



Workshop 3

Workshop 3, coordinated by Mercedes Rico (Associate Professor at University of Extremadura) and María José Naranjo (Technical and Project Management), was intended aimed at the educative sectors of Secondary, Higher and Adult Education and Official School of Languages. Ms. Susana Aldao, one of the label winner guests, presented her ELL awarded project “E-tridem.net. Intercambios culturales en entornos virtuales”.

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. After that, the thematic group 3 started with two presentations about (1) the improvement of education through language initiatives where Mercedes Rico summed up the main guidelines and components to design and develop future initiatives. She dealt with quality, indicators, criteria and priorities, phases in a project planning and the follow-up of a project (dissemination, exploitation, and sustainability).
- Each coordinator presented an awarded practice related to the aforementioned educative sectors: Taste the Language (Spain, 2011) and Hola 2.0 (Spain, 2010). The projects were described in general terms and then we tried to identify if the factors that all projects are supposed to have, were inherent in the projects analyzed in the workshop. Although the lack of these factors/characteristics in the projects does not mean they are not worth of the award but could be highly improved in some ways, for example, being sustainable in time after the project.
- Guest Ms. Susana Aldao, from the Official School of Languages of La Coruña gave a detailed presentation on the project “E-tridem.net. Intercultural exchanges in virtual contexts” which was awarded the ELL in 2007. After that, taking into account the criteria exposed in the first presentation she made an auto criticism of her own project’ weaknesses and strengths.
- Our workshop participants assessed two award winning projects. Comments were uploaded to the Nellip website to Case Studies section



http://nellip.pixel-online.org/CS_lista.php. Every participant took an active part in this debate and they all appreciated the opportunity to share their opinions and experiences.

- 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.

The main results can be summarized as follows:

All projects have clearly defined its aims, results, target groups, planning of activities but most of the projects fail to disseminate, exploit, create networks and make it sustainable after the life of the project. This is the most difficult task for coordinators because of the lack of funding and the disintegration of the working groups, sometimes partners from different countries who cannot maintain webpages and networking. Thus, our participants are aware of the barriers they can find along the way, however, they should cope with these gaps when developing a project.

Many questions arose during the thematic groups, one called our attention as it was very relevant in our country. The question was why there is not a well-differentiate sector for the projects which are designed in the Official School of Languages.

Sometimes it seems it is more difficult for teachers belonging to the School of Languages than to other types of educational sectors to apply for the award but they are included in other sectors. Actually the criteria and procedures are the same but they do not feel identified with the sector addressed.

It is essential to remind coordinators, stakeholders or any people interested in designing a quality project of the components for promoting language learning initiatives: quality, indicators, criteria and priorities, phases in the planning of a project and follow-up -networks, dissemination and sustainability.

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

21 people attended to the third workshop and they were divided into three working groups. Neither of them made an improvement of an already existing initiative, they all



decided to design a new one. They had two hours of work from 4:00-6:00 pm to develop good language teaching practices.

- **SPABILE (Sport Activity Building Interactive Language Environment)**, the title of the project of the first group, aims to improve language skills through sport practicing. As we can see this group has taken into account the European priorities for the years 2014-2015 which are (1) Languages for Social Inclusion and (2) Languages and Sport. The starting point for the project is estimated for the 1-10-2014 and ending the 30-09-2016, thus the project will have a life of two completed years. The people involved in the project would be: learners, teachers, the local community and enterprises. The language learning objectives and intended outcomes can be divided into 4 steps:

Interactive material for teachers. The main activity of this phase is the design of online material with the teachers involved in all the countries. Firstly, the material will be created, then tested by other teachers/learners from other institutions, evaluated and finally implemented. They need human resources to find out teachers/learners, enterprises and council who will be interested in working with this initiative.

Interactive material for learners. The main activity is the design of online material for learners. They will need to contact with Sport Clubs and local authorities

Create a connection between sport and society. At this stage they will have to organize different sport activities inside the institution and also outside (extra-curricular)

Social inclusion through sport. They will ask for help to civic centres, town council, etc.

As follow-up and as a dissemination strategy they will arrange several information campaigns for the community: sport clubs, educational institutions...using social networks and local press. This project is transferable to any possible language and it will be sustainable as it can be used in educational institutions, sport clubs ... in the future. *For further information see file 9: Results and Deliveries, workshop 3, Brief report & Operative Proposal, Created & Designed Initiatives*

- **PAUSE CAFÉ**, is an online platform, which deals with an exchange of teaching experiences. The target groups are teachers and trainers of foreign languages who need to inform about their dynamic experiences, materials and resources used. They



are motivated by the improvement they will obtain of their own teaching methods since they will have a wide range of materials in doc formats to implement with their students. The objectives are:

Sharing experiences in informal environments and receiving feedback from other cultures and educational environments.

Evaluation of the objectives: which are achieved/useful/can be improved. There will be an initial assessment done by users and two final assessments carried out by users and by the owner. In the user final assessment, it will be assessed the resources, proprietaries and improvements, the best one will be awarded. However, in the owner final assessment it will be consider the comments and changes carried out.

According to the planning, (1) there will be an open calendar (annual period), (2) they will have to determine key words and languages, (3) resources: Video platform + Wiki + an open source for conversation, (4) timing: academic year (September-June).

The open source for conversation is a contact networks which will be used to critical thinking, to be informed of conferences and transnational workshops. The experiences awarded will be those which are useful, original and effective. Apart from this online platform for teachers, another identical platform will be created for students so that they can learn with the resources and activities proposed. *For further information see file 9: Results and Deliveries, workshop 3, Brief report & Operative Proposal, Created & Designed Initiatives*

- Finally, the last group created **S-Culture** aiming at discovering my culture in my sport. The target groups involved are learners, teachers, associations, coaches... One of the objectives is learning and promoting different languages and sports by having a “Healthy Life”. Four steps/stages we can find in the main activities:

To decide which sport is the project of study in each country.

To write all the rules and the needs for the sport chosen by elaborating a wiki.

For example, in UK they play Cricket speaking in Spanish while the Spanish institutions play football speaking in English.



Organizing two matches between the Spanish and English teams.

As a follow-up activity within the project they have designed the creation of an association on cricket in Spain and on football in UK, also they seek sustainability by creating tandems in other languages. *For further information see file 9: Results and Deliveries, workshop 3, Brief report & Operative Proposal, Created & Designed Initiatives.*