



# European language label empowering people



Languages

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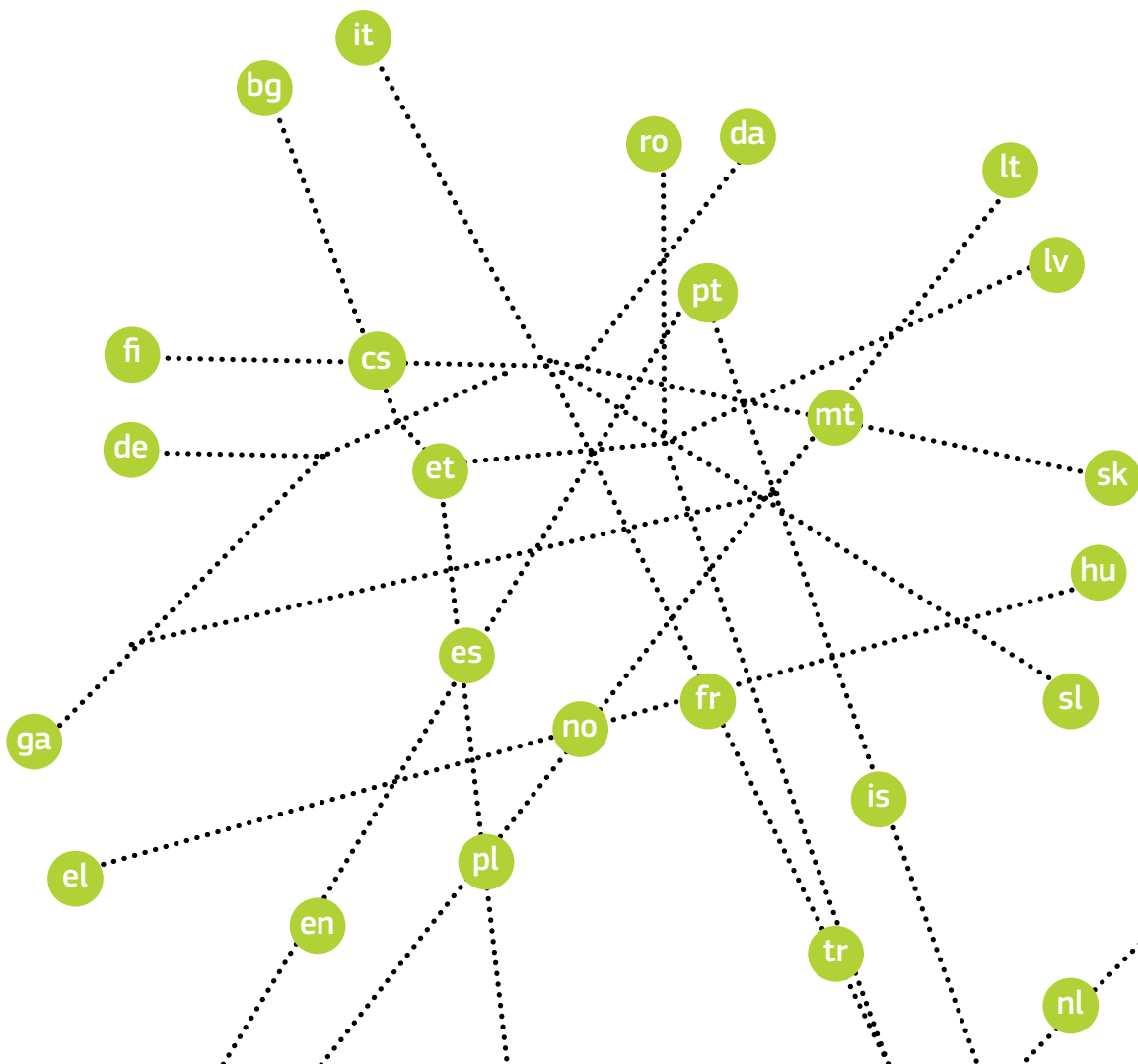
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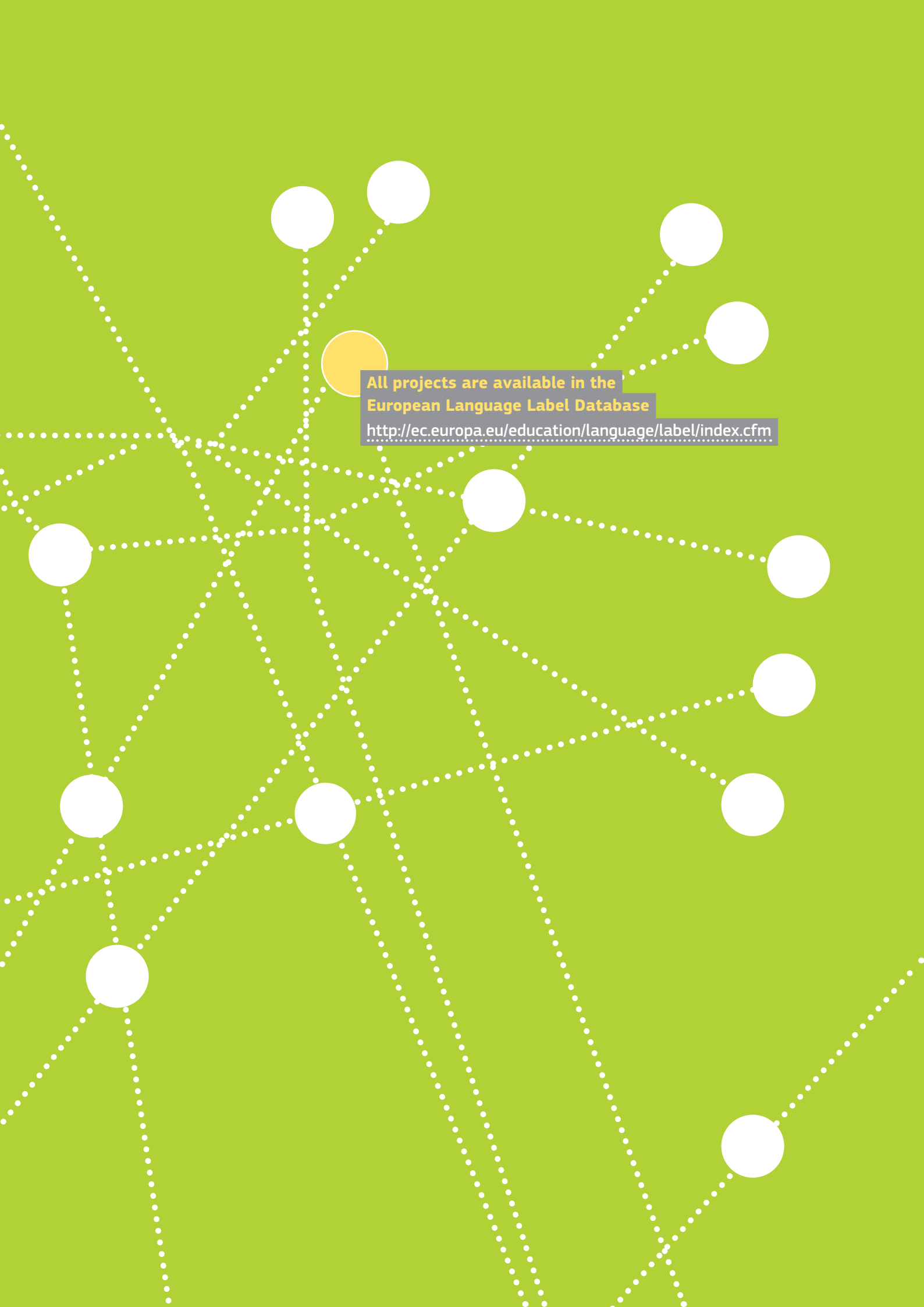


European Language Label

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## empowering people





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European Language Label Database

<http://ec.europa.eu/education/language/label/index.cfm>

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Ten years ago, in the conclusions of the European Council of Barcelona, a very ambitious objective was created: “Mother Tongue + 2”, which should allow citizens in Europe to acquire knowledge and skills in two foreign languages, other than their mother tongue. In celebrating the tenth anniversary of the Barcelona declaration, it is important to take stock, since significant steps were taken in all European countries in the last decade to make this objective come true.

A key-role was played by the European Language Label (ELL). This Europe-wide initiative is the successful result of a promising pilot project that was launched by the European Commission in 1998 following the recommendations of the 1995 White Paper on Teaching and Learning, focussing on the objective “Innovative ways to learn languages”. The initial aims were mainly to identify and disseminate innovative projects in language teaching and learning at European level. Since the very beginning this project has shown great potential. Already in the first year of the initiative, nearly 150 projects were labelled.

Year after year, the aims of the ELL have become more and more ambitious. The label now concerns every level of education and training, aims to highlight and reward innovative initiatives in the field of language teaching and learning in any phase of education and training, functions as a stimulus to exploit and disseminate the results of initiatives in the field and promotes public interest in improving language skills as well. The more ambitious goals of the ELL initiative are therefore perfectly in line with multilingualism becoming increasingly important.

### **Androulla Vassiliou**

*European Commissioner for Education,  
Culture, Multilingualism and Youth*

Why learn languages? Indeed, because languages make us all feel citizens of the world. Language skills help people get the most out of their stays abroad. A right mix of linguistic and cultural skills is what is needed to have a better chance of finding a job. I am also convinced of the importance of increasing the understanding and awareness of other countries and cultures – many employers welcome workers with a track record of adaptability and international experience.

The label show cases many good examples that offer people of all ages the opportunity to face the fascinating challenge of learning different languages and absorbing different cultures: pre-primary, primary and secondary education, university, adult education and vocational training. In the last decade, with over 1 500 projects labelled in the countries that have joined the initiative, the ELL has contributed enormously to multilingualism.

There is a lot of work and commitment behind this great achievement. Although operating at national level, the European dimension of the projects has been fostered. It was therefore only obvious, in the year marking the tenth anniversary of the Barcelona objective, to highlight this dimension by creating the “European Language Label of the Labels” award – a recognition that the European Commission will give to all nominees to honour and acknowledge the work done to promote multilingualism. Congratulations on your nominated projects, which reflect the excellence awarded in your countries over the years.

This year’s activity will undoubtedly add value to the prestige and visibility of the label. Finally, let me wish many more successful years of the excellent European Language Label initiative.

# ΠΡΟΛΟΓΟΣ



## Ανδρούλλα Βασιλείου

Ευρωπαϊκή Επίτροπος Εκπαίδευσης, Πολιτισμού, Πολυγλωσσίας και Νεότητας

**Π**ριν από δέκα χρόνια, στα συμπεράσματα του Ευρωπαϊκού Συμβουλίου στη Βαρκελώνη, τέθηκε ένας πολύ φιλόδοξος στόχος: «Μητρική γλώσσα + 2», ώστε να μπορέσουν οι πολίτες της Ευρώπης να αποκτήσουν γνώσεις και δεξιότητες σε δύο ξένες γλώσσες – εκτός της μητρικής τους. Γιορτάζοντας τη δέκατη επέτειο της διακήρυξης της Βαρκελώνης, είναι σημαντικό να γίνει μια απογραφή, πόσο μάλλον αφού, την τελευταία δεκαετία, έχουν γίνει σημαντικά βήματα σε όλες τις ευρωπαϊκές χώρες για την επίτευξη αυτού του στόχου.

Σημαντικό ρόλο διαδραμάτισε το Ευρωπαϊκό Σήμα Γλωσσών (ΕΣΓ). Αυτή η πανευρωπαϊκή πρωτοβουλία προέκυψε ως θετικό αποτέλεσμα από το ελπιδοφόρο πιλοτικό σχέδιο που έθεσε σε εφαρμογή η Επιτροπή το 1998, σε συνέχεια των συστάσεων της Λευκής Βίβλου για τη διδασκαλία και τη μάθηση, του 1995, που εστίαζε στον στόχο «Καινοτόμοι τρόποι εκμάθησης γλωσσών». Αρχικοί στόχοι, κυρίως, ήταν ο εντοπισμός και η διάδοση καινοτόμων σχεδίων στον τομέα της διδασκαλίας και εκμάθησης γλωσσών σε ευρωπαϊκό επίπεδο. Από το ξεκίνημά του, το εν λόγω σχέδιο έδειξε ότι διαθέτει σημαντική δυναμική. Ήδη στο πρώτο έτος της πρωτοβουλίας, το σήμα δόθηκε σε περίπου 150 σχέδια.

Χρόνο με τον χρόνο, οι στόχοι του ΕΣΓ γίνονταν όλο και πιο φιλόδοξοι. Το σήμα πλέον προορίζεται για κάθε επίπεδο της εκπαίδευσης και της κατάρτισης και αποσκοπεί στο να καταδείξει και να επιβραβεύσει καινοτόμες καινοτόμους πρωτοβουλίες στον τομέα της διδασκαλίας και της εκμάθησης γλωσσών σε κάθε φάση της εκπαίδευσης και της κατάρτισης. Επίσης, λειτουργεί ως κίνητρο για την αξιοποίηση και τη διάδοση των αποτελεσμάτων πρωτοβουλιών στον εν λόγω τομέα και αυξάνει την ευαισθητοποίηση του κοινού για τη βελτίωση των γλωσσικών δεξιοτήτων. Επομένως, οι περισσότερο φιλόδοξοι στόχοι της πρωτοβουλίας του ΕΣΓ ανταποκρίνονται πλήρως στην αυξανόμενη σπουδαιότητα που αποκτά η πολυγλωσσία.

Σε τι χρησιμεύει η εκμάθηση γλωσσών; Στο ότι οι γλώσσες μας μάς κάνουν να αισθανόμαστε όλοι πολίτες του κόσμου. Οι γλωσσικές δεξιότητες βοηθούν τους πολίτες να αξιοποιήσουν κατά τον καλύτερο τρόπο την παραμονή τους στο

εξωτερικό. Το σωστό μείγμα γλωσσικών και πολιτισμικών δεξιοτήτων είναι ό,τι χρειάζεται για καλύτερες ευκαιρίες εξεύρεσης απασχόλησης. Είμαι επίσης πεπεισμένη για τη σπουδαιότητα της μεγαλύτερης κατανόησης και ευαισθητοποίησης για άλλες χώρες και πολιτισμούς – πολλοί εργοδότες επιλέγουν εργαζομένους με πιστοποιημένη δυνατότητα προσαρμογής και διεθνή εμπειρία.

Το ΕΣΓ καταδεικνύει πολλά ορθά παραδείγματα, τα οποία προσφέρουν σε πολίτες όλων των ηλικιών τη δυνατότητα να δοκιμάσουν τη μαγευτική πρόκληση της εκμάθησης διαφόρων γλωσσών και της υιοθέτησης διαφορετικών πολιτισμών: προσχολική, πρωτοβάθμια και δευτεροβάθμια εκπαίδευση, πανεπιστήμιο, εκπαίδευση και επαγγελματική κατάρτιση ενηλίκων. Την τελευταία δεκαετία, με περισσότερα από 1 500 σχέδια να έχουν λάβει το σήμα στις χώρες που συμμετέχουν στην πρωτοβουλία, το ΕΣΓ συνέβαλε τα μέγιστα στην πολυγλωσσία.

Πίσω από αυτό το μεγάλο επίτευγμα κρύβεται κρύβονται πολλή δουλειά και αποφασιστικότητα. Αν και λειτουργούν σε εθνικό επίπεδο, επιδιώχθηκε η ευρωπαϊκή διάσταση των σχεδίων. Επομένως, στο έτος της δέκατης επετείου του στόχου της Βαρκελώνης, δεν μπορούσε παρά να είναι προφανής η υπογράμμιση αυτής της διάστασης με την καθιέρωση του βραβείου «Ευρωπαϊκό Σήμα των Σημάτων» – μιας αναγνώρισης που η Ευρωπαϊκή Επιτροπή θα απονέμει σε όλους όσους επιλέγονται, ώστε να τιμάται και να αναγνωρίζεται η εργασία τους για την προώθηση της πολυγλωσσίας. Συγχαρητήρια για τα επιλεγμένα σχέδιά σας, τα οποία αντικατοπτρίζουν την αριστεία που έχει απονεμηθεί στις χώρες σας τα τελευταία έτη.

Οι φετινές δραστηριότητες θα προσφέρουν, αναμφίβολα, προστιθέμενη αξία στο κύρος και την προβολή του σήματος. Τέλος, εύχομαι πολλά και ακόμη ακόμα πιο επιτυχή χρόνια στην εξαιρετική πρωτοβουλία για το Ευρωπαϊκό Σήμα Γλωσσών.

Ανδρούλλα Βασιλείου

# Three hands

DREI HÄNDE / TRI ROKE / TRE MANI



Though the lower valley of the River Gail is very close to the neighbouring states of Italy and Slovenia, this area had no pre-school facility promoting multilingual competence tailor-made for this region, where Slovene, Italian and Austrian communities can be

found within a radius of 30 km. This situation gave birth to the 'Drei Hände — Tri roke — Tre mani' (Three hands) project. It is realised in three communities and in three languages: Nötsch (AT), Tarvisio (IT), Kranjska Gora (SI), in German, Italian, and Slovene, respectively. Pedagogues are brought in following a rotation system: in each of the three affiliated kindergartens, children's second and third languages are each present once a week. Kindergarten pedagogues were trained specially for this project, and subject counselling and supervision are ongoing. The project receives scholarly advice and support from Klagenfurt University (Prof. Dr Georg Gombos). The project also enjoys popularity in the regional community: registrations for the kindergarten at Nötsch for example have more than doubled since the initiative was started.

Since 2009, trilingual teaching has been extended to primary level in all three regions (now in the third year): primary teachers from the neighbouring countries are integrated into the week's schedule, they come and teach their respective language.

Since last year, there is close cooperation with the project 'ESCO — Educare Senza Confini/Education without borders' that aims to establish trilingual education also at secondary levels I and II and up to maturity. The trilateral regional network 'dreitretri' now comprises all activities mentioned and is also backed by a trilateral Letter of Intent of the educational authorities of the three regions Carinthia (AT), Slovenia and Friuli-Venezia-Giulia (IT).

From 2009 till 2011 the community of Nötsch held yearly conferences on the topic of early multilingualism, thus showing substantial impact on the Austrian educational community (the 2012 follow-up conference will be hosted by Italy).

Since 2009 the Three hands project has been evaluated by a questionnaire to parents and teachers in the three regions. The results show high levels of acceptance and the wish to continue developing trilingual education from the kindergarten to maturity (A-levels). A homepage is under construction which aims to furnish all relevant information in the three languages plus in English (the German version can be found under [www.dreihaeende-triroke-tremani.eu](http://www.dreihaeende-triroke-tremani.eu)).



## Coordinating body

Alpen-Adria-Bildungsnetzwerk Nötsch-Tarvisio-Kranjska Gora  
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## Education Sector

Pre-primary, primary, secondary

## Target group

Original project: children age 3–6  
pre-primary staff  
Extension: students age 6–18  
primary and secondary education staff  
scholars and education experts in Austria

## Languages

German, Slovene, Italian

## Year of the award

2007

## Short comment on the selection

The Austrian choice was made on a variety of grounds:

*Impact observed at national level:*

- The project 'Three hands', which was awarded the label in 2007, has had a substantial impact in the region, as the concept has been excellently developed from pre-primary to primary and lately also to secondary education up to maturity, thus fulfilling all the future prospects enumerated in the original project which was awarded the label in 2007.
- The project has also had a substantial impact on the Austrian educational community via the yearly conferences and also through the example of the project, which is disseminated through various channels, e.g. the ÖSZ-Website [www.oesz.at/esis](http://www.oesz.at/esis).

*European dimension:*

- It excellently reflects the geographical situation of Austria in central Europe at the meeting point of three language groups (Germanic, Romance, Slavonic) and incorporates the mediation of these languages perfectly into its pedagogical concept.
- It also takes the Austrian policy on minority languages into consideration, integrating the languages of instruction German and Slovene (the official minority language of the region of Carinthia but also a foreign language and a neighbouring language to some students) and the neighbouring language Italian into its set-up.
- Last year, the project's expansion on to secondary level led to the official recognition of the project 'dreitretri' by the educational authorities of all three regions through a trilateral letter of intent thus ensuring the continuation of the project also on the official level.



## DREI HÄNDE / TRI ROKE / TRE MANI

*Trotz der unmittelbaren Grenznähe des unteren Gailtales zu den Nachbarstaaten Italien und Slowenien gab es in dieser Region keine mehrsprachigen Kinderbetreuungseinrichtungen ab dem Kindergartenalter. In einem Umkreis von 30 Kilometern finden sich jedoch slowenische, italienische und österreichische Gemeinden. Aus dieser Situation heraus entstand das Projekt „Drei Hände – tri roke – tre mani“ zwischen drei Kindergärten aus drei Gemeinden und drei Ländern: Nötsch (AT), Tarvisio (IT) und Kranjska Gora (SI). In diesem Projekt werden Kindergartenpädagoginnen im Austauschverfahren so eingesetzt, dass in jedem der drei Kindergärten einmal pro Woche die Zweitsprache und einmal pro Woche die Drittsprache präsent ist. Die Pädagoginnen und Pädagogen wurden eigens dafür vorbereitet und werden laufend fachlich begleitet. Wissenschaftlich begleitet wird dieses Projekt von Univ.-Prof. Dr. Georg Gombos (Universität Klagenfurt). In der Region stößt das Projekt auf große Akzeptanz, die Anmeldezahlen für die mehrsprachige Gruppe im Nötscher Kindergarten stiegen von zwölf auf 28 im zweiten Projektjahr.*

*Seit dem Jahr 2009 wurde der dreisprachige Unterricht auf die Primarstufe in allen drei Regionen erweitert (jetzt bereits im dritten Jahr): Volksschullehrerinnen und Volksschullehrer aus den Nachbarländern unterrichten – in den Stundenplan der jeweiligen Schule integriert – ihre Sprache.*

*Seit 2011 gibt es eine enge Kooperation mit dem Projekt „ESCO – Educare Senza Confini/ Education without borders“, das den dreisprachigen Unterricht auch auf der Sekundarstufe I und II und bis zur Matura etablieren will. Das trilaterale Netzwerk „dreitretri“ umfasst nun alle erwähnten Aktivitäten und wird von einem trilateralen Letter of Intent der Schulbehörden der drei Regionen Kärnten (AT), Slowenien und Friaul-Julisch-Venetien (IT) unterstützt.*

*Seit dem Jahr 2009 werden jährliche Konferenzen zum Thema „Frühe Mehrsprachigkeit“ abgehalten, die in Expertenkreisen sehr geschätzt werden. Dadurch strahlt das Projekt auch auf andere Institutionen und auf die Pädagogenbildung aus und tritt mit der universitären Ebene in Austausch. Von 2009 bis 2011 fanden diese Konferenzen in Nötsch statt, im Jahr 2012 wird die Konferenz von Italien ausgerichtet.*

*Seit 2009 wird das Projekt „Drei Hände – tri roke – tre mani“ mithilfe eines Fragebogens an Eltern und Lehrerinnen und Lehrer in den drei Regionen evaluiert. Die Ergebnisse zeigen eine hohe Akzeptanz und den Wunsch, dass der dreisprachige Unterricht auf allen Stufen (vom Kindergarten bis zur Matura) weiter entwickelt wird.*

*Derzeit wird eine Website eingerichtet, die alle wichtigen Informationen in den drei Projektsprachen sowie in Englisch zur Verfügung stellen soll.*

*Die deutschsprachige Version findet man unter [www.dreihaende-tiroke-tremani.eu](http://www.dreihaende-tiroke-tremani.eu)*

### Durchführende Einrichtung

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### Bildungssektor

Elementar-, Primar- und Sekundarstufe

### Zielgruppe

Ursprüngliches Projekt:

- Kindergartenkinder von 3-6 Jahren
- Kindergartenpädagoginnen und Kindergartenpädagogen

Erweiterung:

- Schülerinnen und Schüler von 6-18 Jahren
- Lehrerinnen und Lehrer Primarstufe, Sekundarstufe I und II
- Lehrerbildnerinnen und Lehrerbildner sowie Expertinnen und Experten in Österreich

### Sprachen

Deutsch, Slowenisch, Italienisch

### Jahr der Verleihung des ESIS-Gütesiegels

2007

## Kurzer Kommentar zur Auswahl

Die Auswahl des Projekts „Drei Hände – tri roke – tre mani“ wurde aus den folgenden Gründen getroffen:

*Auswirkungen auf nationaler Ebene und auf die nationale Bildungslandschaft:*

- Auf die Region selbst: Das Konzept wurde von der Elementarbildung über die Primarstufe und sogar auf die Sekundarstufe weiterentwickelt und ausgeweitet. Damit sind alle Ziele, wie sie im ursprünglichen Projekt gefasst waren, erreicht worden. Alle wichtigen Entscheidungsträger sind eingebunden, das Projekt ist vorbildlich in Planung, Inhalt und Durchführung.
- Auf die österreichische Bildungslandschaft: Das Projekt hat durch die jährlich abgehaltenen Konferenzen und auch durch die Disseminationsarbeit einen großen Einfluss auf die österreichische Bildungslandschaft und auf den Austausch zwischen Praktikerinnen und Praktikern und Expertinnen und Experten. Es wird immer wieder, auch dadurch, dass die Projektbeschreibung zum Zeitpunkt der Auszeichnung auf der ÖSZ-Website [www.oesz.at/esis](http://www.oesz.at/esis) abrufbar ist, in Anfragen an das ÖSZ nachgefragt bzw. als Beispiel erwähnt.

*Europäische Dimension:*

- Das Projekt repräsentiert auf vorbildliche Weise die geografische Situation Österreichs in Mitteleuropa am Kreuzungspunkt dreier Sprachfamilien (germanisch, romanisch, slawisch) und zeigt auf ausgezeichnete Weise, wie diese drei Sprachen perfekt in ein pädagogisches Konzept für alle Kinder – von der Elementarstufe bis zur Matura – eingebunden werden können.
- Es ist auch vor dem Hintergrund der österreichischen Sprachenpolitik in Bezug auf die offiziellen Minderheitensprachen als ausgezeichnet zu bewerten, da es Sprachen verschiedenen Status einbezieht: Deutsch als Bildungssprache in Österreich, Slowenisch als offizielle Minderheitensprache in der Region, aber auch als Nachbarsprache und Fremdsprache für einige Schülerinnen und Schüler, und Italienisch als Nachbarsprache und regional wichtige Sprache der Wirtschaft.
- Im Vorjahr führte die Ausweitung des Projekts auf die Sekundarstufe zur offiziellen Anerkennung des Projekts „dreitretri“ durch die Schulbehörden aller drei Länder. Dadurch wurde die Zusammenarbeit aller drei Regionen auch auf offizieller Ebene besiegelt und garantiert so die Fortsetzung des Projekts.

### ÖSTERREICH

DREI HÄNDE /  
TRI ROKE /  
TRE MANI



# EuroCatering Language Training (ECLT)



[www.eurocatering.org](http://www.eurocatering.org) is an attractive and interactive web-based language learning tool for trainees, students and workers in the hotel

and catering industry to improve their oral language competences. Communication skills are the essence of foreign language acquisition, especially in this sector in which it is hard to find the right staff and where working conditions are often quite stressful. EuroCatering helps the envisaged target groups acquire the basic specific vocabulary and the communicative competences to function efficiently in a kitchen or restaurant abroad by providing learning materials and instructional support.

It is freely accessible online in seven languages: English, French, Spanish, Dutch, Norwegian, Slovenian and Galician — written, audio and visual.

The learning tool includes:

- a professional glossary;
- a complete pedagogical tool with exercises for reinforcement;
- a learning platform;
- a video of gestures for restaurant and kitchen service;
- a glossary of cultural orientation facts for seven countries (EN, FR).

It is based on the analysis of trainees' needs and has been developed by a team of language teachers, trainers and administrators in the partner countries (BE, DE, ES, FR, IE, IT, NO, PL, SI and UK), supported by the Leonardo Da Vinci programme.

The kit has been used extensively over the last two years: 50 000 visitors, 8 000 committed learners. It has been integrated into curricula at national level:

- Horeca Vorming Vlaanderen in Belgium
- Bachelor of Tourism Management in HEI (BE)

It has been used at EU level:

- Modules in Bachelor of Business in Culinary Arts in GMIT (IE)
- Linguistic preparation for placement mobility (SI, DE)
- Language classes in ES
- Integration courses for immigrants in NO
- Tourism/hotel training programmes in IT





BELGIUM

BELGIQUE  
BELGIË

EUROCATERING  
LANGUAGE  
TRAINING (ECLT)

9

BE, Wallonia

Coordinating body

Haute Ecole Louvain en Hainaut, Mons, Belgium

Contact person

Christian Goethals  
([christian.goethals@helha.be](mailto:christian.goethals@helha.be))

BE, Flanders

Coordinating body

Linguapolis — Universiteit Antwerpen, Antwerp, Belgium

Contact person

Margret Oberhofer ([margret.oberhofer@ua.ac.be](mailto:margret.oberhofer@ua.ac.be))

Education Sector

Initial Vocational Training, Continuous Vocational Training, Adult Education, Teacher Training

Target group

Students, trainees and employees in the hotel and catering sector

Languages

English, French, Spanish, Galician, Dutch, Norwegian and Slovenian and to be added in 2012: German, Finnish, Italian, Polish and Irish

Year of the award

2009 (BE, Flanders) and 2011 (BE, Wallonia). Moreover, ECLT was awarded the European Language Label in Slovenia (2008), Norway (2009), Ireland (2010) and Spain (2010).



## Short comment on the selection

*Comment by the 2 NA, Flemish and French-speaking*

The ECLT kit focuses on a sector that has difficulties in finding the right staff; the target groups are workers in the catering industry.

It is a user-friendly free online interactive learning tool, available everywhere (not only in Europe, but also worldwide) as long as you have an Internet connection. Its pertinent content is based on scientific research that analysed real-life situations and trainees' needs.

Learners can work at their own pace and assess their progress thanks to a personal portfolio.

The number of languages offered is impressive and includes less widely used and taught languages like Dutch, Norwegian, Slovenian and Galician, which will enable trainees to broaden their range of destinations for training but also for work placement where language is often a barrier to going abroad.

A highly sustainable project, it is evolving with five more languages (German, Finnish, Italian, Irish and Polish, available from September 2012) and an additional sector, Reception/Accommodation for a complete hotel package (updated product available by October 2013).

The kit is designed by a European consortium: it thus has a strong European dimension.

Another proof of quality is the ever growing number of users and the numerous awards this project has received. It is clearly highly regarded.

## EuroCatering Language Training (ECLT)

fr

«EuroCatering Language Training» (ou EuroCatering), qui est un projet pilote Leonardo da Vinci, propose un cours de langues en ligne, attrayant et interactif pour stagiaires, étudiants et travailleurs dans le secteur Horeca, afin de les aider à améliorer leurs compétences linguistiques orales. Les compétences de communication sont extrêmement importantes dans ce secteur et il n'est pas aisé de trouver le personnel adéquat, d'autant plus que les conditions de travail y sont souvent stressantes.

L'ECLT aide donc le public cible à acquérir le vocabulaire de base spécifique et les compétences de communication nécessaires pour pouvoir travailler dans une cuisine ou un restaurant à l'étranger en mettant à sa disposition des outils d'apprentissage et un soutien logistique.

Il est disponible gratuitement en sept langues — anglais, espagnol, français, galicien, néerlandais, norvégien et slovène —, est basé sur des dialogues et des scènes pratiques pouvant se dérouler dans une cuisine ou une salle de restaurant et s'appuie sur un support écrit et audiovisuel. L'outil offre:

- un glossaire illustré de termes professionnels;
- un outil d'apprentissage basé sur l'interaction et des exercices de consolidation
- un glossaire d'aspects culturels professionnels et de gestes pertinents pour les sept pays concernés;
- une plate-forme d'apprentissage à accès libre avec des informations complémentaires;
- un portfolio des langues adapté au produit;
- une vidéo avec les gestes et situations en cuisine et en salle.

Son contenu est basé sur une étude scientifique analysant les situations sur le terrain et sur les besoins linguistiques réels des stagiaires et est développé par une équipe de professeurs, formateurs et responsables dans les pays partenaires (Allemagne, Belgique, Espagne, France, Irlande, Italie, Norvège, Pologne, Slovaquie et Royaume-Uni); l'outil est soutenu par le programme Leonardo da Vinci.

Depuis deux ans, l'ECLT a été largement utilisé — 50 000 visiteurs, 8 000 apprenants chevronnés — et a été intégré dans plusieurs programmes scolaires aux niveaux national et européen:

- Horeca Vorming Vlaanderen (Belgique);
- bachelor de Tourism Management dans l'enseignement supérieur (Belgique);
- modules en Bachelor of Business in Culinary Arts in GMIT (Irlande);
- préparation linguistique pour stages à l'étranger (Allemagne, Slovaquie);
- cours de langues (Espagne);
- cours d'intégration pour immigrants (Norvège);
- programmes de formation en tourisme et gestion hôtelière (Italie).

BELGIQUE, Wallonie

Organisme coordinateur

Haute école Louvain en Hainaut (HELHa), Mons, Belgique

Personne de contact

Christian Goethals ([christian.goethals@helha.be](mailto:christian.goethals@helha.be))

Niveau d'enseignement

Formation professionnelle initiale, formation professionnelle continue, formation des adultes, formation des enseignants

Groupe cible

Étudiants, stagiaires et employés du secteur Horeca

Langues

Anglais, espagnol, français, galicien, néerlandais, norvégien et slovène; l'allemand, le finnois, l'irlandais (gaélique), l'italien et le polonais seront ajoutés en septembre 2012.

Année du label

2009 (Belgique, Flandres) et 2011 (Belgique, Wallonie). De plus, l'ECLT s'est également vu décerner le label européen des langues en Slovaquie (2008), en Norvège (2009), en Irlande (2010) et en Espagne (2010).

## Commentaire sur la sélection

par les deux agences nationales (francophone et flamande)

Ce projet s'adresse à un secteur qui rencontre des difficultés pour trouver le personnel adéquat, souvent peu formé au niveau linguistique. Cet outil d'apprentissage des langues en ligne est gratuit, d'utilisation et d'accès faciles, puisqu'il suffit d'avoir une connexion internet à sa disposition.

Son contenu pertinent est basé sur les besoins linguistiques réels des stagiaires et sur une étude scientifique analysant les situations sur le terrain. Les apprenants peuvent évaluer leurs progrès grâce à un portfolio personnalisé et travailler à leur propre rythme. Le choix des langues est très diversifié et inclut des langues moins diffusées et parlées, telles que le galicien, le néerlandais, le norvégien et le slovène, ce qui permet aux apprenants d'élargir leur choix de destinations pour effectuer un stage ou trouver un emploi, destinations pour lesquelles la langue est souvent une barrière.

Il s'agit d'un projet durable, puisqu'il est en train de se développer vers d'autres langues: l'allemand, le finnois, le gaélique, l'italien et le polonais (disponibles en septembre 2012) et vers un nouveau secteur: l'accueil et la réception (octobre 2013).

Ce projet est à large dimension européenne puisqu'il est élaboré par un consortium européen.

Une autre preuve de qualité est que le site est utilisé dans le monde entier et par des apprenants chevronnés.





nl

ECLT is een aantrekkelijk, interactief online middel om talen te leren. Het richt zich tot stagiairs, studenten en werknemers in de horecasector om hun mondelinge taalvaardigheden te verbeteren. Communicatievaardigheden zijn essentieel in het verwerven van vreemde talen, vooral in deze sector waar het moeilijk is om geschikt personeel te vinden en de arbeidsomstandigheden vaak erg stresserend zijn. ECLT helpt de doelgroepen via lesmateriaal en educatieve ondersteuning met het verwerven van de specifieke basiswoordenschat en de communicatieve competenties die nodig zijn om te functioneren in de horeca in het buitenland.

Het online-materiaal is vrij toegankelijk in het Engels, Frans, Galicisch, Nederlands, Noors, Sloveens en Spaans — schriftelijk, auditief en visueel.

Het leerpakket omvat:

- een vakgebonden woordenlijst
- een volledige handleiding met oefeningen
- een elektronisch leerplatform
- een video met gebaren voor restaurant- en keukendienst
- culturele richtlijnen met gegevens over 7 landen (EN, FR)

Het is gebaseerd op de analyse van behoeften van stagiairs en werd ontwikkeld door een team van taalleraren, opleiders en projectbeheerders in de partnerlanden (BE, DE, ES, FR, IE, IT, NO, PL, SI en UK), ondersteund door het Leonardo Da Vinci-programma. Het pakket werd de voorbije 2 jaar veelvuldig gebruikt: 50 000 bezoekers, 8 000 lerenden. Het is opgenomen in curricula op nationaal niveau:

Horeca Vorming Vlaanderen in BE

BA in Toerisme Management in het hoger onderwijs (BE)

Het wordt gebruikt op EU-niveau:

- modules in BA of Business in Culinaire Kunsten in GMIT (IE)
- voorbereiding voor stagemobiliteit (SI, DE)
- taalopleiding (ES)
- inburgeringscursussen voor immigranten (NO)
- opleidingsprogramma's in hotel/toerisme (IT)

#### BE, Vlaanderen

#### Coördinerende organisatie

Linguapolis — Universiteit Antwerpen  
BE - Antwerpen

#### Contactpersoon

Margret Oberhofer  
E-mail: [margret.oberhofer@ua.ac.be](mailto:margret.oberhofer@ua.ac.be)

#### Onderwijssector

Initiële beroepsopleiding, hoger beroepsonderwijs, volwasseneneducatie, lerarenopleiding en nascholing

#### Doelgroep

Studenten, stagiairs en werknemers in de horecasector

#### Talen

Engels, Frans, Galicisch, Nederlands, Noors, Sloveens en Spaans; worden toegevoegd in 2012: Duits, Fins, Iers, Italiaans en Pools

#### Jaar waarin het Label werd toegekend

2009 (BE, Vlaanderen) en 2011 (BE, Franstalige Gemeenschap). Bovendien kreeg ECLT het Europese Talenlabel in Slovenië (2008), Noorwegen (2009), Ierland (2010) en Spanje (2010)

### Kort commentaar op uw selectie

#### Commentaar door de 2 NA, het Vlaamse en Franstalige

Het ECLT-pakket richt zich tot een sector die moeite heeft met het vinden van geschikt personeel, nl. werknemers in de horeca.

Het is een gebruiksvriendelijk en gratis online interactief leerpakket, overal beschikbaar (niet alleen in Europa, maar ook wereldwijd) waar er een internetverbinding is. De inhoud is gebaseerd op analyses van wetenschappelijk onderzoek van reële situaties en de noden van stagiairs. Lerenden kunnen in hun eigen tempo werken en evalueren hun vorderingen met behulp van een persoonlijk portfolio. Het aantal aangeboden talen is indrukwekkend en bevat minder gebruikte en onderwezen talen als Nederlands, Noors, Sloveens en Galicisch, zodat cursisten in meer landen terecht kunnen, niet alleen voor opleiding, maar ook voor stages in landen waar taal vaak een barrière is.

Het is een zeer duurzaam project; het wordt verder ontwikkeld in 5 bijkomende talen (DE, FI, IT, GA, PL — beschikbaar vanaf september 2012) en met een extra sector Onthaal, zodat een volledige opleiding Hotel beschikbaar is (bijgewerkt product beschikbaar in oktober 2013).

Het materiaal werd ontworpen door een Europees consortium; het heeft dus een sterke Europese dimensie. Andere bewijzen van kwaliteit zijn het steeds groeiend aantal gebruikers en de talrijke keren dat dit project het Europees Talenlabel heeft ontvangen. Het staat duidelijk hoog aangeschreven.



# Language learning in the community

## SPRACHENLERNEN IN DER GEMEINSCHAFT



Manderfeld, a small village close to the Belgian–German border with 420 inhabitants, hit the headlines in the year 2000 when the decision was made public that a former hostel was to serve as a Red Cross reception centre for asylum seekers. In October 2001 the first asylum seekers arrived.

Education could only be provided to the newly arriving children by the Clara-Viebig-School situated in the village. Since then

the kindergarten teacher Nicole Beyer and the primary school teacher Grazyna Glowania have been taking care of the new pupils. According to the law on education provision for newly arriving children, their most important mission is to get the children to know the language of their host school well enough to be integrated into a 'normal' class and follow the lessons in German. The integration in pre-schooling is achieved in kindergarten. The 6 to 12 year olds slowly get integrated via transition classes. Here lie the biggest challenges: respect for the obligation of attendance, varying residence periods, multilingualism in culturally heterogeneous groups of pupils of different ages.

It has been pioneer work to shelter children who left their home countries with their families for various reasons, to allow them to find some peace and to teach them a new language.

The school offers several ways of learning to the new pupils such as inclusive education provision for technical and musical subjects. Teaching them about arts and artists proved to be the silver bullet and allows bridging to the out-of-school world.

### Coordinating body

Clara-Viebig-Schule, Manderfeld 68, 4760 Büllingen, Belgium

### Contact person

Alfred Rauw, School Head

### Education Sector

Pre-primary, primary

### Target group

Children of asylum seekers

### Languages

German as a foreign language

### Year of the award

2011

### Short comment on the selection

The project shows that the German-speaking community faces the same changes as the rest of Europe and the world. The Clara-Viebig-School in Manderfeld has risen to the new challenges and successfully adapted their teaching methods to the needs of the asylum seekers' children in their village. The school prepares the children for a life in a new environment and in a new language. The efforts to develop the multilingualism of these children means investing in the future of our society and turns a supposed disadvantage into a strength.





de

## SPRACHENLERNEN IN DER GEMEINSCHAFT

Der Ort Manderfeld (unweit der belgisch-deutschen Grenze, 420 Einwohner/innen) geriet im Jahr 2000 plötzlich in die Schlagzeilen: Das Gebäude einer Herbergskette war dazu bestimmt worden, dem Roten Kreuz fortan als Empfangszentrum für Asylsuchende zu dienen. Im Oktober 2001 trafen die ersten von ihnen ein.

Die Beschulung der neu ankommenden Kinder konnte nur von der im Ort gelegenen Clara-Viebig-Schule übernommen werden. Hier kümmern sich seitdem die Kindergartenpädagogin Nicole Beyer und die Primarschullehrerin Grazyna Glowania um die neuen Schülerinnen und Schüler. Ihre wichtigste Aufgabe laut Dekret für die Beschulung Neuankommender besteht darin, den Kindern die Unterrichtssprache so gut beizubringen, dass sie einem Unterricht in der Regelklasse folgen können. Die Integration der Vorschüler/innen erfolgt seither über den Kindergarten und für die Sechs- bis Zwölfjährigen via Übergangsklasse. Hier sind die Herausforderungen am größten: das Einhalten der Anwesenheitspflicht, die erfahrungsgemäß sehr variable Verweildauer und die Sprachenvielfalt dieser altersmäßig sowie kulturell sehr heterogenen Gruppe von Schülerinnen und Schülern. Es war und ist eine Pionierleistung, den Kindern, die aus verschiedenen Gründen mit ihren Familien ihre Heimat verlassen haben, einen sicheren Platz zu geben, an dem sie zwischenzeitig Ruhe finden, und ihnen eine neue Sprache beizubringen.

Neben einer Reihe von anderen Lernpfaden (z. B. inklusive Beschulung in den handwerklichen und musikalischen Fächern) erweist sich die Beschäftigung mit Kunst, Künstlerinnen und Künstlern im Projekt nicht nur als wahrer Königsweg, sondern auch als willkommener Brückenschlag zur Kommunikation mit der außerschulischen Lebenswelt.

### Durchführende Einrichtung

Clara-Viebig-Schule, Manderfeld 68  
4760 Büllingen, BELGIEN

### Kontaktperson

Alfred Rauw, Schulleiter

### Bildungssektor

Elementar- und Primarstufe

### Zielgruppe

Kinder von Asylbewerbern

### Sprachen

Deutsch für Nichtmuttersprachler

### Jahr der Verleihung

2011

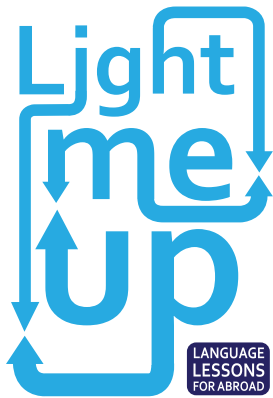
### Kurzer Kommentar zur Auswahl

Das Projekt zeigt eindringlich, dass auch die Deutschsprachige Gemeinschaft keine Insel ist, die von den Entwicklungen in Europa und weltweit abgekoppelt wäre. Die Clara-Viebig-Grundschule im Eifeldorf Manderfeld hat sich den neuen Herausforderungen gestellt und sich in ihrem Unterricht auf die Bedürfnisse der Kinder der Asylsuchenden in ihrem Ort eingestellt. Hier werden die Kinder auf das Leben in einer neuen Umgebung und in einer Sprache vorbereitet. Hier gilt es, die Bemühungen zur Förderung der Mehrsprachigkeit dieser Kinder als Investition in die Zukunft unserer Gesellschaft zu betrachten und somit einen vorgeblichen Nachteil in einen Vorteil umzuwandeln.

# Light Me Up!

## Language Lessons for Abroad

ЕЗИКОВИ УРОЦИ ЗА ЧУЖБИНА



'Light Me Up! — Language Lessons for Abroad' is supported under the Lifelong Learning programme in order to raise awareness of five less widely used and taught European languages through the theme of travelling abroad. The project focuses on Bulgarian, Czech, Dutch, Greek and Lithuanian. 'Light Me Up!' aims at promoting the importance of communication in foreign languages and at creating language learning motivation in the context of globalisation and open borders. The project objectives are being

achieved through the development of language products which create basic skills in the target languages related to common situations people get into when travelling abroad. Several channels for dissemination have been established through which the project target groups have been reached with the developed language products. Most of those channels continue to exist also after the project end. Light Me Up! is disseminated through a network of travel agencies which distribute the language sets. Currently, the network consists of 25 travel agencies from all the partner countries. The developed language-learning methods and materials are easily adaptable and transferable basically into every existing European language.

The project provides language information in a non-traditional way through:

- bilingual language sets providing information in the target languages related to the theme of travelling abroad;
- language games and activities directed at the target groups, directly involving approximately 2 600 people, in a process of non-formal language learning;
- open language courses — 10-hour blitz lessons for groups of beneficiaries based on the developed language products.

Jak se jmenujete?

① Já jsem z Bulharska.

② Mám se dobře.

③ Jmenuji se Milena.

### Coordinating body

KU TU Ltd

### Contact person

Raya Stanachkova  
+359 29816143; +359 889919880  
[q2\\_limam@fastbg.net](mailto:q2_limam@fastbg.net)

### Education sector

Primary, secondary, adult education

### Target group

Pupils, students and adults travelling to the target countries.

### Languages

Bulgarian, Czech, Dutch, Greek and Lithuanian

### Year of the award

The product was awarded with European Language Label for 2010.



## Short comment on the selection

Our selection is based on the solid foundation for sustainability of the results which the project has laid during its lifetime. Currently, the dissemination network consists of 25 travel agencies from all the partner countries — Bulgaria, the Czech Republic, Cyprus, the Netherlands and Lithuania. In support of the project sustainability potential is also the fact that the production of four 'Light Me Up!' products in Bulgarian/English is currently ongoing for the Language Office at the US Embassy in Sofia. Furthermore, the Bulgarian flag carrier, Bulgaria Air, has requested to participate in the project activities and language sets have been distributed in Bulgaria Air aircraft flying to the Netherlands and Cyprus. Twenty language campaigns were organised within the tourism fairs in the Netherlands, Bulgaria, Lithuania, the Czech Republic and Cyprus (photographs of the events are posted on the project's website <http://www.light-me-up.eu>). Considering the European impact of the project, as a result of the product a regular course of Bulgarian has been organised at the Volksuniversiteit Rotterdam, the Netherlands. The course was designed in two levels and still exists.





bg

## LIGHT ME UP! ЕЗИКОВИ УРОЦИ ЗА ЧУЖБИНА

„Light me up! — Езикови уроци за чужбина“ е разработен в рамките на програма „Учене през целия живот“ и цели популяризиране на пет от по-малко използваните и изучавани европейски езици през призмата на пътуването в чужбина. Проектът е фокусиран върху българския, гръцкия, литовския, нидерландския и чешкия език. „Light me up!“ цели да популяризира значението на комуникацията на чужд език и да развие мотивация за изучаване на езици в контекста на глобализацията и отворените граници. Целите на проекта са постигнати чрез разработването на езикови продукти, които изграждат основни умения по целевите езици, свързани с често срещани ситуации, в които хората попадат, докато пътуват в чужбина. Създадени са няколко канала за разпространение, чрез които са достигнати целевите групи. По-голяма част от тези канали продължават да съществуват дори след края на проекта. „Light me up!“ се разпространява посредством мрежа от пътнически агенции, които разпространяват т.нар. езикови сетове (комплекти). Към момента мрежата се състои от 25 пътнически агенции от всички страни партньорки. Разработените методи за изучаване на чужди езици и материалите към тях са практически лесно приспособими към всички съществуващи европейски езици. Проектът предлага езикова информация по нетрадиционен начин: Двуетични сетове, които предоставят информация на целевите езици във връзка с пътуването в чужбина. Езикови игри и дейности, насочени към целевите групи, пряко включващи приблизително 2600 души в неформален процес на чуждоезиково обучение. Езикови курсове — 10 часови блицуроци за групи бенефициенти въз основа на разработените езикови продукти.

### Координираща организация

„Ку Ту“ ООД

### Лице за контакт

Рая Станачкова  
+359 29816143; +359 889919880  
q2\_liman@fastbg.net

### Образователен сектор

Начално, средно образование и образование за възрастни

### Целева група

Ученици, студенти и възрастни, пътуващи до целевите държави.

### Езици

Български, гръцки, литовски, нидерландски и чешки

### Година на награждаване

Продуктът е награден с Европейски езиков знак през 2010 г.

### Кратък коментар относно избора

Нашият избор се основава на солидната основа за устойчивост на резултатите, които проектът е постигнал по време на съществуването си. Към момента мрежата за разпространение на проектните продукти се състои от 25 пътнически агенции от всички държави партньорки — България, Кипър, Литва, Нидерландия и Чешката република. В подкрепа на устойчивостта на проекта е и фактът, че 4 продукта на „Light me up!“ в тяхната българско-английска езикова версия се използват с образователна цел в Езиковата служба към Американското посолство в София. Българският национален превозвач „България Ер“ също участва в проектните дейности. В полетите си до Нидерландия и Кипър „България Ер“ разпространи езиковите сетове. 20 езикови кампании са организирани по време на туристически изложения в България, Кипър, Литва, Нидерландия и Чешката република (снимки от събитията можете да намерите на интернет адреса на проекта [www.light-me-up.eu](http://www.light-me-up.eu)). В резултат на проекта е организиран редовен курс по български език в Народния университет (Stichting Rotterdamse Volksuniversiteit) в гр. Ротердам, Нидерландия. Курсът се провежда на две нива.



# Language Learning in Action (LLA)

## Unit 4: In the Market

### ΕΚΜΑΘΗΣΗ ΓΛΩΣΣΩΝ ΣΤΗΝ ΠΡΑΞΗ



This programme has been created in Esperino Gymnasium–Lyceum of Limassol, an evening school which is oriented to drop out pupils and adult learners who want to have a school diploma.

It is a special programme for learning the Greek language and is offered to the pupils

and adults enrolled in the Esperion Gymnasium–Lyceum. During the last two years, Arab-speaking pupils (especially Palestinian and Iraqi refugees) have enrolled in our school and this programme is designed to help both the adult learners and the drop out pupils (up to 18 years old) learn Greek in a very short time. Learning Greek will enable them to become active members of Cyprus society and adapt to Cyprus culture. Furthermore, the Greek language will help pupils follow their school activities and attend their school lessons offered in Greek. Learning Greek as a foreign language will also help all of them learn and improve their knowledge of Cyprus history, culture, economy and social life. In order to meet the needs of the project a CD was created and this was the result of our efforts to find interactive material that could help our pupils to learn Greek. Nothing efficient could be found to help the Arab-speaking people learn the Greek language and therefore we created this interactive method, as there was no other alternative to help this particular group of people to reach that goal. Under these circumstances, our programme can be described as an innovation which may help the aforesaid learners who have urgent needs in their everyday life to interact and communicate.

It is worth mentioning that the learners have contributed in designing the programme dialogues and these were developed according to their needs and expectations. During the process, our learners (both Greek and Arab speaking) cooperated amicably, interacting and exchanging ideas for a common task, which led to a rich intercultural dialogue between them.

The use of the CD has contributed significantly to better learning and soon generated many positive results. The dialogues that led to interaction, the selected vocabulary and exercises, oral and written, together with the enthusiasm of learners who take part in the development of this project have greatly contributed to a very positive impact on the adult learners' profession and their social and personal development. Many of the adult learners of the school are workers with families.

Many units of the programme have already been successfully evaluated and the final assessment of the whole project will take place at the end of the school year.

For more information, you can visit the link: [www.gym-esperino-lem.schools.ac.cy/](http://www.gym-esperino-lem.schools.ac.cy/), because the project description, the lessons and other elements are uploaded in the website of the Esperino Gymnasium–Lyceum of Limassol for dissemination and exploitation purposes. Because the project has been successfully used since 2010, it has been decided to use it as the basis for the development of teaching other European languages to incoming European migrants, mainly individuals looking for a job.

#### Coordinating body

Esperino Gymnasio Lemessou

#### Contact person

Agathi Erotokritou-Delolme, Teacher of Greek Language  
[ero.agathi@cytanet.com.cy](mailto:ero.agathi@cytanet.com.cy)

#### Education Sector

Secondary and Adult Education

#### Target group

Arab-speaking people who want/need to learn Greek and who have enrolled in the Cyprus Public Education System and Arab pupils attending Greek schools

#### Languages

Arabic and Greek (also transferability will be for other EU languages)

#### Year of the award

Two years duration 2010–12



#### Short comment on the selection

The project is using an innovative and user-friendly way of teaching the language(s). It directly involves, in the teaching process and creation of dialogues to be used for teaching, the pupils themselves. This methodology, tailor-made for the needs of the learners but also with the learners themselves directly involved in the teaching methodology and content of teaching material has had successful results and a very positive outcome and impact on the learners. It has been successfully used since 2010.



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## ΕΚΜΑΘΗΣΗ ΓΛΩΣΣΩΝ ΣΤΗΝ ΠΡΑΞΗ

### ΕΝΟΤΗΤΑ 4: ΣΤΗΝ ΑΓΟΡΑ

Το συγκεκριμένο ηλεκτρονικό και διαδραστικό πρόγραμμα δημιουργήθηκε από το Εσπερινό Γυμνάσιο-Λύκειο Λεμεσού, ένα σχολείο προσανατολισμένο προς την εκπαίδευση ενηλίκων οι οποίοι δεν είχαν την ευκαιρία να αποκτήσουν απολυτήριο Μέσης εκπαίδευσης. Κατά τη διάρκεια των δύο τελευταίων χρόνων, αραβόφωνοι μαθητές (Παλαιστίνιοι και Ιρακινί πρόσφυγες) γράφτηκαν στο σχολείο μας με αποτέλεσμα να δημιουργηθεί η άμεση ανάγκη για εξεύρεση υλικού για εκμάθηση της ελληνικής γλώσσας. Το ηλεκτρονικό αυτό πρόγραμμα σχεδιάστηκε για να βοηθήσει αυτή την ομάδα των μαθητών να αποκτήσει μέσα σε σύντομο χρονικό διάστημα δεξιότητες και γνώσεις για τη σωστή χρήση της ελληνικής γλώσσας. Η γνώση της ελληνικής γλώσσας θα προσφέρει σε αυτούς τους μαθητές τη δυνατότητα να γίνουν ενεργά μέλη της κυπριακής κοινωνίας, στην οποία επιθυμούν να ενταχθούν, και να γνωρίσουν έτσι ένα κομμάτι του ευρωπαϊκού πολιτισμού. Επίσης, η γνώση αυτή θα τους βοηθήσει, ως μαθητές, να παρακολουθούν σε ικανοποιητικό βαθμό όλα τα μαθήματα και τις σχολικές δραστηριότητες που πραγματοποιούνται στο σχολείο μας. Ακόμη, η γνώση της ελληνικής γλώσσας ως δεύτερης γλώσσας θα τους βοηθήσει να μάθουν και να βελτιώσουν τις γνώσεις τους για την κυπριακή ιστορία, πολιτισμό, οικονομία και κοινωνία.

Η δημιουργία του συγκεκριμένου ηλεκτρονικού προγράμματος αποτελεί το αποτέλεσμα των προσπάθειών μας για χρήση διαδραστικού υλικού το οποίο θα βοηθήσει τους αραβόφωνους μαθητές να μάθουν την ελληνική γλώσσα. Τίποτα δεν ήταν δυνατό να εντοπιστεί, αφού δεν υπήρχε πουθενά διαθέσιμο υλικό για εκμάθηση της ελληνικής γλώσσας από αραβόφωνους. Έτσι, με στόχο να βοηθήσουμε τα συγκεκριμένα παιδιά, αποφασίστηκε από το σχολείο η δημιουργία δικού μας υλικού για διαδραστική και ενεργητική μάθηση. Το συγκεκριμένο πρόγραμμα μπορεί να χαρακτηριστεί ως καινοτομία, αφού για πρώτη φορά δημιουργήθηκε ηλεκτρονικό υλικό για αραβόφωνους μαθητές. Χάρη στη δημιουργία του προγράμματος αυτού, οι συγκεκριμένοι μαθητές βοηθήθηκαν ώστε να καλύψουν άμεσα και αποτελεσματικά τις καθημερινές τους ανάγκες επικοινωνώντας με τους άλλους ανθρώπους γύρω τους.

Πρέπει να αναφέρουμε ότι οι ίδιοι οι μαθητές έλαβαν μέρος στον σχεδιασμό και στη δημιουργία των διαλόγων οι οποίοι περιέχονται στο πρόγραμμα και έγιναν με βάση τις ανάγκες και τις προσδοκίες →

τους (οι διάλογοι δημιουργήθηκαν και ηχογραφήθηκαν από τους ίδιους τους μαθητές). Κατά τη διάρκεια της ανάπτυξης του προγράμματος, οι μαθητές του σχολείου μας (ελληνόφωνοι και αραβόφωνοι) συνεργάστηκαν αρμονικά και αποτελεσματικά, ανταλλάσσοντας ιδέες και απόψεις για έναν κοινό στόχο, γεγονός που οδήγησε σε έναν πλούσιο και γόνιμο διαπολιτισμικό διάλογο.

Η χρήση του ηλεκτρονικού αυτού προγράμματος έχει ήδη αξιολογηθεί με μεγάλη επιτυχία και η τελική αξιολόγηση όλου του προγράμματος θα πραγματοποιηθεί στο τέλος της σχολικής χρονιάς.

Για περισσότερες πληροφορίες, μπορείτε να επισκεφθείτε την ιστοσελίδα του σχολείου μας:

<http://gym-esperino-lem.schools.ac.cy/>  
όπου θα βρείτε εκτενή περιγραφή του προγράμματος, της μεθόδου και των μαθημάτων.

Λόγω της επιτυχίας της συγκεκριμένης μεθόδου, έχει αποφασιστεί να χρησιμοποιηθεί επίσης ως βάση για την ανάπτυξη προγραμμάτων εκμάθησης άλλων ευρωπαϊκών γλωσσών για μετανάστες.

#### Οργανωτικός φορέας

Εσπερινό Γυμνάσιο-Λύκειο Λεμεσού

#### Υπεύθυνη επικοινωνίας

Αγάθη Ερωτοκρίτου-Delolme, φιλόλογος  
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#### Τομέας εκπαίδευσης

Δευτεροβάθμια Εκπαίδευση

#### Ομάδα-στόχος

Αραβόφωνοι μαθητές οι οποίοι επιθυμούν και έχουν άμεση ανάγκη να μάθουν την ελληνική γλώσσα. Εισάγονται στο Δημόσιο Εκπαιδευτικό Σύστημα της Κύπρου και παρακολουθούν τα μαθήματα στην ελληνική γλώσσα για να αποκτήσουν απολυτήριο Μέσης Εκπαίδευσης

#### Γλώσσες

Αραβικά και ελληνικά (μπορεί να χρησιμοποιηθεί και για άλλες ευρωπαϊκές γλώσσες)

#### Έτος απονομής

2010-2012

### Σύντομο σχόλιο για την επιλογή σας

Το πρόγραμμα χρησιμοποιείται ως μια καινοτομία για τη διδασκαλία γλωσσών. Εμπλέκει άμεσα, κατά τη διάρκεια της μαθησιακής διαδικασίας, τους μαθητές με τη δημιουργία διαλόγων που μπορούν να χρησιμοποιηθούν για τη διδασκαλία. Αυτή η μεθοδολογία έχει σχεδιαστεί με βάση τις ανάγκες των μαθητών· επίσης, με τον τρόπο αυτό επιτυγχάνεται η άμεση εμπλοκή τους στη δημιουργία διαδραστικού υλικού και, κατ' επέκταση, στη διαδικασία μάθησης.

# Lanterna Futuri

## LANT3RNA FUTURI

Lanterna Futuri is an intercultural project for

interaction and education in the border triangle of Germany, Poland and the Czech Republic, where students and teachers have regularly worked together in artistic workshops since 2004. Three civic societies participate in the project (Begegnungszentrum im Dreieck, Grosshennersdorf; Dom Trzech Kultur Parada, Niedamirów; Rodowitz/LHS, o.s., Radvanec) and three schools — Gymnázium Česká Lípa, Gymnazium Lobau and Lyceum Kamienna Góra.

The project focuses on the development of new learning strategies, intercultural competencies, personal responsibility, creativity and team skills. Within the project, seven artistic workshops for young people from partner countries have been developed with themes of theatre, music, film, journalism, photography, visual arts and design. For the time being 1 342 people from different places in Saxony, northern Bohemia and Lower Silesia worked together in 209 international workshops.

Gymnázium Česká Lípa has been the partner of the project since its beginning. About 275 pupils from 13 classes have already participated. The project has been integrated into the school curriculum of the second-year students as practical project lessons.

The artistic workshops of one week's duration take place simultaneously twice a year in each country involved. Each workshop develops its own working methods and activities to create a specific product related to the given topic, e.g. Sweet Sixteen, In the Net, Illusion, etc.

Students at the age of 16 or 17 work in international groups of 10–15 members. Students decide their activities under the leadership of consultants and teachers from the participating schools. Lanterna Futuri offers the opportunity to break through the receptive nature of school while still being a part of everyday school life.

The week is always completed with a final presentation of the products developed during the work in the workshops. Students take these products to their schools and towns where they can present them. Also the skills gained in the workshops can be further applied in both students' school and personal life.

The project also runs a website and blog — [www.lanternafuturi.net](http://www.lanternafuturi.net)

### Coordinating body

Gymnázium Česká Lípa

### Contact people

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Petra Sochová  
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Websites:  
[www.lanternafuturi.net](http://www.lanternafuturi.net)  
[www.horskyspolek.eu](http://www.horskyspolek.eu)

### Education Sector

Secondary

### Target group

Students aged 16–17, pupils and teachers from coordinating schools

### Languages

Czech, German, Polish, English

### Year of the award

2008

## Short comment on the selection

The project Lanterna Futura was selected for its significant multicultural dimension and ongoing positive impact on intercultural competencies. Thanks to participation in the project, young people from the Czech Republic, Poland and Germany have an opportunity to become more aware of their neighbouring countries, cultures and languages. The project applies unconventional educational methods, supports creativity and team work.



CS

Lantern Futuri je interkulturní projekt interakce a vzdělávání v hraničním trojúhelníku Německo, Polsko a České republiky, kde studenti a učitelé od roku 2004 pravidelně společně pracují v uměleckých dílnách. Participují na něm tři občanská sdružení (Begengnungszentrum im Dreieck, Grosshennersdorf, Dom trzech kultur Parada, Niedamirow, Rodowitz/LHS, o.s., Radvanec) a dále tři školy – Gymnázium Česká Lípa, Gymnázium Lobau a Lyceum Kamienna Góra. Projekt se zaměřuje na rozvoj nových učebních strategií, interkulturních kompetencí, osobní zodpovědnosti, tvořivosti a týmových dovedností. V rámci projektu bylo doposud vytvořeno sedm uměleckých děl pro mladé lidi z partnerských zemí, a to na téma divadlo, hudba, film, žurnalistika, fotografie, vizuální umění a design. V 209 mezinárodních dílnách prozatím společně pracovalo 1 342 lidí z různých míst Saska, severních Čech a Dolního Slezska. Gymnázium Česká Lípa je partnerem projektu od jeho počátku, doposud spolupracovalo 275 žáků ze 13 tříd. Projekt byl v rámci praktických hodin začleněn do osnov pro studenty druhého ročníku. Umělecké dílny trvající jeden týden se konají dvakrát ročně a souběžně ve všech zemích. Každá dílna vyvíjí vlastní metody práce a aktivity s cílem vytvořit určitý produkt na dané téma (například Sladkých 16, V síti, Iluze). Studenti ve věku 16 či 17 let pracují v mezinárodních skupinách o 10–15 členech a rozhodují o svých aktivitách pod vedením odborných poradců a učitelů ze spolupracujících škol. Lanterna Futuri nabízí možnost prolomit receptivní charakter netradičního způsobu vzdělávání a zároveň stále zůstává součástí každodenního života školy. Projektový týden je vždy zakončen závěrečnou prezentací produktů vzniklých při práci v dílnách. Tyto produkty si pak studenti odvázejí do svých škol a měst, kde je mohou dále prezentovat. Dovednosti získané na workshopech mohou i nadále uplatňovat ve svém školním i osobním životě. Projekt má rovněž svou webovou stránku a blog – [www.lanternafuturi.net](http://www.lanternafuturi.net)

**Koordinátoři**

Gymnázium Česká Lípa

**Kontaktní osoba**

Helena Paszeková  
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[www.lanternafuturi.net](http://www.lanternafuturi.net)  
[www.horskyspolek.eu](http://www.horskyspolek.eu)

**Vzdělávací sektor**

Střední školy

**Cílová skupina**

Studenti ve věku 16–17 let, žáci a učitelé zapojených škol

**Jazyky**

Český, německý, polský, anglický

**Rok ocenění**

2008

**Krátký komentář k výběru projektu**

Projekt Lanterna Futuri byl vybrán pro podstatný multikulturní rozměr a pokračující pozitivní dopad na interkulturní kompetence studentů. Díky účasti v projektu mají mladí lidé z České republiky, Polska a Německa možnost lépe poznat sousední země, jejich kulturu a jazyk. Projekt využívá netradiční metody vzdělávání, podporuje tvořivost a týmové dovednosti.

# The Alphabet Keyboard

## ALPHABETTASTATURET



The project aims to develop an easy tool for pre-primary level children and integration of bilingual children and adults. It provides support to those who have trouble putting the right letters together, as the large and small letters have the same

form on ordinary keyboards in the Latin alphabet.

The idea is based on a concrete and practical need, and has evolved into a tool that can be used by many different target groups. Both for the integration of bilingual and for early language learning, combined with the use of IT. The project has great transferability and test projects in pre-primary schools have documented a valuable impact on language learning.

In all its simplicity, the tool consists of either labels to attach a standard PC keyboard — or specially produced keyboards. The area of letters is coloured, so it's easy to scan and distinguish from the other keys: red for vowels and blue for consonants. The individual letters are given in both large and small form, and the small letters are also shown in both a read-friendly and printed version when they are not equal. Delete keys, Enter, Return, Caps Lock, arrow keys have also acquired Danish and English texts.

The Alphabet Keyboard is both a useful and innovative tool. There is a patent pending on the product.

### NA for ELL

Danish National Agency for the Lifelong Learning Programme, Styrelsen for Universiteter og Internationalisering, Bredgade 43, 1220 København V, DENMARK

### Contact people

Lars Kolind Jensen (NA)  
lak@iu.dic

### Individual award winner contact details

John Christensen, Chriba.dk, Højdevang 15, 2970 Hørsholm, DENMARK  
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Tel. +45 2031 3410

### Cooperation partner and test-runner at pre-primary school

Martin Lindved, Skansevejens skole, 7000 Fredericia, DENMARK  
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### Coordinating body

Owner of Chriba.dk: Birger Baunhøj Sørensen

### Education Sector

Pre-primary, primary, initial vocational training, adult education

### Target group

Children and adults

### Languages

Danish — but all languages are adaptable to the system

### Year of the award

2011

## Short comment on the selection

The 2011 individual award winner, The Alphabet Keyboard is truly innovative and easily transferable to other languages. The value is well documented and the tools are very concrete.





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## FØRSKOLENIVEAU OG INDSKOLING ALFABETTASTATURET

Projektet har udviklet et værktøj til førskoleniveauet og til integration af tosprogede børn og voksne, som kan støtte dem, der har problemer med at sætte de rigtige bogstaver sammen. Store og små bogstaver i det latinske alfabet er nemlig udformet ens på almindelige tastaturer og kan derfor være svære at genkende. Projektet er baseret på et praktisk behov, og det har resulteret i et værktøj, der kan bruges af mange forskellige målgrupper. Både til integration af tosprogede og til tidlig sprogindlæring i kombination med IT. Projektet har stor overførbarehed og testprojekter i indskolingen har dokumenteret en betydelig effekt på sprogindlæring. I al sin enkelthed består værktøjet dels af små etiketter, som kan sættes på et standard PC-tastatur, dels af specielt fremstillede tastaturer. Det område af tastaturet, der indeholder bogstaver, er farvet, så det er nemt at skelne fra de øvrige taster: rød for vokaler og blå for konsonanter. De enkelte bogstaver er angivet i både stor og lille udgave, og de små bogstaver er også vist i både en læsevenlig og trykt version, når de ikke er ens. Slettasten, Enter, Return, Caps Lock og piletasterne har også fået både danske og engelske tekster. AlfabetTastaturet er et både nyttigt og innovativt værktøj. Produktet er patentanmeldt.

### Kontakt

Styrelsen for Universiteter og Internationalisering,  
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Kontaktperson: Lars Kolind Jensen  
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### Vinderens kontaktoplysninger

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### Samarbejdspartner og test-runner på førskoleniveau

Martin Lindved, Skansevejens Skole, 7000 Fredericia  
[webmaster@boernehaveklasseleder.dk](mailto:webmaster@boernehaveklasseleder.dk)  
Tlf. +45 20659320

### Koordinator

Ejer af Chriba.dk: Birger Baunhøj Sørensen

### Uddannelsessektor

Førskoleniveau, grundskole, grundlæggende  
erhvervsuddannelse, voksenuddannelse

### Målgruppe

Børn og voksne

### Sprog

Dansk, men systemet kan tilpasses alle sprog

### År for prisen

2011

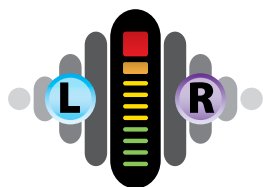
## Kort kommentar til dit valg

Den individuelle prisvinder, AlfabetTastaturet, er virkelig innovativt og kan let overføres til andre sprog. Værdien er veldokumenteret, og værktøjerne er meget konkrete.



# Language Robot

KEELEROBOT



LanguageRobot

The product created by the Academy of Security Sciences is a language simulator which uses voice recognition as a language tool for professional language training for border guards in Estonia and probably across Europe in the near future. The simulator teaches professional language expressions used in everyday border guard work. Learners can train

their language skills separately online or in a blended way in existing language courses. The first version of the simulator recognised and assessed the quality of speech based on the full sentence (i.e. whether the sentence was understandable by a customer or not). The improvement of the program shows the misused word in the sentence. Exercises vary in level of difficulty and as a new development in 2012 the Academy of Security Sciences is going to create virtual reality work situations where learners have to choose the right sentence in order to progress with the work. Right now the language robot beta version has only one language (English) but the aim is to develop further and within three years the product should be available for at least 20 different languages. The program is user friendly and self-developing — meaning that the more users use it the more different accents and language preferences will be available, which will make it even easier for the teacher to manage different exercises. The number of exercises is unlimited — therefore it can be used for many different tasks and professions in future. The European security agencies such as Frontex and Cefpol have already shown interest in the tool; therefore the product will have a huge user group and will give valuable investment to European internal security by improving the quality of public service. The language robot is a perfect example of uniting different competencies of universities and the private sector. The original idea was developed by the language centre of the Public Service Academy with the help of the Tallinn Technical University and the private company 'Jukulab'. ([www.juku.agrii.com](http://www.juku.agrii.com))

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

#### Coordinating body

Sisekaitse Akadeemia (Academy of Security Sciences)

#### Contact person

Marek Link, [marek.link@sisekaitse.ee](mailto:marek.link@sisekaitse.ee)

#### Education sector

University, continuous vocational training, adult education

#### Target group

Students

#### Languages

English (2011), 20 languages by 2015

#### Year of the award

2011

### Short comment on the selection

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





et

## KEELEROBOT

Sisekaitseakadeemia loodud elektrooniline õpitarkvara (keelesimulaator) kasutab kõnetuvastust piiriületus-toiminguga seotud erialakeele õppe arendamiseks nii Eestis, Euroopas kui ka mujal maailmas. Keelerobotit (simulaatorit) kasutatakse piiriületustoimingutega seotud erialaste väljendite õppimiseks. Õppetöö võib toimuda individuaalselt reaalajas või olemasolevate keelekursuste osana. Simulaatori esimene versioon tuvastas kõne ja andis kohest tagasisidet õppija häälduse ning väljendi arusaadavuse kohta (st kas lause oli kasutajale arusaadav või mitte). Õpitarkvara tänane arendus võimaldab juba tuvastada lauses vääralt kasutatud sõnu. Õpitarkvara keeleharjutused varieeruvad ja need on erineva raskusastmega. Sisekaitseakadeemia loodud tarkvarale on 2012. aastal lisandunud virtuaalreaalsed situatsioonid, kus kasutaja peab valima sobiva väljendi lähtuvalt kirjeldatud olukorrast. Praegu võimaldab keeleroboti beetaversioon ainult inglise keele kasutamist. Eesmärgiks on jõuda kolme aasta jooksul kahekümne keele kasutamiseni. Õpitarkvara on kasutajasõbralik ja kasutajate arvu suurenedes salvestab programm võimalikud erinevad aktsendid ning teave nende kohta lihtsustab õpetaja tööd harjutuste valikul. Harjutuste arv ei ole piiratud, mistõttu on seda võimalik tulevikus kasutada erinevate eesmärkide ja erialade vajadusi silmas pidades. Huvi toote kasutamiseks on üles näidanud Frontex ja CEPOL. Seega laieneb toote kasutajaskond, mis omakorda avaldab erialase keeleõppe tõhustamise kaudu suurt mõju Euroopa siseturvalisusele. Keeleroboti projekt on hea näide kõrgkoolide ja erasektori vahelisest koostööst. Sisekaitseakadeemia keelekeskuse ideed aitasid arendada Tallinna Tehnikaülikool ja OÜ Juku Lab (<http://juku.agrii.com/>)

<http://www.keelerobot.ee>

### Projekti koordinaator

Sisekaitseakadeemia

### Kontaktisik

Marek Link, [marek.link@sisekaitse.ee](mailto:marek.link@sisekaitse.ee)

### Haridussektor

kõrgharidus, kutsealane täiendõpe, täiskasvanuharidus

### Sihtgrupp

üliõpilased

### Keeled

inglise keel (2011), 20 keelt aastaks 2015

### Tunnustatud

2011. a.

## Valiku põhjendus

Projekti kõik aspektid on seotud keeleõppega (õppijad, õpetajad, õppematerjalid ja -meetodid) ning on arvesse võetud õppija vajadusi; projekt motiveerib võõrkeelte õppimist ja õpetamist, on tõeliselt uuenduslik ning loob eeldused nii kvalitatiivsetele kui ka kvantitatiivsetele edusammudele; projektis on esindatud Euroopa mõde ning see on suunatud keelelisele mitmekesisusele. Projekt on oluline nii rahvusliku kui ka Euroopa turvalisuse vaatepunktist.







fi

## KIELITIVOLI - HÄMEENLINNA

Laatuleimalla palkittu Hämeenlinnan Kielitivoli on kieltenopetuksen tukiverkko, joka perustuu laajaan yhteistyöhön, tietoisuuden lisäämiseen ja näkyvyyteen - tavoitteena opiskelijaryhmien ja -määrien lisääminen. Kielitivoli on kaupungin koulujen yhteinen hanke, jota kaupungin johtoryhmä ja opetuslautakunta seuraavat. Hankkeen aikana on kieliohjelmaa vahvistettu mm. siten, että jokaisella kaupungin ala- ja yläasteella tarjotaan A2- ja B2-kieliä. Valikoimassa on englannin ja ruotsin lisäksi ranska, saksa, italia ja venäjä. Projektiryhmä on myös suunnitellut kaupungin kouluille yhtenäisen kielipolun varhaiskasvatuksesta toiselle asteelle.

Hankkeen kantava voima on kieltenopettajien työryhmä, jota koulujen johto tukee mm. lukujärjestysteknisin ratkaisuin. Oppilaiden vanhempia on osallistettu hankkeeseen. Mukana on lisäksi paikallisia yhdistyksiä ja yrityksiä sekä kansallisia toimijoita kuten Elinkeinoelämän keskusliitto ja Pohjoismaiden Suomen instituutti. Eurooppalaisten prioriteettien mukaisesti hankkeessa on nostettu esiin työelämän kielitaitotarpeita. Hieno oivallus on, että 9. luokan oppilaat ovat itse selvittäneet kielitaidon tarpeita paikallisissa yrityksissä.

Hanke on ollut osa opetushallituksen rahoittamaa "Perusopetuksen vieraiden kielten opetuksen kehittämishanketta 2009-2010".

### Koordinointi

Hämeenlinnan kaupungin opetustoimi

### Yhteyshenkilö

Johanna Hyytiä  
johanna.hyytia@hameenlinna.fi

### Koulutuksen ala

Peruskoulu

### Kohderyhmä

Peruskoulun oppilaat

### Kielet

Ruotsi, englanti, saksa, ranska, venäjä, italia

### Palkitsemisvuosi

2011

### Valitsijoiden lyhyt kuvaus

Hanke on aloitteellinen ja oivaltava tavalla, jolla se tuo eri toimijat yhteen kieltenopetuksen vahvistamiseksi.



# Deutschmobil

## DeutschMobil

DeutschMobil is an innovative educational project promoting the German language and culture to pupils.

From key cities across France, German teaching assistants travel out to primary and secondary schools, at the wheel of a van called DeutschMobil. They introduce their language and culture to pupils choosing their first or second foreign language with entertaining, informative and interactive methods in order to motivate them in learning German (quiz, games, music, etc.).

This pioneering project was conceived at Montpellier's Maison de Heidelberg in the year 2000. Founding director Kurt Brenner enlisted the help of trusted partners such as Mercedes-Benz and the Robert Bosch Stiftung to launch the project, and support it over time. The objective was to reverse the decline in the number of students choosing German as a foreign language, and support French-German relations into the future.

Since its creation the DeutschMobil has reached more than 553 700 pupils (until 02/2012). The DeutschMobil has also inspired other organisations to establish a similar programme: e.g. the FranceMobil promotes French in Germany; 'DeutschWagens' travel through Poland and Italy; 'Mach-mit-Mobils' in the Netherlands; and 'Glossomobils' in Greece, etc.

Website: <http://www.deutschmobil.fr/>



### Coordinating body

Centre Culturel Allemand en Languedoc  
Maison de Heidelberg  
4, rue des Trésoriers de la Bourse  
34000 Montpellier  
FRANCE

### Contact person

Kurt Brenner, Director and founder  
Tel. +33 467604811  
([coordination@deutschmobil.fr](mailto:coordination@deutschmobil.fr))

### Education sector

Primary, Secondary schools

### Target group

Pupils from primary and secondary schools

### Languages

German

### Year of the award

2011

## Short comment on the selection

The DeutschMobil received the European language label in 2011 although it could have received it a long time ago if the coordinators had applied earlier. This success story was created in 2001, and has quickly shown good results. It has been proven that there was a rise of 25 % of pupils choosing German as their first language and 50 % of pupils choosing German as their second language after a DeutschMobil visit. The number of cars quickly had to be increased to face the growing requests from establishments all around France. Moreover the partnership with Mercedes-Benz has proven successful; it is an excellent example of good practice of collaboration between educational institutions and companies. Another important point is that the project has been transferred to other languages (French in Germany with the FranceMobil) many other countries (Poland, Italy, Greece, New Zealand, Iceland, etc.), and is still being developed.





fr

Conçue en 2000 par la Maison de Heidelberg, le DeutschMobil est un monospace Mercedes-Benz au volant duquel un lecteur allemand ou une lectrice allemande rend visite aux élèves français des écoles primaires, des collèges et aussi des lycées pour promouvoir la langue et la culture allemandes de manière attractive et ludique (hip-hop et orthographe, système scolaire et prononciation, etc.).

Le DeutschMobil participe également à des manifestations, telles que des salons éducatifs, des journées portes ouvertes ou des «rendez-vous avec l'Allemagne».

Depuis leur création, les dix DeutschMobil en France ont rendu visite à plus de 553 700 élèves (chiffres 02/2012) et des véhicules ont aussi été présents au Canada, en Égypte, en Islande, en Nouvelle-Zélande et en République tchèque. Aujourd'hui, il est également possible de croiser ces véhicules en Italie et en Pologne sous le nom de «Deutschwagen», de «Glossomobil» en Grèce ou encore de «Mach-mit-Mobil » aux Pays-Bas. Par ailleurs, le projet a été transféré en Allemagne avec les «FranceMobil» pour l'enseignement du français aux élèves allemands.

<http://www.deutschmobil.fr/>

#### Organisme

Centre culturel allemand en Languedoc  
Maison de Heidelberg  
4 rue des Trésoriers de la Bourse  
34000 Montpellier  
FRANCE

#### Responsable du projet

Kurt Brenner, directeur-fondateur  
Tél. +33 467604811  
([coordination@deutschmobil.fr](mailto:coordination@deutschmobil.fr))

#### Secteur d'éducation

Enseignement scolaire (de l'école élémentaire au lycée)

#### Public cible

Élèves du primaire au lycée

#### Langues

Allemand (transféré également au français avec la FranceMobil)

#### Année de labélisation

2011

### Commentaire sur la sélection

Le projet DeutschMobil a reçu le label européen des langues en 2011, mais il aurait certainement pu le recevoir auparavant, puisque le projet a été créé en 2001, a perduré, s'est développé et a même déjà été transféré. En termes d'impact, il a été constaté jusqu'à 50 % d'inscriptions supplémentaires en allemand LV2 et 25 % en allemand LV1 à la suite d'une visite d'un DeutschMobil dans un établissement. Face à ce succès, de plus en plus d'établissements ont demandé une animation linguistique avec DeutschMobil, et le nombre de voitures et de lecteurs a dû et pu être augmenté grâce au soutien de Mercedes-Benz, de la Robert Bosch Stiftung et de l'Office allemand d'échanges universitaires; plus d'un demi-million d'élèves ont déjà bénéficié de l'une de ces visites en France. En ce qui concerne la dimension européenne, le projet DeutschMobil a également été transféré en Grèce, en Islande, en Italie, en Nouvelle-Zélande et en Pologne pour la promotion de l'allemand, et en Allemagne, c'est la FranceMobil qui promeut la langue française auprès des élèves allemands. Il s'agit donc là d'un projet transférable vers d'autres pays et d'autres langues. Enfin, ce projet est aussi un excellent exemple de bonne pratique de collaboration entre le monde de l'entreprise, de l'enseignement scolaire et des autorités locales et/ou nationales.



# The Fan of Languages

Materials for the intercultural language classroom

## DER SPRACHENFÄCHER



'Der Sprachenfächer' offers teachers a variety of material for intercultural German classes. It includes elements from the children's own languages and/or dialects as well as elements from other languages of the world. By working with it, the discussion of

language becomes part of classroom work.

The discussion of language awareness in the 1990s led to this concept for classroom material. In 1998, basic material and its underlying concept already won the Life Award. European projects followed in which classroom material was developed (JaLing; ECML Project 2000–03; Comenius Project 2001–04). The German material (on topics like 'politeness', 'body language', 'names') was developed at the Freiburg University of Education, where Erasmus students wrote adaptations and translations for their own various languages. Every topic is contained in a booklet with (1) an introduction for teachers and (2) copyable work-sheets. The material is presently being used by schools in Germany, Switzerland, Austria, Luxembourg, Belgium, and Ireland; it was also adapted for Czech primary schools in 2007. After having been awarded first place of the European Language Label 2008, a leading German publisher (Cornelsen Berlin) included the 'Sprachenfächer' in its publishing list. The present edition contains 575 pages, arranged in 16 topics.

Teaching objectives: Contributing one's own experience and language, playing an active role, learning from each other, becoming aware of differences and attitudes.

Websites: [www.ph-freiburg.de](http://www.ph-freiburg.de), [www.sprachenfaecher.de](http://www.sprachenfaecher.de)

### Coordinating body

Pädagogische Hochschule Freiburg  
Freiburg University of Education

### Contact person

Ingelore Oomen-Welke  
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### Education sector

Teacher Training, Primary, Secondary

### Target group

Primary and secondary schools, pupils with German and non-German background

### Languages

German and other languages

### Year of the award

2008

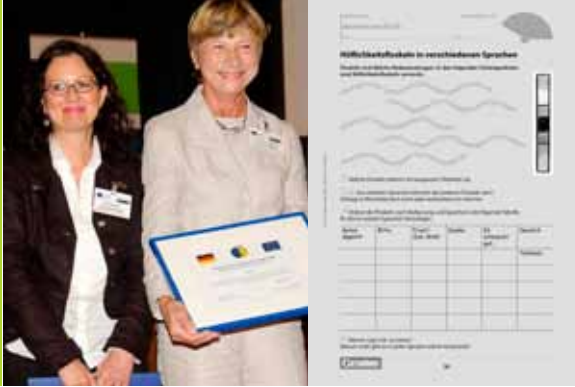
## Short comment on the selection

Jury 2008: 'Der Sprachenfächer' is excellent material to inspire children in multilingual classrooms to think about their home languages and their culture, what they have in common and what is different. All languages are given the same prestige.

'Der Sprachenfächer' became German nominee for the Label of the Labels because it:

- raises language awareness among the very young and young;
- shows an explicitly inclusive and integrative approach;
- reflects and shapes current concepts about inclusive language didactics;
- has been extended and improved over many years;
- has been disseminated not only within Germany but also beyond.





de

## DER SPRACHENFÄCHER MATERIALIEN FÜR DEN INTERKULTURELLEN DEUTSCHUNTERRICHT

Der „Sprachenfächer“ bietet Lehrerinnen und Lehrern vielfältiges Material für den Deutschunterricht. Er umfasst Elemente sowohl der von den Schülerinnen und Schülern gesprochenen Sprachen und Dialekte als auch von anderen Sprachen. Durch die Arbeit mit dem Sprachenfächer wird die Diskussion von Sprachen als solche Teil des Unterrichts.

Ausgangspunkt für das vorliegende Unterrichtskonzept und -material waren die in den 1990er Jahren geführten Diskussionen über Sprach- und Sprachenbewusstsein. Bereits 1998 wurden das Konzept und erste Materialien mit dem Life Award ausgezeichnet. Weitere Unterrichtsmaterialien wurden anschließend in europäischen Projekten entwickelt (JaLing; ECML-Projekt 2000-2003; Comenius-Projekt 2001-2004). Die Materialien für Deutsch (zu Themen wie „Höflichkeit“, „Körpersprache“, „Namen“) stammen von der Pädagogischen Hochschule Freiburg, wo Erasmus-Studierende die Inhalte an ihre jeweiligen Herkunftssprachen anpassten. Jedes Thema ist in einem Ordner zusammengefasst, der 1. eine Einführung für Lehrende und 2. Kopiervorlagen für Arbeitsblätter enthält. Derzeit werden die Materialien in Schulen in Deutschland, der Schweiz, Österreich, Luxemburg, Belgien und Irland eingesetzt, zudem wurden sie 2007 für tschechische Grundschulen aufbereitet. Nachdem der „Sprachenfächer“ mit dem 1. Preis im Wettbewerb Europäisches Sprachensiegel ausgezeichnet worden war, nahm ein führender deutscher Schulbuchverlag (Cornelsen) den „Sprachenfächer“ in sein Angebot auf. Die derzeitige Ausgabe umfasst 575 Seiten zu insgesamt 16 Themen. Unterrichtsziele: den eigenen Sprachhintergrund und Erfahrungen in den Unterricht einbringen, dabei eine aktive Rolle spielen, voneinander lernen, sich der Unterschiedlichkeiten und Haltungen anderer bewusst werden.

[www.ph-freiburg.de](http://www.ph-freiburg.de), [www.sprachenfaecher.de](http://www.sprachenfaecher.de)

### Koordinierende Einrichtung

Pädagogische Hochschule Freiburg  
Freiburg University of Education

### Kontaktperson

Ingelore Oomen-Welke  
[oomenwelke@ph-freiburg.de](mailto:oomenwelke@ph-freiburg.de)

### Bildungssektor

Lehrerbildung, Primärbereich, Sekundärbereich

### Zielgruppe

Grundschule und Sekundarstufe, Schüler deutscher und nicht-deutscher Herkunft

### Sprachen

Deutsch und andere Sprachen

### Jahr der Auszeichnung

2008

## Kommentar zur Auswahl

Jury 2008: Der „Sprachenfächer“ bietet ausgezeichnetes Material, um Kinder in mehrsprachigen Klassenzimmern anzuregen, über ihre Herkunftssprachen und ihre Kulturen nachzudenken sowie kulturelle Verschiedenheiten und Gemeinsamkeiten zu reflektieren. Alle Sprachen erfahren die gleiche Wertschätzung. „Der Sprachenfächer“ wurde als deutscher Vorschlag für das Europäische Sprachensiegel ausgewählt, weil er

- Sprach- und Sprachenbewusstsein bei sehr jungen Menschen weckt;
- explizit einen inklusiven und integrativen Ansatz verfolgt;
- zeitgemäße Konzepte inklusiver Sprachdidaktik widerspiegelt und mitformt;
- über viele Jahre hinweg erweitert und verbessert wurde;
- nicht nur innerhalb Deutschlands, sondern auch darüber hinaus verbreitet ist.

# Arsakeio Cha-Cha-Cha

## Changes-Chances-Challenges

ΑΛΛΑΓΕΣ-ΕΥΚΑΙΡΙΕΣ-ΠΡΟΚΛΗΣΕΙΣ



Explore the Immensity of Travelling  
with Arsakeio Cha-Cha-Cha  
(Changes-Chances-Challenges)

In Arsakeio High School of Thessaloniki, Greece, 30 students from the First Grade classes of Advanced English, using their course book unit on tourism as a launch pad, were assigned a cross-curricular project. Its imaginative and musical title 'Arsakeio Cha-Cha-Cha'

(Changes-Chances-Challenges) aimed at inspiring students to take on the role of holiday representatives of a supposed travel agency specialising in unusual hotels and visits to well-known monuments round the globe.

The ulterior purpose behind the project was the exclusive use of the target language (English) by the students, in order to familiarise themselves with Internet research, travel virtually to world heritage monuments, stay at alternative hotels around the globe and, in tandem, experience aspects of a travel agent's professional reality. At the end of the project the two classes gathered in the school amphitheatre, where the individual projects were presented and a promotion campaign of the supposed travel agency was successfully simulated by all students interchangeably in the roles of 'professional travel agents' among peers of theirs who pretended to be 'potential customers'.

The Content and Language Integrated Learning (CLIL) methodology employed for the project was quite innovative in the national context and facilitated the spontaneous learning of the target language. The pupils benefited also from the principles of experiential learning that required them to take on professional roles and test their newly acquired linguistic abilities in front of an audience. At the same time, the English language became the medium through which the students 'approached' several world renowned monuments, which triggered their interest in different European cultures.

### Coordinating body

Arsakeio High School of Thessaloniki

### Contact people

Anna Oikonomou and Panayiota Oikonomou  
[anna.oikonomou@hol.gr](mailto:anna.oikonomou@hol.gr)  
[totaeco@hol.gr](mailto:totaeco@hol.gr)

### Education sector

Secondary

### Target group

High School students

### Languages

English

### Year of the award

2009

## Short comment on the selection

The project addressed the 2009 European thematic priority 'Languages and Business' in a most imaginative way by initiating the pupils in the linguistic demands of the travel agent's profession. Given the emphasis that the European Commission continues to place on the learning of foreign languages for vocational mobility purposes, the project is as important in 2012 as it was in 2009 when it was awarded the European Language Label.





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## ARSAKEIO CHA-CHA-CHA ΑΛΛΑΓΕΣ-ΕΥΚΑΙΡΙΕΣ-ΠΡΟΚΛΗΣΕΙΣ

Στο Αρσάκειο Γυμνάσιο Θεσσαλονίκης, 30 μαθητές από τα δύο προχωρημένα τμήματα αγγλικών της Α΄ τάξης, με αφορμή την ενότητα του βιβλίου τους σχετικά με τον τουρισμό, εκπόνησαν μια διαθεματική σχολική εργασία. Ο ευφάνταστος και μουσικός τίτλος της «Arsakeio Cha-Cha-Cha» (Changes-Chances-Challenges, που σημαίνει Αλλαγές-Ευκαιρίες-Προκλήσεις) είχε στόχο να εμπνεύσει τους μαθητές να υποδυθούν τους αντιπροσώπους του ομώνυμου και φανταστικού τουριστικού πρακτορείου, το οποίο εξειδικεύεται σε εξεζητημένα ξενοδοχεία και σε επισκέψεις ονομαστών μνημείων σε όλο τον κόσμο.

Απώτερος σκοπός ήταν να χρησιμοποιήσουν τα παιδιά τη γλώσσα-στόχο για να εξοικειωθούν με τη διαδικτυακή έρευνα, να ταξιδέψουν εικονικά σε παγκόσμια μνημεία πολιτισμού, να επισκεφτούν εναλλακτικά καταλύματα και, παράλληλα, να βιώσουν πτυχές από την πραγματικότητα ενός τουριστικού επαγγέλματος. Τελικά, τα δύο τμήματα αγγλικών συναντήθηκαν στο αμφιθέατρο του σχολείου, όπου παρουσιάστηκαν οι ατομικές εργασίες και προσομοιώθηκε με επιτυχία η διαφημιστική καμπάνια του υποτιθέμενου ταξιδιωτικού πρακτορείου από «επαγγελματίες»-μαθητές σε συνομηλίκους τους «πελάτες»-μαθητές.

Η μεθοδολογία της «Ενιαίας Εκμάθησης Περιεχομένου και Γλώσσας» (Content and Language Integrated Learning — CLIL) που υιοθετήθηκε, αποτέλεσε καινοτομία που διευκόλυνε την αυθόρμητη εκμάθηση της γλώσσας-στόχου. Οι μαθητές ωφελήθηκαν επίσης από τις αρχές της βιωματικής μάθησης καθώς ανέλαβαν επαγγελματικούς ρόλους και χρειάστηκε να αποδείξουν τις νεοαποκτηθείσες γλωσσικές τους δεξιότητες μπροστά σε κοινό. Ταυτόχρονα, η αγγλική γλώσσα αποτέλεσε το εργαλείο μέσω του οποίου οι μαθητές προσέγγισαν μνημεία διεθνούς φήμης, γεγονός το οποίο ενδυνάμωσε το ενδιαφέρον τους για τον πολιτισμό διάφορων ευρωπαϊκών χωρών.

### Οργανωτικός φορέας

Αρσάκειο Γυμνάσιο Θεσσαλονίκης

### Υπεύθυνες επικοινωνίας

Οικονόμου Άννα και Οικονόμου Παναγιώτα  
anna.oikonomou@hol.gr  
totaeco@hol.gr

### Τομέας εκπαίδευσης

Δευτεροβάθμια Εκπαίδευση

### Ομάδα-στόχος

Μαθητές Γυμνασίου

### Γλώσσες

Αγγλικά

### Έτος βράβευσης

2009

### Σύντομο σχόλιο για την επιλογή σας

Το πρόγραμμα υποβλήθηκε στα πλαίσια της Ευρωπαϊκής Θεματικής Προτεραιότητας 2009 «Γλώσσες και Επιχειρήσεις». Με ευφάνταστο τρόπο, εισήγαγε τους μαθητές στις γλωσσικές απαιτήσεις του επαγγέλματος του ταξιδιωτικού πράκτορα. Δεδομένης της έμφασης που δίνει η Ευρωπαϊκή Επιτροπή στην εκμάθηση ξένων γλωσσών για σκοπούς επαγγελματικής κινητικότητας, το πρόγραμμα εξακολουθεί να είναι εξίσου σημαντικό το 2012 όσο ήταν το 2009, όταν του απονεμήθηκε το Ευρωπαϊκό Σήμα Γλωσσών.

# Multi-lingual on-line sign language dictionary

## TÖBBNYELVŰ ONLINE JELNYELVI SZÓTÁR



By *Hallatlan Alapítvány*  
(Foundation 'Unheard-of'), Budapest

The project aims to popularise the education, dissemination and everyday use of Hungarian sign language, mainly for able people who are interested in it. The project website is not only an online

sign language dictionary, but also with its additional services (forum, chat, online quiz, news digest, crossword puzzle, etc.) it is an effective learning tool, source of information and a community site. The innovative display of the categorised content is realised through continuously repeating videos, which provides an outstanding opportunity to practice and mimic the gestures, which is an important factor in effective communication in sign language, and contributes to the effective learning of the sign language as well. At the same time, the categorised content helps easy searching and area-focused language learning. The content of the website, including the interpretation of the signs, is currently available in Hungarian, in English, in German and in Spanish too. The project participants have produced a CD-ROM series; each release focuses on different target groups (children, adults, etc.) by employing target specific appearance, design and content customised to each groups' needs. Their freshest innovation is a sign language dictionary on smart phones.



#### Coordinating body

Hallatlan Alapítvány (Foundation 'Unheard-of')

#### Contact person

Pál Bartos ([bartospal@hallatlan.hu](mailto:bartospal@hallatlan.hu); [bartospal@yahoo.com](mailto:bartospal@yahoo.com))

#### Education sector

Pre-primary, primary, secondary, university, initial vocational training, continuous vocational training, tertiary education, adult education, teacher training

#### Target group

From children to adults

#### Languages

Hungarian sign language, English, German, Spanish

#### Year of the award

2006

### Short comment on the selection

The selection procedure was held on the first jury meeting of 2012. The composition of the jury was identical to the previous years; two other members joined from the Ministry of National Resources (this Ministry is responsible for the development of school education and language education in Hungary).

Website:

[www.hallatlan.hu/en](http://www.hallatlan.hu/en)  
[www.hallatlan.eu](http://www.hallatlan.eu)



## TÖBBNYELVŰ ONLINE JELNYELVI SZÓTÁR

A projekt a jelnyelvhasználat és jelnyelvoktatás népszerűsítését, terjesztését és támogatását tűzte ki céljává.

A projekt weboldala jóval több, mint egy újszerű, hatékony jelnyelvi szótár. Számos kiegészítő szolgáltatása révén – ilyenek a fórum, a chat, kvíz, hírek, keresztrejtvény stb. – a jelnyelvtanulás hatékony segédeszköze, információforrás és egyben közösségi oldal is.

Az oldal jelnyelv-elsajátítás szempontjából lényeges újítása, hogy az ott elérhető tematikus tartalom folyamatosan ismétlődő internetes videók formájában jelenik meg, ami segíti a helyes jelhasználat és a – különös fontossággal bíró – kapcsolódó mimika könnyebb gyakorlását és elsajátítását. Ugyanakkor a címszavak szerint kategorizált tartalom segít a tájékozódásban, a bizonyos területek iránt érdeklődők fókuszált nyelvtanulásában. A weboldal tartalma, beleértve a jelnyelvi jelek jelentését is, magyar mellett angol, német és spanyol nyelven is elérhető.

A projekten dolgozók olyan CD-ROM-sorozatot készítettek, melynek minden egyes része különböző célcsoport számára (gyerekek, felnőttek stb.) a célcsoport igényeinek megfelelő megjelenéssel, dizájnnal és tartalommal szól az adott célcsoporthoz. A legfrissebb fejlesztésük eredményeként a jelnyelvi szótár már okos telefonokon is elérhető.

Hallatlan Alapítvány

### Koordináló szervezet

Hallatlan Alapítvány

### Kapcsolattartó

Pál Bartos ([bartospal@hallatlan.hu](mailto:bartospal@hallatlan.hu); [bartospal@yahoo.com](mailto:bartospal@yahoo.com))

### Oktatási szektor

Óvoda, általános és középiskola, egyetem, szakképzés, felnőttoktatás, tanárképzés

### Célcsoport

Gyerekektől a felnőttekig

### Nyelvek

Magyar jelnyelv, angol, német, spanyol

### Jelölés éve

2006

### Röviden a kiválasztásról:

A kiválasztásra 2012 első szakértői ülésén került sor. A zsűri a korábbi években már megszokott azonos összetételben ült össze, de ez alkalommal kiegészült a Nemzeti Erőforrás Minisztérium (Magyarországon az oktatásért és nyelvoktatásért felelős minisztérium) két munkatársával.

Weboldal: <http://www.hallatlan.hu>, [www.hallatlan.eu](http://www.hallatlan.eu)



# Growing

## YRKJA



In 2010 Efling labour union got a grant from the project 'European Year against Poverty'. Efling contacted Mímir lifelong learning centre about it and together they developed a course of 200 class hours for Polish women, members of Efling, who had been unemployed for more than six months and had little knowledge of Icelandic. The main

objective was to increase their skills and potential on the labour market. The women met voluntarily, after receiving an invitation from Efling. The aim was to give them a chance to improve their language skills, their self-image, to become stronger candidates when looking for jobs and increase their participation in Icelandic society.

The subjects were the following Icelandic 60 class hours, pronunciation of Icelandic 8 class hours, social studies 24 class hours, computers 32 class hours, English 20 class hours, self-image support 12 class hours, visual arts 8 class hours, nutrition 4 class hours, competence portfolio 8 classhours, academic/job counselling 8 class hours, exercise in a gym 4 class hours, a trip to Reykjanes 8 class hours.

The evaluation of the course showed that the students improved their self-image, they felt stronger when seeking jobs, were better at finding jobs, were more active in society and they felt better in general. They also were very satisfied with the atmosphere, the variety of courses and the field trips.

A few factors were a key to the success of the course. It turned out well for Polish women as a single group, and many teachers spoke their native language and that gave many of the students' self-confidence. The variety of subjects also turned out to be good and the course was interesting as well as enjoyable. The course also emphasised integration of language learning and active society. The women learned Icelandic in the museums, theatre, the gym, the rescue team, etc.

The women also talked about their experience of the isolation they were in and the strong bonds that the participation in the course built up between them. Atli Lýðsson, from Efling, introduced the project, once it was over, in a conference in the City Council House, dedicated to 'European Year against Poverty and Social Isolation'. 'Yrkja' has now been held three times with the same good result. The experience has encouraged the union to run the same course for men as well in another language.

### Coordinating body

Efling labour union and Mímirlifelong learning centre

### Contact person

Atli Lýðsson  
atli@efling.is

### Education sector

Vocational training and adult education

### Target group

Low-skilled unemployed immigrants

### Languages

Icelandic

### Year of the award

2011

## Short comment on the selection

Polish immigrants are the largest group of immigrants in Iceland. Efling labour has about 20 000 members, 3 000 of them are foreigners and more than half of the foreign members are Polish. 'Yrkja' does great work in language learning for a big population of immigrants in Iceland. I like the emphasis of integration of language learning and active participation in society, as well as the structured cooperation between the adult learning centre and the labour unit with regard to language learning.



is

## YRKJA

Árið 2010 fékk Stéttarfélagið Efling styrk frá verkefninu "European Year against Poverty".

Efling hafði samband við Mími Símenntun og saman þróðu þau námskeið, 200 tíma kennslu fyrir pólskar konur, félaga í Eflingu sem höfðu verið atvinnulausar meira en 6 mánuði og höfðu litla þekkingu á Íslandi. Aðalviðfangsefnið var að auka skilning þeirra, þekkingu og markmið á vinnumarkaðnum.

Konurnar mættu sjálfviljugar, eftir að hafa fengið boð frá Eflingu. Markmiðið var að gefa þeim möguleika á að öðlast betri skilning á tungumálinu, auka sjálfsöryggi, verða sterkari kandiðatar þegar þær færu í atvinnuleit og auka samkennd í íslensku þjóðfélagi.

Verkefnið var eftirfarandi; (sundurliðað eftir kennslustundum) íslenska 60 stundir, framburður í íslensku 8, félagsstörf 24, tölvur 32, enska 20, sjálfsstyrking 12, myndlist 8, næringarfræði 4, hæfnismat eða áhugasviðsgreining 8, fræðandi vinnuráðgjöf, líkamsrækt 4, ferð um Reykjanes 8. Niðurstaða námskeiðsins sýndi að sjálfsöryggi nemendanna hafði aukist, þeim fannst þær standa betur að vígi þegar þær voru að sækja um störf, fengu betri störf, voru öflugri í þjóðfélaginu og leið yfirleitt betur. Þær voru jafnframt ánægðar með leiðbeiningarnar, innihald námskeiðsins og ferðirnar. Nokkrar staðreyndir voru lykillinn að árangri námskeiðsins. Það reyndist vel fyrir pólskar konur sem hóp, jafnframt töluðu margir kennaranna pólsku, þeirra móðurmál, sem jók sjálfsöryggi nemendanna. Verkefnið reyndust einnig mjög vel og námskeiðin voru spennandi og ánægjuleg. Á námskeiðinu var lögð áhersla á tungumálakennslu og framburð. Konurnar lærðu íslensku í söfnum, leikhúsum, leikfimi, í skyndihjálpi o.s.frv.

Konurnar töluðu einnig um upplifunina af einangruninni sem þær væru í og þau sterku tengsl sem mynduðust milli kvennanna sem voru á námskeiðinu. Atli Lýðsson, frá Eflingu, kynnti verkefnið þegar það var búið á ráðstefnu í Ráðhúsinu sem var tileinkuð "European Year against Poverty and Social isolation".

Yrkja hefur núna verið haldin þrisvar sinnum með sama góða árangrinum. Reynslan af Yrkju hefur orðið Eflingu og Mími hvatning til að halda einnig sams konar námskeið fyrir karlmenn á öðru tungumáli.

## Stýristofnanir

Efling stéttarfélag og Mímir símenntun

## Tengiliður

Atli Lýðsson  
atli@efling.is

## Skólastig

Fullorðinsfræðsla

## Markhópur

Atvinnulausir innflytjendur á Íslandi

## Tungumál

Íslenska

## Ár viðurkenningar

2011

## Rökstuðningur fyrir vali

Pólskir innflytjendur eru stærsti hópur innflytjenda á Íslandi. Í verkalýðsfélaginu Eflingu eru 20 000 meðlimir, þar af eru 3 000 af erlendu bergi brotnir og helmingur þeirra eru Pólverjar. Yrkja vinnur ótullega að tungumálakennslu fyrir stóran hóp innflytjenda á Íslandi.



# Authentik Language Interactive

Authentik Language Learning Resources Ltd



Authentik Language Interactive is designed to provide learners of languages with fresh, interesting material weekly, through multiple media, and to support

learners in using real language in a meaningful but fun way. The editors, practising language teachers, source content in video, audio and text and make it available on the site with pedagogical support material. The product promotes integration of different language skills and develops users' interest, motivation and independence. It is designed to appeal to different learning styles (auditory, visual, kinesthetic), to be usable in different learning conditions (classroom, home, on the move), to suit different language levels (beginner to advanced), to be available for learners of the languages on offer in any part of the globe. It is based both on the earlier incarnation Authentik-online, and on the cutting-edge research on language acquisition and learning carried on within Trinity College, Dublin. As a campus company of Trinity College, Dublin, Authentik can call on relevant research in a wide range of disciplines within the University — electronic engineering, computer science, etc. The product is firmly grounded in practical language learning as it occurs in language classrooms and adheres to sound pedagogical principles. It is European in the range of languages it provides, in its adaptability to other European learning contexts, and in its facilitating of access to media from different countries in Europe and further afield. It makes language content that has hitherto been usable mainly by native speakers of the different languages accessible to a much wider audience. Authentik is used extensively in classrooms in Ireland and the UK, as well as in companies and by individuals.

#### Coordinating body

Authentik Language Learning Resources Ltd  
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#### Contact people

Seán Devitt, Marie Devitt

#### Education sector:

University: this is a spin-off company which operates from Trinity College Dublin; Secondary Education

#### Target group

Authentik targets language learners from all sectors but primarily secondary school pupils, university students and lifelong learners

#### Languages

French, German, Spanish, English

#### Year of the award

2011 for [www.authentikinteractive.com](http://www.authentikinteractive.com) and 2008 for 'À la française' — a cross-curricular approach to teaching French which is a resource created to teach French in Gaelscoileanna — schools where all subjects are taught through the medium of Gaeilge.

Please note that a special password is required to view the entire site of [www.authentikinteractive.com](http://www.authentikinteractive.com). This can be requested through Léargas.

### Short comment on the selection

Authentik Language Learning Resources Ltd has over two decades of experience in developing high quality language learning materials and an appropriate infrastructure. They have been consistently at the forefront of cutting-edge research and innovation. The innovative aspect of this project is that editors, who are practising language teachers, source content in the three media (audio, video and text) and make this available for use with pedagogical support material. The real innovation is that this site provides all of the innovations together for each multimedia topic presentation.

Authentik was selected for its contribution to language learning, sound pedagogical and innovative approach, the use of new technologies, a positive reception by the target group and potential to reach a global audience. Authentik Language Interactive is currently used in Ireland, UK, USA, Australia, Hong Kong, China, Thailand, Turkey, France, Spain, India, Philippines and Swaziland. It offers four European languages and as can be seen from its spread it can be used not only in Europe but worldwide. The link with a well-known European press agency AFP allows for far-reaching impact.





ga

Ag tarraingt ar na hilmheáin soláthraíonn AUTHENTIK LANGUAGE INTERACTIVE ábhar suimiúil d'fhoghlaimoírí teanga gach seachtain, agus tacaíonn sé le foghlaimoírí in úsáid fhortheanga ar shlí a bhfuil brí agus spraoi léi. Is múinteoirí teanga iad na heagarthóirí, agus aimsíonn siad ábhar a bhaineann le hamharc, fuaim, agus téacs agus cuireann siad ar fáil é ar an suíomh in éineacht le hábhar tacaíochta oideolaíoch. Déanann an táirge comhtháthú ar scileanna éagsúla teanga agus forbraíonn sé suim, inspreagadh, agus neamhspleáchas an úsáideora. Tá sé deartha ionas go meallfaidh sé stileanna éagsúla foghlama (stíl éistitheach, stíl amhairc, agus stíl chinéistíseach), ionas go mbeidh sé inúsáidte i gcúinsí éagsúla foghlama (sa seomra ranga, sa bhaile, ag gluaiseacht), agus go n-oirfeadh sé do leibhéal éagsúla teanga (bunleibhéal go dtí ardeibhéal), le go mbeidh sé ar fáil ar fud an domhain le haghaidh foghlaimoírí atá ag iarraidh teacht ar na teangacha atá á dtairiscint. Tá sé bunaithe ar leagan níos luaithe d'Authentik ar líne, agus ar thaighde ceannródaíoch ar shealbhú agus ar fhoghlaim teanga a rinneadh taobh istigh de Choláiste na Tríonóide, Baile Átha Cliath. Mar chomhlacht campais de Choláiste na Tríonóide is féidir le Authentik tarraingt ar réimse leathan disciplíní taobh istigh den Ollscoil – innealtóireacht leictreonach, ríomheolaíocht, agus araile. Tá an táirge bunaithe go daingean i bhfoghlaim phraiticiúil teanga mar a tharlaíonn sí i ranganna teanga agus cloíonn sé le prionsabail shlána oideolaíocha. Cuireann sé réimse teangacha Eorpacha ar fáil. Is féidir é a chur in oiriúint do chomhthéacsanna eile foghlama san Eoraip. Is féidir é a úsáid le teacht go héasca ar mheáin ó thíortha san Eoraip agus i gcéin. Go dtí seo sna teangacha éagsúla ní raibh ach cainteoirí dúchais in ann an t-ábhar teanga seo a úsáid, ach anois mar gheall ar an táirge seo beidh i bhfad níos mó daoine in ann teacht air. Tá Authentik in úsáid go forleathan i seomraí ranga in Éirinn agus sa RA, agus tá sé in úsáid ag comhlachtaí agus ag daoine aonair freisin.

Comhlacht comhordúcháin

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 Baile Átha Cliath 2  
 Guth: 01 6771512  
 R-phost: [info@authentik.ie](mailto:info@authentik.ie); [Marie.Devitt@authentik.ie](mailto:Marie.Devitt@authentik.ie)

Teagmháilithe

An Dr Seán Devitt, Marie Devitt

Earnáil Oideachais Ollscoil

Is seach-chuideachta í seo a oibríonn i gColáiste na Tríonóide; Meánoideachas

Spriocghrúpa

Díríonn Authentik ar fhoghlaimoírí teanga i ngach earnáil ach díríonn sé go príomha ar dhaltaí iar-bhunscoile, ar mhic léinn Ollscoile, agus ar fhoghlaimoírí ar feadh an tsaoil

Teangacha

Fraincis, Gearmáinis, Spáinnis, Béarla

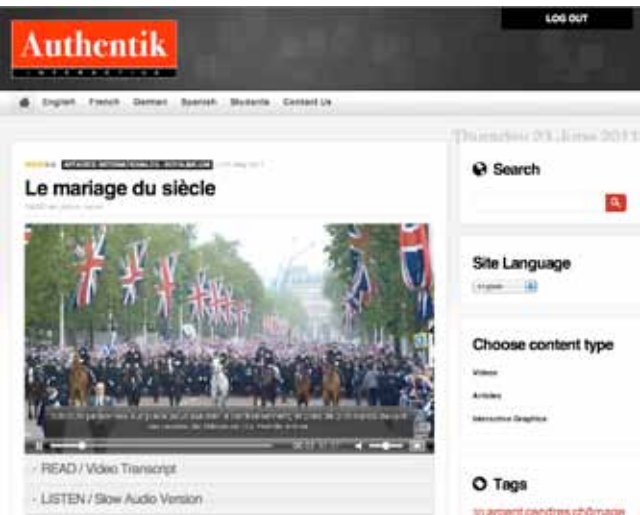
Bliain na Duaise

2011 le haghaidh [www.authentikinteractive.com](http://www.authentikinteractive.com) agus 2008 le haghaidh 'À la française' – cur chuige traschuraclaim ar mhúineadh na Fraincise, is áis í a cruthaíodh chun Fraincis a mhúineadh i nGaelscoileanna – scoileanna ina múinteoir na hábhair uile trí mheán na Gaeilge.

Is gá pasfhocal speisialta le féachaint ar shuíomh iomlán [www.authentikinteractive.com](http://www.authentikinteractive.com). Is féidir iarraidh ar Léargas chun é a fháil.

Ráiteas gairid ar do rogha

Tá níos mó ná fiche bliain de thaithí ag Authentik Language Learning Resources Ltd. i bhforbairt ábhair foghlama teanga ardchaighdeáin agus infreastruchtúir cuí. Bíonn Authentik go seasta ar thús cadhnaíochta i dtaighde agus i nuálaíocht a bhíonn ceannródaíoch. Sa tionscnamh seo, is í an ghné nuálach gur múinteoirí teanga iad na heagarthóirí, agus aimsíonn siad ábhar a bhaineann le hamharc, fuaim, agus téacs agus cuireann siad ar fáil é ar an suíomh in éineacht le hábhar tacaíochta oideolaíoch. Is é an fíornuálaíocht go gcuireann an suíomh seo na nuálaíochtaí uile le héile le haghaidh gach topaice sna cuir i láthair ilmheáin. Roghnaíodh Authentik mar gheall ar an méid atá déanta aige i bhfoghlaim teanga, i gcur chuige nuálach oideolaíoch slán, in úsáid na dteicneolaíochtaí nua, agus mar gheall ar ghlacadh dearfach an spriocghrúpa agus mar gheall ar chumas Authentik dul i dteagmháil le daoine ar fud an domhain. Tá Authentik Language Interactive in úsáid in Éirinn, i RA, i SAM, san Astráil, in Hong Cong, sa tSín, sa Téalainn, sa Tuirc, sa Fhrainc, sa Spáinn, san India, sna hOileáin Philipineacha, agus sa tSuasalainn. Tá ceithre theanga Eorpacha ar fáil ann, agus mar a fheictear thuas, ní hé hamháin gur féidir é a úsáid san Eoraip, ach ar fud an domhain. De bharr an nasc atá aige le gníomhaireacht aitheanta Eorpach nuachtáin (AFP) is féidir leis dul i feidhm go forleathan ar fhoghlaimoírí ar fud an domhain.



# CMC\_E Communicating in Multilingual Contexts meets the Enterprise



The CMC\_E project developed a learning tool based on the outcomes of a survey carried out within enterprises located in the six partner countries. This survey

helped identify the language competences and fields of interest needed within enterprise contexts.

Thus, the CMC\_E created an online learning environment offering activities aimed at developing professional language competences in six European languages (EN, ES, IT, PL, PT, SK). Contents are organised in a didactic module made up of five units dedicated to the labour market:

- Training in the workplace
- Administration
- Business and Finance
- Marketing
- Technology and Environment

The CMC\_E innovative features are:

- original content rarely found in other didactic materials, e.g. preparing a business plan, participating at exhibitions, participating in a call for tender, with activities offering online corrective feedback;
- authenticity since, although a common framework was created, the team worked autonomously in the six languages, respecting the culture of each country, thus fostering the multicultural aspect;
- integration of pedagogical approaches which combines aspects of language for professional purposes, learner-centred activities, a virtual learning environment and blended learning.

At the European and international level, the CMC\_E has been widely used throughout Europe and the world with visitors from 73 countries (Google analytics). It also appears to be having positive effects on language learning for university leavers and in-service workers since, by offering real world material which helps learners improve professional language skills and intercultural social competences, it encourages engagement in learning and working opportunities across Europe.

#### Coordinating body

Università della Calabria  
Centro Linguistico di Ateneo  
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ITALY

#### Contact person

Prof. Carmen Argondizzo  
[c.argondizzo@unical.it](mailto:c.argondizzo@unical.it)

#### Education sector

University (mobility students), continuous vocational training

#### Target group

**Erasmus placement students** who wish to acquire professional language and cultural skills before their working experience abroad;  
**university leavers** who are preparing to enter the labour market and are therefore in need of acquiring skills which will help them become more competitive;  
**in-service enterprise workers** who need to develop and reinforce their professional language competences in order to better fulfil their job responsibilities.

#### Languages

English, Italian, Polish, Portuguese, Slovak, Spanish

#### Year of the award

2010

### Short comment on the selection

The selection of project CMC\_E Communicating in Multilingual Contexts meets the Enterprises has been effected — as well as due to its structured framework and the effectiveness and innovative character of its final product — because it best fulfils the three key criteria of multilingualism, European dimension and impact.

With regard to multilingualism, the project CMC\_E has promoted the acquisition of higher level language competencies in six different languages, including less known ones, which can be exploited in professional contexts.

With regard to the impact, the project succeeded in providing effective tools for the acquisition and enhancement of foreign languages competencies which can be exploited by the prospective beneficiaries (mobility students who wish to carry out a university experience abroad, university leavers, in-service workers and any user who wants to study autonomously) either to become more competitive in the labour market or for better fulfilling their own professional duties.

Finally, with regard to the European dimension, the project has been the result of a fruitful exchange of ideas and initiatives of a network of five foreign universities, coordinated by the University of Calabria, the promoter of the project.





## I want a million different voices speaking in tongues

I just wanna hear some rhythm, I want a thousand guitars,  
I want pounding drums, I want a million different voices speaking in tongues  
*Radio Nowhere, Bruce Springsteen*



## Voglio un milione di voci che parlano lingue diverse

Je veux un million de voix parlant des langues différentes  
Yo quiero un millón de voces que hablan distintos idiomas  
Ich will eine Million Stimmen die verschiedene Sprachen sprechen  
Я хочу миллион голосов, говорящих на разных языках



it

Il CMC\_E offre un programma di apprendimento basato sui risultati di una indagine condotta tra aziende localizzate nei sei paesi partner che ha dato la possibilità di identificare competenze linguistiche necessarie e settori di interesse tipici dei contesti di impresa.

Il CMC\_E ha, quindi, creato attività online mirate a sviluppare competenze professionali in sei lingue europee (inglese, italiano, polacco, portoghese, slovacco, spagnolo). I contenuti sono presentati attraverso un modulo didattico formato da cinque unità dedicate al mondo del lavoro:

- Formazione sul posto di lavoro
- Amministrazione
- Affari e finanza
- Marketing
- Tecnologia e ambiente

Gli aspetti innovativi sono:

- il contenuto originale raramente utilizzato in materiali didattici, ad esempio preparare un business plan, partecipare a un'esposizione, partecipare ad un bando di gara, correlato da attività che offrono feedback di correzione online;
- l'autenticità poiché, sebbene vi sia uno schema comune, il team progettuale ha creato le attività autonomamente nelle sei lingue rispettando la cultura di ciascun paese e valorizzando l'aspetto multiculturale;
- l'integrazione di approcci pedagogici che lascia interagire linguaggi per scopi professionali con attività «learner-centred» in un contesto di apprendimento virtuale e «blended».

Nel contesto internazionale ed europeo, il CMC\_E viene utilizzato in 73 paesi (Google analytics). In più, mostra di creare effetti positivi sull'apprendimento linguistico in laureati in entrata nel mondo del lavoro e personale d'azienda poiché, attraverso il materiale autentico che stimola a migliorare abilità linguistico-professionali e competenze interculturali, incoraggia a intraprendere esperienze di studio e di lavoro in altri paesi europei.

### Coordinatore del progetto

Università della Calabria  
Centro linguistico di Ateneo  
<http://www.unical.it>  
<http://cla.unical.it>  
87036 Arcavacata di Rende (Cosenza), Italia

### Persona di riferimento

Prof.ssa Carmen Argondizzo  
[c.argondizzo@unical.it](mailto:c.argondizzo@unical.it)

### Settore di istruzione

Università (studenti in mobilità), formazione professionale permanente

### Gruppi target

**Studenti Erasmus placement** che desiderano acquisire competenze linguistico-professionali e consapevolezza inter-culturali prima di intraprendere esperienze di lavoro internazionali.

**Laureandi** che si preparano a entrare nel mondo del lavoro e hanno bisogno di acquisire abilità che li rendano maggiormente competitivi.

**Personale di azienda in servizio** che desidera sviluppare e approfondire competenze linguistico-professionali per poter meglio adempiere le loro responsabilità di lavoro.

### Lingue

Inglese, Italiano, Polacco, Portoghese, Slovacco, Spagnolo

### Anno di premiazione Label

2010

## Breve commento sulla selezione del progetto

La selezione del progetto CMC\_E Communicating in Multilingual Contexts meets the Enterprise è stata effettuata sulla base delle sue specificità, dell'efficacia e del carattere innovativo del prodotto finale nonché per la sua rispondenza ai tre criteri chiave del multilinguismo, della dimensione europea e dell'impatto.

Dal punto di vista del multilinguismo, il progetto CMC\_E ha promosso l'acquisizione ad alto livello di competenze linguistiche in sei lingue diverse, comprese quelle meno conosciute, che possono essere sfruttate in contesti professionali.

Dal punto di vista dell'impatto, il progetto è riuscito a fornire strumenti efficaci per l'acquisizione e la valorizzazione delle competenze in lingue straniere, che possono essere sfruttate dai potenziali beneficiari (studenti universitari in mobilità, laureandi che si preparano a inserirsi sul mercato del lavoro, lavoratori personale di azienda in servizio e qualsiasi utente desideroso di apprendere autonomamente le lingue) sia per diventare più competitivi nel mercato del lavoro, sia per meglio adempiere alle loro responsabilità lavorative.

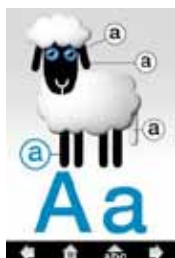
Infine, dal punto di vista della dimensione europea, il progetto è stato il risultato di un proficuo scambio di idee e di iniziative di una rete di cinque università straniere, coordinato dall'Università della Calabria, promotrice del progetto.



# My First ABC Book!

Latvian ABC for iPhone and iPad

MANA PIRMĀ BURTU ĀBECE!



An ABC Book begins our way into exploring the 'written' world — with its help we learn letters, naming a sound and pronouncing words, and it also makes a basis for literacy. Due to technology development, the age at which children begin showing interest in the virtual environment — phones, games and the Internet — has changed radically, thereby opening up wide opportunities for

directing children's interest in letters, sounds, numbers and colours, all of which are integral elements of this environment, in a creative way keeping up with the latest developments. ABC in the Latvian, Russian, English and languages is designed for children starting from the age of two years and for everyone who wants to master the basic knowledge of these languages.

Our company has devoted itself to the commitment of mastering and promotion of the Latvian language. For this reason, in 2010, we created the Latvian ABC Book (Burtu ābece) for children and other persons having a special interest in and willing to master the Latvian language via an iPhone, iPad or iPod Touch.

Each letter is represented in a special way in the ABC — by saying out loud its pronunciation and naming a word beginning with the letter. In addition, a letter is also accompanied by joyful and interactive illustrations motivating and helping to master the Latvian alphabet.

This application introduces letters, develops the ability to recognise letters and understanding the interrelation between a letter, sound and word, as well as trains memory, facilitates concentration and observation skills. The interactive ABC also trains the fine muscles of fingers, as each next step is based on a precise touch to the indicated area on the screen. A child can study individually, while playing, employing his/her vision, hearing and touch.

Considering the current situation, when many Latvian families with children have emigrated from Latvia, this virtual ABC is a helping tool for mastering the Latvian alphabet also in a non-Latvian environment.

#### Coordinating body

'E-Forma' Ltd

#### Contact person

Ardis Markss  
ardis@dizains.lu

#### Education sector

Pre-primary, primary, adult education

#### Target group

Children starting from the age of two years and for everyone who wants to master the basic knowledge of languages

#### Languages

English, Latvian, Russian

#### Year of the award

2010

### Short comment on the selection

The project developed the product which is directed and required outside the Latvian border, and is constantly being improved, developed and possibly in different languages. This project is interesting, because:

- a child can learn individually;
- all presented illustrations are original work and created especially for this alphabet;
- letters are supplemented with illustrations;
- the audio sound of each letter and pronunciation of appropriate word is presented;
- the audio sound for word combination and sentence suitable to letter and matching illustration is presented;
- there is a possibility to revise;
- senses of hearing and touch are used during the process of learning: the child has to touch a certain, marked place on a touch-sensitive screen to hear the sound or to make the illustration active;
- the child is taught by a child — the sounds of letter and words are recorded by children.

Have fun learning Alphabets in Latvian, Russian and English!

<http://itunes.apple.com/lv/app/new-abc/id425118155?mt=8> (The English alphabet)

<http://itunes.apple.com/lv/app/abece/id376169917?mt=8> (The Latvian alphabet)

<http://itunes.apple.com/lv/app/azbuka/id395936141?mt=8> (The Russian alphabet)



lv

## MANA PIRMĀ BURTU ĀBECE! LATVIEŠU BURTU ĀBECE IPHONE UN IPAD

Ar ābeci sākas mūsu ceļš "rakstītās" pasaules izziņāšanā — ar tās palīdzību mēs iemācāmies burtus, nosaukt skaņu un izrunāt vārdus, kā arī liekam pamatus lasīt un rakstīt prasmei. Pateicoties tehnoloģiju attīstībai, ir radikāli mainījies vecums, kurā bērns sāk izrādīt interesi par virtuālo vidi — telefoniem, spēlēm un internetu —, līdz ar to paveras plašas iespējas bērnu interesi par burtiem, skaņām, skaitļiem un krāsām, kas ir šīs vides neatņemami elementi, virzīt radoši un laikmetam atbilstoši. Mūsu uzņēmums ir nolēmis dot savu artavu latviešu valodas apgūšanā un popularizēšanā, tāpēc 2010. gadā izveidojām latviešu valodas burtu ābeci bērniem un citiem interesentiem, kuri vēlas apgūt latviešu valodu, darbojoties ar iPhone, iPad un iPod Touch. Ābecē katrs burts ir attēlots īpaši — atskaņota tā izruna un nosaukts vārds, kas sākas ar šo burtu. Turklāt burts ir papildināts ar dzīvespriecīgām un interaktīvam ilustrācijām, kas motivē un palīdz viegli un ātri apgūt latviešu valodas alfabētu.

Šī programma iepazīstina ar burtiem, attīsta prasmi tos pazīt, izprast sakarību starp burtu, skaņu un vārdu, kā arī trenē atmiņu, veicina uzmanības noturību un vērtīgumu. Turklāt interaktīvā ābecē trenē pirkstu sīko muskulatūru, jo katrs turpmākais solis tiek balstīts uz precīzu pieskārienu norādītai vietai ekrānā. Bērns var mācīties patstāvīgi, spēlējoties, izmantojot redzi, dzirdi un tausti.

Ņemot vērā šodienas situāciju, kad daudzas latviešu ģimenes kopā ar bērniem ir izceļojušas ārpus Latvijas, šī virtuālā ābecē palīdzēs apgūt latviešu valodas alfabētu arī nelatviskā vidē.

**Projekta īstenoātājs**  
"E-Forma"

**Kontaktpersona**  
Ardis Markss  
ardis@dizains.lv

**Izglītības sektors**  
Pirmsskolas izglītības iestādes, pamatskolas, vidusskolas, pieaugušo izglītība

**Mērķa grupa**  
Bērni no divu gadu vecuma un ikviens, kurš vēlas apgūt valodu pamatus

**Valodas**  
Latviešu valoda, angļu valoda, krievu valoda

**Gads, kurā projekts tika apbalvots**  
2010. gads

### Īss komentārs par projektu

Programma iepazīstina ar burtiem, attīsta prasmi pazīt burtus, izprast atšķirību starp burtu un vārdu, kā arī trenē atmiņu, veicina uzmanības noturību un vērtīgumu. Projekts ir interesants, jo:

- bērns var mācīties pastāvīgi;
- visas ābecē iekļautās ilustrācijas ir autorgrafikas;
- burti ir papildināti ar tiem atbilstošām ilustrācijām;
- atskaņota burta un tam atbilstošā vārda izruna;
- atskaņoti burtiem un ilustrācijām atbilstoši vārdu salikumi un teikumi;
- ir atkārtotības iespējas;
- apguves procesā tiek izmantota dzirde un tauste — uz skārienjūtīga ekrāna bērnam ir jātrāpa konkrētā, atzīmētā vietā, lai atskanētu skaņa vai ilustrācija kļūtu aktīva;
- bērns māca bērnu — burtu un vārdu skaņas ir ierunājis bērns.

Apgūsti latviešu, krievu un angļu alfabētu ar prieku!

<http://itunes.apple.com/lv/app/new-abc/id425118155?mt=8> (Angļu alfabēts)

<http://itunes.apple.com/lv/app/abeca/id376169917?mt=8> (Latviešu alfabēts)

<http://itunes.apple.com/lv/app/azbuka/id395936141?mt=8> (Krievu alfabēts)

LATVIA  
MY FIRST  
ABC BOOK!

LATVIJA  
MANA PIRMĀ  
BURTU ĀBECE!

# Learning by moving

## Language learning on public transport

### MOKYKIS KALBŲ KELYJE



The main purpose of this project was through a language teaching campaign on public transport to reach the general public in six European countries, helping people

to realise the importance of languages. The project did not seek to teach a language, the way most people, who are not involved in language teaching, assume. It just tried to bring curiosity to people travelling on public transport and get them interested in languages that could help them to cope with unfamiliar situations. This is the reason for the use of non-standard and attractive teaching methods, which could prove the fact that language learning could be fun. The project brought together eight partners from seven countries — Lithuania, Germany, Romania, Italy, Poland, United Kingdom and Malta.

The project final product — a phrasebook and CD with recorded social phrases were produced for each partner country in three languages that had been used during their campaigns.

The results and the impact of the project activities:

- Promotions of native languages of multinational EU residents were facilitated;
- Less widely used European languages were promoted;
- The basic linguistic needs of the general public were met by providing them with a set of survival phrases on everyday topics;
- Possibilities for mobility in EU labour market were increased;
- Possibilities for including non-educational institutions, such as transport companies, were identified;
- Tolerance and respect towards people living nearby by learning some useful phrases in their language appeared.

Uniqueness and originality:

- Innovative and attractive out-of-classroom teaching methods;
- Teaching process moved from a typical classroom into 'the street';
- Orientation of the project towards the general public.

#### Coordinating body

Soros International House

#### Contact person

Daiva Malinauskiene  
Soros International House  
Konstitucijos ave. 23A  
08105 Vilnius  
LITHUANIA  
Tel./fax: +370 52724839  
E-mail: [info@sih.lt](mailto:info@sih.lt)  
Website: [www.learningbymoving.eu](http://www.learningbymoving.eu)

#### Education sector

University, initial vocational training, continuous vocational training, adult education

#### Target group

General public (pensioners, students, tourists, unemployed, immigrants, workers, etc.)

#### Languages

Lithuanian, German, English, Spanish, Italian, Polish, Romanian, Turkish, Maltese

#### Year of the award

2008

### Short comment on the selection

The 'Learning by Moving' project was a creative, innovative and interactive project. Moreover this language learning project was a successful beginning for the new project 'Languages on the Move'. The project 'Languages on the Move' was implemented together with another four Nordic-Baltic partner countries (Estonia, Denmark, Finland and Sweden). The aim of the project was to encourage and stimulate learning of Nordic and Baltic languages in public international transport, such as international buses, ferries, trains, etc. The project was addressed to employees, students and tourists travelling between these countries.

The 'Learning by Moving' project attracted the mass media's attention. The information about the project was published on the BBC news, The Baltic Times journal and in many more places.



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## MOKYKIS KALBŲ KELYJE KALBŲ MOKYMASIS VIEŠAJAME TRANSPORTE

**Pagrindinis šio projekto tikslas** – per kalbų mokymo kampanijas viešajame transporte pasiekti plačiąją visuomenę 6 Europos šalyse ir padėti žmonėms suvokti kalbų svarbą. Daugelis manė, kad per šią kampaniją buvo siekiama išmokyti kalbų, bet iš tiesų projektas tiesiog bandė sužadinti žmonių, keliaujančių viešuoju transportu, smalsumą ir sukelti susidomėjimą kalbomis, kurių mokėjimas padėtų geriau jaustis nepažįstamose situacijose. Tam tikslui buvo pasirinkti netradiciniai ir patrauklūs mokymo metodai, dėl kurių kalbų mokymasis gali tapti įdomus. Projektas kartu subūrė 8 partnerius iš septynių šalių: Lietuvos, Vokietijos, Rumunijos, Italijos, Lenkijos, Jungtinės Karalystės ir Maltos.

**Galutinis projekto produktas** – knygelė su dažniausiai vartojamomis frazėmis ir kompaktinė plokštelė kiekvienai šaliai partnerei tomis kalbomis, kurios buvo vartojamos tų šalių kampanijų metu.

### Projekto veiklos rezultatai ir poveikis:

- Buvo propaguojamos gimtosios kalbos daugiatautės ES kontekste.
- Buvo pristatytos rečiau vartojamos Europos kalbos.
- Kalbiniai poreikiai buvo patenkinti, supažindinant plačiąją visuomenę su pagrindinėmis bendravimo frazėmis kasdieninėmis temomis.
- Padidintos galimybės mobilumui ES darbo rinkoje.
- Atrasta galimybių įtraukti ne švietimo įstaigas, tokias kaip transporto kompanijos, į mokymo procesą.
- Tolerancija ir pagarba žmonėms, gyvenantiems kaimynystėje, parodoma vartojant keletą naudingų žodžių ar frazių jų kalba.

### Unikalumas ir originalumas

- Inovatyvus ir patrauklus mokymo metodas.
- Netradicinė mokymo vieta – mokymosi procesas persikėlė iš tipiškos klasės į „gatvę“.
- Projektas orientuotas į plačiąją visuomenę.

### Koordinuojanti organizacija

Soros International House

### Kontaktinis asmuo

Daiva Malinauskienė  
Soros International House  
Konstitucijos pr. 23A  
08105 Vilnius  
Lietuva  
Tel. / faks. +370 52724839  
info@sih.lt  
www.learningbymoving.eu

### Švietimo sektorius

Universitetas, pirminis profesinis mokymas, tęstinis profesinis mokymas, suaugusiųjų švietimas

### Tikslinė grupė

Plačioji visuomenė (studentai, pensininkai, turistai, bedarbiai, imigrantai, darbininkai ir pan.)

### Kalbos

Lietuvių, vokiečių, anglų, ispanų, italų, lenkų, rumunų, turkų, maltiečių

### Apdovanojimo metai

2008

## Trumpas Jūsų pasirinkimo komentaras

„Mokykis kalbų kelyje“ – tai kūrybiškas, inovatyvus ir interaktyvus projektas. Šis kalbų mokymosi projektas taip pat buvo tęstinio projekto Languages on the Move sėkminga pradžia. Projektas Languages on the Move buvo įgyvendintas kartu su kitomis keturiomis Šiaurės – Baltijos šalimis (Estija, Danija, Suomija ir Švedija). Projekto tikslas buvo paskatinti Šiaurės ir Baltijos šalių kalbų mokymąsi viešajame tarptautiniame transporte, kaip antai autobusuose, keltuose, traukiniuose ir pan. Projekto tikslinės grupės buvo darbininkai, studentai ir turistai, keliaujantys į šias šalis. Projektas „Mokykis kalbų kelyje“ patraukė didelį žiniasklaidos dėmesį. Informacija apie projektą buvo paskelbta BBC žiniuose, The Baltic Times žurnale ir kitose žiniasklaidos priemonėse.

# Portfolio of languages in secondary education in Luxembourg



The project began in October 2008 and concerns the development of a language portfolio adapted to the Luxembourg school system and the multilingualism of the students.

The portfolio has a student-centred approach.

The skills developed are registered without compartmentalisation of languages and prove that the reflection on strategies and learning situations are common to all languages. Students are involved in the choice of documents to include in their portfolio to show their progress and achieved learning outcomes.

The portfolio provides an overview on the use and language acquisition for each student and promotes the exchange of best practices between language teachers. The students have some autonomy and creativity at the levels of the organisation, structure and presentation of the contents of their portfolio, which increased their motivation and personal commitment to language learning.

The portfolio is innovative: inspired by the European Language Portfolio, it is more flexible to meet the needs of students and teachers. The Luxembourgish language was included in the portfolio as a language of reflection for students in the seventh classes.

The portfolio is a tool that allows integration of cultural knowledge related to several languages.

The student portfolios have shown that the various activities and reflections on the development of skills are applicable in all languages. Students gradually learn to manage their own process of language learning and where appropriate this should facilitate language learning in the future.

The presence of documents on the website [www.lcd.lu](http://www.lcd.lu) allows other schools to use the portfolio and to adapt the material available to their teaching situations.

#### Coordinating body

Lycée classique Diekirch (LCD)

#### Contact people

Robert Bohnert (director)  
[directeur@lcd.lu](mailto:directeur@lcd.lu)

Maggy Kemp (project coordinator)

#### Education sector

Secondary education

#### Target group

Pupils in secondary education (12–15 years old) and teachers of the high school

#### Languages

German, English, French, Luxembourgish

#### Year of the award

2010

### Short comment on the selection

The high school project (in collaboration with the University of Luxembourg) is based on the European portfolio and adapted to the national education system. It is a good practice that could be transferred to other high schools. The project is not limited to a single class but covers the whole school (pupils, teachers and parents of pupils). The portfolio is comprehensive, covers all areas and all the skills and tries to meet the expectations of European politics. Important aspects such as self-assessment and a reading biography on the own learning methods of the pupils are included.





fr

*Le projet a débuté en octobre 2008 et porte sur le développement d'un portfolio adapté aux langues du système scolaire luxembourgeois et au multilinguisme des étudiants.*

*Le portfolio présente une approche centrée sur l'étudiant. Les compétences développées y figurent indépendamment de la langue et prouvent que la réflexion sur les stratégies et les situations d'apprentissage sont communes à toutes les langues. Les étudiants sont impliqués dans le choix des documents à inclure dans leur portfolio pour montrer leurs progrès et les points forts de leur période d'apprentissage.*

*Le portfolio fournit une vue d'ensemble de l'utilisation et de l'acquisition du langage pour chaque élève et favorise l'échange des meilleures pratiques entre les enseignants de langues. Les étudiants bénéficient d'une certaine autonomie et créativité au niveau de l'organisation, de la structure et de la présentation du contenu de leur portfolio, ce qui a augmenté leur motivation et leur engagement personnel dans l'apprentissage des langues.*

*Le portfolio est novateur: inspiré par le portfolio européen des langues, il est plus souple afin de répondre aux besoins des étudiants et des enseignants. La langue luxembourgeoise a été intégrée dans le portfolio en tant que langue de réflexion pour les élèves des classes de septième. C'est un outil qui permet d'intégrer les connaissances culturelles relatives à plusieurs langues.*

*Les portfolios des élèves ont montré que les diverses activités et réflexions sur le développement des compétences sont applicables dans toutes les langues. Les élèves apprennent progressivement à gérer leur propre processus d'apprentissage des langues et, le cas échéant, cela devrait faciliter l'apprentissage des langues dans l'avenir.*

*La présence de documents sur le site internet [www.lcd.lu](http://www.lcd.lu) permet à d'autres écoles d'utiliser le portfolio et d'adapter le matériel disponible à leurs situations d'enseignement.*

**Institution coordinatrice**

Lycée classique de Diekirch (LCD)

**Personnes de contact**Robert Bohnert (directeur)  
[directeur@lcd.lu](mailto:directeur@lcd.lu)

Maggy Kemp (coordinatrice du projet)

**Secteur d'enseignement**

Enseignement secondaire

**Public cible**

Élèves de l'enseignement secondaire (12-15 ans) et enseignants du lycée

**Langues**

Allemand, anglais, français, luxembourgeois

**Année du label**

2010

**Commentaire sur la sélection**

Le projet du lycée secondaire (en collaboration avec l'université du Luxembourg) est basé sur le portfolio européen des langues et est adapté au système d'éducation nationale. Il constitue une bonne pratique qui pourrait être transférée à d'autres écoles secondaires. Le projet ne se limite pas à une seule classe, mais concerne toute l'école (élèves, enseignants et parents d'élèves). Le portfolio est complet, couvre tous les domaines et toutes les compétences et tente de répondre aux attentes de la politique européenne. Des éléments importants tels que l'autoévaluation et une biographie de lecture sur les méthodes personnelles d'apprentissage des élèves sont inclus.

# An all sensory experience: Learning English the easy way

ESPERJENZA SENSORJALI SHIHA: IT-TAGĦLIM TAL-INGLIŻ B'MOD ĦAFIF



The aim of the project is for the institution (school) to move to the forefront of using technology in its everyday operations, making the

school more sustainable in the long term and offering the best learning experience possible.

Through the use of innovative methods of teaching, students will be motivated to make the most out of their learning experience using the latest technology, which is a universal language for all ages and nationalities.

Another project aim is to better equip teachers to teach different nationalities in one classroom. The institution is harnessing the power of both formal learning (interactive whiteboards and e-learning) and informal learning (GPS tours and MP3 players) in its teaching and methodologies.

#### Contacts

[office@easysl.com](mailto:office@easysl.com)

#### Coordinating body

Easy School of Languages

#### Contact person

Galeann Calleja  
[office@easysl.com](mailto:office@easysl.com)

#### Education Sector

Language School

#### Target group

Adult students from different countries in the world whose ages range from 18–90 years old

#### Languages

English

#### Year of the award

2012

### Short comment on the selection

The project has successfully managed to integrate formal and informal learning in the institution's students curriculum in order for them to learn English in the most resource-rich way possible. It has also managed to effectively move learning English from inside a classroom to the outside world. Therefore, the installation of media and integration of extracurricular learning as part of the course and service are a tangible project result. Intangible results include a healthy interest from students to learn more by opting to borrow the MP3 players on offer and avail themselves of the extra-curricular services offered by the school.







mt

## ESPERJENZA SENSORJALI SHIHA: IT-TAGHLIM TAL-INGLIŻ B'MOD HAFIF

L-Għan tal-proġett huwa sabiex l-istituzzjoni (skola) timxi 'l quddiem fl-użu tat-teknoloġija fil-hajja ta' kuljum. Dan għandu jagħmel il-kumpanija iktar sostenibbli fit-tul u għandu joffri l-aħjar esperjenza ta' tagħlim possibbli.

B'dan l-użu ta' metodi innovattivi ta' tagħlim, l-istudenti ser ikunu aktar motivati biex jiksbu l-aħjar benefiċċji mill-esperjenza ta' tagħlim bl-aħħar teknoloġiji, li issa jistgħu jitqiesu bħala lingwa universali għall-etajiet u n-nazzjonalitajiet kollha. Għan ieħor tal-proġett huwa li joffri lill-għalliema l-filietl-instrumenti meħtieġa biex jgħallmu studenti ta' nazzjonalitajiet differenti fi klassi waħda. L-istituzzjoni qiegħda tuża l-qawwa kemm tat-tagħlim formali (permezz ta' whiteboards interattivi u e-learning) u anki tat-tagħlim informali (GPS tours u MP3 Players) fit-tagħlim u fil-metodoloġiji.

### Kuntatti

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### Koordinatur (istituzzjoni)

Easy School of Languages

### Koordinatur (persuna)

Galeann Calleja  
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### Settur Edukattiv

Skola tal-Lingwa

### Grupp fil-mira

Studenti adulti minn pajjiżi differenti fid-dinja li l-età tagħhom tvarja minn 18 – 90 sena.

### Lingwi

L-Ingliż

### Sena tal-Premju

2012

## Kumment qasir fuq is-selezzjoni tiegħek

Il-proġett imexxielu jintegra b'suċċess it-tagħlim formali u informali fil-kurrikulu studentesk tal-istituzzjoni sabiex l-istudenti jitgħallmu l-Ingliż bl-aħjar riżorsi possibbli. Huwa mexxielu wkoll iċaqlaq it-tagħlim tal-Ingliż il-barra mill-klassi b'mod effettiv. Għalhekk, l-inkluzjoni tal-midja u l-integrazzjoni ta' tagħlim ekstrakurrikulari bħala parti mill-kors u s-servizz, huma riżultat tangibbli tal-proġett. Riżultati mhux tangibbli jinkludu interess qawwi mill-istudenti sabiex jitgħallmu aktar billi għandhom l-għażla li jissellfu l-MP3 player u jippartecipaw fl-attivitajiet ekstrakurrikulari li ġew offruti mill-iskola.



# Learning English with a Mobile

## MOBIEL ENGELS LEREN



'Learning English with a Mobile' is a project for students age 9–10. Its purpose is to connect in- and after-school acquisition of English. This is done through the use of mobile phones.

The Dutch organisation EarlyBird and the University of Amsterdam carried out research to determine the learning benefits of this project.

The project itself is set up as follows. At school, the students receive an assignment about 'Zoo Animals', a topic covered during their Biology course. They also receive a mobile phone with GPS-functionality. The phone is programmed with an application for a tour around twenty-five animals in the zoo.

When they arrive at an animal's enclosure the student listens and looks at the relevant assignment on the phone again and plays the games about appearance, behaviour and the enclosure of the animal. The students are free to use the phone at home as well. The unique feature of this project is that all students who were taking part in the research had had English classes for four years and as a consequence it was possible to choose a very profound topic and more complex use of language.

The research by the University of Amsterdam shows that this project succeeds in making students work on their command of English outside the school. In addition, the students seemed to be very motivated, since they often played the games at home voluntarily. This is the first Content and Language Integrated Learning (CLIL) project in Dutch primary education which connects the course (Biology) and language, school and surroundings, blackboard and new digital teaching materials.

### National agency

European Platform — internationalising education

### Contact people

Onno van Wilgenburg ([vanwilgenburg@epf.nl](mailto:vanwilgenburg@epf.nl))  
Marleen Dermout ([dermout@epf.nl](mailto:dermout@epf.nl))

### Coordinating body

EarlyBird and University of Amsterdam

### Contact person

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### Education sector

Primary education

### Target group

Students of primary education

### Languages

English

### Year of the award

2011

## Short comment on the selection

This project enables young students to reach a relatively high command of English. Language is offered in a playful manner which connects to their world. As a consequence, this way of learning a foreign language is attractive and stimulating for the students.

The project is very innovative. In the first place, because it goes beyond the school. Secondly, because it utilises IT in an innovative way. Also, the project derives from a solid design which has incorporated the Common European Framework of Reference (CEFR).

All in all, it is an exemplary project that shapes the digital future of language education. Its influence on other foreign language education and further development in English will be strong. In an excellent way, this project shows that it is possible to create an organic relationship between a students' surroundings and the training of specific skills through digital applications. According to the jury, the project has a lot of possibilities for development, not just in primary education, but also in other sectors of education. From now on, Europe has a new tool to reach the European objective of offering two foreign languages in a playful manner.



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## MOBIEL ENGELS LEREN

„Mobiel Engels leren” is een project voor leerlingen van groep 5 (9-10 jaar oud). Het heeft tot doel een relatie te leggen tussen binnen- en buitenschools verwerven van de Engelse taal. Hierbij is het voornaamste hulpmiddel een mobiele telefoon. De Nederlandse organisatie EarlyBird en de Universiteit van Amsterdam (UvA) hebben aan het project een onderzoek gekoppeld om, onder andere, de leeropbrengsten vast te stellen. Het project zelf verliep als volgt. De leerlingen kregen op hun school een geïllustreerde lesbrief aangeboden over „Zoo Animals”, een onderwerp uit de biologieles. Ook kregen ze een mobiele telefoon met een gps-geleide wandeling langs vijftientig dieren in de dierentuin. Bij ieder dierenverblijf beluisterde en bekeek de leerling het relevante deel van de lesbrief nogmaals op de mobiele telefoon en speelde de spellen over uiterlijk, gedrag en leefomgeving van het dier. Daarnaast stond het de leerlingen vrij het mobieltje thuis te gebruiken.

Het bijzondere aan dit project is dat, omdat de leerlingen allen vier jaar lang Engelse les hebben gevolgd, er een project ontworpen kon worden met enige diepgang en bijbehorend vocabulaire.

Uiteindelijk is uit het onderzoek gebleken dat het project er daadwerkelijk in is geslaagd om leerlingen buiten school aan hun Engelse taalvaardigheid te laten werken. Ook viel op dat de leerlingen ontzettend gemotiveerd waren, aangezien ze de games ook vrijwillig thuis speelden.

In het Nederlandse basisonderwijs is dit het eerste Content and Language Integrated Learning-project (CLIL), waarbij de brug wordt geslagen tussen een vak (biologie) en Engels, school en omgeving, en tussen schoolbord en nieuwe digitale leermiddelen.

### Nationaal agentschap

Europees platform - internationaliseren in onderwijs

### Contactperso(n)en

Onno van Wilgenburg ([vanwilgenburg@epf.nl](mailto:vanwilgenburg@epf.nl))  
Marleen Dermout ([dermout@epf.nl](mailto:dermout@epf.nl))

### Coördinerende organisatie

EarlyBird  
Instituut voor Informatica van de Universiteit van Amsterdam

### Contactpersoon

Karel Philipsen, EarlyBird  
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### Onderwijssector

Basisonderwijs

### Doelgroep

Basisschoolleerlingen

### Talen

Engels

### Jaar van de prijs

2011

## Kort commentaar op de selectie

Met dit project wordt met jonge leerlingen een relatief hoog taalvaardigheidsniveau voor Engels behaald. De taal wordt erg aantrekkelijk omdat deze spelenderwijs wordt aangeboden en direct aansluit bij de belevingswereld van kinderen. Het is in eerste instantie zeer innovatief in die zin dat het verder reikt dan de school, en in tweede instantie doordat het project op innovatieve wijze gebruik maakt van ICT. Bovendien komt het project voort uit een gedegen ontwerp waarbij het Europees referentiekader (ERK) is verwerkt. Al met al is het een voorbeeldig project, dat vormgeeft aan de digitale toekomst van het talenonderwijs. De invloed op het overige vreemdetalenonderwijs en de verdere ontwikkeling van het onderwijs in het Engels zal groot zijn. Dit project laat zien dat het goed mogelijk is om via applicaties een natuurlijke relatie te leggen tussen de omgeving en het trainen van specifieke taalvaardigheden. Volgens de jury heeft het potentie voor vele ontwikkelingsmogelijkheden, niet alleen in het basisonderwijs, maar ook in andere onderwijssectoren. Hiermee kan het streven van Europa, te weten „het aanbieden van twee vreemde talen in het onderwijs”, spelenderwijs worden gerealiseerd.



# My language — your language

MITT SPRÅK — DITT SPRÅK



Det flerspråklige bibliotek

Det flerspråklige bibliotek (DFB) (The multilingual library) has concentrated on the project My language — your language. The work

is based on the conception and belief that language learning and knowledge of your own language and other languages give citizens a stronger capability to cope in modern society and participate there and by this contribute to greater diversity. Six main topics have been chosen to enable most of the target group to learn to read a new language during 2010:

1. Convey offers especially to people in asylum receptions. End-users in the whole of Norway may borrow language courses or log on to the website of the organisers. A range of brochures in many languages have also been developed for the different libraries throughout the country. They may also be downloaded or ordered from the home pages of the organisers.
2. The magical carpet is an exhibition produced to be shown in libraries, primarily to children of 4–10 years old. It consists of a piece of Islamic art, a pavilion of glass tessellation, called The gate to the Orient. Three newly written tales are linked to the theme, in three different languages. They are also recorded in Polish, Norwegian and Somali. The book Journey through Islamic Art, which has been an inspiration to the exhibition, is also a part of the exhibition in 25 bilingual versions. Also included are five bilingual versions of the book The Swirling Hijab. In addition to this there are posters, originals for copying and pictures with Arabic numbers and alphabet.
3. Bazar is a tailor-made online service for linguistic minorities in Norway. It is accessible in 14 languages and is a unique possibility to reach minority groups in their own languages. It contains information about Norwegian culture and society, papers from 50 countries, books for reading and an address list of organisations for linguistic minorities.
4. Production of bilingual books is an important feature in a good offer of literature for minority children. These books are normally published with families of linguistic minority background in mind and the content is often adapted to children who live in a multicultural society.
5. Participation in the ABM — development project 'Lesefrø' (Reading seeds). This is a biannual national model project where kindergartens with a large proportion of minority children have established library branches. Other centres have also participated in this project.
6. Bags of fairy tales: DFB has developed so called multilingual bags of fairy tales where the same picture book in different languages, sound books in different languages and specially made ragdolls are put in the same homemade bag. Many well-known fairy tales are there.

#### Coordinating body

The multilingual library

#### Contact person

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#### Education sector

Pre-primary, primary, secondary

#### Target group

Families, but mainly children

#### Languages

All, Norwegian

#### Year of the award:

2010

### Short comment on the selection

People, and especially children, in asylum reception centres may learn Norwegian via physical or online-based language courses that can be borrowed by the organisers. This is the first step towards an introduction to qualifications for working life and a Norwegian society. Early language learning is very important and so is creativity and innovation in language learning as a whole. The target groups are the county libraries, school libraries, public libraries and other public organisations like hospital libraries and prison libraries. Also persons who want to learn Norwegian or other languages are welcome. There is a great diversity of languages in Norway and this is a very important feature of taking care of these.





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## MITT SPRÅK — DITT SPRÅK

Det flerspråklige bibliotek (DFB) har konsentrert seg om prosjektet "Mitt språk-ditt språk". Arbeidet baserer seg blant annet på troen på at språklæring og kjennskap til eget språk og andres språk gir sikrere borgere som er i bedre stand til å orientere seg og delta i samfunnet og dermed bidra positivt til et mangfoldig samfunn. For at flest mulig skal lese på et fremmedspråk eller lære et nytt språk i 2010, valgte DFB å konsentrere arbeidet på seks aktivitetsområder.

1. DFB har initiert formidlingsarbeid spesielt rettet mot asylmottak. Sluttbrukere i hele Norge kan låne ulike språkkurs eller logge seg på norskspråkkurs på bibliotekets nettsider. For å lette formidlingsarbeidet til de ulike folkebibliotekene, har biblioteket også utviklet brosjyrer skrevet på mange ulike språk. Disse brosjyrene kan lastes ned eller bestilles via bibliotekets nettsider.
2. Den magiske kappen er en vandrestilling som er produsert for å vises på bibliotek, i første rekke for barn i alderen 4–10 år. Utstillingen byr på et lite stykke islamsk kunst, en paviljong i glassmosaikk, og billedboka "The gate to the Orient", som har gitt inspirasjon til utstillingen. Det er også produsert tre nyskrevne fortellinger knyttet til temaet, på tre forskjellige språk. Fortellingene finnes både nedskrevet og innspilt på cd i norsk, polsk og somali versjon. Boka "En reise gjennom islamsk kunst" i 25 forskjellige tospråklige versjoner følger med utstillingen, sammen med fem tospråklige versjoner av boka "Den virvlende hijab". I tillegg følger det med planşjer, kopieringsoriginaler, bilder og plakater med blant annet arabiske tall og alfabet.
3. Bazar er en skreddersydd nettjeneste for språklige minoriteter i Norge. Bazar er tilgjengelig på 14 språk og er en unik mulighet til å nå frem til språklige minoriteter på deres egne språk og premisser. Bazar inneholder informasjon om norsk kultur og samfunn, aviser fra 50 land, bøker til lesetrening og adresseregister til organisasjoner for språklige minoriteter.
4. Produksjon av tospråklige bøker er en viktig del av et godt litteraturtilbud for minoritetsspråklige barn. Bøkene er som regel gitt ut spesielt med tanke på minoritetsspråklige familier, og innholdet er ofte tilpasset barn som lever i et flerkulturelt samfunn.
5. Aktiv deltagelse i ABM-utviklingsprosjektet "Lesefrø", som er et toårig nasjonalt modellprosjekt, der barnehager med stor andel minoritetsspråklige barn har fått etablere små bibliotekfilialer hos seg. Andre sentre/institusjoner har også deltatt i prosjektet.
6. Eventyrposer: DFB har utviklet såkalte flerspråklige eventyrposer, der den samme bildeboka i ulike språkdrakter, lydbok på flere språk og spesiallagede tøyfigurer til eventyret er samlet i en hjemmesydd pose. Det finnes mange kjente eventyr i disse posene.

### Koordinator

Det flerspråklige bibliotek (DFB)

### Kontaktperson

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### Utdanningssektor

Førskole, grunnskole, videregående

### Målgruppe

Familier, men hovedsakelig barn

### Språk

Alle. Norsk

### År

2010

## Kort kommentar til valget

Beboere, og spesielt barn, i asylmottak kan lære norsk via fysiske eller nettbaserte språkkurs som de låner av Det flerspråklige bibliotek. Dette gir en innføring for de som er nye i Norge om forskjellige aspekter ved norsk arbeidsliv, samfunnsliv og kultur. Tidlig språklæring er svært viktig, og dette gjelder også kreativitet og nyskapning i språklæringen som en helhet. Målgrupper er fylkes-, folke- og skolebibliotekene, samt andre offentlige institusjoner som for eksempel sykehusbibliotek og fengselsbibliotek. Personer som vil lære norsk eller andre språk, er også velkommen. Det er et stort språkmangfold i Norge, og det er svært viktig å ta vare på dette.



# Languages for all

The university system of language provision (USLP)

KSZTAŁCENIE JĘZYKOWE DLA WSZYSTKICH



USLP is a system financed from the University of Warsaw (UW) budget whereby all students of first cycle study programmes learn (a) language(s), choosing from an offering of conventional, blended and online courses at levels A1–C2 of the Council of Europe's Common European Framework of Reference (CEFR) in some 50 languages. Students are offered 240 hours

of tuition free of charge and may take advantage of consultations. Students with disabilities are entitled to two additional hours of consultation a week. On completion of the first cycle, students must demonstrate proficiency at level B2 in one language. The University certification system serves this purpose. Alternatively students may produce a language certificate from a recognised certification institution. Second- and third-cycle students may take advantage of the offering on a fee-paying basis, however fees are much lower as compared to the educational market fees and the doctoral students' are charged only 50 %. The USLP is open free of charge to incoming students.

The system is quality-assured both at the unit and central university level. Students and doctoral students are represented both in the Programme Board as well as the University Certification Board.

The following constitute the pillars of the language provision at UW: the language policy of the University, responding to the needs and the statutory requirements, supported by adequate funding from the University budget; the possibility to choose freely from a varied and broad offering of courses and types of provision, matching students' needs; coordinated cooperation between different University units in language teaching; certification of language competences.

The UW, determined to play an active part in the European Higher Education Area (EHEA), is committed to the promotion of multilingualism and intercultural competences, and to the enhancement of mobility and employability of its staff, students and graduates, as well as the promotion of European identity and democratic values. Without adequate language provision all these cannot be reached. The internationalisation strategy of the University includes language policy and the allocation of sizeable funding for its implementation. An innovative funding system was established which depends on the number of students taught, whereby money goes to the language course providers in proportion to the number of students attracted to the courses on offer.

To ensure the broadest choice of language courses a consortium of providers, language research and teaching University units (Faculties of Modern Languages, Oriental Studies, Applied Linguistics, Polish Studies, Language Centre, Centre for Foreign Language Teacher Training and European Education, Centre for Open and Multimedia Education), was formed. To ensure smooth implementation of the reform and coordination, a Rector's Deputy for language provision was nominated at central level, as well as faculty coordinators at the respective unit levels.

The system of language provision comprises:

- central online registration for classes and examinations;
- online diagnostic testing coupled with the registration system (DIALANG for placement and self-assessment is also recommended);
- framework programmes of teaching based on CEFR;
- conventional, blended and online courses in some 50 languages (levels A1–C2) (general courses as well as courses for academic and special purposes).

Another element of the system is constituted by centrally administered language certification examinations offered by the University Certification Board, independent of language providers. Students are offered the University Language Certificate — recognised in the Regulation of the Prime Minister of 2009 on the qualifications of civil service.

Language courses and examinations are awarded European Credit Transfer and Accumulation System (ECTS) credits, indicated in transcripts of records and the Diploma Supplements. Since its onset the USLP has become a durable element of the university landscape.

## Basic figures for the academic year 2010/2011

13 700 — total number of students enrolled in language courses  
 8 374 — enrolled in the courses of English  
 844 — enrolled in the courses of French  
 1 071 — enrolled in the courses of German  
 1 043 — enrolled in the courses of Russian  
 705 — enrolled in the courses of Spanish  
 411 — enrolled in the courses of Italian  
 1 254 — enrolled in the remaining language courses  
 7 743 — students passed examinations at B2, C1, C2 CEFR  
 633 — students passed examinations at B1 CEFR

### Coordinating body

University of Warsaw Rector's Deputy for Language Provision

### Contact person

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### Education sector

University

### Target group

All students of the University of Warsaw

### Languages

Some 50 languages subject to demand: Albanian, Arabic, Armenian, Azeri, Basque, Belorussian, Bulgarian, Catalan, Chechen, Chinese, Croatian, Czech, Dutch, English, Estonian, Finnish, French, Galician, Georgian, German, Greek, Hausa, Hebrew, Hindi, Hungarian, Italian, Japanese, Kazakh, Korean, Kyrgyz, Latvian, Lithuanian, Mongolian, Norwegian, Persian, Portuguese, Romanian, Russian, Serbian, Slovak, Slovenian, Spanish, Suahili, Swedish, Tibetan, Turkish, Ukrainian, Vietnamese, Polish as a foreign language, Polish sign language

### Year of the award:

2006

## Short comment on the selection

**Sustainability** — Whereas the University keeps on funding the System it is developing and attracting more and more students, of whom only 50 % are learning English;

**European dimension** — the System has had an impact not only on the Polish higher education institutions but also has been quoted as an example of good practice in the EU-funded MOLAN and LanQua projects and numerous conferences, forums and seminars run or inspired by the European Language Council. **Mobility** — acquired language skills help mobile students in their academic activities and integration in the local/host community; **Employability** — multilingual and intercultural competences translate immediately into the employability of the University graduates. **Uniqueness** — USLP is one of very few (if not the only one), comprehensive, all-inclusive systems of language provision Europe-wide in the higher education sector; **NQF** — language proficiency levels are linked to the National Qualification Framework level descriptors specified for first, second, and third cycle study programmes.



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**KSZTAŁCENIE JĘZYKOWE DLA  
WSZYSTKICH – UNIWERSYTECKI SYSTEM  
NAUCZANIA JĘZYKÓW OBCYCH**

W ramach systemu nauczania języków obcych finansowanego z budżetu Uniwersytetu Warszawskiego (UW) wszyscy studenci studiów pierwszego stopnia mogą uczyć się dowolnego(-ych) języka(-ów) wybranego(-ych) z oferty kursów, obejmującej około 50 języków. Zajęcia językowe prowadzone są w formie tradycyjnej, jako kursy półinternetowe i on-line na poziomie A1– C2 zgodnie z Europejskim Systemem Opisu Kształcenia Językowego Rady Europy (ESOKJ). Studenci mogą skorzystać bezpłatnie z 240 godz. nauki języka oraz konsultacji językowych. Studentom ze specjalnymi potrzebami przysługują dodatkowe 2 godz. konsultacji tygodniowo. Po ukończeniu studiów pierwszego stopnia studenci muszą wykazać się znajomością jednego języka obcego na poziomie B2 ESOKJ. Uniwersytecki system certyfikacji biegłości językowej został wprowadzony specjalnie w celu potwierdzenia kompetencji językowych studentów. Aby wykazać się biegłością na odpowiednim poziomie studenci mogą również przedkładać certyfikaty językowe wydane przez uznane zewnętrzne instytucje certyfikujące. Studenci studiów drugiego i trzeciego stopnia mogą korzystać z oferty kursów językowych na zasadzie odpłatności, przy czym uczelnia oferuje konkurencyjne ceny w porównaniu z rynkowymi, a studentom studiów doktoranckich finansuje 50 proc. należności. Natomiast dla studentów przyjeżdżających na Uniwersytet w ramach programów mobilności kształcenie językowe dostępne jest nieodpłatnie.

System podlega procedurom zapewniania jakości na poziomie jednostek organizacyjnych uczelni oraz na poziomie centralnym.

W Radzie Programowej oraz w Uniwersyteckiej Radzie ds. Certyfikacji Biegłości Językowej zasiadają przedstawiciele studentów i doktorantów.

Następujące elementy stanowią filary kształcenia językowego na UW: polityka językowa Uniwersytetu, która odpowiada na potrzeby studentów i spełnia wymogi statutowe, a wspierana jest przez odpowiednie finansowanie z budżetu Uniwersytetu; możliwość dowolnego wyboru z szerokiej oferty kursów i typów kształcenia zgodnie z potrzebami studentów; skoordynowana współpraca pomiędzy poszczególnymi wydziałami Uniwersytetu w zakresie kształcenia językowego; certyfikacja kompetencji językowych. Postawiliśmy sobie za cel aktywne uczestnictwo w Europejskim Obszarze Szkolnictwa Wyższego, Uniwersytet Warszawski angażuje się na rzecz wielojęzyczności i promowania kompetencji międzykulturowych, rozwoju mobilności i wzrostu zdolności zatrudnienia kadry, studentów i absolwentów uczelni, jak również budowania tożsamości europejskiej i wartości demokratycznych. Osiągnięcie powyższych celów nie byłoby możliwe bez odpowiedniego kształcenia językowego. Strategia internacjonalizacji Uniwersytetu obejmuje politykę językową i alokację znaczących funduszy na jej realizację. Wprowadzono innowacyjny system finansowania, który

uzależniony jest od liczby nauczanych studentów, dzięki czemu środki przekazywane są organizatorom kursów proporcjonalnie do liczby studentów uczestniczących w danym kursie.

Aby zapewnić możliwie największy wybór kursów językowych utworzono konsorcjum, w skład którego wchodzi jednostki zajmujące się kształceniem językowym (jednostki prowadzące lektoraty) oraz wydziały Uniwersytetu zajmujące się badaniami i dydaktyką w zakresie językoznawstwa (Wydział Neofilologii, Wydział Orientalistyczny, Wydział Lingwistyki Stosowanej, Wydział Polonistyki, Szkoła Języków Obcych UW, Centrum Kształcenia Nauczycieli Języków Obcych i Edukacji Europejskiej, Centrum Otwartej i Multimedialnej Edukacji). Aby zapewnić skuteczne wprowadzanie i koordynowanie wdrażania reformy, mianowano pełnomocnika rektora ds. organizacji nauczania języków obcych na poziomie centralnym oraz koordynatorów wydziałowych na poziomie poszczególnych jednostek uczelni.

System kształcenia językowego obejmuje:

- centralną elektroniczną rejestrację studentów na zajęcia i egzaminy;
- testowanie diagnostyczne on-line w połączeniu z systemem rejestracji (zaleca się również stosowanie systemu DIALANG do celów diagnostycznych i samooceny);
- ramowe programy kształcenia oparte na skalach biegłości ESOKJ;
- ofertę kursów tradycyjnych, półinternetowych i on-line obejmującą około 50 języków (poziomy A1–C2) (kursy języka ogólnego i specjalistycznego, język akademicki i do celów zawodowych).

Kolejnym elementem systemu są centralne egzaminy certyfikacyjne, organizowane przez niezależną od jednostek oferujących lektoraty Radę Koordynacyjną ds. Certyfikacji Biegłości Językowej. Studenci otrzymują certyfikaty biegłości językowej, które uznawane są zgodnie z przepisami rozporządzenia Prezesa Rady Ministrów z 2009 r. w sprawie kwalifikacji urzędników służby cywilnej. Z tytułu opanowania efektów kształcenia w toku zrealizowanych kursów językowych i zdanych egzaminów przyznawane są punkty ECTS, które odnotowywane są w indywidualnych wykazach osiągnięć i suplementach do dyplomów. System nauczania języków obcych stanowi trwały i ważny element kształcenia oferowanego przez Uniwersytet Warszawski.

**Podstawowe dane liczbowe za rok 2010/2011**

13 700 – ogólna liczba studentów uczestniczących w lektoratach

8 374 – uczestnicy kursów języka angielskiego

844 – uczestnicy kursów języka francuskiego

1 071 – uczestnicy kursów języka niemieckiego

1 043 – uczestnicy kursów języka rosyjskiego

705 – uczestnicy kursów języka hiszpańskiego

411 – uczestnicy kursów języka włoskiego

1 254 – uczestnicy kursów pozostałych języków

7 743 – liczba studentów, którzy przystąpili do egzaminów na poziomie B2, C1, C2

633 – liczba studentów, którzy przystąpili do egzaminu na poziomie B1

**Dane do kontaktu**

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organizacji nauczania języków  
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**Jednostka koordynująca**

Pełnomocnik rektora  
Uniwersytetu Warszawskiego ds.  
organizacji nauczania języków  
obcych

**Sektor edukacji**

Szkolnictwo wyższe

**Grupa docelowa**

Wszyscy studenci Uniwersytetu  
Warszawskiego

**Języki**

Około 50 języków, w zależności od zapotrzebowania: albański, angielski, arabski, armeński, azerski, baskijski, białoruski, bułgarski, chiński, chorwacki, czeszczeński, czeski, estoński, fiński, francuski, galicyjski, gruziński, grecki, hausa, hebrajski, hindi, hiszpański, japoński, kataloński, kazachski, kirgiski, koreański, litewski, łotewski, mongolski, niderlandzki, niemiecki, norweski, perski, portugalski, rumuński, rosyjski, serbski, słowacki, słoweński, suahili, szwedzki, turecki, tybetański, ukraiński, wietnamski, węgierski, włoski, polski jako język obcy, polski język migowy

**Rok przyznania nagrody**

2006

**Krótki komentarz do wyboru**

**Trwałość.** W miarę jak Uniwersytet rozwija i kontynuuje finansowanie systemu, korzysta z niego coraz większa liczba studentów, z których jedynie 50 proc. uczy się języka angielskiego; **Wymiar europejski.** System ma wpływ nie tylko na instytucje szkolnictwa wyższego w Polsce, lecz również podawany jest jako przykład dobrej praktyki w projektach UE (m.in. MOLAN i LANQUA) oraz na wielu konferencjach, forach i seminariach organizowanych lub inspirowanych przez European Language Council. **Mobilność.** Zdobyte umiejętności językowe pomocne są mobilnym studentom w nabywaniu umiejętności akademickich i w integrowaniu się ze społecznością lokalną lub goszczącą; **Wzrost zdolności zatrudnienia** – kompetencje wielojęzyczne i międzykulturowe mają bezpośrednie przełożenie na wzrost zdolności zatrudnienia absolwentów Uniwersytetu. **Wyjątkowość.** USNJO jest jednym z niewielu w Europie, jeśli nie jedynym, wszechstronnym, kompleksowym systemem kształcenia językowego w szkolnictwie wyższym; **KRK.** poziomy biegłości językowej powiązane są z opisami poziomów Krajowych ram kwalifikacji określonymi dla programów studiów pierwszego, drugiego i trzeciego stopnia.

# STEPS

## U. Porto: Support for Teaching English in Primary Schools — University of Porto



This project is the first one aimed at teacher training for early language learning which covers a wide area. The interest of the project also lies in its inclusion of teachers, pupils and parents of all primary schools (involving children aged 6 to 10 years old) of the district of Porto.

The S.T.E.P.S. project covered: 57 schools; 194 classes; 65 teachers (who received appropriate training) and 3 456 pupils.

The target language is English but all project contents are transferable to any language.

The project was developed by the Department

of Anglo-American Studies of the Faculty of Arts — the University of Porto (in partnership with the Porto Town Hall (Education Department) and it aims at enhancing collaborative teaching. Besides addressing the early teaching of a foreign language, S.T.E.P.S-UP also promotes the development of other collaborative projects in different curricular areas, enabling the pupils to acquire further knowledge, skills and understanding (CLIL).

The teachers received specific training, namely in areas such as: literature for children, how to creatively use the course book and how to provide for more inclusive education (for example, dealing with children dyslexia).

At the ICT level, a WebCT platform was created which facilitated the communication among the teachers. This platform provided the teachers with the opportunity to share ideas and materials.

At the end of the year, a show was organised which involved the whole school community. This activity was aimed at developing much needed home-school links. The show was also supported by the Town Hall of Porto. In addition, some schools organised their own small-scale end of term shows.

During the course of the academic year, regular meetings were held about monthly planning in schools as well as the assessment and monitoring of teachers and their work, all of which was carried under the supervision of the project coordinator.

### Coordinating body

Department of Anglo-American Studies of the Faculty of Arts — the University of Porto in partnership with Porto Town Hall (Education Department)

### Contact people

Maria Ellison ([mellison@letras.up.pt](mailto:mellison@letras.up.pt))  
Maria de Fátima Vieira ([mvieira@letras.up.pt](mailto:mvieira@letras.up.pt))

### Education sector

Primary, teacher training

### Target group

Primary  
6 to 10 years old

### Languages

English

### Year of the award

2008

## Short comment on the selection

This project is the one that up to the present time is shown to have a high potential of transferability for the problem that was identified as the lack of teachers trained for early language learning, both at pre-primary and primary levels, which is common to many European countries. The way in which it was put into practice is extremely realistic. Furthermore, as it was developed in partnership with a Town Hall (Porto's), it is the project that has involved the highest number of pupils and teachers (all state primary schools from the metropolitan area of Porto) in the same project so far.

Finally, another very interesting point is that it served a dual purpose: children ages 6 to 10 started to learn a foreign language earlier than expected, and the teachers involved received proper training under the supervision of a Professor from the Department of Anglo-American Studies of the Faculty of Arts (University of Porto).

The general concept of this project can be transferred to any language and to any geographical area, bringing benefits to both teachers and pupils. Its effects are also multiple, starting with a local authority (as was the case of this project), this can expand to a whole region and from there to a wider geographical area.





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*Este projeto é o primeiro que visa dar formação a professores para o ensino precoce de línguas cobrindo uma vasta área. O interesse do projeto reside igualmente no facto de abranger professores, alunos e pais de todas as escolas do primeiro ciclo (envolvendo crianças dos 6 aos 10 anos de idade) da região do Porto. O projeto abrangeu 57 escolas, 194 turmas, 65 professores (recebendo formação adequada) e 3 456 alunos.*

*A língua-alvo é o inglês, mas os conteúdos são transferíveis para qualquer língua.*

*O projeto foi desenvolvido pelo Departamento de Estudos Anglo-Americanos da Faculdade de Letras da Universidade do Porto (em parceria com a Câmara Municipal do Porto – Divisão de Educação) e visa fomentar o ensino colaborativo. Além de ter como objetivo o ensino precoce de uma língua estrangeira, STEPS-UP promove igualmente projetos colaborativos entre as diferentes áreas curriculares, permitindo aos alunos a aquisição de competências e conhecimentos, bem como o desenvolvimento das capacidades cognitivas (CLIL).*

*Os professores receberam ações de formação específica, nomeadamente em áreas como a literatura infantil, a utilização criativa dos manuais escolares e formas de assegurar uma educação inclusiva (destaque-se, neste sentido, a sessão sobre a dislexia). A nível das TIC, foi criada uma plataforma WebCT, que facilitava muito a comunicação entre professores; esta plataforma permitiu a partilha dos conteúdos desenvolvidos e dos materiais de apoio utilizados. No final do ano letivo, foi organizado um espetáculo que envolveu a comunidade escolar, evidenciando assim o papel ativo que esta deverá ter no âmbito de uma aprendizagem eficaz e efetiva. Esta interatividade entre professores, alunos e pais, tão desejada por todos os intervenientes, visava a divulgação dos resultados de aprendizagem ao longo do ano letivo. Para além deste espetáculo, que contou com o apoio da Câmara Municipal do Porto, foram organizados alguns espetáculos de menor dimensão nas diferentes escolas, antes do encerramento do ano letivo. Ao longo do ano decorreram várias reuniões, que decorreram sob a supervisão da coordenadora do projeto, quer para o planeamento mensal das atividades, quer para a monitorização e avaliação do trabalho desenvolvido nas escolas.*

#### Entidade coordenadora

Departamento de Estudos Anglo-Americanos da Faculdade de Letras da Universidade do Porto em parceria com a Câmara Municipal do Porto (Divisão de Educação)

#### Pessoa de contacto

Maria Ellison ([mellison@letras.up.pt](mailto:mellison@letras.up.pt))  
 Maria de Fátima Vieira ([mvieira@letras.up.pt](mailto:mvieira@letras.up.pt))

#### Setor de educação

Primeiro ciclo do ensino básico, formação de professores

#### Grupo-alvo

Crianças dos 6 aos 10 anos de idade

#### Línguas

Inglês

#### Ano de atribuição do prémio

2008

### Breve comentário sobre a seleção

este projeto demonstrou até ao presente ter um elevado potencial de transferibilidade, pois o problema que tem sido identificado é ainda a falta de professores formados para o ensino de uma língua estrangeira neste nível de ensino, quer ao nível da pré-primária, quer ao nível do primeiro ciclo, situação comum em muitos países europeus. A forma de pôr este projeto em prática é muito realista. Além disso, por ter sido implementado em parceria com a Câmara Municipal do Porto, permitiu envolver um elevado número de alunos e professores ao abranger todas as escolas do primeiro ciclo da Área Metropolitana do Porto num mesmo projeto.

Finalmente, outro aspeto importante é que este projeto serviu dois propósitos: por um lado, alunos dos 6 aos 10 anos iniciaram a aprendizagem de uma língua estrangeira mais cedo do que o expectável, e por outro lado os professores estavam a receber formação adequada sob a supervisão de uma professora do Departamento de Estudos Anglo-Americanos da Faculdade de Letras (Universidade do Porto). Portanto, o conceito essencial do projeto pode ser transferido para qualquer língua e em qualquer área geográfica, trazendo benefícios para os professores e alunos. Pode também ter um efeito multiplicador se contar com a parceria de uma autoridade local (como foi o caso), podendo vir a ser implementado em toda uma região e a partir daí para uma área geográfica ainda mais vasta.

# EuroIntegrELP

## Equal Chances to European Integration through the Use of the European Language Portfolio



EuroIntegrELP: Lingua 1 project (2004–07) — has built on the European Language Portfolio — the EAQUALS-ALTE version for

adults (15+) — as a quality instrument. Going beyond the three-year project scope, it has set up integrated systems for promoting language learning (including less widely used and taught languages) for social integration and professional development, international mobility and employability.

Project activities have included ELP-focused teacher training in numerous educational and country contexts; PR activities addressed to e.g. decision-makers, the media, employers; implementing the ELP in teacher training and language learning throughout educational sectors; translation of the EAQUALS-ALTE ELP in six additional languages and publishing the multilingual version in 15 languages; setting up networks of professionals and institutions, and building on synergies to promote the ELP for more effective language learning. Main outcomes:

- A unique multilingual version of the EAQUALS-ALTE ELP in 15 languages, printed in 15 000 copies, distributed in all the project countries and beyond;
- Project website, with materials for different target groups, in 11 languages: <http://www.prosper.ro/EuroIntegrELP/EurointegrELP.htm>;
- Materials developed for teachers and students, teacher trainers and multipliers, employers and authorities, in all the project languages, plus English;
- Articles, conference presentations and workshops in over 20 countries.

EuroIntegrELP's impact continues, e.g. by joining important multinational networks: the ECML/Council of Europe ELP-Teacher Training project network and website (2011); inspiring an EAQUALS ELP-project; integrating the EuroIntegrELP approach to quality and self-assessment in new LLP-projects; more recently (in 2012) reaching out to Algeria, being integrated in the British Council 'Language Centre StartUp' programme.



### Coordinating body

PROSPER-ASE Language Centre Association, Bucharest, Romania, [www.prosper.ro](http://www.prosper.ro)

### Contact persons

Prof. Laura Muresan ([muresan.laura@gmail.com](mailto:muresan.laura@gmail.com))  
Liliana Dellevoet ([liliana\\_dellevoet@yahoo.com](mailto:liliana_dellevoet@yahoo.com))

### Education sector

Secondary (15+), university, initial vocational training, continuous vocational training, tertiary education, adult education, teacher training

### Target groups

- Decision-makers (such as ministries of labour, ministry of education officials, employers, human resources managers, private and state employment agencies);
- Providers of language training, providers of vocational training, teacher trainers, teachers;
- Language learners (15+), people in vocational training, unemployed/employees in the project countries, students interested in mobility programmes, etc.

### Languages

EN, FR, DE, EE, EL, ES, EUSK, HR, IT, LT, NL, PL, RO, RU, SK

### Year of the award

2007

## Short comment on the selection

- Strong, continuous impact throughout educational sectors: through the comprehensive collection of materials (including guides) for various target audiences in several less widely used languages, through TT/TD-expertise developed, publications, workshops, etc.
- Wider European impact: included (in 2011) on the ECML ELP-website (<http://elp.ecml.at/tabid/2592/language/en-GB/Default.aspx>);
- The 'EuroIntegrELP' 15-language version of the EAQUALS-ALTE ELP, published and printed in 15 000 copies, distributed internationally; project materials and workshops were integrated in various LLL-projects (e.g. three Grundtvig Learning Partnership projects, 1 LdV Transfer-of-Innovation project; ECML projects, e.g. 'QualiTraining' — included in the 'QualiTraining Guide' and website, 'ELP-TT' — included on the ECML 'ELP-TT' website; the EAQUALS Special Interest Project on 'Implementing the ELP', etc.);
- International impact, beyond Europe: e.g. Algeria, China.



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## EuroIntegrELP

### ȘANSE EGALE LA INTEGRARE EUROPEANĂ PRIN FOLOSIREA PORTOFOLIULUI EUROPEAN AL LIMBILOR

*EuroIntegrELP, un proiect Lingua 1 desfășurat în perioada 2004-2007, a avut la bază Portofoliul European al Limbilor (PEL), versiunea EAQUALS-ALTE pentru adulți (15+), ca instrument de calitate. Continuând să aibă un impact și după durata de viață de trei ani a proiectului, EuroIntegrELP a dus la crearea de sisteme integrate pentru promovarea învățării limbilor străine (inclusiv a unor limbi mai puțin folosite și mai puțin predată) în scopul integrării sociale și al dezvoltării profesionale, contribuind la mobilitatea internațională și la creșterea șanselor de găsire a unui loc de muncă.*

*Activitățile proiectului au inclus sesiuni de formare profesională pentru profesori având ca element central PEL, desfășurate în numeroase țări și contexte educaționale; activități de Relații Publice adresate factorilor decizionali, media, angajatorilor; introducerea PEL în formarea profesională a profesorilor și învățarea limbilor străine în toate sectoarele educaționale; traducerea PEL EAQUALS-ALTE în încă șase limbi și publicarea unei versiuni cuprinzând 15 limbi; înființarea de rețele de profesioniști și instituții și folosirea sinergiilor create pentru promovarea PEL în vederea obținerii unei eficiențe sporite în învățarea limbilor străine.*

*Principalele realizări:*

- o versiune multilingvă unică a PEL EAQUALS-ALTE în 15 limbi, tipărită în 15 000 de exemplare distribuite în toate țările participante la proiect și nu numai;
- site-ul internet al proiectului în 11 limbi, cuprinzând materiale pentru diferite grupuri-țintă: <http://www.prosper.ro/EuroIntegrELP/EuroIntegrELP.htm>
- materiale dezvoltate pentru profesori și studenți/elevi, formatori de formatori, angajatori și autorități, în toate limbile proiectului, plus limba engleză;
- articole, prezentări la conferințe și ateliere de lucru în peste 20 de țări.

*Impactul proiectului EuroIntegrELP continuă, de exemplu, prin: Participarea la importante rețele multinaționale: rețeaua și site-ul internet al proiectului PEL-Formarea formatorilor al ECML/Consiliul Europei (2011); inspirația unui proiect despre PEL inițiat de EAQUALS; integrarea abordării privind calitatea și autoevaluarea promovată de EuroIntegrELP în noi proiecte privind PEL; recent, în 2012, impactul a ajuns până în Algeria, prin includerea în programul Consiliului Britanic „Language Centre StartUp”.*

#### Instituția coordonatoare

Asociația PROSPER-ASE Language Centre, București, România, [www.prosper.ro](http://www.prosper.ro)

#### Persoane de contact

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Liliana Dellevoet ([liliana\\_dellevoet@yahoo.com](mailto:liliana_dellevoet@yahoo.com))

#### Sectorul educațional

Învățământ secundar (15+), Universitate, Pregătire vocațională inițială, Pregătire vocațională continuă, Învățământ superior, Educația adulților, Formarea formatorilor

#### Grupuri-țintă:

- Factori decizionali (de exemplu, ministere ale muncii, oficiali din ministerele educației, angajatori, manageri de resurse umane, agenții de stat și private de angajare a forței de muncă)
- Furnizori de programe de învățare a limbilor străine, furnizori de pregătire vocațională, formatori de formatori, profesori
- Persoane care învață limbi străine (15+), persoane incluse în programe de pregătire vocațională, șomerii/angajați din țările reprezentate în proiect, studenți interesați de programele de mobilitate etc.

#### Limbi:

EN, FR, DE, EE, EL, ES, EUSK, HR, IT, LT, NL, PL, RO, RU, SK

#### Anul acordării distincției

2007

### Scurt comentariu privind alegerea făcută

Impact puternic și continuu în toate sectoarele educaționale: prin colecția foarte cuprinzătoare de materiale (inclusiv ghiduri) pentru diversele grupuri-țintă, în mai multe limbi mai puțin utilizate, prin experiența dobândită prin activitățile de formare a formatorilor și de dezvoltare profesională a acestora, prin publicații, ateliere de lucru etc. Impact mai larg la nivel european: inclus (în 2011) pe site-ul internet al ECML privind PEL (<http://elp.ecml.at/tabid/2592/language/en-GB/Default.aspx>) Versiunea „EuroIntegrELP” în 15 limbi a PEL EAQUALS-ALTE, tipărită și publicată în 15 000 de exemplare, a fost distribuită la nivel internațional; materialele și atelierele de lucru dezvoltate în cadrul proiectului au fost integrate în diferite proiecte de învățare pe tot parcursul vieții (de exemplu, 3 proiecte Grundtvig – Parteneriate de învățare, 1 proiect LdV de transfer de inovație; proiecte ale ECML, de exemplu „QualiTraining” – inclus în „QualiTraining Guide” și pe site-ul internet, „ELP-TT” – inclus pe site-ul ECML „ELP-TT”; proiectul de interes special al EAQUALS privind „Implementarea PEL” etc.) Impact internațional dincolo de continentul european: de exemplu, Algeria, China.

# New Ways in Teaching Foreign Language to the Children from the Age of Three Years

NOVÉ METÓDY VO VYUČOVANÍ CUDZIEHO JAZYKA DETÍ OD 3 ROKOV



English Learning Centre (ELC; [www.elc.sk](http://www.elc.sk)) is the private language centre in Košice, Slovakia where children aged two and over learn to speak foreign languages in a relaxed and informal atmosphere. Children come to the ELC to learn foreign languages through interesting and creative playing, singing,

dancing, acting, doing art and craft activities.

Parental involvement is an added value of the ELC activities. The parents are welcome to come to the ELC several times a week where they learn a foreign language with their 2–3-year old- kids without feeling stressed of using it.

The original idea to encourage very early foreign language learning was awarded the European Language Label in 2003 which inspired the ELC to spread the awarded local initiative into the EU. Later, in 2004–06 the ELC already coordinated five EU countries (CZ, DE, HU, IT, SK) within the EU Socrates Lingua 1 project entitled ‘Mum Dad & Me — Toddlers’ club’. Thanks to the excellent results, the project was acknowledged in 2007 as one of the 30 best EU projects promoting language learning (see Languages for Europe brochure, p. 48–49, available also on [www.ec.europa.eu/dgs/education\\_culture/publ/pdf/lingua/br2007\\_en.pdf](http://www.ec.europa.eu/dgs/education_culture/publ/pdf/lingua/br2007_en.pdf) ).

The aim of the project was to motivate and encourage parents and their children — toddlers, to learn foreign languages and to make foreign language learning accessible to them.

The original partnership of Mum Dad & Me project continued in two other European projects:

In 2008–09 the project ‘Development of Methodology for Very Early Language Learning’ (VELL; [www.zsangel.cz/vell](http://www.zsangel.cz/vell)) was implemented where the methodology of foreign languages for pre-kindergarten students and the standard for the quality of language acquisition activities were developed. In 2010–13 the project ‘Parent training within VELL’ ([www.ptvell.eu](http://www.ptvell.eu)) is being implemented that develops a model for parent training in the field of very early language learning which will enable parents to become their childrens’ guides in the language acquisition process; the project will provide parents with training in three areas: foreign language, methodology for very early language learning and developmental psychology.

#### Coordinating body

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Mobile: +421 911221937

#### Contact person

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#### Education sector

Pre-primary

#### Target group

Children aged two and over  
and their parents

#### Languages

Originally English language  
in the awarded initiative;  
at present also French,  
German and Spanish languages

#### Year of the award

2003

### Short comment on the selection

In 2003, when the initiative was awarded, the ELC was the only language centre of its kind in Slovakia that continuously provided English learning to children aged between two and adolescent age (15 to 18 years). The Toddler’s Clubs were established for children aged two, the pupils aged between three to six could join the Playgroup — British style kindergarten. Older children aged between six to nine could enjoy the friendly atmosphere of Junior Clubs open in the afternoon. The English courses/clubs were offered to older children with opportunities to prepare them for Cambridge English Examinations.

The ELC was also one of the first centres in Slovakia which provided very early language learning (VELL) from the age of three years upwards using sophisticated methodology that was prepared on the basis of its long-time language experience. The ELC creates a natural bilingual environment for English language teaching/learning of children aged two and over using very appropriate approaches, methods, techniques and various creative activities that motivate children to learn a foreign language. The parents are also involved into the ELC activities. They come to the Centre several times a week and learn the foreign language with their two to three year olds.

The language initiative is still ‘alive’ despite the fact it was awarded in 2003. Moreover, it has been spread into other European countries thanks to three European language projects. The schools and Mum Dad & Me – Toddlers clubs inspired by the ELC ideas have existed not only in Slovakia but also in the Czech Republic, Hungary, Germany and Italy. The European partnership created in 2004 has developed the methodology for VELL and now it is developing a model for parent training in the field of VELL in four foreign languages (EN, FR, ES, DE). The main topic of the awarded initiative is Very Early Language Teaching and Learning (VELL) that fully addresses current EU language policy and intention to introduce foreign languages into the pre-primary schools. The excellent results of the awarded initiative and the follow-up European language projects are able to significantly contribute to implementation of VELL into practice.



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## NOVÉ METÓDY VO VYUČOVANÍ CUDZIEHO JAZYKA DETÍ OD 3 ROKOV

English Learning Centre (ELC; [www.elc.sk](http://www.elc.sk)) je súkromné jazykové centrum v Košiciach, na Slovensku, v ktorom sa deti od 2 rokov učia rozprávať v cudzom jazyku v uvoľnenej a neformálnej atmosfére. Deti prichádzajú do ELC, aby sa naučili cudzí jazyk prostredníctvom zaujímavých a kreatívnych hier, spevu, tanca, divadla, umeleckých a manuálnych aktivít. Zapojenie rodičov je pridanou hodnotou aktivít ELC. Rodičia prichádzajú do ELC niekoľkokrát do týždňa, kde sa učia cudzí jazyk so svojimi 2 – 3 ročnými deťmi bez toho, aby mali stres z používania cudzieho jazyka.

Pôvodná myšlienka podporiť vyučovanie cudzieho jazyka v ranom veku detí bola ocenená certifikátom Európska značka pre jazyky v roku 2003, čo ELC inšpirovalo k tomu, aby ocenenú lokálnu iniciatívu rozšírilo v rámci EÚ. Neskôr, v rokoch 2004 – 2006, ELC už koordinovalo 5 krajín EÚ (CZ, DE, HU, IT, SK) v rámci projektu EÚ Socrates Lingua 1 s názvom „Mamina, oco a ja – kluby batoliat“. Na základe vynikajúcich výsledkov bol projekt v roku 2007 zaradený medzi 30 najlepších projektov EÚ podporujúcich jazykové vzdelávanie (pozri brožúru *Languages for Europe*, s. 48 – 49, dostupná na [http://ec.europa.eu/dgs/education/culture/publ/pdf/lingua/br2007\\_en.pdf](http://ec.europa.eu/dgs/education/culture/publ/pdf/lingua/br2007_en.pdf)). Cieľom projektu bolo motivovať a podporiť rodičov a ich deti – batoliatá v učení sa cudzích jazykov a sprístupniť im vzdelávanie v cudzom jazyku.

Pôvodné partnerstvo projektu *Mamina, oco a ja – kluby batoliat* pokračovalo v spolupráci v ďalších dvoch európskych projektoch. V rokoch 2008 – 2009 realizovalo projekt „Tvorba metodológie pre učenie sa cudzieho jazyka v ranom veku detí“ (VELL; [www.zsangel.cz/vell](http://www.zsangel.cz/vell)), v ktorom sa vytvorila metodológia pre učenie sa cudzieho jazyka pre deti od 2 rokov a štandard kvality aktivít na osvojenie si cudzieho jazyka. V rokoch 2010 – 2013 partnerstvo realizuje projekt „Vzdelávanie rodičov v oblasti VELL“ ([www.ptvell.eu](http://www.ptvell.eu)), v ktorom pripravuje model pre vzdelávanie rodičov v oblasti výučby cudzieho jazyka v ranom veku detí. Vzdelanie umožní rodičom stať sa sprievodcom svojich detí v procese osvojovania si cudzieho jazyka. Rodičia získajú vzdelanie v 3 oblastiach: v cudzom jazyku, metodike pre výučbu cudzieho jazyka v ranom veku detí a vo vývinovej psychológii.

### Koordinujúca organizácia

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### Kontaktná osoba

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### Stupeň vzdelávania

Predškolský

### Cieľová skupina

Deti od 2 rokov a ich rodičia

### Jazyky

Pôvodne anglický jazyk v ocenej iniciatíve; v súčasnosti tiež francúzsky, nemecký a španielsky jazyk

### Rok ocenenia

2003

## Krátky komentár k nášmu výberu

V roku 2003, kedy bola iniciatíva ocenená, bolo ELC jediným jazykovým centrom svojho druhu na Slovensku, ktoré poskytovalo nepretržité vzdelávanie v anglickom jazyku pre deti od 2 rokov až po adolescentný vek (do 15, prípadne 18 rokov). Kluby batoliat boli založené pre dvojročné deti, žiaci od 3 do 6 rokov mohli navštevovať Detský klub – materskú školu v britskom štýle.

Staršie deti vo veku 6 – 9 rokov si mohli vychutnať priateľskú atmosféru Juniorských klubov otvorených v popoludňajších hodinách. Anglické kurzy/kluby boli určené starším deťom s cieľom pripraviť ich na Cambridgeské skúšky z anglického jazyka.

ELC bolo tiež jedným z prvých centier na Slovensku, ktoré poskytovalo vyučovanie jazykov od 3 rokov veku (VELL – very early language learning) používajúc sofistikovanú metodiku vypracovanú na základe svojich dlhoročných skúseností v danej oblasti.

ELC vytvára prirodzené bilingválne prostredie aj pre vyučovanie a učenie sa anglického jazyka od dvoch rokov detí, pričom používa vhodné prístupy, metódy, techniky a rôzne kreatívne aktivity, ktoré motivujú deti k učení sa cudzích jazykov. Do aktivít centra sú zapojení aj rodičia. Navštevujú centrum niekoľkokrát do týždňa a učia sa cudzí jazyky spolu so svojimi 2 – 3 ročnými deťmi.

Jazyková iniciatíva je stále „živá“ napriek tomu, že bola ocenená v roku 2003. Bola už rozšírená do ďalších európskych krajín prostredníctvom troch európskych jazykových projektov. Školy a „Mamina, oco a ja – kluby batoliat“, inšpirované iniciatívou ELC, už existujú nielen na Slovensku, ale aj v Českej republike, Maďarsku, Nemecku a Taliansku. Európske partnerstvo, vytvorené v roku 2004, už pripravilo metodológiu pre VELL a v súčasnosti pripravuje model pre vzdelávanie rodičov v oblasti VELL, a to pre 4 cudzie jazyky (EN, FR, ES, DE). Hlavnou témou ocenej iniciatívy je výučba cudzích jazykov v ranom veku detí (VELL), čo je v súlade so súčasnou jazykovou politikou EÚ a jej zámerom zaviesť výučbu cudzích jazykov do predškolských zariadení. Vynikajúce výsledky ocenej iniciatívy a následne pokračujúcich európskych jazykových projektov môžu významne prispieť k zavedeniu VELL do praxe.

# Multimedia Tool for Learning and Teaching Slovenian Sign Language and International Gestures



Deaf and hard of hearing people are a group of people with disabilities who are often disadvantaged in everyday life. Only in 2002, did the state of Slovenia legally recognise Slovenian sign language. After that year, the nominated organization Union of Associations of Deaf and

Hearing Impaired of Slovenia (Zveza društev gluhih in naglušnih Slovenije), started work intensively on the materials which would help deaf and hard of hearing people to teach, learn and use their language. After the entry of the Republic of Slovenia into the EU in 2004, we have been faced with the increase of the use of foreign languages which stimulated the nominated organisation to think about the glossary of international gestures for deaf and partially deaf people.

During the project two important products were created:

- (a) multimedia tool for learning and teaching Slovenian sign language,
- (b) glossary of the international gestures.

These are the only international tools in Slovenia which allow deaf and hard of hearing people to understand the international gestures. They represent the first innovative method of learning and teaching a sign language in Slovenia. The project represents a bridge between social and cultural barriers and makes easier integration for deaf and hard of hearing people into society in Slovenia and in the EU.

#### Coordinating body

Union of Associations of Deaf and Hearing Impaired of Slovenia (Zveza društev gluhih in naglušnih Slovenije — acronym ZDGNS)

#### Contact person

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#### Education sector

Establishment for learners with special needs

#### Target group

Deaf and hard of hearing people/learners/pupils

#### Languages

Slovenian sign language and international gestures

#### Year of the award

2009

## Short comment on the selection

The project represents added value on the national and international level. It includes the disadvantaged group (deaf and hard of hearing people) whose Slovenian sign language was not legally recognised until 2002. When Slovenia entered the EU, the need to prepare the teaching materials and glossary for international gestures increased and thanks to the successful project, Slovenia got for the first time the standardised multimedia tool for learning and teaching Slovenian sign language, and the glossary of the international gestures.

The nomination of the project is based on the following fact: the project addressed the disadvantaged group of people. The outcomes of the project are sustainable products which are of significant importance on the national and also on the European level. Moreover, the outcomes help deaf and hard of hearing people to overcome language and cultural differences. Slovene sign language dictionary and international signs are available on line 24 hours a day on web site [www.zveza-gns.si](http://www.zveza-gns.si)

Media about the project:

[www.zveza-gns.si/slovenija/nacionalno-jezikovno-priznanje-razvijalcem-znakovnega-jezika](http://www.zveza-gns.si/slovenija/nacionalno-jezikovno-priznanje-razvijalcem-znakovnega-jezika)

[www.dnevnik.si/sport/rokomet/1042323128](http://www.dnevnik.si/sport/rokomet/1042323128)

[www.dnevnik.si/sport/kosarka/1042323130](http://www.dnevnik.si/sport/kosarka/1042323130)

[www.cmepius.si/vzu/ejp/2009.aspx](http://www.cmepius.si/vzu/ejp/2009.aspx)



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## MULTIMEDIJSKI DIDAKTIČNI PRIPOMOČEK ZA UČENJE IN POUČEVANJE SLOVENSKEGA ZNAKOVNEGA JEZIKA IN MEDNARODNE KRETNJE

*Gluhi in naglušni ljudje so skupina ljudi s posebnimi potrebami, ki so pogosto prikrajšani v vsakdanjem življenju. Republika Slovenija je uradno priznala slovenski znakovni jezik šele v letu 2002. Po tem letu je Zveza društev gluhih in naglušnih Slovenije (ZDGNS) nadaljevala z intenzivno pripravo materialov, ki so v pomoč gluhim in naglušnim pri učenju, poučevanju in uporabi slovenskega znakovnega jezika in mednarodne kretnje.*

*Po vstopu Slovenije v Evropsko unijo leta 2004 smo se v državi nasploh soočili s povečanjem uporabe tujih jezikov. To dejstvo je spodbudilo tudi ZDGNS k izdelavi slovarja mednarodnih kretenj.*

*Rezultat projekta sta bila dva pomembna izdelka:*

- a) multimedijški didaktični pripomoček za učenje in poučevanje slovenskega znakovnega jezika ter*
- b) slovar mednarodnih kretenj.*

*Izdelka sta edina pripomočka v Sloveniji, ki omogočata gluhim in naglušnim osebam, da se seznanijo z mednarodnimi kretnjami. Predstavljata prvi inovativen način učenja in poučevanja znakovnega jezika v Sloveniji. Nominirani projekt je brez dvoma prvi korak k preostitvi družbenih in kulturnih ovir ter omogoča lažjo integracijo gluhih in naglušnih oseb v širšo slovensko in evropsko okolje.*



### Organizacija koordinatorica

Zveza društev gluhih in naglušnih Slovenije (ZDGNS)

### Koordinator projekta

Matjaž Juhart  
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### Izobraževalno področje

Osebe s posebnimi potrebami

### Ciljna skupina

Gluhi in naglušni, ostali

### Jeziki

Slovenski znakovni jezik in mednarodne kretnje

### Leto prejema evropskega jezikovnega priznanja

2009

## Kratek komentar v zvezi z nominiranim projektom

Projekt pomeni dodano vrednost na nacionalni in mednarodni ravni. Naslavlja skupino oseb s posebnimi potrebami (gluhe in naglušne v Sloveniji), katerih znakovni jezik ni bil uradno priznan vse do leta 2002. Ko je Slovenija vstopila v Evropsko unijo, je Zveza gluhih in naglušnih Slovenije začutila potrebo po pripravi učnega gradiva in slovarja mednarodnih kretenj. Slovenija je v sklopu nominiranega projekta dobila prvi multimedijški pripomoček za učenje in poučevanje slovenskega znakovnega jezika in mednarodnih kretenj.

Projekt je bil nominiran zaradi naslednjih pomembnih dejstev: projekt naslavlja skupino s posebnimi potrebami, njegovi rezultati so trajnostno prenosljivi, kar je bistvenega pomena na nacionalni in evropski ravni. Slovarja in učni primeri za učenje slovenskega znakovnega jezika in mednarodne kretnje so dostopni 24 ur na dan na spletni strani ZDGNS in sicer: [www-zveza-gns.si](http://www.zveza-gns.si) (slovarji)

*Objave o projektu v medijih:*

<http://www.zveza-gns.si/slovenija/nacionalno-jezikovno-priznanje-razvijalcem-znakovnega-jezika>

<http://www.dnevnik.si/sport/rokomet/1042323128>

<http://www.dnevnik.si/sport/kosarka/1042323130>

<http://www.cmepius.si/vzu/ejp/2009.aspx>



# E-tridem.net

## Intercultural exchange in virtual environment



This initiative was carried out during the 2005–06, 2006–07 and 2007–08 academic years as part of a learning partnership Grundtvig 2 Socrates Programme. Five adult education

schools from Germany, Austria, the United Kingdom and Spain worked on the premises outlined by the EU in 2001 — European Year of Languages — aimed at promoting foreign language learning, as well as the conclusions of the Council of Europe (Barcelona 2002) which highlighted that European citizens should be able to communicate in two foreign languages besides their own.

The main objective of the project has been to design, develop and evaluate an innovative course concept for learning two foreign languages through communicative tasks on cultural issues in virtual environments. The aim is to improve the students' communicative competence in two foreign languages, empowering their communication skills in English, German and Spanish as well as their sociocultural knowledge and intercultural awareness, fostering debate on intercultural language learning, and improving the students' and teachers' use of ICT. This project began with the creation of an online learning platform ([www.e-tridem.net/moodle](http://www.e-tridem.net/moodle)), the main axis of the course, where users can find the tasks and the guidelines for participation, can get in contact with participants, learn about the latest news, etc.

From the basic principle of collaboration in small trilingual groups, several groups of native speakers of three different languages were created to carry out cultural tasks communicating in three languages through ICT. The core of the language course are three linguistic blocks in which the trilingual groups met online and work in small projects which require discussion, communication and agreement. The topics are everyday issues and refer to their lifestyles and customs. Each block of these contents has a duration of two weeks and only the language of that block can be used. The participant whose mother tongue is used adopts the role of native expert (guide-on-the-side) of their culture and language. In order to perform these tasks there is always an information exchange phase, a small phase of individual work and another one of collaborative work.

The course ends with a meeting (face-to-face) of all participants to get to know each other and evaluate the course all together.

The page created to provide information on that course and to access the learning platform is still running and can be found at the following address [www.e-tridem.net](http://www.e-tridem.net).

### Coordinating body

Escola Oficial de Idiomas  
A Coruña  
Galicia — SPAIN

### Contact person

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### Education sector

Adult education

### Target group

Adult learners from different countries, studying or having studied two foreign languages, with at least an A2 level in one of the languages and a B1 level in a second one. Furthermore, every person should also be interested in practising them in direct communication with native speakers through the use of information and communication technologies (ICTs).

### Languages

German, Spanish and English

### Year of the award

2007

## Short comment on the selection

Project of great impact in schools where European dimension was developed and tested because:

- it works with three languages (German, English and Spanish) in collaboration with five institutions from four European countries;
- the aim is to improve three key competencies (linguistic communicative competence in foreign languages, digital competence and intercultural competence);
- it emphasises different working methodologies associated with language learning and teaching (three complementary ways of learning: through ICT, promoting learner autonomy and face-to-face learning), while it encourages peer learning;
- it has involved the creation of a communication network for learning three languages, Spanish, English and German, which has led to increased student motivation of the participating institutions for language learning and improving their communicative competence, cultural knowledge and intercultural communication;
- it has involved the promotion of teamwork, reflection on teaching systems and language learning and coordination of faculties from participating institutions to develop a common method of learning foreign languages, based on the interaction between students of different countries.

A high capacity transfer of the course has been designed as it can be used in other educational contexts — not only in teaching adults, and also in the learning of other languages.

Since the completion of this partnership to date, the collaboration of the A Coruña EOI with the Volkshochschule Stuttgart in Germany continues and both institutions have since designed courses which are called 'TandemKurs Deutsch-Englisch', hosted in their 'virtual classroom': [www.edu.xunta.es/centros/eoicoruna/aulavirtual/](http://www.edu.xunta.es/centros/eoicoruna/aulavirtual/), in which the Spanish and German students centre work together. A Coruña EOI has also begun working with another British centre, MCLS (Middlesbrough Adult and Community Learning Service) in a project with a similar philosophy in which students of English at EOI communicate with British students in English and Spanish. This project is called 'Friends' and it is available online at the following URL: [www.teeslearn.ac.uk/moodle](http://www.teeslearn.ac.uk/moodle).

A Coruña EOI is currently working on another learning partnership, 'Getting to Know Each Other, Breaking Stereotypes', in which, taking on the basis of the idea of the awarded project, they organise various tasks for students to communicate in one or several languages which they are studying, so that the students can practice German, Italian, Spanish, English and French.





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## E-TRIDEM.NET

INTERCAMBIOS INTERCULTURALES  
EN ENTORNOS VIRTUALES

*Esta iniciativa se ha llevado a cabo durante los cursos 2005-2006, 2006-2007 y 2007-2008 en el marco de una asociación de aprendizaje Grundtvig 2 del programa Sócrates, en la que han participado un total de cinco centros educativos del ámbito de la educación de personas adultas de Alemania, Austria, Reino Unido y España, partiendo de la premisa esbozada por la Unión Europea (UE) en 2001 —Año Europeo de las Lenguas—, cuyo objetivo era promover el aprendizaje de lenguas extranjeras así como de las conclusiones del Consejo Europeo de Barcelona (2002), donde se destacaba que los ciudadanos europeos deberían poder comunicarse en dos lenguas extranjeras además de la suya.*

*El objetivo principal del proyecto ha sido diseñar, desarrollar y evaluar un novedoso concepto de curso para el aprendizaje de dos lenguas extranjeras por medio de tareas comunicativas sobre temas culturales en entornos virtuales. Se pretende así que el alumnado mejore su competencia comunicativa en dos lenguas extranjeras potenciando, para ello, su comunicación en inglés, alemán y español, su conocimiento sociocultural y su conciencia intercultural, promoviendo el debate intercultural en el aprendizaje de lenguas y fomentando la mejora en el uso de las tecnologías de la información y la comunicación (TIC) del alumnado y profesorado participante.*

*Este proyecto se inició con la creación de una plataforma de aprendizaje en línea ([www.e-tridem.net/moodle](http://www.e-tridem.net/moodle)), eje principal del curso, en la que los usuarios pueden encontrar las tareas que deben realizarse, las directrices para participar, contactar con los participantes, informarse sobre las últimas novedades, etc.*

*A partir del principio básico de colaboración en pequeños grupos trinacionales, se forman varios grupos con hablantes nativos de tres idiomas distintos que tienen que realizar tareas de carácter cultural, comunicándose en tres lenguas a través de las TIC. El núcleo del curso son tres bloques lingüísticos en los que los grupos trinacionales se encuentran en línea y realizan pequeños proyectos para lo cual necesitan debatir, comunicarse y ponerse de acuerdo. Los temas están relacionados con su vida cotidiana y sus costumbres. Cada bloque tiene una duración de dos semanas y sólo se utiliza la lengua de ese bloque. El participante del grupo, cuya lengua materna es la que se utiliza, adopta el rol de experto nativo (Guide-on-the-side) de su cultura y lengua. Para realizar estas tareas hay siempre una fase de intercambio de información, otra pequeña de trabajo individual y una de trabajo en colaboración.*

*El curso finaliza con un encuentro presencial (Face-to-face) de todos los participantes para conocerse y evaluar el curso conjuntamente.*

*La página creada para dar información sobre ese curso y para acceder a la plataforma de aprendizaje sigue todavía en funcionamiento y se puede consultar en la siguiente dirección: [www.e-tridem.net](http://www.e-tridem.net)*

**Coordinación**

Escuela Oficial de Idiomas A Coruña.  
Galicia (España)

**Persona de contacto**

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**Sector educativo**

Educación de adultos

**Grupo destinatario**

Alumnado adulto de diferentes países que estudia o ha estudiado dos lenguas extranjeras, con un nivel de aprendizaje de al menos A2 en una de las lenguas y B1 en la otra. Además, debe estar interesado en practicarlas en comunicación directa con hablantes nativos mediante el uso de las tecnologías de la información y la comunicación (TIC).

**Lenguas**

Alemán, español e inglés

**Año del premio**

2007

**Breve comentario sobre la selección**

Proyecto de gran impacto en los centros educativos en los que se desarrolló y de dimensión europea probada puesto que:

- Se trabaja en tres lenguas extranjeras (alemán, inglés y español) en colaboración con cinco instituciones pertenecientes a cuatro países europeos.
- Se pretende mejorar tres competencias clave (la competencia en comunicación lingüística en lenguas extranjeras, la competencia digital y la competencia intercultural).
- Se potencian diferentes metodologías de trabajo vinculadas con el aprendizaje y la enseñanza de lenguas (tres maneras complementarias: a través de las TIC, potenciando la autonomía del aprendiz y la presencial), a la vez que se favorece el aprendizaje entre iguales.
- La creación de una red de comunicación para el aprendizaje de tres lenguas (español, inglés y alemán), que ha conllevado el incremento de la motivación del alumnado de las instituciones participantes hacia el aprendizaje de lenguas y la mejora de su competencia comunicativa, su conocimiento sociocultural y su comunicación intercultural.
- La potenciación del trabajo en equipo, la reflexión sobre los sistemas de enseñanza y aprendizaje de lenguas y la coordinación del profesorado de las instituciones participantes para desarrollar un método en común para el aprendizaje de lenguas extranjeras, basado en la interacción entre el alumnado de los diferentes países.

Alta capacidad de transferencia del curso diseñado, ya que puede emplearse en otros contextos educativos —no sólo en la enseñanza de adultos— y también en el aprendizaje de otras lenguas.

Desde la finalización de esta asociación hasta la actualidad continúa la colaboración de la Escuela Oficial de Idiomas (EOI) de A Coruña con la Volkshochschule de Stuttgart en Alemania, y desde entonces se diseñan cursos titulados «TandemKurs Deutsch-Spanisch», alojados en su aula virtual [www.edu.xunta.es/centros/eoicoruna/aulavirtual/](http://www.edu.xunta.es/centros/eoicoruna/aulavirtual/), en la que los alumnos españoles y los del centro alemán trabajan juntos.

También ha comenzado otra colaboración con el centro británico Middlesbrough Adult and Community Learning Service (MCLS) en un proyecto con una filosofía similar en el que estudiantes de inglés de la EOI se comunican con alumnos británicos en español e inglés. Este proyecto, titulado «Amigos», está en línea en la siguiente dirección de Internet: [www.teeslearn.ac.uk/moodle](http://www.teeslearn.ac.uk/moodle). Actualmente trabajan en otra asociación de aprendizaje «Getting to know each other, breaking stereotypes» en la que, partiendo de la idea del proyecto premiado, organizan distintas tareas para que los alumnos se comuniquen en una o varias lenguas de las que están estudiando; así se practica alemán, italiano, español, inglés y francés.

# The International Turkish Language Olympics (ITLO)

## ULUSLARARASI TÜRKÇE OLİMPİYATLARI



ITLO has been organised since 2003 by The International Association of Turkish Language. The goals of the Olympics are to reward those who are learning Turkish, bring together young people from all over the world under the umbrella of peace, and

establish love, friendship, and dialogue among all countries in the world. The Olympics which has been organised to reward those who are good at learning Turkish, has aroused great interest towards the Turkish language abroad. Thanks to universities, cultural centres, language teaching centres, Turkish schools in other countries in the world, nearly 15 000 of over 200 000 students attend national elimination exams in order to attend ITLO. It is expected that 1 500 students from 135 countries will participate in the 10th ITLO that will be held between 30 May and 14 June 2012.

Foreign Language Turkish Contests: Speaking, Writing, Grammar, Song, Poetry, Sound, Reading, General Knowledge, Presentation, Special Talents, Folk Dance, Essay, Book Promotion, Country Exhibition Stands Contest.

The Influences of The Olympics in International Arena: students, who start practicing one year before ITLO and will experience a long-term marathon, continue their preparations for the Olympics under the guidance of their Turkish language teachers. The students, who will participate in the Olympics, enter elimination exams that are quite challenging. Each year, thousands of students learn Turkish all around the world. About 15 000 of those students participate in the Olympics' elimination exams. Each student can participate in the Olympics only once so that different students will get a chance to learn about the Turkish people and culture in each year.

Turkish Language Awards: TÜRKÇEDER gives many Rewards every year in the ITLO Ceremony.

### Coordinating body

The International Association of Turkish Language  
Website:

[www.turkceolimpiyatları.org](http://www.turkceolimpiyatları.org)

E-mail:

[bilgi@turkceolimpiyatları.org](mailto:bilgi@turkceolimpiyatları.org); [bilgi@turkcedernegi.org](mailto:bilgi@turkcedernegi.org)

### Contact person

Tuncay Öztürk

### Education sector

All education levels

### Target group

Teachers and students at primary, secondary, university and tertiary education

### Languages

Turkish

### Year of the award

2007

## Short comment on the selection

The International Turkish Language Olympics' creative and innovative character is that it has been organised for the first time across the world at an international level. It is a very comprehensive project because there are 18 EU countries and approximately 120 countries from the world. It is one of the most comprehensive language projects in the world. It is transferable. It can be transferred to every EU language easily. It is possible to disseminate the positive impact of the International Turkish Language Olympics among EU countries and world countries by giving language awards to language learners, by connecting world youth in a peaceful atmosphere, and by creating love, friendship and dialogue bridges among all EU countries. This project is a very good example for the abovementioned purposes. In the International Turkish Language Olympics, the language learners learn and use all language skills in real climates at advanced levels. This is of great importance in terms of cultural and personal development in language. All these show the impact and contribution of this project. By taking The International Turkish Language Olympics into consideration, European Language Olympics (European Dimension) can be organised on European Language Day in different EU countries one by one. In this context, Turkey will feel honoured to be the host country for the First European Language Olympics.





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## ULUSLARARASI TÜRKÇE OLİMPİYATLARI

Uluslararası Türkçe Olimpiyatları, Uluslararası Türkçe Demeği (TÜRKÇEDER) tarafından 2003 yılından bu yana düzenlenmektedir. Amaç; Türkçe öğrenenleri ödüllendirmek, dünya gençlerini barış ortak paydasında buluşturmak, Türkiye ve tüm dünya ülkeleri arasında sevgi, dostluk ve diyalog köprüleri kurulmasını sağlamaktır.

En iyi Türkçe öğrenenleri ödüllendirmek amacıyla düzenlenen olimpiyatlar yurt dışında Türkçeye karşı büyük bir heyecan ve ilgi uyandırmıştır. Dünya ülkelerinde üniversite, kültür merkezleri, dil öğretim merkezleri ve Türk okulları aracılığıyla 200 binin üzerinde Türkçe öğrenen öğrencilerin yaklaşık 15 bini Uluslararası Türkçe Olimpiyatlarına katılmak için ülke finallerine katılmaktadırlar. 30 Mayıs- 14 Haziran 2012 tarihleri arasında yapılacak olan 10. Uluslararası Türkçe Olimpiyatları'na 135 ülkeden 1 500 öğrencinin katılımı beklenmektedir.

**YABANCI DİL TÜRKÇE YARIŞMALARI:** Konuşma, Yazma, Dil Bilgisi, Şarkı, Şiir, Ses, Okuma, Genel Kültür, Sunum, Özel Beceriler, Halk Oyunları, Deneme, Kitap Tanıtımı, Ülke Tanıtım Stantları Yarışmaları.

**OLİMPİYATIN ULUSLARARASI ETKİLERİ:** Çalışmalara bir yıl önceden başlayan ve uzun soluklu bir maratonu yaşayacak olan öğrenciler, olimpiyat hazırlıklarını Türkçe öğretmenlerinin gözetiminde sürdürmektedir. Olimpiyatlara katılacak öğrenciler, ülkeleri adına yarışabilmek için oldukça çekilmeli geçen elemelere girmektedir. Dünyanın farklı ülkelerinde, her yıl binlerce öğrenci Türkçe öğreniyor. Bunlardan yaklaşık 15 000'i olimpiyat elemelerine katılıyor. Her öğrencinin olimpiyatlara yalnız bir kez katılma hakkı bulunuyor. Böylece her yıl farklı öğrencilerin Türkiye'ye gelmesi ve daha çok öğrencinin Türk kültürüyle yakından tanışıp Türk halkıyla buluşması hedefleniyor.

### Türk Dili Ödülleri

TÜRKÇEDER her yıl Türkçe Olimpiyatlarında pek çok ödül verir.

Web Sayfası:

[www.turkceolimpiyatları.org](http://www.turkceolimpiyatları.org)

E-mail:

[bilgi@turkceolimpiyatları.org](mailto:bilgi@turkceolimpiyatları.org); [bilgi@turkcederneği.org](mailto:bilgi@turkcederneği.org)

### İletişim

Koordine Eden Kurum  
Uluslararası Türkçe Dil Demeği

### İletişim Kurulacak Kişi

Tuncay Öztürk

### Eğitim Sektörü

Tüm Seviyeler

### Hedef Grup

İlk, orta ve üniversite düzeyindeki tüm öğrenciler

### Dil

Türkçe

### Ödülün Verildiği Yıl

2007

## Proje Seçimi üzerine kısa bir yorum

Uluslararası Türkçe Olimpiyatlarının yaratıcı ve yenilikçi yanı tüm Dünya çapında uluslararası bir düzeyde gerçekleştirilmiş olmasıdır. 18 Avrupa Birliği ülkesi ve dünyanın diğer bölgelerinden 120 ülkeyi kapsadığı için çok kapsamlı bir projedir. Dünyadaki en kapsamlı dil projelerinden biridir. Transfer edilebilir. Tüm Avrupa Birliği ülkelerinin dillerine kolayca transfer edilebilir. Türkçe Dil Olimpiyatlarının olumlu etkilerinin dil öğrenenlere ödül vererek, dünyadaki genç nüfusu barış atmosferi içinde buluşturarak ve tüm Avrupa Birliği ve dünya ülkeleri arasında sevgi, kardeşlik ve diyalog köprüleri oluşturarak yayılması mümkündür. Bu proje yukarıda bahsedilen amaçların gerçekleştirilmesi için iyi bir örnektir. Uluslararası Türkçe Olimpiyatlarında dil öğrenen kişiler tüm dil becerilerini ileri düzeyde ve gerçek bir ortamda sergilerler. Bunun dil öğreniminde kişisel ve kültürel anlamda gelişmeye büyük katkısı vardır. Tüm bunlar bu projenin etkisini ve katkısını göstermektedir. Uluslararası Türkçe Dil Olimpiyatlarından yola çıkarak, Avrupa Dil Olimpiyatları (Avrupa Boyutu) değişik Avrupa Birliği ülkelerinde Avrupa Dil Gününde uygulanabilir. Bu anlamda, Türkiye Birinci Avrupa Dil Olimpiyatlarına ev sahipliği yapmaktan büyük onur duyacaktır.



# Arsenal Double Club

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The project involved the creation of resources based around football and Arsenal's players to encourage both girls and boys to engage with languages through football.

Arsenal in the Community's education programme, Arsenal Double Club, pioneers initiatives and provides a wide range of sport, education, social inclusion and diversity programmes. Double Club languages began in 2006 and since then almost 10 000 pupils have completed the programme at primary and secondary level.

2010 Brochure:

[www.institut-francais.org.uk/courses/docs/arsenal/arsenaldoubleclubbrochure2010.pdf](http://www.institut-francais.org.uk/courses/docs/arsenal/arsenaldoubleclubbrochure2010.pdf)

Multilingual website:

[www.arsenaldoubleclub.co.uk/](http://www.arsenaldoubleclub.co.uk/)

For 2012 the Double Club Olympic Song Contest:

[www.arsenaldoubleclub.co.uk/fun-zone/competition/](http://www.arsenaldoubleclub.co.uk/fun-zone/competition/)



## Arsenal Community



**Coordinating body**

Arsenal Double Club MFL Programme  
Arsenal in the Community  
Arsenal Football Club  
Highbury House  
75 Drayton Park  
Highbury  
London  
N5 1BU  
Tel. +44 2077044140

**Contact person in 2012**

Samir Singh ([languages@arsenal.co.uk](mailto:languages@arsenal.co.uk))

**Education Sector**

Primary, secondary

**Target group**

Most of the modules are aimed at underachieving pupils at Key Stages 2 and 3 but are easily adaptable to suit other needs. The language modules are often used during Year 9 as a way to provide an exciting, creative and motivating boost before choosing GCSE options.

**Languages**

German, French, Italian, Spanish and Portuguese

**Year of the award**

2008 and 2010 (outstanding contribution)

**Short comment on the selection**

The impact of the Double Club project was far-reaching and its influence in inspiring other language projects was evident during the judging process in subsequent years. Not only has the club initiated many exciting projects of its own, but it has also inspired and motivated others to teach languages through football and other sports.

In 2010 the judging panel recognised the work of the Double Club by presenting Arsenal with an Outstanding contribution award. Organisers work tirelessly to offer exciting programmes combining languages and football with the aim of motivating young people to continue with their language studies to GCSE level, including establishing links with European football clubs as part of the European Football Exchange programme. Pupils from England, Germany and Belgium have had the opportunity to visit football clubs aboard and improve their language and football skills as part of this exciting exchange project.

The UK Judges say:

'The context of football is relevant all over Europe, the project is high-profile, it brings together 'real life' and education, it raises awareness of languages, internationalism and mobility, it interests youngsters as it's cool, and it's replicable.

It definitely has the European dimension and it has had a very broad impact.'

European Commission

European language label empowering people

Luxembourg: Publications Office of the European Union

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