

A brief report on the piloting process, by Camelia Arhip

Piloting the LEA activities was a rewarding process. Like any other new approach, it had to be adapted to the interests and to the needs of the Romanian teachers and educators, but it was worth trying it.

The participants, language and humanities teachers, as well as students studying foreign languages, psychology, sociology or journalism, interested in giving a plurilingual and pluricultural dimension to their teaching and learning, were interested in all the activities. After trying each of them, altogether, we discussed them in terms of objectives, timing, topics, motivation, assessment, adaptation to the context and degree of practicality.

The opinions brainstormed throughout the piloting were pertinent and, consequently, taken into account.

Since my main responsibility is to be a language teacher, I had to cope with the lack of a “suitable” training situation, which made me ask for the British Council’s support.

Not only was I provided space in a “teaching environment”, but I was also given the chance to train a large number (about 40) of teachers and students from various schools and universities, which made the seminars even more challenging.