



# “LINGUA COMMUNITY”

## - LEONARDO LANGUAGE PROJECTS (2002) -

### WELCOME...

to the fifth 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.

As with the previous issue, this issue takes a look at language projects in the field of vocational training. The 20 projects described here are being funded under the Leonardo da Vinci programme, one of whose key measures seeks to promote “language competencies... 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.

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 the projects can be found in the 2002 Leonardo Compendium (available in English, French and German) at: <http://leonardo.cec.eu.int/pdb/>.

### 2002 PROJECTS

#### BPBLTM

##### *Best Practice - Best Language Teaching Method*

The project aims to develop, and distribute freely via the Internet, a series of teaching tools for teachers of lesser taught languages, specifically Basque, Danish, Dutch, Gaelic and Romanian. Sample lessons will be included for basic language teaching, particularly for students in the metal, building and construction sectors.

The overall aim is to increase the use of communicative language teaching methods that are already widely applied to other languages. The following products will become freely downloadable from a dedicated project website and will also be available in print form or on DVD/VHS for a nominal fee:

a video library of communicative teaching methods, with commentaries in English and subtitles

in German, Romanian or Spanish;

a teacher’s manual relating to each teaching method;

a guide to the preparation of students for work experience abroad and a range of additional teaching materials.

The website will offer a chat-room for teachers, a notice board and a series of e-mailing lists. End project results will be promoted via a partner newsletter, project brochures and through appropriate media coverage. The European Forum of Technical and Vocational Education and Training (one of the project partners) will present project activities and results at each of its annual conferences. All videos and manuals developed by the project will be available in the public domain.

**Partner countries:** Belgium, Denmark, Germany, Netherlands, Romania, Spain, United Kingdom

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## **BILVOC**

### *Language skills for Europe through bilingual subject teaching in vocational schools*

The project will develop bilingual training modules in English, Finnish, French and German for teachers and students in vocational schools. This will provide young people in initial vocational training with the language skills needed for cross-border co-operation and marketing of products, particularly in SMEs. So far, the curricula of vocational schools have not, or not significantly, included language training.

The aim of the training module is to establish bilingual training as a standard part of the curriculum in vocational schools in the partner countries. Chambers of commerce, training providers, government departments and trade association representatives are closely involved in implementation at national level. Once it has been successfully tested, the multimedia learning software will be extended and offered in Estonian, Hungarian and Portuguese. For the first time, the target groups will also include the socially disadvantaged and people with learning difficulties at vocational schools.

Within the bilingual modules, there will be additional individual modules providing language training for specific sectors such as hotels and catering, retail, office systems, banking, heating and electrical engineering, horticulture, metal-working and construction. The project will also develop proposals and recommendations for further training for teachers, and the project webpage will provide information on progress and results.

#### **Website:**

<http://www.leonardo.th.schule.de>

**Partner countries:** Estonia, Finland, France, Germany, Hungary, Ireland, Portugal, United Kingdom

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## **TELLRIGHT (EX-TELEVOICE)**

### *Training, support and tutoring of on-line language learning*

The project partners are working on an English-language on-line training course called "TellRight Trainer" for distance learning course developers in the field of occupational language and communication training. TellRightTrainer is an eight-week course with modules such as e-learning basics, online teaching didactics, media competence and the determination of language skill standards and intercultural skills according to the European Language Portfolio (ELP) and the Common European Framework. The target groups for TellRightTrainer are employees with teaching experience, language trainers and experts in distance learning from all occupations. The pilot course started on 1 September 2003.

The next project stage, called "TellRightCourses", will involve some of the pilot course participants producing on-line language courses in the field of medicine, with Norwegian, Spanish and Swedish versions.

A third part of the project, an Internet-based information and advisory service called "TellRightNet" is being established with transnational content but is also taking account of specific regional features in the partner countries. TellRightNet will include areas for Scandinavia and Eastern Europe as well as for English, German and Spanish. The on-line service will also include manuals, language learning checklists and multi-lingual webpages, and will promote and distribute new and future TellRightCourses as well as existing language courses for medics in German, Spanish and Norwegian.

#### **Website:**

<http://www.tellright.net>

**Partner countries:** Germany, Norway, Poland, Spain, Sweden, United Kingdom

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## **VERTICE**

### *Language Skills for Vocational Training Placements*

The VERTICE project will develop a training methodology for language teachers/trainers, specifically those working with young people preparing for a vocational training placement or exchange in another European country. An analysis of existing language training materials will be undertaken, whereupon both end results and opinions of individual beneficiaries will be considered. Both "sending" and

“receiving” organisations will be contacted during this exercise.

A series of flexible, didactic language materials will be developed (in Italian and Spanish) with the “content of vocational training” being a focal point. Three particular professions have been selected by the project, upon which the developed materials will be based: kitchen assistant, waiter/waitress and garden/pool maintenance worker. A methodological guide for teachers will be produced on the subject of language teaching where a particular profession or vocation is at the centre of such teaching. The guide will also cover: active learner participation in language learning; individual and group activities; and testing of potential language learners (language level perception and motivation testing).

All language materials produced by the project will be made available on CD-ROM in Italian and Spanish, and will be aimed at both language learners and other “indirect” beneficiaries (host families, fellow workers and language companions). Dissemination will comprise a “training of trainers” seminar (presenting the end project results), use of existing partner networks and respective partner websites and articles in relevant press and journals.

**Partner countries:** Italy, Spain

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## ENGLISH FOR DOCKWORKERS

### *Training Materials for Self-Learning in English in the Harbour Transport Sector*

As the title suggests, English for Dockworkers will develop a programme of self-learning training materials to support workers in the harbour industry in developing their English language skills. As the level of technology develops in this sector, so the need for comprehension of technical English becomes not only necessary but essential. The materials to be developed will focus upon three professional groups in particular, namely handler chief, tally man (goods controller) and foreman.

The project will design a language programme, making use of new technologies, for a self-learning approach, which will also bear in mind any restrictions particular to these professional groups, i.e. inability to attend classes at normal times and low linguistic levels (groups will be divided into both basic and intermediate levels).

Contents of the language course will include: basic grammar concepts, greetings and social English expressions, indexing and main parts of the ship, roles of ship staff and foreman duties, tools, accessories and stowage policies, stowage and goods handling and essential, general English vocabulary for dealing with oral communication situations in the port and offices. A virtual network, already in place, will allow workers in the field to fully access the developed English language course.

**Partner countries:** Italy, Spain, Sweden, United Kingdom

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## ELSY

### *Devising a multimedia airport syllabus for young people who are unemployed and under-qualified*

The aim of the ELSY project is to produce English language multimedia training tools which will enable people who have few qualifications to acquire the basic vocabulary needed to work in an airport, whatever their working language (French, German, Italian or Spanish), so as to make it easier for them to find work and to keep it. The multimedia training tools produced will focus on four specific trades: runway workers, fast food workers, bus drivers and security guards.

The tools, which will include video sequences showing real working situations, will be produced in HTML format and be stored centrally on an extranet site. A password-based account system will simplify access for users, and enable constant updating. The main beneficiaries will be young under-qualified job seekers and the staff of the companies which take part in the project. Other beneficiaries will include specialised training centres and other companies. The methodology used will be adaptable to other sectors with specific linguistic needs, in particular hotels and tourism. Results will be disseminated by the partner training centres, initially to their own clients, and later through

local employment networks and other innovative and relevant methods (e.g. territorial employment pacts).

**Partner countries:** France, Germany, Italy, Spain, United Kingdom

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## **INTERCOMM**

### ***International Communication Skills for Enhanced Mobility and Trade***

This dissemination project builds upon methodologies developed in previously funded projects concerning the need for language and communication training in SMEs to maximise their export potential. INTERCOMM will create structures and content for knowledge transfer by developing and distributing an information and training tool for small businesses in the farming and fishing industries in the partner countries.

Produced in hard copy, CD-ROM and DVD formats in four languages (English, Gaelic, Icelandic and Portuguese), the tool will comprise an introduction to language and culture in the partner countries, export trade information and signposting to language training and trade support services. Together with supporting documentation, the tool will be freely available on individual partner websites. Based on the fact that the previously developed products sold over 1 000 copies, demand

is expected to be high for the end product.

Distribution and dissemination will focus on the use of business advice centres, business associations and training organisations as intermediaries. Final outcomes will be further disseminated with the cooperation of regional and national agencies, through press articles, project seminars in four countries and via a web-based project conference.

**Partner countries:** Iceland, Ireland, Portugal

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## **LALIMIP**

### ***Linguistic laboratory for vocational micro-languages - organic agriculture and outfitting***

The aim of the LaLiMiP project is to set up an on-line linguistic laboratory to teach vocational micro-languages. The laboratory will help people acquire and improve the language skills they need in order to become more employable and more mobile within the European Union. The laboratory will provide self-study and teaching in vocational language, in French, German and Italian, for technicians who already possess an intermediate qualification in the organic agriculture and home/small business outfitting sectors. The laboratory will provide documents for consultation and exercises. It will also complement conventional

training offered in vocational training centres.

**Partner countries:** France, Germany, Italy

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## **ALPEC**

### ***Learning languages as education for co-operation***

The objective of the ALPEC project is to identify and evaluate the linguistic, cultural and communication needs of teachers of subjects other than foreign languages, with the aim of encouraging professional exchanges across Europe.

At the end of a period devoted to an analysis of their training needs, five linguistic and cultural training modules will be devised in English, French and Italian. Products will be available in paper form and on CD-ROM. The project's findings will be disseminated via seminars at national and European level, articles in the specialist press and a project Internet site.

**Partner countries:** France, Italy, United Kingdom

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## **GESUNDE SPRACHEN (HEALTHSPEAK)**

*Transnational project to develop job-related language and intercultural skills for workers in health occupations*

The project is aimed at all workers in health professions. It will entail developing training modules and programmes in Czech, English, German, Italian and Slovenian to improve foreign language skills and the ability to operate in an intercultural environment, thereby promoting transnational co-operation and the mobility of workers in Europe's health sector. As well as developing CD-ROMs, on-line courses and vocabulary lists, the project seeks to introduce national and transnational tests and certificates recognising the skills acquired. Posters and information brochures in several languages will be displayed in participating medical practices and health establishments to inform patients about the staff's additional qualifications. There will be special training modules for migrant workers in health occupations, who are often multilingual but who do not have appropriate formal language qualifications. It is intended subsequently to extend these modules to all EU and associated countries.

**Partner countries:** Austria, Czech Republic, Germany, Italy, Slovenia, United Kingdom

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## **POP**

### *Personal Online Paths*

In view of the expansion of self-directed language learning, the POP project seeks to stimulate improved, on-line tutoring, through the development of a training programme for teachers developing language courses, and through the development and introduction of four on-line learning packages using cross-border, on-line tutoring. Following development and testing activity, the project will produce: a guide to the teaching model and lessons learnt from the project; a 70-hour training programme for teachers, specific to developing skills in on-line training (in English, Finnish, French and Spanish); and four 40-70 hour on-line language learning packages, namely, Business English, Tourism French, Tourism Spanish and Finnish for Foreigners, each with tutor support. The introduction of these end products will be the first step towards establishing a Virtual Language Learning Centre (VLLC) for self-directed language learning, supported by international on-line tutoring.

An initial dissemination phase will focus on the establishment of an on-line network involving members of partner networks, extending the potential distribution of the project partnership in order that information on project progress can serve as a wide-reaching motivational tool, stimulating the development of on-line tutoring. Channels such as articles in the press and in scientific journals and presentations at relevant events will also be used. The project will seek wide-ranging dissemination to win support for the VLLC, for which commercialisation is envisaged beyond the lifetime of the project.

### **Website:**

<http://www.personalonlinepaths.net>

**Partner countries:** Finland, France, Germany, Slovakia, United Kingdom

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## **FOCUS ALFA**

Focus ALFA will establish an inventory of existing methods and teaching aids and further elaborate new methods for teaching foreign languages to adult dyslexics, as a way of improving their situation in the labour market. A primary focus will be upon the use of workplace and professional English by the target group.

In the initial research stages of the project, activities will include establishment of an inventory of compensatory equipment in the participating countries, evaluation of the pros and cons of compensatory tools for dyslexic adults (particularly those from non-English speaking countries communicating in English), a study of the learning process in English as a consequence of work with compensatory tools and a measure of the employability of participants as a result of improved skills in English.

Based upon the results, new teaching methods will be proposed and tested on a select group of dyslexic adults from each participating country. This activity will involve specialist consultants working with dyslexic adults and will make use

of ICT via a virtual (web-based) study room. The end project results will comprise a handbook (outline methodology) and supporting video for the teaching of foreign languages to this target group. The dissemination strategy will be mainly virtual and will focus around a dedicated project website and a final European conference where all project results will be presented.

**Partner countries:** Czech Republic, Denmark, Ireland, Poland, Sweden

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## **ECOLORE**

### ***eContent Localisation Resources for Translator Training***

eContent localisation is the translation and cultural adaptation for local markets of digital information. To be efficient, this relies heavily on specialised computer tools requiring intensive training. eCoLoRe aims to remedy a severe skills shortage by developing shareable materials that use tools for the localisation of e-content generally. The materials will include both primary resources - such as translation memories, machine translation source-target pairs and terminologies - and scenarios for their pedagogical exploitation in realistic task-oriented solutions.

eCoLoRe targets academic trainers and trainers in professional associations and

industry, as well as university students and practising translators. The eCoLoRe website will host these freely accessible resources and serve as a training forum for a virtual community of translators.

One of the earliest objectives of the project was to create, disseminate and collate results from a detailed questionnaire. The survey raised many important questions and has generated strong debate among translation professionals. It would appear that lack of both interest and knowledge are significant contributors to the current low level of use of new technologies and localisation tools. Although the majority of translators consider their technology skills to be good or at least adequate, they are reluctant to use new technologies.

The results of the survey suggest that this may be caused by difficulties in acquiring knowledge of the availability of appropriate tools and training. There seems to be a tendency to seek information and training on an ad hoc basis and also to expect professional organisations to provide information and assistance. This again points to a lack of awareness by the translator and a lack of foresight from the professional institutes.

The eCoLoRE project will focus on delivering awareness of the issues to those involved in tools development, to trainers, and to suppliers of the final, translated product.

**Website:**

<http://ecolore.leeds.ac.uk>

**Partner countries:** Germany, Spain, United Kingdom

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## **WELCOME**

### ***Work Experience Language and Culture of Mobility in Europe***

The WELCOME project will produce a multimedia learning and assessment package to support childcare students undertaking a period of work experience in Europe (in particular, Finland, the Netherlands and the UK) and to assess and record their achievements using the European Language Portfolio. For the partner countries, the project will improve the quality of the learning experience for students on placement and will develop and record individual students' vocational language skills (in Dutch, English and Finnish) and intercultural competencies as regards future employment in childcare.

The project will also develop a template which is capable of being transferred for use with: childcare students requiring other languages; other students planning a period of work experience relating to their own field of study; and childcare students requiring native language skills (i.e. refugees) to support their vocational training in childcare. Research will be undertaken by the project, with employers and staff in the field, to ascertain the vocational language required for a European work experience student and to further identify key aspects of the work culture in

this sector within the partner countries. As a result of this research, specialist “vocational language” and “work culture” learning and assessment materials will be developed at both beginners and intermediate level and tailored to the differing needs of students in the partner countries.

Materials will include a workbook, a glossary/phrasebook, an audio tape and an interactive CD-ROM, designed for use before, during and after any mobility placement. Final learning and assessment materials are planned to be piloted with the target group before being refined and launched to the sector. Dissemination will rely on existing partner networks, but will also involve relevant national and European organisations throughout the lifetime of the project.

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## PROTOCOL 2

### *Programme and Materials for the Training of Language and Communication Auditors of European SMEs - Stage 2 (Implementation)*

Many SMEs miss out on export trade opportunities due to a lack of language and communication skills. Building upon a previously funded Leonardo da Vinci project which copyrighted a Language and Communications

Audit tool, the PROTOCOL 2 project will expand potential use of this tool throughout Europe, developing a training scheme for auditors that will be accompanied by a set of European standards for accreditation. A common European language audit scheme will be tested and introduced in the three partner countries and a feasibility study will be undertaken to examine its potential introduction in Portugal.

The project will implement and trial PROTOCOL training materials, an audit framework and a model training scheme for consultants and language auditors. A test application of the final tool will be carried out in over 60 companies. A final evaluation report will be published in English, Icelandic and Portuguese and a common project website will provide information about all project activities. Targeting SME associations and public and private auditors, a series of eight dissemination seminars will be held in the partner countries, distributing printed reference materials. Articles in the press and appropriate journals, along with demonstrations at various events, will further disseminate the market review, the training package and the standard for accreditation.

**Website:**

<http://www.protocol2.info>

**Partner countries:** Iceland, Ireland, Portugal, United Kingdom

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## ELCIT

### *Interactive ICT-based Programme to Train and Learn English Language Competencies for Instructors of Technical Subjects at Initial Vocational Training Schools*

The ELCIT project aims to develop a multimedia interactive programme for student locksmiths, bricklayers, hairdressers and seamstresses to be able to learn basic, professional English language skills in their own technical subjects. The tool will assist both students and instructors of technical or language subjects at initial vocational training level.

Based upon a matrix of required language skills and competencies in the four subject matters, four products will be created in paper, CD-ROM and web format, comprising: work-related professional English language modules; a self-study tool-kit, including practice book, log-book and language aids; a portfolio-style record of competence; and user guidelines for each product. The language modules will be piloted and results thoroughly evaluated in four language combinations. Partners will work with contact persons in local vocational training schools to promote the tools, and will organise press coverage and seminar presentations. Interim outputs will be downloadable from the project website and available on paper, and longer-term commercialisation is envisaged beyond the lifetime of the project. A final report will be produced to support a transnational conference at the end of the project.

**Partner countries:** Czech Republic, Portugal, Slovakia, Spain, United Kingdom

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**EUROSIGNS*****European sign languages for professionals***

Among the many barriers to training and employment for deaf people, this project tackles the insufficient number of trainers and back-up teachers able to communicate in sign language. It proposes to develop a training curriculum and methodology for sign language and communication, particular to selected occupational sectors and professions. The three educational modules to be developed, tested and refined will cover basic introduction, technical language in ten sectors and technical language for selected professions. Seven sign languages will be included (Bulgarian, Czech, French, Greek, Italian, Slovakian and Spanish).

The modules, comprising a dictionary and a multimedia manual, are expected to benefit interpreters, back-up teachers, vocational trainers of deaf persons and deaf persons intending to train abroad. The package will include a series of filmed sequences and will be potentially transferable to other languages and professions. The training package and related products will be available on CD-ROM, on the Eurosigns website and on individual partner sites. It will be further promoted via an e-mailing list to ministries and other public

agencies, vocational training providers and deaf associations, through the promotion of products at workshops and through the production of project leaflets and brochures.

**Partner countries:** Bulgaria, Czech Republic, France, Greece, Italy, Slovakia, Spain

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**WRITING  
PROFESSIONAL  
ENGLISH**

Building upon a previously funded Leonardo project, which produced a 75-page guide for technical and scientific writers in English, the current project will develop more specialised and flexible learning tools for professional writers in English and for course designers. The main product will be a series of self-study modules, with both reference and instructional materials in 11 working sectors (pharmacy, medical engineering, etc.). Five national versions of the modules will be produced, on CD-ROM and on-line, including prototype reference modules in English alongside instructional modules and glossaries in Czech, Icelandic, Italian, Slovenian and Spanish. Draft products will be tested with end-users before being finalised.

A further methodological module (in English) will assist managers of courses to design learning materials. Partners will promote the new tools via

existing national and European networks, workshops, conferences and on the Internet.

**Partner countries:** Austria, Czech Republic, France, Iceland, Italy, Slovakia, Slovenia, United Kingdom

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**QALSPELL*****Quality Assurance in Language for Specific Purposes***

The QALSPELL project seeks to establish and promote a common framework for examinations and testing within tertiary-level education, particularly Foreign Language for Specific Purposes (LSP), based upon the Common European Framework. A key aspect of the project is the planned engagement of national authorities in this field to facilitate the transfer of the new methods across tertiary education systems in the partner countries, which will in turn facilitate student and worker mobility.

An initial needs analysis and subsequent report will review examination requirements and assessment criteria against the labour market environment in the partner countries. Following this, three further development areas are envisaged: development of a framework of unified skill-based LSP exams and tests; a training module for language teachers focusing on unified testing and assessment procedures; and procedures for the adaptation of “descriptors” in

the Common European Framework to local needs. The latter will be piloted in all partner countries with teachers of foreign languages other than English. End project results will form the contents of a Handbook of Language for Specific Purposes (LSP) in English and Estonian, for use by tertiary education decision-makers, teachers, students and employers. National project teams will organise project information seminars, and a final transnational dissemination conference is also planned. A dedicated project website will host project documentation and results.

**Partner countries:** Estonia, Germany, Latvia, Lithuania, United Kingdom

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## **AGROLANG**

### ***Agrotourism-Focused Language Course in English and German for Public Administration Staff from Rural Regions***

The aims of the project are to improve the professional and linguistic skills of public administration officials specialising in agrotourism, to improve the availability of specialist language courses for the sector and to promote innovation in the field of professional training in agrotourism. Project activities include: the development of didactic material for specialist agrotourism language courses in English and German; transforming the developed materials

into on-line versions of the language courses (to be supported by course outlines for instructors and course participants); testing the courses on groups of language learners from each of the eight partner countries; and establishing a permanent on-line platform capable of hosting the final versions of these language courses.

Dissemination will be the responsibility of individual partners, and use will be made of existing networks in addition to introducing the results at appropriate conferences and seminars. A longer-term aim of the project is to extend the courses to additional, lesser-used languages.

**Partner countries:** Belgium, Germany, Italy, Poland, Slovakia, Spain, United Kingdom

**Project co-ordinator:**

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## FURTHER INFORMATION ON THE LEONARDO LANGUAGE ACTION

### WHO TO CONTACT

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[http://www3.socleoyouth.be/static/en/overview/Leonardo\\_overview.htm](http://www3.socleoyouth.be/static/en/overview/Leonardo_overview.htm)

or contact your **National Agency** for advice about getting in touch with possible partners abroad. See a list of National Agencies at:

[http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2/nalist2\\_en.html](http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2/nalist2_en.html)

You may also wish to check out the Leonardo **partner-finding database** run by the European Commission at:

<http://leonardo.cec.eu.int/psd/>

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 CATALOGUE

The "Lingua Catalogue" is a searchable database containing detailed descriptions of language learning materials. These have been developed by transnational partnerships with support from the European Commission, within the framework of the Lingua Programme (1990-1994) and the Lingua D Action of the Socrates Programme (1995-2000). The Catalogue has recently been updated with 41 new products, the results of Lingua projects completed between May 1998 and September 2000. Each product has been assessed by a panel of experts for its usefulness. The site is available in English, French, German and Spanish at:

[http://europa.eu.int/comm/education/socrates/lingua/catalogue/home\\_en.htm](http://europa.eu.int/comm/education/socrates/lingua/catalogue/home_en.htm)

### 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.

The European Label is awarded to local, regional, or national projects that have found creative ways to improve the quality of language teaching, motivate students, make the best of available resources to diversify the number of languages on offer, etc.

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/>

### EUROCLIC

The European Commission has contributed to the development of a network ("Euroclie") of teachers and other parties interested in the learning of other educational subjects through the use of a foreign language. Euroclie produces regular bulletins, and the website includes a materials bank and a "chat" facility for teachers. For more information see:

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

## NEXT ISSUE

"New Lingua projects (2003)" – November 2003

## MAILING LIST

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

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