



“LINGUA COMMUNITY”

- LEONARDO LANGUAGE PROJECTS (2003) -

WELCOME...

to the thirteenth issue of “Lingua Community”. This newsletter is aimed at anyone who is interested in Lingua, but particularly at people who are partners in Lingua projects or who are thinking of applying for a Lingua grant in the future.

This issue takes a look outside Lingua, at language projects in the field of vocational training. The 25 projects described here are being funded under the Leonardo da Vinci programme, one of whose key measures seeks to promote “language competences...and understanding of different cultures in the context of vocational training”, as a way of enhancing multilingual and multicultural communication in the training and working environment. This helps to open up new prospects for employment and professional mobility beyond national borders, as well as new markets for businesses, many of whom lose significant market share because they do not speak their customer’s language, especially where it is one of the lesser used languages.

The principal aims of these projects are to design, test, validate, assess and disseminate teaching materials and innovative pedagogical methods tailored to the specific needs of various occupations and economic sectors. Further information about Leonardo language products can be found at:

http://europa.eu.int/comm/education/policies/lang/funding/leonardoproducts_en.html

2003 PROJECTS

ENGLISH FOR SPECIFIC PURPOSES: CHEMISTRY

English for specific purposes: chemistry

This project aims to develop teaching material for a distance learning programme providing language training in English for young people undergoing initial vocational training, applicants and newly-recruited young people working in the field of chemistry. The training programme will provide them with a specialist vocabulary as used by chemists and enable them to

read specialist material, understand it and also write such material themselves. Completion of the language training course will lead to the award of a diploma recognised at European level.

The basis for the project is the realisation that the knowledge of English of many new recruits in the chemicals industry in Europe is inadequate for the purposes of communicating between research institutions, at conferences, in on-line forums or within transnational companies. English is, however, the principal language for working and conducting research in the chemicals sector but language sources, either book-based or on-line, are unavailable for this sector.

The English language course will develop, in addition to elements targeting only the acquisition of linguistic skills, additional modules that relate the Bulgarian, Estonian, French, German, Hungarian, Norwegian and Romanian languages comparatively to English so that errors of expression caused by mother-tongue interference can be eliminated. The distance learning course uses a combination of traditional and modern teaching methods and is developing books, vocabulary lists, internet platforms and CD-

ROMs. A special book for teachers is also available. The project partners attach particular importance to the establishment of on-line language clubs so that acquired language skills can be put directly to use.

Website: <http://www.esp-c.org>

Partner countries: Austria, Bulgaria, Czech Republic, Estonia, France, Germany, Hungary, Netherlands, Norway, Romania, United Kingdom

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ASSESSTI

Assessment Tools for the Training of Interpreters

The ASSESSTI project is developing a self-assessment tool for professional or student interpreters that can also be used by teachers of interpreting. Designed for intermediate and advanced levels of language skills, the tool will help to benchmark individual progress and to plan future self-learning pathways. The integrated self-assessment/assessment system will feature a thesaurus-based translated text assessment, a fluency visualisation system for spoken translation and allocation of reference values to measures of performance. It is expected to be used by informal community or company interpreters as well as conference interpreters.

The tool will be piloted with English as a target language and Bulgarian, Czech and Dutch as source languages and will be made available, together with a

support manual, both on-line and on CD-ROM. Whilst the thesaurus materials will cover pre-defined language domains (probably including media, tourism and law), the system's structure and generic content should invite transfer to other languages.

The assessment system will be promoted to potential users via interpreters' associations and interpreting training institutions, at national and European level. Project information will be provided via mailings, press releases, articles in relevant journals, website links and through demonstrating the end results at related exhibitions and conferences. Patenting and registration will be considered by the project and early contact made with potential consumers.

Website:

<http://www.lotuswebtec.com/assessti/>

Partner countries: Belgium, Bulgaria, Czech Republic, Finland, Spain, United Kingdom

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SLANG

Sector-specific language training

This project aims to help staff in SMEs in the food and metallurgy sectors to acquire vocabulary specific to these sectors in each of the six languages of the partnership (i.e. Dutch, English, French, German, Italian and Spanish). The SME market is

becoming increasingly international, raw materials are being imported, branches are being opened abroad and staff are therefore increasingly called upon to speak languages which they do not know. Although they can attend language classes, they will not be given a vocabulary tool containing specific technical vocabulary for the food and metallurgy sectors, as this does not exist.

The project partners are developing CD-ROMs which will allow staff to learn vocabulary at two different levels and which deals specifically with these sectors and the jobs concerned (both technical and commercial). The appropriate types and levels of vocabulary were determined by, among others, staff of SMEs in the sectors concerned. The vocabulary tool enables staff to teach themselves and will simulate job situations which can arise in the sector. Exercises and a grammar compendium will also be provided. The results of the project will relate to comprehension, oral, writing and reading skills.

The dissemination strategy will be facilitated by the fact that the individuals and sectors targeted by the project will be involved in it from the start. Networks of training organisations or associations of SMEs to which the partners belong will also help to disseminate the results. An awareness raising campaign towards the target group starts in September. In the future, it will be possible to extend the vocabulary tool to cover other languages and sectors.

Website:

<http://www.syntravest.be>

Partner countries: Austria, Belgium, France, Italy, Spain, United Kingdom

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LINGUAPEACE EUROPE

Developing Language Training and Reference Materials for Peacekeepers

Linguapeace Europe responds to the call for higher language proficiency amongst European peacekeepers involved in military, police or humanitarian intervention. It will develop, test and disseminate a series of language training and reference materials at intermediate and advanced level, complemented by a tailored version of the European Language Portfolio. A range of products will be developed, comprising a course outline, teachers' guide, self-study book, audio CD, testing materials and certification tests (in English only) in addition to prototypes of other tools in eleven languages, i.e. an interactive multilingual glossary, a new language skills map and certification framework and a European Language Portfolio for Peacekeepers (in Bulgarian, English, Estonian, French, German, Hungarian, Latvian, Lithuanian, Polish, Romanian and Spanish). This will be further extended to Dutch and Slovak for the glossary.

Partners will create an EU-wide certification matching the NATO STANAG 6001 examination standards within the Common European Framework and will seek recognition of the new course by national qualification bodies. The new tools

should improve intercultural skills and enhance interoperability amongst peacekeepers. Initial, on-going and later stage dissemination will make use of the project website and will involve piloting and evaluation with Local Network Groups. Web-based and paper versions of materials, as well the glossary on CD-ROM, will accompany promotion to training providers and peacekeeping organisations through meetings, workshops, conferences and media coverage.

Website:

<http://www.linguapeace-europe.net>

Partner countries: Bulgaria, Estonia, France, Germany, Hungary, Latvia, Lithuania, Poland, Romania, Spain, United Kingdom

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EUROCHANCE

English and German for Visually Impaired People

The EUROCHANCE project is creating on-line access to sector-specific English and German language learning modules for blind and visually impaired persons. These modules will be available at intermediate and advanced level and will be targeted at those training or working as telephone operators, administrators, health workers, music teachers, information providers or working in similar occupations, in addition to the unemployed. Following the

initial testing and evaluation of demonstration versions (in English and German), of modules, training materials and IT systems, the end products of the project will comprise two educational modules (at intermediate and advanced level) for each language learnt, related materials - including glossaries, discussion forums and on-line tutoring, special software libraries, a user interface permitting flexible use of different types of speech synthesisers and an information resource on work opportunities for blind and visually impaired persons in the sectors concerned.

All end products will be available both on-line and off-line (CD-ROM) in all partner languages (Czech, English, German, Norwegian, Slovak and Spanish). Support organisations for blind and visually impaired persons, SME associations and relevant training institutions will be kept informed of the project's progress and results through targeted mailings, with the end results being disseminated more widely through national and international networks, including policy makers. Brailcom expects to continue free on-line provision of the training modules beyond the project lifetime, with fees only being charged for on-line tutoring support.

Website:

<http://eurochance.brailcom.org/>

Partner countries: Austria, Czech Republic, Norway, Slovakia, Spain, United Kingdom

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BILA-TRAIN ANALYSIS

Comparative Analysis and Recommendations for Development of Training Concepts towards Vocational Language Competence for Bilingual Migrants in Europe

The project aims to undertake a comparative analysis with regard to bilingual and/or multilingual initial training provision within SMEs and larger companies. The analysis will encompass existing training models in the participating countries which target informal language learning within formal initial training. Following the initial analysis of such models of bilingual and/or multilingual initial vocational training, the project aims to develop reference material and a series of recommendations for tailor-made, multilingual training concepts and modules. Materials will include placement tests for language competence of bi- or multilingual individuals seeking initial vocational training, qualitative and quantitative analysis of polls, questionnaires and expert interviews. The final recommendations will be made available on-line in five languages (English, French, German, Greek and Italian) and will be further disseminated through chambers of commerce, sectoral organisations, social partners and vocational training institutions.

Target groups include SMEs and larger companies involved in the training of multilingual young people (particularly those with a migrant background and persons living in bilingual regions in Europe), trainers and trainers of trainers. BiLa Train aims to meet the wider need for multilingual training provision in order to increase the employability and the mobility of young workers in the European labour market.

Website:

<http://www.bila-train.de>

Partner countries: Austria, Germany, Greece, Italy

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SME IN DIALOGUE

Development of innovative teaching materials for Czech and Polish to cater for the requirements of management in SMEs

The project aims to boost the Polish and Czech language skills of the managers of small and medium-sized firms in order to promote co-operation with these two new EU Member States. The project comprises four stages: following an assessment of their need for language skills, a training plan for each firm is drawn up that targets the sectoral requirements and the appropriate terminology concerned. The third stage comprises sector-specific language courses covering personnel management, administrative and legal terminology, microeconomics, accounting and marketing. In stage four, each firm receives a networked Internet platform for the lifelong learning of language skills (further training for managers and staff in the form of self-learning packages).

The project will initially be restricted to those regions of Germany and Austria that border Poland and the Czech Republic. The teaching materials

developed for Polish and Czech will then be made available to any SME trading with Poland or the Czech Republic that is interested. The target group, in addition to firms, includes persons from other EU Member States setting up in business in Poland or the Czech Republic, as well as trainees and students, for whom supplementary language courses are on offer.

All four modules will be certified to ensure that recognised final qualifications for the acquisition of language skills can be produced. For this purpose, both languages are to be given structured syllabuses and curricula, vocabulary books, on-line tutorials, teaching modules, Internet forums and a knowledge management system in the form of a database, an e-mail mailing list system and Internet-supported bulletin systems to spread the word about new modules and teaching units.

Website: <http://www.sme-in-dialogue.de/>

Partner countries: Austria, Czech Republic, Germany, Poland, United Kingdom

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MASTER IN TRANSLATION

Development and Piloting of the European Master Programme in Translation

To meet growing demand for high-level professional translation, the Master in Translation

project will develop and test the first European master programme in translation, collaborating with social partners in the industry. The project further expects to serve as an example of good practice in developing a European joint programme.

Alongside the creation of a training programme and organisational framework, the project's key outcomes will be a curriculum handbook, a best practice guide and a published final report, all to be made available in printed form and via the project website. Innovative aspects of the project include a cutting-edge e-learning training and learning process and increased access by those with informally acquired language skills. Applications will be made to national authorities in order to implement the developed programme with the end result expected to lead to a quality degree and a European Master programme.

Dissemination activities aim to inform educators across Europe about the methods and challenges encountered in developing a European degree programme and will make use of the project website, articles to relevant journals, conference presentations and a published final report able to convey lessons from the project. The partnership, which intends to extend its activities beyond the lifetime of the project, will also promote the end results for commercial purposes, targeting educational institutions, professional associations, trade unions and prospective students.

Website:

<http://www.emtranslation.net>

Partner countries: Belgium, Denmark, Estonia, Germany, Latvia, Spain, United Kingdom

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BABELIA

Training the e-Learning Language Teacher

During the BABELIA project, a freely accessible, e-learning portal will be created for designers, teachers and students of European language courses, which is expected to continue and expand beyond the lifetime of the project. The project will further develop and pilot an international, train-the-trainer course to enable teachers to make optimum use of the new portal as autonomously as possible and to establish a permanent, virtual network of language teachers.

The new portal will adopt state-of-the-art technology and will include: a database of didactic resources; a directory of web links; an international forum for teachers of languages; a database for new projects; a summary report on innovative language teaching in Europe and a range of other project-related information. A quality committee will be established by the project for the maintenance of standards.

The training of trainers course, in nine languages (Bulgarian, Danish, English, French, Greek, Hungarian, Polish, Romanian and Spanish) and equivalent to 200 hours of teaching, will be thoroughly piloted with any resulting recommendations incorporated. The course itself is seen as a first step towards creating a common European certificate. Partners have a vision

of BABELIA becoming a Europe-wide free-to-access resource and network, eventually covering most European languages and fostering innovation in course and material design. Partners are agreed in principle to create an international association and to continue with activities beyond the project lifetime. In preparation for this, dissemination will extend beyond language trainers' associations and public and private language training providers to address other stakeholders at European level and in non-participating countries.

Website:

<http://www.babelia.info>

Partner countries: Belgium, Bulgaria, Czech Republic, Denmark, France, Greece, Hungary, Poland, Romania, Spain, United Kingdom

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DEDALOS

Teaching English as a Second Language to Deaf People whose First Language is Sign Language via e-Learning Tools

The DEDALOS project will develop a learning framework to promote English as a second language for deaf or hearing-impaired persons. Project activities include: the development of an e-learning environment; the design and production of electronic adaptive material to include text and video (use will be made of streaming video); the establishment of a network of

human resources (specialists in working with the target group); the introduction of self-learning methods for language training (specifically to the target group) and the design and creation of a network of centres of distance learning (to be established within existing support centres for deaf and hearing-impaired persons) to combat any further disadvantage for the target group through lack of access to suitable materials and technical systems.

The primary goal of the project is to ensure that deaf and hearing-impaired persons can access relevant English language training through e-learning tools, and to ensure an appropriate infrastructure of learner support networks for the target group.

Website:

<http://imm.demokritos.gr/dedalos/>

Partner countries: Greece, Netherlands, Sweden, United Kingdom

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**GREEK FOR
BUSINESS**

The project aims to develop educational approaches for teaching Greek to foreigners, with a particular emphasis upon needs for business use of the language. The project will develop language training materials, basing content upon "real-life" business situations. The presence of the language learning

materials on the Internet will allow regular updating and the use of current topics (materials will be made available both on CD-Rom and via the Internet).

Two chat rooms will be launched, one for teachers and one for students, to support the teaching/learning environments for these two groups. Additionally, a series of paper-based user instructions and reference materials will be developed by the project.

All project partners will be involved in the planned dissemination activities, to include the release of articles to relevant press and journals, the distribution of materials to Greek-speaking schools and training institutes, awareness-raising of the project results to ministry-level staff and representatives and a three-day final project seminar where the results will be presented.

Partner countries: Bulgaria, Greece, Romania, Spain

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DECIDE

Project for evaluating companies' capability in terms of international communication

The main goal of the DECIDE project is to enable SMEs, and even SMIs, to improve their international commercial and trading activities by giving them effective assistance in terms of equipment and advice so that they can identify and improve the language and intercultural

skills in their company and by providing them with communication support at international level.

This project is based on a previous Leonardo project called PROTOCOL which involved the development of a model training and accreditation framework for auditors and which made it possible to identify real needs and, in particular, the need to validate the skills acquired.

The DECIDE project will therefore focus on implementing the approach, i.e. developing the programme, training aids and the system for accrediting business advisors and consultants by evaluating/validating them through pilot training courses combined with real audits in the companies in the partner countries.

An ad hoc evaluation committee will be responsible for evaluations and validations throughout the project. The project will also make it possible for audits to be performed online. Dissemination of the project will be achieved via a network of partners established during the PROTOCOL project.

Partner countries: France, Netherlands, Sweden, United Kingdom

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DEAFVOC

Sign Languages and European Written Languages in Virtual Vocational Education for the Deaf

In view of the fact that poor language skills are a key factor in limiting deaf people's access to vocational training and employment, the DEAFVOC project sets out to create standard model curricula in Sign Language as a Mother Tongue and in Written Language as a Second Language. This is expected to challenge educational institutes into delivering more courses of this type and educational authorities into greater recognition of the subjects.

Following a pioneering survey of language teaching in vocational training for deaf people in European countries, partners will develop the two ICT-based courses (using the national sign languages of each participating country) and supporting teachers' guides in the respective national languages. After a pilot phase in Finnish, demonstration versions will then be produced, including a version in English to facilitate the widest possible dissemination. The survey report itself will also be made available in English.

Impact is expected at various levels. Local, national and international deaf associations are expected to use the products to promote linguistic rights and to improve access to vocational training and lifelong learning by deaf persons. Regional and national authorities, in addition to vocational institutions, will be informed via the media, via web pages and more specifically through presentations at seminars and conferences.

Website: <http://www.deafvoc.fi>

Partner countries: Austria, Czech Republic, Finland, Greece

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TEAM TEACHING

Transferability and Boundary Zones in Content and Language Integrated Learning

The project will develop a Team Teaching method for bi- and multilingual education, will pilot this method and will create a handbook of pedagogical practices in English, Finnish, Latvian, Polish and Spanish. The method will be aimed at language teachers, subject/content teachers and work placement tutors in educational programmes taught in a foreign language, usually English, in non-English speaking countries.

Drawing on Content and Language Integrated Learning (CLIL), as developed in previously funded EU projects, its' added value is to provide a tool that makes wider application possible, including on-line teaching. The handbook will be produced on paper, on CD-Rom and in web versions, in five languages, and will provide a functioning model of teacher and tutor co-operation in language teaching and vocational subjects related to social and health care, business and services. The handbook materials and methodology are potentially transferable to other European countries and to other subjects taught in a multilingual environment. As such, this should help increase the inter-

national competitiveness of European educational institutions.

An open web site and web-based working platform will facilitate dissemination and transfer. Results will be broadly publicised to teachers' associations, careers guidance services, work placement networks and cultural associations. Seminars and joint meetings will be organised with employment and economic development centres and presentations made at international conferences.

Website: ???

Partner countries: Finland, Latvia, Poland, Spain, United Kingdom

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DILAPORT

Digital Language Portfolio as a Survival Kit

The DILAPORT project will harness digital technology to extend application of the European Language Portfolio model recommended by the Council of Europe. During the project, an enhanced digital version of the Portfolio, and corresponding training programme for language teachers at secondary and tertiary level have been created. Following an assessment of best practice in using the Portfolio model, including one known digital version in the Netherlands, partners have created and tested a new model of flexible portfolios that promote self-

directed learning and imply a more supportive tutoring role for teachers. It also includes a form of self-assessment that highlights individual learning styles and a more comprehensive dossier of achievements.

Pilot training courses for teachers, backed by the introduction of a support manual, have been organised in all partner countries. All final products, the Digital Language Portfolio, the guidelines for teachers and the teacher training programme have been produced in English, but a need in the future for language adaptations has already been identified. The Portfolio will be usable via any digital media and should be of interest to human resources personnel in companies and to teachers of other subjects. The project progress and outcomes will be presented to local and national networks and at seminars for international vocational teachers' associations.

Website:

<http://www.dilaport.utu.fi/>

Partner countries: Estonia, Finland, Germany, Netherlands, Spain

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C.E.S.E.

Commercial English for SME Employees

The C.E.S.E. project aims to identify tools and methodologies for English teaching and self-learning for SME employees.

These should be flexible, tailored, transferable to other languages and target groups and aimed particularly at the cross-cultural aspects of communication. All tools and methodologies should also be strongly linked with the working environment of the potential users.

Building upon an initial analysis of best practice amongst all participating countries, the project will develop a best practice compendium, a series of teaching and learning materials and a range of Open and Distance Learning (ODL) tools accessible via both CD-ROM and the Internet. Dissemination activities will comprise several workshops organised by individual project partners, in addition to awareness-raising via individual partner websites. Project beneficiaries include vocational training bodies and employees working for SMEs.

Website:

<http://www.leonardocese.net/>

Partner countries: Czech Republic, Germany, Italy, Portugal, Romania, United Kingdom

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LAS-SMES

Language Audit System for Training Priority and Training Path Definition in SMEs in the Manufacturing Sector

The LAS-SMEs project aims to develop and introduce training methods and support tools able

to respond to the language communication needs of SMEs, particularly those in the manufacturing sector. In order to achieve this, an audit system will be designed, developed and tested in addition to the design and introduction of new training paths for the sector. The audit system will comprise training methodologies, procedures and tools able to be used in the analysis of language training needs and the sourcing of appropriate training solutions for individual companies.

The primary results of the project will comprise a study on how to define a comprehensive system for classifying linguistic knowledge in terms of real communication skills; an analysis of SME language communication needs; a system for skills assessment and a programme for the development of training programmes to meet identified needs. Dissemination activities will include the distribution of support publications and a CD-ROM, in addition to the introduction of a dedicated project website. Primary beneficiaries of the project will be SMEs in the manufacturing sector, vocational training providers and trainers or designers of training programmes.

Website:

<http://www.leonardocese.net/>

Partner countries: Bulgaria, Greece, Italy, Poland, Romania, United Kingdom

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ELS 2

European Languages for Secretaries

The main objective of the ELS project is to develop the language skills of secretaries throughout Europe in order to help European companies promote the businesses for which they work. This objective is being pursued through the creation of an Internet portal for language learning. The ELS Internet portal provides an on-line language course focusing on the learning of four languages in a business context and is specifically addressed to secretarial staff.

The four languages are English, French, Italian and Spanish. For each language, learners can choose between two course levels: Basic User or Independent User. Each level consists of 10 units specifically developed for office staff covering topics such as welcoming visitors and organising business trips. Each unit contains interactive activities to improve the user's reading, listening and writing skills.

The assessment of the language courses is based on continuous monitoring of the learning process. Progress reports can be obtained at any stage of the course and a final record of achievement can be displayed and printed out once all units have been completed. The ELS Internet portal also offers:

an on-line glossary of business terms available in nine different European languages (the glossary contains over 1000 words and phrases frequently used in the business environment);

nine Business Training Culture modules that expose the learner

to the specific features of the business environments of France, Germany, Greece, Italy, Norway, Romania, Slovakia, Spain and the United Kingdom (each module is available in both English and the national language of the country);

a Personal Development module which has been designed for those who wish to create and maintain success for themselves and those around them within a continuous development model.

Website:

<http://www.eurobusinesslanguageskills.net>

Partner countries: France, Germany, Greece, Italy, Norway, Romania, Slovakia, Spain, United Kingdom

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PROBLEM SOLVE

Problem Student Orientation and Language Preparation for Vocational Experiences

PROBLEM SOLVE will design and test a multilingual, multicultural module for the preparation of vocational training students before undertaking placements abroad. The pre-departure module will consist of a virtual journey followed by a quiz developed as an interactive CD-ROM, and will help to improve language skills (including technical language) and to provide cultural and practical background knowledge.

Initial research by mobility co-ordinators in each participating

country will review needs and will compile information on a series of sub-topics (travel, accommodation, socialising, work and dealing with emergencies).

A module will be drafted to guide students through a learning environment specific to the host country and to challenge them to react to problem situations. Each module will require students to complete a related tutorial. Following a pilot phase, a final version of the module will be produced on CD-ROM and will contain a virtual tour of each partner country (in the host language with English text translations) and a series of quiz-type questions.

The new product will be mainly promoted via partners' existing national and European networks, partner websites, newsletters, e-mailings, information meetings and demonstration workshops, the aim being to persuade the widest possible number of mobility support agencies to adopt the project results. The results should be adaptable for use in additional, non-participating countries.

Partner countries: Germany, Ireland, Italy, Slovakia, Spain, Sweden

Website:

<http://www.problemsolve.org>

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BORDERLESS VOCATIONAL GUIDANCE AND COUNSELLING

Overcoming Intercultural and Linguistic Barriers in Continuously Accessible Vocational Guidance and Counselling

In support of the EU aspiration that advice and guidance should extend to training opportunities throughout Europe, the project will produce a comparative and critical analysis of current guidance provision in the form of a joint presentation of theoretical approaches and multilingual tools to assist intercultural understanding among career guidance counsellors and their trainers. Project outputs will comprise two reports, an on-line glossary and a multilingual handbook, all available in five languages (English, French, German, Lithuanian and Spanish) and in different formats (paper-based, on-line and CD-ROM).

Comparative research in partner countries, followed by joint reflection, will result in a report on cultural and linguistic differences in career guidance systems and a common framework for the main concepts and theories, the latter being turned into a handbook for easy reference. The draft glossary and handbook will be improved after receiving experts' comments and all end results will be made available via partner websites.

Dissemination will take place at different levels, with product promotion mainly aimed at career guidance and educational networks, while project results will be more widely publicised to public and private guidance providers or users, including employers and government bodies. International dissemin-

ation will involve European guidance networks and international libraries. The approach may also be applicable to other domains relevant to European mobility, such as certification or basic skills assessment.

Website:

<http://glossary.ambernet.lt>

Partner countries: France, Germany, Lithuania, Spain, United Kingdom

Project manager:

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LLL FOR NURSES

Lifelong Learning for Nurses to Promote Mobility and to Foster Exchange Capacity

The LLL for Nurses project will enhance nurses' employability, mobility and ability to participate in transnational exchanges through developing a job-specific English language course at beginner and intermediate level, as well as a multilingual glossary and a tailored on-line European Language Portfolio facility.

During the development phase, training bodies, including nurses' schools, medical schools and teaching hospitals will involve students, practitioners and instructors in product development and testing. This will result in a range of new on-line products, in four languages (English, Finnish, Latvian and Spanish), that comprise a learners' guide and teachers' guide for the job-specific English course, a multilingual glossary of medical and social terminology and phrases

and various elements of the European Language Portfolio adapted specifically for nurses. These products will also be available in print.

Intermediate and final results will be publicised via a newsletter and other mailings, via media coverage and through a series of national and international events in order to mobilise the interest of vocational training networks, nurses' associations and employment services. The end products are potentially transferable to other countries and to job-specific language learning in other medical or social professions.

Website:

<http://www.lllforurses.lv>

Partner countries: Finland, Italy, Latvia, Spain, United Kingdom

Project co-ordinator:

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ICOPROMO

Intercultural Competence for Professional Mobility

The ICOPROMO project will develop a new approach to intercultural communication and interaction skills and will design, pilot and introduce two sequential modules for the development of such skills. These modules will focus simultaneously on the advancement of language, culture and domain-specific knowledge.

The approach will underline relevance to current and future

work environments for scientists and social scientists in Europe, encompassing different intercultural encounters and team skills. The modules will focus upon basic-intermediate and intermediate-advanced levels and will be applicable across a range of different learning situations by students, recent graduates or mid-career professionals. They will incorporate native and foreign languages, with a particular emphasis on minority languages. They will be designed on the basis of an empirical study of relevant employer and employee needs in Europe and will be adapted following a piloting and assessment phase. The resulting modules will be accompanied by support materials and will be available in five languages (English, Finnish, German, Portuguese and Spanish) via the project website.

The partnership will work closely with a number of public and private sector employers as well as certain European organisations. Dissemination of the end results will be primarily targeted at students, recent graduates, human resources managers, training planners and assessors, in addition to relevant international fora.

Website:

<http://www.ces.uc.pt/icopromo/overview.htm>

Partner countries: Austria, Finland, Germany, Portugal, Spain

Project co-ordinator:

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COM-I-N-EUROPE

Communication in the new intercultural Europe - Learning modules for senior technical managers (engineers)

COM-I-N-Europe is based on the results of the previous projects LEOMEPE (1998-2000) and LEOMEPE-Multi (2000-2003). It seeks to extend these projects - which themselves sought to improve knowledge of foreign languages and cultures - to cover other target and source languages, while attaching special importance to the new Member States of the European Union.

The new project will be based entirely on the 18 modules on "Intercultural Communication" produced in the course of LEOMEPE-Multi and will aim to produce 11 new modules for the following target languages: English, German and Polish as source languages, five source languages from LEOMEPE-Multi (Dutch, French, German, Polish and Spanish), as well as Czech and Slovak. The project is mainly aimed at senior technical managers - often engineers - working in SMEs in all sectors, who find themselves in situations during their work where international and intercultural communication is required. The project is also targeted at students undergoing initial training in technical subjects. In this way, the project also involves co-operation between universities and professionals in the field. Information on the project will be circulated at closing seminars in the nine partner countries, as well as via websites, the media, colloquia and conferences.

Website:

<http://www.plurilingua.com>

Partner countries: Belgium, Czech Republic, France, Germany, Ireland, Poland, Slovakia, Spain, United Kingdom

Project co-ordinator:

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ELP

English Language Professional Course for Job Counsellors

This project offers a response to the growing internationalisation of employment counselling services as they increasingly extend to supporting international job search, planning international careers and/or dealing with multinational employers. The project will design, pilot and implement a thematic English language course, at intermediate level, aimed specifically at employment and career counsellors.

The end product will be a unique 60-hour English language curriculum geared to the language needs of job counsellors to be further accompanied by both teacher and learner materials. These materials will be made available on-line, in English, via a dedicated project website with certain materials also being made available on CD-ROM. The course will be delivered on-line by partner institutions towards the end of the project.

The object of dissemination will be ultimately to encourage other public and private training providers to offer the course on a permanent basis. Partners also expect to work closely with relat-

ed professional associations to promote the course jointly. The course will be promoted to employment and career counsellors and English language teachers both directly and through related national associations. Promotional stands will be further introduced at employment and language fairs and through the related Euro-guidance network.

Website:

<http://www.doradcy.wshe.lodz.pl>

Partner countries: Bulgaria, Czech Republic, Denmark, Italy, Lithuania, Poland, United Kingdom

Project co-ordinator:

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EFTAM

English for Training and Mobility

To enhance language preparation for transnational and occupational mobility in a changing work environment, the project will develop, pilot and market a common multimedia learning and diagnostic tool in English for Specific Purposes, initially in relation to 12 individual occupations identified as priorities by social partners. The end product, to be tested in all partner countries and available on CD-ROM, will be designed primarily for self-study but will also be transferable to a group-teaching situation. This tool will be accompanied by both teacher and learner guides and will include a central core in the target language (English) and

optional layers in all auxiliary languages (Greek, Italian and Slovak), characterised as “crutches”. It will contain a range of exercises and a selection of proficiency tests for the twelve identified occupational areas. These tests will enable the learner to identify their own starting level and to check and benchmark their own progress.

Additional steps will be taken by the project to facilitate the future addition of a European Language Portfolio section. Dissemination is planned as a phased process, starting with direct collaboration with vocational schools and social partners during the project, continuing with mailings, presentations and articles directed at existing national partner networks and culminating in distribution and commercial marketing across all European countries. The tool itself will be able to be used with other core or auxiliary languages.

Website:

<http://www.eftam.com>

Partner countries: Greece, Italy, Slovakia, United Kingdom

Project co-ordinator:

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FURTHER INFORMATION ON LINGUA

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Internet:

http://europa.eu.int/comm/education/programmes/socrates/lingua/index_en.html

Socrates, Leonardo & Youth Technical Assistance Office:

tel: +(32) 2 233 0186

fax: +(32) 2 233 0150

Internet:

<http://www3.socleoyouth.be/static/en/overview/lingua/overview.htm>

or contact your **National Agency** for advice about getting in touch with possible partners abroad. National Agencies sometimes arrange partner-finding seminars, and have available a budget for "Preparatory Visits" - enabling you to visit potential partners to discuss your project ideas. See a list of National Agencies at:

http://europa.eu.int/comm/education/programmes/socrates/lingua/agelin_en.html

You can also consult the **ISOC database** of Lingua projects at:

<http://www.isoc.siu.no/isocii.nsf/webThemeEN?OpenView&RestrictToCategory=LINGUA>

For more information about the Commission's actions in favour of language teaching and learning, and about the languages spoken in Europe, please visit our multilingual website:

<http://europa.eu.int/comm/education/languages/index.html>

USEFUL LINKS

LINGUA PRODUCTS

For information about products that have been developed by previous Lingua projects, please see our "Lingua Products" webpage at:

http://europa.eu.int/comm/education/programmes/socrates/lingua/products_en.html

LEONARDO LANGUAGE PRODUCTS

For information about linguistic vocational training products that have been developed by projects under the Leonardo Da Vinci programme's language competences measure, please see our "Leonardo Language Products" webpage at:

http://europa.eu.int/comm/education/policies/lang/funding/leonardoproducts_en.html

EUROPEAN LABEL DATABASE

The database of projects that have received the European Label for innovative projects in language teaching and learning is now on-line. It includes projects that have received the Label since 1999, and aims to inspire practitioners, stakeholders and policy makers by presenting "best practices" in the field of language teaching and learning.

For further information about the European Label, see:

<http://europa.eu.int/comm/education/language/label.html>

Link to the Label database:

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

LINGU@NET EUROPA

Lingu@net Europa is a multilingual resources centre to support language teaching and training. The site is available in Dutch, English, French, German, Italian and Spanish at: <http://www.linguanet-europa.org/y2/>

NEXT ISSUE

"Leonardo language projects (2004)" – October 2005

MAILING LIST

To join the mailing list for "Lingua Community", please send an e-mail to:

william.aitchison@cec.eu.int

For previous issues, please see:

http://europa.eu.int/comm/education/programmes/socrates/lingua/community_en.html