



Workshop 1

Workshop 1, coordinated by Antonia Paín (professor of English in the School of Education at University of Extremadura, Spain), Pilar Reyes (assistant lecturer for more than 10 years at the training teacher college) and María Asunción Alonso (Primary School teacher at Luis de Morales, Badajoz. British Council Agreement), was intended aimed at the educational sectors of Primary and Secondary Education and Official Language Schools. Ms. Vega Llorente Pinto presented her ELL awarded project “Language Awakening” which was awarded the ELL in 2011.

The workshop was structured as follows:

- First of all, the coordinators welcomed participants, explained the dynamics of the activities and delivered the handouts to be used later on.
- Each coordinator presented an awarded practice related to the aforementioned educative sectors: Le tour de France en 21 Unités (Spain, 2011) and The World of the Signs (Spain, 2011)
- Guest Ms. Vega Llorente, from the Official Language School of Salamanca gave a detailed presentation on the project “Language Awakening” which was awarded the ELL in 2011.
- Participants were divided into five groups of five or six people in order to discuss, improve or adapt an existing project or develop a new one. While doing this, they posted their comments on the “case studies” section on the Nellip portal.

During this workshop the main theme dealt with was how to promote quality in Language Learning in the sectors of Primary, Secondary and Official Language Schools. After discussing with the participants about the current situation regarding quality, 10 top points were drawn as the most important keys to fulfil the main goal, which was promoting quality. Quality in learning has to do mainly with quality in teaching. Therefore, the whole process needs a great change.

The resulting points were the following:



- 1) The process of learning has to be constant and open to the real world. The term a long-life learning programme would perfectly fit here. Students have to be aware that their learning is usable, durable and permanent. What they learn today can be used forever in and out the classroom.
- 2) Authentic materials have to be used to foster the students' motivation.
- 3) Cultural information has always to be included so that the students can widen their knowledge about the native people who use the target language. Understanding cultures helps to understand languages. Language itself is an expression of lifestyle, traditions, manners, etc.
- 4) Communicative competences have to be a must. Teachers should provide the students with as many speaking practices as possible, recreating ordinary life situations.
- 5) More emphasis should be given to practice and less to theory.
- 6) More oral tests and listening tests should be included in the assessment of a learning language process.
- 7) Analyse grammar from practical contexts, not the other way round.
- 8) Use the ordinary background to learn vocabulary dealing with borrowings and loans of different languages. This helps the students understand where words come from and why we use them. Besides, it is a mean to introduce them in a multicultural world.
- 9) Contextualise the learning language process through different topics, the one in which the students are interested in. Maybe sport, art, music, different hobbies, etc. All this allows us to deal with real facts and adapt the teaching process to the students' interests.
- 10) A daily routine should be created so that the students have the opportunity to feel themselves immersed in the target language and offer them frequency of use.

As far as the participants' **operative proposals** are concerned, this is a summary of their ideas. Deliverables can be found as an attachment.

The participants split in three groups, two groups elaborated an improvement plan and the third group created a new project.



- One group proposed different language learning objectives and intended outcomes such as:

- 1) To teach all sort of greetings in different European Languages
- 2) To teach traditional songs from each country
- 3) To teach vocabulary related to traditional clothes
- 4) To deal with the most popular sports in the different European countries
- 5) To work with monuments and icons of each country
- 6) To present the different means of transport in each country, showing similarities and differences among the countries

As the proposed main activities they highlighted the following:

- 1) Monitors from each country teaching different greetings
- 2) To elaborate a song book with traditional lyrics
- 3) To have a puppet and dress it with different traditional clothes
- 4) To train simple sport activities of different games sing different sport balls
- 5) To match monuments with countries
- 6) To match different means of transport with the right country

The resources mentioned by the participants were: flash-cards, audio files, authentic pieces of clothes, sport stuff, photos of monuments and souvenirs.

Regarding the starting and ending time of the activities they said that all the activities proposed would be carried out in different visits to the Local Official Language School, devoting one day to each activity. All of them would start and end the chosen day for each activity.

Our participants considered Internet the best means to disseminate the project. It is the best window to the world as they said.

- The second working group focused their improvement on fostering communicative skills. For them, the language learning objective and the intended outcomes were the following:

- 1) To improve the relationship among the students
- 2) To widen their cultural knowledge
- 3) To get the family involved in the same project



As main activities they suggested different initiatives:

- 1) To elaborate a mobile giant puzzle of Europe with flags and suitcases
- 2) To work on different timetables, music and food
- 3) Cooking Time. To cook traditional dishes as a closing activity

Regarding the resources needed, they commented that they would try to involve the families and all sort of volunteers willing to collaborate. And about the dates, they said that they would carry out these activities to celebrate the Europe Day.

What they are really proposing here is to use the ideas stated in the project “Awakening of Languages” for their own purpose. This is a case of transferability of the activities more than an improvement plan.

They also agreed that the best way to show the experiences is on line through all the resources on the Internet.

- The third group’s project “Blogging together” aims to get parents/tutors involved in students’ education (Primary education). The language learning objectives and intended outcomes are the following:
 - 1) Get to know your material (shared with others). Its main activity will be to produce resources. It will need human and financial resources (teachers and publishing companies). This activity will last two months: start date 15/09, end date 15/11.
 - 2) Parents involve in their kids learning. Its main activity focuses on home experiments pictures. Resources needed to achieve this activity are Internet connection and owning camera. This activity will last two months: start date 15/09, end date 30/11.
 - 3) Have a better learning environment. Its main activity is the attendance of parents and students to the School Day. The arrangement of some sport activities do not need financial funding but it will need staff and collaborators. Start date 3/11, end date 3/11.



- 4) Relax our bodies. Yoga workshop will help students relax their bodies through language learning. No need of funding but a Gym or Yoga instructor will be necessary to carry out this activity. Start date 3/11, end date 3/11.
- 5) Increase the contact with the real world through a local enterprise visit. The involvement of parents is required. The date for the proposed one- day visit is 15 November.