



Education and Culture DG

Lifelong Learning Programme



LANGUAGES

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More information on the Lifelong Learning Programme and the Key Activity Languages is
available on the Internet (<http://ec.europa.eu/lfp>).

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Preface

It gives me great pleasure to introduce this selection of first-class European projects promoting language learning and linguistic diversity. Multilingualism helps build bridges between peoples and cultures. It contributes to the legitimacy, transparency and democracy of the European integration process. It promotes labour mobility, enhances employability and competitiveness. It fosters tolerance and social inclusion.

Indeed, multilingualism is part of the genetic code of the Union, being written into the very first Regulation adopted in 1958, which determined the languages to be used by the then European Economic Community. Since then several initiatives and activities have been developed at European level to serve the cause of languages.

Language is an integral part of our identity and the most direct expression of culture. In Europe linguistic diversity is a fact of life. In a European Union founded on 'unity in diversity' the ability to communicate in several languages is a must for individuals, organisations and companies alike. We are committed to preserving and promoting this key feature of the European project.

I am proud to take up this challenge: encouraging language learning and linguistic diversity in society, promoting a healthy multilingual economy, and giving citizens access to European Union legislation in their own languages.

The European projects included in this brochure represent a major contribution towards the promotion of multilingualism in Europe. They were developed with the support of the European Union's Lingua action, whose goals were to contribute to an improvement in the quality of language teaching and learning and to promote access to lifelong language learning opportunities in our societies.

The same objectives are enshrined in the current Lifelong Learning Programme (2007–13) in the field of education and training. The programme contains a wealth of opportunities for language projects. I am confident that it will bring fresh impetus to transnational cooperation in the field of language teaching and learning.

I hope you enjoy reading this brochure. It is a testimony to all the hard work and tremendous enthusiasm which have gone into producing this excellent work. These projects have already had a positive impact on in the daily life of thousands of European citizens and I feel sure they will provide a source of inspiration for future project promoters.



Leonard Orban,
*European Commissioner for
Multilingualism*

A handwritten signature in black ink, appearing to read 'L. Orban', written in a cursive style.

Countries participating in the Key Activity Languages



CONTENTS

- 1 | Preface
- 2 | European map – Countries participating in the Key Activity Languages
- 4 | Ahoj, Czesc and Hallo – The Polish-Czech-German youth programm
- 5 | Allegro – Language learning for the socially disadvantaged and marginalised
- 6 | EBAFLS – Tools for assessing foreign language skills
- 7 | FEEL – Funny, Easy and Effective Learning about countries, cultures and languages
- 8 | Glossomuseums – ECOSE, European Cultural Organisation-Social Education
- 9 | Learning by moving’ – Language learning on public transport
- 10 | Lingu@net Europa Plus – CILT, the National Centre for Languages – London
- 11 | Listen and Touch – A basic English course for the visually impaired
- 12 | Lost in... – An interactive language learning adventure on DVD
- 13 | Mission Europe – Save Europe and learn a language
- 14 | Soccerlingua – Learning languages through football
- 15 | ‘Speech bubbles’ – TV language programmes presented by children
- 16 | SPIK – Verbal action in conflict situations

Ahoj, Czeszc and Hallo – The Polish-Czech-German youth programm

4 | **The main aim of the Ahoj, Czeszc und Hallo project is to motivate young students and pupils to learn foreign languages, especially those from neighbouring countries. The project used a number of instruments and approaches to make a substantial, sustainable impact on language learning in schools.**

The Ahoj, Czeszc und Hallo project developed a broad range of training and learning material that includes country information and language tools. An exceptional distribution and use strategy allowed the project to reach 37,000 teachers in the participating countries. The language training should foster the motivation of young students and pupils to learn languages and become familiar with related countries and cultures

The project is also an example of good practice in dissemination and use, illustrating just how big the impact can be when a project links with a partner from the private sector. The project also held a competition among young students to develop new ideas for language learning. Some 100 of the 800 submissions were selected to participate in the final event of the project.

In addition, the project also developed a web site. The site is an interactive information and language portal and provides language learning materials for download. It also offers a virtual journey through the participating European countries and includes a quiz to familiarise visitors with the respective languages, countries and cultures. Once the project ends, the site should remain as a sustainable resource and information platform.

In general the Ahoj, Czeszc und Hallo project is an example for how a small Lingua concept can have a huge impact and how partnerships with businesses and companies can multiply the impact and success of the project.



Ahoj, Czeszc and Hallo – The Polish-Czech-German youth programm

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Allegro – Language learning for the socially disadvantaged and marginalised

The aim of Allegro (Access to language learning by extending to groups outside) was to take language learning to adults and young people who are more often than not excluded – those marginalised by social and economic disadvantage, by poor educational opportunities, by disability, through dependency on drugs or alcohol, by mental illness, by discrimination or through imprisonment.

The project worked at the heart of local communities to foster an awareness of other languages and cultures among marginalised groups. A very important element of the project was to work in close collaboration with agencies and government services that support these communities and individuals, to convince the decision-makers that everyone should have access to the European ideal and to demonstrate that language learning opens doors to tolerance and a wider view of the world.

- The Allegro project changed attitudes and contributed to the lives of those involved by:

- improving communication skills

La première fois qu'elle nous a communiqué, c'était avec les mots qu'elle a appris dans sa classe d'espagnol.

Psychiatrist of a woman with profound depression

- raising confidence and self-esteem

We thought we were too stupid to learn a language but now we know

we are as good as everyone else.

Learner of Spanish at a day centre for people with long-term mental health issues

- opening up the world

Ich glaube, die Leute in ganz Europa wissen von uns.
Language learner in a residential centre for people with learning disabilities

- providing fun and enjoyment

Con solo mirarle a la cara podías imaginar lo bien que se lo había pasado.

Mother of a girl with Downs syndrome learning French

- raising the expectations of learners

This is good. You tell that European Commission we want more Dutch.

Prisoner in Nottingham gaol

- challenging the perceptions of teachers

It was a privilege to teach such well-motivated and enthusiastic students.

University lecturer working with Allegro learners in Nottingham gaol

| 5



Allegro – Language learning for the socially disadvantaged and marginalised

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EBAFLS – Tools for assessing foreign language skills

6 | The aim of the project known as EBAFLS (Building a European bank of anchor items for foreign language skills) is to facilitate the assessment of foreign language skills. The item bank is designed to be used throughout Europe and will provide a way to link national assessment instruments to the Common European Framework of Reference for Languages (CEFR). Thanks to EBAFLS, language assessment will be transparent and reliable and foreign language certificates or diplomas should be mutually comparable across Europe.

The project is specifically aimed at testing students at the end of compulsory education. All eight participating countries have provided input for the item bank, which covers reading and listening comprehension in three foreign languages (English, French and German). As all the items in the bank have already been used in tests in one of the participating countries and are culturally neutral, it will be possible to measure the same skills in all European countries.



Building a European Bank of Anchor Items for Foreign Language Skills (EBAFLS)

Participating Countries: France, The Netherlands, Germany, Scotland, Hungary, Spain, Luxembourg, Sweden

Overall aim of the project
To contribute to transparent, reliable and valid language assessment in Europe. By using such an assessment, European foreign language certificates and diplomas will be comparable.

Envisaged outcomes

- item banks for the language skills English reading and listening, French reading and listening and German reading and listening, based on the levels of the Common European Framework of Reference for Languages (CEFR);
- a manual for educational institutions describing how to use the item banks;
- a report on the validity and reliability of the instruments;
- guidelines on how to enlarge the item banks and on how to develop additional item banks.

Discussion material

- 1 The linking of language tests and examinations in Europe to EBAFLS item banks will ultimately lead to transparent European language certifications.
- 2 EBAFLS item banks should have official status and be adopted by the Council of Europe.
- 3 'EBAFLS-projects' will also need to be organised for adults and for young learners.
- 4 In Europe, the national authorities should be responsible for language certification and language education policy.

More information
ebafls.cito.com

EBAFLS – Tools for assessing foreign language skills

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FEEL – Funny, Easy and Effective Learning about countries, cultures and languages

The FEEL project (Funny, Easy and Effective Learning about countries, cultures and languages) set out to spark interest in the languages of the countries that joined the EU in 2004 and to introduce the cultures that lie behind these languages as a way of challenging any misconceptions and stereotypes that might exist.

The project aimed to provide basic information about the new EU languages through a variety of products which were designed to be humorous, attractive and relevant. This included souvenir-like calendars, language-survival kits, brochures and CDs with conversations in the project languages. Promotional activities included a European language festival in Brussels and local events in each partner country. These activities targeted all five senses: “seeing” written language, through the alphabet in games and puzzles; “tasting” national delicacies (sweets, cheeses, drinks, sausages, bread) while learning their names; “smelling” traditional herbs and attempting to

recognise them and memorise their names in a particular language; “hearing” and learning a verse of a popular/folk song as well as a few steps of a national dance; and “touching” traditional handicrafts and repeating the names of the items.

Thanks to a highly motivated partnership consisting of universities and non-profit organisations from the 10 new countries, the project targeted a wide range of people including embassy staffs, travel agencies, politicians, businesses and students. This allowed it to fulfil its goals of promoting awareness of the cultural particularities of the 10 new countries, encouraging people to take interest in the study of the new, official EU languages, satisfying the basic linguistic needs of the ever-increasing European mobility and contributing to tourism and extended mobility in the target countries.

The project’s web site, which is accessible in English and Lithuanian, provides a good idea of the various national and international activities carried out by the 10 partners. It also includes a collection of links that might be useful for anybody who intends to visit the new EU member states as well as e-language learning exercises.



FEEL – Funny, Easy and Effective Learning about countries, cultures and languages

PROJECT COORDINATOR

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Glossomuseums – ECOSE, European Cultural Organisation-Social Education

8 | Glossomuseums is a Lingua project which contributes to the promotion of language learning and linguistic diversity in Europe. The well-structured, interactive partnership includes 12 organizations from cities and regions in seven EU member states: Greece, Germany, Denmark, Spain, France, Italy and Portugal. The project's main objectives are to familiarize schoolchildren, primarily between the ages of 9 and 14, with the cultural characteristics of some of the official EU languages – especially the less-widely used and taught ones – while motivating them to learn a second language. The program also encourages lifelong language learning and the discovery of the collective European cultural identity.

Glossomuseums is a “mobile museum” that contains hand-made educational materials about the official EU languages and the cultural features of the EU member states. These materials include, among other things, posters, vocabulary lists for comparative language learning, texts from great European scholars, mobile alphabetical games, cards depicting characteristic letters from various languages, recorded narrated texts and big group games. Eleven Glossomuseums packages have been produced. In addition, 346 creative performances have been presented to 15,653 children and young people, 334 teachers and 147 schools and organisations.

The dissemination of the results is mainly carried out through the project's user-friendly web site and Europe Direct.



Glossomuseums – ECOSE, European Cultural Organisation-Social Education



PROJECT COORDINATOR
EUROPEAN CULTURAL ORGANISATION-SOCIAL EDUCATION
– ECOSE

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'Learning by moving' – Language learning on public transport

'Learning by moving' addresses the need to develop language skills among Europe's increasingly mobile citizens. They move around, travel, explore unfamiliar countries and places of interest, meet local people and interact in diverse social surroundings. They therefore need to be equipped with a stock of basic phrases to make themselves understood in unfamiliar circumstances.

The project has developed a promotional campaign on public transport as a way of stimulating users to acquire the languages of minorities or of neighbouring countries. The means of transport include trolleybuses in Lithuania, trams in Poland, buses in Romania and Malta, underground and commuter trains in Germany and buses and city trains in Italy.

Users are initially attracted to the campaign through eye-catching posters at transport stops or stations. Once they step onto their bus, tram or train they are greeted with more posters containing useful phrases in one or more of the target languages, as well as voice recordings in those languages. Forms can also be picked up while travelling, containing useful phrases along with tasks to test users' language skills. They are encouraged to complete the tasks and return the form to the local partner institution, with the chance of winning a free language course. The local institution will then contact them about language learning opportunities in their area.

A language fair is also being organised in each partner country at one of the transport stops or stations used in the campaign. In addition, the project is producing a CD and a phrasebook containing phrases in all the target languages, learning tasks and information on further language learning opportunities.

'Learning by moving' has adopted a very public and democratic approach to language learning which has attracted a good deal of publicity as well as strong support from municipal transport authorities.



'Learning by moving' – Language learning on public transport

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SOROS INTERNATIONAL HOUSE

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Lingu@net Europa Plus – CILT, the National Centre for Languages – London

10 |

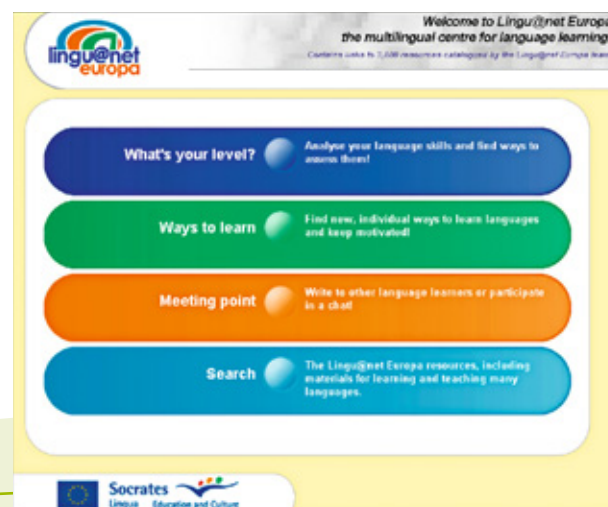
Lingu@net Europa Plus provides support and resources for language learning. It helps students understand their strengths and weaknesses and points them toward a specific way to learn. It guides learners in a choice of over 3,700 online learning resources, gives advice on overcoming common problems, and provides motivational tips.

The Lingu@net Europa Plus multilingual online languages resource centre provides free access to all the tips, content and resources available on its site in 20 European languages (Basque, BG, Catalan, DA, NL, EN, ET, FI, FR, Galician, DE, EL, Icelandic, IT, LT, MT, PL, PT, ES, SV). Anyone looking to practise their language of choice can find contacts for e-mail exchanges, read and post blogs, take part in live chat and discussions, or even go into virtual worlds where they can interact with other learners. The site also offers resources for language teachers at all levels of education and training.

Lingu@net Europa Plus is a prime example of how technology and collaboration can help support resource- and expertise-sharing across national and linguistic borders. It was developed by a dedicated team of educational, technical and information-science experts from throughout Europe.

The Lingu@net resource centre keeps pace with the increasing need for non-traditional tools to promote languages and permits continuous, flexible learning from a lifelong perspective. Furthermore, the resource centre represents an excellent tool for linguistic preparation prior to any mobility action. It provides a number of language-skill assessment and self-assessment tools, tailored language learning opportunities and methods for refreshing individual language knowledge.

Lingu@net Europa was selected as a winner of the prestigious Merlot Award for Exemplary Online Learning in the U.S. and received the 2007 Editors' Choice Award for "being an Exemplary model for all disciplines." The Merlot Award recognises the collaborative efforts between subject disciplines and the educational community around the world to enhance teaching and learning through the use of instructional technology.



Lingu@net Europa Plus – CILT, the National Centre for Languages – London

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4 associated partners from ES
and IT

WEBSITE
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Listen and Touch – A basic English course for the visually impaired

Listen and Touch developed a methodology to teach foreign languages to blind and visually impaired adults, as well as creating teaching materials adapted from a successful course in English for sighted learners. These methods were based on a communicative approach that had not been previously trialled with blind learners.

Foreign language teaching for the blind is notoriously limited in resources and methods in most European countries and its delivery is hindered by many barriers. One of these is that modern foreign language teaching relies heavily on visual teaching styles. The methods developed by the project place the learner at the centre of the teaching process, with the teacher acting as a facilitator and co-communicator rather than an instructor. A multi-sensory approach using the four senses available to blind people (hearing, smell, taste and touch), and the additional use of the total physical response method, provided alternative techniques to the use of visual stimuli.

The project created a number of successful products that were welcomed by teachers and learners alike. The 'Methodology of teaching a foreign language to the blind' promotes the concept of learning a foreign language through a multi-sensory, communicative approach, including both theoretical and practical information for teachers. The book covers the four main language skills (speaking, reading, writing and listening) and is available

in Bulgarian, English, German and Greek. For the adapted English language course (Streamline English), a braille manual was specially developed for blind learners. In addition, an interactive course was produced on CD-ROM, enriched with vocabulary exercises, tests, a talking dictionary and specially selected audio recordings for the improvement of listening comprehension skills.

Apart from the development of the teaching and learning products, the project partners carried out pilot courses that formed an important part of the project and actively involved blind learners in the project development process. The European Blind Union gave a positive response to the outputs of the project and the partners have received ongoing proof of interest in the project not only from countries in Europe but from as far afield as the Middle East and Argentina.



Listen and Touch – A basic English course for the visually impaired

PROJECT COORDINATOR
EUROINFORM LTD

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WEBSITE

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Lost in ... – An interactive language learning adventure on DVD

12 |

'lost in ...' is an interactive language-learning computer game for players who understand German or English and want to learn Czech, Danish, Dutch or Polish. It is suitable for beginners, for those with little previous knowledge of the language, and for more advanced learners.

The player is entrusted with a secret mission – to hand over a case and its extremely valuable contents to a local contact person. But criminal elements are at large and the valuables fall into the wrong hands. The player, alone, in a country whose language he does not speak and in an unknown location, must recover the goods. He has to make contact with people, listen and understand, ask and provide information, in Dutch (Polish, Danish, and Czech)! Gradually his knowledge of the language increases as he collects evidence which brings him ever closer to his goal. As he searches, on foot, by bus, by taxi, the trail leads him to a hotel, a supermarket a private house, leading to an unexpected conclusion ...



'lost in ...' supports the player with a unique combination of help options, both for playing the game and for learning the language. Vocabulary trainers, a context-sensitive screen dictionary and numerous interactive learning exercises make for a new kind of learning experience. All aids are optional and can be adapted to individual language proficiency and learning needs.

'lost in ...' is designed for independent learners, but is also suitable for use in school language classes.



Lost in ... – An interactive language learning adventure on DVD

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WEBSITE

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Mission Europe – Save Europe and learn a language

Mission Europe aims to give young Europeans a 'taste' of other European languages and cultures through the medium of radio. The series works on the basis of the similarity between a quest and the struggles of someone trying to understand the language and culture of a foreign country.

The project has developed three exciting radio adventures – 'Mission Berlin', 'Misja Kraków' and 'Mission Paris' – each of which comes in 26 five-minute episodes and offers an original bilingual approach. The heroes of each adventure think in the language of their listeners and discover the language and culture of a foreign country as their adventures unwind.

The series features a gamer and his/her on-screen avatar absorbed in a mission to conquer a band of time-travelling terrorists. The heroes' lives are in danger and to uncover the enemy they must learn to get by in the local language. In 'Mission Berlin', the gamer and avatar, Anna, are up against enemies of a unified Germany. In 'Misja Kraków', the gamer and avatar, Suzanna, must thwart

an enemy that wants to prevent Poland's entry into the EU. In 'Mission Paris', the gamer and avatar, Eva, have to prevent the enemy organising a return to Napoleon III and the second empire.

The special website linking up the partner stations enables users to listen to the series on demand and to download the language guide. They can also find downloadable tools, activities, games and cultural information, providing first steps in the chosen language. For radio professionals, there is a re-broadcast service, while teachers can download ready-made class material. Cultural and linguistic organisations, tourist authorities and public information services have their own 'press area'.

The series is being broadcast in 10 European countries and more than 20 radio stations in six other countries are already interested in re-broadcasting it.

13



Mission Europe – Save Europe and learn a language

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Soccerlingua – Learning languages through football

14 |

Soccerlingua promotes languages to reluctant teenage learners through the theme of football and by portraying international football stars as language-learning role models. It introduces a modern, innovative approach by using interactive DVD technology not previously employed in an educational context. By linking languages with their passion for football, teenage fans can see languages as a real life skill and not just a school subject.

Football is the people's game and football superstars are famous all over the world. So many top stars now play in foreign leagues that football has become a multilingual environment, Young football fans want to copy their heroes and the project uses this to encourage them to learn the languages spoken by their favourite players.

The project produced promotional films and an interactive DVD quiz in four languages (English, German, Italian and Spanish), which learners can use to test both their language skills and their football knowledge. The project also produced an 'easy reader' book in the style of a football magazine, along with a promotional website. These products give young people the opportunity to take the first few steps in a new language by watching, reading and listening to fans and players from different countries. In order to create an interesting and entertaining product, the project promoters filmed interviews with famous players, youth players and fans. By including interviews with female players the project aimed to appeal equally to girls and boys.

These products were distributed to 5 000 schools and language colleges across Europe and are to be made available in four additional languages (French, Portuguese, Swedish and Turkish). Teachers have given very positive feedback, saying that the products have helped them to generate interest in languages among teenagers who were previously difficult to motivate. Top football clubs and national associations have supported the project, and these clubs and associations now form the basis of a dissemination network in six countries to take the project concept into schools, football youth academies and beyond. The project also has a 'Myspace' link and more than 100 000 users are linked to the 'Soccerlingua friends network'.



Soccerlingua – Learning languages through football

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'Speech bubbles' – TV language programmes presented by children

15

'Speech bubbles' provides a platform for European schoolchildren to present their language to children in other countries through a series of 40 short television programmes. These programmes, of around eight minutes each, relate to themes likely to be of interest to the children (greetings, food, sport, the neighbourhood in which they live, clothes and the body).

The 'Speech bubbles' methodology includes the development of a framework for the programmes; planning, rehearsing and recording the material (on location and in the studio); editing the video material into short programmes; and evaluating the programmes with different audiences.

The programmes have been broadcast in Germany, Spain and Sweden, mainly on local television networks (open channels and commercial local channels), and across the EU via satellite. Most of the material is also available online via the project website. In addition, a DVD is available which features the best material from the television programmes.

The main strengths of this approach are that it produces original and interesting material in nine European languages; the children are able to address each other directly; and a large audience is reached through the television broadcasts. Children are generally very interested in watching children from other countries and cultures and hence, as a motivational method, this works quite well in comparison to a lot of printed material. Schools are following this approach in a more basic way, exchanging the material with each other and through an online video server.

In terms of future development, the project partners aim to implement 'Speech bubbles' in inner-city multicultural areas and develop a 'Speech bubbles' online platform with video material separated into the various languages involved (an outcome of discussions with language resource centres).



'Speech bubbles' – TV language programmes presented by children

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WEBSITE

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SPIK – Verbal action in conflict situations

16 |

From 2002 to 2005 the SPIK project (“Verbal action in conflict situations”) produced a multimedia teaching aid that helps learners of German as a foreign language cope with everyday and work-related conflict situations in the German language.

The aim of the project was to help overcome fears of foreign confrontations and reduce insecurity when reacting verbally to difficult situations. Traditional learning materials present smooth settings and do not prepare learners for the conflict situations they might face when going abroad. The SPIK project decided to develop its learning materials around conflict situations. When choosing the settings, the partners consulted students and business travellers in order to simulate typical and relevant dialogues from life and work abroad.

The resulting DVD is aimed at students and other persons who intend to participate in mobility actions or intend to work abroad in a German-speaking country. It consists of 12 modules which address, among others, the following situations: inquiries on the telephone to express irritation due to information gaps, complaining in restaurants, representing oneself during a job interview, receiving

information from health insurance companies, insisting on consumer rights for a repair order, reaction to abuse during an accident and how to avoid embarrassment at a party. Each module consists of an opening discussion, a film sequence detailing the conflict, exercises, a film sequence demonstrating methods for avoiding or solving a conflict, verbal tools (relevant phrases), grammar and vocabulary training, listening exercises, role playing and further reading.

Further information about the project and the product can be found on the project’s website (in German).



SPIK – Verbal action in conflict situations



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