

January 2016

## Features:

- Kick-off meeting in Riga in November 2015
- Meet the partners
- CLIL methodology explained

Volume 1, Issue 1

## **"Learning, training and working for better perspectives and employability...."**

...is the common purpose of 6 European partners who have come together to work on an Erasmus+ funded project, under the name of

### **PROLANT-CAP**

**PRO**fessional  
**LAN**guage  
**T**eachers —  
**CA**reer Path.

The overall objective of this project is :

**"to enhance the professional development of foreign language teachers and trainers"**

The 2 main goals are:

### **ONE**

To create a structured career path for foreign language teachers and trainers, who are not within the traditional educational environment.

### **TWO**

To develop 2 industry specific language training programmes (one for the automotive industry and one for tourism), using CLIL methodology.

The Project is focused primarily on foreign language teachers and in-company trainers within language schools and language school associations.

The second target group, are employees in the two industry sectors and associated stakeholders who will benefit from the training programmes.

In addition to a career path being developed, there will be opportunities for trainers to be trained in the delivery of the new programmes, so expanding their skills and allowing the programmes to be rolled out in different European countries.

The 2-year project, which started in November 2015, will culminate with a Conference in the host country of Slovakia with an expected audience of around 90 participants.



Welcome on board by **Jana Chynoradska** (project founder)

It feels great to welcome all of you on board the Prolant-cap ship. We set off on the adventurous journey on 4th November in Riga with the desire to enjoy our mutual "learning cruise".

As you may know, this cruise is a natural continuation of my personal life mission that is to *help teachers grow*.

I have learned lots of lessons so far and what I realized is that in order to succeed in this we need to create an environment in which teachers will be motivated and allowed to learn and grow.

As they do so, they automatically develop themselves and the result of this is they

help their organisation/ school grow and develop.

In order to create this supportive and teacher-friendly environment we need to build a system that will help language schools become lively, self-sustaining and healthy businesses!

We live in a changing world and with this come challenges that test our values. Let's learn, train and work together for better perspectives and employability and by doing so to bring about unique international programmes and a rewarding career path for all!

## Project partners meet at international kick-off meeting in Riga, Latvia

From 4th to 6th of November 2015, the association "Biedriba Eurofortis" hosted the project kick-off meeting, in Riga, Latvia.



It was attended by 11 representatives from 6 country organizations.



During this initial project meeting all the representatives had the opportunity not only to get acquainted with each other, but also to agree on the organisation and the implementation plan for the main project activities.

The meeting was presided over by Jana Chynoradska,

who is one of the representatives of the project's co-ordinating organization "Association of language schools in Slovakia". In her opening speech Jana stressed the importance for foreign language teachers to be able to create a successful career and so becoming competitive in their field.

During the meeting, each participant presented their organization's field of responsibility for the different activities of the project.

The most important activity in the next three months is to carry out needs analysis regarding the current situation in each participating country in relation to language training for companies.

During the research, three groups will be targeted - organisations (tourism and automotive sectors), language schools and foreign language (FL) teachers & trainers. The research results will serve as the basis for the next project activity - the development of a Career path for FL teachers and trainers.

At the end of the first day after active work in the meeting room the project participants were introduced to the most beautiful places in the Old Town of Riga, revealing facts about Latvian traditions and historical twists.



Overall, the meeting passed at a dynamic pace - all partner organizations actively engaged in discussions in order to achieve the best solution for the planned project activities. Partners managed to establish a solid basis for further successful cooperation.

The next international project meeting will take place next year in Spring in Scarborough (UK) organized and hosted by one of the project partner organizations "Anglolang Academy of English".



## Meet the Partners



**The  
Association  
of**

**language schools in Slovakia** is represented by Jana Chynoradská, Daniel Bacík and Silvia Holéczyová. It was established in Bratislava in 2011. It is a multi-organizational non-governmental organization that aims to facilitate the continuous development of schools and teachers, enterprises and society, supporting development of different competencies, as well as personal and professional skills.

### ANGLOLANG

**Angolang Academy** is a private language school which was established in 1986. It is accredited by the British Council and is also a member of Quality English. It is located in the scenic resort of Scarborough on the unspoilt North East coast of England. Anglolang is a medium-sized school and covers a range of English language courses primarily general, academic and executive courses, with a special emphasis on Erasmus+ teacher training courses.



**am Language  
Studio**

in Malta is renowned for offering quality English Language courses and retaining high customer satisfaction. It was established in 1987, and its main course philosophy is to be simple and effective by combining the latest innovative teaching techniques within a friendly and professional environment. It offers a personalised and holistic experience for individual learners or groups.



**Euroform RFS** is an Italian VET institution established in 1996 which operates in the vocational training and orientation sector. It organizes tailor-made training courses in different sectors and has developed on-the-job training, e-learning, and blended training, with innovative IT solutions. It aims to link training to the labour market, organizing work placements and has implemented numerous mobility projects in Italy.



**Biedriba Eurofortis** is a multi-cultural organization, established in Riga in 2011. It aims to facilitate continuous education in schools, enterprises and society, supporting the development of personal and professional skills. Taking an active part in European educational projects it ensures the availability of educational materials, tools and methods, as well as seminars, mobilities and other different training.



**CNTC** was launched in 1987 and pioneered teaching language by telephone in SW France. **Alpha Langues** is the main branch of CNTC, and offers courses in 12 different languages across all sectors of the professional and non-professional market, both adult & junior.

In addition translation and interpreting services are provided, as well as more recently e-learning and blended training solutions.



Erasmus+

Address: Asociácia jazykových škôl SR  
Baštová 7, 811 03 Bratislava

Phone: 00421 903 412 551  
(project manager – Jana Chynoradská)  
E-mail: bednarova@asociaciajs.sk,  
jana@harmony.sk



## EMPOWERMENT THROUGH CLIL

*"Languages are not learned first, to be used later; they are learned by first being used" (Artigal, 2002).*

### What is CLIL?

CLIL (Content and Language Integrated Learning) is an increasingly popular educational approach in which both content and language work hand in hand to promote deep learning. as the language is learnt through the medium of the content, (e.g: students will study tourism or automotive topics while using English), they tend to be more motivated.

Trainees see the lessons as more relevant to their professional lives and they improve their second language skills at the same time.

In the PROLANT CAP lesson plans and handbook CLIL principles will be incorporated to engage learners and promote better language learning.

### The benefits

For the trainees, concepts are embedded more deeply by processing their subject knowledge through another language. Communicative language is used making interaction through the subject more meaningful and these skills are transferrable to other languages and useful for transnational cooperation and so on.

Interestingly, CLIL lessons automatically contain cultural and social input allowing trainees to develop a richer understanding and appreciation of a foreign culture.

The latter point also ties in with a major European objective- that of fostering pluri-lingualism within European member states.

Trainers will pass through various phases of

development in terms of professional competences and they will acquire a host of hands-on techniques to plan and deliver quality CLIL lessons. This developing expertise is part of the trainers' own continuous professional development.

In addition, PROLANT-CAP trainers will become reflective practitioners who will, in their turn, train the others that follow them. It is inevitable that the language skills of the trainers will also be enhanced throughout this process as well as their knowledge and skills.



Article by:  
Linda Polwoski,  
**Vice-Principal, ANGLOLANG**

***The PROLANT CAP project will help vocational trainers to not only deliver stimulating language programmes but also drive forward their own careers.***