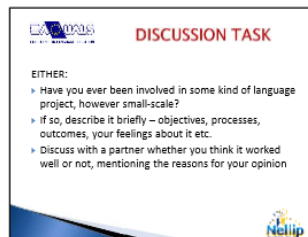
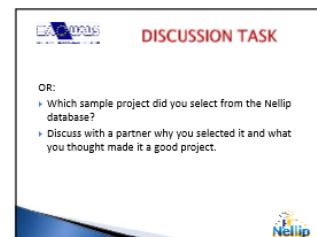
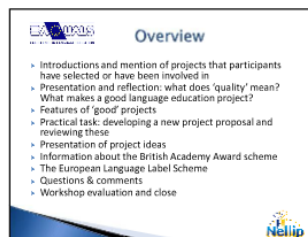
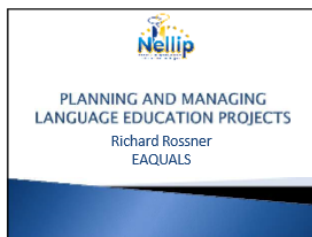


NELLIP WORKSHOP, LONDON 21st March 2014 at the UK Secretariat of the EU Commission Europe House, 32 Smith Square, London

PLANNING AND MANAGING LANGUAGE EDUCATION PROJECTS

PLANNING AND MANAGING LANGUAGE PROJECTS



EAQUALS NELLIP Workshop, London
21st March 2014

PLANNING AND MANAGING LANGUAGE PROJECTS

High quality education & training

1. is based on needs
2. Motivates to learn
3. is relevant
4. is interactive
5. provides feedback
6. Promotes reflection
7. leads to verifiable outcomes

[AO Foundation]

Some project features & aims

- Movement out of the classroom
- Authenticity, interest and topics: real contexts, genuine communication
- Mobility in learning: using computers, phones, and games
- E-communication between students/classes in different locations

Additional aims:

- taking into account students' interests and personal aims
- Ensuring they are rewarding and motivating to work on
- Generating more interaction among peers
- Developing intercultural understanding and multilingualism
- Providing opportunities for authentic communication
- Offering students a new approach to language learning/practice
- Extending the use of ICT in language learning
- Providing opportunities to use the language outside the classroom
- Creating and trying out new teaching materials

Project scale and scope

	SMALL SCALE	LARGE SCALE
SHORT TERM		
LONG TERM		

Projects – key issues

- The skills and experience of the project manager and the project team
- The scope and timeline of the project
- The support provided by the organization and its commitment to the project
- Tasks and outcomes that are useful and correspond to those in the project application and plan, and to the budget
- Piloting and obtaining feedback, and the use of the results of this
- The impact of the project in relation to the resources the input
- Response to the needs of beneficiaries
- Standards applied, e.g.: meeting procedures, schedules with set milestones etc.

Motivation is enhanced by...

- Practical and amusing content and activities
- Dynamic teaching methods & action-oriented approaches
- Opportunities for social interaction in the target language
- Varied, up-to-date 'authentic' learning resources and tasks
- Learning languages for specific, professional or study purposes
- Involvement of learners in the world of work
- Use of ICT and promotion of autonomous learning
- Fostering mobility and providing access to multicultural contexts & encouragement of multilingualism
- Acknowledgement of the achievements of participants and the quality of the project process and outcomes

PROJECT PLANNING

- In groups, plan a language project:
 - This should either be an intended real project involving the group, OR
 - one person in the group can describe their own context and suggest a project idea in line with his or her own needs.
- Choose a setting for the project (primary school, university, etc.)
- Use the factors and criteria discussed to define the objectives of the project.
- Consider what kind of activities the project will involve.
- Develop an outline project plan using the planning template:
 - add too much detail
 - logical sequence, each step leading to clear outcomes.
 - Don't try to complete everything at once: objectives, outcomes and activities first, then resources and dates.

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PLANNING AND MANAGING LANGUAGE PROJECTS

SMART projects

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIMEBOUND**

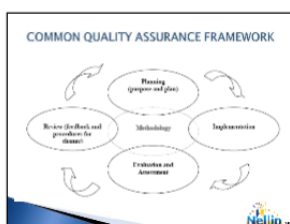


FACTORS IN QUALITY MANAGEMENT

- Effectiveness: are aims SMART, appropriate, well expressed and being achieved?
- Practicality: is the design right for the aims and context?
- Communication: are style, content, frequency etc right?
- Management and execution: are they efficient and smooth?
- People: are people with the right attitudes and competences involved and contributing evenly?

ASPECTS OF PROJECTS

- Learner target group(s)
- Aims/target outcomes (during & after)
- Design
- Methodology – teaching & learning
- Budget, financial resources
- Teachers/facilitators, other staff
- Materials, technological resources
- Events, 'critical moments'
- Milestones
- Management & communication
- Evaluation




Reasons for dissemination & exploitation

- To tell end users and others about your project.
- To contribute to the implementation of national, regional, local or European policy and development.
- To inform sponsors and funding bodies
- To support and enhance the image of your own organization
- To increase the impact of your project by networking
- To inform commercial organisations if you have a product to sell.



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PLANNING AND MANAGING LANGUAGE PROJECTS



Networking involves...

- › establishing a common vision of the importance of the topic or activity around which the network is being constructed.
- › Agreeing on shared values
- › Pooling shared experience of common areas or specific sectors.
- › Using existing and new contacts to form new 'communities'
- › Establishing mechanisms to develop and maintain it



To win the ELL, initiatives should:

- › be comprehensive in their approach
- › provide added value in their national context by improving the teaching or learning of languages
- › motivate students and teachers to improve their language skills
- › be original and creative
- › have a European emphasis, taking account of Europe's linguistic diversity
- › potentially be a source of inspiration for language initiatives in different countries.



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