



# EXAMPLES OF BEST PRACTICE IN PROJECTS THAT WERE AWARDED THE EUROPEAN LANGUAGE LABEL

## BELGIUM



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**Best Practice in  
School Education, Belgium**



## **eJournal: Deutsch macht Spass - Jugendliche in Europa**

The motivation to start the eJournal-project came from the project coordinator after participating in a course in Lapland ("the midnight sun course" eJournalism 2.0 - Educational Collaboration Across Borders Using Web based Tools (<http://ejournal.eduprojects.net/lapcom2/>) and there she learned how to use an eJournal. The motivation was totally personal.

The main objective of the project was to assist students of German to learn the language by using the eJournal method.

The pedagogical approach was that the students worked on the eJournal once a week for a whole school year: they wrote texts, made pictures and videos and at the end of the project they communicated with the other partners live via a tool embedded in the eJournal.

The main project result is that the eJournals are available yearly and the pupils are very enthusiastic every year.

We have selected this project as an example of good practice in the area of teaching foreign languages to teenagers. The initiative was challenging in that only one teacher was involved and she had to design and implement the project alone. Another challenge that we perceived as successfully overcome was the fact that the pupils are very involved.

The eJournal project also integrates very well a new teaching and learning approach in the school environment and we assume that one of the main success factors of the initiative is the fact that it gives pupils a chance to use innovative tools in their school work.

We have also selected this project because its longevity, it has been going on for four years since it was awarded the label.

### **Project coordinator**

Hilde De Vaere

### **Contact details**

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<http://www.ejournal.fi/inari05/>

### **Partnership**

There are three schools involved in the project: one from Belgium, one from Finland and one from Iceland: Menntaskólinn á Akureyri (IS), Vihdin lukio (FI), Vihti Sekundarstufe2 and Sint-Lodewijkscollege Brugge (BE)

### **Web site**

<http://www.ejournal.fi/inari05/index.php?output=FrontPage>  
e()

### **Project duration**

2008 – on going



[http://nellip.pixel-online.org/CS\\_scheda.php?art\\_id=68](http://nellip.pixel-online.org/CS_scheda.php?art_id=68)

**Best Practice in  
Vocational Education and Training, Belgium**



## EuroCatering

EuroCatering Language Training is a web-based interactive language course and social platform in 7 languages for the catering sector. The target group consists of trainees and professionals in the catering industry. Available languages are English, French, Spanish, Galician, Dutch, Norwegian and Slovenian. All developed materials may be used independently or as an add-on to any language course in the professional sector.

The main aim of the EuroCatering project was to provide a pedagogical tool for the acquisition of language skills for VET trainees in the Hospitality sector, Kitchen and Restaurant Service. This was based on an analysis of the linguistic and cultural needs of trainees in work placements abroad, trainers in work placements and educators.

The end product had to be colourful, attractive and interactive, as learners easily drop out. It had to be divided in short units, for concentration reasons, but also for the learners to be able to review a specific unit the day before they start working in that specific area.

The main results of the project are:

1. A professional glossary of 2000+ restaurant and culinary terms in 7 languages, written, audio and visual.
2. An online language course in 7 languages for self-study or teacher-led learning. In 34 sections, each scene in the kitchen and restaurant stimulates acquisition of specific terminology supported by real-life dialogues with attractive characters and backgrounds.
3. Several add-ons for each language: cultural elements, gestures on videos etc.

The project has been awarded the European Language Label (ELL) in 6 different countries: Slovenia (2008), Norway (2009), Belgium (VL) (2009), Ireland (2010), Spain (2010) and Belgium (WA) (2011). It has been awarded the CALICO-Award in 2010 (Texas, US) and has been nominated for the ELL of the Labels to be awarded in Limasol in September 2012.

From the very beginning, the basic idea was to develop a concept that can be transferred to other areas or disciplines and can be extended to more languages. It will be extended to 5 more languages (DE, FI, IT, Gaelic and PL) and the reception area will be developed in a new project, to be ready by October 2013.

This project was chosen for its great potential for transferability and because it displays a relevant methodology of designing a sustainable initiative. The project has been also nominated by the Belgian Agencies for Flanders and Wallonia for the "Label of Labels" to be awarded in September 2012 in Cyprus. 34 projects have been nominated and 5 awards will be given.

### Project coordinator

Linguapolis

### Contact details

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### Web site

<http://www.eurocatering.org/>

### Project duration

4 years  
2008-2012



[http://nellip.pixel-online.org/CS\\_scheda.php?art\\_id=67](http://nellip.pixel-online.org/CS_scheda.php?art_id=67)

**Best Practice in  
School Education, Belgium**



## Learn English through Songs

Under the guidance of 5 teachers, 80 students created a networking site consisting of truncated songs illustrating English grammar topics; the objective of the site is to offer a song data basis that contains a great number of lexical and grammatical topics to pupils, English teachers from our school and other schools too, and to everybody who is accessing the Internet.

The main objectives of the project were:

- Launching a school project in order to obtain a product with educational value
- Achieving a data basis that is as rich as possible in order to give an equal chance to pupils, teachers and all those interested to access a large number of videos that cover the main grammatical issues taught during English classes
- Perceiving grammar as a « living element » of the target language, not as an abstract concept
- Learning how to create a web page
- Learning how to make use of pertinent key-words in order to work with search engines
- Cultivating autonomous learning
- Writing a press article in order to promote the web site
- Writing a booklet for pupils, present and future, and for the professors working in the institution

The participants (both pupils and teachers) seem to be proud of the accomplished work, at both qualitative and quantitative levels.

Pupils:

- Covered a large number of grammatical topics
- Know where to search for grammar rules from now on
- Learned how to use a search engine in an intelligent manner
- Learned how to create a web page

Each teacher can consult the site for grammar revisions at the end of the school year; also, all Internet users have access to the site and, consequently, to a playful way of approaching English grammar.

We have selected this project as an example of good practice for several reasons. The first one is the quality of the website and of the materials collected. There are tens of grammar topics that are illustrated with the help of songs

and the songs chosen are easy to follow and well-truncated. Both the project as a product per se is transferable to any educational context for teaching and learning English but also the model created.

The model created can be used for similar projects for other languages, including less widely used less taught ones. Another reason for selecting this project as a good practice example is the fact that the children have actively participated in their learning process and the task of gathering materials has constituted a founding stone for their own knowledge.

Last but not least, we have selected this project for the great challenge that the coordinator assumed in dealing with a lot of technical aspects and managing to deliver a usable result.

### Project coordinator

Institut St-Joseph-Sacré-Coeur de La Roche-en-Ardenne

### Contact details

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### Partnership

There was only one school involved in the project

### Web site

<http://www.grammarinsongs.net/>

### Project duration

2010 – on going



[http://nellip.pixel-online.org/CS\\_scheda.php?art\\_id=95](http://nellip.pixel-online.org/CS_scheda.php?art_id=95)

**Best Practice in  
Adult Education, Belgium**

## **Nederlands voor anderstaligen + taalpreventie**

Target group: non-native (Dutch) speaking teachers, wishing to teach their mother tongue or another discipline in the Flemish educational context (where Dutch is the working language and the language requirements are high).

They either have a pedagogical degree from their home country or want to obtain a pedagogical degree in Flanders (in Dutch). The teachers were unemployed at the time of the project, and registered as such at the VDAB (employment office) - partner in the project. The project has developed two modules for training the teachers:

Module 1 = intensive language course, in preparation to the pedagogical training (in Dutch).

Module 2 = Dutch language coaching, parallel to the pedagogical training (in Dutch).

The final objective of the project is to insert the participants in the labor market, as teachers in the Dutch speaking part of Belgium. The target language level is C1 in Dutch.

We have selected this project as an example of good practice in the area of teaching adult learners. The project had a well-designed methodology for selecting its beneficiaries (that were unemployed at the time of project implementation) and for screening their prior language qualification. The initiative was aimed at non-native speakers of Dutch with an upper-intermediate competence in the language (at least B1).

We have also selected this project as a good practice example for the follow-up activities it has implemented after the ELL was granted:

Poster sessions, use of the logo & the reference as an instrument for quality assurance and posting small articles in the corporate newsletters. We believe that these are simple strategies that can be transferred to any institution that wins a Language Label.

We have also selected this project as a great example of integrating the needs of the labour market with linguistic measures that can be taken for improving the situation of individuals. The project has also been transferred to other categories of job seekers.

### **Project coordinator**

LINGUAPOLIS, Institute for Language and Communication -  
University of Antwerp

### **Partnership**

There was only one institution involved in the project

### **Project duration**

The project was developed in 2004 (first edition) and several editions took place in the following years.

[http://nellip.pixel-online.org/DB\\_database\\_scheda.php?art\\_id=122](http://nellip.pixel-online.org/DB_database_scheda.php?art_id=122)