



Nellip

Network of European Language Labelled Initiatives and Projects



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

ROMANIA



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Best Practice in School Education, Romania



Let's Become a Bilingual Family

125 families in 5 European countries will embark on the adventure of learning a new language with the dinosaurs Hocus and Lotus, based on the learning and teaching model "The Narrative Format" created by Professor Traute Taeschner of the University of Rome 'La Sapienza'.

This research project, funded by the Lifelong Learning Programme of the European Commission, started on 1 December 2010 and will last for two years. All participating families will be provided with a tutor, a guide, the materials and activities to use together and online tutoring through this website.

This research will investigate how families have responded to this new experience and how much children and parents have learned. The results will be presented in a final event in each of the participating countries and disseminated in other European states.

This project encourages learning 5 foreign languages within the family, motivating parents to learn skills that will help develop their children's linguistic abilities in other languages. The project website features a series of activities that the families can work on and discussions among parents and tutors. The teaching-learning process is based on the successful Hocus & Lotus narrative format that enables adults teach a foreign language they don't know very well with the help of DVDs, audio CDs and pedagogical training materials.

Results

- Face-to-face tutorials for parents: the narrative format, bilingualism
- Parents' guide
- Online platform where parents reflect on their learning experiences
- Questionnaires, interviews
- Online Tutorial
- Family activities (films, materials, exchanges of ideas posted on the platform)
- Articles based on the data collected
- Data analysis
- Other expected results
- Raising the motivation of learning of a foreign language by adults and children,
- Encouraging learning which involved different generations within a family

- Building up a Bilfam online community
- Encouraging good communication and excellent family relationships
- Enhancing foreign language motivation and increased self-esteem
- Supporting intergenerational learning,

The project provided an innovative solution as regards bilingualism. For the first time parents were given a valid instrument to facilitate their children's acquisition of two languages.

The project also motivates the learning of a foreign language by adults and children, encouraging learning which involved different generations within a family.

This objective is achieved by adapting the Narrative Format method, the Hocus and Lotus materials, to the context of the family. These materials provide a very creative and varied support and background for foreign language learning activities (video, songs, printed material, DVDs).

The model also gives bilingualism another dimension, which is in tune with EU main objectives because it best serves work mobility.

Project coordinator

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Partnership

Bilingualism Matters University of Edinburgh
 Dinocroc International Training Institute DITI, s.r.l.
 Institución Pau Casals - escuela de idiomas y empresa
 Materské centrum Budatko
 EuroEd Foundation, Romania

Project duration

The project started on 1 December 2010 and will last for two years.



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=52&tla=&sec=&cou=&yea=&ppr=

**Best Practice in
School Education, Romania**

Immigrants Past and Present Towards Better Integration?

Our starting point was that all participating countries (France, Germany, Italy, Bulgaria, Poland, Romania and Turkey) have experienced immigration. Some countries have witnessed primarily the movement of people away from their country, others towards it. Our aim was to study the phenomenon, and by bringing our students into direct contact with some of the actors, to help them better understand the reality and help decide whether we're moving towards greater integration.

Obviously a key objective was linguistic. English was the common language and students saw its importance as a tool of international communication. By studying closely the movement of peoples within Europe and by coming into contact with immigrants who spent prolonged periods of time away from their homeland we aimed to develop an understanding of the intercultural dimension in European societies.

In today's expanded Europe, given the increasing ease with which people can cross borders and find work outside their own country, it seems vital that our students be able to communicate constructively in different social situations and tolerate the views of those whose origins and background are different from their own. We worked on the measures taken by governments throughout Europe to overcome stereotypes and prejudices and ensure that immigrants arriving are as well integrated as possible.

The central issue was whether we are moving towards greater integration of the immigrant population within the EU in general and each country in particular.

The project has been selected because proved to be very popular with students and it contributed a lot to improving their language competences. Besides that, the educational aspects related to tolerance, respect, team spirit made the students wish to share these with other people. Many parents were positively impressed by these results. They decided to enroll their children in the partners' school as they liked very much the involvement in European projects. A key objective was linguistic. All the activities planned involved students using English as a tool of communication.

All the work students created (be it essays, reports, interviews, presentations, etc.) required students to express themselves in English. Students improved their presentation skills. Both before, during and after project meetings students worked on presentations related to the theme of immigration to be made in front of their classmates as well as students from the other five countries. They improved their use of software such as PowerPoint.

Students learnt how to create a questionnaire and how to exploit the results in the form of graphs.

They dialogued with immigrants who have spent prolonged periods away from their homeland and so developed a better understanding of the intercultural dimension of European societies. Given the increasing ease with which people can now cross borders, live and work in neighboring countries we wanted students to communicate constructively in different social situations with people whose origins are different from the students'.

This we helped to achieve thanks to the interviews with immigrants. The participants also worked to overcome racial stereotypes and tried to show the positive action that governments can and have taken to improve integration. Many of the presentations prepared for the final meeting in Turkey offered excellent examples of these measures..

Project coordinator

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Liceum Ogólnokształcące in Tarnów, Poland,
www.iiilo.tarnow.pl
Mihai Eminescu National College, Baia Mare, Romania,
<http://cneminescu.licee.edu.ro>
Bursa Polis Koleji / Bursa Police College, Bursa, Turkey,
<http://www.bursapoliskoleji.k12.tr>

Project duration

2 years
2008-2010



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=60&tla=&sec=&cou=&yea=&ppr=

Best Practice in School Education, Romania



ISPY - Online Networking Platform for Language Learning

The ISPY project is a Key Activity 2 Languages Multilateral Project, financially supported by the Lifelong Learning programme. The project aims to develop a new online networking platform which allows interaction between young adults across Europe and helps them learn a new language via problem-solving challenges and tasks. The project partners have drawn inspiration from the espionage theme in order to keep foreign language learning fresh and exciting. Learners log in and they are soon challenged, perplexed and entertained while covering a set of ten modules in the target language of their choice. Each module consists of a range of activities including photo stories, web quests, short tasks, quizzes, listening tasks and extended tasks that call for collaboration through a moderated forum. Guidelines are also developed as part of the project to support teacher training.

By encouraging learners to communicate with peers across Europe through a funny virtual environment this innovative project aims to have a positive impact on developing language and intercultural skills. It focuses not only on improving intercultural dialogue in Europe but also on reinforcing language skills that are relevant to the workplace. In doing so we envisage that learners will be able to develop general and vocational language skills for use in both formal and informal situations.

Reasons why the project was selected as best practice
The project course provides a flexible learning format: learners work at their own pace and work through the activities and quizzes on their own schedule. Learners have an easy access to all materials.

They also have access to authentic materials in six European languages (English, German, Spanish, Romanian, Polish and Dutch); all materials are designed with audio files that are embedded into each module (which definitely will help learners improve their pronunciation: from a single word to complete conversations) Learners will have an enjoyable experience while learning by being exposed to a story (on the topic of espionage) that enables them to make decisions based on their knowledge of a situation together with their learned understanding of a language and culture. In addition to basic vocabulary building and grammar activities, the language online course programme includes reading comprehension activities that allow learners to understand new meanings, expressions and words in different contexts. The vocabulary dealt with in the modules belongs to basic

categories such as nationalities, food, jobs, house, sports or places in cities.

The project provides innovative tools to sustain and enhance learners' engagement and motivation in language learning in upper secondary and pre-vocational and vocational education and training. The theme chosen appeals to people's appetite for problem solving, which makes learning a language memorable and pleasant. The learner is provided with clues from which the identity of the criminal may be deduced but the solution to the crime is revealed at the end of the course/game. The learner cannot find the solution unless s/he achieves the tasks in the target language. Thus, finding a solution to the crime becomes similar to learning a foreign language.

Language learning is interactive, challenging and takes place through a virtual environment which encourages learners to communicate with peers across Europe. The platform benefits from using excellent creative graphics, which suits the learners' expectations. Its graphics systems stem from advances in image technology, which enables the new story to be told. Its graphics elucidates a decision, dispels a doubt, or adds dynamism to all the project stages

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Volkshochschule im Landkreis Cham
Fontys University of Applied Sciences

Web site

<http://www.ispy-project.eu>

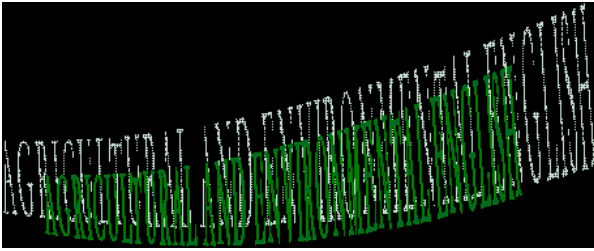
Project duration

2 years
2010 - 2012



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



Agricultural and environmental English

The main objectives of the project were improving competences in general English and introducing English for specific purposes (agriculture and environment).

The students took part actively, together with the teachers, in all the project activities. The main activities were: choosing the members of the project teams, selecting the target group, preparing the participants from a linguistic point of view, involving the participants in documentation visits, working on the end products, involving the students in the exchange mobilities, evaluating and disseminating the project.

The end products are: a Web site of the project (<http://www.ducabruzzo.it/Comenius%20web/Sito%20progetto%20con%20Romania/Index/index.htm>), an agricultural encyclopedic dictionary and a selection of specialty texts meant to support the acquisition of foreign languages. All these were done in three languages: Romanian, English and Italian.

The Agricultural and Environmental English project was selected as a Romanian Best Practice mainly because:

- is consistent with the current European, national and yearly policies and priorities;
- focuses on learning mobilities;
- aims at improving work-related languages skills;
- involves teaching / learning methodologies specific to VET;
- includes less-widely used languages (Romanian, Italian) and a cultural dimension in a professional field (work relationships in a multicultural team);
- provides added value,
- motivates the students and the teachers to improve their language skills,
- is original and creative.

Project coordinator

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Web site

<http://www.ducabruzzo.it/Comenius%20web/Sito%20progetto%20con%20Romania/Index/index.htm>

Project duration

2009-2010



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=162&tla=&sec=&cou=&yea=

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



Architeaching

The main objective of the project is to promote intercultural European education focusing on architecture, through the main key competencies: communication in foreign languages (English, French, and Spanish), digital competencies, the sense of initiative and entrepreneurship and the cultural awareness and expression. The specific objectives are: the promotion of innovation and architecture in teaching foreign languages and the promotion of the creativity, the competitiveness, the employability, the growth of an entrepreneurial spirit through architecture.

The final products are:

- 1) a complex web site containing the project outcomes (the main means of communication and of evaluation);
- 2) a multimedia history of the architecture of the countries involved written in English, French and Spanish;
- 3) 2D&3D simulations of European cities of the past, of the present and of the future;
- 4) a contest between participating institutions to create the house and the city of the future (2D-3D simulations on computer);
- 5) a multimedia multi-language dictionary of architectural terms;
- 6) joint research on architecture (or the descriptions of the cities and buildings) in the partners' national literature;
- 7) TV shows and 5 documentary films about the history of architecture in every participating country.

The Architeaching project was selected as a Romanian Best Practice mainly because:

- is very original;
- is consistent with the European, national and yearly priorities;
- aims at improving employment-related languages skills;
- involves teaching / learning methodologies specific to VET;
- includes less-widely used languages (Romanian, Latvian, Greek, Polish) and a cultural dimension in a professional field (work relationships in a multicultural team).

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Jaunmuiza Pamatskola - Skrunda – Latvia
ISTVAS , Ancona, Italy
Xylotympou – Cyprus

Web site

<http://www.architeaching.ro>

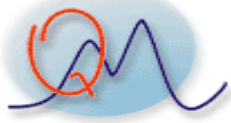
Project duration

2 years
2011 – 2013



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=157&tla=&sec=&cou=&yea=

Best Practice in Vocational Education and Training, Romania



Quality Assurance and Self-Assessment for Schools and Teachers

"Quality Assurance for Schools and Teachers" - a international project developed within the framework of the European Centre for Modern Languages (ECML) of the Council of Europe - started in 2000 in the context of an increased interest in standard setting and procedures for evaluation, quality control and educational management at European level. At the same time, there was a clear demand for the development of a training guide for teacher trainers and multipliers responsible for quality assurance.

The target groups of the project included: decision makers in the educational field, school inspectors, school principals, teacher trainers, teachers at various levels of education.

The main objectives of the project were:

- to consolidate the process towards quality assurance in language education, in both the state and the private sectors, within the framework of European co-operation;
- to adapt and disseminate systems and approaches developed at European level and in different country contexts;
- to encourage professionals representing different languages to speak 'the same language' when addressing quality issues.

The main results of the project included:

- the CD-ROM/website "Quality Management in Language Education" as a resource material, reflecting the collaborative work of participants from over 30 countries in Europe, intended to present the project results to the wider audience all over Europe and beyond
- setting up a network of professionals in the field
- multiplier training events

The 'Quality Assurance for Schools and Teachers' project was selected as a Romanian best practice because of its consistency with the political priorities of the European Commission in the field of language learning; in particular, because of its contribution to setting standards in quality assurance in education and its main role in creating and developing European education professionals' awareness in the necessity of these quality standards.

The CD_ROM and the site of the project are a blueprint in the area of quality assurance and include generic aspects of quality management in language education; standards and procedures developed at European level; case studies from various national and institutional contexts, as examples of

good practice; instruments for internal and external quality assurance; interviews with experts to reflect the latest developments in the field; links and contacts for further information.

This project was a source of inspiration and the starting point for other European projects in the field, which built upon it and developed its quality assurance component.

Project coordinator

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Partnership

QUEST Romania

EAQUALS

National Associations for Quality Assurance in Language Education - Members of EAQUALS

Ministries of Education

Web site

<http://qualitraining2.ecml.at>

<http://archive.ecml.at/mtp2/qualitraining/results/quality/index.htm>

Project duration

4 years

2000-2003



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=206&tla=&sec=&cou=&yea=&ppr=

Best Practice in Adult Education, Romania



Equal Chances to European Integration through the use of the European Language Portfolio

EuroIntegrELP: Lingua 1 project (2004–07) — has built on the European Language Portfolio — the EAQUALS-ALTE version for adults (15+) — as a quality instrument, by setting up integrated systems for promoting language learning (including less widely used and taught languages) for social integration and professional development, international mobility and employability, while also developing self-evaluation skills for better planning of language learning with the aim of achieving one's individual learning objectives. Target groups of the project included: Ministries of Labour, employers/Human Resources Managers, private and state employment agencies, providers of language and vocational training, language learners (15+), people in vocational training, unemployed/employees, media, NGO's.

The main outcomes of the project were:

- a unique multilingual version of the EAQUALS-ALTE ELP in 15 languages, printed in 15 000 copies, distributed in all the project countries and beyond;
- the project website, with materials for different target groups, in 11 languages:
<http://www.prosper.ro/EuroIntegrELP/EurointegrELP.htm>;
- materials developed for teachers and students, teacher trainers and multipliers, employers and authorities, in all the project languages, plus English;
- articles, conference presentations and workshops in over 20 countries.

The EuroIntegrELP project was selected as a Romanian best practice mainly because of its consistency with the political priorities of the European Commission in the field of language learning. In particular, the EuroIntegrELP project has been chosen because it contributes to the enhancement of quality of language teaching by disseminating information about the European Language Portfolio in order to increase employability and mobility of various groups of people.

It had a consistent and relevant impact at European level and beyond (in countries such as Algeria, China) through the collections of materials produced, which were integrated in various LLL-projects: three Grundtvig Learning Partnership projects, 1 LdV Transfer-of-Innovation project; ECML projects, e.g. 'QualiTraining' — included in the 'QualiTraining Guide' and website, 'ELP-TT' — included on the ECML 'ELP-TT' website; the EAQUALS Special Interest Project on 'Implementing the ELP', in 2012 it was integrated in the British Council 'Language Centre' StartUp Programme in

Algeria, etc. EuroIntegrELP's impact is also measurable through the expertise it developed, through its publications and workshops, through the 15-language version of the EAQUALS-ALTE ELP, published and printed in 15,000 copies. and through its joining important multinational networks: the ECML/Council of Europe ELP-Teacher Training project network and website (2011).

In 2012 "EuroIntegrELP" was awarded the European Language Label by the EU Commission as the best ELL project in Romania and was selected as one of the top 5 projects at EU level and awarded one of the 5 special prizes at the Conference on "Multilingualism in Europe", Limassol/Cyprus, 27 September 2012

Project coordinator

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Partnership

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Karel de Grote-Hogeschool, Antwerpen, Belgium

Dialoog, Tallinn, Estonia

ELT News, Athens and QLS - The Panhellenic Association of Language Schools of Accredited Quality, Greece

The British School of Trieste, Italy

Utena College, Utena, Lithuania

PASE -The Polish Association for Quality Language Services, Poland

QUEST Romania - The Romanian Association for Quality Language Services, EURISC Foundation, Bucharest, EuroEd, Foundation, Iasi, International Forum, Timisoara, Romania

TUKE, Technical University of Košice, Slovakia

Octopus - jezicne usluge, Croatia

Web site

<http://www.prosper.ro/EuroIntegrELP/EurointegrELP.htm>

Project duration

3 years

2004-2007



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=210&tla=&sec=&cou=&yea=&ppr=

Best Practice in Adult Education, Romania



Migrants' Integrating Kit - Basic Language for Dealing with Financial Matters – INTEGRA

In today's global knowledge society and with ever increasing mobility, migrants face many challenges before they can settle and feel part of a new community. Two major challenges, which affect many new arrivals, are lack of language skills and lack of basic knowledge on financial matters. The aim of the project is to work together with social partners such as migrant communities and financial institutes to create a Europe wide network of relevant institutes in order to reach migrants in partner countries to improve their integration into local society by providing them with opportunities to gain language skills on basic financial matters.

Main outputs:

- created European network of fitted trainers from migrant communities able to continue delivering the skills to final beneficiaries
- developed Useful Kit of financial terminology, financial glossary and a guide with main information on financial institutes or financial information sources
- created constantly updated long-time after project is over active webportal integrating all the useful financial information, on-line trainings, contact information and networks data

Target groups:

- migrants originating from within and from outside of the EU
- social partners, education institutes and other support organisations to migrant communities.

The innovative character of the project INTEGRA consists primarily on the target groups' typology which address, i.e. groups of migrants may benefit from study or why not labour mobility, but often do not have the tools to actually benefit from this advantage. Multilingualism is an essential element which led to the development of this project. Whether talk about immigrant communities and the countries from which they originated beneficiaries came from 42 countries.

A second innovative aspect is the contents of the work developed in the project, financial support materials for learning terminology in the host language, knowing that the financial aspect is vital in performing any type of activity in conditions of modern life. It is said the large number and diversity of languages in which it appears set of financial materials and services (Glossary and phrases), namely 14 languages (of the migrant communities).

The third aspect that confers innovative project methodology adopted for implementation materials and training activities, namely communicative approach, an informal, with elements inspired by dramatic techniques such as role playing, simulation, situational dialogue that facilitate the acquisition of financial terminology active involvement of the participants and create a relaxed atmosphere, conducive to learning.

Also the idea of the project was to help migrants not to become dependent of services. Such support materials developed are available in many formats. Classical training method through face to face meetings, individual method - individual work at home without the need to use the internet by accessing the CD set and also the individual method, but which stimulates the developmental autonomy - using the Internet and accessing the platform project. Thus the project promotes language learning through e-learning technologies - online platforms, using IT tools. As a general impact, it may be that integrated projects bring a concrete contribution to combating xenophobia, prejudice and racism, adding to the importance of cultural and linguistic diversity in the EU and to address issues of social inclusion.

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Partnership

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Dialogue language institute – DE
Instituto de Formacion y Studios Sociales IFES - ES
Milli Egitim Müdürlüğü-Diyarbakır – TR
Smashing Times Theatre Company – IE
Pressure Line V.O.F. – NL
EuroEd Foundation – RO
DHE Solutions Ltd. – GB
Akademia Humanistyczna – Ekonomiczna W Lodzi –PL
International House – BY (third country partner)

Project duration

2 years

2010 – 2012



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=480&tla=&sec=&cou=&yea=&ppr=