

**Best Practice in Projects
that were awarded the
European Language Label in the field of**

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

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Project duration

4 years
2008-2012



http://nellip.pixel-online.org/CS_scheda.php?art_id=67



Denmark

NORDISKE
SPROGPILOTER

Nordic Language Pilots

Project Manager for the Nordic languages pilots Lis Madsen has developed a training concept which was proven very useful in the training of Nordic school teachers. The courses directly give the participants an insight in the Nordic languages and Nordic culture and literature. On the courses they also work with developing new methods and didactics specific for neighboring languages.

The Language Pilots continually work to develop the area and act as ambassadors for education in Nordic languages. The aim is to enhance the teaching of the Scandinavian languages in school, so that everybody living in the Nordic countries can continue to communicate in common Nordic languages; Danish, Norwegian or Swedish. The goal, in other words, is that children and young people can understand spoken and written Danish, Norwegian and Swedish.

The evaluation of the pilot phase showed that it was a highly successful project in the sense that the participants in the course improved their ability to learn and practice the neighboring languages, and that after the course they established contacts between teachers across national borders- Further on they developed and tested various new ways to encourage neighboring language teaching, and the participants spread their knowledge to other teachers through training and peer guidance.

They have not yet studied the effect on children and young people, as it would require more resources than there are in the project. But it would be desirable to do follow-up research in the project.

This project was chosen as a best practice on the grounds that it has a clear teaching improvement aspect. It provides the Nordic language teachers with methodology, facts, workshops and a wider network over country borders. As of now 134 Nordic language teachers have taken part of the Nordic language pilots and the project is still on-going. Each language pilot continues to inform their respective schools or organizations about their findings and results of the project. They train other teachers in the field.

This project also emphasizes the European, or rather the Nordic, aspect establishing and reinforcing cross national contacts. It actively improves understanding between cultures and promotes the use of neighboring languages in cross border communication. The courses and initiatives serve as inspiration for many different neighboring language activities and methods.

The project is very innovative in two senses; first the original idea produced by Lis Madsen. It is her concept that has grown into this large network of Nordic language teachers. Secondly it is innovative within the framework of the project as the courses focus on new methods and how to improve the didactics in the field of language teaching.

The motivation enhancement criterion is also met in this project. The European criteria for the language label states (amongst other) that the project should enhance motivation in students and teachers. It is my belief that the Nordic Language Pilots by further educating teachers and developing new methods of teaching Nordic languages does motivate the teachers. By generating more knowledge and skill in the teachers, the students' motivation can increase as well.

Project coordinator

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Partnership

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Schæffergården and Lysebu
Voksenåsen and Hanaholmen Nordisk kulturfond (Nordic Culture fund)
Nordisk Ministerråd gennem Nordens Sprogråd (Nordic Ministry through the Nordic Language council)

Web site

<http://www.sprogpiloter.dk/>

Project duration

7 years
2052 – on going



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=89



Estonia



LanguageRobot

Language Robot

The product created by the Academy of Security Sciences is a language simulator which uses voice recognition as a language tool for professional language training for border guards in Estonia and probably across Europe in the near future.

The simulator teaches professional language expressions used in everyday border guard work. Learners can train their language skills separately online or in a blended way in existing language courses. The first version of the simulator recognized and assessed the quality of speech based on the full sentence (i.e. whether the sentence was understandable by a customer or not).

The improvement of the program shows the misused word in the sentence. Exercises vary in level of difficulty and as a new development in 2012 the Academy of Security Sciences is going to create virtual reality work situations where learners have to choose the right sentence in order to progress with the work.

Right now the language robot beta version has only one language (English) but the aim is to develop further and within three years the product should be available for at least 20 different languages. The program is user friendly and self-developing — meaning that the more users use it the more different accents and language preferences will be available, which will make it even easier for the teacher to manage different exercises. The number of exercises is unlimited — therefore it can be used for many different tasks and professions in future.

The European security agencies such as Frontex and Ceuol have already shown interest in the tool; therefore the product will have a huge user group and will give valuable vestment to European internal security by improving the quality of public service. The language robot is a perfect example of uniting different competencies of universities and the private sector. The original idea was developed by the language centre of the Public Service Academy with the help of the Tallinn Technical University and the private company 'Jukulab'.

All aspects of the project are associated with language learning (learners, teachers, materials and methods) and the needs of learners have been taken into account; it increases motivation for learning and teaching of languages; it represents real innovation and will serve for qualitative as well as for quantitative improvements; it has a European dimension and addresses linguistic diversity. The project is important from the point of view of national as well as European security.

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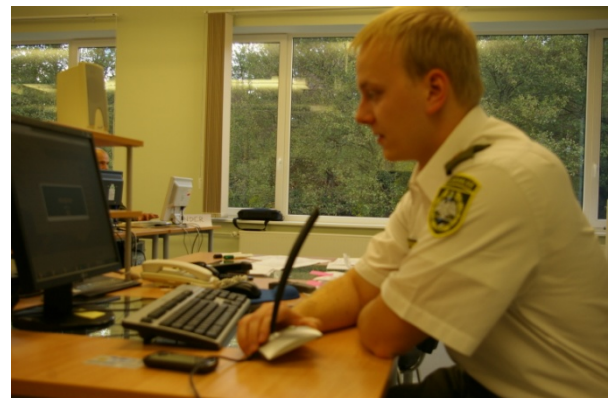
Web site

www.keelerobot.eu

Project duration

1 year

2011



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=140&tla=&sec=&cou=12&yea=



Finland



Ready Study Go!

There was a concrete need for basic, work-based language learning materials in initial and vocational training in the beginning of the 21st century. Language learning was not related to the vocational situations. This project aimed at giving more choices for language learners, using new technologies to support learning and encouraging students to learn more about foreign cultures. The materials were especially targeted for those students who would go for an on the job period abroad: learning about the target culture, working culture and language were seen as a special support for motivation and orientation. Another important target group was those students who were not able to go abroad – the new materials gave also for them an opportunity to study new languages and to learn about new cultures in their home country.

The objective of the project was to develop new online language and culture learning material for the initial and vocational training. The sectors of hotel, tourism, restaurant and catering and bakery were targeted. The language learning materials were developed for the following languages: Finnish, Estonian, French, German and Italian. English was used as a support language for instructions, translations and for providing deeper cultural and linguistic information. The levels were mainly A.1. and A.2.

The main method used in the project was content and language integrated learning (CLIL) which provided opportunities of cooperation between vocational and language teachers. The materials were related to every day working tasks. Dialogues and authentic photos as well as concrete exercises related to the themes were the key materials used in the learning packages.

As a result the above mentioned language packages were created. The work process was also a learning process for the teachers that participated in the work: they learnt how to create online materials, how to use them as part of classroom teaching or as a self-study material, and how to guide the students to use the materials in the best way. The development work on the materials was kept on a very concrete level. There was a continuing project Ready Study Go Ahead!, that took place in 2009-2011. The second project disseminated the experiences of the first one and new

languages (Spanish, Turkish and Swedish) and a new vocational field (vehicle) were targeted.

This project was selected as a Finnish Best Practice mainly because it:

- has increased the variety of foreign languages to be learnt in vocational training
- has used innovative approaches for language learning, among others the use ICT
- has succeeded in the dissemination and the project products are well integrated in the teaching programmes

Project coordinator

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CFA La Châtaigneraie, France

IFA Marcel Sauvage, France

Institute of Technology (Tralee), Ireland

Web site

<http://www.rsga-dev.net/>

Project duration

2 years

2005-2007



<http://nellip.pixel->

online.org/DB_database_scheda.php?art_id=36&tla=&sec=&cou=13&yea=&ppr=



France

Welcome to Tulle

“Les 13 vents” is a vocational institute in the field of hotel management. English language is a key subject for these specific professional figures: the project aims to consider English learning as a major educative objective. This observation leads to the main idea of the project: to invite English native speakers, asking them to play the role of clients in the restaurants where trainees and interns carry out their learning experience.

The “Welcome to Tulle” project aims to put the English language at the heart of the vocational training, helping students and future professionals to improve their linguistic skills. In addition, the project has the objective to develop the mobility of the students, giving them the possibility to spend a two weeks stage in England as main complement of the project itself.

The results of the “Welcome to Tulle” project may be analysed from different points of view. From a linguistic one, students improve their oral practice and feel more confident in speaking English, discovering a new interest towards this subject. From a social point of view, the project allows a positive integration between French people and the local community of English native speakers, between young students and adult tourists. From a cultural point of view, the “Les 13 vents” institute and the Limousin Region have the possibility to welcome English tourists.

The project was selected as Best Practice by the French National Agency “Europe-Education-Formation” for its consistency with the political priorities of the European Commission in the field of language learning. In particular, the “Welcome to Tulle” project promotes a new approach to language teaching and learning.

This innovative approach is strictly finalized to its target groups (vocational students), providing them with the main linguistic skills they’ll need during their professional future. Through this practical and innovative approach, the project enhances the quality of language teaching.

According to the French evaluator, as stated in the “Label des Labels – 10 ans de projets” publication, this project is really interesting because students are literally inserted in a vivid communicative situation. One of the best results is represented by the satisfaction of the end users (the local community of English native speakers) who accepted to get in the game. Thanks to this positive cooperation, English native speakers felt welcomed in the Limousin Region and discovered a renew social utility.

Project coordinator

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Project duration

2 years

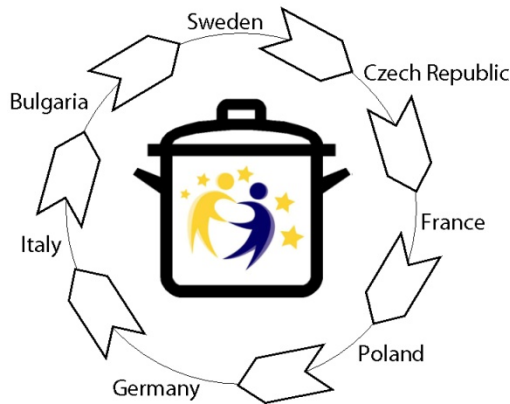
2006 – 2008



http://nellip.pixel-online.org/CS_scheda.php?art_id=30



Germany



How to be a chef in Europe

Approximately 130 trainee chefs from 7 European nations collaborated in this e-Twinning project to illustrate how the professional training in this sector of the service industry is organised in their countries. Amongst other matters, they talked about their daily routine, the highs and lows of the job and their professional plans for the future.

How did the project exemplify best practice?

Here is a quotation from the leader of the project:

"There must be more to it than learning kitchen vocabulary, translating menus and talking about recipes!" This led to the idea to found an e-Twinning project in which trainee chefs from all over Europe come together to get to know one another, the other countries' systems of vocational education, and what it is like to work as a chef in the different European countries. But chefs have to be able to use English in their professional lives actively on the European labour market."

It encapsulates the reasons why it is an example of good practice:

- First of all, it seeks to go beyond normal classroom practice and use European cooperation to give real added value to vocational education;
- It contributes to mobility by bringing together budding professionals from seven different countries and giving them an opportunity to learn about what it is like to work in other countries
- It is based on practical vocational issues – chefs will generally work in areas concerned with tourism, and the use of English as a common language is good training for their future lives.
- The project uses modern media and Internet tools – such as e-Twinning, web 2.0, flash meetings – in a creative and imaginative way

- It was self-financed and cost effective.
- It was fun for participants with real hands-on experience; here is one of the tasks: "One very impressive and effective task was the 'Cooking Carrousel' where each partner had to send a typical national or regional ingredient to a partner school. The receiving students had to create a new, unique dish with them (or more than one) which was/were then cooked the schools' kitchens."

Project coordinator

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Project duration

2 years
2010 – 2011



http://projects.pixel-online.org/nellip/DB_database_scheda.php?art_id=129



Ireland



Multicom 112 Extension Project

The Multicom 112 Extension project was a Transfer of Innovation application under the Leonardo da Vinci Lifelong Learning Program 2007 – 2013. It built on the success of two earlier projects. It was awarded the European Language Label for innovative projects in 2008.

The project derives its name from the 112 number that was established in 1991 by the EU as the single European emergency call number to be used by all member states in an emergency. Article 4 of EU Council Decision 91/396/EU requires that all emergency calls are answered and handled in an appropriate manner. The recent enlargement of the EU has led to the increased mobility of the workforce and population with greater numbers of workers and tourists travelling around Europe.

The project commenced in October 2008 and concluded in 2010. Leitrim County Council as Lead Partner headed up a consortium of seven partners. The project further developed the modern innovative tools for language training including a user friendly CD and an online Virtual Learning Environment.

This project aims to further enhance the linguistic competence of all emergency services personnel by the development of the innovative language learning tools with a total of 17 spoken languages in Europe, with six new languages included in this application, namely Finnish, Irish, Slovenian, Lithuanian, Basque and Sami. The language learning tools are particularly suited to the informal learning environment of emergency service personnel.

Innovative aspects include the cutting edge e-learning training and the increased access by those with informally acquired language skills. Significant development in staff training followed together with the articulation of advanced ICT supported learning materials to enable the development of competence in those emergency services personnel who might be called upon to work with those who did not have the required language ability in the country involved. Significant added value was developed through the elements of transferability in the project.

Dissemination activities included in the project aim to inform emergency service personnel across Europe, employers, and other relevant stakeholders about the availability and the effectiveness of this innovative approach to language learning.

Project coordinator

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Finnish Association of Fire Chiefs, Helsinki, Finland
Vereinigung zur Foerderung des Deutschen Brandschutes, Altenberge, Germany
Sami Language Centre, Laksvatn, Norway
Bizkaia Provincial Government, Bilbao, Spain

Web site

<http://multicom112.org>

Project duration

2 years
2008-2010



http://nellip.pixel-online.org/CS_scheda.php?art_id101



Italy



LeTS Go

New technologies have changed training methodologies, introducing elements of innovation that have redrawn the role of language teachers and trainers.

The LeTS Go project provided language teachers and trainers with the skills to use new technologies in language teaching. Teachers and trainers involved in the LeTS Go project acquired the skills to: select quality e-learning based language teaching tools; use innovative teaching material as an integration and/or alternative to classroom based teaching activities; develop new e-learning based language teaching materials.

The LeTS Go project developed the LeTS Portal addressed to language teachers and trainers. Through the LeTS Portal it is possible to access to:

- an online in service training course organized in three modules focusing on selection, use and development of e-learning based language courses.
- an online database of e-learning based sources for the teaching of 18 different languages. Each teaching source is reviewed by a language teacher or trainer according to a peer to peer approach. Over 900 teaching sources are available on the database.
- database of e-learning based language teaching experiences carried out by language teachers and trainers. Over 300 entries are available in the database.
- new e-learning based language teaching mini-courses produced – to be shared – by the language teachers and trainers involved in the project.

The LeTS Go project was selected as an Italian Best Practice mainly because it:

- focuses on in service training of language trainers and teachers therefore addressing one of the European Commission's political priorities in the field of language learning. It provides language trainers with online courses for the effective use of new technologies for teaching language and for creating their own e-learning based language courses.
- promotes new approaches to language teaching and learning, that is also another priority of the European Commission as far as language learning is concerned. The LeTS Go project indeed focuses on the effective use of ICT and e-learning in language teaching.

- promotes the acquisition by language trainers and teachers of the e-learning skills. This is very relevant for the promotion of quality and innovation in language teaching, also in response to the related European political priority.

- The LeTS Go project has created a valuable network among language teachers throughout Europe. The network, according to a peer to peer approach, shared assessments and evaluations of e-learning based language teaching tools that can be used for the teaching of 18 different languages including those that are less widely taught. Over 900 e-learning language teaching products have been reviewed and uploaded on the LeTS portal.

Project coordinator

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Connectis, Italy
SILabo, Italy
C.I.P.A.T., Italy
Associazione Hermes, Italy
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COSEFI, Italy
WSINF – The Academy of Information Technology, Poland
EuroEd Foundation, Romania
FASE.net, Spain

Web site

<http://lets.go.pixel-online.org>

Project duration

2 years
2009-2011



http://nellip.pixel-online.org/CS_scheda.php?art_id=8



Lithuania



New Technologies for Learning Lithuanian

The project initiated by the Department of Lithuanian Studies of Vilnius University aimed at using new technologies to teach Lithuanian as a foreign language. Those years were marked by an increased interest toward learning Lithuanian: the Lithuanian diaspora was keen on reviving contacts with the newly restored Republic of Lithuania, besides, many representatives of minorities – citizens of Lithuania – needed to learn the state language.

The creators of the learning materials wanted to offer a language course that would be attractive to adult learners and would develop their communicative competence that is to enable learners to use the language in everyday situations, when one needs to listen, read, speak or write. The course had a sound theoretical basis; the Common European Framework of Reference was used to align the materials with the descriptors of the relevant language levels. The main attraction for the users was the choice of language materials: up-to-date topics, reasonable balance between theory and practice; besides, the course was adapted to be used in class as well as at a distance: that is, the learners could adjust their progress to their own pace and time.

The project objectives were:

- to create a CD of materials for self-study (beginners)
- to create a distance learning course for more advanced learners (the materials were placed on the websites)
- to start work on a new distant learning website for learners of Lithuanian, Polish, Estonian, Finnish and Portuguese.

The project addressed the following themes: open and distance learning, quality of language teaching, technology-enhanced language learning, which was innovative for the existing traditions of teaching Lithuanian. The idea of the project found support in among language teachers and promoters in other countries: the Department of Lithuanian studies built up a team of language specialists, publishers, computer specialists and TV people who enthusiastically collaborated in producing the language learning website Oneness City.

Although very diverse in their professional interests, the project partners managed to pull together and create the product that has been of great demand ever since the early 2000ies. The suggested course focuses on the needs and preferences of the present day learners: it offers reference materials so that learners could work autonomously, it also contains “entertainment activities “which raise motivation and positive approach.

On the website one can start a chat with other learners or share one’s worries and achievements in Forum. The materials have become part of the Erasmus exchange language courses in Estonia and in Lithuania; they are widely used by foreigners who want to learn Lithuanian, Polish, Estonian, Polish or Portuguese for business or personal reasons.

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Tartu University, Estonia
YLE, Finland
Finlectura, Finland
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Lisboa University, Portugal

Web site

<http://www.oneness.vu.lt>

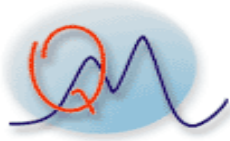
Project duration

5 years
2002 – 2006

http://nellip.pixel-online.org/CS_scheda.php?art_id=154&tla=&sec=&cou=21&yea=



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

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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=



Sweden



Languages and Food Cultures

This project was provided by Nyköping's hotel and restaurant school. The aim of this project was to create more motivation in language studies by working with practical use of languages, in this case restaurant studies. To integrate language and content of studies.

The objectives were to increase the level of language skills, for students to learn in a natural way, to use other sources than text- and workbooks, to get cultural input via food and to have fun while learning. It seemed obvious to tie the language studies with the students' general choice of education and take advantage of the resources available as far as kitchens and the interests of the students.

When it comes to results the promoters report that the students really appreciated this method of working. They gained in skill as well as in confidence in their linguistic abilities. Another result to bring up is that the Italian class went to Italy to visit a similar programme there. When they were there it was evident that they felt comfortable in speaking Italian while working in the kitchen and they could collaborate with the Italian students.

This project was selected as an example of a best practice due to the fact that it meets several of the European commission's criteria for projects in language learning. The following criteria are met: the Food and Cultures project has a comprehensive approach. Every element of the language initiative should ensure that the needs of the students are identified and met, and in this case the project is designed to meet the main interest of the students; cooking. The students have made a choice of what to work with and within that choice this program is highly relevant. To create the method and the content of the language studies around the focal point of the education really meet the criterion around comprehensive approach.

Furthermore, this project has added value. According to the European criteria initiatives should provide a tangible improvement in the teaching and learning of languages. This raises the level of language studies as well as incorporate words and phrases that the students will use in their coming work life.

The third criterion met is the motivation enhancement. Initiatives should motivate the students and teachers to improve their language skills. Both students and teachers gain from the food and culture project. The teachers get the chance of further training and new methodology in their subjects. The teachers also get to cooperate outside their subjects with the cooking teacher, for example. The students' motivation can be increased due to the fact that the studies are preparatory for their careers and they see how their language skills can be used and in what way they are needed.

Innovation is another aspect of criteria that this project meets. It is original and evident in its contents.

This project clearly has a European emphasis. The Food and culture project consisted of English, French, Italian and Spanish. However, the project is also transversal as it is possible to create the learning situation in any given language or languages. Initiatives should potentially be a source of inspiration for other language projects in different countries, this project could be that.

Project coordinator

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Project duration

7 years
2005 – on going

http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=93



United Kingdom



Community and Lesser Taught Languages (COLT)

In the northwest of England quite a few secondary school students from immigrant backgrounds wish to study and take exams in the languages used at home. This is natural since, apart from English, these are usually the languages that they feel most competent in and wish to exploit the potential of. The difficulty was identifying experienced and trained teachers to teach such languages. In response to this need Manchester Metropolitan University, with funding from Routes into Languages, began to design and offer teacher training and teaching resources for teachers of Urdu, Arabic and Mandarin, which are the more widely spoken community languages.

The training focused on classroom management, teaching ideas and confidence building, as well as language development (from the point of view of teaching it). This was done through a series of one-day workshops, interspersed with observation of experienced teachers (of other languages) leading to supervision by experienced teachers of languages in the school context.

About 200 teachers attended the programme over the three years of its life. Feedback collected during the programme indicated a significant development in the teachers' confidence and attitude. In addition sets of resources in these languages were developed and were made available for download.

How did the project exemplify best practice?

- This project responded to a tangible need in the school system to respond to the expectations and wishes of minority groups within the regional community, namely to be able to study the languages that were important in their lives at school level. In this sense, the project was not an enhancement of an existing programme but an initiative that aimed to fill a gap seen by sections of the community and their schools as important.
- Offering full training/retraining to a large number of working teachers and novices in a short space of time was not affordable or achievable. The solution found was to provide a programme of workshops and practical experience over a one year period that people could participate in while continuing their working lives.

- This kind of solution combines expediency and efficiency with good practice while still encouraging participants to go on to longer term training.
- The project designers realized the importance of combining workshop events in which theory and ideas could be discussed with hands on experience of observation and supervised teaching. Unlike much formal teacher training, it successfully married the more theoretical aspects with practical experience in the classroom while building participants confidence alongside their competence as teachers.
- The importance of providing materials in these languages which could be easily used and adapted was also appreciated since, unlike modern European languages, such materials are not easily found in published form. Developing these over time and making them available was an important support for the participants in the programme.

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Partnership

Routes into Languages (North West)

Web site

www.routesintolanguages.ac.uk/northwest/resources

Project duration

5 years

2007 – 2011



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=52