



NATIONAL REPORT ON THE IMPLEMENTATION OF THE EUROPEAN LANGUAGE LABEL

SPAIN





519129-LLP-2011-KA2-KA2NW

AUTHORS:

Mercedes Rico

GexCALL Group (University of Extremadura), Spain
mricogar@unex.es

01 October 2012



This project has been funded with support from the European Commission.
This material reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



519129-LLP-2011-KA2-KA2NW

INDEX

1 Introduction	P. 4
2 The European Language Label in Spain	P. 4
3 The Label Campaigns	P. 6
4 Priorities	P. 8
5 Awarding the European Language Label	P. 9
6 Evaluation carried out by the NELLIP Team	P. 13
7 Impact and Exploitation of the European Language Label as assessed by the NELLIP Team	P. 13
9 Best Practices	P. 13
8 Recommendations	P. 14
10 Conclusions	P. 16
11 Bibliography, references and acknowledgments	P. 17



519129-LLP-2011-KA2-KA2NW

SPANISH NATIONAL REPORT ON THE IMPLEMENTATION OF THE EUROPEAN LANGUAGE LABEL

1 Introduction

The European Commission's White Paper on Education and Training: "Teaching learning: towards the learning society" (1995), Objective IV, reflects the interest in encouraging language skills as a necessary vehicle for genuine European integration.

Following the agreement of the Ministers of Education of European Union countries, it was decided to create an award in each of the Member States for initiatives and best practices, local or national, in the field of education and learning of languages, which could then be shared throughout Europe. Thus was born the "European Label for innovative initiatives in language teaching and learning", which has been awarded annually in Spain since 1998.

Subsequently, at the Lisbon summit in March 2000, the Heads of State and Government adopted the 2010 targets for Education and Training, one of which was (Obj.3.3.) to promote language learning at an early age and throughout life in order that European citizens learn two languages other than their own.

In addition, community initiatives such as the European Year of Languages 2001 and the Action Plan for language learning and linguistic diversity 2004-2006 have contributed to the realization of this objective. Decision n. 1720/2006/EC of the European Parliament established an action program in the field of lifelong learning in the European Union, including a new legal framework to be adapted to organizational actions covered by existing sectoral programs such as "Comenius", "Erasmus", "Leonardo da Vinci", "Grundtvig" as well as the "Jean Monnet" Program and European Label awards for the period 2007/2013.

2 The European Language Label in Spain

2.1. What is the European Language Label Award?

The European Language Label (ELL) is an award which encourages initiatives in the field of teaching and learning languages and is intended as a tool that can help teachers and learners become more aware of innovative initiatives in the field. The ELL aims to inspire teachers and learners to adapt innovative and effective ideas and techniques, in accordance with their own needs.

2.2. When is it celebrated?

The Autonomous Agency for European Educational Programmes (OAPEE) which is dependent on The Ministry of Education, Culture and Sports convenes the awards annually, usually between March and July, and establishes the conditions. The prize is called "European Label for innovative initiatives in teaching and language learning: an invitation to apply for the European Label."

2.3. What are the Objectives?

The objective of the awards is to promote newly recognized examples of innovative practice in order to share experiences within the field of teaching and learning of languages.





519129-LLP-2011-KA2-KA2NW

2.4. Categories

The European Language Label is open to four eligible categories:

- 1. Primary Schools (staff and pupils)
- 2. Secondary Schools (staff and pupils)
- 3. Post-Secondary/Tertiary Institutions (lecturers, administrative staff, students councils and organizations, faculties, departments and institutions)
- 4. Youth / Adult / Professional Organisations (voluntary organisations, local councils, companies, NGOs sport clubs, etc.)

2.5. Modalities

This award recognizes innovative experiences in the field of teaching and learning of languages (including sign language), whether foreign, national, regional or migrant community initiatives. They have been awarded by Spanish government since 1998, and have been awarded in two modes since 2005:

Type A:

Institutions or educational and / or training authorities and associations that are developing initiatives to promote the teaching and learning of languages at all stages of education and training, formal or informal, regardless of the age of the students and the type of establishment concerned.

Type B:

Teachers of languages, for their dedication, personal commitment, minority language teaching, teaching in extraordinary circumstances, or original methodology, that can serve as an example to other professionals.

2.6. European Language Label Award Criteria

National juries are appointed to choose projects on for consideration for the ELL award based on a number of criteria, some of which have been agreed at European level. Other criteria can be introduced at national level.

The European criteria:

1. Initiatives should be comprehensive in their approach. Every element of the language project - from students to teachers, methods to materials - should ensure that the needs of the students are identified and met.
2. 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. "Quantity" might refer to the project stimulating the learning of several languages, particularly those that are less widely used, whereas "quality" might refer to the introduction of an improved methodology.
3. Initiatives should motivate the students and teachers to improve their language skills.
4. 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.
5. Initiatives should have a European emphasis. They should be adapted to Europe's linguistic diversity and make use of this advantage - for example, by liaising with contacts across national borders. The initiatives should actively improve understanding between cultures by promoting language skills.
6. Initiatives should be transferable. They might potentially be a source of inspiration for other language initiatives in different countries.
7. Proposals should involve the entire school community and contribute to the social integration of the school.



519129-LLP-2011-KA2-KA2NW

3 The Label Campaigns

3.1. Dissemination in Spain

Among the main activities carried out by the OAPEE and Spanish agencies and institutions for the dissemination of information of existing projects we highlight the following:

- Dissemination of winners and the announcement of successive calls through the Government Gazette (Example: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-18798);
- Websites: <http://www.educacion.gob.es/horizontales/prensa/notas/2012/07/20120723-premio-sello-europeo-.html>; <http://www.oapee.es/oapee/inicio/iniciativas/sello-europeo.html>;
- Promotional events organized by OAPEE: 4th NATIONAL THEMATIC CONFERENCE was held in 2011 with INJUVE collaboration: <http://www.oapee.es/oapee/inicio/servicios/Eventos.html>;
- Newspapers: <http://www.20minutos.es/noticia/1554243/0/>;
- Websites and Department of Education' educational sites: http://www.educastur.es/index.php?option=com_content&task=view&id=3502&Itemid=237; <http://www.educa.jcyl.es/es/temas/idiomas-bilinguismo/enseñanzas-idiomas-ee-oo-ii/premios-reconocimientos-ee-oo-ii/premio-sello-europeo-2011-eoi-salamanca>;
- Workshops and training sessions;
- The winning entries will be held by the Autonomous Agency for European Educational Programmes in paper and digital format for dissemination through publication, to enhance the multiplier effect of these experiences due to their quality and didactic and methodological innovation;
- Most of the winning entries have been reported by the local press within the different regions in which they took place. For example: http://www.elperiodicoextremadura.com/noticias/navalmoral/ies-augustobriga-recibe-premio-sello-europeo-por-su-labor-con-los-idiomas_623352.html;
- Some of the works have also been included in the national press: <http://www.abc.es/agencias/noticia.asp?noticia=1029755>;
- Social networks have contributed to raising awareness of different projects: http://es-la.facebook.com/permalink.php?story_fbid=262516527140136&id=145635995494857

3.2 Calls for Tenders

Interested parties submit their application and attach the required documentation as specified in the Government Gazette. The last call was on July 3, 2012. More information at:

<http://www.oapee.es/dctm/weboapee/selloeuropeo/convocatoria2012.pdf?documentId=0901e72b813d0a14>.

A summary of all calls is available here:

<http://www.oapee.es/oapee/inicio/iniciativas/sello-europeo/convocatoria.html>.





519129-LLP-2011-KA2-KA2NW

The request may be submitted at OAPEE and should be addressed to the Ministry of Education of the Autonomous Communities. By clicking the link below you will find a directory with the European Label Units: Responsible Education Authorities for European Labels <http://www.oapee.es/oapee/inicio/iniciativas/sello-europeo/contacto.html>.

Communities shortlist applicants and refer all cases to OAPEE.

The deadline for the call for proposals for this year (2012) was September 8, the terms and conditions governing the call are available according to the 3 July 2012 Resolution by the Presidency of European Educational Programs published in the Government Gazette of 20 July 2012 and on the website of the National Agency: www.oapee.es.

3.3 The selection of winning projects

For projects to be eligible for European Language Label, they have to prove they are innovative, effective and transferable to other contexts. The initiatives should incorporate a new method or approach, or improve past performance. They should also demonstrate students' progress.

Jury:

The selection process is conducted by a jury, composed of the following members:

President: The Director of the Autonomous European Educational Program.

Vice: The Director of the Division of Comenius-Grundtvig Autonomous Agency for European Educational Programs, which may replace the President in case of absence.

Members:

A representative of the General Secretariat of Universities.

A representative of the General Directorate of Lifelong Learning.

A representative of the National Institute of Educational Technology and Teacher Education.

A representative of the Directorate for Overseas Education.

A representative of the General Directorate of Territorial Cooperation.

Two representatives from the Ministry of Education of the Autonomous Communities.

Two representatives of the Autonomous Agency for European Educational Programmes, one of whom shall act as Secretary.

The jury will follow the provisions of Articles 22 and:

1. The jury will give preference to candidates whose projects or actions are framed within two priorities set by the European Commission for convening the European Label 2012: language learning based on new technologies and multilingual classrooms.
2. The jury will also give priority to candidates whose projects or actions are framed within national priorities for this call.
3. The jury will also consider agreed criteria for all participating European countries by the European Commission.
4. The Jury shall select the candidates for mode B according to the agreed criteria for all participating countries by the European Commission:





519129-LLP-2011-KA2-KA2NW

- a) Variety of activities throughout the career.
- b) Leadership.
- c) Innovative nature of the initiatives.
- d) Promotion of the European dimension.
- e) Impact of their career within their field.

5. For the selection of candidates the jury will consider the screening conducted in each region and the screening held at the OAPEE¹.

3.4 The Awarding Ceremony

The following prizes will be awarded:

Mode A. The Jury will propose a maximum of six awards which will consist of a trophy and a certificate, signed by the Minister of Education, Culture and Sport and the Commissioner for Education, Culture, Multilingualism and Youth of the European Commission, and include the title of the initiative and the organization's name and / or institution.

In addition, cash prizes are given for the top three awards: 1st 4,000 euros, 2nd 2,000 euros and 3rd 1,500 euros. The prizes may be split between 2 candidates if they are deemed of equal merit or declared void if there is no suitable candidate. The awards are funded from budget 18.102.322C.481.01 Expenditure Budget of the Autonomous European Educational Programs.

Mode B. The language teaching professional who wins the European Label shall be entitled to a trophy and certificate as well as a one week trip to learn about the education system in a European country of their interest, organized and funded by the Autonomous Agency for European Educational Programs, with a maximum budget of 1,250 euros.

In the event that no suitable candidates are found in this modality, the amount of prize money is shared as follows: the first recipient receives 500 euros, the second 400 euros and the third 350 euros. This award is funded from budget 18.102.322C.481.01 Expenditure Budget of the Autonomous European Educational Programs. The maximum amount available for the awards is 8,750 euros.

All projects awarded since 1999 are available here:

<http://www.oapee.es/oapee/inicio/iniciativas/sello-europeo/historico-premiados0.html>

4 Priorities

4.1. Language learning based on the new technologies

Technology influences many aspects of our lives, language learning included: computer and/or technology-assisted language learning and testing, blended language learning, virtual and distance learning have become very useful tools to teach and learn foreign languages efficiently. The creation and educational use of social networks also boosts the fostering of multilingual engagement and participation across boundaries, and represents a means to interact and to learn foreign languages. This innovative learning/teaching system should combine the inspiration and motivation of traditional classroom teaching and the flexibility of online or distance learning to create courses that are accessible and motivating for today's students, who develop

¹ Boletín Oficial del Estado. Núm. 173 Viernes 20 de julio de 2012 Sec. III. Pág. 52392



519129-LLP-2011-KA2-KA2NW

their autonomy, interact by way of a computer with teachers "on the other side of the screen" and have fun while learning a foreign language.

4.2. Multilingual Classrooms

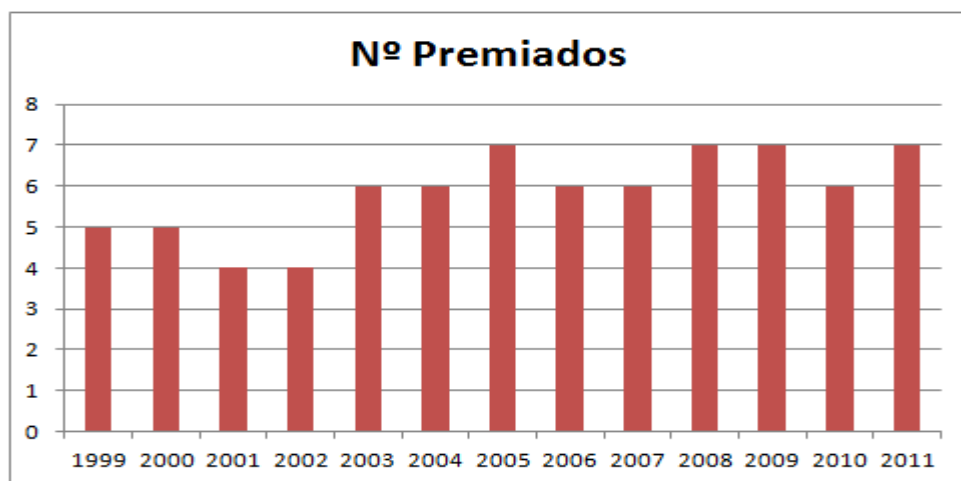
The racial and cultural map of European countries has changed in recent years. This change is especially evident in Spain, a country unaccustomed to immigration. The educational community has been one of the most affected by these changes. Thus, the incidence of multilingual classrooms is increasing continuously. These classrooms are composed of students originating from different countries that do not share a common language. Consequently, both the behavior and culture of these students can be very different: if this situation can be seen as a source of problems, it can also serve as a basis for comparison and to encourage debate. Such is the delicate task of teachers: to adapt their teaching techniques taking into account this diversity and developing intercultural respect whilst focusing on the main objective, to teach the target language².

5 Awarding the European Language Label

Since the beginning of the European Language Label a common feature of every edition of the initiative has been the improvement of language learning, bringing Europe closer together through increasing understanding the diversity of languages and cultures among and within member states.

In Spain winning initiatives are from 1999 to the present are available at www.oepes.es/oapee/inicio/sello-europeo/historico-premiados0.html. The analysis of these initiatives provides an overview of the priorities taken into account when each European Language Label was awarded.

Through historical analysis of the granting of this award we can make the following observations: First, it is observed that the number of applications grew with annual award consolidated and become an established feature within the language teaching community in Spain and with the implementation of two modes, A and B - one for specific projects and the other in recognition of contributions to the field by an individual throughout their career.



² Organismo Autónomo Programas Educativos Europeos

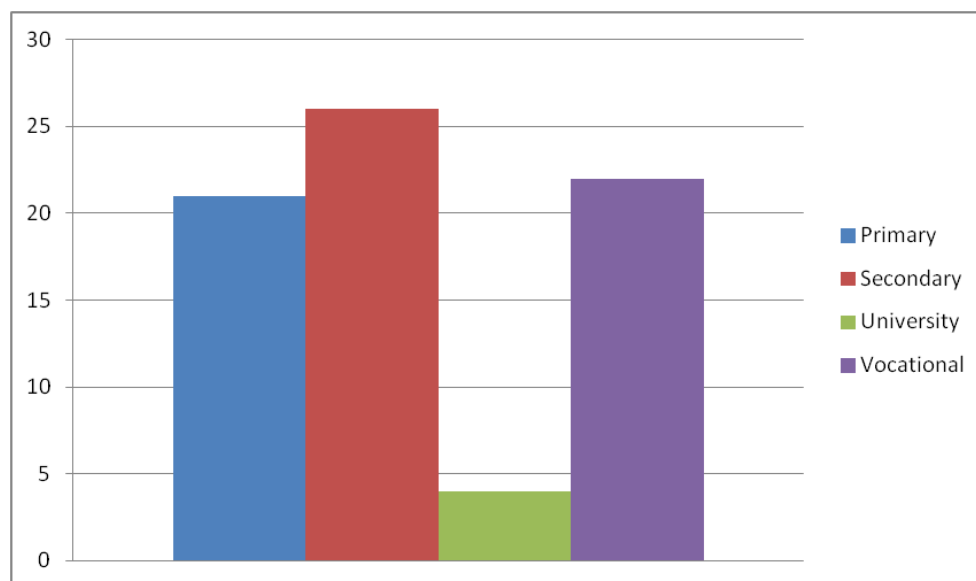




519129-LLP-2011-KA2-KA2NW

<http://ec.europa.eu/education/language/label/index.cfm>

According to the educational levels in which the European Language Label is confined (School education, higher education, adult education, and vocational education and training), higher education is the area which contains the highest number of winning initiatives. With slightly less results, we find similar percentages in the number of proposed projects in school education and vocational education and training. However, in the area of adult education the results fall considerably because the number of proposed initiatives decreases.

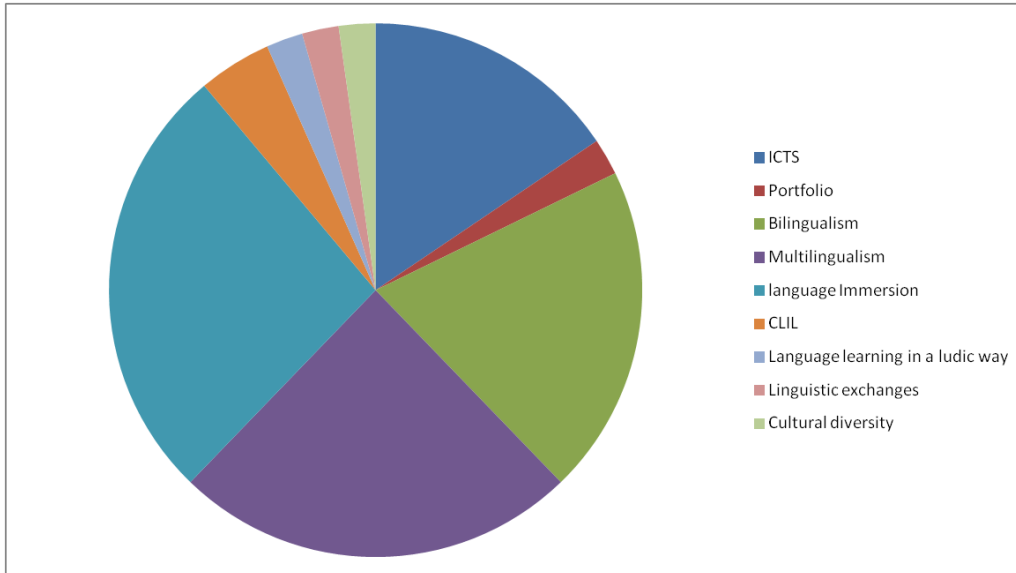


Source: European Commission, Languages (<http://ec.europa.eu/education/language/label/index.cfm>)

It can be seen that projects incorporating ICTs have always been represented within the winning initiatives although their presence seems to have gained prominence with the consolidation of the prize. This is in line with the priorities set by the European Union to encourage the incorporation of ICTs for language learning that are accessible and affordable for everyone. ICTs allow teachers to act as mediators in the learning process and put users at the cutting edge of knowledge enabling more independent individual learning. The use of social networks has been an important pillar allowing different models of learning and teaching of foreign languages to combine successfully.

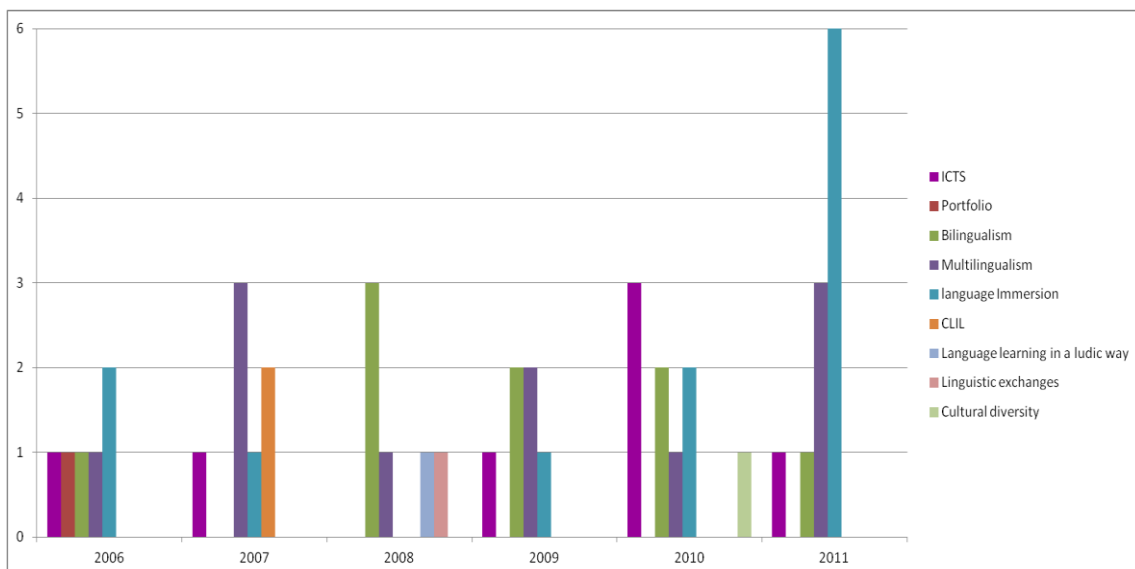


519129-LLP-2011-KA2-KA2NW



Source: European Commission (<http://ec.europa.eu/education/language/label/index.cfm>)

Second, we can see that if, in the first editions the vast majority of winning initiatives involved the teaching of English, now they tend to be multilingual initiatives that include both international or minority languages. This reflects one of the priorities of the European Union, to promote respect for all languages through global education in a context of language variety.

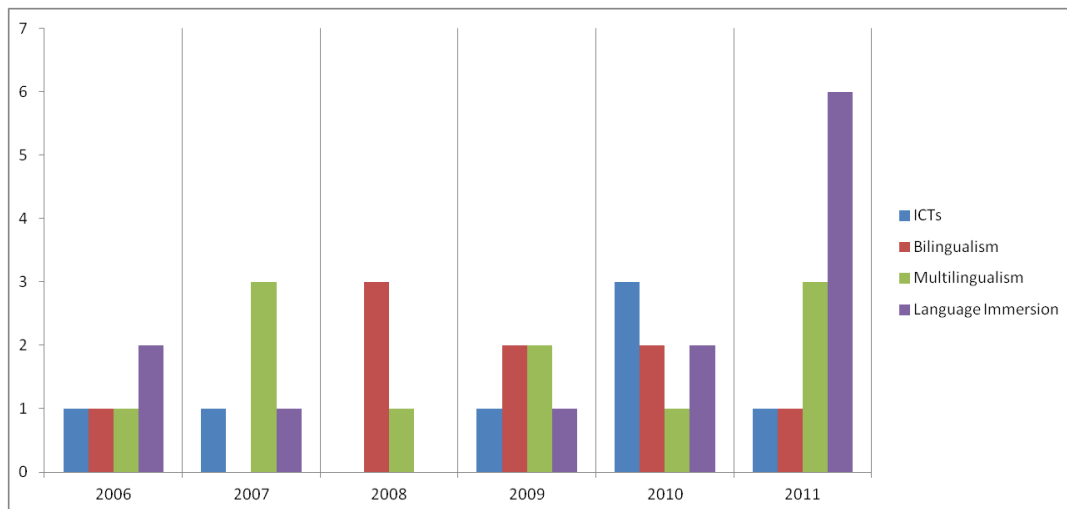


This project has been funded with support from the European Commission. This material reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



519129-LLP-2011-KA2-KA2NW

As we can observe in the following graphic, in the last years, the initiatives topics have changed into four main areas: ICTs, bilingualism, multilingualism, and linguistic immersion. The multilingualism and linguistic immersion have the highest peaks since in the last years at the Lisbon summit in March 2000 it has been promoted the study of at least two languages other than their own and due to the introduction of bilingual schools and highschoools in Spain.



Since the first award, all four modes have reflected the importance of ICT and multilingual perspectives as fundamental aspects of the awards. In 1999, the award-winning initiatives in Spain included a project called FLIPS, Foreign Languages in Primary School. By 2002 the awards began to emphasize the importance of learning languages at an early age and highlighted initiatives in this area in order to promote bilingualism. This also coincides with the development of numerous programs and bilingual sections within the Spanish educational system in response to a new perspective on the language learning process. In 2005 the winning initiatives included important environmental education in an attempt to learn languages through cross-curricular activities. An example of this trend is an award-winning initiative entitled "Environmental Education through lifestyle awareness". In 2006, ICT based projects still rank among the winning initiatives as well as projects that develop rewarding immersion initiatives such as "Web Observatorio Linguarum Atrium" and "Assistants in Language Immersion and Multiculturalism". Since 2007, the transition from bilingualism to multilingualism has been recognized through awards to initiatives such as "From Bilingualism to Multilingualism: New Challenges" or "Interculturalism in a multilingual environment". This is also reflected in the 2011 awards in which multilingualism was also rewarded through prizes for projects such as "ESO-Rom Inter-comprehension Romance Reader".

To conclude, the tendencies reflected in the selection of winning initiatives have been the incorporation of ICT in language learning, the development of language immersion programs from an early age in order to promote bilingualism and, in more recent years, towards a clear interest in multilingual initiatives. All this seems to reflect the social demands and multilingual educational landscape evident in today's classrooms.



This project has been funded with support from the European Commission. This material reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



519129-LLP-2011-KA2-KA2NW

6 Evaluation carried out by the NELLIP Spanish Team

When evaluating the best practices among the initiatives awarded the European Language Label, this research group has followed a scientific and analytical procedure including researching, analyzing, selecting and cataloging the best practices in order to share the results with the scientific community.

The research group is called Gexcall, an interdisciplinary composed of linguists, mathematicians, computer scientists and graphic designers. This interdisciplinary approach has enabled a better understanding of the cases analyzed.

The first step taken was the analysis of all awards granted in Spain and Portugal over the last 10 years (2011-1999). This first step was called:

1) Project NELLIP WP1 - Case Studies

This is followed by a series of guidelines:

<http://www.oapee.es/oapee/inicio/iniciativas/sello-europeo/historico-premiados0.html>

* In the first analysis we selected 25 initiatives. Each group member selected between 2 and 5 initiatives. All the information collected was recorded in a document called "European Label: basic information" which allowed categorization and cataloging of the selected projects. In this first selection 12 initiatives were categorized by country and are available via the following link:

http://nellip.pixel-online.org/CS_lista.php

After this initial selection four of the best initiatives were selected. To do so the co-coordinators of each of the 25 projects were contacted and interviewed. In addition to the interview, the level of coverage of each project in the press and scientific papers was also taken into account.

Firstly 8 initiatives were selected and finally two, one in Spain and one in Portugal.

2) NELLIP WP1 Project - Best Practices:

Tracking practices were carried out as follows:

- Complete study of each projects and the results
- Interviews with coordinators
- Analysis of diffusion: newspaper articles and scientific production

Both the evaluation and follow-up were conducted in conjunction with The Autonomous Agency for European Educational Programmes (OAPEE)

7 Impact and Exploitation of the European Language Label as assessed by the NELLIP Team

In most of the selected examples of good practice, the co-coordinators the following assessed the following aspects concerning the impact of the award:

- Confidence in the undeniable ability of the project to improve and develop language learning and teaching;
- Thanks to the award many projects have become tools available to the wider teaching community;





519129-LLP-2011-KA2-KA2NW

- Demonstrated the democratic and universalist philosophy underlying the winning projects;
- In some cases, the award has served to help improve educational institutions in danger of marginalization;
- The award has served to convey to the educational community the importance of such initiatives for universal education;
- Winning an award helps motivate the innovative work of teachers and institutions who have worked hard to enrich their educational programs and the quality of their teaching.

8 Best Practices

The best practices in Spain were selected in collaboration with the OAPEE as already mentioned above.

- Among the selected best practices are those that were based on the use of ICTs, and included increasing understanding of multiculturalism and multilingualism as a goal. In other words, those projects that enriched the quality of language teaching by promoting new approaches in the field of teaching / learning (for example CLIL methodology or the use of new technologies) and promote intercultural multilingualism.
- They highlight the ability of teachers or groups of teachers for innovation despite limited resources through a high degree of imagination and enthusiasm. This point is vitally important during the current economic crisis in which despite decreasing public funding the awards demonstrate teachers' capacity for innovation. Initiatives such as the European Label project empower educational entrepreneurship and reinforce the idea of a connected Europe working towards the same goals.
- At the same time, it should be noted that many of the best practices that in Spain and Portugal came from rural or marginal institutions. This highlights the universal and democratic character of innovative practices that enhance access to global information, thanks to the use of technology by teachers, and reduce social and regional inequalities.
- It is interesting that most of the case studies have been carried out by teachers across disciplines, allowing a collaborative and interdisciplinary approach that has been key to their success. This increasingly in demand feature technological and creative input tailored to the target audience and its needs.

This is the European spirit that will lead us to towards becoming a better society through collaboration to achieve our common goals.

9 Recommendations

During the interviews with the project coordinators, most recommended:

- To keep working for a better world from a collaborative and interdisciplinary perspective.
- To increase awareness of good language learning practice in Europe through programs' web page to continue learning from other excellent projects.





519129-LLP-2011-KA2-KA2NW

- To teach languages using global methods that are able to react to universal needs and to motivate teachers to continue to transfer knowledge to enrich perspectives.
- Among the suggestions offered by the project coordinators some of the most interesting include:
- Recommendations for making the most productive use of the initiatives.
- Publish the criteria to be met by candidates for European Label awards well in advance as they are different each year and these criteria are of great help when planning the structure of the project to be submitted.
- Increase dissemination of these experiences through media interviews, participation in conferences or publishing articles in journals.
- Develop quick tips on how to plan and develop quality learning experiences for language learning based on initiatives that have achieved a European Label award.
- Conduct training for teachers using based on the experiences of award winning initiatives.
- Most relevant aspects for future ELL award participants:
- That participants involved in innovative and creative projects know that what they do is what needs to be done, to feel the excitement for and pride in their project. It is a means to demonstrate the great quality work taking place in education to improve language teaching and learning.
- That the important thing is not the European label itself, but the ideas and projects presented and how they work in the classroom to achieve the learning objectives.
- Obtaining a European label is not easy but not impossible, so we must have confidence in our work and the fact that there are institutions and individuals working with interesting and innovative ideas, therefore we should be open to share experiences and projects and learn from collaboration with others.
- In the European context it is beneficial for collaboration to be based on a multidisciplinary philosophy that incorporates local and global perspectives. This way different views and perspectives can be taken into account in the solution of common problems. The work of local initiatives must be open to engagement with other groups throughout Europe.
- By taking into account the needs of the target audience, appropriate services can be provided and learning becomes easier, as they will be the centre of attention of the initiative.
- To work from a collaborative and interdisciplinary perspective, being aware of quality initiatives that can be found on the website of the ELL program, as this allows for continuous learning through contact with excellent projects.



519129-LLP-2011-KA2-KA2NW

10 Conclusions

Our team, an innovative and multidisciplinary group that belongs to the University of Extremadura, together with the OAPEE have selected the language learning initiatives that have been awarded the European Language Label. After several months of study, selection, and analysis, we present the four best practices. These correspond with the best winning initiatives in Spain since the beginning of the European Language Label in 1998 up to and including 2011 and reflect the political priorities of the European Commission in the field of language learning.

Most project coordinators selected have shown their support for the annexation by NELLIP of the project by providing information concerning their initiative. Through their participation they will also gain a better understanding of all the award winning projects throughout Europe and gain official European recognition. In addition to the support we have received for the coordinators we have also received letters from other institutions demonstrating their interest in the project and desire to benefit from the results of the analysis in order to enrich their teaching practice.

They include:

- Centros de Profesores y Recursos (Mérida)
- Escuelas oficiales de idiomas
- Fac. Formación del Profesorado, Universidad de Extremadura, Cáceres
- CEIP Santísimo Cristo de la Salud (Hervás)
- Universidades extranjeras (Wofford College, Spartanburg, South Carolina, EE.UU)
- Instituto de Tecnología, Electrónica, Informática y Comunicaciones (Badajoz)
- Academias de inglés: Dickens Institute, (Mérida)
- Fundación Fesord (Valencia)
- Escuela Oficial de Idiomas de Salamanca
- Escuela Oficial de Idiomas de A Coruña
- Escuela Oficial de Idiomas El Fuero de Logroño (Logroño)
- SAI SUR Madrid (Servicio de Apoyo al Alumnado Inmigrante)
- CEIP León Solá (Melilla)
- CEIP Pedro de Valdivia (Castuera)
- Espacio Joven (Ayuntamiento de Cartagena)
- Asociación ATIFE (Córdoba)
- ES AGUSTÓBRIGA (Navalmoral de la Mata)
- IES Sierra Morena, (Andújar)
- Organismo Autónomo Programas Educativos Europeos (OAPEE)
- Ministerio de Educación, Cultura y Deporte

The main advantages of the European Language Label contained in this report are: to improve the visibility of the selected projects and to encourage prospective applicants to apply for the award - too many projects do not come to light as the participants are unaware of its existence. In this way we aim to provide more opportunities for language learning. This study of the initiatives has also served as a form of quality assessment. We hope that with this project (NELLIP), the European Language Label becomes more widely known and teachers become more involved in creating a greater number of initiatives to improve language learning that improve on existing ones. We hope this report will help many prospective applicants have a clear outline of the opportunities provided by an award of this type.



519129-LLP-2011-KA2-KA2NW

11 Bibliography, references and acknowledgments

"Innovation and Resourcefulness in the Teaching of Foreign Languages to Immigrant Students: Three Case Studies in Spain". 5th Edition of the International Conference ICT for Language Learning which will take place in Florence on 15 – 16 November 2012. In print.

Gemma Delicado Puerto, Mercedes Rico García, Eva M^a Domínguez Gómez

Acknowledgments

- Centros de Profesores (Mérida)
- Escuelas oficiales de idiomas
- Fac. Formación del Profesorado de Cáceres
- CEIP SANTÍSIMO CRISTO DE LA SALUD (Hervás)
- Universidades extranjeras (Wofford College, Spartanburg, South Carolina, EE.UU)
- Instituto de Tecnología, Electrónica, Informática y Comunicaciones
- Academias de inglés: Dickens Institute
- Otras entidades colaboradoras:
- Fundación Fesord (Valencia)
- Escuela Oficial de Idiomas de Salamanca
- Escuela Oficial de Idiomas de A Coruña
- Escuela Oficial de Idiomas El Fuero de Logroño (Logroño)
- SAI SUR Madrid (Servicio de Apoyo al Alumnado Inmigrante)
- CEIP León Solá (Melilla)
- CEIP Pedro de Valdivia (Castuera)
- Espacio Joven (Ayuntamiento de Cartagena)
- Asociación ATIFE Córdoba
- IES AGUSTÓBRIGA (Navalmoral de la Mata)
- ES Sierra Morena, (Andújar)
- Organismo Autónomo Programas Educativos Europeos (OAPEE)
- Ministerio de Educación, Cultura y Deporte