



2012 EUROPEAN LANGUAGE LABEL

Innovation in Language Teaching and Learning

The European Language Label

The European Language Label recognises creative and innovative ways to improve the quality of language teaching.

Winning projects provide a potential source of inspiration for others. To date, over 180 projects from across the UK have proved that creative thinking can lead to improved teaching, student motivation and learner achievement.

If you are inspired by the projects showcased in this booklet and are involved in an innovative language learning project which could benefit others, why not apply for next year's European Language Label? Applications are invited from schools, colleges, universities, community groups, businesses and other institutions engaged in foreign language teaching and learning, in ways which are innovative, effective and replicable. Details of deadlines and how to apply can be found at: www.cilt.org.uk/label.

The European Language Label is a Europe-wide initiative which has recognised over 1,500 innovative projects in 30 countries across Europe since 1999.

CfBT Education Trust is the UK coordinator of the European Language Label on behalf of Ecorys, within the Transversal programme of the European Commission's Lifelong Learning Programme.

Contents

Introduction

Steven Fawkes, Chair of the UK Judging and Advisory Panel	2
---	---

Primary

Le français à peu de frais

Priestley Smith Specialist School, Birmingham	3
---	---

Translation Nation

Eastside Educational Trust, London, in partnership with the Stephen Spender Trust, Eastbourne	4
---	---

Secondary

Adopt a class

Routes into Languages Cymru, Cardiff	6
--------------------------------------	---

ALL Language Perfect World Championships

Language Perfect (New Zealand)	
Association for Language Learning (UK)	8

Home Language Accreditation Project (HoLA)

King Edward VII School, Sheffield	10
-----------------------------------	----

Bilingual German Acceleration and ICT Enrichment Project

The John Warner School, Hertfordshire	12
---------------------------------------	----

MFL Student Leadership Team

Brookfield Community School, Chesterfield	14
---	----

Physical French Phonics

Holt School, Reading	
Piggott School, Reading	16

Higher Education

French Digital Kitchen

Newcastle University	
Newcastle College	18

Outstanding contribution to languages

Cornwall Mini Assistants

Cornwall Learning, Redruth	
Direction Diocésaine de L'Enseignement Catholique du Finistère (DDEC)	20

EU Commission Label of Labels

Double Club

Arsenal Football Club	22
-----------------------	----

Acknowledgements

23

Sponsors

24

Introduction



As in most other fields, the past year has not been an easy one for languages with the impact of the economic crisis on people's capacity for innovation, and extensive educational policy reform causing uncertainty across the languages field. However, recent announcements on the place of languages within school education have been more positive and the huge success of the 2012 Olympic and Paralympic Games have done much to raise awareness throughout the country of other nations, their languages and cultures.

Just as individual athletes and teams inspired us with their performance and talent in their chosen sport, so too there are individuals and projects which give us inspiration and fresh ideas for taking forward the teaching and learning of languages from around the world. It is the purpose of the European Language Label to recognise, reward and disseminate such inspiration within the individual partner states and more widely across the European Union.

The judges enjoyed reading about all of the projects that submitted an application this year and were glowing in their praise of all of the people who work so hard to make language

learning enjoyable and motivating. As ever, not all projects can be awarded a Label – our criteria of Innovation, Effectiveness and Replicability are tough – but that does not diminish their success, and we wish all applicants well in developing their ideas into the future. In addition this year the Commission had set priorities for the Label to recognise particularly work involving ICT and projects supporting the languages of communities. We were pleased to receive applications relevant to both of these priorities and congratulate all of the Label winners.

I thank as ever my colleagues: the judges, who give of their time and expertise freely and with great enthusiasm, and the staff at CfBT Education Trust who manage the European Language Label on behalf of Ecorys and the EU Commission in the United Kingdom.

The European Language Label exists to celebrate and to inspire; please do pass on details of how to apply to any colleagues you know of who have been doing interesting things, and tell them where to find the case studies of winning projects from this and previous years:

www.cilt.org.uk/home/valuing_languages/european_language_label_2012/winning_projects

Steven Fawkes

Chair of the UK Judging and Advisory Panel for the European Language Label 2012

Primary

Le français à peu de frais

Priestley Smith Specialist School, Birmingham

This project gives primary school pupils the chance to learn a foreign language regardless of academic ability or physical disability.

The initial aim of the project was to give pupils a 'taste of French' in preparation for the compulsory introduction of MFL into the primary curriculum. Being a school for visually impaired pupils, the school was concerned about being able to fit another subject into the primary curriculum given that the pupils also need lessons in Braille, life skills, numeracy, literacy and mobility.

At Priestley Smith School, lower and upper juniors each get half an hour of French per week. From the start, most of the lesson is delivered in the target language with the emphasis on speaking and listening. Pupils learn parts of the body through basic yoga stretches with the instructions in French and this helps with mobility and body awareness. The teachers use well-known French songs and some they have made up themselves.

There is a star system in place so that a pupil receives a star each time he or she uses a French word in class, with a prize given at the end of each term. As they progress, reading and writing are introduced and teachers have found that some pupils who have struggled with reading in English really enjoy reading simple French words and matching the word to pictures.

When writing is introduced, some pupils copy the word from a Brailled sheet, whilst others have the appropriate font size for their condition. Older pupils are taught to spell words using the National Curriculum Strategy and they follow the

instructions in the French language.

The school feels that the real success and benefit of this project is that no child is disappplied from French and is given the chance to learn a different language whatever their ability.

French co-ordinator Sandy Kinvig said: '... I was ecstatic to learn about our primary pupils' award. They have achieved so much in such a short space of time.'

Helen Porter, Headteacher of Priestley Smith School has been delighted by the success of the project which has involved the introduction of a modern language to children as young as seven years old. She commented: 'Lessons are great fun and the impact has been amazing, with far greater progress than would be anticipated from half an hour's teaching per week. Excellent foundations have been laid for the students' future learning of languages.'

Priestley Smith Specialist School

Priestley Smith School is a specialist school for blind or visually impaired pupils in Birmingham. It caters for pupils as young as two years of age up to the Sixth Form. Pupils come from a variety of ethnic backgrounds and for many English is not their mother tongue.

For further information please see the Priestley Smith School website:

www.priestleysmith.co.uk/

or contact the project co-ordinator, Sandy Kinvig directly: spkinvig2004@yahoo.co.uk



Translation Nation

Eastside Educational Trust, London, in partnership with the Stephen Spender Trust, Eastbourne

'The project has shown areas of development in the process of writing that can now be worked on and it has given the pupils an experience of empathy by showing them what it is like to be in a situation of not understanding the language that everyone is speaking. We now feel a commitment to engage parents in supporting our language awareness aims.'

Linda Thomas, Headteacher,
Sparrow Farm Junior School

Translation Nation inspires primary school children to explore literary translation and develop an appetite for international storytelling and a curiosity about world literature. Working in small groups under the guidance of literary translators, children translate stories that their parents have shared with them from their home languages into clear, vivid English. The process introduces the children to literary fiction and by including music and performance, children find it easy to become engaged; the workshops encourage a more thoughtful, confident, nuanced and imaginative approach to writing in English and celebrate language learning.

Translation Nation is a celebration of the languages spoken in primary schools in England. By sharing their languages with their peers, students become fascinated by the different worlds that language can create and develop a respect for those with linguistic ability. One of the students commented: 'Being an ambassador is a very important job. As an ambassador I must read what my partners write and see if there is a word missing, but I also see if there is a way to improve the work.'

Parents are able to find new ground on which to communicate with their children and build a bridge between their childhood and their child's. Schools are able to offer parents different ways of becoming involved within the school community and teachers become inspired to adopt more creative ways to engage with their students.

Sue Emery, from Springwell School, said:

'It was a great opportunity for children to embrace some of the languages spoken in our school and to give them value. Observing the children working through the editing process gave a great insight into what they are capable of. Peer teaching of a new language was impressive.'

The ELL judges found:

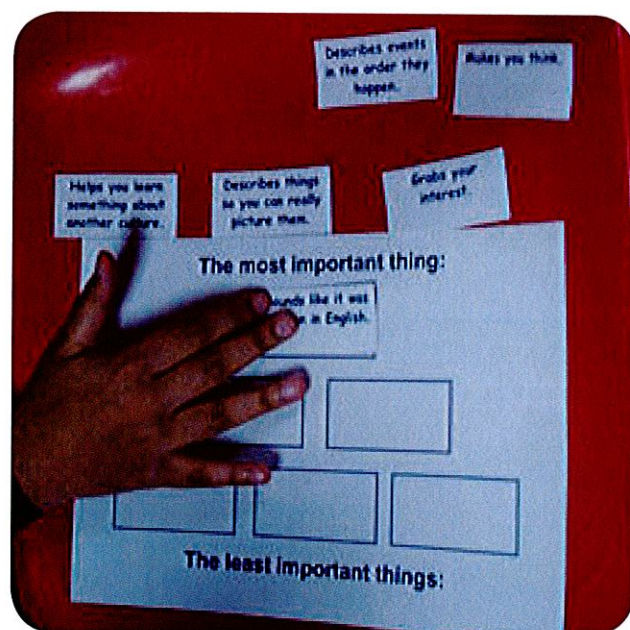
'... the level of translation work that went on was really impressive, as learners had to find the best words and phrases possible to express the mood, style, idioms and cultural references. The intercultural knowledge gained through this process also cannot be underestimated.'

Rakhee Jasani, Director, Eastside Educational Trust added:

'We are delighted that Translation Nation has been recognised with this award as we believe this will increase awareness of the importance of introducing primary school children to language learning and literary translation which is both empowering and inspiring for children of all cultures.'

www.translation-nation.herokuapp.com/

Translation Nation is the 2012 winner of the EuroTalk Primary Education Language Prize.





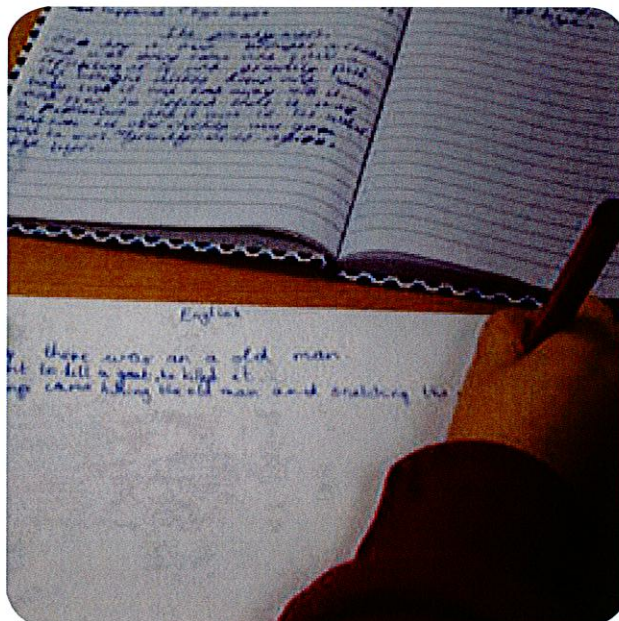
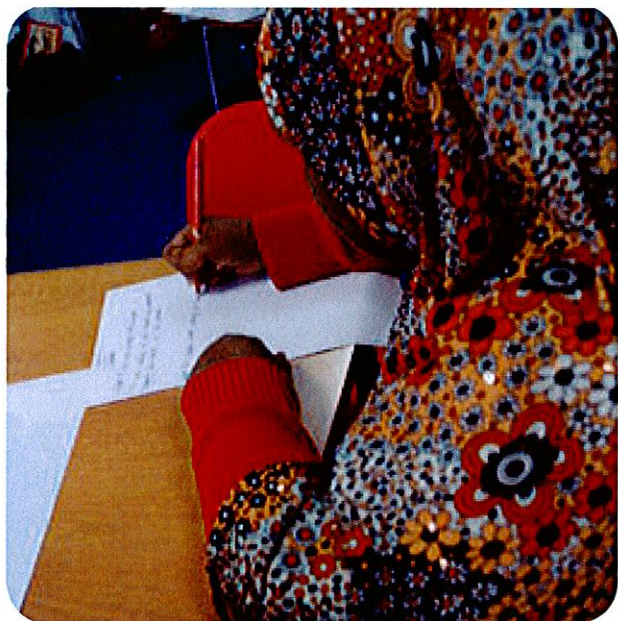
Stephen Spender Trust

Eastside Educational Trust is an award-winning arts education charity which delivers arts activities and creative learning projects to children and young people. The Trust works in schools across London and the south east of England enabling children to work with artists, writers and translators.

www.eastside.org.uk

The Stephen Spender Trust was established to promote literary translation and to widen knowledge of 20th century literature, with particular focus on Stephen Spender's circle of writers.

www.stephen-spender.org



Secondary

Adopt a class

Routes into Languages Cymru, Cardiff

The **Adopt a class** project links an undergraduate languages student with a Year 9 class whilst the student is on his or her year abroad. The scheme aims to bridge the gap for pupils between Wales and other countries by providing an opportunity to experience the culture of the target language and making it more accessible. It allows pupils have the opportunity to see young people abroad, which shows them that these opportunities will also be available to them, especially if they continue with their languages.

The language students keep in contact with the link school while abroad and visit the school on their return, providing the class with first-hand experiences with another language and culture. The project has had a great impact on all involved. A pupil told us that the scheme had 'definitely made me want to continue with languages'.

Teachers confirmed an increase in take-up of languages; one said: 'I feel the scheme is a very good way to reinforce the 'reality' of language learning, showing pupils how it can be beneficial in real life. Pupils have enjoyed seeing pictures of someone currently enjoying and experiencing



their year abroad. It has also been a useful way of teaching cultural elements to the pupils. We are currently studying 'My City' in Spanish and having photos from the Student Ambassador showing her local supermarket, bank etc has been extremely interesting and engaging for pupils.'

The students have also thoroughly enjoyed being a part of the scheme and have benefited from the links that have been established. One student commented: 'Thank you for asking me to be a part of this scheme. One of the best parts for me will be going back to see the class after I have finished, a year on!'

The project has created a blog for students to share their experiences with learners, who are clearly enjoying the direct contact:

'The blog is very detailed. You can learn a lot from it'; 'He's very down to earth'; 'It has connected us with other cultures'; 'You learn some key words which can help you in exams, because you remember the descriptions'; 'Some of us would never be able to go to these places'; 'It inspires you to want to do languages!'

The ELL judges were very impressed by this simple but extremely effective scheme:

'... the contact between student and pupils is a powerful motivator: pupils seem genuinely engaged with the blogs and information sent by a "real person". The project has effectively brought the culture and daily life of the target language country to life for the pupils.'

Following the pilot in 2010-11, the scheme has already extended to a third university and has the scope to involve more in the future. Furthermore, this scheme is suitable for all schools, not just those located near a university. It gives the chance for schools in a rural setting to have a virtual link with a university student.

The project has already been replicated by the Routes into Languages London consortium.

www.routesintolanguages.ac.uk/london/activity/2260

www.routesintolanguages.ac.uk/cymru/activity/2243

Adopt a class is the 2012 winner of the Italian Language Prize.

Routes into Languages Cymru, with Cardiff, Bangor and Swansea Universities

The Routes Cymru team is based at CILT Cymru in Cardiff, working with 11 Higher Education Institutions in Wales jointly aiming to develop activity that will raise the awareness of studying languages and the opportunities that this can bring.

www.routesintolanguages.ac.uk/cymru



ALL / Language Perfect World Championships

'Miss, I'm top in Maori...' was the cry from one student at Fitzharry's School in Oxford, while practising for the worldwide languages competition in 2012. Fifty students at the school took part, using not only French, German and Spanish, but also Maori, Indonesian and many other exotic and unusual languages, competing against students from around the world.

The ALL / Language Perfect World Championship is an online vocabulary competition which pits student against student, school against school and country against country.

Competition is an important motivator, especially amongst boys. This project uses competition ostensibly to improve vocabulary skills, but along the way it stimulates greater awareness of a variety of different languages, increases interest in the learning of languages in general, and introduces a real international dimension to language classes. It also creates a great buzz around the school, and raises the profile of the language department amongst students and teachers in a really positive way.

ALL is an official partner of the competition in the UK, and across the world many other language teaching associations are involved. The competition aims to expand within Europe and encourage even more schools in the EU to participate.

Through the World Championships the competition aims to raise the profile of languages and build a global community where languages education is valued and accessible, where excellence is recognised and personal self-improvement is the greatest focus. It provides the tools and motivation, but it's still up to individual students to take up the challenge.

Hearing about the ELL Award, Craig Smith, Language Perfect New Zealand, said:

'We are very excited to have the amazing achievement of students in the World Championships recognised with such a prestigious award.'

Linda Parker of ALL, UK was also full of praise for the impressive success of the UK students:

'It is a testament to our language teachers, our schools and most of all our young language learners that UK students have accomplished so



much. Proof not only that British students love languages, but that we have some of the best linguists in the world, and ALL and Language Perfect are delighted to have received this recognition for innovation in language teaching and learning!

ALL / Language Perfect World Championships is the winner of the 2012 Spanish Language Prize.

For results and championship stories please visit:

www.all-languages.org.uk/community/competitions_at_all/language_perfect_world_championships_2012

www.languageperfect.com/worldchamps/SiteShell.html

Association for Language Learning

The Association for Language Learning (ALL) is the major subject association for those involved in teaching foreign languages at all levels. It exists to support and represent language teachers.

www.all-languages.org.uk/

For further information please contact:
info@all-languages.org.uk

Language Perfect

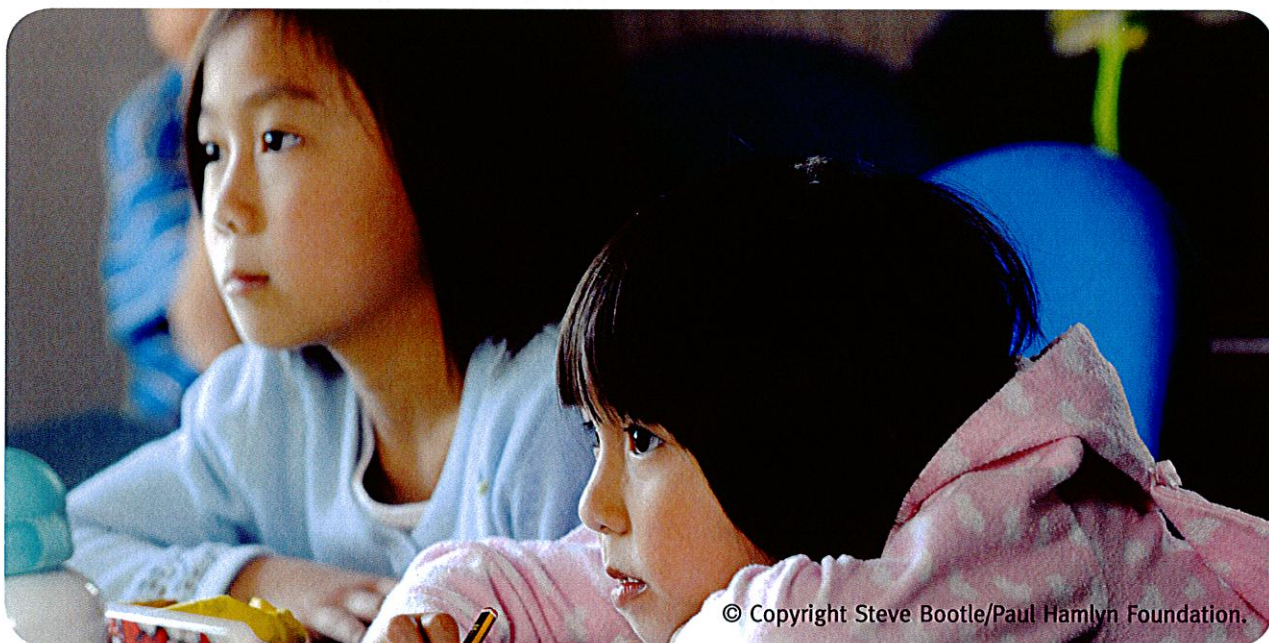
Language Perfect, based in New Zealand, is the creator of a popular web-based language vocabulary tool.

www.languageperfect.com/
support@languageperfect.com



ALL
Association *for*
Language Learning





© Copyright Steve Bootle/Paul Hamlyn Foundation.

Home Language Accreditation Project (HoLA)

King Edward VII School, Sheffield

Sheffield's **Home Language Accreditation Project (HoLA)** is an initiative helping bilingual young people to gain qualifications in their mother tongue. Funded by the Paul Hamlyn Foundation for the next three years, the project has already enabled over 30 Sheffield children to take exams in languages such as Arabic, Urdu, Persian, Portuguese, Chinese, Japanese, Somali and Bengali. It takes a city-wide approach, ensuring that all schools and communities can be supported in accrediting their bilingual young people.

One innovative element of the project is the link with Sheffield Children's University – all children studying in complementary language schools can have their mother tongue learning hours recognised and rewarded with certificates and ceremonies. This recognition of participation in mother tongue learning is a great motivator and raises the profile of community languages within the city.

Of course accrediting home languages isn't just about data. It is also about the parity of home languages with modern foreign languages, recognising the hard and valuable work of

complementary schools in the teaching and learning of home language, and boosting the self-esteem and engagement in learning of bilingual youngsters.

ELL judges praised the 'collaboration between mainstream and complementary schools in this project who are working in partnership with Sheffield Council and the Children's University to share information for the benefit of students with a home language.'

Eva Lamb, Language College Director at King Edward VII School, highlighted the importance of HoLA's work:

'I believe that the linguistic and cultural expertise of our BME communities is an underused and undervalued resource and has an important role to play in the future development of our city. Support of our communities' home languages must be at the heart of any future work towards bringing the complementary and mainstream sectors together.'

Clare Allison, HoLA Project Manager added:

'We are absolutely delighted that the HoLA Project has been recognised by the EU Language Label. This pioneering project is for Sheffield's bilingual young people and we are proud that our effective partnership working is helping them to achieve such positive outcomes.'



HoLA is this year's winner of the Mary Glasgow Language Trust Award.

Overall delivery of the project is being led by a consortium whose partners include King Edward VII School (a large, inner-city multicultural and multilingual secondary school), Languages Sheffield (a voluntary organisation which supports the learning and maintenance of all languages), the Sheffield Children's University and the Ethnic Minority and Traveller Achievement Service based at Sheffield City Council. For further information see:

www.kes.sheffield.sch.uk

www.languages-sheffield.org.uk

www.sheffield.gov.uk/education/about-us/emtas

www.sheffield.gov.uk/education/information-for-parentscarers/at-school/sheffield-childrens-university



Bilingual German Acceleration and ICT Enrichment Project

The John Warner School, Hertfordshire

'Doing ICT and German together is not more work, just another kind of work!'

This was the reaction of one Year 7 pupil, following the school's ICT curriculum in German. With lessons team-taught entirely in German by a German teacher, aided by an ICT teacher and the German FLA, the aim was to harness the children's natural curiosity and ICT capability in order to develop and sustain their desire to challenge themselves and others by learning difficult skills such as those of computer programming with an additional twist and level of complexity – that of doing so in an entirely different language.

Pupils learned to program computers using 'Scratch', a development environment in which it is possible to make games and simulate control. It is free, built by MIT, and multilingual. It is particularly appropriate for children aged 11–12.

The teaching staff were passionate about the project and impressed by the dedication and commitment of their students:

'The students were universally enthusiastic in conversation in class as they worked, and in the group discussion during lunch. Each gave evidence not just of enjoyment but also of the worth of the experiences they had had so far. Some appreciated the personal help they had received from the German students from Mainz, as well as that offered by the very popular German FLA. Some found it 'challenging but liked the challenge', others, especially the boys, liked 'playing with the language and the long words in German and writing them out'. They were aware that 'they had to learn grammar but only where it was needed'.

Taught in modular fashion, the programme moved from introductions to basic German and programming to considering market placement through developing information presentation

skills using digital graphics and desktop publishing programs, understanding what is meant by unique selling points, and creating a marketing campaign for their own products, aimed at a specific target audience.

The module builds on contextual links with Adidas and Puma, and future developments include incorporating links to ZDF and Opel. The work then moved to creating, editing and broadcasting audio files and then video files, all of which were created using German language software and broadcast in German.

On receiving the ELL Award, Headteacher David Kennedy said:

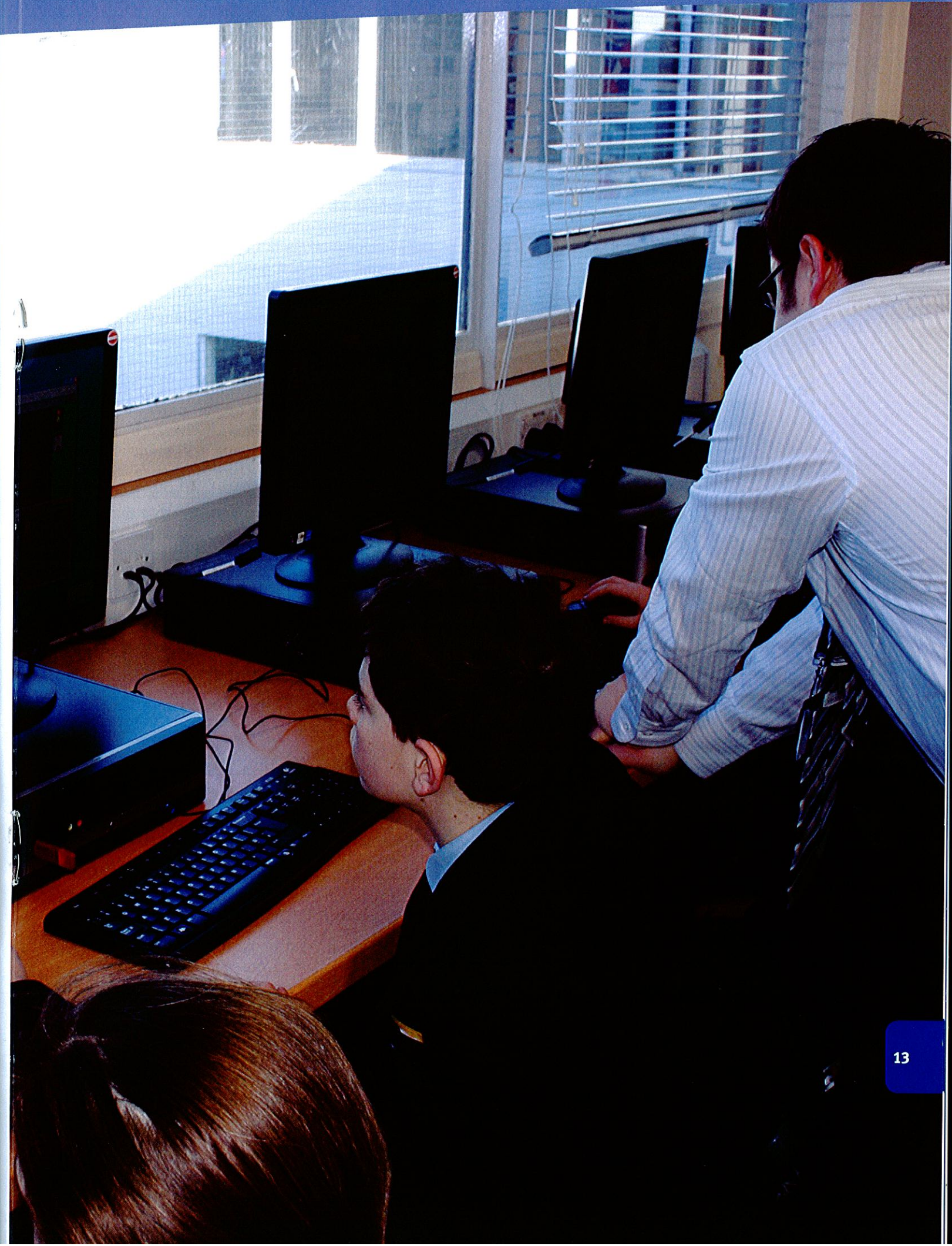
'The school is immensely proud and privileged to receive this award. The project itself is based upon the combined efforts of the Modern Languages Faculty and the ICT Faculty which have allowed students to experience learning German through the medium of ICT. The progress made has benefitted the entire school.'

The Bilingual German Acceleration and ICT Enrichment Project is the 2012 winner of the German Language Prize.

The John Warner School is a mixed, co-educational, all-ability comprehensive school rated outstanding by Ofsted, holding the Investors in People Gold Standard, Gold International Schools Award, and complete compliance in all aspects of Customer Service Excellence.

www.johnwarner.org.uk



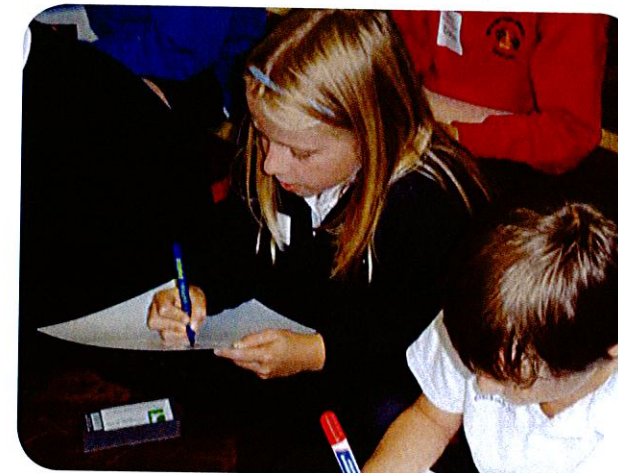


MFL Student Leadership Team Brookfield Community College



The **MFL Student Leadership Team** project annually selects students from Year 13 to be Ambassadors for French, German and Spanish and to take responsibility for leading and training teams of Language Leaders from Year 10 into Year 11, whose work is accredited. In due course the Leaders can become Ambassadors and work with the next generation.

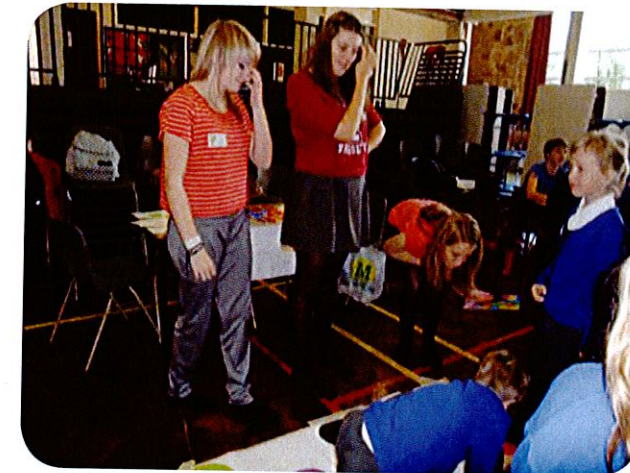
Year 10 students (approximately 30 a year) are trained in the summer before they move into Year 11 by the Year 13 Ambassadors and existing (Year 11/12) Language Leaders. The training involves sessions on developing their communication skills, inter-personal skills, adaptability to various audiences (primary, KS3/ KS4 students, and adults). During their first Language Leaders year, Year 11 students are



involved in preparing the primary language festival, producing resources and running assemblies as well as lunchtime clubs, in which they help younger learners (KS3) to develop their language skills through games and by addressing individual pupils' needs.

The project gives room for the ambassadors and their teams to play to people's strengths, giving them opportunities to overcome shyness and express themselves confidently.

At Brookfield, the project contributes to the high number of students opting for MFL in KS4 and 5. As language clubs are delivered by older students rather than teachers, KS3 students have the opportunity to learn languages in a more relaxed, less structured and less time-pressured way, often dealing with more than content and helping pupils also with learning/ memorisation strategies.



'I knew after the talk from the language leaders that I definitely wanted to carry on with my languages at KS5.' (Year 12 Language Leader)

'It has been a great boost to my confidence and I feel happy when encouraging others to learn languages.' (Dan, Year 11 Language Leader)

What the ELL judging panel said:

'During our visit we were able to talk to a number of people involved in this student-led project, including some of the Year 4 pupils who participated in the language festival. They really enjoyed the opportunity of being introduced to

French, German and Spanish through various activities and to the culture of these countries – for example, food! They felt that the language leaders' language skills were impressive and they enjoyed working with them as well as with pupils from other primary schools. All the Year 4 pupils we spoke to aspire to become language leaders when it is their turn.'

Students thought they: 'learned a lot about dealing with other people – from young children to strangers in a foreign country' (Year 11 language leader) and: 'When you do something fun it stays with you' (Sam, Year 4).

Sue Webb, Head of MFL, added:

'We are thrilled to have won the European Language Label and to be able to tell students, parents and our local community about this prestigious award. The Ambassadors and the Language Leaders work exceedingly hard to promote our subject; they demonstrate so much enthusiasm for and commitment to language learning.'

Brookfield Community School, Chesterfield

Brookfield is an 11 to 18 comprehensive school with a student population of 1,340 including 320 in the sixth form. The school converted to Academy status in April 2011 retaining its specialism as a Sports College.

www.school-portal.co.uk/GroupHomepage.asp?GroupId=83926



Physical French Phonics

Holt School

Piggott School

'If only I had learnt this when teacher training. I would have been a lot more confident.' This was the heartfelt comment of one primary teacher after a Physical French Phonics training course.

Physical French Phonics is a sound-action-spelling system for embedding French phonics in a seven-step teaching and learning process and for decoding French pronunciation independently.

With the support of the sound-action-spelling system, the project helps second language learners of French, of any age or ability, to have confidence in their pronunciation; and provides a method for specialist and non-specialist language teachers to embed phonics in language teaching. Based on the teaching of phonics of English, the project grew – from a kinaesthetic classroom strategy for remembering some sounds in French into a comprehensive phonics system supported by a language teaching method. In turn, it has been employed in the training of primary teachers to give them confidence in pronouncing both familiar and unfamiliar words.

The concept of using kinaesthetic and visual prompts to learn the sounds of the written form of a language is not new. What is unique in Physical French Phonics, however, is that most of the actions allotted to each sound have been suggested by the learners themselves. Through consultation and practice, these actions are the agreed perceptions of the sounds, from learners new to the French language, which makes them easy to remember. A step-by-step guide to embedding this phonics system into language learning is provided, along with resources and stimulating activities for practice.

Feedback from teachers and learners has included:

'It has shown me what I have been doing wrong for years and the physical examples are a help in reminding me of the pronunciation'

'Great combination of sounds and actions making words easy to learn'

'Helps me know the sounds before I deliver to the children'

'Very easy to follow and learn from'

'A very useful tool for decoding the language'

'My confidence has increased through a multi-sensory approach'

The ELL judges were extremely impressed by the innovative nature of this project, citing 'the creation of a whole French phonics system from scratch, which includes sounds, pictures and movement' as one of the most innovative features, combined with the fact that 'the pictures have been chosen in collaboration with learners so that the sounds are linked to pictures that they can remember'.

The Piggott and Holt Schools are both high performing Language Colleges and have been involved in outreach work in the primary sector for over ten years.

www.piggott.wokingham.sch.uk/index.html

www.school-portal.co.uk/GroupHomepage.asp?GroupId=21494

For further information about the project please see the Physical French Phonics website:

www.physicalfrenchphonics.co.uk/

or contact Sue Cave:

cv@holt.wokingham.sch.uk

The **Holt** School



THE PIGGOTT SCHOOL
A Church of England Academy

Embedding Phonics in Language Learning

Oracy

Step 1 – Identify and practise the individual sounds in a word

Step 2 – Practise blending the sounds to create the whole word

Step 3 – Practise connecting the meaning of the word to the sound of it

Literacy

Step 4 – Identify and practise the graphemes for the individual sounds

Step 5 – Practise reading, saying and writing the word

Step 6 – Practise connecting the meaning of the word to its written form

Step 7 – Practise using the word with other words to create a sentence

Higher Education

French Digital Kitchen

Newcastle University
Newcastle College

Imagine that – a kitchen that teaches you how to cook and speak French at the same time!

The French Digital Kitchen at Newcastle University is a situated language learning environment where the kitchen communicates with users, instructing them step-by-step in how to cook French cuisine and teaching aspects of French language.

The project team took a normal kitchen and adapted it using digital technology so that it communicates with learners in French and gives them step-by-step instructions according to their own rhythm on how to prepare a French dish. In order to do this, the interdisciplinary team developed a sensor technology similar to the Nintendo Wii for use in the real-life activity of cooking. The bespoke sensors hidden in a knife for example, are designed to detect the different actions so that appropriate feedback or input can be provided to support learners. The technological application is accompanied by a set of teaching materials based around task-based learning.

Funded by the Engineering and Physical Sciences Research Council's Language 'Learning in the Wild' programme, the aim of the French Digital Kitchen project was to explore how digital technology could be used to address issues such as bringing culture to life in the classroom and increasing motivation as well as developing cross-curricular approaches to language learning.



Over 70 learners took part in trials, from schoolchildren to those in higher education as well as more senior lifelong learners. This is what some of them thought:

'It was interesting learning the recipe and the most effective techniques'

'It was entertaining, fun, easy going and a good way to learn French vocabulary'

'Some phrases I had forgotten came back to me, other words were completely new'

'It was a new experience and I enjoyed cooking something new and using my French'

The project is now being extended, working with four European partners, to include materials for six other additional European languages, including lesser-known languages such as Finnish and Catalan. This is done by constructing a 'portable digital kitchen', made up of a tablet PC with touch-screen and a set of utensils with embedded digital technology.

The French Digital Kitchen project was funded by the **Digital Economy Programme**, a Research Councils UK cross-council initiative led by EPSRC and contributed to by AHRC, ESRC, and MRC.

www.digitalinstitute.ncl.ac.uk/ilablearn/kitchen

www.digitalinstitute.ncl.ac.uk/ilablearn/kitchen/cookingsessions

www.youtube.com/watch?v=bquQr28nI9k&feature=related

For the new EU project, see:

www.europeandigitalkitchen.com

School of Education, Communication
and Language Sciences

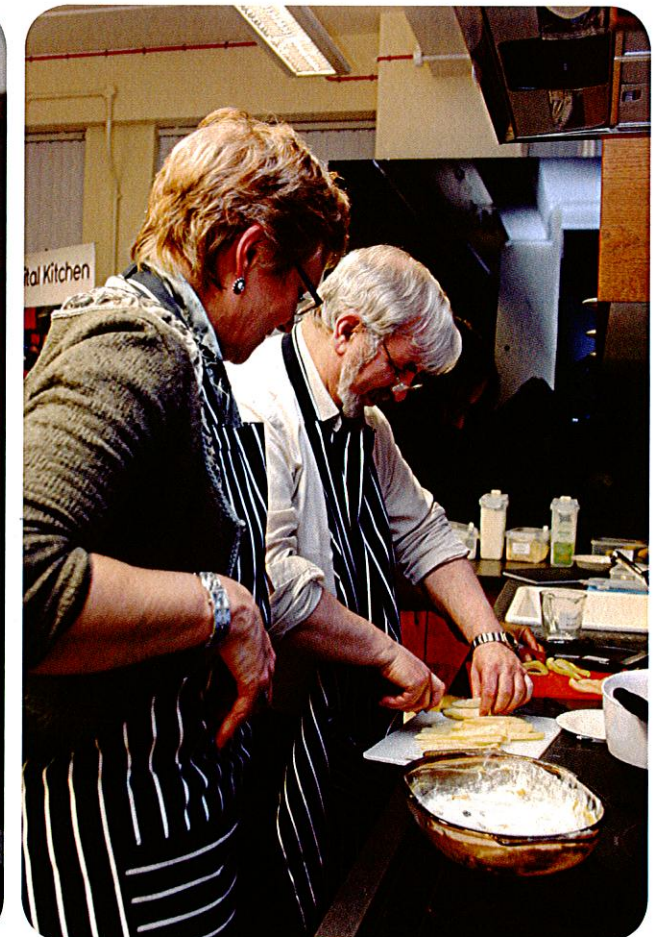
Newcastle University

www.ncl.ac.uk/ecls/

Newcastle College

www.ncl-coll.ac.uk/





Outstanding contribution to languages

Cornwall Mini Assistants

Cornwall Learning

Direction Diocésaine de L'Enseignement
Catholique du Finistère (DDEC)

The **Mini Assistants** project is so called because it places sixth formers in primary schools in France as young language assistants, for a short placement of up to two weeks just before Easter. It began when schools in Finistère began to teach English and found they could benefit from the presence of young native speakers in the classroom. From this starting point, the project has brought teachers and student teachers from Finistère into Cornish primary schools, initiated joint teacher training and job-shadowing, trialled video-conferencing and is working towards an official twinning of schools. However, the Mini Assistants remain the central part of the project, with 78 students taking part this year from across Cornwall.

The schools in Brittany provide accommodation for the students in exchange for their work in the classroom. Increasingly, as primary languages become institutionalised in France, the work of the assistants has become more sophisticated, with a greater emphasis on story-telling and cultural awareness. Most host schools organise special English projects

during the Mini Assistants' stay, with 'English' assemblies (with 'English' school uniform!), sports, games, cooking and music.

What makes the scheme so popular is the enthusiasm of the students and of the primary pupils. The Mini Assistant becomes a celebrity for their stay and the children adopt them and (literally) hardly let them go. Just as in Cornish schools when the French student teachers return in July, the presence of the native speaker (especially when they are like an older brother or sister) acts as a catalyst for all kinds of good reactions. The hospitality of the French schools and of the host families is equally fantastic.

Geoff Grigg, Lead Consultant, Cornwall Learning commented:

'We are delighted and grateful to receive this award in our 21st year, on behalf of all the students and schools which have taken part here in Cornwall and in the 'other Cornwall' of Finistère!'

The fact that the project has run for more than 20 years (starting in 1991) and is still hugely popular gives some idea of the impact and scale. It is estimated that about 1,500 AS-level students will have taken part over the years. The opportunity to take part is included in the A-level French 'offer' to Year 11 students and is





seen as a positive in recruitment. The impact in French schools for their pupils is considerable. The wider impact of the project is in the number of schools in Cornwall which benefit from the French teacher or student teacher each summer (approximately 10 each year) and in the teacher training and school linking which are being developed.

The ELL judging panel recognised the sustainability of this initiative and its positive impact and has awarded The Cornwall Mini Assistants project an **Outstanding Contribution Award**.

Cornwall Learning is very grateful for the commitment and enthusiasm of Michelle Mergalet, Primary Languages Adviser for the **Diocesan Board of Education in Finistère**. Under her guidance, the scheme has developed and broadened in scope with more schools and more ideas for further cooperation. The press article below – one of many from the local papers in Finistère this Easter – sums up her achievement:

Pour faire honneur à leur mini-assistante, les enfants de grande section de la maternelle de Saint-Jean ont mis leur école à l'heure anglaise, mardi. Port de l'uniforme, déjeuner «fish and chips», drapeaux aux couleurs anglo-saxonnes, cookies, brownies et muffins

confectionnés en classe ont ému Shana King dont c'était le dernier jour en terre bretonne. La présence de la jeune fille s'inscrivait dans les échanges proposés par la Direction diocésaine de l'enseignement catholique et les autorités scolaires de Cornouailles anglaises. Initiés à la langue de Shakespeare depuis la rentrée, les jeunes écoliers ont été ravis de pouvoir communiquer avec la mini-assistante qui de classe en classe, a dialogué, chanté, joué de la guitare avec tous les enfants. (*Le Télégramme*, 10 avril 2012)

Cornwall Mini Assistants is the 2012 winner of the French Language Prize.

Cornwall Learning is the former advisory service for Cornwall Council. There are 31 schools and two colleges in Cornwall which can take part.

www.cornwall.gov.uk/Default.aspx?page=18118



EU Commission 2012 Label of Labels

Double Club

Arsenal Football Club

This year for the first time in the EU Language Label's history, the European Commission decided to award a 'Label of Labels' to the best overall project of each member state. In the UK, the panel of judges looked through all winners from 1999 to 2011 and selected Arsenal's Community Sports and Languages project as the UK winner.

The **Double Club** involves the creation of resources based around football and Arsenal's players to encourage both girls and boys to engage with languages through football.

Arsenal in the Community pioneers initiatives and provides a wide range of sport, education, social inclusion and diversity programmes. Double Club languages began in 2006 and since then thousands of pupils have completed the programme at primary and secondary level.

Most of the modules are aimed at underachieving pupils at Key Stages 2 and 3 but are easily adaptable to suit other needs. The language modules are often used during Year 9 as a way to provide an exciting, creative and motivating boost before students choose GCSE options.

The impact of the Double Club project is far-reaching and its influence in inspiring other language projects was evident during the judging process in subsequent years. Not only has the club initiated many exciting projects of its own, but it has also inspired and motivated others to teach languages through football and other sports.

In 2008 the project won the EU Language Label and in 2010 the judging panel recognised the work of the Double Club by presenting Arsenal with an Outstanding Contribution award. Organisers work tirelessly to offer exciting programmes combining languages and football with the aim of motivating young people to continue with their language studies to GCSE level, including establishing links with European football clubs as part of the European Football Exchange programme. Pupils from England, Germany and Belgium have had the opportunity to visit football clubs abroad and improve their language and football skills as part of this exciting exchange project.

The UK judges said:

'The context of football is relevant all over Europe, the project is high-profile, it brings together 'real life' and education, it raises awareness of languages, internationalism and mobility, it interests youngsters as it's cool, and it's replicable.

'It definitely has the European dimension and it has had a very broad impact.'

For more information see the multilingual website:

www.arsenaldoubleclub.co.uk/

For the 2012 Double Club Olympic Song Contest:

www.arsenaldoubleclub.co.uk/fun-zone/competition/



Acknowledgements

CfBT Education Trust would like to thank all those whose generous contribution has made the European Language Label 2012 a success.

The following external advisers sit on the European Language Label judging panels. We are grateful for their support and commitment to the programme.

Joe Brown, Acton Primary School

Nick Byrne, London School of Economics

Paola Dri, Italian Cultural Institute

Steven Fawkes, Chair of the UK Advisory Group and Judging Panel

Vincent Gleizes, French Embassy

Kristina Heges, CILT Cymru

Rosemarie Hille, German Embassy

Barry Jones, formerly Homerton College
Cambridge

Lid King, The Languages Company

Rene Koglbauer, Association for Language
Learning

Terry Lamb, University of Sheffield

Alwena Lamping, Mary Glasgow Language Trust
Ieva Mais, Ecorys

Eugene McKendry, Northern Ireland CILT

Alan Moys, Mary Glasgow Language Trust

Nikki Perry, National Association of Language
Advisers

Karl Pfeiffer, Goethe Institut

Glenis Shaw, Mary Glasgow Language Trust

Laura Stewart, Scottish CILT

Gilberto Terente Fernández, Consejería de
Educación

Sponsors

CfBT would also like to thank the following sponsors for their generous contribution:



CfBT would like to thank its partners CILT Cymru, Northern Ireland CILT and Scottish CILT.



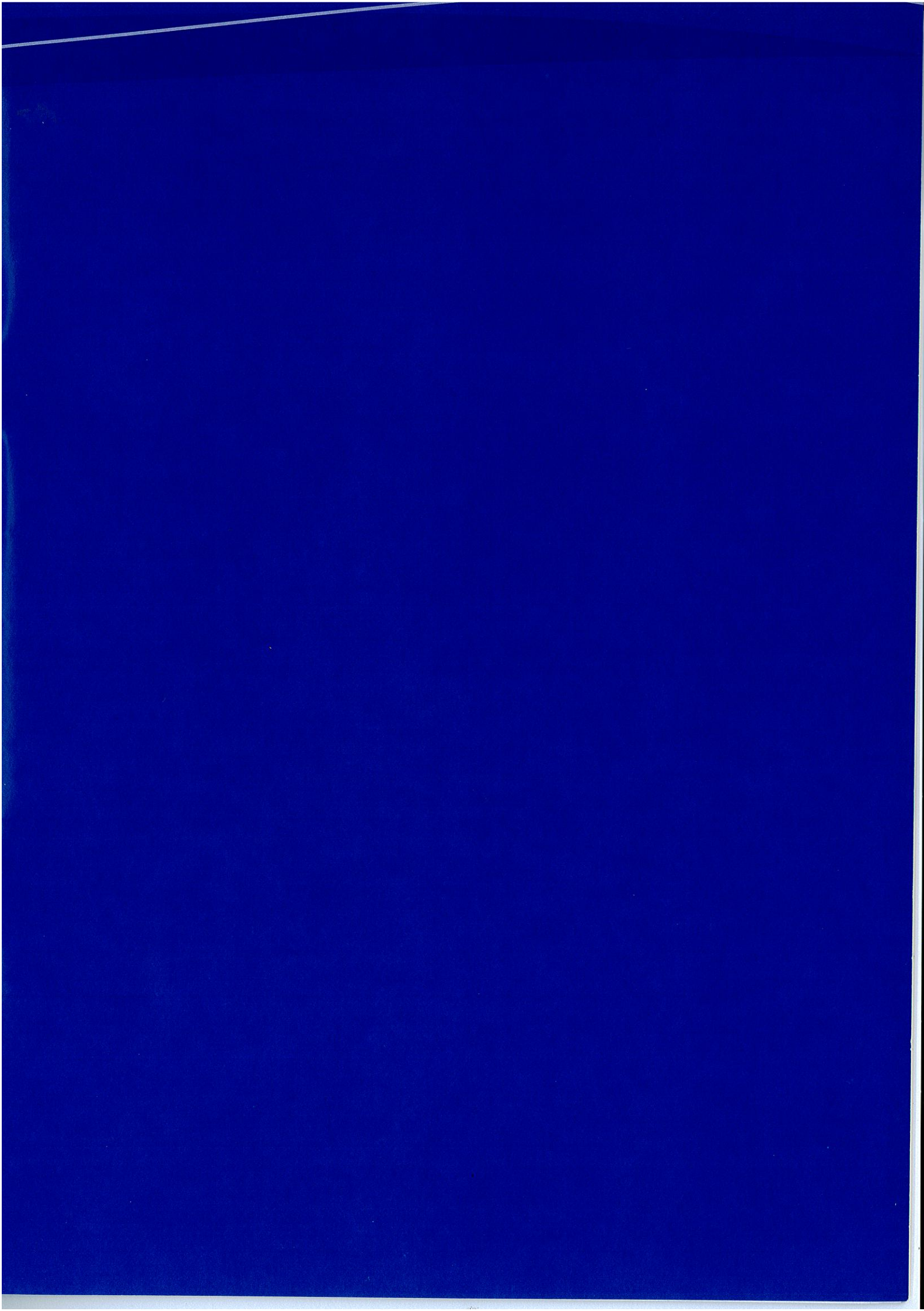
The National Centre for Languages
LANGUAGES FOR LIFE



The European Language Label is managed in the UK by CfBT Education Trust on behalf of Ecorys and funded by the Multilingualism strand of the European Commission Directorate-General for Education and Culture's Lifelong Learning Programme.



Lifelong Learning Programme





CfBT Education Trust
60 Queens Road
Reading
Berkshire
RG1 4BS

Tel: +44 (0) 118 902 1000
www.cfbt.com