

## TEMPLATE FOR SELECTION OF GOOD PRACTICES

<p><b>Criteria for good practice selection: Implementation - related:</b></p>	<p>The proposed example should correspond to <u>ALL listed criteria</u>:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Effective and successful:</b> A “good practice” has proven its strategic relevance as the most effective way in achieving a specific objective; it has been successfully adopted and has had a positive impact on individuals and/or communities.</li> <li><input checked="" type="checkbox"/> <b>Replicable and adaptable:</b> A “good practice” should have the potential for replication and should therefore be adaptable to similar objectives in varying situations.</li> <li><input checked="" type="checkbox"/> <b>Inherently participatory:</b> Participatory approaches are essential as they support a joint sense of ownership of decisions and actions.</li> <li><input checked="" type="checkbox"/> <b>Information availability:</b> There is enough information provided for the good practice (approach, methodology, materials etc.) so that it is possible to replicate it in a new situation; the provided web-links are working and the contact information is up-to-date.</li> <li><input checked="" type="checkbox"/> <b>Technically feasible:</b> Technical feasibility is the basis of a “good practice”. It is easy to learn and to implement, does not include technical requirements or resources that are not easily accessible.</li> </ul>
<p><b>Criteria for good practice selection: Content - related:</b></p>	<p>The proposed example should correspond to <u>AT LEAST two</u> of the listed criteria:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promotion of Social inclusion through Language Education</li> <li><input checked="" type="checkbox"/> Promotion of Labour Market inclusion through Language Education</li> <li><input checked="" type="checkbox"/> Promotion of multilingualism</li> <li><input type="checkbox"/> Promotion of less widely used and taught languages</li> <li><input checked="" type="checkbox"/> Promotion and development of non-traditional methodologies for language teaching and learning</li> <li><input type="checkbox"/> Promotion of methodologies for language learning in situational context</li> <li><input checked="" type="checkbox"/> Promotion of language learning for specific purposes</li> <li><input checked="" type="checkbox"/> Promotion of new teaching approaches for non-traditional language learners</li> <li><input checked="" type="checkbox"/> Promotion of language products and materials for self-study purposes</li> <li><input checked="" type="checkbox"/> Promotion of ICT-based language learning materials</li> <li><input type="checkbox"/> Adaptability and transferability of methodologies for various target groups</li> <li><input type="checkbox"/> Promotion of innovative teacher training methodologies</li> <li><input type="checkbox"/> Promotion of mobility for language learning</li> <li><input type="checkbox"/> Recognition of language skills acquired through non-formal and informal education</li> <li><input type="checkbox"/> Application of the Common European Framework of Reference (CEFR)</li> <li><input type="checkbox"/> Promotion of linguistic diversity and intercultural dialogue</li> <li><input type="checkbox"/> Good practices for using languages at the work place</li> </ul>

<b>Title of the initiative</b>	English For Training and Mobility - EFTAM												
<b>Country</b>	<table border="1"> <thead> <tr> <th>A/COUNTRY</th> <th>ORGANIZATION</th> </tr> </thead> <tbody> <tr> <td>1 Slovakia</td> <td>SIOV: Statny institut odborneho vzdelavania</td> </tr> <tr> <td>2 United Kingdom</td> <td>ENTENTE UK: The Exchange Network for Training and Enterprise</td> </tr> <tr> <td>3 Greece</td> <td>DIAN: Publications – Educational Programmes – Consulting</td> </tr> <tr> <td>4 Slovakia</td> <td>SPU: Statny pedagogicky ustav</td> </tr> <tr> <td>5 Italy</td> <td>TRAINING 2000 S.n.c.</td> </tr> </tbody> </table>	A/COUNTRY	ORGANIZATION	1 Slovakia	SIOV: Statny institut odborneho vzdelavania	2 United Kingdom	ENTENTE UK: The Exchange Network for Training and Enterprise	3 Greece	DIAN: Publications – Educational Programmes – Consulting	4 Slovakia	SPU: Statny pedagogicky ustav	5 Italy	TRAINING 2000 S.n.c.
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<b>Year</b>	1/10/2003 – 31/03/2006												
<b>Target language(s)</b>	EN, SL, GR, IT												
<b>Target group(s)</b>	Students, employees and/or English language teachers who are dealing with a job performance or occupation.												
<b>Area(s) / Sector(s)</b>	Adult education Vocational Training												
<b>Website of the initiative</b>	www.eftam.com												
<b>Contacts of the promoter</b>	SIOV – State Vocational Education and training, Slovak Republic Bellova 54/a 837 63 Bratislava tel/fax: +421 / 2 / 5477 6774 +421 / 2 / 5477 6277												

<b>Summary (150 words)</b>	<p>Most of the European countries face significant weakness in basic, and intermediate, craft and technical skills. They also face weaknesses in the capacity to exploit new technologies. US productivity is 30% higher than that of Europe. We are reliant on the skills of our workforce.</p> <p>Career education is merchandise and the Global market of career education is a reality. Goods are bought and sold in English. The need for English for the sake of getting skills and doing a job is clear.</p> <p>English knowledge of career school students and technical workers lags well behind their colleagues from high schools and offices : In Slovakia, English is taught 2 lessons a week at vocational schools and 6 lessons a week at grammar schools.</p>
<b>Objectives</b>	<p>The aim of the project is based on the study “The Baseline study on the Teaching of English at Slovak Vocational Secondary Schools” with the subtitle “ESP – English for Specific Purposes – Need for Change”.</p> <p>It describes and analyses the present situation in these schools, specifies problems in this area.</p> <p>The research found out the most important stakeholders’ needs and views to identify the needs of teachers and learners of English, and how the efficiency of teaching English could be improved.</p> <p>The research revealed the weak points in ESP teaching. 35% of requested claimed they have never had ESP lessons, about 40% considered ESP important for their future profession.</p> <p>There is an access to PC and to Internet at many schools but there is a</p>

	lack of suitable software and ESP literature.
<b>Methodology</b>	<p>Besides multimedia CD, the on-line website (dynamically supported and sustainable in future years) will be created. The target group is not limited by the age, gender, nationality or the kind of occupation.</p> <p>While the product is designed primarily for self-education, it may be also used by a teacher for a group of independent learners in a classroom. In this case, the role of a teacher is changed from teaching to supervision.</p> <p>Three lexical units form an ideological purport of the product: language performance, occupation and measurability. The first one stands for a cognitive tool, the second for a matter of cognition.</p>
<b>Products / Outcomes / Methods</b> <b>Add output (separately for each)</b>	<p><b>Type of product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paper-based material</li> <li><input type="checkbox"/> Online resource</li> <li><input checked="" type="checkbox"/> Course / Training</li> <li><input type="checkbox"/> Mobile application</li> <li><input checked="" type="checkbox"/> Other: CD-Rom</li> </ul> <p><b>Brief description of the product / outcome / method:</b></p> <p>The multi-media CD-ROM, a diagnostic-didactic tool, is designed like a sandwich – composed of the common English layer core (French, Spanish are welcoming) and the national languages layers (crutches). The layers are arrayed.</p> <p>Such technical arrangement is due to the most effective extension of the product into other European languages</p>
<b>Impact on target groups / Transferability potential</b>	<p>Measurement is an effective means of raising learners motivation both in the diachronic (concerned with the process of cognition and communication development over time) and in the synchronic (...at present time) dimensions.</p> <p>Simply, a self-taught learner may check up on his/her own progress during the course of time or compare him/herself with a mate (class with class, school with school, country with country).</p> <p>Measurability stimulus is to be reached through the following line: the text/article – relevant questions – reassigned answers (multiple-choice) plus software that provide learners with opportunities to purchase “crutches”. Their cost – graduated in dependence of a scope of assistance – afflicts the learner’s evaluation.</p>