

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





Czech Republic



Cross Perspectives on Exile

The project focuses on one of the most important issues of our society: migrations and exile. The participants are young people (16 – 20 years old) and through the project we try to provide them with wider and more diverse views on the subject. Immigration has had a wide impact on European societies and will continue to do so. Europe has diversified culturally. This has led to the development of new forms of dealing with discrimination, social exclusion, racism and xenophobia. The project represents an opportunity for students and teachers in participating countries to collaborate and communicate in order to develop the knowledge and understanding of the differences between our cultures and to place a greater value on diversity.

The project is focused on developing more tolerance and respect that each culture deserves in the new European context; fighting racism, xenophobia and discrimination, and enhancing the European dimension by promoting knowledge of different cultures, practice of foreign languages, cooperation and mobility.

The work is organized through meetings and mixed workshops (pupils and teachers of the various countries). The activities are directed at synthesizing all the contents about exile and migrations dealt with till now, selecting materials for the final products, learning about the culture and history of the host country.

The project developed in its beneficiaries increased knowledge about migration, respect for other cultures and better understanding for migration issues. A blog was developed which plays the role of an online journal of the project (<http://comeniusonexile.blogspot.com/>).

The main aim of the project was to extend the language culture of the students and present English not only as the school subject but as the communication tool. Students of the participating schools together tried to solve the issue of prejudice as the source of distrust, which raises the fear of the unknown. They met with the Charter of Fundamental Rights and Freedoms. The school promotes active learning of living languages, and the project fully corresponds to the learning strategies of the school. The project meets the priorities: Language education in the Community, Using ICT in Language Teaching.

Project coordinator

Gymnázium Hladnov a Jazyková škola
s právem státní jazykové zkoušky, Ostrava, p. o.

Contact details

Martina Baseggio
Hladnovská 35
71000, Ostrava
Czech Republic
Email: baseggio@email.cz

Partnership

Lycée "Aristide Berges", FR
Dündar Çiloğlu Anadolu Lisesi, TR
Liceo Scientifico Statale "Galileo Galilei", IT
Colegiul National "Constantin Carabella", RO

Web site

<http://comeniusonexile.blogspot.com/>

Project duration

2 years
2009-2011



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=460&tla=&sec=&cou=&yea=&prr=



Denmark



Digital Pronunciation Trainer

This project is a co-operation between researchers from the southern University of Denmark in Odense and two engineers. It is a pronunciation tool that students of Danish can use in a computer. The results of each student are easily monitored by the teachers. The pronunciation trainer consists of two modules, one for the student which is a practice module and one which is more of an administrative/assessment based module.

The objectives are to use speech recognition technology for useful purposes. Another objective is for learners of Danish as a second language to improve their pronunciation skills. Some reported results are that the learners demonstrate better pronunciation of Danish after using the tool. Another aspect presented was the fact that the learners also increased their vocabulary quite a bit. One of the promoters also mentions that the tool itself is too limited only focusing on pronunciation, so the creators have re-developed the tool to make it part of a bigger project package. A project which includes more areas of language learning than just pronunciation.

This project was chosen as a best practice on the grounds that it meets several criteria stated by the European Commission regarding the language label initiatives; it demonstrates enhancement of quality of language teaching by adding resources to the teacher. The teacher is only present in the lesson and after that he/she cannot assist the student with feedback on pronunciation. This device makes it possible for the student to practice at his/her own pace, at a suitable time. It also provides the possibility of recording, sending in via the computer to get feedback from the teacher even when not in class. It also gives the teacher an excellent way of monitoring progress in each student, and therefore meet the student's need at his/her own level.

This project is innovative and also demonstrates promotion of new approaches to language teaching and learning. Another met criterion is the support of mobility for language learning, as you can use this device in any place as long as you have a computer and the gear needed. This makes it possible for the student to practice at any time, which is important.

The criterion of focusing on the development of tools for monitoring progresses in the field of language learning is also met adequately. Since the teacher can monitor and save students' performances it provides a good opportunity in this area.

The project has developed and is now a computer game with a lot more aspects of language learning included. This project that has evolved from the digital pronunciation trainer has now won the ELL in Denmark 2012.

Project coordinator

Troels Myram

Contact details

Troels Myram,
Åbakkevej 27,
5210 Odense NV, Denmark
troels@myram.dk

Partnership

Integrationsministeriet (Ministry of integration)
Odense Kommune (Municipality of Odense)
KL/Momsfondet
Syddansk Universitet (University of Southern Denmark)

Web site

http://troels.myram.dk/index.php?page=digital_udtaetraener

Project duration

10 years
2002 – on going



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=73



Estonia



Mnemo 25 Method

Mnemo25 method offers the opportunity to learn two languages at the same time during 2 months. The method provides video course and a supervisor for individual learning. One of the languages is being used as a base language. The learning process includes intensive memory training and does not depend on the location of the learner. In this project, it is important to increase the motivation to learn, interact and grow.

MNEMO25 - The training material is represented in the subsensory range of perception in the suggestological part of the film and during this phase words are memorized at the unconscious level. The time for demonstrating of one pair of words (a foreign word and it may be Russian, Estonian, English or more equivalent) in 80 milliseconds. It is recommended to be focused on the information demonstrated on the screen during the suggestological part of studies.

It should be mentioned that the efficiency of training in the subsensory mode of perception is fully depends on the extent of trainee's concentration on the training material.

It is not allowed to draw the attention to anything else or to think of anything else. No need to strain yourself trying to memorize words since they are memorized (unconsciously) at the subconscious level. At the second stage it is advised to combine repeating words in mind together with the articulation. Only at the third stage, after words have stuck in mind you may pronounce words aloud after an announcer.

Statistics demonstrates that every 60 hours a person can assimilate 2000 foreign words as a minimum; a capable learner can assimilate up to 6000 words. The result does not depend only on the capabilities of a trainee. The material on videotapes is divided into specific lessons. A trainee can study 1 to 6 lessons a day. The frequency of lessons depends on the personal fatigue. If a trainee studies 6 hours each day he will assimilate first two thousand words within 10 days, if he studies just 3 hours a day - he will assimilate them. Within 20 days, if only one hour - it will take 2 months.

Fast languages language study method Mnemo25 allows an individual, independent, and also a coach to quickly acquire the basic 3-4 thousand words, development of rapid reading skills and maximize the awareness and consciousness of channels.

Mnemo25 method: you can learn at home with the whole family, you are the master of your time, a simple usage; you can also learn 2 languages at once.

Project coordinator

Linguajet Mnemo School

Contact details

Linguajet Mnemo School
Olena Bezsmertna
Järveotsa Tee 3-51, Tallin 13520,
Tel: +372 514 4679
Email: linguajet@gmail.com

Web site

<http://www.linguajet.ee>

Project duration

12 years
2001-2012



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=155&tla=&sec=&cou=12&yea=



Finland

amiedu

Place of work as a learning environment for Finnish

Languages and intercultural communication in working life are included in the project as a concrete co-operation between target groups (immigrants, personnel at the workplace and customers). The Finnish language is used in job performance, recruitment and working life communication across different vocational fields. The target group - adult immigrants at work speaking Finnish as a second language regardless of their background - was selected because of their increasing number in the metropolitan area and the multicultural and diversity challenges due to this phenomenon for both individuals and organizations. Obviously there was and is a constant need for tailor-made field-specific Finnish language training at the workplace. The project made it possible to put the knowhow of the organization in practice methodologically and on a large scale.

The objective of the project was to support the career development of immigrants, to enhance diversity and to improve language training methods by developing new ways of learning Finnish at the working place.

The language training courses were planned together with the coordinator and the workplaces according to their needs. Evaluation was made by using feedback from both the employers and employees. The training plans were developed in co-operational trainer meetings.

According to the indicators of the feedback both the language and vocational skills of immigrants have improved during the project.

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

- improves and promotes intercultural dialogue and close connections with employers, taking into consideration the needs for language skills in working life
- uses innovative approaches for teaching languages
- supports migrants to integrate into the Finnish society and into working life
- has developed a model that is easy to transfer to other work places and to other contexts
- has reacted to the fact that the number of migrants in Finland increases all the time and new ways of integration into the Finnish society are needed

Project coordinator

Amiedu

Contact details

Ms. Anni Piikki

PO Box 151

00381 Helsinki

Finland

Tel: +358 20 7461 284

Email: anni.piikki@amiedu.fi

Project duration

1 year

2009



http://nellipixel-online.org/DB_database_scheda.php?art_id=39&tla=&sec=&cou=13&yea=&ppr=



France



7 Jours sur la planète

In 2005, a French survey focused at analysing the resources used in teaching foreign languages. In parallel, the French Foreign Ministry decided to ask for the support of different experts in order to create a device using modern mass media in the teaching process. TV5MONDE answered this call for proposals with the “7 jours sur la planète” project.

The project aims at developing an innovative approach within the teaching process. This innovation is guaranteed by the use of news and by a major openness on the real world: “7 jours sur la planète” is a 26 minute weekly French speaking program broadcasted every Saturday on TV5MONDE signals worldwide. It deals with the major international events, news and features. In addition, the use of French subtitles allowed it to be a support tool to the French teaching and learning needs of students and adults (video, online activities, and content to download).

The “7 jours sur la planète” project comes from a close cooperation between the Foreign Ministry, the Organisation Internationale de la Francophonie, TV5MONDE and different experts in the field of education and new technology. TV5MONDE realised the technical support for the learning documents edited by the language schools and validated the learning objects.

The TV program and the web site represent the main results of the “7 jours sur la planète” project. In particular, the site collects more than 1 million and 400 thousands of visits for the last year 2011. More than 600 thousands teaching files and 2 million exercises were realised and downloaded in 2011.

The project was selected as case study and best practice by the French National Agency “Europe-Education-Formation”. According to the French evaluator, as stated in the “Label des Labels – 10 ans de projets” publication, this project had an important disseminative impact, thanks to the national and international media coverage offered by TV5. The project offers an interesting approach to the oral dimension of the French language through the analysis of the international news.

In addition, the project promotes new approaches to language teaching and learning through the use of new media and supports the recognition and validation of language skills acquired through non formal and informal tools like the TV broadcast.

Project coordinator

TV5MONDE

Contact details

Madame Jacobs
131, avenue de Wagram
75017 Paris
Tel: 01 44184977 Fax: 01 44185554
Email: contact@tv5monde.com

Partnership

French Foreign Ministry
Organisation Internationale de la Francophonie

Web site

<http://www.tv5.org/TV5Site/7-jours/>

Project duration

2006 – on going



http://nellip.pixel-online.org/CS_scheda.php?art_id=21



Ireland



Authentik Language Interactive

Authentik was founded as a result of extensive innovative and groundbreaking research into the benefits of using authentic materials for language learning. The company is a campus company of Trinity College Dublin. The project is based on earlier work with Authentik-online.

The product is designed around a foundation based on practical language learning with a high degree of facilitated access to media in different European countries. It provides language learners with high quality materials in French, German, Spanish, English and Italian including magazines, cassettes, CDs, photocopied exam practice books, teacher development books and digital products.

All of these features are then accessible in a single high specification web environment allowing learners to integrate their language skills with full control over resources and activities using a range of media. It is developed to give language content hitherto available only to native speakers, to a much wider audience. It accommodates all kinds of language learners in a variety of learning environments.

Authentik Language Interactive sets out to harness innovations in web and multimedia technologies to provide language learners with a language-rich, media-rich, empowering environment. This scaffolds learning across the range of language skills. The product has been formulated to show ways to embed innovation and applicability and to overcome the challenges of current curricula by thinking 'outside the box'.

The project is a product that highlights the importance of language learning in the creation of an inclusive multicultural society and the significance of real life situations in providing motivation for learners to develop and enhance their linguistic competence.

Authentik Language Interactive was designed to provide learners of languages with fresh, interesting material weekly, through multiple media. The product promotes integration of different language skills which are increasingly relevant in intercultural environments. It is designed both for independent learners, adult learners and for use in classroom environments. It is a very different concept when compared with traditional school texts.

The product gives access to real life news and provides interesting and relevant authentic material on a weekly basis through multiple media for a broad range of participants. Working in partnership with Agence France Presse, it provides news on a weekly basis from four European countries but has the possibility – and intention – of adding more. Content is regularly updated by native-speaker language teachers. The focus is motivating material, appealing to different learning styles and sectors.

The use of IT gives new opportunities for language learners suited to their level of ability.

Project coordinator

Authentik Language Learning Resources Ltd.

Contact details

Contact person: Dr. Sean Devitt
Address; 27 Westland Square, Dublin 2
Tel: +353-1-677 1512
Email: info@authentik.ie
Web site: www.authentikinteractive.com

Web site

<http://www.authentikinteractive.com>

Project duration

2010 - on going



http://nellip.pixel-online.org/CS_scheda.php?art_id=470



Lithuania



Learning by Moving

The Learning by Moving project aimed to help people realize the importance of learning languages in a most original way: public transport passengers had a chance to participate in language mini-sessions right on their way to work or elsewhere. The project brought together 8 partners from 7 countries. Each partner chose “to teach” three languages in their respective countries: English as a Lingua Franca, the state language of the country and the language of a minority or a neighboring country: in Lithuania – Polish, in Poland – German, in Romania and Malta – Italian, in Germany – Turkish, in Italy – Spanish.

The main objectives of Learning by Moving were to facilitate promotion of native languages and LWUEL and prepare the general public to interact in multilingual European context. The project targeted the general public with special emphasis on pensioners, students, tourists, the unemployed and immigrants. The project activities included the language learning campaigns on public transport in 6 European countries, several seminars and conferences to evaluate the project progress and results. The project products are a collection of most common social phrases in the target languages presented in the attractive booklet and a CD.

The project suggests new solutions for language acquisition by providing an innovative out-of-classroom environment for teaching languages. Although the language mini - sessions on public transport did have some features of teaching the language (the recordings of most common social phrases were played and replayed, supported by visuals in the target languages), the project did not seek to teach the language but rather to ignite people’s interest in languages that could help them act adequately in unfamiliar language environment and various everyday situations.

The use of non-standard user-friendly methods stimulated people’s curiosity and motivation, which should lead to further, more conscious learning of languages. The innovative solutions to the actual problems facilitated the success of the project implementation which resulted in wide visibility all over Europe and even reached US (info on the project on BBC online news page, Deutsche Welle webpage, The Christian Science Monitor, etc.).

The project deserves special praise for the partners’ choice of languages “to teach”: each partner researched and decided on their target languages, the ones that reflect the relevant needs of the county’s people and visitors.

In most cases the partners chose the language of the neighboring country. In general, the project turned to be one of the most democratic initiatives: any passenger of a trolley or a bus had an opportunity to learn a couple of useful phrases just for the price of a bus ticket.

The project was highly appreciated not just by the communities of the places where it was implemented, but also by the European Commission: Learning by Moving has won the first European Language Label of the Labels Award as one of the five outstanding projects which in the last decade have promoted innovative teaching and learning of languages in Europe.

Project coordinator

Soros international House, Lithuania

Contact details

Daiva Malinauskiene
Konstitucijos 23A
LT-08105
Lietuva
Tel/fax (+370) 5 272 48 39
Email: info@sih.lt
Website: www.sih.lt

Partnership

International House Bath, UK
Hamburger Volkshochschule, Germany
AcrossLimits, Malta
International House Srl, Italy
International House Integra Sp. z o.o., Poland
Fundatia EuroEd, Romania

Web site

<http://www.learningbymoving.eu>

Project duration

3 years
2006-2008



http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=110&tla=&sec=&cou=21&yea=



Norway



My language – your language

My language - your language project was part of the activities of the Multilingual library (Det flerspråklige bibliotek DFB) that is situated in Oslo. The Multilingual library's work is based on the conception and belief that language learning and knowledge of each one's own language and of other languages give citizens a stronger capacity to cope in modern society and participate there, and by this contribute to greater diversity.

The project target groups were people living in asylum receptions, as this is a particularly vulnerable group with a particular need of good support from public authorities and institutions. Children are also important for the Multilingual library's work, as the curiosity about and stimulation of language from an early age is significant.

Six main topics have been chosen to enable most of the target group to read a new language during 2010:

1. Convey offers especially to people in asylum receptions. End-users in the whole of Norway may borrow language courses or log on to the organizers' websites.
2. The magical carpet is an exhibition produced to be shown in libraries, primarily to children of 4 to 10 years old. It consists of a piece of Islamic art, a pavilion of glass tessellation, called The Gate to the Orient. Three newly written tales are linked to the theme, in three different languages.
3. Bazar is a tailor-made online service for linguistic minorities in Norway and available in 14 languages. It is a unique possibility to reach minority groups in their own languages. It contains information about Norwegian culture and society, papers from 50 countries, books for reading and an address list of organizations for linguistic minorities.
4. Production of bilingual books, having especially minority children as a target group.
5. Participation in the ABM-development project called "Lesefroe" (Reading seeds) which is a biannual national project where kindergartens with a large proportion of minority children have established library branches.
6. Multilingual bags of fairy tales: picture books and sound books in different languages and specially made ragdolls are put in the same homemade bag.

The main results of the project are especially the interest for the Norwegian language, which has increased the number of courses and licences available. Another clear result are the 7 titles of bilingual picture books in Norwegian with Arabic, Kurdish, Persian, Polish, Russian, Somali, Tamil, Thai, Turkish, Urdu and Vietnamese. They are lent out or sold to libraries, nurseries and schools.

The reasons why the project was included among the Norwegian Best Practice:

- The target group is well chosen: people and especially children in asylum reception centres
- The target group is offered possibilities to learn Norwegian via different media
- The project activities aim at migrants' integration into the Norwegian society and towards working life
- Early language learning has been taken into consideration
- The great diversity of languages in Norway has been taken care of by the project and by the Multilingual Library.

The project has been chosen to represent Norway at the Label of the Label ceremony held in Cyprus on 26-28 September 2012. It was also awarded by a special Label among five chosen project in that ceremony.

Project coordinator

The multilingual library (Oslo)

Contact details

Siri Tidemann-Andersen

Norway

Tel. + 47 23 43 28 38

E-mail: siri.tidemann-andersen@kul.oslo.kommune.no

Web site

http://dfb.deichman.no/index.php?option=com_content&view=article&id=469%3Aomdfb&catid=43%3Aomdfb&Itemid=135&lang=en



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=464&tla=&sec=&cou=39&yea=&ppr=



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.

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

PROSPER-ASE Language Centre

Contact details

Liliana Dellevoet

PROSPER-ASE Language Centre, 11 Tache Ionescu St., room 8204, Bucharest, 010355, Romania

Tel Fax: +40 21 211 7800

Email: liliana_dellevoet@yahoo.com ; prosper1@prosper.ro

Partnership

Österreichisches Sprachen-Kompetenz-Zentrum, Austria

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 - jezikne 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



Spain



Taste E-tridem.net.Intercambios interculturales en entornos virtuales.

The main objective of the project has been to design, develop and evaluate an innovative course concept for learning two foreign languages through communicative tasks on cultural issues in virtual environments.

The aim is to improve the students' communicative competence in two foreign languages, empowering their communication skills in English, German and Spanish as well as their sociocultural knowledge and intercultural awareness, fostering debate on intercultural language learning, and improving the students' and teachers' use of ICT.

This project began with the creation of an online learning platform (www.e-tridem.net/moodle), the main axis of the course, where users can find the tasks and the guidelines for participation, can get in contact with participants, learn about the latest news, etc.

From the basic principle of collaboration in small transactional groups, several groups of native speakers of three different languages were created to carry out cultural tasks communicating in three languages through ICT.

The core of the language course are three linguistic blocks in which the transactional groups met online and work in small projects which require discussion, communication and agreement.

The topics are everyday issues and refer to their lifestyles and customs. Each block of these contents has a duration of two weeks and only the language of that block can be used. The participant whose mother tongue is used adopts the role of native expert (guide-on-the-side) of their culture and language. In order to perform these tasks there is always an information exchange phase, a small phase of individual work and another one of collaborative work.

The course ends with a meeting (face-to-face) of all participants to get to know each other and evaluate the course all together.

Project coordinator

Escola Oficial de Idiomas

Contact details

Susana Aldao Linares
Escola Oficial de Idiomas
R/ Pepín Rivero, s/n
5011 A Coruña
SPAIN
Tel: +34 981279100 Fax: +34 981279158
Email: saldao@mun-do-r.com

Partnership

Pädagogische Hochschule Ludwigsburg
Escola Oficial de Idiomas- A Coruña
VHS Götzis
volkshochschule stuttgart e.V.
Institute of Education- University of London

Web site

www.e-tridem.net
www.e-tridem.net/moodle



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



Sweden



ALFA– an alphabetization project

This project is an alphabetization project that concerns learning Swedish as a second language while working on the native language. The idea is to learn Swedish and increase literacy through native language and Swedish at the same time. The teachers in native language and in Swedish teach some classes together and some classes alone. The cooperation between the teachers in the classroom increases the student's ability to interpret and attain new words and phrases. This leads to an increased ability to fully use the content of the education.

The education is based on different themes. Visits to museums and visits to the school from experts are frequent. Each group visits the museum every third week. The visits to the museum are later the base for the work in the classroom. The students take pictures, and then use the pictures to write or talk about the specific area

The aims of this project were for students to gain literacy in Swedish at the same time as in their mother tongue. It has been scientifically proven that people who have the foundations of reading and writing in their mother tongue have an easier time learning a new language. For the students to gain independence in society and equality was another objective.

The results were above expectations, one teacher reported. The students in her class had written letters, taken part of chatting and using the computer to get closer to friends and family in other countries. The feedback from the students was on going and positive.

These classes also offered a greater insight to the society as a whole and the students also attained self-confidence from these experiences.

The reason this project was selected as a best practice was really that it considers multiple aspects of learning a new language. The teachers of Landskrona saw the benefits of working together in the goal of increasing literacy and language acquisition, and it worked successfully.

This project is transversal, it can be adapted into any language, as long as one cooperates with the teachers of the native tongue. Further the teachers involved the surrounding environment to create a learning situation which was not just set in a classroom.

The alphabetization project really has a comprehensive approach. The elements of the project ensure that the needs

of the students are identified and met by adapting the different assignments and also the different languages used in combination with Swedish.

It is my belief that this project promotes added value to language learning. It emphasizes the need of skill in the mother tongue when learning a new language. This has then contributed to more collaboration between teachers in ways that they had not previously done.

This project also consists of motivation enhancement by considering the whole situation in language learning and collaboration with different instances in society. Initiatives should motivate the students and teachers to improve their language skills, and for both student and teachers I believe that this project does that.

Project coordinator

Komvux/Kunskapscentrum Landskrona

Contact details

Komvux/Kunskapscentrum

Emaljgatan 11

261 43 LANDSKRONA

Email: Birthe.Lindwall@landskrona.se

Partnership

Landskrona municipality

Project duration

2003-2004 +

2004-2006 in Albanian and Swedish

2005- 2006 groups in Arabic, Dari and Swedish



http://nellip.pixel-online.org/CS_scheda.php?art_id=70



Welsh for Adults

In the North of Wales, including in the town of Mold in Flintshire and the surrounding area, Welsh is spoken as a first or second language. However, many in the community do not speak Welsh and others would like to improve their command of Welsh for social and professional reasons. Adult learners taking courses in Welsh at intermediate level realised that it would be beneficial if they could have real contact with the language outside the classroom setting.

This feeling was enhanced by the national Eisteddfod (see <http://www.eisteddfod.org.uk/english/content.php?nID=2>), which was held in the area in 2007, and brought in funding which could draw on.

The project manager, who is given time for this by Bangor University, capitalised on the enthusiasm of students attending intensive summer schools in Welsh and the willingness of Welsh speakers in the area to work with them. The aim was (and is) to enable learners of Welsh and mother tongue speakers of Welsh to come together socially at local events and in clubs and societies of all sorts in the area. While the success of the project depends on individual willingness and motivation, the project manager intervenes to ensure that interaction is happening and people are continuing to participate.

About 150 learners of Welsh and 50 or so mother tongue speakers of Welsh are involved every year. 10 community-based events are organised by the group each year, and they also attend various other local events and meetings according to their individual interests and availability. This has maintained and/or increased the proficiency in Welsh of the learners concerned as well as their motivation. From the Tel. 01352 756080
E-mail: emse08@bangor.ac.uk

Web site

<http://www.bangor.ac.uk/ll/pastresearch.php.en>

Project duration

5 years
2007 – on going

point of view of the mother tongue speakers, it is an opportunity to contribute to the development of Welsh in the area as well as to meet new people.

HOW DID THE PROJECT EXEMPLIFY BEST PRACTICE?

- So far as the project leader knows, this project is unique in its structure and the way it functions as it builds on the shared interests and enthusiasms of people in two language communities. This kind of innovation is essential in adult language projects as they need to see language learning as part of their social (and/or professional) life.
- The issue of Welsh as a less widely taught and spoken language is very important for that country, especially for the communities in the north. While Welsh is now taught as an obligatory subject at school, this was not always the case, and many people leave school with an unsatisfactory command. A project of this kind is a real boost for the development of proficiency in the language among adults and a wider understanding of its relevance to modern life.
- The group is more or less self-motivated, having been stimulated by the ideas of some of the learners and the Eisteddfod and activities are self-selected and voluntary. This makes it easier for the project leader to maintain momentum and simply oversee the sharing of information about relevant events and following up with participants where possible. Facilitating the formation and work of a self-motivated group is a key advantage in any project, especially one involving adult language learners.
- The project leader is allowed some time to maintain and monitor the project by her university. This is seen as part of the university's contribution to the local community and no doubt raises its profile among those involved in the project (many of whom have attended extra-mural and summer courses under the university's auspices). This kind of ongoing support is virtually essential for long-term projects like this to work.

Project coordinator

Bangor University

Contact details

Eirian Conlon



http://nellip.pixel-online.org/DB_database_scheda.php?art_id=113