

# **Key Activity 2**

Languages 2007-2013

**Erasmus + :**  
**European Multilingualism Experiences**  
**from the Lifelong Learning Programme**

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## FOREWORD

In the last decade the EU has put in place several policies and actions designed to promote language education and to support the development of the educational systems in Member States. The principal reasons for EU support to language learning have been both economical and societal. Since the European Union is built around the free movement of people, capital and goods, EU support to languages has aimed at strengthening the language skills and competences of its inhabitants in order to facilitate their participation in the European and the global market. Furthermore, the EU is equally conscious that linguistic diversity is a fundamental component of European culture and this must be supported at European level. Last but not least, a shared understanding of languages and intercultural dialogue can contribute to increased social cohesion.

The key milestones for multilingualism policies in the last 10 years have been the 2004-2006 Action Plan *Language Learning and Linguistic Diversity*<sup>1</sup>, which committed the European Commission to introducing the European Indicator of Language Competence designed to provide data and comparisons related to foreign language teaching and learning, and the Commission Communication *Multilingualism: an asset for Europe and a shared commitment*<sup>2</sup>, which was followed by a Council resolution on a European strategy for multilingualism on 21 November 2008.

Currently, language learning is part of the strategy for reaching the employment rate benchmarks established in the ET2020 strategy for EU jobs and growth<sup>3</sup>. The "Barcelona objective"<sup>4</sup>, which includes the goal of encouraging EU citizens to speak their "mother tongue plus two foreign languages" is still a valid objective for Member States many years on.

EU support for European multilingualism continues to be strong and in the new Erasmus+ programme (2014-2020) multilingualism is mainstreamed across its different Key Actions in order to support the mobility of students, volunteers and staff of education and training institutions. In addition, the European Commission will continue to implement European Language Label (ELL) initiative<sup>5</sup> in the period 2014 to 2020, which will certainly contribute to the dissemination of results and awareness-raising about languages in the participating countries.

The aim of this publication is to showcase a sample of 35 best practice projects in languages funded under the Lifelong Learning Programme (2007-2013) and its specifically language-focused funding scheme. The implementation of these projects has been monitored and managed by the Education, Audiovisual and Culture Executive Agency on behalf of the European Commission. Projects are grouped thematically, ranging from early childhood education, inclusive and special needs education to Content and Language Integrated Learning (CLIL), and the link between languages and respectively ICT and employability. Projects having successfully addressed Less Widely Used and Taught Languages (LWUTL) are also presented in this brochure as this is a particularly relevant illustration of the cultural diversity of Europe.

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<sup>1</sup> <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:c11068>

<sup>2</sup> <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:ef0003>

<sup>3</sup> [http://ec.europa.eu/europe2020/index\\_en.htm](http://ec.europa.eu/europe2020/index_en.htm)

<sup>4</sup> <http://ec.europa.eu/invest-in-research/>

<sup>5</sup> [http://ec.europa.eu/languages/policy/strategic-framework/language-label\\_en.htm](http://ec.europa.eu/languages/policy/strategic-framework/language-label_en.htm)

For each sample, a description of the project objectives and results as well as the languages addressed is provided.

I believe these examples will be a useful source of information for anyone interested in multilingualism in general and in funding by the European Union in this area. Moreover, I am confident that this brochure will inspire language educators, practitioners and policy-makers to foster multilingualism in their own context.

Brian HOLMES  
Director  
Executive Agency Education, Audiovisual and Culture





## Facts and figures

This section briefly presents the main characteristics of the KA2 – Languages annual Calls for Proposals.

### Key features

	Multilateral Projects	Multilateral Networks	Accompanying Measures
<b>Eligible countries</b>	All 28 EU Member States + Iceland, Liechtenstein, Norway and depending on the year of the call Switzerland, Croatia, Turkey and some of the Western Balkan countries. All other countries worldwide could participate from 2010 with a limited budget and under strict rules.		
<b>Languages</b>	All natural languages		
<b>Minimum partnership</b>	3 participating countries	5 participating countries	1 participating country
<b>Maximum EU funding</b>	€ 400.000 with an EU contribution of up to 75% of the project budget	€ 450.000 with an EU contribution of up to 75% of the project budget	€ 150.000 with an EU contribution of up to 75% of the project budget
<b>Maximum duration</b>	3 years	3 years	1 year

### Applications submitted

Evolution between 2007 and 2013 of the number of applications received under Key Activity 2 – Languages per type of project				
	Multilateral Projects	Multilateral Networks	Accompanying Measures	Total
<b>2013</b>	113	6	10	<b>129</b>
<b>2012</b>	93	8	8	<b>109</b>
<b>2011</b>	104	10	7	<b>121</b>
<b>2010</b>	89	7	5	<b>101</b>
<b>2009</b>	64	7	5	<b>76</b>
<b>2008</b>	72	11	5	<b>88</b>
<b>2007</b>	85	10	2	<b>97</b>

Funded applications

Evolution between 2007 and 2013 of the number of applications funded under Key Activity 2 – Languages per type of project				
	Multilateral Projects	Multilateral Networks	Accompanying Measures	Total
<b>2013</b>	20	2	3	<b>25</b>
<b>2012</b>	22	4	2	<b>28</b>
<b>2011</b>	20	4	3	<b>27</b>
<b>2010</b>	24	1	2	<b>27</b>
<b>2009</b>	21	5	3	<b>29</b>
<b>2008</b>	20	8	2	<b>30</b>
<b>2007</b>	22	3	1	<b>26</b>
<b>TOTAL</b>	<b>149</b>	<b>27</b>	<b>16</b>	<b>192</b>

For more information on projects funded under the LLP, KA2 – Language, please visit:  
[http://eacea.ec.europa.eu/llp/project\\_reports/project\\_reports\\_languages\\_ka2\\_en.php](http://eacea.ec.europa.eu/llp/project_reports/project_reports_languages_ka2_en.php)



## **Erasmus+ and Languages**

As of 1<sup>st</sup> January 2014, a new set of EU programmes for education, training, youth, sport, audiovisual, culture, EU aid volunteers and citizenship were launched. The main actions of the previous programmes; learning mobility, cooperation projects and support for policy reform, continue to be a focus and activities where the systemic impact is strongest and where there is a clear EU added value have been strengthened.

The new Erasmus+ programme brings together all EU and international schemes for education, training, youth and sport, replacing the seven existing programmes: the Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius and Grundtvig), Youth in Action and five international cooperation programmes (Erasmus Mundus, Tempus, Alfa, Edulink and the programme for cooperation with industrialised countries). This streamlined structure increases efficiency, simplifies application rules and procedures and makes it easier to apply for grants, avoiding duplication and fragmentation.

The promotion of language learning and linguistic diversity is one of the specific objectives of the Erasmus+ Programme. A lack of language competences is one of the key barriers to participation in European education, training and youth programmes. The opportunities put in place to offer linguistic support are aimed at making mobility more efficient and effective and at improving learning performance.

Linguistic support is available for the language used by participants for studying, carrying out a traineeship or volunteering abroad in the framework of long-term mobility activities supported under Key Action 1, i.e. mobility periods of two months and longer and mobility periods of one month and longer in the case of VET learners. Linguistic support is mainly offered online as e-learning offers advantages for language learning in terms of access and flexibility. Online support includes the mandatory assessment of language competences and voluntary language courses. Language assessment is a crucial aspect of the initiative in order to provide the right preparation for each participant and to collect evidence about the language skills of EU mobility participants. A language assessment is undertaken by participants before mobility and another assessment is carried out at the end of the mobility period in order to monitor progress in language competences.

Under Key Action 2, Strategic Partnerships in the area of language teaching and learning are encouraged. Innovation and good practices aiming to promote language skills can include for example; teaching and assessment methods, the development of pedagogical material, research, computer assisted language learning and entrepreneurial ventures using foreign languages. Furthermore, funding for linguistic support is provided to beneficiaries of Strategic Partnerships who organise long-term training and teaching activities for staff and youth workers.

The European Language Label (ELL) award is maintained through the regular (annual or biennial) organisation of national competitions in the participating countries. The ELL award should function as a stimulus to exploit and disseminate the results of excellence in multilingualism and promote public interest in language learning.

Under Key Action 3, policy support, it is possible to finance research projects carried out with the Member States within the framework of ET2020, focusing on priorities in the field of language

teaching and learning. One of the priorities that has been defined for the last cycle of ET2020 is inclusive education which captures the current project on language teaching, learning and support in multilingual classrooms.

Erasmus+ is based on the premise that investing in education and training is the key to unlocking people's potential, regardless of age or background. It helps those involved to gain new skills, boost their job prospects and develop on a personal level. The benefits for individuals also bring benefits for the EU economy as a whole, as demonstrated in numerous studies and research findings.

For more information on Erasmus+, please visit:

[http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)

## Abbreviations and acronyms

<b>AM</b>	Accompanying Measures
<b>CEFR</b>	Common European Framework of Reference
<b>CLIL</b>	Content and Language Integrated Learning
<b>CRSS</b>	Constitutional, Regional and Small-State Languages
<b>ECEC</b>	Early Childhood Education And Care
<b>ELL</b>	European Language Label
<b>ELP</b>	European Language Portfolio
<b>ICT</b>	Information and Communication Technologies
<b>IWB</b>	Interactive Whiteboards
<b>KA</b>	Key Activity
<b>LLP</b>	Lifelong Learning Programme
<b>LWUTL</b>	Less Widely Used and Taught Languages
<b>MP</b>	Multilateral Projects
<b>NGO</b>	Non-government organisation
<b>NW</b>	Multilateral Networks
<b>OER</b>	Open Education Resources
<b>PLNs</b>	Personal Learning Networks
<b>RML</b>	Regional & Minority Languages
<b>SEN</b>	Special Educational Needs
<b>SL</b>	Sign Language
<b>TBL</b>	Task Based (Language) Learning
<b>VELL</b>	Very Early Language Learning
<b>VLE</b>	Virtual (Language) Learning Environment
<b>VOLL</b>	Vocationally Oriented Language Learning

# **THEMES**

## 1. Strengthening Social Inclusion through Multilingualism

In 2009, nearly 80 million people across the European Union lived below the poverty line, representing 16% of the EU population<sup>11</sup>. The economic crisis has made the situation even more challenging. Children, young people, single parents, households with dependants, people with a migrant background, certain ethnic minorities (such as Roma) and people with disabilities have emerged as particularly exposed to the risk of poverty.

The Europe 2020 strategy has laid out a plan for the EU to become a smart, sustainable and inclusive economy in the coming decade. Two of its targets include fighting poverty and social exclusion in order to have at least 20 million fewer people in or at risk of poverty and social exclusion by 2020<sup>12</sup> and to increase the rate of employment to 75% among the population aged between 20-64 years. In addition, promoting equity, social cohesion and active citizenship is one of the four strategic objectives of the *Strategic Framework for European Cooperation in Education and Training (ET2020)*<sup>13</sup>.

Although Europe 2020 identifies languages as a key success factor for the mobility, employability and personal development of European citizens, multilingualism can also play a key role in enhancing social cohesion, inclusiveness and intercultural dialogue as well as in creating opportunities to discover other values, beliefs and behaviours.

As recognised in the European Union Education Ministers Declaration on "Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education" of March 2015<sup>14</sup>, it is desirable that humanistic values, social, civic and intercultural competences will be strengthened and will remain at the core of European education systems and European policies in the future.

Promoting intercultural dialogue and multilingualism, language teaching and learning and linguistic diversity in Europe has been an overarching aim of the LLP programme and KA2 – Languages in particular. The annual Call for Proposals 2010, 2011, 2012 and 2013 even set a specific priority for strengthening social inclusion in Europe through KA2 Languages projects, with an added focus on the integration of migrants and Roma in the Calls between 2011 and 2013.

The best practice projects funded under LLP, KA2 – Languages presented in this chapter focused on the study of inclusive multilingual societies in Europe, promoted intercultural dialogue with respect to migrants and raised awareness of minority European languages such as Romani. The outcomes of these projects show the significant contribution that EU funded projects can make in tackling the current economic and political challenges that the European Union is facing.

<sup>11</sup> Eurobarometer survey on Poverty and Social Exclusion 2009:  
<http://ec.europa.eu/social/main.jsp?catId=73&langId=en&pubId=5990&type=2&furtherPubs=yes>

<sup>12</sup> [http://ec.europa.eu/europe2020/index\\_en.htm](http://ec.europa.eu/europe2020/index_en.htm)

<sup>13</sup> [http://ec.europa.eu/education/policy/strategic-framework/index\\_en.htm](http://ec.europa.eu/education/policy/strategic-framework/index_en.htm)

<sup>14</sup> [http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration\\_en.pdf](http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration_en.pdf)

## **1.1 MERIDIUM - Multilingualism in Europe as a Resource for Immigration – Dialogue Initiative among the Universities of the Mediterranean**

### **Multilateral Network**

<b>Coordinator</b>	Università per Stranieri di Perugia, Perugia, Italy
<b>Partner Countries</b>	Italy, Malta, Portugal, Romania, Slovenia, Spain
<b>Duration</b>	01/01/2009 - 31/12/2011
<b>Project budget 593.140 €</b>	<b>Grant awarded: 401.933 €</b>

**D**escription: The MERIDIUM network studies and promotes multilingualism as a resource for social cohesion and active citizenship related to immigration issues in Mediterranean Europe. It covers the geographical area of Italy, Malta, Portugal, Romania, Slovenia and Spain, due to a recent increase in the arrival of immigrants in most of these countries. The network provides country reports on attitudes towards multilingualism in these regions and information on linguistic policies adopted in each partner country. The network also researches effective ways to promote multilingualism and linguistic diversity. The results are collected in a virtual Study and Documentation Centre about Multilingualism in Mediterranean Europe, available to school authorities, teachers, institutional representatives, NGOs and migrants associations. MERIDIUM has also created a multilingual booklet (*Babel and Languages*) to stimulate children's curiosity towards language diversity through the travel diary of a multilingual alien, Babel. The research results and booklet are available on the project's website.

**R**esults: MERIDIUM is a reference point for the scientific community, for institutional agencies at a local and national level, for NGO agencies and migrants associations, and for schools and teachers. The research outcomes have been developed to provide information for decision makers both at national and European level in order to encourage common strategies for targeted actions. The results have reached almost 600 scholarly experts and are useful for the public at large as well as European policymakers. The Study and Documentation Centre helps teachers and school managers to implement intercultural activities in primary school classes, so far reaching 66 schools, a total of 2,300 children and over 1,800 parents. The main outcome is the multilingual booklet, available in six languages: Italian, English, Portuguese, Romanian, Slovenian and Spanish. The website is accessible in English and Italian.

**Languages:** Italian, English, Portuguese, Romanian, Slovenian, Spanish

<http://meridium.unistrapg.it/>



## 1.2 LE-TPP - Languages in Europe - Theory Policy and Practice

Accompanying Measure	
<b>Coordinator</b>	The Languages Company, London, United Kingdom
<b>Duration</b>	01/11/2009 - 31/10/2010
<b>Project budget:</b> 157.823 €	<b>Grant awarded:</b> 117.995 €

**D**escription: LE-TPP investigates the use of languages for social cohesion and intercultural communication to create a viable, competitive and democratic society based on the principles of diversity, inclusiveness and mutual respect. The project researched the framework of existing European and national policies on multilingualism and proposed areas where this could be strengthened. LE-TPP brought together decision makers and stakeholders in business, education, and government to look at case studies, exchange ideas and consider actions. The project identified key issues, performed online consultations, and developed policy and best practice proposals for sustained dialogue. The LE-TPP Report *Languages in Europe: Towards 2020*<sup>15</sup> summarises the key issues and proposes further areas for research on the future and impact of multilingualism. LE-TPP has organised three seminars (on social cohesion and languages, intercultural communication, and language policy), an international conference (*Unlocking the Gates of Languages*<sup>16</sup>), as well as dissemination activities in Member States and through transnational networks.

**R**esults: LE-TPP identifies the conditions that allow good ideas on multilingualism to develop into coherent policy and practice. The project's main outcome is the report outlining the main issues, current good practice, and proposals for future action to overcome obstacles and promote positive conditions where linguistic diversity can flourish. A working group has studied how to facilitate greater synergy between theory, policy and practice, and proposed the establishment of a network of on-going support for multilingual policies within the context of the multilingual city. The LE-TPP website hosts all project documents, conference reports, and speaker contributions as well as student essays on multilingualism, multilingual city features and other contributions to the debate. The wide range of evaluation activities, together with the continuous dissemination and exploitation of the project, demonstrate clear plans for the future.

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



**Languages in Europe  
Theory Policy Practice**



<sup>15</sup> <http://www.languagescompany.com/>

<sup>16</sup> <http://www.letpp.eu/conference>

### 1.3 SIGNS - Beyond Signs in the City

#### Multilateral Project

<b>Coordinator</b>	Chamber of Commerce and Industry, Dobrich, Bulgaria
<b>Partner Countries</b>	Austria, Bulgaria, Greece, Malta, Poland, Romania, Spain, Turkey, United Kingdom
<b>Duration</b>	01/11/2008 – 31/10/2010
<b>Project budget:</b> 364.121 €	<b>Grant awarded:</b> 272.330 €

**D**escription: SIGNS raises awareness of Europe's linguistic and cultural diversity through visual representations of language landscape and cultural specificities – 'city signs' – in ten European cities from within the partner countries. The signs include street signs, graffiti, writings in restaurants and bars, information on buildings and heritage sites, as well as famous and important events and people. The project uses new media and contemporary art and design to create an educational and promotional model. SIGNS has developed linguistic and cultural guides for ten cities, a training kit for city promoters, and a methodology for language promotion via the culture of the city. Alongside this, the project has set up photography exhibitions, produced nine films that capture the look and feel of a given city, and created an interactive game: *Signs in the city: Horizons*<sup>17</sup>. The game is available in eleven languages, covering three different alphabets. All products are available on the project's website.

**R**esults: Building on the previous Signs in the City project, SIGNS transfers and adapts the original model to other learning environments and languages, including regional and minority languages, cross-border regional languages, as well as less widely used and taught languages. The project combines language promotion, tourism, and interest in different cultures and places to convince every citizen that their involvement in the promotion of a city can trigger further interest in its profile and can support the preservation of local identity. The animated computer game provides information about 10 European cities, their culture and history, and shows real and existing places and signs. It contributes to raising awareness of linguistic, cultural and historical diversity in an attractive and interactive way, and is continuously used by education providers in Europe. SIGNS has directly reached more than 50 000 people in over 30 countries, and the website has received over 24 000 hits during the project period, and over 43 000 hits over the project's overall lifespan.

**Languages:** Bulgarian, Catalan, German, Spanish, Greek, Maltese, Polish, Romanian, Slovenian, Turkish, Hungarian

<http://signsinthecity.net>



<sup>17</sup> <http://signsinthecity.net/info.php?id=955>

## **1.4 ROMANINET- A Multimedia Romani Course for Promoting Linguistic Diversity and Improving Social Dialogue**

### **Multilateral Project**

<b>Coordinator</b>	Asesoramiento, Tecnología e Investigación S.L., Ponteareas, Spain
<b>Partner Countries</b>	Bulgaria, Portugal, Romania, Spain, United Kingdom
<b>Duration</b>	01/12/2009 - 29/02/2012
<b>Project budget:</b>	<b>532.000 €</b>
<b>Grant awarded:</b>	<b>399.000 €</b>

**D**escription: The ROMANINET project promotes linguistic and cultural diversity and Romani language learning, contributing to promoting European cooperation with the Roma community as well as respect of this minority group. The project first researched the Romani language and the Roma people, producing two reports on Romani language and culture. It has then set up the first Romani multimedia language course, a website, and three cross-content units on Roma and the Romani language to be used in primary education, secondary education and at universities. The Romani multimedia course (level A1-A2) is in the more commonly used variant of Romani, 'Generic' or 'Middle Vlax', and represents Roma culture across Europe. The course caters for Roma adults and young people, as well as education organisations dealing with Roma and the Romani language. The wide use of graphic resources, mainly animations, in the course makes it suitable for those with a lower educational background.

**R**esults: ROMANINET has developed a Romani language course and cultural resources available to the Roma community as well as wider society. The multimedia language course is the first of its kind and contains a total of 1500 units of cultural resources which can be used for self-study as well as formal learning. The course follows a Roma couple travelling through different European countries and contains translations into English, Spanish, Portuguese, Romanian and Bulgarian of typical Roma situations in these countries. The course is available as a CD-ROM and all products are accessible on the project's website in Romani, English, Spanish, Portuguese, and Bulgarian. The website currently has 35500 visits per year, and the web users are mainly Roma, a high percentage of whom come from a low economical and academic background.

**Languages:** Romani / Generic or Middle Vlax

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



## 2. Early Language Learning

According to the latest research, early childhood education is a vital foundation for educational success later in life, which is why pre-primary education is essential. This applies equally to language learning. Secondary analysis of the data from the European Survey on Language Competences (ESLC) conducted by the JRC's Centre for Research on Lifelong Learning (CRELL) confirms that, amongst other factors, success in a target language of study is positively influenced by an early start to language learning<sup>18</sup>.

The Heads of State of the European Union officially recognised and proclaimed the importance of very early foreign language acquisition at the Barcelona Summit in 2002<sup>19</sup>, calling for further action to "improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age". The Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET2020) establishes seven ET2020 European Benchmarks<sup>20</sup>, including one concrete quantitative target related to languages - namely that by 2020 at least 95 % of children aged between 4 years and the age for starting compulsory primary education should participate in early childhood education.

The data in the Education and Training Monitor 2014<sup>21</sup> shows that participation in early childhood education and care (ECEC) stands at 93.9%, which is close to the 2020 target of 95%. The report also reveals that "policy action should better acknowledge the essential role of early childhood education and care (ECEC) in tackling inequalities and raising proficiency in basic competences."

To support Member States willing to set up or enhance early language learning at national level, the Commission has published an Early Language Learning Policy Handbook<sup>22</sup> derived from the exchanges of experiences of a group of national experts. These guidelines and recommendations provide examples of good practice and academic evidence on how to ensure the quality, effectiveness and sustainability of language learning in pre-primary settings. The purpose of this handbook is to draw attention to the conditions for success — and potential pitfalls — of early language learning by furthering the debate and proposing tried and tested solutions.

The LLP programme, and Key Activity 2 – Languages in particular, has fostered early language learning as part of its annual support for projects in the field of multilingualism. The annual call for proposals 2012 even set a specific priority promoting early language education for multilateral projects (priority 2.1.6. of the LLP Call for Proposals 2012).<sup>23</sup> The emphasis of this priority is on connecting main stakeholders involved in early language acquisition (parents, mediators, teachers) in order to strengthen integration between the school and the community.

The projects funded under LLP, Key Activity 2 – Languages focus on raising awareness of the importance of early language learning, especially among parents, and provide methodologies and tools, facilitating the learning process and stimulating the children's interest in learning about other languages and cultures.

<sup>18</sup> <http://publications.jrc.ec.europa.eu/>

<sup>19</sup> <http://ec.europa.eu/invest-in-research/> (point 44, p. 19)

<sup>20</sup> <http://eur-lex.europa.eu/> (ANNEX I - Reference Levels of European Average Performance ("European benchmarks"))

<sup>21</sup> <http://ec.europa.eu/education/>

<sup>22</sup> <http://ec.europa.eu/languages/policy/>

<sup>23</sup> <http://ec.europa.eu/education/tools/> (p. 39)

## 2.1 Kids 2 Talk – Werkzeugkoffer Mehrsprachigkeit für Kleinkinder

### Multilateral Project

<b>Coordinator</b>	IEIE – International Education Information Exchange e.V., Stuttgart, Germany
<b>Partner Countries</b>	Austria, Germany, Greece, Romania
<b>Duration</b>	01/01/2008 - 31/12/2009
<b>Project budget:</b> 622.957 €	<b>Grant awarded:</b> 455.000 €

**D**escription: Kids2Talk develops and pilots innovative toys and materials for use in early childhood education for children in Europe from multilingual and multicultural backgrounds. The game and toy toolkit enhances the child's multilingual skills and interest in different languages at an early stage, and is used in kindergartens, play schools, pre-schools and the first year of primary school. The project has also designed a handbook for trainers and tutors who work with primary and pre-primary learners, containing didactic information and extensive scientific research on multilingualism and multilingual education. The results have been widely disseminated at fairs and conferences, in local media and also to policymakers. Educators and trainers interested in Kids2Talk games may contact the Austrian project partner at [www.spielzeugschachtel.at](http://www.spielzeugschachtel.at).

**R**esults: Kids2Talk has developed and tested 13 games for the age group 3-5 and 5-7, and has reached around 650 children in 35 kindergartens. The Kids2Talk toolkit has been integrated in mainstream early-childhood education in kindergartens in Greece, Germany, Austria and Romania. All toys and learning materials take into account the child's age and their specific needs and preferences, making the outputs user-friendly and attractive for children. In particular, the EU puzzle game and games connected to sounds are very popular with children aged between 3 and 6 years. The toys aim to awaken a child's curiosity about languages and teach them to respect other cultures and ways of expression, thus helping them to become active citizens in a global European Union. The website is available in 6 languages: DE, EN, FR, RM, TR, EL.

Languages: German, English, French, Romanian, Turkish, Greek

<http://www.kids2talk.de>





## 2.3 BILFAM - Let's become a Bilingual Family

### Multilateral Project

<b>Coordinator</b>	Università di Roma "La Sapienza", Italy
<b>Partner Countries</b>	Italy, Romania, Slovakia, Spain, United Kingdom
<b>Duration</b>	01/12/2010 – 31/01/2013
<b>Project budget:</b>	<b>382.375 €</b>
<b>Grant awarded:</b>	<b>286.778 €</b>

**D**escription: The BILFAM project develops a new communicative-based approach to language learning by involving the family in second language learning. It increases parents' awareness of their ability to help their children to learn languages, and provides them with the tools to do so. The project has developed informational and training materials including 13 activities as well as an ICT platform, based on the Narrative Format methodology by Traute Taeschner, which do not require parents to be fluent in the taught language. BILFAM has involved 25 families from each of the 5 partner countries, providing them with training on the Narrative Format as well as a guide, materials, activities, and online and face-to-face tutoring. The project has produced a report on child and adult language learning within the family, the Narrative Format performing styles, the levels of participation, and the strategies adopted by the families.

**R**esults: BILFAM has been disseminated at family events, and scientific and educational conferences, and it concluded with a final event held in each of the participating countries. The project website contains blogs, news, videos on the families' activities and information on the Narrative Format. It is periodically updated and supplemented with input from the families. The website has had 13 000 visitors and 36 000 visits during the lifetime of the project. Thanks to the research carried out, the project has established business plans for Italy, Spain, Slovakia and Romania that are more country-focused to ensure the sustainability of a BILFAM programme.

**Languages:** Italian, Romanian, Slovak, Spanish, English

<http://www.bilfam.eu/>



### **3. Content and Language Integrated Learning (CLIL)**

Content and Language Integrated Learning is an approach for learning content through an additional language (foreign or second). This approach gives students the opportunity to study in at least two languages and to learn the subject and the language at the same time. The methodology used is similar to language immersion and content-based teaching.

With CLIL the knowledge of the language becomes the means of learning content. The fact that language is seen in real-life situations and in context can help to increase learners' motivation and to nurture their self-confidence about language learning. CLIL also helps to develop multilingual interests and attitudes. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings<sup>25</sup>. In addition, in its different applications, CLIL has the potential for students to develop transversal and cultural skills, which have been identified as part of the building skills for the 21<sup>st</sup> century in the Commission's communication *Rethinking Education*<sup>26</sup>.

The Eurydice report *Key Data on Teaching Languages at School in Europe 2012*<sup>27</sup> recognises that "although it exists in nearly all countries at primary and general secondary levels, CLIL is not widespread across education systems". However, this report also shows that CLIL provision in Europe includes not only foreign languages but also regional and/or minority languages, or even a different state language in countries where several languages are recognised as official.

In the *Council Resolution of 21 November 2008 on a European strategy for multilingualism*<sup>28</sup>, the Heads of State of the European Union invited the Member States and the Commission "to devote particular attention to further training of language teachers and to enhancing the language competences of teachers in general, in order to promote the teaching of non-linguistic subjects in foreign languages".

Through the LLP programme and its Key Activity 2 – Languages, the European Commission has funded three best practice projects which have identified relevant conclusions for the teaching practice of CLIL. These projects are presented in detail hereafter. Furthermore, the last Call for Proposals of the LLP Programme in 2013 contained a specific priority in order to support projects related to fully bilingual or partially bilingual (CLIL) education with a special focus on teacher training. As a result, two more projects on CLIL are currently being funded and implemented. Thus, the list of best practice EU-funded projects on CLIL methodology may increase in the near future.

<sup>25</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0449:FIN:EN:PDF>

<sup>26</sup> <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012DC0669&from=EN>

<sup>27</sup> [http://eacea.ec.europa.eu/education/eurydice/documents/key\\_data\\_series/143en.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/143en.pdf)

<sup>28</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:320:0001:0003:EN:PDF>

### 3.1 CCN- CLIL Cascade Network – Content & Language Integrated Learning

Multilateral Network	
<b>Coordinator</b>	Rovaniemi Municipal Federation of Education, Rovaniemi, Finland
<b>Partner Countries</b>	Austria, Belgium, Bulgaria, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Romania, Spain, United Kingdom
<b>Duration</b>	01/11/2007 - 31/10/2010
<b>Project budget:</b> 659.606 €	<b>Grant awarded:</b> 449.999 €

**D**escription: CCN is an online community of CLIL practitioners and researchers who connect and share ideas, experiences, resources, and good practice. The network enables expert dialogue on a pan-European level, regardless of location, languages or educational domain. It also accelerates the development of teacher competencies and qualifications, as well as localised competence building in CLIL. The platform is open to schools, teachers and teacher-trainers, administrators, researchers, and members of the general public. The website contains a networking area for collaboration; a Materials and Resources<sup>29</sup> area for sharing resources and good practice in CLIL; and a Professional Development<sup>30</sup> area for designing, developing and testing teacher development frameworks and CLIL benchmarking tools. The network has electronically published an International CLIL Research Journal including a special issue on practice and approach<sup>31</sup>.

**R**esults: CCN provides European added value to existing regional networks by facilitating the transfer of expertise, insight and good practice. The network has organised international events such as CLIL conferences in Estonia in 2008 (400 participants) and in Germany in 2010 (350 participants); a number of local / regional seminars; and a pilot course of CLIL materials for CLIL teachers (Germany, 2009);, as well as smaller scale specialist events such as the CCN Foresight Think Tank (Finland, 2009). The network has enabled dialogue between stakeholders interested in different types of language (additional, minority, foreign, regional, heritage) and in the learning needs of the newly emerged Internet generation. The outcome of the Foresight Think Tank symposium was a report, *Languages in Education*, which shows a high degree of commonality and consensus on how to establish multilingual strategies as practice in European education. All resources can be found on the CCN website, where the Materials and Resources area holds over 200 different downloadable resources.

[www.ccn-clil.eu](http://www.ccn-clil.eu)



<sup>29</sup> <http://www.ccn-clil.eu/index.php?name=Content&nodeIDX=3486>

<sup>30</sup> <http://www.ccn-clil.eu/index.php?name=Content&nodeIDX=3482>

<sup>31</sup> [www.icpj.eu](http://www.icpj.eu)

### 3.2 BACKBONE - Corpora for Content & Language integrated Learning

#### Multilateral Project

<b>Coordinator</b>	Eberhard Karls Universität Tübingen, Tübingen, Germany
<b>Partner Countries</b>	France, Germany, Ireland, Poland, Spain, Turkey, United Kingdom,
<b>Duration</b>	01/01/2009 - 28/02/2011
<b>Project budget:</b>	<b>532.907 €</b>
<b>Grant awarded:</b>	<b>399.680 €</b>

**D**escription: BACKBONE addresses the pedagogical content needs and challenges of language teaching, especially for lesser-taught languages (Polish and Turkish); regional & socio-cultural languages; French, German, Spanish; and English as a lingua franca. It offers a pedagogical corpus approach (PCA) that combines content and language integrated learning (CLIL) and e-learning to enable language teachers and teacher trainers in CLIL settings to collect and use spoken discourse resources. The web-based corpus includes 225 video-recorded interviews (pedagogically annotated and organised into 7 corpora), as well as presentations and conversations on a wide range of topics combined with corpus-based e-learning activities. The project has also developed research reports and teacher training e-courses. Pilot courses have been carried out in CLIL settings in secondary, higher, and vocational education.

**R**esults: The BACKBONE approach has been explored and evaluated in 24 pilot courses in 6 target languages, at different levels: secondary education, higher education, and vocational education. The courses all have a substantial CLIL orientation, both in content and in pedagogic approach. The project has also carried out 15 workshops reaching 273 participants in 8 countries, as well as an International Symposium involving 45 participants from 14 countries. The BACKBONE corpus creation tools support orthographic transcription, collaborative annotation and pedagogical enrichment. BACKBONE Corpus offers free access with five pedagogically motivated search modes: Browse, Section Search, Co-occurrence, Concordances and Lexical Lists. All BACKBONE results are freely available for pedagogical exploitation, including do-it-yourself development and hosting of guest corpora and courses.

**Languages:** English, French, German, Polish, Spanish, Turkish

<http://projects.ael.uni-tuebingen.de/backbone/moodle/>



The screenshot displays the BACKBONE Moodle interface. On the left, there is a navigation bar with links like 'Home', 'Courses', 'Groups', 'Activities', 'Pages', 'Files', 'Users', 'Help', and 'Logout'. The main area shows two video clips. The first video, titled 'Einsteiger in eine Arbeitswelt', features a man in a white shirt and blue jeans standing outdoors near some rocks, speaking about his job as a cleaner. The second video, titled 'Fabrikarbeiterin in den Röhren der Welt', features a woman in a blue apron and hairnet working in a factory, speaking about her job as a factory worker. To the right of each video, there is a transcript of the dialogue, options for playing, saving, or downloading the video, and a link to 'View resource'.

### 3.3 TOOLS - Tools for CLIL Language Teachers

#### Multilateral project

<b>Coordinator</b>	Syddansk Erhvervsskole Odense Vejle, Denmark
<b>Partner Countries</b>	Denmark, Lithuania, Portugal, Spain, United Kingdom
<b>Duration</b>	01/01/2012 – 30/06/2014
<b>Project budget:</b>	<b>533.526 €</b>
<b>Grant awarded:</b>	<b>400.000 €</b>

**D**escription: To respond to the current challenges for CLIL and LWUTL teachers, as well as the developments in teaching methods brought about by the advancement of ICT, TOOLS has developed a free online service. The service comprises three elements: Clilstore, which is a free online system with multimedia learning units; Wordlink, which can translate most webpages automatically; and Multidict, which enables users to translate words using various online dictionaries. The platform is linked to online dictionaries in more than 100 languages and enables language teachers to author and share content-rich, multimedia learning units featuring the creator's own choice of text, images/graphics, audio and video (e.g. from YouTube). The author can then directly share the resulting webpage online or download the content for later upload to websites or networks, such as institutional Virtual Learning Environments (VLEs).

**R**esults: At the end of the funded period, the online service Clilstore contained 1065 ready to use language learning units and another 479 being developed on a grass roots basis after the project lifetime. TOOLS developed and piloted a training program on how to use the system in a pedagogical context (CLIL, VOLL, and TBL), including a brief course book in the partnership languages. In the lifetime of the project, 560 language teacher students and teachers were acquainted with the platform. To raise awareness about the project, TOOLS used various networks and channels, including [www.languages.dk](http://www.languages.dk), social media, newsletters, EfVET, CILT, Worldcall and Eurocall conferences, pilot courses, and associated partners, aiming to reach a minimum of 2 000 language teachers. Free online courses continue to take place after the project period through UPV Massive Online Open Course (MOOC)<sup>32</sup>.

**Languages:** English, Arabic, Danish, Irish Gaelic, Scottish Gaelic, Lithuanian, Portuguese, and Spanish

<http://multidict.net>



<sup>32</sup> <http://www.upvx.es>

## 4. Special Educational Needs and Language Learning

The importance of supporting children with Special Educational Needs (SEN) has been recognised internationally and in Europe a strong political consensus has been reached on the topic of inclusive education for children with SEN. As the concept is becoming increasingly important, the general trend is towards a shift from a medical to a more educational approach to disabilities.<sup>33</sup> Nonetheless, there is no common framework of what exactly special needs in education constitute and how to categorise them, nor is there an agreement on how to tackle SEN challenges in a harmonious way across Europe. Coordination through mutual learning and the sharing of best practice is also not common.<sup>34</sup>

In the European Union there are about 45 million citizens of working age with a disability and 15 million children with special educational needs which sometimes deprives them of educational and employment opportunities.<sup>35</sup> For example, dyslexia, which impedes a person's ability to read, affects approximately 6% of Europe's population<sup>36</sup>, while the estimated number of deaf and hard of hearing people in the EU is 50 million.<sup>37</sup> 2010 statistics<sup>38</sup> show that in the EU there are 754 530 deaf sign language users and, while the officially spoken languages are 24, there are 30 official sign languages in the EU.

There are already several initiatives at EU level addressing the topic of special needs in education, most notably the 2009 Education and Training 2020 Strategic Framework (ET 2020)<sup>39</sup>, and the May 2010 Council conclusions on the social dimension of education and training<sup>40</sup>. Both emphasise the importance of inclusive education and personalised learning as a way to achieve equity and social cohesion. "Inclusive education is not an optional extra; it is a basic necessity", commented Androulla Vassiliou, former European Commissioner for Education, Culture, Multilingualism and Youth.

The needs of children with SEN have most influence on their teachers, trainers and parents. Studies show for example that parents of children with the special needs experience feelings of isolation and high levels of stress.<sup>41</sup> In order to ensure that the educational development of the child does not suffer, both teachers and parents need to be equipped with the proper knowledge, strategy and tools.

As the competitiveness and professional prospects of people within the EU are highly affected by their command of foreign languages, the Lifelong Learning Programme of the European Commission, Key Activity 2 – Languages supports projects providing the resources and tools needed for SEN language learning for both teachers and pupils.

<sup>33</sup> <http://www.inklusion-online.net/index.php/inklusion-online/article/view/136/136>

<sup>34</sup> [http://europa.eu/epic/studies-reports/docs/eaf\\_policy\\_brief\\_-\\_support\\_for\\_sen\\_children\\_final\\_version.pdf](http://europa.eu/epic/studies-reports/docs/eaf_policy_brief_-_support_for_sen_children_final_version.pdf)

<sup>35</sup> [http://europa.eu/rapid/press-release\\_IP-12-761\\_en.htm](http://europa.eu/rapid/press-release_IP-12-761_en.htm)

<sup>36</sup> [http://dysvet.eu/media/18507/dyslexia\\_report\\_2010\\_final\\_mep.pdf](http://dysvet.eu/media/18507/dyslexia_report_2010_final_mep.pdf)

<sup>37</sup> [http://ec.europa.eu/internal\\_market/consultations/2011/audiovisual/non-registered-organisations/european-federation-of-hard-of-hearing-people-efhoh\\_en.pdf](http://ec.europa.eu/internal_market/consultations/2011/audiovisual/non-registered-organisations/european-federation-of-hard-of-hearing-people-efhoh_en.pdf)

<sup>38</sup> [http://www.rnli/fslcn4\\_wheatley.pdf](http://www.rnli/fslcn4_wheatley.pdf)

<sup>39</sup> [http://ec.europa.eu/education/policy/strategic-framework/index\\_en.htm](http://ec.europa.eu/education/policy/strategic-framework/index_en.htm)

<sup>40</sup> [http://www.consilium.europa.eu/uedocs/cms\\_Data/docs/pressdata/en/educ/114374.pdf](http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/114374.pdf)

<sup>41</sup> [http://europa.eu/epic/studies-reports/docs/eaf\\_policy\\_brief\\_-\\_support\\_for\\_sen\\_children\\_final\\_version.pdf](http://europa.eu/epic/studies-reports/docs/eaf_policy_brief_-_support_for_sen_children_final_version.pdf)

#### 4.1 Signs2Go - British Sign Language for Foreign Signers

##### Multilateral Project

<b>Coordinator</b>	Pragma – Equal Access, Hoensbroek, The Netherlands
<b>Partner Countries</b>	Germany, Italy, The Netherlands, Norway, United Kingdom
<b>Duration</b>	01/01/2009 – 31/03/2011
<b>Project budget:</b>	<b>464.536 €</b>
<b>Grant awarded:</b>	<b>348.402 €</b>

**D**escription: Signs2Go promotes and supports the active and equal participation of deaf professionals in the EU by teaching British Sign Language (BSL) as a foreign sign language.

The project explores new ways to teach foreign languages in general, and addresses the specific learning strengths and needs of both young deaf people with sign language (SL) as their first language and SL education professionals. Signs2Go has developed a framework and methodology for sign-bilingual e-learning and teaching of foreign SLs. The website is designed for SL users from partner countries. It immerses them in video conversations and interviews between sign language users, and provides them with language exercises. Two teachers (one BSL and one SL from each of the partner countries) support the exercises by explaining, translating into their sign language, and motivating the viewer. The sign languages available are English, Dutch, Italian, Norwegian and German.

**R**esults: The Signs2Go platform is the first website to teach sign language users a foreign sign language, developed by a transnational team of deaf sign language teachers. There are over 5,000 videos in sign language, as well as a multilingual sign dictionary, multiple choice practice questions in sign language, sign memory, and webcam exercises. The website demonstrates how the internet can be used to teach and learn a SL, and can reach several target groups. SL users from partner countries also use the Signs2Go website to explore their own national sign language and teachers in the education of the deaf use it as a starting point for teaching deaf learners spoken or written English as a foreign language. All information on the website is in sign language: BSL and the SLs of partner countries. The Signs2Go team continues to work on other related projects: BiBiKit ([www.bibikit.eu](http://www.bibikit.eu)) and Signs2Cross ([www.signs2cross.eu](http://www.signs2cross.eu)).

**Languages:** English, Dutch, Norwegian, German, Italian

[www.signs2go.eu](http://www.signs2go.eu)



## 4.2 DEAF PORT - Developing European Language Portfolio for the Deaf

### Multilateral Project

<b>Coordinator</b>	ECET – European Centre for Education and Training, Sofia
<b>Partner Countries</b>	Bulgaria, Czech Republic, Germany, Greece, Latvia, Romania, United Kingdom
<b>Duration</b>	01/12/2008 - 30/11/2010
<b>Project budget:</b> 487.200 €	<b>Grant awarded:</b> 365.397 €

**D**escription: Deaf Port enhances the motivation and employability of deaf and hard of hearing people within the community and the workplace by developing, extending and diversifying their language skills and promoting greater social inclusion. The Deaf Port project addresses educators, policy and decision makers, teachers, mentors, advisors, employers and HR specialists. The project assesses the language learning needs and challenges of the target group and develops a new set of descriptors and can-do statements into a European Language Portfolio (ELP) with common European standards. The multilingual European Language Portfolio for Deaf and Hard of Hearing People includes the Language Passport, Language Biography, and Language Dossier. Further resources are the Teachers' Guide, Users' Guide, Employers' Guide, Language Descriptors, and Deaf Port Quick Self-Assessment Interactive.

**R**esults: In the context of the various ELPs in use in Europe, the Deaf Port ELP represents an innovative advance in both its conceptual framework and practical implementation. Deaf Port uses three media to support its outputs (print, web and software) in all seven languages of the partner countries. The Deaf Port ELP has been incorporated into systems and practices and has been recognised at policymaking levels. It encourages learners to reflect on their objectives, methods and success in language learning, and helps teachers and mentors to introduce new or improved methodologies to enhance the capacity for language learning by the target group. The project has been submitted to the Council of Europe for validation in order to further enhance its sustainability. All deliverables have been produced in print and electronic format in Bulgarian, Czech, German, Greek, English, Latvian, and Romanian.

**Languages:** Bulgarian, Czech, German, Greek, English, Latvian, Romanian

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



#### 4.3 DysLang - Dyslexia and Additional Academic Language Learning

##### Multilateral project

<b>Coordinator</b>	British Dyslexia Association, United Kingdom
<b>Partner Countries</b>	Bulgaria, Czech Republic, Italy, Switzerland, Turkey, United Kingdom
<b>Duration</b>	01/01/2012 – 31/12/2013
<b>Project budget:</b> 415.406 €	<b>Grant awarded:</b> 310.906 €

**D**escription: Dyslexia and Additional Academic Language Learning (DysLang) is a project aimed at developing an accredited online learning environment for language teachers, speech therapists and other professionals in the field of Special Educational Needs (SEN), as well as parents. The main outcomes of the project are a guide and an e-learning course incorporating the skills, knowledge and strategies needed in order to support dyslexic, multilingual individuals in learning an additional academic language. The e-learning course comprises 12 modules on topics including *Language learning and dyslexia in the multilingual society*, *Assistive technologies and the multilingual individual* and *Working with parents*. At the end of each section users can complete a test to assess their knowledge on a given topic.

**R**esults: In order to ensure the impact of DysLang and its sustainability, the partnership focussed on raising awareness about language teaching and learning. The project also developed and disseminated educational media and teaching materials; tools designed to recognise and evaluate language skills; curricula; and language learning methodologies. Dissemination channels included articles in specialised journals on education and events with representatives of education authorities, local authorities, special educators, counselling centres, and regional / national centres for languages. Across the partnership, 197 individuals from the core target groups took part in the pilot course. Their feedback is available on the project website. Beyond the lifetime of the project, partners continue to exchange ideas and practices especially in the context of primary and elementary education.

**Languages:** English, Bulgarian, Czech, Italian, Turkish, Welsh

<http://www.dyslang.eu/>



## 5. Less Widely Used and Taught Languages

The European Union has given the status of 'official languages' within the European institutions to 24 state languages. However, there are numerous regional or minority languages, as well as non-territorial languages, which have official status in some countries. More than 60 indigenous regional and minority languages are spoken regularly by up to 40 million people in the EU. These include languages spoken by a majority in one country but a minority in others, and the languages of minority groups such as Yiddish and Romany.<sup>42</sup>

Within the European context, the term Less Widely Used and Taught Languages (LWUTL) covers different categories of languages. These can be small state languages or regional and/or minority languages, which are "traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state's population"<sup>43</sup>.

A fundamental document on the subject of LWUTL is the *European Charter for Regional or Minority Languages* of the Council of Europe. It was adopted as a convention and opened for signature in 1992 and entered into force in 1998, aiming to "maintain and to develop Europe's cultural traditions and heritage" and "respect an inalienable and commonly recognised right to use a regional or minority language in private and public life"<sup>44</sup>.

The European Commission is strongly committed to supporting the linguistic diversity of the European Union. In the 2008 Council Resolutions on a European strategy for multilingualism<sup>45</sup>, the promotion of less widely used European languages is specifically referenced as an important contribution to multilingualism.

According to the 2012 Eurydice study, *Key Data on Teaching Languages at School in Europe*<sup>46</sup>, the most widely used languages of the EU are English, French, German, Spanish and Italian along with Russian. These are also the languages most often included in the school curriculum in formal education. However, regional and minority languages are widely used for CLIL provision (please see Chapter 4 of this brochure).

Supporting the learning and use of regional and minority languages has been a strand under LLP and KA2 - Languages. From 2007 to 2013, all the Call for Proposals under the Key Activity 2 - Languages included a priority on LWUTL<sup>47</sup>. This has been done on the assumption that multilingualism should be an asset and not a burden to the European construction. Speaking more than one foreign language and/or a language other than English, French, German or Spanish can enhance citizens' mobility within the EU, attract more job opportunities and possibilities for personal development and increase skills for intercultural understanding.

The projects presented in this publication aim to raise awareness and promote the importance of LWUTL, thus preserving linguistic diversity; to facilitate the learning of regional and/or minority languages and support the integration of foreigners in specific regions; and to have an impact on European level by providing policy recommendations. Languages featured in these best practice projects include Slovak, Greek, Estonian, as well as Breton, Occitan, Welsh and Romani.

<sup>42</sup> [http://ec.europa.eu/languages/policy/linguistic-diversity/regional-minority-languages\\_en.htm](http://ec.europa.eu/languages/policy/linguistic-diversity/regional-minority-languages_en.htm)

<sup>43</sup> [http://www.coe.int/t/dg4/education/minlang/aboutcharter/default\\_en.asp](http://www.coe.int/t/dg4/education/minlang/aboutcharter/default_en.asp)

<sup>44</sup> <http://conventions.coe.int/Treaty/en/Summaries/Html/148.htm>

<sup>45</sup> [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX-32008G1216\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX-32008G1216(01)&from=EN)

<sup>46</sup> [http://eacea.ec.europa.eu/education/eurydice/documents/key\\_data\\_series/143en.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/143en.pdf)

<sup>47</sup> [http://ec.europa.eu/education/tools/lip\\_en.htm](http://ec.europa.eu/education/tools/lip_en.htm)

## 5.1 RML2future - Network for multilingualism and linguistic diversity in Europe

Multilateral Network	
<b>Coordinator</b>	Europäische Akademie Bozen / Accademia Europea Bolzano, Italy
<b>Contractor</b>	FUEN – Federal Union of European Nationalities, Germany
<b>Partner Countries</b>	Austria, Belgium, Denmark, Germany, Italy, The Netherlands
<b>Duration</b>	01/01/2009 – 31/03/2012
<b>Project budget:</b> 625.140 €	<b>Grant awarded:</b> 449.940 €

**D**escription: The network RML2future promotes multilingualism through lifelong learning, and helps to preserve linguistic diversity in 21st century Europe with a strong focus on regional and minority languages (RML). The network operates in cooperation with professionals, experts and policy makers, to exploit the regional educational potential and create language-friendly environments in the regions of Eupen-Malmedy, South Tyrol, Lusatia, Aabenraa, Carinthia and the German-Danish border region. The project has pushed towards the establishment of a European competence centre for multilingualism with regard to regional and minority languages and multilingual regions. A European language policy has also been developed and implemented to integrate minority languages and diffuse the results of the network. The partners have disseminated the results within their own institutions and regional networks by means of presentations, interviews, workshops, conferences, congresses, promotional tours and study visits. The network has also developed and published scientific articles, newsletters, reports and guidelines, all of which are available on the website.

**R**esults: The RML2future network consists of more than 100 organisations of European autochthonous, national minorities united in the Federal Union of European Nationalities (FUEN) and the Youth of European Nationalities (YEN), including language teachers and language establishments. The dissemination material (scenarios, language planning and language policy, linguistic competences, early multilingualism and adult learning) can also be extended to other minority and regional languages and multilingual regions. The network has supported the establishment of the Language Diversity project<sup>48</sup>, a campaign dedicated to raising awareness of multilingualism, minority languages and the linguistic diversity of Europe. The new project develops tools and products to motivate people to learn more languages and informs them about the advantages of multilingualism, with a particular focus on enhancing the reputation of regional and minority languages. The language diversity team supports existing events with a regional, national and European impact in the cultural, sports and youth sector.

**Regional Languages:** Eupen-Malmedy, South Tyrol, Lusatia, German-Danish border region, Aabenraa, and Carinthia

**RML2future**  
Network for multilingualism and linguistic diversity

[www.rml2future.eu](http://www.rml2future.eu)

<sup>48</sup> [www.language-diversity.eu](http://www.language-diversity.eu)

## 5.2 NPLD - Network to Promote Linguistic Diversity

Multilateral Network	
<b>Coordinator</b>	The Welsh Language Board, Cardiff, United Kingdom
<b>Consortium</b>	Belgium, Estonia, Finland, France, Hungary, Ireland, The Netherlands, Slovenia, Spain, Sweden, United Kingdom
<b>Duration</b>	01/12/2007 - 30/11/2010
<b>Project budget:</b> 618.144 €	<b>Grant awarded:</b> 447.535 €

**D**escription: NPLD is a pan-European language policy and planning network which aims to raise awareness of linguistic diversity across Europe and ensure that the voices of communities speaking Constitutional, Regional and Small-state language (CRSS) and lesser used language communities are heard and listened to in Europe. It represents over 20 languages, including Breton, Occitan, Welsh and Estonian. The network provides a forum for policy makers, practitioners, researchers and experts across Europe to share best practice and create strong partnerships in order to move CRSS language planning forward. The NPLD also studies specific thematic areas, such as adult learning and the pre-school phase, enabling partners to develop expertise and projects to be translated into policy recommendations. NPLD has arranged meetings and working groups; issued reports and newsletters; created a Think Tank; as well as carried out dissemination activities and advocacy actions at EU level.

**R**esults: The network acts as an essential information source for policy makers by providing them with resources and information on CRSS languages and linguistic diversity. The project's website enables visitors to keep abreast of updates through a newsfeed on the home page. More than 36 newsletters have been sent out to more than 800 members and stakeholders. The closing conference of the network attracted 130 participants, including EU policy makers, MEPs, national, local and regional policy makers, and NPLD partners and stakeholders. The network continues to nurture relationships with its members in the context of project work, advocacy and information sharing. It also seeks to enlarge its membership to include more partners to further disseminate and exploit its results and developments. The network is developing a new Roadmap for Linguistic Diversity in Europe that gives all languages the attention they need to develop and survive.

Languages: over 20 languages, including Breton, Occitan, Welsh and Estonian

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



Network to Promote  
Linguistic Diversity



### 5.3 VoLANGteer - Learning regional languages through volunteers

#### Multilateral Project

Coordinator	Dirección Xeral de Xuventude e Voluntariado da Xunta de Galicia, Santiago de Compostela, Spain
Partner Countries	France, Greece, The Netherlands, Spain
Duration	01/12/2008 – 30/11/2010
Project budget: 399.565 €	Grant awarded: 299.673 €

**D**escription: VoLANGteer promotes the learning of minority languages, especially Galician and Frisian, through an informal language learning methodology, suited to linguistic and cultural immersion in a foreign environment. The methodology popularises these lesser spoken languages and at the same time enhances the integration of foreigners in the specific region. It encourages foreigners staying in these countries to use the languages in their daily lives. The project has connected with organisations involved in Erasmus and Leonardo activities. It pairs up native volunteers speaking Galician or Frisian who teach foreign volunteers the language and culture of the region in a natural and practical way through conversation, activities and knowledge of both cultures. The project has developed an online training tool with learning materials, and a Facebook account and blog for communication purposes.

**R**esults: VoLANGteer has developed a new approach to regional language learning for foreigners. The informal language learning methodology fosters interest in languages and their learning, making integration and the exchange of experiences, knowledge and values easier. A total of 124 volunteers have taken part in the pilot action (34 pairs in Friesland and 28 in Galicia), and all beneficiaries have acquired the necessary skills to communicate in the regional language at level A1 (Common European Framework of Reference for Languages). The CD/DVD helps to disseminate the project results and achievements to increase the possibilities of replicating the methodology. The project has also developed a second supplementary website in Frisian.

**Languages:** Galician; Frisian

[www.volangteer.info](http://www.volangteer.info)



## 5.4 SO - Slovak Online

### Multilateral Project

<b>Coordinator</b>	Edukácia@Internet, Partizánske, Slovakia
<b>Partner Countries</b>	Germany, Lithuania, Poland, Slovakia, United Kingdom
<b>Duration</b>	01/11/2009 - 31/10/2011
<b>Project budget:</b> 341.093 €	<b>Grant awarded:</b> 255.819 €

**D**escription: Slovake.eu uses the growing popularity of online (language) courses to satisfy the need for quality study material in Slovak. The project targets all people interested in the language or in Slovakia, including tourists; foreigners living in Slovakia; partners in mixed marriages or relationships; people living in border areas with Slovakia; ethnic Slovaks living abroad and their extended families; and students of Slovak and Slavic studies at universities abroad. A free online portal for learning Slovak (level A1-A2) has been developed containing multilingual interactive language courses based on the Content and Language Integrated Learning method (CLIL). The portal is available in ten different languages (CZ, DE, EN, EO, ES, FR, HU, LT, PL, SK), improving access to Slovak learning materials across Europe. The multilingual web portal also contains tools, such as profiles, message exchanging and a public discussion forum, to build a community of web users.

**R**esults: The project has developed a wide range of learning resources, including 3 Slovak language courses with video lessons and audio recordings, and a multilingual dictionary holding over 15000 Slovak words. Dissemination and exploitation activities on an institutional, national, and international level have included both traditional promotion as well as vast promotion via social networks and online forums. The website has 13 000 registered users and has received almost 500 000 visitors from 192 countries, and the project's Facebook page has almost 3000 fans. At the moment, [www.slovake.eu](http://www.slovake.eu) is the most widely used platform for learning Slovak. A follow-up project, Slovake, aims to extend the offer of the e-learning platform for the Slovak language by adding new languages and learning materials to the website.

**Languages:** Slovak

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



An illustration of a small, green, 3D island floating in the air. On the island, there is a medieval castle with a blue roof, a person wearing a blue hat and vest, and several white sheep. To the left of the island, there is a collage of various screenshots from the Slovake.eu website, including language lessons, quizzes, and social media links. To the right of the island, there is a grid of nine small icons, each showing a sheep in different poses or situations, with corresponding text labels in both Slovak and English.

## 5.5 GLOSSA - Greek as a vehicle for promoting linguistic diversity

### Multilateral Project

<b>Coordinator</b>	Action Synergy S.A., Athens, Greece
<b>Consortium</b>	Belgium, Czech Republic, Greece, Hungary, Italy, Spain, United Kingdom
<b>Duration</b>	01/11/2009 - 31/10/2012
<b>Project budget:</b> 465.644 €	<b>Grant awarded:</b> 344.574 €

**D**escription: GLOSSA creates methodologies, tools, and content for advanced Greek language learning (C1-C2). The project has developed two pedagogical methodologies: one for developing online language learning content for advanced students, and the other for self-learning in online environments which can be used for any European language. Based on these methodologies, the project has created an e-learning platform, e-learning courses, an accreditation tool, and a professional profile. The target groups are foreign language teachers, non-native teachers, language learning institutions, advanced foreign language learners, and anyone interested in learning proficient Greek. The e-learning courses combine synchronous communication (through online sessions with experienced Greek language teachers) and asynchronous communication through the e-learning platform of the project. The course material is organised into thematic units that examine the main aspects of Modern Greek society and present the relevant grammar and vocabulary through the use of theory, exercises, multimedia features and cultural aspects.

**R**esults: The project addresses the scarcity of methodologies, content and tools for advanced level students and teachers of less used European languages in general, and of the Greek language in particular. The e-learning courses are the only complete e-learning courses offered to advanced level Greek language students, offering material and exercises that develop the 4 key skills (reading, writing, listening and speaking). They have been piloted by 156 students (103 students for the C1 level and 53 students for the C2 level) from 29 different countries. The content of the materials has been issued in hard copy and CD-ROM including a variety of exercises: texts, resources for grammar and vocabulary, links to multimedia files and sites for further practice, and hints for more information on the topics covered. The e-learning courses take place twice a year, every September and February. All the project materials are available on the project website.

**Languages:** Greek

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



## 5.6 Poliglotti4.eu - Civil Society Platform to Promote Multilingualism

Platform	
<b>Coordinator</b>	Goethe Institut, Brussels, Belgium
<b>Partner Countries</b>	Belgium, Denmark, France, Germany, The Netherlands, Spain, United Kingdom
<b>Duration</b>	01/01/2011-31/12/2012
<b>Project budget: 413, 309 €</b>	<b>Grant awarded: 300, 000€</b>

**D**escription: Poliglotti4.eu is a research platform which brings together 29 European-wide leading civil society organisations, including policy makers and project stakeholders. The platform is divided into four research working groups on Education; Linguistic Diversity and Social Cohesion; Translation and Terminology; and Language Policy. The research focuses on lifelong learning, pre-school, and social/community services for social inclusion. The results have led to recommendations for the implementation of a European Multilingualism policy, as well as the development of an interactive multilingual online Language Observatory. This reference tool contains information on policy recommendations, multilingualism in various sectors of civil society, best practices in language policy, and multilingual tools for all project partners, policy-leaders and other stakeholders in Europe. The website also hosts 54 video testimonials made by Multilingualism Ambassadors<sup>49</sup> to promote language learning and linguistic diversity in Europe.

**R**esults: Poliglotti4.eu develops policy recommendations and activities to promote the languages and cultures of Europe. The website's Language Observatory acts as a test-bed for multilingual tools and is available in English, French and German, with dynamic content in any language. The Multilingualism Ambassadors have obtained their positions thanks to their knowledge of several languages, thus promoting multilingualism as a tool to be successful in life. The website is linked to social networking platforms (Facebook / Twitter / YouTube etc.) and, by January 2013, the project had obtained 1680 'likes' on Facebook and received almost 325 000 visitors with a total of over 1 300 000 page views. The project also held a stakeholder conference and closing conference for dissemination purposes, reaching various target groups. All outcomes are available on the website, which is accessible in English, French and German.

**Languages:** English, French, German

<http://www.poliglotti4.eu>



<sup>49</sup> <http://www.poliglotti4.eu/php/media-centre/>

## 5.7 L&S4RML - Languages meet Sport for Regional & Minority Languages

Accompanying Measure	
<b>Coordinator</b>	LEADER Comunicare Interculture, Trieste, Italy
<b>Duration</b>	01/11/2011-31/11/2012
<b>Project budget:</b> 146,262€	<b>Grant awarded:</b> 109,000 €

**D**escription: L&S4RML uses the passion for sport to motivate young people and adults to learn languages and meet people from other cultures. It further disseminates the previous 'Languages Meet Sport' projects (Swimming the Language and LANG&SPORT) and transfers results to new target users in the field of regional and minority languages (RMLs). The project promotes awareness of the richness of European linguistic diversity, and more specifically the learning of RMLs through physical activities. The project organised a festival on the theme of RMLs and sport, where participants from different European communities presented best practice experiences which combined RML learning and sports. L&S4RML's target users are schools and universities, sports clubs and associations involved in the promotion of learning regional and minority languages through sports. The target languages are Friulian, Galician, Catalan and Gaelic.

**R**esults: The L&S4RML project disseminates European best practice and contributes to the mutual understanding of different cultures and communities, fostering language diversity. The Languages meet Sport Festival for Regional and Minority Languages gave schools, universities, sport clubs and cultural associations the opportunity to present their projects, learn from others and develop a European network in the field. Over 600 students and teachers took part in the event where they witnessed the value of the use of sport to promote the language and culture of regional territories. The video *Languages meet sport – Highlights from the Festival*<sup>50</sup> gives an overview of the best practice presented at the Festival and further disseminates the many European projects promoting regional and minority languages through sport present at the event. All information from the various L&S projects is available on the project website.

Languages: Friulian, Galician, Catalan and Gaelic

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



<sup>50</sup> <http://www.youtube.com/watch?v=CSa7mryXXKo>

## 5.8 Light Me up! - Language Lessons for Abroad

### Multilateral Project

<b>Coordinator</b>	KU TU LTD., Sofia, Bulgaria
<b>Partner Countries</b>	Bulgaria, Cyprus, Czech Republic, France, Lithuania, Netherlands
<b>Duration</b>	01/01/2009 – 31/12/2010
<b>Project budget:</b> 389.091 €	<b>Grant awarded:</b> 289.841 €

**D**escription: Light Me Up! raises awareness of five less widely used and taught European languages (LWUTL): Bulgarian, Czech, Dutch, Greek, and Lithuanian. It stresses the importance of communication in foreign languages and promotes language learning in the context of the European travel and tourism sector, globalisation, open borders, student mobility, and property purchase abroad. The project has developed bilingual language sets in 20 different language versions (Bulgarian-Czech, Lithuanian-Dutch, Czech-Greek, etc.), providing basic skills in the target languages on commonplace travel situations. The bilingual language sets are designed to motivate pupils, students and adults travelling to the target countries to learn the languages. These sets can be used as helpful material for self-study purposes on the road without the use of any transitional languages. The end-users become familiar with the alphabet and numbers in the desired language, as well as picking up basic vocabulary (130 words) which they can use and develop during their visit to the respective country.

**R**esults: The project demonstrates an innovative approach to the development of language learning materials for less used languages in the context of tourism and travel. The bilingual language sets supplement the service portfolio of the 25 partner travel agencies by including a language service in addition to their travel services. As well as traditional tourist trips, these travel agencies offer school excursions, work overseas, business trips and travel for students. The language sets are freely downloadable from the project website, which also contains informative links on language, language learning and the culture of the participating countries. Through 8 open language courses, 20 language events at tourism fairs, and in co-operation with the network of 25 travel agencies for dissemination purposes, the project has reached over 10 000 people. Light Me Up! was awarded the “European Language Label” award 2010.

**Languages:** 20 different languages including Bulgarian, Czech, Lithuanian, Dutch, Czech and Greek

<http://www.lightmeup.cz/>



## 6. ICT and Language Learning

Over the past decades ICT has become an integral part of daily life and, as such, it plays an important role in education and especially in language learning. In the report *Key Data on Learning and Innovation through ICT at School in Europe 2011* eLearning has been defined as "the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services"<sup>51</sup>.

The use of ICT in education can increase students' motivation by giving the learner more control over the learning experience, while also having a positive impact on attainment. Furthermore, using ICT in the classroom broadens the pedagogical methods open to teachers. Androulla Vassiliou, the former European Commissioner for Education, Culture, Multilingualism and Youth, highlighted that ICT "provides a variety of tools that can open up new possibilities in the classroom"<sup>52</sup>.

The European Commission has integrated the use of ICT in education into its strategy to ensure the effectiveness of European education systems and the competitiveness of the European economy. The eLearning Programme (2004-06) looked at the effective integration of ICT in education and training to improve the quality and accessibility of European education<sup>53</sup>, while the i2010 strategic framework highlighted the need to promote education and training in the use of ICT<sup>54</sup>. In September 2013, the European Commission launched a new initiative through its *Opening up education* communication which set out "a European agenda for stimulating high-quality, innovative ways of learning and teaching through new technologies and digital content".<sup>55</sup>

Nonetheless, the results of the European Survey on Language Competences clearly show that, according to students in most regions, ICT is not regularly used during language lessons<sup>56</sup>. It is therefore vital that the European Union has well-trained teachers who are able to incorporate ICT into a more student-centred educational experience.

Since 2007, ICT for education has been one of four cross-cutting themes of the Lifelong learning Programme (LLP)<sup>57</sup> and plays a major role in all other themes, including Key Activity 2 - Languages. The projects funded under LLP, Key Activity 2 – Languages, often involve ICT to a large extent, as this allows the sharing of knowledge, resources and experiences, while nurturing a process of connected and collaborative learning. It facilitates interaction among pupils and encourages partnerships between educational experts and language teaching practitioners, who are able to engage in joint projects and discussions. A further benefit of ICT-based language learning projects is that they are scalable and dissemination can easily be implemented on a transnational level.

<sup>51</sup> [http://eacea.ec.europa.eu/education/eurydice/documents/key\\_data\\_series/143en.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/143en.pdf)  
<sup>52</sup> [http://eacea.ec.europa.eu/education/eurydice/documents/key\\_data\\_series/129EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/129EN.pdf)

<sup>53</sup> <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32003D2318&from=EN>

<sup>54</sup> <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52005DC0229&from=EN>

<sup>55</sup> <http://www.openeducationeuropa.eu/en/initiative>

<sup>56</sup> [http://ec.europa.eu/languages/policy/strategic-framework/documents/language-survey-final-report\\_en.pdf](http://ec.europa.eu/languages/policy/strategic-framework/documents/language-survey-final-report_en.pdf)

<sup>57</sup> <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006D1720&from=EN>

## 6.1 Babelweb - Apprentissage en ligne de l'espagnol, du français et de l'italien par l'approche actionnelle

### Multilateral Project

<b>Coordinator</b>	Université de la Réunion, Saint-Denis, La Réunion, France
<b>Partner Countries</b>	Austria, Finland, France, Greece, Italy, Spain
<b>Duration</b>	01/01/2008 - 31/12/2009
<b>Project budget:</b> 540.240 €	<b>Grant awarded:</b> 405.180 €

**D**escription: Babelweb promotes Romance languages and language learning, as well as intercomprehension. The project is aimed at young people and adults with basic language knowledge (A1 and higher) and internet skills, as well as language teachers and institutions. Babelweb has created a website in French, Spanish, Italian, Portuguese, Catalan and Romanian that develops a multilingual community of Romance language speakers. There is a public portal offering tasks in the form of blogs and forums for language learners and native speakers, and a pedagogical portal tailored to the needs of learners and teachers, with resources including language teacher guides and learning activities. Ten online modules have been developed for Spanish, French and Italian (level A1-B2). Through the blog and forum, users can share their opinions and contribute to the various themes in different languages, enabling them to learn new languages and practice their existing knowledge.

**R**esults: Babelweb uses the internet to build an online community of Romance language speakers and enable users to interact on different topics. This online social interaction promotes communication and collaboration between learners and Romance language speakers. The website allows the learners to engage in real communication as individuals and not only as learners by using the innovative principle of 'invisible didactics' and an interactive approach to language learning. By offering activities and forums in several Romance languages, the project contributes to the dissemination of intercomprehension and the promotion of plurilingualism. The project's websites are publicly accessible and free of charge, and have achieved an average of 75 000 hits and 150 000 page visits a year, as well as hundreds of registered users. The project has developed into Babelweb Pro (2011), which has received funding under the KA4 projects of the Lifelong Learning Programme.

**Languages:** Spanish, French, Italian, Portuguese, Catalan, Romanian

[www.babel-web.eu](http://www.babel-web.eu)



babelweb



### 6.3 SpeakApps: Production and Interaction in a foreign language through online ICT tools

Multilateral Project

<b>Coordinator</b>	Fundació per la Universitat Oberta de Catalunya, Spain
<b>Consortium</b>	Finland, Ireland, Poland, Spain, The Netherlands
<b>Duration</b>	01/01/2011 – 31/12/2012
<b>Project budget:</b> 533.282 €	<b>Grant awarded:</b> 399.961 €

**D**escription: SpeakApps creates a free and open source online platform to develop pupils' speaking skills in foreign language learning through practise in speaking production and interaction. The Speakapps Open Educational Resources platform combines a Moodle-based platform with virtual classrooms, a Mahara-based space for the teacher community to exchange ideas, and a Wiki-based Open Education Resources (OER) space, as well as user guides, video tutorials, and technical support blogs. The platform serves as a repository for teachers to upload, share and download materials and activities designed by individuals, as well as create materials online within the platform and in collaboration with other teachers. The project targets foreign language teachers and the resources are designed for language learners. Three tools have been developed addressing the needs for speaking skills: the Langblog (an audio/videoblog for oral production); the Videochat (a videoconferencing system for small group work); and the Tandem tool (a content management system for synchronous pair tasks). The interactive activities and tools can be used in both face-to-face courses and during online courses in virtual classrooms.

**R**esults: The online platform provides language teachers with a common space to exchange ideas and methodologies, as well as for developing online content that can be shared, downloaded, or edited online. The platform structure, form and content serve as a guide for teachers with no prior experience in the design of materials for the online practice of speaking skills in a second language. The default license for uploaded items is Creative Commons, allowing users to easily adapt resources for different educational contexts, levels or target languages. Projects, activities and tasks are tagged, facilitating searches by topic or task type. During the project, more than 80 pilot classrooms have been set up in the Moodle platform and 7,180 students piloted the tools. The website has seen more than 7,000 unique visitors and over 27,000 page views. Additional EU funding within LLP has been provided for a follow-up Accompanying Measure project, SpeakApps 2, which includes five more languages (Croatian, German, Romani, French and Spanish) next to the six already available.

Languages: Catalan, Dutch, English, Irish, Polish, Swedish

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



## 6.4 iTILT – Interactive Technologies in Language Teaching

### Multilateral Project

<b>Coordinator</b>	University of Antwerp (Linguapolis), Belgium
<b>Partner Countries</b>	Belgium, France, Germany, Spain, The Netherlands, Turkey, United Kingdom
<b>Duration</b>	01/01/2011 – 30/04/2013
<b>Project budget:</b> 527.324 €	<b>Grant awarded:</b> 395.492 €

**D**escription: iTILT focuses on the use of interactive whiteboards (IWB) in communicative language teaching and provides teachers and teacher educators with a platform to integrate technology successfully into their daily practice. The project offers training and support on how to use IWBs communicatively, and raises awareness of strategies and procedures for designing effective IWB materials. The project website holds training materials and teaching practice including video resources of over 250 classroom activities; teaching materials for several languages, levels and ages; the iTILT training handbook in six languages; the iTILT library with links to IWB material collections, literature, information on copyright and much more; and an online community of educational experts sharing their IWB experience and materials.

**R**esults: The iTILT project helps teachers integrate the interactive whiteboard (IWB) into communicative teaching approaches. Project researchers in 7 countries followed 44 teachers of 6 languages (English, Dutch, French, Spanish, Turkish & Welsh) across 4 levels of education (primary, secondary, higher and vocational) and varying levels of language proficiency (CEFR level A1 to C2). The resulting 81 class films formed the basis for selecting over 250 short video clips of classroom practice which are presented on the project website alongside teacher and learner commentary and associated teaching materials, including IWB files. The project's dissemination activities have resulted in over 40 presentations at local workshops and international conferences, over 10 research articles about the project, and two Comenius courses based on the results of iTILT, reaching over 27,000 people through the iTILT website and social media.

**Languages:** English, Spanish, French, German, Dutch, Turkish

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



## 6.5 LnetWW – lingu@net World Wide

### Multilateral Project

<b>Coordinator</b>	The Languages Company, United Kingdom
<b>Consortium</b>	Bulgaria, Czech Republic, Finland, France, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Poland, Romania, Slovakia, Slovenia, Spain, Sweden, United Kingdom
<b>Duration</b>	01/12/2009 – 30/11/2011
<b>Project budget:</b> 536.894 €	<b>Grant awarded:</b> 399.967 €

**D**escription: Lingua@net worldwide is a multilingual website for language teachers and learners of all levels and ages which provides resources for language education. Following on from the Lingua@net Europa project, Lingua@net World Wide builds on the multilingual online resource centre to include all official EU languages as well as Catalan, Galician, Basque (semi-official languages) and Arabic, Hindi, Japanese, Chinese and Russian. The website provides access to online resources that have been selected according to a set of criteria to assure quality. They have then been catalogued and classified using a multilingual set of descriptors which were researched and developed by the project team. The website offers guidance and information on learning a new language, and provides a space to communicate with other learners online.

**R**esults: Lingua@net World Wide provides free online access to over 5000 multilingual resources from around the world relating to the learning and teaching of 40 modern foreign languages. This accessibility provides learners and teachers with access to resources in any language that they understand, and gives the project a truly worldwide appeal. The resource centre integrates different scripts and translation for Arabic, Chinese, Hindi, Japanese, and Russian, making them functional in many languages. Lingua@net World Wide has received two prizes - the MERLOT prize for being 'exemplary on-line learning material for all disciplines' and the European Commission's Gold Prize in the 'European Lifelong Learning Awards for quality in mobility'. The project has 250 followers on Twitter and 1250 Likes on Facebook. All resources are freely available on the project website which is accessible in 32 languages. Lingua@net World Wide has received funding for a follow-up project called lingua@netWork (2013), with a focus on languages in the workplace.

**Languages:** All official EU languages; Catalan, Galician, Basque; Arabic, Hindi, Japanese, Chinese and Russian



<http://www.linguonet-worldwide.org>

A screenshot of the website's advanced search interface. At the top, there are three main navigation links: "Home", "Search", and "Advanced search". Below these, the title "Teaching and learning materials (1649)" is displayed. To the left, there is a sidebar with three main categories: "What's your level?", "Ways to learn", and "Meeting point". Under "What's your level?", there are five options: "Courses (650)", "Exercises and tasks (308)", "Glossaries (21)", "Games (190)", and "Quizzes (152)". Under "Ways to learn", there are four options: "Search", "Search for learning materials", "Advanced search", and "A-Z keywords". Under "Meeting point", there are three options: "Free test lessons", "Meetup", and "Meetup groups". On the right side, there are several search filters and input fields. These include: "Refine your search" (with a dropdown for "Target language"), "Proficiency level" (with dropdowns for "Beginner", "Intermediate", and "Advanced"), "Source language" (with dropdowns for "Afar", "Armenian", "Bosnian", "Croatian", "Georgian", "Hungarian", "Maltese", "Mongolian", "Oromo", "Persian", "Portuguese", "Romanian", "Sorani", "Swahili", "Tigrinya", "Turkish", "Ukrainian", and "Yoruba"), "Skills and competences" (with dropdowns for "Reading" and "Writing"), and "Educational sector" (with dropdowns for "Primary school", "Lower secondary", "Upper secondary", and "Higher education"). There are also sections for "Refine your search" (with dropdowns for "Target language", "Proficiency level", "Source language", "Skills and competences", and "Educational sector"), "Refine your search" (with dropdowns for "Target language", "Proficiency level", "Source language", "Skills and competences", and "Educational sector"), and "Refine your search" (with dropdowns for "Target language", "Proficiency level", "Source language", "Skills and competences", and "Educational sector"). The overall layout is clean and organized, designed for users to easily refine their search results based on various parameters.

## 6.6 LANGO - Language On The Go: e-Calendar to Encourage Language Learning

### Multilateral project

<b>Coordinator</b>	Euroinform Ltd, Bulgaria
<b>Partner Countries</b>	Bulgaria, Cyprus, Ireland, Malta
<b>Duration</b>	01/01/2012 – 28/02/2014
<b>Project budget:</b> 286.311 €	<b>Grant awarded:</b> 214.733 €

**D**escription: LANGO encourages learners to develop and maintain their language skills by integrating an interactive mobile learning (mLearning) approach into a language course.

Aimed mainly at adult learners (above the age of 16), people participating in EU mobility for study and work, and immigrants, LANGO targets a large variety of users, including people with different educational backgrounds. The courses consist of 365 mini lessons of 10-15 minutes available in four course languages both online and as a mobile application. To support the learner, a mini-grammar guide and glossary are also provided. All materials are also translated into English to maximise the usability of the course contents. These easy-to-absorb daily lessons, delivered in the form of a calendar, bring learners from A1 to A2+ level, while also incorporating cultural information about the countries where the target languages are spoken.

**R**esults: With its engaging, user-friendly content, LANGO reached about 25 000 people during the lifetime of the project. The awareness-raising strategy for key stakeholders included various communication activities, media campaigns, seminars and events. The project also developed a Facebook widget – the LANGO word search game, to further engage users. LANGO received an award for creativity at the national competition for the European Language Label 2013.

LANGO has a distinct potential for sustainable exploitation, as the e-tool is transferable to other languages and new courses can be easily developed. Furthermore, the content is accessible on most popular mobile devices (iOS and Android), which maximises the number of potential users. The consortium has undertaken steps to guarantee the sustainability of the project and to ensure that users will have free access to the application in the future.

**Languages:** Bulgarian, Maltese, Greek and Russian

<http://www.lango.eu/>



Project "Language on the go: e-Calendar to encourage language learning" (Lango) ref. no. 2012-1-LT-1-2012-1-BG-KA2-KA2M001, has been funded with support from the European Commission.

## 6.7 YELL2 - Young Europeans Love Languages 2

### Accompanying Measure

<b>Coordinator</b>	Volkshochschule im Landkreis Cham e.V., Germany
<b>Partner Countries</b>	Germany, Turkey, United Kingdom
<b>Duration</b>	01/11/2012 – 31/10/2013
<b>Project budget:</b> 199.917 €	<b>Grant awarded:</b> 149.937 €

**D**escription: Young Europeans Love Languages 2, YELL2, encourages informal and non-formal language learning amongst young Europeans to enhance their quality of life and support European policies on language acquisition and competencies. The YELL2 project is an Accompanying Measure Project aiming to disseminate the results of the European Language Label Award-winning Yell Network<sup>58</sup>. YELL2 raises awareness of Yell Network's main product, the Virtual Documentation Centre<sup>59</sup>, which is an open-access repository of inspiring tools for language teachers and learners to use in non-formal and informal learning contexts. These resources, which can be adapted to other language courses or used for self-learning, look at language in cultural, regional and national contexts and cover a wide range of topics.

**R**esults: The YELL2 project succeeded in involving 18 additional European countries and adding 80 best practice resources in 24 languages to the Yell Network's Virtual Documentation Centre. The number of registered members tripled to over 160 language enthusiasts, experts, professionals and stakeholders. The website, available in English, German and Turkish, hosts these resources and is used for dissemination of the project outcomes. Within the project's lifetime, its partners took part in a total of 56 events engaging around 2500 key stakeholders. The events organised to disseminate the YELL2 project included a 3-day international conference in the UK, workshops in each partner country, and an in-service training course. The project's partners are committed to further exploiting the Virtual Documentation Centre and the network at local, national and international gatherings, for example at the November 2014 edition of EXPOLINGUA Berlin, an international exhibition for languages and cultures in Europe's German-speaking region.

**Languages:** Bulgarian, Chinese, Czech, Danish, Dutch, English, Finnish, French, German, Greek, Irish, Italian, Japanese, Latvian, Lithuanian, Maltese, Norwegian, Polish, Portuguese, Russian, Slovak, Slovenian, Spanish, Turkish



[www.yell2-project.eu](http://www.yell2-project.eu)



<sup>58</sup> <http://www.yell-project.eu/en/home-en>

<sup>59</sup> <http://www.yell-project.eu/en/top-menu-en/virtual-documentation-center/vdc>

## 7. Languages and Employability

As nations and cultures come together, learning foreign languages is a key element for fostering the employability of individuals in the competitive global labour market. The need for effective communication skills and intercultural competencies in combination with the ability to work in multilingual and multicultural teams is growing.<sup>60</sup>

Europe's vision for 2020 is to become a "smart, sustainable and inclusive economy"<sup>61</sup>, as defined in the Europe 2020 Strategy. The Strategic Framework for European Cooperation in Education and Training (ET 2020)<sup>62</sup>, in line with the Europe 2020 strategy, calls for action to "improve the quality and efficiency of education and training" by matching future skill requirements to labour market needs.

Both the 2008 Communication from the Commission *Multilingualism: An asset for Europe and a shared commitment*<sup>63</sup> and the 2008 Council Resolution *European strategy for multilingualism*<sup>64</sup> emphasise the link between multilingualism, mobility and employability, highlighting two important factors. On the one hand, learning languages is especially relevant in the context of vocational education and training (VET), which is why "students in VET should have access to practice-oriented language provision"<sup>65</sup>. On the other hand, language competencies can help small and medium-sized enterprises to "broaden their access to markets"<sup>66</sup>.

Since the launch of the LLP, one of the strategic priorities under KA2 - Languages has been cooperation between the worlds of education, training and work. This priority seeks to support projects aimed at reinforcing language competences relevant to the workplace in order to improve employability of the European citizens and enhance European competitiveness.

Projects in this area focus on: labour-related language learning for migrants; language skills in specific sectors such as ICT or tourism; world languages with important trade partners such as Chinese, Arabic, and Russian; recognition and matching of competences for employability; intercultural communication for businesses and many more.

<sup>60</sup> [http://ec.europa.eu/languages/library/documents/languages-for-jobs-report\\_en.pdf](http://ec.europa.eu/languages/library/documents/languages-for-jobs-report_en.pdf)

<sup>61</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

<sup>62</sup> [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528(01)&from=EN)

<sup>63</sup> <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:ef0003>

<sup>64</sup> [http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008G1216\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008G1216(01))

<sup>65</sup> See footnote nr. 62

<sup>66</sup> See footnote nr. 63

## 7.1 CHINESECOM - Competences in Elementary Chinese as a means to improve competitiveness of European Union companies

### Multilateral Project

<b>Coordinator</b>	Asesoramiento Tecnología e Investigación S.L., Ponteareas, Spain
<b>Partner Countries</b>	Belgium, Germany, Italy, Spain, United Kingdom,
<b>Duration</b>	01/11/2007 - 31/10/2009
<b>Project budget:</b>	<b>591.933 €</b>
<b>Grant awarded:</b>	<b>443.949 €</b>

**D**escription: CHINESECOM improves competitiveness of European companies doing business with China by developing multimedia material for their acquisition of Chinese and enriching their cultural understanding. The project has performed preliminary research on existing material as well as a needs analysis. Based on the results, it has set up an online interactive language course (A1-B1) with a special focus on linguistic and social-economic aspects for students (all levels and educational sectors) and adults interested in learning Chinese, for training centres (schools, universities, language centres, etc.), and for companies that do business within or with China. The course includes 10 units with dialogues, exercises, vocabulary, explanations, evaluation and cultural content. There is also an introduction to the Chinese language and a glossary for consultation. The website contains information about China and its culture, general information about the project and its products, and an exchange forum.

**R**esults: The CHINESECOM language course has been developed based on the communication needs of business people and young students travelling to China or already living there. It contains a large number of multimedia resources, including a tool for writing Chinese characters. The course has become very popular as complementary material when teaching Chinese not only to business staff but also for non-professionals learning common Chinese. This level of 'survival Chinese' was recommended in the conclusions of the survey performed among companies' staff in the first stage of the project. The course is freely accessible in English, Galician, Spanish, German, French, and Italian. The project has performed many dissemination activities, such as developing promotional material (press releases, brochures); taking part in seminars and meetings; sending emails and questionnaires to stakeholders; and advertising the course on popular websites.

Languages: Business Chinese (A1-B1)

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

ChineseCom

The image shows three separate lessons from the ChineseCom website. The first lesson, 'LESSON 2: ASKING FOR DIRECTIONS', features a background image of the Shanghai skyline with the Oriental Pearl Tower. It includes a dialogue between two characters asking for directions to the Bund, and a 'LEARN TO WRITE' section for the character '问'. The second lesson, 'LESSON 3: IN THE HOTEL', shows a character checking into a hotel and includes a 'LEARN TO WRITE' section for the character '住'. The third lesson, 'LESSON 1: IN THE AIRPLANE', shows a character on an airplane and includes a 'LEARN TO WRITE' section for the character '乘'. Each lesson page has a navigation bar at the top with links for 'HOME', 'ABOUT', 'CONTACT', and 'LOGOUT'.

## 7.2 Be My Guest: Russian for European Hospitality

### Multilateral Project

<b>Coordinator</b>	Euroinform Ltd., Sofia, Bulgaria
<b>Partner Countries</b>	Bulgaria, Italy, Malta, Spain
<b>Duration</b>	01/01/2008 - 31/12/2009
<b>Project budget:</b> 199.500 €	<b>Grant awarded:</b> 149.625 €

**D**escription: Be My Guest explores the advantages that learning Russian can provide to Europeans, with a view to enhancing communication, intercultural interaction and understanding. The project has created a web-based tool for the autonomous learning of beginner-level Russian (level A1-A2), considered one of the languages of global communication. The course is aimed at those working in the tourism and hospitality sector, Europeans travelling to Russian speaking countries for tourism or business, and anyone else wishing to learn Russian. The course offers the basics of spoken Russian and deals with typical tourism and travel situations, as well as providing tutoring support on request and chat facilities in Russian. It consists of Learning Units, a Grammar Reference, a Glossary, and a Test Yourself section. Each unit is composed of several sections: 'How to say it in Russian?', which introduces language patterns, main vocabulary and grammar; 'Listening and Reading', which consolidates the introduced material; 'Listening and Speaking', which simulates communicative situations through collaborative dialogues; and interactive exercises. An intercultural module has also been developed to put the language acquisition into a socio-cultural context, and to assist learners in exploring specific communication situations.

**R**esults: By offering Russian learning through a web-based tool, Be My Guest encourages self-learning according to the needs and individual learning pace of the learner. The online tool can be used by Europeans for better communication in the fields of tourism and hospitality, for establishing business contacts and for personal interaction. The course contains a vocabulary section with 750 lexical units that are used in the course. Each language platform contains a forum where the users can post their messages, share opinions, and ask for assistance. Feedback received from both students and teachers confirms the effectiveness of the learning content and structure of the material, which is carefully designed to enable the learner to practice various language skills. The project has organised a number of information, promotional and demonstration events for the target audiences and decision and policy makers, including seminars, workshops, and a Final project conference for the official launch of the course. The course is available on the website via a Moodle platform in English, Bulgarian, Italian and Spanish.

**Languages:** Russian (A1-A2)

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



### **7.3 PELLIC: Practice Enterprise for Language Learning & Intercultural Communication**

#### **Multilateral Project**

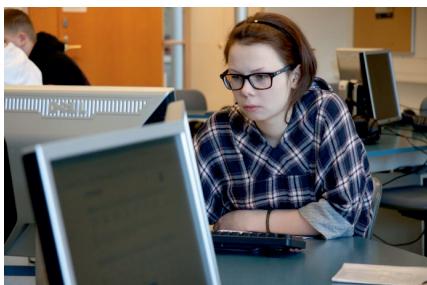
<b>Coordinator</b>	Turku University of Applied Sciences, Turku, Finland
<b>Partner Countries</b>	Czech Republic, Finland, Germany, Spain, United Kingdom
<b>Duration</b>	01/11/2009 - 31/10/2011
<b>Project budget:</b> 398.516 €	<b>Grant awarded:</b> 298.884 €

**D**escription: PELLIC is an English language project that focuses on intercultural communication and learning English as a lingua franca in business. It provides a Virtual language Learning Environment (VLE) in a Practice Enterprise (PE) context for users to develop their business language skills, set up and run virtual companies, and interact and trade with other practice enterprise companies in different countries. The VLE is an easily accessible open source virtual learning environment for tertiary level education, advanced vocational training and continuing education. The VLE provides participants with an authentic business environment to use while learning English, practising business skills, and developing intercultural communication skills in a truly international context within the scope of Practice Enterprise. PELLIC also provides support to teachers wishing to use the PELLIC online course and its methodology in their countries. It has developed teacher support material, an online guidebook, and a Teacher's Guide.

**R**esults: The main result of the PELLIC project has been the development of a virtual learning environment (VLE) in a Practice Enterprise context for pedagogical use in tertiary level education, advanced vocational training and continuing education. As well as learning to use English as a lingua franca, the students also practise their business skills, such as starting up a company, compiling a marketing plan, studying advertising strategies, planning a website, and participating in a trade fair. The PELLIC VLE supports students by integrating audiovisual resources from real-life business situations, further enhancing the authenticity of the PE learning experience. The Training Courses have been piloted using the VLE Moodle platform in the partner countries. The teacher support material is available online in English, German, Spanish, Czech and Finnish and the VLE is accessible on its own website.

**Languages:** English as a lingua franca in Germany, Spain, Czech Republic and Finland

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



## 7.4 CEFcult - Online CEF-based assessment of oral proficiency for intercultural professional communication

### Multilateral Project

<b>Coordinator</b>	Katholieke Universiteit Leuven, Leuven, Belgium
<b>Partner Countries</b>	Belgium, Finland, France, Italy, Germany, The Netherlands, Poland, United Kingdom
<b>Duration</b>	01/11/2009 - 31/10/2011
<b>Project budget:</b> 529.608 €	<b>Grant awarded:</b> 397.206 €

**D**escription: The CEFcult project addresses the need in European enterprise for increased foreign language proficiency for intercultural professional communication. The project has created a web-based assessment environment using Web 2.0 to train and assess language skills and oral proficiency in intercultural professional surroundings in a self-directed, socially embedded way. The CEFcult online environment brings together the worlds of higher education and enterprise for the assessment of oral proficiency in an intercultural professional context. The online learning tool is geared towards employees, those about to (re-)enter the workplace, language teachers, and in-company trainers. Learners engage in oral activities for intercultural professional purposes and are able to record themselves and make annotations, peer review their assessments in social networks, and obtain expert feedback on demand. The website also contains training material directed towards companies and guidelines for foreign language teaching and educational policy.

**R**esults: CEFcult builds on the experience of its predecessor WebCEF (2006 – 2009), by providing a platform for collaborative online assessment of not only oral proficiency but also intercultural competences using the CEFR. Thanks to the CEFcult platform, the project addresses the increased need for integrated training of intercultural and oral language skills in business and educational institutions in Europe, and increases the language and intercultural skills of the (future) labour force in Europe by improving speech proficiency and communication skills. It encourages multilingualism, shows the importance of assessing the intercultural component in oral communication, and raises awareness of the multicultural aspects of European occupational reality. The platform explores the new opportunities of a Web 2.0 learning environment, where the learner is in charge, but experts can be called in to feed the assessment from a professional perspective. The types of activities (self-learning, self-testing through recordings, and self-correction) are combined with the three modalities of assessing oral activities (self-, peer-, and expert-assessment). The CEFcult platform is available in English, French, Dutch, German, Italian, Polish and Finnish.

Languages: English, French, Dutch, German, Italian, Polish, Finnish



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

The screenshot displays the CEFcult website interface. At the top, there's a navigation bar with links like 'Home', 'About', 'Partners', 'News', 'Events', 'Contact', and 'Logout'. Below the navigation, there's a section titled 'Working in a multicultural team. Monologue (category: ICA)' with a 'My profile' button and a 'Back to interview' link. The main content area is divided into several sections:

- SCREENTIME, INTERVIEW-OBSERVATION:** Shows four yellow warning signs with text: 'Take care! You are about to start a recording session. Please make sure that you are alone in one of the permanent rooms of your company or office. If you are not alone, please leave the room before you start recording.' Below this are three small images: 'Video call', 'Interview with me', and 'Interview with my colleague'.
- SCREENTIME, INTERVIEW-PRODUCTION:** Shows a yellow warning sign with text: 'Take care! You are about to start a recording session. Please make sure that you are alone in one of the permanent rooms of your company or office. If you are not alone, please leave the room before you start recording.' Below this are three small images: 'Interview with me', 'Interview with my colleague', and 'Interview with my customer'.
- SCREENTIME, INTERVIEW-OBSERVATION:** Shows a yellow warning sign with text: 'Take care! You are about to start a recording session. Please make sure that you are alone in one of the permanent rooms of your company or office. If you are not alone, please leave the room before you start recording.' Below this are three small images: 'Interview with me', 'Interview with my colleague', and 'Interview with my customer'.
- SCREENING, INTERVIEW-OBSERVATION/ CHECK:** Shows a video feed of a person wearing glasses and a white shirt, with the name 'EdithJanedijk' visible. To the right, there's a sidebar with text: 'Take care! You are about to start a recording session. Please make sure that you are alone in one of the permanent rooms of your company or office. If you are not alone, please leave the room before you start recording.' Below this are three small images: 'Video call', 'Interview with me', and 'Interview with my colleague'.

## 7.5 IDIAL4P - IDIAL for Professionals – regionalized – intercultural – qualifying – professional

Multilateral Project

<b>Coordinator</b>	Georg-August-Univ. Göttingen Stiftung Öffentlichen Rechts, Göttingen, Germany
<b>Partner Countries</b>	Austria, Bulgaria, Germany, Hungary, Poland, Slovenia
<b>Duration</b>	01/01/2010 - 31/12/2011
<b>Project budget:</b> 533.479 €	<b>Grant awarded:</b> 400.000 €

**D**escription: As a follow-up of the 2007 project [IDIAL](#), IDIAL4P improves German language competency in central and eastern Europe on the one hand, and knowledge of central and eastern European languages (Bulgarian, Polish, Slovenian, Hungarian and Russian) in Germany on the other. This time, the project focusses on vocational learners and has developed online learning tools for job-relevant and subject-specific communication skills in Business Communication, IT, Tourism, Hazardous Materials Transportation, Politics, and Press. Since intercultural exchange and understanding are principal to professional communication, the modules combine language training and intercultural skills, with an emphasis on comparing the source and target language. The project has also created manuals to develop similar modules following the IDIAL4P methodology, available on the website. The online modules can be used in professional training and further education as well as in universities and professional schools.

**R**esults: IDIAL4P responds to a rising demand in foreign language competence on the job, especially in Eastern Europe, and, to a smaller yet existing need for professional competencies in Eastern European languages in German speaking countries. The project develops vocational-oriented learning materials especially for Less Widely Used and Taught Languages (LWUTL), and promotes and fosters intercultural skills and competences. The methodology of the project can be extended to other content and other European languages, widely spoken and especially LWUTL languages. IDIAL4P has inspired a Transfer-of-Innovation (ToI) project called BID that combines the IDIAL4P methodology with a new type of on-the-job portfolio (see: [www.bid-projekt.eu](http://www.bid-projekt.eu)). The online modules, e-learning modules and manuals serve as an example for the creation of further language teaching modules. The material is available on the website, which is accessible in English, German, Bulgarian, Hungarian, Polish, Slovenian, Russian as well as partially in Chinese.

**Languages:** German, Bulgarian, Hungarian, Polish, Slovenian, Russian

[www.idial4p-projekt.de](http://www.idial4p-projekt.de)



## 7.6 EuroCatering - European Catering & Hospitality Language Training Course

### Multilateral Project

<b>Coordinator</b>	Haute école Louvain en Hainaut asbl, Mons, Belgium
<b>Partner Countries</b>	Belgium, Finland, Germany, Ireland, Italy, Norway, Poland, Spain
<b>Duration</b>	01/11/2010 - 31/10/2013
<b>Project budget:</b> 545.328 €	<b>Grant awarded:</b> 399.823 €

**D**escription: EuroCatering provides language teaching and training courses for the professional hospitality sectors of kitchen, restaurant service and reception/accommodation. The language training website, [www.eurocatering.org](http://www.eurocatering.org), is the one-stop language shop for the international hospitality sector and is freely accessible in 12 languages. The target users are teachers, trainees and workers in full-time, part-time formal education and non-formal lifelong learning acquiring languages at levels A1-A2 on the Common European Framework. The website covers 4 thematic areas: the Cloche representing Kitchen & Restaurant; the Bell representing Reception & Accommodation; and the Tray providing supplementary resources and the Certificate. The courses contain cultural input for the workplace, real life situations, original pictures, exercises, dialogues and assessments in each sector using visual, aural and written format. Learners can follow their progress and consult audio and visual dictionaries. EuroCatering is available to establishments developing curricula, centres providing initial or continuing training for language teachers, and centres providing training for professional development and improving skills for the unemployed and those in retraining.

**R**esults: EuroCatering has been designed by experts in languages, linguistic technology, hospitality and customer care management based on their experience in working with the target groups. The language packages stimulate language learners in the acquisition of new and specialised skills, and the website empowers the target users through distance learning. EuroCatering has been promoted since November 2010 at international and national workshops and conferences, and through the website, media, and online networks. The project has received 7 European Language Label (ELL) Awards (in Belgium, Spain, Ireland, Italy, Norway and Slovenia), the CALICO Award (University of Texas) and has been given the European Language Label of Labels by the European Commission in 2012. The website is freely available online and open to further development.

**Languages:** English, French, Spanish, Dutch, Norwegian, Galician, German, Finnish, Italian, Polish, Gaelic, Slovenian

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

**EUROCATERING**  
language training



## 7.7 LILAMA – Linguistic POLICY for the Labour Market

Multilateral Network

<b>Coordinator</b>	Iniciativas Innovadoras S.A.L., Spain
<b>Partner Countries</b>	France, Italy, Spain, Sweden, United Kingdom
<b>Duration</b>	01/01/2009 - 31/12/2011
<b>Project budget:</b>	<b>599.468 €</b>
<b>Grant awarded:</b>	<b>449.002 €</b>

**D**escription: The LILAMA network is a mutual learning platform for the exchange and dissemination of guidelines, best practices and policy recommendations to design and implement linguistic policies oriented to labour market needs. The network is open to organisations involved in promoting and developing foreign language training services and related linguistic policies linked to employability and the linguistic needs of businesses. The network has carried out three main activities: the Observatory of best practices in labour market-oriented linguistic policies (60 best practices from 16 countries worldwide); research on the Common European Framework (CEFR) as a tool for language policymaking and training; and language policy recommendations taking into consideration employability and labour market needs. The final beneficiaries of such policies are adult language learners who will benefit from language training services to enhance their employability. The main findings have been disseminated through workshops, exchange sessions, conferences, and stakeholders, as well as through multiple publications.

**R**esults: LILAMA aims to enhance the international competitiveness of EU economies through the development of an EU workforce proficient in foreign language skills and with a high degree of mobility to move towards a knowledge-based economy. The network is composed of key regional, national and EU stakeholders for the dissemination of guidelines, best practice and policy recommendations at local, national and international level. LILAMA's main outcome is a Best Practice Guide (*Language and Training Policy: Best Practices for Employability and Competitiveness*<sup>67</sup>) which helps EU, national and regional policy-makers to design effective language training programmes and policies. Through its various forms of dissemination, the network has reached almost 200 policymakers and stakeholders. The follow-up network INCLUDE ([www.includenetwork.eu](http://www.includenetwork.eu)) broadens the policy areas addressed by LILAMA, mainly to include the field of Languages and Social Inclusion.



network Linguistic Policy for the Labour Market

red Políticas lingüísticas para el mercado laboral

réseau Politiques linguistiques relatives aux besoins du marché du travail

rete Politiche linguistiche per il mercato del lavoro

nätwerk Språklig policy för arbetsmarknaden

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



<sup>67</sup> [http://www.lilama.org/uploads/documents/LILAMA%20Best%20Practice%20Guide\\_INGL\\_ES\\_FINAL.pdf](http://www.lilama.org/uploads/documents/LILAMA%20Best%20Practice%20Guide_INGL_ES_FINAL.pdf)







