

**Best Practice in Projects
that were awarded the
European Language Label in the field of
Higher Education**



This project has been funded with support from the European Commission.
This material reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Austria



Complementary study programme in Austrian Sign Language

Starting with the academic year 2008-2009 the Institute of Educational Sciences of the University of Vienna has offered a complementary study programme in ASL, consisting of two consecutive one-year modules, the first of this kind in Austria.

The aim of the complementary study programme "Principles of the Austrian Sign Language (ASL) I" is to confer an additional qualification on students in the field of Austrian Sign Language (ASL). They should acquire knowledge about the deaf community, linguistic knowledge of sign language as well as basic active and passive skills in ASL.

The aim of continuing the complementary study programme in ASL II is to acquire the ability to communicate in ASL at the level A2-B1, as well as in-depth knowledge of educational, cultural and social aspects of the deaf community and develop skills to accompany or assist deaf or hearing impaired persons. Graduates are taught to work with deaf ASL users, and develop besides language competences also respect and abilities to differentiate purposeful activities from others. Registration on courses so far on offer for the complementary study programmes in ASL I and II has always been at the highest rate (100%) since 2008.

There is a drop-out-rate of 0% (there were 3 negative scores and two participants withdrew because of health problems). Until now 48 students completed the complementary study programme ASL II (the first year in July 2010, second year June 2011, third year June 2012).

The project 'Complementary study programme in Austrian Sign Language' was selected as an example of Austrian Best Practice mainly because of the:

- promotion of new approaches in language teaching and learning (among a variety of methods used the practical aspects have to be emphasized: attending lectures, excursions, accompanying assisted people);

- graduates do not only acquire linguistic knowledge but also respect for the deaf community and the ability to distinguish between assisting someone and patronizing them;

- focus on the development of tools for monitoring progress in the field of language learning;

- unique combination of the study of ASL with socio-political, social and pedagogical principles;

- inclusion of the study of ASL in the academic system, thus enhancing its importance in the field of language policy.

Project coordinator

University of Vienna, Institute of Educational Sciences ,
Heilpädagogik und Inklusive Pädagogik

Contact details

Dr. phil. Verena Krausneker
Sensengasse 3a
1090 Wien
Tel.: ++43(0)699/12076617, Fax: ++43(0)
verena.krausneker@univie.ac.at

Partnership

Institut für Sprachwissenschaft, Wien
Mag.a Katharina Schalber, MA
Mag.a Helene Jarmer
Günter Roiss, MSc
Dipl.-Päd. Georg Marsh
Barbara Schuster
Christian Stalzer (Gastlektor der Uni Graz)

Web site

<http://bildungswissenschaft.univie.ac.at>

Project duration

2008 – ongoing



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=216



Czech Republic



Slavic Networking - Linguistic and cultural integration

The project has been created under the Socrates/Lingua programme and it is aimed at promoting linguistic diversity. The main output of the project is a web site with modules showing linguistic and cultural differences and similarities among Slavic languages (Polish, Czech, Slovak, Bulgarian, Slovene).

The project is directed toward encouraging recipients from Slavic countries and other European countries to acquaint themselves with Slavic languages (Polish, Czech, Slovakian, Slovenian and Bulgarian) as well as to show similarities and differences of the presented Slavic languages and cultures.

The project developed a website presenting parallel comparable module (dialogues, texts), showing linguistic and cultural peculiarities of the countries participating in the project. On the website of the project you can find, among other things, the following subjects: greetings, polite expressions, shopping, documents, cookery, transportation, at the post office, meetings, at a hotel, health.

The project idea is based on the accession of Slavic countries to the European Union which opened new possibilities for mutual economic, educational, scientific, and tourist cooperation. Therefore, there arose the necessity of communication in all languages belonging to this group and the possibility to promote Slavic languages among other EC countries. The following aim was put forth: to encourage people, particularly those for whom a Slavic language is the mother tongue, to become acquainted with other Slavic languages, as well as to enable further linguistic education to everyone who already knows a Slavic language.

Slavic Networking has developed an innovative multilingual approach to foreign language acquisition as a way of coping with multilingualism in everyday life situations. Through the application and with the assumption that the learner knows at least one Slavic language, the project enables them to acquire several Slavic languages at the same time.

It was decided that the essential works, the effect of which will be an internet programme, will be accompanied by activities promoting the project and the idea of multilingual teaching of Slavic languages, as well as evaluation activities checking the effectiveness of this method.

The selection of Slavic Networking as a best practice was based on the innovation of the idea to involve people with less widely used and taught European languages.

Furthermore, the project corresponds to the current policies in the field of language learning because it's aimed at promoting new approaches to language teaching and learning, multilingualism as well as development of teaching material for the learning of less widely spoken languages.

Project coordinator

University of Silesia at Katowice

Contact details

Palacký University in Olomouc
Prof. Marie Sobotkova
FF, katedra slavistiky, Křížkovského 10,
771 47 Olomouc
Czech Republic
Tel: +420 585 633 540 Fax: +420 585 633 700
Email: sobotkom@ffnw.upol.cz

Partnership

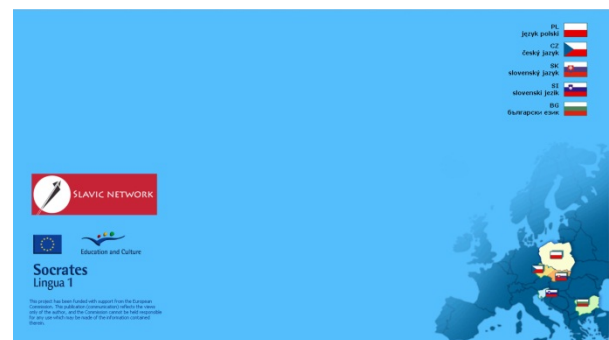
University of Ljubljana, SI
Comenius University in Bratislava, SK
Palacký University Olomouc, CZ
St. Kliment Ohridski University, BG
Martin-Luther-University in Halle, DE
Bulgarian National Radio, BG

Web site

<http://slavic-net.upol.cz/>

Project duration

3 years
2004-2007



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=452&tla=&sec=&cou=&yea=&ppr=



France



Parlez-vous chinois?

The “Parlez-vous chinois” project is based on the needs of beginners in Chinese.

For the first version of the project, the “Ecole des mines” School of Nantes developed a web site which could be used in order to teach and to learn the Chinese language for beginners. The second version developed a mobile application which could be used with smartphones and other devices (iPod, iPad, etc). The pedagogical material includes texts, videos, exercises and samples which are related to everyday life situations: for example, at the restaurant, buying food, in a shop.

The “Parlez-vous chinois” project has the objective to help teachers and students improving their teaching and learning skills in a less-known language as the Chinese one. The best way to help the target groups discovering this language is through modern technologies which can be autonomously used on their own by the learners. The project also benefited from the valuable cooperation of the “CAPE – Centre d’Appui aux Pratiques d’Enseignement”, who offered their know-how in the technical definition of the teaching material.

The project obtained different results. From a didactic point of view, teachers began to use the mobile applications as an additional teaching tool, while students began to exploit the web support in order to establish a first contact with the Chinese language. From a technical point of view, the project showed the potentially infinite utilities that modern technologies may undercover while approaching a new foreign language.

The project was selected as case study and best practice by the French National Agency “Europe-Education-Formation”.

According to the French evaluator, as stated in the “Label des Labels – 10 ans de projets” publication, this is a qualitative project proposing a free and large variety of teaching supports to those students interested in the Chinese language. The teaching modules, offered by the project portal, give an important contribution within the Common European Framework of Reference (CEFR). In addition, the project promotes a brand new learning approach, using the modern technologies for an autonomous study of the Chinese language.

In addition, the project promotes new approaches to language teaching and learning, as the language courses are accessible online on an interactive platform and a smartphone application, exploiting the potential of new technologies. Then, it promotes a multilingual reality, having as its aim the learning of Chinese that is a less known language in Europe, and therefore promoting integration with the always larger Chinese communities.

Finally, it develops teaching material for the learning of a less widely spoken language like Chinese in Europe.

Project coordinator

Ecole des Mines de Nantes

Contact details

Christian Colin
4, rue Alfred Kastler BP 20722
44307 Nantes
Tel: 02 51858207
Email: christian.colin@mines-nantes.fr

Partnership

École des Mines de Nancy
Mines de Douai
Groupe des Écoles des Mines

Web site

<http://imedia.emn.fr/GEVchinois/>

Project duration

2010 – on going



http://nellip.pixel-online.org/CS_scheda.php?art_id=26



Germany



Theatergruppe Babylonia

Babylonia is a project of the University of Regensburg in which foreign students at the University, together with non-German speaking employees, work together to study, rehearse and produce a play – in this case “Nasrin oder die Kunst zu traumen” (Nasrin, or the art of dreaming) by Asmodi. The project lasts for a whole academic year and covers the organisational and publicity aspects of producing the play, as well as the performances. Participation in the project involves weekly workshops, weekend seminars, and gives university credits.

The project is a good example of the way in which languages can be taught in innovative and active ways. The participants in the programme stressed the way in which the theatre group not only contributed to better knowledge of German, but helped in cultural understanding and in social integration. “I have not just widened my vocabulary; I have also broadened the horizons of my “world”. Through comparing different cultures I have learnt a lot, more than through books.”

The project is a good example of “real” use of language. It led to a successful event, the performances of the play, but it also involved a very large degree of experiential learning in the accomplishment of all the various tasks in producing the play – the stage management, scenery construction, designing and printing the programme. It embodies very well the principles of the Common European Framework of Reference, that language learning should be “learner-centred and action-oriented.”

Another aspect of good practice in the project is the way in which it brought together students and non-German employees of the University and thus contributed to the social integration of two groups which are often excluded from full participation in the university community. This corresponds well to the priority of the 2011 awards in that projects should be related to languages in the community.

The project leader gave this account of the experience of the learners: “there are the countless hours of rehearsal, and individual and pronunciation rehearsal as well, which contribute to giving learners confidence in using German as the language of the play. The rehearsal weekends serve to prepare the performance of the play and to develop team spirit and a shared responsibility for the success (or failure) of the project. There’s a lot of praise as well.”

The project received considerable local publicity and served to publicise the European Language Label. It is a good example of a project which is innovative, easily replicable, and an effective way of promoting social integration and real experiential learning.

Project coordinator

Universität Regensburg
Zentrum für Sprache und Kommunikation, Lehrgebiet DaF (Bayern)

Contact details

Andreas Legner, Christine Kramel, Dr. Armin Wolff
Email: Christine.kramel@zsk.uni-regensburg.de

Web site

www.theaterbabylon.de

Project duration

2 years
2010 - 2011

http://projects.pixel-online.org/nellip/DB_database_scheda.php?art_id=129



Italy



CMC_E: Comunicare in contesti multi linguistici

The “CMC_E: Comunicare in contesti multilinguistici” project aims at enabling university students to improve the quality of their linguistic knowledge, as required in transnational higher education contexts, through the Content and Language Integrated Learning (CLIL) approach and the creation of an internet website. Those tools contribute to the development of academic and professional language skills in six different languages (English, Italian, Polish, Portuguese, Slovak, and Spanish), creating a multilingual network and promoting intercultural communication and linguistic diversity.

The project target groups are university leavers, who are preparing to enter the labour market, and in-service workers, who need to master essential business language skills.

The CMC_E project has been built on different levels. First of all, a survey carried out within enterprises, social enterprises and local institutions located in the countries of the six partners. The main goal was to identify the specific language competences needed. Then, the realization of the website and the upload of 5 Units (Training in the workplace, Administration, Business and Finance, Marketing, Technology and Environment) available for all the users. Each unit encourages the development of those skills which tend to be more difficult to master such as: writing a business plan, participating in a call for tender, communicating by telephone, writing e-mails, using technical lexicon appropriately, participating at exhibitions, describing products.

The main result of the CMC_E project is an internet website, which is widely used by students and workers who can autonomously work on their own developing the micro-linguistic skills required for the business specific context.

There are different reasons why the CMC_E project was included among the Italian Best Practice:

- it supports the mobility for language learning. This responds to one of the current European political priorities.
- it promotes multilingualism. This is very relevant for the promotion of quality and innovation in language teaching, also in response to the related European political priority.

- it promotes the development of teaching material for the learning of less widely spoken languages.

The success and sustainability of the project is confirmed by the fact that the project portal is currently used in 73 different countries. The project has been chosen to represent Italy at the Label of the Label ceremony held in Cyprus on 26-28 September 2012.

Project coordinator

Università della Calabria

Contact details

Dr. Carmen Argondizzo
Via Pietro Bucci
87036 Arcavacata di Rende (CS)
ITALY
Tel: +39 0984492239
Fax: +39 0984493961
Email: c.argondizzo@unical.it

Partnership

Wyzsza Szkola Informatyki
Instituto Politécnico de Castelo Branco
Technická Univerzita v Košiciach
Universidad de Santiago de Compostela
London School of Economics and Political Science

Web site

<http://www.cmceproject.it/portale/index.cfm>

Project duration

2 years
2010-2012



http://nellip.pixel-online.org/CS_scheda.php?art_id=21



Portugal



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 for 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 in showing to many teachers the ICT pedagogical potential 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 in the intercultural communication. To accede to the results of the collaborative work please contact the project coordinator.

Project coordinator

Maria da Piedade Carvalho da Silva

Contact details

Maria da Piedade Carvalho da Silva
Escola Secundária Frei Rosa Viterbo
Rua Luís Vaz de Camões
3560-184 Sátão
Viseu
Tel: +351 232980100
Fax: +351 232980107
Email: mariasilva@escolarosaviterbo.pt

Partnership

Escola Secundária Frei Rosa Viterbo (Sátão)
Střední odborná škola Blatná (República Checa)
Gimnazjum im. Seweryna Pienieznego (Polónia)
Istituto Statale di Istruzione Secondaria Superiore Tecnica-Scientifica-Magistrale (Itália)

Web site

<http://www.proalv.pt/public/PortalRender.aspx?PageID=%7B862ce7b4-c924-40fa-8ec7-5554e9a19318%7D&abortScreening=true>
<http://ec.europa.eu/education/language/label/index.cfm?fu seaction=ProjDetail&ID=8434&lang=EN&awardtype=P>



http://nellip.pixel-online.org/CS_scheda.php?art_id=184&tla=&sec=&cou=26&yea=



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 involve 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.

Project coordinator

IES Augustóbriga, Navalmoral de la Mata, Cáceres

Contact details

María Angeles Fraiz Barreiro
C/ Antonio Concha s/n, 10300 Navalmoral de la Mata, Cáceres
Tel: 927 016 840
Fax: 927 016 892
Email: mafraizbarreiro@hotmail.com

Web site

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

Project duration

2 years
2010-2011



http://nellip.pixel-online.org/CS_scheda.php?art_id=159&tla=&sec=&cou=30&yea=



United Kingdom



My Unispace

The aim of My Unispace was to enable upper secondary students approaching their final year to be in touch with students of languages already at university in order to find out more about what is involved in studying languages at degree level and about university life in general, and to practise using the language in 'real' communication.

The method used was e-mentoring, i.e. a process by which the secondary school students and university students communicated by e-mail during a set period in which the secondary students were able to ask specific questions about the university course, university life and the language, where possible in the language they were studying. From the mentors' point of view, this was a chance to practise their own language skills while doing a useful (if unpaid) job which could be referred to in later job applications.

88 secondary school students were involved as 'mentees', while 49 university students served as mentors. A majority of the mentees felt that the experience had been good from the point of view of improving their communication skills in the languages in question as well as useful in helping them to decide whether to go on to do languages at university. A majority of the mentors also found the experience interesting and potentially useful from a career point of view, and felt that it had also improved their communication skills, including in their foreign language.

How did the project exemplify best practices?

- This project aimed to bring secondary students into one-to-one contact with university students, to whom they naturally might look up. In a period where enrolments in university foreign language courses are falling this is important, but also an excellent way of helping secondary students find out more about what studying at university is like. Finding ways of enabling school students and university students to communicate in a structured manner is important for those students who are in a position to apply to enter university as it should raise their awareness about what to expect.
- The 49 university students involved benefited from the project by taking part in an interesting and useful activity involving responsibility for others that could be relevant to their future careers and enabled them to use and even develop their foreign language skills and knowledge.

- An e-mentoring system was used which took advantage of ICT and at the same time reduced the need to complicated arrangements about meetings and travel. It makes sense to use ICT and the communication channels that students are now most used to in language learning projects and initiatives, and is likely to increase participation and the chances of success.
- Feedback about needs and expectations was collected before the project began from both mentees and mentors, and at the end of the project quantitative and qualitative feedback was gathered on the process. This is highly desirable in any project of this kind as it indicates not only how successful it has been in meeting participants' needs and expectations but also highlights issues that might need to be resolved if and when the project is repeated.

Project coordinator

University of Southampton

Contact details

Dr Ian McCall-
Tel. 023 80597418
E-mail: I.D.Mccall@soton.ac.uk

Partnership

Routes into Languages (South)

Web site

<https://www.routesintolanguages.ac.uk/south/news/975>

Project duration

2 years
2009 – 2010



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=133