



European
Commission

7-year European Language Label — Innovative Projects in the Lifelong Learning Programme



Languages

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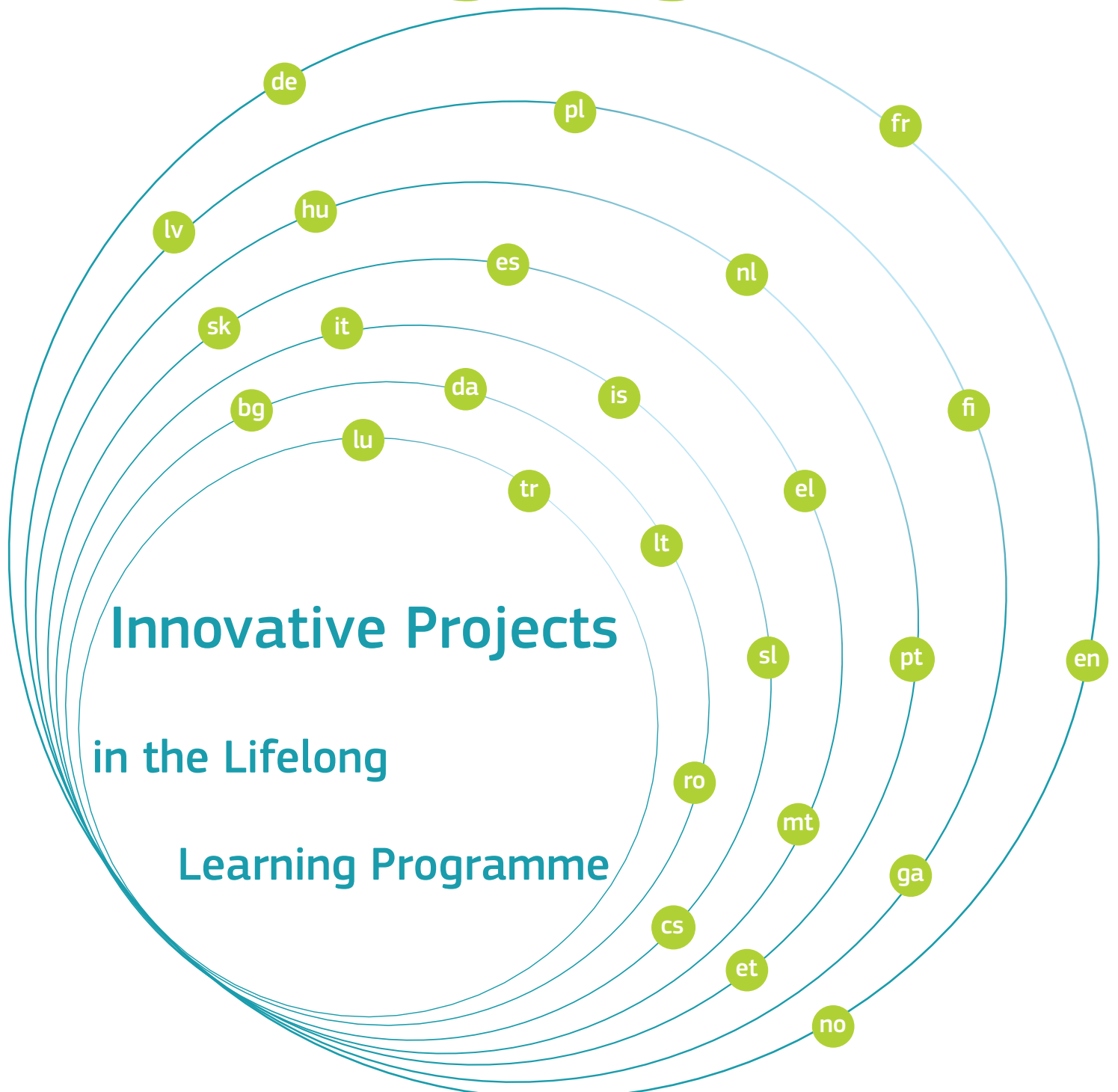
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European Language Label

7-year European Language Label





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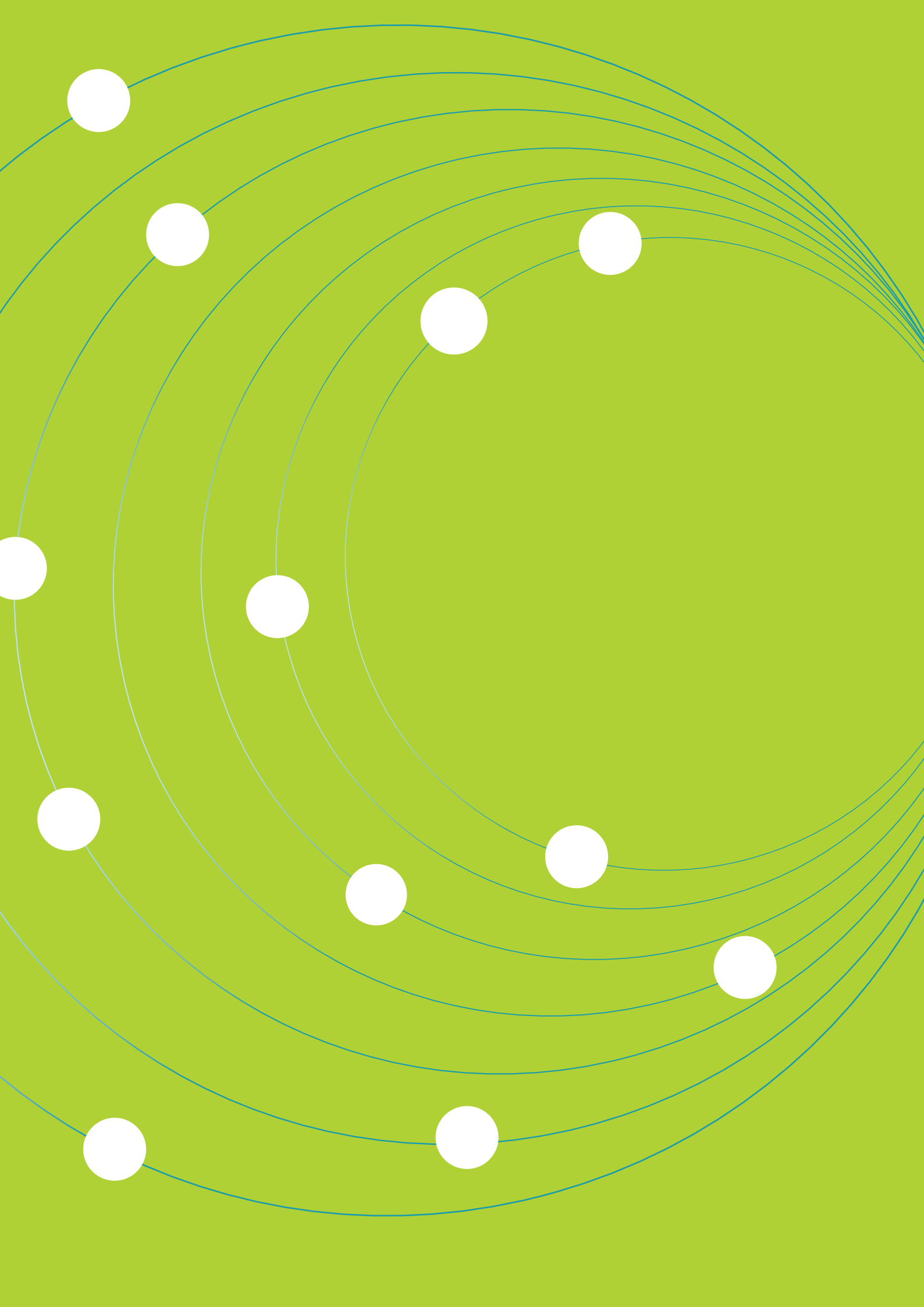
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THE EUROPEAN LANGUAGE LABEL INITIATIVE — A SUCCESS STORY

This publication presents a collection of excellent projects that were awarded the European Language Label (ELL) from 2006 to 2013.

The Label is the successful result of a pilot project launched by the European Commission (EC) in 1998 following the recommendations of the 1995 *White Paper on Teaching and Learning* ⁽¹⁾. Over the years the Label has evolved to follow the European goals in the field of multilingualism and the ambitious objective of ‘mother tongue + 2’ by which all citizens should have the opportunity to acquire knowledge and skills in two foreign languages in addition to their mother tongue. In this vein, since 2006 the European Language Label has been refocused to target annual European priorities, highlighting more the European dimension of the initiative and showcasing the good practice. To increase its outreach, the Label initiative was also extended with the introduction in each country or region of an annual prize for the individual having made the most progress in foreign language learning, and the best language teacher. The aim is to acknowledge and publicise success stories related to language learning or teaching.

Thanks to its growth over the years, the Label is now rewarding innovative initiatives in the field of language teaching and learning at any level or phase of education and training and is a successful means to disseminate best practices as well as to promote public interest in improving language skills.

The European Union is proud to have supported some of these excellent projects through the 7-year lifelong learning programme (LLP). From 2007 until 2013, the programme provided support for multilateral projects promoting language awareness and access to language learning resources and aiming to develop or share language learning materials, including online courses and instruments for language testing. It also fostered multilateral networks promoting language learning and linguistic diversity, supporting the exchange of information about innovative techniques and good practices, especially among decision-makers and key education professionals.

Marking the end of the lifelong learning programme and its contribution to the European Language Label, this publication illustrates the significant amount of work, engagement, commitment and enthusiasm behind the success of the Label. The 85 projects presented here have been selected ⁽²⁾ by the national authorities ⁽³⁾ responsible for the organisation of the national Label awards according to the European priorities which were identified over time.

2006/07: **Initial and in-service language teacher training**
Diversification of the languages on offer

2008/09: **Intercultural dialogue**
Languages and business

2010/11: **Language learning in the community**
Language skills as a preparation for work

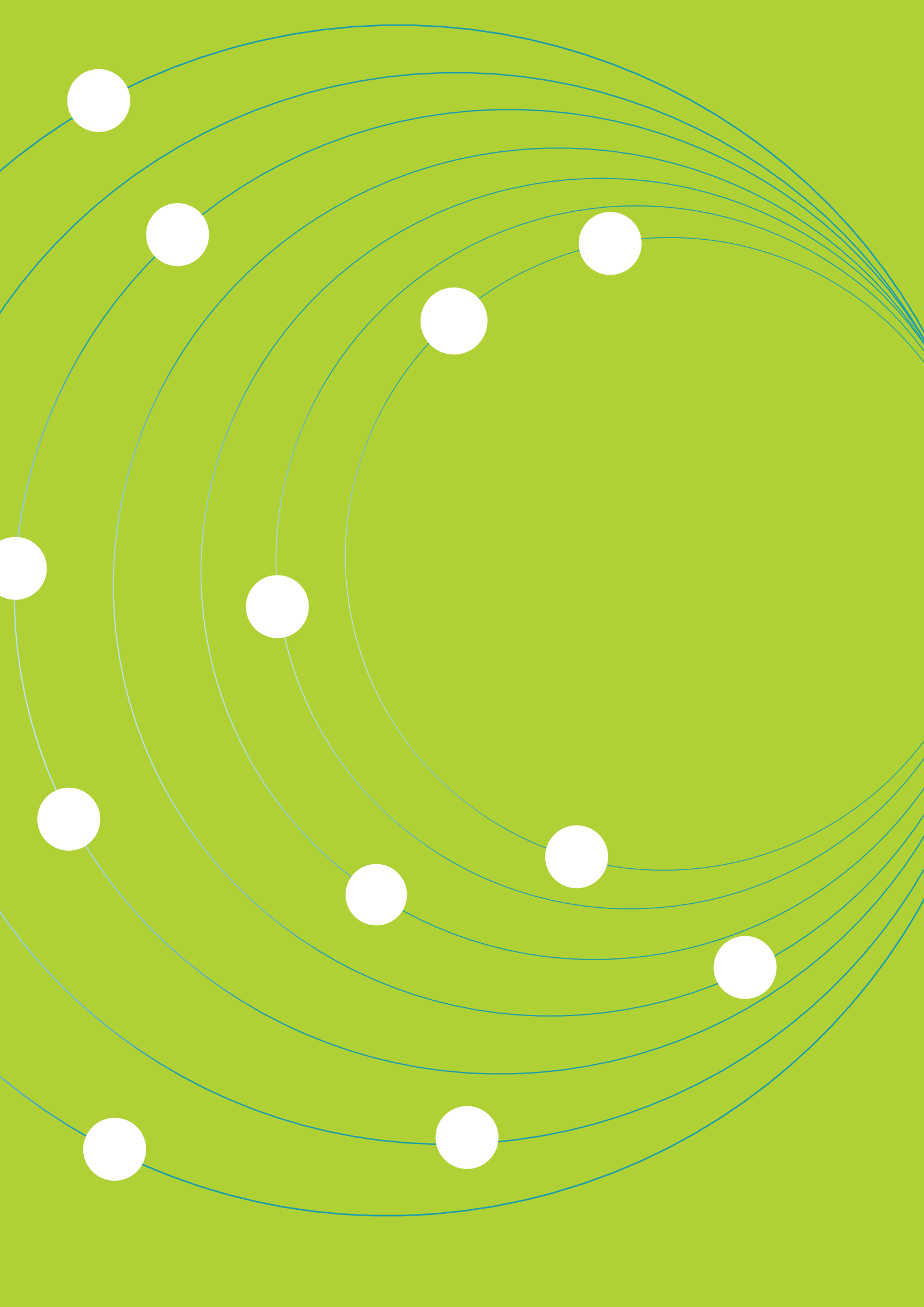
2012/13: **Language learning based on new technologies**
Multilingual classrooms

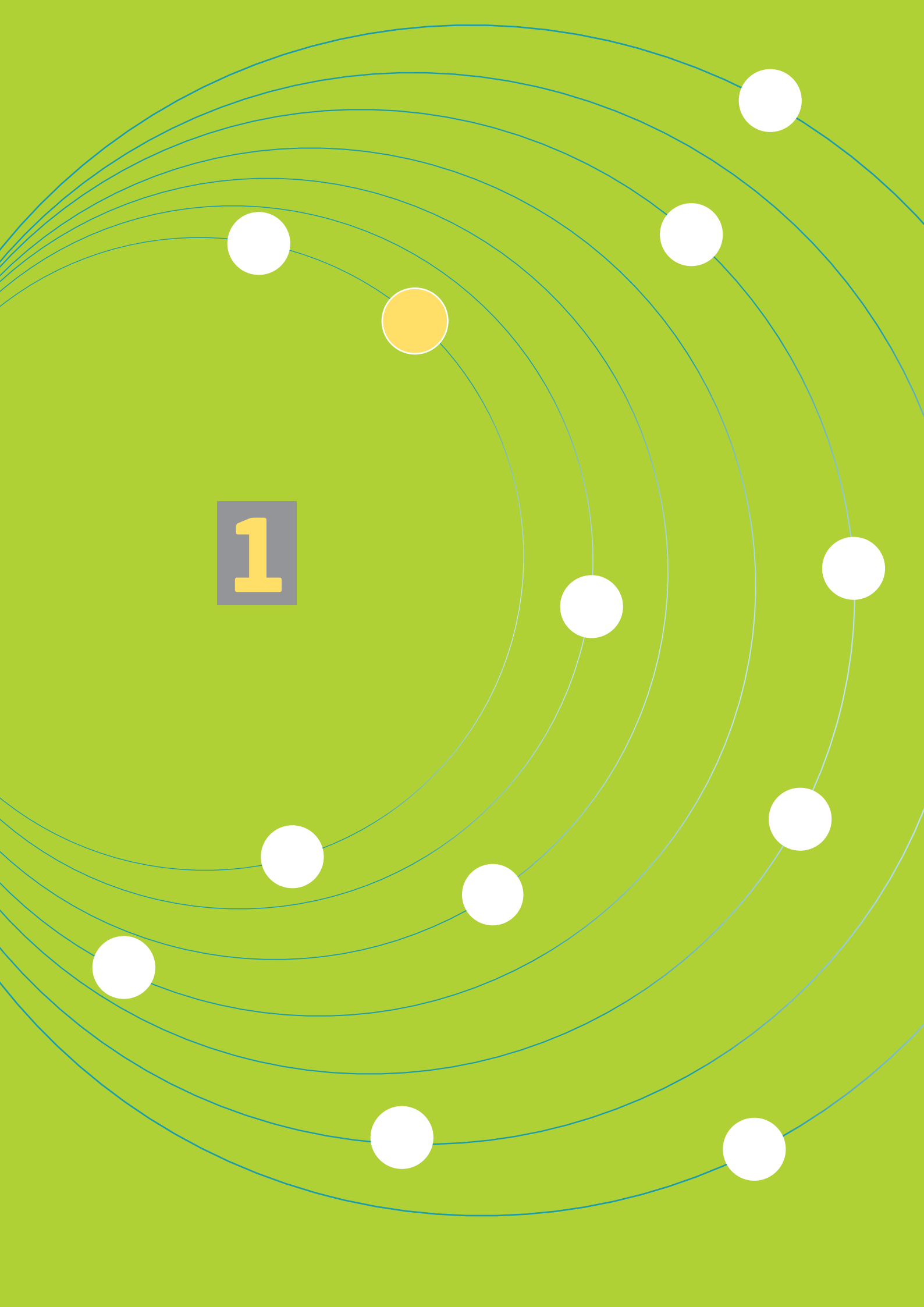
The European Language Label will pursue its goals and continue to promote new initiatives in the field of language teaching and learning. National authorities continue to be encouraged to organise — on a voluntary basis — regular national competitions in the Erasmus+ programme countries. The ELL award should, in particular, continue to function as a stimulus to exploit and disseminate the results of excellence in multilingualism, and to promote public interest in language learning. Let us wish to have many more successful years of this incredible initiative!

⁽¹⁾ http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf

⁽²⁾ More projects and individuals can be discovered in the multilingual database. It contains information and the description of most projects and individuals (over 2 200) that have been awarded the European Language Label since 1999. You can also find dynamic statistics per year and country, projects and individuals, target languages, as well as a ‘Label of the day’ section on each EU language page (http://ec.europa.eu/education/language/label/label_public/index.cfm?lang=EN).

⁽³⁾ National agencies and national implementing bodies.







2006/07:

**Initial and in-service
language teacher training**

A well-trained teacher is a key factor in improving the quality of language provision, which leads to enhanced language skills among citizens. This priority targets projects involving prospective teachers as well as in-service teachers who, at any level of education, teach a language subject, or teach languages through content and language integrated learning (CLIL) or other informal methods (learning games, language learning occurring in kindergarten and in primary education). Teacher trainers and language trainers in vocational and continuous education are also included, as well as those working in non-formal adult education institutions, such as community teacher training providers or peer education schemes.

Dual Language Programme (DLP)



The Academy Course 'Dual Language Programme (DLP)' of the Pedagogical Institute of Vienna, a one-year training course for teachers in the language field (120 total amount of hours/14 ECTS), aims at providing basic theories for the use of language learning in the context of CLIL (Content and Language Integrated Learning)

including linguistic training and training in the areas of methodology, didactics and materials development. The programme will take place in the form of lectures, seminars and workshops with individual study support of tutorials and accompanying tasks in self-study to reinforce the learning outcome individually.

The study success monitoring is done firstly by the teachers testing the individually developed materials in their own classes and by keeping an Action Diary. On the other hand, participants will have the opportunity to present their projects in the context of an assessment process in front of a DLP Commission and to prove the acquired expertise in a final meeting with the Commission.

After a successful completion of the programme, the school is entitled to open DLP classes and to lead the DLP seal of approval, however, the seal is tied to the participants of the Academy Course. In future it is planned to expand the 'Dual Language Programme (DLP)' by including other languages, such as French, Hungarian and Croatian.

Coordinating body

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Education Sector

Teacher Training

Target group

Teachers at schools of primary level/secondary level I and in extension teachers at schools of secondary level II

Languages

German, English

Year of the Award

2006



Comment on the selection

The Austrian choice was made on a variety of grounds:

Impact observed at national level:

- The elaborate concept of further education for teachers of compulsory schools with the goal of 'promoting the foreign language as a working language' in the context of CLIL is characterized not only by consolidating theoretical foundations of participants but also by focusing on an autonomous and sustainable development of the materials for lessons. Furthermore, the commitment of the schools is strengthened by granting the participant a DLP seal of approval upon successful completion of the course. The planned expansion of the course by including AHS teachers and teachers at second level II schools and non-English teachers as well as the revision of the 'Dual Language Programme (DLP)' in relation to other languages shows the sustainability. Thus this concept of further education fulfils excellently the required ELL-award criteria especially in the areas of quality and creativity in the implementation and sustainability.



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DUAL LANGUAGE PROGRAMME (DLP)

Mit dem Akademielehrgang „Dual Language Programme (DLP)“, einer einjährigen Weiterbildung für Lehrpersonen der allgemeinen Pflichtschulen/Sekundarstufe im Sprachbereich (120 Gesamtstunden/14 ECTS), zielt das Pädagogische Institut der Stadt Wien auf „eine Vermittlung von Grundtheorien für den Einsatz einer Fremdsprache als Arbeitssprache“, auf ein sprachliches Training und auf eine Fortbildung in den Bereichen Methodologie, Didaktik und Sprache sowie Materialienentwicklung ab. Der Lehrgang findet in Form von Vorträgen, Seminaren und Workshops mit individueller Studienbetreuung durch Tutorials und begleitenden Aufgaben im Selbststudium zur Intensivierung des Erlernten statt.

Die Studienerfolgskontrolle geschieht einerseits durch Erprobung der individuell entwickelten Materialien im eigenen Unterricht seitens der Lehrkräfte und Führung eines Action Diary über Erfahrungen im DLP-Unterricht. Andererseits gibt es die Möglichkeit, im Rahmen eines Assessment-Verfahrens die Projekte vor einer DLP-Kommission in die Praxis umzusetzen und in einer abschließenden Besprechung mit der Kommission die erworbene DLP-Kompetenz unter Beweis zu stellen.

Nach erfolgreicher Absolvierung des Lehrgangs ist die Schule berechtigt, DLP-Klassen zu eröffnen und das DLP-Gütesiegel zu führen, das allerdings an die jeweiligen Lehrgangsabsolventen/Lehrgangsabsolventinnen gebunden ist. Ein weiteres Ziel ist, dass das „Dual Language Programme (DLP)“ auf weitere Fremdsprachen, die als Arbeitssprachen dienen, wie Französisch, Ungarisch oder Kroatisch, ausgeweitet wird.



Projektträger

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Bildungssektor

Lehrer/-innenfortbildung

Zielgruppe

Lehrkräfte des Pflichtschulbereichs und in Erweiterung für Lehrer/-innen der allgemeinen bzw. bildender höherer Schulen und kooperativer Mittelschulen

Sprachen

Deutsch, Englisch

Auszeichnungsjahr

2006

Kommentar zur ESIS-Nominierung

Das elaborierte Weiterbildungskonzept für Lehrer/-innen im Sprachenbereich der allgemeinen Pflichtschulen/Sekundarstufe mit Bezug auf die Förderung der Fremdsprache als Arbeitssprache in Kontext von CLIL (Content and Language Integrated Learning) zeichnet sich neben der Festigung theoretischer Grundlagen der Lehrgangsteilnehmer/-innen vor allem auch durch die Fokussierung auf eine eigenständige und nachhaltige Materialentwicklung aus. Darüber hinaus wird durch das DLP-Gütesiegel das Commitment nicht nur der Lehrgangsabsolventen/Lehrgangsabsolventinnen, sondern auch das der Schulen verstärkt. Die geplante Erweiterung des Lehrgangs auf AHS-Lehrkräfte und auf Lehrkräfte für kooperative Mittelschulen sowie auf Nicht-Englischlehrende kann als Qualitätssteigerung begriffen werden. Zudem impliziert die geplante Überarbeitung des Lehrgangs in Bezug auf weitere Fremdsprachen eine bemerkenswerte Nachhaltigkeit. Der Akademielehrgang „Dual Language Programme (DLP)“ erfüllt dahin gehend die geforderten ESIS-Kriterien einer Qualitätssteigerung in der Aus- und Fortbildung von Lehrenden in der Sprachvermittlung unter Berücksichtigung von CLIL in auszeichneter Weise.

Emilangues



'Emilangues' is a website dedicated to European or Oriental Languages Sections (SELO) in schools. Created by the International Centre for Pedagogical Studies (CIEP) with funding from the French Ministry of Education, it

originally aimed at contributing to the implementation of the French Renovation Plan for Language Teaching and the Outline Act on the future of school, whose objectives included a 20 % increase in the number of European or Oriental Languages Sections from 2005 to 2010. Emilangues also meets a strong demand for sharing practices and strengthening the professional status of teachers working within this system. The educational resources are available in several languages (German, English, Chinese, Spanish, Italian, Portuguese, Russian, Dutch, Arabic, Japanese and Vietnamese) and for six non-language subjects (history & geography, hospitality and catering, life and Earth sciences, physics and chemistry, mathematics and management). Non-linguistic subjects have been chosen for their inter-cultural theme or because they favour a CLIL approach. Emilangues is now coordinated by the CNDP.

Coordinating body

CNDP

Education Sector

Primary, Secondary, teacher training

Target group

Linguistic and CLIL Teachers

Languages

German, English, Chinese, Spanish, Italian, Portuguese, Russian, Dutch, Arabic, Japanese, Vietnamese

Year of the Award

2006

Comment on the selection

Created in 2005, Emilangues has become the national portal for teachers in European sections and for CLIL teachers. It provides a wide range of online pedagogical resources that fully support initial and in-service language teacher training.



fr

EMILANGUES

«Emilangues» est un site dédié à l'accompagnement des sections européennes ou de langues orientales (SELO). Initialement coordonné par le Centre international d'études pédagogiques (CIEP) sous la tutelle du ministère de l'éducation nationale, il avait pour objectif initial de contribuer à la mise en œuvre du plan de rénovation pour l'enseignement des langues et la loi d'orientation pour l'avenir de l'école, dont le but était, entre autres, d'augmenter de 20 % le nombre de sections européennes ou de langues orientales de 2005 à 2010. Par ailleurs, le site répond à une forte demande de mutualisation des pratiques et de professionnalisation de la part des enseignants qui opèrent au sein de ce dispositif. Les ressources pédagogiques sont proposées dans plusieurs langues (allemand, anglais, chinois, espagnol, italien, portugais, russe, néerlandais, arabe, japonais et vietnamien) et six disciplines non linguistiques (histoire et géographie, hôtellerie-restauration, sciences de la vie et de la terre, physique-chimie, mathématiques, management des organisations). Les disciplines non linguistiques ont été choisies pour leur orientation interculturelle ou mettant en avant une démarche EMILE. Emilangues est désormais géré par Canope.

Structure coordinatrice

Canope

Secteur éducatif

Premier et second degré, formation des enseignants

Groupe cible

Enseignants en section européenne ou de langues orientales proposant un enseignement de type EMILE

Langues

Allemand, anglais, chinois, espagnol, italien, portugais, russe, néerlandais, arabe, japonais, vietnamien

Année d'obtention du label

2006

Commentaire sur la sélection

Créé en 2005, Emilangues est devenu le portail national de référence pour les enseignants en sections européennes ou de langues orientales. Le site offre un éventail de ressources pédagogiques en ligne pouvant accompagner tant la formation initiale que la formation continue des enseignants.

InterAct



The aim of InterAct project was to develop, pilot and release a model for improving the New Basic Skills at the workplace — communication, ICT, teamwork, intercultural awareness.

Activities in the project focused

on the fields of health, care and tourism directly addressing people at risk of professional marginalisation, typically less qualified workers whose first language was not English.

The project developed an online platform with the help of which a series of international group activities were implemented.

Activities were based on real-life contexts and problem solving thus creating an authentic learning-by-doing medium.

Participants in all project countries were encouraged to practise and improve skills such as language and communication, ICT skills, teamwork, intercultural awareness, confidence and motivation.

The project offered opportunities for employees to develop New Basic Skills, induction programmes for new-comers, learning and business partnerships across borders, management of international project partnerships, education and training providers. Innovation in the project consisted in the following aspects:

- **Using the same online platform for project management**
 - ▶ Increased familiarity with it in the pilot rounds
 - ▶ Instrumental in model development
- **Combination: periodical project meetings + work on online platform**
 - ▶ Sense of continuity
 - ▶ Flexibility
 - ▶ Efficient model development and project management
 - ▶ Inclusiveness in decision-making
- **The personality factor**
 - ▶ Excellent working relationship and emerging friendships



Coordinating body

Norwegian Institute for Adult Learning (VOX)

Contact person

Prof. Dr Anca Colibaba, Executive President Fundația EuroEd (acolib@euroed.ro)

Web

<http://www.statvoks.no/interact/index.html>

Education Sector

2 areas of activity: Health & Care, Tourism

Target group

Participants' profile: risking marginalisation at work, typically less qualified workers, 1st language not English

Languages

Norwegian, English, Spanish, Romanian, Swedish

Year of the Award

2007

Comment on the selection

The InterAct project developed an online, interactive platform addressed to people at risk of professional marginalisation. The course on the platform successfully merged language learning, professional communication and new basic skills. Role-play and problem solving ensured a realistic approach to contextualised learning and practising.



ro

INTERACT

Scopul proiectului InterAct a fost dezvoltarea, testarea și promovarea unui model pentru formarea unor noi competențe de bază la locul de muncă – competențe interculturale, de comunicare, de utilizare a mijloacelor tehnologice sau lucru în echipă. Activitățile dezvoltate în cadrul proiectului au avut teme din domeniul sănătății și cel al turismului, adresându-se persoanelor care riscă să fie marginalizate, de obicei persoane mai puțin calificate, cu un nivel scăzut de limba engleză.

Proiectul a dezvoltat o platformă online cu ajutorul căreia au fost implementate o serie de activități de grup. Activitățile au avut la bază contexte din viața reală și situații de rezolvare a problemelor, creându-se astfel un mediu autentic propice pentru învățarea activă.

Participanți din toate țările implicate în proiect au fost încurajați să își exerseze și să își dezvolte abilitățile și competențele lingvistice, comunicaționale, informatice și interculturale și să capete încredere în forțele proprii. Proiectul le-a oferit angajaților noi oportunități de a-și dezvolta noi competențe de bază, precum și programe de inițiere pentru nou-veniți, parteneriate de afaceri internaționale, managementul proiectelor internaționale, furnizori în domeniul educației și al formării continue.

Aspectul inovator al proiectului a constat din:

- Folosirea aceleași platforme online și în managementul proiectului
 - ▶ Familiarizarea cu platforma în timpul pilotării proiectului
 - ▶ Utilizarea platformei în dezvoltarea modelului propus
- Imbinarea dintre întâlniri de proiect + activitate pe platforma online
 - ▶ Sentiment de continuitate
 - ▶ Flexibilitate
 - ▶ Dezvoltarea eficienței a modelului și a managementului proiectului
 - ▶ Incluziune în luarea de decizii
- Factorul personalitate
 - ▶ Relații excelente de muncă și de prietenie

Comentariu privind selecția

Proiectul InterAct a dezvoltat o platformă interactivă online pentru persoanele care prezintă riscul de a fi marginalizate din punct de vedere profesional. Cursul desfășurat pe platformă a combinat cu succes învățarea limbilor străine, comunicarea profesională și dezvoltarea de noi competențe de bază. Jocul de rol și problematizarea a asigurat o abordare realistă a învățării și exersării competențelor cu ajutorul contextualizării.

Instituția coordonatoare

Norwegian Institute for Adult Learning (VOX)

Coordonator

Prof. dr. Anca Colibaba, președinte executiv, Fundația EuroEd (acolib@euroed.ro)

Web

http://www.statvoks.no/interact/index_ro.htm

Sector educațional

Două domenii de activitate: sănătate, turism

Grup-țintă

Profilul participanților: persoane în pericol de a fi marginalizate, în general persoane mai puțin calificate, cu un nivel scăzut de limba engleză

Limbi

Norvegiană, engleză, spaniolă, română, suedeză

Anul în care s-a primit premiul

2007

Working group of language teachers from the 5 regions of the Meuse-Rhine Euregio

Since 1994, a group of language teachers from the 5 regions of the Meuse-Rhine Euregio has been meeting on regular basis in order to exchange teaching materials and to encourage the promotion of neighbouring languages. Its particularity is that it addresses all the educational sectors and its goal is to create language bridges between the 5 regions. Furthermore, the magazine Euregiomag (exchange of teaching methods, best practices, useful links, events) is still running and every year the teachers meet up for excursions with a teaching focus, conferences and training days. These exchanges create a cross-border friendship between language teachers, which makes it easier to share opinions and ideas and to help one another.



Coordinating body

Action Langues Verviers

Contact person

Andrée Müller (a.mueller-bragard@skynet.be)

Education Sector

Secondary (Main Educational Sector), Teacher Training

Target group

Adults and young people

Languages

Dutch, French, German

Year of the Award

2007

Comment on the selection

This project could be a model for all cross-border regions. It is promoting the Euregional and European spirit and collaboration among language teachers.

WORKING GROUP
OF LANGUAGE
TEACHERS
FROM THE
5 REGIONS OF THE
MEUSE-RHINE
EUREGIO
GROUPE DE TRAVAIL
DE PROFESSEURS DE
LANGUES DES CINQ
RÉGIONS DE L'EUREGIO
MEUSE-RHIN



fr

GROUPE DE TRAVAIL DE PROFESSEURS DE LANGUES DES CINQ RÉGIONS DE L'EUREGIO MEUSE-RHIN

Depuis 1994, un groupe de professeurs de langues provenant des cinq régions de l'Euregio Meuse-Rhin se réunit de manière régulière en vue de partager des méthodes pédagogiques et d'encourager la promotion des langues avoisinantes. La particularité du projet est qu'il s'adresse à tous les secteurs d'enseignement, et son but est de créer des ponts linguistiques entre les cinq régions. De plus, le magazine «Euregiomag» (échange de méthodes pédagogiques, exercices, liens utiles, événements, etc.) existe toujours et, chaque année, les professeurs se rassemblent pour des excursions à visée pédagogique, des conférences et des journées de formation. Ces échanges créent une amitié transfrontalière entre les différents professeurs de langues, ce qui a pour conséquence de faciliter le partage d'opinions et d'idées et de provoquer une aide spontanée entre les différents intervenants.



Commentaire sur la sélection

Ce projet pourrait servir de modèle à toutes les zones transfrontalières. Le groupe met d'ailleurs en avant l'esprit et la collaboration «eurégionale» et européenne entre enseignants de langues.

Institution coordinatrice

Action Langues Verviers

Personne de contact

Andrée Müller (a.mueller-bragard@skynet.be)

Secteur d'enseignement

Enseignement secondaire (général) et formation des professeurs

Groupe cible

Adultes et jeunes

Langues

Néerlandais, français, allemand

Année d'obtention du label

2007



Students 2 Students

The main aim of the project was to furnish future English language teachers with general e-learning skills and to show them ways to use the platform in the process of foreign language teaching. The additional aim of the project, which is reflected in its title, was to enable students to exchange their knowledge and skills. Students learnt to work on the platform, teaching other students English at the same time.

The project Students 2 Students was carried out for the first time in the academic year 2005/06 as part of regular classes for 3rd year undergraduate students specialising in teacher education in the Department of English Studies at SWPS. The project was divided into two parts. In the first part, which took place in the winter semester, students got acquainted with the principles of running the university e-learning platform based on the Moodle software. The students had a chance to learn about the platform from three different perspectives: that of a student, teacher and the author of teaching materials. In the other part of the project, the students created and then conducted mini-English-language courses via the e-learning system. Here the students of English Studies played the roles of teachers and volunteers chosen from among other students of SWPS assumed the roles of students. Participants of the project learnt chosen methodological elements of online teaching. They saw what problems might arise in the course of e-learning and how to cope with them. The practical dimension of the knowledge acquired was very important: not only did the participants of the project learn to build coherent e-learning courses but also they experienced being real teachers in the course they created.

Coordinating body

Warsaw School of Social Psychology (SWPS)

Contact person

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Education Sector

Tertiary Education

Target group

Student teachers

Languages

English

Year of the Award

2006

Comment on the selection

The project was developed by one of the biggest non-state higher education institutions in Poland. A good idea followed by effective implementation. In 2006 learning how to use the Moodle platform was indeed an added value for the students. The experience of being a user and an author of materials on the Moodle platform was the basis for giving further professional experience to the students: the Moodle platform is currently widely used in education. The theoretical and practical introduction to e-learning at the early stage of initial teacher training significantly improved the methodological skills of future English teachers. The greatest value of the project was the combination of new technologies with the traditional form of teaching (in this case, other students), which resulted in high quality and completeness of the preparation for the professional life of an English teacher.



pl

STUDENTS 2 STUDENTS

Głównym celem projektu było przekazanie przyszłym nauczycielom języka angielskiego umiejętności w zakresie ogólnej obsługi platformy służącej uczeniu na odległość (e-learning) oraz sposobów wykorzystania tej platformy w procesie nauczania języka obcego. Dodatkowym celem projektu, co podkreśla jego tytuł, było stworzenie studentom możliwości wzajemnego wspierania się wiedzą i umiejętnościami. Studenci filologii angielskiej uczyli się pracować na platformie, jednocześnie ucząc innych angielskiego.

Projekt Students 2 Students został przeprowadzony po raz pierwszy w roku akademickim 2005/2006 w ramach zajęć dla studentów ze specjalizacji nauczycielskiej trzeciego roku studiów licencjackich w Instytucie Filologii Angielskiej SWPS. Przedsięwzięcie zostało podzielone na dwie części. W części pierwszej, odbywającej się w semestrze zimowym, studenci zapoznawali się z zasadami funkcjonowania uczelnianej platformy e-learningowej wykorzystującej oprogramowanie Moodle. Poznali platformę z trzech perspektyw: studenta, nauczyciela i autora materiałów dydaktycznych. W drugiej części uczestnicy projektu utworzyli na platformie, a następnie przeprowadzili trybem e-learningowym minikursy języka angielskiego. Studenci filologii angielskiej występowali w roli nauczycieli, a ochotnicy wybrani spośród pozostałych studentów SWPS byli uczniami/studentami na przeprowadzanych przez kolegów kursach. Uczestnicy projektu poznali wybrane elementy metodyki nauczania online. Zobaczyli, jakie problemy mogą pojawić się przy nauczaniu e-learningowym oraz jak sobie z nimi radzić. Bardzo ważny był praktyczny wymiar zdobywanej wiedzy: uczestnicy projektu nie tylko uczyli się budować spójne szkolenia e-learningowe, ale także doświadczali bycia nauczycielem w napisanym przez siebie kursie.

Komentarz uzasadniający

Projekt jednej z największych uczelni niepaństwowych w Polsce. Dobry pomysł i skuteczna jego realizacja. W roku 2006 nauczanie się korzystania z platformy Moodle było dla studentów autentyczną wartością dodaną. Zdobyta wówczas umiejętność posługiwania się platformą Moodle zarówno od strony użytkownika, jak i autora kursów stanowiła podstawę dla późniejszych doświadczeń zawodowych studentów – platforma Moodle aktualnie jest platformą szeroko stosowaną w edukacji. Teoretyczne i praktyczne wprowadzenie e-learningu na wczesnym etapie kształcenia znacząco poprawiło warsztat metodyczny przyszłych nauczycieli. Największą wartością projektu było połączenie nowoczesnych technologii z tradycyjną formą nauczania (w tym przypadku innych studentów), co zaowocowało kompletnym i wysokim jakościowo przygotowaniem do pracy zawodowej nauczyciela języka angielskiego.



Instytucja koordynująca

Szkoła Wyższa Psychologii Społecznej (SWPS)

Osoba do kontaktu

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Sektor edukacji

Szkolnictwo wyższe

Grupa docelowa

Studenci kierunku nauczycielskiego

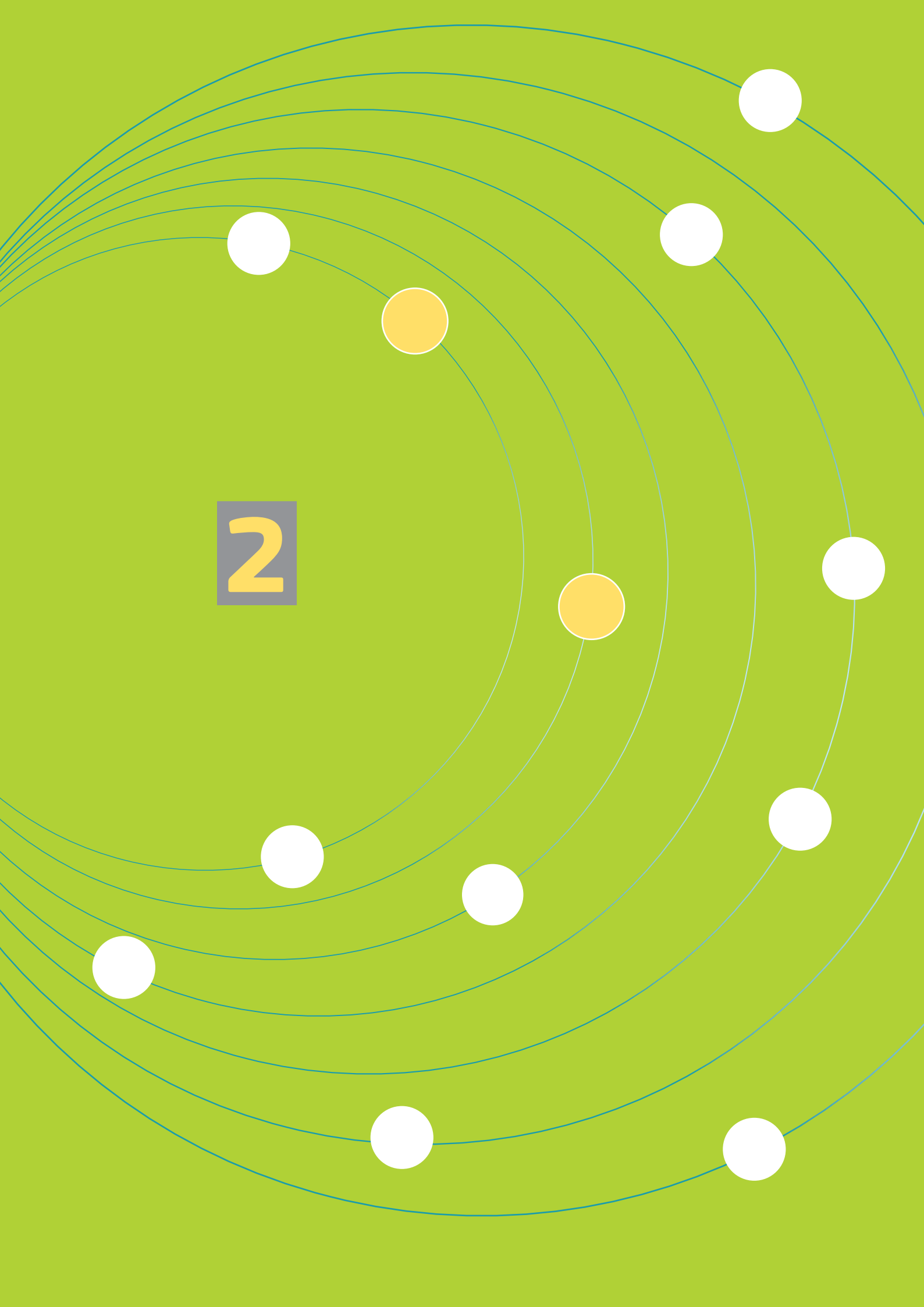
Język

Angielski

Rok przyznania nagrody

2006

2





2006/07:

**Diversification of
the languages on offer**

Schools and educational institutions in general can play a substantial role in promoting linguistic diversity by widening the range of languages taught. This priority targets projects that have found creative ways to offer more languages, and especially less widely used and taught languages, for instance by networking different schools, or by relying on community resources (local foreign residents, migrants, business operators) or on exchanges. Non-formal and informal educational providers like libraries, radio and TV broadcasters working to make the public more aware of linguistic diversity may also be targeted.

e-tridem.net — intercultural exchanges in virtual environments



This initiative was carried out during the academic years 2005/06, 2006/07 and 2007/08, within the framework of a Grundtvig 2 Learning Partnership of the former Socrates Programme, in which

a total of five schools in the field of Adult Education from Germany, Austria, the United Kingdom and Spain took part.

The main aim of the project was to design, develop and evaluate a highly innovative method to learn foreign languages by means of communicative tasks on cultural topics in virtual environments. The project started with the creation of an e-learning platform (<http://e-tridem.net/spanisch/Projectdescription.php>), in which students could find the tasks to work on, the guidelines for participation, the way to contact other users, information about the latest news and so on.

Taking into account a basic principle of collaboration among small groups from three different countries, diverse groups of native speakers were formed and they had to accomplish some cultural tasks communicating in three foreign languages and using ICT. The core of this online language and cultural course was divided into three blocks of language contents in which these groups from three nationalities met online and undertook small projects by which they had to communicate, discuss issues and reach agreements. The topics tackled referred to the students' ways of life and customs. Each block of contents took two weeks to be completed and only the specific language of that block could be used. The participant whose native tongue was the one used in that block of contents had to adopt the role of an expert (*Guide-on-the-side*) of his/her culture and language. In order to achieve the tasks to be done, there were three stages: information exchange stage, individual work stage and collaborative group-work stage. The course always finished with a face-to-face meeting of all the participants, so as to be able to get to know each other and evaluate the course jointly.



Coordinating body

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Contact person

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Education Sector

Adult Education

Target group

Students of Adult Education from different countries, who are studying or have studied two foreign languages, of at least an A2 level in one foreign language and B1 in the other. Besides that, the participant has to be interested in using them directly in conversations with native speakers with the help of ICT tools

Languages

German, English, Spanish

Year of the Award

2007

Comment on the selection

This project perfectly fits in the 2007 European priority: 'Diversification of the language on offer', because the students have the real opportunity to improve their foreign language communicative competence in English, German and Spanish, as well as their sociocultural knowledge and their intercultural competence. Furthermore, the intercultural exchange in the learning of foreign languages is facilitated and the use of ICT among students and teachers is promoted.

This project was developed by five institutions from four different European countries, in order to improve not only the students' language competence in three different foreign languages, but also to enhance three key competences, thus: communication in foreign languages, digital competence and intercultural competence. Furthermore, the collaboration of partners and the project website have been in progress since its creation.

The encouragement of team work, the critical reflection of the different teaching and learning methods in foreign languages and the coordination among teachers from the participating institutions for the development of a common methodology to teach foreign languages favoured the highly transferability of the courses designed.



es

E-TRIDEM.NET. INTERCAMBIOS INTERCULTURALES EN ENTORNOS VIRTUALES

Esta iniciativa se ha llevado a cabo durante los cursos 2005-2006, 2006-2007 y 2007-2008, en el marco de una asociación de aprendizaje Grundtvig 2 del programa Sócrates en la que han participado un total de cinco centros educativos del ámbito de la educación de personas adultas de Alemania, Austria, Reino Unido y España.

El objetivo principal del proyecto ha sido diseñar, desarrollar y evaluar un novedoso concepto de curso para el aprendizaje de lenguas extranjeras por medio de tareas comunicativas sobre temas culturales en entornos virtuales.

Este proyecto se inició con la creación de una plataforma de aprendizaje en línea (<http://e-tridem.net/spanisch/Projectdescription.php>) en la que los usuarios pueden encontrar las tareas a realizar, las directrices para participar, contactar con los participantes, informarse sobre las últimas novedades, etc.

A partir del principio básico de colaboración en pequeños grupos trinacionales se forman varios grupos con hablantes nativos de tres idiomas distintos, que tienen que realizar tareas de carácter cultural comunicándose en tres lenguas a través de las Tecnologías de la Información y la Comunicación (TIC). El núcleo del curso son tres bloques lingüísticos en los que los grupos trinacionales se encuentran online y realizan pequeños proyectos para lo cual necesitan debatir, comunicarse y ponerse de acuerdo. Los temas son cotidianos y hacen referencia a sus modos de vida y costumbres. Cada bloque de contenidos tiene una duración de 2 semanas y solo se utiliza la lengua de ese bloque. El participante del grupo cuya lengua materna es la que se utiliza adopta el rol de experto nativo (Guide-on-the-side) de su cultura y lengua. Para realizar estas tareas hay siempre una fase de intercambio de información, otra pequeña de trabajo individual y una de trabajo en colaboración. El curso finaliza con un encuentro presencial (face-to-face) de todos los participantes para conocerse y así también evaluar el curso conjuntamente.

Coordinador

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Persona de contacto

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Sector Educativo

Educación de Adultos

Grupo destinatario

Alumnado adulto de diferentes países, que estudia o ha estudiado dos lenguas extranjeras, con un nivel de aprendizaje de al menos A2 en una de las lenguas y B1 en la otra. Además, se debe estar interesado en practicarlas en comunicación directa con hablantes nativos mediante el uso de las TIC.

Idiomas

Alemán, inglés, español

Año premiado

2007

Comentario sobre la elección

Este proyecto se ajusta con claridad a la prioridad europea establecida para el año 2007, «Diversificación de la oferta lingüística», ya que el alumnado puede mejorar su competencia comunicativa en lenguas extranjeras (en inglés, alemán y español) a la vez que su conocimiento sociocultural y su consciencia intercultural. Al mismo tiempo se promueve el debate intercultural en el aprendizaje de lenguas y se fomenta la mejora en el uso de las TIC del alumnado y profesorado participante.

Se puso en marcha en colaboración con cinco instituciones pertenecientes a cuatro países europeos para mejorar no solamente la competencia lingüística de los estudiantes en tres lenguas extranjeras, sino también para mejorar tres competencias clave: la competencia en comunicación lingüística en lenguas extranjeras, la competencia digital y la competencia intercultural. Éste ha sido un proyecto sostenible en el tiempo, ya que hasta la actualidad tanto la web del proyecto como la colaboración entre instituciones siguen vigentes.

El fomento del trabajo en equipo, la reflexión sobre los sistemas de enseñanza y aprendizaje de lenguas y la coordinación del profesorado de las instituciones participantes para desarrollar un método en común para el aprendizaje de lenguas extranjeras basado en la interacción entre el alumnado de los diferentes países, han permitido también una alta capacidad de transferencia de los cursos diseñados.

The European Language Festival

Within the Socrates Lingua action, the Education institute Maribor — People's University (*Andragoški zavod Maribor — Ljudska univerza*) managed the international 'European Language Festival' project from 2002 to 2004. The project partner countries included the Czech Republic, Germany, Hungary, the Netherlands and Slovakia. The project raised north-eastern Slovenia's general public's awareness of the benefits of mastering several foreign languages. The Festival, which lasted 4 days from 29 September 2004 to 2 October 2004, directly attracted visitors who were informed about the Festival through the media, whereby the organisers launched an intensive information campaign consisting of multi-language notifications at public buildings and institutions; i.e. the police station, hospital, train and bus station, hotels and other buildings.

The Mediamix advertising agency's information campaign received 5 prestigious rewards at domestic and international advertising festivals.

Presentations of 24 languages represented at the festival were given by respective experts at the Education institute and were attended by 1 000 visitors, whereby 2 000 pupils and secondary school students attended the lectures at schools. The exhibition of less common European languages at the Faculty of Education in Maribor in April 2005 was attended by 3 000 visitors.

Other project outcomes include the catalogue with a description of all 24 languages in Slovenian, and a website in Slovenian, German and English (<http://www.azm-lu.si/>).



Coordinating body

Maribor Education Institute — People's University

Contact person

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Education Sector

Adult education

Target group

Local community in north-eastern Slovenia

Languages

Bulgarian, Czech, Danish, English, Estonian, French, German, Greek, Hungarian, Irish (Gaelic), Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Swedish, Turkish

Year of the Award

2006

Comment on the selection

Language skills are not only useful and a necessity, but they also represent one of the most important prerequisites for inclusion of an individual or a broader community in the European integration and international connection processes. The European Language Festival project highlighted this specific aspect. It focused on increasing the number of available languages and linguistic diversity, while preserving an inter-cultural orientation in order to increase the awareness of the significance of foreign language skills and promotion of linguistic diversity in Slovenia and Europe in an original and creative way.



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FESTIVAL EVROPSKIH JEZIKOV

Andragoški zavod Maribor – Ljudska univerza je v okviru akcije Socrates – Lingua od leta 2002 do leta 2004 vodil mednarodni projekt z naslovom „Festival evropskih jezikov“. Partnerske države v projektu so bile: Češka, Nemčija, Madžarska, Nizozemska in Slovaška. Projekt je ozavestil splošno javnost severno-vzhodne Slovenije o prednostih znanja čim večjega števila tujih jezikov. S festivalom, ki je trajal štiri dni, od 29. septembra do 2. oktobra 2004, so neposredno nagovorili obiskovalce, ki so bili o festivalu obveščeni v medijih in z obsežno informativno kampanjo, ki je vključevala večjezično obveščanje po mestu, in sicer na javnih objektih in v institucijah, kot so policija, bolnišnica, železniška in avtobusna postaja, hoteli ter drugo.

Za informativno kampanjo je oglaševalska agencija Mediamix prejela pet prestižnih nagrad na domačih in mednarodnih oglaševalskih festivalih.

Predstavitve 24 jezikov na festivalu, o katerih so predavali strokovnjaki, je na Andragoškem zavodu Maribor obiskalo 1 000 obiskovalcev. 2 000 učencev in dijakov je predavanja poslušalo v šolah. Aprila 2005 je bila organizirana razstava o manjših evropskih jezikih na Pedagoški fakulteti v Mariboru, ki si jo je ogledalo 3 000 obiskovalcev.

Izšel je tudi katalog s kratkim opisom vseh 24 jezikov v slovenščini ter izdelana je bila spletna stran v slovenščini in nemščini oziroma angleščini (<http://www.azm-lu.si/>).

Koordinator

Andragoški zavod Maribor – Ljudska univerza

Kontaktna oseba

Zlatko Tišljar (zlatko.tisljar@azm-lu.si)

Področje izobraževanja

Izobraževanje odraslih

Ciljna skupina

Lokalna skupnost v severovzhodni Sloveniji

Jeziški

Angleški, bolgarski, češki, danski, estonski, francoski, grški, irski (gelski), italijanski, latvijski, litovski, madžarski, malteški, nemški, poljski, portugalski, romunski, slovaški, slovenski, švedski, turški

Leto prejema priznanja

2006

Komentar k izbranemu projektu

Znanje jezikov ni samo koristno in potrebno, marveč je tudi eden izmed najpomembnejših osnovnih pogojev za vključevanje posameznika in širše skupnosti v proces evropskih integracij in mednarodnega povezovanja. Projekt „Festival evropskih jezikov“ je poudaril prav to. Osredotočil se je na večanje ponudbe jezikov in jezikovne raznolikosti, bil obenem medkulturno naravnani ter je na izviren in ustvarjalni način pomembno prispeval k večjemu ozaveščanju o pomenu znanja jezikov in spodbujanja jezikovne raznolikosti v Sloveniji in Evropi.

The Finnish Institute —

A PROMOTER OF THE FINNISH LANGUAGE AND CULTURE IN ESTONIA

The European Language Label was awarded to the Finnish Institute in Estonia for the long-term promotion of the Finnish culture and language in Estonia. The Institute has fostered the kinship between languages through a large variety of language and literature programmes. It has contributed to the training of teachers of Finnish in Estonia since 1994, when the Institute was established. The Finnish Institute has been the initiator of several activities such as: Finnish Theatre of the Year Award; a scholarship programme for teachers of Finnish; annual scholarships for teachers; and Agricola Days.

Coordinating body

Finnish Institute

Contact person

Ebe Talpsepp (ebe.talpsepp@mail.ee)

Education Sector

Teacher Training

Target group

Teachers of Finnish

Languages

Finnish

Year of the Award

2007

Comment on the selection

The Finnish Institute in Estonia was awarded the European Language Label for continuous promotion of the Finnish language and culture in Estonia, and for organising teacher training activities and events for pupils.



THE FINNISH
INSTITUTE —
A PROMOTER
OF THE FINNISH
LANGUAGE AND
CULTURE IN
ESTONIA

SOOME INSTITUUT
ON SOOME KEELE JA
KULTUURI EDENDAJA
EESTIS



et

SOOME INSTITUUT ON SOOME KEELE JA KULTUURI EDENDAJA EESTIS

Euroopa keeleõppe tunnuskirjaga tunnustati Soome Instituudi pikaajalist tegevust soome keele ja kultuuri edendamiseks Eestis. Oma mitmekesise ja arvuka soome keele õppimise ning õpetamise ja kultuuri tutvustavate programmide kaudu on Soome Instituut toetanud kahe sugulaskeele arengut. Alates instituudi asutamisest 1994. aastal on panustatud Eesti soome keele õpetajate koolitamiselle. Instituut on olnud paljude oluliste sündmuste algataja ja elluviija: soome keele Aasta Õpetaja tiitli omistamine, soome keele õpetajate stipendiumiprogrammi korraldamine, Agricola päevade korraldamine.



Projekti koordinaator

Soome Instituut

Kontaktisik

Ebe Talpsepp (ebe.talpsepp@mail.ee)

Hariduse valdkond

Õpetajakoolitus

Sihtgrupp

Soome keele õpetajad

Keeled

Soome keel

Tunnustatud

2007

Valiku põhjendus

Soome Instituuti Eestis tunnustati pikaajase soome keele ja kultuuri edendamise, õpetajate koolitamise ja õpilastele mõeldud sündmuste korraldamise eest.

Open to Every Citizen



One method to communicate languages is through songs. The project 'Open to Every Citizen' is aimed at providing learning possibilities of six languages to people who are unable to learn languages themselves. The motivation of young disadvantaged people to learn languages was encouraged and strengthened by using songs in six different languages. This helped

them to direct their steps towards language resource centres. Choirs representing Lithuania, Estonia, Latvia, Italy, the United Kingdom and Spain expressed the beauty of the language. The choir singers were the first to have opportunity to try the six target languages through three songs in each language. Language promoters and choir conductors were introduced to the language in both forms, a word and a song, during the exchange visits. Choir members, target groups and the general public participated in thematic language activating sessions which also added some extra value to the process of language elevation and expansion of survival competence in real-life circumstances. A number of choir concerts were organised during the project. Learning a foreign language through enjoyment was the main tool to increase people's motivation and remind them that learning a language is fun.



Coordinating body

Vilnius University, Foreign Language Institute

Contact person

Loreta Chodzkienė

Education Sector

University

Target group

Wide audience, especially disadvantaged young people

Languages

English, Estonian, Italian, Spanish, Latvian, Lithuanian

Year of the Award

2007



Comment on the selection

The project refers to the priority of the year 2007 'Diversification of the languages on offer' because it started in the year 2004 when Lithuania joined the EU. The main goal of the project was to introduce new languages (Lithuanian, Latvian and Estonian) to the older EU members (United Kingdom, Spain, Italy) by choir singing. Choir members communicated with the audience interactively showing the beauty of every language and encouraging them to learn at least a little bit.



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KALBA – VISIEMS

Vienas iš kalbinės komunikacijos metodų yra daina. Projektas „Kalba – visiems“ suteikia galimybes žmonėms, kurie negali mokytis kalbų patys, išmokti šešias kalbas. Kalbos mokymosi motyvacija jauniems žmonėms, turintiems specialiųjų poreikių, buvo stiprinama dainuojant dainas šešiomis skirtingomis kalbomis. Tai padėjo jiems atrasti kalbos mokymosi galimybes. Chorai iš Lietuvos, Estijos, Latvijos, Italijos, Didžiosios Britanijos ir Ispanijos išreiškė kalbos grožį. Choro dainininkai buvo pirmieji, kurie turėjo galimybę išbandyti šešias tikslines kalbas dainuodami po tris dainas kiekviena kalba. Partnerinių susitikimų metu chorų dainininkai ir chorvedžiai buvo supažindinti su kalbomis dviem būdais – žodžiu ir daina. Chorų nariai, tikslinės grupės ir publika dalyvavo teminėse kalbos aktyvavimo sesijose, kurios taip pat turėjo pridėtinės vertės kalbos įsisavinimo procesui ir išgyvenimo kompetencijos augimui realiose gyvenimiškose situacijose. Projekto metu buvo suorganizuota nemažai chorų koncertų. Kalbų mokymasis pramogaujant buvo pagrindinė projekto priemonė, skatinanti žmonių motyvaciją, ir priminimas, kad kalbų mokymasis gali būti smagus.

Koordinatorius

Vilniaus universiteto Užsienio kalbų institutas

Kontaktinis asmuo

Loreta Chodzkienė

Švietimo sektorius

Universitetas

Tikslinė grupė

Plati auditorija, ypač jauni žmonės, turintys specialiųjų poreikių

Kalbos

Anglų, estų, italų, ispanų, latvių, lietuvių

Apdovanojimo metai

2007

Komentaras apie projektą

Projekto pradžia sutapo su Lietuvos įstojimu į Europos Sąjungą 2004 m. Projekto idėja – pristatyti naujų ES valstybių Lietuvos, Latvijos, Estijos kalbas ES šalims senbuvėms (Jungtinei Karalystei, Ispanijai, Italijai) per dainą. Kalbų mokytojai tapo choristai, kurie koncertų metu interaktyviai bendraudavo su publika.



Parallel Digital Distance Learning in Foreign Languages

The project 'Parallel Digital Distance Learning in Foreign Languages' was developed by Vennesla Upper Secondary School. The school is located in a rural area, which has neither the necessary number of students nor the financial means to offer a variety of foreign languages to its students. The objective of this project has been to develop a teaching method where two or three groups of students from different schools can follow the teaching simultaneously by the use of ICT. Pupils at the participating schools are invited onto the learning platform of the host school, and they communicate with each other through video conferences, Skype and Internet. The foreign language classes at the participating schools run in parallel, and in this way the social aspect and the one-to-one conversation between teachers and pupils have been taken care of.

Coordinating body

Vennesla videregående skole

Contact person

Thorkild Haus

Education Sector

Upper secondary

Target group

Pupils studying foreign languages

Languages

French

Year of the Award

2007

Comment on the selection

The strength of this project is that the tools are easily accessible and very user-friendly. This project demonstrates how cooperation between schools makes it possible for pupils to choose between a greater variety of languages than would have been the case without such a network. Thus, the project is an example of how creativity and new technology increases the diversification of the languages on offer.





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PARALLEL DIGITAL FJERNUNDERVISNING I FREMMEDSPRÅK

Prosjektet har bestått i å utvikle et undervisningsopplegg der to og tre elevgrupper kan motta og følge undervisning selv om de befinner seg på forskjellige steder. Elever fra andre skoler inviteres inn på vertskolens læringsplattform, og de kommuniserer også via videokonferanser, Skype og Internett. I løpet av de fem årene prosjektet har pågått, har utfordringene ved å bruke ny teknologi i stor grad blitt overvunnet. Det er dessuten en styrke at de anvendte hjelpemidlene er lett tilgjengelig. Deltakerskolene har også tilrettelagt undervisningen slik at timene i fremmedspråk går parallelt, og det sosiale aspektet, fellesskapsfølelsen og en-til-en samtalen mellom lærer og elev er ivaretatt i prosjektet.

Prosjektet er utviklet ved Vennesla videregående skole, men flere skoler i Vest-Agder - Kvinesdal, Lyngdal og Byremo - har også deltatt. Et slikt nettverk mellom skoler har gjort det mulig å tilby og opprettholde undervisning i fransk ved skoler som ikke har hatt et stort elevgrunnlag eller økonomiske ressurser til selv å kunne gi et slikt tilbud. Når utgiftene blir delt på flere skoler, blir ikke et utvidet fagtilbud en så stor økonomisk belastning for den enkelte skolen. Prosjektet er et godt eksempel på hvordan det å slå ned de fysiske veggene og etablere klasserom på tvers av skoler gjør det mulig å opprettholde et godt tilbud i fremmedspråk.

Institusjon/Organisasjon

Vennesla videregående skole

Kontaktperson

Thorkild Haus

Sektor

Videregående skole

Målgruppe

Elever i fremmedspråk

Språk

Fransk

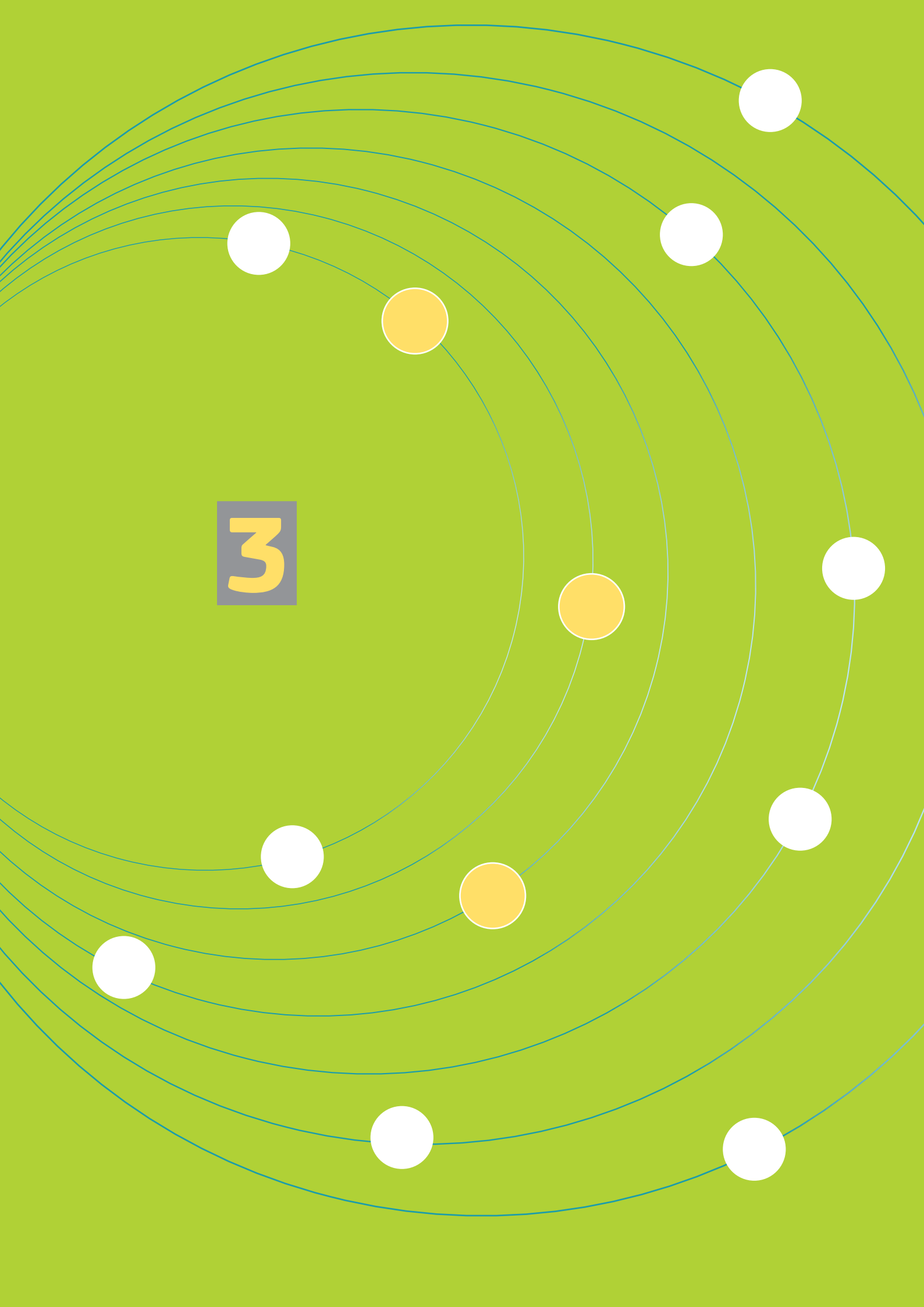
Tildelt European Language Label

2007

Begrunnelse for utnevnelsen

Vennesla videregående skole har gjennom sitt samarbeid med andre skoler i fylket vist at kreativ nyttenking og bruk av teknologi har gjort det mulig å tilby ulike fremmedspråk til små grupper som ellers ikke ville vært kommet i gang. Prosjektet har stor overføringsverdi til andre regioner som sliter med for små grupper i fremmedspråk. I tillegg kan undervisningsopplegget lett tilpasses andre språk.

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2008/09:

Intercultural dialogue

2008 was the European Year of Intercultural Dialogue, underlining the important contribution of intercultural dialogue to a number of the European Union's strategic priorities, which are the promotion of cultural diversity, active European citizenship and social cohesion. The year intended to highlight and raise awareness about this priority, and intercultural dialogue has, since then, been a central theme for the activities of the directorate-general. Projects awarded the European Label should serve as references for demonstrating the interrelation of language skills on the one hand and mutual understanding and valuing of cultures on the other. Examples may range from innovative methods of presenting various cultural aspects in the language classroom, through raising interest in languages via cultural events, to using language learning to remove social and cultural barriers and further an inclusive society.

3E E.Eco.Euro Citoyen:

FOSTERING FOREIGN LANGUAGE LEARNING & EUROPEAN CITIZENSHIP AMONG PUPILS IN VOCATIONAL SECONDARY SCHOOL

Vocational secondary school Montpensier wants to encourage its pupils to learn a foreign language, get familiar with several languages and develop a European culture. Languages taught in the school are English and Spanish. Every year the initiation to a new language is added to the pupils' curriculum so by the time they graduate they have discovered at least 5 languages. To do so, teachers from various subjects (Languages, Arts, Economy, Communication, etc.) meet and organise their activities around the European theme. A new country is studied every year. Discussions are organised between teachers and former Erasmus students who have been to the studied country and the involved pupils. During these meetings, they exchange their points of view and experiences. A 'pen pal programme', the Internet and the European platform eTwinning are additional tools for Montpensier pupils to collaborate. A visit to the capital city of the studied country is organised at the end of the school year.

Coordinating body

Vocational secondary school Montpensier Saint Vincent

Contact person

Mrs Soulie

Education Sector

Initial Vocational Training

Target group

Pupils from vocational secondary school

Languages

Italian, Dutch, English, Spanish

Year of the Award

2009



Comment on the selection

'3E E.Eco. Euro Citoyen: Fostering foreign languages learning & European citizenship among pupils in vocational secondary school' is a good example of a project increasing motivation in language learning as well as increasing the European citizenship among pupils from vocational secondary schools thanks to the intercultural dialogue.



3E E.ECO.EURO
CITOYEN:
FOSTERING FOREIGN
LANGUAGE LEARNING
& EUROPEAN
CITIZENSHIP AMONG
PUPILS IN VOCATIONAL
SECONDARY SCHOOL

3E E.ECO.EURO
CITOYEN: ENCOURAGER
L'APPRENTISSAGE DES
LANGUES ÉTRANGÈRES ET LA
CITOYENNETÉ EUROPÉENNE
DANS L'ENSEIGNEMENT
SECONDAIRE
PROFESSIONNEL

fr

3E E.ECO.EURO CITOYEN: ENCOURAGER L'APPRENTISSAGE DES LANGUES ÉTRANGÈRES ET LA CITOYENNETÉ EUROPÉENNE DANS L'ENSEIGNEMENT SECONDAIRE PROFESSIONNEL

Le lycée Montpensier souhaite susciter l'intérêt de ses élèves pour apprendre les langues et se forger une culture européenne, dimension encore rare dans les établissements d'enseignement professionnel. Les langues étudiées dans l'établissement sont l'anglais et l'espagnol. À ces deux langues, l'équipe a souhaité en ajouter une nouvelle, chaque année, de manière que, à l'issue de leur scolarité secondaire, tous les élèves en aient découvert au moins cinq. Dans ce but, l'équipe pédagogique se mobilise, de manière transdisciplinaire (langues, arts et patrimoine, développement durable, etc.), autour de la thématique européenne. Chaque année, un nouveau pays est étudié. Des enseignants et des étudiants Erasmus connaissant ce pays interviennent auprès des élèves pour partager avec eux leur vécu personnel et professionnel européen. Parallèlement, les lycéens communiquent avec leurs correspondants dans la langue étudiée, par messagerie électronique mais aussi grâce à l'internet et la plate-forme européenne eTwinning. À la fin de l'année, ils visitent la capitale du pays qu'ils ont découvert au cours de l'année.

Structure coordinatrice

Lycée professionnel Montpensier-Saint Vincent

Personne de contact

M^{me} Soulie

Secteur éducatif

Formation professionnelle au lycée

Groupe cible

Élèves en lycée professionnel

Langues

Italien, néerlandais, anglais, espagnol

Année d'obtention du label

2009

Commentaire sur la sélection

«3E E.Eco.Euro Citoyen: encourager l'apprentissage des langues étrangères et la citoyenneté européenne dans l'enseignement secondaire professionnel» est un bon exemple de projet favorisant l'augmentation de la motivation pour l'apprentissage des langues étrangères et encourageant la citoyenneté européenne chez des élèves de la voie professionnelle à travers le dialogue interculturel.



Bilingual Forum Ireland



Bilingual Forum Ireland

Bilingual Forum Ireland is an association that aims to raise awareness of bilingualism and multilingualism. The main objective of the project is to provide free information for parents and educators about issues concerning bilingual language acquisition and education. The expanding group of experts includes linguists, speech and language therapists and teachers. The service is free and available all over Ireland; it is also available through an online forum.

Bilingual Forum Ireland is an association that aims to raise awareness of bilingualism and

Coordinating body

Bilingual Forum Ireland

Contact person

Francesca La Morgia
Bilingual Forum Ireland
96 Kickham Road
Inchicore
Dublin 8
Tel. +353 876943766
Email: info@bilingualforumireland.com

Education Sector

Pre-primary, Primary

Target group

Pre-Primary, Primary, Parents

Languages

Czech, Slovak, French, German, Spanish, Italian, Polish, Romanian

Year of the Award

2009



Comment on the selection

This project has raised awareness and stimulated great interest amongst parents and teachers by responding to concerns regarding bilingualism/multilingualism in children. There is considerable potential in this project as a resource for the wider community. This free online service is available to all schools, community centres and nurseries and could be replicated in other countries in this format. The project focuses on all majority and minority languages within Europe as well as all other world languages. Users increase their understanding of other cultures through language learning. It is a novel and interesting approach for parents, communities and academics. The materials were developed by a panel of experts who also answered the questions raised on the forum.





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FÓRAM DÁT HEANGACH NA HÉIREANN

Comhghrúpa nua is ea Fóram Dát heangach na hÉireann a bhfuil de sprioc aige tuiscint ar an dát heangachas a ardú. Cuirimid ceardlanna dát heangacha ar fáil do thuismitheoirí, d'oidheoirí agus do dhuine ar bith ar suim leis nó léi tuilleadh a fháil amach faoi dhát heangachas agus faoi ilteangachas. Tá ár ngrúpa ag dul i méid agus imeasc na saineolaithe atá ann tá teangeolaithe, teiripeoirí urlabhartha agus teanga chomh maith le múinteoirí. Is seirbhís saor in aisce atá á cur ar fáil againn agus is ar fud na hÉireann atá sí ar fáil. Cuirtear ar fáil ar an idirlíon í, leis, trínár bhfóram ar-líne.

Is seirbhís saor in aisce atá á cur ar fáil againn agus is ar fud na hÉireann atá sí ar fáil. Cuirtear ar fáil ar an idirlíon í, leis, trínár bhfóram ar-líne.

Sonraí Teagmhála

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Earnáil Oideachais

Réamh-bhunscóil, bunscóil

Spriocghrúpa

Réamh-bhunscóil, bunscóil, tuismitheoirí

Teangacha

Seicis, Slóvaicis, Fraincis, Gearmáinis, Spáinnis, Iodáilis, Polainnis, Rómáinis

Bliain an ghradaim

2009

Tuairim ar an rogha

Leis an tionscadal seo spreagadh tuiscint agus suim mhór i dtuismitheoirí agus i múinteoirí trí freagraí a thabhairt ar cheistanna a bhaineann le páistí agus dát heangachas/ilteangachas. D'fhéadfadh an tionscadal seo dul chun tairbhe go mór don phobal i gcoitinne. Cuirtear an tseirbhís ar líne seo ar fáil saor in aisce do gach scoil, ionad pobail agus naíolann agus d'fhéadfaí í a athdhéanamh i dtíortha eile sa bhformáid seo. Tá an tionscadal dírithe ar mhórtheangacha agus mionteangacha san Eoraip agus ar theangacha domhanda eile. Cuirtear na húsáideoirí tuilleadh eolais ar chultúir eile trí theangacha a fhoghlaim.

Is cur chuige úrnua suimiúil é seo do thuismitheoirí, do phobail agus don lucht acadúil. Painéal saineolaithe a d'fhorbair an t-ábhar agus freagraíonn an painéal seo ceistanna a ardaítear san fhóram chomh maith.



I Love Guatemala

Culture and Education Project



Coordinating body

Municipal Museum in Żory

Contact person

Anita Czerner (muzeum@muzeum.zory.pl)

Education Sector

Primary, Secondary

Target group

Children and youth

Languages

Spanish

Year of the Award

2008

The project was run by the Municipal Museum of Żory. One of its aims was to create conditions for learning, experiencing and interpreting the world from the perspective of Meso-American culture. Various activities were organised as part of the project: film screenings, cultural events, concerts, lectures on Mayan civilisation, ethnology and anthropology. An exhibition of a Market Place in Guatemala presenting traditional Indian products was organised together with the exhibition of photographs commented on by archaeologists. The museum organised special lessons (Jaguar Traces, At an Indian Market Place). An education game on botany and zoology was created: (Mysterious Cacao Tree Alleys) and archaeological workshops (Discovering the Maya Treasure) were organised.

A significant part of the project was learning Spanish (its Latin-American version) as an important tool to take up an intercultural dialogue. Thanks to the innovative form of the language-music workshops, 'Hablamos y cantamos' run by a Colombian musician Eddy Sanchez, the participants of the project could learn a new language or improve Spanish skills depending on their proficiency.

The project made pupils aware that the language is not only about the words and grammar, but it is about the whole context in which it is used: history, people, tradition, etc. The project was a starting point for an intercultural dialogue and an attempt to answer the questions about the background of cultural variety.

Comment on the selection

The project of a municipal museum well known for its activities for children and youth. It combines cultural and language elements in an interesting way, showing Spanish language in its rich cultural context. The project abounded in fascinating events, various in their form and content which integrated science, culture and language. On one hand the project offered learning Spanish in a light, funny way through music, on the other hand it confronted the participants with serious adult questions on the history of language formation and the significance of culture to understand the language. The project was welcomed with great interest in the local community. The beautiful visualisation and good documentation were the reasons why this project was selected for promotional purposes and exposed at many exhibitions of the European language projects.





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PROJEKT KULTUROZNAWCZO-EDUKACYJNY „GWATEMALA MNIE POWALA”

Projekt został przeprowadzony przez Muzeum Miejskie w Żorach. Jednym z jego celów było stworzenie warunków do poznania, doświadczenia i interpretacji świata przez pryzmat kultur Mezoameryki. W ramach przedsięwzięcia zorganizowano różnorodne zajęcia: pokazy filmowe, spotkania kulturalne, koncerty, wykłady na temat cywilizacji Majów, etnologii i antropologii. Przygotowano też wystawy (m.in. tradycyjne indiańskie targowisko w Gwatemali) oraz wystawę fotograficzną z komentarzem archeologa. Muzeum przeprowadziło również lekcje muzealne: Szlakiem jaguara i Na indiańskim targu. W ramach projektu powstała gra edukacyjna bazująca na wiedzy z botaniki i zoologii Tajemnicze ścieżki kakaowca oraz warsztaty archeologiczne Odkrywamy skarby Majów – archeologiczna wędrówka. Ważną część działań projektowych stanowiła nauka języka hiszpańskiego (jego latynoamerykańskiej wersji) jako instrumentu ważnego do podjęcia dialogu kulturowego. Poprzez innowacyjną formę warsztatów językowo-muzycznych Hablamos y cantamos, prowadzonych przez kolumbijskiego muzyka Ediego Sancheza, uczestnicy projektu (w zależności od poziomu znajomości języka hiszpańskiego) mogli zapoznać się z nowym językiem obcym bądź doskonalić zdobyte już umiejętności językowe.

Projekt pozwolił uświadomić uczniom, że język to nie tylko słówka i gramatyka, ale przede wszystkim cały kontekst, w którym się go używa: historia, ludzie, tradycje... Stanowił punkt wyjścia do podjęcia dialogu kulturowego oraz próbę zmierzenia się z odpowiedzią na pytanie o podłoże różnorodności kulturowej.

Instytucja koordynująca

Muzeum Miejskie w Żorach

Osoba do kontaktu

Anita Czerner (muzeum@muzeum.zory.pl)

Sektor edukacji

Szkoła podstawowa, gimnazjalna, ponadgimnazjalna

Grupa docelowa

Dzieci i młodzież

Język

Hiszpański

Rok przyznania nagrody

2008

Komentarz uzasadniający

Projekt muzeum miejskiego, znanego z działalności na rzecz dzieci i młodzieży. W ciekawy sposób łączy elementy kulturowe i językowe, pokazując język hiszpański w całym jego bogactwie kontekstu kulturowego. Przedsięwzięcie to obfitowało w ciekawe i różnorodne pod względem formy i tematu wydarzenia integrujące nauki przyrodnicze, kulturę i język. W ramach działań projektowych zaproponowano naukę języka hiszpańskiego w zabawnej, lekkiej formie (poprzez muzykę). Jednocześnie postawiono przed uczestnikami poważne, dorosłe pytania o historię tworzenia się języka i znaczenie kultury dla jego rozumienia. Projekt spotkał się z olbrzymim zainteresowaniem lokalnej społeczności, a przez fakt pięknej wizualizacji i bardzo dobrej dokumentacji był wielokrotnie promowany i eksponowany na wystawach europejskich projektów językowych.



Language opportunities



The project 'Bolsa de Idiomas (Bi)' (Language opportunities) is an intercultural education programme that encourages meetings and interaction among young people from different countries through language exchanges and cultural activities. The originality of the project 'Bi' lies in the fact that it was created and is managed by a local authority through the Youth Space of Cartagena City Council's Youth Department. The

public administration encourages language learning amongst the municipality's population, creating a database where the users' profiles are collected, and by which they put individuals into contact so as to practice a foreign language. Furthermore, the different intercultural activities boost the motivation and creativity of the experts who coordinate the project and that of the collaborating entities. 'Bi' users have the opportunity to practice a language with a native speaker or someone who has a good command on it. Users establish their own timetables. The person who speaks and interacts is not a teacher, but a friend with the same difficulties as you, so the common embarrassment felt when it comes to speaking does not exist. The group is smaller in size; therefore, the time available for practice is used more productively. At the same time, direct contact with native speakers of the target language the user wants to practise is established, and they do not even have to leave their own city. 'Bi' participants have the opportunity to meet people from other cultures, practise a language and create new social networks that increase as more members join in. The 'Bi' project is a great opportunity to practice languages and share experiences, since it also offers educational and amusing activities that foster participation, such as exhibitions, talks, karaoke, reading clubs, etc.

Comment on the selection

The project was launched in March 2007 and it is still running. This project focuses on linguistic exchanges to promote intercultural dialogue, which is a clear example of the 2008 European priority: 'Intercultural dialogue'. It provides the space needed for the implementation and development of these linguistic meetings in council facilities and other areas associated with collaborative organisations in the project (clubs, cafés, public libraries, the Polytechnic University of Cartagena, the Official School of Languages, the School of Tourism). This experience can be easily transferred to other organisations that wish to encourage young people to have a fabulous opportunity to learn a new language.

The project also favours linguistic gatherings among young people from different cultures and creates a space for young people and for cultural activities. It encourages international mobility among young people, boosts the motivation of young people to learn a foreign language and enhances the participation of disadvantaged groups at these ages in the programme activities, while providing advice to participants on the different European programmes and resources available. The project also promotes the training of multilingual citizens, who will make the most of these educational, professional and economic opportunities in an integrated, multicultural and multilingual Europe.



Coordinating body

Espacio Joven Ayuntamiento de Cartagena
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Spain
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Web: <http://www.cartagena.es>
Email: bolsaidiomas@ayto-cartagena.es.

Contact person

Maria Eugenia Mari Alonso (bolsaidiomas@ayto-cartagena.es).

Education Sector

Initial Vocational Training, Continuous Vocational Training, Adult Education

Target group

Students in non-formal Vocational Training courses and in Adult Education who would like to contact native speakers from different countries to improve their practice of any of the following languages: Arabic, Bulgarian, Spanish, French, German, Greek, Dutch, English, Italian, Polish, Portuguese, Romanian

Languages

Arabic, German, Bulgarian, Spanish, French, Greek, Dutch, English, Italian, Polish, Portuguese, Romanian

Year of the Award

2008



es

BOLSA DE IDIOMAS

El programa «Bolsa de idiomas» (Bi) es un programa de educación intercultural que fomenta el encuentro y la relación de jóvenes de países diferentes a través de intercambios lingüísticos y actividades culturales. La originalidad de este proyecto reside en que ha sido creado y gestionado por una entidad local a través del Espacio Joven de la Concejalía de Juventud del Ayuntamiento de Cartagena. De esta manera, la Administración pública favorece el aprendizaje de lenguas entre la población del municipio, creando una base de datos donde se recogen las características de los usuarios y se pone en contacto a personas afines a la práctica de un segundo idioma. Igualmente, las distintas actividades interculturales fomentan la motivación y la creatividad de técnicos coordinadores del proyecto y entidades colaboradoras. El usuario tiene oportunidad de practicar un idioma con una persona de habla nativa o que tenga un buen conocimiento del mismo. Es el propio usuario el que puede establecer sus propios horarios. La persona que te habla no es un profesor, sino un compañero con las mismas dificultades, con lo que se rompe la barrera del pudor a la hora de comenzar a hablar. Es un grupo reducido, por lo que el tiempo de práctica es mucho más productivo. Al mismo tiempo, se produce un contacto directo con personas nativas de la lengua que el usuario quiere practicar sin salir de su ciudad de origen. Las personas que participan en «Bi» tienen la oportunidad de conocer a gente de otras culturas, practicar un idioma y crear nuevos círculos de amistad que van creciendo conforme se añade un miembro más. Aprender un idioma siempre es complicado y exige esfuerzo y dedicación. Existen muchos jóvenes y adultos que, debido al ajustado horario de trabajo o estudio, no pueden adaptarse al ritmo de academias o instituciones. Por ello, este proyecto es una gran oportunidad para practicar lenguas e intercambiar experiencias. Asimismo, se ofrecen actividades educativas y lúdicas que fomentan la participación, tales como exposiciones, charlas, karaoke, clubes de lectura, etc.

Coordinador

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Persona de contacto

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Sector educativo

Formación Profesional y Educación de Adultos.

Grupo destinatario

Alumnado de Formación Profesional no reglada y adultos interesados en contactar con personas de distintos países para mejorar la práctica de alguno de los siguientes idiomas: alemán, árabe, búlgaro, español, francés, griego, holandés, inglés, italiano, polaco, portugués, rumano

Idiomas

Alemán, árabe, búlgaro, español, francés, griego, holandés, inglés, italiano, polaco, portugués, rumano

Año premiado

2008

Comentario sobre la elección

El programa «Bolsa de idiomas» se inició en marzo de 2007 y está vigente en la actualidad. Este programa de intercambios lingüísticos, que favorece el diálogo intercultural entre jóvenes de diferentes culturas, es ejemplo claro de la prioridad europea del año 2008 «Diálogo intercultural». Asimismo, se facilitan los espacios necesarios para la realización y desarrollo de esos encuentros lingüísticos en lugares propios del Ayuntamiento y en otros espacios de entidades colaboradoras con el programa (clubes de lectura, cafeterías, bibliotecas municipales, la Universidad Politécnica de Cartagena, la Escuela Oficial de Idiomas, la Escuela de Turismo...). Este proyecto sienta una base fácil de transferir a cualquier entidad que quiera fomentar entre los jóvenes la fabulosa oportunidad de aprender una nueva lengua.

«Bolsa de idiomas» crea un espacio por y para los jóvenes para la realización de actividades culturales, y fomenta la movilidad internacional y la motivación por el aprendizaje de lenguas. Además, se propicia la participación de jóvenes en situación desfavorecida en las actividades del programa, a la vez que facilita asesoramiento a los participantes sobre los diferentes recursos o programas europeos, permitiendo formar ciudadanos multilingües que podrán aprovechar mejor las oportunidades educativas, profesionales y económicas en el seno de una Europa integrada, multicultural y multilingüe.

‘Languages, my idea!’



‘Languages my idea!’ is an interactive exhibition that focuses on the variety of home languages, the way that children

(9 to 12 years old) deal with these languages and their diversity. The exhibition is a voyage of discovery in which children visit various objects/places (e.g. giant dominoes, a language tower, a puzzle, a digital opinion game, a listening corner, etc.). During their tour they playfully experience how languages can smell, sound, colour, build, etc. In this way they are stimulated to think and reflect on diversity, their own feelings and ideas of others. The final aim is to reach a respectful attitude and the enhancement of the intercultural dialogue.

Coordinating body

Regionaal Integratiecentrum Foyer Brussel

Contact person

Hilde Desmedt (hilde.desmedt@foyer.be)

Education Sector

Primary Education

Target group

Teachers, youth workers, parents

Languages

Dutch, English, French, Italian, Romanian, Slovenian, Spanish, Turkish, Arabic, Chinese

Year of the Award

2008

Comment on the selection

This project won the ELL because of its focus on the multilingual context in Brussels and other cities in Flanders. It stimulates primary school children to reflect on the diversity of languages they meet and speak not only via the exhibition but also via workshops, games, discussions, etc. in which parents can participate as well. One of the main learning outcomes the project is aiming at is the respect of children and their families for diversity in a multilingual society.

Talen, mijn gedacht !



Talen, mijn gedacht !



Talen, mijn gedacht !



nl

TALEN, MIJN GEDACHT!

'Talen mijn gedacht!' is een interactieve tentoonstelling die focust op de waaier van thuistalen en de manier waarop kinderen (9- tot 12-jarigen) omgaan met deze talen en hun diversiteit. De tentoonstelling is een ontdekkingsreis waarin kinderen op verscheidene plaatsen op een speelse manier kunnen ervaren hoe talen voelen, ruiken, kleuren, bouwen ... De tentoonstelling voert hen langs talentorens, reuzen-domino's, een luisterhoek, een puzzel, een digitaal stellingenspel ... Zo worden ze gestimuleerd om na te denken over diversiteit, hun eigen gevoelens en de ideeën van anderen. Hierin ligt vaak ook de basis van meer respect voor elkaar. Op die manier wordt de interculturele dialoog bevorderd.

Coördinator

Regionaal Integratiecentrum Foyer Brussel

Contactpersoon

Hilde Desmedt (hilde.desmedt@foyer.be)

Onderwijssector

Basisonderwijs

Doelgroep

Leraren, ouders, jeugdwerkers

Talen

Nederlands, Engels, Frans, Italiaans, Roemeens, Sloveens, Spaans, Turks, Arabisch, Chinees

ELIT-winnaar in

2008

Toelichting bij de selectie

Dit project won het Europees Label voor Innovatief Talenonderwijs net omwille van zijn focus op de meertalige context van Brussel en andere steden in Vlaanderen. Het stimuleert kinderen uit de lagere school om na te denken over de talendiversiteit die zij er ontmoeten en over hun eigen meertaligheid. Dit gebeurt niet enkel via de tentoonstelling maar ook via workshops, spellen, discussies ... waaraan ouders eveneens kunnen deelnemen. Eén van de belangrijkste leerresultaten die het project beoogt, is het respect van de kinderen en hun families voor de diversiteit in een meertalige maatschappij.



LOA — Learning from/with One Another



The project has implemented innovative strategies with an impact on English language learning in an intercultural approach. This project has developed a language teaching model based on the implementation of intercultural communication, supported by ICT and in a collaborative and cooperative environment within

a trans-cultural framework. It has also contributed to promoting a critical and intervening citizenship. The innovative characteristic consists of its curricular integration as a strategy to the teaching of foreign languages and in the implementation of the collaborative trans-cultural work. In the framework of the project a pedagogic handbook has been developed for professional courses. The project has also presented another perspective, consisting of showing to many teachers the pedagogical potential of ICT and its efficiency in the improvement of the learning process, seeking an answer to the problem of unsuccessful foreign language learning. This project also served to test the impact of the implementation of an eTwinning project, based on collaborative work and intercultural communication. To access the results of the collaborative work please contact the project coordinator.

Coordinating body

Escola Secundária Frei Rosa Viterbo

Contact person

Maria da Piedade Carvalho da Silva

Education Sector

Upper Secondary, Initial Vocational Training

Target group

Upper-secondary and VET pupils

Languages

English

Year of the Award

2009

Comment on the selection

The project has successfully implemented innovative strategies with an impact on English language learning, under an intercultural perspective. The project targets pupils and undergraduates of secondary school courses and professional courses.



pt

LOA — LEARNING FROM/WITH ONE ANOTHER

O projeto desenvolve um modelo de ensino de línguas baseado na implementação da comunicação intercultural, suportado pelas TIC e no trabalho colaborativo e cooperativo numa dimensão transcultural. O projeto contribuiu também para a promoção da cidadania crítica e interventiva. O caráter inovador consiste na sua integração curricular como estratégia do ensino de línguas e na implementação do trabalho colaborativo transcultural. No âmbito do projeto, foi elaborado um dossiê pedagógico para cursos profissionais. O projeto apresentou ainda uma outra vertente: demonstrar a muitos docentes as potencialidades pedagógicas das TIC e a sua eficácia na melhoria da aprendizagem dos alunos, procurando dar resposta ao problema do insucesso na área da aprendizagem de línguas estrangeiras. Este projeto serviu para testar o impacto da implementação de um projeto de parceria eTwinning assente no trabalho colaborativo e na comunicação intercultural. Para ter acesso aos resultados do trabalho colaborativo deverá aceder à página do programa eTwinning: www.etwinning.net, entrar com o login «convidado especial» e contactar o coordenador para obter a palavra-passe.

Entidade Coordenadora

Escola Secundária Frei Rosa Viterbo

Pessoa de Contacto

Maria da Piedade Carvalho da Silva

Sector de Educação

Ensino Secundário, Formação Profissional Inicial

Grupo-alvo

Alunos do ensino secundário e da formação profissional inicial

Línguas

Inglês

Ano do Prémio

2009

Comentário sobre a seleção

O projeto implementou com qualidade estratégias inovadoras com impacto na aprendizagem da língua inglesa, numa perspetiva intercultural. Projeto dirigido a alunos e formandos dos cursos do ensino secundário e dos cursos profissionais.

Multimedia e-Platform for the Democratic Learning of Foreign Languages



The objectives of the 'Multimedia e-Platform for the Democratic Learning of Foreign Languages' Comenius multilateral project were to promote European intercultural education based on the learning

of foreign languages, to apply the new technologies intensively and to foster interdisciplinarity as a way of gaining knowledge at a European and global level. Another objective was to create an alternative way of learning, which can be applied to distance learning and part-time courses. The partners in this project (schools from Romania, Italy, Portugal, Poland), coordinated by the Theoretical High School 'Mihail Kogălniceanu' from Vaslui, Romania, collaborated in order to obtain the following final products: (a) an e-learning platform ('Claroline') for all the institutions involved in the project, implemented in the intranet, in the first stage, followed by a common website in the second stage of the project; (b) a new e-learning methodology and e-books for learning French, English, Spanish and Italian for students between 6 and 19 years old, in keeping with the national curricula in the partner countries; (c) a best practice guide based on the project experience; (d) course materials for the ongoing training of foreign language teachers. The methods used for meeting the objectives and achieving the final products included specific activities, permanent cooperation and communication among the institutions, which were adequate for the implementation of the common complex dissemination and evaluation strategies. The project lasted for two years: 2009/11.



Coordinating body

High School 'Mihail Kogălniceanu' Vaslui

Contact person

Alexandru Miță (alexandrumita@gmail.com)

Education Sector

Pre-primary, Primary, Secondary, University, Initial Vocational Training, Continuous Vocational Training, Tertiary Education, Adult Education, Teacher Training

Target group

Pupils between 11 and 19 years old from lower secondary schools and high schools

Languages

French, English, Spanish, Italian, Russian

Year of the Award

2009

Comment on the selection

The added value and the universality of the final products create their democratic character: the e-learning platform, the best practice guide and the course materials can be freely and unlimitedly accessed by any educational institution and by any citizen of the world who wants to educate him/herself, keeping intact the spirit of the open-source platform — as a free source for everyone. The platform functions as an independent entity, with up to 1 000 registered active users and it gets new users every year from the partner countries. More than this, the domain name <http://www.lang-platform.eu> and the platform <http://www.lang-platform.eu/campuce> (username & password **guest**) are reserved until 2021, with a possibility of prolongation. An added value is also the fact that all the project outcomes were the result of the cooperation among the project partners. At the same time, the added value comes from the humanistic character of the project concept; all the project products were among the first that addressed persons with disabilities and isolated persons (due to geographical or socioeconomic causes), allowing them to continue their training and promoting inclusion. The polyglot character of the platform and the multilingualism, the cultural openness and the openness to new ideas and new technologies also count as added value brought by the project.





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O PLATFORMĂ MULTIMEDIA PENTRU ÎNVĂȚAREA DEMOCRATICĂ A LIMBILOR STRĂINE

Obiectivele proiectului multilateral Comenius „O platformă multimedia pentru învățarea democratică a limbilor străine” au fost: promovarea educației interculturale europene bazată pe învățarea limbilor străine, aplicarea intensivă a noilor tehnologii și facilitarea interdisciplinarității ca o cale a dobândirii de cunoștințe la nivel european și mondial. Un alt obiectiv este crearea unei alternative de învățare care să poată fi aplicată în cazul învățării la distanță sau în cazul învățământului cu frecvență redusă. Școlile partenere în acest proiect (din România, Italia, Portugalia, Polonia), coordonate de Liceul Teoretic „Mihail Kogălniceanu” din Vaslui (România), au colaborat în vederea obținerii următoarelor produse finale: (a) o platformă de e-learning „Claroline” pentru toate instituțiile implicate în proiect, implementată în intranet, în prima etapă, apoi pe un site comun, în etapa a doua; (b) o nouă metodologie de e-learning și manuale electronice de învățare a limbilor franceză, engleză, spaniolă și italiană, destinate unui spectru larg (de la 6 la 19 ani), în concordanță cu programele naționale ale instituțiilor în parteneriat; (c) un manual de bune practici, bazat pe experiențele din proiect; (d) un suport de curs pentru formarea continuă a profesorilor de limbi străine. Strategia de îndeplinire a obiectivelor și de realizare a produselor finale s-a bazat pe activități specifice și pe o permanentă cooperare și comunicare între instituții, corespunzătoare punerii în practică a strategiilor comune și complexe de evaluare și diseminare. Proiectul s-a desfășurat în perioada 2009-2011.

Coordonator

Liceul Teoretic „Mihail Kogălniceanu”, Vaslui

Persoană de contact

Alexandru Miță (alexandrumita@gmail.com)

Sector educațional

Preșcolar, primar, secundar, universitar, formare profesională inițială, formare profesională continuă, educație terțiară, educația adulților, formare profesională pentru cadrele didactice

Grup-țintă

Elevi cu vârste cuprinse între 11-19 ani din școli generale și licee

Limbi utilizate

Franceza, engleza, spaniola, italiana, rusa

Anul acordării

2009

Comentariu privind selecția

Valoarea adăugată și universalitatea produselor finale constau în caracterul lor democratic: platforma de e-learning, manualul de bune practici și suporturile de curs pot fi accesate de oricare cetățean al lumii care dorește să se autoeduce; se păstrează intact spiritul de *open source* (sursă liberă) al platformei, la dispoziția tuturor. Platforma funcționează independent, cu peste 1 000 de utilizatori activi înregistrați, și înrolează în fiecare an noi utilizatori din instituțiile partenere și nu numai. Mai mult decât atât, numele domeniului <http://www.lang-platform.eu> și platforma <http://www.lang-platform.eu/campuce> (utilizator și parolă: *guest*) sunt rezervate până în 2021, cu posibilitate de prelungire peste acest termen. Faptul că produsele proiectului au rezultat din procesul de cooperare dintre partenerii proiectului este, de asemenea, o dovadă a plusvalorii proiectului. Concomitent, plusvaloarea provine din caracterul umanist al conceptului proiectului; toate produsele proiectului se adresează, prioritar, persoanelor cu dizabilități și celor izolate (din cauze geografice sau socio-economice), permițându-le să își continue pregătirea și promovând incluziunea. Caracterul poliglot al platformei și plurilingvismul său, deschiderea culturală și receptivitatea la noile idei și noile tehnologii contribuie, de asemenea, la valoarea adăugată a proiectului.

Signs in the city



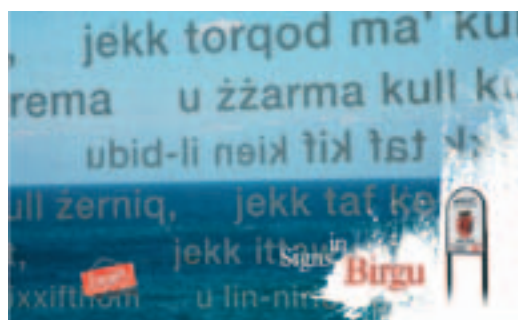
'Signs in the city' promotes the languages through the city signs. The project provides basic knowledge about different alphabets (Latin, Cyrillic, Greek) and basic vocabulary for the visitor while it also introduces the local authorities to some innovative ways of promoting their languages through their cities.

It promotes 5 European languages through visual representations of 5 cities — Dobrich (Bulgaria), Napflio (Greece), Alcalá de Henares (Spain), Gdańsk (Poland), and Birgu (Malta) — by using the city signs and symbols, such as high-street signs, heritage places, graffiti, traffic signs, ads and posters, restaurant menus, etc., using contemporary art (photography) as a tool.

The project concept is based on the understanding of the necessity to foster the intercultural dimension in language learning and promotion of languages through knowing the cultural background of the others. The targeted languages are presented through the atmosphere, culture, lifestyle and history of the cities.

The project created interest in studying new, less wide-spread and indeed 'strange looking' languages and satisfies basic linguistic needs that result from increased mobility, tourism, intercultural communication and business relationships at European level. It created an easily adaptable and transferable educational and promotional model, that was applied to the whole range of project products and outcomes: travel and language guide books, CDs with audio lessons, and interactive 'crash' language lessons during a specially designed 'Signs in the city' exhibition.

'Signs in the city' was recognised as best practice during its project life; it has very successfully continued by expanding the network of cities of Signs ('Beyond Signs in the City' project), and continues to attract interest from new cities.



Coordinating body

Chamber of Commerce and Industry, Dobrich, Bulgaria

Contact person

Reneta Palova

Education Sector

Adult Education (Main Educational Sector)

Target group

General public (tourists, students and businessmen visiting the city, residents of the city and service providers in the city)
Policymakers (with a special focus on local and regional authorities as indirect target group that become sustainable language promoters of the cities)

Languages

Bulgarian, Greek, Spanish, Polish, Maltese

Year of the Award

2008

Comment on the selection

Very successful project whose concept is based on an understanding of the need to promote the intercultural dimension in language teaching and the promotion of languages through knowledge of the cultural characteristics of others.





bg

ЗНАЦИТЕ НА ГРАДА

Проектът „Знаците на града“ популяризира езиците чрез знаците на града. Той предоставя основни познания за различните азбуки (латиница, кирилица, гръцка) и базова за чужденците лексика, като същевременно представя на местните власти иновативни начини за популяризиране на езиците им чрез техните градове. Проектът популяризира 5 европейски езика чрез визуално представяне на пет европейски града – Добрич (България), Нафплио (Гърция), Алкала де Енарес (Испания), Гданск (Полша) и Биргу (Малта), като използва градските знаци и символи (указателни табели, пътни знаци, надписи на исторически сгради, графити, плакати и реклами, меню в ресторантите, символни места и др.) чрез средствата на съвременното изкуство (например фотография).

Концепцията на проекта е основана на разбирането за необходимостта от насърчаване на межкултурните измерения в езиковото обучение и популяризирането на езици чрез опознаване на чуждите културни особености. Целевите езици са представени чрез атмосферата, културата, начина на живот и историята на градовете.

Проектът провокира интерес към изучаване на нови, по-малко популярни и екзотични езици и отговора на основните езикови потребности, породени на европейско ниво от разширената мобилност, туризма, межкултурната комуникация и деловите връзки. Проектът представя един гъвкав и практически ориентиран обучителен модел, приложен спрямо цялата гама от проектни продукти: пътеводители и разговорници, дискове с аудиоуроци, интерактивни практически уроци, разработени по време на специално подготвената изложба „Знаците на града“.

„Знаците на града“ получи признание като добра практика още по време на протичането на проекта; беше успешно продължен от разрастване на мрежата от Градове на знаците (в проекта „Отвъд знаците на града“) и продължава да привлича интереса към нови градове.



Координиращ орган:

Търговско-промишлена палата – Добрич, България

Лице за контакт

Ренета Палова (rpalova@cci.dobrich.net)

Образователен сектор

Основен образователен сектор – Образование за възрастни

Целеви групи

Широката публика (туристи, студенти, бизнесмени, посещаващи градовете; работещи в сферата на услугите; жители на градовете)
Създателите на политики в различни области (с особен акцент към непрямата целева група на местните и регионални власти, които устойчиво да работят за разпространение на езиците на своите градове)

Езици

Български, гръцки, испански, полски, малтийски

Година на награждаване

2008

Кратък коментар

Много успешен проект, чиято концепция е основана на разбирането за необходимостта от насърчаване на межкултурните измерения в езиковото обучение и популяризирането на езици чрез опознаване на културните особености на другите.



Zvolen in Dortmund

The grammar school of Matej Bel in Zvolen, Slovakia, has cooperated with the partner school in Dortmund, Germany, since 2002 on the base of two-year projects. During the first year of the project pupils make mutual correspondence to know each other better. They communicate in German or English. In the second year one-week exchange visits are organised for approx. 10 pupils who stay with their friends' families. During their stay they take part in classes at their partner school. Besides the activities in the school there are very rich programmes, tasks and varied interesting competitions prepared for pupils in order to learn more and get familiar with the cultural heritage of the host country. Pupils fulfil smaller partial tasks and gather materials necessary for their final work.

It is not just a sightseeing visit of the country for the pupils. They are actively involved in the lifestyle of the host family, they take part in its everyday life and also participate in the educational process at school. The pupils become Europeans abroad for a week. The goals and topics of the two-year projects are varied; they are not repeated. Tasks for pupils are prepared in order to get to know the partner country and its people as much as possible.

The result of mutual cooperation was also that pupils received an award in the international competition called 'Begegnung mit Osteuropa' (Meeting with Eastern Europe) that was organised by Germany, specifically Nordrhein-Westfalen. Out of 1 500 submitted works, 2 Slovak pupils participating in the project were rewarded for their works. The Ministry of Education in Germany awarded them diplomas and a financial price.



Coordinating body

Grammar school of Matej Bel in Zvolen (Slovakia),
Grammar school in Dortmund (Germany)

Contact people

Mgr. Eva Cesnaková (Slovakia), Mgr. Sabine Weidner
(Germany)

Education Sector

Secondary schools

Target group

Pupils and teachers of grammar schools

Languages

German, English

Year of the Award

2009

Comment on the selection

Several years of realisation of bilateral projects allowed pupils to improve their communication skills in German and English, PC work and gathering and processing information. It allowed them to get to know the new country, its people, their lifestyle and compare it with life in their own country. Getting to know the countries mutually and creating new contacts contributed to enriching and deepening relationships as well as a better understanding among pupils.



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ZVOLEN V DORTMUDE

Gymnázium Mateja Bela vo Zvolene spolupracuje s partnerským Gymnázium v Dortmunde, v Spolkovej republike Nemecko, už od roku 2002 na báze dvojročných projektov. Počas prvého roka projektu si žiaci navzájom píšú, aby sa lepšie spoznali. Korešpondencia prebieha v nemeckom, prípadne anglickom jazyku, ako i samotná komunikácia medzi žiakmi. V druhom roku sa uskutoční týždenný výmenný pobyt približne 10 žiakov, ktorí bývajú u rovesníkov v rodinách. Počas pobytu sa zúčastňujú na vyučovaní v partnerskej škole. Okrem aktivít v škole je pre žiakov pripravený bohatý program, úlohy a rôzne zaujímavé súťaže na spoznávanie kultúrneho dedičstva hosťovskej krajiny. Žiaci riešia menšie čiastkové úlohy a zbierajú materiál potrebný pre ich záverečnú prácu.

Nejde len o návštevu krajiny, v ktorej si žiaci prezerajú pamätihodnosti. Aktívne sa podieľajú na spôsobe života hosťovskej rodiny, zapájajú sa do jeho kolobehu a zúčastňujú sa aj na výchovno-vzdelávacom procese v škole. Na týždeň sa stávajú Európanmi v zahraničí.

Ciele a témy dvojročných projektov sú rôzne, neopakujú sa. Úlohy sú pre žiakov pripravené tak, aby čo najlepšie spoznali partnerskú krajinu a jej obyvateľov.

Výsledkom vzájomnej spolupráce bolo aj umiestnenie sa žiakov v medzinárodnej súťaži „Begegnung mit Osteuropa“ (Stretnutie s východnou Európou), ktorú vyhlasuje Spolková republika Nemecko, spolková krajina Severné Porýnie-Vestfálsko. Z celkového počtu 1 500 prihlásených prác boli ocenené 2 práce slovenských žiakov zapojených do projektu. Autori víťazných prác získali diplomy od Ministerstva školstva Spolkovej republiky Nemecko a peňažnú odmenu.

Komentár k výberu

Niekoľkoročná realizácia bilaterálnych projektov umožnila žiakom zdokonaľiť sa v konverzácii v nemeckom a anglickom jazyku, v práci na počítači, v získavaní a spracovaní informácií. Umožnila im spoznať novú krajinu, jej obyvateľov, ich životný štýl a porovnať ho so životom vo svojej krajine. Vzájomné spoznávanie krajín a vytváranie nových kontaktov prispeli k obohateniu a prehĺbeniu vzťahov a zároveň k lepšiemu porozumeniu medzi žiakmi.

Koordinátor

Gymnázium Mateja Bela vo Zvolene (Slovensko),
Gymnázium v Dortmunde (Nemecko)

Kontaktná osoba

Mgr. Eva Cesnaková (Slovensko), Mgr. Sabine Weidner
(Nemecko)

Sektor vzdelávania

Stredné školy

Cieľová skupina

Žiaci a učitelia gymnázia

Jazyky

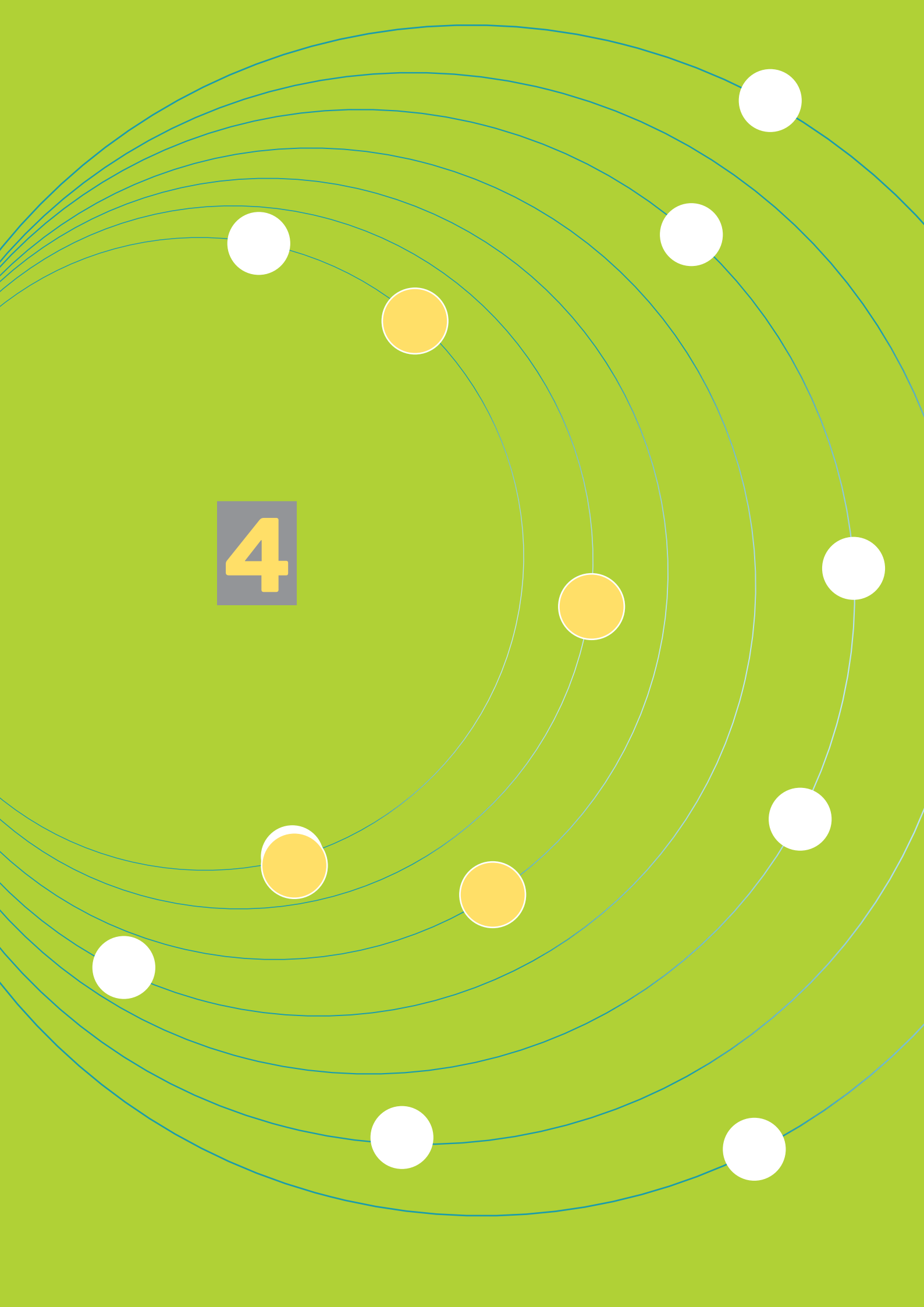
Nemecký a anglický jazyk

Rok ocenenia

2009



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2008/09:

Languages and business

Each year, thousands of European companies lose business and miss out on contracts as a result of their lack of language skills, according to a study carried out for the European Commission during 2006 by the Chartered Institute of Logistics and Transport (CILT). The findings suggest that there is enormous potential for small businesses in Europe to increase their total exports if they invest more in languages and develop coherent language strategies. This priority targets noteworthy examples of cooperation between language course providers and enterprises, and services and tools offered to cover the language needs of enterprises or raise awareness of the role of languages in business.

Dynamo

— Networking to impart basic skills and help young people achieve formal educational qualifications and be integrated in the educational system and the labour market



Due to the precarious situation on the labour market, especially for young migrants, the network Dynamo provides basic skills and educational qualifications as well as knowledge of the German language to 15 to 25-year-old youths with migrant background to facilitate

integration into the education system and the labour market.

The Dynamo network consists of three projects:

The project JUBIZ youth education centre (VHS Ottakring), which is attended by up to 200 young people daily, offers courses in the areas of counselling, literacy and basic education, language training & qualification with additional support of social workers 75 % - 90 % of youths reach their self-set objectives regarding the education level in JUBIZ.

The ISIS project at the VHS Rudolfshheim-Fünfhaus has as primary objective, the learning success of pupils from vocational schools and colleges focused on first and second grade to support individual learning through coaching classes in small groups.

The focus is on the promotion of language skills in German and English, but also on the economic subjects of business studies and accountancy. In addition, the participants have the opportunity to learn different learning techniques and strategies. The project youth, education & work of the association project

integration house provides — supplementary to JUBIZ — with the module BAJU basic training courses for young immigrants to prepare for the final exams of secondary school and sets additionally the module J-u-L-I-A that focuses on the integration of the participants into the labour market. The modules are taught in German as second language and follow CLIL principles.



Coordinating body

Volkshochschule Ottakring/Volkshochschule Rudolfshheim-Fünfhaus/Verein Projekt Integrationshaus Ludo-Hartmann-Platz 7, 1160 Vienna
Tel. +43 14920996/24 or + 43 6608169008

Contact person

Mag. Dr John Evers (john.evers@vhs-ottakring.ac.at)

Web

www.jubiz.at/texte/Dynamo.pdf

Education Sector

Adult Education

Target group

Young people at the age of 15 to 25 with migration background

Languages

Croatian, Czech, English, French, German, Spanish, Turkish, Arabic, Bosnian, Farsi, Serbian

Year of the Award

2009

Comment on the selection

Based on cooperation of three project partners in different fields of secondary and vocational training, a holistic approach on facilitating linguistic, technical and vocational as well as social skills are carried out for young people. This approach includes for example alphabetisation, basic education and linguistic facilitation, preparation for the final exams and learning support in combination with entrepreneurship skills to enhance young people to perform well in the labour market. The overall objective of the project is an integration of young people into the education system and the labour market. Thus the transfer of knowledge by using CLIL-based methods and didactic principles combined with economic as well as language skills and social accompaniment are key issues to reach this goal and remarkable innovative methods. Besides that, further cooperation with stakeholder like ministries, the Chamber of Labour or the Public Employment Service Austria can be emphasized for another innovative aspect in this project. Hence the EU-priorities of 'Languages and business' are met in an excellent and innovative way. As a result, the project has been already honoured on a national level with the Austrian Award for Adult Education in 2010.

DYNAMO — NETWORKING TO IMPART BASIC SKILLS AND HELP YOUNG PEOPLE ACHIEVE FORMAL EDUCATIONAL QUALIFICATIONS AND BE INTEGRATED IN THE EDUCATIONAL SYSTEM AND THE LABOUR MARKET
DYNAMO – NETZWERK ZUR VERMITTLUNG VON BASISQUALIFIKATIONEN UND BILDUNGSABSCHLÜSSEN FÜR JUGENDLICHE SOWIE ZUR INTEGRATION IN BILDUNGSSYSTEM UND ARBEITSMARKT

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DYNAMO – NETZWERK ZUR VERMITTLUNG VON BASISQUALIFIKATIONEN UND BILDUNGSABSCHLÜSSEN FÜR JUGENDLICHE SOWIE ZUR INTEGRATION IN BILDUNGSSYSTEM UND ARBEITSMARKT

Aufgrund der prekären Lage am Arbeitsmarkt insbesondere für jugendliche Migranten und Migrantinnen verfolgt das Netzwerk Dynamo das Ziel, 15- bis 25-jährigen Jugendlichen mit Migrationshintergrund Basisqualifikationen und Bildungsabschlüsse sowie Kenntnisse der deutschen Sprache zu vermitteln, um eine Integration in das Bildungssystem und den Arbeitsmarkt zu ermöglichen.

Das Dynamo-Netzwerk besteht aus drei Projekten:

Das Projekt JUBIZ-Jugendbildungszentrum (VHS Ottakring), das von bis zu 200 Jugendlichen täglich besucht wird, ermöglicht Lehrgänge in den Bereichen Beratung, Alphabetisierung & Basisbildung, Sprachförderung & Qualifikation mit zusätzlicher Begleitung von Sozialarbeitern und Sozialarbeiterinnen. 75-90 % der Jugendlichen erreichen im JUBIZ das selbst gesteckte Bildungsziel.

Das Projekt ISIS an der VHS Rudolfsheim-Fünfhaus hat als vorrangiges Ziel, den Lernerfolg von Schülern und Schülerinnen aus berufsbildenden mittleren und höheren Schulen mit Schwerpunkt 1. und 2. Klassen durch individuelles Lerncoaching in Kleingruppen zu unterstützen. Der Fokus liegt auf der Förderung der sprachlichen Kompetenzen in Deutsch und Englisch, aber auch auf den wirtschaftlichen Fächern Betriebswirtschaftslehre und Rechnungswesen. Daneben werden den Teilnehmern und Teilnehmerinnen Lerntechniken und -strategien vermittelt.

Das Projekt Jugend, Bildung & Arbeit des Vereins Projekt Integrationshaus bietet ergänzend zum JUBIZ mit dem Modul BAJU Basisbildungslehrgänge zur Vorbereitung auf den Hauptschulabschluss für jugendliche Migranten und Migrantinnen an und setzt mit dem Modul J-u-L-I-A seinen Schwerpunkt auf die Integration der Teilnehmer/-innen in den Arbeitsmarkt. Die Module erfolgen in Deutsch als Zweitsprache und nach methodisch-didaktischen CLIL-(Content and Language Integrated Learning)-Grundsätzen.

Projekträger

Volkshochschule Ottakring/Volkshochschule Rudolfsheim-Fünfhaus/Verein Projekt Integrationshaus Ludo-Hartmann-Platz 7, 1160 Wien, ÖSTERREICH
 Tel. +43 14920996/24 oder + 43 6608169008

Kontaktperson

Mag. Dr. John Evers (john.evers@vhs-ottakring.ac.at)

Web

www.jubiz.at/texte/Dynamo.pdf

Bildungssektor

Erwachsenenbildung

Zielgruppe

15- bis 25-jährige Jugendliche/junge Erwachsene mit Migrationshintergrund

Sprachen

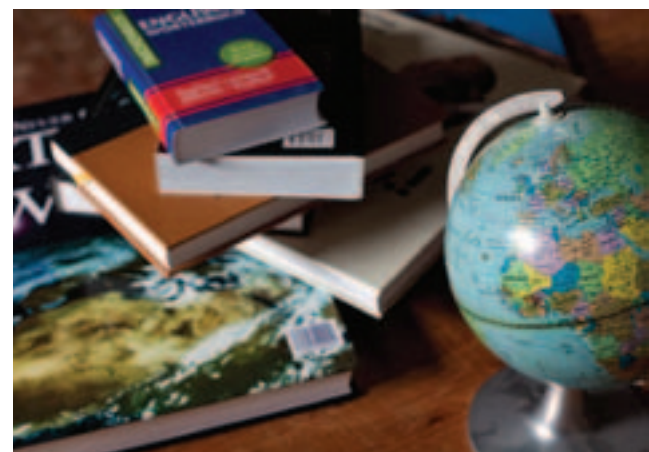
Arabisch, Bosnisch, Deutsch, Englisch, Farsi, Französisch, Kroatisch, Serbisch, Spanisch, Tschechisch, Türkisch

Auszeichnungsjahr

2009

Kommentar zur ESIS-Nominierung

Durch die Kooperation der drei Projektpartner wird ein ganzheitlicher Bedarf an Maßnahmen zur Förderung von sprachlicher, fachlicher und sozialer Kompetenzen von Jugendlichen und jungen Erwachsenen abgedeckt, wie Alphabetisierung, Basisbildung, gezielte Sprachförderung, Nachholen von Bildungsabschlüssen oder Lernbegleitung. Im Fokus stehen dabei nicht nur Bildungsabschlüsse oder Basisqualifikationen der Jugendlichen/jungen Erwachsenen, sondern auch deren arbeitsmarktrelevante Kompetenzen. Ziel ist die Integration der Jugendlichen in das Bildungs- bzw. Arbeitsmarktsystem, indem eine Wissensvermittlung mit arbeitsmarktrelevanten Kompetenzen und Sprachkompetenzen gekoppelt ist. Auf diese Weise werden die EU-Prioritäten von „Sprachen und Wirtschaft“ auf gelungene Weise abgedeckt. Das Projekt zeichnet sich darüber hinaus durch die Begleitung und Betreuung der Jugendlichen/jungen Erwachsenen durch Sozialarbeiter/-innen bei sämtlichen Maßnahmen sowie durch Kooperationen mit verschiedenen Stakeholdern (z. B. Ministerium, Arbeiterkammer, Arbeitsmarktservice) aus. Das Projekt wurde 2010 mit dem österreichischen Staatspreis für Erwachsenenbildung ausgezeichnet.



Eurocatering Language Training



The outcomes of the project implemented by the Secondary School for Catering and Tourism are transparent, concise and user-friendly learning materials and language teaching and learning tools for teaching professional

language. Another significant outcome of the project is also the 'Eurocatering Language Portfolio' used for monitoring language skill progress and self-evaluation of the acquired professional language skills; thus, introducing elements of individuals' own responsibility for their language learning and cultural progress. Furthermore, a result of the project is also a new website offering a free online language course which, besides the language structures and cultural elements of a specific language community, also includes the typical relevant factors of non-verbal communication. The website is suitable for independent learning, while the portal enables a broader exchange of experience of all those working in the catering and hospitality industry.

Overall, the project covered seven languages (English, French, Spanish, Galician, Dutch, Norwegian and Slovenian), while comprising partners from seven countries, as well as the participation of foreign language teachers, work practice mentors, participants in mobility programmes and, last but not least, a significant number of students (<http://www.eurocatering.org>).

Coordinating body

Secondary School for Catering and Tourism

Contact person

Darja Štiherl (darja.stiherl@guest.arnes.si)

Education Sector

Secondary education

Target group

Students and professionals in the catering and hospitality industry

Languages

English, French, Spanish, Galician, Dutch, Norwegian, Slovenian

Year of the Award

2008

Comment on the selection

With the Eurocatering Language Training project the Secondary School for Catering and Tourism introduced an original and successful approach for increasing the quality of foreign language teaching to professionals in the field of catering, while further improving the language and cultural elements of mobility within the field of catering and hospitality, and promoting the narrow and broader public's awareness of multilingualism.



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JEZIKOVNO IZPOPOLNJEVANJE EUROCATERING

V okviru projekta so na Srednji šoli za gostinstvo in turizem izdelali pregledno, strnjeno in uporabniku prijazno učno gradivo ter jezikovna orodja za učenje in poučevanje jezika stroke. Oblikovali so mapo Eurocatering Language Portfolio za spremljanje jezikovnega napredka in samoocenjevanje pridobljenih jezikovnih zmožnosti na področju jezika stroke, kar vnaša v učni proces elemente odgovornosti posameznika za jezikovni in kulturni napredek. Izdelana je bila tudi nova spletna stran s prosto dostopnim jezikovnim tečajem, ki poleg jezikovnih struktur in besedišča vključuje tudi kulturne elemente posamezne jezikovne skupnosti in značilne dejavnike nebesedne komunikacije. Stran je primerna za samostojno učenje, portal pa omogoča širšo izmenjavo izkušenj vseh, ki delujejo na področju gastronomije in hotelirstva.

V projektu, ki je zajemal sedem jezikov (angleščina, francoščina, španščina, galicijščina, nizozemščina, norveščina in slovenščina), je sodelovalo sedem držav; sodelovali so učitelji tujih jezikov, učitelji praktičnega pouka kuharstva in strežbe, mentorji delovne prakse, udeleženci mobilnosti in predvsem zelo veliko število dijakov (<http://www.eurocatering.org>).

Koordinator

Srednja šola za gostinstvo in turizem

Kontaktna oseba

Darja Štiherl (darja.stiherl@guest.arnes.si)

Področje izobraževanja

Srednješolsko izobraževanje

Ciljna skupina

Dijaki in vsi, ki delujejo na področju gastronomije in hotelirstva

Jeziki

Angleščina, francoščina, španščina, galicijščina, nizozemščina, norveščina, slovenščina

Leto prejema priznanja

2008

Komentar k izbranemu projektu

Srednja šola za gostinstvo in turizem je v slovenskem izobraževalnem sistemu s projektom „Eurocatering language training“ na izviren in uspešen način dvignila kakovost poučevanja tujega jezika kot jezika stroke na področju gastronomije, izboljšala jezikovno in kulturno pogojene elemente mobilnosti na področju gastronomije in hotelirstva ter spodbudila ozaveščanje ožje in širše javnosti glede večjezičnosti.

Italian language and banking communication



The aim of the project is to develop a learning path that can enhance the language and communicative competence of non-native speaker bank staff, in order to allow them to master on-the-job communication with Italian colleagues. The project, realised in cooperation with UniCreditGroup, is addressed to 545 Romanian mother-tongue employees working for the

Italian banking group. The learning path is organised in two steps, implemented on a learning platform: Aula web-general Italian and Aula web-banking Italian. The first one is composed of three learning modules that aim at developing several language skills, listening, reading, writing and speaking abilities, concerning the personal domain, and to arouse interest in Italian language and culture. At the end of this step students reach A2 level of communicative competence and they can undertake the second step, which is composed of one learning module, concerning the professional domain. The aim of Aula web-banking Italian is to enhance the language and communicative competence related to Italian financial and banking language, especially the on-the-job spoken variety.



Coordinating body

Università per Stranieri di Siena — Centro FAST
Via Carlo Rosselli, 27-28
53100 Siena
ITALY

Contact person

Monica Barni

Education Sector

Continuous Vocational Training

Target group

Workers

Languages

Italian

Year of the Award

2009

Comment on the selection

In a banking environment notoriously anglophone, the project supports the spread and use of the Italian language in the workplace. The cooperation with a large Italian banking company with a modern information system has allowed the involvement of a large number of foreign workers and, therefore, the project responds in an original way to the 2008-09 European Commission priority 'Languages and business'.



Mottuario audio Internet (2a parte)


 Ora ascolta la seconda parte del notiziario sulle nuove regole governative per l'istruzione dei mutui.
 Per ascoltare il testo clicca sul (il consiglio di ascoltare almeno due volte). Poi fa le attività di comprensione.

 Attività 1
 Attività 2

Clicca sul per leggere la trascrizione del brano

Home

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 Stampa
 Modifica
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 Wiki

Avvisi

 Benvenuti al corso di livello B1
 AULA WEB- Italiano bancario


Parlati di Unicredit



it

LINGUA ITALIANA E COMUNICAZIONE BANCARIA

Lo scopo del progetto è la realizzazione di percorsi di apprendimento in grado di elevare il livello di competenza linguistica di parlanti non nativi di italiano, per interagire linguisticamente con colleghi italiani nell'espletamento delle proprie attività lavorative. Il progetto, realizzato in collaborazione con UniCreditGroup, è rivolto a 545 operatori in maggioranza di lingua madre romena, impiegati presso le sedi estere del gruppo bancario italiano, e comprende due percorsi didattici implementati su una piattaforma per l'e-learning. Il primo, Aula web-Italiano comune, è composto da tre moduli didattici, il cui scopo è lo sviluppo delle abilità linguistiche di comprensione e produzione scritta e orale, per interagire nell'ambito del dominio privato di comunicazione. Al termine viene raggiunto un livello A2 di competenza, che consente l'accesso al livello successivo, Aula web-Italiano bancario, composto da un solo modulo, centrato sulla comunicazione nel dominio professionale. Lo scopo di questo secondo percorso è di sviluppare gli aspetti della competenza linguistico-comunicativa che consentano l'interazione in ambito bancario e, in particolare, permettano scambi comunicativi tra colleghi.

Organismo coordinatore

Università per Stranieri di Siena — Centro FAST
 Via Carlo Rosselli, 27-28
 53100 Siena
 ITALIA

Persona di contatto

Monica Barni

Settore dell'istruzione

Formazione professionale continua

Gruppo target

Occupati

Lingue

Italiano

Anno del conferimento del premio

2009



Commento sulla selezione

In un ambiente bancario notoriamente anglofono, il progetto sostiene la diffusione e l'uso in ambito lavorativo della lingua italiana. La collaborazione con una grande azienda bancaria italiana dotata di un moderno sistema informatico ha permesso il coinvolgimento di un notevole numero di lavoratori stranieri e pertanto il progetto risponde con originalità alla priorità 2008-2009 indicata dalla Commissione europea «Languages and business».

The language policy plan of the Brussels public hospital network



To guarantee the quality of the hosting and care in a hospital, communication between staff and patients is absolutely essential. IRIS, the umbrella organisation of 5 public hospitals, has developed a language

policy plan to improve the bilingual and multilingual competencies of their 9 000 members of staff. The policy plan is ambitious and creative. One of its innovative aspects is the fact that IRIS engaged 6 internal language trainers and a language policy coordinator who are working full time on the implementation of this policy plan in order to get it integrated in the culture of the 5 hospitals. The language training has a solid didactic basis, the aims are linked to the European Reference Framework for Foreign Language Learning. In this project, IRIS cooperates with partners such as the House of the Dutch Language in Brussels, the University of Antwerp, various language schools in Brussels and private hospitals in Brussels.

Coordinating body

Interhospital umbrella organisation of the Regio for Infrastructural Cooperation (IRIS)

Contact person

Katrien De Troyer (Katrien.DETROYER@iris-hopitaux.be)

Education Sector

Adult Education/Vocational Training

Target group

Hospital staff

Languages

Dutch

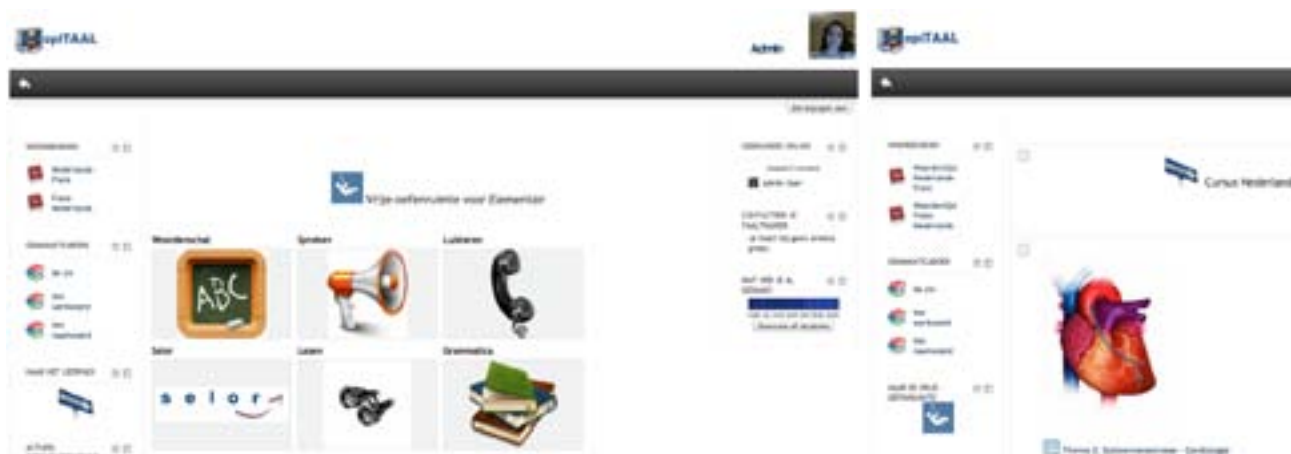
Year of the Award

2009



Comment on the selection

The jury that selected the IRIS hospitals for the ELL award was impressed by the investment of the IRIS hospital management to improve the bilingual and multilingual competences of its staff, the innovative strategic approach and its quality care. Moreover, the project has a high potential for outreach and it can be expanded to other languages.





nl

HET TAALBELEIDSPLAN VAN DE IRIS-ZIEKENHUIZEN

Om de kwaliteit van het onthaal en de zorg in het ziekenhuis te garanderen, is een goede communicatie tussen het ziekenhuispersoneel en de patiënt essentieel. IRIS, de koepel van 5 openbare ziekenhuizen, werkt sinds 2006 aan een interhospitaal taalbeleidsplan om de tweetaligheid en de meertaligheid van 9 000 personeelsleden werkzaam in de IRIS-ziekenhuizen op originele wijze te verbeteren. Concreet krijgt het personeel tal van leer- en opleidingsmogelijkheden. Het taalbeleidsplan is groot van opzet: IRIS is een bedrijf dat sinds 2006 serieuze inspanningen heeft gedaan om via de taal zijn werking te verbeteren. Een van de innoverende aspecten van het taalbeleidsplan is dat IRIS interne taaltrainers heeft aangetrokken om het taalbeleidsplan uit te voeren. 6 taaltrainers en een taalbeleidscoördinator engageren zich permanent om het taalbeleidsplan deel te laten uitmaken van de cultuur van de openbare ziekenhuizen. Dit taalbeleidsplan is didactisch gefundeerd. De einddoelstellingen voor de projecten zijn gekoppeld aan het Europees Referentiekader voor vreemde talen. IRIS heeft als partners Het Huis van het Nederlands Brussel, de directies en taalcoördinatoren van alle andere niet-openbare Brusselse ziekenhuizen en verzorgingsinstellingen, Universiteit Antwerpen en tal van Brusselse talenscholen.

Coördinator

Interhospitalenkoepel van de Regio voor Infrastructurele Samenwerking (IRIS)

Contactpersoon

Katrien De Troyer (Katrien.DETROYER@iris-hopitaux.be)

Onderwijs/vormingssector

Volwassenenonderwijs/Beroepsopleiding

Doelgroep

Ziekenhuispersoneel

Talen

Nederlands

Jaar waarin ELIT gewonnen werd

2009

Toelichting bij de selectie

De jury die de IRIS-ziekenhuizen selecteerde om het Europees Label voor Innovatief Talenonderwijs te winnen, was onder de indruk van de investering van de IRIS-ziekenhuizen om de twee- en meertalige competenties van hun personeel te verbeteren, de innovatieve strategische benadering ervan en de zorg om kwaliteit. Bovendien heeft het project een hoog potentieel qua bereik en kan het uitgebreid worden naar andere talen.



GE Foundation — ‘Opening Doors’ 2002–15



In the framework of the GE Foundation’s ‘Opening Doors’ programme secondary school students participate in a 25- to 32-day business English course spread over the course of a year and a half-long organised by Fast English. Students meet GE mentors, Hungarian

and international business managers and also representatives of the civil sphere. They visit factories (e.g. GE Aviation Prague, November 2013), plants and take part in business skills development and business education (JAM) as well. At the end of the training programme, they take a certified business English language exam (i.e. Spoken English Test for Business English, Pitman). The programme has been sponsored by the GE Foundation. The aim of the programme is to promote talent development in a new and different way in an underprivileged region of Hungary. The programme provides students with business knowledge and skills in English, which means a huge advantage for them after graduation. They are observed and assessed throughout the whole programme. At the same time, English teachers of the participating schools attend a professional education programme (Business English Teacher Training Programme, BETT 1-2) ensuring that the high-school teachers continue business language education after the programme is over and utilise the knowledge they have gained throughout their everyday work. This knowledge transfer is the essence of the programme.

On February 14 in Hajdúböszörmény, it was officially announced that GE Foundation’s ‘Opening Doors’ will continue in 2014-15.



Coordinating body

Fast English Ltd

Contact person

Erika Papdi (training@fastenglish.hu)

E-mail

training@fastenglish.hu

Web

www.fastenglish.hu, <http://www.gefopeningdoors.hu/>

Education Sector

Secondary school, Teacher Training

Target group

Talented students of secondary education

Languages

English

Year of the Award

2008

Comment on the selection

The programme is an excellent example of the cooperation between public education and the business sector with the mediation of a language school (Fast English Ltd).



hu

GE FOUNDATION: NYÍLÓ VILÁG TEHETSÉGGONDOZÓ PROGRAM

A GE Foundation 'Opening Doors' – „Nyíló világ” program keretén belül középiskolás diákok másfél éven keresztül a Fast English által szervezett 25–32 tréningnapban részesülnek üzleti angol nyelvi képzésben, megismerkednek a nemzetközi üzleti élet (GE Mentoring) és a kormányzati civil szféra képviselőivel, gyárlátogatásokon (GE Aviation, Prága, 2013), üzleti készségfejlesztő táboron (JAM) vesznek részt. A képzés végén nemzetközileg elismert üzleti nyelvvizsgát tesznek (Pitman). A GE multinacionális vállalat és üzleti kommunikációs nyelviskolánk közötti együttműködésben megvalósuló program célja a tehetséggondozás új formája. A program olyan ismeretekkel és tájékozottsággal kívánja felvértezni a diákokat, melyek birtokában leendő pályakezdő diplomásként jelentős versenyelőnyrel illeszkedhetnek be a munka világába egy hátrányos helyzetű régióban. A diákok mellett a részt vevő iskolák angoltanárai az üzleti angol tanítását és módszertanát oktató továbbképzésen vesznek részt, mely lehetőséget teremtett arra, hogy a támogatás megszűnte után a partnerként részt vevő iskolák pedagógusai folytassák a programot. A program lényege a tudástranszfer, melyben ezeket az ismereteket és készségeket átadjuk a diákoknak és tanároknak. Fél évtizedes tapasztalattal a hátunk mögött úgy érezzük, hogy egy sikeres, innovatív programot hoztunk létre. A program fő támogatója a GE Foundation, 2014. február 14-én Hajdúböszörményben hivatalosan bejelentette a program újabb támogatását 2014–15-re.

Programgazda

Fast English Kft.

Kapcsolattartó személy

Erika Papdi (training@fastenglish.hu)

Web

www.fastenglish.hu, <http://www.gefopeningdoors.hu/>

Oktatási szektor

Középfokú oktatás, tanártovábbképzés

Célcsoport

Középiskolás diákok

Nyelvek

Angol

Díjazás éve

2008

A kiválasztás rövid indoklása

A program a nyelvek és az üzleti élet európai prioritáshoz kapcsolódik, és mint ilyen kiváló példája az oktatási szektor és az üzleti élet közötti együttműködésnek, amely egy nyelviskola (Fast English Kft.) közreműködésével valósult meg.

Welcome to Graphoville/ Bienvenue à Graphoville



'Welcome to Graphoville', and its French counterpart 'Bienvenue à Graphoville', is an interactive and entertaining educational software designed to develop language competences of people who have already studied the target language, but regularly

stumble over the same types of difficulties.

The software presents an amusing story which is set in a small city inhabited by 50 colourful characters, each of which symbolises a particular difficulty of the target language. A specific learning sequence is allocated to each character.

The full story is an investigation built up like a puzzle, with scenarios subdivided into short and entertaining sequences. The learners are given clues which guide them through the story.

An initial test allows them to identify the linguistic difficulties which will have to be worked on. Following this, they are offered a personal learning path. The learners decide on what comes next: they can accept the proposed learning path; alternatively they can select the issues on which they want to be trained; or else they may choose to walk through the different parts of the city and follow the characters' adventures. Furthermore, there is a section devoted to professions, offering an opportunity to enrich the vocabulary while additional characters can be discovered.

The underlying educational concept is innovative. Rather than juxtaposing difficulties that may cause confusion (homonymy, usage of tenses, etc.), the idea is to split them into separate units. The software trains the learner into adopting automatic reflexes of correct language in relation to the characters of the story which they have met.

Coordinating body

Euro-CORDIALE (non-profit organisation)

Contact person

Erny Plein (president) (erny.plein@education.lu)
Dominique Sadri-Faure (project coordinator)

Education Sector

Adult education; continuous education and training

Target group (for both versions of the software)

Young people and adults with fair competences in the target language, wanting to improve their spoken and written language skills

Languages

English/French (separate versions)

Year of the Award

2008

Comment on the selection

The project addresses learners in various contexts, including in-company training and self-study. Target languages are either French — paramount in Luxembourgish society— or English, which is becoming an increasingly important language at company level.

The software proposes flexible and entertaining learning paths, tailored to the individual learner's needs. It teaches appropriate reflexes of self-correction and thus proves to be an efficient tool for upgrading and consolidating written and oral linguistic skills.

In the context of Luxembourg's socioeconomic and cultural diversity, multilingual communication is essential at all levels. Enterprises as well as individuals recognise that language proficiency is an important asset allowing them to respond to professional and commercial opportunities.

In this respect, it is noteworthy that the 'Graphoville' project has been welcomed with great enthusiasm by the chamber of private-sector employees, which promoted the dissemination of the software for in-company training.

In the meantime, the practical utility of this educational tool has been largely confirmed. More recently, in 2013, a German version of the software has been awarded a European Language Label in Belgium.





fr

BIENVENUE À GRAPHOVILLE/WELCOME TO GRAPHOVILLE

L'objectif du projet «Bienvenue à Graphoville», et de son pendant anglophone «Welcome to Graphoville», a été de créer un logiciel d'apprentissage interactif et attrayant destiné à développer la capacité d'expression française, respectivement anglaise, auprès de personnes ayant déjà étudié la langue, mais qui trébuchent régulièrement sur les mêmes difficultés.

Le logiciel présente de façon humoristique une histoire qui se déroule dans une petite ville habitée par 50 personnages hauts en couleurs, représentant chacun une difficulté particulière de la langue étudiée. À chaque personnage correspond un module d'apprentissage spécifique.

L'histoire complète est une enquête qui se construit à la manière d'un puzzle avec des scénarios répartis en séquences courtes et amusantes. L'apprenant est orienté dans son parcours grâce à des indices.

Au départ, un test permet à l'étudiant de reconnaître les difficultés qu'il doit travailler. Un parcours individualisé est alors proposé. L'apprenant choisit lui-même la suite: soit il adopte le parcours de travail proposé, soit il s'oriente directement vers les difficultés à travailler; ou encore, il peut visiter les différents quartiers de la ville pour suivre les aventures des personnages. Par ailleurs, une section «Découverte des métiers» est également proposée, qui permet à l'apprenant de suivre les personnages à travers leur métier et d'enrichir son vocabulaire.

L'idée pédagogique sous-jacente est novatrice. Plutôt que de juxtaposer les difficultés pouvant prêter à confusion (homonymies, emploi des temps, etc.), cette approche consiste à les séparer en unités distinctes. Le logiciel amène l'apprenant à adopter des automatismes d'usage correct en relation avec les différents personnages rencontrés.



Institution coordinatrice

Euro-CORDIALE asbl

Personnes de contact

Erny Plein (président) (erny.plein@education.lu)
Dominique Sadri-Faure (coordinatrice du projet)

Secteur d'enseignement

Éducation des adultes, formation professionnelle continue

Public cible (pour chacune des versions proposées)

Jeunes et adultes ayant déjà de bonnes compétences de la langue étudiée, qu'ils souhaitent améliorer à l'écrit et en compréhension orale

Langues

Versions anglaise et française

Année d'obtention du label

2008

Commentaire sur la sélection

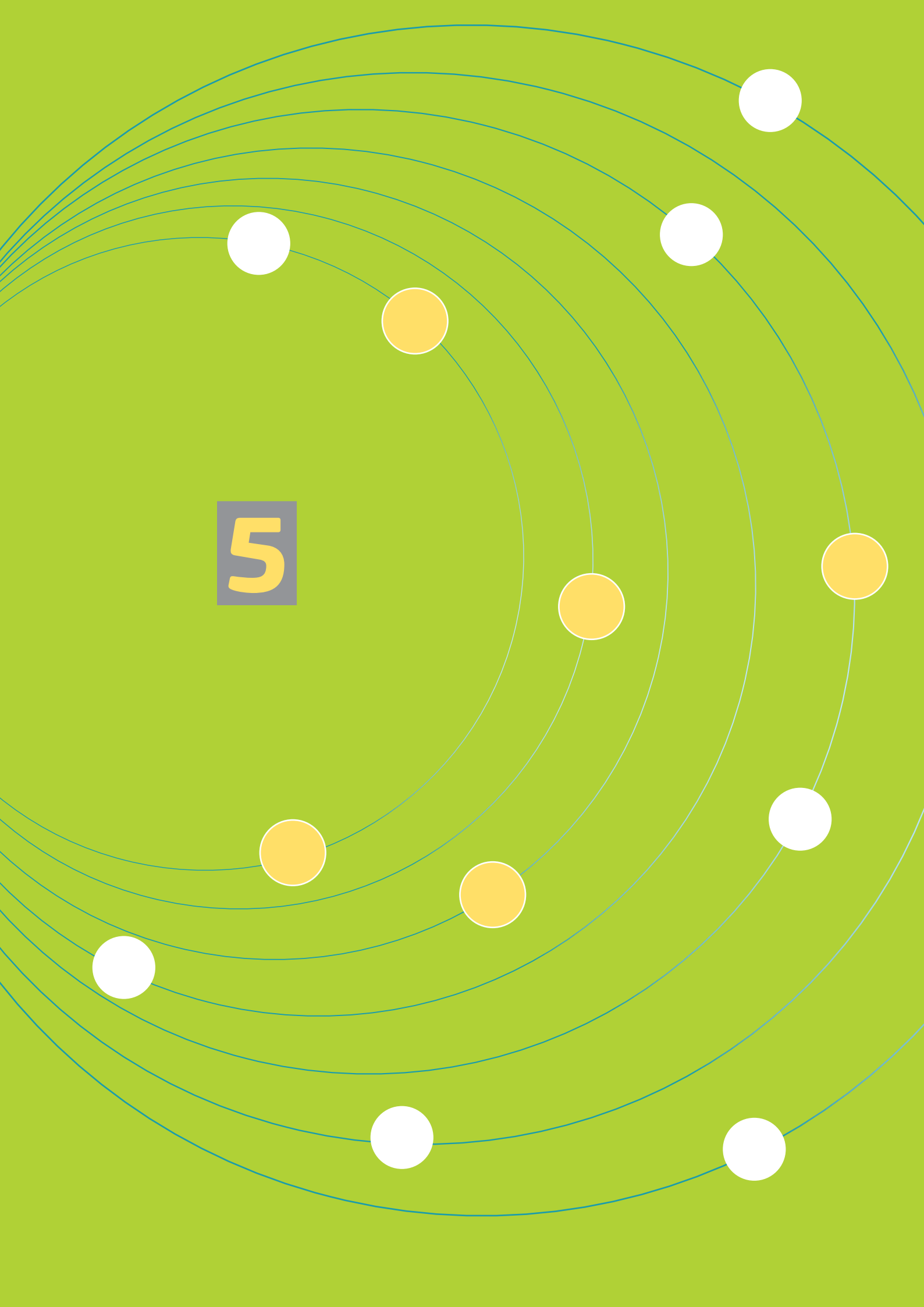
Le logiciel élaboré dans le cadre de ce projet s'adresse à des apprenants dans des situations diverses, et notamment dans la formation en entreprise et l'autoformation.

Les langues cibles sont, selon la version du logiciel, le français — primordial dans le contexte luxembourgeois — et l'anglais, dont l'importance ne cesse d'augmenter au sein des entreprises.

Le programme propose des parcours individualisés, efficaces et ludiques, qui répondent aux besoins de chaque apprenant tout en lui enseignant les bons réflexes d'autocorrection. Il permet ainsi de mettre à niveau les compétences linguistiques individuelles et de consolider les acquis.

Au Luxembourg, la communication plurilingue est vitale à tous les niveaux, étant donné la diversité du contexte socio-économique et culturel. Les entreprises, de même que les individus, reconnaissent que la maîtrise des langues est un atout important qui leur permet de réagir aux opportunités professionnelles et commerciales. Dans cet ordre d'idées, il est intéressant de noter que le projet «Graphoville» a été accueilli avec enthousiasme par la Chambre des employés privés, qui en a sollicité la diffusion dans le domaine de la formation en entreprise. L'utilité pratique de cet outil pédagogique s'est largement confirmée par la suite. Une récente version allemande du logiciel a été primée en 2013 par un Label européen en Belgique.

5





2010/11:

**Language learning
in the community**

Foreign workers or students, tourists and immigrants often come to local communities with limited proficiency in the national or regional language. Communities need to help these groups access services and ensure their smooth integration in the life of their neighbourhood. This can be achieved by making basic information available in different languages, organising activities that promote the language and culture of the various communities, or by having multilingual people act as cultural mediators and interpreters. Projects awarded the European Language Label should excel in catering for the language-related needs of the various linguistic groups and fostering communication between them and the host community.

Hippocampus Academy — Docendo Discimus

The project was initiated in October 2009 to support English philology students who majored in teaching and translation. It was aimed at preparing them for their future career. The project was based on the learning by teaching methodology (German: Lernen durch Lehren, LdL), which assumes that students learn best by teaching others. English philology students were encouraged to act as volunteers and teach students of the Third Age University established by Fundacja Kromka Chleba Foundation. This volunteer work helped the students gain practical experience in the teaching profession, and was conducive to activating and integrating the local community and the school. Students have developed original teaching materials and an online dictionary based on specialist texts they worked on, as well as exercises in the field of law and economics, which was a good preparation for the work of a translator. They prepared modular grammar and vocabulary tests, which were placed on Internet fora and tested by others. The students were acquainted with an original teaching method: team teaching, where thanks to the teamwork the teaching process is highly cooperative since the very beginning. Apart from the lessons with the elderly, the students organised a cycle of meetings for children aged 7-12 on the Anglo-Saxon culture. The project allowed students to gain professional experience prior to taking up paid employment. They shared their work experience, obtained feedback from the students, attended conferences and participated in competitions, and became actively involved in work on behalf of the elderly, other students and children in their local community.

Comment on the selection

The project of a higher education institution cooperating with an NGO. A versatile project, involving many groups from the local community — the elderly, the children, the students (future language teachers and translators). The project constituted a rare opportunity for contact and cooperation among the social groups which do not have the possibility to meet every day. The students were involved in creating teaching materials and lexical aid for the translation. They learned the non-conventional teaching methods (*learning by teaching* and *team teaching*) in theory and practice. At the same time, they had the opportunity to put their new skills into practice by running the activities for the elderly and children. The project was implemented without financial aid, but with long-term effects. The social aspect of the project together with its focus on improving the tools of future teachers and translators constitutes a significant value of the project.

Coordinating body

State Higher Vocational School in Tarnów

Contact person

Sabina Nowak

Education Sector

Tertiary Education

Target group

Student teachers

Languages

English

Year of the Award

2010





pl

HIPPOCAMPUS ACADEMY – DOCENDO DISCIMUS

Projekt został zainicjowany w październiku 2009 r. jako forma wspierania studentów filologii angielskiej o specjalności nauczycielskiej i tłumaczeniowej w celu lepszego przygotowania ich do pracy zawodowej. Główna idea przedsięwzięcia opierała się na metodologii learning by teaching (niem. Lernen durch Lehren, LdL), która zakłada, że studenci uczą się najlepiej poprzez nauczanie innych. Studenci filologii angielskiej zostali zachęcani do prowadzenia zajęć (jako wolontariusze) dla słuchaczy Uniwersytetu Trzeciego Wieku założonego przez Fundację Kromka Chleba. Działania te pozwoliły im spróbować swoich sił w roli nauczycieli i egzaminatorów oraz umożliwiły aktywizację i integrację społeczności lokalnej z uczelnią.

Studenci samodzielnie przygotowali materiały dydaktyczne oraz – w celu utworzenia bazy tekstów specjalistycznych – opracowali słownik online, a także materiały ćwiczeniowe z dziedziny prawa i ekonomii, co było dobrym przygotowaniem do pracy tłumacza. W ramach projektu opracowali też testy modułowe z gramatyki i słownictwa, które następnie były umieszczane na forach internetowych i testowane. Uczestnicy projektu poznali niekonwencjonalny sposób nauczania, tj. team teaching, tzw. nauczanie w parach, które umożliwia wszechstronną współpracę od etapu planowania zajęć.

Oprócz zajęć z osobami starszymi studenci zorganizowali także cykl spotkań dla dzieci w wieku 7–12 lat, przybliżających kulturę krajów anglojęzycznych. Projekt umożliwił jego uczestnikom zdobycie doświadczenia zawodowego przed podjęciem pracy oraz skorzystanie z doświadczeń koleżanek i kolegów. Pomógł również w zaangażowaniu studentów w działalność na rzecz ludzi starszych, innych studentów oraz dzieci ze środowiska lokalnego.

Instytucja koordynująca

Państwowa Wyższa Szkoła Zawodowa w Tarnowie

Osoba do kontaktu

Sabina Nowak

Sektor edukacji

Szkolnictwo wyższe

Grupa docelowa

Studenci kierunków nauczycielskich

Język

Angielski

Rok przyznania nagrody

2010

Komentarz uzasadniający

Projekt zorganizowany przez uczelnię we współpracy z organizacją pozarządową. Przedsięwzięcie wszechstronne, angażujące wiele grup społeczności lokalnej: osoby starsze i dzieci, skierowane do studentów – przyszłych nauczycieli języka i tłumaczy. Projekt stanowił rzadką możliwość kontaktu i wspólnego działania grup społecznych, które na co dzień nie mają okazji do współpracy. Studenci sami zaangażowali się w tworzenie materiałów dydaktycznych i leksykalnych, a jednocześnie poznali praktycznie i teoretycznie niekonwencjonalne metody nauczania (*learning by teaching* i *team teaching*). Mieli możliwość sprawdzenia swoich nowych umiejętności w praktyce, prowadząc zajęcia dla osób starszych i dzieci. Projekt realizowany bez nakładów finansowych, za to przynoszący długofalowe rezultaty. Społeczny aspekt działań projektowych wraz z ukierunkowaniem na doskonalenie narzędzi przyszłej pracy studentów stanowi o dużej wartości tej inicjatywy.

International Writing Partnerships/ Internationale Schreibpartnerschaften (ISP)

The main objective of the project is to promote writing competencies in students' mother tongues and foreign languages, teaching skills and intercultural learning. Expanding usual language tandems, ISPs (International Writing Partnerships) are formed by two students with different linguistic and cultural backgrounds. They are supported by a third student of the teaching degree programme 'Deutsch und Englisch' (German and English).

The writing partners produce texts which are study-related as well as job-related and work on reflective tasks in the form of a portfolio. During the regular meetings the two language learners give feedback to each other on the created texts. The future teacher involved accompanies the writing processes by providing advice and thus gains valuable experience in the field of teaching writing skills. In order to arrange the students' different cultural language and writing skills in a sensible relationship of complementarity which encourages learning, ISPs are supported by a comprehensive programme. This ranges from assistance in finding a partner and introduction to working with a portfolio to wide-ranging offers of advice and qualification for the promotion of language and intercultural learning as well as the acquisition of writing skills in general.

Following a testing phase of six months, the feedback of the 24 participating students showed that they consider ISPs as a sensible and intensive way of foreign language learning. The expansion of common language tandems by adding a third person acting as a mentor is an innovative element which received positive response.



Coordinating body

Stiftung Universität Hildesheim

Contact people

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Web

<http://www.uni-hildesheim.de/fb3/institute/ikk/studium-lehre/internationale-schreibpartnerschaften/>

Education Sector

University, Teacher Training

Target group

Incoming students, students enrolled for a teaching degree

Languages

German, English, French, Spanish

Year of the Award

2011

Comment on the selection

The project 'Internationale Schreibpartnerschaften' (International Writing Partnerships) (ISP) caters to the challenges European universities nowadays have to meet in the context of their striving for internationalisation. More and more international students study at German universities, some with inadequate language competences with regard to following study courses. The project responds to this need by helping the international students to improve their language competences, but — by adding students who will become language teachers — it also helps to integrate the incoming students. Peer learning makes language learning attractive and also the topics dealt with reflect the students' interests in their life and study in Germany. Furthermore, the future teachers profit from participating in the project by getting to know autonomous forms of learning and teaching strategies (working with a portfolio, tandem learning) and they can improve their teaching competences. As not only English and German are targeted, but also French and Spanish, the project is given its European dimension. A detailed and ongoing evaluation is part of the project, it is designed for sustainability and a high transferability with regard to other institutions and languages. Since 2011 the partnerships have been offered each term at the University of Hildesheim.





de

INTERNATIONALE SCHREIBPARTNERSCHAFTEN (ISP)

Die Internationalen Schreibpartnerschaften (ISP) fördern mutter- und fremdsprachliche Schreibkompetenzen, didaktische Fähigkeiten sowie interkulturelles Lernen. Sie setzen sich aus zwei Studierenden mit unterschiedlichem sprachlichem und kulturellem Hintergrund zusammen, die durch eine(n) dritte(n) Studierende(n) aus dem Lehramtsstudiengang „Deutsch und Englisch“ unterstützt werden.

Im Semesterverlauf verfassen die Schreibpartner/-innen sowohl studien- als auch berufsbezogene Texte und bearbeiten dazugehörige Reflexionsaufgaben im Portfolioformat. Während der regelmäßigen Treffen der Triaden geben sich die beiden Sprachlerner/-innen wechselseitig Rückmeldung zu den entstandenen Texten. Der/die Lehramtsstudent/-in begleitet die Schreibprozesse durch Beratung, gibt Informationen zu Textsorten und Schreibstrategien und sammelt somit wertvolle Erfahrungen im Bereich der Schreibdidaktik.

Die ISP werden durch ein umfangreiches Begleitprogramm unterstützt: Dies reicht von der Vermittlung der Partnerschaften über die Einführung in die Portfolioarbeit bis hin zu einem vielfältigen Angebot zur Förderung des sprachlichen und interkulturellen Lernens sowie des Erwerbs von Schreibfähigkeiten.

Nach der sechsmonatigen Erprobungsphase meldeten die 24 Studierenden, die daran teilgenommen hatten, dass sie die ISP als eine sinnvolle und sehr intensive Art des Fremdsprachenlernens begrüßen. Die Erweiterung der gängigen Sprachandems zu Triaden stellt ein innovatives Element des Projekts dar, das bei den beteiligten Studierenden auf positive Resonanz gestoßen ist.

Koordinierende Einrichtung

Stiftung Universität Hildesheim

Kontaktpersonen

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Dr. Ulrike Bohle (bohleu@uni-hildesheim.de)

Web

<http://www.uni-hildesheim.de/fb3/institute/ikk/studium-lehre/internationale-schreibpartnerschaften/>

Bildungsbereich

Universität, Lehrerausbildung

Zielgruppe

Ausländische Studierende, Lehramtsstudierende

Sprachen

Deutsch, Englisch, Französisch, Spanisch

Jahr der Auszeichnung

2011

Kommentar zur Auswahl

Das Projekt „Internationale Schreibpartnerschaften“ reagiert auf die Herausforderungen, denen sich die europäischen Universitäten im Rahmen der Internationalisierungsbemühungen heute zu stellen haben. Immer mehr ausländische Studierende – mit z. T. für ein Studium unzureichenden Sprachkenntnissen – kommen an die Universitäten. Das Projekt kommt diesem Bedarf nach, indem die ausländischen Studierenden nicht nur sprachlich fit gemacht werden, sondern – über die Erweiterung der Tandems zu Triaden durch die Lehramtsstudierenden – gleichermaßen ein Beitrag zu ihrer interkulturellen Integration geleistet wird. Peer-Learning macht das Lernen in Gemeinschaft attraktiv wie auch die Themen, die der Lebenswelt der Lerngruppe entsprechen. Darüber hinaus wirkt dieses Projekt auch in die Ausbildung zukünftiger Fremdsprachenlehrer hinein, indem diese Studierenden autonome Lernformen (z. B. Portfolio, Tandem) und Lernstrategien kennenlernen und ihre Lehrkompetenzen erweitern können. Dass nicht nur Englisch und Deutsch, sondern auch Französisch und Spanisch eine Rolle spielen, macht dieses Projekt zu einem europäischen. Das Projekt bemüht sich um eine detaillierte, begleitende Evaluation, ist auf Nachhaltigkeit ausgelegt und zeichnet sich zudem durch seine Übertragbarkeit auf andere Einrichtungen und Sprachen aus. Seit 2011 werden die Schreibpartnerschaften nun jedes Semester an der Universität Hildesheim angeboten.



Language Learning in Action (LLA)

Unit 4: In the Market

The project refers to a computer software being created in Esperino Gymnasium-Lyceum of Limassol. The Esperino Gymnasium-Lyceum is an evening school, which is oriented to drop-out pupils and adult learners who have not been able to acquire a school diploma for several reasons. It is a 'second chance' school, which both Cypriots and foreigners/immigrants of different ages (above 18) are allowed to attend.

It remained a fact, however, that all classes were delivered in Greek and since foreigners have limited proficiency in the Greek language, their smooth integration in the life of the school and the local community could not be ensured without learning some Greek and about the Cypriot culture. During the previous two years, Arab-speaking pupils (especially Palestinian and Iraqi refugees) had enrolled in the school and the need to learn Greek in a very short time had appeared. Learning Greek would enable them to become active members of the Cypriot society and adapt to the Cypriot culture, improving their knowledge on Cypriot history, economy and social life. They would gain access to services and establish communication with the host community. Furthermore, they would be much more capable of attending their school classes and following all school activities.

What the project did, following the first European priority set by the Commission for the 2010-11 Label Campaigns, was to cater for the language-related needs of the Arab-speaking groups of the particular school and the whole Cypriot community. The software created contained interactive material, which could help Arab-speaking people to learn the Greek language and was offered to pupils and adults enrolled in the Esperino Gymnasium-Lyceum.

The creation of this CD was the result of many efforts to create interactive linguistic material for Arab-speaking people wishing to learn basic Greek for their daily interactions. Thus, the project was considered as innovative and worth disseminating, but also as compatible with the European priorities of 2010-11 (Language learning in the community). Another important characteristic of the project was that it was user-friendly.

This resulted from the fact that Arab learners had themselves contributed in the design of the programme's dialogues, which had been developed according to their needs and expectations. For the successful creation of the dialogues, all learners (both Greek and Arab speaking) had cooperated amicably and enthusiastically, by interacting and exchanging ideas for a common task. This led to a rich intercultural dialogue between them, created friendships and helped Arab learners to be integrated in the life of the neighbourhood. Greek-speaking learners in a way acted as cultural mediators/interpreters.

After all the years that have passed, we observe that the use of the CD has significantly contributed to its basic goal and soon generated many positive results. The selected dialogues, vocabulary and exercises, oral and written, proved to be very appropriate for achieving the expected results and even more. Specifically, they even proved useful towards finding a job or towards showing better performance in the workplace, since many of the Arab-speaking learners of the school were workers with families. In addition, they had a significant impact on the social and personal development of the Arab-speaking people, who were either workers or students. Many units of the programme have already been successfully evaluated.

For more information, you can visit the website www.gym-esperino-lem.schools.ac.cy/, since all relevant material is uploaded there and is used for dissemination and exploitation purposes.

As the project has been successfully used since 2010, it was decided to use it as the basis for the development of teaching other European languages apart from Greek to incoming European migrants, mainly individuals looking for a job.

Coordinating body

Esperino Gymnasio Lemessou

Contact person

Agathi Erotokritou-Delolme, Teacher of Greek Language

Education Sector

Secondary and Adult Education

Target group

Arab-speaking people who want/need to learn Greek and who have enrolled in the Cyprus Public Education System and Arab pupils attending Greek schools

Languages

Arabic, Greek (also transferability will be for other EU languages)

Year of the award

Two years duration 2010-12



Comment on the selection

The project we have selected is called 'Language Learning in Action' and concerns the development of electronic material for learning the Greek language, addressed to Arab-speaking people. These are people who want and need to learn Greek and who have also enrolled in the Cyprus Public Education System, but also Arab pupils attending Greek schools. The use of the CD created (the final product of the project) has significantly contributed to better learning results of the Greek language from Arab-speaking people and soon generated other positive results, such as the increase of possibilities for an Arab-speaking person to find a job in Cyprus and, thus, be integrated into the life of the Cypriot society or the social and personal development of a person belonging to the specific target group. The knowledge of basic Greek by Arab-speaking migrants ensures also access to all types of services and incorporation into the local community. Since many of these people are job-seekers with families, the above impact is of great importance.

LANGUAGE LEARNING
IN ACTION (LLA)
UNIT 4: IN THE
MARKETΕΚΜΑΘΗΣΗ ΓΛΩΣΣΩΝ ΣΤΗΝ
ΠΡΑΞΗ ΕΝΟΤΗΤΑ 4: ΣΤΗΝ
ΑΓΟΡΑ

el

ΕΚΜΑΘΗΣΗ ΓΛΩΣΣΩΝ ΣΤΗΝ ΠΡΑΞΗ
ΕΝΟΤΗΤΑ 4: ΣΤΗΝ ΑΓΟΡΑ

Το συγκεκριμένο πρόγραμμα αφορά ένα λογισμικό για ηλεκτρονικούς υπολογιστές το οποίο δημιουργήθηκε από το Εσπερινό Γυμνάσιο-Λύκειο Λεμεσού. Το Εσπερινό Γυμνάσιο-Λύκειο είναι ένα βραδινό σχολείο, προσανατολισμένο σε μαθητές που εγκατέλειψαν το σχολείο και ενήλικες, οι οποίοι, για διάφορους λόγους, δεν είχαν την ευκαιρία να αποκτήσουν απολυτήριο Μέσης Εκπαίδευσης. Πρόκειται για σχολείο «δεύτερης ευκαιρίας», στο οποίο μπορούν να φοιτήσουν τόσο κύπριοι όσο και ξένοι/μετανάστες διαφόρων ηλικιών (πάνω από 18 ετών).

Οστόσο, κατά την περίοδο που δημιουργήθηκε το λογισμικό, όλα τα μαθήματα παραδίδονταν (και ακόμα παραδίδονται) στα ελληνικά και, εφόσον οι ξένοι μαθητές του σχολείου έχουν συνήθως περιορισμένη γνώση της ελληνικής, η μααλή ένταξή τους στη ζωή του σχολείου και της τοπικής κοινότητας δεν θα μπορούσε να διασφαλιστεί χωρίς κάποια γνώση της ελληνικής γλώσσας και της κυπριακής κουλτούρας. Κατά τη διάρκεια των δύο προηγούμενων χρόνων, αραβόφωνοι μαθητές (κυρίως παλαιστίνιοι και ιρακινί πρόσφυγες) είχαν γραφτεί στο σχολείο και, έτσι, αναδύθηκε η ανάγκη για εκμάθηση της ελληνικής σε πολύ μικρό χρονικό διάστημα. Η γνώση της ελληνικής θα επέτρεπε στους αραβόφωνους μαθητές να γίνουν ενεργά μέλη της κυπριακής κοινωνίας και να ενσωματωθούν στην κυπριακή κουλτούρα, βελτιώνοντας παράλληλα τη γνώση τους όσον αφορά την κυπριακή ιστορία, οικονομία και κοινωνική ζωή. Θα αποκοτούσαν πρόσβαση στις υπηρεσίες και επικοινωνία με την κοινότητα φιλοξενίας στην Κύπρο. Επιπρόσθετα, θα ήταν πολύ πιο εύκολο να παρακολουθήσουν τα σχολικά μαθήματα και να συμμετάσχουν σε όλες τις σχολικές δραστηριότητες. Συμβαδίζοντας με την πρώτη ευρωπαϊκή προτεραιότητα που τέθηκε από την Ευρωπαϊκή Επιτροπή για την εκστρατεία της Ευρωπαϊκής Ετικέτας Γλωσσών για το 2010-2011, το εν λόγω πρόγραμμα κλήθηκε να καλύψει τις γλωσσικές ανάγκες των αραβόφωνων μαθητών και μεταναστών του συγκεκριμένου σχολείου και της τοπικής κοινότητας. Τα λογισμικά που δημιουργήθηκαν περιείχε διαδραστικό υλικό, το οποίο θα μπορούσε να βοηθήσει τους αραβόφωνους να μάθουν την ελληνική γλώσσα και να φοιτήσουν στο Εσπερινό Γυμνάσιο-Λύκειο.

Η δημιουργία του συγκεκριμένου ηλεκτρονικού προγράμματος ήταν το αποτέλεσμα πολλών προσπαθειών για τη δημιουργία διαδραστικού γλωσσικού υλικού για τους αραβόφωνους που επιθυμούσαν να μάθουν βασικά ελληνικά για καθημερινή χρήση. Ως εκ τούτου, το πρόγραμμα θεωρήθηκε όχι μόνο καινοτόμο και κατάλληλο για περαιτέρω διάδοση, αλλά επίσης συμβατό με τις Ευρωπαϊκές Προτεραιότητες του 2010-2011 (Language Learning in the Community). Ένα ακόμη σημαντικό χαρακτηριστικό του λογισμικού ήταν ότι ήταν φιλικό προς τον χρήστη.

Αυτό προήλθε από το γεγονός ότι οι ίδιοι οι αραβόφωνοι μαθητές του σχολείου συνέβαλαν στον σχεδιασμό των διαλόγων, οι οποίοι δημιουργήθηκαν βάσει των αναγκών και των προσδοκιών τους. Για την επιτυχή ολοκλήρωση των διαλόγων, όλοι οι μαθητές (ελληνόφωνοι και αραβόφωνοι) συνεργάστηκαν αρμονικά και με ενθουσιασμό, αλληλεπιδρώντας και ανταλλάσσοντας ιδέες για έναν κοινό στόχο. Αυτό οδήγησε σε έναν πλούσιο διαπολιτισμικό διάλογο μεταξύ τους, δημιούργησε φιλιές και βοήθησε τους αραβόφωνους μαθητές να ενταχθούν στη ζωή της γειτονιάς τους. Οι ελληνόφωνοι μαθητές λειτούργησαν κατά κάποιον τρόπο ως πολιτισμικοί διαμεσολαβητές/διερμηνείς.

Μετά τα χρόνια που μεσολάβησαν, παρατηρούμε ότι η χρήση του λογισμικού έχει σε μεγάλο μέρος εκπληρώσει τον βασικό της στόχο, παράγοντας πολλά θετικά αποτελέσματα. Οι επιλεγμένοι διάλογοι, το λεξιλόγιο και οι ασκήσεις, προφορικές και γραπτές, αποδείχθηκαν πολύ αποτελεσματικά εργαλεία. Συγκεκριμένα, συνέβαλαν θετικά στο να βρουν εργασία διάφοροι αραβόφωνοι μαθητές του σχολείου και, επίσης, στο να βελτιώσουν τις επιδόσεις τους στον χώρο εργασίας, καθώς πολλοί από αυτούς είναι εργαζόμενοι οικογενειάρχες. Επιπρόσθετα, είχαν αξιοσημείωτο αντίκτυπο στην κοινωνική και προσωπική ανάπτυξη των αραβόφωνων, είτε αυτοί ήταν εργαζόμενοι είτε φοιτητές. Η χρήση του λογισμικού έχει ήδη αξιολογηθεί ως επιτυχημένη.

Για περισσότερες πληροφορίες, μπορείτε να επισκεφθείτε τον σύνδεσμο www.gym-esperino-lem.schools.ac.cy/ καθώς όλο το σχετικό υλικό είναι φορτωμένο εκεί και χρησιμοποιείται για σκοπούς διάδοσης και αξιοποίησης.

Καθώς το λογισμικό χρησιμοποιείται με επιτυχία από το 2010, αποφασίστηκε να χρησιμοποιηθεί και ως βάση για την ανάπτυξη της διδασκαλίας άλλων ευρωπαϊκών γλωσσών, εκτός της ελληνικής, σε εισερχόμενους ευρωπαίους μετανάστες, κυρίως αυτούς που αναζητούν εργασία στην Κύπρο.

Οργανωτικό σώμα

Εσπερινό Γυμνάσιο-Λύκειο Λεμεσού

Πρόσωπο για επικοινωνία

Αγάθη Ερωτοκρίτου-Delolme, φιλόλογος

Βαθμίδα εκπαίδευσης

Δευτεροβάθμια Εκπαίδευση

Ομάδα-στόχος

Αραβόφωνοι οι οποίοι επιθυμούν και έχουν άμεση ανάγκη να μάθουν την ελληνική γλώσσα. Εισάγονται στο Δημόσιο Εκπαιδευτικό Σύστημα της Κύπρου και παρακολουθούν τα μαθήματα στην ελληνική γλώσσα για να αποκτήσουν απολυτήριο Μέσης Εκπαίδευσης

Γλώσσες

Αραβικά και ελληνικά (μπορεί να χρησιμοποιηθεί και για άλλες ευρωπαϊκές γλώσσες)

Έτος απονομής

Διάρκεια δύο χρόνων, 2010-2012

Σύντομο σχόλιο για την επιλογή

Το πρόγραμμα που έχουμε επιλέξει ονομάζεται «Language Learning in Action» και αφορά την ανάπτυξη ηλεκτρονικού υλικού για την εκμάθηση της ελληνικής γλώσσας από αραβόφωνα άτομα. Πρόκειται για άτομα που επιθυμούν και έχουν ανάγκη να μάθουν ελληνικά και τα οποία έχουν ήδη ενταχθεί με κάποιον τρόπο στο Κυπριακό Εκπαιδευτικό Σύστημα, αλλά και για αραβόφωνους μαθητές που φοιτούν σε ελληνόφωνα σχολεία. Η χρήση του εν λόγω λογισμικού (το τελικό προϊόν του σχεδίου) έχει σημαντικά συμβάλει στην καλύτερη εκμάθηση της ελληνικής γλώσσας από τους πιο πάνω μαθητές και στην προσπάθειά τους για εξεύρεση εργασίας, καθώς και στην ένταξή τους στη ζωή της κυπριακής κοινωνίας ή στην προσωπική τους ανάπτυξη. Η γνώση των ελληνικών από αραβόφωνους μετανάστες εξασφαλίζει επίσης την πρόσβασή τους σε όλων των ειδών τις υπηρεσίες και την ενσωμάτωσή τους στην τοπική κοινότητα, γεγονός εξαιρετικής σημασίας, καθώς πολλοί από αυτούς είναι οικογενειάρχες που αναζητούν εργασία.



A Language Portfolio for secondary education in Luxembourg



This project aims to adapt the 'European Language Portfolio' (ELP), designed by the Council of Europe, to the specific context of the Luxembourgish education system. Similarly to the ELP, this learner-centred portfolio

actively involves the student in the learning process of the various languages taught in Luxembourg. It is more flexible than the ELP, though, as it takes our specific multilingualism into account and includes Luxembourgish as a lingua franca for the younger students to articulate their reflections.

This language portfolio is meant to follow the learner throughout his or her school career in secondary education. Giving an overall view of individual language skills, the language portfolio thus makes it easier to monitor progress while facilitating a personalised educational follow-up.

The student compiles this portfolio individually, describing his or her personal experience of each language. The portfolio contains personal works and self-assessment of linguistic competences and progress. It also describes the learner's personal expectations and strategies planned to attain these objectives. Through these reflections, the student reviews present-day learnings and provides an update on efforts made and individual strategies designed to ensure progress. As to the presentation and structure of the language portfolio itself, a certain degree of freedom is allowed, which motivates an active and creative participation in the project. The kind of reasoning developed for self-assessments and learning strategies is the same applied to all languages. While completing the language portfolio, the learner thus gets to understand that all sorts of situations in life can lead to efficient learning, even outside the school context.



Coordinating body

Lycée classique de Diekirch (LCD)

Contact person

Robert Bohnert (headmaster) (directeur@lcd.lu)
Maggie Kemp (project coordinator)

Education Sector

Secondary education

Target group

Students in secondary education (12 to 15 years old) and teachers

Languages

German, English, French, Luxembourgish

Year of the Award

2010

Comment on the selection

This adaptation of the 'European Language Portfolio' to the Luxembourgish education system puts language learning into the wider context of a competence-based lifelong education strategy, thereby responding to the European political expectations in the educational field.

As the concept can easily be adapted to other schools and different educational systems, the project may be seen as a model of good practice. The approach which is put forward by the project enhances consistency between the various languages of instruction used in Luxembourgish secondary education. In multilingual Luxembourg's community, this portfolio values the overall importance of language skills in all aspects of the student's life, whether school-related or private. The learner is encouraged to use all kinds of learning opportunities, and thus to personally commit to a further life-wide and lifelong development of competences. This open-minded attitude and curiosity lays the groundwork for the student's future fitness for the upcoming challenges of professional life.





fr

PORTFOLIO DES LANGUES DANS L'ENSEIGNEMENT SECONDAIRE LUXEMBOURGEOIS

Ce projet propose d'adapter le «Portfolio européen des langues» (PEL), mis au point par le Conseil de l'Europe, à la situation spécifique de l'enseignement luxembourgeois. À l'instar du PEL, il vise à impliquer l'élève de façon active dans le processus d'apprentissage des différentes langues enseignées au Luxembourg. Cependant, il est plus souple que le PEL et mieux adapté à la situation plurilingue du pays, incluant notamment le luxembourgeois comme langue véhiculaire pour articuler les réflexions des élèves plus jeunes.

Destiné à accompagner l'apprenant tout au long de sa scolarité dans l'enseignement secondaire, le portfolio donne une vue d'ensemble de ses compétences linguistiques individuelles, ce qui facilite le suivi pédagogique de son évolution.

L'élève constitue lui-même son dossier, en y décrivant de façon différenciée son expérience de chaque langue. Le portfolio comporte des productions personnelles, l'autoévaluation des compétences linguistiques acquises, de même que la description des attentes individuelles et des stratégies envisagées pour progresser. Par ces réflexions, l'apprenant fait le point sur l'état de ses apprentissages, apprécie les efforts fournis et élabore des stratégies personnelles en fonction de ses objectifs. La présentation et la structuration du contenu bénéficient d'une certaine liberté d'action, ce qui motive l'élève à s'investir de façon active et créative dans le projet.

Les raisonnements développés pour l'autoévaluation et les stratégies d'apprentissage étant applicables à toutes les langues, l'apprenant comprend en réalisant son portfolio que, pour progresser, il faut mettre à profit toutes les situations propices à l'apprentissage, même extérieures à l'école.

Institution coordinatrice

Lycée classique de Diekirch (LCD)

Personnes de contact

Robert Bohnert (directeur) (directeur@lcd.lu)
Maggy Kemp (coordinatrice du projet)

Secteur d'enseignement

Enseignement secondaire

Public cible

Élèves de l'enseignement secondaire (12-15 ans) et enseignants

Langues

Allemand, anglais, français, luxembourgeois

Année d'obtention du label

2010

Commentaire sur la sélection

Cette adaptation du «Portfolio européen des langues» au système éducatif luxembourgeois intègre l'apprentissage linguistique dans le contexte général de l'enseignement par compétences. Le projet répond ainsi aux attentes de la politique européenne en matière d'éducation. Facilement transposable à d'autres lycées et à d'autres structures scolaires, il peut constituer un modèle de bonne pratique. L'approche globale du projet crée une cohérence entre les différentes langues d'enseignement pratiquées au lycée et implique toute l'école, enseignants comme élèves. Dans la communauté multilingue du Luxembourg, le portfolio valorise l'importance des langues dans tous les aspects de la vie de l'apprenant, que ce soit au niveau scolaire ou privé. L'élève est responsabilisé par rapport à son apprentissage et incité à s'instruire de façon autonome en toutes circonstances. Cette attitude essentielle de curiosité intellectuelle pose les fondements d'une bonne adaptation future aux défis de la vie professionnelle.

Language summer, onomatopoe and language turbo



With 'language summer', 'onomatopoe' and 'language turbo', the non-profit organisation Roeland tries to reduce the language deficiency of non-native newcomers (7 to 12 years old and 12 to 15 years old) by giving them during the school holidays an extra push to improve their knowledge of Dutch and by bringing them into contact with the local leisure offer (in and around Ghent). During the interactive sessions there is attention to cultural tolerance, self-reliance and social skills

to improve the social integration of the youngsters. The focus is on oral language skills (speaking and listening). There are 3 levels: beginner, intermediate and advanced. The methodology used is music, movement, expression, sounds and visual art.

Coordinating body

vzw Roeland

Contact person

Marie Verhaegen (marie@roeland.be)

Education Sector

Primary and secondary education

Target group

7 to 15 years old

Languages

Dutch

Year of the Award

2011

Comment on the selection

The ELL award went to the project of vzw Roeland because of its strong inclusive character; it aims at integration to the utmost. The concept and vision are transferable to other sectors and cities. The project is clearly an example of good practice when it comes to networking and the way the city of Ghent is involved in it.



BELGIUM

BELGIË

LANGUAGE
SUMMER,
ONOMATOPE AND
LANGUAGE TURBO
TAALZOMER,
ONOMATOPEE EN
TAALTURBO



nl

TAALZOMER, ONOMATOPEE EN TAALTURBO

Met „Taalzomer”, „Onomatopee” en „Taalturbo” wil vzw Roeland de taalachterstand wegwerken bij anderstalige nieuwkomers (7 tot 12 jaar en 12 tot 15 jaar) door hen tijdens de schoolvakanties een extra duwtje te geven om hun kennis van het Nederlands te verbeteren en ze ook in contact te brengen met het lokale vrijetijdsaanbod (in en rondom Gent). Tijdens de interactieve sessies is er aandacht voor culturele verdraagzaamheid, zelfredzaamheid en sociale vaardigheden om de maatschappelijke integratie van deze jongeren te verbeteren. De klemtoon ligt op mondelinge taalvaardigheid (spreekvaardigheid en luistervaardigheid). Er zijn 3 niveaus: beginner, gemiddeld en gevorderd. De gebruikte methode bestaat uit: muziek, beweging, expressie, klanken en beeldend werken.

Coördinator

vzw Roeland

Contactpersoon

Marie Verhaegen (marie@roeland.be)

Onderwijssector

Basisonderwijs en secundair onderwijs

Doelgroep

7- tot 15-jarigen

Talen

Nederlands

Jaar waarin ELIT gewonnen werd

2011



Toelichting bij onze selectie

De prijs werd gewonnen door het project van vzw Roeland omwille van het sterk inclusief karakter ervan, dat gericht is op maximale integratie. Het concept en de visie erachter zijn bovendien overdraagbaar naar andere sectoren en steden. Het project heeft een voorbeeldfunctie qua netwerking en de manier waarop de Stad Gent er sterk in betrokken wordt.



Language learning in the community

Since 2001 the Clara-Viebig-school in Manderfeld, a small village close to the Belgian-German border, has provided education to the newly arriving children of the centre for asylum seekers situated in the village. The aim of the project is to get the children to know the language of their host school well enough to be integrated into a regular class and follow the lessons in German. The integration in pre-schooling is achieved in kindergarten. The 6 to 12 year olds slowly get integrated via transition classes. One of the main challenges is the multilingualism in culturally heterogeneous groups of pupils of different ages. It has been pioneer work to teach the new pupils a new language. The school offers several ways of learning to the children such as inclusive education provisions for technical and musical subjects. Teaching them about arts and artists proved to be the silver bullet and allows bridging to the out-of-school world.

Comment on the selection

This excellent project not only promotes language learning, it also promotes the children's social inclusion and intercultural competence.



Coordinating body

Clara-Viebig-Schule Manderfeld

Contact person

Grazyna Glowania

Education Sector

Pre-primary, Primary

Target group

Newly arrived children of asylum seekers

Languages

German

Year of the Award

2011





de

SPRACHENLERNEN IN DER GEMEINSCHAFT

2001 wurde in Manderfeld (einem Dorf unweit der belgisch-deutschen Grenze) ein Empfangszentrum für Asylsuchende eröffnet. Seitdem werden die neu ankommenden Schüler/-innen von der Kindergartenpädagogin Nicole Beyer und der Primarschullehrerin Grazyna Glowania in der Clara-Viebig-Schule betreut. Ziel des Projekts war und ist es, den Kindern die Unterrichtssprache so gut beizubringen, dass sie einem Unterricht in der Regelklasse folgen können. Die Integration der Vorschüler/-innen erfolgt über den Kindergarten und für die Sechs- bis Zwölfjährigen via Übergangsklasse. Eine der größten Herausforderungen ist die Sprachenvielfalt dieser altersmäßig und kulturell sehr heterogenen Gruppe von Schüler/-innen. Es war und ist eine Pionierleistung, den Kindern, die aus verschiedenen Gründen mit ihren Familien ihre Heimat verlassen haben, eine neue Sprache beizubringen. Neben einer Reihe von anderen Lernpfaden (z. B. inklusive Beschulung in den handwerklichen und musikalischen Fächern) hat sich die Beschäftigung mit Kunst im Projekt nicht nur als wahrer Königsweg erwiesen, sondern auch als willkommener Brückenschlag zur Kommunikation mit der außerschulischen Lebenswelt.



Koordinierende Einrichtung

Clara-Viebig-Schule Manderfeld

Kontaktperson

Grazyna Glowania

Bildungsstufe

Vorschule, Grundschule

Zielgruppe

Neu ankommende Schüler, Kinder von Asylsuchenden

Sprache

Deutsch

Jahr der Auszeichnung

2011

Kommentar zur Auswahl

Dieses ausgezeichnete Projekt fördert nicht nur das Erlernen der deutschen Sprache, sondern auch die soziale Eingliederung und die interkulturelle Kompetenz der Kinder.

My language — your language



Det flerspråklige bibliotek (DFB) ('The multilingual library') is a part of Deichmanske bibliotek in Oslo. The library is

a competence centre which provides library services to linguistic minority groups. The library also gives counselling/language learning to other libraries in Norway, and it can offer books and other media in almost 40 languages.

In 2010 DFB concentrated on the project 'My language — your language'. The work is based on the concept and the belief that language learning and knowledge of your own language and other languages give citizens a stronger capability to cope and participate in modern society and as a result contribute to a greater diversity. Six main topics have been chosen to enable the target groups to learn to read a new language: 1. Conveying offers especially intended for people in asylum receptions. 2. The 'Magical Carpet' is an exhibition produced to be shown in libraries, primarily to 4- to 10-year-old children. 3. 'Bazaar' is a tailor-made online service for linguistic minorities in Norway. It is accessible in 14 languages and is a unique possibility to reach minority groups in their own languages. 4. The production of bilingual books where the content is often adapted to minority children who live in a multicultural society. 5. 'Reading seeds' is a biannual national model project where kindergartens with a large proportion of minority children have established library branches. 6. The so-called 'multilingual bags of fairy tales' where the same picture books and sound books in different languages and specially made ragdolls are put in the same homemade bag.

Comment on the selection

The project 'My language — your language' shows great insight into the relationship between mother tongue and foreign languages, and between culture and languages. The project aims at developing creative methods in language learning for children and adults and primarily linguistic minority groups. The project focuses on language learning in the community and how language skills qualify for work life.



Coordinating body

Det flerspråklige bibliotek

Contact person

Siri Tidemann-Andersen
(siri.tidemann-andersen@kul.oslo.kommune.no;
deichman.dfb@kul.oslo.kommune.no)

Education Sector

Kindergartens, primary, lower secondary and upper secondary schools
Adult Education (Additional educational Sector)

Target group

All

Languages

Bulgarian, Croatian, Czech, Dutch, English, Estonian, Finnish, French, Hungarian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Spanish, Turkish, Albanian, Amharic, Arabic, Bosnian, Burmese, Chechen, Chinese, Dari, Hausa, Hindi, Kurdish, Oromo, Persian, Punjabi, Pushto, Russian, Serbian, Shona, Somali, Swahili, Tagalog, Tamil, Thai, Tigrinya, Twi, Ukrainian, Urdu, Vietnamese, Yoruba

Year of the Award

2010



no

MITT SPRÅK – DITT SPRÅK

Det flerspråklige bibliotek er en avdeling av Deichmanske bibliotek. Biblioteket er også et kompetansesenter for bibliotektilbud til språklige minoriteter. Biblioteket er rådgivere for andre bibliotek over hele landet og de kjøper inn og låner ut bøker og andre media på 38 språk.

I 2010 hadde Det flerspråklige bibliotek (DFB) fokus på prosjektet "Mitt språk - ditt språk". Dette arbeidet er blant annet basert på erkjennelsen av at språklæring og kjennskap til eget språk og andres språk gir medborgere bedre mulighet til å orientere seg og delta i samfunnet, og dermed bidra positivt til et mangfoldig samfunn. Prosjektet viser også hvordan bibliotekets ansatte går nye veier for å ta vare på og foredle det språklige mangfoldet som finnes i det norske samfunnet. Biblioteket styrker både norskopplæring og morsmålsutvikling for beboere i asylmottak. Gjennom arbeidet med Lesefrø sørger biblioteket for at barn får språkstimulering både på norsk og morsmål. Bibliotekets Bazar er en utmerket tjeneste på nett som gir nyttig informasjon på ulike språk. Bibliotekets utstilling Den magiske kappen er et kreativt bidrag til både språk – og kulturformidling. Utstillingen gir anerkjennelse til elevers erfaringer og kunnskap, samtidig som den gir ny lærdom og dermed utvider perspektivet for alle elever. Dermed er DFB med på å skape inkludering samtidig de viser hvor viktig det er å ta vare på mangfoldet.

Institusjon/Organisasjon

Det flerspråklige bibliotek

Kontaktperson

Siri Tidemann-Andersen
(siri.tidemann-andersen@kul.oslo.kommune.no;
deichman.dfb@kul.oslo.kommune.no)

Målgruppe

Barnehage, grunnskole, videregående skole og voksenopplæring

Utdanningssektor

Alle

Språk

Bulgarsk, kroatisk, tsjekkisk, nederlandsk, engelsk, estisk, finsk, fransk, ungarsk, latvisk, litauisk, polsk, portugisisk, rumensk, spansk, tyrkisk, albansk, amharisk, arabisk, bosnisk, burmesisk, tsjetjensk, kinesisk, dari, hausa, hindi, kurdisk, oromo, persisk, punjabi, pushto, russisk, serbisk, shona, somalisk, swahili, tagalog, tamilsk, thai, tigrinya, twi, ukrainsk, urdu, vietnamesisk, yoruba

Tildelt European Language Label

2010

Begrunnelse for utnevningen

"Mitt språk – ditt språk" er et omfattende prosjekt som dekker alle de prioriterte områdene for språkprisen i 2010. Prosjektet viser stor innsikt i forholdet mellom morsmål og fremmedspråk og mellom kultur og språk. Samlet retter det seg både mot barn og voksne med stor vekt på språklige minoritetsgrupper. Her vektlegges tidlig fremmedspråklæring på en kreativ måte. Prosjektet fokuserer også på å muliggjøre språklæring i lokalsamfunnet og tilegnelse av språkferdigheter som kvalifiserer til arbeidslivet.

The Joy of Speaking

— Nenzing is speaking more: a community's overall concept for promoting language and equal opportunity



The project 'The Joy of Speaking — Nenzing is speaking more' documents a community development project with about 6 000 inhabitants including five kindergartens, one children's home, all the elementary schools of the municipality and 15 community facilities. The aim of the project

is to give all Nenzinger children from birth to primary school a sound language support. Each child will obtain in addition to a sensitive treatment of the mother tongue access to another language (German or English). The project focuses on the promotion of the German language, the sensitive use of the mother tongue and on English classes for all children regardless of what age the children are. The level of development regarding the native language is determined at kindergarten entry and every half year the progress in German as second language is documented by the evaluation tool SismiK. The project also includes special training and regular reflection meetings for educators. In addition, English will be provided as project language from native speakers for all children on a voluntary basis. For parents there is an extensive offer of support including information evenings, regular parent meetings and a weekly Turkish-speaking mothers' circle. To underscore the seriousness of this project, a language support contract was introduced in Nenzing. The excellent networking among the institutions is eminently important to support and promote language education in the community.



Coordinating body

Marktgemeinde Nenzing
Landstraße 1, 6710 Nenzing
Tel. + 43 557452054

Contact person

Andreas Holzknacht

Education Sector

Pre-primary

Target group

Children from birth to school age

Languages

German, English, Turkish

Year of the Award

2010

Comment on the selection

The project represents an institutionalised early language learning and cultural awareness of migrant languages with regard to the children's first language as well as German as educational or second language. Furthermore, English classes will be offered to support the linguistic education of children in the community. The network and collaborative work of teachers, parents and institutions (e.g. gambling hall, library and counselling services) as well as measures for the exchange and training are an important part of this project. Conducive is also the close cooperation with the project centre for integration and migration 'okay.zusammen leben' and the use of the information booklet for parents — 'Talk to me — listen to me' which is used as another tool for parents to promote the linguistic development of their children. The project offers the implementation of linguistic initiatives through the involvement of local institutions and communities. In addition, parents, educators and native speakers are actively involved in the subject of multilingualism, making them simultaneously inherit the role of multipliers. Hence this project is a successful best-practice example for 'Language learning in the community'.



THE JOY OF SPEAKING —
NENZING IS SPEAKING
MORE: A COMMUNITY'S
OVERALL CONCEPT FOR
PROMOTING LANGUAGE
AND EQUAL OPPORTUNITY

SPRACHFREUDE – NENZING
SPRICHT MEHR: EIN
KOMMUNALES GESAMTKONZEPT
ZUR FÖRDERUNG VON SPRACHE
UND CHANCENGLEICHHEIT



©MARKT GEMEINDE NENZING

de

SPRACHFREUDE – NENZING SPRICHT MEHR: EIN KOMMUNALES GESAMTKONZEPT ZUR FÖRDERUNG VON SPRACHE UND CHANCENGLEICHHEIT

Das Projekt „Sprachfreude – Nenzing spricht mehr“ dokumentiert ein Gemeindeentwicklungsprojekt mit ungefähr 6 000 Einwohnern und Einwohnerinnen inklusive fünf Kindergärten, einem Kinderhaus, allen Volksschulen der Gemeinde und 15 kommunalen Einrichtungen. Ziel des Projekts ist es, allen Nenzinger Kindern von der Geburt bis zum Volksschulalter eine fundierte Sprachförderung zukommen zu lassen. Jedem Kind wird neben einer abgesicherten Entwicklung der Muttersprache der Zugang zu einer weiteren Sprache (Deutsch bzw. Englisch) ermöglicht. Im Mittelpunkt stehen die Förderung der deutschen Sprache, der sensible Umgang mit den mitgebrachten Erstsprachen und die Vermittlung von Englisch für alle Kinder. Bei allen Kindern wird bei Kindergartenbeginn der Entwicklungsstand in der Muttersprache festgestellt, und halbjährlich wird der Fortschritt in Deutsch als Zweitsprache mittels des Sprachentwicklungsbogens SismiK dokumentiert. Speziell für Pädagogen und Pädagoginnen werden gezielte Fortbildungsmaßnahmen und regelmäßige Reflexionstreffen angeboten. Dazu wird Englisch als Projektsprache von Native Speakers für alle Kinder auf freiwilliger Basis angeboten. Für die Eltern gibt es neben Informationsabenden regelmäßige Elterngespräche und einen wöchentlichen türkischsprachigen Mütterkreis. Um die Ernsthaftigkeit dieses Projekts zu unterstreichen, wurde in Nenzing ein Sprachfördervertrag eingeführt. Die gut gelungene Vernetzung der einzelnen Institutionen ist besonders wichtig, um die sprachliche Bildung in der Gemeinde zu stützen und zu fördern.

Kommentar zur ESIS-Nominierung

Das Projekt stellt eine institutionalisierte frühkindliche Sprachförderung dar, die Rücksicht auf die Erstsprache der Kinder sowie auf Deutsch als Bildungs-/Zweitsprache nimmt. Des Weiteren wird Englischunterricht offeriert, um die sprachliche Bildung der Kinder in der Gemeinde zu fördern. Die Vernetzungs- und Kooperationsarbeit von Lehrkräften, Eltern und Institutionen (z. B. Spielothek, Bücherei, Beratungsstellen) sowie Maßnahmen zum Austausch und zur Fortbildung bilden eine wichtige Säule dieses Projekts. Förderlich ist auch die enge Kooperation mit der Projektstelle für Integration und Zuwanderung „okay.zusammen leben“ und die Verwendung der Elterninformationsbroschüre „Sprich mit mir – hör mir zu“, die als weiteres Hilfsmittel für Eltern zur Förderung der sprachlichen Entwicklung ihrer Kinder eingesetzt werden. Das Projekt besteht durch die Umsetzung von sprachlichen Initiativen durch die Einbindung von lokalen Einrichtungen und Gemeinschaften. Zudem werden Eltern, Pädagogen und Pädagoginnen und Native Speakers aktiv beim Thema Mehrsprachigkeit mit einbezogen, wodurch diese gleichzeitig die Rolle von Multiplikatoren bzw. Multiplikatorinnen übernehmen. Das vorliegende Projekt kann dahin gehend als Best-practice-Beispiel für „Sprachenlernen in der Community“ nominiert werden.

Projekträger

Marktgemeinde Nenzing
Landstraße 1, 6710 Nenzing, ÖSTERREICH
Tel. + 43 557452054

Kontaktperson

Andreas Holzknicht

Bildungssektor

Kindergarten

Zielgruppe

Kinder von der Geburt bis zum Vorschulalter

Sprachen

Deutsch, Englisch, Türkisch

Auszeichnungsjahr

2010

Production of training tools for adult migrants in social and professional integration programmes



A Research-Action-Training Group (GRAF), made up of experienced field trainers including in engineering, created language toolboxes for adult migrants or adults in linguistic and professional integration. Their work addresses the needs of learners with diverse backgrounds and abilities and is based on formative situations: reflective analysis, pooling of skills, production of tools then testing on target audiences and distribution to practitioners on request.

Coordinating body

Fédération AEFTI

Contact person

Sophie Etienne

Education Sector

Adult Education

Target group

Migrants

Languages

French as a foreign language

Year of the Award

2011

Comment on the selection

The 'Production of training tools for adult migrants in social and professional integration programmes' project is an excellent practice on how to help immigrants to start getting integrated in society.





FRANCE

FRANCE

PRODUCTION
OF TRAINING
TOOLS FOR
ADULT MIGRANTS
IN SOCIAL AND
PROFESSIONAL
INTEGRATION
PROGRAMMES
OUTILS DE FORMATION
POUR ADULTES
MIGRANTS EN
INSERTION SOCIALE ET
PROFESSIONNELLE

fr

OUTILS DE FORMATION POUR ADULTES MIGRANTS EN INSERTION SOCIALE ET PROFESSIONNELLE

Un groupe de recherche-action-formation (GRAF) composé de formateurs de terrain expérimentés et éduqués à l'ingénierie de formation a conçu des boîtes à outils linguistiques pour les publics adultes migrants ou en insertion linguistique et professionnelle. Leur travail répond aux besoins d'apprenants hétérogènes et se fonde sur l'expérience des situations formatives: analyse réflexive, mise en commun des compétences, production puis expérimentation d'outils sur les publics ciblés et diffusion auprès de praticiens qui en font la demande.

Structure coordinatrice

Fédération AEFTI

Personne de contact

Sophie Étienne

Secteur éducatif

Éducation des adultes

Groupe cible

Migrants

Langue

Français langue étrangère

Année d'obtention du label

2011

Commentaire sur la sélection

Le projet «Outils de formation pour adultes migrants en insertion sociale et professionnelle» est un exemple de bonne pratique pour accompagner les immigrés à s'intégrer dans la société.

The school language festival



As its name suggests, this project aims to gather every second year all the secondary students from the Athénée Royal of Chimay with the intention of practising as many foreign languages as possible. With 30 different activities, the festival gives them a taste of language learning by enabling each of them to take part in 6 workshops.

Native speakers from the Chimay area are invited to lead different workshops as well as students of the 5th and 6th form who experienced a Junior Erasmus experience. Future graduates of teacher training schools also give a helping hand. The Polish workshop is organised by the teachers and students of the partner High-School of Pleszew. Students can take part in language games using ICT technologies.

Many languages are being used during this event: common languages like English, Dutch, German, Spanish and Italian but also languages that most people have never been in touch with. This is how various activities are organised in Chinese, Polish, Vietnamese, Czech, Creole, Hungarian, Sign Language, Latin and Walloon. The festival addresses the students from the 1st to the 6th form (Technical, Vocational and Main stream) as well as their teachers and the rest of the staff.

Impact: As a result of this event, students realise that you can learn a language by other means than 'traditional' language classes and this makes them more confident or motivated to speak or learn a new language. Teachers noticed that the students were more eager to learn languages after such an event. Moreover, the number of students going abroad to learn languages after the festival is increasing. According to the teacher in charge of the project (Murielle Bachelart), this is the best reward they could expect from the event.



Coordinating body

Athénée Royal Chimay

Contact person

Murielle Bachelart (bachelartm@hotmail.com)

Education Sector

Secondary Educational Sector

Target group

Secondary school students (mainstream, technical and vocational), teachers and all school staff

Languages

English, German, Spanish, Italian, Chinese, Polish, Vietnamese, Czech, Creole, Hungarian, Sign Language, Latin, Dutch, Walloon

Year of the Award

2011

Comment on the selection

This multilingual and multicultural event helps pupils realise how important it is to learn different languages. During this day they can experience another way of learning languages, get in touch with new languages and meet natives and people with interesting language experiences.



fr

FÊTE (FAITES) DES LANGUES À L'ÉCOLE

Comme son nom l'indique, ce projet, qui a lieu tous les deux ans, a pour ambition de rassembler les élèves de l'Athénée Royal de Chimay en leur offrant la possibilité d'utiliser plusieurs langues étrangères durant cette journée. Avec plus de 30 activités différentes, le festival offre la possibilité aux élèves d'expérimenter l'apprentissage des langues à travers la participation à 6 ateliers.

Des habitants de la région chimacienne dont la langue maternelle n'est pas le français et les élèves de 5^e et 6^e année du secondaire qui ont déjà vécu une expérience Erasmus Junior sont invités à tenir plusieurs ateliers. L'atelier polonais est géré par les professeurs et étudiants du lycée partenaire de Pleszew. Les élèves peuvent prendre part à des ateliers incluant des technologies de l'information et de la communication.

Beaucoup de langues sont utilisées durant cet événement: d'une part, les langues habituelles telles que l'anglais, le néerlandais, l'allemand, l'espagnol ou encore l'italien; d'autre part, des langues auxquelles les élèves sont moins habitués comme le chinois, le polonais, le vietnamien, le tchèque, le créole, le hongrois, la langue des signes, le latin, le wallon, etc.

Le festival s'adresse aussi bien aux élèves de la 1^{re} à la 6^e année du secondaire (enseignement général, technique et professionnel) qu'aux professeurs et collaborateurs de l'école.

Impact: Après cet événement, les élèves réalisent qu'il est possible d'apprendre des langues de manière différente de l'apprentissage «traditionnel» effectué en classe. Cela accroît également leur motivation et leur confiance quant à l'apprentissage d'une nouvelle langue. Les professeurs de langues de l'athénée remarquent que les étudiants sont plus enclins à apprendre des langues après un tel événement. Par ailleurs, le nombre d'étudiants désireux de vivre une expérience linguistique à l'étranger après le festival ne fait qu'augmenter. Selon le professeur en charge du projet (Murielle Bachelart), cela est la plus belle des récompenses.

Institution coordinatrice

Athénée Royal Chimay

Personne de contact

Murielle Bachelart (bachelartm@hotmail.com)

Secteur d'enseignement

Enseignement secondaire (général, technique et professionnel)

Groupe cible

Élèves de l'enseignement secondaire (général, technique et professionnel), professeurs et collaborateurs de l'école

Langues

Anglais, néerlandais, allemand, espagnol, italien, chinois, polonais, vietnamien, tchèque, créole, hongrois, langue des signes, latin, wallon

Année d'obtention du label

2011

Commentaire sur la sélection

Cet événement multilingue et multiculturel conscientise les élèves quant à l'apprentissage de langues différentes. Durant cette journée, ils peuvent expérimenter une autre manière d'apprendre les langues, en découvrir de nouvelles et rencontrer des natifs et des personnes ayant vécu des expériences linguistiques intéressantes.

Spreadthesign

Spread the sign is an international Leonardo da Vinci project within transfer of innovation, which is supported by the European Commission through the Swedish International Programme Office of Education and Training. The partners worked with spreading sign language from different countries using the Internet. This pedagogic self-learning tool is free to use for all in the world (www.spreadthesign.com). Only fantasy sets the limits of the use of this dictionary. The main aim was to improve our vocational pupils' language skills when going abroad for work practise. Between October 2008 and October 2010 we uploaded words from most vocational fields into the dictionary and enlarged its size. We also included sound as well as more 3D animations to the words. We also extended the languages in the dictionary beyond the EU. Spread the sign goes global.

Coordinating body

Střední škola, Základní škola a Mateřská škola, Hradec Králové, Štefánikova 549

Contact people

Mgr. Tereza Neničková, Mgr. Iva Rindová

Education Sector

Secondary

Target group

Deaf students, their teachers and parents, students of special education

Languages

Czech Sign Language and written Czech and English

Year of the Award

2010

Comment on the selection

The project uses the spread sign language as the way of communication throughout the world and enables the students to travel and work abroad.





CS

SPREADTHESIGN

Jazykový projekt Spreadthesign je mezinárodním projektem realizovaným z prostředků Programu celoživotního učení Leonardo da Vinci. Kromě české školy byly do projektu zapojeny portugalská, francouzská, španělská, německá, turecká, litevská, britská a švédská škola, která byla i hlavním koordinátorem projektu. Autoři si stanovili náročný cíl – vytvořit internetový slovník znakového jazyka včetně odborné terminologie s překladem do všech národních znakových jazyků (<http://www.spreadthesign.com/>). Slovníky slouží k přípravě neslyšících žáků pro výměnné praxe v zahraničí a ke zlepšení možností jejich uplatnění na trhu práce. Neslyšící žáci z české školy se na základě jazykové přípravy mohli zúčastnit výměnné praxe ve Švédsku. Slovník mohou využívat i rodiče neslyšících dětí, studenti speciální pedagogiky a všichni zájemci o znakový jazyk. Projekt je ojedinělý i tím, že na tvorbě slovníků se podíleli významnou měrou sami neslyšící. Projekt byl v březnu 2009 oceněn švédskou královnou Silvii.

Název instituce

Střední škola, Základní škola a Mateřská škola, Hradec Králové, Štefánikova 549

Kontaktní osoba

Mgr. Tereza Neničková, Mgr. Iva Rindová

Školský sektor

Středoškolský

Cílová skupina

Neslyšící žáci, jejich pedagogové a rodiče, studenti speciální pedagogiky

Jazyky

Český znakový jazyk, český a anglický jazyk v psané podobě

Rok ocenění

2010

Komentář k výběru

Projekt Spreadthesign byl vybrán, protože je významný svou cílovou skupinou a také svými výsledky. Celý projekt splňuje evropskou prioritu pro období 2010–2011. Jazykové dovednosti jako příprava na práci, jelikož připravuje neslyšící studenty středních škol a dává jim možnost účastnit se praxí v zahraničí, které jsou pro další pracovní život velmi důležité. Studenti si nejen zdokonalí anglický jazyk, ale zároveň si mohou vyzkoušet práci v zahraničí.

Translation Time at the Slovenian Language Subject Teaching

The 'Translation Time at the Slovenian Language Subject Teaching' project constitutes a very original and innovative form for interleaving a deeper understanding of and respect for the mother tongue, while raising awareness about the significance of foreign language skills. OŠ Kapela was the project applicant/coordinator, whereby partner institutions came from 7 European countries: Italy, Hungary, Switzerland, Norway, Serbia, Sweden and the Netherlands. The project applicant also invited pupils of Slovenian origin from the border regions of Austria, Italy and Hungary, and children of immigrants, who learn the Slovenian language in a different cultural and linguistic environment, to participate in the project. During the project pupils communicated with each other with the help of foreign literature and produced translations of the texts in their mother tongue. On the basis of the applied approach/method, which has been approved as an international innovation project within the Hidden Treasure (*Skriti Zaklad*) programme, several works of literature including translation in 14 languages (i.e. major European languages, as well as less common languages from the neighbour countries and minority languages) have been published so far. These publications gained a positive response and recognition from the general and professional public, and received different prizes and awards in Slovenia (<http://www.os-kapela.si>).



Coordinating body

Primary school Kapela

Contact person

Živana Safran (zivana.safran@siol.net)

Education Sector

Primary school

Target group

Pupils from grades 4-9

Languages

Slovenian, German, English, Serbian, Croatian, Dutch, Swedish, Norwegian, Macedonian, Romani, Albanian, Friulian, Bosnian and the language of Hungarian Slovenes

Year of the Award

2010

Comment on the selection

The 'Translation Time at the Slovenian Language Subject Teaching' project introduces and implements the elements of inter-cultural education, while continuously promoting reflection on the richness of the mother tongue, as well as the linguistic and cultural European heritage. Through project work young Europeans from different environments established mutual bonds which enable them to learn about inter-cultural dialogue and European dimensions and paved the way for a bright new future.



TRANSLATION TIME
AT THE SLOVENIAN
LANGUAGE
SUBJECT TEACHING
PREVAJALSKE IGRICE PRI
POUKU SLOVENŠČINE

sl

PREVAJALSKE IGRICE PRI POUKU SLOVENŠČINE

Projekt z naslovom *Prevajalske igrice pri pouku slovenščine na izjemno izviren in inovativen način prepleta tako globlje razumevanje in spoštovanje maternega jezika kot tudi ozaveščanje o pomenu znanja tujih jezikov. Nosilec projekta je bila OŠ Kapela, v njem pa so sodelovale tudi druge šole iz Slovenije ter sedmih evropskih držav: Italije, Madžarske, Švice, Norveške, Srbije, Švedske in Nizozemske. Nosilci projekta so k sodelovanju povabili tudi učence s slovenskimi koreninami, mlade iz zamejstva in otroke zdomcev, ki se v različnih kulturnih in jezikovnih okoljih učijo slovenščine.*

Učenci so se v okviru projekta med seboj sporazumevali z uporabo tujih literarnih besedil ter ustvarjali skupne prevode v svoje matere jezike. Po metodi prevajanja pri pouku materinščine, ki je bila potrjena tudi kot inovacijski mednarodni projekt v programu Skriti zaklad, so do sedaj izšle že številne knjižne izdaje literarnih del s prevodi v kar 14 jezikov, tako v glavne evropske jezike kot tudi manj razširjene, sosedske in manjšinske. Te knjižne izdaje so bile deležne pozitivnega odziva in sprejema strokovne javnosti ter so prejele različne nagrade in priznanja v slovenskem prostoru (<http://www.os-kapela.si/>).

Koordinator

OŠ Kapela

Kontaktna oseba

Živana Safran (zivana.safran@siol.net)

Področje izobraževanja

Osnovnošolsko izobraževanje

Ciljna skupina

Učenci od 4. do 9. razreda osnovne šole

Jeziki

Slovenski, nemški, angleški, srbski, hrvaški, nizozemski, švedski, norveški, makedonski, romski, albanski, furlanski, bosanski, jezik Porabskih Slovencev

Leto prejema priznanja

2010

Komentar k izbranemu projektu

Projekt Prevajalske igrice pri pouku slovenščine vpeljuje in uresničuje elemente medkulturne vzgoje ter učence veskozi spodbuja k razmišljanju o bogastvu maternega jezika ter o jezikovni in kulturni dediščini v Evropi. Skozi projektno delo so se med mladimi Evropejci iz različnih okolij spletle vezi, ki jim omogočajo spoznavanje medkulturnega dialoga in evropske dimenzije ter jim odpirajo vrata v svet prihodnosti.

The Reading Express

About 10 % of the people in the Netherlands are functionally illiterate. The Dutch Education Council estimates that 10 % of the children do not have enough reading skills at the end the first year in primary school. In addition, at the end of primary school, 10 % of children score at a level of literacy that is two years behind on their peers. Moreover, these children will not catch up with their peers during their academic development in regards to their level of literacy and will experience difficulties with other school subjects as well.

The Reading Express mediates between people, and brings them into contact with one another by reading with and to each other. The project aims to help children from 2 to 8 years old who have language problems, or who are expected to experience language problems in the future.

Therefore, the main goal of this project is to improve the language skills of children. Moreover, this will hopefully result in children enjoying reading more, the language situation in their home will be enriched, and their parents will learn how to read to their children themselves. The families who participate in this project experience difficulties with their Dutch language proficiency. The result of which is that the parents are unable, for whatever reason, to read to their children themselves, which causes means the children in these families fall behind in their educational development compared to their peers. The Reading Express tries to amend this situation by having a volunteer of the Reading Express introduce reading to the children and assist the parents to incorporate reading to the children in their family. In this way, the volunteers aim to enhance the fun in reading for the children, they enrich the language situation in their home (with reading materials, as well as socially) and they work together with the parents to improve the language development of the children.

Many families in socially mixed neighbourhoods mainly have contact with neighbours in the same social position. Big differences in income and education appear to form a threshold for contact and identification with other members of the community. The Reading Express brings people with different social-cultural backgrounds from the same neighbourhood into contact with each other. The volunteer visits the home once a week for a period of 20 weeks. In this way, the volunteer and the family get to know each other and each other's culture and background in a fun way.

The Reading Express also aims to connect families to Dutch society. A lot of the participating families live isolated and do not take part in Dutch social life. By creating a trusting relationship with the family the volunteer might be able to assist the parents with other issues they might face, as the parents feel comfortable enough with the volunteer to ask for assistance. In addition, the volunteers can also notice some problems or needs in the families themselves. Even though the volunteers are not social workers, they can assist the families in getting the help that they need. One way this can be done is by bringing relevant projects and facilities to the attention of the families through the volunteers.



Coordinating body

Cultureel Projectbureau SodaProducties

Contact person

Charlotte Leemans

Education Sector

Pre-primary, Primary

Target group

Children with (a risk of) language difficulties, from 2 to 8 years old

Languages

Dutch

Year of the Award

2010

Comment on the selection

The judges are impressed by the substantive results that this project has accomplished: in 400 families in 11 cities, Dutch volunteers visited families with a different language background, to read to their children and bring them into contact with books and stories (NB: these figures are from 2010. In 2014, there are 3 237 families and 3 680 volunteers registered at the Reading Express). One very noticeable effect of this project was that the number of books in the families grew. Furthermore, the judges are also impressed by the thorough research that the organisation has done. Moreover, the project makes excellent use of volunteers and enhances the social cohesion in the cities. The organisation of this project is excellent, and they showed a lot of perseverance and cultural sensitivity in starting this.

In addition, the project connects well with the European priority from 2010, namely 'Language learning in the community'. In addition to enhancing the language skills of the children, the project brings people from different socioeconomic backgrounds into contact with each other. This does not only enlarge the social life of the families and the volunteers, but also their cultural awareness.

In conclusion, the impact of language is huge, especially when the children participating in this project are this young. In their language sensitivity period, the children participating in this project are brought into contact with the Dutch language, which is a foreign language to them. As a positive consequence, it also enhances the language proficiency of their parents. Hence, this is a solid, complete and inspiring project that deserves to keep on growing.



nl

DE VOORLEESEXPRESS

Ongeveer 10 % van de Nederlanders is laaggeletterd. Uit het Onderwijsverslag 2003/2004 van de Onderwijsinspectie blijkt dat 10 % van de leerlingen in het basisonderwijs aan het einde van groep 3 nog niet voldoende leesvaardigheid heeft. Aan het einde van groep 8 scoort 10 % van de leerlingen niet hoger dan de gemiddelde leerling begin groep 6. Leerlingen die kampen met leesproblemen zullen deze achterstand op school niet meer inlopen en bovendien steeds meer moeite krijgen met andere vakken (Inspectie van het Onderwijs, 2004).

De VoorleesExpress maakt het mogelijk dat stadsgenoten elkaar ontmoeten rondom het voorlezen. Het doel van de VoorleesExpress is het verbeteren van de taalvaardigheid van de kinderen. Daarnaast willen ze het plezier van de kinderen in het (voor)lezen vergroten, de taalomgeving in het huis verrijken en de ouders in staat stellen om zelf voor te lezen aan hun kinderen. Het project richt zich op gezinnen waarbij kinderen van 2 tot 8 jaar een taalachterstand hebben, of waarbij het risico groot is dat de kinderen een taalachterstand ontwikkelen.

De gezinnen die deelnemen aan de VoorleesExpress hebben moeite met de Nederlandse taal. De kinderen hebben achterblijvende schoolprestaties. De ouders ervaren drempels om zelf voor te lezen. Een VoorleesExpress-vrijwilliger introduceert het voorleesritueel bij het gezin thuis en geeft de ouders handvatten om het voorlezen een plekje te geven in het gezin. Zo vergroot het project het leesplezier van de kinderen, verrijkt ze de taalomgeving in huis (de materiële en sociale stimulansen tot lezen) en werkt ze samen met de ouders aan de taalontwikkeling van de kinderen. Veel bewoners in kansarme en gemengde wijken hebben vooral contact met buurtbewoners met vergelijkbare sociale posities. Grote verschillen in inkomen en in opleiding blijken een drempel te vormen voor contact en identificatie. De VoorleesExpress brengt stadsgenoten met verschillende sociaal-culturele achtergronden structureel met elkaar in contact: de vrijwilliger komt een halfjaar lang wekelijks thuis bij het gezin. Zo leren de vrijwilliger en het gezin elkaar en elkaars cultuur/achtergrond op een leuke manier kennen.

In de praktijk blijkt bovendien dat de VoorleesExpress gezinnen verbindt met de samenleving. Veel van de gezinnen leven geïsoleerd en nemen niet deel aan het maatschappelijke leven. De vrijwilliger bouwt in de 20 weken een vertrouwensband op met het gezin, waardoor ouders mogelijke hulpvragen durven voor te leggen. Vrijwilligers signaleren soms ook zelf problemen en behoeften in het gezin. De VoorleesExpress wil van zijn vrijwilligers geen hulpverleners maken. Via de voorlezer kan de projectleider wel zorgen voor passend aanbod voor elk gezin. Gezinnen kunnen gewezen worden op relevante andere projecten en voorzieningen.



Coördinerende instantie

Cultureel Projectbureau SodaProducties

Contactpersoon

Charlotte Leemans

Onderwijssector

Voorschoolse educatie, basisonderwijs

Doelgroep

Kinderen met een (risico op een) taalachterstand, van 2 tot 8 jaar

Talen

Nederlands

Jaar van uitreiking

2010

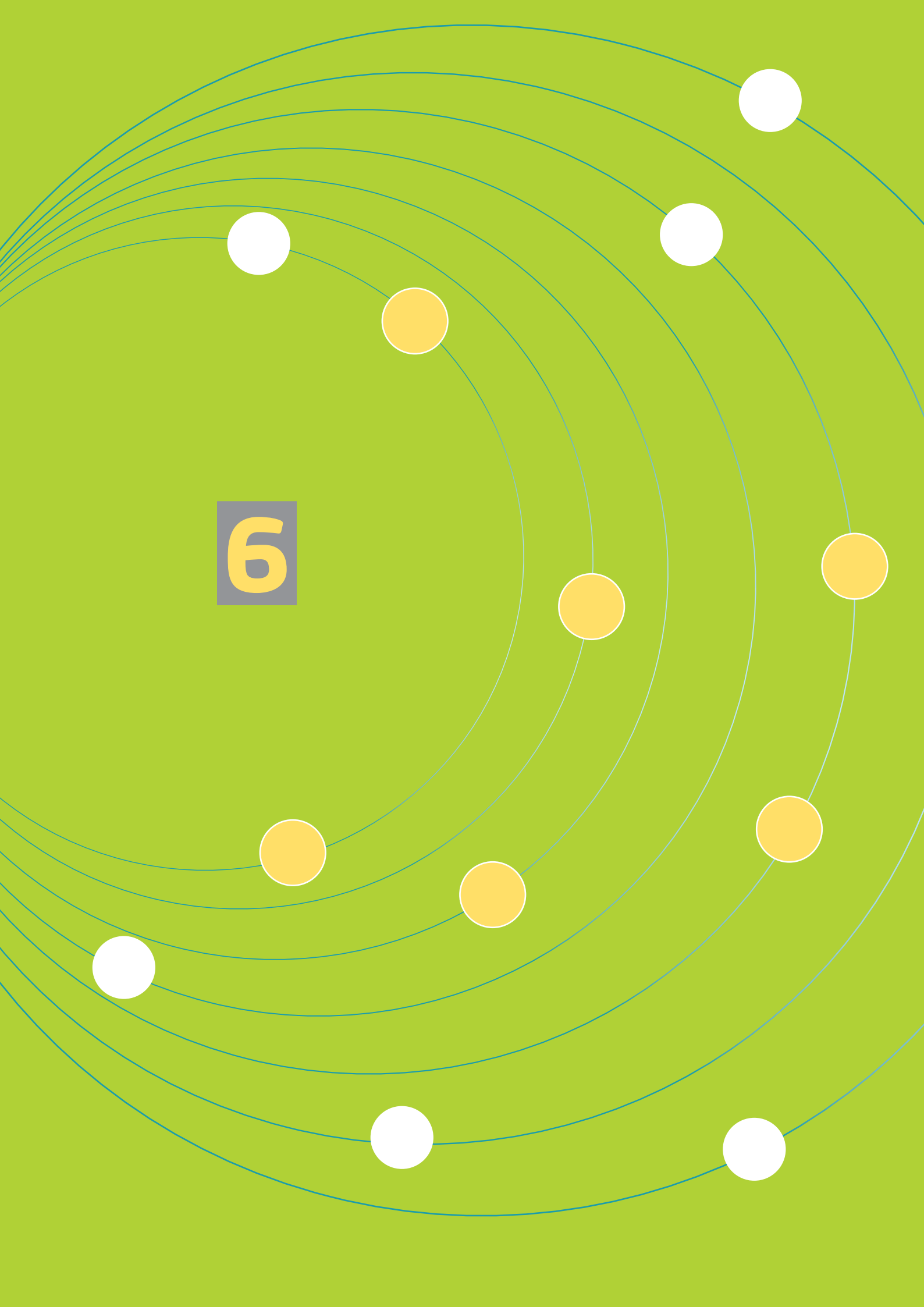
Opmerking over de selectie

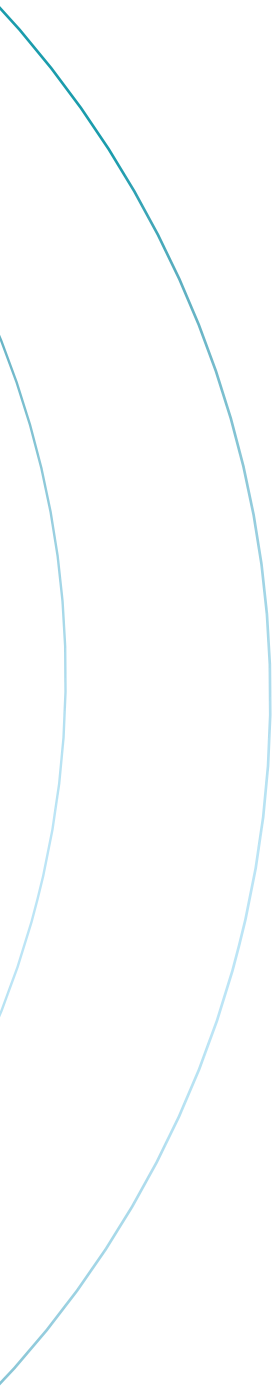
De jury prijst de organisatie voor het grote effect dat is bereikt: in 400 gezinnen in 11 steden lezen Nederlandse vrijwilligers voor aan allochtone kinderen en brengen ze zo in contact met boeken en verhalen (NB: deze cijfers komen uit 2010, inmiddels staan er 3 237 families en 3 680 vrijwilligers geregistreerd bij de VoorleesExpress). Een gevolg van het project is dat het boekenbezit in allochtone gezinnen wordt vergroot. De jury is onder de indruk van het grondige effectenonderzoek dat de organisatoren hebben verricht. Het project maakt uitstekend gebruik van vrijwilligers en bevordert de sociale cohesie in de stad. Het opzetten van een dergelijk project is geen sinecure en de jury prijst de organisatie voor haar lef, doorzettingsvermogen en culturele sensitiviteit.

De *kracht van taal* voor de jonge leeftijdsgroep is enorm: juist in de gevoelige leeftijd worden kinderen met het Nederlands, dat voor hen een vreemde taal is, in contact gebracht. Dit is een mooi, compleet en inspirerend project dat het verdient te blijven groeien.

Dit project sluit daarnaast goed aan bij het Europese thema, te weten „Taal leren in de gemeenschap”. Naast het vergroten van de taalvaardigheid van de kinderen, brengt het project personen van doorgaans verschillende sociaaleconomische achtergronden in contact met elkaar. Dit vergroot niet alleen de kenniskring van zowel de vrijwilliger als de familie, maar ook het cultureel bewustzijn van beide.

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2010/11: Language skills as a preparation for work

Linguistic and intercultural skills increase the chances of obtaining a better job. Multilingual people can choose among a wider range of job offers, including jobs abroad. Language education should help students feel self-confident when communicating in a professional context. Projects under this priority should be outstanding examples of teaching language skills as a preparation for work.

Research and teacher education for business and economics (EDU-RES) – the added value of lifelong learning and interdisciplinary networking



EDU-RES — initiated by the management of the Bucharest University of Economic Studies (ASE) and the Department of Business English, as

a follow-up to a Teacher Development programme — is the first of its kind in Romania. It is an interdisciplinary professional development programme, at master's level, designed to improve English language communication and inter-cultural competencies, and critical and creative thinking. A forum for cross-disciplinary networking, EDU-RES builds on the added value of informal learning. Intended especially for teachers and researchers of various specialisations, the project's main goal consists in initiating a cascading process. It encourages participants to transfer all relevant aspects from the EDU-RES setting to their own teaching and research practice, thus contributing both to personal professional growth and to institutional quality assurance. Key components include: interdisciplinary team projects, international conferences and seminars, inspiration from and adaptation of international expertise, thematic field work, observation and investigation of processes.

According to participants' feedback, the main results are:

- a. consolidation of an interdisciplinary academic community, with a positive attitude to lifelong learning;
- b. more creative teaching, learning and (self-)assessment, with a focus on relevant skills development, thus enhancing the students' career prospects;
- c. research articles published in well-known journals, leading to a better positioning of Romanian academics on the international scene;
- d. successful application for post-doctoral grants by the programme alumni, including international mobilities and improved career opportunities.



Coordinating body

Academia de Studii Economice din București

Contact person

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Education Sector

Tertiary Education, Adult Education, Teacher Training

Target group

Teachers, researchers, doctoral students, graduates of bachelor studies, with an interest in improving advanced, specific competences, relevant for career improvement and educational cascading

Languages

English and synergies with other language and cultural environments (Romanian, German, French)

Year of the Award

2011

Comment on the selection

Following Needs Analysis, the management of ASE has realised that in order to ensure the sustainable internationalisation of its programmes, the academics/teachers themselves need to have a high level of English language proficiency, in order to teach their specialised subjects via the medium of English and at the same time, to be familiar with high-quality teaching and research methodology. EDU-RES has, thus, benefited from the transfer of the teacher training and mentoring expertise of language teachers in the Business English Department, who embarked on the challenge of designing a unique teacher development programme for colleagues/teachers of other specialisations. Since the target group consists of teachers and researchers of various specialisations, most of them already holding a PhD, EDU-RES is different from all other programmes at ASE. It was initially conceived as a project, but thanks to its success and its beneficial effects on the institution, the teachers/researchers and their students, it has become part of the university's strategic internationalisation plan. It contributes to multiplying learning opportunities, integrating formal, non-formal and informal adult learning, as well as multi-disciplinary networking and the sharing of best practice.



RESEARCH AND TEACHER EDUCATION FOR BUSINESS AND ECONOMICS (EDU-RES) — THE ADDED VALUE OF LIFELONG LEARNING AND INTERDISCIPLINARY NETWORKING
 COMUNICARE ÎN LIMBA ENGLEZĂ PENTRU PREDARE ȘI CERCETARE ECONOMICĂ (EDU-RES) – VALOAREA ADĂUGATĂ A ÎNVĂȚĂRII PE TOT PARCURSUL VIEȚII ȘI A NETWORKINGULUI TRANSDISCIPLINAR



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COMUNICARE ÎN LIMBA ENGLEZĂ PENTRU PREDARE ȘI CERCETARE ECONOMICĂ (EDU-RES) – VALOAREA ADĂUGATĂ A ÎNVĂȚĂRII PE TOT PARCURSUL VIEȚII ȘI A NETWORKINGULUI TRANSDISCIPLINAR

Inițiat de conducerea Academiei de Studii Economice din București și Departamentul de Limbi Moderne și Comunicare de afaceri, ca o continuare a programului de dezvoltare profesională a departamentului, EDU-RES este primul program de acest tip din România. Este un program interdisciplinar de dezvoltare profesională la nivel de masterat, menit să contribuie la perfecționarea competențelor de comunicare în limba engleză și a celor interculturale, precum și a competențelor de gândire critică și creativă. Ca forum pentru networking transdisciplinar, EDU-RES consolidează dimensiunea de învățare informală. Gândit inițial pentru profesori și cercetători de diverse specializări, principalul obiectiv al proiectului a constat în inițierea procesului de cascadă, încurajându-i pe participanți să transfere toate aspectele relevante din contextul EDU-RES la propriile lor contexte educaționale și de cercetare. EDU-RES contribuie astfel atât la creșterea profesională a fiecărui participant, cât și la o mai bună asigurare a calității instituționale.

Componentele-cheie includ: proiecte în echipe interdisciplinare, conferințe și seminare internaționale, inspirație și adaptare a experienței internaționale, activități tematice de cercetare, observare a diferitelor procese.

Conform feedbackului participanților, principalele rezultate sunt:

- consolidarea unei comunități academice interdisciplinare, cu atitudine pozitivă față de învățarea pe tot parcursul vieții;*
- predare, învățare și (auto)evaluare mai creativă, cu accent pe dezvoltarea de deprinderi relevante, astfel îmbunătățind șansele de succes ale studenților în cariera profesională;*
- articole publicate în reviste de prestigiu, conducând la o mai bună poziționare a cercetătorilor români pe scena internațională;*
- succes în candidaturile absolvenților programului pentru burse postdoctorale, inclusiv mobilități internaționale, și șanse mai bune în carieră.*

Coordonator

Academia de Studii Economice din București

Persoană de contact

Laura-Mihaela Mureșan (muresan.laura@gmail.com)

Sector educațional

Educație terțiară, educația adulților, formarea continuă a cadrelor didactice

Grup-țintă

Cadre didactice, cercetători, doctoranzi, absolvenți ai ciclului de licență, cu interes pentru îmbunătățirea la nivel avansat a competențelor specifice, relevante pentru perfecționarea șanselor în carieră și pentru implicarea în procese educaționale de transfer de competențe în cascadă.

Limbi utilizate

Engleza, plus sinergii cu alte contexte lingvistice și culturale (româna, germana, franceza)

Anul acordării

2011



Comentariu privind selecția

Analiza de nevoi efectuată de conducerea ASE a evidențiat că, pentru mai largă internaționalizare a programelor de învățământ oferite de ASE, era nevoie de cât mai multe cadre didactice care să stăpânească foarte bine limba engleză pentru a preda disciplinele de specialitate în această limbă și care să fie familiarizate cu cerințele de ordin metodologic ale unui asemenea demers.

În 2006, efectele pozitive ale programului de dezvoltare profesională și mentorat al Catedrei de limbi germanice i-au conferit vizibilitate la nivelul managementului universității. Astfel, un nucleu de cadre didactice cu experiență de formatori și mentori pentru alți profesori a acceptat provocarea de a concepe un program în limba engleză adresat colegilor care predau alte specializări.

Adresându-se acestui grup-țintă foarte special (mulți participanți au deja încheiate studiile doctorale în domeniile lor de specialitate), EDU-RES se deosebește de toate celelalte programe masterale ale ASE. A fost conceput ca proiect pe o perioadă determinată, cu analiză de nevoi efectuată atent pentru fiecare serie și cu etape adaptate specificității fiecărui grup-țintă separat. O dimensiune importantă constă în multiplicarea posibilităților de învățare informală, de schimburi de experiență și networking multidiscplinar.

English on the move for key people



The project has arisen in response to the need for a teaching approach that would provide an innovative method of learning the English language to replace the commonly used company

training format. This new course is specifically designed for the manager 'on the move'. Managers can actively participate without interfering with their regular work activities and can engage in the course activities and tasks even when they are out of town or travelling abroad on business. The project was designed and created as a joint effort with Indesit Company S.p.A. It consisted of putting together a language training package tailored to the needs of key people at Indesit Company which would include innovative elements in the implementation process, in the didactic methodology and in the educational product. The learner is constantly in contact with the teacher, on a daily basis, and the lesson is no longer limited to the classroom and, therefore, to the face-to-face approach, as the continuity between classroom activities and daily life is guaranteed through a series of customised tasks designed to meet specific individual needs, in the form of: Interactive tasks, Phone tasks and E-mail tasks.



Coordinating body

The Victoria Company di Romagnoli G. & C. S.n.c.
Via XXIV Maggio, 55
60035 — Jesi (AN)
ITALY

Contact person

Giuseppe Romagnoli

Education Sector

Continuous Vocational Training

Target group

Workers

Languages

English

Year of the Award

2010



Comment on the selection

In line with the priority 2010-11 'Language skills as a preparation for work', the project responds to a specific need expressed within the company that intends to support the language performance of managers. The initiative has been considered interesting for the following reasons:

- continuous training addressed to high-profile persons with the need for specific language skills for business, thus confirming the strategic relevance of such competences for the internationalisation and competitiveness of enterprises;
- use of a methodology combining the times of life, study, work and providing for the support of innovative tools that allow a direct relationship with the trainers and immediate feedback of learning outcomes.



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ENGLISH ON THE MOVE FOR KEY PEOPLE

Il progetto nasce dall'esigenza di creare un percorso didattico innovativo per l'apprendimento della lingua inglese, in luogo del comune corso di formazione aziendale. È rivolto a manager «on the move», in continuo movimento. I manager possono seguire il corso senza inficiare l'attività lavorativa e seguirlo anche quando si trovano fuori per lavoro. Il progetto è stato ideato e strutturato di comune accordo con la Indesit Company S.p.A. e consiste nella realizzazione di un iter formativo riservato a key people della Indesit Company, che presenta elementi innovativi nel processo attuativo, nella metodologia didattica, nel prodotto formativo e ha avuto un elevato consenso e feedback da parte dei formati e del management della Indesit Company. Il discente, godendo di massima flessibilità, è costantemente e quotidianamente in contatto con il formatore e la lezione non è quindi limitata all'aula, all'approccio face-to-face, ma la continuità fra l'attività in classe e la vita quotidiana viene garantita attraverso diverse task personalizzate rispetto ai propri bisogni specifici: Interactive task, Phone task e Email task.



Organismo coordinatore

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Persona di contatto

Giuseppe Romagnoli

Settore dell'istruzione

Formazione professionale continua

Gruppo target

Occupati

Lingue

Inglese

Anno del conferimento del premio

2010

Commento sulla selezione

In coerenza con la priorità 2010-2011 «Language skills as a preparation for work», il progetto risponde a un fabbisogno specifico espresso in ambito aziendale che va a supportare la performance linguistica dei manager. Abbiamo considerato l'azione di interesse per le seguenti ragioni:

- formazione continua destinata a soggetti di alto profilo che tuttavia presentano l'esigenza di competenze linguistiche specifiche per il business, a conferma dell'importanza strategica delle stesse per l'internazionalizzazione e la competitività delle imprese;
- utilizzo di una metodologia utile a conciliare i tempi di vita, studio, lavoro e che prevede il supporto di strumenti innovativi che consentono un rapporto diretto con i formatori e un riscontro immediato degli apprendimenti.

EuroCatering Language Training



EuroCatering is a language learning tool for trainees and workers in the hotel and catering industry based on the analysis of trainees' linguistic and cultural needs

while on placement abroad in the hospitality sector. The end product is Web-based, and trainees and workers in the hotel and catering industry, who wish to undertake a work placement abroad, may access this professional language learning programme in seven languages, free of charge.

The partnership team was composed of language and vocational teachers, and administrators in vocational training institutions from seven different EU countries: Belgium, France, Ireland, Norway, Slovenia, Spain and the United Kingdom. The online language learning programme is available in Dutch, English, French, Galician, Norwegian, Slovenian and Spanish, and contains a professional glossary of 1 500 restaurant and culinary terms in written, audio and graphics form. It is a complete pedagogical tool which allows for self-instructed or teacher-guided learning. Exercises are included to reinforce the learning, along with a video of pertinent gestures for restaurant and kitchen service and a glossary of cultural orientation facts for working in the seven countries. The programme, which is freely available to all upon registration online, is linked to a learning platform, Moodle, with open-ended links for blogging, using chat rooms, forums and YouTube.

Coordinating body

Galway-Mayo Institute of Technology

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Education Sector

Continuous Vocational Training, Tertiary Education

Target group

Third Level Students

Languages

Dutch, English, Finnish, French, Gaelic, Galician, German, Italian, Norwegian, Polish, Slovenian, Spanish

Year of the Award

Slovenia (2008), Norway (2009), Flanders (Belgium), Ireland and Spain (2010), Wallonia (Belgium) (2011) and Italy (2013) + European Language Label of the Labels in 2012

Comment on the selection

Eurocatering provides an excellent resource for non-academic vocational language learners both for independent study on Moodle and for classroom-based sessions. It makes an appropriate use of technology, including the option for learners to download the files onto their iPod whilst on placements abroad.

The Eurocatering project was based on a clear needs analysis for vocational language and culture preparation for mobility in the catering sector. It focuses on providing learners with user-friendly and relevant material at A1 level allowing them to initiate or follow basic conversations in a work situation.

There is added value in the wide variety of languages on offer, including lesser used languages such as Galician. It had very clear objectives and results and is now being implemented very successfully.

Users are motivated to use the resource as it is easy to use and relevant to their vocational needs, in terms of both language and culture.

The team who created this was highly motivated and teachers are now able to make use of this new resource as a basis for their courses. It is very straightforward to use and can be easily demonstrated on College Open Days and the cartoon characters appeal to students.

There is potential for transfer to other languages and other vocational sectors. There is a very strong European dimension due to the nature of the collaborative project between several European partner organisations, which makes this a great example of a success story.

It is a sustainable project, which is reflected in the fact that the partnership has continued after the completion of the project.





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EUROCATERING OILIÚINT TEANGA INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EO

EuroCatering: Is é atá in EuroCatering ná uirlis foghlama teanga do dhaoine faoi oiliúint agus d'oibríthe an tionscal óstáin agus lónadóireachta. Tá sé bunaithe ar anailís ar riachtanais teanga agus chultúrtha atá ag daoine faoi oiliúint agus iad ar shocrúcháin oibre thar lear in earnáil an fháilteachais. Tá toradh deiridh na hoibre bunaithe san idirlíon agus féadann daoine faoi oiliúint agus oibríthe an tionscal óstáin agus lónadóireachta ar mhian leo dul ar shocrúcháin oibre thar lear feidhm a bhaint as an gclár foghlama teanga gairmiúil seo saor in aisce. Tá an clár ar fáil i seacht dteanga.

Ba iad múinteoirí teanga, múinteoirí gairme agus riarthóirí in institiúidí gairmoiliúna ó sheacht dtír a bhí ar an bhfoireann chomhpháirtíochta: ón mBeilg, ó Éirinn, ón bhFrainc, ón Iorua, ón Ríocht Aontaithe, ón Slóivéin agus ón Spáinn. Tá an clár foghlama teanga ar líne ar fáil i mBéarla, sa Fhraincis, sa Ghailísis, san Ioruais, san Ollainnis, sa tSlóivéinis agus sa Spáinnis. Tá gluais phroifisiúnta téarmaí bialainne agus cócaireachta inti agus iad léirithe mar fhocail scríofa, mar chomhad fuaimne agus i bhfoirm ghrafach. Uirlis oideolaíoch iomlán is ea í le haghaidh féin-teagaisc nó le haghaidh foghlama faoi threoir múinteora. Tá cleachtaí ar fáil inti chun an méid atá foghlamtha a dhaingniú. Ina theannta sin tá fiseán ag gabháil léi ina dtaispeántar gothaí a bhaineann le seirbhís cistine agus bialainne chomh maith le gluais d'fhiricí a chuireann tuiscint chultúrtha an fhoghlaimeora chun cinn. Cuirtear an ghluais seo ar fáil i gcomhair oibre i seacht dtír. Tá teacht saor in aisce ar an gclár ag gach duine agus caithfear clárú ar líne. Tá sé nasctha leis an ardán foghlama Moodle agus tá naisc oscailte inti a chuireann ar chumas an fhoghlaimeora tabhairt faoi bhlagáil, nó feidhm a bhaint as seomra cainte, fóram agus YouTube.

Sonraí teagmhála

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Earnáil oideachais

Oiliúint ghairme leanúnach, oideachas treasach

Spriocghrúpa

Mic léinn tríú leibhéal

Teangacha

Ollainnis, Béarla, Fionlainnis, Fraincis, Gaeilge, Gailísis, Gearmáinis, Iodáilis, Ioruais, Polainnis, Slóivéinis, Spáinnis

Bliain an ghradaim

An tSlóivéin (2008), an Iorua (2009), Flóndras, an Bheilg, Éire agus an Spáinn (2010), an Vallúin, an Bheilg (2011) agus an Iodáil (2013) + Séala na Séalaí in 2012

Tuairim ar an rogha

Is acmhainn den scoth é Eurocatering d'fhoghlaimeoirí gairme neamh-acadúla, le haghaidh staidéir neamhspleách ar Moodle agus seisiún sa tseomra ranga araon. Baintear feidhm iomchuí as an teicneolaíocht, rud lena n-áirítear rogha a thabhairt d'fhoghlaimeoirí na comhaid a íoslódáil ar iPod le linn dóibh a bheith ar shocrúcháin thar lear.

Bhí an tionscadal Eurocatering bunaithe ar anailís riachtanais shoiléir maidir le hullmhú teanga agus cultúir gairme ar mhaithe le soghluaisteacht san earnáil lónadóireachta. Tá sé dírithe ar ábhar atá éasca le húsáid agus a bhaineann le hábhar a chur ar fáil don bhfoghlaiméir ag an leibhéal A1. Ag an leibhéal seo múintear dó/di comhrá bunúsach a thosú nó a leanúint i suíomh oibre.

Tá breislúach in éagsúlacht mhór na dteangacha atá á dtairiscint, mionteangacha ar nós na Gailísis san áireamh. Bhí spriocanna agus torthaí fíor-shoiléire aige agus tá ag éirí go breá leis an gcur i ngníomh.

Spreagtar na húsáideoirí le feidhm a bhaint as an acmhainn mar is éasca feidhm a bhaint aisti agus baineann sí lena gcuid riachtanais gairme ó thaobh teanga agus cultúir de araon.

Foireann ard-spreagtha ab ea an fhoireann a chuir an acmhainn seo le chéile agus tá ar chumas múinteoirí feidhm a bhaint as an acmhainn nua seo ina gcuid cúrsaí anois. Is acmhainn shimplí í agus is furasta í a thaispeáint ar Laethanta Oscailte i gcoláistí. Is breá leis na mic léinn na carachtair cartúin.

Tá slí sa tionscadal chun aistriú chuig teangacha eile agus chuig earnálacha gairme eile. Tá gné láidir Eorpach ann de bharr gur tionscadal comhair idir roinnt eagraíochtaí comhpháirtíochta Eorpacha é. Dá bhrí sin is dea-shampla de scéal ratha é an tionscadal seo.

Lean an chomhpháirtíocht ar aghaidh nuair a bhí an tionscadal críochnaithe, rud a chruthaíonn gur tionscadal inbhuanaithe é.

Growing



In 2010 Efling labour union got a grant from the project 'European Year against Poverty'. Atli Lýðsson from Efling contacted Mímir — lifelong learning and a decision was made to give a course of 200 class hours for Polish women, members of Efling, who had been unemployed for a long time. The aim was to activate a group of unemployed people who

greatly needed to improve their Icelandic, their self-image and to become stronger candidates when searching for jobs. A timetable was made with a great variety of subjects and good teachers were hired.

The subjects were the following: Icelandic 60 class hours, pronunciation of Icelandic 8 class hours, social studies 24 class hours, computer 32 class hours, English 20 class hours, self-image support 12 class hours, visual arts 8 class hours, nutrition 4 class hours, competence portfolio 8 class hours, academic/job counselling 8 class hours, exercise in a gym 4 class hours and a trip to Reykjanes Peninsula 8 class hours.

A few factors were the key to the success of the course. The women came voluntarily, after receiving an invitation from Efling. It turned out well to give the course to Polish women only. Many teachers spoke their native language which gave the students self-confidence and some lectures were given in Polish. The variety of subjects also turned out positive and the course was interesting as well as enjoyable. The evaluation of the course showed that the students improved their self-image; they felt stronger when seeking jobs and felt better in general. The project was later introduced by Atli Lýðsson from Efling in the conference 'European Year against Poverty and Social Isolation' held in Reykjavik 's City Hall. Growing has now been held three times with the same good result. The experience has encouraged the union to run the same course for men as well in another language.



Coordinating body

Mímir lifelong learning centre and Efling labour union (www.mimir.is/www.efling.is)

Contact people

Vala S. Valdimarsdóttir, Atli Lýðsson

Education Sector

Adult Education and vocational training

Target group

Low skilled unemployed immigrants

Target Language

Icelandic

Year of the Award

2011



Comment on the selection

This was a highly ambitious project, built on experience and professionalism. Behind it there was both an ideology and a pedagogical concept: to encourage a minority group to become involved in society by joining language learning and social activities and communication. Polish immigrants are the largest group of immigrants in Iceland and Growing does a great job in language learning for a big population of immigrants in Iceland. In 2011, language skills as a preparation for work was a priority in the European Language Label campaign and the target of the project Growing was to teach the Polish women a sufficient level of Icelandic to give them a chance of participating in the labour market.



is

YRKJA

Verkefnið Yrkja fólst í að þróa og kenna 200 stunda nám fyrir erlenda félagsmenn Eflingar stéttarfélags sem voru í atvinnuleit. Samþætting efnisþátta úr námskrám sem hafa verið gefnar út af Fræðslumiðstöð atvinnulífsins og menntamálaráðuneytinu var lögð til grundvallar. Einnig var stuðst við reynslu af þróunarverkefninu Kjölur og átaksverkefninu Ungt fólk til athafna, fyrir ungt erlent fólk sem kom til framkvæmda hjá Mími símenntun á vorönn 2010.

Námskeiðið var haldið á tímabilinu frá 4. október til 10. desember 2010 og voru þátttakendur 16 talsins. Áhersla var lögð á að námsþættirnir snertu persónulega og félagslega fæmi auk starfsfærni. Þættir námsins voru íslenska 60 stundir, framburður og tal 6 stundir, samfélagsfræðsla 24 stundir, tölvur 32 stundir, enska 20 stundir, sjálfstyrking 12 stundir, myndlist 8 stundir, næringarfræði 4 stundir, færimappa 8 stundir, námsráðgjöf 8 stundir, fjármál 4 stundir, hreyfing í líkamsræktarstöð 4 stundir og dagsferð með fulltrúa frá Hjálparsevit skáta á Reykjanes.

Markmiðið var að virkja þátttakendur, sem voru að þessu sinni pólskar konur sem höfðu litla sem enga íslenskukunnáttu og voru búnar að vera atvinnulausar lengur en í 12 mánuði, til íslenskunáms og aukinnar þátttöku í íslensku samfélagi. Yfirmarkmiðið var að auka hæfni þeirra og möguleika á íslenskum vinnumarkaði. Nýbreytnin fólst einkum í því að tvinna saman tungumálanám og félagsfærni. Námið var verulega fjölbreytt sem og kennsluaðferðir og reynt var að hafa þær sem mest einstaklingsmiðaðar. Umsjónarmenn verkefnisins segja að reynslan hafi kennt þeim að það hafi kosti í för með sér að vera með einsleita hópa, einkum ef íslenskukunnáttan er slök. Þá sé hæfileg blanda að fjölbreyttum námsþáttum vænleg til árangurs.

Það voru þau Atli Lýðsson, fyrir hönd Eflingar stéttarfélags og Vala S. Valdimarsdóttir fyrir hönd Mímis – símenntunar sem höfðu veg og vanda af verkefninu. Yrkja hefur núna verið haldin þrisvar sinnum með sama góða árangrinum. Reynslan af Yrkju hefur orðið Eflingu og Mími hvatning til að halda einnig sams konar námskeið fyrir karlmenn á öðru tungumáli.



Stýristofnanir

Mímir símenntun og Efling stéttarfélag (www.mimir.is/www.efling.is)

Tengiliðir

Vala S. Valdimarsdóttir, Atli Lýðsson

Skólastig

Fullorðinsfræðsla

Markhópur

Atvinnulausir innflytjendur á Íslandi

Tungumál

Íslenska

Ár viðurkenningar

2011

Rökstuðningur fyrir vali

Afar metnaðarfullt verkefni sem byggir á langri reynslu og mikilli fagmennsku. Á bak við það liggur heilmikil hugmyndafræði og kennslufræðileg ígrundun. Markhópurinn er minnihlutahópur sem nauðsynlegt var að örva þannig að hann gæti orðið virkur í samfélaginu, en pólskir innflytjendur eru stærsti hópur innflytjenda á Íslandi. Í verkefninu var lögð áhersla á að tengja formlegt málanám við félagslegar athafnir og lifandi tjáskipti. Styrkur verkefnisins liggur ekki hvað síst í því að þátttakendum gafst tækifæri til að rjúfa félagslega einangrun sína og styrkja þannig sjálfsmynd sína og öðlast meira sjálfstraust. Árið 2011 lagði Evrópumerkið áherslu á tungumálakennslu til undirbúnings fyrir vinnumarkaðinn með von um að bætt tungumálakunnátta yki atvinnumöguleika og um það snérist verkefnið Yrkja.



Hook Up! Campus Europae Foreign Language Learning Gateway (Portuguese)

This project was conceived to give support and consolidate students' mobility in the European context, as far as languages and culture are concerned. It aims at promoting the learning of less widely learned and spoken languages and contributing to develop a European identity based upon multilingualism and multiculturalism. The project offers four levels ranging from A1 to B2. It is available to Erasmus students and in the campus Europae network.



Coordinating body

Depart.º Línguas e Culturas — Universidade de Aveiro

Contact person

Filomena Barbosa Amorim

Education Sector

University — Higher Education

Target group

HE students and staff of the universities belonging to the network

Languages

Finnish, French, German, Italian, Polish, Portuguese, Russian, Spanish, Turkish, Greek, Estonian, Latvian

Year of the Award

2012

Comment on the selection

This project has proven to be of high quality with a very wide European dimension, readily transferable and it has a great impact on foreign language learning.

HOOK UP! CAMPUS EUROPAE FOREIGN LANGUAGE LEARNING GATEWAY (PORTUGUESE)


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HOOK UP! CAMPUS EUROPAE FOREIGN LANGUAGE LEARNING GATEWAY (PORTUGUESE)

Este projeto-piloto foi desenvolvido entre 2008 e 2010 no âmbito do Erasmus-EVC e coordenado pelo Luxemburgo. O projeto foi concebido para apoiar e consolidar a mobilidade estudantil no contexto europeu, em termos de aprendizagem de línguas e culturas. Visa promover a aprendizagem de línguas europeias menos faladas e aprendidas e contribuir para desenvolver uma identidade europeia baseada no multilinguismo e no pluriculturalismo. O projeto oferece 4 níveis de aprendizagem do A1 ao B2. Encontra-se disponível para estudantes Erasmus e da rede Campus Europae.

Entidade Coordenadora

Depart.º Línguas e Culturas — Universidade de Aveiro

Pessoa de Contacto

Filomena Barbosa Amorim

Setor de Educação

Universidade — Ensino Superior

Grupo-alvo

Estudantes do ensino superior, docentes e não docentes das universidades da rede

Línguas

Finlandês, francês, alemão, italiano, polaco, português, russo, espanhol, turco, grego, estónio, letão

Ano do Prémio

2012

Comentário sobre a seleção

Este projeto revela grande qualidade e uma dimensão europeia muito abrangente, de fácil transferibilidade e com grande impacto nas aprendizagens das línguas estrangeiras.



International Project Week

Within the awarded 'International Project Week', lecturers from other European countries conduct specific projects in the areas of engineering, economics, social sciences and culture. The combination of language learning and practical work in various fields is the basis to improve linguistic, professional and intercultural skills.

The project is an integral part of 'Internationalisation at Home' at the University of Applied Sciences, Nordhausen. All students are offered the opportunity to acquire a certain amount of international experience, which is especially valuable for those unable to participate in mobility programmes.

Due to its great success and the constant interest among students and lecturers, the project is well established within the University of Applied Sciences and bears evidence of the good cooperation between the Centre of Foreign Languages and lecturers of all disciplines who collectively organise the project week.

Coordinating body

University of Applied Sciences, Nordhausen

Contact person

Thomas Hoffmann

Education Sector

University

Target group

German and international students and staff of Higher Education Institutions

Languages

English

Year of the Award

2010



Comment on the selection

The jury emphasises that the project was designed to support students and the invited lecturers as well — by establishing networks between various European universities. It represents an excellent combination of goal-oriented project work, authentic communication and independent language learning.



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INTERNATIONALE PROJEKTWOCHE DER FACHHOCHSCHULE NORDHAUSEN

Die FH Nordhausen wird ausgezeichnet für ihre jährlich stattfindende einwöchige Projektwoche, zu der zahlreiche Dozenten aus dem europäischen Ausland an die Hochschule geladen werden, um spezifische Projekte in verschiedenen Fachbereichen durchzuführen; 2010 lag der Schwerpunkt auf Ingenieurwissenschaften, Sozial- und Kulturwissenschaften. Die Kombination aus Sprachenlernen und praktischer Arbeit auf verschiedenen Gebieten bildet die Grundlage zur Verbesserung sprachlicher, beruflicher und interkultureller Kapazitäten. Eingebettet ist dieses Projekt in das Gesamtkonzept „Internationalisation@home“, mit dem auch Studierenden, die nicht an Mobilitätsmaßnahmen teilnehmen können, umfangreiche internationale Erfahrungen ermöglicht werden.

Die Maßnahme ist aufgrund ihres Erfolgs und Zuspruchs fest an der Hochschule etabliert, und dieser Erfolg zeugt von der guten Zusammenarbeit zwischen Sprachenzentrum und Fachdozenten.

Begründung der Auswahlentscheidung

Das Projekt ist ein hervorragendes Beispiel für die gelungene Verknüpfung von zielorientierter, berufsvorbereitender Projektarbeit, authentischer Kommunikation und unabhängigem Sprachenlernen. Die Jury lobt zudem die Tatsache, dass mit diesem Projekt en passant ein europäisches Netzwerk zwischen den Dozenten geschaffen wird, von dem neben den Lernenden auch die Lehrenden profitieren.



Koordinierende Einrichtung

Fachhochschule Nordhausen

Kontaktperson

Thomas Hoffmann

Bildungssektor

Hochschulbildung

Zielgruppe

Deutsche und internationale Studierende und Hochschulpersonal

Sprache

Englisch

Jahr der Auszeichnung

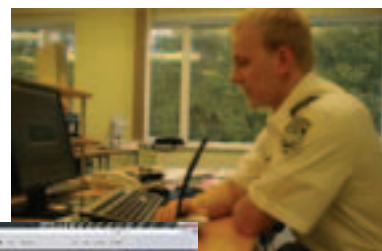
2010

Language Robot



The product created by the Academy of Security Sciences is a language simulator which uses voice recognition as a language tool for professional

language training for border guards in Estonia and probably across Europe in the near future. The simulator trains common professional language expressions used in everyday border guard work. Learners can train online their language skills separately or in a blended way in existing language courses. The first version of the simulator recognised and assessed the quality of speech based on the full sentence (i.e. whether the sentence was understandable by a customer or not). The improvement of the programme shows the misused word in the sentence. Exercises vary in terms of level of difficulty and as a new development in 2012 the Academy of Security Sciences created virtual reality work situations where learners have to choose the right sentence in order to progress with the work. Right now the language robot beta version has only one language (English) but the aim is to develop further and by 2015 the product should be available at least for 20 different languages. The programme is user-friendly and self-developing. This means that the more users use it the more different accents and language preferences will be available, which will make it even easier for the teacher to manage different exercises. The number of exercises is unlimited, therefore it can be used for many different tasks and professions in future. The European security agencies such as Frontex and Cepol have already shown interest in the tool, therefore the product will have a huge user group and will give valuable investment to the European Internal Security by improving the quality of public service. The language robot is a perfect example of uniting different competencies of universities and the private sector. The original idea was developed by the language centre of the Public Service Academy with the help of the Tallinn Technical University and the private company 'Jukulab' (<http://www.keelerobot.eu/>).



Coordinating body

Sisekaitse Akadeemia (Academy of Security Sciences)

Contact person

Marek Link (marek.link@sisekaitse.ee)

Web

www.keelerobot.eu

Education Sector

University, Continuous Vocational Training, Adult Education

Target group

Students

Languages

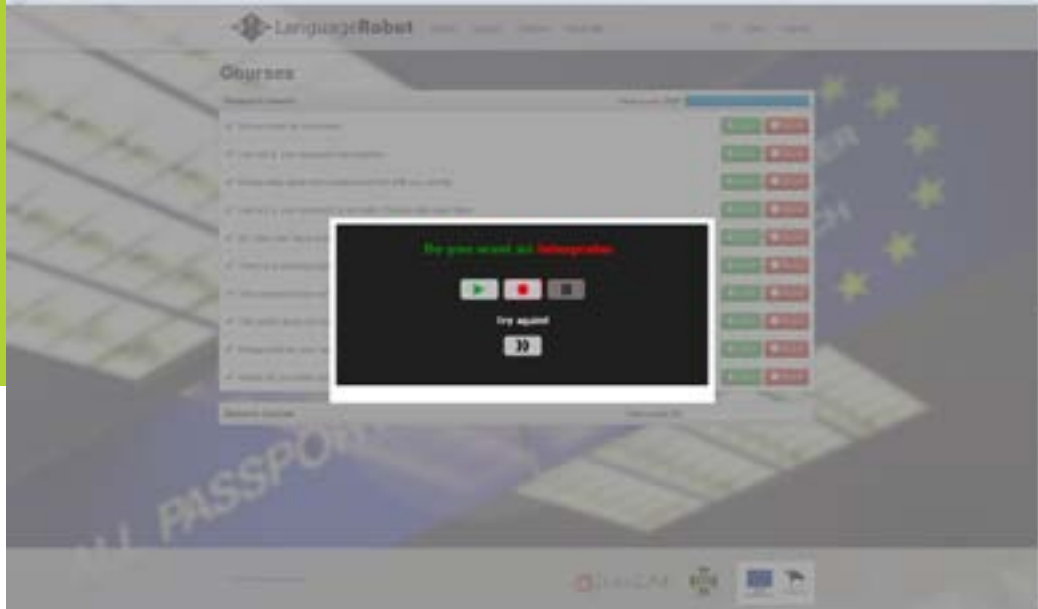
English (2011), 20 languages by 2015

Year of the Award

2011

Comment on the selection

All aspects in the project are associated with language learning (learners, teachers, materials and methods) and the needs of learners have been taken into account; it increases motivation for learning and teaching of languages; it represents real innovation and will serve for qualitative as well as for quantitative improvements; it has a European dimension and addresses linguistic diversity. The project is important from the point of view of national as well as European security.



et

KEELEROBOT

Sisekaitseakadeemia loodud elektrooniline õpitarkvara (keelesimulaator) kasutab kõnetuvastust piiriületustoiminguga seotud erialakeele õppe arendamiseks nii Eestis, Euroopas kui ka mujal maailmas. Keelerobotit (simulaatorit) kasutatakse piiriületustoimingutega seotud erialaste väljendite õppimiseks. Õppetöö võib toimuda individuaalselt reaalajas või olemasolevate keelekursuste osana. Simulaatori esimene versioon tuvastas kõne ja andis kohest tagasisidet õppija häälduse, väljendi arusaadavuse kohta (st kas lause oli kliendile arusaadav või mitte). Õpitarkvara nüüdne arendus võimaldab juba tuvastada lauses valesti kasutatud sõnu. Õpitarkvara keeleharjutused varieeruvad, need on erineva raskusastmega. 2012. aastal Sisekaitseakadeemia loodud tarkvarale on lisandunud virtuaal-reaalsed situatsioonid, kus kasutaja peab valima sobiva väljendi lähtuvalt kirjeldatud situatsioonist. Praegu võimaldab keeleroboti beeta-versioon ainult inglise keele kasutamist, eesmärgiks on jõuda kolme aasta jooksul kahekümne keele kasutamiseni. Õpitarkvara on kasutajasõbralik ja kasutajate arvu suurenedes salvestab programm võimalikud erinevad aktsendid, teave nende kohta lihtsustab õpetaja tööd harjutuste valikul. Harjutuste arv ei ole piiratud, seetõttu on võimalik seda tulevikus eri eesmärkide ja erialade vajadusi silmas pidades kasutada. Huvi toote kasutamiseks on üles näidanud Frontex ja CEPOL. Seega laieneb toote kasutajaskond, mis omakorda avaldab erialase keeleõppe tõhustamise kaudu suurt mõju Euroopa siseturvalisusele. Keeleroboti projekt on hea näide kõrgkoolide ja erasektori vahelisest koostööst. Sisekaitseakadeemia keelekeskuse ideed aitasid arendada Tallinna Tehnikaülikool ja OÜ Juku Lab (<http://www.jukulab.ee>).

Projekti koordinaator

Sisekaitseakadeemia

Kontaktisik

Marek Link (marek.link@sisekaitse.ee)

Web

www.keelerobot.eu

Hariduse valdkond

Kõrgharidus, kutsealane täiendusõpe, täiskasvanuharidus

Sihtgrupp

Üliõpilased

Keeled

Inglise keel (2011), 20 keelt aastaks 2015

Tunnustatud

2011

Valiku põhjendus

Projekti kõik aspektid on seotud keeleõppega (õppijad, õpetajad, õppematerjalid ja -meetodid) ning arvesse on võetud õppija vajadusi; projekt motiveerib võõrkeelte õppimist ja õpetamist, on tõeliselt uuenduslik, loob eeldused nii kvalitatiivsetele kui ka kvantitatiivsetele edusammudele; projektis on esindatud Euroopa mõõde ning see on suunatud keelilisele mitmekesisusele. Projekt on oluline nii rahvusliku kui ka Euroopa turvalisuse vaatepunktist.

Legal English Training for Intermediate and Advanced Students



The project of Precedens Language Studio (PLS) entitled 'Legal English training for intermediate and advanced students' aims at meeting the need for a comprehensive language training for

legal professionals in Europe in general, and in Hungary in particular. There has been no study material available in Hungary so far that places the Hungarian (or, more widely defined, the European continental) legal system in the centre, that shows the differences and the similarities between the continental and the Anglo-Saxon law. The project is designed for intermediate (B2) and advanced (C1) students containing activities originating from real life and work situations. 'Legal English Training for Intermediate and Advanced Students' is modularly structured. Language skills which have been developed in the introductory English for Contract Law module are improved further in the optional modules of English for Company Law, English for Employment Law, English for IP Law or in English for Civil Procedure, to name but a few. Currently we are still working on the project to prepare new study materials and courses involving other areas of law and to implement the already existing modules into other European languages.

Coordinating body

Precedens Language Studio

Contact person

Judit Horváth (horvath.judit@precedensnyelvstudio.hu)

Web

www.precedensnyelvstudio.hu

Education Sector

Adult education

Target group

Students of adult education

Languages

English

Year of the Award

2010

Comment on the selection

The programme provides practical language skills first of all to those who intend to be employed in the area of legal practice, and it refers to the European priority 'Language skills as a preparation for work'.

hu

KÖZÉP- ÉS FELSŐFOKÚ JOGI SZAKNYELVI KÉPZÉS ANGOLUL

A program fő célja a hiánypótlás – Magyarországon a pályázón kívül nincsen más kizárólagosan jogi szaknyelvi profilú oktató intézet – és a már 2005 óta sikeresen oktatott polgári jogi angol szaknyelvi kurzusok és tananyagok továbbfejlesztése. Magyarországon a jogi szaknyelv és szókincs angol nyelvű elsajátításához eddig nem volt a tanulók számára elérhető olyan tananyag és tanfolyam, amely valóban figyelembe veszi a magyar (tágabb értelemben az európai) és az angolszász jogrendszer sajátosságait, rámutatva a hasonlóságokra és különbségekre, és amely szisztematikus, a Közös Európai Referenciakerethez igazodó praktikus jogi szaknyelvi tudást kíván átadni. A tananyagot és a rájuk épülő tanfolyamokat elsősorban középhaladó (B2) és haladó (C1) szinten levő tanulóknak szántuk. A program moduláris rendszerű, több szinten és több szakterületen lehet elkezdni és/vagy folytatni a tanulást. A program szaknyelvi alapját a „Szerződések joga angolul” című tananyag és 40 órás tanfolyam adja, amely egyrészt bemutatja az angolszász és a magyar (európai) szerződések jellemzőit, másrészt a megtanult szakkifejezéseket és szófordulatokat egyszerűbb szerződések fordításán és szóbeli helyzetgyakorlatok eljátszása során mélyíti el. A program további moduljai olyan területeket dolgoznak fel, mint a társasági jog, munkajog, ingatlan-adásvétel, szellemi alkotások joga, csődjog, pénzügyi jog, adójog, bankjog, értékpapírjog, családjog, polgári perrendtartás vagy választottbíráskodás.



Programgazda

Precedens Nyelvstúdió (Precedens Kft.)

Kapcsolattartó személy

Judit Horváth (horvath.judit@precedensnyelvstudio.hu)

Web

www.precedensnyelvstudio.hu

Oktatási szektor

Felnőttoktatás

Célcsoport

A felnőttoktatás hallgatói

Nyelvek

Angol

Díjazás éve

2010

A kiválasztás rövid indoklása

A program gyakorlati szaknyelvi tudással vértelje fel mindazokat, akik a jogi pályán kívánnak elhelyezkedni, és ezzel a munka világában hasznosítható nyelvi készségek fejlesztését megcélzó európai prioritáshoz kapcsolódik.

Networked language groups



The project was aimed at the unemployed and was conducted by the employment office in the German-speaking community of Belgium in cooperation with the vocational training centres of Forem in

Malmedy and Arlon. The aim was to promote linguistic, technical and social skills through project-based networking between the trainees of the vocational training centres of the employment offices of the German-speaking community and of the French community. The participants had to conduct a study in ten companies, summarise the results in a booklet in their target language, and present it in public. They used information technologies and communicated via a special virtual workspace, by e-mail or phone in the target language. They created contacts with companies and learned more about the economic situation in their region.

Coordinating body

Arbeitsamt der Deutschsprachigen Gemeinschaft

Contact person

Bernadette Bong

Education Sector

Initial Vocational Training, Continuous Vocational Training

Target group

Unemployed

Languages

French

Year of the Award

2010

Comment on the selection

The project promotes the target group's employability through language learning. The close cooperation between the German-speaking and the French community as well as the connections to the labour market were used in an optimal way.





de

VERNETZTE SPRACHENGRUPPEN

Das Projekt richtete sich an Arbeitsuchende und ist vom Arbeitsamt der Deutschsprachigen Gemeinschaft in Zusammenarbeit mit den Berufsbildungszentren des Forem in Malmedy und Arlon entstanden. Ziel des Projekts war die Förderung der Sprach-, Fach- und Sozialkompetenzen anhand einer vernetzten Projektarbeit zwischen den Auszubildenden der Berufsbildungszentren des Arbeitsamts und des Forem. Die Teilnehmer führten eine Untersuchung bei rund zehn Unternehmen durch, fassten die Ergebnisse in einer Broschüre in ihrer Zielsprache zusammen und stellten sie im Rahmen einer öffentlichen Präsentation vor. Sie nutzten Kommunikations- und Informationstechnologien und kommunizierten über einen eigens für sie eingerichteten virtuellen Arbeitsbereich, per E-Mail oder Telefon in der jeweiligen Zielsprache. Sie konnten zudem Kontakte zu hiesigen Unternehmen herstellen und mehr über die regionale Wirtschaft lernen.



Koordinierende Einrichtung

Arbeitsamt der Deutschsprachigen Gemeinschaft

Kontaktperson

Bernadette Bong

Bildungsbereich

Berufliche Aus- und Weiterbildung

Zielgruppe

Arbeitsuchende

Sprache

Französisch

Jahr der Auszeichnung

2010

Kommentar zur Auswahl

Das Projekt fördert die Beschäftigungsfähigkeit durch gezieltes Fremdsprachenlernen mithilfe des Einsatzes neuer Medien. Die enge Zusammenarbeit zwischen der deutschsprachigen und französischen Gemeinschaft und die Kontakte zur Wirtschaft wurden optimal genutzt.

4th ‘Taste the language, taste the world’ Workshop

The 4th ‘Taste the Language, taste the world’ Workshop promotes multilingualism and multiculturalism, and it also enhances intercommunication and communication skills. This project addresses not just the teachers and students of this Official School of Languages, but some other language schools in the area, educational centres, and its population as a whole. The Workshop is grounded on the economic and cultural needs and peculiarities of the citizens in the area, and it provides added value to the lifelong training of both its native and its immigrant populations. The Workshop is set up and implemented in a collaborative manner. The language school turns into an open space capable of making use of the resources directly available to improve the quality of the education offered. The Workshop is an excellent activity aimed at fostering and improving the communication capabilities of the students, teaching staff and other inhabitants in the area, given that it is conducted in English, French and Spanish, with certain aspects in Portuguese, Romanian, Italian and Bable (Asturian), and it is certainly open to the entire population of the region, other language schools and educational centres. It also uses the European Language Portfolio and the Autobiography of Intercultural Encounters of the Council of Europe. The students of the language school are the ones in charge of the organisation and implementation of the Workshop, teaching wine-tasting courses and giving presentations in French and English on cuisine and viticulture, along with other students and with the support of the teaching staff of the language school. Other citizens who are not part of the school itself also take part in the cultural events and in arranging winery tours, embedded in the multilingual nature of the project. Winery tours, conferences, book presentations, wine tasting sessions and other activities are scheduled, and the organisers prepare the materials in the foreign languages accordingly.



Coordinating body

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Contact person

Marta García Alamán (martaeoiharo@yahoo.es)

Education Sector

Initial and Continuous Vocational Education and Training
Studies, Adult Education

Target group

Students of Language Schools, students of Secondary
Education, students of Vocational Education and Training
Studies, Language teachers

Languages

English, French, Spanish, with certain aspects in
Portuguese, Romanian, Italian, Bable (Asturian)

Year of the Award

2011

Comment on the selection

Through this project, this Official Language School seeks to join objectives, contents, key competences and self-learning tools in order to train students on the proper use of foreign languages and to prepare them for the working life and the labour market. With the organisation of this workshop, the language school promotes language learning using the world of wine, gastronomy and the natural environment as the main features of the area and it also integrates the intercultural competence in a very practical, business-like way. Furthermore, the communicative and functional approach in language learning is developed by encouraging the interaction of students and teaching staff, due to a topic of common interest, contributing from the linguistic and cultural training to the students' smooth inclusion into the labour market. This initiative is therefore a clear example of a project that corresponds to the 2011 European priority 'Language skills as a preparation for work'. This project is a wonderful chance to stimulate and improve communication skills of students, workers and other citizens in the area. Thus, students who participate in this activity develop the skills required to be able to choose from a wider variety of jobs and find a better one, including those offered abroad, which also helps them to increase their confidence in their professional field.

4TH 'TASTE THE LANGUAGE, TASTE THE WORLD' WORKSHOP
IV JORNADAS «TASTE THE LANGUAGE: SABORES DEL MUNDO»



es

IV JORNADAS «TASTE THE LANGUAGE: SABORES DEL MUNDO»

Las Jornadas «Taste the Language: Sabores del mundo» son un proyecto mediante el cual se fomenta el plurilingüismo y el multiculturalismo, a la vez que la intercomunicación y la capacidad comunicativa. El público objetivo no es solamente el profesorado y el alumnado de la propia Escuela Oficial de Idiomas (EOI), de otras EOI y de centros docentes invitados, sino la totalidad de la población. Las Jornadas están incardinadas en las necesidades y peculiaridades económicas y culturales de la zona, y aportan un valor añadido a la formación a lo largo de la vida tanto de la población autóctona como de la población inmigrante. El proceso de realización de las Jornadas y su desarrollo es colaborativo: la Escuela es un centro abierto que sabe aprovechar los medios del entorno para la mejora de la calidad educativa que ofrece. Las Jornadas son una magnífica actividad para fomentar y mejorar las capacidades comunicativas del alumnado, los trabajadores y el resto de ciudadanos de la zona, pues están realizadas en inglés, francés y español, con matices en portugués, rumano, italiano y bable, y están abiertas a toda la población de la zona, a otras EOI y a otros centros educativos. Además se trabaja con el Portfolio Europeo de las Lenguas y la Autobiografía de Encuentros Interculturales. La organización y desarrollo de las Jornadas está a cargo del alumnado, que con los propios estudiantes y el apoyo del profesorado de la Escuela imparten cursos de cata y ponencias en francés e inglés sobre gastronomía y viticultura. Otras personalidades externas participan en las actividades culturales y en la organización de visitas a bodegas, procurando mantener el carácter multilingüe. Se programan visitas a las bodegas, ponencias, presentaciones de libros, cursos de cata y otras actividades y materiales.

Coordinador

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Persona de contacto

Marta García Alamán (martaeharo@yahoo.es)

Sector educativo

Educación de Adultos y Formación Profesional

Grupo destinatario

Alumnado de Escuelas Oficiales de Idiomas, de Educación Secundaria Obligatoria y Formación Profesional, Profesorado de idiomas

Idiomas

Inglés, francés, español, con matices en portugués, rumano, italiano, bable

Año premiado

2011

Comentario sobre la elección

Por medio de este proyecto, esta Escuela Oficial de Idiomas intenta aunar objetivos, contenidos, competencias básicas e instrumentos de autoaprendizaje con objeto de capacitar al alumnado para el uso adecuado de lenguas extranjeras que les preparen para la vida laboral.

Con la puesta en marcha de estas Jornadas, esta EOI fomenta el aprendizaje de idiomas utilizando como catalizador el mundo del vino, la gastronomía y su entorno, e integra la competencia intercultural de una manera muy práctica. Por otro lado, se desarrolla el carácter comunicativo y funcional en el aprendizaje de idiomas favoreciendo la interacción del alumnado y el profesorado en un tema de interés común y contribuyendo desde la formación lingüístico-cultural a la integración laboral. Esta iniciativa es, pues, un ejemplo claro de proyecto que responde a la prioridad europea «Destrezas lingüísticas que preparen para la vida laboral».

De esta manera los estudiantes que participan en esta actividad desarrollan las destrezas necesarias para poder elegir entre una variedad más amplia de empleos y encontrar un mejor puesto de trabajo, incluidos los que se ofertan en el extranjero, y aumentar su confianza en sí mismos en su contexto profesional.



TOURNEU — Cultural and Economic Aspects of Incoming Tourism in the new European Countries (Slovakia, Estonia, Latvia)/ B-L- German course



The project TOURNEU was realised under the Lifelong Learning Programme - Leonardo da Vinci Transfer of Innovation in 2008-10. It was implemented by the Department of Languages at the Technical University of Košice in Slovakia in cooperation with the partners from 3 countries (the Institut für Interkulturelle Kommunikation

e.V. Ansbach, Germany; TURIBA Biznesa Augustskola Riga, Latvia; ÜLIKOOL Tartu, Estonia) and other partners from the tourism industry as well.

The main project aim was to increase the quality of language competences in the German language of people working in the tourism sector, as well as the students entering the labour market.

The main project outcome is a free e-learning interactive modular course of the German language in the tourism sector (www.tourneu.eu) that is still in active use by learners. It is based on the 'blended learning' method, i.e. it uses traditional and new forms and methods of learning a foreign language. The educational programme integrates advantages of foreign language self-learning with classical teaching in regional centres.

The developed educational material is focused on thematic fields organised in three modules:

- Module A - Services (A2)
- Module B - Marketing (B1)
- Module C - Management (B2).

The modules are developed in accordance with language levels of the CERF. Each module contains basic and additional exercises and exercises with a tutor and is supplemented with visual, audio and audiovisual supplements. Besides the learning materials, a four-language German-Slovak-Latvian-Estonian dictionary and a four-language user's manual, as well as a quiz about the partners' countries were developed.

The project's results have been disseminated in another country - Turkey, thanks to the new LDV Transfer of Innovation project called EU-IMLIT (www.eu-implit.org).



Coordinating body

Technical University of Košice, Slovakia

Contact person

PhDr Janka Pavlovová, CSc.

Education Sector

Adult Education, Continuous Vocational Training

Target group

Tourism industry employees, students entering the labour market

Languages

German

Year of the Award

2011

Comment on the selection

The e-learning course develops language vocational competences in specific intercultural business communication in the German language. The target group are especially workers, even students, in the tourism field - services, marketing and management working at various positions in hotels, pensions, restaurants and information centres. They can update their knowledge and competences in the German language according to their language level, their own choice of a topic, time of learning and pace.



TOURNEU — CULTURAL AND ECONOMIC ASPECTS OF INCOMING TOURISM IN THE NEW EUROPEAN COUNTRIES (SLOVAKIA, ESTONIA, LATVIA)/ B-L-GERMAN COURSE
TOURNEU – KULTÚRNE A HOSPODÁRSKE ASPEKTY INCOMING-TURIZMU V NOVÝCH KRAJINÁCH EÚ (SLOVENSKO, ESTÓNSKO, LOTYŠSKO)/ B-L-KURZ NEMČINY



sk

TOURNEU – KULTÚRNE A HOSPODÁRSKE ASPEKTY INCOMING-TURIZMU V NOVÝCH KRAJINÁCH EÚ (SLOVENSKO, ESTÓNSKO, LOTYŠSKO)/B-L-KURZ NEMČINY

Projekt TOURNEU sa realizoval v rámci Programu celoživotného vzdelávania, podprogramu Leonardo da Vinci – Prenos inovácií, v rokoch 2008 – 2010. Realizovala ho Katedra jazykov na Technickej univerzite v Košiciach na Slovensku v spolupráci s partnermi z 3 krajín (Institut für Interkulturelle Kommunikation e.V. Ansbach, Nemecko; TURIBA Biznesa Augustskola Riga, Lotyšsko; ÜLIKOOL Tartu, Estónsko) a ďalšími slovenskými i zahraničnými partnermi z praxe.

Hlavným cieľom projektu bolo skvalitniť jazykové kompetencie osôb pracujúcich v rezorte turizmu, ako aj študentov vstupujúcich na trh práce, v nemeckom jazyku. Hlavným produktom projektu je voľne prístupný e-learningový interaktívny modulárny kurz nemeckého jazyka pre oblasť turizmu (www.tourneu.eu), ktorý sa doteraz aktívne využíva. Je založený na princípoch metódy „blended learning“, t.j. využíva tradičné a nové formy a metódy vo výučbe cudzieho jazyka. Vzdelávací program integruje výhody seba vzdelávania v cudzom jazyku s klasickou výučbou v regionálnych centrách.

Vytvorený vzdelávací materiál je zameraný na tematické oblasti usporiadané do troch modulov:

- Modul A – Služby (A2)
- Modul B – Marketing (B1)
- Modul C – Manažment (B2).

Moduly sú vypracované v súlade s jazykovými úrovňami SERR. Každý modul obsahuje základné a doplnkové cvičenia a cvičenia s tutorom a je doplnený vizuálnymi, zvukovými a audiovizuálnymi doplnkami. K učebným materiálom bol vypracovaný aj štvorjazyčný nemecko-slovensko-lotyško-estónsky slovník, štvorjazyčná príručka užívateľa a kvízový materiál o partnerských krajinách. Výsledky projektu už boli rozšírené do ďalšej krajiny – Turecka, a to prostredníctvom nového projektu LDV – Prenos inovácií s názvom EU-IMLIT (www.eu-implit.org).

Koordinátor

Technická univerzita v Košiciach, Slovensko

Kontaktná osoba

PhDr. Janka Pavlovová, CSc.

Sektor vzdelávania

Vzdelávanie dospelých, ďalšie odborné jazykové vzdelávanie

Cieľová skupina

Osoby pracujúce v oblasti turizmu a študenti vstupujúci na trh práce

Cieľový jazyk

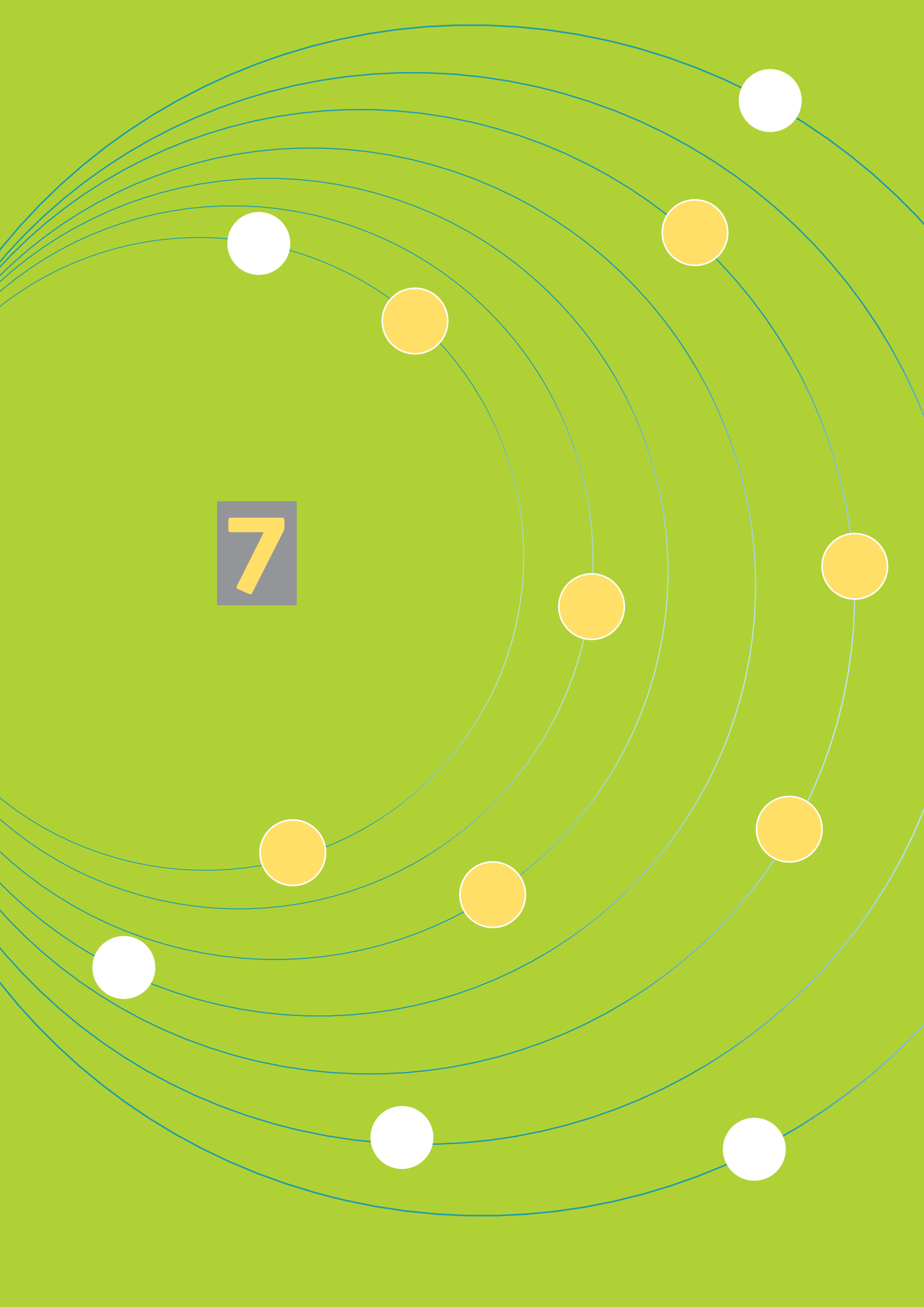
Nemecký jazyk

Rok ocenenia

2011

Komentár k výberu

E-learningový kurz rozvíja jazykové odborné kompetencie v odbornej interkultúrnej obchodnej komunikácii v nemeckom jazyku. Cieľovou skupinou sú predovšetkým pracovníci, ale aj študujúci v oblasti turizmu – služieb, marketingu a manažmentu na rôznych postoch v hoteloch, penziónoch, reštauráciách a informačných strediskách. Môžu si doplniť vedomosti a zručnosti v nemeckom jazyku, a to podľa svojej jazykovej úrovne, podľa vlastného výberu témy, vlastnou voľbou času i tempa učenia sa.



7



2012/13:

**Language learning based
on new technologies**

Technology influences many aspects of our lives, language learning included: computer and/or technology-assisted language learning and testing, blended language learning and virtual and distance learning have become very useful tools to teach and learn foreign languages efficiently. The creation and educational use of social networks also boosts the fostering of multilingual engagement and participation across boundaries, and represents a means to interact and to learn foreign languages. This innovative learning/teaching system should combine the inspiration and motivation of traditional classroom teaching and the flexibility of online or distance learning to create courses that are accessible and motivating for today's students, who develop their autonomy, interact with teachers 'on the other side of the screen' by way of a computer and have fun while learning a foreign language.

452 micro-communicative activities in foreign languages (German, French and English) based on the European Language Portfolio



This is a project that comprises 452 micro-communicative activities in foreign languages, designed to promote independent learning and to improve communicative skills. The material produced in a digital format starts

from a communicative and contextualised approach learning and moves forward with the recommended European Language and evaluation descriptors contained in the Common European Framework of Reference for Learning and Teaching of Languages (CEFR), also connected to the learning objectives of the language biography of the European Language Portfolio (ELP) in their paper and digital versions. Being an open digital format, it can be easily transferable to other languages spoken in the national territory and other European Union states with portfolios validated by the Council of Europe, and serve as an inspiration to other teachers who, with a properly planned training and oriented to this end, may adapt the material to their own contexts. This will encourage the creation of a database of learning materials for all to use, enabling the improvement and adjustment of these (micro-)communicative activities in German, French and English.

Coordinating body

Consejería de Educación de la Junta de Andalucía
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Contact person

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Education Sector

Primary Education, Secondary Education, Initial and Continuous Vocational Education and Training Studies, Adult Education

Target group

Students of Primary, Secondary, Vocational Training and Adult Education who are learning German, French or English and teachers of these foreign languages

Languages

German, French, English

Year of the Award

2012

Comment on the selection

These communication activities based on the CEFR descriptors, which have been adapted to each level of communicative competence, and also connected to the objectives of the European Language Portfolio in digital format, ePEL, represent a tangible improvement in the teaching and learning of languages, as well as in the assessment of language skills of the language learner. Furthermore, these communication activities do not only contribute to the development of a new methodological approach in which, among other things, the language learner is responsible for his/her progression in the acquisition of language skills, but they also offer teachers the opportunity to adapt to the context of their students or to modify the initial input and methodological guidelines to be followed.

In addition, the use of ICT for learning and assessment of language skills and the mixed use of virtual classroom tools and classes for the learning and teaching of foreign languages make this project a clear example of the European priority 'Language learning based on the new technologies', due to the combination of these activities and a much more dynamic approach to traditional classes, thanks to the use of online digital material which favours the flexibility of individual users. Digital resources are also offered to assess languages in communicative competence, encouraging both the use of a much more communicative approach and learner autonomy.



452
MICRO-COMMUNICATIVE
ACTIVITIES IN FOREIGN
LANGUAGES (GERMAN,
FRENCH AND ENGLISH)
BASED ON THE
EUROPEAN LANGUAGE
PORTFOLIO

452 MICROACTIVIDADES
COMUNICATIVAS EN LENGUAS
EXTRANJERAS (ALEMÁN,
FRANCÉS E INGLÉS) BASADAS
EN EL PORTFOLIO EUROPEO
DE LAS LENGUAS



es

452 MICROACTIVIDADES COMUNICATIVAS EN LENGUAS EXTRANJERAS (ALEMÁN, FRANCÉS E INGLÉS) BASADAS EN EL PORTFOLIO EUROPEO DE LAS LENGUAS

Este es un proyecto de 452 microactividades comunicativas en lenguas extranjeras orientadas a fomentar el aprendizaje autónomo y la mejora de la competencia comunicativa. Se trata de un material en formato digital que parte de un enfoque comunicativo-situacional para el aprendizaje y evaluación de lenguas, siguiendo las recomendaciones europeas y los descriptores de evaluación recogidos en el Marco Común Europeo de Referencia para el Aprendizaje y Enseñanzas de Lenguas (MCER) y conectadas con los objetivos de aprendizaje de la Biografía Lingüística del Portfolio Europeo de las Lenguas (PEL) en su versión papel y digital (e-PEL). Al ser un formato digital abierto, pueden ser transferibles a otras lenguas del territorio nacional y otros Estados de la Unión Europea con Portfolios validados por el Consejo de Europa, sirviendo de fuente de inspiración para otros docentes que, con una formación continua debidamente planificada y orientada a tal fin, podrán adaptar el material a sus propios contextos. Esto fomentará la creación de un banco de material de aprendizaje para uso de todos, que permita la mejora y adecuación de estas (micro) actividades comunicativas en alemán, francés e inglés.

Comentario sobre la elección

Estas actividades comunicativas basadas en los descriptores del MCER, que han sido adaptados para cada nivel de competencia comunicativa, y conectadas con los objetivos del Portfolio Europeo de las Lenguas en formato digital, ePEL, representan una mejora tangible en el proceso de enseñanza-aprendizaje de las lenguas, así como en la evaluación de los conocimientos lingüísticos del aprendiz del idioma en cuestión. No solo contribuyen al desarrollo de un nuevo enfoque metodológico en el que, entre otros aspectos, el aprendiz de lenguas se hace responsable de su progresión en la adquisición de los conocimientos lingüísticos, sino que ofrecen al profesorado la posibilidad de ser adaptadas al contexto de su alumnado, modificando el *input* o estímulo inicial y las pautas metodológicas a seguir.

Además, la utilización de las Tecnologías de la Información y la Comunicación (TIC) para el aprendizaje y la evaluación de los conocimientos lingüísticos y el uso mixto de herramientas virtuales y clases presenciales para el aprendizaje y enseñanza de lenguas, hacen de este proyecto un ejemplo claro de la prioridad europea «Aprendizaje de lenguas basado en las nuevas tecnologías», ya que con estas actividades se favorece la combinación del modelo y la motivación de la enseñanza clásica en el aula, con la flexibilidad de un material digital de uso individual a través de la red, y se ofrecen recursos digitales para evaluar las lenguas en clave de competencia comunicativa, impulsando así el uso comunicativo del idioma y la autonomía del aprendiz.

Coordinador

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Persona de contacto

José Francisco Fernández Molero (jffmolero@gmail.com)

Sector educativo

Educación Primaria, Secundaria, Formación Profesional y Educación de Adultos en la enseñanza reglada o no reglada

Grupo destinatario

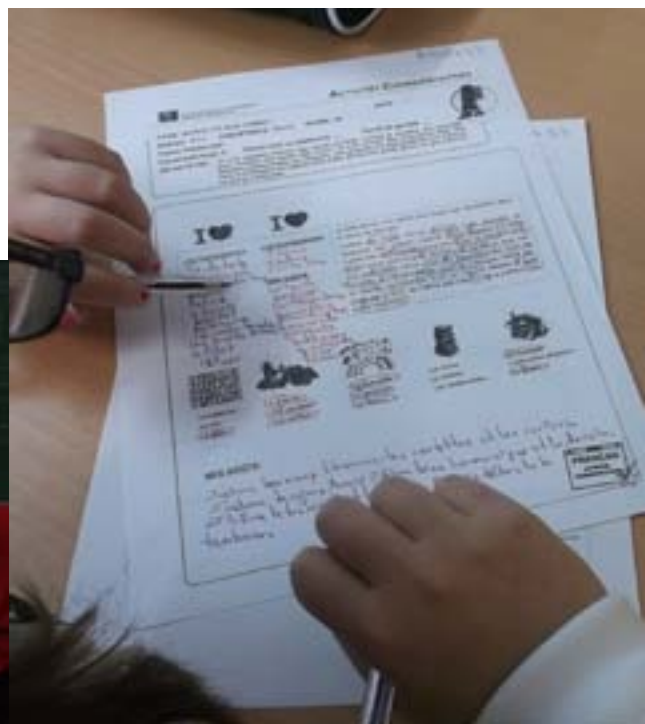
Alumnado de Educación Primaria, Secundaria, Formación Profesional y Educación de Adultos que estén aprendiendo alemán, francés o inglés y docentes de lenguas extranjeras (alemán, francés o inglés)

Idiomas

Alemán, francés, inglés

Año premiado

2012



ADOK — Automation technology and German as online course

The lack of qualified engineers with German language skills in engineering fields inspired universities and companies from four different European Union countries (Tampere UAS, Reutlingen University, Tallinn UAS, VŠB TU Ostrava) to produce teaching material for a unique interdisciplinary online course which combines the fields of Automation Technology and German as a foreign language: ADOK (Automatisierung und Deutsch im Online-Kurs/Automation Technology and German as an Online-Course, A2 level). ADOK is available free of charge on the website <http://www.adok-projekt.eu> thanks to the financial support of the EU within the framework of the Lifelong Learning Programme (Leonardo da Vinci). The course material is a combination of problem-based instruction in the field of Control Engineering and active learning of the German language. Situations from daily professional life are simulated and this will have a positive effect on the motivation of the students. Computer-modified, animated and interactive learning material for the combined teaching of Control Technology and German language will be produced on the basis of authentic texts and diagrams. These tasks will be embedded in Moodle, a widely-used online learning platform, so they can be used by the students to produce, for example, glossaries together.



Comment on the selection

The project team is international and professional, with a system-based and integrated approach to the theme.

Coordinating body

Tallinna Tehnikakõrgkool

Contact person

Britt Petjärv (britt@tktk.ee)

Education Sector

University, Initial Vocational Training, Continuous Vocational Training, Tertiary Education

Target group

Baccalaureate level students of automation technology and engineering

Languages

German

Year of the Award

2012

ADOK —
AUTOMATION
TECHNOLOGY
AND GERMAN AS
ONLINE COURSE
ADOK ON
AUTOMATISEERIMISE
JA SAKSA KEELE
VEEBIPÕHINE KURSUS



et

ADOK ON AUTOMATISEERIMISE JA SAKSA KEELE VEEBIPÕHINE KURSUS

*Euroopa Liidu nelja riigi
kõrgkoolide ja firmade
(Tampere UAS, Reutlingen
University, Tallinn UAS ja
VŠB TU Ostrava) ühisprojekti
eesmärk oli, arvestades saksa*



keele oskuse/õppimise vähenemistrendi, inseneeriaüliõpilastele eriala ja erialase saksa keele (vähemalt A2 tasemel) õpetamise ühendamine läbi e-kursuse loomise. Euroopa Liidu elukestva õppe allprogrammi Leonardo da Vinci loodud ADOK kursus (automatiseerimise ja saksa keele on-line kursus) on teadaolevalt esmakordselt Euroopas välja töötatud kursus, mis annab ainulaadse võimaluse siduda kaks täiesti erinevat ainet: ühelt poolt tehniline aine automatiseerimise alused, teisalt saksa keel, säilitades mõlemale õpitavale ainele võrdväärsed õpieesmärgid. ADOK kursuse vabavaraline materjal on tasuta kättesaadav alates 2012. aastast: www.adik.projekt.eu. Automatiseerimistehnika aine valiti kursusele laiapõhjalise kasutuse tõttu kõikides inseneeriavaldkondades. Mitmekülgne kursus võimaldab üliõpilastel samuti praktiseerida meeskonnatööd, kliendisuhetlust ning multikultuurset suhtlemist eri rahvusest tudengitega. e-õppe kursus loodi laialdaselt kasutatavas Moodle keskkonnas, et e-kursust oleks võimalik kasutada erinevates riikides, õpetatavat sisu lisada või muuta, kasutades e-tehnoloogia pakutavaid võimalusi aine omandamise huvitavamaks ja efektiivsemaks tegemiseks.

Projekti koordinaator

Tallinna Tehnikakõrgkool

Kontaktisik

Britt Petjärv (britt@tktk.ee)

Hariduse valdkond

Kõrgharidus, põhi-, jätku- ja ettevõttepõhine kutseharidus

Sihtgrupp

Bakalaureuse taseme masinaehituse valdkonna ja inseneeria üliõpilased

Keeled

Saksa

Tunnustatud

2012



Valiku põhjendus

Projekti töörühm on rahvusvaheline, professionaalne, projekti teemat on käsitletud süsteemselt ja integreeritult.

B.E.L.L. Business Economics Language Learning



The Comenius/eTwinning project B.E.L.L. involved cooperation of 6 countries in the field of language learning and economics with an important role of information technologies.

The first year of collaboration was in the name of two main topics: Fair Trade and virtual training firms.

A common questionnaire on Fair Trade was created and processed (using Google Docs). Then the students worked online in international teams, carried out a survey about FT products sold in local shops, compared the results and made a video as the outcome.

During the second year the students created on Webnode their e-shop website (<http://bell3eng.webnode.cz/>). The final event of collaboration was a fashion show at the Historical Museum of Luxembourg City, which promoted the idea of Fair Trade. In the course of two years a monthly online project newsletter was issued. At the end of the project cycle a common evaluation questionnaire showed the projects assets.

eTwinning web space (<http://twinblog.etwinning.net/26897/>) and TwinSpace (<http://new-twinspace.etwinning.net/web/p36261/welcome>) were used by the students for virtual communication in international groups (applications forum and chat) and as a portfolio for storing outcomes (PPT, reports, charts, photos, videos and newsletters).

In the course of the project the participants used MS Office (Word, Excel, PowerPoint) for creating outputs and Zoner or Photostory for adapting photos; the videos were uploaded on YouTube.

A lot of students consider the B.E.L.L. project as a beneficial part of their high-school studies thanks to which they learnt how to communicate with partners from different countries, got to know their culture and life, grasped some of the global issues and managed basic steps of project planning.



Coordinating body

Obchodní akademie a Vyšší odborná škola ekonomická, Tábor, Jiráskova 1615

Contact people

Mgr. Alena Jandlová, Mgr. Jana Turanová

Education Sector

Secondary

Target group

Students 15 to 19 years old

Languages

English

Year of the Award

2013

Comment on the selection

Students used various methods of online communication and ICT tools which helped them increase their level of English language as well as digital competency.





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B.E.L.L. BUSINESS ECONOMICS LANGUAGE LEARNING

V projektu Comenius/eTwinning B.E.L.L. spolupracovalo 6 zemí v oblasti výuky jazyků a ekonomiky s významným využitím informačních technologií.

První rok spolupráce byl ve znamení dvou hlavních témat FAIR TRADE (FT) a virtuálních cvičných firem. Úvodním krokem bylo zpracování a vyhodnocení společného dotazníku (v Google Docs) na téma Fair Trade. Poté v mezinárodních týmech studenti spolupracovali online, provedli výzkum FT výrobků prodávaných v místních obchodech, porovnali výsledky a zpracovali výstup formou videa.

Ve druhém roce projektu studenti vytvořili na Webnode stránky svého e-shopu (<http://bell3eng.webnode.cz/>). Závěrečnou událostí spolupráce byla módní přehlídka v Historickém muzeu města Lucemburk. V průběhu dvou let vycházel měsíční online projektový zpravodaj. Na závěr byl vytvořen společný evaluační dotazník, ve kterém účastníci zhodnotili přínosy projektu.

Webové prostředí eTwinning (<http://twinblog.etwinning.net/26897/>) a TwinSpace (<http://new-twinspace.etwinning.net/web/p36261/welcome>) studenti využili pro virtuální komunikaci v mezinárodních skupinách (aplikace forum, chat) a jako portfolio pro ukládání výstupů (PPT, zprávy, tabulky, foto, videa a zpravodaje). Během projektu studenti ve velké míře využívali MS Office (Word, PowerPoint, Excel) a zpracovali v nich své výstupy, při práci s fotografiemi využívali Zoner nebo Photostory a videa umístili na YouTube.

Mnoho studentů vyhodnotilo projekt B.E.L.L. jako přínosnou část svého středoškolského studia, díky níž se naučili komunikovat s příslušníky ostatních národů, poznali jejich kulturu a život, porozuměli více globálním tématům a naučili se plánovat projektovou činnost.

Název instituce

Obchodní akademie a Vyšší odborná škola ekonomická, Tábor, Jiráskova 1615

Kontaktní osoba

Mgr. Alena Jandlová, Mgr. Jana Turanová

Školský sektor

Středoškolský

Cílová skupina

Studenti od 15 do 19 let

Jazyky

Anglický jazyk

Rok ocenění

2013

Komentář k výběru

Projekt B.E.L.L. byl vybrán, protože nejlépe vyhovuje evropské prioritě pro období 2012–2013 Jazyková výuka založená na nových technologiích. Studenti v celém průběhu projektu používali nejrůznější technologie, vyzkoušeli si nové způsoby komunikace a programy, které jim pomáhaly zdokonalovat se v anglickém jazyce a zároveň rozvíjet své technologické dovednosti.

COmmunicating and building Bridges thanks to the Acquisition of Languages through Technologies (COBALT)

COBALT (COmmunicating and building Bridges thanks to the Acquisition of Languages through Technologies) is a project that develops the e-learning platform 'Fanel'. It originated from a partnership between 3 universities (KU Leuven, Lille 3, UMONS) and both the Walloon and Flemish job centres, Forem and VDAB, in partnership with a local television BLCC. It aims at improving the language skills in the three regions in the language of the neighbours (French in West Flanders, Dutch in Hainaut and in Nord/Pas-de-Calais) for the general public, students, businessmen and jobseekers who want to find a job across the border. The extracurricular offer tries to reach a wide target group and to improve social mobility between regions. So it is also about the promotion of intercultural communication, the contribution of innovation in Dutch and French language learning in the school context and enhancing the innovative use of ICT.

The project features two websites. Each website offers free teaching tools on the Internet for people wanting to improve their knowledge of French or Dutch. Five thousand exercises are available on www.fanel.eu. They are based on various themes from everyday and working life. The exercises also include factsheets covering grammar, vocabulary and communication situations — as well for beginners as advanced language learners. A feedback section is provided so that the learner can progress. The website www.kuleuven-kulak.be/mediatic features 250 authentic videos online selected from the TV-channel partners. It includes subtitles and it is free and available to all registered users.

Coordinating body

In Wallonia: Umons (Université de Mons)
In Flanders: KULeuven-Kortrijk

Contact person

Viviane Grisez (viviane.grisez@umons.ac.be)
In Flanders: Prof. Piet Desmet (Piet.Desmet@kuleuven-kulak.be)

Education Sector

University (Main Educational Sector), Secondary (Additional Educational Sector), Adult Education

Target group

Beginners and advanced (Students, jobseekers, adults, business people...)

Languages

French, Dutch

Year of the Award

2013

Comment on the selection

This large-scale project based on authentic material is a very good example of cross-border collaboration. The website is free of charge and available to anybody who wants to brush up or (re)activate one's practice of French or Dutch. In Belgium, Flanders, the ELL theme in 2013 was 'Multilingualism and new technologies' (thus combining both European priorities in one). COBALT was selected by the Flemish jury because of its strong didactics, the abundance of material — offered for free, the way it matches the policy aims and the broad partnership that's working on it. It has a clear and strong strategic concept that also offers remedial tools to teachers; it is transferable to other languages (including LWULT) and contexts; it's highly motivating and it focuses on communicative skills. It strengthens intercultural competences, it addresses the CEFR levels and it makes it possible to measure the learners' progress.



COMMUNICATING
AND BUILDING
BRIDGES
THANKS TO THE
ACQUISITION
OF LANGUAGES
THROUGH
TECHNOLOGIES
(COBALT)
COMMUNICEREN
EN BRUGGEN
BOUWEN DANKZIJ
TAALVERWERVING
VIA TECHNOLOGIEËN
(COBALT)



nl

COMMUNICEREN EN BRUGGEN BOUWEN DANKZIJ TAALVERWERVING VIA TECHNOLOGIEËN (COBALT)

COBALT ((COmmuniceren en bruggen bouwen dankzij Taalvererving via Technologieën) is een project dat het e-learning platform „Franel” ontwikkelt. Het ontstond uit een samenwerkingsverband tussen 3 universiteiten (KU Leuven, Lille 3, UMon), de Waalse en Vlaamse arbeidsbureaus, Forem en VDAB en het lokale tv-station BLCC. Het project beoogt de verbetering van de taalvaardigheid in de talen van de bureaus in de 3 regio's (Frans in West-Vlaanderen, Nederlands in Henegouwen en in Nord-Pas-de-Calais), en dit zowel voor het doorsneepubliek, de studenten, zakenmensen als werkzoekenden. Het aanbod buiten het curriculum tracht een brede doelgroep te bereiken en de sociale mobiliteit tussen de regio's te verbeteren. Zodoende gaat dit project ook over het bevorderen van interculturele communicatie, levert het een bijdrage aan de vernieuwing van het leren van het Nederlands en het Frans in een schoolse context en helpt het het vernieuwend gebruik van ICT te vergemakkelijken.

Het project heeft twee websites. Elke website biedt gratis onlineleermiddelen voor mensen die hun kennis van het Frans of het Nederlands willen verbeteren. www.franel.eu bevat 5 000 oefeningen gebaseerd op verscheidene thema's uit het dagelijks en het beroepsleven. De oefeningen bevatten eveneens praktische gegevens over grammatica, woordenschat en gespreksituaties zowel voor beginners als gevorderden. De toelichtingen zorgen ervoor dat de lerende vooruitgang kan maken. De website www.kuleuven-kulak.be/mediatic biedt 250 authentieke onlinevideo's, gekozen uit het aanbod van de partners van het tv-kanaal. Het materiaal bevat ondertitels, het is gratis en beschikbaar voor alle geregistreerde gebruikers.

Coördinator

In Wallonië: Umons (Université de Mons)
In Vlaanderen: KULeuven-Kortrijk

Contactpersonen

Viviane Grisez (viviane.grisez@umons.ac.be)
In Vlaanderen: Prof. Piet Desmet
(Piet.Desmet@kuleuven-kulak.be)

Onderwijs-/vormingssector

Secundair en volwassenenonderwijs

Doelgroep

Beginners en gevorderden (werkzoekenden, studenten, zakenmensen ...)

Talen

Frans, Nederlands

Jaar waarin de ELIT-prijs gewonnen werd

2013

Toelichting bij de selectie

Dit grootschalig project dat gebaseerd werd op authentiek materiaal is een zeer goed voorbeeld van grensoverschrijdende samenwerking. De website is gratis en beschikbaar voor iedereen die zijn praktische kennis van het Frans of het Nederlands wil opfrissen of (her)activeren. In Vlaanderen was het ELL-thema in 2013: „Meertaligheid en nieuwe technologieën” (dus een combinatie van beide Europese prioriteiten in één). De Vlaamse jury selecteerde dit project omwille van het groot aantal beschikbare materialen die gratis aangeboden worden, de sterkte qua didactiek, de aansluiting bij de leerplannen en de brede partnergroep die eraan werkt. Het is een sterk onderbouwd project dat remediërende mogelijkheden voor leerkrachten biedt; het is overdraagbaar naar andere talen (ook minder gebruikte en minder onderwezen talen) en contexten; het is zeer motiverend en gericht op communicatievaardigheid. Het versterkt interculturele competenties, het bestrijkt verscheidene ERK-niveaus en biedt de mogelijkheid om de vooruitgang van de lerenden te meten.

Cooler World



The international project entitled Cooler World was implemented from August 1, 2010 to July 31, 2012, with the financial support of the Lifelong Learning Programme, the subprogramme Comenius - School Partnerships. Eight schools from five European countries (Finland, Italy, Slovakia, Germany and

France) were involved in the project. It was aimed at sustainability, environment, European citizenship and improving knowledge and skills in using new information and communication technologies, as well as at improving communication in foreign languages.

The teachers and students from involved schools developed an online Eco-game in English, a digital Mini-Info-Package in English and a 6-language Mini-Dictionary (English, Finnish, German, French, Italian and Slovak) to improve and integrate sustainability issues into teaching and learning in secondary vocational education. A joint project website (<http://cooler-world.eu/>) was created for collection and dissemination of all the project information and results. Each participating school created also its own IT centre, where students and teachers of the schools can prepare for example various international school projects.

The project has supported the idea of equality of all languages, as its outputs are widespread in the world's languages as well as in those of smaller European countries.

The schools participated in the project using the newest information and communication technology for their mutual communication as well as for the development of the project outputs.

Coordinating body

Secondary vocational school, Nové Mesto nad Váhom, Slovakia

Contact person

Mgr. Eva Luptáková

Education Sector

Initial Vocational Training

Target group

Initial vocational training learners and teachers

Languages

English, Finnish, German, French, Italian, Slovak

Year of the Award

2012



Comment on the selection

Mutual communication between the involved teachers and students from different countries was in English through e-mails, online audiovisual contacts and social media platforms that are offered by big Internet companies (for example Skype, Ning, eTwinning, Google). Skype meetings were organised approximately once a month. E-mail communication was performed via discussion Google Groups once a week. During the project, each school created an IT centre where the teachers and students could mutually cooperate, for example in preparation of various international school projects.

Using the new ICT for communication between teachers and students in English language, as well as for creation of the project results, supported developing their communication skills significantly, developed a lasting international network of the project partners.



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COOLER WORLD

Medzinárodný projekt s názvom „Cooler World“ sa realizoval od 1. augusta 2010 do 31. júla 2012 s finančnou podporou Programu celoživotného vzdelávania, podprogramu Comenius – školské partnerstvá. Do projektu sa zapojilo osem škôl z piatich európskych krajín (Fínska, Talianska, Slovenska, Nemecka a Francúzska). Bol zameraný na trvalo udržateľný rozvoj, životné prostredie, európske občianstvo a skvalitnenie vedomostí a zručností v používaní nových informačných a komunikačných technológií a na skvalitnenie komunikácie v cudzích jazykoch. Pedagógovia a žiaci zapojených škôl vytvorili online eko-hru v anglickom jazyku, digitálny mini-info-balík v anglickom jazyku a šesťjazyčný minislovník (anglicko-fínsko-nemecko-francúzsko-taliancko-slovenský) na zlepšenie a integrovanie problematiky udržateľnosti do výučby a učenia sa v strednom odbornom vzdelávaní. Spoločná webová stránka projektu (<http://cooler-world.eu/>) bola vytvorená na zhromažďovanie a šírenie všetkých informácií o projekte a jeho výsledkoch. Každá zapojená škola si vytvorila aj vlastné IT centrum, v ktorom žiaci i učitelia jednotlivých škôl môžu pripravovať rôzne medzinárodné školské projekty. Projekt podporil myšlienku rovnosti všetkých jazykov, keďže jeho výstupy sú vo svetových jazykoch, ako aj v jazykoch menších európskych krajín. Školy zapojené do projektu používali na vzájomnú komunikáciu, ako aj pri tvorbe projektových výstupov, najnovšie informačné a komunikačné technológie.



Koordinátor

Stredná odborná škola, Nové Mesto nad Váhom, Slovensko

Kontaktná osoba

Mgr. Eva Luptáková

Sektor vzdelávania

Počiatkové odborné vzdelávanie

Cieľová skupina

Žiaci a učitelia v počiatkovom odbornom vzdelávaní

Jazyky

Angličtina, fínčina, nemčina, francúzština, taliančina, slovenčina

Rok ocenenia

2012



Komentár k výberu

Vzájomná komunikácia medzi zapojenými učiteľmi a žiakmi z rôznych krajín sa uskutočňovala v anglickom jazyku prostredníctvom e-mailov, online audiovizuálneho kontaktu a platforiem sociálnych médií, ktoré poskytujú veľké internetové spoločnosti (napr. Skype, Ning, eTwinning, Google). Skype stretnutia sa organizovali približne jedenkrát mesačne. E-mailová komunikácia sa realizovala prostredníctvom diskusnej skupiny Google Groups s týždennou periodicitou. Počas projektu každá škola vybudovala IT centrum, v ktorom mohli učitelia a aj žiaci vzájomne spolupracovať, napríklad pri príprave rôznych medzinárodných školských projektov.

Využívanie nových IKT v komunikácii medzi učiteľmi a žiakmi v anglickom jazyku, ako aj pri tvorbe projektových výsledkov, významne podporilo rozvoj ich komunikačných zručností a podporilo vytvorenie trvalej medzinárodnej siete medzi projektovými partnermi.



An all-sensory experience: Learning English the Easy way



Having operated as an English language school for the last decade, Easy School of Languages has gained a sterling reputation over the years for its innovative way of

teaching English to its clientele. Situated in the heart of the capital city of Malta, Easy School understands that everyone learns in a different manner and hence the school has found the perfect balance between traditional language teaching and incorporating new technologies in the way its teachers deliver the language training.

With students coming from all over the world, from all walks of life and from all age groups, the school faces the inspiring challenge of having to deal with multilingual classrooms on a daily basis. It is this challenge that led the Directors of the school to develop a programme based on a mix of formal and informal learning. They have done this through combining the widespread use of Interactive Whiteboards in the classroom for the delivery of lessons to the development of an e-learning platform. Together these are mixed in with the use of MP3 players for listening and reading outside the class and with the latest avant-garde technology in the form of GPS Guided Tours in English.

Placing the spotlight firmly on the GPS Guided Tours in English, these tours are preloaded onto a GPS device and they allow our students to freely roam a city, such as Valletta, and learn about its history, culture and all the hidden gems it has to offer — all through the use of the English language. The tour is designed in such a way as to stimulate all the senses and students need to read, listen and understand whilst having fun!

Having been awarded the European Language Label award in 2012, Easy School will continue to thrive in learning about, and using, new initiatives in the field of teaching languages and exchanging this knowledge and good practices with other European institutions.



Coordinating body

Easy School of Languages

Contact person

Barbara Galeann (office@easysl.com)

Education Sector

Adult Education, Teacher Training

Target group

Adult students from different countries in the world whose age range from 18 to 90 years old

Languages

English

Year of the Award

2012

Comment on the selection

Nowadays, technology is an integral feature of our daily routine as it influences many aspects of our lives. Innovative teaching, through technology, is seen as crucial in motivating and inspiring students to keep learning, even in their adulthood.

This is especially true when teaching multilingual classrooms, given that it is very challenging for teachers to lecture students who do not share a common mother tongue. Therefore it is important that teachers adapt their techniques in order to take this diversity into account and respect it, in order to provide learners with the best possible communication and grammar skills in the target language.

Indeed, the nominated project successfully adopted a healthy mix of traditional and technologically advanced methods of teaching the English language.

Together with the school's audience, which comprises of students of different ages, cultures and languages, the project is seen as the perfect showcase for the priorities of the European Language Label for the year of its award.



AN ALL-SENSORY
EXPERIENCE:
LEARNING ENGLISH
THE EASY WAY
ESPERJENZA
SENSORJALI SHIHA:
IT-TAGHLIM TAL-INGLIŻ
B'MOD HAFIF

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ESPERJENZA SENSORJALI SHIHA: IT-TAGHLIM TAL-INGLIŻ B'MOD HAFIF

L-istituzzjoni bdiet topera b'hala skola tal-Ingliż dawn l-aħħar għaxar snin, u b'hekk imexxielha tibni reputazzjoni soda għall-mod innovattiv ta' kif tgħallim l-Ingliż lill-klijenti tagħha. Ibbażata fil-belt kapitali ta' Malta, Easy School tifhem li kulhadd jitgħallim b'mod differenti, b'hekk l-iskola imexxielha ssib bilanċ bejn il-mod tradizzjonali ta' kif tgħallim l-Ingliż u l-inkorporazzjoni ta' teknoloġiji godda fil-mod ta' kif l-għalliema tagħha jagħtu t-taħriġ fil-lingwa.

Peress li jiġu studenti mid-dinja kollha, b'kulturi differenti u ta' kull eta', l-iskola qiegħda taffaċċja sfidi biex tilqa' klassijiet multilingwistiċi kuljum. Kienet din l-isfida li waslet sabiex id-diretturi tal-iskola żviluppaw programm ibbażat fuq taħlita ta' tagħlim formali u informali. Dan sar permezz tal-kombinazzjoni tal-użu mifrux tal-whiteboards interattivi fil-klassijiet u l-żvilupp ta' e-learning platform. Flimkien, dawn huma imħallta mal-użu tal-MP3 plejers għas-smiġħ u l-qari barra mill-klassi kif ukoll mal-aħħar teknoloġija avvanzata tal-GPS Guided Tours bl-Ingliż.

L-għan ta' dawn il-GPS Guided Tours bl-Ingliż huwa, li permezz tal-apparat fuq il-GPS, jippermettu lill-istudenti jimirfu liberament f'belt, bħal per eżempju il-Belt Valletta u jitgħallmu, permezz tal-linwa Ingliża, dwar l-istorja, il-kultura u l-affarijiet preżżjużi kollha li hija toffri. It-tour huwa iddisinjat b'tali mod li jstimula is-sensi kollha, billi l-istudenti jkunu qegħdin jaqraw, jisimġu u jifhem waqt li jieħdu gost! Peress li ġew ippremjati biċ-ċertifikat tal-lingwa Ewropea fl-2012, l-Easy School ser tkompli tistinka biex tvara iktar inizjattivi fil-qasam tat-tagħlim tal-lingwa u tal-iskambju tal-għarfien u tal-prattiċi tajba ma' istituzzjonijiet oħra Ewropej.

Koordinatur

Easy School of Languages

Persuna li trid tikkuntattja

Barbara Galeann (office@easysl.com)

Settur Edukattiv

Edukazzjoni għall-adulti, Taħriġ għall-għalliema

Grupp immirat

Studenti adulti minn pajjiżi differenti fid-dinja li l-eta' tagħhom tvarja minn 18-90 sena

Lingwi

Ingliż

Sena tal-Premju

2012

Kumment qasir fuq is-selezzjoni tiegħek

Illum il-ġurnata, t-teknoloġija tiffirma parti shiha mir-rutina ta' kuljum billi tinfluwenza hafna aspetti mill-ħajja tagħna. It-tagħlim innovattiv, permezz tat-teknoloġija, huwa meqjus b'hala kruċjali fil-motivazzjoni u l-ispirazzjoni tal-istudenti biex ikomplu jitgħallmu, anke fil-ħajja adulta. Dan huwa minnu speċjalment fit-tagħlim ta' klassijiet multi-lingwali, billi hija sfida kbira għall-għalliema biex jgħallmu studenti li m'għandhomx lingwa materna komuni bejniethom. Għalhekk, huwa importanti li l-għalliema jadattaw il-metodi ta' tagħlim tagħhom sabiex din id-diversità tiġi rispettata u mħarsa, biex jipprovdu lill-istudenti l-aħjar filiet komunikattivi u gramattiċi fil-lingwa ewlenija. Tabilhaqq, il-proġett nominat, addotta b'suċċess taħlita b'saħħitha ta' metodi tradizzjonali u dawk ta' teknoloġija avvanzata fit-tagħlim tal-ilsien Ingliż. Flimkien mal-udjenza tal-iskola, li jinkludi studenti ta' etajiet, kulturi u lingwi differenti, il-proġett jidher b'hala eżempju perfett għall-prijoritatijiet taċ-Ċertifikat tal-Lingwa Ewropea ta' dik is-sena meta ingħata l-premju.



InteractiFLE



InteractiFLE is a non-profit organisation aiming at promoting the instruction of French as a Foreign Language via ICT particularly with an interactive whiteboard. InteractiFLE gives access to online resources that could be downloaded on their website: <http://www.interactifle.com>.

It also offers a range of technical and didactic trainings to various types of teaching organisations, FFL classes, language didactics and ICT-use courses, pedagogic and didactic consultancy and conferences for language teachers. Their activity falls in the Web 2.0 community of FFL teachers. Their main objective is to improve the quality of French as a Foreign Language teaching by developing ICT tools shared on their website.

Coordinating body

InteractiFLE Association

Contact people

Jean Condé, Cristina Fernandez

Education Sector

Adult Education

Target group

Foreign language teachers

Languages

French as a foreign language

Year of the Award

2012

Comment on the selection

InteractiFLE offers a variety of free, innovative online tools for the teaching of French as a Foreign Language. The project website is simple and user friendly, and the pedagogical offer is clear.



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INTERACTIFLE

InteractiFLE est une association loi 1901 qui a pour but de promouvoir l'utilisation des TICE et, plus spécifiquement, du tableau blanc interactif (TBI) dans l'enseignement du français langue étrangère (FLE). L'association propose un accès au téléchargement des ressources TBI pour le FLE sur son site internet: <http://www.interactifle.com>.

Elle propose également une gamme de formations techniques et didactiques pour les différentes structures d'enseignement ainsi qu'un service de cours de FLE, de conférences et de consultance pédagogique et didactique pour l'enseignement des langues et pour l'utilisation des TICE en général. Son activité s'inscrit dans une dynamique de partage au sein de la communauté toujours croissante qui compose le pan FLE du web 2.0. Son principal objectif est l'amélioration de la qualité de l'apprentissage du français grâce au développement d'outils de partage, notamment avec son site internet InteractiFLE.com

Structure coordinatrice

Association InteractiFLE

Personnes de contact

Jean Condé et Cristina Fernandez

Secteur éducatif

Éducation des adultes

Groupe cible

Enseignants de français langue étrangère

Langue

Français langue étrangère

Année d'obtention du label

2012

Commentaire sur la sélection

InteractiFLE met à disposition gratuitement une diversité d'outils en ligne innovants pour l'enseignement du français langue étrangère. L'utilisation du site internet est simple, la navigation intuitive et cohérente et l'offre pédagogique très claire.

ISPY — online networking platform for language learning



The ISPY project developed a new online platform to support the study of foreign languages.

The project partnership created teaching and studying materials, individual or in groups, for widely used foreign languages such as English, Spanish and German and also including less widely used and taught languages like Romanian, Polish and Dutch.

ISPY presents a holistic approach promoting not only the abovementioned foreign languages but also cultural elements carefully included in the game developed by the international project partnership and presented on the ISPY platform.

The ISPY methodology is therefore based on games and electronic support making the materials accessible online and offline which stimulates and motivates students to learn and practice foreign languages. The initial stage of the project was represented by research meant to identify and present the tradition and specificities of foreign language study in each of the project countries.

The materials developed consist of ten missions structured in the form of a detective game in flash format. This game is to be uploaded on the Moodle platform of the project where teachers can then add complementary materials depending on the language level of the students.

Thus, ISPY facilitates a smooth transition from students' hobbies and their spare time activities — computer games — to language learning and practice which largely boosts students' motivation and participation in class.

ISPY introduces flexible and easily transferable modern products. The ISPY game can be used in any class activity or in self-study; it can be used during the language classes, in a language programme or it can be used to design a new language course as the Moodle platform offers teachers the opportunity to develop and add additional materials, used in language teaching, reinforcement or evaluation, which are meant to improve the language learning experience according to the needs of different groups of students.

In conclusion, ISPY promotes innovation and creativity. Moreover, it supports further innovation for all the students and teachers involved.



Coordinating body

University of Wolverhampton, United Kingdom

Contact people

Helen Sargeant (h.sargeant@wlv.ac.uk)
Prof. Dr Anca Colibaba, Executive President Fundația EuroEd (acolib@euroed.ro)

Education Sector

Secondary, Initial Vocational Training, Continuous Vocational Training

Target group

Students studying the 6 languages in the project as foreign languages

Languages

English, Romanian, Spanish, Dutch, Polish, German

Year of the Award

2012

Comment on the selection

The ISPY project creates an interactive platform of language learning activities (games) which addresses both educators and students and allows a constant update of information so that it suits new beneficiaries.

ISPY is an innovative project mainly due to the wide range of aspects it approaches for its activities and final outcomes. ISPY is addressed to the students and teachers, motivates them and enhances their professional development, offering them attractive up-to-date materials, which are relevant in terms of contents and accessibility.

Teaching languages through ISPY resources involves the transfer of aspects related to language, culture and society. Students are also familiarised with online international collaboration by using social forums, as a form of an online intercultural dialogue.

Another innovative feature is the fact that a game is practically developed as a means of language learning promotion considering at the same time the students' interests.



ISPY — ONLINE NETWORKING PLATFORM FOR LANGUAGE LEARNING

ISPY – PLATFORMĂ ONLINE PENTRU ÎNVĂȚAREA LIMBILOR STRĂINE

ro

ISPY – PLATFORMĂ ONLINE PENTRU ÎNVĂȚAREA LIMBILOR STRĂINE

Proiectul ISPY a dezvoltat o nouă platformă online pentru a sprijini învățarea limbilor străine. Partenerii din cadrul proiectului au creat materiale de studiu și didactice, pentru studiu individual sau în grupe, atât pentru cele mai folosite limbi străine, cum ar fi engleza, spaniola și germana, cât și pentru cele mai puțin folosite și studiate, precum româna, polona și neerlandeza.

ISPY prezintă o abordare holistică ce promovează nu doar limbile străine menționate mai sus, ci și elemente culturale incluse în activitățile dezvoltate în cadrul proiectului și prezentate pe platforma ISPY.

Metodologia ISPY este așadar bazată pe jocuri și suport electronic, care fac posibilă accesarea online și offline a materialelor, stimulându-se învățarea și exersarea limbilor străine. Etapa inițială a proiectului a constat într-o activitate de cercetare derulată pentru a identifica și prezenta practici și caracteristici ale studiului limbilor străine în fiecare dintre țările implicate în proiect.

Materialele dezvoltate conțin zece misiuni structurate sub forma unui joc cu detectivi în format flash. Acest joc este încărcat pe platforma Moodle dezvoltată în cadrul proiectului, pe care profesorii pot adăuga materiale complementare în funcție de nivelul elevilor.

ISPY face astfel o trecere subtilă de la ocupațiile din timpul liber ale elevilor – jocurile pe calculator – către învățarea și exersarea limbilor străine, ceea ce crește considerabil motivația și gradul de implicare al elevilor în cadrul orelor de clasă. ISPY prezintă produse versatile, flexibile, cu o largă aplicabilitate. Jocul ISPY poate fi utilizat individual și către elevi în timpul liber, independent de activitățile de la clasă; poate fi folosit în cadrul orelor de predare a limbilor străine și inclus în cadrul unui curs deja existent sau poate fi utilizat pentru dezvoltarea unui nou curs, deoarece platforma Moodle permite profesorilor să dezvolte și să adauge jocului ISPY (în format flash) materiale complementare de predare, consolidare și evaluare care să adapteze experiența de studiu nevoilor de învățare a diferitor grupuri de elevi. ISPY oferă așadar inovație și creativitate și, chiar mai mult, susține inovația continuă la nivelul fiecărui cadru didactic și elev.

Coordonator

University of Wolverhampton, Regatul Unit

Persoane de contact

Helen Sargeant (h.sargeant@wlw.ac.uk)
Prof. dr. Anca Colibaba, președinte executiv, Fundația EuroEd (acolib@euroed.ro)

Sector educațional

Secundar, formare profesională, formare profesională continuă

Grup-țintă

Elevi care studiază cele 6 limbi din cadrul proiectului ca limbi străine

Limbi

Engleză, română, spaniolă, neerlandeză, polonă, germană

Anul obținerii premiului

2012



Comentariu privind selecția

Proiectul ISPY creează o platformă interactivă cu activități de învățare a limbilor străine (jocuri) care se adresează atât profesorilor, cât și elevilor, permițând totodată actualizarea constantă a informațiilor, astfel încât acestea să corespundă nevoilor unor noi beneficiari. ISPY este un proiect inovator atât prin gama largă de aspecte pe care le are în vedere în cadrul activităților pe care le organizează, cât și prin materialele pe care le produce. ISPY se adresează elevilor și profesorilor și sprijină dezvoltarea profesională a acestora din perspectiva motivației, oferindu-le materiale atractive, actualizate la realitatea tehnică actuală, relevante atât din punctul de vedere al conținutului, cât și al accesibilității.

Predarea limbilor străine prin intermediul resurselor ISPY nu implică numai un transfer de cunoștințe despre limbă, cultură și civilizație. Pe lângă aceste aspecte, elevii sunt familiarizați cu colaborarea internațională online prin intermediul forumurilor și cu eticheta unui dialog intercultural online.

Faptul că un joc este practic dezvoltat pentru a susține învățarea limbilor străine, păstrând în același timp specificul intereselor vârstei căreia i se adresează, constituie un alt punct inovator.

Klicke multilingual

The 'klicke multilingual' web-based learning pilot project is aimed at the lower secondary level of the Scuola Media Enrico Fermi school. The Scuola Media Enrico Fermi is a bilingual school, split 50:50 between German and Italian, and is one of the Italian-Swiss Polo Scolastico schools in Zurich.

The aim of the project is to develop, test and evaluate approaches and methods for language teaching and learning using ICT. A variety of ICT tools encourages the practical use of German, Italian, French and English in a personal way, using the Internet, e-mail, social networks, web chats, forums, Skype, learning software, the telephone, vending machines and, in particular, the Moodle learning platform.

The platform was developed and tested by the Politehnica University of Bucharest for the Leonardo adult education project entitled 'www. world women web'. It is now being adapted for use at secondary school level.

Here, new ICT methods combine formal and non formal learning, offer an attractive personal learning environment, and thus improve both motivation and results. Participation, multifunctionality and proximity to the learning process are thus key to the success of the project, because they make students more willing to learn. This then translates into greater progress.



Coordinating body

ECAP Research & Development, Nathalie Benoit (project coordinator), Scuola Media Enrico Fermi, Zurich

Contact person

Nathalie Benoit

Education sector

Lower secondary school, adult education, teacher training

Target group

Bilingual students at lower-secondary level, teachers and students from European partner schools, adult immigrants, adult teachers

Languages

German, Italian, English, French

Year of the Award

2013

Comment on the selection

This project combines formal and non formal learning and uses digital media in a creative way to teach languages.





de

KLICKE MULTILINGUAL!

Das Pilotprojekt „klicke multilingual“ richtet sich an Schüler/-innen der Sekundarstufe I der Scuola Media Enrico Fermi. Die Scuola Media Enrico Fermi ist eine paritätische zweisprachige Schule, die Bestandteil der italienisch-schweizerischen Schulen des Polo Scolastico in Zürich ist. Ziele des Projekts sind die Entwicklung, Erprobung und Evaluierung didaktischer Ansätze und Methoden zum Spracherwerb mithilfe der IKT. Mit verschiedenen IKT-Hilfsmitteln wird der Sprachgebrauch in den vier Sprachen Deutsch, Italienisch, Französisch und Englisch individuell und handlungsorientiert gefördert: Internet, E-Mail, soziale Netzwerke, Chat, Foren, Skype, Lernsoftware, Telefon, Automaten und im Besonderen die Lernplattform Moodle. Die Plattform wurde von der Politechnica Universität Bukarest für das Leonardo-Projekt „www.world women web“ in der Erwachsenenbildung entwickelt und erprobt und wird nun auf die Stufe der Sekundarschule adaptiert. Neue Methoden der IKT verbinden dabei formales und non-formales Lernen, gestalten den individuellen Lernprozess attraktiv und steigern somit die Lernmotivation und die Lernergebnisse. Partizipation, Polivalenz und Prossimität beim Lernprozess sind daher die Kernpunkte des Erfolges des Projekts, denn sie führen zu einer erhöhten Motivation der Schüler/-innen und daher zu einem größeren Lernzuwachs.

Kommentar zum ausgewählten Projekt

Projekt, das formales und non-formales Lernen verbindet und digitale Medien auf originelle Weise einsetzt.

Koordination

ECAP Research & Development, Nathalie Benoit (Projektkoordinatorin), Scuola Media Enrico Fermi, Zürich

Kontaktperson

Nathalie Benoit

Bildungsstufe

Sekundarstufe I, Erwachsenenbildung, Lehrpersonenausbildung

Zielgruppe

Zweisprachige Schüler/-innen der Sekundarstufe I, Lehrpersonen und Schüler/-innen von europäischen Partnerschulen, erwachsene Migrant/-innen, Lehrpersonen der Erwachsenenbildung

Sprachen

Deutsch, Italienisch, Englisch, Französisch

Jahr der Auszeichnung

2013



Klicke multilingual

fr

KLICKE MULTILINGUAL!

Le projet pilote «Klicke multilingual» s'adresse aux élèves du niveau secondaire I de l'école Enrico Fermi. Il s'agit d'une école bilingue appartenant aux écoles italo-suisse du Polo Scolastico de Zurich.

Ce projet vise à développer, tester et évaluer des approches et des méthodes didactiques pour l'apprentissage des langues à l'aide des TIC.

Grâce à différents outils TIC, la pratique des quatre langues (allemand, italien, français et anglais) est promue individuellement et axée sur la pratique: internet, courriels, réseaux sociaux, chats, forums, Skype, logiciels d'apprentissage, téléphone, automates, et notamment la plate-forme d'apprentissage Moodle.

La plate-forme a été développée et testée par l'Université polytechnique de Bucarest pour le projet Leonardo «www.world women web» dans le domaine de la formation pour adultes et est maintenant adaptée pour répondre aux besoins des écoles du niveau secondaire.

Les nouvelles méthodes TIC permettent un apprentissage formel et non formel, rendent le processus d'apprentissage individuel attractif, augmentent dès lors la motivation et améliorent les résultats. Participation, polyvalence et proximité dans le processus d'apprentissage sont donc des points clés pour la réussite du projet. Ils entraînent également une plus forte motivation des élèves et donc un meilleur apprentissage.

Commentaire sur le projet sélectionné

Ce projet allie l'apprentissage formel et non formel et recourt aux TIC d'une manière originale.

Coordination

ECAP Research & Development, Nathalie Benoit (responsable du projet), ANSEF — Scuola Media Enrico Fermi, Zurich

Personne de contact

Nathalie Benoit

Niveau

Degré secondaire I, formation des adultes, formation des enseignants

Groupe cible

Élèves bilingues du degré I de l'enseignement secondaire, enseignants et élèves des écoles partenaires européennes, immigrants adultes, enseignants adultes

Langues

Français, allemand, italien, anglais

Année d'obtention du label

2013





it

KLICKE MULTILINGUAL

Il progetto pilota «Klicke multilingual» è destinato agli allievi del secondario I della Scuola media Enrico Fermi, una scuola bilingue paritetica italo-svizzera che fa parte del polo scolastico di Zurigo.

Il progetto mira a sviluppare, sperimentare e valutare approcci didattici e metodi di apprendimento delle lingue attraverso le TIC.

L'uso della lingua (italiano, tedesco, francese e inglese) viene promosso individualmente con diversi ausili TIC (Internet, email, social network, chat, forum, Skype, telefono ecc.), in particolare con la piattaforma didattica Moodle.

La piattaforma è stata sviluppata e sperimentata dal Politecnico di Bucarest nel quadro del progetto Leonardo «www. world women web» ed è stata poi adattata per la scuola secondaria.

I nuovi metodi utilizzati nelle TIC combinano apprendimento formale e non formale, rendono attrattivo lo studio individuale e aumentano la motivazione degli allievi, che ottengono anche migliori risultati. I punti chiave del successo di questo progetto pilota sono la partecipazione, la polivalenza e la prossimità al processo di apprendimento, aspetti che promuovono la motivazione e l'acquisizione di conoscenze.

Coordinamento

ECAP Research and Development, ANSEF —Scuola media Enrico Fermi

Persona di contatto

Nathalie Benoit

Settore dell'istruzione

Secondario I, educazione degli adulti

Gruppo target

Allievi bilingue del livello secondario I, alunni e insegnanti delle scuole partner in altri paesi europei, migranti adulti e insegnanti attivi nell'educazione degli adulti

Lingue

Tedesco, francese, inglese, italiano

Anno del conferimento del premio

2013

Commento sulla selezione

Il progetto combina l'apprendimento formale e non formale e usa i media digitali in modo creativo.

LINGUASWAP

Linguaswap — Second level language swapping

Linguaswap.com



Linguaswap was developed by four teachers based in Coláiste Bhríde, Carnew, Co. Wicklow and has been

used by students to develop their language skills through links with students in schools in Germany, France, Spain and in the future with other countries. Linguaswap offers a database for students who are learning languages and who would like to link via video chat with others to swap their languages online. Members can browse and choose chat buddies from the relevant countries. As they interact via the video link, conversation prompts appear alongside the screen and the time to swap language is signalled by a clock featured on the screen. The service is monitored and screened by registered teachers.

Aimed at the secondary school sector in Europe and further afield, this innovative website offers a safe forum for students of language. They can now practise what they have learned in class with real people of their own age. Often students are reluctant to speak in the more artificial setting of a classroom where groups are large and spontaneity is difficult. With Linguaswap, students can use their language to make friends with students of similar ages who they don't already know. This is a critical element in the successful acquisition of language. By providing students with a fun and dynamic approach to language learning, it is envisaged that students will perform better in their language exams and will also gain a greater cultural awareness of other European countries.

Coordinating body

Linguaswap.com

Contact person

Aisling Crowley

Contact details

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www.linguaswap.com

Education Sector

Post-Primary/Secondary

Target group

Secondary School Pupils

Languages

German, French, Spanish

Year of the Award

2013

Comment on the selection

The Linguaswap project provides a safe and supportive environment for students to practice and improve their language skills. There are several languages involved in this project: English, French, German and Spanish. There are plans to include other languages in the future, e.g., Mandarin Chinese, Hindi, Urdu and Polish. This project can be adapted to suit the learning of a variety of languages.

The project meets the needs of the learners, enabling them to become more fluent and gain in confidence in the languages they are learning. It is particularly useful for students in their preparations for oral examinations. There are approximately 800 participants. This project encourages students to use their languages beyond the four walls of their language classroom.

Creativity and originality are hallmarks of this project. The four teachers involved in this project are very enthusiastic and so are the students. Linguaswap is moderated and monitored by the teachers who continue to successfully disseminate this project.



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LINGUASWAP - MALARTÚ TEANGA DARA LEIBHÉIL LINGUASWAP.COM

Ceathrar múinteoirí i gColáiste Bhríde, Carn an Bhua, Co. Chill Mhantáin, a d'fhorbair Linguaswap. Tá daltaí ag baint feidhm as Linguaswap le tamall anuas chun a gcuid scileanna teanga a chur chun cinn trí nasc a dhéanamh le daltaí i scoileanna sa Ghearmáin, sa Fhrainc, sa Spáinn agus mar sin de. Tá i gceist ag Linguaswap a bheith mar an gcéad suíomh gréasáin ar domhan ar a mbeidh daltaí dara leibhéal ag malartú teangacha air. Níl a leithéid eile ar fáil mar tugann Linguaswap fóram sábháilte do dhaltaí dara leibhéal chun caint agus comhrá a dhéanamh trí nasc físeáin. Cuirtear leis an tseirbhís le leideoirí comhrá, turais theanga agus an t-eolas is deireanaí maidir le cúrsaí agus imeachtaí reatha is ábhar spéise do dhaoine óga. Bunachar sonraí daltaí is ea Linguaswap mar dhea, atá ag foghlaim teangacha agus a dteastaíonn uathu nascadh le daltaí eile trí fhíschomhrá d'fhonn a gcuid teangacha a mhalartú ar líne. Cuirtear fáilte roimh na bailb brabhsáil agus cairde comhrá ó na tíortha a oireann dá dteangacha a roghnú. Féadann siad teachtaireachtaí a sheoladh nó comhrá a lorg le cara comhrá. Nuair a bhíonn físchomhrá ar siúl ag daltaí tagann leideoirí comhrá anuas ar thaobh an scáileáin. Ina theannta sin tugtar comhartha nuair a bhíonn sé in am an teanga a mhalartú ar chlog atá le feiceáil ar an scáileán. Déanann múinteoirí clárúithe monatóireacht agus scagadh ar an tseirbhís. Suíomh idirlín nuálach é seo atá dírithe ar an eamail meánscoile san Eoraip agus laistiar di. Cuireann sé fóram sábháilte ar fáil do dhaltaí atá ag foghlaim teangacha. Cuirtear ar chumas na ndaltaí na nithe atá foghlamtha acu sa seomra ranga a chleachtadh le fíor-dhaoine atá ar chomhaois leo. Is minic drogall a bheith ar dhaltaí labhairt i suíomh mí-réadúil an tseomra ranga, áit a bhfuil grúpaí móra agus a mbíonn cúthail orthu labhairt leo ar an toirt. Agus feidhm á baint acu as Linguaswap, féadfaidh daltaí a dteangacha a úsáid chun cairdis a bhunú le daltaí nach bhfuil aithne acu orthu cheana féin agus atá ar chomhaois leo. Gné ríthábhachtach é seo de shealbhú teanga rathúil. Trí fheidhm a bhaint as Linguaswap, féadfaidh daltaí leas a bhaint as an méid a fhoghlaimíonn siad ar scoil agus a gcuid foclóra a chur chun cinn le cabhair ó chainteoirí dúchais. Tá cúrsa teanga atá bunaithe ar an gcuraclam á fhorbairt ag foireann Linguaswap i láthair na huaire a bheidh ar fáil do gach úsáideoir. Sa chúrsa seo taispeánfar físeáin cainteoirí dúchais agus leanfaidh cleachtaí ar líne agus dúshláin dá leithéid iad. Táthar ag súil, mar thoradh ar cur chuige spraiúil, spreagúil i leith foghlaim teanga a chur ar fáil do na daltaí, go mbeidh torthaí níos fearr acu sna scrúduithe teanga agus go bhfaighidh siad tuiscint chultúrtha níos fearr ar thíortha Eorpacha eile.

Sonraí teagmhála

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Earnáil Oideachais

Iar-bhunscóil/meánscoil

Spriocghrúpa

Daltaí meánscoile

Teangacha

Gearmáinis, Fraincis, Spáinnis

Bliain an ghradaim

2013

Tuairim ar an rogha

Tugann an tionscadal Linguaswap timpeallacht shábháilte thacúil do dhaltaí chun a gcuid scileanna a chleachtadh agus a fheabhsú. Is iad Béarla, Fraincis, Gearmáinis agus Spáinnis na teangacha atá ar fáil. Tá sé i gceist tuilleadh teangacha a chur ar fáil amach anseo, m.sh. an Mhandairínis, an Hiondúis, an Urdúis agus an Pholainnis. Is féidir an tionscadal seo a chur in oiriúint d'fhoghlaim teangacha éagsúla. Freastalaíonn an tionscadal ar riachtanais na bhfoghlaimí. Cuireann sé ar a gcumas níos mó líofacht a bhaint amach agus cur lena gcuid muiníne sna teangacha atá á bhfoghlaim acu. Téann sé chun tairbhe go háirithe do dhaltaí atá ag ullmhú don scrúduithe béil. Tá tuairim is 800 rannpháirtí ag an tionscadal. Spreagann sé na daltaí chun a gcuid teangacha a úsáid lasmuigh de cheithre bhalla an seomra ranga. Is iad cruthaitheacht agus úrnuacht saintréithe an tionscadail seo. Tá an ceathrar múinteoirí atá ina bhun ag obair air go fonnmar agus is amhlaidh do na daltaí. Is iad na múinteoirí a dhéanann é a mhodhnú agus a dhéanann monatóireacht air. Tá ag éirí go breá leo i gcónaí an tionscadal seo a scaipeadh.

A bilingual online travel guide to Lucerne and Valencia



As part of their Spanish studies, 23 students from the Seetal Cantonal School in the Canton of Lucerne are spending six months working with the same number of students from Valencia on a shared interdisciplinary topic. They are meeting via Twinspace, introducing themselves, talking in English and Spanish about their hobbies, where they live, their local customs and

food, and are working in small groups on the principal aim of the project, which is to produce a bilingual online travel guide for young people, by young people, about Lucerne and the Seetal valley, and about Valencia and its surrounding area.

The highlights of this exchange project are the visits to meet each other in person, with the students staying with their project partners. This allows them to experience real life in a Spanish or Swiss family, and gives them plenty of opportunities to communicate in the two languages and practise their skills.

This work extends beyond the classroom. The student group is working for six months with their Spanish partners, and contact continues in their free time outside of school.

The end product of this is a shared website:

<http://intercambio13.weebly.com/>, featuring promotional films they have created together, a shared logo, and an introduction to their favourite places. A great deal of original work has gone into this website, and taking part in such a fun and creative task has a positive impact on language learning.

Coordinating body

KS Seetal, I.E.S. El Saler, Nicole Wildisen (project coordinator, Spanish teacher), Urs Meier (principal), Paco Martínez (teacher in Spain)

Contact person

Nicole Wildisen

Education Sector

Upper-secondary school

Target group

Swiss students (upper-secondary level) with Spanish as a major subject, Spanish students (upper-secondary level) performing well at school

Languages

Spanish, English

Year of the Award

2013

Comment on the selection

Consolidation of Spanish and English skills in combination with the use of ICT tools.



de

EIN ZWEISPRACHIGER ONLINE-REISEFÜHRER ÜBER LUZERN UND VALENCIA

23 Spanischlernende der Kantonsschule (KS) Seetal arbeiten im Rahmen des Schwerpunktfachs Spanisch während sechs Monaten zusammen mit ebenso vielen Lernenden aus Valencia an einem gemeinsamen interdisziplinären Thema. Sie lernen sich über Twinspace kennen, stellen sich vor, tauschen sich in englischer und spanischer Sprache aus über Hobbys, Wohnort, Bräuche und Gastronomie und arbeiten in Kleingruppen am Projektthema: Ein zweisprachiger Online-Reiseführer für Jugendliche von Jugendlichen über Luzern und das Seetal sowie über Valencia und Umgebung.

Der Höhepunkt des Austausches sind die gegenseitigen Besuche. Die Lernenden wohnen jeweils bei ihren Projektpartnern/Projektpartnerinnen. Dadurch erleben sie hautnah das Leben in einer spanischen bzw. schweizerischen Familie und haben viele Kommunikationsmöglichkeiten, um die zwei Sprachen zu trainieren.

Diese Arbeit geht über das Klassenzimmer hinaus: Die Lerngruppe arbeitet über sechs Monate mit Partnern aus Spanien und dies oft in ihrer Freizeit.

Das Endprodukt ist eine gemeinsame Webseite: <http://intercambio13.weebly.com/>, mit gemeinsam kreierten Werbefilmen, einem gemeinsamen Logo und der Darstellung der Lieblingsplätze. Hinter dieser Webseite steckt viel kreative und lustvolle Arbeit, die ansteckt und sich positiv auf den Spracherwerb auswirkt.

Koordination

KS Seetal, I.E.S. El Saler, Nicole Wildisen (Spanischlehrerin, Projektleiterin), Urs Meier (Direktor), Paco Martínez (Lehrer in Spanien)

Kontaktperson

Nicole Wildisen

Bildungsstufe

Gymnasium (Sekundarstufe II)

Zielgruppe

Gymnasialschüler/-innen der Sekundarstufe II mit Spanisch als Schwerpunktfach (in der Schweiz), Gymnasialschüler/-innen der Sekundarstufe II mit guten Schulleistungen (in Spanien)

Sprachen

Spanisch, Englisch

Jahr der Auszeichnung

2013

Kommentar zum ausgewählten Projekt

Festigung und Erweiterung der spanischen und englischen Sprachkenntnisse in Verbindung mit einer Vertiefung in IKT-Tools.

A bilingual online travel guide to Lucerne and Valencia

Un guide de voyage bilingue sur Lucerne et Valence en ligne

fr

UN GUIDE DE VOYAGE BILINGUE SUR LUCERNE ET VALENCE EN LIGNE

Dans le cadre de leur cours d'espagnol, 23 étudiants de l'école cantonale de Seetal travaillent pendant six mois avec des étudiants de Valence sur une thématique pluridisciplinaire. Ils font connaissance sur Twinspace, se présentent et communiquent en anglais et en espagnol sur leurs loisirs, l'endroit où ils habitent, les coutumes de leur pays ou de leur région, la gastronomie, et ils travaillent en petits groupes sur un projet: élaborer un guide de voyage bilingue en ligne, destiné aux jeunes, sur Lucerne et Seetal ainsi que sur Valence et ses environs.

Les visites mutuelles constituent le point d'orgue de cet échange. Les apprenants habitent chez leurs partenaires d'échange. Ils peuvent vivre au plus près le quotidien dans une famille espagnole ou dans une famille suisse et ont beaucoup d'occasions de pratiquer les deux langues.

Ce travail dépasse le cadre de la salle de classe: les étudiants travaillent pendant six mois avec des partenaires d'Espagne, souvent pendant leur temps libre.

Le produit final est une page internet commune (<http://intercambio13.weebly.com/>) comportant des spots publicitaires qu'ils ont créés ensemble, un logo commun et la présentation de leurs endroits préférés, ce qui a demandé beaucoup de créativité. La motivation issue de ce travail est contagieuse et a un effet positif sur l'apprentissage linguistique.

Commentaire sur le projet sélectionné

Consolidation des acquis en espagnol et en anglais en combinaison avec l'approfondissement des compétences dans les technologies de l'information et de la communication (TIC).



Coordination

KS Seetal, Nicole Wildisen (professeur d'espagnol, coordinatrice de projet), Urs Meier (directeur), I.E.S. El Saler, Paco Martínez (enseignant en Espagne)

Personne de contact

Nicole Wildisen

Niveau

Degré II de l'enseignement secondaire

Groupe cible

Élèves du degré II de l'enseignement secondaire ayant l'espagnol en option spéciale (en Suisse), élèves du degré II de l'enseignement secondaire ayant obtenu de bons résultats (en Espagne)

Langues

Espagnol, anglais

Année d'obtention du label

2013



it

GUIDA BILINGUE ONLINE DI LUCERNA E VALENCIA

Sull'arco di sei mesi, 23 allievi della Kantonsschule Seetal che hanno lo spagnolo come materia di maturità trattano insieme ad altrettanti allievi di Valencia un tema interdisciplinare di interesse comune. Dopo il primo contatto e le presentazioni sulla piattaforma Twinspace, i giovani scambiano informazioni in inglese e spagnolo sui loro hobby, la propria città, gli usi e costumi e la gastronomia del loro paese. In piccoli gruppi sviluppano l'obiettivo del progetto, ossia una guida bilingue online di Lucerna e dintorni (Seetal) e di Valencia e dintorni fatta dai giovani per i giovani.

Il punto forte dello scambio sono le visite reciproche. Gli allievi vengono ospitati dalle famiglie degli allievi della scuola partner e vivono il quotidiano di una famiglia spagnola o svizzera, beneficiando di tutta una serie di possibilità di comunicare e impratichirsi in entrambe le lingue del progetto.

Lo scambio non si limita al contesto scolastico: il gruppo di allievi che partecipa al progetto lavora durante sei mesi con il gruppo partner, spesso durante il tempo libero.

Il prodotto finale è il sito Internet <http://intercambio13.weebly.com/> che contiene filmati realizzati dagli allievi, un logo comune e la presentazione di alcuni luoghi di interesse nelle due regioni. L'allestimento del sito ha richiesto molta creatività, un aspetto che è piaciuto molto agli allievi e li ha motivati, generando effetti positivi sull'apprendimento linguistico.

Coordinamento

KS Seetal, I.E.S. El Saler, Nicole Wildisen (insegnante di spagnolo), Urs Meier (direttore), Paco Martínez (insegnante in Spagna)

Persona di contatto

Nicole Wildisen

Settore dell'istruzione

Secondario II

Gruppi target

Allievi con spagnolo come opzione specifica (Svizzera), allievi con note elevate (Spagna)

Lingue

Spagnolo, inglese

Anno del conferimento del premio

2013

Commento sulla selezione

Consolidare e ampliare le conoscenze di spagnolo e inglese integrando l'uso degli strumenti TIC.

An asynchronous Moodle-based course for distance training and preparation for the final state exam in English

The product provides high-quality coaching for the final state exam in English for the Bulgarian secondary schools, accessible to all willing to sit it, regardless of the place they live in, using up-to-date interactive methods covering the state exam syllabus; it also provides a type of coaching which would boost students' autonomy and hence help them become lifelong learners.

The product covers the syllabus in grammar and vocabulary on B2 level of the CEFR in ten modules developing the following major skills: listening skills with plenty of audio and video exercises; reading skills with authentic or abridged materials; essay writing skills.

The communication between the tutor and their students is carried out within the platform using the forums, chat rooms, messages and blogs.

The feedback is given automatically upon submission. The essays and the open-ended questions need to be checked by a tutor, who writes comments and suggestions for improvement and grades them manually.

At the end of the course the students do a set of full exams and they are assessed and graded.

Distance learning has gradually been gaining ground. There is a statistic that shows that the effect in acquiring and storing information is increased by 50 % with distance learning, as it is done through three channels — listening, reading and doing. But above all, this is due to the fact that the learners assume responsibility for their own tuition. The diverse activities boost their imagination and expand their horizons and they develop skills for life. Hopefully, they will regard learning as a drive and a personal objective, whose reward is knowledge itself. Thus in the long run they will become autonomous and will take the responsibility for their personal development in their own hands.



Coordinating body

Educational Technologies

Contact person

Krasimir Jordanov (k.yordanov@eduteh.eu)

Education sector

Secondary

Target group

Secondary school students sitting the final state exam in English; teachers, coaching students for the final state exam; Bulgarian students living abroad, contemplating Bulgarian Diploma for Secondary Education

Languages

English

Year of the Award

2012



Comment on the selection

The product fills a market niche in the field of distance education, underdeveloped in Bulgaria — namely asynchronous learning. It is entirely designed on the basis of new information technologies. It is adapted to the needs of the target group of students and provides an individual approach to language training.

AN ASYNCHRONOUS MOODLE-BASED COURSE FOR DISTANCE TRAINING AND PREPARATION FOR THE FINAL STATE EXAM IN ENGLISH
ДИСТАНЦИОНЕН КУРС, БАЗИРАН В ПЛАТФОРМАТА MOODLE, ЗА АСИНХРОННА ПОДГОТОВКА ЗА ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО АНГЛИЙСКИ ЕЗИК



bg

ДИСТАНЦИОНЕН КУРС, БАЗИРАН В ПЛАТФОРМАТА MOODLE, ЗА АСИНХРОННА ПОДГОТОВКА ЗА ДЪРЖАВЕН ЗРЕЛОСТЕН ИЗПИТ ПО АНГЛИЙСКИ ЕЗИК

Продуктът осигурява висококачествена подготовка за държавния зрелостен изпит по английски език за гимназиалната степен на българските училища. Чрез използване на съвременни интерактивни методи, покриващи изисквания формат, курсът е достъпен за всички, желаещи да се явят на изпита, независимо от мястото, където живеят. Продуктът насърчава развиването на по-голяма самостоятелност у учениците и така им помага да изградят устойчиво умение за учене през целия живот.

Курсът покрива учебното съдържание по граматика и лексика на ниво B2 по общоевропейската езикова рамка, в десет модула, развиващи следните основни езикови умения: слушане с разбиране чрез видео и аудио упражнения; четене с разбиране чрез различни материали; умения за писане на есе. Комуникацията „преподавател–ученик“ се осъществява в платформата чрез форуми, чатове, съобщения и блогове.

Обратната връзка се получава в момента на предаване на попълненото упражнение, с изключение на писмените работи и отворените въпроси – те се проверяват и оценяват от преподавател, който пише коментар и дава препоръки.

В края на курса обучаващите се правят серия от пробни изпити за фиксирано време и биват оценени.

Дистанционното обучение все повече се налага в съвременното образование. Има статистика, която показва, че чрез дистанционно обучение се постига до 50 % по-голям ефект при възприемането и съхранението на информация, защото се учи чрез слушане, четене и упражнения. Този ефект се получава, тъй като в асинхронния курс младите хора сами поемат отговорност за собственото си обучение – решението кога, по колко и как да работят ги учи на организираност и прецизност. Чрез свободните и разнообразни дейности те развиват въображението си, разширяват кръгозора си, изграждат умения, важни за живота – да възприемат ученето като приоритет, следването на който ги възнаграждава със знание. Така в дългосрочен план учениците се учат на самостоятелност, поемат отговорността за собственото си развитие.

Координатор

Елисавета Стефанова (eli_stefanova85@abv.bg)

Лице за контакт

Образователни технологии

Образователен сектор

Средно образование

Целева група

Ученици в горен гимназиален курс, подготвящи се за държавен зрелостен изпит по английски език; учители, подготвящи ученици за държавен зрелостен изпит по английски език; български ученици, живеещи в чужбина, които искат да получат българска диплома за средно образование

Език

Английски език

Година на награждаване

2012

Кратък коментар

Чрез предложеното асинхронно обучение продуктът запълва пазарна потребност в областта на дистанционното обучение, непопулярно все още в България. Изцяло е реализиран на базата на новите информационни технологии. Съобразен е с потребностите на целевата група ученици и прилага индивидуален подход в езиковата подготовката.



My schools network

The University of Applied Sciences in Leeuwarden, the Netherlands, has a regional network of schools with whom they cooperate intensively. These schools in the northern part of Friesland, a province in the Netherlands, suggested boosting the intercultural component of education by digital means. Especially the remoteness of the schools in the northern part of Friesland was reason to investigate if digital tools could be used to broaden the horizons of their students. Around that time, a few teachers and students were developing the social learning network MySchoolsNetwork (MSN), which would be used in a development project in the most northern part of Vietnam. The focus of this project was to connect remote areas in North Vietnam. Both projects seemed to be ideal to combine. The already existing infrastructure of MSN could be filled with schools in the Netherlands, as well as schools abroad, especially schools in the remote areas, to give students the opportunity to work on their linguistic abilities as well as their citizenship competences via digital means. At the same time, there was a need to expand the possibilities to let students of the teacher training work on their competences in language guidance. During their internships, a lot of focus is on classroom management and didactical skills, while guiding competences do not get as much attention as they should. In total, 12 classes of 8 different secondary schools received accounts for MSN and got some time to get to know the programme. In February 2011 and 2012, the project 'If I could travel to another MSN country' was prepared on MSN. This was a competition for the most engaging and original student story. Students had three weeks to work on their story. They could ask for help by asking students from different countries via the MSN, as well as students from the teacher training. The students then uploaded the concept version of their story, and received comments from their personal coach, also a student. After another three weeks, the definitive version of their story had to be uploaded, after which the personal coaches (students) wrote their judgement on the base of the CEFR. Their judgement was sent to the teacher, who put these results in the student administration. The students received an analysis of their mistakes, as well as a written report by means of a rubric. For the students of the teacher training, online coaching is an obligatory subject. In this subject, the CEFR, rubrics and analysis of mistakes are being taught. All students ended this subject with a personal file. In April, when all 300 stories were judged, the personal coaches (students) made a longlist of 15 stories. A professional jury (consisting of Leeuwarden professor Barbara Schwarz-Bechet from the United States via Skype, an English student and the head of the languages department of the university) decided which student had written the best story. On 24 April, all participating students, teachers and nominees were invited for the festive award ceremony, and to join an exciting online battle.



Coordinating body

Noordelijke Hogeschool Leeuwarden

Contact person

Roelien Bos-Wierda

Education Sector

Secondary, Teacher Training

Target group

Students

Languages

English, French, Dutch

Year of the Award

2012

Comment on the selection

This is a large project that joins students from the Netherlands with students abroad. The project coordinators have built an impressive organisation by using minimal means. The network is very reliable. Students communicate in a natural setting by using the CEFR and they are coached by students of the teacher training while doing so. The project is easily transferable and is being implemented in Belgium. The judges admire the rich and lifelike supply that is created for the students. In addition, the project connects well with the European priority from 2012, namely 'Language learning based on new technologies'. Via the digital network, everyone can learn a new language, even in remote areas.



nl

MYSCHOOLSNETWORK

De NHL Hogeschool te Leeuwarden heeft een regionaal netwerk van stagescholen waar op vele gebieden actief mee wordt samengewerkt. Vanuit met name de scholen uit het noorden van Friesland (de zogenaamde Waddencampus) kwam een aantal jaren geleden het verzoek om een impuls te geven aan intercultureel en verbindend onderwijs met behulp van digitale middelen. Met name de geïsoleerde ligging van scholen in het noorden van Friesland en de Waddeneilanden was voor de directies aanleiding om te kijken of digitale middelen niet ingezet konden worden om leerlingen een ruimere blik op de wereld te geven.

Rond die tijd waren een aantal docenten en studenten druk doende het sociale leernetwerk MySchoolsNetwork (MSN) te ontwikkelen naar aanleiding van een ontwikkelingsproject in het uiterste noorden van Vietnam. Ook hier lag de focus op het verbinden van afgelegen gebieden. Een en ander bleek heel goed te combineren. De bestaande infrastructuur van MSN kon verder gevuld worden met scholen in binnen- en buitenland (met name in de eerder genoemde afgelegen gebieden) om zo leerlingen de kans te bieden in een authentieke setting aan hun taalvaardigheden en burgerschapscompetenties te werken. Tegelijkertijd was er bij de lerarenopleiding al geruime tijd behoefte aan uitbreiding van de mogelijkheden om studenten MVT aan hun taalbegeleidingsvaardigheden te laten werken. Tijdens stages ligt de nadruk veelal op classroommanagement en didactische voorbereiding terwijl de vakbegeleidingsvaardigheden minder aandacht krijgen dan zou moeten. In ons project hebben we geprobeerd de twee doelgroepen als volgt te bedienen. In totaal 12 klassen van 8 verschillende VO-scholen kregen accounts op MSN en enige tijd om wegwijs te geraken. In februari 2011 en 2012 werd het project „If I could travel to another MSN country” klaargezet op MySchoolsNetwork. Het project had de vorm van een wedstrijd waarbij het erom ging welke leerling het mooiste, origineelste verhaal met de mooiste bijbehorende illustraties zou maken. Leerlingen hadden vervolgens 3 weken de tijd om aan hun conceptverhaal te werken. Hiertoe konden ze online informatie aan MSN-leden in andere landen vragen of studenten van de lerarenopleiding benaderen. Het concept konden de leerlingen uploaden waarna ze van hun personal online coach (een student) tips kregen om het verhaal te verbeteren. Na drie weken moesten de leerlingen de definitieve versie uploaden waarna de studenten/online coaches een beoordeling schreven van het stukje op basis van het ERK. Deze beoordeling werd vervolgens naar de betreffende docent gestuurd, die de beoordeling meenam in zijn resultatenadministratie. De leerling ontving een foutenanalyse en woordrapport op basis van een rubric. Voor de studenten is het onlinecoachen een verplicht onderdeel van vakdidactiek, waarbij inleidende colleges in onder andere het ERK, werken met rubrics en de verschillende visies met betrekking tot de effecten van diverse vormen van foutenanalyse aan bod komen. De studenten ronden dit onderdeel met een dossier af. In april, toen alle 300 bijdragen beoordeeld waren, hebben de studenten/personal coaches in groepjes voordrachten voor een selectie gemaakt, waaruit een lijst van 15 bijdragen kwam. Vervolgens heeft een vakjury (bestaande uit een NHL – lector (Fries en meertaligheid), prof. Barbara Schwarz-Bechet uit de VS via een Skype-verbinding, een student Engels en het afdelingshoofd van de afdeling Talen) gekozen welke leerling het winnende stukje had geschreven. Op 24 april werden vervolgens alle deelnemende studenten, docenten en genomineerde leerlingen met een aantal vrienden uitgenodigd op de NHL voor de feestelijke uitreiking van de prijzen en om aan een spannende onlinewedstrijd mee te doen.

Coördinerende instantie

Noordelijke Hogeschool Leeuwarden

Contactpersoon

Roelien Bos-Wierda

Onderwijssector

Voortgezet onderwijs, lerarenopleidingen

Doelgroep

Studenten

Talen

Engels, Frans, Duits

Jaar van uitreiking

2012

Opmerking over de selectie

Dit is een groot project dat leerlingen en studenten in binnen- en buitenland verbindt. De projectleiders hebben met minimale middelen een indrukwekkende en omvangrijke organisatie op poten gezet. Het gebouwde netwerk is zeer betrouwbaar. Leerlingen communiceren in een natuurlijke setting aan de hand van het Europees Referentiekader en ze worden daarin gecoacht door studenten van de lerarenopleiding. Het project is goed overdraagbaar en wordt op dit moment ook al in België opgezet. De jury heeft bewondering voor het rijke en levensechte aanbod dat er voor leerlingen is gecreëerd.

Daarnaast past dit project zeer goed bij het Europese thema „Taal leren met behulp van nieuwe technologieën”. Via het digitale netwerk krijgt iedereen de kans om een nieuwe taal te leren, ook wanneer je in een afgelegen gebied woont.



NET and FLE — Development of didactic sequences for the teaching of French using the Internet and new media in the classroom



The aim was to implement the concept of communic'ational teaching. The use of authentic documents is a fundamental principle of this teaching concept. During the initial teacher training for pre-primary and primary school teachers and

in professional development workshops on the didactics of French as a foreign language for teachers in primary and lower secondary schools, this concept was implemented through the active use of websites. The target audience, i.e. students and teachers, were trained in lessons and workshops to prepare teaching sessions on specific topics and for specific levels by using interesting and authentic online material. Furthermore, the participants were introduced to the possibilities of active participation on the Internet and encouraged to enable their students to not only consume but to actively use online material and offers.

Coordinating body

Autonome Hochschule in der Deutschsprachigen Gemeinschaft

Contact person

Françoise Mond

Education Sector

Pre-primary, Primary, Secondary, Teacher Training

Target group

Teacher trainees, primary and secondary school teachers

Languages

French

Year of the Award

2012

Comment on the selection

The project addresses the learners' needs, it achieves qualitative and quantitative improvements in the field of language learning and enhances the motivation to learn a foreign language. It combines social, linguistic and cultural goals, can easily be transferred and stimulates imitation.



NET AND FLE —
DEVELOPMENT
OF DIDACTIC
SEQUENCES FOR
THE TEACHING OF
FRENCH USING
THE INTERNET AND
NEW MEDIA IN THE
CLASSROOM
FRANZÖSISCH:
FREMDSPRACHE UND
INTERNET – EINSATZ
DES INTERNETS
UND NEUER MEDIEN
IN DIDAKTISCHEN
SEQUENZEN

de

FRANZÖSISCH: FREMDSPRACHE UND INTERNET – EINSATZ DES INTERNETS UND NEUER MEDIEN IN DIDAKTISCHEN SEQUENZEN

Im Rahmen der didaktischen Erstausbildung und Weiterbildung im Bereich Französisch als Fremdsprache wurde den Studenten des Lehramts Kindergarten und Primarschule und den Lehrern, die Französisch in der Primarschule und der ersten Stufe der Sekundarschule unterrichten, das Konzept eines „kommunik'aktionalen“ Unterrichts vermittelt. Der Einsatz von authentischen Dokumenten ist ein grundlegendes Prinzip dieses Unterrichtskonzepts. In diesem Zusammenhang wurde das Zielpublikum darin geschult, aktiv das Internet und Online-Angebote zu nutzen. Die Studenten und Lehrer wurden in Kursen bzw. Weiterbildungsveranstaltungen befähigt, Unterrichtssequenzen zu konkreten Themen und für bestimmte Niveaus vorzubereiten, indem sie interessantes und authentisches Material aus dem Internet verwendeten. Außerdem wurden ihnen die Möglichkeiten des Internets und der Online-Ressourcen aufgezeigt, damit sie ihre Schüler befähigen, nicht nur passiv zu konsumieren, sondern Online-Angebote aktiv zu nutzen.

Koordinierende Einrichtung

Autonome Hochschule in der Deutschsprachigen
Gemeinschaft

Kontaktperson

Françoise Mond

Bildungsstufe

Vorschule, Grundschule, Sekundarschule, Lehrerausbildung

Zielgruppe

Angehende Kindergärtner und Primarschullehrer, Grund-
und Sekundarschullehrer

Sprache

Französisch

Jahr der Auszeichnung

2012

Kommentar zur Auswahl

Das Projekt trägt den Bedürfnissen der Lernenden Rechnung und erhöht die Motivation zum Sprachenlernen. Es werden qualitative und quantitative Verbesserungen im Bereich des Lernens von Fremdsprachen erzielt. Das Projekt ist leicht übertragbar und regt zur Nachahmung an. Hervorgehoben sei zudem, dass soziale, sprachliche und kulturelle Ziele miteinander verbunden werden.

Promoting language awareness in multilingual classes in the first cycle of elementary school



The idea of this project was to have pupils and their parents record stories in several languages and develop multilingual expression with the help of ICT audio tools. This project was carried out during the very first year of the children's schooling. In the multicultural context of the class, where 75 % of pupils are not Luxembourgish

native speakers, the official language acts as a common denominator facilitating sociocultural inclusion. Learning Luxembourgish is thus paramount. Nevertheless, the use of native tongues is also encouraged. The simultaneous use of several languages builds confidence, makes it easier to learn the common language and helps develop respect and interest in other cultures.

The project used an Internet-based platform for language learning, 'OLEFA' (best practice: www.demo.olefa.org), developed by EducDesign, which was also awarded a European Language Label in 2012.

The pupils used the 'Tiparlo' tool of this platform to record their stories and songs in several languages as well as in Luxembourgish*.

Electronic portfolios were automatically generated by the software, thus allowing educators and teachers to collaborate more efficiently on an intra- and inter-cycle level. This database of recorded audio shares the results with the educational team, thus facilitating the monitoring of pupils' individual learning progress throughout their school career in primary education.

* Links to the wiki:

<http://www.schoulscheffleng.lu/project/1818/1354>

and

<http://www.schoulscheffleng.lu/project/1051>

Coordinating body

École fondamentale Nelly Stein, Schiffflange

Contact person

Fabienne Heinz (premillchen@yahoo.de)

Education Sector

Preschool education (primary/elementary school)

Target group

Pupils in the first cycle of preschool education (4 to 5 years old)

Languages

Luxembourgish & pupils' native languages (Croatian, French, German, Polish, Portuguese, Russian, Tunisian Arab, Turkish)

Year of the Award

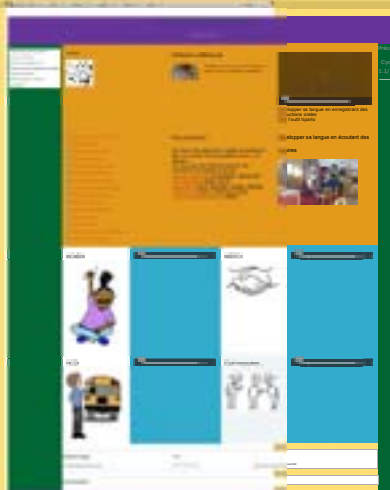
2012

Comment on the selection

The project, 'Promoting language awareness in multilingual classes in the first cycle of elementary school' offers an original approach to languages, addressing children at an early age in a playful and effective way.

ICT tools have been used in an optimal way considering the context of preschool education, focusing on oral expression. Using ICT facilitates language learning. The tool being accessible, pupils enjoy their learning experience. They are encouraged to participate actively expressing themselves while learning independently. An essential aspect of the experiment is its multicultural nature. It thereby also responds to the second European priority promoting the multilingual classroom. Indeed, the project values and encourages the use of all languages spoken by the children, boosting their cultural curiosity while allowing them to learn the language of integration.





PROMOTING
LANGUAGE
AWARENESS
IN MULTILINGUAL
CLASSES IN THE
FIRST CYCLE OF
ELEMENTARY
SCHOOL
L'ÉVEIL AUX LANGUES
DANS LES CLASSES
MULTILINGUES DU
CYCLE 1

fr

L'ÉVEIL AUX LANGUES DANS LES CLASSES MULTILINGUES DU CYCLE 1

L'idée de ce projet était de développer l'expression orale plurilingue des enfants dès leur première année de scolarisation en utilisant les TIC. Élèves et parents ont enregistré des histoires et des chansons en plusieurs langues.

Dans le contexte multiculturel de la classe, dont plus de 75 % ne sont pas de langue maternelle luxembourgeoise, la langue officielle de notre pays joue un rôle intégrateur. Son apprentissage est donc essentiel. Toutefois, l'usage des langues d'origine des enfants est également encouragé. L'emploi conjoint de plusieurs langues construit la confiance, facilite l'apprentissage de la langue d'intégration et contribue à développer le respect et l'intérêt des enfants pour d'autres cultures. L'expérience a pu se réaliser grâce à la plate-forme internet «OLEFA» (www.demo.olefa.org), développée par EducDesign, qui fut également lauréate du Label européen des langues en 2012.

Les élèves ont utilisé l'outil «Tiparlo» de cette plate-forme pour mettre en ligne les enregistrements d'histoires et de chansons, dans leurs langues d'origine et en luxembourgeois ().*

Le logiciel a permis aux enseignants de créer automatiquement des dossiers électroniques des enregistrements. Cette base de données a permis d'évaluer les progrès linguistiques individuels des élèves. En mettant les résultats en commun au sein de l'équipe pédagogique, elle a facilité la collaboration des enseignants pour le suivi pédagogique intracycle et intercycle. Elle permet en effet de garder une trace du développement linguistique de chaque élève sur toute la durée de sa scolarité dans l'enseignement fondamental.

(* Liens vers le wiki

<http://www.schoulscheffleng.lu/project/1818/1354>

et

<http://www.schoulscheffleng.lu/project/1051>

Institution coordinatrice

École fondamentale Nelly Stein, Schifflange

Personne de contact

Fabienne Heinz (premillchen@yahoo.de)

Secteur d'enseignement

Enseignement fondamental, cycle 1 (préscolaire)

Public cible

Élèves du 1^{er} cycle (4-5 ans) en classe multiculturelle (> 75 % de locuteurs non natifs)

Langues

Luxembourgeois et langues d'origine des élèves (allemand, arabe, tunisien, croate, français, polonais, portugais, russe, turc)

Année d'obtention du label

2012

Commentaire sur la sélection

Le projet «L'éveil aux langues dans les classes multilingues du cycle 1» propose une approche des langues originale, à la fois ludique et efficace, destinée aux enfants dès le plus jeune âge.

Les TIC ont été utilisées de manière optimale dans le contexte préscolaire, en mettant l'accent sur l'expression orale. L'utilisation des nouvelles technologies facilite l'acquisition des langues. L'outil d'apprentissage étant facile d'accès, les élèves prennent du plaisir à apprendre par les TIC. Ils sont amenés à s'exprimer activement et à apprendre de façon autonome.

Le caractère multiculturel est un aspect essentiel de cette expérience. Par cette caractéristique, le projet répond également à la seconde priorité européenne, à savoir la promotion des classes multilingues. En effet, le projet valorise toutes les langues pratiquées par les élèves. Il développe la curiosité culturelle et le respect des différences, en même temps qu'il amène les enfants à apprendre la langue d'intégration.

Ready-Study-Go-Ahead!

Linguistic and Cultural Coaching in Initial Vocational Education

How do I serve customers in a Swedish garage?

What is it like in a Finnish sauna?

How to welcome guests in a Turkish hotel?

Ready-Study-Go-Ahead is a project awarded in 2012 that transferred the innovation of the Ready-Study-Go! project into the vehicle sector and into new languages. The material consists of different writing, listening and pronunciation exercises and takes into consideration different learning styles and learners at different levels. The material created in the project combines vocational and general vocabulary with cultural and work culture information. The project has evolved over the years to include more languages and exercises in cooperation with numerous European partners. The project team consisted of ten partners and four social partners from eight countries (Finland, Sweden, Estonia, Germany, France, Spain, Ireland and Turkey). Eight of the ten partners were involved in the production of the content, one partner had the role of a quality manager and one monitored the process and made suggestions on how to transfer the innovation to the Social and Healthcare sector. Overall more than 500 students and teachers from all partner countries took part in the testing of the material during the project's lifetime and after the project ended the online material has been used by several hundreds of end-users at least in the partner countries when preparing themselves for mobility periods abroad. The free online language and cultural coaching material is available at <http://www.rsgo.eu/> and can be integrated into different learning environments (Moodle, Blackboard, Facebook, etc.).

Coordinating body

Omnia, the Joint Authority of Education in Espoo Region

Contact person

Seija Heikkinen (seija.heikkinen@omnia.fi)
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Education Sector

Primary, Secondary, University, Initial Vocational Training, Continuous Vocational Training, Tertiary Education, Adult Education, Teacher Training

Produced material is mainly targeted to vocational training but some parts of the material can also be used in other educational sectors due to its general nature.

Target group

- All students, especially vocational students preparing for their traineeships abroad
- Other groups who can benefit from the materials are language teachers, vocational teachers, work place instructors
- Also, companies employing immigrant employees can use the materials in personnel training

Languages

Estonian, Finnish, French, German, Italian, Spanish, Swedish, Turkish

General language materials: Estonian, French, Finnish, German, Italian, Spanish, Swedish and Turkish

Hotel and restaurant materials: Estonian, Finnish, French, German, Spanish, Turkish and Italian

Bakery materials: Estonian, Finnish, French, German

Vehicle materials: Estonian, Finnish, French, German

Year of the Award

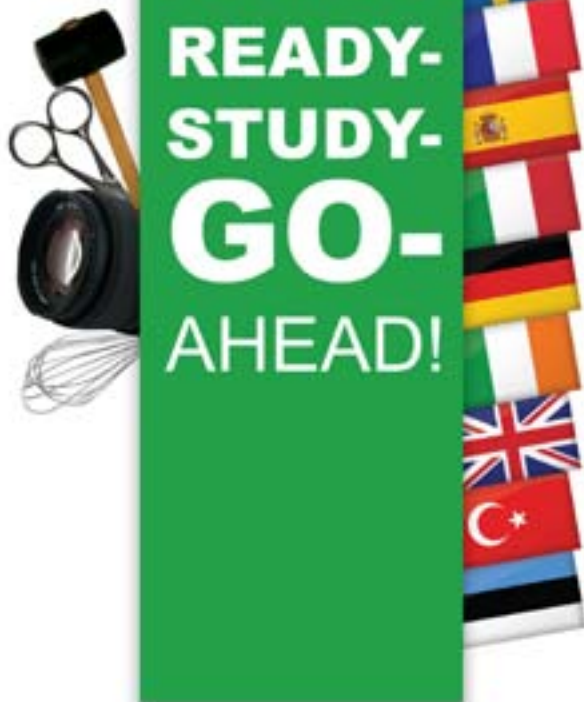
2012

Comment on the selection

Ready-Study-Go! is a functional and practical learning material service making use of ICT. The project has been operational for a good number of years, and is constantly evolving.



READY-STUDY-GO-AHEAD!
LINGUISTIC AND CULTURAL
COACHING
IN INITIAL VOCATIONAL EDUCATION
READY-STUDY-GO-AHEAD! KIELI- JA
KULTTUURIVALMENNUSMATERIAALI
AMMATILISESSA PERUSKOULUTUKSESSA



fi

READY-STUDY-GO-AHEAD! KIELI- JA KULTTUURIVALMENNUSMATERIAALI AMMATILISESSA PERUSKOULUTUKSESSA

Kuinka palvelen asiakkaita ruotsalaisessa autokorjaamossa?

Minkälaisista on suomalaisessa saunassa?

Kuinka ottaa asiakkaita vastaan turkkilaisessa hotellissa?

Ready-Study-Go-Ahead on vuonna 2012 palkittu hanke, joka siirsi

Ready-Study-Go-hankkeen autoalalle ja uusille kielille. Materiaali muodostuu erilaisista kirjoitus-, kuuntelu- ja ääntämisharjoituksista ja ottaa huomioon erilaiset oppimistavat ja oppijoiden vaihtelevat osaamistasot. Hankkeessa tuotettu materiaali yhdistää ammatillista ja yleistä sanastoa kulttuuri- ja työskulttuuritietämykseen.

Hanke on kehittynyt vuosien saatossa käsittämään useita kieliä ja harjoituksia yhteistyössä lukuisten eurooppalaisten kumppanien kanssa. Hankeryhmä muodostui kymmenestä varsinaisesta ja neljästä hiljaisesta kumppanista kahdeksasta maasta (Suomi, Ruotsi, Viro, Saksa, Ranska, Espanja, Irlanti ja Turkki). Kahdeksan kumppania oli mukana tuottamassa varsinaista materiaalia, yhden kumppanin roolina oli toimia laatu- ja turvallisuus- ja yksi kumppani tarkkaili mahdollisuutta siirtää innovaatiota sosiaali- ja terveysalalle.

Hankkeen aikana yli 500 opiskelijaa ja opettajaa kaikista kumppanimaista osallistui materiaalin testaamiseen. Hankkeen päätyttyä materiaalia ovat jo käyttäneet useat sadat opiskelijat kumppanimaissa valmistautuessaan ulkomaille tapahtuvalle työssäoppimisjaksolle. Ilmainen kieli- ja kulttuurivalmennusmateriaali on saatavilla verkossa osoitteessa <http://www.rsgo.eu/> ja on integroitavissa erilaisiin oppimisympäristöihin (esim. Moodle, Blackboard tai Facebook).



Koordinaattori

Espoon seudun koulutuskuntayhtymä Omnia

Kontaktihenkilö

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Koulutusaste

Tuotettu materiaali on ensisijassa suunnattu ammatilliseen koulutukseen, mutta joitakin osia voidaan käyttää myös muilla koulutusasteilla ja -sektoreilla materiaalin yleisluontoisuuden ansiosta.

Kohderyhmä

- Kaikki opiskelijat, erityisesti ulkomaan työssäoppimisjaksolle valmistautuvat ammatillisessa koulutuksessa opiskelevat.
- Muita materiaalista hyötyviä ryhmiä ovat kielten opettajat, ammatillisten alojen opettajat ja työpaikkaohjaajat.
- Myös maahanmuuttajataustaisia ja ulkomaalaisia työllistävät yritykset voivat käyttää materiaalia henkilöstökoulutuksessaan.

Kielet

- viro, suomi, ranska, saksa, italia, espanja, ruotsi, turkki
- **Yleiskielimateriaali:** viro, ranska, suomi, saksa, italia, espanja, ruotsi ja turkki
- **Hotelli ja ravintola-ala:** viro, suomi, ranska, saksa, espanja, turkki ja italia
- **Leipomoala:** viro, suomi, ranska ja saksa
- **Autoala:** viro, suomi, ranska ja saksa

Palkitsemisvuosi

2012

Kommentti palkinnon saannin perusteista

Ready Study Go! on toimiva ja käytännöllinen tieto- ja viestintäteknologiaa hyödyntävä materiaalipalvelu. Hanke on toiminut jo usean vuoden ajan ja kehitty jatkuvasti.

Reality Check on Cultural Identity — Check Your CID

Through the project 'Reality Check on Cultural Identity — Check Your CID' pupils had the opportunity to establish a more profound knowledge of their own culture, to gain insight into a new culture, to question their media consumption and to deal critically with different media. During the project pupils documented and reflected their own and the 'foreign cultural identity' through media and presentation techniques. To strengthen the relationship between pupils, visits were organised between the three schools. By creating a blog pupils could keep records and share experiences. The project worked closely with the project partners Ady Endre Gimnazium (Hungary) and Xhemajl Kada (Primary School, Kosovo) together and benefited from the school network 'ACES - Academy of Central European School,' that includes in total 15 partner countries in central and south-eastern Europe. The project was conducted in English; however, the languages of the project partners (German, Hungarian and Albanian) were incorporated in the project. This project illustrated in an exemplary way how digital media can be used as a tool for communication and documentation and simultaneously supported a cross-cultural exchange among pupils to promote the mobility of pupils within Europe.

Coordinating body

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Web

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Contact person

Mag. Sonja Pustak

Education Sector

Secondary

Target group

Pupils (7th school level)

Languages

Albanian, English, German, Hungarian

Year of the Award

2013



Comment on the selection

In cooperation with the school network 'ACES — Academy of Central European Schools' a combination of critical engagement with digital media and intercultural exchange between pupils was created as part of this school project. In this project the creative application and use of different media such as blogs, videos on YouTube, radio programmes and video conferences is remarkable and illustrate one of the innovative aspects. Another innovation belongs to the alliance of traditional didactics with ICT tools. Thus, issues of knowledge transfer, creative usability of ICT tools, intercultural and linguistic virtual/personal exchange between pupils as well as critical reflexive debate about communication processes point out impressively the link to the EU priority 'Language learning based on the new technologies'.



de

REALITY CHECK ON CULTURAL IDENTITY – CHECK YOUR CID

Durch das Projekt „Reality Check on Cultural Identity – Check Your CID“ sollten Schüler/-innen der 3. Klasse einen intensiveren Bezug zur eigenen Kultur herstellen, einen Einblick in eine neue Kultur erhalten, ihren Medienkonsum hinterfragen und zu einer kritischen Reflexion von verschiedenen Medien angehalten werden. Im Laufe des Projekts dokumentierten und reflektierten Schüler/-innen ihre eigene und die „fremde“ kulturelle Identität mit Hilfe von Medien und Präsentationstechniken. Um die Beziehungen zwischen den Schüler/-innen zu stärken, wurden Besuche zwischen den drei Schulen organisiert, bei denen gekocht, getanzt und gesungen wurde. Projektbegleitend wurde ein Blog zur Dokumentation und zum Austausch angelegt. Das Projekt machte sich das Schulnetzwerk „ACES – Academy of Central European School“ in insgesamt 15 Partnerländern in Mittel- und Südosteuropa zunutze und arbeitete eng mit den Projektpartnern Ady Endre Gimnazium (Ungarn) und Xhemajl Kada (Primary School, Kosovo) zusammen. Projektsprache war Englisch, jedoch wurden auch die Sprachen der Projektpartner – Deutsch, Ungarisch und Albanisch – in das Projekt einbezogen. Dieses Projekt veranschaulichte auf vorbildliche Weise, wie digitale Medien als Werkzeug zur Kommunikation und Dokumentation eingesetzt werden können, und unterstützte zudem einen interkulturellen Austausch unter Schülerinnen und Schülern zur Förderung der Mobilität der Schüler/-innen innerhalb Europas.



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Kommentar zur ESIS-Nominierung

In Kooperation mit dem Schulnetzwerk „ACES – Academy of Central European Schools“ wurde im Rahmen dieses Schulprojekts eine Kombination aus Wissensvermittlung inklusive kritischer Auseinandersetzung mit digitalen Medien und einem interkulturellen Austausch zwischen Schüler/-innen geschaffen. Auffallend dabei ist die kreative Anwendung und Verwendung unterschiedlichster neuer Medien im Schulprojekt wie Blog, Videos auf YouTube, Radioprogrammen und Videokonferenzen mit dem Ziel, digitale Medien als Kommunikationsmittel einzusetzen. Als Innovationsmoment kann einerseits die Verschränkung zwischen kritischer Auseinandersetzung mit digitalen Medien und deren Nutzung betrachtet werden; andererseits besticht die Verknüpfung von traditionellen Unterrichtsmethoden mit neuen Technologien in diesem Schulprojekt, indem eine Wissensvermittlung mit einem interkulturellen Austausch von Schülern und Schülerinnen und einer kritisch reflexiven Auseinandersetzung mit Kommunikationsprozessen sowie die kreative Verwendung von IKT-Tools kombiniert wurden.

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Projekträger

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Web

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Kontaktperson

Mag. Sonja Pustak

Bildungssektor

Sekundarstufe

Zielgruppe

Schüler/-innen der 3. Klasse (7. Schulstufe)

Sprachen

Albanisch, Deutsch, Englisch, Ungarisch

Auszeichnungsjahr

2013

Extension of humanity by meeting the Russian language and culture — thanks to modern technology

The project's aim was to get to know, respect and appreciate the culture and language of other people. The Russian-speaking children received every week, after school, a one-hour Russian lesson from a native speaker, while the ten most linguistically gifted German-speaking pupils learned daily and autonomously Russian by using new technologies. In accordance with the motto of the school 'It is normal to be different', the two groups finally got together and interacted in various workshops (sports, work) in Russian. This resulted in very special encounters both from a linguistic and human point of view.



Coordinating body

Städtische Grundschule Unterstadt (Eupen)

Contact person

Karin Alt

Education Sector

Primary

Target group

Russian-speaking children, German-speaking children

Languages

Russian

Year of the Award

2012

Comment on the selection

The project is original and sensibly improves the language competences of highly skilled students. Although the target language is not an official language of the EU, the project promotes language learning in general. By learning Russian the students develop their metalinguistic competence which ultimately has a positive impact on the command of the mother tongue and makes it easier to learn other foreign languages. The project made perfect use of new technologies. Computer-based language learning programmes enabled the students to learn the target language autodidactically. Furthermore, the students developed their cognitive, social and intercultural capacities.

EXTENSION OF
HUMANITY BY
MEETING THE RUSSIAN
LANGUAGE AND
CULTURE — THANKS TO
MODERN TECHNOLOGY
MEHR MENSCHLICHKEIT
DURCH DIE BEGEGNUNG MIT
DER RUSSISCHEN SPRACHE
UND KULTUR MITHILFE
MODERNER TECHNOLOGIEN



de

MEHR MENSCHLICHKEIT DURCH DIE BEGEGNUNG MIT DER RUSSISCHEN SPRACHE UND KULTUR MITHILFE MODERNER TECHNOLOGIEN

Das Projekt beabsichtigte, die Kultur bzw. Sprache anderer Menschen kennen, achten und schätzen zu lernen. Die russischsprachigen Kinder erhielten nach Schulschluss eine Stunde wöchentlich Russischunterricht von einer Muttersprachlerin, während zehn besonders sprachlich begabte deutschsprachige Schüler sich autodidaktisch täglich Russischkenntnisse aneigneten, indem sie neue Medien nutzten. Gemäß der integrativen und inkludierenden Praxis der Schule und ihrer Devise „Es ist normal, verschieden zu sein“ haben die beiden Kindergruppen schließlich in verschiedenen Workshops (Sport, Werken ...) in russischer Sprache gemeinsam agiert. So fanden Begegnungen der besonderen Art statt, sowohl in sprachlicher als auch in menschlicher Hinsicht.

Koordinierende Einrichtung

Städtische Grundschule Unterstadt (Eupen)

Kontaktperson

Karin Alt

Bildungsbereich

Grundschule

Zielgruppe

Russischsprachige und deutschsprachige Grundschüler

Sprache

Russisch

Jahr der Auszeichnung

2012

Kommentar zur Auswahl

Das Projekt ist besonders originell, da es auf sprachlichem Gebiet die hochbegabten Schüler sinnvoll fördert. Dass die Zielsprache Russisch ist, also keine Amtssprache der EU, tut dem Wert des Projekts keinen Abbruch. Denn durch das Erlernen dieser slawischen Sprache wird die metasprachliche Kompetenz gefördert. Das hat positive Auswirkungen auf die Beherrschung der Muttersprache und erleichtert das Erlernen weiterer Fremdsprachen. Die neuen Technologien werden optimal genutzt. Computergesteuerte Lernprogramme ermöglichen das autodidaktische Erlernen der Zielsprache. Darüber hinaus kommt es zur Entfaltung des kognitiven, sozialen und interkulturellen Potenzials der angesprochenen Kinder.

Self-access language workshops and the language blog

This is an excellent example of blended language learning. The project is based on two approaches. The first approach consists of a workspace where documents, material, display panels, etc. are available in Dutch and English. The room is divided into several spaces corresponding to different language activities (listening, reading, speaking and writing). Students can choose activities ranging from A2 to C2. Working on their own, in full autonomy, they have the opportunity to do remedial exercises or to work on higher-level material than they are used to during traditional classes. Students' heterogeneity is thus taken into account, so that no students are left behind or bored. This approach will help students to develop their autonomy, their sense of responsibility and foster a different understanding of the language.

The second approach complements the first one. It consists of a language blog, which includes a learning environment with various activities focused on the level of the students as well as a formative assessment. The blog, which is constantly updated, offers the students the possibility to continue practising at home what they learned in class. This leads to a new and innovative way of learning languages. It also makes the students more responsible because the choice of improving and practicing at home is up to them. If they are willing to improve their knowledge, their motivation will be increased.

Philippe Bekaert, who is in charge of the project, added a linguistic journey to it. The main goal of this is obvious: to immerse the students in a country using the language they are learning.



Coordinating body

Athénée Royal René Magritte, Lessines

Contact person

Philippe Bekaert (ph.bekaert@laposte.net)

Education Sector

Secondary (Main Educational Sector)

Target group

Upper secondary students

Languages

Dutch, English

Year of the Award

2013

Comment on the selection

This well-structured project from a pedagogical point of view is a model of blended language learning, providing upper secondary level students with learning tools and supports which allow differentiated Dutch and English learning not just in the classroom but also at home. The blog regularly updated by the teacher allows students to revise at home or improve their language competences.



fr

ATELIERS LINGUISTIQUES D'ACCÈS LIBRE ET LE BLOG DES LANGUES

Ce projet est un excellent exemple de blended language learning. Il se base sur deux approches: la première se définit par un espace de travail où différents documents, du matériel, des panneaux didactiques et d'affichage en néerlandais et en anglais, etc., sont mis à disposition. La classe est divisée en différents espaces qui correspondent à différentes compétences et activités linguistiques (compréhension à l'audition, compréhension à la lecture, expression orale et expression écrite). Les étudiants peuvent choisir des activités allant des niveaux A2 à C2. Ils travaillent seuls, en toute autonomie, et ont la possibilité de faire des exercices de rattrapage ou de travailler sur du matériel de niveau supérieur à celui qu'ils utilisent d'habitude pendant les cours traditionnels. L'hétérogénéité des élèves est ainsi prise en compte de sorte qu'il n'y ait pas d'étudiants qui se sentent délaissés ou qui s'ennuient. Cette approche doit aider les élèves à développer leur autonomie et leur sens des responsabilités ainsi qu'à favoriser une compréhension différente de la langue. La seconde approche complète la première. Elle prend la forme d'un blog de langues qui comprend un environnement d'apprentissage avec diverses activités axées sur le niveau des élèves ainsi que sur une évaluation formative. Ce blog, qui est constamment mis à jour, offre aux étudiants la possibilité de continuer à pratiquer chez eux la matière apprise en classe. L'utilisation du blog mène à une méthode d'apprentissage innovante et rend les élèves plus responsables, car c'est à eux de décider d'améliorer et de pratiquer leurs compétences à la maison. S'ils sont prêts à améliorer leurs connaissances, leur motivation n'en sera qu'augmentée. Philippe Bekaert, qui est en charge du projet, y a ajouté un séjour linguistique. Son objectif principal semble évident: immerger les étudiants dans un pays pratiquant la langue qu'ils apprennent.

Institution coordinatrice

Athénée Royal René Magritte, Lessines

Personne de contact

Philippe Bekaert (ph.bekaert@laposte.net)

Secteur d'enseignement

Enseignement secondaire (général)

Public cible

Étudiants du secondaire supérieur

Langues

Néerlandais, anglais

Année d'obtention du label

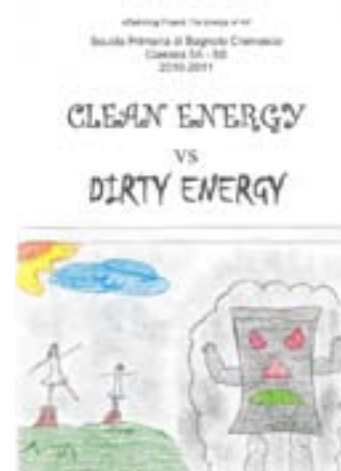
2013

Commentaire sur la sélection

Très structuré au niveau de la démarche pédagogique, ce projet est un modèle de *blended language learning* mettant à disposition des élèves du degré supérieur de l'enseignement secondaire des outils et des supports d'apprentissage qui permettent une pédagogie différenciée du néerlandais et de l'anglais en classe, mais aussi à la maison puisque le blog régulièrement remis à jour par le professeur permet aux élèves de faire de la remédiation à domicile ou d'améliorer leurs compétences linguistiques.

The energy of art

The project has been developed through the eTwinning platform, thanks to which new technologies become an integral part of the daily routine and direct communication among partner schools is enabled. Moreover, it is based on the CLIL approach and group work. Three primary partner schools — the Primary School 'Falcone, Borsellino e Uomini della Scorta' (Bagnolo Cremasco, Italy), the Rousay Primary School (Orkney, Scotland, United Kingdom) and the Olnafirth School (Shetland, Scotland, United Kingdom) — cooperate electronically using English as a vehicular language, but in the future it is planned to integrate more partners and more languages. The project is about energy and environmental respect. As the name itself suggests, the project uses art to speak about energy. Each school creates and shares different final products: e.g. an illustrated calendar made with recycled material, where each school produces four months; an illustrated book created by the students, one for every school, whose fantastic story is about different sources of energy; an illustrated collection of poems, one for every school, created by students in English and translated into Italian, about different types of energy and environmental respect. The project allows students to feel integrated in the European Union, as well as compare and share different cultures and ideas. It also encourages students to live their everyday life more actively and with a greater ecological conscience. Last, but not least, the teachers involved have an opportunity to share ideas with colleagues from other countries and compare their methodologies, exchanging best practices, in a sort of informal in-service training.



Coordinating body

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Contact person

Luisa Maria Ferrari

Education Sector

Primary, Teacher training

Target groups

Primary school pupils, Primary school teachers

Languages

Italian, English

Year of the Award

2012



Comment on the selection

The Energy of art is one of more than 40 000 quality projects developed with eTwinning, the electronic platform which — thanks to the use of new technologies directly integrated in the classroom — allows pupils and teachers all over the continent to cooperate, to communicate, collaborate, share ideas and be part of a Europe-wide state-of-the-art learning community.

it

THE ENERGY OF ART

Il progetto si fonda sul gemellaggio elettronico, grazie all'utilizzo della piattaforma eTwinning. Le tecnologie diventano quindi mezzo fondamentale per lo scambio tra le scuole partner e vengono completamente integrate nella didattica. Inoltre il progetto utilizza la metodologia CLIL, si serve del lavoro di gruppo, oltre che di quello individuale.

Sono coinvolte tre scuole primarie — la scuola primaria «Falcone, Borsellino e uomini della scorta» di Bagnolo Cremasco, Italia, la Rousay Primary School delle Isole Orcadi, in Scozia e la Olnafirth School delle Isole Shetland, sempre in Scozia — che lavorano a distanza utilizzando l'inglese, ma in futuro è previsto di ampliare ad altri partner, integrando altre lingue.

Il progetto affronta i temi dell'energia e del rispetto ambientale. Il titolo sottolinea come attraverso l'arte si parli dell'energia. Vengono realizzati diversi prodotti finali, il cui tema è quello dell'energia e della salvaguardia ambientale: un calendario arricchito di immagini di lavori realizzati dai bambini delle tre scuole con materiale di recupero; un libretto illustrato, per ogni scuola, la cui storia tratta in forma fantastica delle diverse forme di energia e delle loro ripercussioni ambientali; una raccolta illustrata di poesie in inglese, inventate dagli alunni delle scuole coinvolte, sul tema dell'energia e della salvaguardia ambientale.

Tramite l'apertura al contesto europeo e il confronto con culture e stili di vita diversi si favorisce un'autentica crescita del cittadino.

Il progetto consente anche alle insegnanti coinvolte di mettere a frutto le proprie conoscenze e i propri interessi e di confrontarsi con altri modi di insegnare, di pensare e di categorizzare.

Coordinatore

Scuola primaria «Falcone, Borsellino e uomini della scorta»
Vicolo Clavelli 28
26010 Bagnolo Cremasco (CR)
Italia
Tel. + 39 373648107
Email: dd.bagnolo@libero.it

Persona di contatto

Luisa Maria Ferrari

Settore dell'istruzione

Scuola primaria, formazione degli insegnanti

Gruppi target

Allievi e insegnanti della scuola primaria

Lingue

Italiano, inglese

Anno del conferimento del premio

2012

Commento sulla selezione

The Energy of Art è uno degli oltre 40 000 progetti sviluppati grazie a eTwinning, la piattaforma elettronica che — attraverso l'uso educativo delle nuove tecnologie integrate nella routine quotidiana della classe — permette agli allievi e ai docenti europei di cooperare, comunicare, collaborare, condividere idee, in breve, di far parte di una comunità educativa grande quanto tutto il continente.



The Great Journey

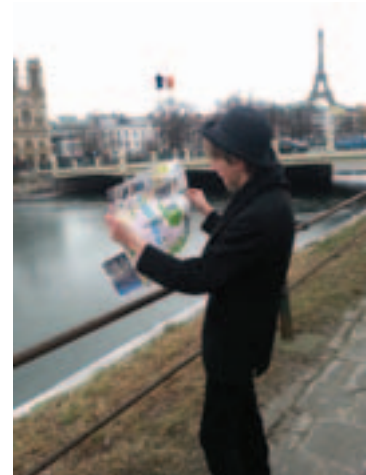
This is a story-lined project where the teacher and the students use a blog and information taken from the Internet. It is about a journey to Paris and the journey is as close to a real journey as you can get without doing it.

All learning in the 9th grade is about the journey which means that learning words, writing, reading, grammar and communication is connected to the journey.

The teacher has created a blog where she puts all information, material and links so the students can go there and work with it when they want to. They also send all the tasks to the teacher through the blog and the teacher comments on them in the same forum.

The teacher has divided the class into two groups, one travels VIP and the others are backpackers and they constantly have different problems to solve, for example when you arrive in Paris your luggage is lost. What do you do? How do you solve it?

When travelling there are different things that you have to deal with: how to book a ticket, how to find your way, how to use the underground system. For all these things and many more, the teacher has found links on the Internet, sometimes with the help of the students. There are links on YouTube about when an airplane departs and you actually feel that you are inside the plane or a YouTube clip about how to use the underground system in Paris. It is a great advantage for the students to know that they can always go to the blog and find the material used and also to practice different parts. Another advantage is that they can study whenever they want to. But the biggest advantage is that by working like this the students get motivated, enthusiastic and they feel they are part of it and can affect the teaching and that gives them a desire to learn.



Coordinating body

Möllvångsskolan

Contact person

Mélanie Piedoie (melpiedoie@gmail.com)

Education Sector

Secondary

Target group

Students

Languages

French

Year of the Award

2013

Comment on the selection

In this project the student can be part of a real journey by using new technologies. This is an excellent way of using the method 'flipped classroom'.



SV

DEN STORA RESAN

Det här är ett storyline-baserat projekt där läraren och eleverna använder en blogg och information hämtas från internet. Det handlar om en resa till Paris och resan är så lik en riktig resa som den bara kan bli, utan att man genomför den. All undervisning i årskurs 9 kretsar kring resan, vilket innebär att all inläring, t.ex. att lära sig ord och fraser, grammatik, skriva, läsa och kommunicera görs i anslutning till resan.

Läraren har skapat en blogg där hon lägger ut all information, allt undervisningsmaterial och länkar så att eleverna kan gå dit och arbeta med det när de har tid. De skickar också alla uppgifter via bloggen till läraren som ger kommentarer till dem i bloggen.

Läraren har delat in klassen i två grupper, en grupp är lyxresenärer och den andra är backpackers. Under resans gång får de olika problem att lösa, t.ex. Vad gör du om bagaget har försvunnit när du anländer till Paris?

När du reser måste du klara av att boka biljetter, hitta vägen, använda tunnelbanan, m m. För detta och mycket mer har läraren letat upp länkar på internet, ibland med hjälp av eleverna. Det finns länkar på YouTube som visar när ett flygplan lyfter och där det känns som om du verkligen är inne i planet eller ett annat klipp om hur man använder tunnelbanan i Paris.

Det är en stor fördel för studenterna att veta att de alltid kan gå till bloggen och hitta det material som används och för att träna olika moment. En annan fördel är att de kan studera när de har tid. Men den största fördelen är att genom att arbeta på det här sättet blir studenterna motiverade, entusiastiska och känner att de kan påverka undervisningen vilket ger dem lust att lära.

Ansvarig

Kommunfullmäktige

Kontaktperson

Mélanie Piedoie (melpiedoie@gmail.com)

Utbildningsområdet

Grundskola

Målgrupp

Elever

Språk

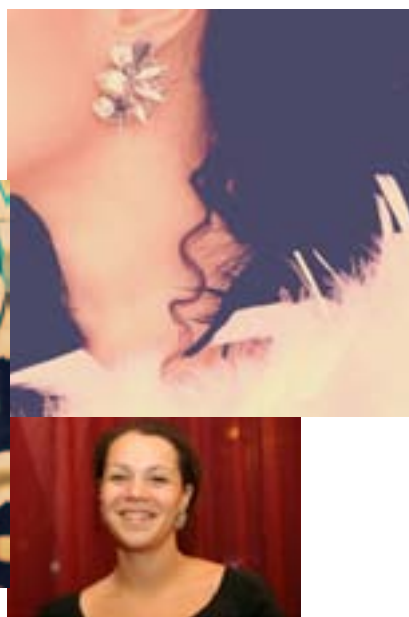
Franska

Mottog utmärkelsen

2013

Beskrivning varför detta projekt valts

I detta projekt kan studenterna vara en del av en verklig resa med hjälp av ny teknik. Detta är vad man kan kalla ett "flipped classroom" när det är som bäst.



21st century skills in focus — Virtual LSP workshop



Based on the results of a 2011 survey among potential employers of Budapest Business School students about required skills and knowledge, the courses offered at the Department of Languages for

Tourism and Catering have been examined to see how these skills can be developed through the teaching of Languages for Special Purposes (LSP). The existing practices have been supplemented by a new programme, whose main objective was to put more emphasis on developing these skills. Apart from rethinking our existing courses, we have also introduced the initiative of the Virtual LSP workshop. This project involves the creative use of class wikis and can increase students' and teachers' motivation alike. Introduced in 2011, it initially aimed at creating a virtual learning environment. Each language group has a wiki, which is used as a virtual classroom to supplement face-to-face teaching and learning and to develop students' skills outside the classroom with the teacher's support. But as time has passed, real-life tasks have taken over, thus adapting the project to students' needs. Our Virtual LSP workshop includes real-life tasks and a lot of activities partly based on the students' actual needs, such as virtual travel planning, testing dictionaries and grammar practice pages, writing comments on real forums, or creating a homepage to illustrate the content of an article related to the topic. We have also tried to involve some Erasmus students to collaborate online with local students.

Coordinating body

Budapest Business School, College of Commerce, Catering and Tourism, Department of Languages for Tourism and Catering

Contact person

Ágnes Kovátsné Loch (Kovatsne.LochAgnes@kvifk.bgf.hu)

Web

<http://www.lspworkshop.blogspot.hu/>

Education Sector

Higher education

Target group

Students of higher education

Languages

Spanish, English

Year of the Award

2013

Comment on the selection

The project is an excellent example of how online technologies can support and motivate language teaching and learning through offering real contexts, and so connecting classroom situations to everyday life and the professional needs and interests of the students.



hu

FÓKUSZBAN A XXI. SZÁZADI KÉSZSÉGEK – VIRTUÁLIS SZAKNYELVI MŰHELY

A Budapesti Gazdasági Főiskolán 2011-ben felmérés készült annak feltérképezésére, hogy milyen készségeket várnak el a potenciális munkaadók az egyes szakokról kikerülő diákoktól. A felmérés eredményei alapján a Turizmus-Vendéglátás Szaknyelvi Intézeti Tanszék oktatói górcső alá vették a tanszék kurzuskinálatát, megvizsgálták, hogy az évek során kialakult, bevált gyakorlatukban miként érvényesülnek a megfogalmazott célok. Ennek alapján a meglévő oktatási gyakorlatot új kezdeményezésekkel egészítették ki, ennek eredményeképpen jött létre a Fókuszban a XXI. századi készségek című program, mely komplex program egyik innovatív és példaértékű kezdeményezése a Virtuális Szaknyelvi Műhely. A virtuális műhely közösen szerkeszthető wiki-honlapok kreatív felhasználásával valósul meg, és erősen motiválja mind a hallgatókat, mind pedig az oktatót. Minden szaknyelvi csoportnak külön honlapja van, amely egyfajta virtuális osztályteremként működik a hagyományos oktatási formák kiegészítéseként, azzal a céllal, hogy a diákok szaknyelvi készségeiket tanórán kívül is fejlesszék tanári támogatással. Virtuális Szaknyelvi Műhelyünk számos valós élethelyzetet idéző feladatot tartalmaz, olyanokat, amelyek részben igazodnak a tanulók érdeklődéséhez is: ilyenek pl. virtuális utazások tervezése valós úti célokkal, online szótárak és nyelvtani oldalak tesztelése, kommentek írása valós fórumokon, honlapok szerkesztése. Az online együttműködésbe igyekeztünk néhány Erasmus-diákokat is bevonni.

Programgazda

Budapesti Gazdasági Főiskola, Kereskedelmi, Vendéglátóipari és Idegenforgalmi Kar, Turizmus-Vendéglátás Szaknyelvi Intézeti Tanszék

Kapcsolattartó személy

Kovátsné Dr. Loch Ágnes (Kovatsne.LochAgnes@kvifk.bgf.hu)

Web

<http://www.lspworkshop.blogspot.hu/>

Oktatási szektor

Felsőoktatás

Célcsoport

Hallgatók

Nyelvek

Spanyol, angol

Díjazás éve

2013

A kiválasztás rövid indoklása

A program az új technológiák felhasználásán alapuló nyelvtanulás fejlesztését célzó európai prioritáshoz kapcsolódik. A projekt kiemelkedő példája annak, hogyan támogathatják és motiválhatják az online technológiák a nyelvtanulást és nyelvtanítást azáltal, hogy életszerű helyzetekkel kötik össze az osztálytermi szituációkat, folyamatosan szem előtt tartva a tanulók érdeklődését és szakmai szükségleteit.

Webinars 4 All — Language Webinars

The main aim of the project is the promotion of foreign language learning throughout one's life by enabling a wide audience to participate in free language activities via new technologies. The project goes beyond the formal education system and targets a broad adult audience with a varying degree of language proficiency, including individuals who do not participate in any regular language training. The core of the project is a cycle of interactive seminars on languages: how to efficiently and correctly communicate in them, how to learn them, how to pay attention to vocabulary and grammar and how to improve linguistic correctness. The participation in the webinars is free; they are available to anybody with access to Internet. When the live session is over, the whole lesson is placed on Vimeo portal and you can watch it again. The participants of the live session receive a set of training material in PDF. The open way of running the seminars means that the trainees can participate actively, they can talk freely with the trainer, ask questions and discuss their doubts. In addition, especially when the topics on effective learning methods are discussed (e.g. 'Let's Web 2.0', 'Memory pills', or 'How to learn to know') the trainees receive individual guidelines on how to continue individual work and find ways to improve their language skills.

The webinars started as a cycle of training concerning English in 2010; since 2011 the webinars have been regular and covered other languages: French, Spanish, Italian and Russian (planned). More than 2 500 people have taken part in the webinars.



Coordinating body

Worldwide School Sp. z o.o. Warszawa

Contact person

Anna Werner

Education Sector

Adult Education

Target group

Adults

Languages

English, French, Spanish

Year of the Award

2013

Comment on the selection

One of a few projects of Worldwide school which received a Label award. The project targets a wide adult audience interested in language learning and languages per se. By using new, free technologies it is flexible and wonderfully matches the needs of contemporary adults, regardless of their place of living and language proficiency. The project is still evolving, comprising other languages. Despite the fact that it has been running for 3 years already, the number of subscriptions is still growing. An important aspect of the project was the improvement of the pedagogical tools used by the school teachers who prepared the webinars — they acquired new skills of using modern technologies to teach a language.



pl

WEBINARS 4 ALL – WEBINARIA JĘZYKOWE

Głównym celem projektu jest promowanie uczenia się przez całe życie języków obcych poprzez umożliwienie szerokiego gronu osób udziału w bezpłatnych zajęciach językowych przy wykorzystaniu najnowszych technologii. Projekt jest realizowany poza formalnym systemem oświaty i skierowany do osób dorosłych będących na różnych poziomach zaawansowania, także do tych, które nie uczestniczą w żadnych regularnych szkoleniach z języka obcego. W ramach działań projektowych odbywa się cykl interaktywnych szkoleń online – webinarów dotyczących języków, poruszających następujące zagadnienia: jak skutecznie i właściwie komunikować się za pomocą języków, jak się ich uczyć i jak zwracać uwagę na aspekty leksykalne i gramatyczne oraz jak dbać o poprawność językową. Udział w webinarach jest bezpłatny – szkolenia są dostępne z każdego miejsca, dla wszystkich chętnych posiadających dostęp do internetu. Po zakończeniu sesji na żywo cała lekcja zostaje umieszczona na portalu Vimeo i można ją obejrzeć, używając podanego linku. Uczestnicy otrzymują dodatkowo zestaw materiałów szkoleniowych w formacie PDF. Otwarta formuła spotkań umożliwia aktywny udział słuchaczy, swobodną komunikację z prowadzącym, okazję do zadawania pytań i wyjaśniania wątpliwości w przyjaznym środowisku. Dodatkowo przy realizacji niektórych tematów, zwłaszcza tych odnoszących się do efektywnych metod uczenia się (np. Let's Web 2.0; Pigułki na pamięć czy Jak się uczyć, żeby się nauczyć), uczestnicy otrzymują wskazówki dotyczące dalszej samodzielnej nauki i poszukiwania własnych sposobów na doskonalenie umiejętności językowych.

Webinaria rozpoczęły się cyklami szkoleń z języka angielskiego w 2010 r., od lutego 2011 r. realizowane są regularnie i obejmują inne języki: francuski, hiszpański, docelowo włoski i rosyjski. W projekcie wzięło udział ponad 2500 osób.

Instytucja koordynująca

Worldwide School Sp. z o.o. Warszawa

Osoba do kontaktu

Anna Werner

Sektor edukacji

Edukacja dorosłych

Grupa docelowa

Dorośli uczący się języków

Języki

Angielski, francuski, hiszpański

Rok przyznania nagrody

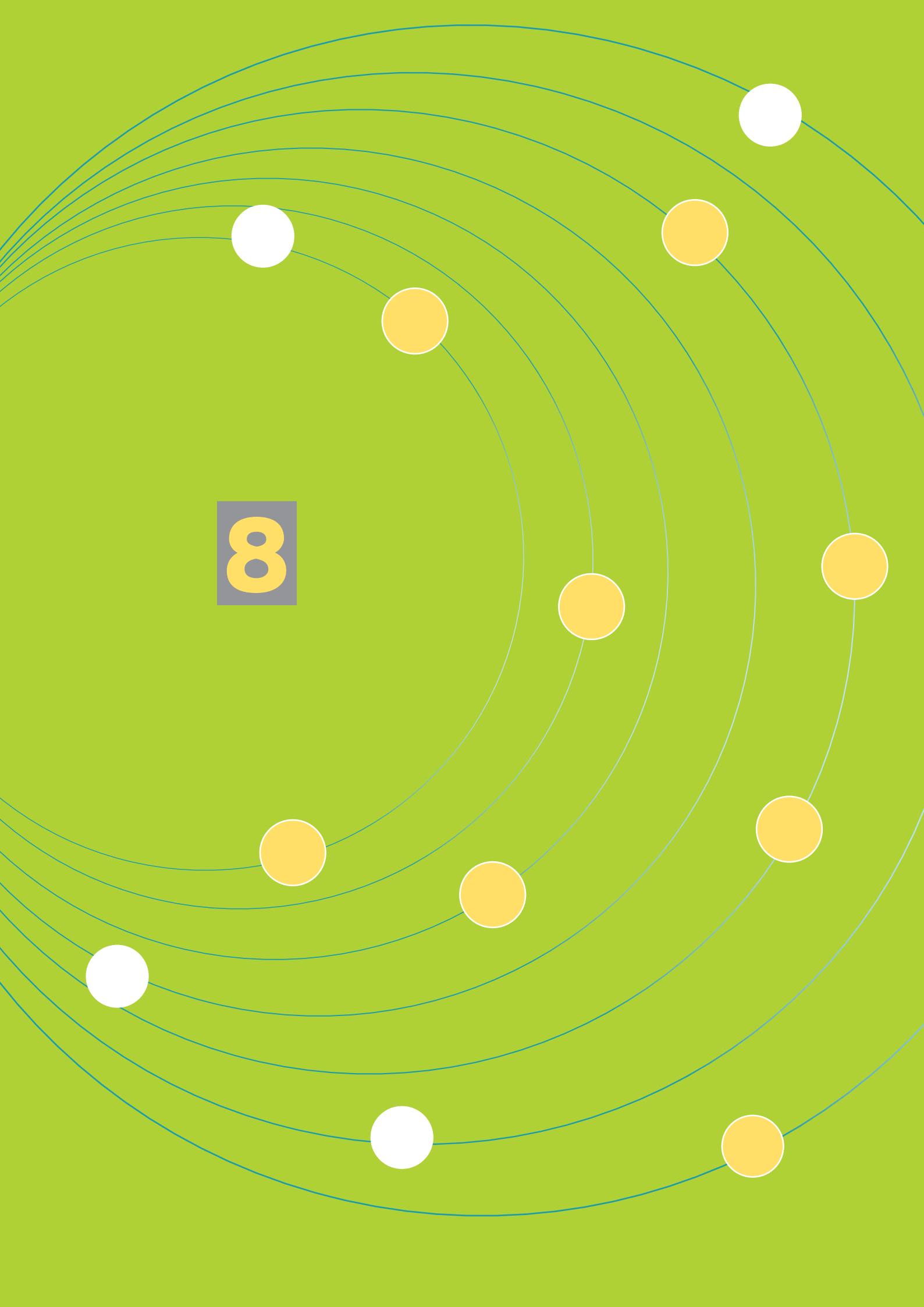
2013

Komentarz uzasadniający

To kolejny projekt Worldwide School, który otrzymał nagrodę w konkursie ELL. Skierowany do bardzo szerokiego grona osób dorosłych zainteresowanych nauką języka, jak i językami w ogóle. Przez fakt wykorzystania nowoczesnych, bezpłatnych technologii – elastyczny i świetnie dopasowany dla współczesnego dorosłego, bez względu na miejsce zamieszkania i dotychczasową znajomość języka. Projekt ciągle ewoluuje. Dołączane są kolejne języki. Po trzech latach realizacji wciąż cieszy się niestąbnym powodzeniem.

Ważnym aspektem projektu była poprawa warsztatu metodycznego lektorów przygotowujących webinaria, którzy uzupełnili swoje umiejętności o posługiwanie się nowoczesnymi narzędziami technologicznymi do nauki języka.

8





2012/13:

Multilingual classrooms

The phenomenon of multilingual classrooms has been constantly increasing. These classrooms are made up of students coming from different countries and not sharing a common mother tongue. Learners speak a variety of first languages; their behaviour and cultures can be very different: this may create problems but can also be used as a focus of comparison and discussion. Herein lies the challenging task faced by teachers: they should adapt their teaching techniques in order to take this diversity into account and respect it, but focus on the main purpose, which is to provide learners with the best possible communication and grammar skills in the target language.

The Ambassador of Languages of the Year 2012 — Vilnius Simonas Daukantas Gymnasium



The school was established in 1993 on the initiative of Vilnius Pedagogical University (now Lithuanian University of Educational Sciences) with the aim to apply new educational ideas, develop practical models for teacher trainees, monitor educational processes at the school and involve university students and lecturers in the school

activities. Since the very first day the community of the school has been working on the implementation of new creative ideas in the process of learning. For this purpose teachers sought international collaboration with educational institutions abroad.

The gymnasium is proud of the implemented and currently being developed international projects (<http://www.daukanto.vilnius.lm.lt/index.php?group=56>) that improve students' and teachers' linguistic competences.

Today the school offers students the following languages: English, French, German, Russian, Latin and Danish.

In 2012 the title of 'The Ambassador of Languages of the Year 2012' and the European Language Label was given to the gymnasium for the efficient language teaching-learning process.

The award has become the inspiration to continue promoting multilingualism, innovations in language classrooms, implementing student and teacher mobilities and learning languages inside and outside the school. To show the linguistic initiative, six teachers who have never studied English before started learning the language after their lessons with the help of an English teacher. This initiative could be a start of foreign language lessons for monolingual subject teachers in order to encourage their active participation in educational life in the broader international context.

Coordinating body

Vilnius Simonas Daukantas Gymnasium

Contact person

Irena Miškinienė

Education Sector

Secondary

Target group school community

Teachers, students, students' parents, other schools

Languages

English, French, German, Russian, Latin, Danish

Year of the Award

2012

Comment on the selection

Vilnius Simonas Daukantas gymnasium especially promotes multilingualism and multilingual classrooms. Different initiatives are promoted at school encouraging to learn as many languages as possible and not to be afraid of new teaching methods and surroundings. Also participation in mobilities and various multilingual events is appreciated.



THE AMBASSADOR
OF LANGUAGES OF
THE YEAR 2012 —
VILNIUS SIMONAS
DAUKANTAS
GYMNASIJAM
METŲ KALBŲ
AMBASADORIUS
(2012 M.) – VILNIAUS
SIMONO DAUKANTO
GIMNAZIJA



lt

METŲ KALBŲ AMBASADORIUS (2012 M.) – VILNIAUS SIMONO DAUKANTO GIMNAZIJA

Mokykla buvo įsteigta 1993 m. Vilniaus pedagoginio universiteto (dabar Lietuvos edukologijos universitetas) iniciatyva. Pagrindinis mokyklos steigimo tikslas buvo naujų edukacinių idėjų įgyvendinimas, praktinio mokytojų praktikantų modelio sukūrimas, mokymo proceso mokykloje stebėjimo galimybė, universiteto studentų ir dėstytojų įtraukimas į mokyklos veiklas. Nuo pat pirmos dienos mokyklos bendruomenė dirbo tam, kad įgyvendintų inovatyvias kūrybines idėjas mokymosi procese. Dėl šios priežasties mokytojai nuolat ieško galimybių bendradarbiauti su švietimo institucijomis užsienyje.

Gimnazija didžiuojasi įgyvendinamais įvairiais tarptautiniais projektais, kurie padeda tobulinti mokinių ir mokytojų kalbines kompetencijas. Daugiau informacijos apie projektus galite rasti čia: <http://www.daukanto.vilnius.lm.lt/index.php?group=56>. Mokykloje yra mokoma šių kalbų: anglų, prancūzų, vokiečių, rusų, lotynų ir danų. Metų kalbų ambasadoriaus titulas ir Europos kalbų ženklo apdovanojimas gimnazijai buvo suteiktas 2012 m. už efektyvų kalbų mokymo-mokymosi proceso organizavimą. Apdovanojimas įkvėpė ir toliau skatinti daugiakalbystę, inovacijas kalbų pamokose, organizuoti mokinių ir mokytojų mobilumą, mokyti kalbų mokykloje ir už jos ribų. Tam, kad parodytų kalbinę iniciatyvą, šeši mokytojai, kurie niekada prieš tai nebuvo mokęsi anglų kalbos, pradėjo jos mokyti su anglų kalbos mokytojos pagalba. Ši iniciatyva gali būti puiki pradžia mokytojams, kurie moka tik vieną užsienio kalbą, plėsti žinias šioje srityje ir paskatins jų aktyvų dalyvavimą švietimo gyvenime platesniame tarptautiniame kontekste.

Koordinatorius

Vilniaus Simono Daukanto gimnazija

Kontaktinis asmuo

Irena Miškinienė

Švietimo sektorius

Vidurinis

Tikslinė grupė

Mokyklos bendruomenė (mokytojai, mokiniai, mokinių tėvai), kitos mokyklos

Kalbos

Anglų, prancūzų, vokiečių, rusų, lotynų, danų

Apdovanojimo metai

2012

Komentaras apie projektą

Simono Daukanto gimnazijoje ypatingai skatinamas daugiakalbiškumas ir daugiakalbės klasės. Įvairios iniciatyvos skatinančios mokyti tiek kalbų, kiek įmanoma, yra skatinamos gimnazijoje, nebijoma naudoti naujus mokymo metodus ir aplinkas. Dalyvavimas tarptautiniuose mobilumuose ir įvairiuose daugiakalbystės renginiuose yra skatinamas ir vertinamas.



CLARC, the Language Centre of the Athénée Royal of Chênée



This project was awarded the special prize of the vice-president of the European Parliament, Mr A. Martinez Martinez, during the ELL awards ceremony that took place in May 2013 in the European Parliament in Brussels.

The project offers a variety of learning methods to the students from the 1st to the 6th form during the breaks with the supervision of language teachers in a special room dedicated to foreign languages. While the pupils are at the CLARC, they can read or borrow books, have access to the Internet, take part in a conversation club (German, English, Spanish, Italian, and Dutch) or even meet other students from the school or special guests whose mother tongue is a lesser-spoken foreign language. Experts are sometimes invited to give lectures in a foreign language on scientific or historical topics. Members of the CLARC are also active in a multilingual theatre company made up of students from French-speaking Belgium, the Netherlands and Germany.

In addition, the CLARC students contribute to the school newspaper with articles written in German, English, French, Spanish, Dutch and Italian. As we can see, the language centre offers a significant range of target languages. Moreover, it is also possible for the students to share their knowledge with other fellows about languages and cultures that are not taught at school.

This project is a source of inspiration for other schools. The Minister of Education, language inspectors and teachers visited the language centre in which a lot of actors are involved: teachers, students, ex-students, native speakers and experts.

Coordinating body

Athénée Royal de Chênée

Contact person

Alain Jansen (alain.jansen@skynet.be)

Education Sector

Secondary (Main Educational Sector)

Target group

Secondary school students

Languages

German, English, French, Spanish, Dutch, Italian, Albanian

Year of the Award

2013

Comment on the selection

This language centre is quite an innovative scheme in the Wallonia-Brussels Federation. Such a language learning project reaches out beyond the classroom, offering a range of (playful) activities. The friendly multilingual environment and good equipment make students feel at ease and practise languages on a voluntary basis. It is thus not surprising that other organisations get inspired by this project.

CLARC, THE
LANGUAGE CENTRE
OF THE ATHÉNÉE
ROYAL OF CHÊNÉE
CLARC — CENTRE DE
LANGUES DE L'ATHÉNÉE
ROYAL DE CHÊNÉE



fr

CLARC — CENTRE DE LANGUES DE L'ATHÉNÉE ROYAL DE CHÊNÉE

Ce projet a reçu le prix spécial du vice-président du Parlement européen, M. A. Martinez Martinez, lors de la cérémonie du Label européen des langues qui a eu lieu en mai 2013 au Parlement européen à Bruxelles.

Le projet offre une variété de méthodes d'apprentissage aux élèves de la 1^{re} à la 6^e année du secondaire durant les pauses sous la supervision de professeurs de langues, dans une salle spéciale dédiée aux langues étrangères. Au CLARC, les élèves ont la possibilité de lire ou d'emprunter des livres, de participer à des clubs de conversation (allemand, anglais, espagnol, italien et néerlandais) ou même de rencontrer d'autres étudiants de l'Athénée ou des invités dont la langue maternelle est une langue étrangère moins parlée. Des experts sont parfois invités à donner des conférences dans une langue étrangère sur des sujets scientifiques ou historiques. Certains membres du CLARC sont également actifs dans une compagnie de théâtre multilingue. Cette compagnie est composée d'étudiants d'Allemagne, de Belgique francophone et des Pays-Bas.

En outre, les étudiants du CLARC contribuent au journal de l'école avec des articles rédigés en allemand, en anglais, en français, en espagnol, en néerlandais et en italien. Comme nous pouvons le constater, le centre de langues propose une gamme importante de langues cibles. Il est également possible pour les étudiants de partager avec d'autres camarades leurs connaissances sur les langues et les cultures qui ne sont pas enseignées à l'école.

Ce projet est une source d'inspiration pour les autres écoles. La ministre de l'enseignement, des inspecteurs et des professeurs de langues ont visité le centre de langues, qui implique beaucoup d'acteurs: enseignants, étudiants, ex-étudiants, locuteurs natifs et experts.

Institution coordinatrice

Athénée Royal de Chênée

Personne de contact

Alain Jansen (alain.jansen@skynet.be)

Secteur d'enseignement

Enseignement secondaire (général)

Public cible

Élèves du secondaire

Langues

Allemand, anglais, français, espagnol, néerlandais, italien, albanais

Année d'obtention du label

2013

Commentaire sur la sélection

Ce Centre de langues est assez innovant dans le système éducatif en Fédération Wallonie-Bruxelles. Il permet de poursuivre l'apprentissage en dehors de la classe, sous des formes ludiques et variées. Un bon équipement et l'environnement multilingue agréable font que les étudiants s'y sentent à l'aise et «font» des langues sur une base volontaire. Ce n'est pas surprenant que d'autres acteurs aient été inspirés par ce projet.

COSO LOS! German in focus in projects at the Sarine-Ouest lower secondary school

The project is made up of 2 parts.

The first part is the German Week. Organised once a year since 2011, German Week involves everyone at school: the principal, deputy principals, secretaries, teaching staff, pupils, supervisors, cooks, maintenance staff and parents. The teaching staff teach their classes in German all week. If they do not speak the language of Goethe, they may teach the various Germanic aspects of their field in French. Pupils are not actually required to express themselves in German, but the great majority play along and even enjoy speaking the language in a context other than their usual language classes. During the German Week, the cooks offer German specialities in the school cafeteria, and pupils and teachers alike can choose to sit at a table where only German is spoken.

Aimed at everyone within the school — 580 pupils and 90 adults — the German Week gets everyone taking part in a shared project and, because everyone is experiencing the same German-speaking culture, it creates a special dynamic and atmosphere in school. The aim is to create an interest among the pupils in learning German and, for those in 10th grade, to help them choose whether or not to enrol in a bilingual class the following year.

The second part of the project is the school's decision to offer two bilingual classes in 11th grade. Pupils take foundation courses in economics, ICT, visual arts, home economics, sport and general studies in German throughout the year. Modules in mathematics, history, geography, citizenship, science and music are also taught during 11th grade.

These courses enable the pupils to improve their skills in these various subjects, and to develop new learning strategies.

The prime advantage of these bilingual classes is immersion teaching in the target language.

The project is repeated and improved every year.



Coordinating body

CO Sarine-Ouest, Evelyne Brühlhart (teacher and project coordinator), Yvan Girard (principal)

Contact person

Evelyne Brühlhart

Education sector

Lower-secondary school

Target group

Students from 9th to 11th grades (lower-secondary level)

Languages

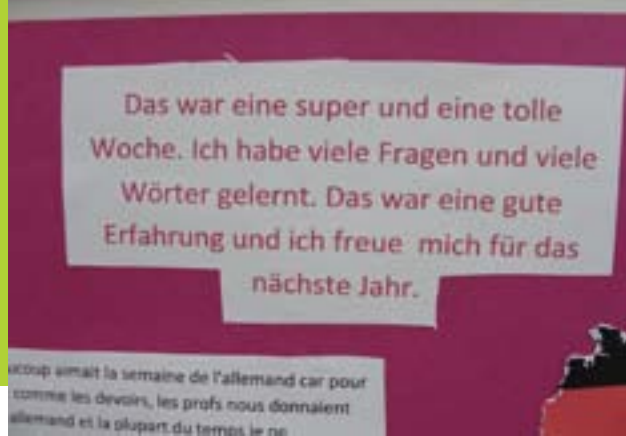
French, German

Year of the Award

2013

Comment on the selection

Teaching language skills in multilingual classrooms. The project involves everyone at school, from the principal to the cooks, and also parents.



COSO LOS! GERMAN IN FOCUS IN PROJECTS AT THE SARINE-OUEST LOWER SECONDARY SCHOOL
COSO LOS! DIE DEUTSCHE SPRACHE IM ZENTRUM DER PROJEKTE DER ORIENTIERUNGSSCHULE SARINE-OUEST (CYCLE D'ORIENTATION SARINE-OUEST)

de

COSO LOS! DIE DEUTSCHE SPRACHE IM ZENTRUM DER PROJEKTE DER ORIENTIERUNGSSCHULE SARINE-OUEST (CYCLE D'ORIENTATION SARINE-OUEST)

Das Projekt setzt sich aus zwei Teilen zusammen. Der erste Teil besteht in der *Semaine de l'allemand* (Woche der deutschen Sprache). Diese wird seit 2011 einmal jährlich durchgeführt, wobei alle Akteure der Schule einbezogen werden: Schuldirektor, Stellvertreter, Sekretärinnen, Lehrpersonen, Schüler/-innen, Aufsichtspersonen, Köche, Hauswarte und Eltern. Während dieser Woche führen die Lehrpersonen ihre Lektionen auf Deutsch durch. Wenn sie die Sprache Goethes nicht beherrschen, können sie verschiedene deutsche Aspekte ihres Fachs auf Französisch behandeln. Die Schüler/-innen sind nicht verpflichtet, sich auf Deutsch auszudrücken, doch die meisten machen mit und haben Spaß daran, dass sie einmal außerhalb des Sprachunterrichts Deutsch sprechen können. Während dieser Woche bietet das Küchenpersonal in der Kantine Spezialitäten aus dem deutschen Sprachraum an, und den Schüler/-innen sowie den Lehrpersonen stehen Tische zur Verfügung, an denen ausschließlich Deutsch gesprochen wird.

Da sich die *Semaine de l'allemand* an alle Akteure der Schule richtet (580 Schüler/-innen sowie 90 Erwachsene), bietet sie die Möglichkeit, an einem gemeinsamen Projekt teilzunehmen. Außerdem schafft sie innerhalb der Schule eine spezielle Dynamik und Atmosphäre, indem während einer Woche die deutsche Kultur im Mittelpunkt steht.

Mit dieser Woche soll bei den Schüler/-innen die Lust geweckt werden, weiterhin Deutsch zu lernen, und für die Schüler/-innen des 10. Schuljahres ist sie eine Entscheidungshilfe im Hinblick auf eine eventuelle Anmeldung für eine zweisprachige Klasse im darauffolgenden Jahr.

Der zweite Teil des Projekts besteht in der Bildung von zwei zweisprachigen Klassen im 11. Schuljahr. In den folgenden Fächern besuchen die Schüler/-innen den Unterricht während des ganzen Schuljahres auf Deutsch: Einführung in die Wirtschaft, MITIC (Medien, Bilder sowie Informations- und Kommunikationstechnologien), bildnerisches Gestalten, Hauswirtschaft, Sport und Allgemeinbildung. In anderen Fächern werden im Verlauf des Jahres gewisse Lektionen in deutscher Sprache durchgeführt: Mathematik, Geschichte, Geografie, politische Bildung, Naturwissenschaften und Musik.

Dieser Unterricht gibt den Schüler/-innen die Möglichkeit, ihre Fähigkeiten in verschiedenen Bereichen zu verbessern und neue Lernstrategien zu entwickeln. Der bedeutendste Vorteil von zweisprachigen Klassen ist das Erlernen der Zielsprache durch Immersion.

Dieses Projekt wird jedes Jahr durchgeführt und kontinuierlich verbessert.

Koordination

CO Sarine-Ouest, Evelyne Brülhart (Lehrerin, Projektkoordinatorin), Yvan Girard (Schulleiter)

Kontaktperson

Evelyne Brülhart

Bildungsstufe

Orientierungsschule (Sekundarstufe I)

Zielgruppe

Schüler/-innen vom 9. bis 11. Schuljahr

Sprachen

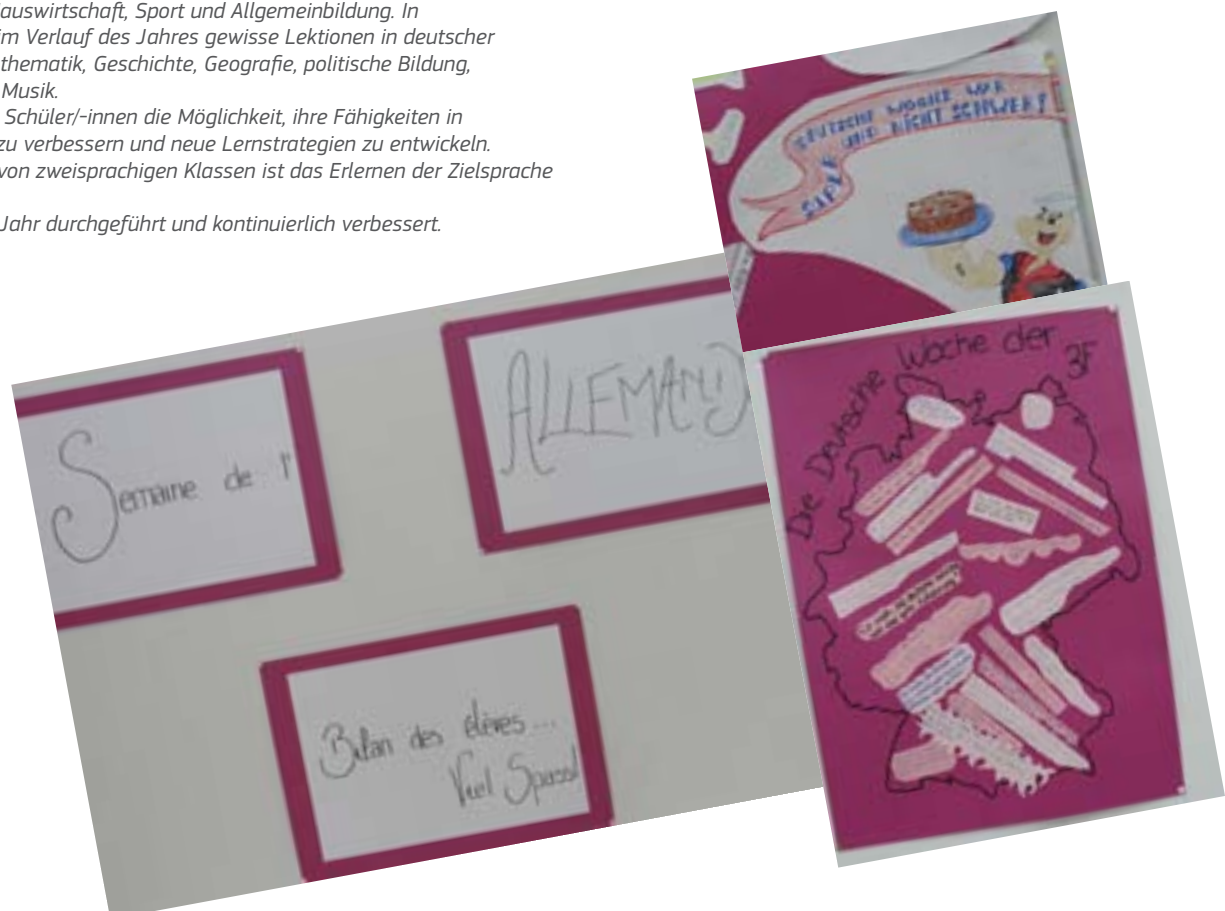
Französisch, Deutsch

Jahr der Auszeichnung

2013

Kommentar zum ausgewählten Projekt

Das Projekt vermittelt den Spracherwerb in mehrsprachigen Klassen. Es bezieht alle Akteure rund um die Schule mit ein, vom Schulleiter über die Köche bis zu den Eltern.



COSO LOS! L'allemand au cœur des projets du cycle d'orientation de Sarine Ouest

fr

COSO LOS! L'ALLEMAND AU CŒUR DES PROJETS DU CYCLE D'ORIENTATION DE SARINE OUEST

Le projet est constitué de 2 parties:

La première partie est la semaine de l'allemand. Organisée une fois par an depuis 2011, elle concerne tous les acteurs de l'école: directeur, adjoints, secrétaires, enseignants, élèves, surveillants, cuisiniers, concierges ou parents. Durant cette semaine, les enseignants dispensent leurs cours en allemand. S'ils ne connaissent pas la langue de Goethe, ils peuvent traiter en français de différents aspects germaniques de la branche. Les élèves n'ont pas l'obligation de s'exprimer en allemand, mais la grande majorité des élèves joue le jeu et a du plaisir à parler allemand dans un autre contexte que le cours de langue. Durant cette semaine, les cuisiniers proposent des spécialités germaniques à la cafétéria de l'école, et des tables où on ne parle qu'allemand sont mises à la disposition des élèves et des enseignants.

S'adressant à tous les acteurs de l'école (580 élèves et 90 adultes), cette semaine de l'allemand permet de participer à un projet commun et crée un dynamisme et une ambiance particulière au sein de l'école en utilisant un même outil, la culture germanophone. L'objectif est de susciter chez les élèves l'envie de poursuivre l'apprentissage de l'allemand et, pour les élèves de 10^e, de les aider à faire un choix lors d'une éventuelle inscription dans une classe bilingue pour l'année suivante.

La deuxième partie du projet consiste en la mise en place de deux classes bilingues de 11^e. Les élèves suivent les cours d'initiation à l'économie, de MITIC, d'arts visuels, d'économie familiale, de sport et de formation générale en allemand durant toute l'année. En outre, des modules en mathématiques, histoire, géographie, éducation à la citoyenneté, sciences et musique sont enseignés pendant l'année.

Ces cours permettent aux élèves d'améliorer leurs capacités dans les différentes compétences et de développer de nouvelles stratégies d'apprentissage.

L'atout majeur des classes bilingues est l'apprentissage de la langue cible par immersion.

Ce projet est reconduit et amélioré chaque année.



Coordination

Cycle d'orientation de Sarine Ouest, Evelyne Brülhart (responsable du projet), Yvan Girard (directeur)

Personne de contact

Evelyne Brülhart

Niveau

Cycle d'orientation, degré secondaire I

Groupe cible

Élèves de la 9^e à la 11^e

Langues

Français, allemand

Année d'obtention du label

2013

Commentaire sur le projet sélectionné

Ce projet est dédié à l'apprentissage des langues en classe multilingue. Il concerne tous les acteurs de l'établissement scolaire.



COSO LOS! GERMAN IN FOCUS IN PROJECTS AT THE SARINE-OUEST LOWER SECONDARY SCHOOL

COSO LOS! IL TEDESCO AL CENTRO DEI PROGETTI DEL CICLO DI ORIENTAMENTO SARINE-OUEST

it

COSO LOS! IL TEDESCO AL CENTRO DEI PROGETTI DEL CICLO DI ORIENTAMENTO SARINE-OUEST

Il progetto si articola in due parti.

La prima parte è costituita dalla settimana della lingua tedesca. Organizzata una volta all'anno dal 2011, coinvolge tutti gli attori della scuola: direttore, vicedirettori, segretarie, insegnanti, allievi, sorveglianti, personale di cucina, bidelli e genitori. Per una settimana i docenti insegnano in tedesco. Se non lo padroneggiano, possono trattare in francese aspetti storici, geografici e culturali del mondo germanofono. Anche se non sono obbligati ad esprimersi nella lingua di Goethe, generalmente gli allievi stanno al gioco e sono contenti di poter parlare tedesco in un contesto diverso da quello dei corsi di lingua. Sull'arco della settimana, la mensa propone specialità culinarie tedesche e mette a disposizione degli allievi e degli insegnanti tavoli riservati a chi parla tedesco.

La settimana del tedesco è destinata a tutti gli attori della scuola (580 allievi e 90 adulti), permette di partecipare a un progetto comune e crea una dinamica e un'atmosfera speciale nella scuola utilizzando come strumento la cultura tedesca. L'obiettivo è di invogliare gli allievi ad approfondire l'apprendimento della lingua di Goethe e aiutare gli allievi del 10° anno a decidere se iscriversi o no a una classe bilingue l'anno successivo.

Nella seconda parte del progetto vengono create due classi bilingui con allievi dell'11° anno. Durante tutto l'anno gli allievi seguono in tedesco i corsi introduttivi di economia, MITIC (media, immagini e tecnologie dell'informazione e della comunicazione), arti visive, economia domestica, sport e formazione generale e alcune ore di matematica, storia, geografia, educazione alla cittadinanza, scienze e musica. I corsi permettono agli allievi di migliorare le proprie competenze e di sviluppare nuove strategie di apprendimento.

Il punto di forza delle classi bilingui è l'apprendimento immersivo del tedesco.

Il progetto viene riproposto e perfezionato anno dopo anno.

Coordinamento

CO Sarine-Ouest, Evelyne Brülhart (responsabile del progetto), Yvan Girard (direttore del CO Sarine-Ouest)

Persona di contatto

Evelyne Brülhart

Settore dell'istruzione

Secondario I

Gruppo target

Allievi dal 9° all'11° anno scolastico

Lingue

Francese, tedesco

Anno del conferimento del premio

2013

Commento sulla selezione

Il progetto promuove l'apprendimento delle lingue in classi plurilingue coinvolgendo tutti gli attori che ruotano attorno alla scuola, dalla direzione al personale di cucina fino ai genitori.



EuRom5 — Reading and understanding 5 romance languages: Portuguese, Spanish, Catalan, Italian and French



EuRom5 is primarily a methodology for the development of multilingual receptive competence in five Romance languages simultaneously: Portuguese, Spanish, Catalan, Italian and French.

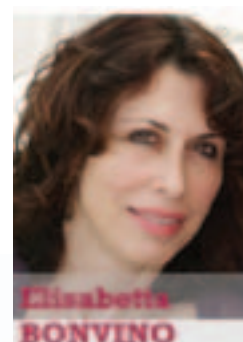
It proposes a process based on an intercomprehension approach, whose main features are the simultaneous approach to languages and the transferability of the process of comprehension between Romance languages and the attention to the characteristics of the reading process.

Among the strengths of the methodology is the learner's autonomy, who gradually builds his/her own system of regularities and correspondences on the Romance languages, thus learning to understand written texts — in a very short time — in the other four languages. All this by utilising the awareness of their similarities that is present in any speaker.

In this way, every learner hones their skills of problem solving, management of the approximation and awareness on L1 and the other target languages. The teacher/tutor has the main function of stimulating readers to recall effective comprehension strategies and encouraging learners to continue reading. The objective is to lead the reader to the comprehension of written texts on issues of a general nature, or regarding his/her specific interests.

EuRom5 is aimed at adult speakers of one of the five languages. At the end of the course, the learner reaches a proficiency level that can vary between B1 and B2 of the Common European Framework of Reference for Languages in the reading ability.

The methodology is supported by an ad hoc manual and a website: www.eurom5.com



Coordinating body

Università degli Studi Roma Tre — Centro Linguistico di Ateneo
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Email: cla@uniroma3.it
Web: <http://www.cla.uniroma3.it>

Contact person

Elisabetta Bonvino

Education Sector

Secondary, University, Tertiary Education, Adult Education

Target group

Adult speakers of one of the five Romance languages involved — Portuguese, Spanish, Catalan, Italian, French — that want to quickly learn to understand the others.

Languages

Portuguese, Spanish, Catalan, Italian, French

Year of the Award

2013

Comment on the selection

From the point of diversification of languages on offer, the EuRom5 method allows the speaker of a Romance language to rapidly develop a good degree of understanding of the other languages of the same family, thus allowing the concrete realisation of a European multilingual and multicultural context, supporting diversity as an alternative to just one language of communication.

EUROMS —
READING AND
UNDERSTANDING
5 ROMANCE
LANGUAGES:
PORTUGUESE,
SPANISH,
CATALAN, ITALIAN
AND FRENCH
EUROMS — LEGGERE
E CAPIRE 5 LINGUE
ROMANZE: PORTOGHESE,
SPAGNOLO, CATALANO,
ITALIANO E FRANCESE



EuRom5

it

EUROMS — LEGGERE E CAPIRE 5 LINGUE ROMANZE: PORTOGHESE, SPAGNOLO, CATALANO, ITALIANO E FRANCESE

EuRom5 è innanzitutto una metodologia per lo sviluppo della competenza ricettiva plurilingue in cinque lingue romanze simultaneamente: portoghese, spagnolo, catalano, italiano e francese.

Vi si propone un percorso sviluppato nell'ottica dell'intercomprensione, i cui punti di forza sono l'approccio simultaneo alle lingue, la trasferibilità del processo di comprensione tra le lingue romanze e l'attenzione alle caratteristiche del processo di lettura.

Tra i punti di forza della metodologia vi è l'autonomia dell'apprendente, il quale gradualmente costruisce un proprio sistema di regolarità e corrispondenze riguardante le lingue romanze, giungendo a capire — in pochissimo tempo — testi scritti nelle altre quattro lingue, sfruttando la consapevolezza delle loro somiglianze che è presente in ciascun parlante.

In tal modo, l'apprendente affina le proprie capacità di problem solving, di gestione dell'approssimazione e di riflessione sulla L1 e le altre lingue target. L'insegnante/tutor ha la funzione principale di stimolare i lettori a richiamare strategie di comprensione efficaci e di incoraggiare gli apprendenti a proseguire nella lettura. EuRom5 si rivolge a parlanti adulti di una delle lingue target, che, alla fine del percorso, raggiungeranno un livello che può variare fra B1 e B2 del quadro comune europeo di riferimento per le lingue nell'abilità di lettura.

La metodologia è supportata da un manuale creato ad hoc e da un sito internet: www.eurom5.com

Coordinatore

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Persona di contatto

Elisabetta Bonvino

Settore dell'istruzione

Scuola secondaria, università, istruzione post-secondaria, educazione degli adulti

Destinatari

Parlanti adulti di una delle cinque lingue neoromanze in questione — portoghese, spagnolo, catalano, italiano e francese — che desiderano imparare velocemente a capire le altre.

Lingue

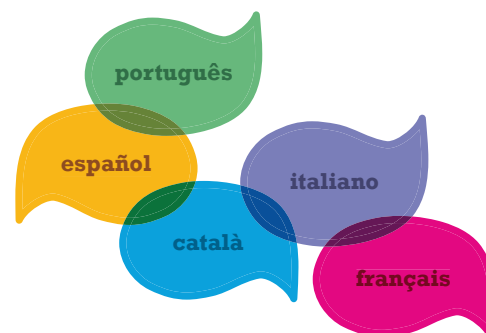
Portoghese, spagnolo, catalano, italiano, francese

Anno del conferimento del premio

2013

Commento sulla selezione

Da un punto di vista della diversificazione dell'offerta linguistica, il metodo EuRom5 permette di sfruttare le affinità tra le lingue neoromanze, mettendo in grado l'apprendente di sviluppare in breve tempo un buon livello di comprensione delle altre lingue della stessa famiglia, permettendo così la realizzazione concreta di un contesto europeo plurilingue e pluriculturale, sostenendo la diversità come alternativa a una sola lingua di comunicazione.



EuRom5

Two-way immersion teaching in Biel/Bienne: Multilingual schooling at the Filière Bilingue (FiBi) state school

Biel/Bienne is Switzerland's largest bilingual town, and therefore offers a unique environment in which to set up a multilingual school from first grade upwards. The Canton of Berne is running a pilot project entitled Filière Bilingue (FiBi) in Biel/Bienne. It began in the 2010/11 school year. The concept for this state school is based on the principle of two-way immersion teaching. Classes are split half and half between French-speaking and German-speaking pupils. The Filière Bilingue also fosters the integration of children — referred to as *allophones* — whose mother tongue is neither of the two teaching languages.

Lessons are equal parts German and French, according to the '50/50' model. This allows language skills to develop not only in response to teaching, but also thanks to contact between pupils during break times or on the way to school. By definition, two-way immersion teaching requires pupils speaking the two target languages to be present in the same classroom, and thus results in a specific teaching approach, i.e. one which introduces multilingualism into the basic and ongoing training for (future) teachers.

Two-way immersion programmes promote the development of bilingualism and biliteracy (i.e. reading and writing in the two target languages), over and above the level required from all pupils in terms of their academic knowledge and intercultural skills (paraphrased from Christian 1994). In other words, the objective of the Filière Bilingue is to spark its pupils' interest in learning languages by allowing them to experience a second language in situations that are as authentic as possible, including successfully studying the full range of school subjects. This naturally involves encouraging and preparing second language learning at an early stage, to foster transfer between the two languages and to develop comprehension and oral skills in the target language as quickly as possible. In a broader educational setting, the project also supports the active learning and acquisition of intercultural skills in a multilingual context.

Coordinating body

Filière Bilingue, Biel/Bienne, Melanie Buser (project coordinator), Doris Bachmann (German principal), Esther Cuendet (French principal), Christine Le Pape Racine (scientific advisory council), Peter Walther (policymaker)

Contact person

Melanie Buser

Education sector

Pre-primary, primary

Target group

Pupils from kindergarten up to second grade

Languages

French, German

Year of the Award

2013

Comment on the selection

This project takes an original approach to teaching language skills in multilingual classrooms. It is very well structured and based on a scientific concept.



TWO-WAY IMMERSION
TEACHING IN BIEL/BIENNE
MULTILINGUAL SCHOOLING
AT THE FILIÈRE BILINGUE
(FIBI) STATE SCHOOL

REZIPROKER
IMMERSIONS-UNTERRICHT IN
BIEL/BIENNE: MEHRSPRACHIGER
UNTERRICHT IN DER FILIÈRE
BILINGUE (FIBI)



de

REZIPROKER IMMERSIONS-UNTERRICHT IN BIEL/BIENNE: MEHRSPRACHIGER UNTERRICHT IN DER FILIÈRE BILINGUE (FIBI)

Als größte zweisprachige Stadt der Schweiz bietet Biel/Bienne einzigartige Voraussetzungen für die Schaffung einer mehrsprachigen Schule, die ab Beginn der obligatorischen Schulzeit besucht werden kann. Auf das Schuljahr 2010/2011 lancierte der Kanton Bern in Biel/Bienne ein Pilotprojekt mit der Bezeichnung Filière Bilingue (FiBi). Das Konzept dieser öffentlichen Schule beruht auf dem Prinzip des reziproken Immersions-Unterrichts: Die Klassen bestehen je zur Hälfte aus französischsprachigen und deutschsprachigen Schüler/-innen. Außerdem fördert das Projekt Filière Bilingue die Integration von sogenannten fremdsprachigen Kindern, d. h. von Schüler/-innen, deren Muttersprache weder Deutsch noch Französisch ist. Der Unterricht wird zu gleichen Teilen auf Deutsch und Französisch erteilt (Modell: „50/50“). Dieses Modell ermöglicht den Erwerb von sprachlichen Kompetenzen, nicht nur im Unterricht, sondern auch dank den Kontakten zwischen den Schüler/-innen in den Pausen und auf dem Schulweg. Der reziproke Immersions-Unterricht ist darauf ausgerichtet, dass Schüler/-innen beider Zielsprachen im gleichen Klassenzimmer unterrichtet werden. Dies erfordert eine besondere Didaktik. Deshalb müssen insbesondere die (künftigen) Lehrpersonen im Rahmen der Grundausbildung und Weiterbildung in der Mehrsprachigkeitsdidaktik geschult werden.

Die Programme für den reziproken Immersions-Unterricht „fördern die Entwicklung der Zweisprachigkeit und der ‚Biliteralität‘ (auf Englisch biliteracy, d. h. die Alphabetisierung in den beiden Zielsprachen) zusätzlich zum erforderlichen Niveau des Schulwissens und der interkulturellen Kompetenzen aller Schülerinnen und Schüler“ (Christian 1994; freie Übersetzung vom Englischen durch M. Buser). Mit anderen Worten ist mit der Filière Bilingue das Ziel verbunden, die Schüler/-innen an das Sprachenlernen heranzuführen, indem sie sich in möglichst authentischen Situationen, einschließlich des erfolgreichen Lernens in allen Fächern, mit einer zweiten Sprache auseinandersetzen. Selbstverständlich setzt dies voraus, dass die Schüler/-innen frühzeitig zum Erlernen der zweiten Sprache ermuntert und entsprechend vorbereitet werden, damit Transfers zwischen den beiden Sprachen gefördert und in der Zielsprache möglichst rasch Kompetenzen in den Bereichen Verständnis und mündlicher Ausdruck entwickelt werden. Im Übrigen besteht die pädagogische Herausforderung darin, den aktiven Prozess des Lernenden zu fördern und in einem mehrsprachigen Umfeld interkulturelle Kompetenzen zu erwerben.

Koordination

Filière Bilingue, Melanie Buser (Projektkoordinatorin), Doris Bachmann (deutsche Schulleiterin), Esther Cuendet (französische Schulleiterin), Christine Le Pape Racine (wissenschaftlicher Beirat), Peter Walther (Abteilungsleiter Schule und Sport)

Kontaktperson

Melanie Buser

Bildungsstufe

Kindergarten und Primarschule

Zielgruppe

Kindergarten bis 2. Primarklasse

Sprachen

Französisch, Deutsch

Jahr der Auszeichnung

2013

Kommentar zum ausgewählten Projekt

Das Projekt setzt auf originelle Weise das Thema Spracherwerb in mehrsprachigen Klassen um. Es ist sehr gut strukturiert und basiert auf einem wissenschaftlichen Konzept.

L'enseignement par immersion réciproque à Biel/Bienne: scolarisation en contexte plurilingue dans l'école publique Filière Bilingue (FiBi)

fr

L'ENSEIGNEMENT PAR IMMERSION RÉCIPROQUE À BIEL/BIENNE: SCOLARISATION EN CONTEXTE PLURILINGUE DANS L'ÉCOLE PUBLIQUE FILIÈRE BILINGUE (FIBI)

En tant que plus grande ville bilingue de Suisse, Biel/Bienne offre des conditions uniques pour la création d'une école plurilingue dès le début de la scolarité. Depuis l'année scolaire 2010/2011, le canton de Berne a lancé le projet pilote intitulé «Filière Bilingue» (FiBi) à Biel/Bienne. Le concept de cette école publique se base sur le principe de l'enseignement par immersion réciproque: les classes sont composées pour moitié d'élèves francophones et germanophones. Par ailleurs, le projet Filière Bilingue privilégie l'intégration d'enfants dits allophones, c'est-à-dire d'enfants dont la langue maternelle est différente des deux langues de scolarisation.

L'enseignement est dispensé à parts égales en allemand et en français (modèle: «50/50»). Ce modèle permet l'acquisition de compétences linguistiques non seulement à travers l'enseignement, mais aussi grâce aux échanges entre les élèves durant les pauses ou sur le chemin de l'école. Par définition, l'enseignement par immersion réciproque vise la présence d'élèves des deux langues cibles dans la même salle de classe, ce qui induit une didactique spécifique, notamment celle du plurilinguisme, à la formation initiale et continue des futurs enseignants.

Les programmes d'immersion réciproque «favorisent le développement du bilinguisme et de la "bi-littératie" (en anglais: biliteracy, c'est-à-dire l'alphabétisation dans les deux langues cibles), en plus du niveau requis des savoirs académiques et des compétences interculturelles de tous les élèves» (Christian, 1994; traduction de l'anglais par Melanie Buser). En d'autres termes, Filière Bilingue a pour but d'éveiller les élèves à l'apprentissage des langues en leur faisant vivre une deuxième langue dans des situations aussi authentiques que possible, y compris la réussite des études dans toutes les matières. Cela implique bien entendu l'encouragement et la préparation d'un apprentissage précoce de la deuxième langue afin de favoriser des transferts entre les deux langues et de développer le plus vite possible des compétences de compréhension et de production orales dans la langue cible. Par ailleurs, l'enjeu pédagogique est de favoriser le processus actif de l'apprenant et d'acquies des compétences interculturelles en contexte plurilingue.

Commentaire sur le projet sélectionné

Inventivité dans la gestion de l'apprentissage des langues en classe multilingue. Le projet est très bien structuré et se fonde sur un concept scientifique.



Coordination

Filière Bilingue, Melanie Buser (coordinatrice de projet), Doris Bachmann (directrice de langue allemande), Esther Cuendet (directrice de langue française), Christine Le Pape Racine (conseil scientifique), Peter Walther (chef de la section école et sport)

Personne de contact

Melanie Buser

Niveau

Écoles maternelle et primaire

Groupe cible

De l'école maternelle à la 2^e année primaire

Langues

Français, allemand

Année d'obtention du label

2013

TWO-WAY IMMERSION
TEACHING IN BIEL/BIENNE
MULTILINGUAL SCHOOLING
AT THE FILIÈRE BILINGUE
(FIBI) STATE SCHOOL
INSEGNAMENTO PER
IMMERSIONE RECIPROCA
A BIENNE: INSEGNAMENTO
PLURILINGUE NELLA «FILIÈRE
BILINGUE» (FIBI)



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INSEGNAMENTO PER IMMERSIONE RECIPROCA A BIENNE: INSEGNAMENTO PLURILINGUE NELLA «FILIÈRE BILINGUE» (FIBI)

Biel/Bienne, la principale città bilingue della Svizzera, offre condizioni quadro uniche per un insegnamento plurilingue sin dai primi anni di scuola. Proprio per questo nell'anno scolastico 2010/2011 il Cantone di Berna vi ha lanciato il progetto pilota Filière Bilingue (FiBi). Il progetto si basa sul principio dell'insegnamento per immersione reciproca: le classi sono composte per metà da allievi francofoni e per metà da allievi germanofoni. La Filière Bilingue privilegia inoltre l'integrazione di allievi allofoni, ossia allievi con lingua madre diversa dal tedesco o dal francese. Le lezioni sono impartite equamente in tedesco e in francese (modello 50/50). Questo modello permette di acquisire competenze linguistiche non solo attraverso l'insegnamento, ma anche attraverso i contatti con i compagni durante le pause o sul tragitto casa-scuola. Per definizione, l'insegnamento per immersione reciproca implica la presenza nella stessa classe di allievi di lingua madre diversa, il che presuppone una didattica specifica — ossia la didattica del plurilinguismo — durante la formazione iniziale e continua dei (futuri) insegnanti.

I programmi di immersione reciproca favoriscono lo sviluppo del bilinguismo e dell'alfabetizzazione bilingue (inglese: biliteracy, ossia l'alfabetizzazione nelle due lingue d'arrivo) oltre che l'acquisizione di conoscenze accademiche e di competenze interculturali (Christian 1994; parafrasato da M. Buser). In altre parole, la Filière Bilingue mira a familiarizzare gli allievi all'apprendimento delle lingue facendo loro vivere la seconda lingua in situazioni per quanto possibile reali (qui è inteso anche il successo scolastico in tutte le materie). Questo implica ovviamente incoraggiare e preparare l'apprendimento precoce della seconda lingua per favorire il passaggio da una lingua all'altra e sviluppare quanto prima competenze di comprensione e di produzione orale nella lingua d'arrivo. L'obiettivo pedagogico è di favorire il processo attivo del discente e permettergli di acquisire competenze interculturali in un contesto plurilingue.

Coordinatore

Filière Bilingue, Biel/Bienne, Melanie Buser (coordinatrice di progetto), Doris Bachmann (direttrice di lingua tedesca), Esther Cuendet (direttrice di lingua francese), Christine Le Pape Racine (consulente scientifica), Peter Walther (responsabile Scuola e sport)

Persona di contatto

Melanie Buser

Settore dell'istruzione

Scuola dell'infanzia, scuola elementare

Gruppo target

Scuola dell'infanzia fino al secondo anno della scuola elementare

Lingue

Tedesco, francese

Anno del conferimento del premio

2013

Commento sulla selezione

Il progetto permette alle classi multilingui di apprendere le lingue in maniera originale, è molto ben strutturato e basato su un concetto scientifico.

The Multicultural Classroom

Griffeen Valley/ An Seomra Ranga Ilteangach

Junior Infants Pilot Scheme

The Junior Infants class (ages 4-5) in Griffeen Valley undertook a full school year completely through Irish. It was a multicultural class, with pupils from France, India, Spain and China. Everything went very well in Irish so it was proposed to apply what was being done through Irish to the learning of other languages.

Singing

The first steps were taken to learn different languages through music and drama. The pupils enjoyed it very much, and had lots of fun making displays at assembly on Fridays.

Next challenge

The next challenge was to add to the previous step. Spring was arriving and it was decided to learn all about it in Spanish, Catalan and German. The best thing was the fact that all these languages were being learned through Irish.

Working together

Teachers and parents established a language team with ICT support: Natalie (German), Liz and Eva (Spanish), Susan (Irish) and Bianca (ICT support). The team decided on a simple vocabulary for the different topics: birds, the sun, trees, flowers, the spring and rainbows.

Result

There was great progress in the class. Pupils were able to put together simple sentences in four different languages. There was a positive atmosphere in the classroom about the new languages that they were learning. The pupils were very proud of what they had learnt. Not only is the classroom multicultural, it is also multilingual.



Coordinating body

Griffeen Valley Educate Together School

Contact person

Susan Nic Réamoinn

Contact details

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Education Sector

Primary

Target group

Primary School Pupils and their Parents

Languages

Irish, Spanish, Catalan, German

Year of the Award

2013

Comment on the selection

It was selected as a good example of a multilingual classroom and of innovation, i.e. using Irish as a medium to learn other languages when it is most common to teach through English in schools in Ireland.

This project combines three EU languages — Irish, Spanish and German — and even though the children were very young, it was obvious that the pupils were acquiring language skills and becoming knowledgeable about the culture of each of the countries concerned. The children are being taught, on a full-time basis, through the medium of Irish. Regular Spanish and German lessons complement the teaching of Irish and the children observed were eager to demonstrate their ability in all three languages! It is a good introduction to language awareness at a young age.

The needs of the very young learners are well catered for through the use of varied resources such as flash cards, songs and puppets. The methodology is very innovative and enjoyable and appropriate for the age group concerned. It is easily adaptable for other learners of all age groups. Very high levels of motivation and enthusiasm were noted during the jury visit.



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AN SEOMRA RANGA ILTEANGACH SCOIL NÁISIÚNTA CHOMHOIDEACHAIS GHLEANN AN GHRIFÍN Scéim Píolótach Naíonáin Bheaga

Bhí rang Naíonáin Bheaga ag tabhairt faoi bhliain scoile go hiomlán as Gaeilge. Rang ilchultúrtha atá ann, le tuismitheoirí ón bhFrainc, ón India, ón Spáinn agus ón tSín. Bhí ag éirí linn sa Ghaeilge - mar sin, céard faoi na teangacha eile?

Amhránaíocht

Thosaíomar ag foghlaim teangacha éagsúla le hamhránaíocht agus drámaíocht. Bhain na páistí an-sult as, agus bhí an-spraoi againn ag déanamh taispeántais ag an tionól ar an Aoine.

An chéad dúshlán eile

Bhí an t-earrach ag teacht agus bheartaíomar foghlaim faoin téama sa Ghearmáinis, i Spáinnis agus i gCatalóinis. An rud is fearr faoi ná go rabhamar ag foghlaim na dteangacha seo trí mhéan na Gaeilge.

Ag obair le chéile

Idir múinteoirí agus tuismitheoirí, chruthaíomar foireann teanga: Natalie (Gearmáinis), Liz agus Eva (Spáinnis), Susan (Gaeilge) agus Bianca (tacaíocht ICT). Shocraíomar ar fhoclóir simplí faoin téama: éan, an ghrian, crann, bláthanna, an t-earrach agus bogha báistí.

Toradh

Bhí dul chun cinn iontach sa rang. Anois tá na páistí in ann abairtí simplí a chur le chéile i gceithre theanga. Tá atmaisféar dearfach sa seomra ranga faoi na teangacha nua atá á foghlaim acu. Tá na páistí an-bhródúil as an méid atá ar eolas acu. Tá seomra ranga ilchultúrtha agus ilteangach againn.

Sonraí teagmhála

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Earnáil Oideachais

Bunscoil

Spriocghrúpa

Daltaí bunscoile agus a dtuismitheoirí

Teangacha

Gaeilge, Spáinnis, Catalóinis, Gearmáinis

Bliain an ghradaim

2013

Tuairim ar an rogha

Roghnaíodh é mar dhea-shampla den seomra ranga ilteangach agus de nuáil, is é sin, an Ghaeilge a úsáid mar mheán chun teangacha eile a fhoghlaim cé gur trí Bhéarla a mhúinteair iad de ghnáth i scoileanna na hÉireann.

Sa tionscadal seo pléitear le trí theanga a labhraítear in AE – an Ghaeilge, an Ghearmáinis agus an Spáinnis. Cé go bhfuil na páistí an-óg ba léir go raibh na daltaí ag sealbhú scileanna teanga agus ag cur eolais ar chultúr na dtíortha atá i gceist. Múinteair na páistí trí Ghaeilge go lánaimseartha. Tugtar ceachtanna Spáinnise agus Gearmáinise dóibh go rialta de bhreis ar an nGaeilge. Bhí fonn mór ar na páistí ar breathnaíodh orthu a gcumas san trí theanga a thaispeáint. Is maith an t-eolas tosaigh é ar fheasacht teanga in aois óg.

Is maith a fhreastalaíonn an tionscadal ar riachtanais na bpáistí fíor-óga tríd an bhfeidhm a bhaintear as acmhainní éagsúla ar a n-áirítear spleach-chartaí, amhráin agus puipéid. Modheolaíocht fhíor-nuálach thaitneamhach í a oireann don aoisghrúpa seo. Is furasta í a chur in oiriúint d'fhoghlaiméirí eile i ngach aoisghrúpa. Tugadh faoi deara le linn cuairt an ghiúiré go raibh díograis agus fonn mór ar na páistí.



Leiria Language Exchange /SPEAK



LLE/SPEAK is a project addressed to foster cultural and linguistic integration, to promote cultural meetings. The Association which implemented the project plays an active role in the fight against social exclusion of immigrants. The participants in the project provided the answer to the identified needs. They learned

and shared languages and cultures, taking a tolerant attitude to their homes, their families and friends. The languages involved were: Portuguese, English, Spanish, German, French, Polish, Russian, Chinese and Mandarin. The language courses for adults and for children were tutored by native speakers. The methodology was based on a functional approach. All pedagogic materials have been developed by the tutors, namely online tutoring. The project was monitored by the tutors; the results achieved have been assessed as well as the impact. The project was first implemented in Leiria, a city in the centre of Portugal and is already being implemented in Lisbon and outside Portugal, in Dublin. The dissemination and marketing campaign has been carefully planned: newspaper articles; radio programmes; leaflets; Internet; and social networks.



Coordinating body

Associação Fazer Avançar

Contact people

Maria Otília Gaspar Aguiar/Raúl Testa

Education Sector

Adult Education (Main Educational Sector)
Primary (Additional educational Sector)

Target group

Immigrant Adults and Children

Languages

English, French, German, Portuguese, Spanish, Polish, Russian, Chinese Mandarin

Year of the Award

2012

Comment on the selection

The project meets all the required rules of the contest bringing an added value to a diversified offer of languages to be taught, addressing a target group also diversified but with a common feature: being immigrants makes them simultaneously a very rich and diverse group regarding their cultural and linguistic backgrounds but all of them needing the necessary back up as far as integration is concerned. Besides what was said, the 2012 European Priority: Multilingual classrooms has been fully accomplished in this project.



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LEIRIA LANGUAGE EXCHANGE/SPEAK

LLE/SPEAK é um projeto que visa promover a integração cultural e linguística, e facilitar encontros culturais. A associação que implementou o projeto desempenha um papel ativo na luta contra a exclusão social dos imigrantes. Os participantes do projeto deram resposta às necessidades identificadas. Aprenderam e compartilharam línguas e culturas, levando uma atitude tolerante para as suas casas, famílias e amigos. Os idiomas envolvidos foram: português, inglês, espanhol, alemão, francês, polaco, russo e mandarim. Os cursos de línguas para adultos e crianças foram orientados por tutores/falantes nativos. A metodologia foi baseada numa abordagem funcional. Todo o material pedagógico foi desenvolvido por professores; nomeadamente, por tutoria on-line. O projeto foi monitorizado por professores; os resultados obtidos foram avaliados, assim como o impacto. O projeto foi implementado pela primeira vez em Leiria, uma cidade no centro de Portugal e já está a ser implementado em Lisboa e fora de Portugal, em Dublin. A campanha de divulgação e marketing foi cuidadosamente planeada: artigos de jornal, programas de rádio, folhetos, Internet e redes sociais.

Entidade Coordenadora

Associação Fazer Avançar

Pessoas de Contacto

Maria Otlia Gaspar Aguiar/Raúl Testa

Setor de Educação

Educação de Adultos
Ensino Básico

Grupo-alvo

Adultos e crianças imigrantes

Línguas

Alemão, inglês, francês, português, espanhol, polaco, russo, mandarim

Ano do Prémio

2012

Comentário sobre a seleção

Projeto de grande qualidade, de dimensão europeia muito abrangente, de fácil transferibilidade e com grande impacto nas aprendizagens das línguas estrangeiras. O projeto responde aos requisitos do Regulamento com grande qualidade. Também corresponde a uma das prioridades europeias: a aula multilingue.



Nørrebro Multilingual Library

The multilingual library of Copenhagen's neighbourhood Nørrebro is awarded the European Language Label 2013 for several years of persistent efforts to engage their bilingual and multilingual users in the world of books and to help develop their language skills.

The library in the Copenhagen neighbourhood is the first municipal institution to receive the European Language Label. The library is the third most visited in Copenhagen. It is located in a disadvantaged neighbourhood, and it has a diverse range of users. The library staff put a lot of work into missions outside the library as well, reaching out to the inhabitants offering among other things reading aloud for families with small children and also reading groups for ethnic minority women in the district's disadvantaged areas.

Through various initiatives the library staff put a dedicated effort into raising awareness of the Danish language and reading in a particularly challenged neighbourhood. In an exemplary way, they made persistent and well-documented efforts to engage their bilingual and multilingual users into the world of language and books, and the energy put into the project by the library staff is particularly important in relation to the integration of bilingual and multilingual people in Danish society and the educational sector. The former Minister of Science, Innovation and Higher Education, Morten Østergaard, visited the library and presented the award to the proud award winners.

Coordinating body

Nørrebro Bibliotek

Contact person

Nørrebro Bibliotek (bibnoe@kff.kk.dk)

Education Sector

Education in the public sector

Target group

All levels of education

Languages

Danish and others

Year of the Award

2013

Comment on the selection

A public library in the Copenhagen neighbourhood Nørrebro contributes to the multilingual classrooms and supplements language learning and training by engaging the users in the world of books.





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DET FLERSPROGEDE BIBLIOTEK PÅ NØRREBRO

Nørrebros flersprogede bibliotek modtager den europæiske sprogpris 2013 for flere års vedholdende arbejde med at engagere deres to- og flersprogede brugere i bøgernes verden for at udvikle deres sproglige kompetencer.

Biblioteket i den københavnske bydel er den første kommunale institution, der modtager den europæiske sprogpris, og biblioteket er det tredje mest besøgte i København. Med sin placering på ydre Nørrebro har det en mangfoldighed af brugere. De ansattes arbejde foregår derfor også uden for biblioteket som opsøgende tilbud om blandt andet højtlesning for småbørnsfamilier og læsegrupper for etniske minoritetskvinder i bydelens udsatte boligområder.

Gennem forskellige initiativer arbejder bibliotekets ansatte målrettet for at udbrede kendskabet til dansk og læsning i et særligt udfordret område. På forbilledlig vis har de gjort en bredspektret, vedholdende og veldokumenteret indsats for at engagere deres to- og flersprogede brugere i sproget og bøgernes verden, og medarbejdernes store indsats er særdeles vigtig i forhold til at integrere to- og flersprogede i det danske samfund og uddannelsessystem.

Den tidligere minister for forskning, innovation og videregående uddannelser, Morten Østergaard, besøgte biblioteket og overrakte prisen til de stolte modtagere.

Koordinator

Nørrebro Bibliotek

Kontaktperson

Nørrebro Bibliotek (bibnoe@kff.kk.dk)

Uddannelsesområde

Uddannelse i den offentlige sektor

Målgruppe

Alle uddannelsesniveauer

Sprog

Dansk og andre sprog

År for prismodtagelse

2013

Kommentar om udpegning af vinderprojektet

Nørrebro Bibliotek bidrager til det flersprogede klasseværelse og supplerer den sproglige indlæring ved at engagere flersprogede brugere i bøgernes verden.



What a Joy to Learn Languages and Cultures

Nepenmäki School is a primary school with 350 pupils. It consists of mainstream classes, a pre-school class, special education classes, and hospital education.

Nepenmäki lies in a very culturally and linguistically homogeneous part of Finland, which creates challenges for multicultural education. Therefore, a very holistic approach to develop multicultural education and encourage language learning was devised. Since the beginning of the programme, excellent results have been reached. In a nutshell, this is what we did.

Trick 1: *Have pupils interact in authentic international environments via ICT*

ENO (Environment Online) is a network for sustainable development in schools, with a focus on internationalisation and cultural sustainability. There are over 10 000 schools in 157 countries taking part in this programme, with Nepenmäki being a base partner school. With the use of ICT, learning can be made more enjoyable, encouraging and culturally oriented: Finnish students meet their peers by using live connections.

Trick 2: *Liaise with universities*

Cooperation with universities pays off. For instance, in 2013, all the classes at Nepenmäki had guests from a number of different countries.

Trick 3: (the mother of all tricks) *Get the whole school and administration involved in developing language learning activities*

Good language learning motivation is supported by a sound and predictable languages syllabus, and a learning path a pupil can follow from lower grades to secondary education. Work together with other schools in the area, and have a permanent selection of languages on offer. Make languages a visible part of school culture by organising theme weeks and events. Encourage cooperation between different subject teachers, pupils, their parents, and the community at large.

Contact person

Principal Jyrki Huusko (jyrki.huusko@jns.fi)
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80230 Joensuu, Finland

Education Sector

Primary

Target group

Primary school pupils, language teaching

Languages

German, French, Russian

Year of the Award

2013

Comment on the selection

With this sort of holistic approach, language learning has gained momentum. As the graph on page 195 shows in the case of Nepenmäki, over the past eight years the number of pupils taking voluntary languages has tripled (green curve), while the number of those taking no voluntary languages (purple curve) has decreased by one third. Visionary work pays off!





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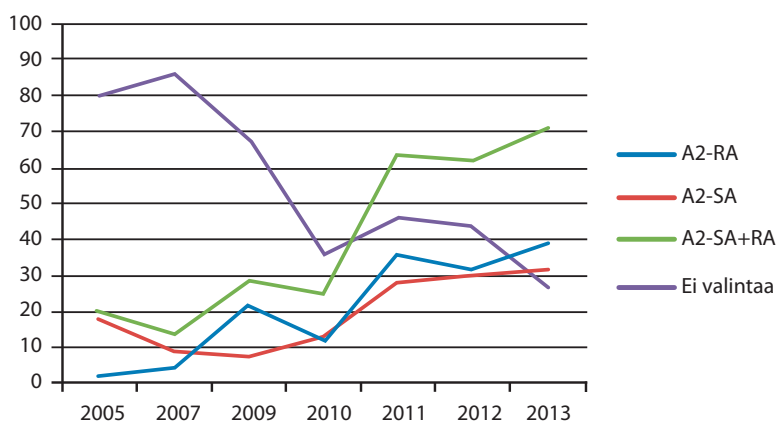
ILO OPPIA KIELIÄ JA KULTTUURIA

Nepenmäen koulu on 350 oppilaan alakoulu, jossa tarjotaan esiopetusta, luokkamutoista erityisopetusta (sos-emot) sekä sairaalaopetusta vuosiluokilla 1–9. Nepenmäen koulu on kieliympäristöltään varsin homogeeninen, mikä luo haasteita monikulttuurisuuskasvatukselle. Tarvitaan suunnitelmallisuutta ja yhteistyötä, jotta monikielisyttä voidaan toteuttaa. Seuraavassa kiteytettynä pääperiaatteet, joilla on saatu hyviä tuloksia:

Temppu 1: Hyödynnä autenttisia kansainvälisiä ympäristöjä sekä tieto- ja viestintäteknologiaa Opetustilanteiden monipuolistaja ja mahdollistaja on kansainvälinen ENO-verkkokoulu, jonka kummikoulu Nepenmäen koulu on. ENO-verkkokoulu on kestävän kehityksen verkosto, jonka keskeisenä tavoitteena on kansainvälisyys ja kulttuurinen kestävyys. Verkostossa on mukana eri puolilta maailmaa yli 10 000 koulua yhteensä 157 maasta. Toimintamalleina opiskelutilanteissa on saatu suomalaiset oppilaat live-yhteyteen ikätovereidensa kanssa käyttäen opettelemaansa kieltä.

Temppu 2: Toimi yhteistyössä paikallisten korkea-asteen oppilaitosten kanssa Yhteistyö korkea-asteen oppilaitosten kanssa kannattaa. Esimerkiksi 2013 kaikki luokat saivat kansainvälisiä vieraita useasta eri maasta.

Temppu 3: (se kaikkein tärkein) Osallista koko koulu ja hallinto monikieliseksi Työskentelyn lähtökohtana on kokonaisvaltaisuus. Kielivalintapolusta tulee huolehtia alueen muiden oppilaitosten kanssa, mutta arkipäivässä monikielisyys ja kulttuurinäkökulma näkyvät henkilöstön, oppilaiden, vanhempien ja sidosryhmien yhteistyönä. Koulu osallistuu paljon erilaisiin teemaviikkoihin ja tapahtumiin.



Kontaktihenkilö

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Koulutusala

peruskoulu

Kohderyhmä

peruskoulun oppilaat, kieltenopetus

Kielet

saksa, ranska, venäjä

Palkinnon vuosi

2013

Kommentti palkinnon saannin perusteista

Kokonaisvaltaisella suunnittelulla ja toteutuksella kieltenopetus saa uutta vipuvoimaa. Kuten kuviosta 1 näkyy, Nepenmäellä on viimeisten kahdeksan vuoden aikana pystytty kolminkertaistamaan kielivalinnat. Samassa ajassa niiden määrä, jotka eivät opiskele vapaaehtoisia kieliä, on vähentynyt kolmanneksella. Päämäärätietoinen työ kannattaa!

Ollis große Hollandreise/ Olli's great Holland journey

'Ollis große Hollandreise' is a unique project that targets learners with low language skills in the first classes of preparatory secondary vocational education. The participating students, aged between 12 and 14, have only had German for a couple of months, sometimes even weeks. With Olli, the students gain easy access to the German language and culture. They relate to topics typical for their age group. Thanks to the playful approach to speaking and writing in German with little attention for grammatical correctness, the students gain confidence in their abilities in this new language. In the two weeks that Olli stays at their school, the target language is the language of instruction.

The puppet Olli is from Germany and wants to get to know the Netherlands. On his trip through Holland, he visits 14 schools each year. He stays at each school for two weeks before continuing his journey to the next school. The students show him their world by preparing assignments. On Olli's Facebook page, the students post his experiences at their school together with videos or photographs. Once Olli has left, students can continue tracking him via his Facebook page.

As well in form (social media project) as in content (the assignments), this project relates to the experiences of the students. The students use different skills of the German language in communication at A1 and A2 levels of the CEFR. While using the language, they learn about Germany and the German culture and reflect on their own environment.

The project 'Ollis große Hollandreise' consists of the puppet Olli and his suitcase with necessities, assignments and worksheets to use in the lessons for the students, and a teacher guide. An evaluation form to be filled in completes the project.

Comment on the selection

This project aims to enhance the language skills of the students in the first classes of preparatory secondary vocational education. The project makes use of social media in a very innovative way. The use of Facebook is linked to very concrete subjects, like the suitcase and the travelling toothbrush of Olli. The judges are impressed by the lasting effect of the target language as language of instruction. The project makes the students very enthusiastic. Due to the fact that all students can learn German thanks to the accessible nature of this project, and the target language is the language of instruction in all lessons, the students can communicate with each other in multiple languages.



Coordinating body

Duitsland Instituut Amsterdam

Contact people

Kerstin Hämmerling, Florianne van Hasselt

Education Sector

Secondary

Target group

Students

Language

German

Year of the Award

2013





nl

OLLIS GROBE HOLLANDREISE

„Ollis große Hollandreise“ richt zich specifiek op taalzwakke leerlingen: de doelgroep is VMBO-onderbouw Duits. Als leerlingen met dit project aan de slag gaan, hebben ze pas enkele maanden Duits geleerd. Ze maken op een laagdrempelige manier kennis met de Duitse taal en cultuur, die aansluit bij hun belevingswereld. Door niet te hameren op de grammaticale correctheid van spraak en schrift, maar door op een speelse manier aan de slag te gaan met het durven schrijven en spreken in een vreemde taal krijgen leerlingen vertrouwen in hun eigen kunnen. In de twee weken dat Olli op een school verblijft, geldt het principe doeltaal = voertaal.

De pop Olli komt uit Duitsland en wil Nederland leren kennen. Op zijn „Hollandreise“ bezoekt hij per schooljaar veertien Nederlandse scholen. Hij blijft twee weken op school en vertrekt dan weer naar de volgende school. Aan de hand van uitgewerkte opdrachten laten de leerlingen hem hun wereld zien. Op de Facebook-pagina van Olli vertellen leerlingen na iedere opdracht namens Olli in het Duits wat hij heeft beleefd en plaatsen daar een foto bij. Na zijn vertrek kunnen leerlingen hem via zijn Facebook-pagina volgen.

Zowel qua vorm (social media project) als in de inhoud (de opdrachten) sluit het project aan bij de belevingswereld van VMBO-leerlingen in de onderbouw. De leerlingen verrichten communicatieve handelingen op het niveau A1 en A2 van het Europees Referentiekader. Ze maken daarbij ook kennis met Landeskunde en leren reflecteren op hun eigen omgeving en leefwereld. Daarbij komen alle vaardigheden aan bod.

Het project „Ollis große Hollandreise“ komt compleet met de pop Olli en zijn koffer en benodigdheden, een lespakket met werkbladen en een docentenhandleiding met planningsformulier voor de opdrachtenverdeling. Een evaluatieformulier voor docenten en leerlingen wordt als onderdeel van het project ingevuld en aan het DIA gestuurd.

Coördinerende instantie

Duitsland Instituut Amsterdam

Contactpersonen

Kerstin Hämmerling, Florianne van Hasselt

Onderwijssector

Voortgezet onderwijs

Doelgroep

Leerlingen

Talen

Duits

Jaar van uitreiking

2013

Opmerking over de selectie

Dit project richt zich op het versterken van de taalvaardigheid Duits in de onderbouw van het VMBO en maakt op een innoverende manier gebruik van sociale media. Het gebruik van Facebook wordt gekoppeld aan hele concrete en tastbare zaken, zoals het koffertje en de tandenborstel van de rondreizende hoofdpersoon. De jury is onder de indruk van het blijvende effect van doeltaal = voertaal. Het project heeft een groot enthousiasmerend effect. Daarnaast sluit dit project goed aan bij de Europese prioriteit uit 2013, namelijk „meertalige klassen“. Doordat iedereen op deze laagdrempelige manier Duits kan leren en het concept doeltaal = voertaal wordt gehanteerd, kunnen de leerlingen in meerdere talen met elkaar communiceren.

Promoting academic multilingualism

FREMD SPRACHEN ZENTRUM

der Hochschulen im
Land Bremen



The Higher Education Institutions in the State of Bremen have established a Centre of Foreign Languages: a unique concept for promoting intercultural language skills.

In the awarded project, the potential of multilingual students with a migrant background is used as a basis to develop further academic

language skills and thus the ability to utilise the improved competencies as a resource for further studies and a professional career.

The project promotes the development of academic language skills in the respective native language of the students. So far, the project supports Turkish, Russian, Polish, and Kurdish as well as German as second language, and English.

The learning concept combines an innovative approach with innovative methods: the different learning groups are brought together aiming to improve multilingualism as well as intercultural competencies.

The Language Centre offers courses on oral and written communication as well as on thematic project work. A tutoring system and the systematic use of the electronic language portfolio EPOS complements the coursework and enables the students to reflect on and evaluate their learning progress.

Coordinating body

Centre of Foreign Languages in the German State of Bremen

Contact person

Dr Bärbel Kühn

Education Sector

University, Tertiary Education

Target group

Students with a migrant background

Languages

Turkish, Russian, Polish, Kurdish, German as second language, English

Year of the Award

2013



Comment on the selection

The jury of experts was impressed by the initiative's firm roots in the State of Bremen and its integration into a variety of regional, national, and international cooperations and networks. The methodological innovations and the wide range of topics provide an excellent transferability of this project and thus the basis for further development.

The jury especially valued the initiative's focus on the linguistic and cultural background of the students. The project uses the potential of multilingualism to develop the linguistic and intercultural competencies of the participants.



de

AKADEMISCHE MEHRSPRACHIGKEIT FÖRDERN!

Das Fremdsprachenzentrum der Hochschulen im Land Bremen fördert in diesem Projekt gezielt „akademische“ Sprachfertigkeiten.

Die migrationsbedingte Mehrsprachigkeit von Studierenden wird in dem nachhaltig angelegten Projekt als Potenzial genutzt und speziell in ihren akademischen Registern so ausgebaut, dass die verbesserten Kompetenzen als Ressource für Studium und Beruf genutzt werden können.

Gefördert werden die akademischen Register sowohl in den Familiensprachen (Türkisch, Russisch, Polnisch und auf studentische Initiative hin nun auch Kurdisch) als auch in Deutsch als Zweitsprache und im Englischen.

Dies geschieht innerhalb eines integrativen Konzepts und mit innovativen Methoden, so dass die verschiedenen Lerngruppen derart zusammengeführt werden, dass sie alle in ihrer Mehrsprachigkeit und ihren interkulturellen Kompetenzen gestärkt werden.

Das Kursangebot des Projekts umfasst Veranstaltungen zu mündlicher und schriftlicher Fachkommunikation sowie zu thematischer Projektarbeit. Ergänzt werden diese Lehrangebote durch ein Tutorenprogramm sowie die systematische Nutzung des elektronischen europäischen Sprachenportfolios EPOS. So besteht auch die Möglichkeit, den eigenen Kompetenzzuwachs in mehreren Sprachen sukzessive zu reflektieren und zu bewerten.



Koordinierende Einrichtung

Fremdsprachenzentrum der Hochschulen im Land Bremen

Kontaktperson

Dr. Bärbel Kühn

Bildungssektor

Hochschulbildung, Tertiärer Bildungsbereich

Zielgruppe

Studierende mit Migrationshintergrund

Sprachen

Türkisch, Russisch, Polnisch, Kurdisch, Deutsch als Zweitsprache, Englisch

Jahr der Auszeichnung

2013

Begründung der Auswahlentscheidung

Dieses Projekt überzeugte die Jury durch seine starke Verankerung im Land Bremen sowie seine Einbindung in vielfältige regionale, nationale und internationale Kooperationen und Netzwerke. Durch die methodischen Innovationen und die gleichzeitige thematische Offenheit ist eine ausgezeichnete Übertragbarkeit des Projekts ebenso gegeben wie die Möglichkeit der nachhaltigen Weiterentwicklung und des Ausbaus. Die biografie- und migrationsbedingte Mehrsprachigkeit von Lernenden und Lehrenden wird in dieser Perspektive als wichtige Ressource verstanden, deren bewusste Nutzung es ermöglicht, sowohl die sprachlichen als auch die interkulturellen Kompetenzen zu erhöhen.

Teaching and learning Estonian in the multinational Skype company



Skype is an international company. More than 80 foreigners from 39 countries work in the Tallinn office. Although the Estonian language is not the working language

in the company, since 2005 Skype has offered its employees the possibility to participate in Estonian language courses in their own workplaces. People actively use this opportunity and over the years learning the Estonian language in Skype's Tallinn office has become very popular. Learning the local language helps employees with various cultural backgrounds to better integrate in the international team and in the Estonian society. Skype is a positive example of a multicultural company that creates good opportunities for the development of its personnel.

Coordinating body

Skype Technologies OÜ

Contact person

Leelia Rohumaa (Leelia.Rohumaa@skype.net)

Education Sector

Adult Education

Target group

Company staff

Languages

Estonian

Year of the Award

2013

Comment on the selection

The project is a wonderful idea supported with technology and a genuine multicultural classroom.





TEACHING AND
LEARNING
ESTONIAN
IN THE
MULTINATIONAL
SKYPE COMPANY
EESTI KEELE ÕPPIMISE
VÕIMALUSTE
PAKKUMINE OMA
EESTISSE TÖÖLE
TULNUD TÖÖTAJATELE

et

EESTI KEELE ÕPPIMISE VÕIMALUSTE PAKKUMINE OMA EESTISSE TÖÖLE TULNUD TÖÖTAJATELE

Skype on rahvusvaheline ettevõtte. Tallinna kontoris töötab üle 80 välismaalase, kes on 39 rahvusest. Kuigi töökeel ettevõttes ei ole eesti keel, on tööandja alates 2005. aastast järjepidevalt pakkunud oma töötajatele võimalust töökohas eesti keele kursustel osaleda. Töötajad kasutavad antud võimalust aktiivselt ja aastatega on eesti keele õppimine Skype'i Tallinna kontoris saanud väga populaarseks. Kohaliku keele õppes osalemine aitab erineva kultuurilise taustaga töötajatel integreeruda rahvusvahelisse kollektiivi ning samuti Eesti ühiskonda. Skype on multikultuurse ettevõtte positiivne näide, luues head võimalused töötajate arenguks.

Projekti koordinaator

Skype Technologies OÜ

Kontaktisik

Leelia Rohumaa (Leelia.Rohumaa@skype.net)

Hariduse valdkond

Täiskasvanuharidus

Sihtgrupp

Skype OÜ töötajad

Keeled

Eesti keel

Tunnustatud

2013

Valiku põhjendus

Hea projekti idee kooskõlas tehnoloogia ja tõelise multikultuurilise klassiruumiga!

Tiny Signers

The European project aiming to teach sign language for communication with babies and toddlers, entitled 'Tiny Signers', is a two-year European project co-funded by the Comenius sub-programme of the LLP of the EU, and coordinated by the Ljubljana School for the Deaf (Zavod za gluhe in naglušne Ljubljana). Its main aim is to create possibilities for communication among the deaf, hard of hearing and hearing children in their very early childhood, as well as their parents and teachers, thus bridging the gap currently existing in most European countries. An innovative method which has been transferred from the United Kingdom to other language and cultural environments addresses the modification of our current perception of sign language, while creating new forms for connecting and interacting among the deaf and the hearing, as well as contributing to the provision of an inclusive environment characterised by an enhanced and improved quality of communication (<http://www.tinysigners.eu>).

Coordinating body

Ljubljana School for the Deaf (Zavod za gluhe in naglušne Ljubljana)

Contact person

Živa Ribičič (info@zgnl.si)

Education Sector

Pre-school education

Target group

Babies and children under two years of age, future pre-school education teachers, experts, parents

Languages

English, German, Lithuanian, Slovenian, English, Austrian, Lithuanian, Slovenian sign language

Year of the Award

2012

Comment on the selection

From a linguistic point of view, the project is characterised by the integration of four national and four sign languages from participating countries; i.e. Slovenia, the United Kingdom, Austria and Lithuania. The innovation behind the project is reflected in the possibility for communication with the help of advanced technologies; we developed e-learning materials in all target languages, as well as a Moodle classroom for distance learning. Furthermore, the project also complies with the priorities of multi-language classes, since it is underpinned by the principle of co-habitation of eight European cultures and languages. The project introduces an innovative and professionally tested and supported method of sign language communication in the earliest childhood in a structured and well-thought manner, while offering further possibilities for upgrades and adjustments to other groups of persons with special needs.

The image shows a screenshot of the 'Tiny Signers' project website. The page has a red background with a large white archway. Inside the archway, there is a photo of a young girl's face. The text on the page is in Slovenian and includes the project title 'Tiny Signers', the European Union logo, and various sections of text describing the project's goals and objectives. The text is partially obscured by the archway and the girl's face.



sl

TINY SIGNERS

Evropski projekt učenja znakovnega sporazumevanja z malčki z naslovom „Tiny signers“ je dvoletni evropski projekt, ki je bil sofinanciran v okviru programa Vseživljenjsko učenje, podprograma Comenius, in je potekal v koordinaciji Zavoda za gluhe in naglušne Ljubljana. Njegov glavni namen je ustvariti možnost za komuniciranje med gluhi, naglušni in sliščimi otroki v zelo zgodnjem otroštvu, njihovimi starši in vzgojitelji, ter tako premostiti razkorak, ki obstaja na tem področju v večini evropskih držav. Inovativna metoda, ki je bila v druga jezikovna in kulturna okolja prenesena iz Velike Britanije, posega na področje spreminjanja dosedanjega pogleda na znakovni jezik in ustvarja nove načine povezovanja in interakcije med gluhi in sliščimi ter prispeva k zagotavljanju inkluzivnega okolja, v katerem bi se vsi laže in bolj kakovostno sporazumevali (<http://www.tinysigners.eu>).

Koordinator

Zavod za gluhe in naglušne Ljubljana

Kontaktna oseba

Živa Ribičič (info@zgnl.si)

Področje izobraževanja

Predšolska vzgoja

Ciljna skupina

Dojenčki in otroci, mlajši od dveh let, bodoči vzgojitelji v programu predšolske vzgoje, strokovnjaki, starši

Jeziki

Angleški, nemški, litovski, slovenski jezik in angleški, avstrijski, litovski in slovenski znakovni jezik

Leto prejema priznanja

2012

Komentar k izbranemu projektu

Projekt z jezikovnega vidika odlikuje vključevanje štirih nacionalnih in štirih znakovnih jezikov sodelujočih držav, to so Slovenija, Velika Britanija, Avstrija in Litva. Inovativnost projekta se odraža v ustvarjanju možnosti za sporazumevanje z uporabo sodobnih tehnologij, razvita sta bila namreč elektronsko gradivo v vseh ciljnih jezikih kakor tudi učilnica Moodle za učenje na daljavo, poleg tega pa je projekt skladen tudi s prioriteto večjezičnih razredov, saj je njegovo vodilo ravno sobivanje osmih evropskih jezikov in kultur. Projekt tako v slovenski nacionalni prostor na strukturiran in domišljen način vnaša novo in strokovno preverjeno ter utemeljeno metodo znakovnega sporazumevanja v najzgodnejšem obdobju in v nadaljevanju nudi tudi možnosti nadgradnje in prilagoditve za druge osebe s posebnimi potrebami.

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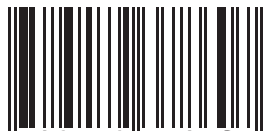
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