



# dissmark

## **DissMark II**

Dissemination, Marketing and Networking Conference &  
Project Fair for Socrates Project Coordinators and Partners

11-14 October 2007  
Tallinn

Project Coordinator:

International House Tallinn / OÜ Teadmine ja Tarkus, Estonia

Project Partners:

EuroEd Foundation, Romania

Public Institution Public Service Language Centre, Lithuania

Soros International House, Lithuania

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# Lingua 1

**BRET (Bulgaria-Romania-Ellas-Turkey):****“Language Bridges Encouraging Tolerance”**Website: [www.cei-bg.org/bret](http://www.cei-bg.org/bret)

<b>Programme/ ActionReference No</b>	Ref. No 117006-CP-1-2004-1-BG-LINGUA-L1
<b>Project objectives &amp; results to date</b>	This project aimed at the promotion of learning of BG, GR, RO and TR and at raising the public awareness about the advantages of learning Bulgarian, Greek, Romanian and Turkish. It also aspired to build tolerance and to encourage the mutual understanding and respect for the differences and ‘the otherness of the Other” among its targeted groups. The project (fully implemented by the end of December 2006) has succeeded to achieve its planned results and to meet its main challenge – simultaneous promotion of four languages with different affiliation (Indo-European and Ural-Altaic), using 3 different alphabets. The project brought together a variety of actors – educational and cultural institutions, private and state media – united to foster together the transmission of fundamental values such as tolerance and sensitivity towards cultural sameness and difference. The project goals were achieved through the successful organization of a promotional campaign following a developed project promotional strategy, 6 language weeks presenting the four languages and cultures in the partner countries, six issues of project electronic bulletin, presenting the stages of the project implementation, an International Student Language Camp, well developed project web site with plenty of materials and a project CD-ROM with the most attractive project activities and results presented there. As one of its biggest success the implementers see the pupils’ active involvement in creation of language games as supportive in foreign language learning.
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	The project received extremely warm welcome from the students and teachers in all partner countries as well as the developed under the project promotional strategy for project promotion has met the need of such material in the NGO sector. So we decided to build on it the further dissemination of the project results. The developed by the project two illustrated brochures and CD-ROM were spread through educational and cultural centers and libraries as well as through expert-consultative centers and NGO network. The web site (which the Center for Educational Initiatives maintains opened) presents all important project materials and it is still visited (which is evidenced by e-mails and calls asking for additional information on the project). The established model of language promotion through language weeks were presented at schools and its know-how transferred to interested teachers and other educators. Through a developed PowerPoint presentation additional to the printed materials the project has been presented at three valorization conferences – in Romania, Bulgaria and Austria as well as in other events. The project partners have achieved an understanding of expanding the project in a future call after achieving approval of the final report and one of the project results has appeared to be the established sustainable partnership as the partners (in different groupings) have already developed and submitted three new partner projects.
<b>Project Coordinator (institution)</b>	Center for Educational Initiatives (CEI), Sofia, BULGARIA <a href="mailto:cei@mail.orbitel.bg">cei@mail.orbitel.bg</a>
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<b>Partner Institutions/ Countries</b>	Bulgarian National Radio (BNR) – BULGARIA; Intercultural Co-operation Foundation (ICCF) – BULGARIA; Verein zur Förderung und Unterstützung von Freien Lokalen Nichtkommerziellen Radioprojekten (abbreviated ‚Radio Orange’) – AUSTRIA; CENTRUL EDUCATIA 2000 – ROMANIA; First International Istanbul/ OZEL BAGDAT YABANCI DIL VE EGITIM MERKEZI VE OKUL GERECLERI SANAYI LTD.STI. – TURKEY; Northumbria International School of English Ltd – IH Newcastle – the U.K.; ΕΥΡΩΠΑΪΚΗ ΑΝΑΠΤΥΞΙΑΚΗ ΚΑΙ ΕΚΠΑΙΔΕΥΤΙΚΗ ΕΤΑΙΡΕΙΑ (European Educational and Development Association) – EURANEK - Greece

# eEuroinclusion: Developing a PanEuropean Network of LWULT Languages

www.eeuroinclusion.org



<b>Programme/ ActionReference No</b>	Lingua 1 (EAC/45/2003) num. 2003-341
<b>Project objectives &amp; results to date</b>	Different national databases about European LWULT languages have been developed through the web. In these databases there is information about the languages and services offered by different institutions and organizations, not only the ones participating as partners in the project. This information is complemented with a forum devoted to linguistics, languages, teaching and dissemination. The Pan-European conference for the Association of LWULT languages and a set of articles about methodology experiences and transfer (A Communicative Student-Centered Approach to Teaching; Learn your Student; e-Learning, Languages and Things that You Cannot Leave Behind, etc.) were born as a consequence of the project. The main objective of the project is to act as a portal for disseminating, keeping informed and maintaining contact with all the European LWULT languages centres. The reason for this is to both maintain, provide awareness and promote the European educational and cultural heritage. eEuroInclusion gives LWULT LRCs greater visibility at the European level. The exchange of knowledge, expertise and experiences among the centres devoted to LWULT languages is envisioned as a common European enrichment, but the project also aims to act as a channel of information for seekers of the services providers. eEuroinclusion has been constantly updated about language resource centres (LRC's) activities, and also about European projects and conferences. It has also acted as a disseminating tool for other institution events and for Socrates projects and activities. This has been provided through the following web sections:1. News and Events2. Courses and Resources3. Research: (general language, LWULT languages, methodology on LWULT languages, linguistic miscellany, literature, culture, other)4. Jobs5. Forum
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	From the point of view of teaching, the project has informed and promoted the contact with linguistic services centres of different types: traditional teaching centres, online teaching, autonomous learning centres, centres devoted to the design of materials (either aimed to paper-based or on-line publication). The different countries partners have used several dissemination channels at local, regional,national or international levels (conferences, congresses, fairs, etc.). Also information about theproject has been sent to other languages centres, schools, embassies and consulates located in the participant countries. Another dissemination channel has been www.linguanet-europa.org The main achievement and success of eEuroinclusion has been DISSEMINATION, because it has not simply been limited to transferring information about the project itself or LWULT languages. eEuroinclusion has gone one step forward by acting as a strong and main channel of dissemination of other projects. It has also kept teachers, students and seekers of services of European less popular languages in contact. Among the latest activities and projects disseminated through the web, we can mention:- the project UNIQUE, with the objective of implementing a standardised methodology for teaching less popular European languages. - the DissMark Conference and the Survival kit for linguistic projects successful dissemination, exploitation and valorisation of educational products.
<b>Project Coordinator (institution)</b>	Euroed Foundation, Iasi, Rumanía
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<b>Partner Institutions/ Countries</b>	1- Euroed Foundation, Iasi, Rumanía (coordinador). 2- Karel De Grote-Hogeschool, Brussels, Bélgica. 3- Martin-Luther-Universität, Halle – Wittenberg: the division Adult Education - General and Cultural Education and New Media, Alemania. 4- Europaischer bund für bildung und wissenschaft, Frankfurt am Main, Alemania. 5- Institute for Language and Speech Processing, Maroussi, Grecia. 6- Universidad Politécnica de Madrid, Spain. 7- ISAI Ltd, Itä-Suomen Aikuisinstituutti (Adult Education Institute of Eastern Finland), Joensuu, Finlandia. 8- PIXEL, Florencia, Italia. 9- Nova College, Amsterdam, Holanda. 10- Österreichisches Sprachen-Kompetenz-Zentrum (ÖSpK or OeSpK) Austrian Centre of Competence in Modern Languages, Graz, Austria. 11- FLEP, Lisboa, Portugal. 12- ISAI Ltd, Itä-Suomen Aikuisinstituutti (Adult Education Institute of Eastern Finland), Joensuu, Finlandia. 13- Högskolan Dalarna, Dalarna University, Suecia. 14- CILT, Reino Unido. 15- University of Southampton, Subject Centre for Languages, Linguistics and Area Studies (LLAS), Reino Unido. 16- Sigurður Nordal Institute, Reykjavik, Islandia. 17- Voksenopplæringsforbundet, Oslo, Noruega. 18- The European Centre for Education and Training (ECET), Bulgaria. 19- The Institute for Language and Preparatory Studies (ÚJOP UK), Praga, República Checa. 20- International House Tallinn / OÜ Teadmine ja Tarkus, Estonia. 21- The School of Modern Greek at the University of Cyprus, Chipre. 22- Public Service Language Centre, Riga, Letonia. 23- Valstybės Institucijų Kalbų Centras – Public Service Language Centre, Lituania. 24- NovoSchool, Budapest, Hungría. 25- The Department of Arts and Languages in Education of the University of Malta, Msida, Malta. 26- Pracownia KsztaBcienia Zawodowego Biuro Promotora Reformy “Voca Train”, KoBorzegu, Polish Teachers’ Association, Polonia. 27- Wyzsza Szkoła Humanistyczno-Ekonomiczna w Lodzi, Polonia. 28- PROSPER – ASE, Bucharest, Rumanía. 29- Edrocast Ltd., Iasi, Rumanía. 30- The Educational Centre GLOTTA NOVA, Ljubljana, Eslovenia. 31- The University of Economics, Bratislava, International Programmes Institute, República Eslovaca.

# European Resource and Language Centre Network - eLancenet

www.elancenet.org

<b>Programme/ ActionReference No</b>	
<b>Project objectives &amp; results to date</b>	eLancenet - European Resource and Language Centre Network - is an EU Socrates Lingua 1 project that promotes language learning in general and advocates the learning of less widely used, taught and studied languages, such as Dutch, Greek, Irish, Italian, Lithuanian, Norwegian and Romanian. EuroEd Foundation, the project coordinator, is based in Iasi, Romania. The other promoter countries are Belgium, Greece, Ireland, Italy, Lithuania and Norway. The project has developed a web portal where information about foreign language services, courses, resources, funding opportunities and language learning events are made available to language learners, including people with specific needs. The information is accessible in the seven European languages listed above and in English, the lingua franca of the portal.
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>The objectives of the eLancenet portal are:</p> <ul style="list-style-type: none"> <li>• to promote European integration through the study of foreign languages.</li> <li>• to highlight the added value of acquiring partial language competencies in as many European languages as possible</li> <li>• to collect, structure and disseminate information on language services for the general public and language services providers. The information is structured according to target language, proficiency levels, age of students, availability of international exam centres, geographical location of providers, etc.</li> <li>• to support learners with specific needs in identifying language services providers who offer appropriate facilities and resources</li> <li>• to help language services and resource centres gain greater national and international visibility through easy, efficient and free public access to information about their services</li> <li>• to facilitate national and international exchanges of information and experience among providers to present the quality criteria applied by providers and offer European examples of best practices and institutional self-evaluation.</li> </ul>
<b>Project Coordinator (institution)</b>	EuroEd Foundation, Iasi (Romania)
<b>Contact PersonE-mail</b>	Anca Colibaba: acolib@euroed.ro
<b>Partner Institutions/ Countries</b>	<p>EuroEd Foundation, Iasi (Romania)          Epimorfotiki Kilkis Ltd, Kilkis (Greece)          Language Centre Ionad and Teangacha, National University of Ireland, Dublin (Ireland)          Public Service Language Centre, Vilnius (Lithuania)          Karel de Grote-Hogeschool, Antwerp (Belgium)          Vox, Oslo (Norway)</p>

# Eu&I – European Awareness and Intercomprehension

www.eu-intercomprehension.eu



<b>Programme/ ActionReference No</b>	Lingua - 110023-CP-1-2003-1-PT-LINGUA-L1
<b>Project objectives &amp; results to date</b>	<p>The main aims of Eu&amp;I, 2003-2007 were:</p> <ul style="list-style-type: none"> <li>• To contribute to the enlargement of language awareness in Europe through the development of a specific methodology for the learning of Intercomprehension (heuristic and interpretative competence in any communicative code) For this purpose, the work has focused on two fundamental axes:</li> <li>• To create learning materials that concretely support a methodology for Intercomprehension;</li> <li>• To disseminate the notion of Intercomprehension and its concrete applicability on the daily life of common citizens.</li> </ul> <p>To attain these objectives, we produced a Web page and 20.000 Cdroms that is being distributed in libraries, language schools, travel agencies, hotels, trains and planes, with activities supposed to lead to the discovery of existing knowledge in several languages (as far as receptive competences are concerned) and therefore create cultural and linguistic awareness.</p> <p>These activities fulfil their aim:</p> <ul style="list-style-type: none"> <li>• By making learners aware of their own strategies of linguistic transfers and adaptability, by enhancing their skills.</li> <li>• By relying on a strong cultural dimension</li> </ul>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>The Dissemination of the website was developed by a professional Internet specialist, who used Google adds and key words strategies. The Dissemination of the Cdrom has begun in March 2007, at the very end of the Project and is still continuing – each partner has chosen to attain the target public (mostly everybody, but especially people who have learnt a foreign language already and who travel) through their institutional and personal networks. We feel that a large exploitation plan is missing, that should include the assessment of actual results and feedback from the users. However, the partnership keeps active after the end of the Project and we are looking for ways to exploit our materials better.</p>
<b>Project Coordinator (institution)</b>	Centro Regional das Beiras – Universidade Católica Portuguesa
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<b>Partner Institutions/ Countries</b>	<p>Centro Regional das Beiras - Universidade Católica Portuguesa (PT) - coordinator          Instituto Politécnico de Viseu (PT) University of Salzburg (AT)          University of Antwerpen (BE)          University St. Kliment Ohridski (Sofia – BG)          I.E.S “Vaguada de la Palma” (Salamanca – ES)          Université de Paris 3 (Sorbonne Nouvelle – FR)          Lycée René Cassin – (Bayonne - FR)          University of Athens (GR)          Università degli Studi di Palermo (IT)          Istituto Comprensivo Giovanni Falcone (IT)          University of Kalmar (SE) University of Çanakkale (TR)          University of Strathclyde (Glasgow) – UK</p>



# “EuroIntegr ELP” - Equal Chances to European Integration through the use of the European Language Portfolio

[www.prosper.ro/EuroIntegrELP/EurointegrELP.htm](http://www.prosper.ro/EuroIntegrELP/EurointegrELP.htm)

<b>Programme/ ActionReference No</b>	117021-CP-1-2004-1-RO-Lingua L1
<b>Project objectives &amp; results to date</b>	The project aimed at promotion of high-quality language learning among adults through the use of the European Language Portfolio (the EAQUALS-ALTE version). The objectives of the project included dissemination of good practice using the ELP, familiarising the target groups (e.g., relevant ministries, employment agencies, multipliers, learners, in the project countries) with self-assessment of language competencies and related benefits of ELP-use for employment and mobility purposes, and in some cases, translation of the ELP into the language(s) spoken in the state a project partner belongs. Achievements so far: During the first two project years, all the partners were fully committed to creating opportunities for coming in direct contact with representatives of the target groups in the project countries and other European countries interested in the ELP, adapting dissemination methods and materials to the different target audience (e.g. presentations, workshops, meetings, fairs, press conferences, specific User Guide, etc.) Information about the ELP and the project itself was disseminated using a variety of channels: the project web site ( <a href="http://www.prosper.ro/EuroIntegrELP/EurointegrELP.htm">www.prosper.ro/EuroIntegrELP/EurointegrELP.htm</a> ), radio interviews, articles in newspapers and journals; Project posters, leaflets and a calendar, as well as the European Language Portfolio itself were offered to representatives of the target groups, together with information about its use and benefits. The third stage includes finalising the translation of the EAQUALS/ALTE ELP into Slovak, Estonian and Lithuanian, and the publication of around 10,000 copies containing, besides English and French, most of the project languages. This will allow for further dissemination activities throughout Europe. The last project meeting – a dissemination conference intended to reach a wider audience – was held in Graz, Austria, in September 2007.
<b>Your experience of dissemination &amp; exploitation of the results and/ or products developed by your project</b>	Experience so far indicates that - given the wide geographic coverage of the project - the project partners were confronted with different attitudes to the ELP for adults. In general, the most receptive were the multipliers and learners. Other target groups (e.g. authorities) received the ELP with various degrees of willingness to accept it, ranging from enthusiasm and receptivity (which was the most frequent), to a certain lack of interest. Overall, the impact of the project has been positive in all project countries, and there are good chances for enhanced interest in the ELP, as a result of the EU Commission’s introducing self-assessment of language competencies as a requirement for international mobility.
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<b>Partner Institutions/ Countries</b>	British School of Trieste, Italy; ELT News, Greece; QLS, Greece; ÖSZ, Austria; Karel de Grote Hogeschool, Belgium; Dialog Centre, Estonia; Utena College, Lithuania; PASE, Poland; QUEST Romania, Romania; EuroEd Foundation, Romania; EURISC Foundation, Romania; International Forum, Romania; Technical University of Košice, Slovakia; The Association for Foreign Languages at the Croatian Chamber of Commerce, Croatia

# FEEL

## Funny, Easy and Effective Learning about Countries, Cultures and Languages

www.feel.vdu.lt

<b>Programme/ ActionReference No</b>	116589 -CP-1-2004-1-LINGUA-1
<b>Project objectives &amp; results to date</b>	<p>FEEL project objectives are:</p> <ul style="list-style-type: none"> <li>• To promote among EU citizens and worldwide the awareness of cultural particularities of the accession countries and the new status of a particular language as an official language of the EU;</li> <li>• To encourage people to take interest in the study of new official EU languages;</li> <li>• To satisfy basic linguistic needs of the constantly increasing European mobility;</li> <li>• To introduce EU citizens and others to the languages and cultures of the accession countries in such a way that the existing (if there are any) stereotypes about the accession countries and their cultures can be avoided;</li> <li>• To contribute to tourism and extended mobility in the accession countries (Malta and Cyprus are already highly popular tourist destinations but this is certainly not the case of Estonia, Latvia, Lithuania, Slovakia, etc).</li> </ul> <p>The project results are as follows:</p> <ul style="list-style-type: none"> <li>• An informative souvenir-like calendar for each project country/language separately (LT, LV, EE, CZ, HU, MT, PL, SI, SK, CY);</li> <li>• A second informative souvenir-like calendar presenting all the ten project countries together;</li> <li>• Various popular materials, e.g. language survival kits, brochures, posters, language games, bookmarks, leaflets, and CDs with conversations in the project languages;</li> <li>• A European Language Festival in;</li> <li>• Local events in each country to promote target languages and cultures;</li> <li>• Project presentation and dissemination of its results (a poster session) at the EAIE conference of 2006 in Basel attended by almost 2000 participants.</li> </ul> <p>The overall methodology chosen for the material design and, consequently, fun products of the project not only raise awareness about other languages and cultures but also stimulate willingness to learn the languages in question. Calendars representing particular countries and providing basic linguistic knowledge or the Festival activities format (easy linguistic tasks presented in a humorous way) are suitable to people of all age groups. Things learnt in a funny way during a concert or one's leisure time, appealing to one's senses and giving positive emotions stay longer and have a greater effect.</p>
<b>Your experience of dissemination &amp; exploitation of the re- sults and/or products developed by your project</b>	<p>One of the project events, the European Language Festival, took place in Brussels one year after the official enlargement of the EU. As many other celebrations and special events were taking place at the same time, FEEL attracted the attention of city visitors in addition to business visitors, the regular EU officials, and Brussels national and international community. Although children were not the main target group of the project activities, the FEEL events have shown that children were very active participants of the Brussels Festival activities due to the fact that FEEL products were very appealing to them. Local events adopted a similar pattern/methodology and were organised by all project partners at their institutions. Project products were distributed to local, institutional and foreign visitors of various professions: politicians, academics, students, people in various businesses, etc. The project products were distributed to partner universities, embassies, national communities abroad, tourist information centres, hotels, restaurants, and travel agencies. Project results were presented at the European Association for International Education (EAIE) conference in September of 2006 and received the attention of a very wide and diverse audience. The project was well described by media in all partner countries. FEEL was granted the European Label certificate in December 2006, Lithuania. The projects ideas and methodology were presented and disseminated in various events (e.g. European Language Day in Brussels, 2007).</p>
<b>Project Coordinator (institution)</b>	Vytautas Magnus University
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<b>Partner Institutions/ Countries</b>	EE, Miksike Learning Folders; CZ, Department of Foreign Languages, VSB – Technical University of Ostrava; CY, Department of Classics and Philology , University of Cyprus; HU, International Studies Center, University of Pécs; LT, Regional Studies Department, Vytautas Magnus University; LT, Lithuanian Studies Department, Vilnius University; LV, Public Service Language Centre; MT, University of Malta; PL, School of Polish Language and Culture, Jagiellonian University; RO, Soros Educational Center Foundation; SI, Adult Education Centre Maribor SK, The University of Zilina

## FORA\_08, football-radio08

www.ispeakfootball.eu

<b>Programme/ ActionReference No</b>	Socrates, Lingua 1
<b>Project objectives &amp; results to date</b>	In 2008 the European Football Championship will take place in Austria and Switzerland. It will be the most important event in the world of sport after the World Championship 2006 in Germany. The projects objectives:To encourage football fans to learn languagesTo make as many mainly young people who are interested in football realise the diversity of languages in EuropeTo convince them of the advantages of multilingualism and make them aware of concrete possibilities of learning languages Activities:Production of a substantial audio package and its broadcasting before and during the European Championship via local non-commercial, commercial and public radio stations Target groups:Football fans in Europe as well as the audience of the Football Championships 2008. Output:Promo-Radiospot: the spots are produced multilingual and broadcast via various radio stations all over Europe. Radio spots with multilingual football stars: multilingual European football stars will be featured. Both male and female football stars will have their say. Info-Spots: these spots should draw attention to concrete possibilities of language acquisition in local/regional areas.Website: on the website the audio productions are offered for download as mp3 and Podcast. Dissemination:Broadcast the spots during the EURO2008 in football stadiums at football games for young people and other leaguesthe radio spots will also be available in mp3-format on a special website (Podcast) Spots will be distributed and offered to community radio stations Europe-wide (approx. 500 radio stations)
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	- Impossible to get the spots into the stadiums during UEFA EURO 2008.- Hard to convince football associations and club of the relevance/importance of the project.- The dissemination phase will not start before the beginning of 2008. The project therefore has not too much experience with dissemination.
<b>Project Coordinator (institution)</b>	Radiofabrik Salzburg, www.radiofabrik.at
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<b>Partner Institutions/ Countries</b>	Radiofabrik, Austria Bradford Community Radio, England Radio MARS, Slovenia European Sports Linguistics Academy

# LARA – Language Radio

www.radiolara.com

<b>Programme/ ActionReference No</b>	Socrates, LINGUA1Ref: 230304-CP-1-2006-1-UK-LINGUA-L1PP
<b>Project objectives &amp; results to date</b>	<p>The project has four key objectives are:</p> <ol style="list-style-type: none"> <li>1. To promote the use of languages using internet radio and podcasting</li> <li>2. To increase the access to language learning by providing “bite size digital audio format language clips” (e.g. mp3 files) which can be downloaded to PCs and MP3 players (e.g. i-Pod) from a dedicated LARA website.</li> <li>3. To develop an ‘exchange programme’ of language radio material and language broadcast shows between European countries.</li> <li>4. To disseminate and mainstream the new innovative methodology The main activities of the project include the development and collation of language material, games and language related entertainment for the production of a substantial digital audio package.</li> </ol> <p>The main outputs from the project are language radio programmes, radio language games, internet radio station, podcast language clips for download, simul-casting language programmes, short radio documentaries, research paper, marketing material, dissemination and mainstreaming events (shows), good practice guide and evaluation.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>We have attended and exhibited the LARA project at the following events:</p> <ol style="list-style-type: none"> <li>1. Lingua Meeting, Brussels, 7-8 March 2007</li> <li>2. MayFair II conference, UK, 9-10 May 2007</li> <li>3. CiLT Adult Education Show, Loughborough, UK, 8th June 2007</li> <li>4. LINGUA-conference on the Promotion, Dissemination and Valorisation of Language projects, Brussels, 7th September 2007</li> <li>5. West Midlands in Europe Annual Event, Wolverhampton, UK, 21 September 2007</li> <li>6. Language Means Business, Brussels, 21 September 2007</li> <li>7. Conference on Languages, Brussels, 25-26 September 2007</li> </ol> <p>We have also created dissemination materials for wider audience, such as.:distribution of leaflets, flyers, bannerInternet Radio Station was developed to promote language learning to the general audience and distribute the developed by the LARA Partners language materials.</p>
<b>Project Coordinator (institution)</b>	Research House UK
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<b>Partner Institutions/ Countries</b>	<p>University of Antwerp – Linguapolis (Belgium)          Radio Student Public Institute (Slovenia)          Abant Izzet Baysal University (Turkey)          The Hillz Radio (United Kingdom)          Foundation for Civil Radio (Hungary)</p>

# Learning by Moving

www.learningbymoving.com



<p><b>Programme/ ActionReference No</b></p>	<p>Socrates/Lingua 1225782- CP- 1- LT- LINGUA- L1PP</p>
<p><b>Project objectives &amp; results to date</b></p>	<p><i>The objectives of the project</i></p> <ul style="list-style-type: none"> <li>• promote European citizenship via language learning;</li> <li>• provide the assistance in raising civil awareness of multilingual aspect of the EU;</li> <li>• stimulate self-learning and LLL;</li> <li>• facilitate the promotion of native languages of the EU multinational residents;</li> <li>• promote LWUEL;</li> <li>• prepare contemporary society to interact in multilingual European context;</li> <li>• facilitate access to individuals to language learning;</li> <li>• provide with general or specific information about various opportunities for learning a language</li> <li>• make more language resources available from local authorities via schools.</li> </ul> <p><i>Results to date</i></p> <p>During the two years of the project activities the following results have been achieved so far:</p> <ul style="list-style-type: none"> <li>• the campaigns on public transport in partner countries were organized and run for one year following the work plan of the project activities,</li> <li>• promotional materials for campaigns prepared and constantly changed following the selected topics (posters with info about the campaign in PT stop shelters, posters and recordings with useful phrases on PT , give back forms distributed on PT),</li> <li>• language fair as a final campaign event organized in each partner country</li> <li>• the target groups in partner countries (students, pensioners, tourists, civil servants) picked up a number of survival phrases in three languages (native, English, as Lingua Franca and the language of the minority in their country or language of the neighboring country )</li> <li>• the project website created,</li> <li>• the project activities disseminated via local and international conferences, language fairs.</li> </ul>





<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p><i>Dissemination of the project:</i></p> <ul style="list-style-type: none"> <li>• on the websites of the project partner institutions and local Public transport companies</li> </ul> <p><i>Events:</i></p> <ul style="list-style-type: none"> <li>• through meetings and events (such as press conferences or events organised by local authorities)</li> <li>• during different international conferences and meetings with other international projects' partners</li> <li>• presentation of the project to Jan Figel, European Commissioner, responsible for education, training, culture and multilingualism in Vilnius in 2006</li> <li>• project disseminated during The European Language Day, 2007 in Brussels, where the project was presented as one of the best eight projects which had been selected from a large number of European projects.</li> </ul> <p><i>Through mass media:</i></p> <ul style="list-style-type: none"> <li>• article on the front page of the BBC,</li> <li>• info in Deutche Weller</li> <li>• interview on Polish and French radio</li> <li>• interview with a journalist from the USA</li> <li>• info in a BBC newsreel on the migration of the Lithuanians to England</li> <li>• lots of articles in local newspapers and magazines of each partner country</li> <li>• article about project and its activities in The Baltic News</li> </ul> <p><i>Promotional materials:</i></p> <ul style="list-style-type: none"> <li>• campaign leaflets and flyers distributed in public transport in each partner country</li> <li>• campaign posters and made them available in PT stops, on public transport in each partner country</li> <li>• institution leaflets with the info about the project in each partner country</li> <li>• folders and mouse pads with project logo, etc.</li> </ul>
<b>Project Coordinator (institution)</b>	SOROS INTERNATIONAL HOUSE, Vilnius, Lithuania
<b>Contact Person E- mail</b>	DAIVA MALINAUSKIENĖ: daiva@sih.lt
<b>Partner Institutions/ Countries</b>	Hamburger Volkshochschule, Hamburg, Germany; International House srI, San Donato, Milano, Italy; RASTRUM, R.JUREVICIENES IMONE, Druskininkai, Lithuania; AcrossLimits Ltd, Hamrun, Malta; International House Ltd., Wroclaw, Poland; West of England language Service Ltd, Torquay, England; FUNDATIA EUROED, Iasi, Romania

# MumDad & Me-Toddlers' Clubs

www.elc.sk

<b>Programme/ ActionReference No</b>	1117022-CP-1-2004-1-SK-LINGUA-L1
<b>Project objectives &amp; results to date</b>	Project goals lied in the efforts to raise the citizens' awareness of advantages of early language learning and multicultural character of the EU as well as in the efforts to make a better access to language learning for parents and their children through foreign language learning in relaxed and informal atmosphere of the Toddlers clubs. Outcomes: There were 12 MDM Toddlers' clubs opened during the life of the 2 years project run from Oct 2004 to 30th Sept 2006: 5 in Slovakia, 3 in Hungary, 2 in Italy, 1 in Germany and also in the Czech Republic. All the clubs continue in their activities also recently. Even more, there are some new clubs opened after the project period. In Hungary one club is forming in Wekerle, In Italy the 3rd club was already opened in October and a new one is going to be established in the northern part of the country. In Czech Republic 2 groups continue in their activities in Prague and 2 new clubs were opened in 2 other Chech towns – Ostrava and Olomouc. In Slovakia there are 5 clubs working. Huge demand started in September 2007 thanks to the Mothers' centres Union activities and the number of groups is going to rise. The German partner is continuing in his activities in cooperation with the French kindergarten and it is French language that is taught there.
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	In majority of the countries clubs exist and work within the framework of the pilot club which coordinates their activities, supports them with the material, methodology tips and provides teacher training almost in every country. Effective contacts were formed among the national coordinating institutions and municipal authorities in Slovakia and Italy, bilingual kindergartens and schools, language schools and playgroups; communal and mothers' centres; cultural institutes. There is also a good effective network- another of the outcomes - created among the clubs on national level almost in every country. Products and dissemination: Dissemination of the idea was supported by different products – leaflets, posters, brochures, stickers. Mission statements were produced after the institutional, psychology and methodology advisers consultancy. Dissemination was organised through exhibitions, meetings, www site of MDM, articles and advertisements, as well as by the radio and television stations broadcasting and conferences: in Prague 2-3 December 2004 - the 1st transnational conference and also a kick off meeting for the project. In Germany National conference 14.02.2006 with presentation of reports and results of the project and “network conference for early language learning” on 12.05.2006. Hungary presented the idea at the National McMillan conference on 01.04.2006 and at the national conference on 02.06.2006 and the Czech partner at the Creative Language Learning conference, 2nd Transnational conference in Prague in June 2006 as well as at the national conference on 13.9.2006. Slovak partner organised one conference on 21 April 2005 and one on 27.9.2006. In Italy the first “public” presentation of the project was at the conference “Jacaranda - l'albero che unisce” on intercultural education (March 2005-San Donato); then 24-26.5.2006 organised the Milano transnational conference / 3rd Transnational conference / to disseminate the results of all partners. Further dissemination was suggested and consulted by the EU Commission. As there was a presentation about the clubs given at the EPA Final conference in Holland 11/2005, in ELLE Krakow 10/2005 and in Brussel XI/2006. The Guidelines rank also among the very important outcomes. They were created in Prague at the Training session and translated into national languages. In addition in Hungary Best Practice and Syllabus for 60 lessons provides ideas how to run a club.
<b>Project Coordinator (institution)</b>	English Learning Centre, Kosice, Slovakia
<b>Contact PersonE-mail</b>	Dr.Silvia Kalaposova, elc@elc.sk
<b>Partner Institutions/ Countries</b>	<ol style="list-style-type: none"> <li>1. Consorzio per la forazione professionale E per léducazione permanente Via Parri 12, 20097 San Donato Milanese – Italy</li> <li>2. Fast English, Vígsház ut.5 1137 Budapest – Hungary</li> <li>3. Paritatische Akademie Paritatische Bildungswerk NRW, Loher Strafe 7 , D 42283 Wuppertal – Germany</li> <li>4. Modřanská základní škola s rvj, Angelovova 3183 140 00 Praha 4, Česká republika</li> </ol>

# Open to Every Citizen

www.opentoeverycitizen.net

<b>Programme/ ActionReference No</b>	Socrates Lingua 1 117083-CP-1-2004-LT-LINGUA-L1
<b>Project objectives &amp; results to date</b>	<p>Socrates Lingua 1 project “Open to Every Citizen” aimed at introducing less-widely spoken languages of the three Baltic States to the former member states of the EU via songs. The main tool to convey the beauty of the language became the choirs representing Estonia, Latvia, Lithuania, Spain, Italy and the UK. We followed the key message of Socrates Lingua 1 programme stating that “language learning must be fun, useful and anyone can do it” and, also, focused on music as a powerful stimulus for learners’ engagement to learn a language. The project dedicated its songs in six target languages (Estonian, Latvian, Lithuanian, English, Spanish and Spanish) to ordinary citizens across Europe and also to those who have little opportunity of learning languages themselves (target groups), and met the requirements of Lingua Action:</p> <ol style="list-style-type: none"> <li>1. to raise citizens’ awareness of the multilingual character of the Union and the advantages of lifelong learning, and to encourage them to take up language learning themselves;</li> <li>2. to improve access to language learning resources and increase the support available for those learning languages.</li> </ol> <p>The three year period embraced the production of a “Song Book”, a Leaflet of Seasons in 6 target languages, project website (<a href="http://www.opentoeverycitizen.net">http://www.opentoeverycitizen.net</a>), 18 Song leaflets (18, for each project song), 5 books: DO (About Me), RE (About My Day), MI (About My Town), FA (About My Country), SOL (About Us, Europeans), a project poster, a video film, a CD (with an accompanying book of Song Lyrics) and the project souvenirs. It also involved numerous exchange visits among the choirs.</p>
<b>Your experience of dissemination &amp; exploitation of the re- sults and/or products developed by your project</b>	<p>All the partner institutions including the coordinating institution have been highly experienced in the activities of valorisation: dissemination process has started since the very first days of the project development. We have employed such effective means as the mass media: Radio (Lithuania), TV (Lithuania, Latvia, Italy), press release (Lithuania, Latvia, Estonia, Italy, Spain, UK), various evenings, meetings, social gatherings (beginning of courses, social dinners, trips, receptions at embassies, medieval tournaments, festivities dedicated to the International Language day) (Lithuania, Latvia, Estonia, Spain, Italy and UK), partners’ websites (established links to the project website), presentations at linguistic conferences, project fairs (Lithuania, Spain) and many concerts attracting wide audiences (Estonia, Latvia, Lithuania, Spain, Italy, UK). Since the project choirs are very professional and belong to the widely touring groups we are certain that the repertoire of the project as well as the CD has already reached and will reach the audience at the remotest corners of the world. The latter statement could be justified by numerous proposals of new choirs willing to join the project.</p>
<b>Project Coordinator (institution)</b>	THE INSTITUTE OF FOREIGN LANGUAGES, VILNIUS UNIVERSITY
<b>Contact Person E-mail</b>	Loreta Chodzkiene <a href="mailto:loreta.chodzkiene@uki.vu.lt">loreta.chodzkiene@uki.vu.lt</a>
<b>Partner Institutions/ Countries</b>	<p>Vilnius University Female Choir “Virgo” (Lithuania)  Rigas Kamerkoris (Latvia)  Tartu Ülikooli Akadeemiline Naiskoor (Estonia)  Comune di Arezzo (Italy)  Coral Universitaria de La Laguna (Spain)  Surrey County Council (United Kingdom)  Lithuanian Radio and TV (Lithuania)  Municipality of Vilnius (Lithuania)</p>





<p><b>Programme/ ActionReference No</b></p>	<p>Socrates action/ref: 225904-CP-1-ES-Lingua</p>
<p><b>Project objectives &amp; results to date</b></p>	<p><i>Mission Statement:</i> Sail provides the language learning tools so that visitors, participants, and service providers alike can get the most out of major sporting events.  <i>The aims and objectives are the following:</i>          * To actively promote language learning through major sporting events          * To raise language interest and awareness among non-traditional learners          * To encourage and support cultural and linguistic diversity throughout the European Union          * To offer a variety of innovative dissemination strategies for the promotion of language learning          A key part of this project is the ability to deliver educational material on language learning to visitors and service providers at the America’s Cup in Valencia. Language developed takes the form of bilingual dialogues in specific settings and the user can access the corresponding monolingual dialogues to reinforce their learning.  <i>Approach</i> Communicative / Situational Language Approach          * Language that is meaningful to the learner promotes learning          * Activities in which language is used for carrying out meaningful tasks promote learning          * Activities that involve real communication promote learning  <i>Web Portal</i> Available in English, Spanish, French and Italian/ Useful situation-specific expressions/ E-learning dialogues – L1-L1,L1-L2,L2-L2 / Downloadable audio and flash files / Specialised sports glossary - America’s Cup, sailing, navigation</p>
<p><b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b></p>	<p>WE ARE STILL WORKING ON DISSEMINATION AND EXPLOITING OUR RESULTS. The following are our choices: Bluetooth Technology messaging / e-business card /Google Adwords / Reciprocal linking / Printed flyer and CD distributed with Sunday newspaper / Presentations of Product in Institutional Conferences.  <i>Proximity-based broadcasting using bluetooth technology:</i> Mobile phones / Lap-top computers / Handheld devicesThe portable servers were located at places where we thought most people would be passing by such as: Valencia airport / Estación del Norte (Main Station) /Valencia main Tourism office / America’s Cup Port  <i>E_Business Card</i> We thought it was very interesting to attract people’s attention in a first place and it proved so, the main reasons why we used it were:It is portable and fits in a wallet, pocket or purse30-50 Megabytes of digital information: 5 minutes of video/ 30 minutes of audio/ 80 minute presentation/ 10000 pages of text/ 2000 web pages with pictures.Contains a reduced version of web portal.  <i>Google Adwords</i> Only advertising to people interested in learning about youCost per click - means you only pay when people actually access your site.  <i>Reciprocal Linking</i>  <ul style="list-style-type: none"> <li>• Sites with similar project scopes can join hands to have reciprocal linking</li> <li>•Increases the link popularity of the web sites</li> <li>•Search engines use link popularity as the primary factor in ranking your site.</li> </ul>         The presentation of the product in Institutional conferences (Demo Meetings) becomes more interesting not only because the local authorities are involved but also because of the feasibility for the future major sporting events in Valencia from now = the European Grand Prix 2008, the World Indoor Athletics Championship -2008, until the 33rd America’s Cup in June-July 2009 and several others in between.</p>
<p><b>Project Coordinator (institution)</b></p>	<p>University of Valencia, Spain</p>
<p><b>Contact PersonE-mail</b></p>	<p>Antonia Sanchez: antonia.sanchez@uv.es</p>
<p><b>Partner Institutions/ Countries</b></p>	<p>Universidade Católica Portuguesa, Viseu, Portugal; Language Training Communication, Trieste, Italy; Ellinogermaniki Agogi, Athens. Greece; CSV Training &amp; Enterprise North. Manchester. Great Britain</p>

# SHOPLANG – The Shopping Language Game

www.shoplang.eu



<b>Programme/ ActionReference No</b>	Socrates Lingua 1 229839-CP-1-2006-1-BG-LINGUA-L1
<b>Project objectives &amp; results to date</b>	<p>Project objectives:</p> <ul style="list-style-type: none"> <li>• To provoke interest in the six less widely used and taught target languages (Bulgarian, Greek, Dutch, Lithuanian, Maltese, Swedish) and raise awareness of the advantages in learning foreign languages;</li> <li>• To use the friendly environment of supermarkets for information campaigns promoting the target languages;</li> <li>• To reach the general public through these campaigns and especially people who could not otherwise come in the scope of traditional language promotion campaigns and who do not constitute language learning groups;</li> <li>• To develop awareness of the actual presence around us of many languages and familiarize people with some of their characteristics;</li> <li>• To help people develop some partial language skills in understanding basic information in the target languages;</li> <li>• To provide basic information about the culture, history, traditions of the partner countries.</li> </ul> <p>Results to date:</p> <ul style="list-style-type: none"> <li>• The first promotion campaign, of the Bulgarian language, already took place and it generated quite an impressive interest;</li> <li>• As a result of the campaign in the Netherlands a group of 7 people signed up for and already have started a language course in Bulgarian;</li> <li>• Further 6 people in Greece and Sweden expressed interest in language courses in Bulgarian;</li> <li>• Huge interest in the Bulgarian cheese in Sweden. The supermarket management expressed interest in possible ways to import the product in Sweden (unforeseen result);</li> <li>• In Malta there was a huge interest in Bulgaria as an attractive destination for property purchase (unforeseen result).</li> </ul>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>The project's dissemination strategy is based on publicity. Each partner has the responsibility to disseminate the project to public and private institutions, embassies, language centres, companies, etc. during the entire project period. Another dissemination approach is a massive media inclusion. One of the main project activities are the publications in newspapers distributed free of charge which have quite impressive circulations. Additionally, a few other paid high-circulation newspapers were attracted to release publications on the project. It was also disseminated in a radio interview and, currently, negotiations are being held for the project's participation in a large-scale audience broadcast on a Bulgarian national TV programme. The project was invited to participate in the "Thematic monitoring project – education, labour market and employability in Minerva, Grundtvig and Lingua projects" (ELME). SHOPLANG was widely disseminated at two international conferences under ELME in Vilnius, Lithuania, in April 2007 and in Bucharest, Romania, in June 2007 in the presence of National Agencies' representatives, Minerva, Grundtvig and Lingua coordinators as well as Ministry of Education representatives. Products developed under the project so far: Posters with product illustrations; Leaflets–shopping list; Leaflets with the alphabet and the basic numbers of the promoted language; Shopping bags; Magnets with the project website; Posters and leaflets announcing the promotion campaigns; T-shirts with the alphabet of the promoted language; Illustrated learning cards; The "Go Shopping" card game; Cards-invitations; Newspaper publications announcing the promotion campaigns.</p>
<b>Project Coordinator (institution)</b>	KU TU Ltd., Sofia, Bulgaria
<b>Contact PersonE-mail</b>	Raya Stanachkova q2_liman@fastbg.net
<b>Partner Institutions/ Countries</b>	KU TU Ltd., Bulgaria; Soros International House, Lithuania; PressureLine, The Netherlands; Earton Media, SwedenMalgrex S.A., Greece; Foundation for Women Entrepreneurs, Malta; Znanie Association, Bulgaria; University of Reims, France

# Swim the Language – Promoting Language Learning at Swimming International Events

www.swimthelanguage.org



<b>Programme/ ActionReference No</b>	Socrates Programme / 230418 - CP - 1- 2006 - 1 – IT- LINGUA – L1PP
<b>Project objectives &amp; results to date</b>	<p><b>Swim the Language</b> Challenge aims to promote language learning through swimming. The target languages are Finnish, Hungarian, Italian and Slovenian.</p> <p><b>Swim the Language Challenge is a Language Competition on line</b> The Challenge is open to all EU citizens. Participants register and have access to the training sessions in the languages they choose. As they do in swimming, participants get trained by doing language exercises and activities and at the end of the training sessions they can go for the “Qualification Race” (a language test). Each “Qualification Race” Test gives scores and admits access to the following training session. At the end of the relay, the first 4 best “language swimmers” will be invited to take part in the “Swim the language” Final Challenge to be held during the European Water polo in Malaga in July 2008. The final winner will be awarded an accreditation to the Swimming Competitions at the Olympic Games in Beijing.</p> <p><b>Swim the Language Challenge – Results to date</b> The results of the project to date consist in the Swim the language logo, a lively, young and appealing image that recalls the world of water sports; the web site presenting the Language Challenge, the Prize, the Calendar of events; the Language pool on line, divided into four lanes representing the four legs of the Language Relay Challenge: Visiting and Hosting the European Championship, Socialising, Competing, Meeting the Culture of the hosting country and the “Language pool” stand at European Swimming Events, a marketing tool to promote the project directly with European swimmers and their fans. The first leg of the Challenge started on October 1<sup>st</sup>, 2007 and is currently on line.</p>
<b>Your experience of dissemination &amp; exploitation of the re- sults and/or products developed by your project</b>	<p>The dissemination and valorisation actions started from the very project launch in October 2006 as follows:</p> <p>November 2006 the logo was developed. December 2006 the project was presented to the European Swimming Federations present at European Championship in Helsinki January 2007 the web site was launched March 2007 the language pool was set on line (demo version) April 2007 the Challenge was presented on Len magazine May 2007 the Challenge was presented on Len website June 2007 a letter presenting the Challenge was sent by Len to Presidents of all European Swimming Federations July 2007 the Language Pool stand was present at the Masters European Championship in Kranj (SI) July 2007 The Language Pool stand was presented in the European Masters News July 2007 Press release in Kranj and articles on Slovenian sports press</p> <p>The valorisation of the project is highlighted by the quality of the partnership: Len is an umbrella organisation which coordinates and organizes all European swimming competitions and therefore gives the project direct access to European Swimming Federations and their affiliated clubs; Leader, a language and communication specialist, coordinates the project and the public and media relations, Budapest Business School and the University of Primorska are specialist in language activity design and evaluation and Transdemica focuses on the technological development of the project, the design of the website and the transfer of the language material into the e-learning mode</p>
<b>Project Coordinator (institution)</b>	Ariella Cuk, Leader Language Training Communication
<b>Contact Person E-mail</b>	Ariella Cuk, leader_ts@iol.it
<b>Partner Institutions/ Countries</b>	LEN – Ligue Europeenne de Natation Leader Language Training Communication / Italy; Budapest Business School / Hungary; University of Primorska / Slovenia; Transdemica / Finland

# Euro Languages Net Plus

www.euro-languages.net



<b>Programme/ ActionReference No</b>	225711-CP-1-2005-1-LT-LINGUA-L1
<b>Project objectives &amp; results to date</b>	<b>The ELN PLUS aims:</b> To select, promote and disseminate less widely-used European languages, traditional and innovative language learning/teaching techniques and best practices, as well as to improve access to language resources. To raise awareness of the importance and uniqueness of less frequently used languages and to promote the learning of these languages. In this way, the quality, effectiveness and mobility of the workforce in Europe will increase and intercultural awareness, as well as better communication between cultures, will improve; To encourage the general public of all age groups to learn the less widely-used languages in order to be effective in multicultural and multi-national Europe; it will also enhance the possibilities of integration into European infrastructure; To select, provide and disseminate information on newly developed and pre-existing best practices, LINGUA products, materials, methods and various opportunities to learn 23 European languages. To make an extensive use of the European Languages Net project, its achievements and products; To raise awareness of the advantages of learning modern European languages by using modern technologies aimed at promoting self study through self-access means.
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	National and international on-line language forums on <a href="http://www.euro-languages.net/plus">www.euro-languages.net/plus</a> Networking (contacts with language providers, language institutions, language policy makers, language resource centres, mass media, libraries etc); Promotional materials development (leaflets, posters, bookmarks etc); some materials available on-line; Participation in events such as national and international conferences, seminars, workshops, TV and radio programmes.
<b>Project Coordinator (institution)</b>	Public Service Language Centre, Lithuania
<b>Contact Person E-mail</b>	Egle Sleinotiene, <a href="mailto:eglesl@vikc.lt">eglesl@vikc.lt</a>
<b>Partner Institutions/ Countries</b>	Berufsfoerderungsinstitut Oesterreich, AT Integra Association, BG European Centre for Education and Training, BG International House Tallinn, EERovala-Opisto, FI (Partner in 2001-2004) Novoschool Language School, HU (Partner in 2001-2004) Universita' per Stranieri di Siena, ITUAB ANGLORA, LT (Partner in 2001-2004) Public Service Language Centre, LV Universitet im Adama Mickiewicz, PL FLEP- Formacao Lingua E Estudos Portugeeses, LDA, PT EuroEd Foundation, ROPROSPER-ASE Language Centre, RO E-KU Institute of language and Intercultural Communication, SK VILNIUS COLLEGE of HIGHER EDUCATION, LT INSTITUTE of the LITHUANIAN LANGUAGE, LT INTERNATIONAL LANGUAGES INSTITUTE, HU GOTEBORG UNIVERSITY, SE POLITECHNIC UNIVERSITY of MADRID, ES CHARLES UNIVERSITY, CZ ANKARA UNIVERSITY TOMER, TR EUROPEAN CULTURAL INTERACTIONS, GR UNIVERSITY of MALTA, MT NORWEGIAN INSTITUTE of SCIENCE and TECHNOLOGY, NO ED-Consult, DK UNIVERSITY of LIMERICK, IE St PATRICK's COLLEGE DRUMCONDRA, IE SIGURDUR NORDAL INSTITUTE, IS MAASTRICT UNIVERSITY, NL NOEMA-COMPETENCY MANAGEMENT INTERNATIONAL Oy, FI JSC "Mobitechas", LT (Partner in 2001-2004) JSC "Virtuali tikrove", LT



# LANGUAGES ON YOUR SCREEN: Lithuanian, Latvian and Estonian

www.balticlanguages.eu

<b>Programme/ Action Reference No</b>	SOCRATES Lingua Nr. 225833-CP-1-2005-1-LT-LINGUA-L1
<b>Project objectives &amp; results to date</b>	<p>The main purpose of the project is to raise awareness and promote the learning of the Lithuanian, Latvian and Estonian languages as a means of motivating Western European tourists to visit the country.</p> <p>During the project a multimedia product in a form of professionally-filmed DVD containing language learning episodes in all three languages and playable on PCs or ordinary home DVD players was created.</p> <p>The basic phrases in Lithuanian, Latvian, and Estonian are presented in text, audio and video providing what amounts to survival level competence. The language information is supplemented by specially-filmed video footage shot in the three main target countries. The language episodes were shot in places of interest to a tourist, including both cities and the countryside, and are based on the traditions and daily life of people within the three countries to get tourists interested in the language and culture in the hope that they will develop an intrinsic motivation to learn more about the language and culture of these three unique nations.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<ul style="list-style-type: none"> <li>• Project dissemination website created.</li> <li>• Promotional events arranged in Lithuania, Latvia and Estonia for tourist agencies, language schools, media and other interested parties.</li> <li>• Dissemination of the DVD through tourism ministries, embassies and other channels and through a licensing agreement with a travel book publisher.</li> </ul>
<b>Project Coordinator (institution)</b>	Vilnius University, Lithuania
<b>Contact Person E-mail</b>	Saule Juzeleniene, saule.j@airnet.lt
<b>Partner Institutions/ Countries</b>	<p>International House Tallinn, Estonia          Vilnius on Video, Lithuania          Daugavpils University, Latvia          Dundee University, UK</p>



# LINGUA CONNECTIONS

www.linguaconnections.eu

<b>Programme/ ActionReference No</b>	Lingua
<b>Project objectives &amp; results to date</b>	LINGUA CONNECTIONS is a network of Lingua co-ordinators whose goal is to collect useful tools and methods for the successful dissemination and promotion of language products while creating a forum for all language promoters to meet online and exchange ideas about their experiences.
<b>Your experience of dissemination &amp; exploitation of the re- sults and/or products developed by your project</b>	<p>Lingua Connections products include:</p> <ul style="list-style-type: none"> <li>• A publication on good practices for dissemination, promotion and marketing of a language product;</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• A web portal (<a href="http://www.linguaconnections.eu">http://www.linguaconnections.eu</a>) putting together the history of the Lingua action, examples of language products that have been funded under the Lingua action from 2001-2005 across Europe as well as future EU funding opportunities for languages;</li> <li>• 9 European events, which took place during 2007 in: Bulgaria, Germany, Greece, Italy, Lithuania, the Netherlands, Romania, Sweden and the UK.</li> </ul> <p>The guidelines brochure and a series of dissemination events 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.</p> <p>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.</p>
<b>Project Coordinator (institution)</b>	European Cultural Interactions, Greece
<b>Contact Person E-mail</b>	Dr Katerina Kolyva, <a href="mailto:info@eurointeractions.com">info@eurointeractions.com</a>
<b>Partner Institutions/ Countries</b>	<p>The project is co-ordinated by</p> <ul style="list-style-type: none"> <li>• European Cultural Interactions (Greece) in partnership with:</li> <li>• ECET-European Centre for Education and Training (Bulgaria)</li> <li>• CILT the National Centre for Languages (UK)</li> <li>• VIKC-Public Service Language Centre (Lithuania)</li> <li>• Jarfalla (Sweden)</li> <li>• ESLA- European Sport Linguistics Academy (UK)</li> <li>• Kulturring in Berlin (Germany)</li> <li>• Talenacademie (Netherlands)</li> <li>• Dinocroc (Italy)</li> <li>• EuroEd Foundation (Romania)</li> </ul>

# Lingua 2

# Estonian Language and Mind

www.estonianlanguageandmind.com

<b>Programme/ ActionReference No</b>	Lingua 2 / Project nr 114027-CP-1-2004-1-EE-LINGUA-L2.
<b>Project objectives &amp; results to date</b>	<p>The objective of this project was to develop an interactive computer-based audio-visual course for learning the spoken Estonian language in the cultural context for both independent use and for use with instructor's guidance. The course is based on 8 languages of the member states of the European Union.</p> <p>The main outputs of this project include: a practical guide to grammar and vocabulary; practical phonetics; a series of lessons; a dictionary; an instructional video for developing communication skills; authentic audio recordings; an interactive computer-based course for learning the language both individually and instructor's guidance.</p> <p>The course is translated into the following 9 languages: DUTCH , ENGLISH , FRENCH , GERMAN , GREEK , HUNGARIAN , ITALIANRUSSIAN</p> <p>All 9 versions were purchased by the Estonian Ministry of Education and Science for distribution in Estonian schools with Russian as a language of instruction and for global distribution among any interested organizations. Please revise our website <a href="http://www.panglosskool.eu">www.panglosskool.eu</a></p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>Commencing this project I realized that there are not enough materials on Estonian language and that the platform needs to be developed that does not presently exist. Therefore when the product was ready I offered it to the Estonian Ministry of Education and Science for the following use: The first aim is to provide students with a unique interactive multimedia product for introducing it into teaching practice in Estonian schools. Special website for schools was created and 12 seminars were conducted in order to instruct how to use the product. The second aim is the global advocacy of Estonian language. Virtually every teaching institution abroad can work with our product wherever they are located.</p> <p>The project is supported by the Estonian Ministry of Education and Science. The platform employed allows creating new language versions of the course. Presently five versions are in production: Finnish, Swedish, Latvian, Lithuanian and Polish. There are plans to create five more versions. Thus in two years from finishing the project 22 versions will be created that allow the global promotion of Estonian language. A new product based on the platform created within the project's framework is presently being developed for Estonian schools – Russian language for Estonian schools.</p> <p>All this demonstrates that the right project may be of great use for promoting less-common languages, information about particular culture and country as well as help solving problems related to foreign languages teaching techniques.</p>
<b>Project Coordinator (institution)</b>	Pangloss Publishers Ltd
<b>Contact Person E-mail</b>	Artem Davidjants, <a href="mailto:pangloss@pangloss.ee">pangloss@pangloss.ee</a>
<b>PartnerInstitutions/ Countries</b>	<p>The Centre for Language and Speech of Antwerpen University, Belgium          Centre de Recherche sur l'Instrumentation, la Formation et l'Apprentissage, Universite de Liège, Belgium          Hasselt Universitair Centrum, Centrum Taaldidactiek &amp; Toegepaste Linguïstiek, Belgium          ESTA – Bildungswerk e.V., Germany          Milos Ekpaidevtiki Synergasia Gynaikon gia Touristikos Drastiriotes, Greece          Consorzio per la formazione professionale e per l'educazione permanente, Italy          Leeds Metropolitan University, UK          International House Newcastle, UK          Fundația Centrală Educațională Soros – Miercurea Ciuc, Romania</p>



# EXPLICS – Exploiting Internet Case Study and Simulation Templates for Language Teaching and Learning

www.explics.uni-tuebingen.de



<b>Programme/ ActionReference No</b>	SOCRATES / LINGUA 2225784 – CP – 1 – 2005 – 1 – LINGUA – L2
<b>Project objectives &amp; results to date</b>	<p>The EXPLICS project aims at the development of Internet-based global simulation projects and open and closed case studies for teaching and learning of languages in order to promote task-oriented and problem-based learning in language teaching and to strengthen communicative competence in languages. The EXPLICS project will develop 16 global simulation projects, and 11 closed and 5 open case studies of general interest for the use in language teaching and learning in secondary education, at university, in vocational training and in adult education.</p> <p>The outputs developed by the project will be suitable for general language classes and language for specific purposes classes in English, French, German, Italian and Spanish (CEFR levels B and C), Portuguese and Swedish (CEFR levels A and B), and Czech, Finnish, Polish and Slovak (CEFR level A). These learning materials will be trialled with learners.</p> <p>The global simulation projects and the case studies will be available on the project website and can be used in ODL situations with language classes. The EXPLICS project thereby strengthens learner autonomy and a student-centred approach to language teaching and learning.</p> <p>A handbook for teachers (in English, French, German, Italian and Spanish) will help language teachers to use the outputs in their teaching and to develop similar material. It will also give detailed information on how case studies and global simulation projects can be used for corpus analysis, concordancing activities, vocabulary building, language testing and assessment, and benchmarking activities.</p>
<b>Your experience of dissemination &amp; exploitation of the re- sults and/or products developed by your project</b>	<ul style="list-style-type: none"> <li>• project website</li> <li>• links to project website from partner institutions and European confederation</li> <li>• presentation of project and project outputs at national and international conferences</li> <li>• publication of articles on project in journals and conference proceedings</li> <li>• integration into teacher training material and activities and into teacher training courses</li> <li>• email mailings through national and international mailing lists</li> <li>• informal presentation of project to colleagues</li> </ul>
<b>Project Coordinator (institution)</b>	<p><i>original coordinator:</i> Eberhard Karls Universität Tübingen (DE) <i>at present request for change of institution: new coordinator:</i> Julius-Maximilians-Universität Würzburg (DE)</p>
<b>Contact Person E-mail</b>	Johann Fischer, johann.fischer@uni-wuerzburg.de
<b>Partner Institutions/ Countries</b>	<p>Eberhard Karls Universität Tübingen (DE) – co-ordinator Universität für Bodenkultur Wien (AT) Ceská Zemedelská Univerzita (CZ) Oulun yliopisto (FI) Universidad de Navarra (ES) University College Dublin (IE) Université de Toulouse 1 Sciences Sociales (FR) Uiversità degli Studi di Padova (IT) Uniwersytet Przyrodniczy we Wrocławiu (PL) Instituto Politécnico da Guarda (PT) Slovenská Poľnohospodárska Univerzita v Nitre (SK) London School of Economics and Political Science (UK) CercleS – Confédération Européenne des Centres de Langues dans l'Enseignement Supérieur (DE) Simon Heath Services Ltd. (UK) Politechnika Wroclawska (PL) Julius-Maximilians-Universität Würzburg (DE) – application in process</p>

## Intercom

<b>Programme/ ActionReference No</b>	(Lingua 2) 230320-CP-1-2006-1-AT-LINGUA-L2
<b>Project objectives &amp; results to date</b>	<p>INTERCOM develops a Didactics for Intercomprehension, which stresses strategies that focus on the non-linguistic aspects of the receptive competence.</p> <p>On the basis of such an approach, the project is producing interactive online learning activities for four languages: a Germanic language – German; a Roman language – Portuguese; – a Slavonic language – Bulgarian; and also Greek.</p> <p>The target-public comprises teenagers and young adults (namely university students), who have already learnt a foreign language. Activities will allow a progression from the first contacts with a language to A2 level and they may be used either in a formal learning environment (at school, at university...) or in any self-learning situation.</p> <p>The aim of INTERCOM is not only to stimulate the receptive learning of specific languages, but especially to develop a strong general competence of Intercomprehension, thus, promoting plurilingualism in Europe.</p> <p>INTERCOM is based on theoretical and practical results of previous projects. By considering intercomprehension beyond different language families and stressing the non-verbal aspects in the reception process, the project brings a new dimension to the notion and will play a pioneer role in the production of didactic activities that correspond to this innovative approach. Results produced so far include a full module on the thematic of Clothes, for the learning of German.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	Since the materials are still being produced, dissemination is still restricted to Conferences and Project Fairs.
<b>Project Coordinator (institution)</b>	Paris-Londron-Universität Salzburg (AT)
<b>Contact Person E-mail</b>	Christian Ollivier - ollivier.christian@gmail.com
<b>Partner Institutions/ Countries</b>	<p>AT - Paris Lodron Universität Salzburg</p> <p>FR - Université de La Réunion</p> <p>AT - Fachhochschule Salzburg GmbH</p> <p>BG - Sofijski Universitet Sv. Kliment Ohridski</p> <p>BG - 9 Frenska ezikova gimnazia « Alphonse de Lamartine »</p> <p>GR - 1ο ΕΝΙΑΙΟ ΠΕΙΡΑΜΑΤΙΚΟ ΛΥΚΕΙΟ ΑΘΗΝΩΝ «ΓΕΝΝΑΔΕΙΟ»</p> <p>GR - ΕΡΕΥΝΗΤΙΚΟ ΑΚΑΔΗΜΑΙΚΟ ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ</p> <p>PT - Escola Básica 2.3 André de Resende</p> <p>PT- Centro Regional das Beiras - Universidade Católica Portuguesa</p>

**LOLIPOP –  
Language On-Line Portfolio Project**  
<http://lolipop-portfolio.eu/>

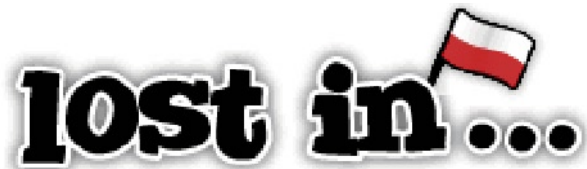


<p><b>Programme/ ActionReference No</b></p>	<p>LINGUA 2; Reference No: 116998-CP-1-2004-1-IE-LINGUA-L2</p>
<p><b>Project objectives &amp; results to date</b></p>	<p>LOLIPOP is an exciting new tool for language learning. This multilingual, on-line, interactive version of the European Language Portfolio with an enhanced intercultural dimension is designed to help students in Higher Education to become more autonomous, to reflect on their learning, and to self-assess their language and intercultural skills.</p> <p>Learners who use LOLIPOP will</p> <ul style="list-style-type: none"> <li>• Be more autonomous in their learning</li> <li>• See the process of language learning as a continuous activity that goes beyond the classroom</li> <li>• Showcase their language competence even when they have finished formal education</li> <li>• Be able to self-assess and reflect on their language skills</li> <li>• Have the opportunity to communicate with learners outside of their own environment through the Share function</li> </ul> <p>Teachers who use LOLIPOP with their students will</p> <ul style="list-style-type: none"> <li>• Improve the quality of teaching and learning through eLearning</li> <li>• Integrate intercultural learning in their students' language learning</li> <li>• Provide a bridge between the classroom and other forms of learning</li> <li>• Have the opportunity to communicate with other users of LOLIPOP throughout the EU</li> <li>• Facilitate European integration and mobility by cooperating with other teachers and learners through the Share function</li> </ul> <div style="text-align: right; color: red; font-weight: bold;">27 11:38</div> <div style="text-align: center;">     </div>

<p><b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b></p>	<p>The project has completed its 3 year's duration at the end of September 2007. A lot of dissemination activities took place, in particular during the last project year, September 2006-September 2007. Amongst many more, the most important events were:</p> <p><b>Presentations at Conferences:</b></p> <ul style="list-style-type: none"> <li>• Dr Jenny Bruen, Rhona Sherry: New Perspectives in Language Learning. 10th International Colloquium on Foreign Language Teaching. University of Limerick, 10-11 June 2005</li> <li>• Christian Ollivier: Language On Line Portfolio Project: Überlegungen zu einem europäischen Online-Sprachenportfolio für den Hochschulbereich. Konferenz Universität Salzburg 2005</li> <li>• V. Crosbie, F. Kennedy, J. Péchenart, A. Sudhershnan: (Self)-assessing the intercultural dimension of language learning through Lolipop. Eurocall Conference, September 2006</li> <li>• Lolipop at DissMark Conferende, 12-13 October 2006</li> <li>• Juliette Péchenart: The LOLIPOP ELP. A new electronic tool for language learners in higher education contexts. CercleS Conference, UCD, June 2007</li> <li>• Veronica Crosbie: Lolipop. Leargas – ECML meeting, 23 March 2007</li> <li>• Antje Neuhoff: The experience of the Language On-Line Portfolio Project (LOLIPOP). Eurocall Conference 2007, 5-8 September 2007</li> </ul> <p><b>Workshops:</b></p> <ul style="list-style-type: none"> <li>• Prototype 2. work in progress. DCU Language Festival April 2006.</li> <li>• The European Language Portfolio: An outline and strategies to motivate learners. DCU Workshop 11 July 2006</li> <li>• SALIS – LOLIPOP workshop: 22 June 2007, DCU</li> <li>• Lolipop-Workshop at TU Dresden , 04.10.07</li> </ul> <p><b>Scientific papers:</b></p> <ul style="list-style-type: none"> <li>• Jennifer Bruen, Juliette Péchenart and Veronica Crosbie: Have Portfolio, Will Travel: the intercultural dimension of the European Language Portfolio.</li> <li>• Antje Neuhoff : Language On-Line Portfolio Project. Das Europäische Sprachenportfolio als Online-Version im Hochschulbereich. In: „E-Learning – Vžitie Internetových Projeltov Pri Príprave Učiteľov Nemeckého Jazyka“, hrsg. von Martina Kášová, Prešov 2006, S. 71-90</li> <li>• Antje Neuhoff: Das elektronische Europäische Sprachenportfolio. In Babylonia. Digitale Medien und Fremdsprachenunterricht. Nr. 2, 2007</li> </ul>
<p><b>Project Coordinator (institution)</b></p>	<p>Dublin City University</p>
<p><b>Contact Person E-mail</b></p>	<p>Veronica Crosbie: veronica.crosbie@dcu.ie</p>
<p><b>Partner Institutions/Countries</b></p>	<p>Dublin City University, Ireland (Lead Partner)  Waterford Institute of Technology, Ireland  Technische Universität Dresden, Germany  Universidad di Granada, Spain  Universidade de Santiago de Compostela, Spain  Ecole Nationale Supérieure des Télécommunications de Bretagne, France  Paris-Lodron Universität Salzburg, Austria  Høgskolen I Telemark, Norway  Valodu macibu centrs, Latvia  Wyzsza Szkola Ekonomii I Administracji im. Prof. Edwarda Lipinskiego, Kielce, Poland  Polish Association for Standards in English, Poland  Politechnika Poznanska, Poland</p>

# lost in... - Interactive Language Learning Adventure Game

www.lost-in.info/en/html/home.html



<p><b>Programme/ ActionReference No</b></p>	<p>Socrates / Lingua 2114234-CP-1-2004-1-DE-LINGUA-L2</p>
<p><b>Project objectives &amp; results to date</b></p>	<p>Project objectiv was to create an interactive language learning computergame for adults and young people, being beginners or learners with little previous knowledge, who speak german or english and want to learn czech, danish, dutch or polish.</p> <p>Focus was to built a game-based and narration-based way of learning, combining edutainment and entertainment to establish a learning process that feeds itself by means of immersion (into a story) and immediate learning controll (by the action of the game). Learning a new language and solving a criminal case should be parallel actions in which the learner proceeds simultaneously.</p> <p>The setting and the plot of the criminal case where built according to the needs of a language learner. He has to make contact with people, listen and understand, ask and give information, in short: learn the (foreign) language! Gradually his/her knowledge of the language and of the disappearance of the case will increase. He/She needs to collect evidence, ask accomplices and find friendly people who will help him/her.</p> <p><i>lost in...</i> aims at levels A1 and A2 of the CEFR. It focusses on autonomous learner but is also very suitable for use in language classes at school or self-study groups</p> <p>The learning game supports the mission of the players/learners with a unique combination of help, both for learning and playing the game. All learning aids are optional and can be adapted to the individual language proficiency and learning needs. A virtual learning environment supports the game by offering classic learning exercises.</p> <p>Results of the project: 8 language learning adventures: DE-PL, EN-PL, DE-CZ, EN-CZ, DE-DA, EN-DA, DE-NL, EN-NL.</p> <div data-bbox="639 1115 1246 2016"> </div>



<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>Main experience is that dissemination and exploitation of the results takes much more time than one might think when starting the project. Spreading the news by PR and publicity is a slow process if you do not dispose of a structure already set up. Important actions like getting an ISBN for reaching the shelves of book sellers and wholesalers (offline and online) need a lot of time and there is no way to accelerate the process. Trying to penetrate foreign markets (others than your home country) is even more complicate and take even more time. Even disseminating the products by giving them for free to a partner (like e.g. airlines) is not easy as for most big companies the costs and efforts to set up a distribution is to high. Conclusion: Dissemination takes much more time and efforts than one might think at the beginning. Only persistancy leads to success and a great part of this work has to be done after the official project time is over. One needs to take this into account when planing dissemination.</p>
<b>Project Coordinator (institution)</b>	<p>raumstation GmbH</p>
<b>Contact Person E-mail</b>	<p>Christian Nink, nink@fictionfarmer.eu</p>
<b>Partner Institutions/ Countries</b>	<p>raumstation - Germany*fictionfarmer - Germany  Talenacademie Nederland - Netherlands  Univerzita Karlova v Praze; UJOP - Czech Republic  Sprogcentrets Forlag - Denmark  Prolog Szkola Jezykow Obcych - Poland  Verband Wiener Volksbildung - Austria  Universität Flensburg - Germany  Tschechisches Zentrum Berlin - Germany  Deutsch-Polnische Gesellschaft Brandenburg e.V. - Germany  Mbo Herzoptiker - Austria  Mer Limited - Bulgaria  Helix - Germany</p>

# New Learners in the New Europe

www.thinking-approach.eu

<b>Programme/ ActionReference No</b>	Socrates, Lingua, 225835-CP-1-2005-1-LV-LINGUA-L2
<b>Project objectives &amp; results to date</b>	<p>The project aims to enhance students' problem-solving skills to help them face the challenge of life-long learning. In order to reach the aim, the following objectives have been set:</p> <ul style="list-style-type: none"> <li>• Sets of new supplementary FL study materials for learning EN, FR, DA, LV and RO to foster students' problem-solving skills.</li> <li>• On-line teaching modules for learning EN, FR, DA, LV and RO and the development of problem-solving skills on the basis of the new materials.</li> <li>• A group of foreign language teachers in each participating country who are able to use the new materials and on-line modules in their professional practice, disseminate them among colleagues and propose new national and international projects based on the results of the given one.</li> </ul> <p>The project is targeted at learners of EN, FR, DA, LV and RO who are older than 14 and have already reached B1 level in one of the given languages. The main activities of the project are concerned with the design of supplementary learning materials for the target languages and the development and launch of on-line teaching modules for mastering one's skills in the above languages along with an improvement of problem-solving skills. The Thinking Approach to language teaching and learning is the underlying methodology for the project (<a href="http://www.thinking-approach.org">www.thinking-approach.org</a>)</p> <p>We have developed the software to assist the teacher in the process of materials development and currently the teams of materials designers in partner countries are finishing their work on the new materials. The new online modules are being finalised. The project is always open for collaboration with other institutions interested to integrate thinking skills instruction into their language curricula.</p> <div style="display: flex; flex-direction: column; align-items: center;">   </div>

<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>Although main dissemination activities are scheduled to start in January 2007, the following has already been done:</p> <ul style="list-style-type: none"> <li>• A number of new project proposals developed on the basis of the given one;</li> <li>• Teachers in partner counties have integrated the new materials in their professional work;</li> <li>• A course dedicated to the Thinking Approach - methodology used in the project has been launched in one of the university colleges in Latvia;</li> <li>• Information about the development of the project has been regularly posted to the Thinking Approach project website (<a href="http://www.thinking-approach.org">www.thinking-approach.org</a>), project summary has also been published on a number of other educational websites;</li> <li>• Information about the project and its activities has been published in local papers (Romania, Denmark) and presented on TV (Arad, Romania);</li> <li>• Keynote presentation of the project at an international conference organized by the Latvian Association of Teachers of English (August 2006)</li> <li>• A paper on one of the project products has been presented and published in an international conference (A.Sokol, "Innovations in language teaching and learning in the intercultural context", Riga, Latvia. June 2007);</li> <li>• Informative module about the project has been included in teacher training run by project members.</li> </ul>
<b>Project Coordinator (institution)</b>	Alexander Sokol (Latvian Association of Teachers of English)
<b>Contact Person E-mail</b>	Alexander Sokol, <a href="mailto:alexander.sokol@thinking-approach.org">alexander.sokol@thinking-approach.org</a>
<b>PartnerInstitutions/Countries</b>	Latvian Association of Teachers of English, Latvia Educational Resource Centre of Bornholm, Denmark National Institute of Applied Sciences (INSA), Strasbourg, France University Aurel Vlaicu, Arad, Romania Lydbury Language Centre, UK Latvian Association of Language Teachers, Latvia Daugavpils Russian Lyceum, Latvia Riga Herder School, Latvia Liceul Pedagogic "Dimitrie Tichindeal" Arad, Romania Centre for Form 10, Denmark Danish Language School, Denmark The Community College, Bishop's Castle, UK



# ONENESS – On-line less used and less taught language courses

www.oneness.vu.lt

<b>Programme/ ActionReference No</b>	Lingua / 110745-CP-1-2003-1-LT-LINGUA-L2
<b>Project objectives &amp; results to date</b>	<p>The project aimed to develop methodologies and materials for on-line learning of five less widely used languages of Europe (Estonian, Finnish, Lithuanian, Polish and Portuguese. ONE-NESS-learners are adults of any social or cultural background, who want to combine language acquisition with learning about socio-cultural aspects of the county where the target language is spoken, who want to achieve the survival level in the target language and use it in the target country as residents or tourists or to access information in the target language.</p> <p>Among others ONENESS aims to provide linguistic and cultural preparation for the exchange students planning to study in the target country. Web-based format helps learners to start studying target language and culture on their own time and surroundings. There are links to socio-cultural and practical information about the region available.</p> <p>A general format was created for an ITC-based language and culture course based on principles of autonomous and distance learning. This includes producing curricula and methodology. A special on-line language learning environment was created to develop and update language learning materials.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>We have disseminated our final product on conferences and seminars of applied linguistics, on methodical courses:</p> <ul style="list-style-type: none"> <li>• International Conference of applied linguistics in Tallinn, Estonia,. April 2005;</li> <li>• International Conference “Emakeel ja teised keeled V” Tartu, Estonia, November 2005</li> <li>• Methodical courses of Estonian for teachers of Estonian Language etc. Correspondents via e-mail</li> <li>• Electronic messages (direct mail) to Estonian Societies over the world and to teachers of Estonian in Universities of Finland, Sweden, Hungary and other countries.</li> <li>• Information concerning the project, as well as a link to the Oneness Webpage, was placed on the webpage of the home institution of the Estonian partners (<a href="http://www.ut.ee/ekv/">http://www.ut.ee/ekv/</a>).</li> </ul> <p>Presentation of the project in The meeting of the University Lectures. Brief description of dissemination activity (Vilnius University, LT): The information about the project was being disseminated on the partner websites, as well as with help of other Internet links, in conference papers, seminars, lectures for teachers, students, in the partner informational publications and catalogues.</p> <p>Published dissemination material:</p> <ul style="list-style-type: none"> <li>• leaflets about the project, ONNESS posters (in Lithuanian and in English)</li> <li>• calendars, bookmarks with information about the project</li> <li>• stickers, note-pads, ball-pens, ONENESS City Survival Kit</li> <li>• official invitations to the public project presentation (were sent to different educational institutions and embassies)</li> </ul> <p>Information about the project was placed on some websites: <a href="http://www.lsk.ff.vu.lt/">http://www.lsk.ff.vu.lt/</a>, <a href="http://www.vdu.lt/LTcoursese">http://www.vdu.lt/LTcoursese</a>, as well as on the Oneness webpage <a href="http://www.oneness.vu.lt">http://www.oneness.vu.lt</a>, <a href="http://www1018.vu.lt">http://www1018.vu.lt</a>.</p> <p>A lot of presentations at different conferences were made (by Ramoniene, Vilkiene, Pilipaite), many different articles were printed (Ramoniene, Vilkiene, Kaladyte, Valanciauskiene). ONE-NESS was presented (and still it is) during different Lithuanian language courses: Summer and Winter Courses, EILC courses and One-Year Course, during the courses for Erasmus students (2006, 2007). Project presentations were made in 3 Lithuanian TV broadcasts (by Ramoniene) and in 3 radio broadcasts (by Ramoniene).</p>
<b>Project Coordinator (institution)</b>	Vilnius University, Lithuania
<b>Partner Institutions/ Countries</b>	<p>EE: UNIVERSITY OF TARTU, DEPARTMENT OF ESTONIAN AS A FOREIGN LANGUAGE;          FI: OY FINN LECTURA ABFI: YLE - FINNISH BROADCASTING COMPANY (EDUCATION)          LT: VYTAUTO DIDZIOJO UNIVERSITETAS (INTERNATIONAL RELATIONS OFFICE)          PL: TOWARZYSTWO AUTORÓW I WYDAWCÓW PRAC NAUKOWYCH          PL: UNIWERSYTET JAGIELLONSKIPT: UNIVERSIDADE NOVA DE LISBOA</p>

# Sign On!: English for Deaf Sign Language Users on the Internet

www.signon.fi

<b>Programme/ ActionReference No</b>	Socrates, Lingua 2, Reference nr. 113936-CP-1-2004 1-LINGUA-L2
<b>Project objectives &amp; results to date</b>	The objective of SignOn! is to motivate and to enable adult Deaf sign language users to use English written language for international contacts on the internet (email, chat, web information). The users should know some basic English and also know how to use electronic information devices in general. In order to reach the objective, the partners developed a certain 'Sign On!' methodology, using the insights and tools of sign bilingual Deaf education. The respective materials represent an interactive English course for Deaf students using sign language as the language of instruction. They were produced in an iterative process and in close collaboration with the target group. The learning materials can be seen in the internet (CD-ROM/DVD is possible). At the moment the users can choose between 10 lessons with Internet-relevant or deaf-related topics. There is no rigid course structure. Every lesson consists of a main text in English on which the students can work. To be able to do that, there are translations into the sign languages of the partners and International Sign. Grammatical and lexical information for English is given in sign language: By linking pieces of the English text to video of sign language at the level of words, phrases and sentences, elements of the text which were estimated as more difficult, are explained via sign language. The exercises are also explained using sign language.
<b>Your experience of dissemination &amp; exploitation of the re- sults and/or products developed by your project</b>	Deaf education is a small area. This is due to the number of persons of the target group: about 0.1-0.2% of the population. Technically, ICT is a very promising tool especially for deaf education because of the multimedia character of instruction (sign language videos, visualisations of complex schemata, animations). Economically, products represent only a niche in the market. Therefore companies normally cannot expect profits from producing materials for deaf education. Moreover, production costs as well as costs for general education, inclusion of deaf persons are rather high because of the necessity of interpreters and filming. These are frame conditions for most of the projects in the area which also often prevent the projects from being sustainable. The feedback of deaf test users being rather good, we are still looking for partners in industry and education in order to continue the work on the SignOn! product, offering English to deaf sign language users. We think that some aspects of the project could be exploited also for the sake of other target groups.
<b>Project Coordinator (institution)</b>	University of Klagenfurt
<b>Contact Person E-mail</b>	Franz Dotter, franz.dotter@uni-klu.ac.at
<b>Partner Institutions/ Countries</b>	Finland: Finnish Association of the Deaf Iceland: Communication Centre for The Deaf and Hard of Hearing The Netherlands: Pragma Norway: Møller Resource Centre Spain: University of Barcelona United Kingdom: University of Central Lancashire

Comenius

# Comenius



<b>Programme/ ActionReference No</b>	Ref. No 119117-CP-1-2004-1-IT-COMENIUS-C21
<b>Project objectives &amp; results to date</b>	<p>INSULA EUROPAE project life cycle has ended by 30th of September 2007. The project has succeeded to achieve its aims to encourage teachers throughout Europe to extend the breadth of their teaching with inclusion of e-learning and newly developed materials concerning the EU in 3 curricula – European Literature and culture (of partner countries – member states of the EU), European Integration History (again of the partner countries), and European Civil Education – the European Citizenship.</p> <p>The project has developed new teaching strategies with attractive to the pupils throughout Europe new teaching materials on the subject of its three courses and thus it has supported European culture of tolerance to enter into curricula and contributed to increase European civic conscience.</p> <p>The training of teachers in all partner countries has improved their professional quality and also the quality of teaching and learning in the schools. The teachers involved in the project have been provided with a wide range of perspectives, teaching ideas and materials on the topics, themes and events, which have been of particular significance to European integration.</p> <p>Through the offered by the project advice the involved in the training and experimentation teachers learned how to make effective use of innovative communication technologies in the teaching and learning activities. They have successfully gone through the three steps of the experimentation phase: (1) training for trainers; (2) Exempla module experimentation; (3) Courseware experimentation and chosen to use one of more of the curricula.</p> <p>In Bulgaria 6 schools from 4 country districts were involved in the project - 3 from the capital, 2 from comparatively big cities and 1 from a rural region. 10 teachers were trained and 180 students participated in the experimentation classes.</p> <p>The students developed presentations as ‘That’s Who We Are’, ‘The Great Europeans/ Bulgarians’, ‘Traveling Through Bulgaria / Through the EU’ (The Flying Classroom) – cultural and Historical Objects Protected by UNESCO.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>The dissemination and exploitation of the project results and projects started even at the time of this project implementation.</p> <p>The 3 developed curricula - European Literature and Culture, European Integration History and European Civil Education – the European Citizenship were presented in schools outside the experimentation and they encouraged other educators to start develop such materials and introduce e-learning in their teaching.</p> <p>In Bulgaria, where the schools, teachers and pupils were extremely active and eager to contribute participants on the basis of the developed learning platform a new national scope project has been develop: for establishment of Insula Europae (Our Common Home Europe) school clubs (as extra curriculum activity) with 3 sections corresponding to the three developed courses plus Young Journalists school clubs involved in creation of an Inter-school student newsletter encouraging expansion of EU knowledge among pupils and creation of feeling of European belonging – European citizenship.</p> <p>The project is to enter into its second phase as a new international educational project, this time supported by the LLL programme has been approved for financing – Bridging Insula Europae, expanding the scope of the project and its results.</p>
<b>Project Coordinator (institution)</b>	CENTRO STUDI E FORMAZIONE VILLA MONTESCA, ITALY <a href="http://www.montesca.it">http://www.montesca.it</a>
<b>Contact Person E-mail</b>	Fabricio Boldrini – Project Coordinator Alya Veder – <a href="mailto:Expert.cei@mail.orbitel.bg">Expert.cei@mail.orbitel.bg</a>
<b>Partner Institutions/ Countries</b>	<p>SPANISH CONFEDERATION OF EDUCATIONAL CENTRES (CECE), SPAIN E-DUCATION, IT S.p.A., ITALY SEU SERVIZIO EUROPA, ITALY SSIS VENETO INTER-UNIVERSITY SCHOOL OF SPECIALIZATION FOR THE TRAINING OF SECONDARY TEACHERS, ITALY INTERCOLLEGE, CYPRUS TECHNOLOGICAL RAILWAY HIGH SCHOOL, ROMANIA SCIENCE AND RESEARCH CENTRE REPUBLIC OF SLOVENIA</p>

# Roads Across Europe



<b>Programme/ ActionReference No</b>	Socrates/ Comenius/ Language Project05-PL-75-MS-DE
<b>Project objectives &amp; results to date</b>	<p>“Roads Across Europe” is about “roads” connectivity across cultural, linguistic, historical and geographical barriers. This is the conceptual framework for the European values such as: deepening of intercultural dialogue and cooperation by creating a more language-friendly environment, equal chances to all nationalities, promotion of less frequently used languages, as is Romanian, in order to improve communication between cultures. Students, teachers, students’ parents, local authorities would be involved in activities regarding the experience before and after becoming a member of the European Union. Sharing the “roads” we would be the travelers enjoying better travelling than the arrival. Expectations and doubts, curiosity and worries have to be answered through the planned activities of this project. To identify the mainstream orientations of European educational systems, collect all types of information concerning innovating approaches to the language teaching, encourage our partners to learn a less widely used language in order to be effective in a multicultural and multinational Europe, will be our project’s priorities.</p> <p>At the end of this language project a bilingual web-site with information about culture, education, history and geography of both countries involved in the project will be accessible to a wide community. By promoting modern Information and Communication Technologies, a Romanian-German- English Survival Kit will be created to facilitate the learning of languages by both partners. The European Language Portfolio will be used for self assessment, being an innovative instrument based on the concept ‘what you can do ‘ in a language and providing a tool for long-life language learning. This project will successfully contribute to an educational and social cohesion for the present and future generation in a borderless Europe.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>Dissemination has made students aware of the importance of the work they have done, has made all interested parties and a wider public aware of the project. It is aimed at institution staff, parents, other supporters, local community and decision-makers. It has been done by both teachers and students through exhibition/display in institutions, presentations, and meetings with staff, parents, and local community, distribution of leaflet /informal reports and press release. It has been done in classrooms and entrance halls, at school events, like parents meetings open days, at conferences and seminars, in the school newspaper, in the yearbook, in the local and regional newspapers, in local and regional radio and TV programmes, in professional journals. A good dissemination will be the web site that will assure a great visibility of our project to a virtual community. Presentation of the project at the Conference and Project Fair in Iasi organized by EuroEd has been a good opportunity for increasing visibility of the project which is known nationwide at the moment.</p>
<b>Project Coordinator (institution)</b>	Colegiul National “Al.Papiu Ilarian”
<b>Contact Person E-mail</b>	Angela Cotoara, acotoara@rdslink.ro
<b>Partner Institutions/ Countries</b>	“Anne Frank” Gymnasium, Aachen Germany

Grundtvig

# TEDDY BEAR - Twinning the Elderly Disadvantaged and Disabled with the Young By Enabling Active Reminiscence.

www.sastamalanopisto.fi

www.itaca.coopsoc.it/

www.e-c-a.ac.uk/



<b>Programme/ ActionReference No</b>	Grundtvig 2 / 06-FIN01-S2G01-00064-3
<b>Project objectives &amp; results to date</b>	<p>Teddy Bear is an intergenerational project involving older people, aged over 50 years, from all sectors of the community, sharing their life histories with fifth-formers at rural primary schools. The project aimed to encourage the whole community to adopt a caring approach to its older residents thus improving their overall quality of life.</p> <p>In the first project year, the seniors encouraged juniors to respond to their life histories with structured questions and by producing creative work such as artwork, drama or written text based on these stories. The children were then “paired” with the adults under teachers’ supervision. Intergenerational learning focused on food, celebrations, WW II, world of work, rural crafts, games, childhood books and dialects, and the adults “translated” their life histories into a language suitable for children. The children acted as “mentors” to the same elderly people by assisting them with their computer studies. The adults thus gain IT skills, confidence and self-esteem, while the children enrich their knowledge of the history and the social changes in their community.</p> <p>In the second project year the project concentrated to other groups than primary schools, and new activities were introduced. These were Net friends of two generations writing and talking in English; Goat Stories in Local Dialect in Vammala as well as Lantula Village School Reminiscence.</p>
<b>Your experience of dissemination &amp; exploitation of the re- sults and/or products developed by your project</b>	<p>Our experiences of dissemination are concentrated into the third and final year of the project. However, during years 1 and 2 three short film documentaries were made in college video classes. Also, a number of local newspaper articles were published, many of them written either by our staff or learners involved in the project. We integrated as many college subjects into the project work as possible; for example the Open University creative writer’s class made interviews and wrote some newspaper articles on the project. A pro-seminar academic paper was written on Teddy Bear intergenerational learning. National Project web pages were created as soon as the project was launched. Here is a list of some of the most important dissemination events of the <b>Finnish Teddy Bear Project</b> during the 3<sup>rd</sup> year:</p> <ol style="list-style-type: none"> <li>1. <b>The Finnish opening conference of the new LLP programme in Finlandia Hall, Helsinki</b> 19.9.2007. Teddy Bear presented there as the only Finnish Grundtvig Programme Project.</li> <li>2. <b>Article</b> (in Finnish) in Sivistys.net published 21.9.2007 <a href="http://sivistys.net/?action=juttu&amp;ID=2745">http://sivistys.net/?action=juttu&amp;ID=2745</a></li> <li>3. Printing of a <b>Teddy Bear Finland brochure</b> (2000 copies)</li> <li>4. <b>The Finnish Broadcasting Company YLE filming the activities of the Teddy Bear project</b> for a series of education programmes broadcasted on the following dates: YLE Teema Monday 19.11.2007 at 15:30 ja 18:30 and Wednesday 21.11.2007 at 15:30.</li> <li>5. <b>DVD documentary films</b> on Arts and Crafts Seminar 9.2.2007 and transnational visit December 2006 presenting the project in KTOL Association for Adult Education Centres <b>Projects’ Fair</b>.</li> <li>6. <b>Helsinki University of Technology</b> – Lifelong Learning Institute Dipoli – made a <b>Case Study on Teddy Bear</b> spring 2007. <a href="http://www.eagle-project.eu">http://www.eagle-project.eu</a></li> <li>7. <b>Article</b> (in Finnish) in Sivistys.net published 13.2.2007 <a href="http://sivistys.net/?action=juttu&amp;ID=2310">http://sivistys.net/?action=juttu&amp;ID=2310</a></li> </ol>

	<p><b>8. Arts and Crafts Seminar (teacher training) in Vammala Sastamala Community College</b>  9.2.1007. About 50 participants from Finland, UK, Italy and Slovenia. =&gt; An article in a small local newspaper.  9. Representation in the <b>LLP Conference</b> in Tuusula, Finland September 2006.  10. Representation in <b>Finnish Institute annual meeting in London</b> October 2006.</p>
<b>Project Coordinator (institution)</b>	Adult Education Association (ECA) UK County of Herefordshire District Council in Herefordshire, UK
<b>Contact Person E-mail</b>	Tuija Hyvönen                      tuija@sastamalanopisto.fi
<b>Partner Institutions/ Countries</b>	<p>Sastamala Community College in Vammala (Finland)  Cooperativa Sociale Itaca S.C.A.R.L. (Pordenone, Italy)  Slovenian Institute for Adult Education (Slovenia)</p> <p>Teddy Bear Success Story The Project was selected as one of the 20 most significant activities sponsored within the Grundtvig programme 2000-20007 in Berlin in May 2007. The project was sent to Berlin to compete for this honour by the Italian National Agency.</p>



Erasmus

## HANSA NOVA network

<http://hansanova.arcada.fi/>

<b>Programme/ ActionReference No</b>	Socrates/Curriculum Development/European Module 29323 - IC - 1 - 2005 - 1- FI - ERASMUS - MODUC - 1
<b>Project objectives &amp; results to date</b>	<p>HANSA NOVA presents a new, innovative, way of creating cooperation between institutions in Higher Education and companies. The primary objectives of the HANSA NOVA research and development network are:</p> <ol style="list-style-type: none"> <li>1. to increase the knowledge of cultural differences in business organizations in the Baltic Sea Region;</li> <li>2. to develop and deliver a European Module supporting multicultural management with modern ICT-tools in the Region.</li> </ol> <p>In the first phase, materials for the Module were developed. The development took place in Communities of Practice where Higher Education Institutions and companies interact. Faculty's and supervised students' research on ICT-based multicultural projects was an important part of the development work. At this moment the work on the second phase is being done. The Module is being tested by Higher Education Institutions. The Module is being delivered both in classrooms and on-line (blended learning) by the HANSA NOVA partners. In the coming years, the European Module can be widely utilized by other European Universities. In line with the Bologna process and the Tuning project, the Module can be implemented as a core module (fostering competencies in Business Management), a support module (use of ICTs), an organisation- and communication skills module (working in cross-cultural teams), a specialisation module (geographical area), or a transferable skills module (bridging the gap between theory and practice).</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>Dissemination tools (leaflet, electronic presentation material, information portfolio about the project) are produced and made available on website <a href="http://hansanova.arcada.fi">http://hansanova.arcada.fi</a> Dissemination is also directed to non-Hansa Nova countries in the Baltic Sea Region (HEIs, companies, trade organisations).</p> <p>Local and national dissemination includes partners' own website, staff events, union meetings, newsletters, seminars, articles in newspapers and educational magazines. For example, in 2006 – 2007 the following network member' seminars were held and will be held:</p> <ul style="list-style-type: none"> <li>• 5 - 7 October 2006, Helsinki seminar, Arcada – a University of Applied Sciences</li> <li>• 19 - 21 April 2007, Vilnius Seminar, Vilnius College of Higher Education</li> <li>• 8 - 10 November 2007, Odense seminar, Tietgen Business College</li> </ul> <p>International dissemination is in the form of international seminars and goes through organisations' websites. For example, in 2006 – 2007 the following international seminars were held:</p> <ul style="list-style-type: none"> <li>• 25-28 October 2006, Hansa Nova was presented at the EDEN Research Workshop (European Distance Education Network) in Castelldefels, Barcelona</li> <li>• Nov 28 - Dec 1 2006, Hansa Nova was presented at on-line Educa in Berlin</li> <li>• 21-24 March 2007, Presentation of the Hansa Nova project at the SPACE meeting, Nicosia, Cyprus</li> </ul> <p>At the moment the Module is being implemented in Vilnius University and Vilnius College in Higher Education. First data concerning the results of the Module exploitation will be received in November 2007.</p>
<b>Project Coordinator (institution)</b>	Ms. Eija Källström
<b>Contact Person E-mail</b>	Ms. Eija Källström, Assistant Head of Department of Business, Media, and Technology Arcada – a University of Applied Sciences, <a href="mailto:eija.kallstrom@arcada.fi">eija.kallstrom@arcada.fi</a> Prof. Mart Tamre, Head of Department of Mechatronics Tallinn University of Technology, <a href="mailto:mart@staff.ttu.ee">mart@staff.ttu.ee</a>

<b>Partner Institutions/ Countries</b>	<p><b>Higher Education Institutions:</b>  Denmark: Tietgen Business College, Odense  Estonia: Tartu University, Tallinn University of Technology  Finland: Arcada – a University of Applied Sciences , Helsinki  Lithuania: Vilnius University and Vilnius College in Higher Education  Norway: Buskerud University College, Hönefoss  Russia: St. Petersburg State University and St. Petersburg Polytechnic Institute</p> <p><b>Trade Union:</b>  Finland: Tradenomiliitto TRAL, Finland (association for business graduates)</p> <p><b>Selected companies in the Baltic Sea region</b>  (more information on HANSA NOVA website: <a href="http://hansanova.arcada.fi/">http://hansanova.arcada.fi/</a> )</p>
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Leonardo da  
Vinci

## European Languages for Secretaries

<b>Programme/ ActionReference No</b>	
<b>Project objectives &amp; results to date</b>	<p>The ELS project and the ELS portal have three main aims: To develop the language skills of office staff in companies throughout Europe in order to upgrade their professional language profile (in 4 foreign languages: English, French, Italian and Spanish), to expose office staff of companies throughout Europe to the Business Culture of 9 European countries, to provide a Personal Development module, fully integrated to the Business Language packages and specifically designed for office staff in European companies.</p> <p>The content of the portal is organised on the following four modules:</p> <ol style="list-style-type: none"> <li>1. Business Language Training packages which is addressed to “Basic users” (Level A2) or “Independent users” (Level B1) in the target language (English, French, Italian or Spanish) who wish to develop their language skills in a specific business context.</li> <li>2. Business Training Culture modules which are addressed to: “Basic users” or “Independent users” in English, French, Greek, Italian, German, Norwegian, Romanian, Slovak and Spanish, wishing to improve their knowledge of the specific features of the European business culture environment.</li> <li>3. Personal Development module that is addressed to: “Independent users (Level B1 (the Personal Development Module is only available in English).</li> <li>4. The fourth component, the Online Glossary, is addressed to “Basic users” or “Independent users” wishing to use and access a comprehensive glossary of business related terminology in 9 European languages.</li> </ol>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>The project was disseminated through its courses, its site as well as through the partners’ networks and through the institutions that helped with piloting of the course materials.</p> <p>The content, the methodology and the format of the language courses also contributed to their dissemination through SME-s and business-related networks.</p> <p>In terms of content the choice of up-to-date topics of relevance for European executive assistants and the use in the language course of tasks and instruments already familiar to modern secretaries from their professional context this time in order to practise language skills have been used as a marketing asset.</p> <p>The combination of autonomous online learning with learner’s instructor-monitoring upon request led to a format open to any student.</p>
<b>Project Coordinator (institution)</b>	Pixel. Florence, Italy
<b>Contact Person E-mail</b>	Elisabetta Delle Donne, email: elisabetta@pixel-online.net
<b>Partner Institutions/ Countries</b>	<p>PIXEL (Italy) Connectis (Italy)          Comune di Firenze (Italy)          ITI - IPIA Leonardo da Vinci (Italy)          No - Limits Education and Training (UK)          EuroEd Foundation (Romania)          AGERCEL (France)          CREA (Spain)          Georgiki Anaptiki Vocational Training Center (Greece)          CIDAF (Romania)          Transfer Slovenko Ltd. (Slovak Republic)          Bildungswerk (Germany)          Kompetanse - meglernas (Norway)</p>

# InterAct - Developing New Basic Skills at the Workplace through Internet-based Problem-solving Role-play


www.statvoks.no/interact

<b>Programme/ ActionReference No</b>	Leonardo2004 – N/04/B/PP/165020
<b>Project objectives &amp; results to date</b>	<p>Objectives: To develop, test and make available a model of non-formal/informal education for Life Long Learning aimed at increasing motivation at the workplace; To improve the New <b>Basic Skills</b>:</p> <p>ICT skills; foreign language skill; scommunication and negotiation skills; teamwork; intercultural awareness</p> <p><b>Results:</b></p> <p>Didactic model for enhancing the New Basic Skills adapted to the special need of learning at the work place.</p> <p>Four validated modules with customised scripts for two sectors (health &amp; care and tourism &amp; accommodation).</p> <p>Project website with scripts and products of all the simulations, final project conference proceedings held in Iasi, Romania in September 2006, and the Interact handbook.</p> <p><b>Handbook (available on CD and downloadable):</b> didactic models, suggestions for elaborating scripts and methodology of simulations, role of tutor, ways of ensuring sustainability, project validated scripts, related articles written by partners.</p> <p>Leaflet in English describing the Interact model with accompanying CD containing the hand-book.USB flash drives with handbook translated into relevant languages.Post-its with the Interact url.Five rollup banners.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>The project planned the following dissemination strategy: yearly participation in international events with transversal impact – conferences and project dissemination fairs in the field of education, IT, business, services, medicine and social welfare, work mobility and employability. Dissemination was supported through a project website, USBs uploaded with the project methodology and project-validated simulation scripts, the project handbook, all associated with a selective use of more 'traditional' dissemination instruments such as post-its, rollups, project leaflets in various languages accompanied by CD.</p> <p>The project also benefited from a sustained promotion in the field of Lingua projects alongside marketing of specific tools for LLL promoted in the work of projects under the auspices of Grundtvig and Leonardo.</p> <p>An important element of success lay in the transversal nature of the envisaged target groups and the intensive use of electronic media. The joining in of regional and territorially significant stakeholders as associate partners (e.g Iasi University of Medicine and Pharmacy, Iasi Inspectorate for Labour) interested in adapting the project methodology to their own agendas of lifelong learning training was also due to the work done during project development for adapting the methodology and materials to a new, free of charge e-learning platform (Moodle) as a means of ensuring project sustainability and adaptability to new beneficiaries.</p>
<b>Project Coordinator (institution)</b>	VOX National Institute for Adult Education, Oslo, Norway
<b>Contact Person E-mail</b>	Graciela Sbertoli: graciela.sbertoli@vox.no
<b>Partner Institutions/ Countries</b>	EuroEd Foundation, Romania; Wesminster Adult Education Service, United Kingdom; ISSA, Spain; Langerud Nursing Home, Norway; Clinica Universitaria, Pamplona, Spain; Instituto Superior de Secretariado y Administración, San Sebastian, Spain; Social Assistance Office Iasi, Romania; Commerce, Service and tourism Association for the Municipality of Dovre, Norway; Hotel Unirea Iasi, Romania; Conran restaurants, UKEdrocast SRL Romania; Guy's and St Thomas' Hospital, NHS Trust, UK; Veredotter Scandinavian Cuture and Education, Sweden

# Web-based Maritime English Learning Tool - MarEng

<http://mareng.utu.fi>



<b>Programme/ ActionReference No</b>	FIN-04-B-F-LA-160515
<b>Project objectives &amp; results to date</b>	<p>The main outcome of the project is a web-based Maritime English learning tool reflecting a wide range of maritime topics and competence levels. It is available as a CD-Rom, and it can be freely downloaded from the project website (<a href="http://mareng.utu.fi">http://mareng.utu.fi</a>).</p> <p>The creation of the MarEng learning tool was based on the fact that the teachers of maritime English often strongly feel that there is a lack of maritime English teaching material. In the beginning of the project, to ensure that the MarEng material will meet the needs of the actual users, an initial survey on the language needs and actual language usage situations of deck officers was carried out.</p> <p>As part of the quality assurance of the MarEng learning tool, before publishing, the tool was piloted by the project partners, zero-partners and by other co-operating organisations, including various European maritime educational institutions, maritime administrations, shipping companies etc. Furthermore, the learning tool went through a pedagogical evaluation.</p> <p>The project has well met its main target, which was the development and distribution of a Maritime English learning tool for the use of maritime English teachers and students, as well as for people working in the various maritime professions. The freely available learning tool reflects different competence levels and covers various aspects of the maritime field. As was originally planned, not all the numerous subjects within the whole maritime field were taken into account, however, but the material was focussed to those subjects that best reflect the expertise of the project partners.</p> 
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>The MarEng CD-Roms were submitted to all the partners, zero-partners and various interested parties, both private and public, as soon as they were available. The tool will be widely used as part of Maritime English language instruction, for example by the partner organisations, which are mostly educational institutes from different EU-member nations.</p> <p>The MarEng learning tool has been disseminated actively in several international conferences and other related events. The specific target groups (maritime English teachers and students, people working in the various maritime professions) have been extensively reached in the European countries, and the product has already attracted a lot of attention from all over the world as CD-Roms have been sent, for instance, to China and to the United States. Lots of positive feedback has been gained already, and during the testing and dissemination processes it could already be seen that the MarEng learning tool clearly meets needs of the target groups. Project presentations have been given by the co-ordinator and various partners in several international conferences and seminars.</p> <p>Centre for Maritime Studies, University of Turku: Presenting project material and demonstrating the learning tool at DissMark Conference, Iasi, Romania, October 2006.</p>



	<p>Centre for Maritime Studies, University of Turku: Presenting project material and demonstrating the learning tool in MATCH Marine Event, Rauma, Finland, April 2007.</p> <p>Centre for Maritime Studies, University of Turku: Presenting project material and demonstrating the learning tool at Learning in the Workplace Conference poster-session, Copenhagen, Denmark, May 2007.</p> <p>Institute of Transport and Maritime Management Antwerp: introducing the tool at International Association of Maritime Economists: International Workshop on Discourse in Organizations, Knokke, Belgium, September 2005.</p> <p>Institute of Transport and Maritime Management Antwerp: EU Matching Event : Meet new partners in Transport &amp; Logistics, Antwerp, Belgium, October 2005.</p> <p>University of La Laguna, School of Nautical and Searelated Studies, English and German Linguistic Studies: Formal Lecture at the 5<sup>th</sup> international AELFE Conference, Zaragoza, Spain, September 2006.</p> <p>University of La Laguna, School of Nautical and Searelated Studies, English and German Linguistic Studies: Introductory talk followed by practical session at IFAPA, Huelva, Spain, April 2007.</p> <p>University of Helsinki, Department of Translation Studies: Presentation at the Research Seminar of the Department of Translation, Kouvola, Finland, September 2005.</p> <p>University of Helsinki, Department of Translation Studies: Presentation at the XXVI Vakki-Symposium (an annual symposium for translators), Vaasa, Finland, February 2006.</p> <p>Lingonet Ltd.: Presentation and Workshop at the Language Training Conference, Turku, Finland, November 2006.</p> <p>Lingonet Ltd.: Presentation and Display at ITK Forum, Hämeenlinna, Finland, April 2007.</p> <p>Sydväst University of Applied Sciences, School of Maritime Studies: Introducing the project at IMEC 16 (International Maritime Lecturers' Conference), the Philippines, October 2004.</p> <p>Sydväst University of Applied Sciences, School of Maritime Studies: Presentation at IMEC 17 (International Maritime Lecturers' Conference), Marseille, France, October 2005.</p> <p>Sydväst University of Applied Sciences, School of Maritime Studies: Presentation at IMLA 14 (International Maritime Lecturers' Conference), Marseille, France, October 2006.</p> <p>Latvian Maritime Academy: seminar for Latvian Maritime Academy English Department staff and Training centres representatives, Riga, Latvia, November 2005.</p> <p>Gdynia Maritime Academy: Presentation at the G.A.M.E. Summer Seminar, Gdynia, Poland, June 2006.</p> <p>Gdynia Maritime Academy: Presentation at IMEC 17 (International Maritime Lecturers' Conference), Marseille, France, October 2005.</p> <p>Gdynia Maritime Academy: Presentation at IMLA 14 (International Maritime Lecturers' Conference), Marseille, France, October 2006.</p>
<b>Project Coordinator (institution)</b>	Centre for Maritime Studies, University of Turku
<b>Contact Person E-mail</b>	Mr. Juha Suotmaa, juhsuo@utu.fi
<b>Partner Institutions/ Countries</b>	<p>Centre for Maritime Studies, University of Turku, Finland</p> <p>Institute of Transport and Maritime Management Antwerp, University of Antwerp, Belgium</p> <p>University of La Laguna, School of Nautical and Searelated Studies, English and German Linguistic Studies, Santa Cruz de Tenerife, Spain</p> <p>University of Helsinki, Department of Translation Studies, Helsinki, Finland</p> <p>Åland Polytechnic, The Åland Maritime Institute, Mariehamn, Finland</p> <p>Lingonet Ltd., Turku, Finland</p> <p>Sydväst University of Applied Sciences, School of Maritime Studies, Turku, Finland</p> <p>Latvian Maritime Academy, Riga, Latvia</p> <p>Gdynia Maritime University, Gdynia, Poland</p> <p>European Languages Centre Ltd</p> <p>Finnish Ships Officers' Union (zero-partner)</p> <p>Finnish Maritime Administration (zero-partner)</p> <p>National Board of Education, Finland (zero-partner)</p> <p>Rettig Group Ltd. Bore, Finland (zero-partner)</p> <p>APEC Antwerp / Flanders Port Training Center (zero-partner)</p> <p>Maritime Administration of Latvia (zero-partner)</p>

## LLL for Nurses

Life-Long Learning for Nurses to Promote Mobility and to Foster Exchange Capacity  
www.lllforurses.lv

<b>Programme/ ActionReference No</b>	Leonardo da Vinci, LV/03/B/F/LA-172.001
<b>Project objectives &amp; results to date</b>	<ul style="list-style-type: none"> <li>The aim of the project was to create an outline of the methodological training module for upgrading the foreign language competence for professional people in nursing and student nurses, as well as to develop a multilingual glossary in three language of partner countries to be used for professional interaction and to develop the European Language Portfolio for Nurses to promote learner autonomy through self-assessment and self-organized learning.</li> </ul> <p>The ELP for Nurses has been used in the professional nursing colleges and in the foreign language training programmes most widely across Latvia and in the partner countries. The results of the dissemination and feedback questionnaires show the great interest on the part of the courses participants where the ELP for Nurses is being used. The web page <a href="http://www.lllforurses.lv">http://www.lllforurses.lv</a> has been visited and interest has been not only from the partner countries where the project was mostly disseminated but also from countries outside Europe where it has been found most useful.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>The products and results of the project “Life-Long Learning for Nurses to Promote Mobility and to Foster Exchange Capacity” have been made available on the Public Service Language Centre homepage.</p> <p>The products have been presented not only in local conferences and seminars but at two International Certificate Conference events in Graz and Stockholm, as well as during other project meetings where the PSLC has been involved as partner( 7 projects). The experience gained in this project has promoted the design and creation of other ELPs, ,e.g., in URLSE project an ELP for Railway Workers is being developed to promote safety and communication between train drivers in Europe.</p>
<b>Project Coordinator (institution)</b>	Public Service Language Centre, Latvia
<b>Contact Person E-mail</b>	
<b>Partner Institutions/ Countries</b>	

# Quality Assurance in Language for Specific Purposes (QALSPELL)

www.qalspell.ttu.ee

<b>Programme/ ActionReference No</b>	Leonardo da Vinci Community action programme on vocational training;Project no. EE/02/ B/F/LA-135004
<b>Project objectives &amp; results to date</b>	<p>The aims of the project were to establish unified skills-based tertiary level Language for Specific Purposes examination requirements and assessment criteria and to provide the employers with the tools for identifying the employees' and civil servants' specific foreign language needs.</p> <p>As a result of the project unified skills-based tertiary level Language for Specific Purposes (LSP) examination requirements and assessment criteria were worked out. These serve as a model and can be used for different languages, including the languages of the participating countries taught as foreign languages. The emphasis is on Language for Specific Purposes (e.g. Technical Estonian for Engineers and Professionals, German for Public Administration, Business English etc.) rather than general language. In 2004 a Handbook of LSP Examinations for students, teachers and educational decision-makers was published. The handbook contains core and sub-skills descriptors, frames for testing different skills in different genres and specialist fields and samples of examination papers for different languages. The handbook was published in English, Estonian, Latvian and Lithuanian. It is accompanied with a CD ROM with a sample listening test.</p> <p>Needs analysis questionnaires were compiled to be used by employers for checking the employees' knowledge of foreign languages and providing them with appropriate foreign language instruction. A website of the project in the English language is available for all the interested parties.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	The project and its results have been disseminated at different events: conferences, seminars, workshops, fairs, meetings in several countries. Tallinn University of Technology as the project coordinator has organized conferences to introduce QALSPELL to a wider audience. In addition, the project has been exhibited and presented at Innove events in Estonia, at workshops in Graz, Austria and in Finland, at a meeting for project promoters in Brussels, Belgium and at an Information Day for project promoters in Maastricht, Netherlands.
<b>Project Coordinator (institution)</b>	Tallinn University of Technology, Language Centre
<b>Contact Person E-mail</b>	Hele Saar: hele.saar@ttu.ee
<b>Partner Institutions/ Countries</b>	<p>Dresden University of Technology (Germany)</p> <p>AS Tallinna Küte (Estonia)</p> <p>Estonian Information Technology College (Estonia)</p> <p>Public Service Academy (Estonia)</p> <p>Tallinn University of Technology (Estonia)</p> <p>University of Vilnius (Lithuania)</p> <p>Vilnius Gediminas Technical University (Lithuania)</p> <p>Kaunas University of Technology (Lithuania)</p> <p>Ventspils University College (Latvia)</p> <p>Riga Technical University (Latvia)</p> <p>Roehampton University (UK)</p>

# VOWEL - Virtual and Open World for European Languages

www.virtual-language.com

<b>Programme/ ActionReference No</b>	Leonardo Da Vinci2004 FR /04/B/P/LA-151213
<b>Project objectives &amp; results to date</b>	<p>1. Project objectives</p> <ul style="list-style-type: none"> <li>• To identify basic daily professional situations requiring specific linguistic competencies (needs analysis) in order to create adequate and relevant pedagogical scenarios;</li> <li>• To adapt an interactive linguistic eLearning system to learn and improve reading, writing, listening and spoken skills while playing a game or navigating a relevant professional scenario;</li> <li>• To include interactive and dynamic language learning and teaching processes to an existing 3D platform;</li> <li>• To create a complete set of learning resources allowing the learners to experiment and assess communication in actual professional situations and environments;</li> </ul> <p>2. Project activities The specificity of the VOWEL environment is to provide a series of synchronous and asynchronous functionalities promoting language learning in an entertaining and interactive way. Each learner will have access to many pedagogical resources in order to successfully navigate within a collection of virtual buildings, factories, and meeting rooms. Multiple learners will be able to interact synchronously with each other during programmed scenarios or workgroup sessions, with or without live support from a tutor. In asynchronous mode, the learner interacts with virtual robotic characters (avatars). A permanent assessment of the learner's progress is also provided through action sheets, grammar sheets, and online exercises. Learners will experience all aspects of the desired language through listening, speaking, reading and writing exercises.</p> <p>3. Project results and products The VOWEL project's main result is an experimental pilot. The consortium has customized, tested and adapted the 3D eLearning platform on several sites in Europe. Further scenarios will be created and tested to provide interactive basic language courses in English, French and Spanish allowing the target groups to handle professional situations in those languages. A complete valorisation process and a business plan will ensure the dissemination of the results throughout Europe, in the hope that VOWEL can be extended further to include lesser spoken languages such as Romanian and Hungarian.</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>Bridge Language Study House started to disseminate the project since the launch of www.virtual-language.com in April 2005 by advertising it in 4 local newspapers and magazines, a couple of national newspapers and periodicals. Moreover, we held several presentations at different educational events in which we presented the Vowel platform and the courses available on line and handed out the promotional material, including the handbook explaining how to use Vowel and the promotional CD ROM.</p> <ul style="list-style-type: none"> <li>-QUEST Romania Annual General Meeting (18 March, 2005) 30-minute presentation</li> <li>-Universtitaria Educational Fair (16-19 November, 2005) Stand only (no presentation)</li> <li>-LCCI Tutor Training Course (7, 8, 21 &amp; 28 October 2006) Stand &amp; 2-hour presentation</li> <li>-RATE Conference (27-29 October, 2006) Stand only (no presentation)</li> <li>-Universtitaria Educational Fair (16-19 November, 2006) Stand only (no presentation)</li> <li>-QUEST Romania Conference (24-25 November, 2006) Stand &amp; 30-minute presentation</li> </ul> <p>The pilot demonstrated the satisfaction of the users in terms of content quality and technological tools.</p>
<b>Project Coordinator (institution)</b>	ORT FRANCE, PARIS, FRANCE
<b>Contact Person E-mail</b>	vowel@blsh.ro Marc Pillich – Wright
<b>Partner Institutions/ Countries</b>	<p>AcrossLimits, MALTA          BRIDGE LANGUAGE STUDY HOUSE, Romania          MT EDUCACIÓN Y FORMACIÓN, Zaragoza          Heathcote International Limited, UK          Camera Work, Italy          ORT, France          Passeport Europe, France</p>

European  
Language  
Label  
Winner

## “Alors, raconte...” – multimedia unit – web

<http://www.schools.ac.cy/lyc-gia-lim/project01/index.htm>

<b>Programme/ ActionReference No</b>	Winner of the European Label – 2007-Cyprus
<b>Project objectives &amp; results to date</b>	<p>The multimedia unit “Alors raconte...!” is the result of my belief in the effectiveness of alternative teaching methods that lead to a qualitative improvement of Teaching / Learning French. It is a representative example of how the new tools offered by the society of information and knowledge can be harmonized with the elaboration of the material to be taught to achieve the objectifs.</p> <p>The objectives of the multimedia unit were the following:</p> <ul style="list-style-type: none"> <li>• <i>Communication objective:</i> report, narration of experiences in French</li> <li>• <i>Linguistic objective:</i> formation and use of the past tense in French</li> </ul> <p>Throughout this unit the use of text, picture, sound and video involve the learner directly in the task of expanding knowledge, by inviting him to take part in the processes of learning. Our target is the activation of the students’ capabilities, the development of learning autonomy, self-activity, collaboration, self-assessment and creation, for the achievement of the above objectives.</p> <p>In order to achieve the pilot implementation of the initiative, learners of the second class of the Upper Secondary School who have selected French, were involved. The project took place in a computer room aiming at autonomous learning.</p> <p>The initiative has prospects of growth and is transferable to other contexts, as it can be a potential source of inspiration for others in different contexts. It might be adapted to the learning of other languages or the learning by different age groups with graded requirements. The project was evaluated through a questionnaire answered by the students of the pilot class revealing the “Joy of learning”, the “Qualitative improvement” in the teaching and learning of French, the “Creativity”, the « “Construction of knowledge “ the “Activation of various strategies” the “ Promotion of cooperation”...</p>
<b>Your experience of dissemination &amp; exploitation of the results and/or products developed by your project</b>	<p>The experience of dissemination and exploitation I have is only the following:</p> <ul style="list-style-type: none"> <li>• Presentation of the project by me in my capacity as coordinator of a winning project of the European Label in 2004 at the Ceremony Award for school representatives, inspectors of different languages and decision makers of the Ministry of Education and Culture of Cyprus.</li> <li>• Presentation of the above project at the 2d “ELLE for winners of the label” –Krakov - 2005</li> <li>• Presentation of the project and suggestions on its pedagogical use during seminars for French teachers in Cyprus</li> <li>• Presentation of my project as a winner of the European Label-2007 at the Ceremony Award for school representatives, inspectors of different languages and decision makers of the Ministry of Education and Culture of Cyprus.</li> </ul>
<b>Project Coordinator (institution)</b>	Sotiroula Menikou - Assistant Director- Ayios Ioannis Lyceum - Limassol-Cyprus
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<b>Partner Institutions/ Countries</b>	



**Winner of the European Label 2007 CYPRUS**