

Quality, Innovation and Networking in Language Learning

Guidelines for the Adult Education Sector

based on experience derived from projects
that were awarded the European Language Label



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1. The European Language Label - general information

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1.1 What is the European Language Label?

Aims



European Language Label

The [European Language Label](#) is an award that encourages new initiatives in the field of language teaching and learning by rewarding them, by spreading the knowledge of their existence, and thereby promoting good practice.

The Label is open to all types of language education and training projects, regardless of the age of students or the methods used, its main focus being to promote innovation. By supporting innovative projects at local and national level the Label seeks to raise standards in language teaching across Europe.

Each year, the Label is awarded to the most innovative language learning projects in each country. It is coordinated by the European Commission, but managed by the individual Member States through their [National Agencies](#).

Criteria

Projects are selected for award according to criteria agreed at European level. Annual priorities are also identified at European and also at national level. The [European Criteria](#) are:



- Initiatives should be **comprehensive** in their approach. Every element of the language project should ensure that the needs of the students are identified and met
- Initiatives should provide **added value** in their national context; this means a tangible improvement in the teaching or learning of languages, either in terms of quantity or quality
- Initiatives should **motivate** students and teachers to improve their language skills
- Initiatives should be **original** and **creative**; they should introduce previously unknown approaches to language learning, but also make sure they are appropriate for the students concerned
- Initiatives should have a **European emphasis**: they should take account of Europe's linguistic diversity and make use of this - for example, by liaising with contacts across national borders
- Initiatives should be **transferable**; they should potentially be a source of inspiration for other language initiatives in different countries.

Priorities

Every year the European Commission proposes specific priorities for the European Language Label award. These priorities refer to the political and strategic rationale for promoting and improving language teaching and learning in Europe.

For the 2012-2013 campaign, the priorities defined by the European Commission were:

- language learning based on the new technologies
- multilingual classrooms

In accordance with the priorities selected by the European Commission, national agencies may identify more specific national priorities that are relevant for the improvement of language learning in their respective countries.

Timing

Label Campaigns are organized by the [national agencies](#) in the Member States. A public call for applications for the award is announced at national level. The Label campaigns provide information about the objectives of the Label, the current European and national priorities, the selection criteria, and the procedure for applying. Label campaigns are organized in different periods of the year in the various member states, so the deadlines for submitting applications also vary.

Selection procedure

In each member state, the European Language Label is awarded by an evaluation committee or jury. The task of the committee is to select those projects that best meet the requirements and the European priorities.

Prizes

In all participating European countries the Label is awarded in the form of the official European Language Label certificate. The winners are also entitled to use the European Language Label logo in their communications or publications. In some countries, prizes are also awarded by national sponsors.

Further information



Further information about the European Language Label is available at the following websites:


- **European Commission**
The European Language Label official web site
http://ec.europa.eu/languages/european-language-label/index_en.htm;
- **National Agencies**
The National Agencies in charge of the European Language Label:
http://nellip.pixel-online.org/EUL_national_agencies.php.

1.2 Impact of the European Language Label

The European Language Label is relevant to the adult education sector for the following reasons:

The European Language Label ensures greater visibility for language projects and the coordinating institutions: a reason to apply for the European Language Label is to raise the profile of the project and the institution coordinating it. If projects are presented at national and international language education events they will gain greater visibility. Such events are often organised in cooperation with the relevant National Agency or with the European Commission. Projects also become better known because of being included in the [European database of quality projects](#), available in the Multilingualism section of the European Commission's website. In addition, after receiving the European Language Label, several projects receive acknowledgement and publicity in their local or national media.

An example of a project that won the European Language Label:

	<p>"Despertar a las lenguas" aimed at establishing an action plan for innovation in the classroom, developing a methodology that favours the acquisition of multilingual and intercultural competence, raising students' awareness of the existence of European languages and preparing them for linguistic and cultural diversity by creating positive attitudes to other languages and cultures among students. The learning materials foster the development of multilingual competence.</p>
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The European Language Label contributed to the visibility of *Despertar a las lenguas*. For example, several articles were published in the local and national press about the project and the winning of the award.

The European language Label guaranteed greater visibility for the project, which was selected by the Lithuanian National Agency on the occasion of the [Label of the Labels](#) ceremony that was held in Cyprus on 26 – 28 September 2012, coinciding with the European Day of Languages. The project was one of five projects to be awarded the Label of the Labels.

The European Language Label increases the motivation of staff involved in the project: obtaining European recognition may help teachers to gain greater awareness of their own role. The initiatives that a school engages in depend for their success on motivated staff, and due recognition for the time and the energy they invest in these activities. The European Language Label may have an important impact on teachers' motivation: those who took part in the project receive official recognition; those who have not taken part in the project may start to ask for information about the results and impact of the project. The award of the European Language Label may have the same effect on students and parents, who understand the value of such an award and may be motivated to participate.

The European Language Label contributes to greater project sustainability: there are various ways in which the European Language Label may contribute to greater sustainability. For example, a 'labelled' project may have better opportunities for follow-up in subsequent activities or projects. Indeed, some of the projects, led to successful applications for further funding under the Leonardo da Vinci 'Transfer of Innovation programme. Secondly, the European Language Label may have a revitalising effect on the coordinating institution, contributing to its acceptance and consolidation, and motivating teachers and students, which creates the conditions for further project exploitation. By rewarding good practice and highlighting quality, the European Language Label contributes to project maintenance and further implementation. Obtaining the Label may also help the coordinating institution to identify further funding to continue the activity. Finally, by rewarding good practice and highlighting quality, the European Language Label contributes to the maintenance and further implementation of the project outcomes.

Example:



According to the [“Languages for Healthcare”](#) coordinating institution, by learning foreign languages, barriers are overcome, medical staff develop a better understanding of people coming from different cultures in order to better take account of patients' wishes and needs in the health care system and their treatment. The success of the programme is demonstrated by the great number of medical staff who have registered for language courses since it started -: 620 for Italian and 120 for Slovenian.

Besides enhancing the project's visibility, the European Language Label contributed to the continuation of the project. The initiative became a normal part of the coordinating organisation's activities and led to a multilingual guidance system for patients, as well as information brochures, and multilingual admission and consent forms at the hospital. Internal and external interpreting services, facilitated by the award of the Label, are also highly appreciated by the different departments of the hospital.

2. Managing the quality of Language Learning Initiatives

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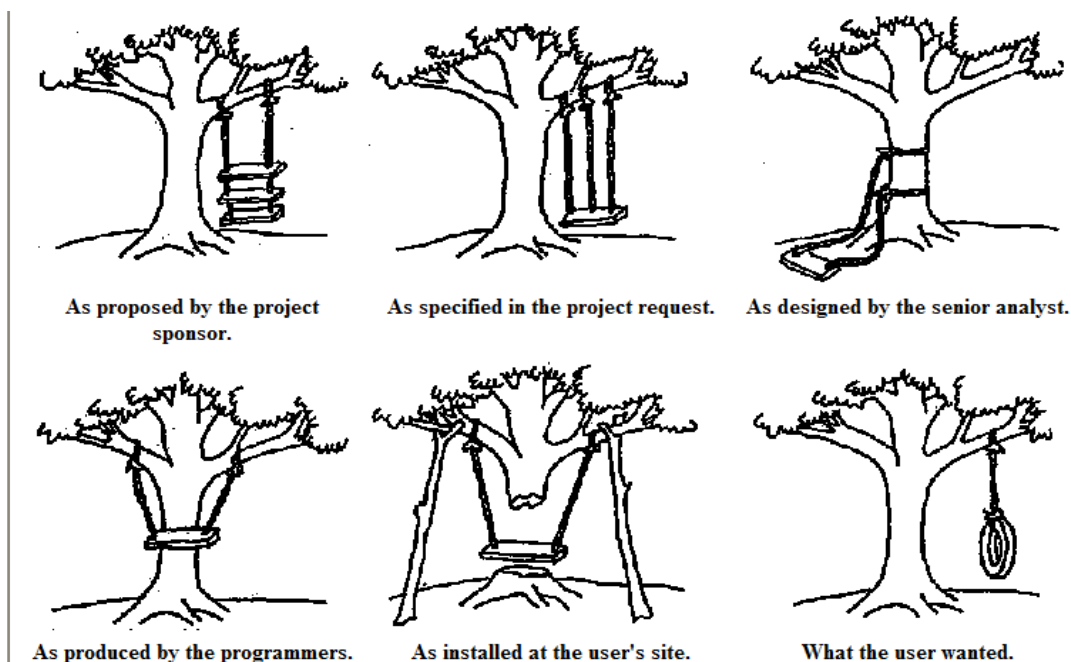
2.1 Introduction to quality issues

What is 'quality'?

'Quality' is an overused term often associated with fast moving consumer goods or with services such as a stay at a hotel, or a meal in a restaurant. But what does 'quality' actually mean? How can it be measured, and what are the implications for language education projects? These are some of the questions addressed in this first sub-section, which will go on to look at how the criteria used for selecting projects to receive the European Language Label relate to definitions of quality.

A simple definition offered by Oakland¹ is that quality simply means meeting the requirements of the customer. A less simple definition is proposed by Feigenbaum² "Quality is a customer determination based upon a customer's actual experience with a product or service, measured against his or her requirements - stated or unstated, conscious or merely sensed". So quality is closely related to 'customer satisfaction': customers are the ones who decide what services and goods are high quality and low quality, not the providers of a service or the makers of a product.

A favourite cartoon reproduced in Oakland's book demonstrates this point:



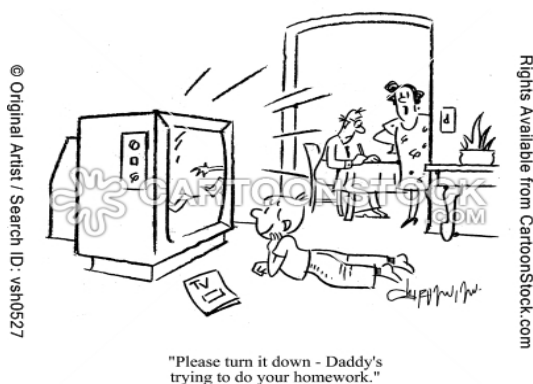
The moral of this story is that it is possible to put a lot of effort and investment into a product or service without getting anywhere near providing the customer with what he or she wants and would consider good quality.

¹ Oakland, John. 1991. *Total Quality Management*. Butterworth-Heinemann

² Feigenbaum, Armand. 1961. *Total Quality Control*. New York: McGraw-Hill

Who is the 'customer' in language education projects?

It is important to consider who the customers or beneficiaries of language projects are. As with education and training in general, there may be several beneficiaries, but primarily the concern is for the learner, in this case the language learner. Behind this group of 'customers' there is often another group or individual. In the case of students at school there are the parents who directly or indirectly (through their taxes) pay for their children's education. In adult education and corporate training, employers or government agencies may be paying for the service. Finally, there are stakeholders such as the ministry of education, authorities and school principals to consider as indirect 'customers' and certainly as stakeholders.



The implication is that somehow educational provision, including language education projects, need to meet or preferably exceed the expectations of all these types of customer. This is not easy as the expectations of different groups may contradict each other. The classic example is the difference of view between young students at school wanting to be entertained and 'active' while they learn and that of their parents, whose concern is for exam results, grammatical knowledge and proof of a certain level of language proficiency.

Of course, especially in a service as complex as education, it may not be that easy for customers to define or know exactly what they want. They are more likely to recognize what they don't want.

How do the criteria used in selecting projects to be awarded the ELL fit in with quality concepts?

The European Language Label [criteria](#) were discussed in section 1. These require projects selected for award to:

- **be comprehensive** i.e. every element of the language project should ensure that the needs of the students are identified and met
- **motivate** students and teachers to improve their language skills
- be **original** and **creative**
- provide **added value** in their national context
- have a **European emphasis**
- be a **source of inspiration** for other language initiatives in different countries

Only the first two of these criteria directly relate to the primary customer, the language learner. Other criteria are more to do with national and European concerns and to less easily assessed features such as originality, creativity and transferability.

What aspects of a language project need to be considered when assessing its quality?

This sub-section looks at language education projects from the point of view of quality, with reference to examples from some projects based in institutions in the UK and Germany.

Quality is not related to a single aspect of a project but to all aspects and factors. Each element is interdependent with others, so if there is a weak link in the 'quality chain' the overall quality will be affected. Below are some of the main aspects to be considered.

a) Who are the learners who are expected to benefit from the project?

Language learners are the primary customers and their needs and their view of what will be a beneficial outcome for them and a good project experience are most important. If relevant and possible, other customer groups, such as parents, or in vocational education, employers, should also be listened to. In many cases learners are consulted before the project is fully planned. Those designing the project must really know the students well and understand their learning and motivational needs.

Examples: in the [Citizenship & Language Pack project](#) (Germany 2012) the focus was to provide materials for adult migrants learning German, Italian, Spanish or less widely taught languages such as Lithuanian, Czech and Greek.

In [Guthan nan Eilean: Island Voices](#) (UK 2007) the target groups were communities wishing to learn Scottish Gaelic, especially those on the Scottish Hebridean islands, where the organising college, Sabhal Mòr Ostaig, an ational centre for Gaelic language and culture, is based.

b) What are the origins and goal of the project? What inspired the initiative? What language learning need is it responding to?

Heyworth³ points out that 'Projects are different from ordinary work. They are intended to change things', or, we could add, at least test things out to see if they need changing. Certainly, even a two hour class project should be a change from customary classroom work. The type of project being discussed here needs to be carried out for a good educational reason, not, for example, simply because it is seen as a way of making life more interesting for teachers, or in order to win an ELL award!

c) What are the specific aims and target outcomes of the project during and after its 'lifetime'?

The learning or experiential outcomes at or after the end of the project need to be carefully thought through to ensure that they are achievable by and useful to the learners, and they also need to be measurable so that they can be properly evaluated. In addition a good quality project will have intermediate aims that can also

³ Heyworth, Frank. 2002. *A Guide to Project Management*. Graz: European Centre for Modern Languages. See <http://www.ecml.at/tabid/277/PublicationID/39/Default.aspx>

be evaluated. For example, in [a Web-based Course in Norwegian](#) (Estonia 2009) the aim was specifically to develop new on-line materials for teaching Norwegian in Estonia and elsewhere.

d) Are the necessary financial resources available to run a project with these aims?

This is usually a crunch question: some projects require very little extra money, for example if they involve students working in a different way during class time. But a project that goes beyond day-to-day school based learning usually requires extra funding. There is no point in continuing with planning a project unless the project organiser is sure that the necessary money can be found, either within the institutional budget, by applying to a local agency or sponsor, from parents and students themselves, or in some cases from international funds such as those provided by the EU Commission under its Lifelong Learning programme.

e) How is the project designed, and who is/was involved in that?

The design includes various key aspects related to the goal:

- **Length:** projects usually have a fixed duration, or at least a deadline at which a review will take place before continuation. A project may be short term or long term, fixed term or open-ended
- **Participants:** at one extreme they may involve a single class of students or group of teachers (in Primary Language Podcasting it was teachers in primary schools in the northeast of England), and at the other extreme several institutions may be involved;
- **Methods and processes:** these again will depend on the project's goals and intended outcomes; some projects simply involve a different way of learning (for example, a mixture of class work and on-line learning); in others, students use their language skills in a community activity, or on visits to another country. Still others are mainly about producing new resources to help teachers or students. Each goal requires a different approach to project management and quality management; thus, for example, Fashion International involved teachers in different schools developing new topical teaching materials for French focusing on fashion, trying these out themselves, then sharing them with teachers at other schools, and using materials created by other teachers with their own students. Finally, students themselves had to produce original work in groups – their 'magazines' in French.
- **Materials and technological and logistical resources:** these usually depend on the methodology. If innovative uses of ICT are important for the project, for example, the availability of the necessary hardware and software has to be guaranteed. If students and their teachers need to travel from one place or country to another, the organisation and booking of the travel need to be thought through.
- **Staff:** the people who will be involved as teachers, or trainers, or materials writers, and what kind of other support they need, are also key factors in project design. The staff need to fully understand and be committed to the project, and

some staff should have been involved in the planning of it. They must have a shared philosophy and understanding and be good team workers;

- **Project management:** this is key to the eventual and intrinsic quality of the project. The person or people managing the must be not just committed and interested but also methodical, resourceful when things don't go to plan, good at communicating, and firm when necessary.

f) How will the progress and success of the project be evaluated, and who will be involved in that?

This needs to be considered right at the beginning. In a way, if the outcomes of the project cannot be evaluated methodically, the project should not go ahead. Those responsible for evaluation should include the students themselves, the project leaders and ideally someone who is not working on the project at all but has the necessary expertise. .

g) How will communication be handled, and what form will it take?

If a project is to be successful, communication among those involved, both staff and students, has to be efficient and effective. But there also needs to be communication with the outside world in order to keep those who are interested and helping to finance the project informed, to seek ideas from experts outside the project, and to ensure that anyone interested in the project can find out about it, and perhaps be inspired to plan a similar project, or to join in.



Unfortunately, the minister's little joke didn't translate well into Ukrainian.

Quality assurance and quality management

Since the middle of the 20th century terms like 'quality standards', 'quality assurance', 'quality control' and 'quality management' have become part of the vocabulary of management in any field of activity. But what do they mean, and how do they relate to educational projects? The terms all refer to verifying the quality of products, services, or in this case, projects.



Quality control is typically carried out in organizations producing goods or products: someone at a yoghurt factory takes pots of yoghurt at random to test whether they meet the standards established by national or international legislation, by the yoghurt industry itself, and by the producer. Any faults or problems identified will lead to a change in the processes and possibly the withdrawal of thousands of pots of yoghurt. The process is similar with car manufacture, although in this case the vehicles that do not meet agreed standards will be rectified rather than destroyed. With services such as hotels, banks and petrol stations, the quality control may be

done by 'mystery customers', people who are employed to check the quality of service while pretending to be normal customers, or may depend on feedback from customers collected through questionnaires or interviews.

Quality assurance procedures are used by companies themselves to ensure that a concern for maintaining and improving quality is built into every part of the production cycle or service delivery. Typically companies will ask 'focus groups' of customers and members of staff questions to identify areas of concern and ideas for improvement. Some organizations employ outside specialists to help with this. In the language education world, for example, [EAQUALS](#) offers language institutions the opportunity to be 'accredited' or 'certified' according to EAQUALS standards. Inspectors (or auditors) regularly visit the institutions to check all the aspects covered by EAQUALS' standards, especially the services being offered to students, and to advise on ways of improving quality further.

Many other organizations use ISO (the International Organization for Standardisation) standards to help with quality assurance. Auditors from a certification body are asked to verify whether the quality of products, services or management systems comply with the requirements of the relevant standard. In these cases, the certificates given by outside bodies can be used as a 'quality label'.

In summary, quality management is the set of ongoing procedures that organizations use to maintain and improve quality, including the quality control and quality assurance processes referred to above. Total quality management (the title of Oakland's book, and a concept originally developed by Feigenbaum) involves ensuring that every single employee focuses on quality in their work and contributes ideas, large and small, to help improve quality from the point of view of external customers but also of 'internal customers', the staff themselves.

Quality issues in adult education projects

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.

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 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 depended on individual willingness and motivation, the project manager intervened 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 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.

- 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.
- 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 was more or less self-motivated, and activities are self-selected and voluntary. This made it easier for the project leader to maintain momentum by overseeing 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 raises its profile among those involved in the project. This kind of ongoing support is virtually essential for long-term projects like this to work.

2.2 Criteria, standard and indicators

There are several significant criteria that can be used to identify a high-quality language project. In fact, these criteria can also be applied to most projects in the training sector in general.

- Project manager: the person in this role needs to be able to use an array of skills during the project.
- Project team: the team must be made up of people with a variety of skills and experience. Success is easier to achieve with proper guidance when the team is working well.
- Project: the scope and timeline of the project are crucial.
- Organization: the organization needs to provide support to both the project manager and the project team. The organisation's management needs to be convinced of the importance of the project from the beginning of the planning phase onwards.
- External environment: external constraints should not affect the project. Back-up plans should be in place in case daily tasks cannot be carried out by the team.

Source: [Tutorialspoints](#)

Project programmes and the amount of funding available vary a lot in different training sectors. So the project objectives and the tasks related to the expected outcomes should be defined in a way that takes into account the actual budget and the proposed timeframe. There are also other criteria for a successful project: these criteria concern the **outcomes**, **impact** and **beneficiaries** of the project.

Project outcomes

The outcomes of the project should correspond to those mentioned in the project application and project plan. The outcomes may take various forms: they may be learning outcomes, learning and teaching materials, new teaching methods etc.

New methods, as well as new training materials, should be piloted with the right target groups and end-users during the project's life time, not after it. The perspective and feedback of end-users should then be taken into account. This will make it possible to obtain enough feedback to make all the necessary modifications to the end product. The testing (or piloting) should always be part of the project activities, and sufficient time should be allowed and enough people should be involved.

Critical thinking is important when analyzing the feedback gained from the piloting activities, since it is only the end-users that can give relevant information about the usefulness of the outcomes. The testing may also flag up opportunities for transferring the outcomes to new sectors or to other languages. The extent of the material produced should more or less correspond to that presented in the project plan: if more material is produced this may increase the impact of the project, but in most cases, the funding available also determines the amount of work that can be done.

Project impact

The expected impact of the project should also be estimated during the life of the project. This might sometimes be difficult because the outcomes and results are not yet concrete. However, the impact is always affected by the financial resources available, and will correspond to the input. The clearer the aims and tasks are, the easier it is to estimate the potential impact. In some cases, the impact may be much broader and more effective than estimated at the beginning, as may also be the case with the outcomes; for example, new target groups might be able to exploit the results, which is always a positive outcome for a project. Sometimes the project focuses on a very specific and narrow professional sector, but the impact and the usefulness of the project are greater if the outcomes can easily be transferred to other circumstances or to other training programmes.

Beneficiaries

The beneficiaries are a significant factor in a successful project. They should already be taken into consideration in the planning phase and should be strongly represented and carefully considered during the project work. When planning a project, it may be helpful to refer to existing needs analysis such as surveys or statistics regarding the learning objectives and learning needs of the target groups. Interviews and discussion with the teachers and with representative end-users will provide up-to-date information about their current needs.

Standards

Project standards may be described as follows⁴: they are the rules and conventions governing the way in which a project will be conducted. They may be driven by organizational practices or by the unique requirements of the project. The project manager should set the standards for the project right from the very beginning. Let us consider some examples.

- **Meeting procedures:** it is good if the project team can meet regularly. By agreeing on the meeting times in advance, the project team makes sure that everyone is available for work on the project on certain dates and times. A joint weekly meeting for a couple of hours greatly helps communication and collaborative work.
- **Documentation and communication:** the project manager should ensure clear communication procedures and make sure that all the relevant material related to the project and to the work process is available to everyone. Naturally, the general rules of the training institution concerning documentation should be followed. It is also good to be prepared for absences during which someone else in the organization might need information related the project. Clear schedules with set milestones will aid the management and the flow of work on the project.
- **Sharing of knowledge:** the project team members should be selected to ensure that they can provide all the expertise and knowledge needed for the project. Different kinds of expertise and work experience may be needed to create a competent project team. Students and end users can also be included in the project team or in the steering committee. The project manager should facilitate the sharing of knowledge among members.

⁴ Adapted from the website Projectmanagement.com

- **Problem solving:** the project manager as well as the whole project team should be prepared to deal with problems which may arise during the project. Members of the team may change, objectives may seem too hard to achieve, interaction among team members may not always work out in the best way, the training institution might face financial or organizational changes which have an effect on the project, and so on. However, there should be enough flexibility and openness to face such problems and to find the best solutions.

Indicators

Indicators can show how well the project is being carried out and how successful the project has been compared to the initial plans. The same indicators that are mentioned in the project proposal and in the project plan should be used to evaluate the project at the end of the project period. There should be a balance between input and output, which means that the resources put into the project should lead to the planned output of the project. The financial inputs should lead to results that correspond to the predefined objectives. The initial “problem” that the project aimed to solve should also be reconsidered: the indicators should show how suitable the solutions identified during the project are. Indicators of change should also be taken into consideration: were there any external factors which had an impact on the project?

There are four possible types of development indicators. Good data and appropriate procedures should be used to assess the project against these indicators:

- **Input indicators** measure the financial, administrative and regulatory resources provided by the government and/or other funding bodies. A link should be established between the resources used and the results achieved in order to assess the efficiency of the actions carried out.
- **Output indicators** measure the immediate and concrete consequences of the steps taken and resources used, for example, the number of training units created, the number of teachers trained, etc.
- **Outcome indicators** measure the results in terms of target group benefits, for example the percentage of students choosing to study a less widely-spoken language.
- **Impact indicators** measure the long-term consequences of the outcomes. They look at the general objectives in terms of national development and in terms of the project’s impact on its surroundings and target groups, for example, increasing language proficiency in terms of the number of languages or the level of language skills (Source: [Aid Delivery Methods](#)).

Organizations are increasingly being called on by the general public and by those providing funds to account for their achievements in terms of concrete results. To be able to do this, development interventions, projects and programmes need to become more and more “SMART”:

- S**pecific
Should be clear to people with a basic knowledge of the issue, program or initiative and clearly articulated, well defined and focused.
- M**easurable
Should be able to determine the degree to which there is completion or attainment. Using the same (ideally quantifiable) methodology and information, findings should be able to be replicated.
- A**chievable
Should be realistic, practical, and attainable within operational constraints dependent upon availability of resources, knowledge, and timeframe.
- R**elevant
Should be tied to government priorities and mandate and help or contribute to the bringing about of the desired outcome in the Canadian society, economy or environment.
- T**ime-bound
Should have clear deadlines expressed.

In summary, indicators typically show the following aspects of the project activities:

1. What?

What are the outcomes and results of the project? What work processes are used to achieve these results?

2. How much?

How big and impressive is the change that the project aims for?

3. Who?

Who is the target group? Are there direct and indirect target groups? Have these target groups been reached properly?

4. Where?

What is the geographical scope that the project is aiming at? Is the project international, national, regional or related only to one specific university or training institution that is running it?

Case studies – adult education projects

7 jours sur la planète - France

The project has succeeded in creating a large network of providers from various sectors. It relies on close cooperation between the French Foreign Ministry, the Organisation Internationale de la Francophonie and different experts in the field of education and new technology. In particular, TV5 Monde collaborated with several language schools with complementary expertise. This network guarantees a wide range of dissemination channels and ensures that the end-users are reached and that they have easy access to the outcomes. The TV programme and the website constitute the main results of the *7 jours sur la planète* project. In particular, the site received more than 1.4 million visits in 2011. More than 600,000 teaching files and 2 million exercises were downloaded in 2011. This shows clearly the considerable impact of the project. According to the French evaluator, quoted in the *Label des Labels – 10 ans de projets* publication, this project had an important impact in terms

of dissemination, thanks to the national and international media coverage afforded by TV5.

[Euromail.com](#) - Denmark

This project promoted the use of the internet for the purposes of language learning. It started in 2004 and the approach was considered innovative at the time as the use of Internet was not so widespread as it is today. At the same time as learning a language, learners were able to familiarise themselves with using the internet. The initiative also took account of adults who cannot travel abroad. Communication via the internet with other language learners in other countries developed their knowledge of different cultures and languages. The sustainability of the project is exemplified by the use of the project methods in current training programmes.

[Language - Not Just Empty Words](#) - Sweden

The aim of the project was to develop and implement a method for language learning that could be used with heterogeneous learning groups. The use of authentic materials made the learning more interesting and meaningful. Another objective was to learn about English speaking countries and their cultures. The results were evaluated by the project coordinator (an English teacher), and the evaluation found a remarkable increase in language skills among students as well as increased motivation to use the language, both in class and in informal settings outside the classroom. According to the teacher the method is easy to transfer to the learning of any other language, which increases its impact and transparency. The teacher has been invited to present the method to other training organisations, thus supporting active dissemination. The method is still in use and is constantly improved in response to feedback, so sustainability is guaranteed. The project has highlighted the importance of the quality of language learning and meeting adult learners' language learning needs.

2.3 Methods and procedures

Introduction

Several well documented and tested methods of teaching languages can be considered when deciding what methodology to apply in a given project. Gagnon⁵, for example, gives a clear brief overview of language teaching methodologies in [Methodologies in Foreign Languages Teaching](#).

Teachers choose methods in order to respond to various factors, such as political priorities, current research, students' results and so on. In different language teaching contexts different methodologies are useful for different purposes. The case studies we have selected feature mainly the **communicative approach**, a method where students work only in the target language in class and small mistakes are not corrected. In this method grammar work is not emphasized: instead, the focus is on explaining and interacting in the target language and getting students to use it. The method is a means of achieving student-centred teaching, where communication in small groups is a common way of working. The **total physical response (TPR)** method is also among those used in the projects evaluated. In TPR language learning is connected to actual physical movement following instructions in the target language ('stand up', 'catch this', 'move to this spot' etc). The **total immersion technique** is also used in several projects. Total immersion aims to make the learners aware of customs and cultures associated with the language, as well as to ensure that they use it in a context where only the target language is used. The students do not only get to read, write and speak in the target language but also get to know about the culture of the country studied (e.g, [AmeriSpan Study Abroad](#)).

The actual method used, whether in a project or in teaching to the syllabus, often needs to take into account other factors and/or be combined with other methods. In language learning projects several methods are often successfully combined, and therefore a categorization based on a single method is not sufficient. Methodologies that have proved successful in language learning and language teaching projects are discussed below. All projects exemplified have met at least some of the [European Language Label criteria](#). The main methods can be categorized as follows:

Mobility in learning: several of the award-winning projects can be categorized under this heading. The use of technical devices such as computers, phones, and games in language education provides an opportunity to work on language learning from anywhere, as long as the student has access to the device and to the internet. Several interesting interactive language learning projects and programmes have been awarded the ELL.

There are other ways of achieving mobility in learning: for example, physical movement, away from the classroom or lecture room is also mobility. Using the target language in a realistic way outside the classroom, for example in a country where the language is spoken or with speakers of the target language, is another kind of mobility exemplified by some of the projects.

⁵ Gagnon, Armand A 1999: *Methodologies in Foreign Language Teaching*.
<http://www.linguatics.com/methods.htm>

Authenticity, interest and topics: another feature of several of the projects that have been awarded the ELL is authenticity of use. In the learning of a new language it is important that the learner can try out their language skills in real contexts and, if possible, with native speakers of the language being learnt. In this kind of interaction students may have to choose topics or respond in an authentic and meaningful way, thereby increasing their motivation and genuinely practising their skills. The importance of authenticity in learning situations, and of using students' existing knowledge as a foundation was identified by John Dewey in 1900: *"From the standpoint of the child, the great waste in school comes from his inability to utilize the experience he gets outside while on the other hand he is unable to apply in daily life what he is learning in school. That is the isolation of the school-its isolation from life"* (Dewey, 1900)⁶. Through online communication with students in other countries, for example, students gain knowledge about socio-cultural and family issues in those countries and they acquire a better understanding of their own society and culture as well.

Comprehensiveness and student involvement: an important aspect of quality in methodology is identifying and responding to the needs of learners, and hence increasing their motivation. This can be achieved through active participation and face to face communication between students, and is feasible in any school setting: the students are given the opportunity to prepare their own questions or discussion topics, and then to ask the questions and discuss the topics with their peers.

Donovan, Bransford, & Pellegrino⁷ say the following in ["How People Learn"](#): *"Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp new concepts and information presented in the classroom, or they may learn them for purposes of a test but revert to their preconceptions outside the classroom. This finding requires that teachers be prepared to draw out their students' existing understandings and help to shape them into an understanding that reflects the concepts and knowledge in the particular discipline of study."* Increasing motivation and student participation is key if a project is to be considered successful. Based on our discussion of methods and procedures in projects we have created a list of indicators that can be used when considering starting a project in order to check the quality of a language project design. Selected indicators may help to define the aims and the approach to be used, or when planning.

- This project meets the needs of the students and takes into account the students' interests and personal aims
- This project reflects important issues in language learning, and it is rewarding and motivating to work on
- This project contributes to increased language learning and communicative skills
- This project enhances interaction among peers;
- This project will assist teachers/students to develop intercultural understanding and multilingualism

⁶ Dewey, J: 1900. *The School and Society*. University of Chicago Press, See also http://www.brocku.ca/MeadProject/Dewey/Dewey_1907/Dewey_1907c.html

⁷ Bransford, John (ed). 2000. *How People Learn: Brain, Mind, Experience, and School* (expanded edition). National Research Council.

- This project provides opportunities for authentic language learning and communication
- This project design is transferable i.e. it can be used with different languages and in different countries
- This project offers students a new approach to language learning
- This project widens the use of ICT in language learning (social forums, mails, games, facts, history, literature, maps)
- This project provides an opportunity to use the language outside the classroom, in other environments
- This project is designed to create and try out new teaching materials.

Case studies - methods and procedures in adult education projects

Mobility in Learning

[Dansksimulatoren](#) is a tool which uses speech recognition technology for students of Danish as a second language. This tool provides opportunities for repetition practice and feedback on pronunciation. Students have the opportunity to practise wherever they are and at their own pace.

[Learning by moving](#) is a project which encourages language learning in a very original way. Public transport passengers learn languages in mini sessions on their way to work or elsewhere. The project produces booklets and CDs containing the most common social phrases in the target languages. *Learning by moving* is available on public transport systems in 6 European countries and is a good example of mobility in learning.

Authenticity, interest and topics

The project [ALFA – an alphabetization project](#) focuses on learning Swedish as a second language while working on the native language as well. The project aim is to increase literacy as well as to improve proficiency in the mother tongue. In this project students have two teachers, one for their mother tongue and one for Swedish. The students work in different public facilities, such as museums and parks, and take photos that they later will describe in the two languages. This project meets the needs of students and is truly authentic due to the fact that they create material that assist them in learning how to talk, write and read.

[SHOPLANG](#) is a project which was developed in order to promote the learning of six less widely used and taught European languages - Bulgarian, Greek, Dutch, Maltese, Lithuanian and Swedish - in the everyday activities of the target group, namely the general public and especially supermarket customers. Shopping centres are natural locations for informal meetings as social interaction and small talk take place around the products and product information. While shopping, people talk to one another and exchange information and opinions about new products and goods. This ensures both authenticity and interest. It also enables students to talk about whatever topics they like.



2.4 Tools for management and quality management

As we have seen in the previous sections, whether a given project is a success or not depends on the extent to which it complies with various criteria. These cover the processes involved in designing and running it, as well as in ensuring its sustainability after the project funding has officially ended. The development and performance indicators relating to the input and the output, the project outcomes, and its impact should also be measured in order to establish whether the project is successful. One should also not overlook the contribution that project promoters can make to a project's success: their enthusiasm, their innovative approach, their leadership and team-management, and their resourcefulness and ability to motivate others in difficult times also play a part in the success of a project.

Successful project managers are able to develop and use a number of tools to design, monitor, assess, and assure the quality of the project, as well as to determine how well it meets the original goals and keeps to the work plan.

Quality assurance (QA) involves systematic procedures to ensure that the quality standards for a given project are met. Every QA plan should include the following elements:

- Comparing progress with the goals initially set
- Measuring quality and compatibility with the objectives
- Monitoring development
- Gathering feedback that allows mistakes to be prevented or corrected.

Nowadays project management is standard in numerous industries, and a wide range of project management tools and specific software are available, including, for example, spreadsheets, flowcharts, questionnaires, report forms, and project management software. Many of these tools may prove useful in language projects. Below some of the tools which may easily be adapted to language education projects are discussed.

- A project plan is absolutely necessary because it describes the project scope and the approach or strategies chosen in order to meet the project objectives. Of course, the methodology can vary depending on the project purpose and target groups
- Self-assessment questionnaires can be used, for instance, in the first stages of project planning to make an initial evaluation of aspects such as levels of expertise in requisite areas, motivation, availability of resources etc.
- Checklists for project managers can be used to establish to what extent the project they are planning complies with various pre-established quality criteria. An example is the milestone checklist, which is one of the best tools for monitoring progress and determining whether the project is on track in terms of meeting the various deadlines in the plan.

- Discussions with focus groups can also be useful: these are short meetings with randomly selected groups of project participants or representatives of the target groups designed to gather their opinions and impressions as to whether the quality criteria are being met, and what changes might be desirable
- Meetings with staff/project members to review work done, issues encountered, new ideas etc are essential
- Feedback forms can be used to collect information from the parties involved in the project on quality aspects and any proposals for changes
- Time cards are useful to keep track of how team members are managing their work, and to help the project manager assess their individual performance
- Assessment reports (progress and final reports) on project activities and financial aspects are usually required by the sponsors (e.g. the European Commission) and need to be completed by project managers in the institutions participating in the project.

1 Project beneficiaries

- The target groups are clear and well defined
- The learning needs of the target groups have been clearly identified and assessed
- Appropriate methods for reaching, motivating and involving the target groups have been decided on.

2 Project objectives and outcomes

- The project objectives are well defined and clearly explained
- The project, contributes to increased language learning and/or communicative skills
- The envisaged project outcomes and impact are achievable, useful and measurable. For examples of criteria and indicators, see section 2.2 REQUIREMENTS FOR QUALITY ASSURANCE

3 Project planning

- The planned activities are well structured and there are adequate resources for their implementation
- The institution has:
 - the necessary human resources to run the project (enough project team members, a committed project manager)
 - the necessary financial and material resources to carry out the project activities
- There is an appropriate plan for monitoring and evaluating the progress of the project
- A plan for evaluating the quality of the outcomes has been developed
- There is a clear plan for disseminating and exploiting the project results

- Key stakeholders have been identified and have been or can be contacted
- The institution has:
 - expertise in working with the chosen target group(s)
 - direct contact with representatives of the target group(s)
- The project plan defines criteria, standards and indicators for successful project management, project development and project outcomes.

4 Project management and implementation

- A management plan was developed at the beginning of the project; the management plan includes:
 - A project work plan with realistic timescales for all the project activities
 - A well developed budget (overall and per project partner) for each of the project activities
 - The assignment of clear responsibilities to each partner and/or team member
 - Mechanisms for efficient collaboration within the partnership
 - An effective communication system among partners
 - An appropriate reporting system
 - An internal document sharing system, available to all partners
 - Time management mechanisms
 - Problem solving mechanisms
- There are procedures for assuring the quality of project activities and outcomes (See sections 2.1 & 2.2 of these Guidelines), including:
 - carrying out a needs analysis with the target groups
 - choosing an appropriate methodology that corresponds to the learners' concrete needs
 - ensuring that there is coherence between the planned outcomes and activities and the overall project objectives
 - setting quality criteria for the proposed project products/outcomes
 - involving the target groups at all stages of project development, and obtaining feedback from them
 - testing any project products with the target groups and improving them accordingly
- There are time management mechanisms in place for:
 - monitoring whether the short term and longer term objectives have been met
 - identifying deviations from the work plan and initial goals, and adjusting them as required
- There are reporting and feedback mechanisms in place so that:
 - periodic internal reports are prepared on completed and on-going activities
 - the project partners use the same reporting templates and describe the results in similar ways, for example templates for reporting on:
 - the activities carried out in the separate contexts

- the costs incurred
- dissemination activities
- feedback from participants and stakeholders
- internal evaluations are made
- independent external evaluations
- recommendations are put forward by the internal and external evaluators and, if necessary, changes are made
- feedback is provided on partner reports
- There is a clear plan for dissemination during the project and after it ends; the dissemination plan:
 - creates maximum awareness of the project and its goals
 - Is adapted to the project objectives and target groups
 - Is reasonable in terms of the financial resources needed.

Good examples of adult education projects

Addressing learning needs for the visually impaired in adult education: see [Listen and Touch](#) (2004 Bulgaria): The project addressed the needs of blind and visually impaired adults and young adults in learning foreign languages.

Teaching less widely used foreign languages in adult education: see [Light Me Up! – Language Lessons for Abroad](#) (2010 Bulgaria): The project aim was to introduce five less widely used and less widely taught languages in the context of travel abroad by involving the target group in promotional language events at tourism fairs; open language courses in the target languages, website use, etc. *Light Me Up!* was chosen to receive a 'Label of Labels' award at the Multilingualism in Europe ceremony held in Limassol, Cyprus in September, 2012. The project provided clear evidence of successful language learning activities and outcomes.

Addressing important language learning issues in adult education: foreign patients who needed high quality care, not only from the medical point of view, but also in terms of understanding their needs and wishes: see [Language for Healthcare – Healthcare without Borders](#) (2009 Austria).

2.5 Follow up

What is “follow-up” in projects?

Follow-up: definitions and implications

Here are some definitions of “follow-up” and its primary usage in common English taken from the free dictionary (<http://www.thefreedictionary.com/follow+up>):

Follow up (n)

“...the act or an instance of following up, as to further an end or review new developments: The follow-up is often as important as the initial contact in gaining new clients”

“...one that follows so as to further an end or increase effectiveness: The software was a successful follow-up to the original product”

“... an action or thing that serves to increase the effectiveness of a previous one, as a second or subsequent letter, phone call, or visit”

“... an article or a report giving further information on a previously reported item of news”

Follow up (v)

“..to increase the effectiveness or enhance the success of by further action: followed up her interview with an e-mail”

As can be seen from this, the main meaning of “follow-up” is to **increase effectiveness** of the previous act or initiative, to capitalise on the success achieved in further development. In the context of European projects, the term “follow-up” has kept its original meaning but has acquired some additional connotations. The glossary

(http://ec.europa.eu/dgs/education_culture/valorisation/glossary_en.htm#FOLLOW-UP_ACTIVITIES) defines follow-up activities as those that take place after the project has finished, i.e. after the official end date.

The aim of follow-up activities is to keep the results of a given project alive and make them sustainable. This could involve:

- updating the results after the project has been completed
- obtaining recognition or certification of the outcomes
- persuading policy-makers to make use of the results
- transfer of the results to, and exploitation of them by, other sectors or target-groups, or in other environments
- commercialisation of certain project results.

To a large extent, the type of follow up activities to be undertaken will be suggested by the project result or output (see also:

http://ec.europa.eu/dgs/education_culture/valorisation/glossary_en.htm#RESULT).

Some outputs, for example a website or a database, might need regular updating, while others, such as a course or an innovative method, might be transferred and adapted for new types of end-users, or might be expanded and adapted to meet other requirements or needs. Whatever the situation, further activities undertaken either by the project team or by other stakeholders will generally stem from the original idea of the project, so ideas for possible follow-up should be identified at the start of a project, for example in the 'exploitation' and/or sustainability' sections of European project applications, where ideas are put forward for further activities once the project period is over.

Follow-up activities may enlarge the target group and/or end-user groups in a very natural way: the project output may be welcomed by and applied to other sectors or other user communities⁸. In other cases, the follow-up activities may eventually lead to another project.

Follow-up related to the European Language Label (ELL)

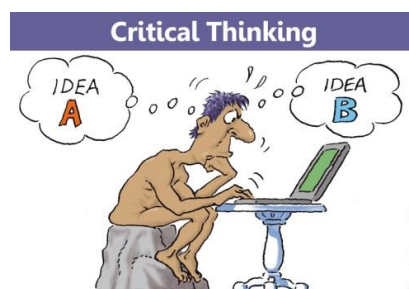
In terms of a project cycle, the application for the ELL, and if it is successful, the award of the Label, is a follow-up activity in itself: in most cases it happens after the project has reached its administrative completion and it is based on the project results or outcomes. The applicants pursue a specific aim, namely to obtain recognition of the project achievements at European level in order to increase the visibility of the project results and raise their institutional or individual profiles. The process of selection and the award ceremony are often covered by national or regional media, giving the project results and promoters publicity, which may then lead to further promotion and exploitation of the project outcomes.

While carrying out research on the ELL case studies, the NELLIP team interviewed promoters of projects awarded the ELL about their experiences and achievements and methods and approaches, including the type and scale of activities that followed the ELL award (see the NELLIP National and Transnational Reports at http://nellip.pixel-online.org/RP_intro.php). The data collected on the follow up activities undertaken by project teams receiving the ELL award underlines its role in raising the project promoter's profile, facilitating networking, and initiating other projects.

Follow-up activities in ELL awarded projects

Deciding on and planning follow-up activities

As mentioned, follow-up activities are carried out after the end of the project but need to be considered before and during the project period. As such, they are often discussed and decided on during the planning for sustainability of the project and its exploitation. Such



⁸ see more about beneficiaries and stakeholders at http://ec.europa.eu/dgs/education_culture/valorisation/glossary_en.htm

planning is an essential ingredient for the quality of the project.

Follow-up activities can be divided into roughly three groups:

- ongoing support for the project products
- developing and/or adjusting the product to other groups or purposes
- maintaining interest and motivation in using the project products.

The choice of follow-up will be dictated by the nature of the project outcomes, and also by the needs and contexts of potential users. When thinking about follow up activities, several questions arise:

- 1) how long should the follow up last?
 - This is very important when a project product or service requires financial or human resources;
- 2) who will own the project outcome and be in charge of managing it?
 - This also includes the sharing of profits if the project outcome is commercialized;
- 3) who is responsible for the follow up actions – the project coordinator, individual partners, or someone else? Who else will be involved?
 - The partner(s) involved will look into the ethical issues, agree on copyright, and consult other partners on further development or changes as required;
- 4) will the follow up require training?
 - some preparatory training might be needed if the project outcome is taken up by another group of users.

Follow-up activities in ELL awarded projects

Deciding on and planning follow-up activities

As mentioned, follow-up activities are carried out after the end of the project but need to be considered before and during the project period. As such, they are often discussed and decided on during the planning for sustainability of the project and its exploitation. Such planning is an essential ingredient for the quality of the project.

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The choice of follow-up will be dictated by the nature of the project outcomes, and also by the needs and contexts of potential users. When thinking about follow up activities, several questions arise:

- 5) how long should the follow up last?
 - This is very important when a project product or service requires financial or human resources;
- 6) who will own the project outcome and be in charge of managing it?
 - This also includes the sharing of profits if the project outcome is commercialized;

- 7) who is responsible for the follow up actions – the project coordinator, individual partners, or someone else? Who else will be involved?
 - The partner(s) involved will look into the ethical issues, agree on copyright, and consult other partners on further development or changes as required;
- 8) will the follow up require training?
 - some preparatory training might be needed if the project outcome is taken up by another group of users.

Follow-up – an example of an adult education project

What specific guidance can be offered for those who are planning to make the most of the outcomes of their project? The example below illustrates common types of follow up activities carried out in projects in adult education that have received the ELL award.

Euro Languages Net - 2004, Lithuania

The main objective of *Euro languages net* was to introduce less widely used and less widely taught European languages to the world. The project brought together educational and business organisations from 11 European countries to promote new ideas and practical ways how to encourage the general public to learn less widely used European languages. The project portal provided information in English and in the appropriate national language about the various possibilities and resources available for learning less widely used European languages.

The ELL award for the project's innovative approach to promoting multilingualism and the learning of less widely used and taught languages stimulated a proposal for a new project covering all the less widely used languages in the EU. The follow-up project *Euro Languages Net Plus* was based on the same objectives, but it included 23 national web pages with information on the cultures of the participating countries, on resources for learning and teaching the respective languages, for professional exchanges, and on sharing best practice. The extensive network created within the project lifetime has been used by the project partners to promote language-related initiatives across Europe.

Long live the project!

Once the project is over and receives the acknowledgement it deserves, such as the European Language Label, there is a natural wish to extend its life and exploit its outcomes. What steps can be taken to keep your project alive, attractive and useful? Here are some follow-up recommendations that may prove useful:

- a. **Use the ELL logo and Certificate:** a very important step is to use these as widely as possible. The institutional or project websites are efficient and cheap ways of informing the world about the project and its creators. The ELL logo on the school or company website will be seen by parents looking for a school for their offspring, by clients, who will appreciate European level recognition, and by staff. The European Language Label and the use of the logo in the school are

also very important for school children. If they have not taken part in the ELL awarded project, there is still a fair chance at they will do so in the future.

- b. **Make your achievements known to a wider public:** do not hesitate to promote your achievements at public and professional events such as fairs, seminars, workshops or conferences. Quite often, presenting the outcomes of your project to a wider audience opens up new opportunities for follow-up, and may lead to further research or publications.
- c. **Maintain and widen the network:** presenting the project to a wider audience may also lead to new project ideas or to closer networking between different institutions and different countries, to new partnerships and to further mutually beneficial cooperation.
- d. **Offer the project product(s) to other teachers and users:** it should not be forgotten that schools – unlike some other sectors of education – cater to a wide variety of age groups. Once it has been tried with one group of pupils, you can use the same product with other pupils of the same age. There is a fair chance that both teachers and school children will adjust the products to their own needs or preferences. Use the vast potential of ICT to adapt and extend the way in which the project outcomes are used.
- e. **Look for ways to commercialize the project products:** follow-up often requires financial and human resources. Look for opportunities to commercialize the project results. Remember that the ELL is a recognized badge of high quality: use it to negotiate with businesses. Publishers and web designers may give you practical tips about what to do with the product, for example, converting the material into an e-book or CD, setting a registration fee etc. Commercial exploitation will help you raise money for other activities and projects.

2.6 Motivating language students and teachers

Motivation is one of the most important factors in the process of learning, and considerable efforts are devoted to generating and maintaining it. Motivation is defined as a driving force, stimulus or influence, i.e. something that causes a student to act (Merriam-Webster⁹, 1997). Others see it as the investment of effort to accomplish results (DuBrin 2008)¹⁰.

However motivation is also an intrinsic force innate to human beings. Any action requires motivation if it is to be carried out with success. Without motivation, effective learning cannot take place. However, it needs to be present both in teachers and students.

Is motivation an independent variable?

In the context of language learning, motivation has been seen, to some extent, as an independent variable. However, motivation is not an individual or isolated variable. There are many different types of motivation: motivation to learn languages, motivation related to the class, to the topics dealt with, and/or resulting from the tools and strategies used during the lessons, for example.

We can also differentiate between intrinsic and extrinsic motivation. On the one hand, students in the process of learning can be engaged in the subject matter as a result of the teacher's approach or attitude. This kind of motivation comes from outside and is mainly the teachers' responsibility. On the other hand, students themselves can be motivated as a result of their personal interests, needs and preferences. This intrinsic motivation obviously varies from individual to individual.

In learning a second language (L2), the more motivation the learner has, the greater the chances of success. Research suggests that motivation may influence language learning outcomes more than - and independently from - language aptitude (Gardner & Lambert, 1972)¹¹. Thus motivation needs to be fostered as much as possible because it aids language learning no matter how skilful one is at it. In addition, language learning can have a considerable impact on a person's social and psychological well-being, and confidence and self-esteem can also be enhanced through foreign language learning.



⁹ Merriam-Webster (1997). Merriam-Webster's Dictionary, Houghton-Mifflin.

¹⁰ DuBrin, Andrew. (2008). *Essentials of Management* (8th edition). Cengage Learning.

¹¹ Gardner, Robert & Wallace Lambert (1972). *Attitudes and Motivation in Second-language Learning*. Newbury House/

Motivation is also decisive for autonomous learning, which can have a considerable impact on students' progress. If teachers, parents, peers, etc. are also motivated, learning is consolidated and the effort required may be reduced as learning is in some senses a shared experience. This supports the theory of self-determination or SDT (Vansteenkiste et al, 2006)¹². According to this theory, autonomy, competence and relatedness are psychological needs we all have. Thus, fostering motivation may help students to be more confident, more autonomous, and to broaden their knowledge of the world itself, as well as increase their satisfaction and enjoyment.

Studies on motivation show that intrinsically motivated students perform much better in the classroom (Dörnyei 1998¹³; Bernard 2012¹⁴; Thanasoulas 2002¹⁵). This evidence suggests that these students are more competent, more interested in the language they are learning, and more satisfied with their learning. Those who are intrinsically motivated are also more involved and persistent, and they take an active part in the learning process. These are key ingredients for successful L2 learning, and this is why motivation, whether intrinsic or extrinsic, is so important in language learning, which is an endless process requiring considerable lifelong effort.

Motivation - a keystone within the teaching/learning process at the European Language Label



Every year, European Language Label applications are assessed according to certain criteria, which include innovation, transferability, a marked European orientation, and the capacity to motivate learners. But teachers' motivation is also key, and good projects can increase their motivation.

Generally, project coordinators begin projects on the strength of their personal motivation in order to improve teaching and their students' language learning experiences. However, receiving the European Language Label is also motivating since it is recognition of the organizers' efforts, and of the educational value of their ideas. In addition, it contributes to dissemination of the initiative and therefore to its sustainability.

¹² Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic versus extrinsic goal contents in self-determination theory: another look at the quality of academic motivation. *Educational Psychologist*, 41, 19-31. Also available at http://www.selfdeterminationtheory.org/browse-publications/index.php?option=com_sdt&view=SearchPublications&task=domainSearch&domain=6

¹³ Dörnyei, Zoltán (1998) 'Motivation in second and foreign language learning', in *Language Teaching* vol. 31 (117-135). Also available at <http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf>

¹⁴ Jaclyn, Bernard (2010). 'Motivation in Foreign Language Learning: the Relationship between Classroom Activities, Motivation, and Outcomes in a University Language-Learning Environment' (thesis). Carnegie Mellon University, Pittsburg, USA

Also available at <http://repository.cmu.edu/cgi/viewcontent.cgi?article=1077&context=hsshonors>

¹⁵ Thanasoulas, Dimitrios (2002): 'Motivation and Motivating in the Foreign Language Classroom'. *Internet TESL Journal*. Available at <http://iteslj.org/Articles/Thanasoulas-Motivation.html>

Motivation has received more and more attention in education, and especially in language education. This has led to a mushrooming of language teaching strategies. But teachers are crucial in making these strategies work, and from the teaching perspective, any strategy is useful if it leads to effective learning.

Below is a list of some factors that help increase or sustain motivation. It should be noted that this is a general classification, since most good practice involves more than one motivational strategy.

General motivational strategies applied in different educational sectors

Based on the analysis of examples of best practice in projects that have been awarded the European Language Label carried out by the Nellip Network, the most important ways of fostering motivation within the four main sectors - School Education, Adult Education, Higher Education, Vocational Education and Training – appear to be the following:

1. **Practical and amusing content and activities:** games, simulations, shows or contests are used to engage the students' attention and increase their enjoyment of the process of language learning.
2. **Dynamic methods & innovative approaches in language learning:** it is important to establish a clear learning route involving an action-oriented approach.
3. **Varied and up-to-date learning resources:** these enrich and increase the chances of effective learning.
4. **Authentic teaching and learning materials:** these enhance students' motivation and facilitate language acquisition.
5. **Specific background (ESP/CLIL):** learning languages for specific and/or professional or study purposes can also boost motivation.
6. **Use of ICT:** this encourages people to be aware of the possibilities of current technology.
7. **Promotion of autonomous learning:** this can encourage students to be more independent, empowering them to take their own initiatives.
8. **Fostering mobility:** this raises students' awareness of cultural differences between countries helping them to develop intercultural competence.
9. **Access to multicultural contexts:** cultural knowledge and experience also increase students' intercultural competences
10. **Encouragement of multilingualism:** the more languages students can speak, the greater their chances of finding interesting job opportunities.
11. **Opportunities for social interaction in the target language:** interacting with each other is really valuable since it provides a chance to make friends and become familiar with different social settings.
12. **Involvement of learners in the world of work:** this encourages students to consider the value of the target language(s) in their future careers.

13. **Participation in the local community:** motivation can be increased thanks to the interaction between the educational institution and its local community. This shows students that it is also possible to learn outside the classroom.
14. **Recognition of the quality of the project:** coordinators are motivated when they are rewarded and congratulated for their projects. It is the push someone needs to feel energetic enough to get involved in another project.

Bearing in mind that learners are motivated by different factors and that the most relevant motivational strategies will be selected for each educational sector, it is important to understand that motivation in higher education differs from motivation in school education, in adult education, and in vocational education and training. They share some features, but they also differ in terms of the methods and procedures used by teachers, which play such an important role in students' learning and motivation. Obviously, the strategies used to motivate a six year-old child are very different from those used to enhance the motivation of a fifteen year-old teenager. In all cases, students' motivation should be stimulated in many different ways in each lesson (Debnath 2005¹⁶; D'Souza and Maheshwari 2010¹⁷).

Met and missed expectations

It could be said that the main initial expectations of the promoters of projects featured in the Nellip national reports have been met, since their projects were all awarded the European Language Label. This enhanced the visibility of their initiatives and showed that the projects complied with the ELL quality criteria. But not all language projects have the same impact. Some projects are only partially successful due to lack of finance or to the design of sustainability strategies. According to the Nellip transnational report, most of the awarded projects struggled to continue beyond the end of their funding period.. We should bear in mind the need to try to ensure the continuity and longevity of projects.

Motivation – examples of good practice from adult education projects

Adult and Lifelong Learning

The last decade has seen lifelong learning become a key issue in adult education policies. The concept of lifelong learning or 'learning for life' basically sees learning as a lifelong occupation, regardless of the age of the learners. However, the potential of adult learning has not yet been fully exploited in Spain and other European countries. Recently EU education policy makers have realized that adult learning is vital because it is essential to competitiveness and employability, social inclusion, active citizenship and personal development. With this in mind, and because learning can be rewarding and enjoyable in many ways, we discuss below some motivation strategies to be considered by teachers of adult learners.

¹⁶ Debnath, S. C. (2005). 'College student motivation: an interdisciplinary approach to an integrated learning systems model. *Journal of Behavioral and Applied Management*, 6(3), 168-189.

¹⁷ D'Souza K.A. and S.K Maheshwari (2010). 'Factors influencing student performance in the introductory management science course'. *Academy of Educational Leadership Journal*, 14(3), 99-120.

How Do adults learn?

Teachers of adults should be aware of the possible motivations driving their students so as to shape their teaching materials and classroom lessons appropriately. Adults (and all learners) are mainly motivated by their past and present experiences. Other relevant motivating factors for adult and lifelong education are as follows:

- 1) **Integration of adult learners into the labour market:** one of the main motivations for unemployed adult learners is finding a job. Unemployment often leads to a desire for more training and qualifications because competition for jobs is ever greater. Example: [Nederlands voor anderstaligen + taalpreventie](#) (Belgium).
- 2) **Multilingualism:** the [Cross Perspectives on Exile](#) project (Czech Republic) offers a great opportunity for adult students to develop their intercultural competences and to raise their awareness of the value on diversity.
- 3) **Active communication:** [Place of work as a learning environment for Finnish](#) promotes intercultural dialogue and close relations with employers, taking into consideration the need for language skills in the workplace.
- 4) **Individual learning:** self-study and autonomy give students a feeling of independence: adults are motivated to study at their own pace – see, for example, [Mnemo 25 Method](#) (Estonia).
- 5) **Authentic materials and participation of the local community:** interacting with each other through amusing activities and involving people who don't belong to the learning community is really valuable at this level since it offers a chance to form relationships and assess one's own language competence in an authentic setting – see, for example, [Open the window](#) (Portugal), [Welsh for Adults](#) (UK), and [Authentik Language Interactive](#) (Ireland).
- 6) **ICT:** bearing in mind that adult learners are often not technological 'natives', the use of ICT is a challenge for them, and a source of great interest – example: [E-tridem.Net](#) (Spain).

3. Exploitation and Networking in European Language Labelled Initiatives

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3.1 Dissemination, exploitation, sustainability

Background

Before engaging in a study of how to carry out exploitation and networking initiatives in language projects it is important to answer other questions, namely why are project resources (budget and staff) invested in these activities and what are the goals of promotion? Some of the most frequent answers are listed below.

To tell end users about your project

This is the prime reason for promoting the project, of course, but it may be worth thinking through all the potential benefits for users. The users might be a diverse group, including, for instance, learners of different ages, teachers, educational institutions and other local training agencies, and the benefits for each of these groups will be different. The project needs to reach the maximum number of individuals in the target group(s) for a minimum of expenditure, so promoting the project in the most appropriate, most targeted way is crucial to success.

To contribute to the implementation of European policy

There are obvious reasons for the importance of languages to Europe. Think of integration, identity, social cohesion, economy, employment, mobility... However valid these general reasons are, a project usually needs to have more specific reasons which are aspects of these general ones to make the project special.

To contribute to the implementation of national/ regional/local policies

The project may support these at various levels in a range of areas – for instance, a national drive for vocational training or to meet local employment needs, and it is important to be aware of how it fits in. If the project contributes to these policies in some way, it may gain support from agencies which can help with its promotion.

To inform sponsors and funding bodies

These agencies have supported your project and will want to know how you're doing. Regular, succinct feedback on the progress of the project (especially if it's positive!) is always a good thing. If it is a European Commission (EC) project, the evaluation process is a requirement. But other agencies, including the policy-makers referred to above, could also be interested: your project may help them achieve their own policy goals. And they may be able to contribute to the progress of the project if they know what stage it is at – for instance, by suggesting other relevant organisations which could be interested, or by alerting you to new policy developments or events which the project could feed in to.

To support and enhance the image of your own organization

The project will, of course, support your institution's objectives, but it may also help raise its profile or open up new networks and partnerships which the organisation could benefit from. In order to do this, the project needs to be promoted to the right people internally. If your project manages to attract media/press attention or gain an award this will be beneficial to your organisation.

To increase the impact of your project by networking

Networking is generally regarded as the essential path to extend and enhance the activities of projects by embedding them in wider and more diverse social and economic milieus. There are organisations that can use their contact networks and communications systems to keep the project alive. This is a serious issue for some projects, because, however successful they are, it can be hard to secure a renewal of funding, particularly as funding agencies may prefer to invest their money in new projects.

To tell commercial organisations that you have a product to sell

They could significantly extend the life of the project by selling the end result(s) in a specialist market or even to the general public. The European Language Label aims at fostering the language competences of European citizens through an award for particularly innovative projects in the field of language teaching and learning.

Management of change and innovation

One of the main criteria set by the European Commission in financing a language project is the innovation that the project brings to the language education landscape of the European Union. This criterion is also one of the six used for evaluating whether a project is awarded the European Language Label (stated in the form of originality and creativity): *“Initiatives should be original and creative. They should introduce previously unknown approaches to language learning, but also make sure they are appropriate to the students concerned”*.



Dissemination and exploitation (and their direct impact on sustainability) should facilitate change and innovation by testing the limits of the comfort zone, finding a balance between promoting innovation, ensuring mainstreaming, and facilitating the implementation of good practice that makes promotion and mainstreaming worthwhile.

An important question to be considered when designing a project (and implicitly the promotion strategy for it) is why innovations fail. In language related projects, the most common causes are:

- The requirements and expectations of stakeholders are unclear
- the staff implementing the innovation are not properly trained in the new skills required
- the project is under-resourced in terms of money, time and staff; and
- the target beneficiaries are not adequately supported during their attempts to implement the innovation (lack of communication from project promoters).

3.1.1 Dissemination

“Dissemination is defined as a planned process of providing information on the quality, relevance and effectiveness of the results of programmes and initiatives to key actors. It occurs as and when the results of programmes and initiatives become available” - [The Lifelong Learning Programme 2007-2013 – Glossary](#).

The main goals of dissemination activities are:

- to design a plan for announcing what is to come in the life of the project
- to communicate with stakeholders
- to raise public awareness
- to promote new project outputs.



The planning of a dissemination strategy involves the main steps listed below. We recommend that you also analyse the successful examples provided in the case studies, which are taken from projects that were awarded the ELL:

- define the dissemination channels
- define specifically the roles of the dissemination coordinator and of the other project partners
- allocate a budget and a number of staff days for each product or activity, and focus on getting value for money
- specify the duration of each dissemination activity and the development time envisaged for a dissemination activity or event.



The [Glottodrama](#) project was financed in 2007 under the EU's new Life Long Learning Programme. The project aim was to develop and test an innovative methodology for teaching foreign languages that integrates conventional communicative learning processes with the dynamic techniques of theatre arts. The project was awarded the ELL in Italy in 2010.

Dissemination can (and should) take place both within the partner institutions as well as outside them. Some examples of dissemination activities that can be carried out within the partner institutions are:

- placing information about the project, with links to the project web portal, on the websites of each partner institution
- exchanging project related information during meetings with staff or trainees of the partner institutions
- displaying and updating notices in every partner institution to inform staff, beneficiaries and networks about project events, and distributing project leaflets/flyers among staff and learners
- participating in local/national and international workshops, seminars, conferences or fairs
- ensuring media and social media (online or offline) coverage: press releases, interviews, announcements, brochures, newsletters, Facebook, Twitter, Blogs etc.

3.1.2 Exploitation

Exploitation includes ‘mainstreaming’ and ‘multiplication’. Mainstreaming is the planned process of transferring the successful results of projects and initiatives to appropriate decision-makers in regulated local, regional, national and European systems. Multiplication is the planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives.” [The Lifelong Learning Programme 2007-2013 – Glossary](#).

The main goals of exploitation activities are:

- to seek to change policies and current practices
- to ensure project results are adopted by end-users (target groups)
- to ‘multiply’ the project’s results and best practice
- to transfer the project practices and products to other contexts in other educational settings, other countries etc.

A successful exploitation strategy involves the main steps outlined below. We recommend that you also analyse the successful examples provided in the case studies, which are taken from projects that were awarded the ELL.

- define channels and approaches to maximise impact
- create an exploitation strategy both at the level of the partnership and at national, regional and local levels
- allocate a budget and number of staff days to exploitation during the funded life of the project.

3.1.3 Sustainability

Sustainability is the capacity of a project to continue to function beyond the end of the contract. The project results are used and exploited continuously. Sustainability means the results are used and exploited in the long term. The [Lifelong Learning Programme 2007-2013 – Glossary](#).

The main goals of sustainability are:

- to ensure that the project produces lasting benefits for participants and the community at large
- to ensure that the project survives once the funding ends

Sustainability is one of the greatest challenges for projects. When deciding on a sustainability strategy we need to focus on service providers (i.e. the project developers) on the one hand and customers (the target group) on the other.

In planning for sustainability, the most important actions to consider are:

- creating a sustainability plan, a commercialization plan or a business plan for selling the tangible outcomes of your project
- defining the roles of the sustainability coordinator and of the other partners in this
- drawing up an intellectual property rights agreement (or IPR)



How to create a sustainability plan

A sustainability plan should ensure that the partner institutions have a coherent and realistic strategy for continuing the project after the funding ends. The best ways to ensure this is either to find a sponsor that is willing to continue to fund the initiatives, or to sell the project products. If the latter option is chosen, the best way to approach selling the products is to create a business plan in which income and expenditure are projected over a period of years. A business plan is a tool for assessing business proposals, a roadmap for meeting business goals and checking outcomes. As in any industry, a business plan for selling the products of language projects should be flexible.

Possible structure of a business plan



- a. Executive summary
- b. Product description and distinctive value
- c. Potential markets
- d. Competition
- e. Financial plan
- f. Management team and organization
- g. Marketing and sales strategy
- h. Strategic alliances
- i. Principal risks, and exit strategies

The business plan should involve both present partners and new people or institutions interested in continuing the project in the future. Creating an economic interest makes the project more likely to continue after its lifetime and become self-sustainable.

Intellectual property rights (IPR)

An IPR agreement defines the rights of all partners involved in the project in the event of publication, commercial use or other exploitation of the project materials. Early on, partners should clearly state their (financial) expectations with regard to their contribution when it comes to capitalising on the project results. Often project coordinators leave any discussions regarding IPR until the end of the project. This is not advisable as there may be heated discussions and a lot of time may be needed to settle potential conflicts.

The essential components of an IPR agreement are:

1. Definition of the contractual parties
2. Definition of the terms used
3. Object of the contract
4. Points agreed upon
5. Signatures of all contractual parties.

3.2 Networking in initiatives awarded the European Language Label

Networking - overview

Networking is one of the most critical features of most project design and management. In European Commission funded projects in particular, networking has come to be seen as a vital element in achieving sustainable outcomes, as well as a key component of the strategies for exploitation, dissemination and creating added value. Networking is generally regarded as the essential path to extend and enhance the activities of projects by embedding them in wider and more diverse social and economic milieus.

It is important to analyze the key elements of networking as a concept, and to explore the ways in which networking works or does not work in achieving agreed goals. Networking in itself can be viewed in many ways. However, it is important to outline and agree the standards and criteria that can make networking a key high quality means of achieving maximum impact across a number of areas rather than a mere compliance activity.

In ICT, networking is the practice of linking two or more computing devices together for the purpose of sharing data. Networks are built using a mix of computer hardware and computer software. In a generalized context, networking can be defined as the exchange of information, data or services among individuals, groups, agencies and/or institutions. In the field of commerce and industry, however, networking is viewed more specifically as the intentional cultivation and nurturing of productive relationships across a variety of dimensions, for employment, business, professional or corporate purposes, and as a key means to secure added value.

Business networking is thus a social and economic activity in which individuals, clusters of individuals, or groups with similar interests and experience recognize, create, act on or sustain opportunities, contacts, communication systems or products. In this sense it is another form of social networking with a specific focus on business of professional activities. Several prominent business and professional organizations have created models for networking activity. Using or drawing on such models can enable individuals and groups to build new business relationships and generate business opportunities.

All human relationships can be regarded in some sense as networks. Here, however, networking refers to the intentional use of contacts, links and structured experiences in order to support specified professional activities. Most networking initiatives have some element of advertising or public relations: they develop or extend marketing efforts. Networking is a low-cost activity that involves more personal commitment than money – but it also requires planning, design and evaluation to ensure that it is effective and delivers an impact.

Rationale

Communications are at the heart of networking. Project management often entails identifying innovative processes and evidence-based statements of the needs to be met. While some of the pure research required for the initial phases of a project can be solitary and desk-based, the critical point of growth is when the project actors (both internal and external) begin the process of communicating. This involves being able to formulate issues, themes and questions for other stakeholders to consider, as well as engaging in a two-way process of critical reflection and shared learning. Clear communications facilitate this, and are themselves therefore dependent on expressing clear meanings, and using appropriate terminology and a shared language. Clear and planned communications and shared meaning are two prerequisites for effective networking.

Another key reason for taking a networking approach is the issue of added value. Each project is an attempt to develop something new, or to build on existing knowledge, techniques and practices in novel ways. This can be enhanced and strengthened by adding value through aspects of practice, technique or knowledge that were not present at the outset. Collaborative engagement between different stakeholders often leads to unexpected learning outcomes and innovations that would not otherwise have occurred. This extends and deepens the usefulness of the project and is a key outcome of the networking process.

As networking extends the audience for the project concept and process it attracts new interested stakeholders. These play a critical role in providing feedback and evaluative assessment of the processes and outcomes of the project. They therefore also help to ensure the sustainability of the project or its products. Networking significantly increases the audience and pool of potential stakeholders and, as this happens, a critical mass can be reached who know and share the project outcomes and products, and thus these have a stronger chance of continuing to be used after the seed-funding expires. In a time of uncertainty and economic crisis there are no guarantees, but networking does at least greatly enhance the chances of a project being sustainable in the long term.

Another key reason for networking is the qualitative dimension, namely an increase in mutual learning. This shared learning is a creative and dynamic process that extends and deepens the impact of the project by facilitating the exchange of knowledge, joint action, and partnerships which strengthen the capacity for individual and collective research and innovation. Shared learning also creates a new base of shared expertise, which can serve as a springboard for subsequent work or for the extension and modification of existing products and outcomes.

Where EU-funded projects and programmes are concerned, a final reason for networking is to increase the impact of the European dimension of the project. This is partly because good networks will aspire to influence EU policies in order to make them correspond more closely to European priorities. With this in mind, project stakeholders will engage and debate with EU institutions, participate in EU policy consultations and contribute to the transformational learning that comes from researched and proven best practice which is validated by as wide a range of stakeholders as possible.

Methodology

Having established the definitions of networking and looked at the rationale for establishing networks, it is helpful to examine the methodology used in the construction, extension and maintenance of networks. Very often projects are based on good ideas and defined needs – that is how programmes obtain initial funding. But in order to develop and turn these ideas into real and meaningful change with impact on policy, both collaboration and support structures are needed.

Constructing sustainable and viable networks involves a number of critical stages:

- The first of these is establishing a common vision. This may be based on specific interest groups or broadened out to include additional sectors or disciplines. Essentially, all stakeholders should be in broad agreement about the importance of the topic or activity around which the network is being constructed. Sharing a common vision or purpose will ensure growth of networks and their associated structures.
- Networks frequently operate best when network members have shared values. The most important are trust, a willingness to take risks, and collaborative intent.
- Networks need to build on shared experience, basing themselves on common issues (like language learning) or specific sectors (school type or level). At least initially, these shared experiences underpin the networking activities being undertaken.
- A critical stage is the building of networks using existing contacts. These contacts emerge from previous work, earlier networks, like-minded stakeholders, or professional bodies and agencies. The contact details may have become outdated, so checking their current validity is important.
- The next stage is contacting new sources based on existing contacts and professional bodies, or engaging new potential stakeholders in innovative and stimulating ways. In addition to identifying potential new members of networks, this entails creative thinking and proactive marketing.
- Marketing and promotion are key elements in advertising networks, and it is crucially important to demonstrate what advantages and benefits network involvement can bring to existing and potential partners.
- As networks grow, they begin to attract new and expanding audiences which themselves may go far beyond the groups originally envisaged. Building a network therefore requires mechanisms to respond to requests for further information from potential or existing members. Administrative and monitoring systems are also required to ensure that networks remain fresh and relevant to those involved.
- The advent of advanced ICT support in the last two decades has resulted in the massive development of e-networking using social media and Web 2.0 technologies. This can result in an exponential increase in network membership (some networks can rapidly reach hundreds or thousands of members), but the qualitative aspects may be questionable, particularly as regards longer term impact, engagement, interest and value. Specific networks such as the special

interest ones on Linked In, can play a very useful role in communication and information-sharing. To what extent they contribute to added value and/or sustainability is, however, more debatable.

Defining outcomes

A key task for networks right from their establishment through to the development of agreed modes of operation is to clarify what the key outcomes of networking are or should be. This involves agreeing on answers to a set of questions about what the network could or should do both for its original project designers and for the wider range of stakeholders. Successful networks are based on their relevance to all stakeholder needs. Dynamic networks continually develop new products, engage new actors, implement interesting innovations and add to the learning community which they are part of.

The term ‘professional learning community’ has become quite commonplace in educational circles. The term describes a collegial group united in its commitment to a given outcome. In the case of education, the commitment is to student learning. The community engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision-making. Some of the benefits of professional learning communities to educators and students are a reduction in the isolation of teachers, better-informed and more committed teachers, and academic gains for students.

The idea of a learning organization where people continually expand their capacity to deliver the outcomes they desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together, is relatively new. In the educational setting, a learning community involves people from multiple constituencies at all levels continually working together. Such collaborative work centres on reflective dialogue, in which staff have conversations about students and teaching and learning, and identify key issues, problems and solutions. Those engaged in such conversations learn to apply new ideas and information to solving problems, and are therefore able to create new learning conditions for students. Key tools in this process are shared values and vision; supportive physical, and social environments; and shared personal practice.

Defining outcomes in new learning communities is the bedrock of effective networking in both the general and specific sense. It implies that all stakeholders begin to develop some kind of shared engagement with the themes and issues around which the network has been constructed – language learning, quality approaches, innovative technologies, for example. Shared engagement also means that defined benefits can be delivered by pooling resources and sharing the pedagogical tools and insights that emerge from critical reflection and evaluative application. This is high quality networking: people no longer use networks just to meet, greet and exchange contact details, but use them to actually engage in communications and activities which extend and deepen shared understanding and deliver outcomes. Such networking is inseparable from sharing values and perspectives. In ideal circumstances, this may also lead to networking becoming a

creative forum for moving beyond personal and sectional comfort zones (academic departments, for example) and adopting a mode of working where there is real originality, innovation and creative endeavour.

Constructing networks

The development of networks can follow broad general principles, but in reality will be shaped by the subject matter being focused on, the professional profile of stakeholders, the focus points and objectives of special interest group, and the resources available to the audiences and stakeholders concerned. There is no one "look" for professional networks: they can be large or small; and they can work within formal settings and structures or can operate more loosely. Professional networks, such as language learning communities, can be school-based, region-based, national or international. They engage in a wide range of activities. Professional learning communities and networks can have many different profiles but they must include participants who share the following beliefs and behaviours:

- Caring deeply about learning and the issues focused on in the project
- Feeling free to take risks
- Challenging each other and raising everyone's expectations
- Respecting and valuing perspectives other than their own
- Seeking and valuing the inputs of others
- Striving to work and perform better.
- Continually developing.

In addition to sharing common beliefs and behaviours, successful networking and professional learning communities share a common focus. Participation in a particular learning community should actually be determined by a focus on a clear, coherent learning pathway. To work successfully, a network must be informed by research data, agree on and follow quality standards and focus on instruction, equity, and results. The work of networks should expand the knowledge and skill of participants while encouraging innovation and excellence.

A critical issue for sustainable networking is extending the net to new but related sectors so that existing resources are continually replenished from new sources. A critical factor in successful networks is the ability of members to take ownership and responsibility, and to ensure that motivation is maintained. Networks need the motivation of their members to operate, thrive, survive and expand.

Networks and best practice

In developing networking to support best practice in second language acquisition, stakeholders can adopt a minimalist or maximalist position. In a minimal sense, it is sufficient to provide a forum so that initial contact, exchange of information and basic communications can take place and be maintained among the members. This kind of network provides evidence to funders and promoters (for example, the European Commission) that basic steps have been taken to extend learning and practice beyond the initial membership of the project group so that some impact is made on the field of endeavour focused on in the project.

In a maximal sense networking is seen as crucial in achieving impact, added value, sustainability and a knowledge base for generating new projects and initiatives. Such networks are driven by four key elements: innovation, adaptability, creativity and motivation. Creativity cannot occur in isolation. Networking is of no use and has no function unless it involves communication with other people. In professional networking, communication about innovation is more important than communication about use and application. This also highlights the role of power and effectiveness in understanding and accepting the impact of creativity and innovation. Disempowered individuals and professional communities may see innovation as a threat. Creativity in itself does not empower people: it depends upon social and economic structures that are responsive, engaged and open. Collaboration and the social dimension are validated by the approach taken in projects like NELLIP where effectiveness, cooperation, quality standards and interdependence have been highlighted by the partners.

Constructing viable and effective networks hinges on these networks going beyond mere compliance with funding requirements to the development of dynamic tools and ways of working that promote change and excellence.

3.3 ELL networking and adult education

The European Language Label has been a significant stimulus for policy initiatives and development of languages teaching throughout Europe in the adult education sector. It has encouraged a wide range of lifelong learning initiatives as well as rewarding individual competence and achievement in additional language learning. The ELL acts as a strong encouragement to both individuals and agencies. While obtaining a university degree or recognized academic diploma is not the goal of all adult students in second-language classes, some form of formal study is needed by most adult language learners. This study might include test preparation, vocational training or courses leading to professional qualifications.

Adult education teachers, policy makers and administrators need to ensure that students are aware of the options that exist, and prepare them with the tools and strategies that they need to make the transition to more formal study or to developing effective levels of fluency. Research on reading, writing and vocabulary instruction offers guidance for teachers helping adult language learners acquire the necessary linguistic skills. Student orientation, counselling services and the integration of adult education programmes in community learning systems to meet the particular needs of adult learners are all important. Combined, these approaches can effectively serve the needs of adult language learners who are moving on to other levels of education or learning.

While most adult education systems have undergone a period of reform it is unclear whether they have yet achieved the goal of delivering sustainable employability for their participants. One approach to this is to increase the breadth of knowledge provided to individuals: the emphasis is on broad-based general and vocational education. There is a question mark about the extent to which this approach will serve people well over their working lives: hence the importance of the role of lifelong learning in building upon relevant foundations.

A key issue in adult language education in almost all European countries during the current period of crisis is meeting the needs of migrant workers or recently arrived immigrants. In most European countries we also see increasing numbers of first and second generation immigrants with comparatively low levels of education, limited host language and literacy skills, and limited motivation not only for higher levels of schooling, but also for work or job training.

Many are young people aged 16 – 24 who are no longer in the public school systems or may never have been part of that system, either because they were too old to enter secondary school when they arrived, or because they realized their chances of graduating were slim and therefore never chose to enter school. Still others have to work to support themselves and their families. A surprising number of young immigrants live on their own. In addition to the multiple educational and economic needs of this group, there are cultural challenges that confront young immigrants in transition, particularly those whose lack of educational opportunities and consequent limited literacy skills put them at the margins of society.

These multiple social constraints are well known to adult educators. They are also aware that increasing second language proficiency is more than mere language learning. It is an essential tool in socio-economic integration and in reducing levels of social marginalization and exclusion. The award of ELL labels has often emphasized the rights-based aspect of such language learning. This is seen as a positive endorsement of methods and structures that enhance personal and social development.

Networking among practitioners in this sector can have very positive effects for all stakeholders. It helps to create a bond between those working in the field. Adult education is, however, significantly under-resourced in most European countries, so networking is a challenge due to restricted resources. Nonetheless the potential for added value and enhanced levels of cooperation is significant. Adult education providers represent diverse and creative groups of providers, and the opportunities for synergy are manifold.