

CONTENTS

Events

**RATE – QUEST Conference:
"EVALUATION – A REQUISITE TO
QUALITY LEARNING"**

Projects and Activities

EuroIntegrELP of PROSPER-ASE, Bucuresti
I. Participation in the National NGO Forum - 2005
II. Dissemination at ISWI 2005
III. Snappy lessons with hHELP

EuroED, Iasi: *EuroBusinessLanguageSkills
elancenet* – A three year travelogue
Let them learn ROMANIAN!

International Forum: Practice Makes Perfect

News – 2005

EUROPEAN LABEL 2005

QUEST Founder and Full Members:

[ACCESS Language Centre](#), Cluj-Napoca
[CLASS](#), Constanta
[EuroEd Foundation](#), Iasi
[International Forum](#), Timisoara
[PROSPER ASE Language Centre](#), Bucuresti

Full Members:

[Professional Language Centre](#), Targu-Mures
[SOROS Center](#), Miercurea-Ciuc

Founder Members:

[The British Council Romania](#), Bucuresti
[PROSPER Transilvania Language Center](#), Brasov
[RALEX Linguistic Centre](#), Ramnicu Valcea

Observer Members:

[Goethe Institut](#), Bucuresti
[Societatea Culturala Romano-Germana](#), Iasi
[Centrul Cultural German](#), Cluj-Napoca
[Bridge Language Study House](#), Cluj-Napoca

Board of QUEST Romania:

President: Dr. Anca Colibaba (EuroEd, Iasi) ●
Vicepresidents: Mr. Ovidiu Ursa (ACCESS, Cluj),
Mrs. Liana Popa (IF, Timisoara) ● **Inspections
Officer:** Dr. Radadiana Calciu (PROSPER-ASE
Bucuresti) ● **Projects Officer:** Ms Erika Kocsis
(SEC, Miercurea-Ciuc) ● **Treasurer:** Mr. Adrian
Ionescu (CLASS, Constanta)

Events

ANNOUNCEMENT AND CALL FOR PAPERS

The Joint
6th National RATE Conference
and
5th Annual QUEST Conference

**EVALUATION – A REQUISITE TO
QUALITY LEARNING**

Cluj-Napoca, Romania,
28 - 30 October 2005

more information on:

www.quest.ro
www.rate.org.ro

EVALUATION – A REQUISITE TO QUALITY LEARNING

Cluj-Napoca, Romania, 28 - 30 October 2005

The event is organised in partnership with
AsMeRo – Asociatia Mentorilor din Romania
and
**EDAR – Educational Drama Association in
Romania**

RATE – IATEFL and **QUEST Romania** are pleased to invite you to the annual national event to be held in Cluj-Napoca, Romania, on 28 – 30 October 2005. The main focus of the 6th national RATE conference and the 5th Annual QUEST Conference will be on **quality control in education**, offering a forum for discussing issues of national **coherence between teaching and evaluation** and **systemic consistency towards meeting European standards**. We invite practitioners from primary, secondary and tertiary education, and decision-makers from Romania as well as specialists from abroad to share

experience, identify needs and possible solutions for future developments.

Main themes:

- Integration of curriculum/syllabus design, the teaching–learning process and evaluation
- Classroom testing and evaluation (principles of test construction and administration; alternative ways of evaluation; backwash and wash-forward effect)
- Exams for national and international language certification (baccalaureate, 'atestat', university language certification, international exams)
- Harmonising national and European standards in assessing quality of teaching and training (individual/institutional, internal/external evaluation)
- Assessing creativity (drama, creative writing, etc.)
- Evaluating and promoting excellence ('olympiads' and other contests)

Format:

Plenaries (45 min)

Workshops /Talks (45 min)

Discussion groups (75 min)

Poster, portfolio and other materials display

Information about registration, accommodation and conference fees can be found on the RATE web site www.rate.org and QUEST web site www.quest.ro.

Contact:

RATE Conference Secretary:

Ms. Adriana Vuscan

telefon: (+40)264 586459

e-mail: rate2005@gmail.com

QUEST Romania:

Mr. Ovidiu Urşa;

tel/fax: (+40)264 420476

e-mail: office@access.ro

Registration deadline: 1 October 2005

**QUEST Romania
Press Office**

Projects and Activities Run by QUEST Centres

*EuroIntegrELP of
PROSPER-ASE, Bucuresti*



I. Participation in the National NGO Forum - 2005

The 10th edition of the Romanian National NGO Forum took place in Bucharest, from 23 to 25 June. It was organised by **CENTRAS România** and hosted by **L'Institut Français de Bucarest**.

The first National NGO Forum was organized in 1993 and since then it has become the largest event for the non-profit organisations in Romania. It usually takes place once a year, and brings together between 150 and 250 NGO leaders from all over the country, media representatives, representatives of major donors, of the general public and local administration. The Forum is an open space for debates trying to identify priorities for the tertiary sector. It aims at finding strategies for the future based on the national experience acquired over the last 15 years and the experience of other similar countries in the region.

While addressing the National NGO Forum, Prime Minister, Călin Popescu-Tăriceanu acknowledged the role played by NGOs in the full assimilation of the European values by the Romanian society. He added that "*pluralism, tolerance, diversity, the responsibility towards the community, the freedom of consciousness and expression, the respect for the others, the civic participation are values that have found their expression in the initiatives of the NGOs. This has been perhaps the most efficient channel to integrate them into the Romanian society*", thus bringing Romania closer to the European model of the open democratic societies.

The main idea brought into discussion by representatives of the civil society was that education is the best solution to enhance opportunities for social integration and professional development and the only way to facilitate cross-cultural understanding and respect. The participants concluded that positive changes are more obvious in education than in any other sector, that education is maybe the only sector that has quality standards very clearly defined for performance evaluation, both for institutions and for the people involved (students and teachers).

The EuroIntegrELP project was represented by the co-ordinating institution - PROSPER-ASE, and by

partners from QUEST ROMANIA and EURISC Foundation who took the opportunity to introduce to the participants the quality instrument which is the European Language Portfolio for Adults (the EAQUALS/ALTE version), now part of the EUROPASS and to present the advantages that can derive from using it on a large scale in a variety of contexts (such as education at various levels, employment, etc). The presentations also aimed at raising the awareness that in a multicultural and multilingual Europe it is necessary that language learners should be encouraged to value their already existent partial competences in various languages and to develop new ones, to take responsibility for their own learning and to develop self-evaluation skills. Standardising the levels of attainment in the field of language proficiency on the one hand and raising the awareness of decision-makers in the political and educational fields on the other hand should contribute to increasing the mobility and employability of the European citizens, irrespective of their country of origin and of the languages in which they have acquired competences.

The project ideas and the ELP itself were welcomed by the participants who also suggested that it would be very adequate and useful to have further meetings organized on this subject at local and regional level.

Liliana Dellevoet
Project Co-ordinator
PROSER-ASE Language Centre, Bucuresti

II. EuroIntegrELP Dissemination at ISWI 2005

ISWI stands for the International Student Week – Ilmenau and it happens at the Technical University of Ilmenau, Thuringia, Germany. Every two years, the festival welcomes students, MBs and PhDs from all over the world. The aim of ISWI is to overcome global differences through personal contacts and mutual understanding. It is a meeting platform for people from different cultures, an opportunity to get to know each other and to discuss on issues like: art, education, peace, science, environment or media.

Each of the seven festivals had a motto:

Year	Motto
1993	"Become friends - unite the world"
1995	"Get up and live - now"
1997	"Let's build our future"
1999	"Celebrating diversity"
2001	"Just Future"
2003	"Because the people matter"
2005	"One world - One vision"



Every convention so far has been a big success: between 300 and 400 young people of different cultural backgrounds and religions came closer and often became friends. The ISWI 2005 brought together 332 people from 63 countries and 75 nationalities, with a common profile of "dreamers who could think and thinkers who could dream ... and act".

At the end of the week, we were more acquainted with other cultures and we were determined to use more efficiently the "common language" of caring, compassion, generosity, trust, love, justice, respect and unity – some of the most important virtues that should govern the human way of life. All the participants agreed, and some of us even experienced, that learning other languages and practicing them is the perfect way to make people understand each other, be more tolerant and learn more. And, why not, maybe even see it as a solution to peaceful solving of global problems concerning religion, territory and/or resources.

From this perspective, the European Language Portfolio (ELP) led to a lot of long discussions on how to improve our language skills, how far one should go in acquiring particular skills in learning a language, how a learner can find different ways and means of being in touch with the language s/he is learning, with other speakers, native or not.

The most common questions when the ISWI participants first saw and heard about the Portfolio were "How does it work? Where can I get one?" and then, after a short introduction, everybody started to read the assessment grids and tried to evaluate themselves. Most of them concluded that it's not an easy task as they thought in the first place and then they started to ask themselves questions about whether they are really capable of doing what they said they could do. Of course, the most interesting issue was brought into discussion by the fact that the Language Passport is going to be a part of the EUROPASS, starting with 2007.

Some of the conclusions that came up after each discussion were that the ELP should get more visibility

and that students should be more and better informed about the use of this self-assessment instrument. Also, there were suggestions to produce a short guide with information on how to fill in the intercultural experiences data-base, what aspects of the experiences to insist on, what words/language to use (native, English, to mention words in the language of the visited country) and how detailed the presentation should be.

I took part in ISWI 2005 to represent the **EuroIntegrELP** project – *Equal Chances to European Integration through the use of the ELP*, and it was a very pleasant surprise to see how interested young people were in finding out as much as possible about the Portfolio. And I found it interesting that they saw in it not only a tool for language assessment but they also thought it would make a useful instrument for evaluating other types of activities in other domains. Basically they appreciated the idea of saying what they “can do”, and they said that getting a mark in an exam doesn’t reflect what they actually can do.

Unfortunately the time was too short for so many subjects to discuss but I am still in touch with participants from Romania, Germany, Greece and Indonesia who wanted to be kept posted about the ELP project and the way it develops.

Ileana Racoviceanu
PROSPER-ASE, București

III. Snappy lessons with hELP

At the beginning of June this year, Macmillan Romania gathered ELT professionals from all over Romania in a three-day conference to meet and air new teaching methods.

I participated in the conference with **Snappy lessons with hELP**, a one-hour workshop aiming to disseminate the printed as well as the online version of the EAQUALS / ALTE European Language Portfolio (visit www.eaquals.org) to around 65 English teachers in Romania interested in new instruments of self-evaluation. My workshop focused on how the *ELP*, particularly the *Language Biography*, can help busy teachers create motivating lessons relying on the students’ language priorities.

The workshop guided the participants through the stages of the first course in the module on **Communication in Advertising** for the second-year students at the Faculty of international Business and Economics of the Academy of Economic Studies in Bucharest. The aim of the first course was to improve spoken interaction skills in preparing for a business meeting (role-play) held at an advertising agency.

First, according to their language level, the students were given the checklists in the **Language Biography** to prioritise language needs. Further attention was given to the *language strategies* and *language quality* sections when the students / participants were asked

to use the descriptors in order to brainstorm the stages in the business meeting as well as the language strategies for effective communication.

Second, the students / participants shared their examples of meeting agendas and functional language to be used with different roles and at each stage in the meeting.

Gains

Once students understand the mental and language processes of preparing, running and participating in an ad-creation meeting by becoming involved in the design of the role-play themselves, thus taking responsibility for their learning and becoming autonomous learners, the teacher’s sole role implies monitoring and giving confirmation and feedback on students’ group work.

The questions raised during and after the workshop revolved around the issues of class management with student-controlled activities as well as the need for both students and teachers to be provided with word lists corresponding to each language level so as to help them in preparing, for example, for the Cambridge exams.

My answer to the first question stressed the need for the teacher to give clear and well-timed tasks insisting on brief round-up sessions after each activity. Thus, students can invite feedback on their work as well as improve the next stage in their group-work by being exposed to the other groups’ outputs.

My input to the second issue raised aimed to encourage the participants to use the **Common European Framework of Reference for Languages: learning, teaching, assessment** (Council of Europe, CUP 2001) as a certified tool for self-evaluation.

Estera-Romelia Stănuș
ASE, București

More about
www.eurobusinesslanguageskills.net
EuroEd Foundation - Iasi, in 2005

In the previous issue of the present Newsletter we informed you on one of the numerous European projects in which EuroEd has acted as an important partner, namely **European languages for secretaries (ELS)**, financed by the European Commission in the framework of the Leonardo da Vinci programme. The main role of the EuroEd team in the project has been to provide the English version of an on line language course designed for office staff throughout Europe. From the beginning it sounded as a very ambitious project involving, at its different stages, a number of 11 partners from 9 countries. The result of this conjugated effort is the **ELS Internet Portal** entitled www.eurobusinesslanguageskills.net.

The ELS project has now reached the stage of completing and piloting its materials before the official

launch of the portal planned for end September this year. In what follows we will give more details concerning the project objectives, course structure, services provided by the portal, assessment criteria, as we are certain that such an interactive course could only benefit the learning community we are members of.

Objectives

The main objective of the ELS project is to develop the language skills of office staff throughout Europe in order to help European companies to promote the companies / businesses for which they work. The materials for the ELS internet portal have been created in accordance with the Common European Framework of Reference to meet the following objectives:

- to improve the language skills of office staff in European companies in order to help them develop and promote international business;
- to raise awareness of cultural differences in business;
- to encourage personal development.

Course structure

The **Business Language Training Package** is available in 4 languages **English, French, Italian, Spanish**. For each language learners can choose between 2 course levels: **Basic user (A2>B1)** or **Independent user (B1>B2)**, according to the standards stated in the Common European Framework of Reference. Each level consists of **10 units** specifically developed for **office staff** covering topics such as welcoming visitors, organizing business trips, making presentations, creating a website, etc. Each unit contains a large range of **tasks and activities** meant to improve the user's reading, writing and listening skills in the target language, in an integrated skills approach. The average duration of 1 unit is **five hours**, although this will depend on the individual user's pace in completing the activities within each unit. The business culture focus of these activities aims to give the learner a better understanding of the context in which the language is used.

9 Business Training Culture modules expose the learner to the specific features of the **business environment** of France, Germany, Greece, Italy, Norway, Romania, Slovakia, Spain and United Kingdom. Each module is available in both English and the national language of the country and contains a multiple choice quiz to test user's knowledge of the Business Culture of that country.

An **online glossary of business terms**, available in **9 different European languages**, which contains over 1000 words and phrases frequently used in the business environment.

The **Personal Development Module** has been designed for those who wish to create and maintain success for themselves and those around them within a continuous development model.

Services

Each language course offers the following range of services:

User Guide containing the course syllabus

Personalised access to the language course selected

Self-Assessment questionnaire to determine the user's level at the beginning of the course

"Self-study" or "on line tutor" course options

Specific course glossary

Continuous monitoring of the user's progress

Issue of a Language **Assessment progress report and final achievement report**.

Assessment

Learners taking part in the ELS language courses will receive

- **progress reports** on condition that they complete at least 3 units of one the language courses. These reports will state the scores attained in each completed unit;
- a **final achievement report** on the condition that they complete all the 10 units of one the language courses. The final report will state the scores attained in different units as well as an average score of the overall level achieved.

The **assessment reports and the certificates of proficiency** will be issued by the institutions

responsible for developing the language courses, i.e. **EuroEd Foundation** (Romania), **PIXEL** (Italy), **AGERCEL** (France), **CREA** (Spain).

ELS Language Community

The ELS portal contains a **Forum** for asynchronous communication and the exchanging of views and discussion of topics related to the language courses.

The ELS portal also contains a **Chat** space for synchronous communication and informal learning related to the language courses available on the portal. Thematic Chats can be organised on a regular basis in which students of a particular language and mother tongue speakers of that language can participate in order to share and practice their language skills.

At the end of this presentation here are some thoughts from the EuroEd Team: *To us the ELS project has meant a big challenge, a lot of team work, new insights, new learning about e-learning, cooperation across Europe with our project partners, terrible fights with deadlines and lack of time, Sundays spent rather with the team than with our families, alternation of enthusiasm and worry, sometimes professional pride but, above all, a new opportunity for **professional development**. We hope that all our effort will be rewarded by the success and utility of the portal on long term.*

Maria Nicolau & Rada Balan
EuroED Foundation, Iași

A Three Year Travelogue and Enjoyable Work in Europe, through elancenet

When **elancenet** first started, in 2002, I didn't know much about European projects and I also couldn't understand much of how people from different places, all over Europe, might have worked "together". Things evolved and in three years time we have produced an important product - the European Resource and Language Centre Network, a portal that connects language service providers and learners from 7 countries in Europe (Romania, Belgium, Ireland, Italy, Lithuania, Norway and Greece). This was the goal and we worked hard in order to accomplish it.

The reality is that it was accomplished at such a high standard that we were honoured with The European Label Award at the end of the project.



But being in this project meant a lot more than achieving the goal. I learnt that it's not the money that counts first in this type of experience, but the knowledge gained for my school and for myself, and the opportunity to learn from other colleagues from other countries. It was important to find out about new teaching methods and ways of approaching different categories of learners.

I learnt to concentrate continuously on improving the quality of the services that we offer at "Hassapi-Sidera Foreign Language School" and to work under a European "air" that reinforced the quality of our work and improved the high standards and goals of our school making them even higher.

We offer communicative English courses, all year long, we use modern assessment methods including computer tests and we focus on the successful learning of our students. I must admit that my involvement in the **elancenet** project has influenced the students of our school in a positive way and made them aware of what great work is done by our European partners.

In Greece, as in other countries, students start to have their language exams very early, to get a certificate

that will help them either find a better job or continue their studies abroad or even communicate with foreigners who are in abundance in our country due to tourism. There are various exam organisations that provide candidates with such Certificates, approved by the State, such as the University of Michigan, the University of Cambridge, the London tests of English (Edexcel) which organise examinations for all levels of the European framework (A1, A2, B1, B2, C1, C2) and, in the past two years, the State Certificate that for the time being only organises examinations for the B2 and C1 levels.

In this respect our heritage from **elancenet** no matter how heavy it was on our shoulders, was also the "vaulting horse" to bring them higher in their quest of learning. We try to make the offer even more dynamic according to the students' needs and with the general requirements of the labour market. We also try to provide them with every method possible that will lead them to the road of success.

Starting with September we'll have computer courses in our school for everyone who would also like to study on this subject, as language learning and computing are the two basic elements needed by everyone who wants to keep up with reality in the labour market not only in our country but also worldwide. This will add to our introduction of the European Language Portfolio, which we have been using since last year to evaluate the language skills of our students.

I feel obliged to give something back to the community that has given us so much during the three years of experience working with brilliant colleagues for the **elancenet** project. This is why our intention is to organize a few seminars in order to let people and especially colleagues – foreign language school owners – know what project work means and how rewarding it can be as regards intercultural communication, attempting a wider opening to the EU vision of the Education programmes.

Of course, it requires lots of energy, an open mind and devotion, but it is our greatest joy to see our students happy with their knowledge on foreign languages first and the intercultural communication offered to them through this knowledge.

*
* *

I would like to give my acknowledgements to my partners in this project, who were the triggers for a host of knowledge I achieved in the past three years by working with them. Special thanks to Anca Colibaba of Euroed, Iasi, the project coordinator, to Ileana Racoviceanu from PROSPER-ASE, Bucuresti, to Paul Catteuw and Marleen Coutuer from Karel De Grote-Hogeschool, Antwerpen, and last but not least to Randi Husemoen from Vox, Oslo.

Maria Hassapi-Sidera
Foreign Language School Owner
Axioupoli, Kilkis, Greece

LET THEM LEARN ROMANIAN!

Teaching Romanian as a Foreign Language (RFL) has increasingly become one of the significant services supplied by language providers. The demand is ever higher – expatriates that find it useful to collaborate/communicate with their colleagues and employees; members of the diplomatic corps who deem it necessary to better understand, not only as a matter of courtesy, various aspects of the society where they are posted; translators and interpreters who consider embracing the opportunity to add Romanian to their portfolio of languages; tourists who choose to spend some time in our country. Not to mention the practical needs of all these people to cope with the problems in their everyday life spent in Romania.

High motivation is thus the key to their willingness to acquire a new language which may seem so difficult to study.

Needs analysis is therefore the first step the RFL teacher has to take in order to design the course catering for the specific requirements of each individual case. More often than not, RFL have highly customized, tailor-made curricula, an aspect due also to the fact there is a rather short supply of support materials aimed at RFL students: some of them are too academic, grammar focused course books, others are a little more than phrase books designed as traveller's guides. Only few were designed as means to assist foreigners in learning Romanian.

As most of RFL students are speaking English, either as their mother tongue, or as International English, it looks logical that the teachers of English as a Foreign Language should take on the task. "Reconversion" seems at hand with them. But changing the perspective is not as simple and easy. Having got used to finding to explain English rules and words to Romanian students, RFL teachers have now to learn how to look at their native language from "the other side". For the most part, the process works "in a mirror".

The fact that most RFL students have some knowledge of French in their education background may help. Yet Romanian, though a Romance language, poses many specific difficulties, among which inflection, both of nouns and verbs. Therefore, a good teacher of RFL does not automatically make a good teacher of Romanian. Refreshing one's knowledge of Romanian grammar from a more academic perspective and proper training will assist the process of transformation.

Still, even if they can transfer into Romanian the greatest part of the skills so much present in teaching English, there is a rest that cannot be taken for granted but has to be adapted to the characteristics of Romanian – and it is not only about the idiomatic aspect of the language.

As with English, the cultural aspects of teaching Romanian play an equally major role. Being able to

help foreigners to correctly understand the idiosyncrasies of life in Romania, to find right answers to many perplexities they encounter and to dispel some of their prejudices is integral to the mission of the RFL teachers.

Dr. Rodica Ștefan
PROSPER-ASE, București

PRACTICE MAKES PERFECT CONFERENCE on LANGUAGE PRACTICE FOR SELF-DEVELOPMENT AS PART OF LIFE-LONG LEARNING

Timișoara - May 20th, 2005:

Fundația INTERNATIONAL FORUM din Timișoara a organizat în 20 mai o conferință cu participare internațională având ca temă "**Practicarea Limbilor Străine - Instrument Important de Dezvoltare Personală în Contextul Educației Permanente a Adultului**". Desfășurată în cadrul proiectului Socrates/Grundtvig2 "**Practice Makes Perfect - Promoting European Citizenship through Languages**" (proiect care a primit distincția European Label 2004), conferința s-a adresat deopotrivă profesioniștilor implicați în educația adulților, a celor din domeniul predării limbilor străine și, nu în ultimul rând, cursanților adulți interesați de această problematică. Scopul conferinței a fost de a trezi interesul general pentru necesitatea comunicării experiențelor profesionale legate de studiul limbilor străine la adulți și diseminarea acestora.



La invitația Fundației INTERNATIONAL FORUM au răspuns cadre didactice din învățământul pre-universitar și universitar din țară, precum și reprezentanți ai unor instituții de educația adulților din Spania, Lituania și România.

Cuvântul de deschidere a fost adresat de **Liana Popa**, președinte executiv al fundației, urmat de o prezentare amplă a proiectului de către **Daiva Malinauskienė**, director al fundației Soros International House din Vilnius, Lituania.

La conferință au prezentat lucrări **Dr. Judith Moise** de la Universitatea de Vest - "The Importance of Foreign Languages in Present Day Europe", **Daiana Pană**, cercetător din cadrul Institutului Român pentru Educația Adulților - "The Main Life-Long Learning Guidelines and their Relevance to People in Rural Areas"; **Dr. Gabriela Matei** de la EduPlus Consulting a încercat în prezentarea sa - "Through Linguistic Competence towards Intercultural Competence" să demonteze stereotipurile culturale astfel ca oamenii să înțeleagă dimensiunea interculturală a comunicării lingvistice.

Problematika Portofoliului Lingvistic European a fost adusă în discuție de **Prof. Benito Vazquez** de la Centrul Public de Educație Permanentă a Adulților - Ourense (Spania), Portofoliul fiind privit ca un instrument necesar în procesul de dezvoltare personală de-a lungul întregii vieți. Prezentarea a fost făcută sub egida University of Cambridge – ESOL Examinations.

Secțiunea de workshop-uri a fost deschisă de **Drd. Luminița Saftu** de la Departamentul de Comunicare și Limbi Moderne - Universitatea "Politehnica" din Timișoara cu tema "The Interaction of Cultural Backgrounds in Language Acquisition". S-a evidențiat modul în care contextul cultural influențează exprimarea în limba maternă și, ulterior, învățarea limbilor străine.

Dr. Ștefan Colibaba de la Fundația EuroEd din Iași a ținut un interesant workshop pe tema "Human Rights, Citizenship and Language Education" arătând importanța folosirii unor teme din viața reală în predarea limbilor străine cu scopul de a promova drepturile omului.

Liana Popa
International Forum
Timișoara

News – 2005

EUROPEAN LABEL 2005



Certificatul European pentru proiecte inovatoare din domeniul predării și învățării limbilor străine este o inițiativă a Comisiei Europene care se bazează pe ideea că învățarea limbilor străine și promovarea diversității lingvistice sunt elemente esențiale în context european. Această inițiativă își propune să evidențieze și să recompenseze cele mai inovatoare și creative proiecte din domeniul predării și învățării limbilor străine.

Obiective:

Stimularea interesului pentru învățarea limbilor străine și ameliorarea competențelor lingvistice

Încurajarea unor noi inițiative în domeniul predării și învățării limbilor străine

Diseminarea inițiativelor inovatoare din acest domeniu în rândul celor care predau sau învață limbi străine, cu scopul de a-i incita să adapteze ideile și metodele respective la propriul context

Condiții de eligibilitate

Certificatul European este atribuit anual, orice inițiativă inovatoare din domeniul limbilor străine fiind eligibilă, indiferent de sursa de finanțare, de tipul instituției sau de vârsta celor care studiază.

Pot participa proiecte finanțate prin programele Socrates, Leonardo da Vinci, Tineret etc., cele realizate în cadrul altor programe, precum și alte inițiative ale instituțiilor eligibile. Proiectele trebuie să îndeplinească toate criteriile de selecție stabilite la nivel european.

Instituțiile eligibile sunt: instituții de educație și de formare, indiferent de nivel, autorități publice locale și regionale, companii private, ONG-uri.

În cazul Certificatului European sunt eligibile toate limbile străine, precum și limbile minorităților naționale sau cele regionale.

Certificatul European poate fi decernat unor proiecte care abia s-au finalizat, care sunt în curs de implementare sau proiectelor în cazul cărora implementarea este iminentă și bine pregătită. Nu sunt eligibile proiectele finalizate în totalitate și ale căror rezultate nu se mai aplică, activitățile curente de predare/învățare a limbilor străine, precum și proiectele care încă nu au început.

Procedura de selecție

Proiectele vor fi evaluate de un juriu compus din reprezentanți ai Ministerului Educației și Cercetării, universităților, instituțiilor de învățământ preuniversitar, asociațiilor profesorilor de limbi străine, centrelor culturale ale ambasadelor unor state membre ale Uniunii Europene.

Proiectele selecționate vor primi un certificat semnat de Comisarul European pentru Educație și Cultură și de Ministrul Educației și Cercetării din România, în cadrul unei ceremonii speciale. Instituțiile ale căror proiecte au fost premiate pot folosi pentru acestea Certificatul European și logo-ul acestuia în materialele publicitare.

O prezentare a tuturor proiectelor premiate poate fi găsită la următoarele adrese:

<http://www.socrates.ro/programe/arion/label.htm>

<http://www.europa.eu.int/comm/education/language/abel/index.cfm>

* CRITERII DE SELECȚIE *

Pentru a primi Certificatul European, proiectele trebuie să îndeplinească toate **criteriile de selecție** stabilite la nivel european:

Proiectele trebuie să fie integrate. Toate elementele implicate - cursanții, profesorii, metodele și materialele folosite trebuie să contribuie la identificarea și satisfacerea nevoilor de învățare ale grupului țintă. Resursele disponibile trebuie să fie folosite într-o manieră creativă pentru a stimula învățarea limbilor străine. Acestea pot include, de exemplu, prezența unei persoane care este vorbitor nativ al limbii respective. De asemenea, oportunitățile oferite de înfrățirea dintre două localități sau de cooperarea cu o instituție sau întreprindere pot fi utilizate pentru practicarea limbii străine respective.

Proiectele trebuie să aibă o valoare adăugată în contextul național. Ele trebuie să conducă la o îmbunătățire calitativă și/sau cantitativă a predării și învățării limbilor străine. Cantitativ, aceasta poate însemna de exemplu, includerea mai multor limbi străine, în special a celor mai puțin răspândite. Pe plan calitativ, poate fi vorba de utilizarea unei metodologii inovatoare de predare sau învățare a unei limbi străine.

Proiectele trebuie să motiveze atât cursanții, cât și profesorii.

Proiectele trebuie să fie originale și creative, să abordeze metode și tehnici inovatoare, adaptate celor care învață.

Proiectele trebuie să aibă dimensiune europeană. Este necesar ca ele să se bazeze pe realități specifice Uniunii Europene, pe diversitatea sa lingvistică și să valorifice potențialul pe care aceasta îl oferă pentru a consolida înțelegerea altor culturi prin învățarea limbilor străine.

Proiectele trebuie să includă inovații care să fie transferabile. Ele trebuie să fie o sursă potențială de inspirație pentru alte persoane, aflate în țări și contexte diferite. De exemplu, sunt transferabile proiectele care au ca rezultat o inovație ce poate fi adaptată la învățarea altor limbi străine sau la învățarea aceleiași limbi străine, dar de către alte grupuri țintă, cu vârsta diferită de a grupului stabilit inițial.

Priorități 2005

Ca urmare a concluziilor Consiliului European de la Barcelona care a propus introducerea studiului a două limbi străine încă de la cele mai fragede vârste, a recomandărilor Planului de Acțiune pentru învățarea limbilor străine și diversitate lingvistică și a discuțiilor care au avut loc în Grupul de lucru cu tematica „O mai bună învățare a limbilor străine” organizat în cadrul procesului „Educație și Formare 2010”, Comisia Europeană a propus ca una dintre temele prioritare pentru anul 2005 să fie **învățarea precoce a limbilor străine**.

Această prioritate permite recompensarea celor mai inovatoare proiecte din acest domeniu și diseminarea celor mai bune practici și se referă la toate posibilitățile prin care un copil poate învăța o limbă străină: în context familial, la grădiniță sau școală, sau în cadrul altor organizații sau asociații. Un accent important va fi pus pe exemplele de bună practică în ceea ce privește **învățarea precoce a cel puțin două limbi străine și a**

activităților care îi ajută pe copii să fie mai deschiși și mai toleranți unii față de alții.

O altă temă prioritară se referă la învățarea integrată a limbilor străine și a conținuturilor **CLIL (content and language integrated learning)**. În acest caz, curriculum-ul are două funcții, limba fiind utilizată ca mijloc de predare și învățare a unui conținut non-lingvistic, iar conținutul, ca resursă pentru învățarea limbilor străine. CLIL are o contribuție majoră la îndeplinirea obiectivelor Uniunii Europene în ceea ce privește învățarea limbilor străine. Această metodă permite elevilor să utilizeze direct competențele lingvistice dobândite, oferind o mai mare imersiune lingvistică, fără a necesita ore suplimentare de curs. O atenție deosebită va fi acordată proiectelor care utilizează CLIL în formarea profesională și/sau în zonele defavorizate.

**Termen limită de depunere a candidaturilor:
1 octombrie 2005**

Informații suplimentare: www.socrates.ro

Mariana Cosac
Coordonator Lingua si Arion
A.N.P.C.D.E.F.P.

*We wish you a happy and
relaxing summer!*



The QUEST Romania - team

**Editing team of the QUEST Newsletter #8, 2005:
QUEST Romania centres**

**Design: PROSPER-ASE Language Centre,
București, www.prosper.ro**