



ENGLISH IS FUN in EUROPE

Project proposal

LLP – Comenius multilateral project

TITLE	ENGLISH IS FUN IN EUROPE
PROGRAMME	<p>LifeLong Learning (LLP) – COMENIUS – Multilateral Projects</p> <p>The <u>COMENIUS programme</u> focuses on providing all young people with quality education that equips them to take their place in globalised societies and the rapidly changing world of work, and helps them to develop fully their potential, including for innovation, creativity and active citizenship. The emphasis is on the need to improve the quality and relevance of the whole cycle of teacher education, from initial education to the induction of new teachers and their continuous professional development.</p> <p><u>Comenius Multilateral Projects</u> are undertaken by consortia working together to improve the initial or in-service training of teachers and other categories of personnel working in the school education sector to develop strategies or exchange experiences to improve the quality of teaching and learning in the classroom. Each project is expected to give rise to an identifiable outcome - e.g. a new curriculum, training course, methodology, teaching strategy, teaching material - which meets the training needs of a defined group of educational staff, taking account of the realities of each participating country. The use of all possible methods, including information and communication technologies, for the production and dissemination of training materials to the widest possible audience is encouraged.</p> <p>The Comenius programme is currently focusing in particular on:</p> <ul style="list-style-type: none"> • Motivation for learning and learning-to-learn skills; • Key competences: improving language learning; greater literacy; making science more attractive; supporting entrepreneurship; and reinforcing creativity and innovation; • Digital educational content and services; • School management; • Addressing socio-economic disadvantages and reducing early school leaving; • Participation in sports; • Teaching diverse groups of pupils; • Early and pre-primary learning.
PRIORITY of the 2012 Call for Proposals	<p>Referring to 2012 priorities, the project mainly addresses:</p> <p>Priorities:</p> <p>2 Development of approaches to teaching and learning</p> <p>In order to respond to the needs of the rapidly changing world of work and ever more diverse societies, schools need to develop a full range of key competences in young people. This requires a sound initial education for teachers and school leaders and high quality continuous professional development throughout their careers.</p>

	<p>3. Support to basic skills and "transversal key competences"</p> <p>During their years in schools young people need to develop both solid basic skills – in reading, writing, mathematics and science, and transversal key competences - learning to learn, sense of initiative and entrepreneurship, social, civic and cultural competences. Teaching and learning the latter often require approaches that go beyond subject boundaries and take a holistic view of students' learning, personal and social development. Experience shows that the ways learning is assessed and evaluated have a strong impact on the development of these key competences.</p> <p>Projects should:</p> <ul style="list-style-type: none"> • Find ways to strengthen the learning of basic skills, to organise effective identification of difficulties in these areas and to support those with these difficulties throughout the school system; • identify and develop teaching and learning methods that effectively support the development of transversal key competences; • develop assessment and evaluation methods and practices that improve the quality of learning and support the development of transversal key competences mentioned above; • identify and develop the integration of the European dimension in teaching and learning.
APPLICANT	AC Pedagogics S.r.l. Bologna
BACKGROUND of project idea	<p>In a globalised society and the rapidly changing world of work, learning a foreign language is of key importance to guarantee all young people to take their place and develop fully their potential all over in Europe. The knowledge of foreign languages is a prerequisite for the achievement of professional mobility and intercultural communication, in particular, the mastery of the English language is now considered one of the first requisites for European citizens. An increased social demand for languages is itself the result of greater awareness that knowledge of foreign languages is an advantage in working life and needs to be promoted and taught since a very early age, but nowadays, the way foreign languages are taught at school is not efficacious and lacks of quality. The project aims at creating a transnational elearning platform and tool kit to provide teachers with innovative skills for applying an innovative proactive interdisciplinary approach that can guarantee the learning of a foreign language (specifically the English language) and the development of transversal capacities and skills in pupils aged 3-8. Innovative aspects of the learning process proposed lay in the group of actors involved which are not only language teachers, but also school leaders and operators and above all parents, who will be actively involved in the monitoring and assessment of the project impact and results. The Council of Europe itself promotes and strengthens the importance of learning a foreign language since very early school age and stresses the fact that teaching skills need to be reinforced and quality assessment methods developed. The recent publication of the Common European Framework of Reference for Languages (CEFR) and the increasingly widespread adoption of the European Language Portfolio (ELP), renew the challenge to develop a culture of assessment that both facilitates and takes full account of learner self-assessment. Learning a foreign language since early age through quality processes. Recent European studies on language skills development recommend CLIL (<i>Content and Language Integrated Learning</i>) as a full immersive approach having the double aim to focus both on subjects and target language used. This system is more and more diffused in European schools. Nowadays CLIL is the platform for the development of an innovative methodology approach based on the parallel development of linguistic skills and communication abilities together with the learning and development of school disciplinary subject knowledge. To achieve this it is necessary to use an integrated approach in teaching methods where special attention is given to the educational process aiming at developing and reinforcing the learner's:</p> <ul style="list-style-type: none"> • Self esteem during the communication approach phases, intercultural abilities and awareness; • spendability of acquired language skills in everyday life;

	<ul style="list-style-type: none"> • availability to mobility in education and work contexts; • curiosity in comparing and contrast innovative stimulating contexts and tools (new media, curricula, integrated practices ...); • recognition and validation of additional skills beside the communicative skills acquired on immersive language. <p>There is the need to strengthen the competences of teachers and school operators in adopting innovative tools and approaches for teaching the English language to early school children as to guarantee an integrated interdisciplinary approach which can lead to successful results in pupils' education as a whole.</p> <p>The project proposed will identify, adapt, develop, test, implement and disseminate of new teaching methodologies and pedagogical strategies for use in the classroom and including the development of materials for use by teachers themselves and pupils.</p>
<p>MAIN OBJECTIVES</p>	<p>General aim:</p> <ul style="list-style-type: none"> - The general aim of the project is to develop methodologies, instruments, innovative approaches for school teachers and operators to provide them with a kit useful for teaching a foreign language (specifically the English language) to school children (3 to 8 years old) <p>The project responds to the Comenius main objectives of</p> <ul style="list-style-type: none"> • identifying and developing teaching and learning methods that effectively support the development of transversal key competences specifically as far as foreign language teaching is concerned • developing assessment and evaluation methods and practices that improve the quality of learning and support the development of transversal key competences as far as foreign languages teaching is concerned; • identify and develop the integration of the European dimension in teaching and learning a foreign language, specifically the English language. <p>Specific aims of project:</p> <ul style="list-style-type: none"> - to spread the awareness that teaching a foreign language is interdisciplinary at school and requires high skills and proper tools to be efficacious - to promote the creation of innovative efficacious methodologies and instruments for an effective learning of foreign languages at school - to facilitate the learning process of a foreign language in pupils at school - to increase the skills of teachers in public and private schools in Europe
<p>ACTIVITIES</p>	<p>> Management and Coordination actions (36 months) - MGMT</p> <p>Activities aimed at assuring the right and correct project management, in agreement with the criteria foreseen by the European Commission and the LLP programme – Comenius sub programme, the coordination of the partners according to assigned roles and tasks, the correct financial and administrative management of the project for the whole duration. Main activities:</p> <ul style="list-style-type: none"> - Organization of kick off meeting, intermediate meeting, and final meeting for project management and coordination. - Project reporting (progress and final, activity and financial reports) according to LLP schedule – Grant Agreement. - Actions to look for new financial opportunities for the future sustainability of the activities started with the project. <p>> Context analysis of language and definition of a common innovative teaching methods in involved areas (4 months) – IMPL1</p>

Main activities are:

- comparison between partners about foreign languages teaching approaches (methodologies, contents, instruments) for school pupils - exchange and comparison of experiences.
- SWOT analysis of such instruments: individuation of its strong and weak points, comparison about what can be improved through common international action, in reference to the design of methodologies for teachers training
- Best practices and case studies: sharing of a common methodology and approach to be tested and applied
- Definition and sharing of the English is Fun in Europe method and approach
- creation of user friendly guidelines in English addressed to the teachers and school operators target of the training, including a glossary that each partner will translate in his/her own language

>Development of the English is Fun in Europe training platform (8 months) - IMPL2

The English is Fun in Europe training units and kits will be developed to be adapted to the single partners' contexts/schools.

- Creation of an elearning platform containing the single training units that the English is fun in Europe method will provide the teachers with
- creation and production of training kit materials to provide the teachers with, that will be used by the teachers themselves when testing the methodology and approach in schools
- final validation of the elearning course provided

> Testing the elearning platform for training the teachers (29 months) – IMPL3

The training package created and provided will be tested in each partner country.

4 teachers per country will be selected and will be trained online through the use of the elearning platform. The online training and support to teachers will be ongoing until the project end thanks to the friendly access to the elearning platform

A local tutor provided by each partner will support the single teachers in accessing and using the elearning platform

Assessment tools will be provided by the process itself to monitor and evaluate the single teacher's acquisition of new skills and of the new methodology provided

Exchanges between the teachers involved will be favoured to improve the training process provided through elearning and allow them exchange opinions on the experience and on the application of the method in their contexts/schools

> English is Fun in Europe tested in classes (20 months) – IMPL4

The skilled teachers apply the new English language teaching method (EiF in Europe) in their classes .

The time the course will be applied in classes will depend on the single country educational timeschedule.

The teachers will be supported by the local tutor and by the elearning platform itself for the application of the innovative teaching method and approach provided

The EiF in Europe method will be tested in 70 classes for an average of 490 pupils.

> Monitoring and Qualitative Evaluation (36 months) - QP

- Activities to verify and guarantee the effectiveness of the project activities and the efficiency of the project management and coordination, through a permanent internal and external control (monitoring) of the activities according to the timetable and to the foreseen results and impacts, the evaluation of project results, their sustainability, transferability and project follow-up, the

	<p>level of cooperation and reciprocity relationship among partners.</p> <ul style="list-style-type: none"> • The quality evaluation of all products/deliverables will be also carried out. <p>Assessment grids and templates will be also prepared to inform the parents about the learning process and comprehension of the way the children learn the language.</p> <ul style="list-style-type: none"> • Scientific evaluation will be also applied for an official validation of the method proposed at national and European levels: <ul style="list-style-type: none"> - Ex ante evaluation through the use of official national and international templates to be able to measure the initial situation in the single partners' countries - Interim monitoring (definition and use of monitoring tools useful to assess the ongoing process proposed in the single partners' countries) - final evaluation and assessment (definition and use of evaluation grids, questionnaires to deliver and check, and of standard official language evaluation templates useful to measure the improvement in teachers' skills and approaches and the efficacy of the methodology proposed. <p>> Information and Dissemination of project results (36 months) - DISS</p> <p>Activities aimed at developing the project design in order to have a shared visibility package (common logo, layout, ...) based on the project communication and dissemination plan. This is aimed at attracting the wide public and main stakeholders' attention on the project at transnational level by means of tools and actions targeting the dissemination of project results (both intermediate and final). Activities will be specific to the different target groups identified. Main information/dissemination tools and actions are:</p> <ul style="list-style-type: none"> - Communication and dissemination tools (website, brochure, newspaper articles, final DVD, ...) - Communication and dissemination events (press conferences, and other media actions – i.e. TV; connection with networks at transnational, national, regional level to promote the project theme; 1 final international conference) <p>>Exploitation of project results (20 months) - EXP</p> <ul style="list-style-type: none"> - Preparation of an exploitation plan for the use of project results, at local and international level. - each partner organizes 2 meetings with public bodies, policy-makers, teaching organizations, private language schools, public schools with the aim to grant visibility of project results and support their dissemination in these organizations' future operational programmes. - Each partner organises 2 meetings with parents to present the project method and approach and achieved results -
<p>MAIN OUTPUTS</p>	<p>E-learning platform containing the complete English is Fun in Europe unit course to train teachers; Multilingual Website; English is fun in Europe tool kit for teachers; Evaluation grids and templates; Teachers' reports Learning grid of abilities Project communication materials: brochure, posters, leaflets, final DVD</p>

DURATION		36 months																																				
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	
MGMT																																						
IMPL1 analysis																																						
IMPL2 platform																																						
IMPL3 Training the teachers																																						
IMPL4 EiFinEU in classes																																						
QP																																						
DIS																																						
EXP																																						
DIRECT and INDIRECT beneficiaries target groups	and	<p>Main beneficiaries of activities:</p> <ul style="list-style-type: none"> - experts and trainers (representative for skills analysis, psychologist, labour expert, teachers) who deal with education and foreign language learning processes <p>– Indirect (final) beneficiaries:</p> <ul style="list-style-type: none"> - families of children involved in the educational-training action - pupils aged 3 to 8 																																				
ENVISAGED PROJECT COST		<p>Max € 400.000</p> <p>EU co-financement will be up to 75% of total eligible costs (max €300.000 corresponding to max €150.000 per year)</p>																																				
PARTNERS SEARCHED		<p>Comprehensive schools, pre-schools, primary schools, local authorities</p> <p>Coming from the EU member States / EFTA SEE / Croatia / Turkey.</p>																																				
NEXT DEADLINE		02 February 2012																																				