



# **NATIONAL WORKSHOPS**

organized in the framework of the project  
“NELLIP – Network of European Language Labelled Initiatives and Projects”

**UK**

# General Information

- **Organised workshops: 1**
- **Date:**
  - 11 March 2014
- **Total number of participants: 6** (German, French, Portuguese, Norwegian and 2 British)
- **Educational sectors covered: All**

# Situation in the UK

## Confusion in the UK:

- ▶ no national agency For ELL appointed as from January 2014.
- ▶ Erasmus Plus between Ecorys and the British Council
- ▶ “bear with us – we haven’t yet worked out the details”
- ▶ No ELL campaign in the UK or Germany in 2014.

## A will, but no way...

- ▶ Many attempts to find a workable solution in the UK – via the Association for Language Learning, CILT Cymru, CILT Scotland, CILT NI...
- ▶ Some willingness and interest but: “you would need to pay schools £200 per person to get teachers released in the daytime”
- ▶ Signs of the further decline of foreign languages in UK schools and colleges.

# Programme

## PARTIAL OBJECTIVE AND ACTIVITIES

### Opening and introductions - Creating a good group atmosphere :

- Ice-breaker: describe a language project, however small, that you have been involved in as an organiser or participant, or one you selected from the Nellip database
- Overview of workshop content

### Brief presentation: what does 'quality' mean:

- in a general context?
- in an educational context?

### Discussion task in small groups: what makes a good quality language project?

### Feedback from task

### Presentation of key criteria and the checklist, with examples

### Presentation of ESIS and SPIN by Doris Bammer & Karin Weitzer

### Task: developing a possible new project proposal

### LUNCH BREAK

### Presentation by participants of project ideas

### Selection of one proposal to take further & preparation for Skype link

### Exchange of ideas with participants in Sweden

### Coffee break

### Presentation/discussion: dissemination, exploitation and networking

### Flexible time for questions & comments

### Evaluation, and closure of the workshop

# Conclusions

- ▶ Target number achieved in spite of no-shows
- ▶ Generally well appreciated by participants, and very interesting for the moderator
- ▶ Adapted to participants' interests more than NELLIP objectives
- ▶ General interest in projects, project planning and project management, more than in ELL
- ▶ Very time-consuming to organize

# Development / Improvement plan

- ▶ Concept as indicated in the template does not seem to fit with workshop experience
- ▶ Focusing instead on main ELL criteria:
- ▶ Comprehensive
- ▶ Adding value
- ▶ Motivating
- ▶ Original/creative
- ▶ Transferable
- ▶ European angle

# How can these be taken into account at each phase?

- ▶ Deciding objectives/ intended outcomes
- ▶ Planning
- ▶ Organizing project resources
- ▶ Inspiring participants and staff
- ▶ Evaluating progress at milestones
- ▶ Communicating
- ▶ Concluding the project, and following up/on.

# How to plan a language project

## 2. PLANNING THE PROJECT

The plan is your step by step guide to ensuring that the objectives are achieved, so it needs to be prepared with care bearing in mind exactly what you expect to happen at each stage. Involving others, including the learners, in the planning will help to ensure that it is realistic, and that everyone understands the intended steps. 'Milestones' in the project plan will help you to evaluate how things are progressing and make any adjustments that may be necessary.

Comprehensive	Plan the project in such a way as to ensure that language activities and tasks lead language learners to develop their communicative competence in the target language in various complementary ways, for example both their vocabulary in specific areas, and their oral fluency
Adding value	The plan should involve activities and tasks that stretch learners both cognitively, interpersonally and from the point of view of their language competence
Motivating	The plan should build in opportunities for learners to suggest activities, developments and ways of working that they themselves would find interesting or/and fun, and would allow them to use their individual strengths, but would still lead to the agreed outcomes
Original/creative	The plan should include activities that are new for learners, and which they may need some additional training or ingenuity to accomplish, such as theatre, video editing, doing presentations in a foreign language etc. Learners should have the chance to contribute their creative ideas to the planning
Transferable	The plan should be very clear and include milestones, resource requirements and evaluation activities so that the same plan could serve as a model for, or be easily adapted by, others.
European angle	The plan should include activities that focus on the international and intercultural nature of many communications in the world of business, leisure, etc.