



# Nellip

Network of European Language Labelled Initiatives and Projects



## EXAMPLES OF BEST PRACTICE IN PROJECTS THAT WERE AWARDED THE EUROPEAN LANGUAGE LABEL

### ESTONIA



Education and Culture DG

Lifelong Learning Programme

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**Best Practice in  
Vocational Education and Training, Estonia**



## LanguageRobot

### Language Robot

The product created by the Academy of Security Sciences is a language simulator which uses voice recognition as a language tool for professional language training for border guards in Estonia and probably across Europe in the near future.

The simulator teaches professional language expressions used in everyday border guard work. Learners can train their language skills separately online or in a blended way in existing language courses. The first version of the simulator recognized and assessed the quality of speech based on the full sentence (i.e. whether the sentence was understandable by a customer or not).

The improvement of the program shows the misused word in the sentence. Exercises vary in level of difficulty and as a new development in 2012 the Academy of Security Sciences is going to create virtual reality work situations where learners have to choose the right sentence in order to progress with the work.

Right now the language robot beta version has only one language (English) but the aim is to develop further and within three years the product should be available for at least 20 different languages. The program is user friendly and self-developing — meaning that the more users use it the more different accents and language preferences will be available, which will make it even easier for the teacher to manage different exercises. The number of exercises is unlimited — therefore it can be used for many different tasks and professions in future.

The European security agencies such as Frontex and Cepol have already shown interest in the tool; therefore the product will have a huge user group and will give valuable vestment to European internal security by improving the quality of public service. The language robot is a perfect example of uniting different competencies of universities and the private sector. The original idea was developed by the language centre of the Public Service Academy with the help of the Tallinn Technical University and the private company 'Jukulab'.

All aspects of the project are associated with language learning (learners, teachers, materials and methods) and the needs of learners have been taken into account; it increases motivation for learning and teaching of languages; it represents real innovation and will serve for qualitative as well as for quantitative improvements; it has a European dimension and addresses linguistic diversity. The project is important from the point of view of national as well as European security.

### Project coordinator

Academy of Security Sciences

### Contact details

Academy of Security Sciences

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### Partnership

AS Jukulab (privat company)

Tallinn Technical University (Fonetics Institute)

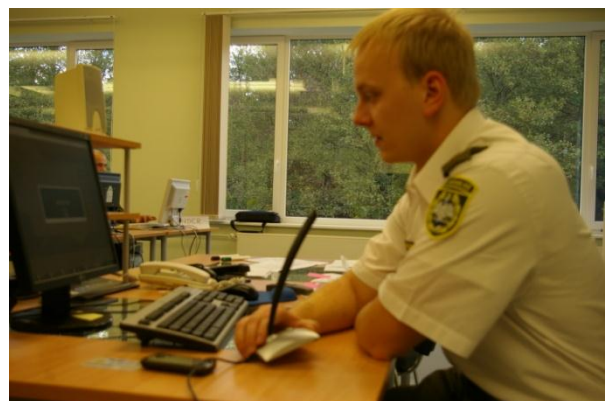
### Web site

[www.keelerobot.eu](http://www.keelerobot.eu)

### Project duration

1 year

2011



[http://projects.pixel-online.org/nellip/CS\\_scheda.php?art\\_id=140&tla=&sec=&cou=12&yea=](http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=140&tla=&sec=&cou=12&yea=)

**Best Practice in  
Adult Education, Estonia**



## Mnemo 25 Method

Mnemo25 method offers the opportunity to learn two languages at the same time during 2 months. The method provides video course and a supervisor for individual learning. One of the languages is being used as a base language. The learning process includes intensive memory training and does not depend on the location of the learner. In this project, it is important to increase the motivation to learn, interact and grow.

MNEMO25 - The training material is represented in the subsensory range of perception in the suggestological part of the film and during this phase words are memorized at the unconscious level. The time for demonstrating of one pair of words (a foreign word and it may be Russian, Estonian, English or more equivalent) in 80 milliseconds. It is recommended to be focused on the information demonstrated on the screen during the suggestological part of studies.

It should be mentioned that the efficiency of training in the subsensory mode of perception is fully depends on the extent of trainee's concentration on the training material.

It is not allowed to draw the attention to anything else or to think of anything else. No need to strain yourself trying to memorize words since they are memorized (unconsciously) at the subconscious level. At the second stage it is advised to combine repeating words in mind together with the articulation. Only at the third stage, after words have stuck in mind you may pronounce words aloud after an announcer.

Statistics demonstrates that every 60 hours a person can assimilate 2000 foreign words as a minimum; a capable learner can assimilate up to 6000 words. The result does not depend only on the capabilities of a trainee. The material on videotapes is divided into specific lessons. A trainee can study 1 to 6 lessons a day. The frequency of lessons depends on the personal fatigue. If a trainee studies 6 hours each day he will assimilate first two thousand words within 10 days, if he studies just 3 hours a day - he will assimilate them. Within 20 days, if only one hour - it will take 2 months.

Fast languages language study method Mnemo25 allows an individual, independent, and also a coach to quickly acquire the basic 3-4 thousand words, development of rapid reading skills and maximize the awareness and consciousness of channels.

Mnemo25 method: you can learn at home with the whole family, you are the master of your time, a simple usage; you can also learn 2 languages at once.

### Project coordinator

Linguajet Mnemo School

### Contact details

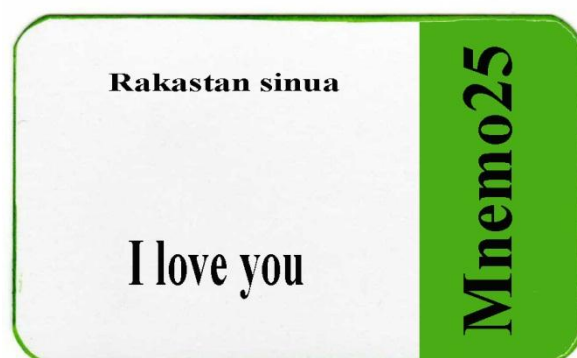
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### Web site

<http://www.linguajet.ee>

### Project duration

12 years  
2001-2012



[http://projects.pixel-online.org/nellip/CS\\_scheda.php?art\\_id=155&tla=&sec=&cou=12&yea=](http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=155&tla=&sec=&cou=12&yea=)



## **Best Practice in Adult Education, Estonia**



## **A Web-based Course in Norwegian**

The aim of the project was to create opportunities for teaching and learning the Norwegian language. The learning material and the content of the course consider also the needs of individual learners. The course is for beginners as well as for intermediate level learners; it has been divided into 5 chapters according to the themes. Each theme consists of introduction to the theme, grammar and expressions part; vocabulary and expressions have been supported by voice thread. Each chapter ends with a "culture corner" and with facts about Norway, the learner has also a choice of links connected with the theme.

There was a huge increase of demanding Norwegian language courses from 2007, the groups were filled up quickly in every language school that provided Norwegian. Obviously that was one of reasons that NGO (MTÜ Norra Sõbrad) and especially those whose area was language teaching got enormous amount of questions and emails from people who wanted to learn Norwegian individually or by web/email. This was the starting point. The starting point of developing the course matched well with annually Adult Learners Week. So the team tried to unite these objects and develop an introducing course that also served the aim to introduce web-based learning in adult learning.

As the result of the web course and presenting it in 2009 at Adult Learners Week, the course is still available and actively used. We can see the statistics of clicks and feedback we get. We have developed a feedback form that we ask to fill in after finished 5. lesson.

The users have indicated their interest to see more lessons coming. Unfortunately the course providers haven't had chance to fill upon this wish. The course providers would like to develop the course and adjust it since it's now getting some years from starting point and the course needs some refreshing. In order to do that there is a need for work team and good time schedule. This course was established as a product of voluntary work. In order to work more with this course there is need for more professional input.

It is a very innovative and popular approach to learn a language and culture together - each theme consists of introduction to the theme, grammar and expressions supported by voice thread. Each chapter ends with a "culture corner" and with facts about Norway, the learner has also a choice of links connected with the theme.

**Project coordinator**  
NGO MTÜ Norra Sõbrad

### **Contact details**

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### **Web site**

[www.norramaa.blogspot.com](http://www.norramaa.blogspot.com)

### **Project duration**

4 years  
2008-2012



[http://projects.pixel-online.org/nellip/CS\\_scheda.php?art\\_id=141&tla=&sec=&cou=12&yea=](http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=141&tla=&sec=&cou=12&yea=)

**Best Practice in  
School Education, Estonia**



## Tallinn-Berliin: Eesti-Saksa kulutuurisõnastik

The project dealt with the history of Tallinn and Tallinn as Cultural Capital 2011. 15 students from Tallinna Õismäe Gümnaasium and 15 students from Humboldt-Schule Berlin as well as their teachers participated in the process of developing the questions on the project theme. The students read texts on country study in German lessons and during the class exchange.

Estonian pupils prepared and organized a guided tour for the German pupils. From these texts, 300 thematic words and phrases were selected and inserted in a German-Estonian mini-dictionary. The dictionary became very popular among pupils. The dictionary gives the explanation of terms concerning linguistics as well as history. This dictionary can be successfully used in German classes.

Tallinn Õismäe Gymnasium has a long experience in co-operation with Berlin Humboldt-Gymnasium (since 1989) and in advanced German teaching. Our pupils can learn different foreign languages: English, German, Russian, French, Finnish. In 2011 Tallinn was one of the cultural capitals in Europe. The choice of the aim depended on that fact.

The project consisted of two parts: 1) four Internet online-competitions *Who? When? Where?* between German and Estonian pupils (15 and 15 pupils) during five month; 2) a visit of the pupils from Berlin in Tallinn in May 2011. In September the Estonian pupils visited Berlin. The aim of the 8-days visit will be the same but opposite: the Estonian pupils learned the history of Berlin. The pupils use their knowledge and skills in communication in their everyday life.

The project resulted in good knowledge in the history and culture of Tallinn – the cultural capital of Europe 2011 and a bilingual Estonian-German vocabulary (about 300 words) of culture.

### Project coordinator

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### Partnership

Berlin Humboldt-Gymnasium

### Web site

<http://www.oismae.tln.edu.ee>

### Project duration

1 year

2010-2011



[http://projects.pixel-online.org/nellip/CS\\_scheda.php?art\\_id=156&tla=&sec=&cou=12&yea=](http://projects.pixel-online.org/nellip/CS_scheda.php?art_id=156&tla=&sec=&cou=12&yea=)