

Worksheets

WORKSHEET ONE

The European Language Label – what is it?

You are planning to run a language project in your institution (and will be asked to draft a plan later in the workshop). The principal/director has said that, if time and resources are provided for this, you should make sure the project meets the criteria needed to apply for a European Language Label (ELL), but you don't know much about these.

1. Read section 1 of the Guidelines, and look at the relevant page on your national agency's website.
2. Look at the details of two of the award-winning projects listed in the Nellip project database.
3. Discuss with a colleague examples of what each of the ELL criteria might mean in practical terms.
4. Consider the current European and national priorities. How could they best be taken into account in a project.

WORKSHEET TWO

Assessing quality

1. Read quickly through section 2.1.
2. Bring to mind your last visit to a hairdresser or a doctor's surgery. List three factors which made this a high quality experience for you as a customer, and up to three factors which, in your opinion could have made it even better.
3. Explain your points briefly to a colleague who chose the same kind of experience (hairdresser or doctor), and compare the factors that you considered important for quality.
4. Then think of your own most recent experience as a student or learner (on a short training course, a language course, a university course etc). List the factors that made this a high quality or not so high quality experience for you.
5. Compare your views with those of a colleague.
6. Try to agree on what high quality means in the case of language learning and language teaching activities by preparing a short list.

page 6

WORKSHEET THREE

Standards and criteria

1. Read section 2.2 on standards and criteria for quality in projects.
2. Which of the standards and criteria listed do you consider the most important? Why?
3. Discuss these with a colleague. Do you agree on which are the most important?
4. Look at the details of project X₁. Discuss with your colleague how you think it met the standards and criteria that you have discussed.

WORKSHEET FOUR

Project planning

Together with 2 or 3 colleagues, plan a language project. This should be a real project involving a network of those in the group if possible. If not possible, one person in the group can describe their own context and suggest a project idea in line with his or her own needs:

1. Choose a setting for the project (primary school, secondary school, vocational college, university, adult education institute (etc)
2. Use the factors and criteria discussed in section 2.1 and section 2.2 to define the objectives of the project. Also consider the methods and procedures discussed in section 2.3 when deciding what kind of activities the project will involve.
3. Develop an outline project plan using the planning template below. Don't include too much detail, but make sure it is logical and that each step leads to clear outcomes. Don't try to complete everything at once – consider objectives, outcomes and activities first, then resources and dates.
4. Consider the indicators described in section 2.2. Make a list of indicators that would be appropriate for each phase of the project and the project as a whole.
5. Refer to section 2.5 when considering what follow up activities may be appropriate.
6. As you are completing the draft, refer to the checklist provided in section 2.4 and the motivational factors discussed in section 2.6.

WORKSHEET FIVE

Exchange your draft project plan with that of another group.

1. Refer again to the checklist below when reviewing the other group's plan, and check how relevant issues in the sections on quality, criteria, methods, follow up and motivation are dealt with.
2. Be prepared to offer feedback and suggestions to the group which prepared the draft you are reviewing. If anything is not clear in the plan, send a member of your group to ask a question.
3. Referring again to section 1, consider whether the project you are reviewing as described would meet the criteria for applications for the ELL. Which criteria does it meet strongly and which not so strongly?
4. How do the project's objectives correspond to the current European and national priorities for the ELL?
5. Join together with the group whose project plan you have been reviewing and who have been reviewing yours. Exchange feedback and make sure that you understand the feedback you receive (even if you don't agree with it).

WORKSHEET SIX

Dissemination, exploitation and sustainability

The power of networking

1. Read quickly through section 3.1 to identify the key points relevant to your own project plan. Also, look again at section 2.5 on follow up, which is closely related.
2. Discuss what kind of dissemination activities you would engage in during the project and why and when you would carry them out.
3. What options for exploitation and sustainability would you see for the project, even at this planning phase? Do any of them need to be taken into account during the project? If so, how would you adjust the plan?
4. Now read through section 3.2. How would you go about achieving the objectives for networking that are discussed? What kind of network(s) related to your project would you aim to establish, and how would you do this?
5. How would you keep your network(s) alive and active? What outcomes would you expect from the network(s) that you establish?