



Nellip

Network of European Language Labelled Initiatives and Projects



EXAMPLES OF BEST PRACTICE IN PROJECTS THAT WERE AWARDED THE EUROPEAN LANGUAGE LABEL

SPAIN



Education and Culture DG

Lifelong Learning Programme

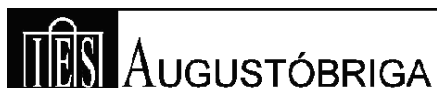
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Best Practice in Higher Education, Spain

Promoting of multilingualism via language teaching (French):

Le Tour De France en 21 unités



Recently, the map of the Spanish population has changed considerably due to the amount of immigrants that have arrived to the Iberian Peninsula in the last decade. Using the Le Tour De France as the topic, in this Southern Spanish secondary school, where Moroccan immigration has greatly characterized the community, a group of teachers aimed to help newly arrived students coming from North Africa to integrate in the social, educational context.

In this sense, a specific programme was developed to involved the students in a global and common project to learn French through sport and other related cultural backgrounds. The main goal was to create a bond between the Moroccan students' mother tongue and the Spanish Language throughout another foreign language, French.

Maps were created to follow the stages of the Tour to learn about geography, monuments, cultural curiosities, traditions and food. All this was carried out through the use of ICT and The Electronic European Portfolio (e-PEL).

In general terms, this cross-curricular project illustrates how to exploit a cultural topic for the teaching/learning of languages, which serve as motivation enhancer for teachers and students.

The target group was students of Secondary Education. Usually, the teaching and educational community tries to enhance immigrants foreign languages to ease integration, but for this time, were the immigrants students the ones who shared not only their mother tongue but also their cultural background as a way to integrate in their community and help others learn with their background.

The "Le Tour de France in 21 unités" project was selected as a Spanish Best Practice mainly because:

- The lack of multicultural projects in a new multicultural society
- The need of breaking cultural barriers from a formal education context
- The needs of getting foreign students involved to promote their mother tongue and culture.
- Provides creative and innovative topics to make language classes more appealing.

Promote the utilization of ICTs to sponsor integration and multiculturalism.

Project coordinator

María Angeles Fraiz Barreiro

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<http://iesaugustobriga.juntaextremadura.net/>

<http://frances-augustobriga.blogspot.com.es/>

Project Duration

Number of years: 2

From 01/09 /2010 to 30 /06/2011



Picture 1: The project coordinator at the award ceremony

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Best Practice in Vocational Education and Training, Spain

Taste of the Language

The Four-day conference carefully planned in which some of the students who attend lessons at the school fulfil the chosen tasks by giving lecturers or running workshops. Other pupils had previously been the creators of the posters, bookmarks, pictures and tokens to be given away.

Students from two other schools: the hotel management school and the nearby language school joined this short course by showing their skills as well. On the opening day, aperitifs, dishes and desserts from all over the world are also prepared by the learners. The 2011 conference was inaugurated by the General Director of Education, one of the town councillors and the school principal. After the speeches, all the attendees could enjoy two different though equally interesting talks: the first one brought the public the presentation of a wine book written in Spanish and English with a fine pedagogic concern; the second one, a live cooking lesson by one of the most renowned chefs in the Community of La Rioja. Both activities intertwined English and Spanish. At the same time these activities were taking place, the school's French assistant was giving a talk about wines and wineries in our neighbouring country, France.

Three more days were still to come: the second one entirely devoted to all the students who thoroughly had prepared their talks in the language chosen months before. The third day saw our colleague teachers from the other schools in the area, all of them learning about wine growing, appreciating the culture within, and strengthening ties with one another.

Finally, the twinning between a language school set in the Community of Aragón and our school came into being. Two days were needed for this event: one in our area and the second one in theirs, in the month of November. Learners from both schools could travel to the adjacent region, savour traditional dishes, socialize and be aware of the importance mutual understanding has.

Open to all citizens, the school gathers whole families, relatives, friends, members of the community, the local media, members of the Town Hall and the local Government as well as the majority of our students, who clearly see this conference as their own, taking great care in all details and feeling responsible for results acquired.

Year:2011

Project coordinator

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EL FUERO DE LOGROÑO OFFICIAL LANGUAGE SCHOOL

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Target Language:

ENGLISH-FRENCH-SPANISH with shades in Portuguese, Italian, Romanian and Bable (minority language spoken in Asturias, north of Spain) Any language the students wish to use.

Educational Sector:

Higher Education, Adult Education
Vocational Education and Training,
Transversal

Web site

<http://eoilogrono.edurioja.org/>



http://nellip.pixel-online.org/CS_scheda.php?art_id=163&tla=&sec=&cou=30&yea=

Best Practice in Adult Education, Spain

Taste E-tridem.net. Intercambios interculturales en entornos virtuales.



The main objective of the project has been to design, develop and evaluate an innovative course concept for learning two foreign languages through communicative tasks on cultural issues in virtual environments. The aim is to improve the students' communicative competence in two foreign languages, empowering their communication skills in English, German and Spanish as well as their sociocultural knowledge and intercultural awareness, fostering debate on intercultural language learning, and improving the students' and teachers' use of ICT.

This project began with the creation of an online learning platform (www.e-tridem.net/moodle), the main axis of the course, where users can find the tasks and the guidelines for participation, can get in contact with participants, learn about the latest news, etc.

From the basic principle of collaboration in small **trinational** groups, several groups of native speakers of three different languages were created to carry out cultural tasks communicating in three languages through ICT. The core of the language course are three linguistic blocks in which the trinational groups met online and work in small projects which require discussion, communication and agreement. The topics are everyday issues and refer to their lifestyles and customs. Each block of these contents has a duration of two weeks and only the language of that block can be used. The participant whose mother tongue is used adopts the role of native expert (**guide-on-the-side**) of their culture and language. In order to perform these tasks there is always an information exchange phase, a small phase of individual work and another one of collaborative work.

The course ends with a meeting (**face-to-face**) of all participants to get to know each other and evaluate the course all together.

Year: 2007

Project coordinator

Susana Aldao Linares

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Partnership

Pädagogische Hochschule Ludwigsburg
Escola Oficial de Idiomas- A Coruña
VHS Götzis

volkshochschule stuttgart e.V.

Institute of Education- University of London

Target Language:

German, Spanish and English

Educational Sector:

Adult education

Web sites

www.e-tridem.net

www.e-tridem.net/moodle



Picture 1: Project's partners

[http://nellip.pixel-](http://nellip.pixel-online.org/CS_scheda.php?art_id=190&tla=&sec=&ou=30&yea=)

[online.org/CS_scheda.php?art_id=190&tla=&sec=&ou=30&yea=](http://nellip.pixel-online.org/CS_scheda.php?art_id=190&tla=&sec=&ou=30&yea=)

Best Practice in School Education, Spain

ALEHOP: Programme for the Development of Communicative Skills

In a multicultural context, this is an initiative to encourage pupils from 3 to 5 years old to learn Spanish in a school with a enormous number of children whose mother tongue is Tamazight.

The teacher of audition and language appears in the classroom wearing a pink tutu with little bells, beautiful hats and magic wand. She represents Alehop, a character who comes from the Fantasy Land to help the kids learn Spanish.

The results have been measured and they are quite positive getting a high level of participation on the pupils' side. This is a project designed in 2009 and can be always applied being a permanent approach to teach language.

The lack of practices and projects to facilitate the learning of Spanish at an early age, made the coordinator of this Project to plan a program for the second cycle of nursery education and the first cycle of Primary based on the A1 and A2 levels of the European framework of languages and following statements:

- a. Create a safe and comfortable space of communication.
- b. Utilize universal icons to help children communicate in Spanish.
- c. Take advantage of daily school situations to teach a second language.
- d. Include and normalize different levels of language through several ways in a simultaneous mode.

Year: From 2009 to present

Project coordinator

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Target Language:

Spanish

Educational Sector:

School education

Web sites

www.centros4.pntic.mec.es/leonsola



Picture 1: ALEHOP

http://nellip.pixel-online.org/CS_scheda.php?art_id=168&tla=&sec=&ou=30&yea=