patrick's Day 7.30pm	18 CC 10am First Walk in Space 11am
20 Giving advice 6pm Red Cross 7pm	21 What are you doing? 12.30am	22 CC 7pm	23 Food & recipes 8pm Grammar Clinic L6+ Relative clauses 7pm	24 On a ship 6.30pm Baseball 7.30pm	25 CC 10am March madness 11am
27 News 7pm	28 My house 6pm	29 Ship or sheep? 7pm	30 	31 TEENS 3pm Powerful Women 6pm	01 Junk food 10am Coca - Cola 11am

Our school is growing fast! We invite all students of all levels to come and celebrate with us. JUST ONE DETAIL: 7pm THE REST: *surprisel!!!*

**TRINITY COLLEGE LONDON** Ricorda di prenotare l'esame per la sessione di giugno entro il 16/3.

**BRING YOUR FRIENDS & study 4 free!**  
Porta i tuoi amici e studia GRATIS!

**TOUR IN ENGLISH-Palladio Museum Vicenza**  
Temporary expo: *The mystery of Palladio's face*  
Limited places – book at reception (by 12/4)  
15€ including tour+spritz **29/04 at 10.30**

Levels 1 - 2

Levels 3 - 4 - 5

Levels 6 - 7 - 8 - 9

Levels 10 - 11 - 12 - 13

Levels 14 - 15 - 16 - 17 - 18 - 19 - 20

# April 2017

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
03 18.30 Skyscrapers	04 14.00 CC 21.00 Movie night@Cre-Ta	05 18.00 Monuments and cities	06 20.00 Palladio and the White House	07 20.00 Mysterious castles and ghosts	08 9.00 My imaginary castle 11.00 CC
10 19.00 Recent personal experience 20.00 Weather	11 19.00 Village and city life 21.00 Movie night@Cre-Ta	12 14.00 Jobs 19.00 Habits & obsessions	13 20.00 Festivals Grammar Clinic 19.00 Different uses of LIKE	14 18.00 Pets TEENS 16.00	15 Happy Easter school closed 
17 Happy Easter school closed 	18 Teacher Training Day: we are doing our best to be the best! ;-) 21.00 Movie night@Cre-Ta	19 18.00 Entertainment Grammar Clinic 19.00 Giving advice	20 19.00 Home Life 20.00 Possessions	21 20.00 National and local produce and products	22 10.00 Health and fitness 11.00 Crime and punishment
24  School closed	25  School closed 21.00 Movie night@Cre-Ta	26 TEENS 16.00 19.00 Design	27 19.00 CC 20.00 CC	28 18.00 Public figures of present and past 20.00 Places in the local area	29 <b>TOUR IN ENGLISH</b> <b>Palladio Museum Vicenza</b> <b>10.30 (there)</b>

**BRING YOUR FRIENDS & study 4 free!**  
Porta i tuoi amici e studia GRATIS!

**Temporary expo:**  
**The mystery of Palladio's face**  
*Discover Palladio's face as if you were a real detective*

Limited places  
book at reception by 13/4  
15€ including tour + spritz

# MAY 2017

Levels 1-2  
Levels 3-4-5  
Levels 6-7-8-9  
Levels 10-11-12-13  
Levels 14-15-16-17-18-19-20

**WSE**  
Bassano del Grappa

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
1 		2 2pm Holidays Movie @ Cre-Ta 9pm		3 6pm Letters and numbers TEEN 16.30		4 1pm Money and lifestyle 8pm Means of transport		5 7pm The world of work 8pm Technology 10am CC		6 TRINITY GESE PREP 11 GESE 5A 12.30 GESE 6 13 GESE 7+8	
8 6pm Special Occasions		9 7pm Pronunciation Movie @ Cre-Ta 9pm		10 8pm Living standards 7pm Grammar clinic: P.Perfect		11 7pm Global environment issues		12 12.30am Rules for travelling 7pm Shopping 10am CC		13 TRINITY GESE PREP 11 GESE 5B	
15 7pm School & work TEEN 16.00		16 7pm Colors and flags Movie @ Cre-Ta 9pm		17 1pm Travel 7pm Personal values & ideas		18 2pm Hobbies and sports 8pm Describe a person		19 7pm Music 10am CC		20 TRINITY GESE PREP 11 GESE 5A 12.30 GESE 6 13 GESE 7+8	
22 8pm Money		23 7pm Food Movie @ Cre-Ta 9pm		24 6pm Dreams and nightmares		25 <i>BOOZE as MUSE</i> 		26 1pm To be and to have 6pm Fashion 10am CC		27 TRINITY GESE PREP 11 GESE 5B 13 GESE 7+8	
29 7pm Public figures 8pm Environment & concerns		30 6pm Role plays 7pm Learning a language Movie @ Cre-Ta 9pm		31 7pm Weekend activities TEEN 16.30		1/6 6pm Unexplained phenomena 7pm Grammar clinic: both+(n)either		2/6 - closed 		3/6 10am CC 11am CC	
<b>BRING YOUR FRIENDS &amp; study 4 free!</b> Porta i tuoi amici e studia GRATIS!											
<b>TRINITY COLLEGE LONDON</b> For students who have their GESE exam in June: please check your Trinity GESE preparation above!											
<h2 style="color: #800000;">Booze as Muse: culture in a sip</h2> <p>Molti scrittori hanno trovato l'ispirazione in un cocktail: scegli il tuo cocktail, sorseggia in compagnia dei tuoi teachers e scopri la storia che ti può raccontare!</p> <p><b>25-05 at 20.00 - limited places - info @ reception</b></p>											

# June 2017

Levels 1-2  
Levels 3-4-5  
Levels 6-7-8-9  
Levels 10-11-12-13  
Levels 14-15-16-17-18-19-20

**WSE**  
Bassano del Grappa

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
05 19.00 Video time		06 18.00 News		07 14.30 Summer songs		08 18.00 Everyday shopping 19.00 HOLIDAY CLINIC: Hotel check-in and issues		09 20.00 Holidays		10 10.00 At a farm 11.00 Cinema	
12 19.00 Summer songs		13 18.00 Describing pictures 19.00 HOLIDAY CLINIC: Eating out		14 14.30 TEEN Meet James Batchelor (Australian dancer) Garage Nardini at 21.00		15 12.30 Fruit & recipes 20.00 Past experiences		16 19.00 Household objects		17 10.00 News 11.00 At the market	
19 19.00 Video time		20 19.00 Holidays		21 18.30 Home life		22 18.00 Public figures 19.00 HOLIDAY CLINIC: Catching a plane/taxi		23 20.00 Reading postcards		24 10.00 Video time 11.00 Technology	
26 18.00 TEEN 19.00 News		27 19.00 Weather		28 19.00 Holidays		29 ***** 21.30 ***** Osservatorio di Nove ***** DISCOVER the WONDERS ABOVE ***** *****		30 18.00 Holidays 19.00 HOLIDAY CLINIC: Asking for directions		01/07 10.00 Seaside or mountains? 11.00 Summer songs	
<b>BRING A FRIEND &amp; get 1 free LEVEL!</b> Porta un amico e aggiungi 1 LIVELLO GRATIS!											
<b>Bassano Opera Estate presents: James Batchelor (dancer)</b> 14 <sup>th</sup> June 2017 - Garage Nardini at 21.00 Watch his new performance and share your ideas with him in English!											
Don't miss this exclusive night at the observatory in Nove. Learn about constellations, the Moon, Jupiter and Saturn and watch them LIVE! Book your place at reception. Limited places!											

Wall Street English		Levels 1 - 2	JULY + AUGUST 2017			
		Levels 3 - 4 - 5				
		Levels 6 - 7 - 8 - 9				
		Levels 10 - 11 - 12 - 13				
		Levels 14 - 15 - 16 - 17 - 18 - 19 - 20				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
03/07 CC 6 pm	04/07 Recent news 6 pm	05/07 BASSANO UNDER THE STAIRS	06/07 CC 6.30 pm	07/07 Dream holidays 6.30 pm	08/07 Spelling bee 10 am	
10/07 Easy questions 7 pm	11/07 CC 7 pm	12/07 BASSANO UNDER THE STAIRS	13/07 Booking.com 6.30 pm	14/07 CC 6.30 pm	15/07 How often? 10 am	
17/07 Around town 7 pm	18/07 Grenfell Tower Fire 7 pm	19/07 BASSANO UNDER THE STAIRS	20/07 Immigration 6.30 pm	21/07 The human body 6.30 pm	22/07 Recent news 10 am	
24/07 Now and back then 8pm	25/07 A healthy life 7 pm	26/07 BASSANO UNDER THE STAIRS	27/07 Farm animals 8 pm	28/07 Meat eater or vegan? 7 pm	29/07 Crime scene 10 am	
31/07 school open 12am-8pm Summer review L1-L2 7 pm	01/08 school open 12am-8pm Summer review L3-L5 7 pm	02/08 school open 12am-8pm Summer review L6-L9 7 pm	03/08 school open 12am-8pm Summer review L10-L13 7 pm	04/08 school open 12am-8pm Summer review L14-L20 7 pm	05/08 school open 9.00am-1pm Enjoy your summer holidays!	
<b>CLOSED FOR SUMMER HOLIDAYS!</b>		The school will be closed for Summer Holidays from 7th to 19th August				
21/08 school open 12am-8pm Welcome back to school!	22/08 school open 12am-8pm Summer review L14-L20 7 pm	23/08 school open 12am-8pm Summer review L10-L13 7 pm	24/08 school open 12am-8pm Summer review L6-L9 7 pm	25/08 school open 12am-8pm Summer review L3-L5 7 pm	26/08 school open 9.00am-1pm Summer review L1-L2 10 am	
28/08 Agriculture 7 pm	29/08 Clothing 7 pm	30/08 Citizenship 7 pm	31/08 Ability & Permission 6.30 pm	01/09 Comparing 6.30 pm	02/09 Love&Hate 10 am Suggestions 11 am	
<b>BASSANO UNDER THE STAIRS</b> have a drink with a teacher and enjoy the "Bassano sotto le stelle" nights! 8.30pm				<b>BRING A FRIEND &amp; get rewarded!</b> Check the promotion with your consultant!		
				<b>TRINITY EXAM in December 2017? Don't wait too long!</b> Please sign up at reception!		

Wall Street English		SEPTEMBER 2017				Levels 1 - 2
						Levels 3 - 4 - 5
						Levels 6 - 7 - 8 - 9
						Levels 10 - 11 - 12 - 13
						Levels 14 - 15 - 16 - 17 - 18 - 19 - 20
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
4 TEEN 15.00 Feelings 19.00	5 CC 18.00 Sports: win-lose-scores 19.00	6 CC 20.00 The perfect student does 1 encounter every 3 weeks	7 Clinic: METHOD 19.00 WSE language, study habits	8 School open 9.30 - 13.00	9 Opinions: agree&disagree 10.00 At the department store 11.00	
11 Public places & signs 19.00	12 Countable&Uncountable 17.30 The perfect student finishes the workbook before the encounter	13 TEEN 16.00 Classroom language 20.00	14 Newspapers 19.00 Apologies, excuses & thanks 20.00	15 Clinic: METHOD 19.00 Keep a vocabulary notebook... how?	16 Everyday health problems 10.00 Politics & public institutions 11.00	
18 The perfect student attends at least 1 SC per unit CC 19.00	19 Television 20.00 Describing character 19.00	20 Typical food 18.00 Movement & speed 20.00	21 Clinic: METHOD 19.00 How to use a dictionary	22 TEEN 16.00 In the living room 19.00	23 Education: university 10.00 Town & country 11.00	
25 CC 19.00 Work: duties&pay 20.00	26 The language of notices 19.00 CC 20.00	27 CC 19.00 Easy songs 20.00	28 TEEN 15.30 Greetings and wishes 18.30	29 Clinic: METHOD 19.00 Problems with pronunciation	30 (special event) Videos 10.00 Shops & items 11.00	
<b>BRING YOUR FRIENDS &amp; study 4 free!</b> Porta i tuoi amici e studia GRATIS!				<b>Esami di certificazione TRINITY sessione invernale 2017</b> Prova scritta esami ISE: 13/12 Prove orali GESE+ISE: dal 26/11 al 16/12 Scadenza iscrizioni: 07/10		
<b>Discover Bassano del Grappa:</b> do you know everything about your town? Find it out... in English! Let's meet at school <b>on 30/09 at 16.30</b> . Spritz & chat after the tour. <b>Free for students!</b> Visita guidata di Bassano con guida esperta in lingua inglese (spritz e chiacchiere a seguire)						



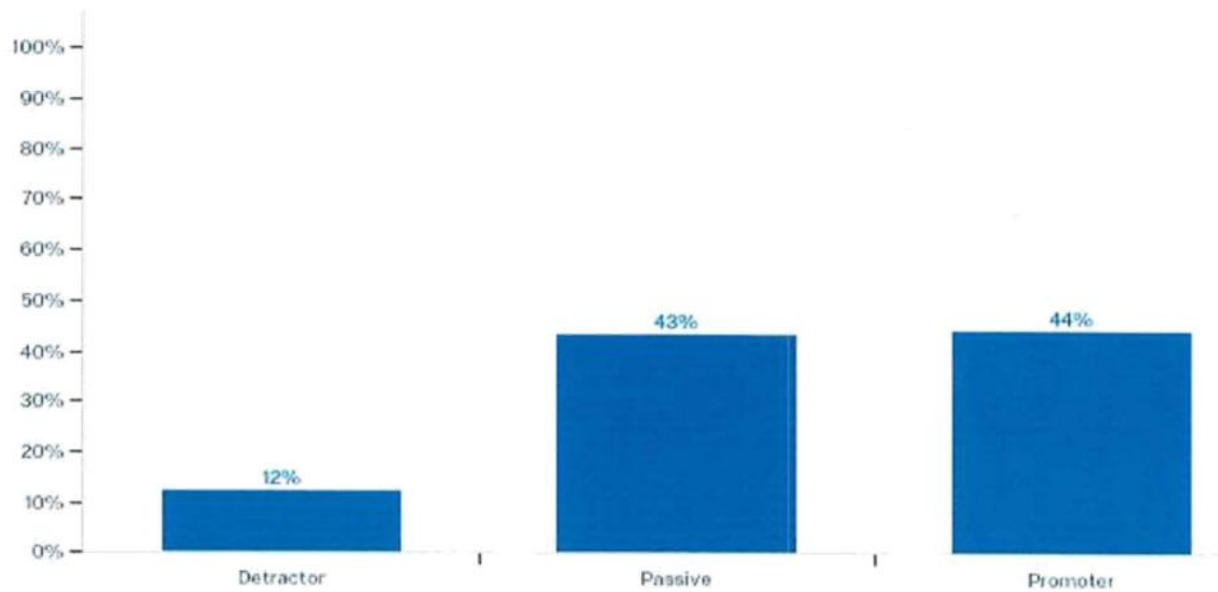
### Attachment 3: Customer Satisfaction Survey

## Default Report

Wall Street English Customer Satisfaction Survey

June 6th 2017, 6:09 pm CEST

**Q1 - How likely are you to recommend Wall Street English to a friend, colleague or family member?**



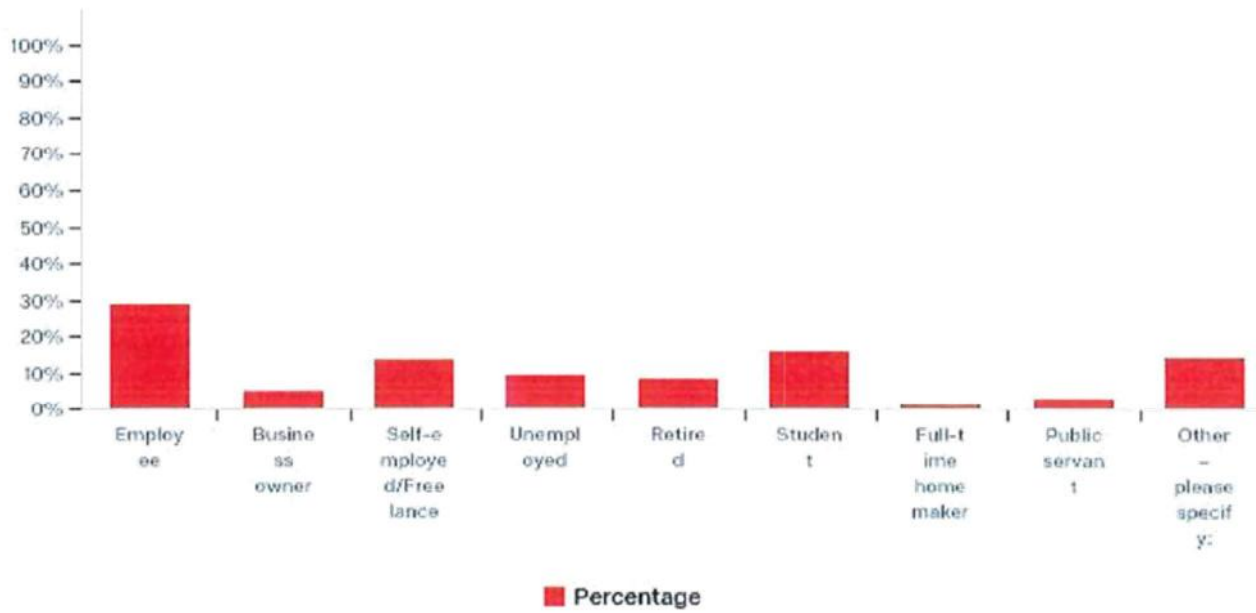
How likely are you to recommend Wall Street English to a friend, colleague...

Net Promoter Score\*

How likely are you to recommend Wall Street English to a friend, colleague or family member?

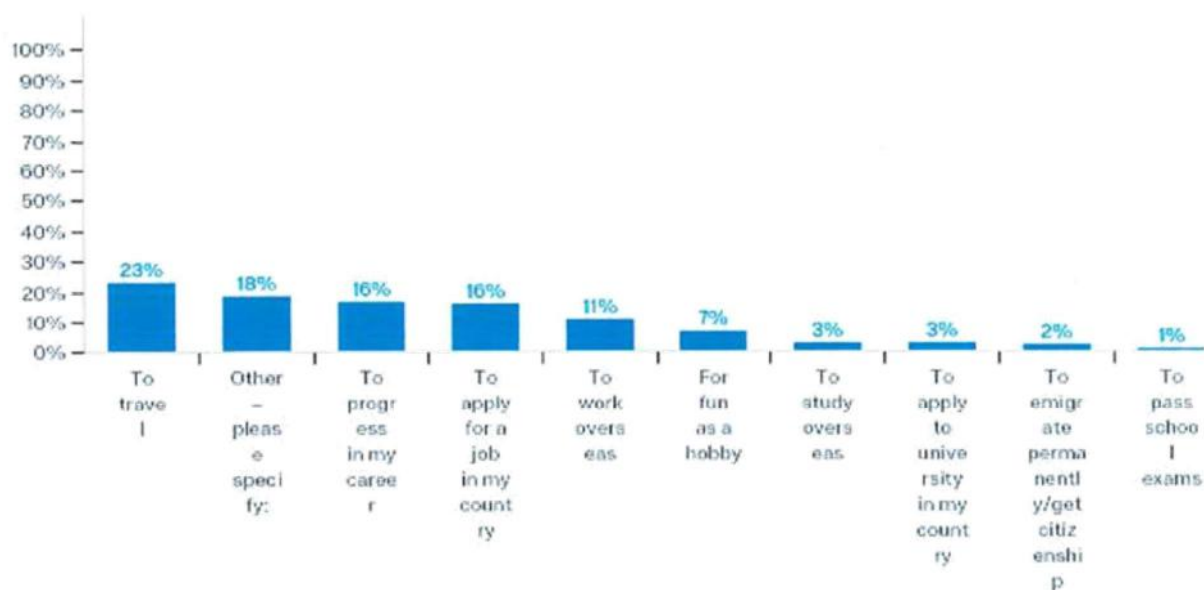
32

## Q2 - What is your profession?



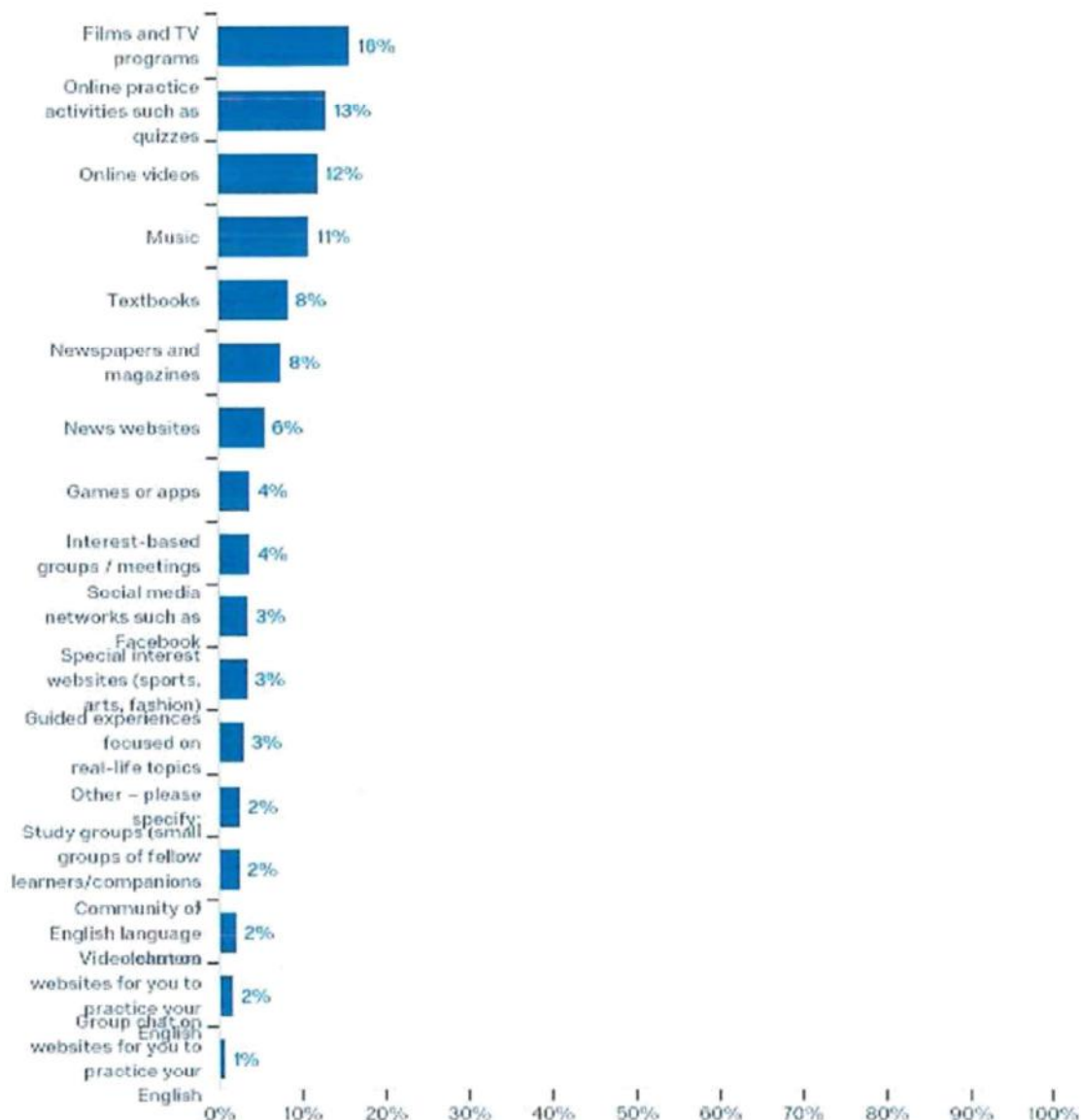
#	What is your profession?	Percentage
1	Employee	29%
2	Business owner	5%
3	Self-employed/Freelance	14%
4	Unemployed	9%
5	Retired	9%
6	Student	16%
7	Full-time home maker	1%
8	Public servant	3%
9	Other - please specify:	14%
	Total	646

### Q3 - What is your main reason to learn English at this stage in your life?



#	What is your main reason to learn English at this stage in your life?	Percentage
1	To travel	23%
10	Other - please specify:	18%
2	To progress in my career	16%
4	To apply for a job in my country	16%
3	To work overseas	11%
9	For fun as a hobby	7%
5	To study overseas	3%
6	To apply to university in my country	3%
7	To emigrate permanently/get citizenship	2%
8	To pass school exams	1%
	Total	646

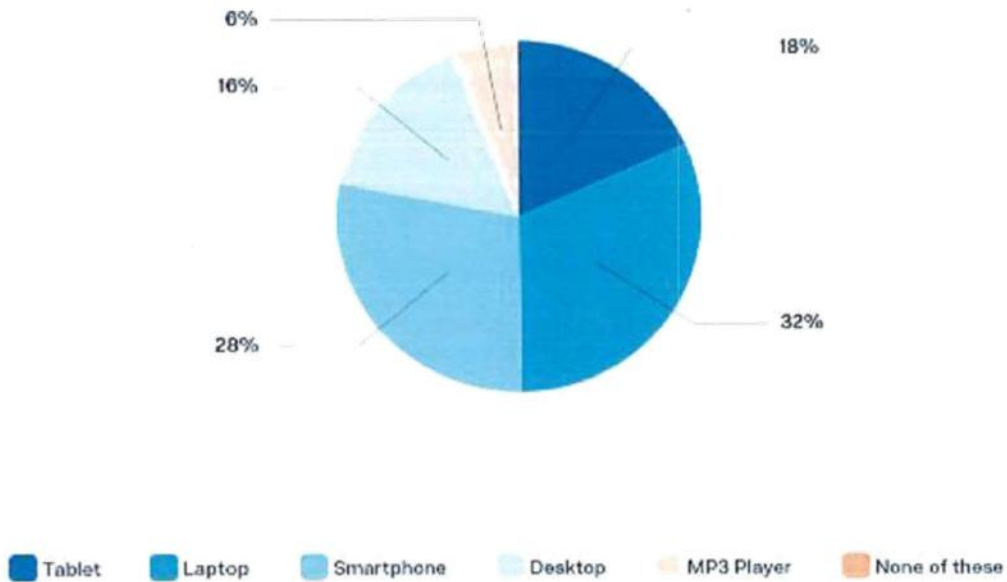
**Q4 - Which of the following method(s) do you currently use to learn English (both in the classroom and by yourself)?**



#	Which of the following method(s) do you currently use to learn English (bot...	Percentage
14	Films and TV programs	40%
13	Online practice activities such as quizzes	32%
5	Online videos	30%
15	Music	27%
12	Textbooks	21%
10	Newspapers and magazines	19%
11	News websites	14%

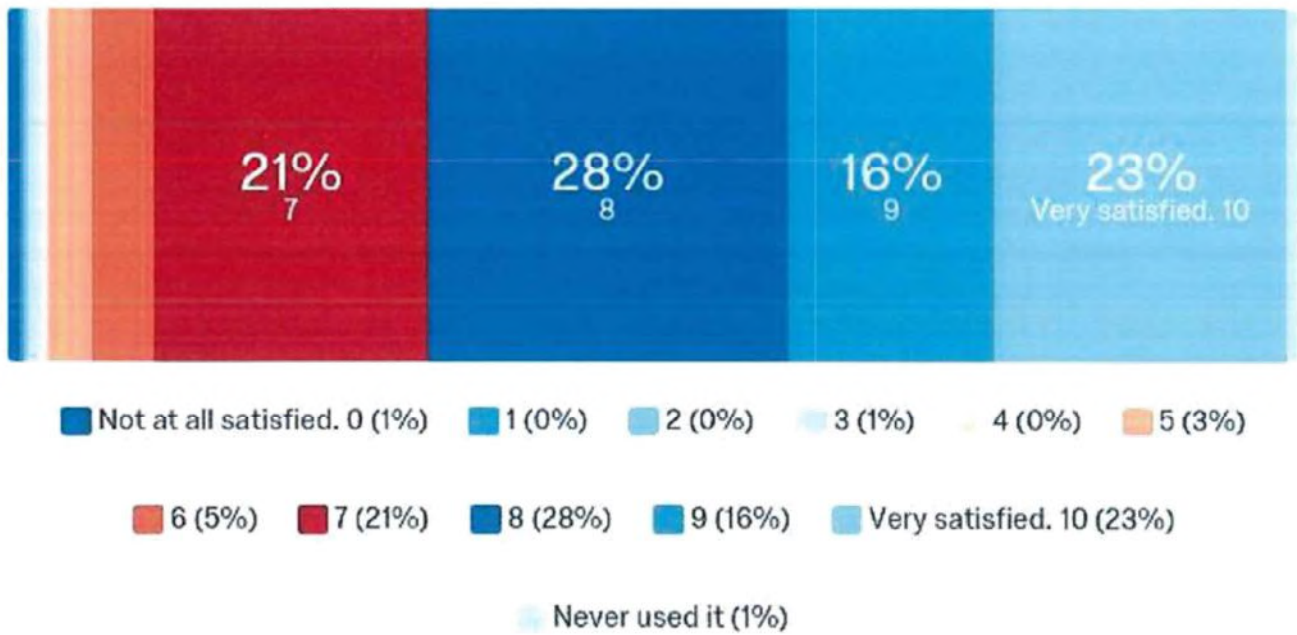
7	Interest-based groups / meetings	9%
1	Games or apps	9%
8	Social media networks such as Facebook	9%
3	Special interest websites (sports, arts, fashion)	8%
2	Guided experiences focused on real-life topics	7%
17	Other – please specify:	6%
9	Study groups (small groups of fellow learners/companions)	6%
16	Community of English language learners	5%
4	Video chat on websites for you to practice your English	4%
6	Group chat on websites for you to practice your English	2%
	Total	646

**Q5 - Which of the following technology products do you own for your personal use?**



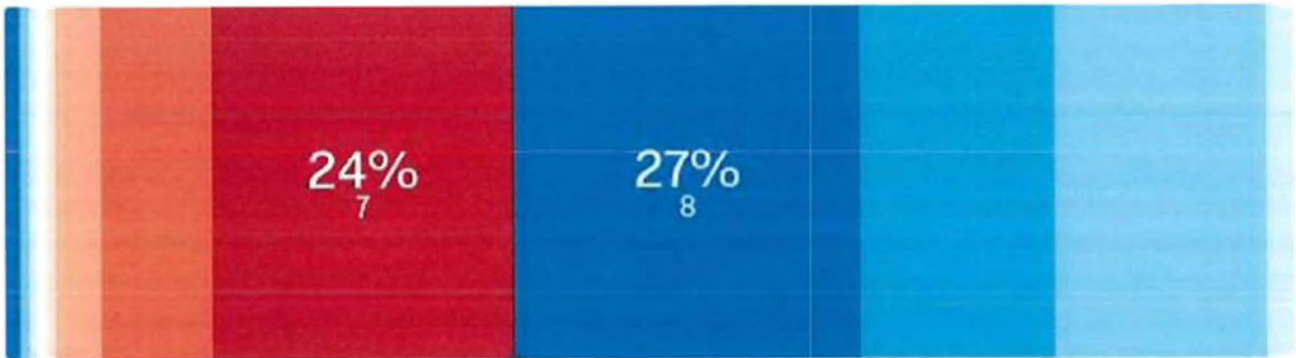
#	Which of the following technology products do you own for your personal use...	Percentage
1	Tablet	44%
2	Laptop	76%
3	Smartphone	68%
4	Desktop	39%
5	MP3 Player	14%
6	None of these	0%
	Total	645

### Q6 - Multimedia Lessons



#	Multimedia Lessons	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	0%
5	5	3%
6	6	5%
7	7	21%
8	8	28%
9	9	16%
10	Very satisfied. 10	23%
11	Never used it	1%
	<b>Total</b>	<b>615</b>

### Q7 - Student Manuals or Digital Books

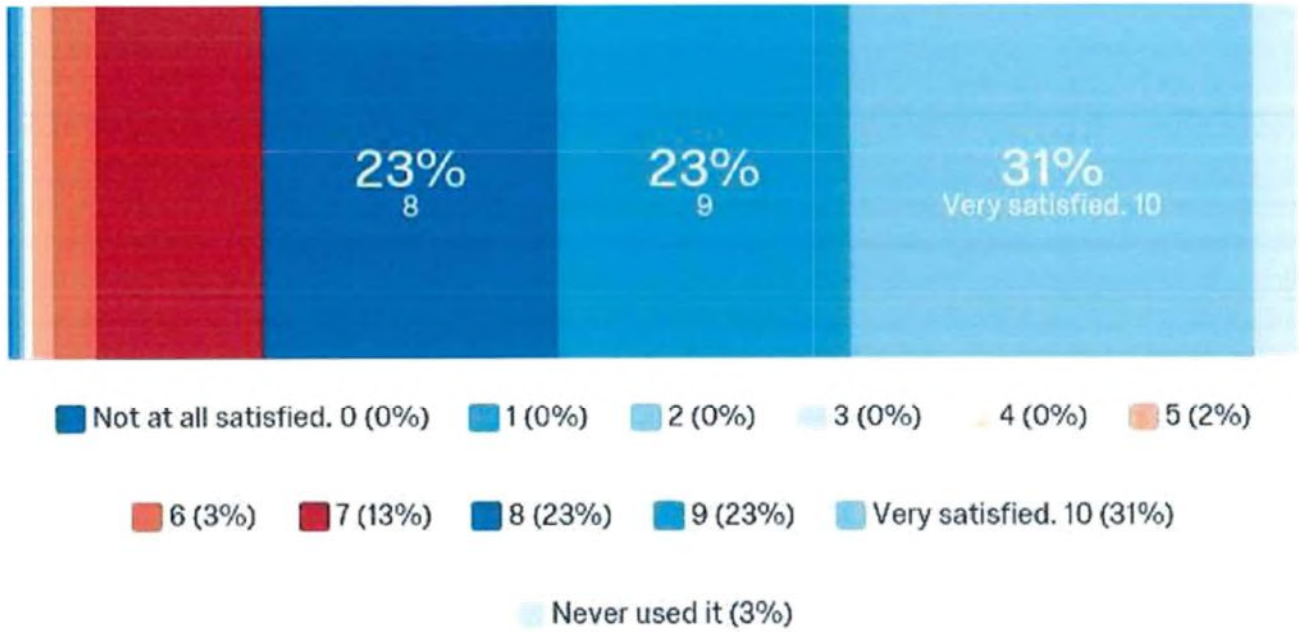


- Not at all satisfied. 0 (1%)    ■ 1 (0%)    ■ 2 (0%)    ■ 3 (1%)    ■ 4 (1%)    ■ 5 (4%)
- 6 (9%)    ■ 7 (24%)    ■ 8 (27%)    ■ 9 (15%)    ■ Very satisfied. 10 (17%)
- Never used it (2%)

#	Student Manuals or Digital Books	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	1%
5	5	4%
6	6	9%
7	7	24%
8	8	27%
9	9	15%
10	Very satisfied. 10	17%
11	Never used it	2%
	Total	615

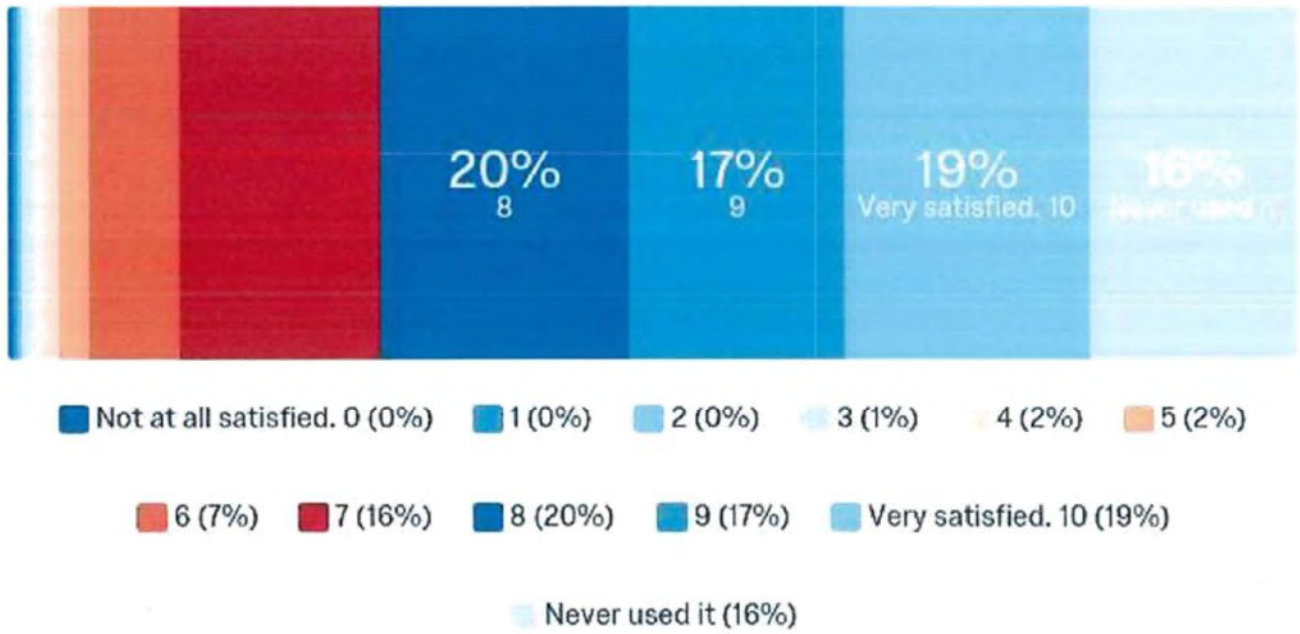


## Q8 - Encounters



#	Encounters	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	0%
4	4	0%
5	5	2%
6	6	3%
7	7	13%
8	8	23%
9	9	23%
10	Very satisfied. 10	31%
11	Never used it	3%
	Total	615

### Q9 - Complementary Classes



#	Complementary Classes	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	1%
4	4	2%
5	5	2%
6	6	7%
7	7	16%
8	8	20%
9	9	17%
10	Very satisfied. 10	19%
11	Never used it	16%
	Total	615

## Q10 - Social Clubs



■ Not at all satisfied. 0 (1%) 
 ■ 1 (0%) 
 ■ 2 (1%) 
 ■ 3 (1%) 
 ■ 4 (1%) 
 ■ 5 (3%)

■ 6 (7%) 
 ■ 7 (14%) 
 ■ 8 (15%) 
 ■ 9 (12%) 
 ■ Very satisfied. 10 (16%)

■ Never used it (30%)

#	Social Clubs	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	1%
3	3	1%
4	4	1%
5	5	3%
6	6	7%
7	7	14%
8	8	15%
9	9	12%
10	Very satisfied. 10	16%
11	Never used it	30%
	Total	615

### Q11 - The Online Community



- Not at all satisfied. 0 (2%)   ■ 1 (0%)   ■ 2 (1%)   ■ 3 (1%)   ■ 4 (0%)   ■ 5 (3%)
- 6 (6%)   ■ 7 (4%)   ■ 8 (7%)   ■ 9 (2%)   ■ Very satisfied. 10 (3%)
- Never used it (71%)

#	The Online Community	Percentage
0	Not at all satisfied. 0	2%
1	1	0%
2	2	1%
3	3	1%
4	4	0%
5	5	3%
6	6	6%
7	7	4%
8	8	7%
9	9	2%
10	Very satisfied. 10	3%
11	Never used it	71%
	<b>Total</b>	<b>615</b>

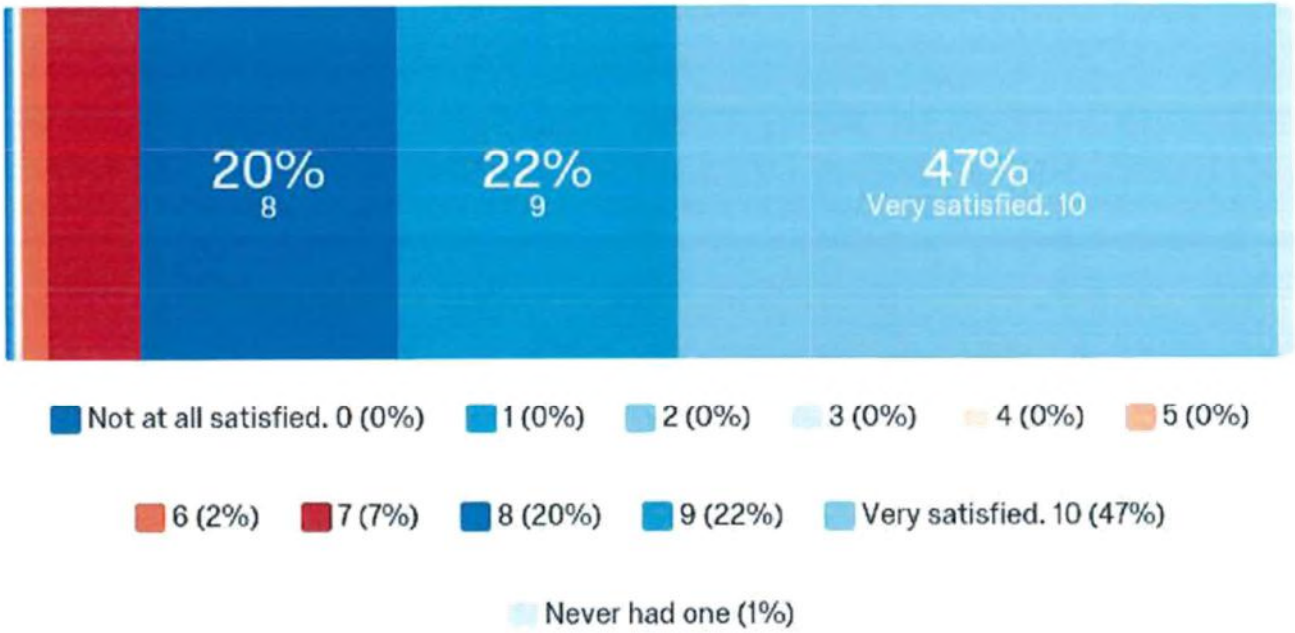
Q12 - Overall, how satisfied are you with the WSE PRODUCTS?



■ Not at all satisfied. 0 (1%)  
 ■ 1 (0%)  
 ■ 2 (0%)  
 ■ 3 (0%)  
 ■ 4 (0%)  
 ■ 5 (2%)  
■ 6 (8%)  
 ■ 7 (20%)  
 ■ 8 (29%)  
 ■ 9 (22%)  
 ■ Very satisfied. 10 (17%)

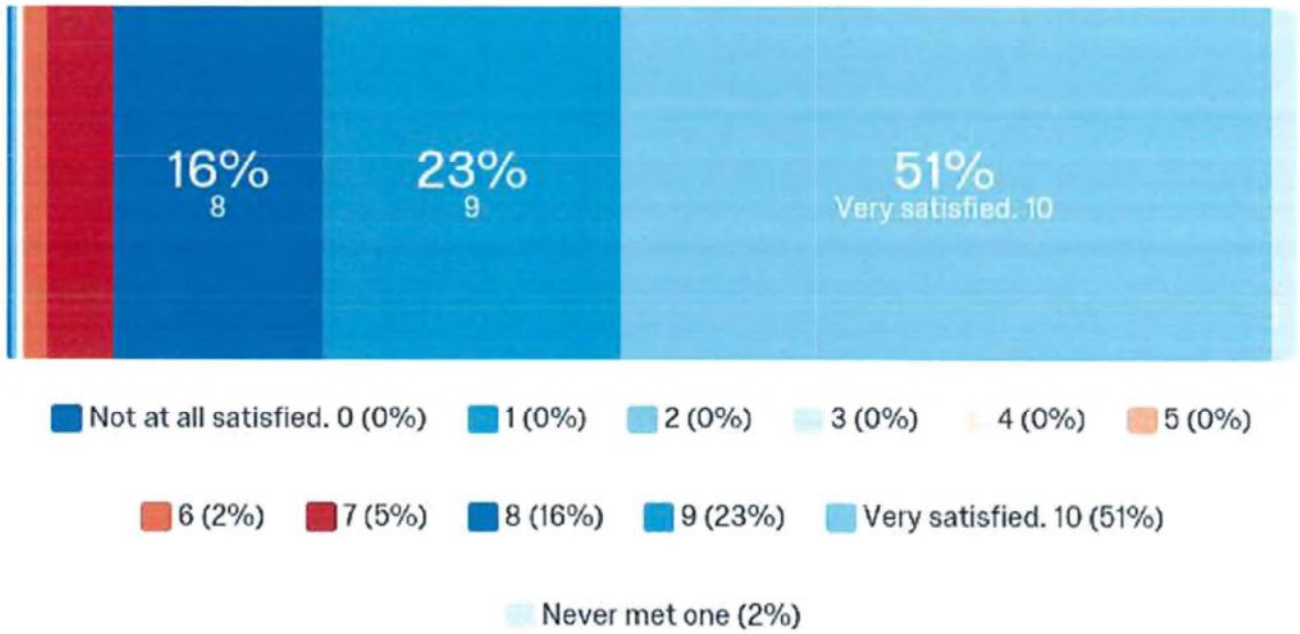
#	Overall, how satisfied are you with the WSE PRODUCTS?	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	0%
4	4	0%
5	5	2%
6	6	8%
7	7	20%
8	8	29%
9	9	22%
10	Very satisfied. 10	17%
	Total	612

### Q13 - Teachers



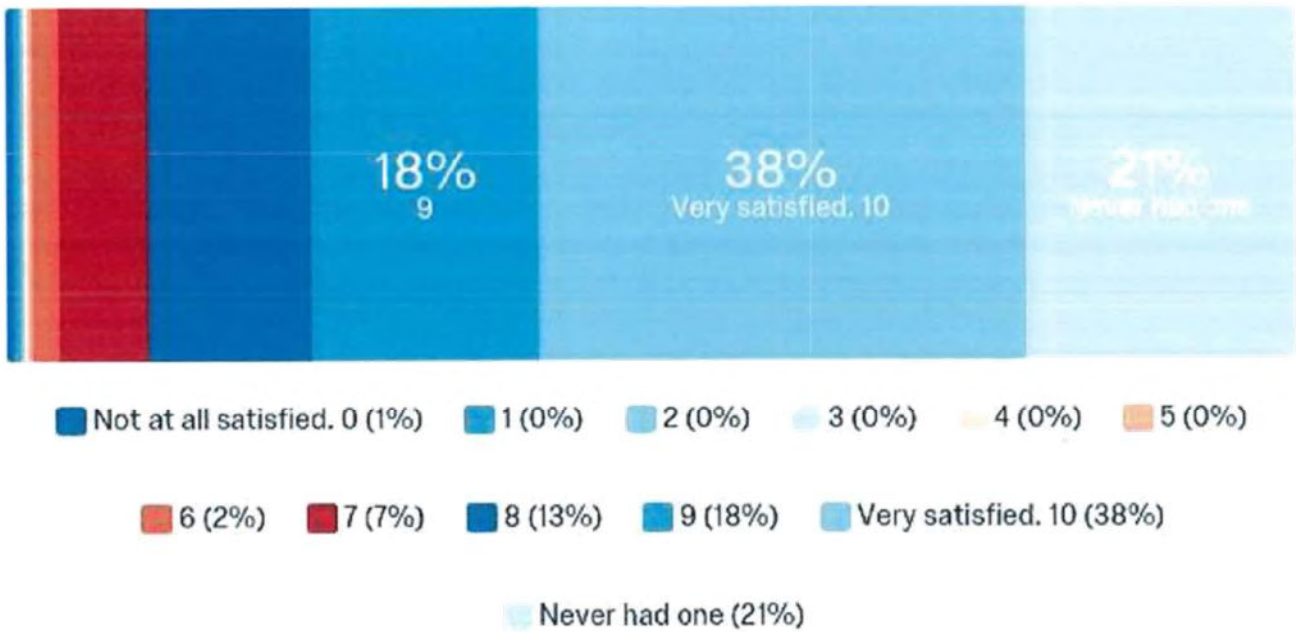
#	Teachers	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	0%
4	4	0%
5	5	0%
6	6	2%
7	7	7%
8	8	20%
9	9	22%
10	Very satisfied. 10	47%
11	Never had one	1%
	Total	590

### Q14 - Receptionists



#	Receptionists	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	0%
4	4	0%
5	5	0%
6	6	2%
7	7	5%
8	8	16%
9	9	23%
10	Very satisfied. 10	51%
11	Never met one	2%
	Total	590

### Q15 - Personal Tutors



#	Personal Tutors	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	0%
4	4	0%
5	5	0%
6	6	2%
7	7	7%
8	8	13%
9	9	18%
10	Very satisfied. 10	38%
11	Never had one	21%
	Total	590



### Q16 - Consultants



- Not at all satisfied. 0 (1%)   ■ 1 (0%)   ■ 2 (0%)   ■ 3 (0%)   ■ 4 (0%)   ■ 5 (1%)
- 6 (3%)   ■ 7 (8%)   ■ 8 (16%)   ■ 9 (17%)   ■ Very satisfied. 10 (33%)
- Never had one (21%)

#	Consultants	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	0%
4	4	0%
5	5	1%
6	6	3%
7	7	8%
8	8	16%
9	9	17%
10	Very satisfied. 10	33%
11	Never had one	21%
	<b>Total</b>	<b>590</b>

### Q17 - Service Manager



#	Service Manager	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	0%
4	4	0%
5	5	0%
6	6	2%
7	7	6%
8	8	12%
9	9	13%
10	Very satisfied. 10	27%
11	Never had one	39%
	Total	590

### Q18 - Center Director



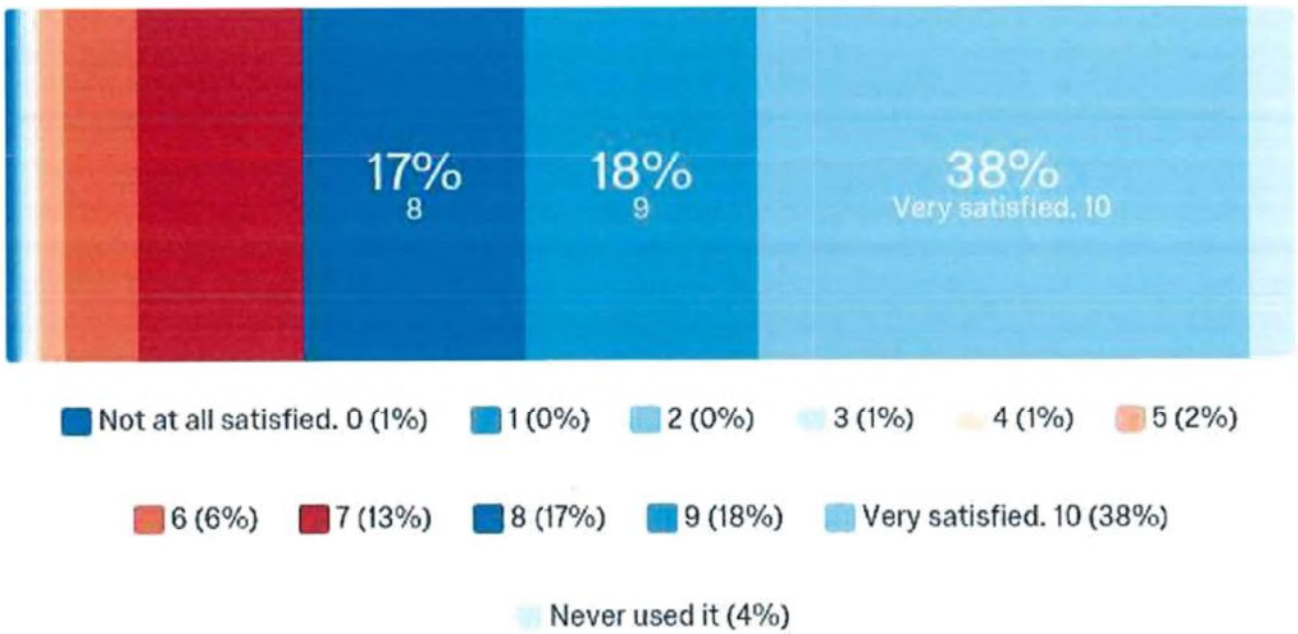
#	Center Director	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	0%
4	4	0%
5	5	1%
6	6	2%
7	7	6%
8	8	14%
9	9	15%
10	Very satisfied. 10	29%
11	Never met one	33%
	Total	590

Q19 - Overall, how satisfied are you with the STAFF?



#	Overall, how satisfied are you with the STAFF?	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	1%
4	4	0%
5	5	1%
6	6	2%
7	7	11%
8	8	21%
9	9	27%
10	Very satisfied. 10	37%
	<b>Total</b>	<b>586</b>

### Q21 - Booking an Encounter



#	Booking an Encounter	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	1%
5	5	2%
6	6	6%
7	7	13%
8	8	17%
9	9	18%
10	Very satisfied. 10	38%
11	Never used it	4%
	Total	563

Q22 - Accessing My Course



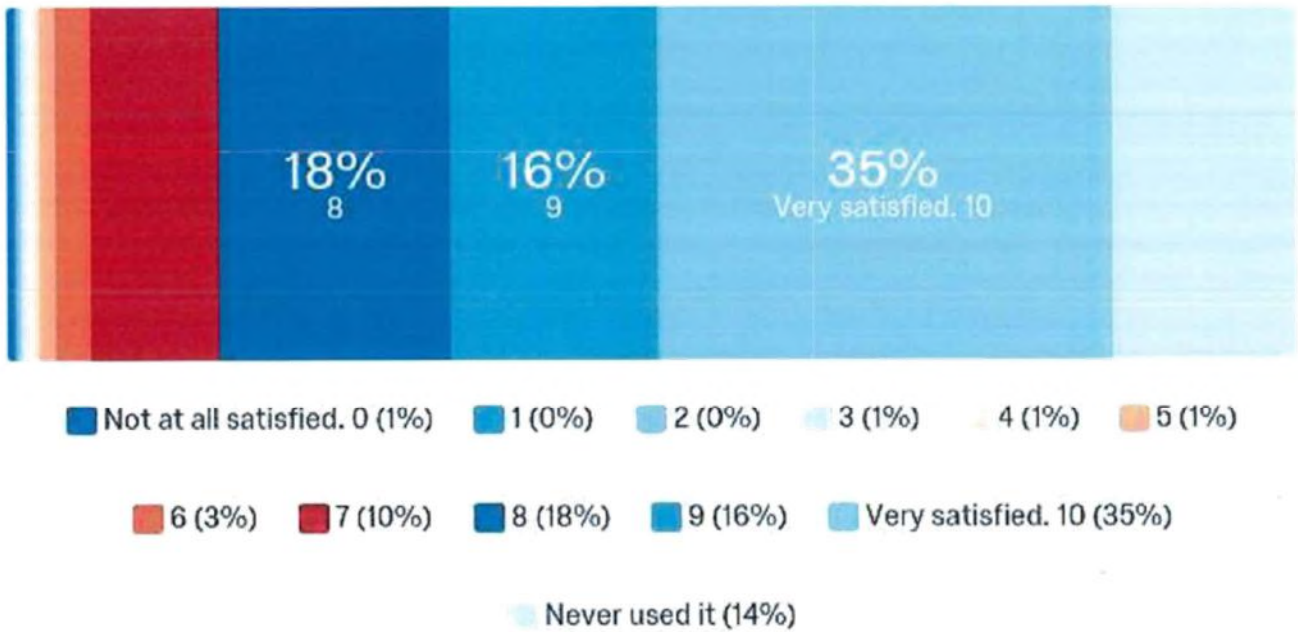
#	Accessing My Course	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	1%
5	5	1%
6	6	3%
7	7	11%
8	8	21%
9	9	22%
10	Very satisfied. 10	35%
11	Never used it	4%
	Total	563

### Q23 - Accessing the Online Community



#	Accessing the Online Community	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	0%
5	5	1%
6	6	4%
7	7	6%
8	8	8%
9	9	7%
10	Very satisfied. 10	9%
11	Never used it	64%
	Total	563

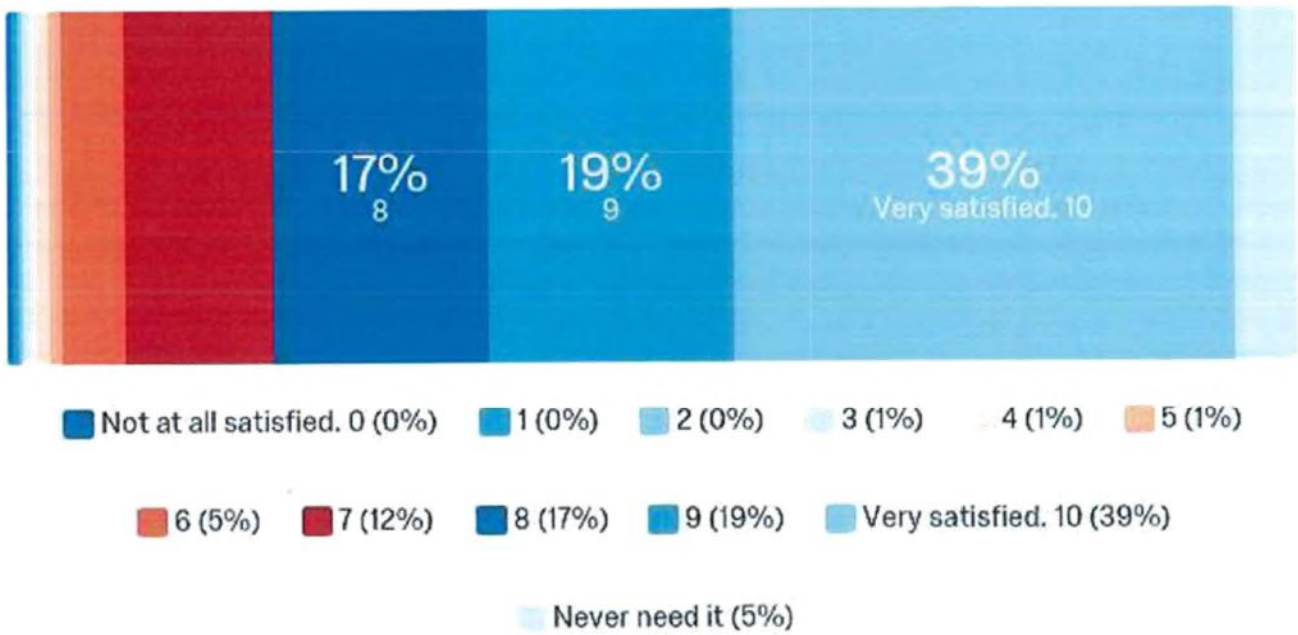
Q24 - Finding a spot available in the center to do you course



#	Finding a spot available in the center to do you course	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	1%
5	5	1%
6	6	3%
7	7	10%
8	8	18%
9	9	16%
10	Very satisfied. 10	35%
11	Never used it	14%
	Total	563

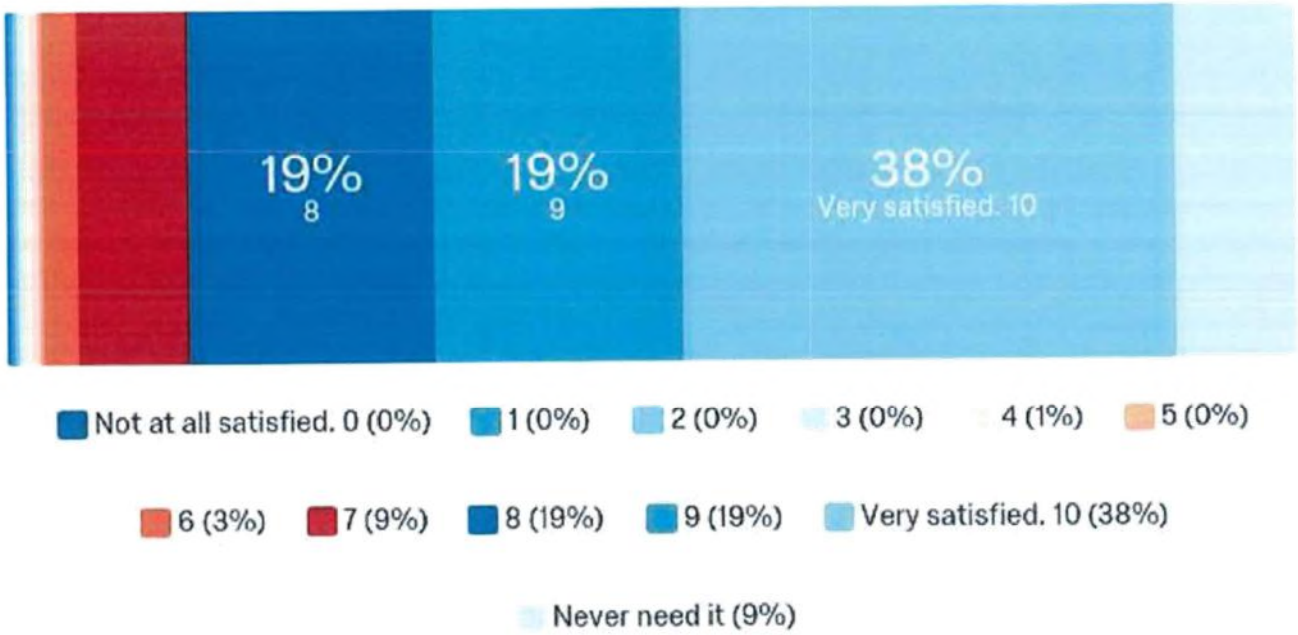


### Q25 - Flexibility of the course



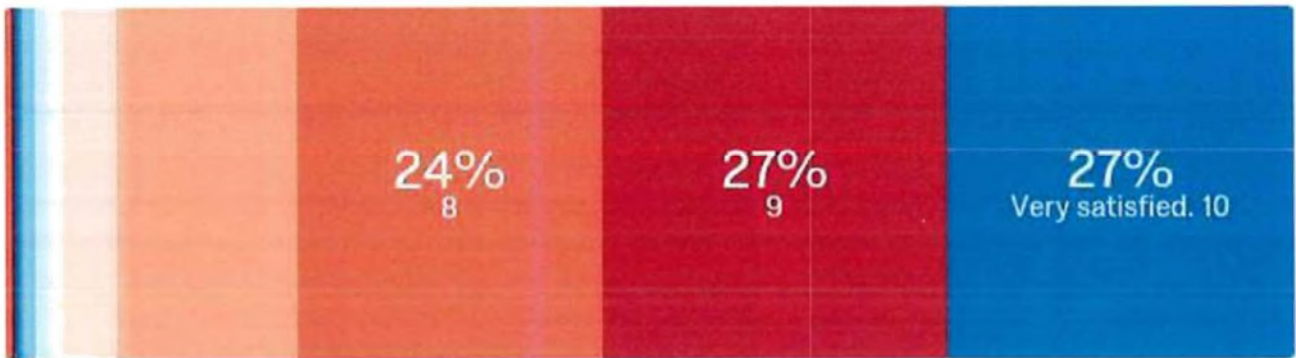
#	Flexibility of the course	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	1%
4	4	1%
5	5	1%
6	6	5%
7	7	12%
8	8	17%
9	9	19%
10	Very satisfied. 10	39%
11	Never need it	5%
	Total	563

Q26 - Get support when you need it



#	Get support when you need it	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	0%
4	4	1%
5	5	0%
6	6	3%
7	7	9%
8	8	19%
9	9	19%
10	Very satisfied. 10	38%
11	Never need it	9%
	Total	563

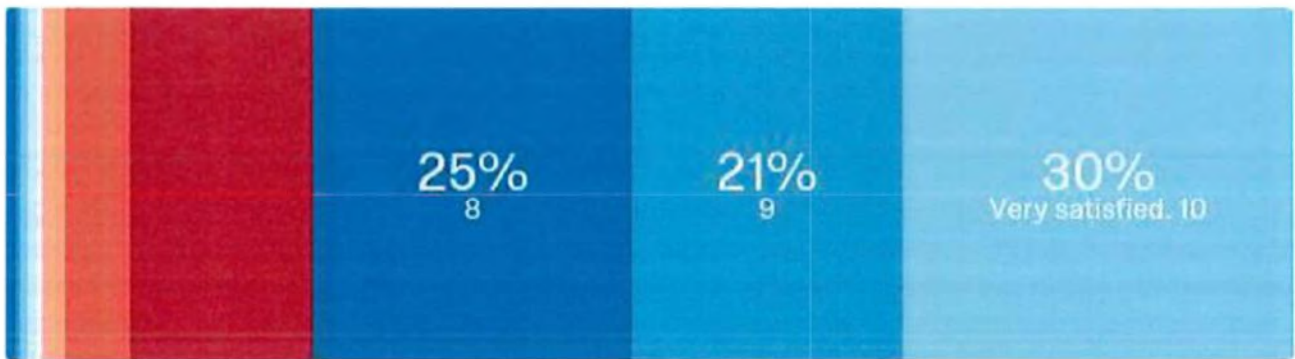
Q27 - Overall, how satisfied are you with the ACCESSIBILITY to products and services?



■ Not at all satisfied. 0 (0%)  
 ■ 1 (0%)  
 ■ 2 (0%)  
 ■ 3 (0%)  
 ■ 4 (1%)  
 ■ 5 (2%)  
■ 6 (5%)  
 ■ 7 (14%)  
 ■ 8 (24%)  
 ■ 9 (27%)  
 ■ Very satisfied. 10 (27%)

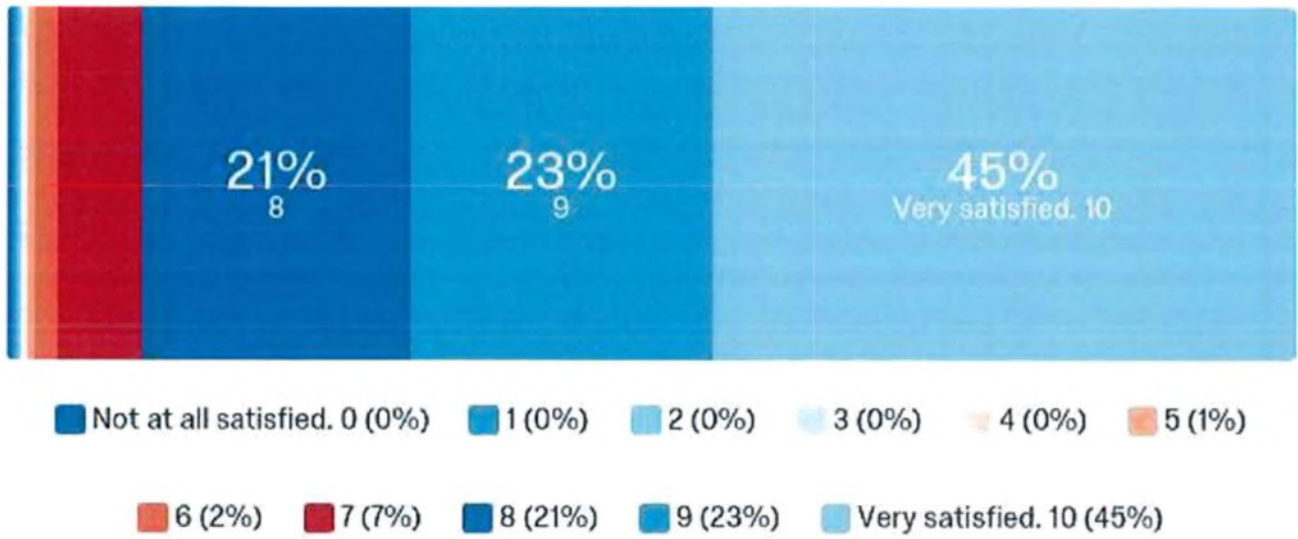
#	Overall, how satisfied are you with the ACCESSIBILITY to products and servi...	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	0%
4	4	1%
5	5	2%
6	6	5%
7	7	14%
8	8	24%
9	9	27%
10	Very satisfied. 10	27%
	Total	561

## Q28 - Feeling in an English speaking environment



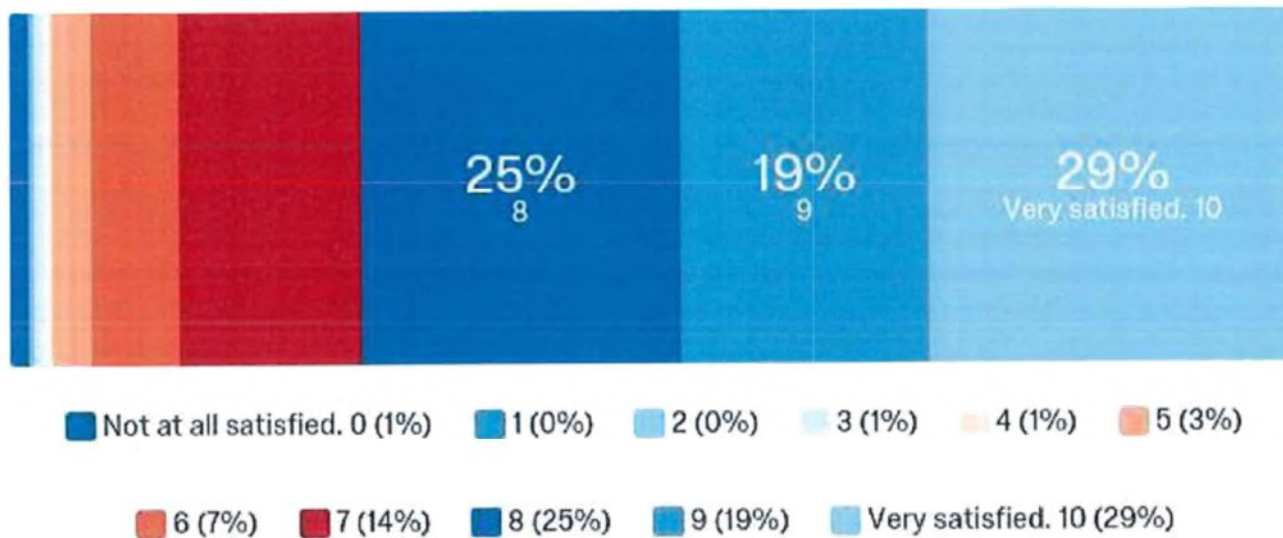
#	Feeling in an English speaking environment	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	1%
3	3	1%
4	4	0%
5	5	2%
6	6	5%
7	7	14%
8	8	25%
9	9	21%
10	Very satisfied. 10	30%
	Total	549

### Q29 - Feeling welcome



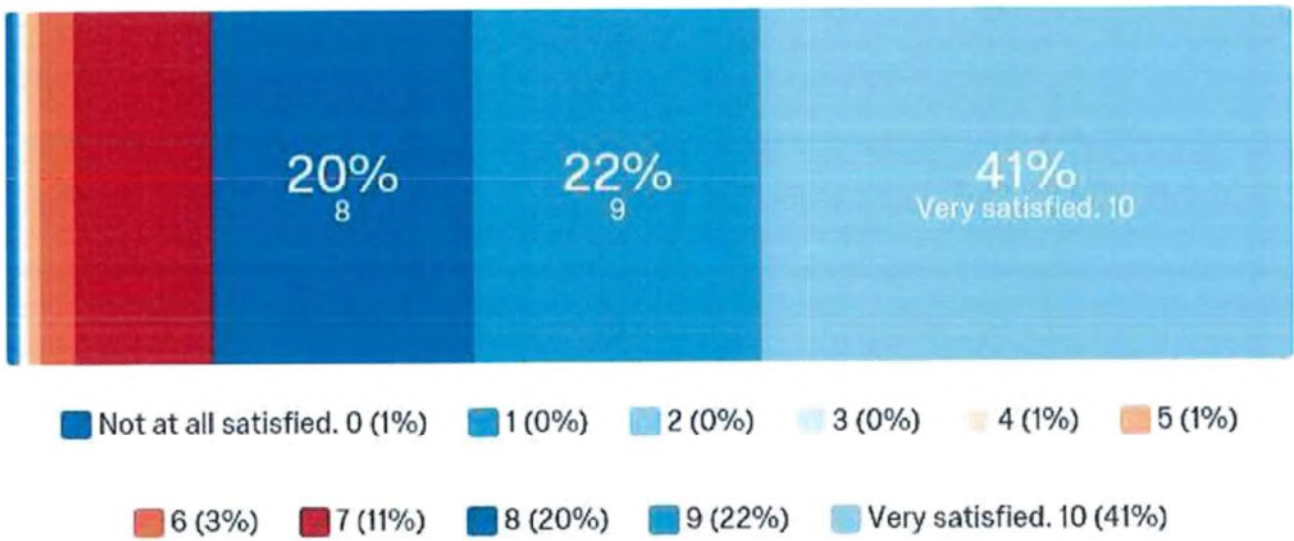
#	Feeling welcome	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	0%
4	4	0%
5	5	1%
6	6	2%
7	7	7%
8	8	21%
9	9	23%
10	Very satisfied. 10	45%
	Total	549

### Q30 - Feeling part of the WSE Community



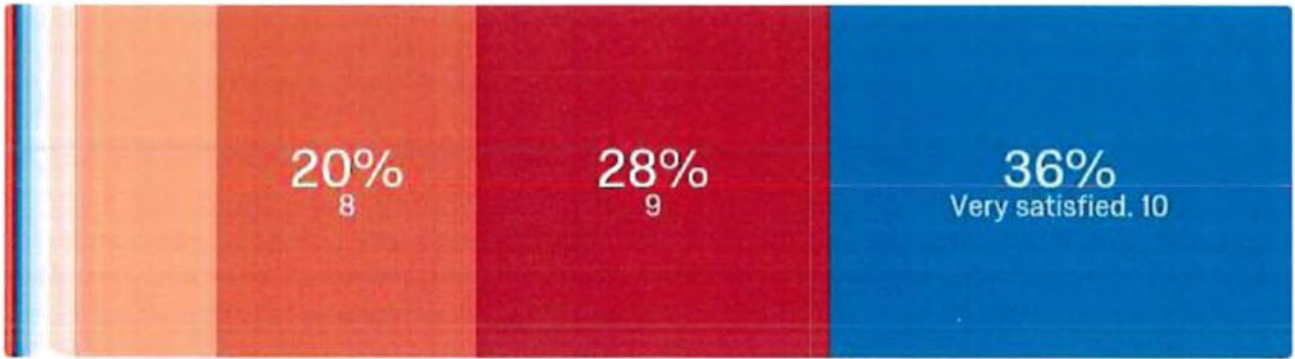
#	Feeling part of the WSE Community	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	1%
5	5	3%
6	6	7%
7	7	14%
8	8	25%
9	9	19%
10	Very satisfied. 10	29%
	Total	549

### Q31 - Support received in the center



#	Support received in the center	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	0%
4	4	1%
5	5	1%
6	6	3%
7	7	11%
8	8	20%
9	9	22%
10	Very satisfied. 10	41%
	Total	549

Q32 - Overall, how satisfied are you with the ATMOSPHERE of the center?



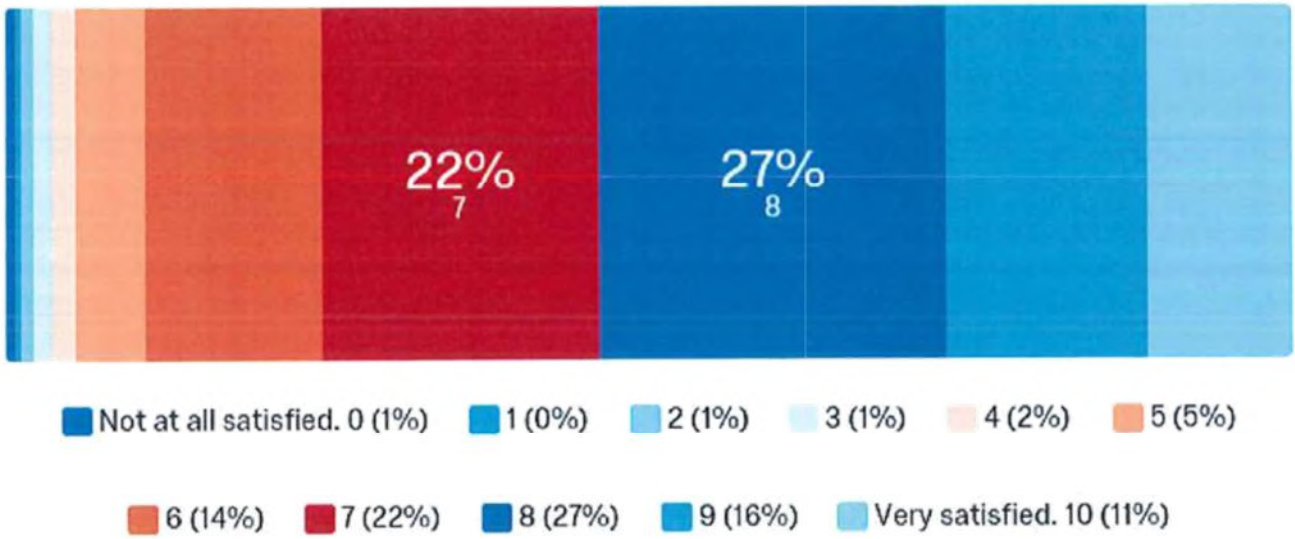
■ Not at all satisfied. 0 (1%) 
 ■ 1 (0%) 
 ■ 2 (0%) 
 ■ 3 (0%) 
 ■ 4 (1%) 
 ■ 5 (1%)

■ 6 (3%) 
 ■ 7 (11%) 
 ■ 8 (20%) 
 ■ 9 (28%) 
 ■ Very satisfied. 10 (36%)

#	Overall, how satisfied are you with the ATMOSPHERE of the center?	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	0%
4	4	1%
5	5	1%
6	6	3%
7	7	11%
8	8	20%
9	9	28%
10	Very satisfied. 10	36%
	<b>Total</b>	<b>545</b>

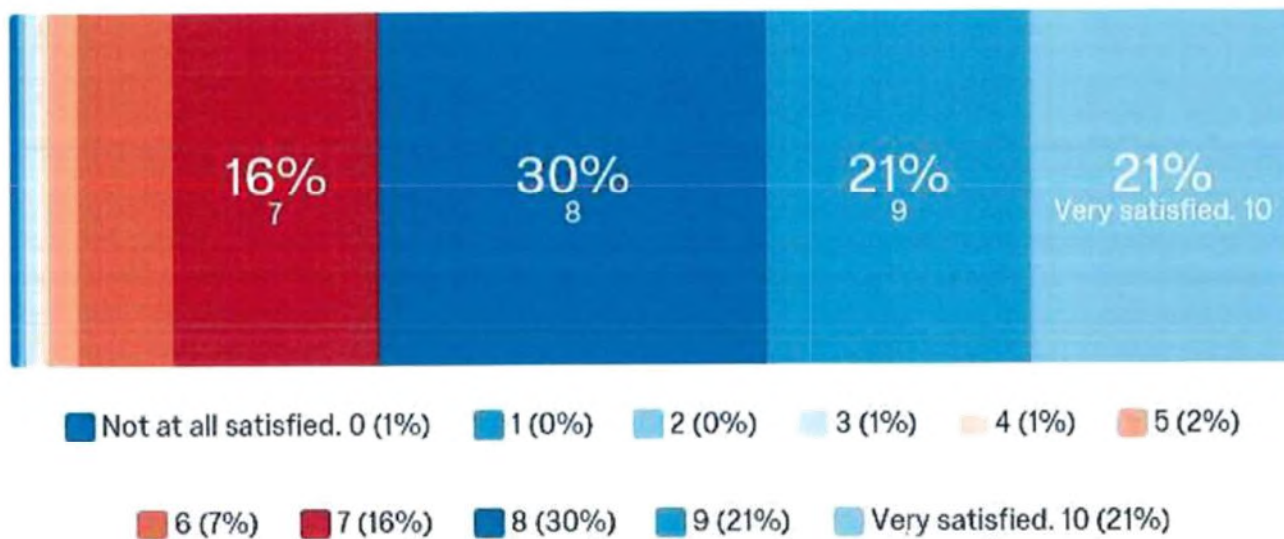


### Q33 - Value for money



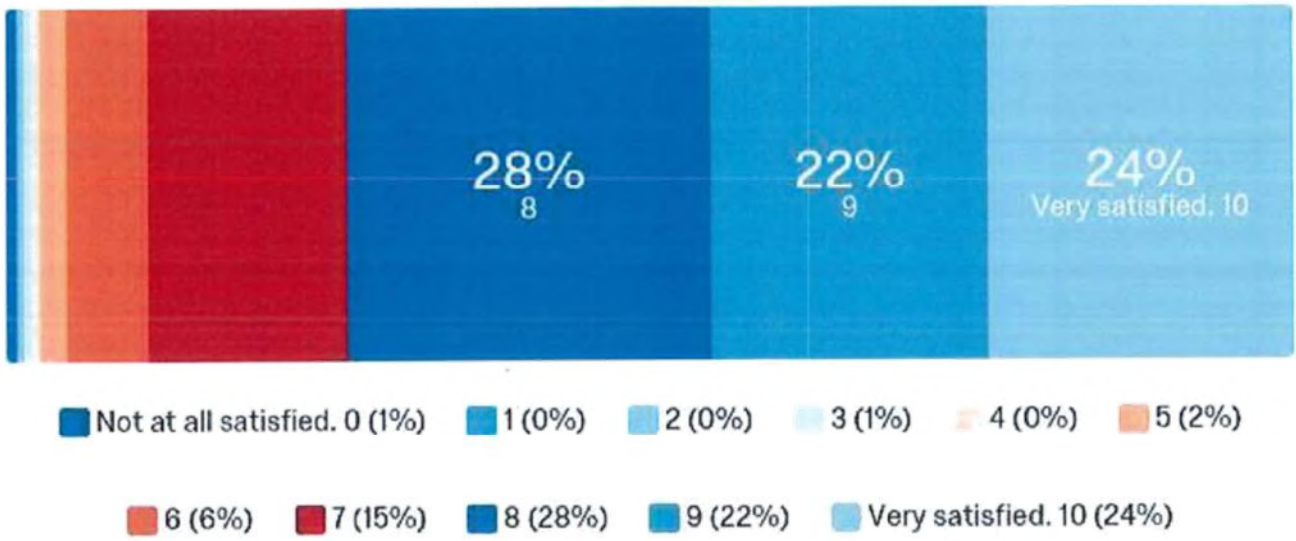
#	Value for money	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	1%
3	3	1%
4	4	2%
5	5	5%
6	6	14%
7	7	22%
8	8	27%
9	9	16%
10	Very satisfied. 10	11%
	Total	537

Q34 - How interesting is the content of the course



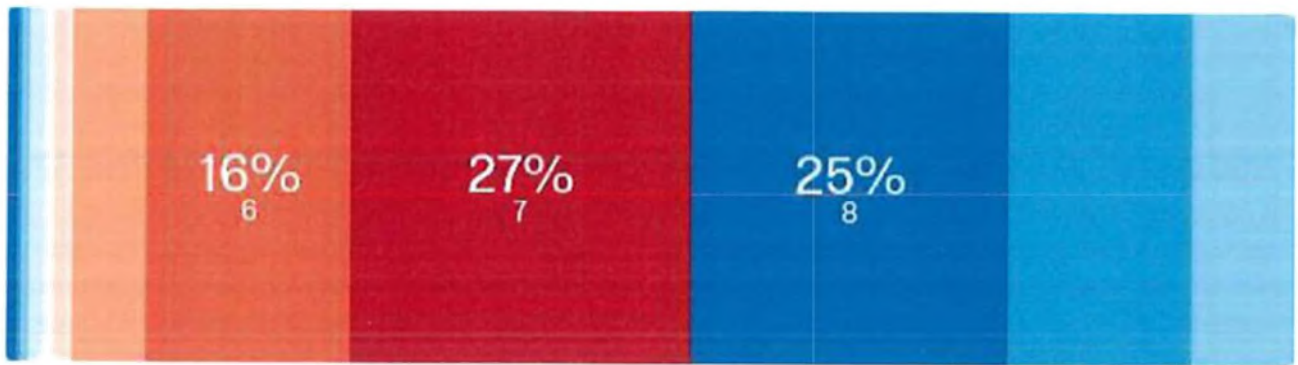
#	How interesting is the content of the course	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	1%
5	5	2%
6	6	7%
7	7	16%
8	8	30%
9	9	21%
10	Very satisfied. 10	21%
	Total	540

Q35 - Relevance to real life



#	Relevance to real life	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	0%
5	5	2%
6	6	6%
7	7	15%
8	8	28%
9	9	22%
10	Very satisfied. 10	24%
	Total	539

### Q36 - How quickly you are progressing

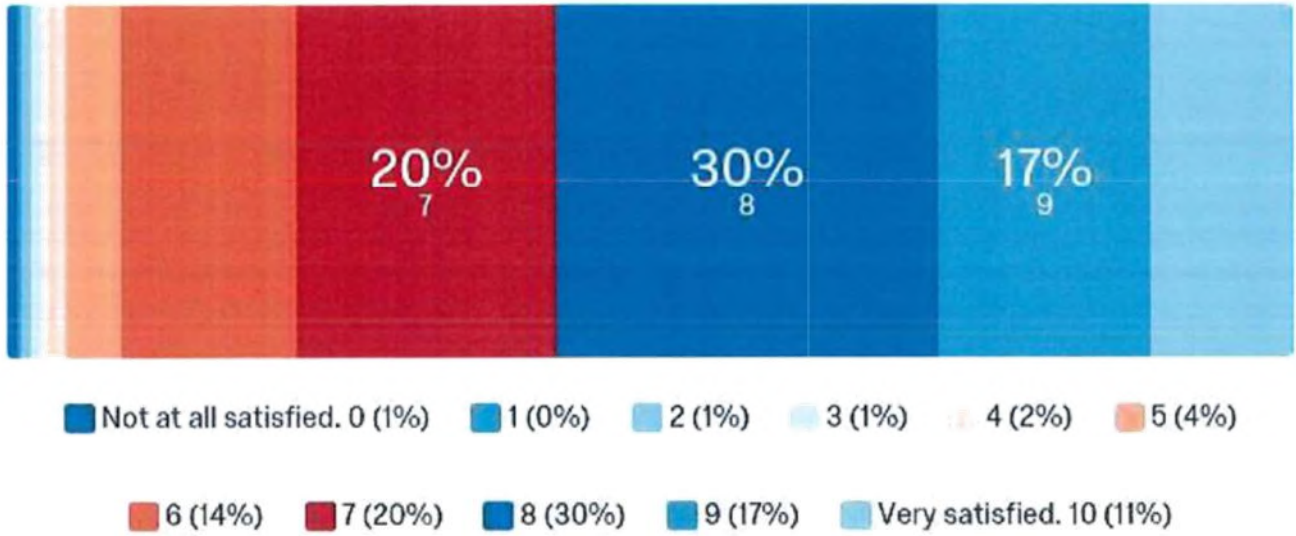


■ Not at all satisfied. 0 (1%) 
 ■ 1 (0%) 
 ■ 2 (1%) 
 ■ 3 (1%) 
 ■ 4 (2%) 
 ■ 5 (6%)

■ 6 (16%) 
 ■ 7 (27%) 
 ■ 8 (25%) 
 ■ 9 (14%) 
 ■ Very satisfied. 10 (8%)

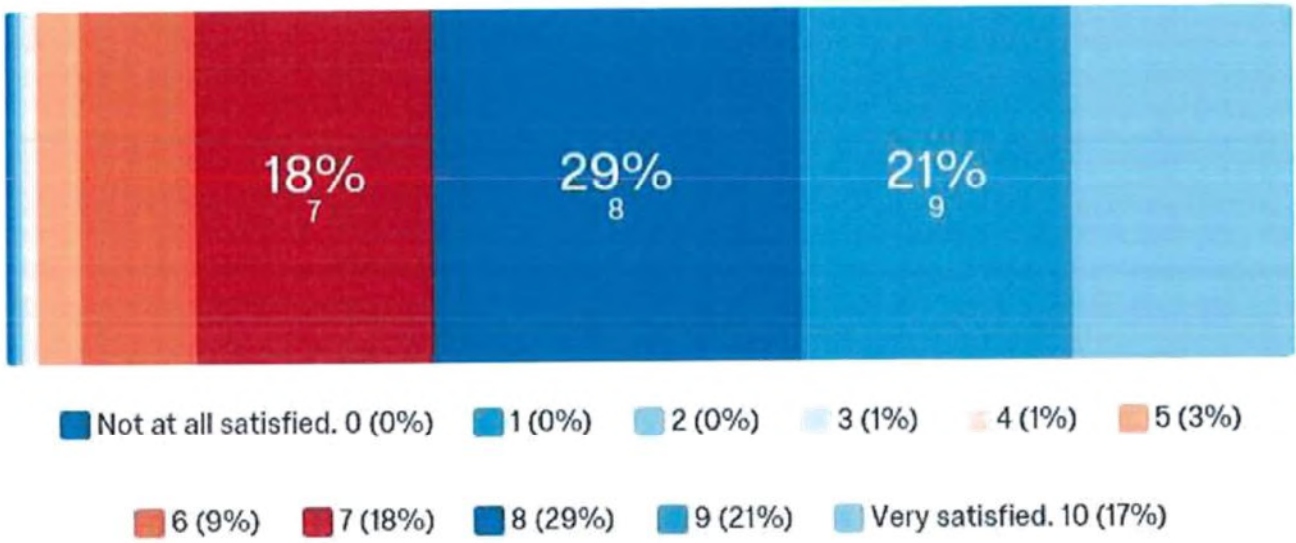
#	How quickly you are progressing	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	1%
3	3	1%
4	4	2%
5	5	6%
6	6	16%
7	7	27%
8	8	25%
9	9	14%
10	Very satisfied. 10	8%
	Total	539

### Q37 - Relevance to your specific learning objectives



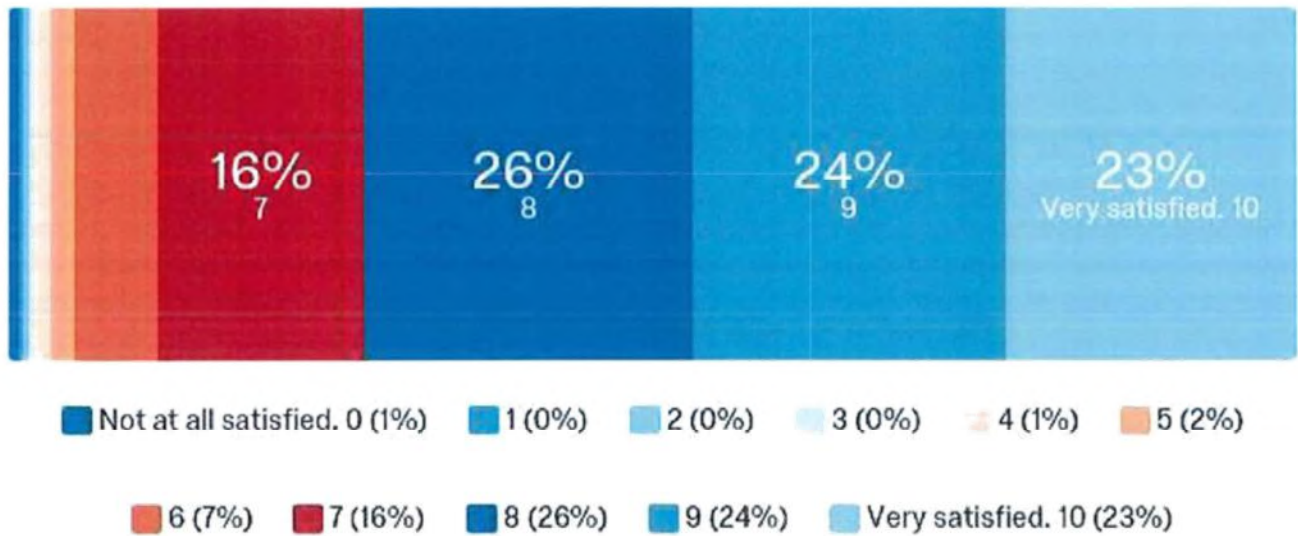
#	Relevance to your specific learning objectives	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	1%
3	3	1%
4	4	2%
5	5	4%
6	6	14%
7	7	20%
8	8	30%
9	9	17%
10	Very satisfied. 10	11%
	Total	537

Q38 - Consistency with global standard in English education and certifications



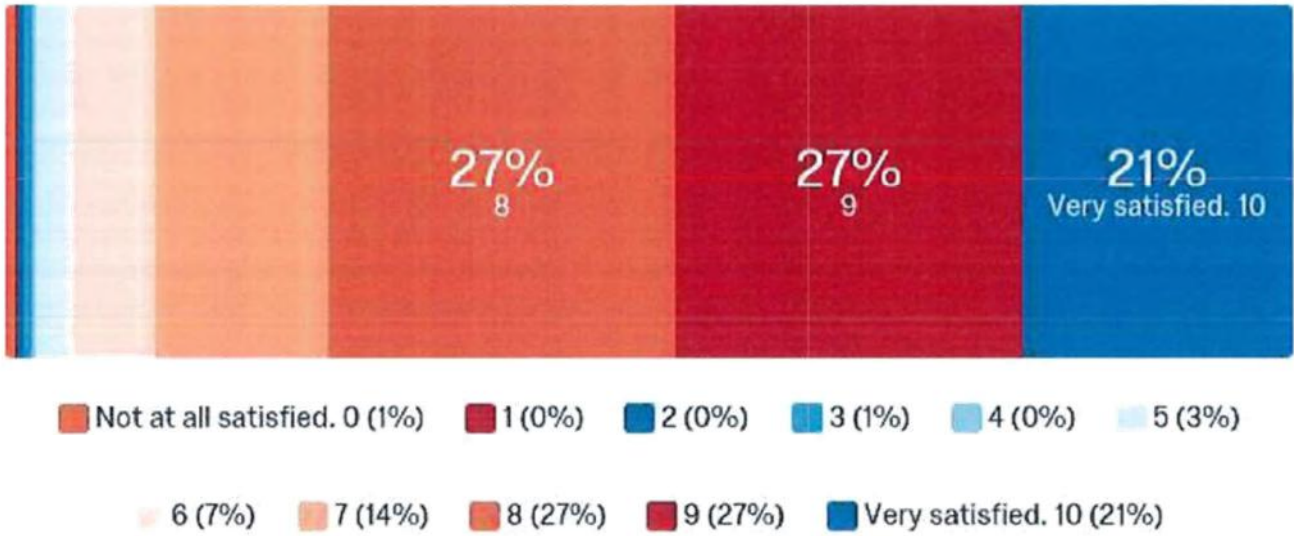
#	Consistency with global standard in English education and certifications	Percentage
0	Not at all satisfied. 0	0%
1	1	0%
2	2	0%
3	3	1%
4	4	1%
5	5	3%
6	6	9%
7	7	18%
8	8	29%
9	9	21%
10	Very satisfied. 10	17%
	Total	504

### Q39 - Teaching method



#	Teaching method	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	0%
4	4	1%
5	5	2%
6	6	7%
7	7	16%
8	8	26%
9	9	24%
10	Very satisfied. 10	23%
	Total	535

Q40 - Overall, how satisfied are you with the EFFECTIVENESS of the center?



#	Overall, how satisfied are you with the EFFECTIVENESS of the center?	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	0%
3	3	1%
4	4	0%
5	5	3%
6	6	7%
7	7	14%
8	8	27%
9	9	27%
10	Very satisfied. 10	21%
	Total	538



Q41 - Thinking about all the aspects you evaluated before, how satisfied are you overall with your experience at WSE?

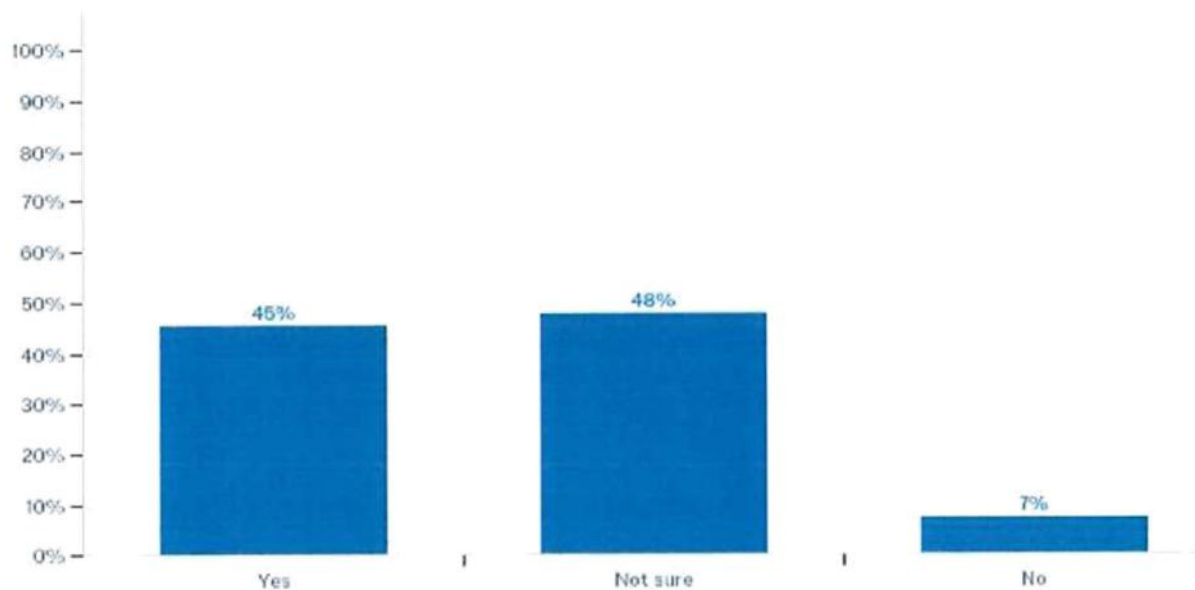


■ Not at all satisfied. 0 (1%) 
 ■ 1 (0%) 
 ■ 2 (1%) 
 ■ 3 (1%) 
 ■ 4 (0%) 
 ■ 5 (1%)

■ 6 (7%) 
 ■ 7 (16%) 
 ■ 8 (25%) 
 ■ 9 (28%) 
 ■ 10 (21%)

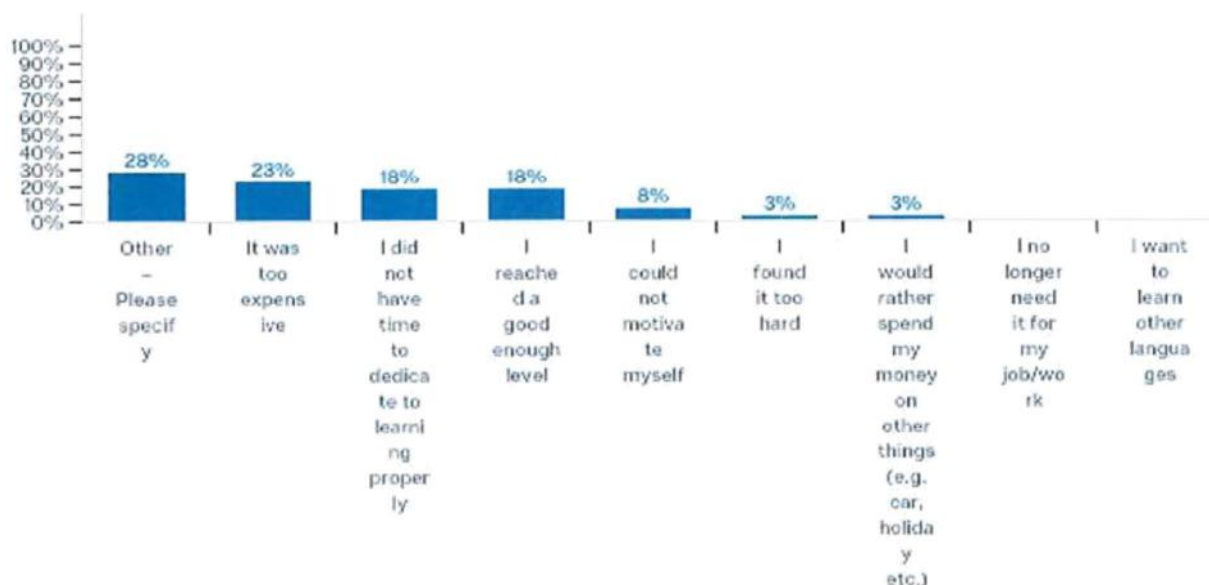
#	Thinking about all the aspects you evaluated before, how satisfied are you...	Percentage
0	Not at all satisfied. 0	1%
1	1	0%
2	2	1%
3	3	1%
4	4	0%
5	5	1%
6	6	7%
7	7	16%
8	8	25%
9	9	28%
10	10	21%
	Total	538

**Q42 - At the end of your contract, will you renew with Wall Street English?**



#	At the end of your contract, will you renew with Wall Street English?	Percentage
1	Yes	45%
2	Not sure	48%
3	No	7%
	Total	541

### Q43 - We are sorry to hear it. Please tell us why:



#	We are sorry to hear it. Please tell us why:	Percentage
9	Other - Please specify	28%
6	It was too expensive	23%
2	I did not have time to dedicate to learning properly	18%
4	I reached a good enough level	18%
8	I could not motivate myself	8%
5	I found it too hard	3%
7	I would rather spend my money on other things (e.g. car, holiday etc.)	3%
1	I no longer need it for my job/work	0%
3	I want to learn other languages	0%
	<b>Total</b>	<b>39</b>

### Q43\_9\_TEXT - Other - Please specify

#### Other - Please specify

I will not be in Rome from the very end of this course

perchè non è possibile che ci sia solo una lezione a settimana da prenotare ed in un mese cancellate tutte e 4 con la scusa che tutti erano in ferie.

Il metodo di insegnamento non fa per me

Ho finito il corso

lezioni lente e noiose

costoso ed inutile

non ho imparato molte cose di quante ne sapevo già prima di iniziare il corso. a mio parere le lezioni fatte da solo al pc sono molto semplici.

Prendo una pausa

Il corso online è lunghissimo. Personalmente passo 3 pause pranzo su 5 a fare gli esercizi. I tempi indicati non sono corretti. Non si può salvare. Credo che nessuna persona con un lavoro ed un minimo di impegni personali possa stare dietro ad un corso del genere che comunque non contribuisce ai miglioramenti. Quel che imparo lo imparo in classe.

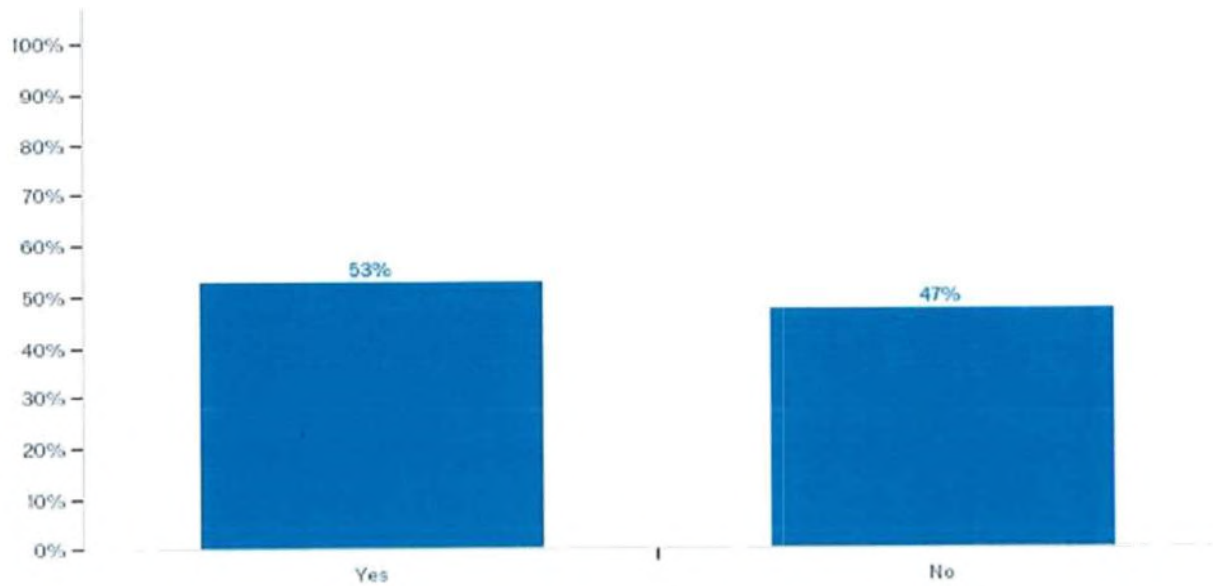
I'll get the last level

il metodo di apprendimento non è adeguatamente efficace nè efficiente

**Q44 - Do you see Wall Street English as**

#	Question	Never	Sometimes	Almost always	Always	Total
3	Responsible	2%	8%	38%	51%	518
5	Nurturing	2%	10%	44%	45%	518
4	Personal	12%	23%	34%	31%	518
2	Innovators	4%	18%	47%	30%	518
6	Inspiring	4%	26%	42%	29%	518
1	Leaders	6%	24%	46%	25%	518

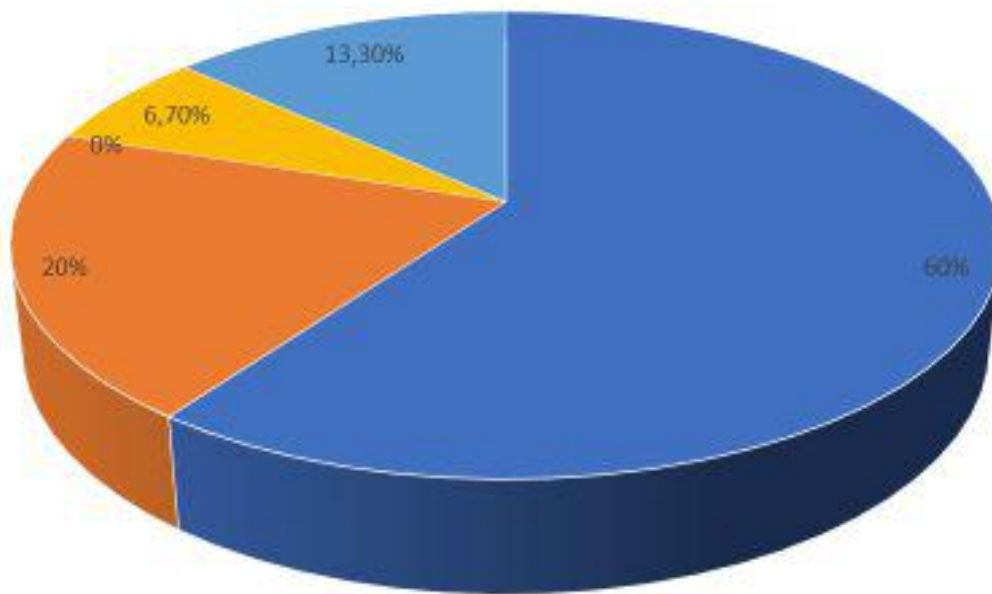
**Q46 - We may want to follow-up with you to discuss your answers in more details; are you happy for us to do so?**



#	We may want to follow-up with you to discuss your answers in more details;...	Percentage
1	Yes	53%
3	No	47%
	Total	518

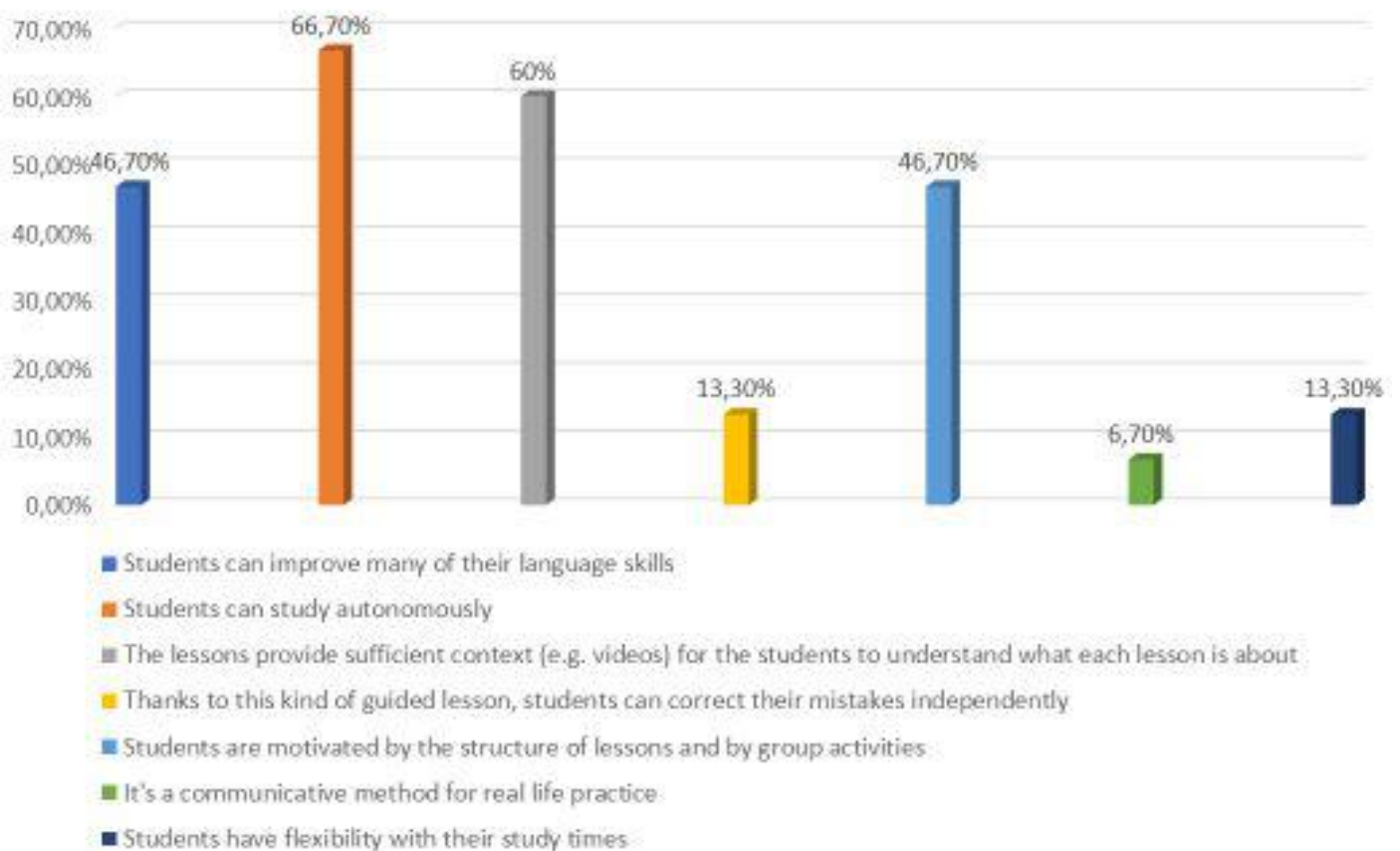
#### Attachment 4: Teachers Questionnaire

What do you think about this method?



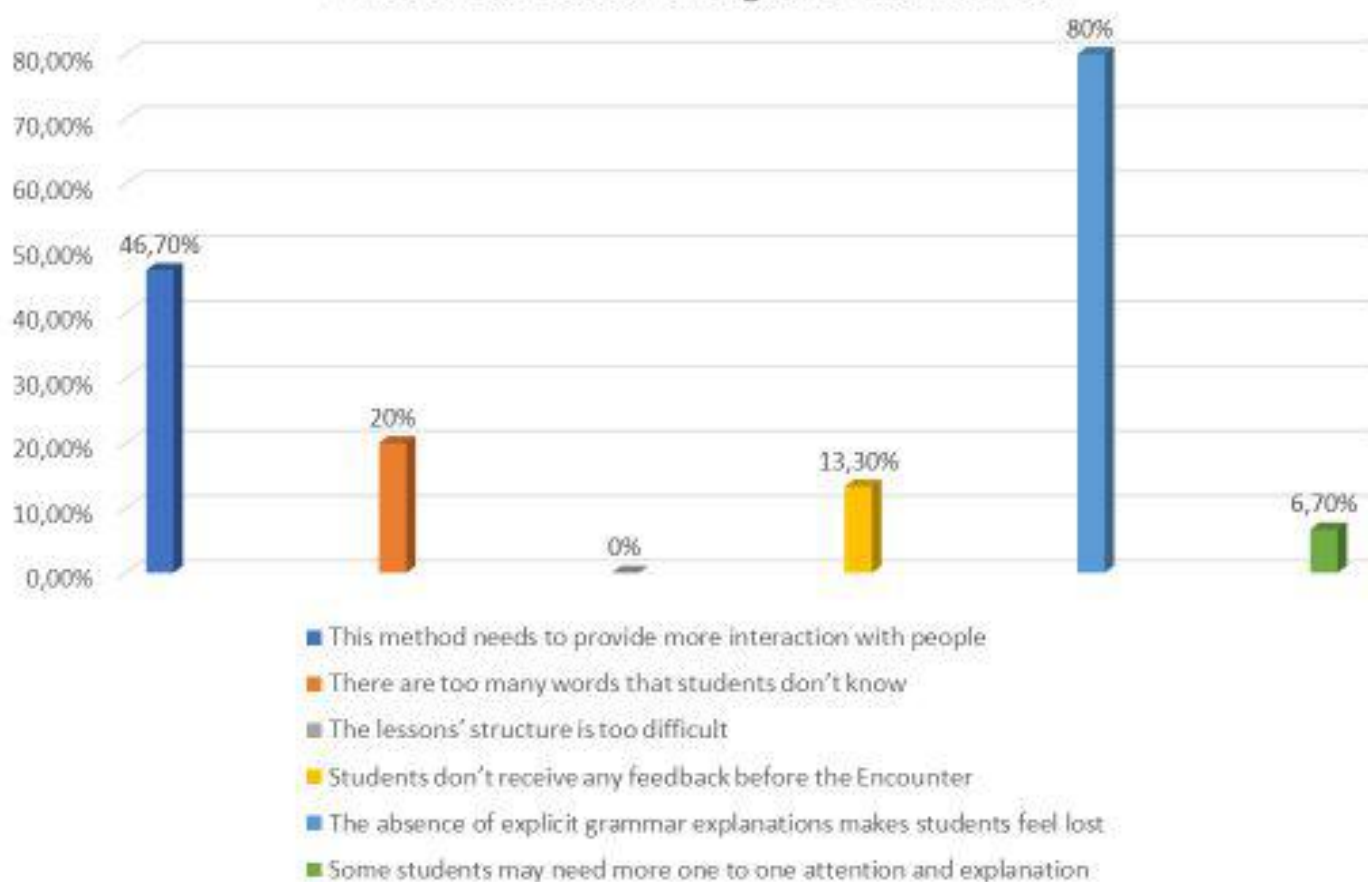
- It works, students can learn a lot
- I like this method, but I don't think it works so much
- I don't like this method, students aren't improving their English
- I don't like this method. However, students are improving their English
- It works. However it depends on every individual person and their ability to memorize

### What are the advantages of this method?

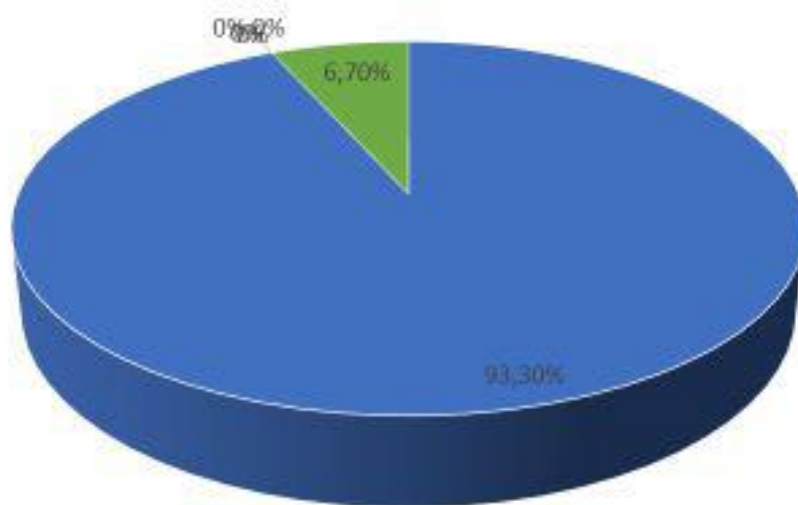




### What are the disadvantages of this method?

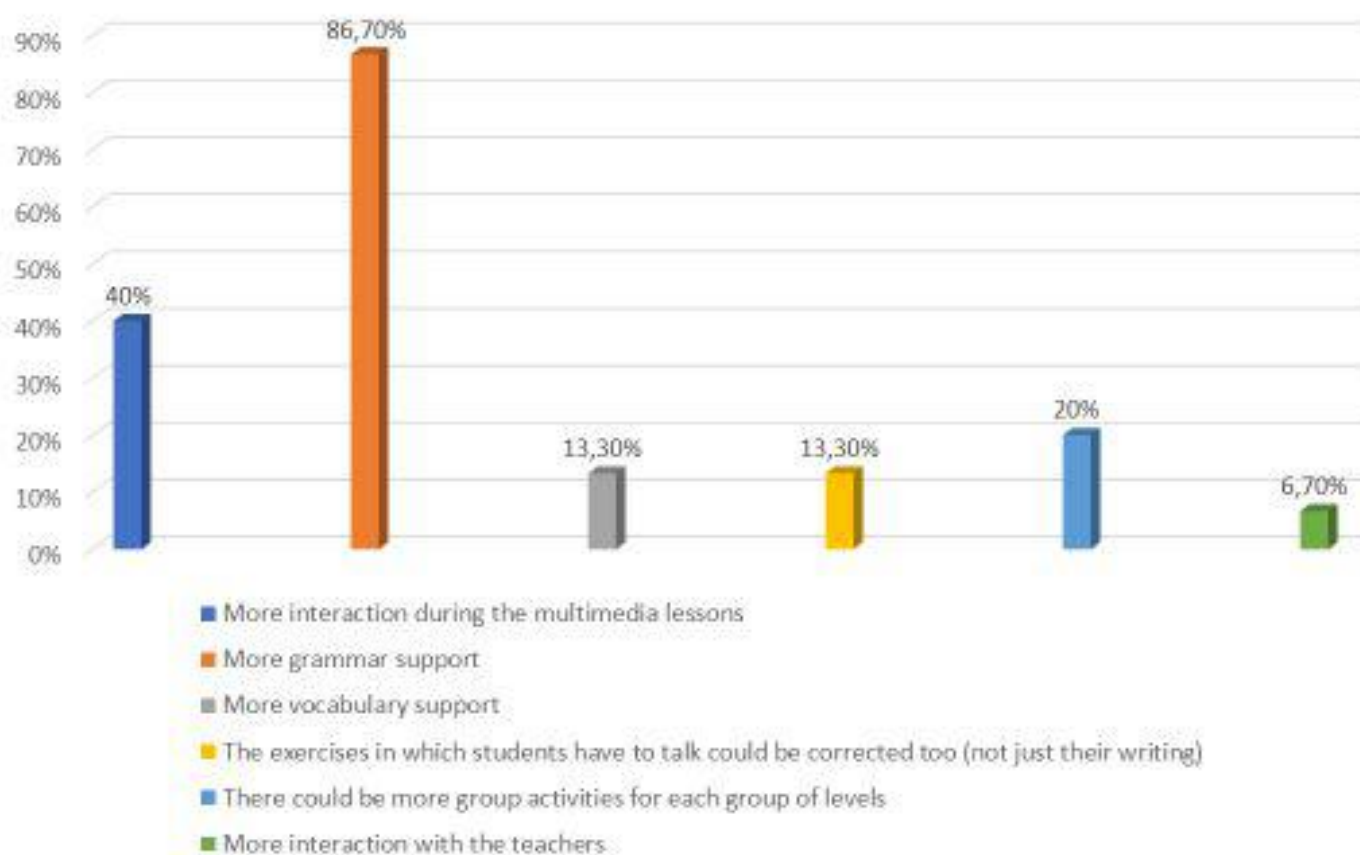


### Is the location ideal?

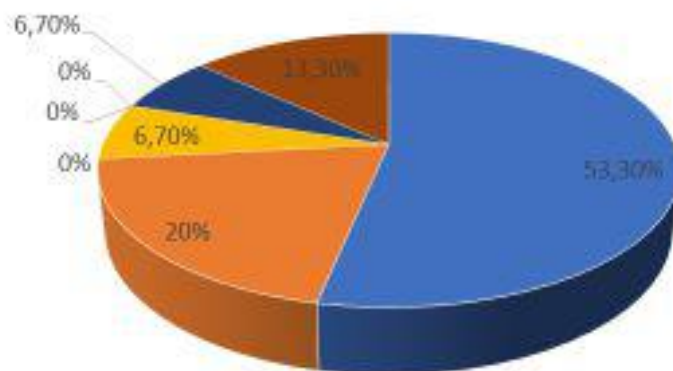


- Students are relaxed, because the school is a friendly place
- At school, students are always nervous
- Students are calm, but many of them don't want to speak English with other students, teachers or Personal Tutors
- They are absolutely relaxed, and they always try to speak English with everybody, even if they make many mistakes
- Students always feel under pressure/scrutiny when they speak English with teachers or Personal Tutors
- Not everyone likes to speak in front of other people. It always depends on the person

### How can the method be improved?

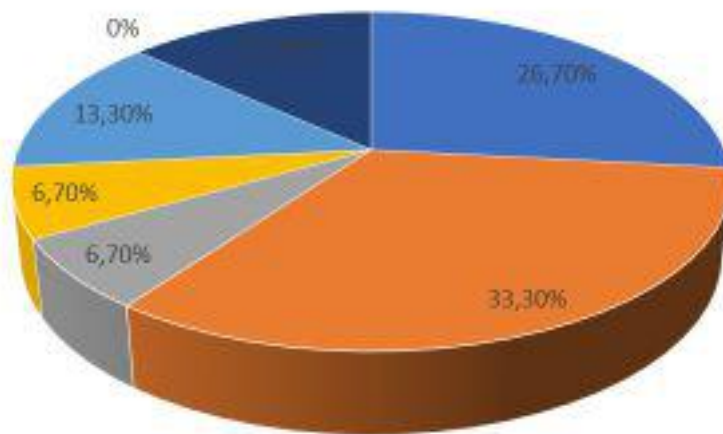


### What do you think about group activities (Social Clubs and Complementary Classes)?



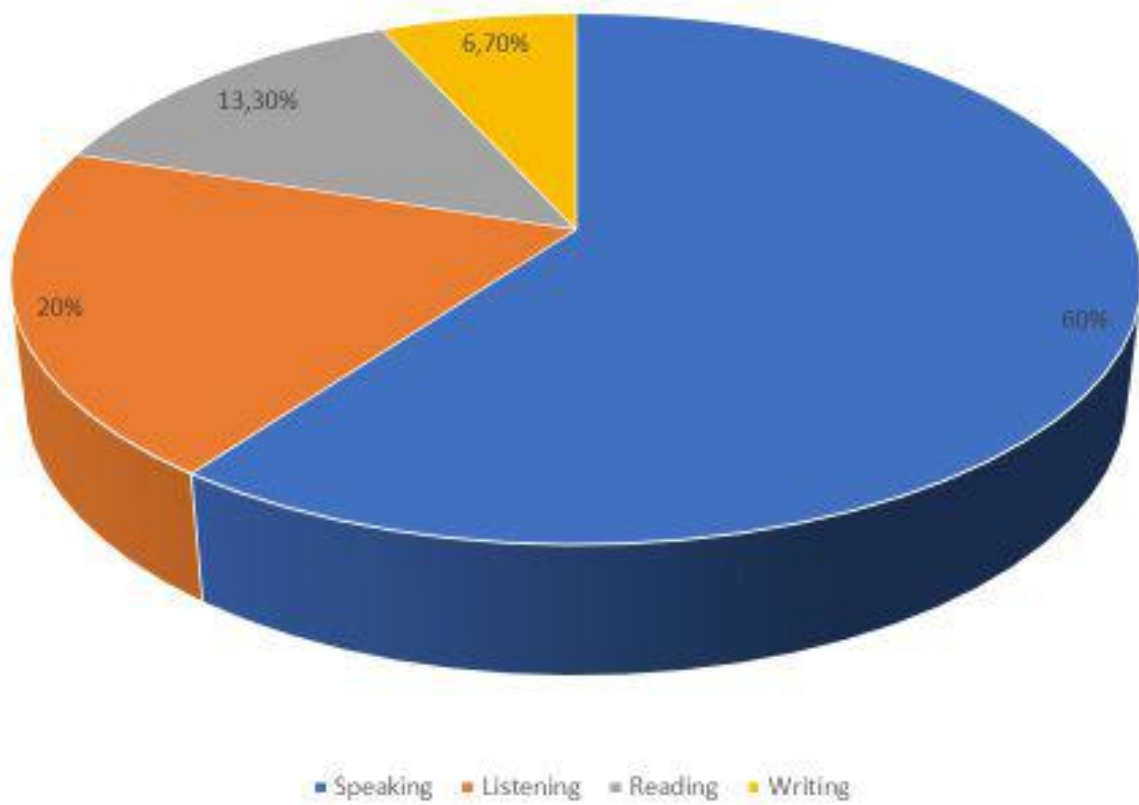
- Every student has the possibility to speak, even if there are some students that don't do it
- In every group activity all the students talk, and nobody judges their mistakes
- The number of students that join in the activities is too low
- The number of students that join in the activities is too high
- Every time there are the same students that speak
- Every time it is difficult to get students to talk
- It depends on theme and teacher
- It depends on levels and students

### How do students behave during the Encounters?

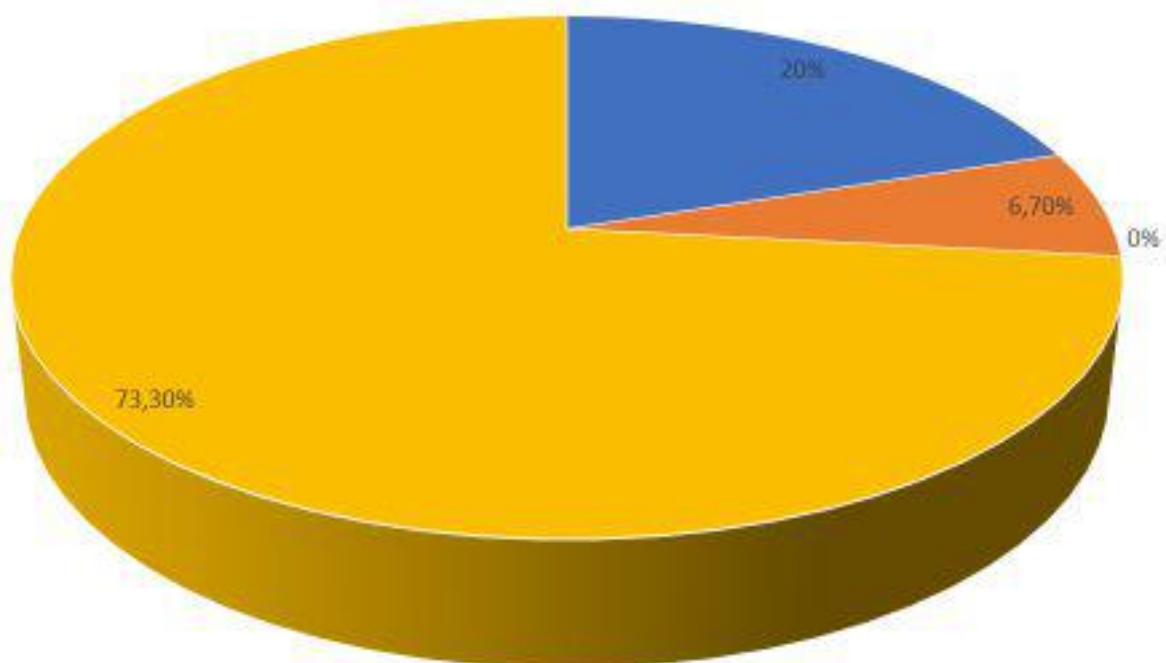


- They are always relaxed (both when they do the Encounters alone and with other people)
- There are some students who are too shy, so I need to help them
- For some students it is not easy to talk to the teacher
- For some students it is not easy to talk to other students
- The most anxious students feel more embarrassed when they have to talk to the teacher
- The most anxious students feel more embarrassed when they have to talk to other students
- It depends on the student, but generally they seem relaxed (and if they are not, I do my best to help)

Which skill is most improved by this method?



Which skill is the least improved by this method?



■ Speaking ■ Listening ■ Reading ■ Writing

## **Bibliography**

- J. W. Atkinson, 1964, *An Introduction to Motivation*, New York, Rinceton.  
Traduzione italiana: *La motivazione*, Bologna, Il Mulino, 1973
- P. E. Balboni, 2014, *Didattica dell'italiano come lingua seconda e straniera*, Torino, Loescher
- P. E. Balboni, 2013, *Fare educazione linguistica. Insegnare italiano, lingue straniere e lingue classiche*, Torino, UTET UNIVERSITÀ
- P. E. Balboni, 2008, *Imparare le lingue straniere*, Venezia, Marsilio
- P. E. Balboni, 2012, *Le sfide di Babele. Insegnare le lingue nelle società complesse*, Torino, UTET UNIVERSITÀ
- P. E. Balboni, 2009, *Tecnologie didattiche per l'educazione linguistica*, Torino, UTET UNIVERSITÀ
- D. Bindra e J. Stewart, 1966, *Motivation*, Harmondsworth-Middlesex, Penguin Books.  
Traduzione italiana: *La motivazione*, Torino, Boringhieri, 1977
- F. Caon, 2006, *Pleasure in Language Learning. A Methodological Challenge*, Perugia, Guerra
- F. Caon e G. Serragiotto (a cura di), 2012, *Tecnologie e didattica delle lingue. Teorie, risorse, sperimentazioni*, Torino, UTET UNIVERSITÀ
- M. Cardona, 2001, *Il ruolo della memoria nell'apprendimento delle lingue*, Torino, UTET UNIVERSITÀ
- R. De Beni, A. Moè, 2000, *Motivazione e apprendimento*, Bologna, Il Mulino
- J. Douthwaite, 1991, *Teaching English as a Foreign Language*, Torino, Società Editrice Internazionale
- M. Finocchiaro, 1977, *L'insegnamento dell'inglese*, Firenze, La Nuova Italia
- I. Fratter, 2004, *Tecnologie per l'insegnamento delle lingue*, Roma, Carocci



- G. Freddi, 2002, *Glottodidattica. Fondamenti, metodi e tecniche*, Torino, UTET LIBRERIA
- A. Lieury, F. Fenouillet, 1996, *Motivation et réussite scolaire*, Paris, Dunod. Traduzione italiana: *Motivazione e successo scolastico*, Roma, Ma.Gi., 2001
- C. C. Fries, 1945, *Teaching and Learning English as a Foreign Language*, Michigan, University of Michigan PRESS
- A. H. Maslow, 1954, *Motivation and Personality*, New York, Harper & Row. Traduzione italiana: *Motivazione e personalità*, Roma, Armando, 1995
- M. Menegale, 2015, *Apprendimento linguistico: una questione di autonomia?*, Trento, Erickson
- A. Moè, 2010, *La motivazione*, Bologna, Il Mulino
- V. V. Parab, 2015, *Innovative Techniques, Methods & Trends in English Language Teaching*, in *IOSR Journal of Humanities and Social Science*, Vol. 20, Issue 6, Ver. I, pp. 40-44
- M. J. Prince, R. M. Felder (a cura di), 2006, *Inductive Teaching and Learning Methods: Definitions, Comparisons, and Research Bases*, in *International Journal of Engineering Education*, Vol. 95, Issue 2, pp. 123-138
- J. Rubin, 1975, *What the "Good Language Learner" Can Teach Us*, in *TESOL Quarterly*, Vol. 9, No. 1, pp. 41-51
- B. F. Skinner, 1968, *The Technology of Teaching*, New York, Appleton-Century-Crofts. Traduzione italiana: *La tecnologia dell'insegnamento*, Brescia, La Scuola, 1976
- M. Warschauer, C. Meskill (a cura di), 2000, *Technology and Second Language Learning*, in *Handbook of Undergraduate Second Language Education*, pp. 303-318, Mahwah, Lawrence Erlbaum

Wall Street English materials about New Student Experience

Wall Street English International: Department of Operations, 2014, *Service Manager Reference Manual*, Spain, Pearson Education Limited

Wall Street Institute KFT, Luxembourg Branch, 2013, *Wall Street English Brand Guidelines*

## Websites

[www.britishcouncil.org/voices-magazine/ten-innovations-have-changed-english-language-teaching](http://www.britishcouncil.org/voices-magazine/ten-innovations-have-changed-english-language-teaching)

[www.changingfutures.com](http://www.changingfutures.com)

[www.edscuola.it/archivio/comprendivi/cooperative\\_learning.htm](http://www.edscuola.it/archivio/comprendivi/cooperative_learning.htm)

[www.edurete.org/pd/sele\\_art.asp?ida=3733](http://www.edurete.org/pd/sele_art.asp?ida=3733)

[www.english.com/gse](http://www.english.com/gse)

[dida.orizzontescuola.it/news/cos%E2%80%99%C3%A8-una-flipped-classroom-e-come-cambia-l%E2%80%99insegnamento-all%E2%80%99interno-di-essa](http://dida.orizzontescuola.it/news/cos%E2%80%99%C3%A8-una-flipped-classroom-e-come-cambia-l%E2%80%99insegnamento-all%E2%80%99interno-di-essa)

[www.pearsonlt.com/about/gse.html](http://www.pearsonlt.com/about/gse.html)

[www.sk.com.br/sk-laxll.html](http://www.sk.com.br/sk-laxll.html)

[www.socialresearchmethods.net/kb/Assets/images/deduct.gif](http://www.socialresearchmethods.net/kb/Assets/images/deduct.gif)

[www.stateofmind.it/2015/12/linguaggio-universale-psicologia](http://www.stateofmind.it/2015/12/linguaggio-universale-psicologia)

[www.stgeorges.co.uk/blog/how-good-is-my-english-pearson-global-scale-of-english](http://www.stgeorges.co.uk/blog/how-good-is-my-english-pearson-global-scale-of-english)

[www.youngscientistusa.com/archive/2/237](http://www.youngscientistusa.com/archive/2/237)

[www.wallstreetenglish.com](http://www.wallstreetenglish.com)

[www.wallstreet.it](http://www.wallstreet.it)

[www.wsisiena.it/pearson-global-scale-of-english-gse](http://www.wsisiena.it/pearson-global-scale-of-english-gse)

## **Acknowledgments**

Sono passati solo due anni dal momento in cui ho terminato di scrivere la tesi per la laurea triennale ma, come per quella volta, arrivare al termine della tesi fa emozionare. E questo perché è il momento in cui non solo si tirano le somme su quanto fatto in termini di esami, voti e punteggi, ma anche su quanto passato durante il periodo universitario. Si torna un po' alla volta indietro nel tempo e si ragiona, si pensa alle lezioni fatte, ai professori, agli esami sostenuti, alle camminate veneziane per raggiungere le diverse sedi o la stazione dei treni, i tramonti invernali e le luci natalizie delle calli che scaldano il cuore, i compagni di avventura e i pensieri fatti durante i viaggi in treno.

Sono stati due anni assolutamente intensi e magnifici, pieni di soddisfazioni e di ansie, di bei risultati e di grandi paranoie. Sono fatta così, mi piace complicare e complicarmi le cose. Mi piace farmi prendere dal panico per poi risolvere tutto e tirare un bel sospiro di sollievo. Mi piace avere dubbi su me stessa e sulle mie capacità per poi smentirmi da sola con i fatti e sentirmi soddisfatta di me stessa, di ciò che ho fatto e di ciò che sto facendo. Quando ho iniziato questo percorso due anni fa, non avrei mai creduto di poter arrivare dove sono arrivata e di poter intraprendere un percorso lavorativo di questo tipo ricevendo così tante soddisfazioni. Tutto ciò, però, lo devo alle persone che mi sono state accanto e che mi hanno spronata ad andare oltre alle mie ansie e alle mie paure e ad agire sfruttando il loro lato positivo.

Desidero quindi esprimere la mia più sincera gratitudine verso tutti coloro che mi hanno sostenuta durante questi due anni di università e verso chi mi ha supportato nella realizzazione di questa tesi di laurea.

Innanzitutto ringrazio il mio relatore prof. G. Serragiotto, che dopo avermi seguita durante la stesura della tesi per la laurea triennale ha accettato di seguirmi anche questa volta aiutandomi moltissimo, e il mio correlatore prof. P. E. Balboni. Entrambi mi hanno dimostrato grande disponibilità, cortesia e gentilezza.

Ringrazio Sandra Assenzo, Service Director di Wall Street English North Italy, e tutto lo Staff della Wall Street English di Bassano del Grappa, in particolar modo Federico e Andrea, per il loro supporto e i loro consigli utilissimi.

Ringrazio Clara Ferrentino, il suo aiuto è stato assolutamente fondamentale anche questa volta.

Infine, ringrazio con tutto il cuore la mia famiglia e il mio fidanzato Nicholas perché mi hanno sostenuta ed aiutata lungo questo percorso, perché hanno gioito con me nelle vittorie e mi hanno consolata nelle sconfitte, perché mi hanno supportata, ma soprattutto sopportata.

Grazie.