



Further information is available from:

the website of the Commission related to languages
(<http://europa.eu/languages/en/home>)

the website of the Lifelong Learning Programme
(http://ec.europa.eu/education/programmes/newprog/index_en.html)

for technical questions related to the Lifelong Learning Programme,
the website of the EACEA (<http://eacea.ec.europa.eu/index.htm>).



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30 PROJECTS FOR PROMOTING
LANGUAGE LEARNING
Languages for Europe



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Foreword

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 be 'L. Orban', written in a cursive style.

Languages in the new Lifelong Learning Programme (2007–13): a few facts and figures

What is the general objective of the programme?

- To contribute through lifelong learning to the development of the Community as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion
- To foster interaction, cooperation and mobility between education and training systems within the Community, so that they become a world quality reference

Which countries are taking part?

- The Member States of the European Union
- The EFTA/EEA countries⁽⁴⁾, the candidate countries, and the countries of the western Balkans and Switzerland, subject to certain conditions

How do languages feature in the programme?

- The promotion of language learning and linguistic diversity is one of the programme's objectives
- The programme also includes a key activity dedicated to the promotion of language learning and linguistic diversity
- All languages are eligible for support under the programme, subject to certain conditions



⁽⁴⁾ Iceland, Liechtenstein and Norway.

What kind of language projects and activities are supported by the programme?

- Partnerships between schools
- Assistantships and in-service teacher training
- Linguistic preparation for mobility in Europe
- Multilateral projects: at least three partners from three countries for projects lasting two years
- Networks: at least 10 partners from 10 countries for projects lasting three years
- Conferences
- Studies
- Information campaigns

What budget is available for these activities?

- The budget for the key activity relating to languages is approximately EUR 12 million per year

In most cases, projects are selected following open calls for proposals launched on an annual basis by the Directorate-General for Education and Culture of the European Commission and managed by the Education, Audio-visual and Culture Executive Agency (EACEA).



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:

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COORDINATOR:**

Nottingham Trent
University

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DETAILS:**

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PARTNERSHIP:

Gemeinnützige Schottener Reha
Einrichtungen GmbH (DE),
Free Education Association, Aarhus (DK),
University of Castilla la Mancha (ES),
Association de Gestion du Réseau des Centres
de Langues des CCI (FR),
Slovenian Institute for Adult Education (SI),
TARGET LANGUAGES: Dutch, English, French, German, Italian,
Slovenian, Spanish, Swedish
AGE GROUP: 16 and above
WEBSITE: <http://allegro.acs.si>
PROJECT DURATION: Start: 2002
End: 2005

FACTS

- 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



Bulgarian for foreigners — Multimedia Bulgarian language course



'Bulgarian for foreigners' is an interactive multimedia Bulgarian course that takes the learner from level A1 to level B2 of the Common European Framework of Reference (CEFR)⁽²⁾. The course is designed for young and old alike. It features the rock band FSB as well as the traditional folk singer Valya Balkanska with her famous song 'Izlel e Delyo Haidutin'.

Young actors from the Bulgarian National Academy of Theatre and Film Arts perform in a video film. The course offers an insight into

Bulgarian culture and includes virtual visits to national monuments of cultural and historical significance.

'Bulgarian for foreigners' can be used for self-study, as well as for group study with a teacher, and has been adapted in six languages: Bulgarian, Czech, Dutch, English, French and German. The course includes animation, links to Bulgarian grammar, vocabulary lists, self-assessment tests, games, puzzles, crosswords, and a website. Business vocabulary is introduced through comic strips.

⁽²⁾ http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp.

The storyline: Tom Gillain, a 27-year-old Belgian, arrives in Bulgaria to buy a house in the beautiful Rhodope Mountains. With his friends Bobby and Milena, he tastes traditional Bulgarian dishes, the famous plum brandy and fragrant wine, attends a Bulgarian wedding and even falls in love ...!



PROJECT

COORDINATOR: Lettera Publishers

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Tel.: (359-32) 60 09 30
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PARTNERSHIP:

EDGE Project Design (AT), University of Gent (BE), Lettera Publishers (BG), National Institute of Education (BG), Paisii Hilendarski University of Plovdiv (BG), Verax Ltd. (BG), Charles University of Prague (CZ), University of Leipzig (DE), University of Aix-en-Provence (FR), University of Westminster (UK)

TARGET LANGUAGES: Bulgarian, Czech, Dutch, English, French, German

AGE GROUP: 16 and above

WEBSITE: <http://www.lettera.bg/lingua>

PROJECT DURATION: Start: 2002
End: 2006

FACTS

CMC – Language learning for university students



CMC (Communicating in multilingual contexts) is designed to help university students improve their language skills with a view to taking up opportunities to study abroad. It uses innovative teaching materials produced by a partnership of six universities located in Italy, the Netherlands, Portugal, Slovakia, Spain and the United Kingdom.

Language skills are becoming increasingly important in higher education and are vital for students who want to move around Europe. EU exchange programmes recognise the need to foster intercultural communication and promote cultural diversity and it is important that students meet the linguistic standards required by their host universities. Moreover, good language skills will help students make the most of the time they spend abroad.

PROJECT

COORDINATOR: Università della Calabria

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PARTNERSHIP:

Universidad de Santiago de Compostela (ES),
Universiteit Maastricht (NL),
Instituto Politécnico de Castelo Branco (PT),
Technicka Univerzita v Kosiciach (SK),
The London School of Economics and Political Science (UK),
TARGET LANGUAGES: Dutch, English, Portuguese, Slovak, Spanish
AGE GROUP: 19–25
WEBSITE: <http://www.cmcproject.it>
PROJECT DURATION: Start: 2004
End: 2007

FACTS

Potential exchange students can access a website containing multimedia language-learning materials in six languages based on the Content and Language Integrated Learning (CLIL) approach. The skills levels are linked to the Common European Framework of Reference as follows: A1/A2 (Dutch, Portuguese, Slovak); B1/B2 (Italian); B2 (English, Spanish).

The courses are designed to provide students with the right tools to cope with the academic, linguistic and cultural environments of the countries where they intend to study. Through a series of challenging tasks and activities students are introduced to six real-life situations on campus (the Socrates office, the language centre, the bank, the cafeteria, the students' association and the travel agency) as well as places of cultural interest in and around the university town or region). CMC was awarded the European Label in 2006 in recognition of the project's success in promoting language learning and teaching.



The Dinocrocs grow up — Comic figures make language learning fun

Hocus and Lotus, the little Dinocrocs that teach new languages to children, were born with a mission — to apply the developmental principles of psycholinguistics (originating from field research and crucial to the development of the child's competence in a new language) at home, in school and in kindergarten. These principles include affection, a major priority for the child to start speaking a new language; narration, encased in mental processes responsible for natural language learning; frequent repetition, necessary to enable immediate language use; and a set of new and beautiful experiences for a new language.

To apply these theoretical principles at school and at home, educational strategies were invented. These included creating a brand new world inhabited by new characters (Hocus and Lotus, half-crocodile, half-dinosaur, who live in a park with their many friends); inventing a magic T-shirt to function as a mental bridge to enter the new world; using the narrative format (a special theatre play) to help children and adults experience the new language together; using gestures, intonation, facial expressions and children's previous experiences to convey meaning to the new words; creating a mini-musical for each story to provide emotional repetition; and providing illustrations as visual input of stories and characters.



There are six stories for each year of teaching, making a total of 30 stories over the five-year course. These are accompanied by 30 scripts, to be performed by adults and children together; 30 mini-musicals; 30 illustrated stories; 30 cartoons; and games and narrative exercises for each story.

All the materials, created for children aged between 2 and 3 and 9 to 10, are available in English, French, German, Italian and Spanish. Overall, the child experiences about 800 words. Moreover, teachers can improve their competence in delivering the Hocus and Lotus course with the aid of a training DVD containing short films that show how to perform the narrative play and the mini-musicals.



PROJECT COORDINATOR: Università di Roma La Sapienza

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PARTNERSHIP: RAA (DE),
Universidad del País Vasco (ES),
Université de Nantes (FR),
Musicartoon (IT),
CILT (UK)

TARGET LANGUAGES: English, French, German, Italian, Spanish

AGE GROUP: 3-10

WEBSITE: <http://www.hocus-lotus.edu>

PROJECT DURATION: Start: 2003
End: 2005

FACTS

DissMark – Exploiting results and spreading best practice

The aim of DissMark (The dissemination, marketing and networking conference for Socrates project coordinators and partners) was to bring promoters of Socrates and Leonardo language projects together with experts in educational marketing and commercialisation, with a view to identifying good practice in the dissemination and promotion of project results. ‘Valorisation’ (dissemination and exploitation of results) is a key policy priority for the Commission in the Lifelong Learning Programme 2007–13.

The DissMark conference and project fair – ‘Your way to marketing your language products and

results: websites, publishing and media relations’ – was held in Iasi, Romania in October 2006 and brought together for the first time promoters from more than 50 EU-funded language projects, representatives from Socrates national agencies, marketing and fundraising experts, educational policy makers, publishers and media experts.

The conference allowed for the exchange of theoretical knowledge, practical experience and expertise. It also encouraged new partnership building and networking, and provided the opportunity for the dissemination and marketing of

PROJECT

COORDINATOR: EuroEd Foundation

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PARTNERSHIP:

European Cultural Interactions (GR),
Soros International House (LT)

TARGET LANGUAGES: All

AGE GROUP: Adults

WEBSITE: <http://www.eeuroinclusion.org>

PROJECT DURATION: Start: 2006
End: 2007

FACTS

valuable projects and products, leading to a more coherent image of, and a more consistent approach towards, education on a European scale.

The conference proceedings are available online in the form of a free dissemination, marketing and networking kit to guide present and future project coordinators and partners towards the successful implementation of their educational objectives.

Feedback from the event was uniformly positive and demand is very high for this to become an annual event. A second DissMark conference is being organised by International House in Tallinn, Estonia.



EBAFLS – Tools for assessing foreign language skills

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





PROJECT COORDINATOR: Cito – Institute for Educational Measurement

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PARTNERSHIP: Deutsches Institut für Internationale Pädagogische Forschung (DE), Instituto Nacional de Evaluación y Calidad del Sistema Educativo (ES), Ministère de la Jeunesse, de l'Éducation nationale et de la Recherche (FR), Oktatáskutató És Fejlesztő Intézet (HU), Ministère de l'Éducation nationale, de la Formation professionnelle et des Sports (LU), Statens Skolverk (SE), Scottish Qualifications Authority (UK)

TARGET LANGUAGES: English, French, German

AGE GROUP: 15

WEBSITE: <http://ebafls.cito.com>

PROJECT DURATION: Start: 2004
End: 2007

FACTS

EU&I – We know more than we think!



EU&I (European Awareness and Intercomprehension) aims to show the general public how much they are able to understand and do in other European languages, even if they have no prior knowledge of the language in question. The project therefore demonstrates the way in which, to accomplish everyday tasks in one's own language, such as booking a hotel room or checking the weather forecast on the Internet, one makes use of subconscious knowledge and strategies that can be applied equally to a foreign language.

The EU&I methodology is based on the general concept of 'discursive competence' and focuses on the notion of 'intercomprehension', showing how receptive competence in an unknown language is not only the result of 'linguistic transfer' (between languages of the same family), but also the result of the transfer of receptive strategies in the framework of 'a general interpretative process which underlies all communicative activity'. These strategies can be applied to achieve comprehension tasks in any language.

PROJECT COORDINATOR:

Universidade Católica
Portuguesa

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PARTNERSHIP:

Paris-Lodron-Universität Salzburg (AT),
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Nouvelle (FR), National and Kapodistrian University of Athens (GR),
Istituto Comprensivo Giovanni Falcone (IT), Università degli Studi
di Palermo (IT), Instituto Politécnico de Viseu (PT), University of
Kalmar (SE), Çanakkale Onsekiz Mart University (TR), University of
Strathclyde (UK)

TARGET LANGUAGES: Bulgarian, Dutch, English, French, German,
Greek, Italian, Portuguese, Spanish, Swedish, Turkish

AGE GROUP: 14 and above

WEBSITE: <http://www.eu-intercomprehension.eu>

PROJECT DURATION: Start: 2003

End: 2006

FACTS

The project aims to increase language awareness in Europe through the development of a specific methodology for the learning of intercomprehension, by creating learning materials that support this methodology and by disseminating the notion of intercomprehension and its concrete applicability in terms of the daily life of European citizens. EU&I has developed an online tool offering models of activities to stimulate curiosity about, and motivation to learn, the 11 languages of the project, and a multimedia DVD containing

a synthesised version of the tool. This latter product is being widely disseminated, especially towards language policy makers.

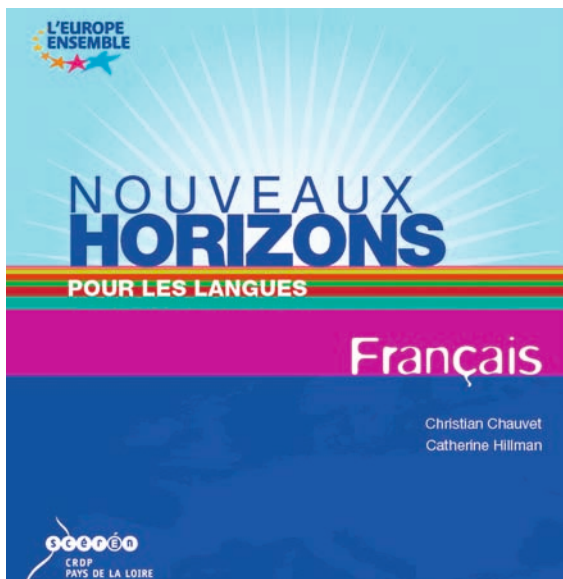


‘L’Europe ensemble’ – A journey of discovery

This project takes an action-oriented approach to language learning. In other words, it is important for the learner to associate saying with doing. A range of innovative and appealing activities help learners to acquire or consolidate language skills.

During a virtual journey across Europe in 80 days, the user is invited to deepen his knowledge of the languages of the countries he visits, and to learn more about their cultures. Interactive language learning activities offer true-to-life opportunities for communication.

A natural complement to school textbooks, ‘L’Europe ensemble’ focuses on culture and civilisation in a way that is adapted to the specific interests of young Europeans. It aims to promote tolerance and what it means to be a citizen in Europe. Students are encouraged to develop an interest in their



neighbours, in their languages and in their ways of life, highlighting what makes them different and what brings them together. Through its entertaining and action-oriented approach to discovering a new language, the learner is encouraged to experiment with linguistic diversity.

The teaching strategies are linked to the first three learning levels of the Common European Framework for Languages: A1, A2 and threshold B1. Level A1 is multilingual and concentrates on comprehension of the language, making it particularly well-suited to the preparation for cross-border mobility within a Comenius exchange, for example.



PROJECT

COORDINATOR: CRDP des Pays de la Loire

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ac-nantes.fr

PARTNERSHIP:

Pädagogische Akademie der Diözese Linz (AT),
CPI O Cruz Cerceda (ES), CRDP de Bretagne (FR), CRDP des Pays
de la Loire (FR), Università degli Studi di Parma Centro Linguistico
di Ateneo (IT), Escola Superior de Educação de Santarém (PT),
Universitatea Babeş-Bolyai Cluj-Napoca (RO), Karlstads
universitet (SE)

TARGET LANGUAGES: English, French, German, Italian,
Portuguese, Romanian, Spanish, Swedish

AGE GROUP: 10–15

WEBSITE: <http://europensemble.crdp-nantes.eu>

PROJECT DURATION: Start: 2004

End: 2007

FACTS

‘Fairy tales before take-off’ — Language learning in airports

‘Fairy tales before take-off’ promoted language learning and linguistic diversity using an innovative approach in an unusual location. Multilingual storyteller events were hosted at seven European airports as gateways to other languages and cultures.

The project targeted a unique audience of various age groups, aiming to reach travellers, especially families, during the summer holidays in 2006. Fairy tales are usually told only in languages that the audience understands, but in this project the storytellers performed together in eight European languages, each in his or her mother tongue.

Through the multilingual fairy tale performances, the target groups were exposed to a truly multilingual environment and thus were motivated to know more about other languages in order to take language learning into consideration. Representatives of national cultural institutes were at the airports in order to give information about language learning possibilities.

To foster the experience of multilingual storytelling events in the airports, a brochure was distributed to the public featuring eight well-known fairy tales in eight languages. The brochure was also distributed to schools



and cultural institutes in order to sustain the project beyond the airport events. The project idea was also spread via a web quiz on fairy tales in the eight project languages and English. About 1 300 participants from all over Europe received the brochure as a gift and four winners won language courses in Brussels, Budapest, Helsinki and Prague.

The staging of fairy tale performances at international airports was something that had never been attempted before but which created all kinds of encounters which will live on beyond the project. These included first-time encounters between airport marketing managers and representatives of cultural institutes, bringing together very different working methods to present a positive image of airports as a multilingual environment. They also included fruitful artistic encounters between the storytellers themselves, who had never before combined such a variety of languages in their performances.



PROJECT

COORDINATOR: Goethe-Institut Brüssel

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PARTNERSHIP:

Alliance Française Bruxelles (BE), Austrian Cultural Forum (BE), Brussels Airport (BE), Czech Centre (BE), Danish Cultural Institute Benelux (BE), Finnish Cultural Institute Benelux (BE), Hungarian Cultural Institute (BE), La Roseraie (BE), Louvain Institute for Ireland in Europe (BE), Vlaams Nederlands Huis (BE), Goethe-Institut Prague (CZ), Prague Airport (CZ), Danish Cultural Institute Bonn (DE), Frankfurt Airport (DE), German Lufthansa (DE), Goethe-Institut Frankfurt (DE), Copenhagen Airport (DK), Institut Français Copenhagen (DK), Helsinki Airport (FI), Budapest Airport (HU), Goethe-Institut Budapest (HU), Dublin Airport (IE), The Danish Cultural Institute in GB (UK)

TARGET LANGUAGES: Czech, Danish, Dutch, Finnish, French, German, Hungarian, Irish

AGE GROUP: Children and parents

WEBSITE:

<http://www.goethe.de/ins/be/bru/eur/cic/de1377402.htm>

PROJECT DURATION: Start: 2005

End: 2006

FACTS

'FEEL' – Sparking interest in the EU's newest languages

'FEEL' (Funny, easy and effective learning about countries, cultures and languages) aimed to provide basic knowledge (elementary vocabulary, grammar and phonetics) about the languages of the 10 countries that joined the EU in 2004, and to introduce EU citizens to the cultures that lie behind these languages as a way of challenging any misconceptions and stereotypes that might exist.

The products were designed to be humorous, attractive and relevant, as a way of encouraging people to consider learning the target languages. They included 10 separate souvenir-like calendars, one for each target country/language, a second 'European' calendar presenting all 10 project countries together, 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 were organised around the following senses: 'seeing' features of the written language, such as the alphabet, games and puzzles; 'tasting' national delicacies (sweets, cheese, drinks, sausages, bread) and learning their names; 'smelling' traditional herbs and attempting to recognise them and memorise their names in a particular language; 'moving' through learning a few steps of a national dance and singing a verse of a popular/folk song; and 'touching' traditional handicrafts and repeating the names of the items.

PROJECT COORDINATOR:

Vytautas Magnus
University

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PARTNERSHIP:

University of Cyprus (CY), VSB – Technical
University of Ostrava (CZ), Miksike Learning Folders (EE),
University of Pécs (HU), Vilnius University (LT), Public Service
Language Centre (LV), University of Malta (MT), Jagiellonian
University (PL), Soros Educational Centre Foundation (RO),
University of Zilina (SK)

TARGET LANGUAGES: Czech, Estonian, Greek, Hungarian, Latvian,
Lithuanian, Maltese, Polish, Slovak, Slovenian

AGE GROUP: All

WEBSITE: <http://www.feel.vdu.lt>

PROJECT DURATION: Start: 2004

End: 2006

FACTS

These materials were very widely disseminated, to hotels, restaurants, museums, municipal authorities, tourist offices and airlines; to students, teachers and administrators in the education sector, and to language schools, embassies, national representations in Brussels, NGOs dealing with enlargement issues and businesses.

The calendars, in particular, were very popular, and the partners have received expressions of interest from institutions in other countries to develop these in other languages. This positive response augurs well for the sustainability and possible commercialisation of the 'FEEL' methodology and products.

Slovenians are sport enthusiasts.
 Their children ski before they walk and there is no mountain in the world that hasn't been conquered by a Slovenian.

And how do you recognise a Slovenian on the beach?
 They are always carrying surf boards, tennis racquets, full diving equipment and, to be on the safe side, also mountain climbing equipment.

gora - a mountain:
 smučati - to ski
 oprema - equipment
 opremito - equip
 hoja - a walk
 hoditi - to walk

Funny Easy and Effective Learning

about
 -Countries
 -Cultures
 -Languages

INLET — An Olympic guide to Greek

The 2004 Olympic Games was the perfect occasion to introduce people to the Greek language, not only because they were held in Athens but also because of the games' ancient Greek roots and the Greek derivation of the names of many Olympic sports. INLET (Introducing language enhancement techniques) used this occasion to introduce techniques that would motivate a mass audience to learn foreign languages, showing individuals how they could benefit by learning a relatively small number of key phrases without having to commit themselves to becoming fluent in any particular language.

The project's month-long promotional campaign was targeted at two tourist 'hot spots', Athens international airport and the ancient theatre of Epidaurus, which between them received an estimated 14 million visitors in 2004. The INLET material was distributed via a dispenser at Athens airport and an information kiosk in Epidaurus. It was also available in hotels and restaurants in Athens and on the islands of Milos and Sifnos. The campaign was backed up by a series of television spots broadcast in several European countries, posters and an SMS service. Visitors were able to register for a

PROJECT

COORDINATOR: Ellinogermaniki Agogi

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PARTNERSHIP:

FORTHnet SA (GR), Hellenic Broadcasting
Union (GR), International Airport of Athens (GR), Mewcat (GR),
Radiotelevizija Slovenija (SI), Community Service Volunteer Media
(UK), Institute of Education — University of London (UK)

TARGET LANGUAGES: English, German, Greek, Slovenian

AGE GROUP: All

WEBSITE: <http://www.ea.gr/ep/inlet/>

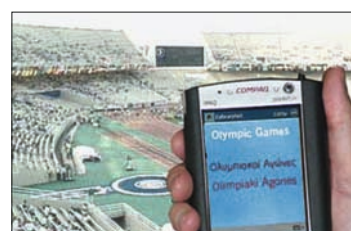
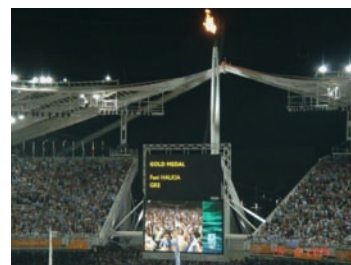
PROJECT DURATION: Start: 2003

End: 2004

FACTS

series of short Greek language lessons, in the form of sample dialogues that were sent by SMS to their mobile phone at regular intervals each day. These were accompanied by an electronic Greek mini-dictionary. As a follow-up, the project website provides information about more formal Greek language courses and learning resources.

INLET demonstrated the effectiveness of using a high-profile event with a 'captive' audience to promote language learning. By providing visitors with information that was relevant to their needs during their stay, the project sought to show the usefulness of knowing a few phrases in a foreign language. It also inspired similar initiatives to promote languages at the 2006 football world cup in Germany, the 2007 America's Cup in Valencia, the 2008 European football championships in Austria and Switzerland and the 2008 European swimming championships.



'Join the club!' – A warm welcome for language learners

'Join the club!' established a large network of community-based language clubs which aim to promote the learning of a language additional to one's mother tongue by non-traditional means. The project's main objectives were to increase language-learner autonomy and to raise language users' awareness of cultural differences among various countries and nationalities.

The project successfully started 40 language clubs in Germany, Spain, France, Latvia, Lithuania, Finland, Sweden and the United Kingdom, attracting people of all ages and occupations. Some clubs were open to the general public and some

were aimed at certain sectors. These included clubs specifically run for senior citizens, unemployed teenagers, librarians, county council employees and teachers. Clubs also took place in a variety of formal and non-formal locations.

To be able to give club facilitators a sound theoretical foundation to run such clubs, an online course developed by Hull University was offered, resulting in the production of multilingual language learners' packs and club facilitator packs. These enable people who were not part of the initial project to start and run their own clubs.



The methodology and network developed by 'Join the club!' is being extended through a new Lingua project called 'The language café', which seeks to build on the concept of café culture in order to provide a supportive environment in which language learning can take place. Like its predecessor, this project will target mainly adult learners and offer a non-traditional but structured approach in which learners will meet to learn in publicly accessible social spaces such as cafés, libraries, community centres or college or university premises.



PROJECT

COORDINATOR: Högskolan Dalarna

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PARTNERSHIP:

CEB Förbildningswerk (DE), M.T. Servicios (ES),
Lapin Yliopisto (FI), TV5 Monde (FR), Public Service Language
Centre (LT), Public Service Language Centre (LV), Järfälla
Kommun (SE), University of Southampton (UK)

TARGET LANGUAGES: English, French, German, Lithuanian,
Luxembourgish, Spanish, Swedish

AGE GROUP: 16 and above

PROJECT DURATION: Start: 2001

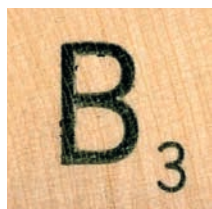
End: 2004

FACTS

JOYFLL – Join your grandchildren in foreign language learning

JOYFLL capitalised on the close intergenerational relationship between grandparents and grandchildren, with each motivating the other to learn languages through shared activities. It achieved considerable success with grandparents, for whom almost no language learning opportunities were previously available. In addition, it demonstrated to reluctant learners that the process of learning a foreign language can be fun, and did much to dispel the stereotype that languages can only be learned when you are young.

In many European countries children are looked after by their grandparents while their parents are at work. This is certainly the case in Bulgaria, Greece, Italy and Spain. Grandparents are expected to help out not only with everyday activities at home, but also increasingly with their grandchildren's homework. This was seen as an opportunity to motivate grandparents whose grandchildren were studying a foreign language to join in.



To overcome grandparents' reluctance to go back to school, the partners developed non-formal activities as a way of engaging their interest. They came up with the idea of games similar to those used in teaching young



PROJECT

COORDINATOR: Znanie Association

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E-mail: maria.stoicheva@gmail.com

PARTNERSHIP:

Sistemas Técnicos de Enseñanza
Consultores (ES), Western Greece Development Centre (GR),
Federazione Nazionale Insegnanti (IT)
TARGET LANGUAGES: Bulgarian, English, Greek, Italian, Spanish
AGE GROUP: Children and grandparents
WEBSITE: <http://www.znanie-bg.org>
PROJECT DURATION: Start: 2001
End: 2004

FACTS

children which improve memory skills. These games also added to the fun and helped to create a relaxed atmosphere in the classes. Making mistakes is never pleasant, particularly for adults, so the emphasis was on attaining survival-level competence and partial speaking skills. The grandparents enjoyed the social aspects of learning in informal clubs with the other grandparents, and they participated very enthusiastically in the various language competitions, pairing up in a team with their own grandchild.

There are hardly any precedents for promoting languages to this target group, and the project has attracted considerable interest and been cited and disseminated at numerous events all over Europe. It has served as an inspiration for many organisations which are now developing similar activities. Moreover, a very high percentage of learners kept up their language classes once the project ended.



‘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 institu-



tion 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.



PROJECT

COORDINATOR: Soros International House

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E-mail: daiva@sih.lt

PARTNERSHIP:

Hamburg Folk High School (DE), International House Milano (IT), Rastrum (LT), AcrossLimits Ltd. (MT), International House Wroclaw (PL), Fundatia EuroEd (RO), West of England Language Service (UK)

TARGET LANGUAGES: English, German, Italian, Lithuanian, Maltese, Polish, Romanian, Spanish, Turkish

AGE GROUP: 16 and above

WEBSITE: <http://www.learningbymoving.eu>

PROJECT DURATION: Start: 2005

End: 2007

FACTS

Lingoland – The European platform for children on the Internet

Lingoland developed an attractive Internet platform to promote linguistic and cultural exchanges between schoolchildren in different European countries. By enabling communication with native speakers in the same age group, the project succeeded in bringing the way of life of other countries to children in an immediate and meaningful way, thereby increasing their appreciation of other European cultures.

The project aimed to inspire children in primary and early secondary schools to learn about other European countries, languages and cultures and to promote exchanges between them. The project developed an Internet platform that allows teachers and pupils to contact each other and develop joint learning projects, with languages and cultures being introduced on the basis of entertaining, interactive tasks. This platform is divided into open and closed areas. The open area offers games and general information about languages and countries, and allows the testing of basic knowledge in five different languages through an interactive language quiz and a multimedia dictionary. The closed area is designed for schools wishing to carry out joint projects. In these cases, pupils from neighbouring countries participate jointly in a learning 'adventure' during which they must solve a series of linguistic problems, alone, together or in tandem.



Although the core target group was children aged between six and 12, the platform also engaged the teachers and, often, the parents of the pupils involved. The joint learning tasks succeeded in promoting a general linguistic awareness, self-study and creativity and in motivating the children to learn further foreign languages, while the teachers who worked with these tools had to adopt a new way of teaching, allowing their pupils greater independence, a more flexible timetable and more access to new technologies.

The project website currently receives an average of around 120 000 hits a month. Lingoland also attracted positive recognition from experts and received several prizes: the Comenius-Siegel 2005 (for an exemplary multimedia project); Giga-Maus 2005 (for the best online tool for primary school children); the Erfurter Netcode (for a high-quality online tool for children); and the European eLearning Award 'Eurelia' (for an outstanding project in the area of eLearning). The project promoters continue to receive specialist enquiries and invitations to present the project.



PROJECT

COORDINATOR: Universum Verlag

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PARTNERSHIP:

Charles University of Prague (CZ),
Arbeitsgemeinschaft Jugend und Bildung e. V. (DE), Universum
Online AG (DE), Association of Language Education Services (ES)
ARTE TV (FR), Talenacademie (NL)

TARGET LANGUAGES: Czech, Dutch, French, German, Spanish

AGE GROUP: 6-12

WEBSITE: <http://www.lingoland.net>

PROJECT DURATION: Start: 2002

End: 2005

FACTS

Lingu@net Europa – Help and advice for language learners

Lingu@net Europa provides support and resources for language learning. It helps learners understand their strengths and weaknesses, and points them towards ways to learn. It guides learners in a choice of over 3 700 on-line learning resources, gives advice on overcoming common problems, and provides motivational tips. Those who want to practise the language they are learning can find key pals 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.

This multilingual, online languages resource centre gives free access in 20 European languages to all advice, content and resources included on the site. It also offers resources for language teachers in all sectors of education and training.

Lingu@net Europa is a successful example of how technology and collaboration can help us share resources and expertise across country and language borders. It has been developed over the last decade by a dedicated and growing team of educational, technical and information science experts from throughout Europe. Anyone learning or considering learning or teaching a foreign language will find Lingu@net Europa an invaluable tool.

Lingu@net Europa has been selected as a winner of the prestigious US-based Merlot Award for Exemplary Online Learning. Moreover, the Lingu@net Europa site 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 education community around the world to enhance teaching and learning through the use of instructional technology.



PROJECT**COORDINATOR:**

CILT, the National Centre
for Languages

**CONTACT
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cilt.org.uk

PARTNERSHIP:

Full partners:

European Centre for Modern Languages (AT), European Centre
for Education and Training (BG), Goethe-Institut (DE), Institut
für Internationale Kommunikation in Zusammenarbeit mit
der Heinrich-Heine-Universität – IIK Düsseldorf e. V. (DE),
Handelshøjskolen Århus (DK), OÜ Miksike (EE), Instituto
Cervantes (ES), Universidad Politécnica de Madrid (ES),
European Confederation of Language Centres in Higher
Education – CercleS (EU), University of Jyväskylä (FI), Association
de Gèstion du Réseau des Centres d'Etude des Langues des
Chambres Françaises de Commerce et d'Industrie (FR), Centre
International d'Études Pédagogiques (FR), Institute for Language
and Speech Processing (GR), University of Iceland (IS), Public
Service Language Centre (LT), University of Malta (MT), De
Nederlandse Taalunie (NL/BE), Fundacja Nauki Języków Obcych
'Linguae Mundi' (PL), Instituto Camões (PT), Svenska institutet (SE)

Associate partners:

Generalitat de Catalunya, Secretaria de Política Lingüística
(ES), Helduen alfabetatze eta Berreuskalduntzerako Erakkundea
(ES), Xunta de Galicia: Consellería de Educación e Ordenación
Universitaria, Dirección Xeral de Política Lingüística (ES),
Istituto Nazionale di Documentazione per l'Innovazione e la
Ricerca Educativa (IT)

TARGET LANGUAGES: Basque, Bulgarian, Catalan, Danish, Dutch,
English, Estonian, Finnish, French, Galician, German, Greek,
Icelandic, Italian, Lithuanian, Maltese, Polish, Portuguese,
Spanish, Swedish

AGE GROUP: All

WEBSITE: <http://www.linguanet-europa.org>

PROJECT DURATION: Start: 2004

End: 2007

FACTS

Lingua Connections – the network for language projects

Lingua Connections is a network of language project partners whose goal is to collect useful tools and methods for the successful dissemination and promotion of language products while creating a forum for language promoters to meet online and exchange ideas about their experiences.

The Lingua Connections network promotes best practice in the promotion and exploitation of language projects, by maximising their impact and sustainability. It is based on the expertise of a network of Lingua project coordinators, who have shared their experiences to draw up concise, practical guidelines for the successful dissemination of language project methods and results.

The guidelines are published in nine languages (Bulgarian, Dutch, English, German, Greek, Italian, Lithuanian, Romanian and Swedish) and are available online from the project website. The website also contains a showcase of Lingua projects, the so-called 'Language postcards', along with information about language policy in the European Union and useful links for dissemination.



The guidelines brochure and a series of dissemination events in 10 countries will help publicise the website and promote the wider aim of the network, namely to facilitate links between Lingua coordinators and partners, the European Language Label community, partners in other EU-funded language projects and relevant organisations which could help to promote projects and support the networks behind them.



It is anticipated that Lingua Connections will become a self-sustaining network that will grow to include new Lingua projects and act as an exchange and guidance forum for the broader community of language project promoters.

PROJECT COORDINATOR: European Cultural Interactions

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 Fax: (30) 21 02 84 52 47
 E-mail: info@eurointeractions.com

PARTNERSHIP: European Centre for Education and Training (BG), Kulturring in Berlin (DE), Dinocroc (IT), Public Service Language Centre (LT), Talenacademie (NL), EuroEd Foundation (RO), Jarfalla Kommun (SE), CILT, the National Centre for Languages (UK), European Sport Linguistics Academy (UK)

TARGET LANGUAGES: All

AGE GROUP: All

WEBSITE: <http://www.linguaconnections.eu>

PROJECT DURATION: Start: 2005
 End: 2007

FACTS

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

PROJECT

COORDINATOR: Euroinform Ltd.

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E-mail: euroinformo1@
euroinformbg.com

PARTNERSHIP:

bfi Steiermark (AT), National Association of
Blind Entrepreneurs (BG), School for the Blind 'Helios' (GR),
Rochester Independent College (UK), Virtua Ltd. (UK)
TARGET LANGUAGES: Bulgarian, English, German, Greek
AGE GROUP: 16 and above
WEBSITE: <http://www.listenandtouchproject.org>
PROJECT DURATION: Start: 2002
End: 2004

FACTS

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.



Lolipop — The language portfolio online

The primary aim of Lolipop is to create an online, interactive version of the European Language Portfolio (ELP)⁽³⁾ for higher education purposes. It will be produced in a wide variety of languages ranging from those more commonly learnt and spoken, such as French and German, to lesser-used/taught languages such as Latvian, Norwegian and Polish.

Lolipop helps learners develop an awareness of their intercultural skills through a set of can-do descriptors for the intercultural dimension which match the existing linguistic can-do statements in the ELP.

Another aim of Lolipop is to develop descriptors, examples and interactive activities online, for use in the ELP's biography and dossier sections.

⁽³⁾ http://www.coe.int/t/dg4/portfolio/Default.asp?L=E&M=/main_pages/welcome.html



PROJECT COORDINATOR: School of Applied Language and Intercultural Studies, Dublin City University

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PARTNERSHIP: Paris-Lodron-Universität Salzburg (AT), Technische Universität Dresden (DE), Universidad de Granada (ES), Universidade de Santiago de Compostela (ES), École nationale supérieure des télécommunications de Bretagne (FR), Waterford Institute of Technology (IE), Public Service Language Centre (LV), Høgskolen i Telemark (NO), Polish Association for Standards in English (PL), Poznan University of Technology (PL), Wyższa Szkoła Ekonomii i Administracji im. prof. Edwarda Lipińskiego (PL)

TARGET LANGUAGES: English, French, German, Latvian, Norwegian, Polish, Spanish

AGE GROUP: Young adults

WEBSITE: <http://lolipop-portfolio.eu>

PROJECT DURATION: Start: 2004
End: 2007

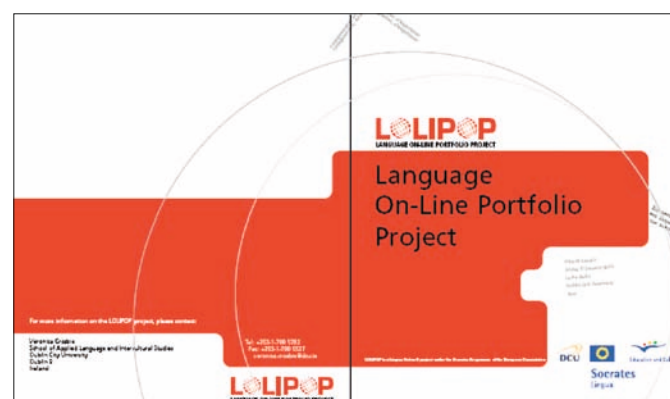
FACTS

A number of specific teaching approaches are supported by the project.

These include:

- integration of the profile and goals of the individual learner into course design and materials,
- learner autonomy,
- self-evaluation, goal setting, monitoring of progress, and active engagement with the learning process,
- student-centred and task-based learning,
- collaborative learning,
- computer-mediated communication to enhance learning potential and reach a wider audience,
- commitment to lifelong learning,
- awareness-raising among students and employers of the transferable skills developed through language learning.

The Lolipop e-portfolio will be offered as freeware to interested parties.



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

'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.



PROJECT

COORDINATOR: Raumstation GmbH

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PARTNERSHIP:

Mbo Herzoptiker (AT), Verband Wiener
Volksbildung (AT), Mer Ltd. (BG), Univerzita Karlova v Praze (CZ),
Deutsch-Polnische Gesellschaft Brandenburg e. V. (DE),
*fictionfarmer (DE), Helix (DE), Tschechisches Zentrum Berlin (DE),
Universität Flensburg (DE), Sprogcentrets Forlag (DK),
Talenacademie Nederland (NL), Prolog Szkola Języków Obcych (PL)

TARGET LANGUAGES: Czech, Danish, Dutch, Polish

AGE GROUP: 16-66

WEBSITE: <http://www.lost-in.info>

PROJECT DURATION: Start: 2004

End: 2006

FACTS

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.



PROJECT COORDINATOR: Radio France Internationale

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E-mail: lidwien.van-dixhoorn@rfi.fr

PARTNERSHIP: Radiofabrik (AT), Deutsche Welle (DE), Polskie Radio (PL)

TARGET LANGUAGES: French, German, Polish

AGE GROUP: 15-35

WEBSITE: <http://www.missioneurope.eu>

PROJECT DURATION: Start: 2004
End: 2007

FACTS

'Mum, Dad & Me – Toddlers' clubs' get the whole family involved in language learning

'Mum, Dad & Me – Toddlers' clubs' aims to make foreign languages accessible to pre-school children by introducing them to language learning in the company of their closest family members. Very young children – toddlers – attend language clubs with their parents, grandparents, sisters or brothers and become accustomed to other children and to the school environment. An additional objective is to familiarise their family members with the same language, if they do not know it already.

The project encourages language learning in the relaxed and informal atmosphere of the clubs through playing, singing, dancing, drama,

art, craft and computers. The involvement of parents in the process is of crucial importance and is an innovative aspect of the project. It is an important start to lifelong learning not only for the children, but also for their parents. By sharing their ideas in friendly and mutually-supportive groups, they too find it easier to study a language. In terms of personal development, the project provides support to mothers, who, while taking care of their children at home, may feel a little isolated and appreciate the chance to learn another language. It also gives fathers an equal opportunity to participate in their child's development.

PROJECT COORDINATOR: English Learning Centre Košice

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E-mail: elc@elc.sk

PARTNERSHIP: Modřanská základní škola Praha (CZ), Paritätisches Bildungswerk Köln (DE), Fast English Budapest (HU), Consorcio per la formazione professionale e l'educazione permanente (IT)

TARGET LANGUAGES: English

AGE GROUP: 2-3 and parents

WEBSITE: <http://www.elc.sk/en/mumdad.php>

PROJECT DURATION: Start: 2004
End: 2006

FACTS

Twelve clubs have opened, welcoming more than 150 children and parents in five countries. The majority of 'Mum Dad & Me – Toddlers' clubs' operate in kindergartens in the Czech Republic, Germany, Hungary and Slovakia, while others are operated by a language school in Hungary, by municipal authorities in Italy and by community centres in Slovakia. The network created among these pilot clubs is being promoted and extended at regional, local, municipal and community level. The concept is also being disseminated through a network of teachers trained in the project methodology.



‘Opening the door to language learning’

‘Opening the door to language learning’ tested a number of models of good practice in open language learning in different local and national contexts. It promoted learning outside the formal classroom, in a manner designed to suit the needs and interests of the learners. This was achieved by opening university resource centres to the public, providing independent learning packs to learners and resource centres, taking resources out to the public (e.g. in the local library or through language roadshows), providing online and distance learning, using drama to motivate learners, offering learner training and setting up study groups.

The target groups varied according to the learning model used. They included the local community in general, parents, young people, lapsed learners, unemployed people, retired people, people with special needs, and distance learners. They were given an opportunity to set their own



goals and enjoy learning without the stress of tests, exams or the need to attend long courses. This approach, which values all learning experiences, helps citizens and employers to see the value of lifelong learning.

The project changed attitudes among both learners and providers. Many of the former realised for the first time that they could learn languages in the way that suited them best and that there was a much wider range of resources available to them. For some partners, the project gave their institutions an opportunity to work in the local community, which for some universities was a new experience. In other cases, it helped create public-private partnerships where none previously existed.

PROJECT

COORDINATOR: University of Southampton

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Fax: (44) 23 80 59 48 15
E-mail: a.m.dickens@soton.ac.uk

PARTNERSHIP:

Lessius Hogeschool (BE), MT Educación y Formación (ES), Cambridge University Press (HU), National University of Ireland (IE), Vilnius University (LT), Sydnärkes Utbildningsförbund (SE)
TARGET LANGUAGES: Dutch, English, Hungarian, Irish, Lithuanian, Spanish, Swedish
AGE GROUP: 16 and above
WEBSITE: <http://www.opendoor2languages.net>
PROJECT DURATION: Start: 2002
End: 2005

FACTS

'Oneness' – Online language courses for less-used and less-taught languages

'Oneness' provides online courses for five of Europe's less frequently taught languages – Estonian, Finnish, Lithuanian, Polish and Portuguese. The curricula and methodology are based on the Common European Framework of Reference for Languages.

All five languages have a common course structure and learning materials at A1 level – with a user-friendly virtual classroom called 'Oneness city'. In addition to the 'language school', students can browse through the 'library' and its dictionaries, grammar compendium, laboratory of phonetics (pronunciation, intonation and accentuation), and compendium of phrases.



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PARTNERSHIP: Tartu University (EE), Finn Lectura (FI), Yleisradio (FI), Vytautas Magnus University (LT), Jagiellonian University (PL), Universitas (PL), New University of Lisbon (PT)

TARGET LANGUAGES: Estonian, Finnish, Lithuanian, Polish, Portuguese

AGE GROUP: Students and adults

WEBSITE: <http://www.oneness.vu.lt>

PROJECT DURATION: Start: 2003
End: 2006

FACTS

The 'information centre' contains a sociocultural introduction in English. The 'entertainment park' offers the student an original interactive computer game for self assessment. Finally, students and teachers can relax in the 'Internet café' chat room and forum.

Further information about the target languages (with survival phrases) and cultures can be found at <http://www1018.vu.lt>.



‘SignOn!’ – English for deaf sign language users on the Internet

The objective of this course is to teach deaf adults with basic English and Internet skills to use written English for international contacts (e-mail correspondence, reading English websites, etc.).

‘SignOn!’ consists of 10 lessons on Internet and deaf topics. The topics are of a varying complexity. There is no fixed structure, i.e. the users can choose the topics according to their individual interests or needs.

Each lesson contains a main text, which also introduces the most important words and phrases connected to the respective topic. Additionally, there are interactive exercises (multiple choice, matching and right order), which allow the users to check vocabulary, grammar, syntax, spelling and comprehension. More information and links serve to extend the users’ knowledge on their own. For this they can also use the ‘toolkit’ which refers them to online dictionaries and recommended websites for English as a second language.



'SignOn!' is a bilingual course. All of the main texts can be called up in the national sign languages of all the partner countries as well as in international sign language. Individual sentences and words/phrases are also available as sign language videos, as are the grammar explanations. The word/phrase section also serves as an online dictionary for the course.

PROJECT

COORDINATOR: University of Klagenfurt

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PARTNERSHIP:

University of Barcelona (ES), Finnish
Association of the Deaf (FI), Communication Centre for The Deaf
and Hard of Hearing (IS), Pragma Education and Development
Centre (NL), Møller Resource Centre (NO), University of Central
Lancashire (UK)

TARGET LANGUAGES: English

AGE GROUP: 18 and above

WEBSITE: <http://www.sign-on.eu>

PROJECT DURATION: Start: 2004

End: 2007

FACTS

‘Signs in the city’ – Using city signposts to promote languages

‘Signs in the city’ seeks to promote languages through city signs. It provides basic knowledge about different alphabets and elementary vocabulary for the visitor, while also introducing local authorities to innovative ways of promoting their languages through their cities – Dobrich, Birgu, Napflio, Gdansk and Alcalá de Henares.



Five ‘Signs in the city’ phrasebooks have been developed, one for each target language. The books include information about the respective alphabet and language, how to read the language and a narrative about the city; everyday phrases linked to the social aspects of the language; words and phrases for finding one’s way in the city; words and phrases for shops, restaurants and services; words and phrases linked to the most important places in the city; and words and phrases

describing the atmosphere of the city, including sports and games, music, dance, religion, celebrations, festivals, rituals, superstition, artistic expression, etc. Each city phrasebook includes over 60 photos, linked to certain phrases, that the reader is invited to identify as he/she walks through the city. These phrases are repeated in a CD accompanying the book.

The project website includes online versions of the phrasebooks, information about the languages and cities concerned, language quizzes and games. Also available is a documentary film about an open-air photo exhibition of city signs in Dobrich, with subtitles in all target languages.

‘Signs in the city’ is an example of how education can be taken out of the classroom. It involves the most

important actors in the promotion of a city's language and culture (local authorities, cultural institutions, the media, schools, businesses and the local tourism sector) and increases the possibilities for efficient and sustainable language promotion and intercultural dialogue. Local authorities and tourist offices have reacted enthusiastically to the project and are being encouraged to use this model for the promotion of languages and cities. Spin-offs from the project include the training of local guides to run special 'Signs in the city' tours, involving retired people as volunteers to promote their cities, as well as the development of town-twinning activities between the partner cities. The project has also generated interest elsewhere, with requests to adapt the 'Signs in the city' model to Kashubian, Romanian and Turkish.



PROJECT COORDINATOR: Dobrich Chamber of Commerce and Industry

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PARTNERSHIP: Polytechnic University of Madrid (ES), European Cultural Interactions (GR), University of Malta (MT), English Unlimited Gdansk (PL)

TARGET LANGUAGES: Bulgarian, Greek, Maltese, Polish, Spanish

AGE GROUP: 16 and above

WEBSITE: <http://www.signsinthecity.net>

PROJECT DURATION: Start: 2005
End: 2007

FACTS



Soccerlingua – Learning languages through football

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'.

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soccerlingua.net

PARTNERSHIP: Dialoge Sprachinstitut (DE), Lacunza IH (ES),
Culturalia (IT), Element Interactive (UK), Lavish Productions (UK),
Thin King Media (UK)
TARGET LANGUAGES: English, German, Italian, Spanish
AGE GROUP: 12–16
WEBSITE: <http://www.soccerlingua.net>
PROJECT DURATION: Start: 2003
End: 2005

FACTS

'Speech bubbles' – TV language programmes presented by children

'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.

PROJECT

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PARTNERSHIP:

Saint Kliment Ohridski (BG), Open Channel Berlin (DE), Canal 4 Segovia (ES), CFIE (ES), International School Toulouse (FR), Synthesi Teachers Society (GR), Circolo Didattico Velletri (IT), Prince Willem Alexanderschool (NL), Orsa Kommun (SE), Technical Museum Stockholm (SE), Thorn Grove County Primary School (UK)

TARGET LANGUAGES: Bulgarian, Dutch, English, French, German, Greek, Italian, Spanish, Swedish

AGE GROUP: 8-12

WEBSITE: <http://www.speechbubbles.net>

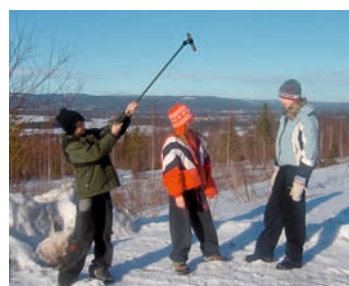
PROJECT DURATION: Start: 2003

End: 2007

FACTS

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).



‘Staging early foreign language learning’

‘Staging early foreign language learning’ focuses on the involvement of learners in primary classroom activities such as language games, role-play, singing, dancing and rhythmic work. Specific learning materials have been produced based on the concept of staging, which was originally developed through other Lingua projects.

Staging involves learning by heart and rehearsal (songs, chants, rhymes, stories). Vocabulary is built up through mime, action and role play. Fluency takes precedence

over grammatical perfection, with the emphasis on spontaneous, natural language.

The materials are designed for foreign language learning and teaching in primary schools and are geared specifically to child development and learning with all the senses. There are story-based as well as action-oriented phases involving staging, songs, rhymes, chants, raps and total physical response (TPR). It is the combination of all these elements which is the key to success.



The target languages are English and German. The variety of the materials, tools and media supplied by the participating countries contribute towards intercultural learning and awareness.

Published in two volumes, the materials are available in both print and multimedia formats.



PROJECT

COORDINATOR: NiLS

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TARGET LANGUAGES: English, German

AGE GROUP: 5-11

WEBSITE: <http://www.nibis.de/nli1/europa/index.php>

PROJECT DURATION: Start: 2003

End: 2006

FACTS

'Taste the language' – Language promotion through food

'Taste the language' promotes languages by organising free food and language taster sessions. These taster sessions take place in the framework of existing food festivals and culinary fairs along with similar events organised by the project partners. Food and drink are used as a catalyst for language learning and participants are encouraged to learn a little of a country's language at the same time as they sample its products.



The project targets learners from a wide range of social, professional, and educational backgrounds, including 'non-traditional' language learners. As such, it promotes the different possibilities that exist for studying languages, not only classroom-based courses but also alternatives such as self-study or e-learning. During the taster sessions, information about local language providers is disseminated to participants as a way of building upon their initial contact with a language.



PROJECT

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TARGET LANGUAGES: Dutch, English, French, German, Lithuanian, Luxembourgish, Portuguese, Romanian, Slovak, Spanish

AGE GROUP: Adults

WEBSITE: <http://www.tastethelanguage.net>

PROJECT DURATION: Start: 2005
End: 2007

FACTS

The taster sessions are supported by a series of taster booklets, each of which focuses on a different language. The taster website offers an online version of the taster booklets and also contains a taster recipe, written by the project management team. This is a good practice guide for people who are interested in setting up their own taster session.

‘Taste the language’ aims to show its target audience that it is worth making the effort to know at least some words and expressions in other languages. The taster sessions should help to enhance participants’ spoken communication in a foreign language and to create a more positive attitude towards languages that are not so well known.



Thematic index

Target languages/Project title

BG	Bulgarian for foreigners; EU&I; JOYFLL; Listen and touch; Signs in the city; Speech bubbles
CS	Bulgarian for foreigners; Fairy tales; FEEL; Lingoland; lost in ...
DA	Fairy tales; lost in ...
DE	Allegro; Bulgarian for foreigners; Dinocrocs; EBAFLS; EU&I; L'Europe ensemble; Fairy tales; INLET; Join the club; Learning by moving; Lingoland; Listen and touch; Lolipop; Mission Europe; SoccerLingua; Speech bubbles; Staging early; Taste the language
ET	FEEL; Oneness
EL	EU&I; FEEL; INLET; JOYFLL; Listen and touch; Signs in the city; Speech bubbles
EN	Allegro; Bulgarian for foreigners; CMC; Dinocrocs; EBAFLS; EU&I; l'Europe ensemble; INLET; Join the club; JOYFLL; Learning by moving; Listen and touch; Lolipop; Mum, Dad & Me; Opening the door; Sign on; SoccerLingua; Speech bubbles; Staging early; Taste the language
ES	Allegro; CMC; Dinocrocs; EU&I; L'Europe ensemble; Join the Club; JOYFLL; Learning by moving; Lingoland; Lolipop; Opening the door; Signs in the city; SoccerLingua; Speech bubbles; Taste the language
FR	Allegro; Bulgarian for foreigners; Dinocrocs; EBAFLS; EU&I; L'Europe ensemble; Fairy tales; Join the club; Lingoland; Lolipop; Mission Europe; Speech bubbles; Taste the language
GA	Fairy tales; Opening the door
IT	Allegro; Dinocrocs; EU&I; L'Europe ensemble; JOYFLL; Learning by moving; SoccerLingua; Speech bubbles; Taste the language

LV	FEEL; Lolipop
LT	FEEL; Join the club; Learning by moving; Opening the door; Oneness
LU	Join the club; Taste the language
HU	Fairy tales; FEEL; Opening the door
MT	FEEL; Learning by moving; Signs in the city.
NO	Lolipop
NL	Allegro; Bulgarian for foreigners; CMC; EU&I; Fairy tales; Lingoland; lost in ...; Opening the door; Speech bubbles; Taste the language
PL	FEEL; Learning by moving; Lolipop; lost in ...; Mission Europe; Oneness; Signs in the city
PT	CMC; EU&I; L'Europe ensemble; Oneness; Taste the language.
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SV	Allegro; EU&I; L'Europe ensemble; Join the club; Opening the door; Speech bubbles
TR	EU&I; Learning by moving
All	DissMark; Lingu@net Europa; Lingua connections





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