



Education and Culture DG

Lifelong Learning Programme



LANGUAGES

# Creativity and Innovation

EUROPEAN SUCCESS STORIES



Multilingualism

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# Language learning, creativity and innovation

Today European society is changing at an unprecedented rate as a result of globalisation, technological advance and an ageing population. Europeans are also becoming increasingly mobile. There is more interaction among counterparts from different countries and a growing number of people live and work outside their home country. This means that the day-to-day experiences of many Europeans are becoming more international and, hence, more multilingual. Language skills and multicultural competences are becoming more important on the European labour market and in a European society with a wide variety of traditions and cultures.

Multilingualism is an asset for Europe. It serves as a bridge to other people, countries and cultures. It underpins labour mobility. It enhances creativity, employability and competitiveness. The challenge we face is to raise awareness of the value and opportunities of Europe's linguistic diversity, breaking down the barriers to intercultural dialogue and promoting multilingualism as a fundamental tool for prosperity.

Language learning and linguistic diversity contribute to enhancing creativity and innovation at all levels of education and training, which has been highlighted as a priority by the European Commission until 2020. There is a clear link between multilingualism and creativity because knowledge of languages gives access to other ways of thinking and to other cultures, reinforcing our creative capacities. This in turn has a positive impact on innovation.

The European projects included in this brochure were developed with the support of the former Lingua action. The same objectives are enshrined in the current Lifelong Learning Programme, the umbrella programme for European cooperation in education and training from 2007 until 2013. The programme contains a wealth of opportunities for language projects and it will bring fresh impetus to transnational cooperation in the field of language learning and teaching.

The projects set out in this brochure are examples of the dedication and commitment of all the people involved. I know that thousands of European citizens benefited from them. I feel confident that these creative and innovating initiatives will be a source of inspiration for our future project coordinators.



A handwritten signature in black ink, appearing to read 'O. Quintin'.

**Odile Quintin**

*Director General for Education and  
Culture of the European Commission*

# Key Activity Languages

4 | Many different languages co-exist harmoniously in Europe. Languages are an integral part of our identities and cultures and linguistic diversity was always a fact of life throughout European history. Knowing languages gives access to new information, to other ways of thinking and to other cultures, which reinforce the capacity to create and innovate.

The European Union promotes the linguistic and cultural diversity of its peoples. It does so by supporting the teaching and learning of their languages. One of the objectives of the Lifelong Learning Programme (LLP), the European programme in the field of education and

training, is to promote language learning and linguistic diversity in Europe. This objective is implemented by supporting linguistic activities and projects through the different LLP sub-programmes. In the transversal part of the programme a specific “key activity Languages” is entirely devoted to the cause of languages.

This key activity succeeds the Lingua action which was one part of the former European education programme Socrates II. The aims of the key activity are to raise awareness of the importance of linguistic skills and its links with creativity and innovation, boost access to language learning resources and develop teaching materials. It supports:

## Why do individuals learn languages?



Source: Eurobarometer “Europeans and their languages” February 2006

a) Multilateral projects to develop innovative language learning materials, including online courses, instruments for language testing, the promotion of language awareness and access to language learning resources.

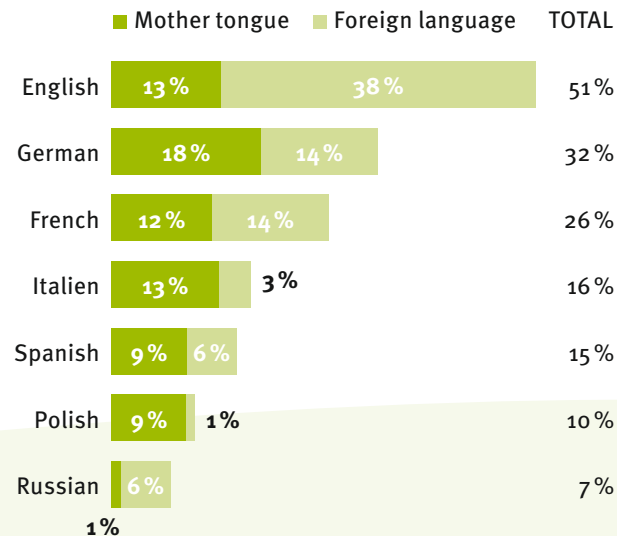
b) Networks to promote languages policies and disseminate project results and good practices.

Any language (worldwide) is eligible for funding under these multilateral projects and networks, including European regional or minority languages.

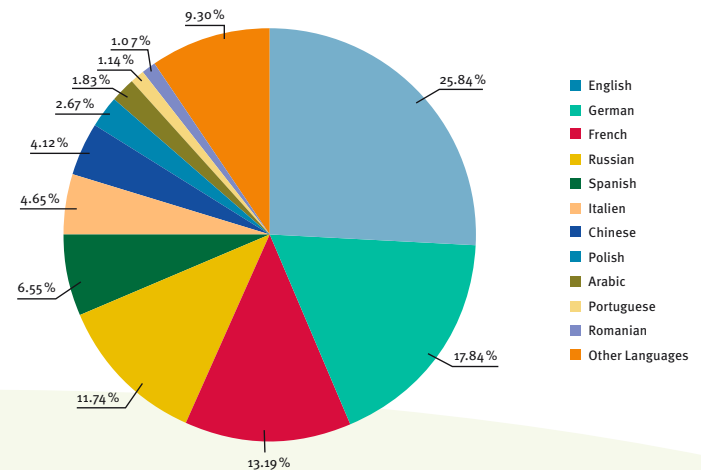
Other initiatives include promotion, marketing, publicity and information campaigns, as well as conferences, studies and the development of statistical indicators in the field of language learning and linguistic diversity.

### The starting point































#### Languages most commonly used in the EU



### Languages European companies need in the next 3 years

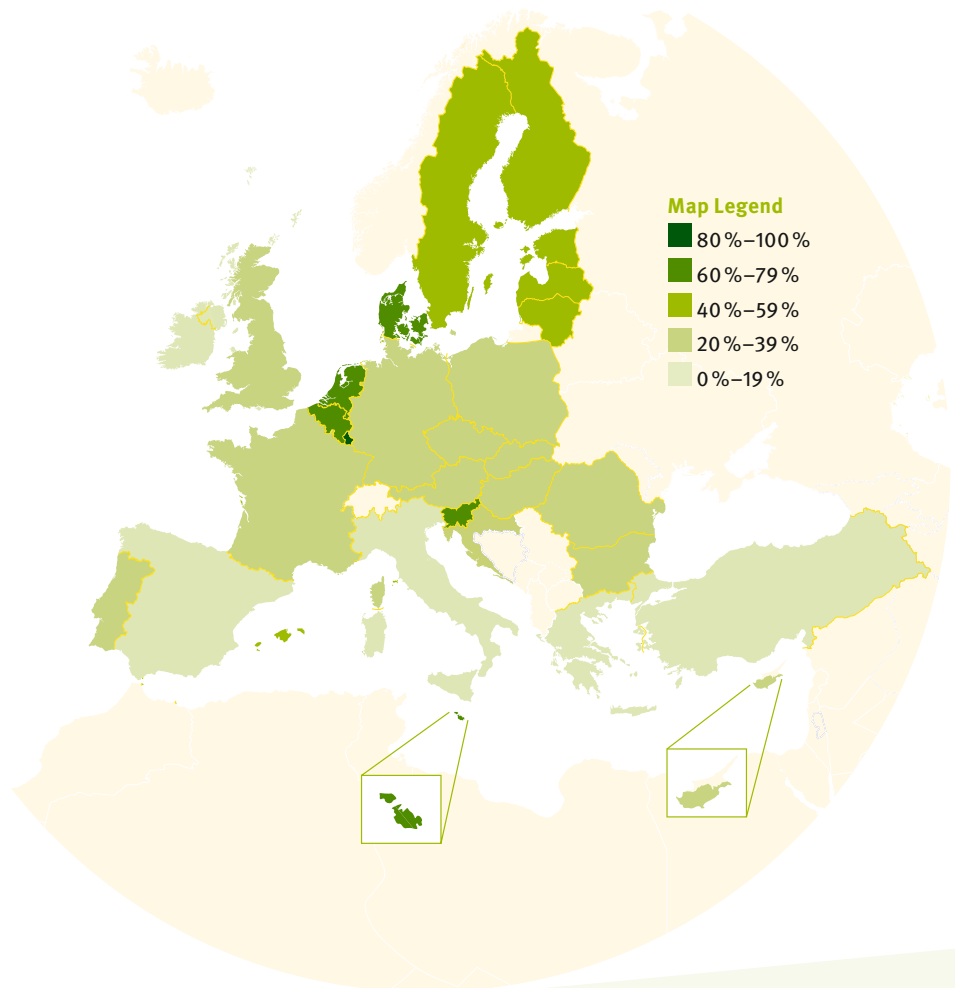


Source: Elan study 2007

Country Results		
	Luxembourg	92%
	The Netherlands	75%
	Slovenia	71%
	Malta	68%
	Belgium	67%
	Denmark	66%
	Estonia	58%
	Latvia	51%
	Lithuania	51%
	Sweden	48%
	Slovakia	48%
	Finland	47%
	Austria	32%
	Poland	32%
	Czech Republic	29%
	European Union (25)	28%
	Germany	27%
	Hungary	27%
	Portugal	23%
	Cyprus	22%
	France	21%
	Greece	19%
	United Kingdom	18%
	Spain	17%
	Italy	16%
	Ireland	13%
Other Countries		
	Croatia	36%
	Bulgaria	31%
	Romania	27%
	Turkey	5%

Question: Which languages do you speak well enough in order to be able to have a conversation, excluding your mother tongue?

Answers: At least two languages



# A.P.P.L.E. – multimedia for young children’s language education

A.P.P.L.E. – Autonomous Package Preschool Language Education – has developed a tool to introduce English and French to pre-school (3–4 years old) and kindergarten (5–6 years old) children in six countries, using multimedia, cartoons and 3D animation.

The product of A.P.P.L.E. is six different versions of the same material, adapted for children in Bulgaria, Estonia, Greece, Poland, Romania and Turkey. The DVD ROM and printed books have the same content for foreign language and technical material, but they are presented differently according to the native language environment at home or in the kindergarten. The structure of 80 lessons contains vocabulary, songs, animations, sounds, entertaining games and over 100 craft ideas from countries with different cultural backgrounds. The content motivates children with its natural approach to foreign-language

learning through craft activities that reinforce their creativity and the development of their cognitive and motor skills. The methodology can work with older children and demonstrates European added-value with its innovative approach that also promotes countries’ cultural uniqueness.

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Wyższa Szkoła (PL), Danmar

Computers (PL), Scoala Cu

Clasele I-Vii Horlesti Rediu

(RO), Langley First School

(UK), Hayal Çocuk Evi (TR)

## WEBSITE

<http://www.appleproject.eu>

## PROJECT DURATION

2005–2007



# Barrier-free language learning – an approach designed for adults with learning disabilities

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The “English Without Frontiers” project has developed a course to teach English as a foreign language to adults with intellectual disabilities or learning difficulties. It consists of a CD which contains the method, the syllabus and accompanying materials.

The project has created a teachers’ guide covering theory, methods and curriculum materials, activities and worksheets. This accompanies a DVD and CD-ROM with additional materials (worksheets, flashcards, a special bilingual dictionary, video-clips of English speakers and interactive computer activities). With its useful language for a wide range of target groups with diverse learning abilities, the product motivates and challenges those who want to learn English for a job, to communicate when abroad during holidays or exchange programmes, or just for fun. The innovative and creative approach allows

flexible learning in small steps, with frequent repetition, rehearsal of vocabulary and a variety of responses to new language. At the same time, it increases self-esteem by focusing on realistic 'ready-to-use' English for direct personal contacts in conversations about everyday topics.



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**WEBSITE**  
<http://www.englishwithoutfrontiers.com>

**PROJECT DURATION**  
2005–2007



# EKM – an interactive computer course in colloquial Estonian

The EKM (Eesti Keel Ja Meel) project has developed an interactive computer-based audio/video course for learning spoken Estonian in a broad cultural context. The course is aimed at adults interested in learning the language and acquiring knowledge about Estonia for cultural and business purposes.

EKM includes a practical guide to grammar and vocabulary, practical phonetics, a series of lessons, a system of exercises, a dictionary, an instructional video for developing communication skills, authentic audio recordings for phonetics, cultural information, and an interactive computer-based course. It is adapted to eight target languages (Danish, German, Greek, English, French, Hungarian, Italian and Romanian) and is a challenging and well-structured multilingual tool suitable both for independent and guided language learning. The flexible

platform allows similar courses to be created in different contexts and cultures – particularly other less-widely used and less-taught languages.

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cation (IT), Soros Educational Center Foundation (RO), International House Newcastle (UK), The School of Languages Leeds Metropolitan University (UK)

## WEBSITE

<http://www.>

[estonianlanguageandmind.com](http://www.estonianlanguageandmind.com)

## PROJECT DURATION

2004–2006



# Euromobil II – preparing exchange students to acquire new language skills

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The Euromobil II project is an interactive multimedia language learning and information programme aimed at exchange students. It is linked to the web and uses video recordings in Czech, French, Polish, Portuguese and Romanian.

Euromobil offers exchange students the opportunity to prepare themselves efficiently for their stay or study abroad. It enhances not only students' language skills but also their knowledge of the culture and social conventions of the host country and university. The product consists of CD-ROMs/DVDs featuring authentic and semi-authentic recordings. It can be used for different languages at different levels and with different contents and target skills according to the specific needs of the exchange

students in the target country. Modules include language training, information on the language and culture of the host country, a vocabulary glossary, and methodological, technical and linguistic help. The course develops listening and reading comprehension, vocabulary, and interaction strategies and evaluates oral communication and discussion, writing and speaking.



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(PT), University of Bucaresti  
(RO), University of Jyväskylä  
(FI)

## WEBSITE

<http://www.euro-mobil.org>

## PROJECT DURATION

2005–2007

# Language Festivals – encouraging learning for fun

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The Language Festivals project encouraged interest in foreign languages among members of the public so as to promote language learning. Activities included language for food, language for sport, language for the internet, language for travelling and language for music.

The target groups of the project included people who had never tried to learn a foreign language before, people who were discouraged by negative experiences, non-traditional and older learners, socially excluded people and entrepreneurs/employers. To raise interest among the general public, week-long language festivals were organised, with the opportunity for people to try language learning for fun and with a range of activities chosen by local partners. Each of the six partners in the project

– representing the Spanish, Czech, German, English, French, and Italian languages, organised a festival. One teacher and one student from each of the other partners attended each festival, which permitted professional development, foreign-language skill enhancement by staff and students and intercultural dialogue. The festivals also provided the base for a strong and self-sustaining network of professional organisations and teachers.

## PROJECT COORDINATOR

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The Adult College (UK)

## WEBSITE

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

## PROJECT DURATION

2005–2007



# Mission Europe – online immersion in other cultures

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Mission Europe is a radio serial that invites listeners to follow a bilingual detective plot featuring a computer player who joins virtual heroines on adventures in France, Poland and Germany.

Based on a matrix in English, Mission Europe offers the opportunity for immersion in the world of languages with three adventures, “Mission Berlin”, “Mission Krakow” and “Mission Paris”. These 26 episodes of 5 minutes each are available in four bilingual language versions on podcast and MP3 format. Supporting material includes language and culture guides with online quizzes, a glossary, a press dossier, city highlights and a demo mission pack on CD. Language is presented within the wider cultural context through vivid interaction, making the material suitable for a wide range of users. Target groups are addressed directly and a wide range of their skills and capacities

are challenged. The technology helps foster cultural awareness and linguistic diversity, giving a linguistic tool additional value in providing insights into a country, its language and its culture.



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Radio (PL)

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

**PROJECT DURATION**  
2004–2006

# NetDansk – online teaching of Danish as a Foreign Language

NetDansk has created materials for a course in Danish as a foreign language, for classroom teaching and for individual learning. An online version to intermediate level supplements a parallel print-based course in basic Danish.

The course is intended for students, young researchers or employees. NetDansk<sub>1</sub> is a printed course which covers basic Danish grammar and vocabulary. NetDansk<sub>2</sub>, the attractive and user-friendly online version designed for individual access and learning, is organised around themes and topics related to Danish culture and daily life. The material is supported by a User's Guide and a Teacher's Guide as well as a toolbox containing links for learning

material, pronunciation, grammar and a dictionary. The course addresses target groups' competences and improves their language knowledge at the same time as it promotes cultural awareness. The material can increase motivation for learning, since it permits three different speeds to accommodate individual learning styles, and it provides diagnostic tools for self-assessment.

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(DK), University of Limerick  
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di Roma "La Sapienza" (IT),  
Jyväskylä Yliopisto (FI)

## WEBSITE

<http://netdansk.asb.dk>

## PROJECT DURATION

2002–2004



# Programación – tools for student-centred language learning

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Programación produced a language informatics tool making it easy for teachers to create professional-quality customised cue-card sets for games used in oral work. This has helped to satisfy the increasing demand for teaching materials to meet a student-centred approach to language learning.

The project combined database technology, contrastive linguistics and student-centered didactics in an application that enables teachers to create complex cue-card games for oral practice in class. A user-friendly interface allows teachers to select or add information relevant to class objectives, and to adapt the cue-cards to pupils' gender, age, number and native language. A database with all words and sentences indexed by morphological

and semantic similarities permits input to be adjusted in contrastive relation with the students' native language. Cognates and false cognates can be included or excluded at will. The result, available in Spanish, German, Italian, Hungarian, and Polish, provides organised but adaptable linguistic inputs to plan class activities strategically. The cue-cards, once created, are printable. The partnership brought together educational institutions with companies from the informatics, engineering and publishing sectors.



## PROJECT COORDINATOR

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w Lodzi (PL)

## WEBSITE

<http://www.program-accion.com/>

## PROJECT DURATION

2004–2006

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