



## LEONARDO DA VINCI PROGRAMME

Second phase: 2000-2006

# Pilot projects (including Thematic actions), Language competencies, Transnational networks, Reference material FINAL REPORT

## B. OVERVIEW OF THE ACTIVITIES AND ACHIEVEMENTS

### Reminder

The Final Report shall cover all the activities and results for the whole project duration.

An original and one copy of all results and/or products must be sent to the National Agency or the Commission (Procedure C), together with this report.

### B.1 - Outcomes and results

Please describe the concrete outcomes and results, including products, surveys, analysis, etc. of the project, the dissemination activities undertaken and the impact in the specific target group(s). (max 1 page, no more than 2000 characters).

The project has resulted in the following results/products:

Manuals describing five language teaching methods; Computer Assisted Language Learning in Context, Task Based Teaching, Tandem Learning, Simulation, and PhyEmoC (Physical, Emotional, and Cultural approach). Each manual is available in English, German, Romanian, and Spanish. The manuals are available in print and can be downloaded from the project website as .pdf files.

An International Work Placement Preparation Guide which is available in English, German, Romanian, and Spanish. The guide booklets are available in print and can be downloaded from the project website as .pdf files.

Ready to use teaching materials for the language teaching methods. The materials can be downloaded from the project website as .pdf files, but e.g. the materials for Computer Assisted Language Learning in Context is by nature online and can only be used from the website or CD-ROM. All materials are available in Basque, Danish, Dutch, English, Gaelic, German, Romanian, and Spanish

Five video DVDs demonstrating and presenting the five language teaching methods with students in real classes. The DVDs have subtitles in English, German, Romanian, and Spanish.

A website with all the project results; manuals, photos, videos, texts, user areas, PowerPoint presentations, example units, extra materials for the five methods, etc. a total of more than 3.000 files

A CD-ROM containing most of the website files.

In the project period the website had +28.000 unique visitors (I.P. numbers, not just hits). The project teams arranged workshops in 2003 and 2004 at several international conferences: EfVET, EuroCall, WorldCall, TESOL, Day of Languages in Maastricht, European Label conference in Elsinore, meetings arranged by the commission, and a final project conference in Odense. The project also disseminated nationally through the project networks. At national and international events a total of +2000 DVDs and +1200 CD-ROMs have been handed out or sent to participants afterwards.

The number of downloads, and registrations from the website as well as feed-backs from users indicate a substantial impact on the target groups; teachers and students of less taught languages.

## B.2 - Project achievements

B.2.1 - Did the project meet its targets in terms of outcomes (as given in the application form, particularly in the work programme). Please comment on any under or over achievements of targets? (max 1 page, no more than 2000 characters).

The project has delivered all planned outcomes. Some products exceed the originally planned quantity, e.g. a regular Newsletter was introduced to attract more end users, the project Newsletter was advertised through EfVET newsletters and from the project website, the next Newsletter is planned in December 2004/January 2005, future Newsletters will be bi-annual or when major materials have become available (also the website visitors provide new materials to share with other visitors in the users area).

B.2.2 - What was the value added by the innovative aspects of the project? (max 1 page, no more than 2000 characters).

The project has helped place a needed emphasis on language teaching methodologies in Europe. Among the search words used in the search engines that made visitors visit the project website the words "methods" and "method" were parts of the search strings 5641 times.

We have had a rich correspondence with teachers across Europe about methodologies, exchanging views, ideas and materials. The quantity of materials we have handed out and sent to language teachers (CD-ROMs and DVDs) and the website logs shows that the project has made an impact.

It has turned out that the main innovative aspect of the project (besides the demonstration of methods on DVDs) has been that we have made all our products "copyleft" (Copyleft is a way to license a work so that unrestricted redistribution, copying and modification is permitted, provided that all copies and derivatives retain the exact same licensing). The fact that all the products are copyleft has greatly increased the value of the project and ensured a wide distribution and use of the products. The website logs show that materials have been downloaded from browsers with a total of 57 different languages covering Europe and beyond

B.2.3 - What was the overall contribution of the transnational work? Please comment on the value of transnational activities to the achievements of your project objectives at national and transnational level. Include any unanticipated benefits. (max 1 page, no more than 2000 characters).



The transnational work ensured a wide exchange of ideas and cultural approaches to language teaching methodologies suitable for the lesser taught languages. The difference in traditions and cultures in the project partner countries meant enriched and diversified materials, e.g. in the International Work Placement Preparation Guides and also very visible in the PhyEmoC method unit.

The sparring partner system applied in the project where other partners were responsible for continuous feedback to the partners writing on a manual unit ensured better quality and depth of the work.

The contributions from teachers outside the project was a real benefit meaning both extra materials and comments / evaluations of our ongoing work.

The contacts to other international and national projects e.g. like one from Luxembourg working with Letzebuergesch was an unexpected benefit (which also made the team from Luxembourg come to our final conference), we also made contact with original Tandem Project teams, e.g. the Teacher Training College In Sittard. This resulted in cooperation with one of the teachers who gave interviews for the Tandem DVD and let us use her class for the demonstration lesson. We were also permitted to reuse parts of the Tandem Project Documents.

The debate on minority and endangered languages was another unexpected outcome of the project which has lead to the Scottish partner submitting a Leonardo proposal aiming at the creation of digitized pools of materials to be used for developing eLearning sources for these languages.

**B.2.4 - How do you consider the project partnership and project activities/results to be sustainable beyond the Leonardo project? (max 1 page, no more than 2000 characters).**

The project results will be developed on a continuous basis in the years to come. The teams still produce materials, e.g. for simulations that are placed online in the project website. The project teams comprise teachers who for years (decades) have been dedicated to sharing language teaching ideas and materials.

The project Newsletter will be continued, the next Newsletter is planned in December 2004/January 2005. Future Newsletters will be bi-annual. The project website is actually a sub website under the Language Plaza, which is one of the oldest language teaching websites in Europe, this ensures continuous maintenance and updating without being dependant on external funding.

After the project period the partnership has on several occasions shipped materials to language teachers, e.g. in Spain and Denmark.

Teachers registering at the project website are welcomed and receive information on new project results and links to other language teaching resources and projects

Sustainability is supported by all the results being available for download from the continued project website and its mirror site in Scotland, even the DVD disk images can be downloaded for burning the DVD videos.



Agreement number:

C. PARTNERSHIP

C – Please mention if there are any modifications<sup>1</sup> to the initial partnership or in the distribution of tasks and budget amongst partners. Yes [ ] No [X] If you have answered « Yes », please fill in the following tables with the final composition of the partnership.

Table C.1 – Partnership Changes

N°	Partner organisations, including co-ordinator or scientific co-ordinator which have withdrawn	Replacement partners*	Amendment request approved by NA or the Commission? (Yes/No)
1			
2			
3			
...			

N°	Reasons for withdrawal (½ page maximum, per case)
1	
2	
3	
...	

Please add extra sheets if necessary.

<sup>1</sup> Please note that changes to the partnership or substantial changes in the allocation of tasks would normally require an amendment to the initial contract.

\* Please complete table C.2 below with additional information



Agreement number:

Table C.2 – Changes to tasks and budget

N°	Partners (initial and replacement partners if appropriate)	Amount of budget per partner and LdV grant (initial amounts or new amounts if appropriate), after redistribution	
		Total budget (Euro)	LdV grant (Euro)
1			
2			
3			
...			

N°	Tasks taken over by the new partners and/or (re)distribution of the tasks between the initial partners (confirm initial tasks or redistribution compared to initial proposal) (½ page maximum, per case)
1	
2	
3	
...	

Please add extra sheets if necessary.



**D. WORK PROGRAMME**

D.1 – Please describe clearly and briefly the activities undertaken from the work programme

Table D.1

Work packages <sup>2</sup>				Organisations involved in the activities undertaken
N°	Title of Work package	Start date (dd/mm/yyyy)	End date (dd/mm/yyyy)	
WP 1.1	Project web	November 1 <sup>st</sup> 2002	November 15 <sup>th</sup> 2002	P1
WP 1.2	Project infrastructure	November 10 <sup>th</sup> 2002	November 15 <sup>th</sup> 2002	P1 + P2
WP 1.3	Kick-off meeting and selection of language teaching methods	November 14 <sup>th</sup> 2002	November 17 <sup>th</sup> 2002	All partners
WP 1.4	Language teaching method A description and tutorial	November 18 <sup>th</sup> 2002	January 31 <sup>st</sup> 2003	P1 responsible, P8 sparring partner P3, P4, P5, P6, and P7 Co-producers P2 dissemination
WP 1.5	Language teaching materials to be used with method A	February 1 <sup>st</sup> 2003	March 31 <sup>st</sup> 2003	P1 + P7 responsible, P8 sparring partner P3, P4, P5, P6 Co-producers and testing P2 dissemination
WP 1.6	Adaptation and Translation of manual and teaching materials	March 31 <sup>st</sup> 2003	April 30 <sup>th</sup> 2003	P1, P3, P4, P5, P6, P7, P8 P2 dissemination
WP 1.7	Video production	March 31 <sup>st</sup> 2003	May 15 <sup>th</sup> 2003	P1 responsible P2 dissemination P8 editing script and English subtitles P3, P4, P5, P6, P7, P8 feedback and suggestions
WP 1.8	Project workshop and meeting	May 19 <sup>th</sup> 2003	May 22 <sup>nd</sup> 2003	All partners

<sup>2</sup> Please indicate the effective dates of the activity undertaken in each work package.



Agreement number:

WP 1.9	DVD Video post production	May 22 <sup>nd</sup> 2003	June 15 <sup>th</sup> 2003	P1 data & production P3, P5, and P7 translations
WP 2.1	Student "Travel" Guide	May 23 <sup>rd</sup> 2003	August 21 <sup>st</sup> 2003	P6 responsible P1, P3, P4, P6, P7, P8 debate and co-editing P8 English proof reading
WP 2.2	Student "Travel" Guide translations	August 21 <sup>st</sup> 2003	September 15 <sup>th</sup> 2003	P1 data & production P3, P5, and P7 translations
WP 2.3	Language teaching method B description and tutorial	May 22 <sup>nd</sup> 2003	August 1 <sup>st</sup> 2003	P4 responsible, P3 sparring partner P1, P5, P6, P7, and P7 Co-producers and take part in online debate P2 dissemination
WP 2.4	Language teaching materials to be used with method B	August 1 <sup>st</sup> 2003	September 1 <sup>st</sup> 2003	P4 + P7 responsible, P3 sparring partner P1, P5, P6, P8 Co-producers and testing P2 dissemination
WP 2.5	Adaptation and Translation of manual and teaching materials	September 1 <sup>st</sup> 2003	October 1 <sup>st</sup> 2003	P1, P3, P4, P5, P6, P7, P8 P2 dissemination
WP 2.6	Video production	September 22 <sup>nd</sup> 2003	October 15 <sup>th</sup> 2003	P1 + P4 responsible P2 dissemination P8 editing script and English subtitles P3, P4, P6, P7, P8 feedback and suggestions
WP 2.7	Project workshop and meeting	October 15 <sup>th</sup> 2003	October 19 <sup>th</sup> 2003	All partners
WP 2.8	DVD Video post production	October 20 <sup>th</sup> 2003	October 31 <sup>st</sup> 2003	P1 data & production P3, P5, and P7 translations P8 English proof reading
WP 3.01	Language teaching method C description and tutorial	November 1 <sup>st</sup> 2003	January 15 <sup>th</sup> 2004	P6 responsible, P5 sparring partner P1, P5, P6, P7, and P7 Co-producers and took part in online debate P2 dissemination
WP 3.02	Language teaching method D description and tutorial	November 1 <sup>st</sup> 2003	January 15 <sup>th</sup> 2004	P7 responsible, P3 sparring partner P1, P4, P5, P6, and P8 Co-producers and took part in online debate P2 dissemination



Agreement number:

WP 3.03	Language teaching method E description and tutorial	November 1 <sup>st</sup> 2003	January 15 <sup>th</sup> 2004	P8 responsible, P4 sparring partner P1, P3, P5, P6, and P7 Co-producers and took part in online debate P2 dissemination
WP 3.04	Language teaching materials to be used with method C	January 15 <sup>th</sup> 2004	February 29 <sup>th</sup> 2004	P6 + P3 responsible, P5 sparring partner P1, P4, P7, P8 Co-producers and testing P2 dissemination
WP 3.05	Language teaching materials to be used with method D	January 15 <sup>th</sup> 2004	February 29 <sup>th</sup> 2004	P7 + P1 responsible, P3 sparring partner P4, P5, P6, P8 Co-producers and testing P2 dissemination
WP 3.06	Language teaching materials to be used with method E	January 15 <sup>th</sup> 2004	February 29 <sup>th</sup> 2004	P8 responsible, P4 sparring partner P1, P3, P5, P7 Co-producers and testing P2 dissemination
WP 3.07	Adaptation and Translation of manual and teaching materials	March 1 <sup>st</sup> 2004	March 31 <sup>st</sup> 2004	P1, P3, P4, P5, P6, P7, P8 P2 dissemination
WP 3.08	Video production	April 1 <sup>st</sup> 2004	June 10 <sup>th</sup> 2004	P1 + P6 + P7 + P8 responsible P2 dissemination  P3, P4, P5 feedback and suggestions  P8 editing scripts and English subtitles
WP 3.09	Project workshop and meeting	May 25 <sup>th</sup> 2004	May 29 <sup>th</sup> 2004	All partners
WP 3.10	DVD Video post production	June 15 <sup>th</sup> 2004	August 15 <sup>th</sup> 2004	P1 data & production P3, P5, and P7 translations P8 English proof reading





Agreement number:

WP 4.1	Field handbook, teaching materials, and students' guide	August 15 <sup>th</sup> 2004	October 1 <sup>st</sup> 2004	All partners
WP 4.2	DVD Video library	August 15 <sup>th</sup> 2004	October 1 <sup>st</sup> 2004	P1 data & production All partners
WP 4.3	Project meeting & Language teaching conference	October 13 <sup>th</sup> 2004	October 17 <sup>th</sup> 2004	All partners

Work packages	Aims and objectives of activities undertaken (½ page maximum, per package)
WP 1.1	Website established with main structure, sample content, texts and video, registration page for e-mail lists, and discussion areas
WP 1.2	Electronic communication platform ready for use by project partners during the project
WP 1.3	Minutes from 1 <sup>st</sup> meeting showing partners' tasks, schedule, responsibilities for content, quality control, and dissemination. List of five communicative language-teaching methods – one for each target language. Administrative procedures
WP 1.4	Manual describing method A with guidelines on how to use the method
WP 1.5	Sets of materials suitable for method A, ready for print and use in classes
WP 1.6	Manuals in English, German, Romanian, and Spanish Adapted teaching materials in Basque, Danish, Dutch, Gaelic, German, Romanian, and Spanish The manuals represent the first of five units of the final field handbook
WP 1.7	Video in streaming format showing how to teach a lesser taught language using Method A DVD video prototype with English subtitles
WP 1.8	Minutes from 2 <sup>nd</sup> meeting with quality checklist Comments on developed materials during WP 1 List of subtitles to translate for first DVD Updated list with schedule and responsibilities regarding WP 2 Texts for brochures, handouts, newsletters, and news releases Travel reports from all partners
WP 1.9	DVD video with subtitles in English, German, Romanian, and Spanish The DVD to be demonstrated at the EfVET conference
WP 2.1	A guide on how to assist apprentices preparing for going to another European country



Agreement number:

WP 2.2	Student "Travel" Guide in English, German, Romanian, and Spanish. The printed version will be presented at the EFVET conference
WP 2.3	Manual describing method B with guidelines on how to use the method
WP 2.4	Sets of materials suitable for method B, ready for print and use in classes
WP 2.5	Manuals in English, German, Romanian, and Spanish Adapted teaching materials in Basque, Danish, Dutch, Gaelic, German, Romanian, and Spanish The manuals represent the second of five units of the final field handbook
WP 2.6	Video in streaming format showing how to teach a lesser taught language using Method B DVD video prototype with English subtitles
WP 2.7	Minutes from 3 <sup>rd</sup> meeting with quality checklist Comments on developed materials List of subtitles to translate for 2 <sup>nd</sup> DVD Updated list with schedule and responsibilities regarding WP 3 Texts for brochures, handouts, newsletters, and news releases Travel reports from all partners Interim report
WP 2.8	DVD video with subtitles in English, German, Romanian, and Spanish
WP 3.01	Manual describing method C with guidelines on how to use the method
WP 3.02	Manual describing method D with guidelines on how to use the method
WP 3.03	Manual describing method E with guidelines on how to use the method
WP 3.04	Sets of materials suitable for method C, ready for print and use in classes
WP 3.05	Sets of materials suitable for method D, ready for print and use in classes
WP 3.06	Sets of materials suitable for method E, ready for print and use in classes
WP 3.07	Manuals in English, German, Romanian, and Spanish Adapted teaching materials in Basque, Danish, Dutch, Gaelic, German, Romanian, and Spanish The manuals represent the last three of five units of the final field handbook
WP 3.08	Videos in streaming format showing how to teach a lesser taught language using Method C, D, and E. DVD video prototype with English subtitles



Agreement number:

WP 3.09	Minutes from 4 <sup>th</sup> meeting with quality checklist List of subtitles for 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> DVD Comments on developed materials with suggestions for final changes made during WP4. Updated list with schedule and responsibilities regarding WP 4 Texts for brochures, handouts, newsletters, and news releases Travel reports from all partners
WP 3.10	DVD videos 3, 4, and 5 with subtitles in English, German, Romanian, and Spanish
WP 4.1	Field handbook and students' guide in English, German, Romanian, and Spanish  Collection of teaching materials for use in teaching Basque, Danish, Dutch, Gaelic, and Romanian. The materials are also available in English, German, and Spanish
WP 4.2	Five DVD videos with subtitles in English, German, Romanian, and Spanish All videos in streaming format on the project web
WP 4.3	Minutes from 5 <sup>th</sup> meeting with quality checklist Comments on developed materials Texts for brochures, handouts, newsletters, and news releases Travel reports from all partners Dissemination plan for final products Conference at OTS Final report

Work packages	Activities undertaken (½ page maximum, per package)
WP 1.1	Launching the project web <a href="http://www.languages.dk/methods">www.languages.dk/methods</a> Opening discussion webs Opening registration page Placing first materials in web ready to use by visitors
WP 1.2	Setting up O'Reilly Webboard area on EfVET server
WP 1.3	Kick-off meeting followed by workshops where the partners demonstrated their proposed language teaching methods. Based on demonstrations and debates selection of five communicative methods. Demonstration of pre-prototype (DVD + description + material) Meeting on project administration
WP 1.4	Local tests and debates followed by electronic meetings with sparring partner. The writing process took place through online-shared documents



WP 1.5	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials were tested in classes before “final” layout and DtP process. Electronic discussions and debate with other teams.
WP 1.6	The translation process took place through online-shared documents. Adaptations take place after the materials were tested in classes.
WP 1.7	Making of shooting script and storyboard based on materials and description of method A. Video recordings showing method and materials used in class plus interview of teacher about preparation and evaluation.
WP 1.8	Workshops with demonstrations of DVD and method for creating subtitles. Evaluation and demonstration of developed materials. Final adjustment of plan for work package 2 based on the evaluation of WP 1 Writing of disseminating materials
WP 1.9	Translation of subtitles for first DVD, the process took place through online-shared documents
WP 2.1	P6 prepared a draft guide which was then be worked on and edited through the project communication system
WP 2.2	The adaptation and translation process took place through online-shared documents.
WP 2.3	Local tests and debates followed by electronic meetings with sparring partner. The writing process took place through online-shared documents
WP 2.4	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials were tested in classes before “final” layout and DtP process. Electronic discussions and debate with other teams.
WP 2.5	The translation process took place through online-shared documents. Adaptations take place after the materials were tested in classes
WP 2.6	Making of shooting script and storyboard based on materials and description of method B. Video recordings showing method and materials used in class plus interview of teacher about preparation and evaluation.
WP 2.7	Workshops with evaluation and demonstration of developed materials. Writing of disseminating materials Compiling interim report. Final adjustment of plan for work package 3 based on the evaluation of WP 1 and 2.
WP 2.8	Translation of subtitles for DVD, the process took place through online-shared documents.
WP 3.01	Local tests and debates followed by electronic meetings with sparring partner. The writing process took place through online-shared documents
WP 3.02	Local tests and debates followed by electronic meetings with sparring partner. The writing process took place through online-shared documents



Agreement number:

WP 3.03	Local tests and debates followed by electronic meetings with sparring partner. The writing process took place through online-shared documents
WP 3.04	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials were tested in classes before “final” layout and DtP process. Electronic discussions and debate with other teams.
WP 3.05	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials were tested in classes before “final” layout and DtP process. Electronic discussions and debate with other teams.
WP 3.06	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials were tested in classes before “final” layout and DtP process. Electronic discussions and debate with other teams.
WP 3.07	The translation process took place through online-shared documents. Adaptations take place after the materials were tested in classes.
WP 3.08	Making of shooting scripts and storyboards based on materials and description of methods C, D, and E. Video recordings showing methods and materials used in classes plus interviews of teachers about preparations and evaluations.
WP 3.09	Workshops with evaluation and demonstration of developed materials. Based on experiences review of developed materials in workshops Writing of disseminating materials Final adjustment of plan for work package 4.
WP 3.10	Translation of subtitles for DVDs, the process took place through online-shared documents.
WP 4.1	Last editing and changes followed by final Dtp process. The work took into account the inputs from visitors from the project web. The editing took place through electronic discussions and shared files. Printing of field handbooks
WP 4.2	Last editing of videos and subtitles. The work took into account the inputs from visitors from the project web. The editing of subtitles took place through electronic discussions and shared files. Production of DVDs



Agreement number:

<p><b>WP 4.3</b></p>	<p>Workshops preparing demonstration of the developed materials.          Writing of disseminating materials          Finalising dissemination plan for final products.</p> <p>At the conference the partners demonstrated the developed materials in workshops on teaching Basque, Danish, Dutch, Gaelic, and Romanian.</p>
----------------------	--

Work packages	Divergences from the initial activities and reasons why (½ page maximum, per package)
WP 1	None
WP 2	None
WP 3	None
WP 4	None

Work packages	Impact in the project's operational objectives (½ page maximum, per package)
<p>WP 1</p>	<p>The first work package ensured the setup of the project infra structure, communication platform, and implementation of the peer review / sparring system.</p> <p>The first workshop, which was part of WP 1, ensured the selection of appropriate language teaching methods and further more started the main activities. Each partner team had a set task to prepare for the workshop so all came with a lesson to teach their own language to the other teams based on a method selected by the coordinator.</p> <p>The main task in WP1 was the first method manual followed by the first DVD. So in reality WP1 was the pilot for the remaining work packages, the lessons learned in WP1 ensured that all teams got into the habit of the sparring system and the system for translating the subtitles was improved.</p>
<p>WP 2</p>	<p>The second work package was built on the experiences of WP1, the system for DVD creation was nether the less changed and new technology was applied for scripting the subtitles. Dissemination took a leap forward during WP2 also because now there was substantial materials to demonstrate and disseminate.</p>
<p>WP 3</p>	<p>The third work package utilized the experiences from the previous packages, the remaining three methods were described and the DVD recorded, but once again new technology (new DVD software for menus and authoring) had eased the work. During WP3 we ensured further dissemination.</p>



Agreement number:

WP 4	The last work package was dedicated final editing of the products, quality control and dissemination. The final conference where the products were presented had 49 participants from 14 countries. It was decided to carry on the work after the project period and some new materials have already found way to the website in November and December 2004.
------	--

Please add extra sheets if necessary.

## D.2 – Partnership meetings

Table D.2

N°	Place		Date (dd/mm/yyyy)	Purpose of the meeting
	Country code <sup>3</sup>	Town		
1	BE	Brussels	14-17/11/2002	Project kick-off, first workshops and quality control
2	RO	Pitesti	19-22/05/2003	Quality control and workshops
3	UK	Sleat (Skye)	15-19/10/2003	Quality control and workshops
4	ES	San Sebastian	25-29/05/2004	Quality control and workshops
5	DK	Odense	13-17/10/2004	Quality control, workshops and conference

N°	Partners attending
1	All partners
2	All partners
3	All partners
4	All partners
5	All partners

N°	Key results (summary of the minutes) (½ page maximum, per case)
1	Kick-off meeting in Bruxelles 15-16. November 2002:  Welcome and presentation of all partners.

<sup>3</sup> Please use the codes which are in the application form



	<p>Instructions for the financial handbook , detailed instruction given.                  Several different teaching methods were presented, tried out and discussed in the project group.                  Discussion and agreement of partner responsibilities.                  Agreement on the content of the different work packages for each partner.                  Sparring partners and quality control discussed and settled.                  Products of the project work:</p> <p>Handbook with description of five methods in four languages                  Ready-to-use materials for each teaching method                  DVDs for demonstration of the teaching methods                  Student travel guide                  Website with the developed materials</p> <p>Working plan and time table for the first six months discussed and agreed on.</p>
2	<p>Meeting in Pitesti 20. and 21. May</p> <p>Welcome by the vice rector of the University of Pitesti.                  Demonstration of a lesson in Romanian. All participants were exchange students from different countries.                  Status report of the project work was given by the project leader Kent Andersen.                  All materials, video recordings and DVD versions for the first work package (Computer assisted language learning in context) were presented.                  Obligations and dead lines of the project were discussed again.                  Status of dissemination of the project. Conclusion: The project has been disseminated successfully in many countries through presentations of the project at national and international conferences, interviews and presentations at teacher colleges.                  General discussion of the work packages in the project.                  Future activities of the project presented by Kent Andersen                  An outline was made for evaluation questions.                  The meeting closed with a press conference for the local Romanian press. Several interviews were given.</p>
3	<p>Meeting in Scotland, the Isle of Skye 17. and 18. October 2003</p> <p>Welcome at Sabhal Mòr Ostaig.</p>





	<p>Status and revision of the project by Kent Andersen.  Quality control based on EFQM.  The finished work packages were step by step presented by Kent Andersen for the EFQM control.  Conclusion of the project work so far: The project is running well, all partners are delivering on time and dissemination is running more than well.</p> <p>Discussion of the use of the communication platform for project partners.  The evaluation form/questionnaire for evaluators is ready.  Demonstration of a language exercise, a simulation “Red Desert”. All partners must create a simulation for the next project meeting.  Presentation of a project teaching method: e-tandem learning.  All partners agreed to participate in e-tandem learning with a fellow project partner until the next project meeting.  The work placement student guide is ready for print. The guide was presented by Frans van Schaik.  The interim report of the project was discussed; interim report requirements from different partners were repeated by the project leader Kent Andersen.  Finally, revision of the next work packages of the project and a date for the next meeting.</p>
4	<p>Meeting in Spain, San Sebastian 26. to 28. May 2004</p> <p>Welcome at CEBANC-CEDEA  Status and revision of the project by Kent Andersen.  Quality control based on EFQM.  The finished work packages were step by step presented by Kent Andersen for the EFQM control.  Conclusion of the project work so far: The project is running well, all partners are delivering on time and dissemination is running more than well.  The partners evaluated their participation in e-tandem learning.</p> <p>Workshops testing language exercises, new simulations, games, and tasks were tested.  Presentation of the final project teaching methods Tandem Learning, Simulations, and PhyEmoC  The interim report of the project was discussed looking forward to the Final report  Finally, revision of the next work packages of the project and a date for the final meeting.</p>
5	<p>Meeting in Denmark, Odense 13. to 17. October 2004</p>



Agreement number:

Welcome at Odense Tekniske Skole by Kent Andersen  
Status of the project by Kent Andersen.  
Quality control based on EFQM.  
The finished work packages and project results were step by step presented by Kent Andersen for the EFQM control.  
Conclusion of the project work: The project has been running well, all partners have delivered on time and dissemination exceeds all expectations.  
The partners evaluated their participation in e-tandem learning.

Workshops preparing for the presentation of the project teaching methods at the conference

The Final Report of the project was discussed and deadline for submitting materials etc. was agreed on to be November 15<sup>th</sup>  
Finally future dissemination and activities beyond the project lifespan were agreed on.

The meeting finished with the International Conference where we had 49 participants representing 14 countries

Please add extra sheets if necessary.

Table D.3

D.3.1 – For «NETWORKS »- Please describe the transnational partnership structure illustrating, in particular, those activities relating to 'taking stock and analysis of existing knowledge', 'identification of needs and trends' and the 'dissemination of results'. (1 page maximum)

Describe both method and approach and note any changes from the original work programme.



Agreement number:

D.3.2 – For « LANGUAGE COMPETENCES »- Please indicate the learners' languages, levels and target languages of the project, method and didactic approach (e.g. task based learning, CLIL<sup>4</sup>, exchanges, tandem learning, tutoring, TELL, CALL, ODL<sup>5</sup> etc.)

N°	Learners' languages codes <sup>6</sup>	Target languages codes	Levels of proficiency <sup>7</sup>
1	DA, DE, EN, NL, RO, ES, OT (Basque), OT (Gaelic – Scottish) + in reality any European language	DA	Beginner, intermediate
2	DA, DE, EN, NL, RO, ES, OT (Basque), OT (Gaelic – Scottish) + in reality any European language	DE	Beginner, intermediate
3	DA, DE, EN, NL, RO, ES, OT (Basque), OT (Gaelic – Scottish) + in reality any European language	EN	Beginner, intermediate
4	DA, DE, EN, NL, RO, ES, OT (Basque), OT (Gaelic – Scottish) + in reality any European language	NL	Beginner, intermediate
5	DA, DE, EN, NL, RO, ES, OT (Basque), OT (Gaelic – Scottish) + in reality any European language	RO	Beginner, intermediate
6	DA, DE, EN, NL, RO, ES, OT (Basque), OT (Gaelic – Scottish) + in reality any European language	ES	Beginner, intermediate
7	DA, DE, EN, NL, RO, ES, OT (Basque), OT (Gaelic – Scottish) + in reality any European language	OT (Basque)	Beginner, intermediate
8	DA, DE, EN, NL, RO, ES, OT (Basque), OT (Gaelic – Scottish) + in reality any European language	OT (Gaelic – Scottish)	Beginner, intermediate

N°	Describe method and didactic approach - please refer to the initial work programme and further note any changes. (½ page maximum, per case)
1	CALL, task based learning, tandem learning, PhyEmoC (Physical, Emotional, and Cultural approach), and simulations
2	CALL, task based learning, tandem learning, PhyEmoC (Physical, Emotional, and Cultural approach), and simulations
3	CALL, task based learning, tandem learning, PhyEmoC (Physical, Emotional, and Cultural approach), and simulations
4	CALL, task based learning, tandem learning, PhyEmoC (Physical, Emotional, and Cultural approach), and simulations
5	CALL, task based learning, tandem learning, PhyEmoC (Physical, Emotional, and Cultural approach), and simulations
6	CALL, task based learning, tandem learning, PhyEmoC (Physical, Emotional, and Cultural approach), and simulations
7	CALL, task based learning, tandem learning, PhyEmoC (Physical, Emotional, and Cultural approach), and simulations

<sup>4</sup> CLIL-Content and Language Integrated Learning

<sup>5</sup> TELL-Technology Enhanced Language Learning, CALL-Computer Aided Language Learning, ODL-Open and Distance Learning

<sup>6</sup> Please use the codes which are in the application form

<sup>7</sup> Beginner, Intermediate, Advanced



Agreement number:

8	CALL, task based learning, tandem learning, PhyEmoC (Physical, Emotional, and Cultural approach), and simulations
---	---

Please add extra sheets if necessary.

D.3.3 – For « REFERENCE MATERIAL» - Please describe the main results achieved.

N°	Description of Methodology
1	
2	
...	

N°	Results
1	
2	
...	

D.4- Please provide information on the partners that participated in dissemination activities in the whole project duration, in alphabetical order of country code using the table below.

Table D.4

N°	Country code <sup>8</sup>	Name of organisation/institution in national language <sup>9</sup>	Name of organisation/institution in EN, FR or DE	Place Where it took place? Region code <sup>5</sup>	What sectors were targeted by these dissemination activities? Sector code <sup>5</sup>
1	BE	EfVET	EfVET	EfVET Newsletter, October 2003 BE1	M80

<sup>8</sup> Please use the codes which are in the application form

<sup>9</sup> Please provide this information also in EN, FR or DE, if available



Agreement number:

2	BE	EfVET	EfVET	Seville. This was a pre- project dissemination to ensure interest and impact ES61	M80, O91
3	BE	EfVET	EfVET	EfVET website, project descriptors and links BE1	M80
4	BE	EfVET	EfVET	Round table dissemination, video demonstrations, brochures at 12th International Conference of Efvet held in Cardiff, October 2003 UKL2	M80
5	BE	EfVET	EfVET	Round table dissemination, video demonstrations, brochures at 13th International Conference of Efvet held in Lucca, Italy IT51	M80
6	BE	EfVET	EfVET	EfVET Newsletter, July 2004 BE1	M80
7	DE	BBS TECHNIK I	BBS TECHNIK I	Ludwigshaven, March 25, 2003 DEB3,	M80
8	DE	BBS TECHNIK I	BBS TECHNIK I	Round table dissemination, video demonstrations, brochures at 12th International Conference of Efvet held in Cardiff, October 2003 UKL2	M80
9	DE	BBS TECHNIK I	BBS TECHNIK I	EuroCall Conference, September 2003, Limerick, Ireland IE025	M80
10	DE	BBS TECHNIK I	BBS TECHNIK I	Round table dissemination, video demonstrations, brochures at 13th International Conference of Efvet held in Lucca, Italy IT51	M80
11	DE	BBS TECHNIK I	BBS TECHNIK I	EuroCall Conference, September 2004, Vienna, Austria AT13	M80
12	DK	Odense Tekniske Skole	Odense Technical College	Round table dissemination, video demonstrations, brochures at 12th International Conference of Efvet held in Cardiff, October 2003 UKL2	M80
13	DK	Odense Tekniske Skole	Odense Technical College	EuroCall Conference, September 2003, Limerick, Ireland IE025	M80



Agreement number:

14	DK	Odense Tekniske Skole	Odense Technical College	Round table dissemination, video demonstrations, brochures at 13th International Conference of Efvet held in Lucca, Italy IT51	M80
15	DK	Odense Tekniske Skole	Odense Technical College	EuroCall Conference, September 2004, Vienna, Austria AT13	M80
16	DK	Odense Tekniske Skole	Odense Technical College	De Europese Dag van de Talen, September 2004, Maastricht, The Netherlands NL42	M80
17	DK	Odense Tekniske Skole	Odense Technical College	Meeting for promoters of projects selected in 2001-2003, September 2004, Brussels BE1	M80
18	DK	Odense Tekniske Skole	Odense Technical College	Follow-up seminar with promoters of projects selected in 2000, 2001 and 2002, June 2003, Brussels BE1	M80
19	DK	Odense Tekniske Skole	Odense Technical College	Copenhagen, International Day Conference, December 4, 2002 DK003	M80
20	DK	Odense Tekniske Skole	Odense Technical College	Regular newsletters to registered web visitors. Physically sent from Odense, DK003	M80
21	DK	Odense Tekniske Skole	Odense Technical College	Article in the EuroCall Newsletter, September 2003 DK008	M80
22	DK	Odense Tekniske Skole	Odense Technical College	Editorial in the CEDEFOP ETV electronic Newsletter no. 24 February 2002. This was a pre- project dissemination to ensure interest and impact DK008	M80
23	DK	Odense Tekniske Skole	Odense Technical College	Banff, Canada Alberta	M80, Q99
24	DK	Odense Tekniske Skole	Odense Technical College	Elsinore, European Label seminar DK003	M80
25	DK	Odense Tekniske Skole	Odense Technical College	Project Website, physically based in Odense DK008	M80



Agreement number:

26	ES	CEBANC	CEBANC	HABE ((Helduen Alfabetatze eta Berreuskalduntzeko Erakundea Basque Government organization responsible for adult literacy and retraining -October and December 2002 ES 21	M80, L75
27	ES	CEBANC	CEBANC	Reports to the Basque Government Department of Education (Vitoria) - Contacts with Permanent Learning Management ES 21	M80, L75
28	ES	CEBANC	CEBANC	Reports to the Basque Government Department of Education -May 03 -September 03 ES 21	M80, L75
29	ES	CEBANC	CEBANC	IVAC project presentation -December 02 -September 03 presentation of the project and the DVD and CD materials. ES 21	M80
30	ES	CEBANC	CEBANC	URRATS euskaltegia ES21 -November 02: presentation of the project -May 03: presentation of e-materials created -September 03: delivery of DVD and CD material and the joint recording ES21	M80
31	ES	CEBANC	CEBANC	DONOSTIAKO EUSKARAREN UDAL PATRONATUA -October 03: presentation of the project and the DVD and CD materials. ES21	L75
32	ES	CEBANC	CEBANC	Presentation of the project and the DVD and CD materials to the editors of Auzoka and Hiru Txulo magazines. ES21	M80, H55



Agreement number:

33	ES	CEBANC	CEBANC	Round table dissemination, video demonstrations, brochures at 12th International Conference of Efvet held in Cardiff, October 2003 UKL2	M80
34	ES	CEBANC	CEBANC	Round table dissemination, video demonstrations, brochures at 13th International Conference of Efvet held in Lucca, Italy IT51	M80
35	ES	CEBANC	CEBANC	Contacts with Permanent Learning Management ES 21 November 03, Reports to the Basque Government Department of Education (Vitoria) ES21	M80
36	ES	CEBANC	CEBANC	DONOSTIAKO eta BIZKAIKO BERRITZEGUNEA ES 21 -The responsables take part in our meeting in SS Mai 04, Support Centre for Vocational Training and Educational Innovation reporting to the Basque Government Department of Education. San Sebastián ES21	M80
37	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	CECE congress in Santiago de Compostela ES21	M80
38	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	3500 schools, Public administration, local administration, etc. receive the Magazine « <i>Actualidad Docente</i> » . number 231, 232 and 233 ES3	M80
39	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	CECE Annual Conference. This year has been celebrated in Cordoba, from 14-16 October 2004. There were 420 participants. In the stand of CECE there were the DVDs of the project ES3	M80





Agreement number:

40	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	"Annual Report of CECE". Has been handed over all the CECE members and also to public institutions. ES3	M80
41	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	There is a link to the project in <a href="http://www.cece.es">www.cece.es</a> ES3	M80
42	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	The teachers and students of the University School of Tourism, Cervantes University Valladolid have been informed and used some of the methods developed in the project ES3	M80
43	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	Te Newsletter has been distributed among the contacts of the different departments (Europe, Technology, CDTI) ES3	M80
44	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	CECE has provided personal information to public and private schools, colleges and to the Distance University of Madrid (English Department) ES3	M80
45	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	XL National and I international Congress of the Spanish Federation of Tourism Colleges (Organized by the University School of Tourism, <b>Cervantes University</b> ) 7-10 July 2004 ES3	M80
46	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	Round table dissemination, video demonstrations, brochures at 12th International Conference of Efvet held in Cardiff, October 2003 UKL2	M80
47	ES	Confederación española de centros de Enseñanza (CECE)	Spanish Confederation of Training Centres CECE	Round table dissemination, video demonstrations, brochures at 13th International Conference of Efvet held in Lucca, Italy IT51	M80
48	NL	Horizon College	Horizon College	Holland: Dudo College Hilversum NL 31	M80



Agreement number:

49	NL	Horizon College	Horizon College	Horizon College Hoorn, Alkmaar and Heerhugowaard NL32	M80
50	NL	Horizon College	Horizon College	Kennisnet Leiden NL33	M80
51	NL	Horizon College	Horizon College	Nova College Haarlem NL33	M80
52	NL	Horizon College	Horizon College	Fontys Hoge school Sittard NL42	M80
53	NL	Horizon College	Horizon College	Round table dissemination, video demonstrations, brochures at 12th International Conference of Efvet held in Cardiff, October 2003 UKL2	M80
54	NL	Horizon College	Horizon College	EuroCall Conference, September 2003, Limerick, Ireland IE025	M80
55	NL	Horizon College	Horizon College	Round table dissemination, video demonstrations, brochures at 13th International Conference of Efvet held in Lucca, Italy IT51	M80
56	NL	Horizon College	Horizon College	EuroCall Conference, September 2004, Vienna, Austria AT13	M80
57	RO	Colegiul Universitar De Instructori Pitesti	University of Pitesti	Pitesti, Romania, May 21, 2003 RO03	O93
58	RO	Colegiul Universitar De Instructori Pitesti	University of Pitesti	The Arges District for Primary, Lower and Upper- Secondary Level School Inspectorate Inspectoratul Școlar Județean Argeș Pitesti – Arges AG – 0300	M80
59	RO	Colegiul Universitar De Instructori Pitesti	University of Pitesti	Canalul de televiziune Antena 1 The Television Channel Antena 1 Mass Media Pitesti – Arges AG – 0300	M80, O93



Agreement number:

60	RO	Colegiul Universitar De Instructori Pitesti	University of Pitesti	Canalul local de televiziune Terra Sat The Local Television Channel Terra Sat Mass Media Pitesti – Arges AG – 0300	M80, O93
61	RO	Colegiul Universitar De Instructori Pitesti	University of Pitesti	Networking Conference, October 2004, Odense DK008	M80
62	UK	Sabhal Mòr Ostaig, UHI	SMO, University of the Highlands	Interskola 2004, Isle of Skye, conference UKM4	M80
63	UK	Sabhal Mòr Ostaig, UHI	SMO, University of the Highlands	Networking Conference, October 2004, Odense DK008	M80
64	UK	Sabhal Mòr Ostaig, UHI	SMO, University of the Highlands	JISC 2004 Conference in Birmingham, March 2004 UKF1	M80
65	UK	Sabhal Mòr Ostaig, UHI	SMO, University of the Highlands	UHI IT Conference, Nairn, June, 2004 UKM4	M80
66	UK	Sabhal Mòr Ostaig, UHI	SMO, University of the Highlands	Secondary Schools Conference, Sleat, 2004 Isle of Skye UKM4	M80



## E. RESULTS / PRODUCTS

E.1 – Please describe the project final results (e.g. products, materials, surveys, analysis, etc.) and indicate the languages in which they are available.

NB: An original and one copy of all results and/or products must be sent to the National Agency or the Commission (Procedure C), together with this report.

Products/Outputs/Results <sup>10</sup>						
N°	Full title	Languages <sup>11</sup>	Types of support			
			Web site <sup>12</sup>	CD ROM	Printed	Other (specify)
1	Language Teaching Methods website	EN	X	X		
2	Computer Assisted Language Learning In Context – Method A	DA, DE, EN, NL, RO, ES, OT (Basque), OT (Gaelic – Scottish)	X	X		DVD, VHS
3	Computer Assisted Language Learning	EN	x	x	X	
4	APRENDIZAJE DE IDIOMAS POR ORDENADOR	ES	x	x	X	
5	ÎNVĂȚAREA LIMBILOR STRĂINE PRIN PROGRAME ASISTATE DE CALCULATOR	RO	x	x	x	
6	Computerunterstütztes Fremdsprachenlernen	DE	x	x	x	
7	A Light Railway for Quest City, A WebQuest for Grades 10 - 12 (Technical English/Transport)	EN	x	x	x	
8	Eine Straßenbahn für Queststadt, Ein WebQuest für die Klassen 10 - 12 (Technisches Deutsch/Nahverkehr)	DE	x	x	X	
9	WEBQUEST working abroad (Holland)	EN, NL	x	x	x	
10	WEBQUEST: Visitando los museos de Valladolid (España)	ES, EN	x	x	x	
11	LET'S SPEAK ROMANIAN IN TRANSYLVANIA	RO	x	x	x	
12	Alternative vehicles. Webquest	EN	x	x	x	
13	Energy Conference	DA, EN	x	x	x	
14	WebQuest	ES, EN, OT (Basque)	x	x	x	
15	Computer Assisted Language Learning exercises and material Wiring a Plug Elementary and Intermediate versions	DA, DE, EN, ES, NL, OT (Basque), OT (Scottish Gaelic), RO	x	x		

<sup>10</sup> Results as contractually agreed (taking into account all agreed contractual amendments).

<sup>11</sup> Please indicate for each type of support the code of languages available.

<sup>12</sup> Please provide the address (URL) of the Internet site



16	Wiring a Plug - intermediate version : Handouts to be used with the Computer Assisted Language Learning exercises and material	DA, DE, EN, ES, NL, OT (Basque), OT (Scottish Gaelic), RO	x	x	X	
17	Wiring a Plug - elementary version : Handouts to be used with the Computer Assisted Language Learning exercises and material	DA, DE, EN, ES, NL, OT (Basque), OT (Scottish Gaelic), RO	x	x	X	
18	Task Based Learning: Looking For Work experience. Teacher's Book - Introduction	EN	x	x	x	
19	Task Based Learning: Cautarea Unei Experiente De Munca – Ghidul de prezentare al profesorului	RO	x	x	x	
20	Task Based Learning: En busca de experiencia a profesional - Presentación del Libro del Profesor	ES	x	x	x	
21	Task Based Learning: Praktikum im ausland – Einführung für den Lehrer	DE	x	x	x	
22	Task Based Learning: Looking For Work experience. Teacher's Book – Introduction Danish Exercises	DA, EN	x	X	x	
23	Task Based Learning: Looking For Work experience. Teacher's Book – Introduction Dutch Exercises	NL, EN	x	X	X	
24	Task Based Learning: Looking For Work experience. Teacher's Book – Introduction Basque Exercises	OT (Basque), EN	x	x	X	
25	Task Based Learning: Looking For Work experience. Teacher's Book – Introduction Gaelic Exercises	OT (Gaelic)	x	x	x	
26	Task Based Learning – Method B	DE, EN, RO, ES, (Basque)	X	X		DVD, VHS
27	International Work Placement Preparation Guide	EN	x	x	x	
28	International Work Placement Leitfaden zur Vorbereitung auf ein Auslandspraktikum	DE	x	x	x	
29	Guía de Preparación para Prácticas Laborales internacionales	ES	x	x	x	
30	Ghid pentru pregătirea muncii în străinătate	RO	X	x	x	
31	Simulations - Method D	DE, EN, RO, ES, (Gaelic)	X	x		DVD, VHS



32	Simulation as a Language Learning Tactic		X	X	X	
33	Simulation als Taktik des Sprachenlernens		X	X	X	
34	SIMULAREA CA METODĂ DE ÎNVĂȚARE A LIMBILOR STRĂINE		X	X	X	
35	La simulación como técnica de aprendizaje de lenguas		X	x	X	
36	PhyEmoC - Method E	DE, EN, RO, ES	x	x		DVD, VHS
37	The PhyEmoC Method Manual	EN	x	x	X	
38	Manualul Metodei PhyEmoC	RO	x	X	x	
39	Manual del método PhyEmoC	ES	x	x	X	
40	Handbuch zur PhyEmoC-Methode	DE	x	x	x	
41	PhyEmoC Game Language Learning	EN	x	x	x	
42	PhyEmoC JOC Invatarea de limbi Straine	RO	X	x	X	
43	PhyEmoC Juego Aprendizajede Idiomas	ES	X	X	X	
44	PhyEmoC Spiel Sprachenlernen	DE	X	X	X	
45	PhyEmoC Game Language Learning	DK	X	X	X	
46	PhyEmoC Game Language Learning	BA	X	X	X	
47	PhyEmoC Vampier Chess Een fysiek-emotionele taal methode	NL	X	X	X	
48	PhyEmoC Geama lonnsacadhCanain	GA	x	X	X	
49	Tandem Learning Method C	DE, EN, RO, ES	x	x		DVD, VHS
50	eTandem Learning autonomous language learning with a partner	EN	x	x	X	
51	Învățarea în tandem cu suport electronic învățarea autonomă a limbilor străine cu un partener	RO	x	x	X	
52	E-Tandemlernen autonomes Sprachenlernen mit einem Partner	DE	x	x	X	
53	Aprendizaje a través de eTándem Aprendizaje autónomo de idiomas con otra persona	ES	x	x	X	

N°	Dissemination of these results / products - by whom and where <sup>13</sup> (½ page maximum, per case)
----	--

<sup>13</sup> Enterprise, training organisation, university, etc.



<p>1</p>	<p>The project website has since its start in 2002 had +28.000 unique visitors.</p> <p>The website is disseminated in several ways: It is listed in all major search engines, e.g. a search for “language teaching methods” at both Yahoo and Google places the project web as number one, N.B. this may vary from week to week, but for a long time the site has not been below number three.</p> <p>Apple computers have published a book with the title “Can We Learn Digitally?” The project website is one of only two language websites recommended in the book.</p> <p>The website is commented on and linked to from a number of renowned websites, e.g. British Council. A Google search for websites explicitly naming <a href="http://www.languages.dk/methods">www.languages.dk/methods</a> gives several pages of results.</p> <p>The results above have been achieved by using newsletters, brochures, DVD’s, and “Web know-how”.</p> <p>The project website makes use of registrations, i.e. visitors can choose to register to receive the project newsletters, hundreds of visitors have registered their e-mail addresses to receive the project Newsletter..</p> <p>All project partners have helped disseminate the project website at a variety of workshops and meetings (E.g. EuroCall 2003 and 2004 conferences, EfVET 2002, 2003, and 2004 conferences, WorldCall 2003 conference, TESOL 2004 conference, the European Label conference, The EU Commission Language Conference in Brussels 2004, Day of Languages in Maastricht 2004, as well as local meetings). The website is linked to from partner websites. And has been advertised in articles e.g. in Actualidad Docente by CECE.</p> <p>The website is partly mirrored from the SMO website from where also the DVD video image files can be downloaded for copying.</p> <p>All BP-BLTM project materials are CopyLeft and may be reproduced and reused in any context as long as new versions are also CopyLeft.</p>
----------	---



2	<p>The DVD prototype was demonstrated at a workshop at WorldCall 2003 in Banff, Canada (not paid for by the project) by Odense Tekniske Skole.</p> <p>The finished DVD has been demonstrated and handed out to participants at workshops during the EuroCall conference 2003 in Limerick, Ireland by BBS TECHNIK I, Horizon College, and Odense Tekniske Skole.</p> <p>The DVD was also demonstrated and handed out at the EfVET 2003 conference during several roundtable sessions by EfVET, BBS TECHNIK I, Horizon College, Odense Tekniske Skole, and CEBANC.</p> <p>In the second project year the DVD was also demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p> <p>The DVD can be downloaded as an image file for copying from the SMO website at these addresses: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a> and <a href="http://www.bpbltm.uhi.ac.uk/video">http://www.bpbltm.uhi.ac.uk/video</a></p> <p>The DVD has also been disseminated through brochures handed out at the conferences above and through the project website resulting in numerous copies mailed to interested teachers.</p>
3 - 6	<p>The first unit of the project manual in four languages has been demonstrated and handed out on CD-ROM to participants at workshops during:</p> <p>WorldCall 2003 in Banff, Canada (not paid for by the project) by Odense Tekniske Skole.</p> <p>EuroCall 2003 in Limerick, Ireland (not paid for by the project) by BBS TECHNIK I, Horizon College, and Odense Tekniske Skole</p> <p>The CD-ROM was also demonstrated and handed out at the EfVET 2003 conference during several roundtable sessions by EfVET, BBS TECHNIK I, Horizon College, Odense Tekniske Skole, CECE, and CEBANC</p> <p>The CD-ROM was handed out by CECE at the CECE conference in Santiago de Compostela to the 400 participants.</p> <p>In the second project year the CD-ROM was also demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p> <p>The CD-ROM can be downloaded as an image file for copying from the SMO website at this address: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a></p> <p>The CD-ROM has also been disseminated through brochures handed out at the conferences above and through the project website resulting in numerous copies mailed to interested teachers.</p> <p>The manual is available for download from the project website – all BP-BLTM project materials are CopyLeft and may be reproduced and reused in any context as long as new versions are also CopyLeft.</p>





7-17	<p>The project materials to be used for Computer Assisted Language Learning in eight languages have been demonstrated and handed out as prints and on CD-ROMs to participants at workshops during:</p> <p>WorldCall 2003 in Banff, Canada (not paid for by the project) by Odense Tekniske Skole. EuroCall 2003 in Limerick, Ireland (not paid for by the project) by BBS TECHNIK I, Horizon College, and Odense Tekniske Skole</p> <p>The CD-ROMs were also demonstrated and handed out at the EfVET 2003 conference during several roundtable sessions by EfVET, BBS TECHNIK I, Horizon College, Odense Tekniske Skole, CECE, and CEBANC</p> <p>The CD-ROM was handed out by CECE at the CECE conference in Santiago de Compostela to the 400 participants.</p> <p>In the second project year the CD-ROM was also demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p> <p>The CD-ROM can be downloaded as an image file for copying from the SMO website at this address: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a></p> <p>The CD-ROM has also been disseminated through brochures handed out at the conferences above and through the project website resulting in numerous copies mailed to interested teachers.</p> <p>The materials are available for use and download from the project website – all BP-BLTM project materials are CopyLeft and may be reproduced and reused in any context as long as new versions are also CopyLeft.</p>
18-25	<p>The main dissemination of the Task Based Learning guide and materials in the first project year has been from the project website. But the guide and materials were also demonstrated and handed out at the EfVET 2003 conference during several roundtable sessions by EfVET, BBS TECHNIK I, Horizon College, Odense Tekniske Skole, CECE, and CEBANC</p> <p>The Task Based Learning guide (in EN, DE, RO, and ES) and the materials (in all eight project languages) are now also available on a CD-ROM.</p> <p>In the second project year the CD-ROM was demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p> <p>The CD-ROM can be downloaded as an image file for copying from the SMO website at this address: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a></p> <p>The CD-ROM has also been disseminated through brochures handed out at the conference above and through the project website resulting in numerous copies mailed to interested teachers.</p> <p>The materials are available for use and download from the project website – all BP-BLTM project materials are CopyLeft and may be reproduced and reused in any context as long as new versions are also CopyLeft.</p>



26	<p>The prototype of the DVD was demonstrated at the EfVET 2003 conference during several roundtable sessions by EfVET, BBS TECHNIK I, Horizon College, Odense Tekniske Skole, CECE, and CEBANC</p> <p>The DVD can be downloaded as an image file for copying from the SMO website at these addresses: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a> and <a href="http://www.bpbltm.uhi.ac.uk/video">http://www.bpbltm.uhi.ac.uk/video</a></p> <p>The DVD has also been disseminated through brochures handed out at the conference above and through the project website resulting.</p> <p>In the second project year the DVD was demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p> <p>The DVD is CopyLeft and may be reproduced and reused in any context as long as new versions are also CopyLeft.</p>
27-30	<p>The International Work Placement Preparation Guide was demonstrated and handed out (The English version) at the EfVET 2003 conference during several roundtable sessions by EfVET, BBS TECHNIK I, Horizon College, Odense Tekniske Skole, CECE, and CEBANC</p> <p>The guide (in EN, DE, RO, and ES) is also available on a CD-ROM. The CD-ROM can be downloaded as an image file for copying from the SMO website at this address: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a></p> <p>In the second project year the CD-ROM was demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p> <p>The materials are available for use and download from the project website – all BP-BLTM project materials are CopyLeft and may be reproduced and reused in any context as long as new versions are also CopyLeft.</p>
31	<p>The Simulations DVD has been demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p> <p>The DVD can be downloaded as an image file for copying from the SMO website at these addresses: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a> and <a href="http://www.bpbltm.uhi.ac.uk/video">http://www.bpbltm.uhi.ac.uk/video</a></p>



32-35	<p>The Simulation Manual (in EN, DE, RO, and ES) is available from the project website and on a CD-ROM. The CD-ROM can be downloaded as an image file for copying from the SMO website at this address: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a></p> <p>The CD-ROM has been demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p>
36	<p>The PhyEmoC DVD has been demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p> <p>The DVD can be downloaded as an image file for copying from the SMO website at these addresses: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a> and <a href="http://www.bpbltm.uhi.ac.uk/video">http://www.bpbltm.uhi.ac.uk/video</a></p>
37-48	<p>The PhyEmoC Manual (in EN, DE, RO, and ES) and materials (in DA, DE, EN, RO, ES, BA, GA, and NL) is available from the project website and on a CD-ROM. The CD-ROM can be downloaded as an image file for copying from the SMO website at this address: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a></p> <p>The CD-ROM has been demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p>
49	<p>The Tandem Learning DVD has been demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p> <p>The DVD can be downloaded as an image file for copying from the SMO website at these addresses: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a> and <a href="http://www.bpbltm.uhi.ac.uk/video">http://www.bpbltm.uhi.ac.uk/video</a></p>



50-53	<p>The Tandem Learning Manual (in EN, DE, RO, and ES) is available from the project website and on a CD-ROM. The CD-ROM can be downloaded as an image file for copying from the SMO website at this address: <a href="http://www.bpbltm.uhi.ac.uk/">http://www.bpbltm.uhi.ac.uk/</a></p> <p>The CD-ROM has been demonstrated and handed out at the EuroCall 2004 conference in Vienna, Austria by the Danish, Dutch, and German teams, the EfVET 2004 conference in Lucca, Italy by the Basque, Danish, Dutch, German, and Spanish teams, TESOL 2004 conference in Long Beach, USA (not paid for by the project) by the Danish team, The EU Commission Language Conference 2004 in Brussels by the Danish team, The CINEP Day of Languages conference in Maastricht 2004 by the Danish team, in Odense at the Project Networking Conference by all the project teams, as well as local meetings.</p>
-------	--

Please add extra sheets if necessary.

E.2 – Please indicate the type, when, where and how « evaluation and testing » of results have been carried out.

N°	Title of result / product	Type of evaluation and testing	Results
1	Language Teaching Methods website	EFQM, peer reviews, sparring partner system, and feedback from web users	Approved
2	Computer Assisted Language Learning In Context	EFQM, sparring partner system and peer reviews	Approved
3	Computer Assisted Language Learning	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
4	APRENDIZAJE DE IDIOMAS POR ORDENADOR	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
5	ÎNVĂȚAREA LIMBILOR STRĂINE PRIN PROGRAME ASISTATE DE CALCULATOR	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
6	Computerunterstütztes Fremdsprachenlernen	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
7	A Light Railway for Quest City, A WebQuest for Grades 10 - 12 (Technical English/Transport)	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
8	Eine Straßenbahn für Queststadt, Ein WebQuest für die Klassen 10 - 12 (Technisches Deutsch/Nahverkehr)	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
9	WEBQUEST working abroad (Holland)	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved



10	WEBQUEST: Visitando los museos de Valladolid (España)	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
11	LET'S SPEAK ROMANIAN IN TRANSYLVANIA	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
12	Alternative vehicles. Webquest	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
13	Energy Conference	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
14	WebQuest	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
15	Computer Assisted Language Learning exercises and material Wiring a Plug Elementary and Intermediate versions	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
16	Wiring a Plug - intermediate version : Handouts to be used with the Computer Assisted Language Learning exercises and material	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
17	Wiring a Plug - elementary version : Handouts to be used with the Computer Assisted Language Learning exercises and material	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
18	Task Based Learning: Looking For Work experience. Teacher's Book - Introduction	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
19	Task Based Learning: Cautarea Unei Experiente De Munca – Ghidul de prezentare al profesorului	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
20	Task Based Learning: En busca de experiencia a profesional - Presentación del Libro del Profesor	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
21	Task Based Learning: Praktikum im ausland – Einführung für den Lehrer	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
22	Task Based Learning: Looking For Work experience. Teacher's Book – Introduction Danish Exercises	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved



23	Task Based Learning: Looking For Work experience. Teacher's Book – Introduction Dutch Exercises	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
24	Task Based Learning: Looking For Work experience. Teacher's Book – Introduction Basque Exercises	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
25	Task Based Learning: Looking For Work experience. Teacher's Book – Introduction Gaelic Exercises	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
26	Task Based Learning	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
27	International Work Placement Preparation Guide	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
28	International Work Placement Leitfaden zur Vorbereitung auf ein Auslandspraktikum	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
29	Guía de Preparación para Prácticas Laborales internacionales	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
30	Ghid pentru pregătirea muncii în străinătate	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
31	Simulations - Method D	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
32	Simulation as a Language Learning Tactic	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
33	Simulation als Taktik des Sprachenlernens	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
34	SIMULAREA CA METODĂ DE ÎNVĂȚARE A LIMBILOR STRĂINE	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
35	La simulación como técnica de aprendizaje de lenguas	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
36	PhyEmoC - Method E	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
37	The PhyEmoC Method Manual	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved



38	Manualul Metodei PhyEmoC	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
39	Manual del método PhyEmoC	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
40	Handbuch zur PhyEmoC-Methode	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
41	PhyEmoC Game Language Learning	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
42	PhyEmoC JOC Invatarea de limbi Straine	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
43	PhyEmoC Juego Aprendizaje de Idiomas	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
44	PhyEmoC Spiel Sprachenlernen	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
45	PhyEmoC Game Language Learning	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
46	PhyEmoC Game Language Learning	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
47	PhyEmoC Vampier Chess Een fysiek-emotionele taal methode	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
48	PhyEmoC Geama Ionnsacadh Canain	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
49	Tandem Learning Method C	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
50	eTandem Learning autonomous language learning with a partner	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
51	Învățarea în tandem cu suport electronic învățarea autonomă a limbilor străine cu un partener	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
52	E-Tandemlernen autonomes Sprachenlernen mit einem Partner	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved
53	Aprendizaje a través de eTándem Aprendizaje autónomo de idiomas con otra persona	EFQM, sparring partner system, peer reviews, and feedback from web users	Approved



N°	Partners involved	When	
		Start date (dd/mm/yyyy)	End (dd/mm/yyyy)
1	P1, P3, P4, P5, P6, P7, and P8	01/11/2002	17/11/2002
2	P1, P3, P4, P5, P6, P7, and P8	19/05/2003	19/10/2003
3-6	P1, P3, P4, P5, P6, P7, and P8	18/11/2002	22/05/2003
7-14	P1, P3, P4, P5, P6, P7, and P8	18/11/2002	22/05/2003
15	P1, P3, P4, P5, P6, P7, and P8	18/11/2002	22/05/2003
16-17	P1, P3, P4, P5, P6, P7, and P8	18/11/2002	22/05/2003
18-25	P1, P3, P4, P5, P6, P7, and P8	15/11/2002	19/10/2003
26	P1, P3, P4, P5, P6, P7, and P8	26/09/2003	31/10/2003
27-30	P1, P3, P4, P5, P6, P7, and P8	19/05/2003	19/10/2003
31-35	P1, P3, P4, P5, P6, P7, and P8	01/11/2003	17/10/2004
36-48	P1, P3, P4, P5, P6, P7, and P8	01/11/2003	17/10/2004
49-53	P1, P3, P4, P5, P6, P7, and P8	01/11/2003	17/10/2004

N°	How was the evaluation and testing carried out
1	<p>The Website has been subject to the EFQM quality procedures, i.e. functionalities and content have item by item been checked against the original specifications as described in the project application.</p> <p>The website is commented on regarding content quality in several e-mails from visitors. As can be seen in the annexes hundreds of the web visitors have registered their e-mail addresses in order to receive newsletters and to be notified when new content is available.</p>
2	<p>The DVD has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The DVD has been checked by all partner teams; the prototype was watched and commented during the 2<sup>nd</sup> workshop in Pitesti. The final DVD was checked and approved during the third the Workshop in Sleaford, on Isle of Skye.</p>
3-6	<p>The manual unit "Method A Computer Assisted Language Learning" in English with adapted versions in German, Romanian, and Spanish has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The content quality control has been done through peer reviews and the partner sparring system used in the project.</p>
7-14	<p>The WebQuests have been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The content quality control has been done through peer reviews and the partner sparring system used in the project. The WebQuests have been tested with students in the different partnership countries.</p>





15	<p>The computer assisted language learning materials in eight languages have been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The content quality control has been done through peer reviews and the partner sparring system used in the project. The material has been tested with students in the different partnership countries. In Denmark the English and Danish versions of the exercises have been tested on a “large” scale (60students) with students who afterwards anonymously filled in questionnaires / evaluation forms.</p>
16-17	<p>The handouts (elementary and intermediate versions in eight languages) to be used with computer assisted language learning have been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The content quality control has been done through peer reviews and the partner sparring system used in the project. The handouts have been tested with students in the different partnership countries. In Denmark the English and Danish versions of the handouts have been used on a “large” scale (60students) with students who afterwards anonymously filled in questionnaires / evaluation forms.</p>
18-25	<p>The manual unit “Method B Task Based Learning” in English with adapted versions (these are not mere translations) in German, Romanian, and Spanish has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The content quality control has been done through peer reviews and the partner sparring system used in the project. All the teams tested the materials and TBL methodology during the workshops in Brussels and Pitesti.</p>
26	<p>The method B DVD “Task Based Learning” has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The DVD has been checked by all partner teams; the prototype was watched and commented during the 3<sup>rd</sup> workshop in Sleat, on Isle of Skye. The final version has been sent to all partner teams for approval (to be checked on during next workshop).</p>
27-30	<p>The “International Work Placement Preparation Guide” in English with adapted versions (these are not mere translations) in German, Romanian, and Spanish has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The content quality control has been done through peer reviews and the partner sparring system used in the project. Students in Denmark, the Netherlands, and Romania are testing the guide prior to work placements. The results of these tests will be part of the evaluation.</p>
31	<p>The method D DVD “Simulations” has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The DVD has been checked by all partner teams at the workshop in San Sebastian and finally at the workshop in Odense.</p>
32-35	<p>The manual unit “Method D Simulations” in English with adapted versions in German, Romanian, and Spanish has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The content quality control has been done through peer reviews and the partner sparring system used in the project. All the teams tested the methodology during the workshops in San Sebastian and Odense.</p>



36	<p>The method E DVD “PhyEmoC” has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The DVD has been checked by all partner teams at the workshop in San Sebastian and finally at the workshop in Odense.</p>
37-48	<p>The manual unit “Method E PhyEmoC” in English with adapted versions in German, Romanian, and Spanish has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The content quality control has been done through peer reviews and the partner sparring system used in the project. All the teams tested the methodology during the workshops in San Sebastian and Odense.</p> <p>The materials for the PhyEmoC in all eight languages was subject to peer reviews and finally to the EFQM quality procedures in San Sebastian and Odense.</p>
49	<p>The method C DVD “Tandem Learning” has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The DVD has been checked by all partner teams at the workshop in San Sebastian and finally at the workshop in Odense.</p>
50-53	<p>The manual unit “Method C Tandem Learning” in English with adapted versions in German, Romanian, and Spanish has been subject to the EFQM quality procedures, i.e. the content has item by item been checked against the original specifications as described in the project application.</p> <p>The content quality control has been done through peer reviews and the partner sparring system used in the project. All the teams tested the methodology during the workshops in San Sebastian and Odense.</p>

Please add extra sheets if necessary.

E.2.1 - Has the project led to exploitable results / products? Yes [X] / No [ ]

E.2.2 - If Yes, does the partnership intend to commercialise these results / products? Yes [ ] / No [ X ]

E.3 – Please describe the impact of the project (maximum 2 pages):

- What is the project impact on existing employment & vocational education & training (VET) systems/strategies?
- Which activities were carried out in order to transfer the project results/products in terms of partner countries and target groups/target sectors? Please also specify the results of this activity.
- What activities are planned by the partnership to further develop the project results?

The project has already through its two years development period had an impact on language teaching in technical and vocational colleges accross Europe.

The project products have been requested and sent to many educational institutions during the project lifespan and also after the end of the project period, e.g. in November 2004 an association of twenty vocational colleges in Spain asked for and received the full package of project products (HETEL, Andra Mari, 5 Bajo Apartado 316, Durango E-48200, Vizcaya – Spain)

Outside Europe we have sent materials to Canada, Myanmar, China, Singapore, Turkey, Brazil, Israel, Iran, and USA. This has of course been outside the scope of the project contract, but has been



a tempting way of demonstrating the ongoing work to support the Lisbon and Copenhagen declarations.

During the project we have had contact with other school types, e.g. language schools for immigrants and refugees and have exchanged materials and ideas with these. A contact to a project team in Luxembourg was a further way of exchanging and exploiting the project results to other lesser taught languages, this actually led to the team from Luxembourg participating in our final conference in Odense where they presented their own project.

We have had several approaches from vocational schools asking for possible translations / adaptations into other languages, we have each time immediately confirmed that all our results are CopyLeft and may be reproduced, adapted, and further developed without any restrictions - other than the fact that the new versions must also be copyleft. We have not yet seen substantial evidence of this taking place, but outside Europe a chain of 50 language schools in China is basing their methodology on our PhyEmoC method, the schools are franchises of the Richter Language Institution in Singapore

New projects must never be an aim in itself, but we do work on a proposal to exploit our results with two additional partners from Lithuania and Ireland. The new proposal is building on the BP-BLTM results, but has another objective, i.e. eLearning and inservice teacher training. Part of the new proposal is to have major parts of the BP-BLTM manuals and materials translated into Lithuanian and Irish.

If you have answered "Yes" to the question E.2.2, please fill in E.4 and E.5

E.4 – Please describe the marketing strategy

N°	Title of result and / or product	Languages in which they are available	Target group
1			
2			
...			

N°	Distribution channels
1	
2	
...	

Please add extra sheets if necessary.



## E.5 – Please indicate the type of existing agreements between partners regarding results/products

N°	Results and / or products	Agreements <sup>14</sup>	Partners involved
1			
2			
...			

Please add extra sheets if necessary.

## E.6 - Please provide a clear description of the products developed by the project (max. 2 pages)

The project has resulted in the following main results/products:

Five text manuals describing communicative language teaching methods suitable for teaching lesser taught languages. The methods are:

Computer Assisted Language Learning in Context,  
 Task Based Teaching,  
 Tandem Learning,  
 Simulations,  
 PhyEmoC, (Physical, Emotional, and Cultural approach)

Each manual is available in English, German, Romanian, and Spanish in print and can be downloaded from the project website as .pdf files.

Ready to use teaching materials for the language teaching methods. The materials can be downloaded from the project website as .pdf files, but e.g. the materials for Computer Assisted Language Learning in Context is by nature online and can only be used from the website or CD-ROM. All materials are available in Basque, Danish, Dutch, English, Gaelic, German, Romanian, and Spanish

Five video DVDs demonstrating and presenting the five language teaching methods with students in real classes. The DVDs have subtitles in English, German, Romanian, and Spanish.

An International Work Placement Preparation Guide which is available in English, German, Romanian, and Spanish. The guide booklets are available in print and can be downloaded from the project website as .pdf files.

A website with all the project results; manuals, photos, videos, texts, user areas, PowerPoint presentations, example units, extra materials for the five methods, etc. a total of more than 3.000 files

A CD-ROM containing most of the website files (some video excluded due to the size restrictions).

In the project period the website had +28.000 unique visitors (I.P. numbers, not just hits).

At national and international events a total of +2000 DVDs, +1200 CD-ROMs, and +300 manuals and Work Placement Preparation Guides have been handed out or sent to participants afterwards.

## F. GENERAL COMMENTS and ANNEXES

<sup>14</sup> intellectual property rights, right to reproduce parts, licences, royalties, patents, etc.



F.1 – Please describe briefly the difficulties encountered in undertaking the project and which solutions were found to overcome the difficulties (maximum 1 page).

No real difficulties encountered, the project has had lots of luck.

F.2 – List of annexes to the original of the report (mail delivery)

- Please send copies of bank transfers between the contractor and the partners
- Please send copies of the Invoices relating to the sub-contracting costs
- If they have not yet been sent, please send copies of:
  - *Contracts with project partners, including co-ordinator (and/or scientific co-ordinator as appropriate)*
  - *Subcontracting agreements (including all documentation on Calls for Tender)*

Annex 1:	Album with a DVD containing “Computer Assisted Language Learning In Context – Method A” and a CD-ROM version of Language Teaching Methods website
Annex 2:	VHS tape with videos from the DVD “Computer Assisted Language Learning In Context – Method A”
Annex 3 :	Computer Assisted Language Learning
Annex 4:	APRENDIZAJE DE IDIOMAS POR ORDENADOR
Annex 5:	ÎNVĂȚAREA LIMBILOR STRĂINE PRIN PROGRAME ASISTATE DE CALCULATOR
Annex 6 :	Computerunterstütztes Fremdsprachenlernen
Annex 7 :	Materials to be used with method A « computer assisted language learning » The materials include webquests in eight languages and handouts for elementary and intermediate students for the “Wiring A Plug” exercise in Basque, Danish, Dutch, English, Gaelic, German, Romanian, and Spanish
Annex 8	Album containing two DVDs: “Task Based Learning – Method B” and “Tandem Learning - Method C”
Annex 9	VHS tape containing the video from the DVD: “Tandem Learning - Method C”
Annex 10	VHS tape containing the video from the DVD: “Task Based Learning - Method B”
Annex 11:	Task Based Learning: Looking For Work experience. Teacher’s Book – Introduction
Annex 12:	Task Based Learning: Cautarea Unei Experiente De Munca – Ghidul de prezentare al profesorului
Annex 13:	Task Based Learning: En busca de experiencia a profesional - Presentación del Libro del Profesor
Annex 14:	Task Based Learning: Praktikum im ausland – Einführung für den Lehrer
Annex 15:	Task Based Learning: Looking For Work experience. Teacher’s Book – Introduction Danish exercises
Annex 16:	Task Based Learning: Looking For Work experience. Teacher’s Book – Introduction Dutch exercises
Annex 17:	Task Based Learning: Looking For Work experience. Teacher’s Book – Introduction Basque exercises
Annex 18:	Task Based Learning: Looking For Work experience. Teacher’s Book – Introduction Gaelic exercises
Annex 19:	International Work Placement Preparation Guide



Annex 20:	International Work Placement. Leitfaden zur Vorbereitung auf ein Auslandspraktikum
Annex 21:	Guía de Preparación para Prácticas Laborales internacionales
Annex 22:	Ghid pentru pregătirea muncii în străinătate
Annex 23:	Dissemination samples and contact with the target groups: The BP-BLTM Newsletters 1-6 BP-BLTM Presentation / Workshop description from EuroCall 2004 Conference Presentation / Workshop description from De Europese Dag van de Talen BP-BLTM Presentation / Workshop description from EuroCall 2003 Conference BP-BLTM Presentation / Workshop description from WorldCall 2003 Conference Printout from the "Richter Language Science" Website Programme from the Odense Networking Conference E-mails with feed-backs and evaluation from conference participants ACTUALIDAD Docente, CECE dissemination of BP-BLTM Selected articles from OTS Magazine "Hæfteklammen" 2002-2004 Printout of BP-BLTM project website (Please visit live and updated website) Website Statistics – Zip Stat Can We Learn Digitally, Apple Computers recommending the BP-BLTM website Google search printout from October 2004 using "language teaching methods" Registered BP-BLTM e-mail recipients of Newsletters etc. A Romanian teacher evaluating the project products A Danish / English teacher evaluating the project products
Annex 24	Album with a DVD containing two DVDs: "Simulations - Method D" and "PhyEmoC - Method – E"
Annex 25	VHS tape containing the video from the DVD: "Simulations - Method D"
Annex 26	VHS tape containing the video from the DVD: "PhyEmoC - Method – E"
Annex 27	Simulation as a Language Learning Tactic
Annex 28	Simulation als Taktik des Sprachenlernens
Annex 29	SIMULAREA CA METODĂ DE ÎNVĂȚARE A LIMBILOR STRĂINE
Annex 30	La simulación como técnica de aprendizaje de lenguas
Annex 31	The PhyEmoC Method Manual
Annex 32	Manualul Metodei PhyEmoC
Annex 33	Manual del método PhyEmoC
Annex 34	Handbuch zur PhyEmoC-Methode
Annex 35	PhyEmoC Game Language Learning PhyEmoC JOC Invatarea de limbi Straine PhyEmoC Juego Aprendizajede Idiomas PhyEmoC Spiel Sprachenlernen PhyEmoC Game Language Learning, Danish PhyEmoC Game Language Learning, Basque PhyEmoC Vampier Chess Een fysiek-emotionele taal methode, Dutch PhyEmoC Geama IonnsacadhCanain, Gaelic
Annex 36:	International Work Placement Preparation Guide (discount dissemination print)
Annex 37:	International Work Placement. Leitfaden zur Vorbereitung auf ein Auslandspraktikum (discount dissemination print)
Annex 38:	Guía de Preparación para Prácticas Laborales internacionales (discount dissemination print)
Annex 39:	Ghid pentru pregătirea muncii în străinătate (discount dissemination print)
Annex 40:	International Work Placement Preparation Guide, original colour print
Annex 41	Five communicative language teaching methods – Compilation English version (discount dissemination print)



Annex 42	Cinci Metode Bazate pe Comunicare pentru Predarea Straine (discount dissemination print)
Annex 43	Cinco Metodos de Ensenanza de ideomas Recopilation de la Version en Espanol (discount dissemination print)
Annex 44	Fünf kommunikative Sprachlehrmetoden Zusammenstellung in Deutsch (discount dissemination print)
Annex 45	DVD presenting the Teams in Action 2002-2004
Annex 46	DVD and CD-ROM presenting the Odense Conference 2004
Annex 47	Simulation materials: Back to St Kilda in Basque, Danish, Dutch, English, Gaelic, German, Romanian, Spanish Airport simulation, a self explanatory game like simulation (when reading the five profiles) For update and other languages visit the website
Annex 48	Website dissemination T-Shirt
Annex 49	Dissemination Brochures: From Odense Networking Conference & EfVET 2004 Conference 250 copies From EfVET 2002 Conference 200 copies From EuroCall 2003 Conference 200 copies From WorldCall 2003 Conference 150 copies From EuroCall 2004 Conference 200 copies From TESOL 2004 Conference 400 copies
Annex 50	eTandem Learning English version
Annex 51	eTandem Learning German version
Annex 52	eTandem Learning Spanish version
Annex 53	eTandem Learning Romanian version

