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SOCRATES

THE LANGUAGES
LES LANGUES
DIE SPRACHEN
LE LINGUE
LAS LENGUAS

THE
EUROPEAN
LABEL

LEONARDO DA VINCI



The Languages - Les langues - Die Sprachen - Le lingue - Las lenguas:
The European Label, Socrates, Leonardo da Vinci

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CONTENTS



Introduction: Eva Jurman, mag. Majda Širok, CMEPIUS	4
The European Label	7
• Hilda Zalokar, Ecole élémentaire Orehek Kranj: »Anglais, français et allemand pour nos petits«	8
• mag. Silva Kastelic, Mittelschule fuer Krankenschwester: »Healthy languages – Gesunde Sprachen«	10
• mag. Jana Zemljarič Miklavčič, Centre for Slovene as a second/foreign language, Faculty of Arts, University of Ljubljana: »Threshold Level for Slovene«	12
• mag. Soča Fidler, Faculty of Education, University of Ljubljana: »Ja-Ling Comenius – Janua Linguarum – The Gateway to Languages«	13
Lingua	15
• Zlatko Tišljar, Andragogisches Institut Maribor – Volkshochschule: »Festival der europaeischen Sprachen Maribor«	16
• Prof. dr. Vida Jesenšek, Paedagogische Fakultaet, Universitaet Maribor: »EPHRAS. Ein mehrsprachiges phraseologisches Lernmaterial auf CD-ROM«	18
Comenius	20
Comenius language projects	
• Petra Tiefengraber, Šmartno pod Šmarno goro Primary school: »AKU – Let's accept, know and understand each other«	21
• Barbara Miklavčič Velikonja, Centro scolastico Nova Gorica, Istituto professionale e tecnico per l'agricoltura e le tecnologie alimentari Nova Gorica: »Il vino dell'amicizia«	23
Comenius language assistantships	
• Eva Gril, lectora de lengua extranjera en Irlanda del Norte	25
• Stuart Meese, language assistant from UK at the School Center Slovenj Gradec, Higher technical school	26
• Branimir Rokavec, Le lycée de Ptuj: établissements d'accueil	28
Comenius in-service teacher training	
• Maria Ana Kremžar Jerman, IES Jurija Vege Idrija: Beca Comenius para la formación de profesores de español	30
Grundtvig	32
• Jelica Pegan Stemberger, Glotta Nova: Mobilità individuale »Qualità della vita è qualità della comunicazione«	33
Erasmus	36
• Jernej Grah, Faculty of Arts, University of Ljubljana: Student mobility	37
• mag. Jana Zemljarič Miklavčič, Centre for Slovene as a second/foreign language, Faculty of Arts, University of Ljubljana: Erasmus Intensive Language Courses (EILC)	39
Leonardo da Vinci: Language competence projects	41
• mag. Neva Čebren, University of Primorska, Faculty of Humanities Koper: »CrossCultural Business Communication«	42
Leonardo da Vinci: Mobility projects	
• Anica Ule Maček, Secondary School Zagorje: »National dishes of three countries«	44
How to proceed?	46
• Ljudmila Novak, Députée du Parlement européen: »Le rôle des langues dans le domaine de l'éducation et de la formation tout au long de la vie«	47



Dear readers,

In the following multilingual publication entitled »**The Languages – Les langues – Die Sprachen – Le lingue – Las lenguas: The European Label, Socrates, Leonardo da Vinci**«, we are going to present some examples of projects and mobility schemes in different actions of the above-mentioned programmes. The described projects and mobility actions represent examples of good practice and promote the awareness of teaching and learning of the European languages.

4

Since 1999, Slovenia has been active in the European Community programmes in the fields of education, training and youth: Socrates, Leonardo da Vinci and Youth. The Centre for Mobility and European Educational and Training Programmes (CMEPIUS) is in charge of the co-ordination of Socrates (education) and Leonardo da Vinci (vocational education and training) programmes. One of the main goals of the Socrates and Leonardo da Vinci programmes is to enhance the knowledge of European languages, as language skills are very important for communication, tolerance and the acceptance of different views. They also offer the possibility of accessing information in multilingual and multicultural Europe; they increase opportunities for mobility and therefore open new employment possibilities. Language skills are not just useful and necessary; they are also one of the prerequisites for integration of individuals and communities in European integration processes, partnerships and co-operation. The European White Book on Education and Training from 1995 clearly states as one of its goals the ability to communicate in three languages – in one's mother tongue and two foreign languages. The European Year of Languages 2001 certainly had an important influence on raising language awareness. Many events aimed to persuade about the importance of speaking as many languages as possible (most widely spoken languages, neighbouring, minority and less widely used languages), took place in the European Year of Languages. Since 2001, members of the EU and Council of Europe have celebrated 26th September as the European Day of Languages, which aims to promote language learning among all age groups and underline the importance of linguistic diversity in Europe.

In July 2003, the European Commission confirmed the Action plan for the promotion of language teaching and learning and support of language diversity for the period from 2004 to 2006 in order to realize the accepted directives. The plan opens numerous possibilities of enhancing the quality of language education and emphasizes the following domains of language teaching and learning: life-long language learning, quality of language education and language-friendly environment. The above directives and priorities are taken into account in Socrates and Leonardo da Vinci programmes as well.



The European Commission confirmed its dedication to the policy of multilingualism in November 2005 with the motto »The more languages you know, the more of a person you are« and agreed on the first paper about this issue. This document deals with different views of the policies of the European Commission in the field of languages and sets the strategic frame for promotion of multilingualism in society, economy and relations of the Commission with the citizens of the European Union. On this occasion a new internet site on languages was launched in all 20 official languages. This site will provide information concerning languages in the EU to the general public, students and media. Ján Figel, European Commissioner for Education, Training, Culture and Multilingualism stated that by this gesture the European Commission confirmed its dedication to the promotion of languages and linguistic diversity in the European Union.

The last Eurobarometer survey in 2006 about language competencies of the citizens of the EU and their opinion about language learning showed clear support of language teaching and learning:

- 56% of EU citizens can communicate in one foreign language (47% in 2001);
- 28% of citizens can communicate in two foreign languages;
- English is the most common foreign language, spoken by 38% of the citizens, followed by French and German (14% each);
- 83% of the Europeans think that learning languages is useful for them.

Slovenia became a member state of the EU on May 1st 2004 and Slovenian thus became one of the 20 official languages. The Socrates and Leonardo da Vinci programmes place special emphasis on the promotion of less widely used languages (e.g. LWULT languages – less widely used and less taught languages). This gives a more important role to the Slovenian language which is the target language in numerous projects. The main actions or initiatives which promote language learning and support linguistic diversity are the following:



INTRODUCTION



● Action Socrates – Lingua promotes language teaching and learning for better co-operation and communication among nations. Its main goals are supporting the linguistic diversity of the European Union, improving the quality of language teaching structures and systems and improving access to language learning resources for life-long learning. These goals are pursued through action Lingua 1 (Promotion of language learning) and Lingua 2 (Development of materials and tools for language learning and assessment of acquired linguistic skills).

● Action Socrates – Comenius covers school education. It aims to promote the learning of languages and intercultural awareness and also to enhance the quality and reinforce the European dimension of school education. Through the Comenius programme, schools can join the school partnership projects – language projects and acquire a Comenius language assistant. Future teachers of foreign languages can carry out their assistantship in a participating country abroad in order to improve their knowledge of a foreign language and their teaching skills. The teachers of foreign languages can apply for an In-service Teacher Training Grant in a country other than the country in which they normally work.

● Action Socrates – Erasmus covers the field of higher education and promotes mobility and the exchange of students who study abroad and can participate in intensive preparation language courses.

● The Leonardo da Vinci programme, the European Community vocational education and training programme, includes among others language competence projects (including language communication tools, training tools and dissemination projects), which aim to enhance multilingual communication in training as well as in working environments. Mobility projects aim to encourage and strengthen the vocational training of individuals abroad; one of the target groups are also teachers of languages for specific purposes.

● The European Label is a special EU initiative in the field of language teaching and learning which helps raise awareness of the importance of language diversity in Europe. The goal of the European Language Label is to encourage the examples of good practice and innovation in language teaching and learning, disseminate the results of successful initiatives and encourage the general public to improve their language skills. The European Label for innovative projects in language teaching and learning is awarded in the form of a certificate to the most innovative initiatives in language teaching and learning in the frame of life-long learning and promotion of multilingualism by observing the criteria established on the European level and European priorities.

CMEPIUS has co-financed numerous projects and mobilities in the field of language teaching and learning in the frame of European programmes in the last six years, and thus enabled innovative projects among various institutions in participating countries as well as mobility of individuals: pupils, students, young workers, teachers and others who work in the domain of education, counsellors and experts.





Overview of language activities in 2000 - 2005:

Socrates

Action/Initiative	Number of projects/mobilities
Lingua	2 co-ordinating institutions, 11 partner institutions
Comenius language projects	28 projects
Comenius language projects	454 pupils and 82 teachers on 14-day exchange
Out-going Comenius language assistants	65 assistants
In-coming Comenius language assistants	45 assistants
Comenius in-service teacher training in the field of languages	148 participants
Mobility of Erasmus students of foreign languages	399 Slovenian students of foreign languages

Leonardo da Vinci

Action/Initiative	Number of projects/mobilities
Mobility of the teachers of languages for specific purposes	141 participants
Language competence projects	1 project promoter, 5 partner institutions

The European Label

Action/Initiative	Number of the European Labels
The European Label	11 European Labels

We hope that the positive experiences of international co-operation in the past add to further creative work in the various initiatives and projects on the regional, national and international levels, and that numerous examples of good practice enhance wider participation of Slovenian schools and other institutions and individuals in the European Community programmes in the future.

Let us take the opportunity and express our thanks to all the authors of the articles who kindly accepted our invitation to participate and helped with their experience in creating this publication and, therefore, contributed to the promotion of the European Community programmes in Slovenia.

Eva Jurman, Counsellor to the Director
mag. Majda Širok, Director of CMEPIUS

EVROPSKO JEZIKOVNO PRIZNANJE



THE EUROPEAN LABEL

LE LABEL EUROPEEN

DAS EUROPÄISCHE SPRACHENSIEGEL

EL SELLO EUROPEO

IL LABEL EUROPEO



7



«Una Europa di poliglotti non è una Europa di persone che parlano correntemente molte lingue, ma nel migliore dei casi di persone che possono incontrarsi parlando ciascuno la propria lingua e intendendo quella dell'altro, che pure non saprebbero parlare in modo fluente, e intendendola, sia pure a fatica, intendessero il »genio«, l'universo culturale che ciascuno esprime parlando la lingua dei propri avi e della propria tradizione.»

Umberto Eco, La ricerca della lingua perfetta nella cultura europea



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 Page web: http://www2.arnes.si/~oskrore2s/

ACTION/INITIATIVE

Type d'action/initiative: Le Label européen
 Titre du projet/de la mobilité: Anglais, français et allemand pour nos petits
 Page web: http://www2.arnes.si/~oskrore2s/
 Durée: A partir de 1999
 Coordinateur du projet/promoteur ou participant à la mobilité: Hilda Zalokar
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8

En 1999, l'école élémentaire Orehek Kranj a commencé l'enseignement précoce des langues étrangères. Le projet «Anglais, français et allemand pour nos petits» est né alors, tout d'abord au niveau de l'école maternelle et de l'école primaire, puis il s'est développé au niveau local et national, et depuis trois ans il s'est élargi à l'espace européen. Les objectifs du projet sont d'une part, d'inciter l'engouement des enfants pour l'apprentissage des langues étrangères et ainsi de stimuler le plurilinguisme dès l'enfance, et d'autre part, de faire prendre conscience tant aux enfants qu'aux parents des différences linguistiques et culturelles en Europe et ainsi de développer la tolérance humaine.

Une partie du projet se déroule à l'école, les professeurs de langue sont les auteurs des programmes qu'elles adaptent selon les besoins des enfants. Grâce au jeu, à la musique, au chant, à la danse, mais aussi grâce aux nouvelles technologies, les enfants apprennent plusieurs langues en même temps. Aux côtés des professeurs de langue, ce sont les assistantes maternelles, d'autres enseignants, plus particulièrement ceux de musique, d'arts plastiques et de technologie et aussi les parents qui prennent part au projet. Différent matériel pédagogique est ainsi créé, tel que des marionnettes, des jouets, des affiches, des skechs illustrés, des chansons. Le projet réunit presque une moitié d'élèves de l'école qui suivent les cours de leur propre gré.

L'autre partie du projet se déroule à l'extérieur de l'école, ce sont les rencontres des enfants et des adultes lors des festivals francophones, les spectacles de fin d'année pour les parents, les expositions, les représentations dans d'autres écoles, en Slovénie et en Autriche.

RESUME DU PROJET / DE LA MOBILITE





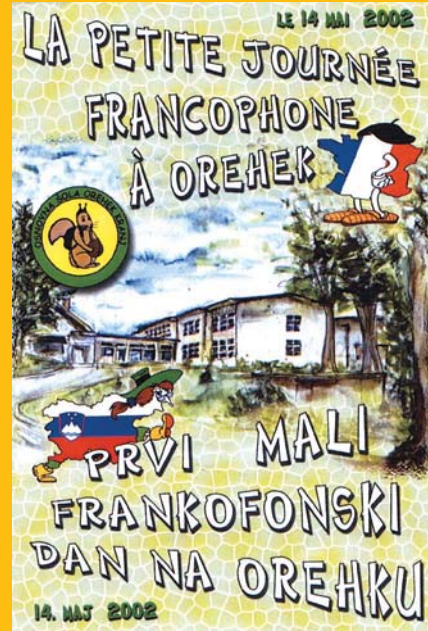
Étant donné que les langues anglaise et allemande sont déjà très présentes dans les écoles élémentaires slovènes, l'école Orehek Kranj se consacre plus particulièrement à la langue française qui reste minoritaire en Slovénie.

Elle publie diverses brochures pour la promotion de l'apprentissage de la langue française, la dernière en date est «L'amour de la langue française unit les enfants européens» réalisée sous l'égide du Ministère slovène de l'Éducation et des Sports. Six écoles partenaires ont travaillé ensemble, trois étaient slovènes (les écoles élémentaires: OŠ Orehek Kranj, OŠ Naklo, OŠ Cerklje), les trois autres étaient respectivement tchèque, polonaise et autrichienne. L'intégralité de la brochure qui est le résultat des échanges électroniques des élèves des écoles partenaires, est accessible sur le site internet de l'école Orehek Kranj.

Chaque année, l'école Orehek Kranj organise le «Festival francophone à Kranj», rencontre des écoles élémentaires slovènes où la langue française est enseignée. Le cinquième festival a eu lieu en mai 2006. Sur scène, les élèves se présentent avec des chansons, des chorégraphies et des skechs en langue française, la manifestation est suivie par leurs professeurs, les parents et le public slovène. L'événement est commenté et illustré sur le site internet de l'école.

Le projet «Anglais, français et allemand pour nos petits» s'inscrit dans la dimension européenne ; il présente une approche de qualité de l'apprentissage précoce des langues étrangères et il donne aux élèves la possibilité d'avoir des contacts avec leurs camarades d'autres pays. Les langues étrangères

RESUME DU PROJET / DE LA MOBILITE



deviennent un moyen de communication et de connaissance. Que les enfants sont nos meilleurs ambassadeurs qui transmettent l'amour des langues à leurs camarades, leurs parents et leur entourage, la déclaration de la petite Maša en témoigne: «Je suis tellement emballée que ma mère s'est décidée à faire comme moi: apprendre le français.»





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AKTION/INITIATIVE

Art der Aktion/Initiative: Das Europaeische Sprachensiegel
 Projekttitel/Mobilitaet: Healthy languages – Gesunde Sprachen
 Web-Page: http://www.healthylanguages.com
 Dauer: 2003 - 2005
 Projektkoordinator/Promoter/Teilnehmer in der Mobilitaet: mag. Silva Kastelic
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10



An dem zweijährlichen Leonardo da Vinci Projekt »Gesunde Sprachen« nahmen von 2003 bis 2005 sechs Partnerländer teil: Slowenien, die Tschechien, Österreich, Deutschland, Großbritannien und Italien. Die Unterstützungspartner waren drei österreichische Krankenhäuser: Allgemeines Krankenhaus der barmherzigen Brüder aus Salzburg, Krankenhaus Hallein und Krankenhaus Oberndorf. Srednja zdravstvena šola Ljubljana (Die Mittelschule für Krankenschwester in Ljubljana) hat das Projekt in der Mitarbeit mit dem Zentrum für Slowenisch als Fremdsprache durchgeführt. In den beteiligten Partnerländern gab es einen Projektbeirat, der den Gesamtverlauf des Projekts begleitete, evaluierte und für die Veröffentlichung der Projektergebnisse sorgte. Der Beirat wurde in Slowenien von Vertretern der Pflegekammer, der Universitätsklinik und des Zentrums für die Berufsausbildung zusammengesetzt. Das Projektziel war praxisnahe Unterrichtsmaterialien zum Erwerb bzw. zur Erweiterung der berufsrelevanten Kompetenzen für Fachkräfte des Gesundheitswesens

in den Bereichen Fremdsprachen (Englisch, Deutsch, Italienisch, Tschechisch und Slowenisch) zu entwickeln und zu erproben. Die primären Zielgruppen dieses Projektes waren mittlere Fachkräfte des Gesundheitswesens, wie z. B. Pflegepersonal, medizinisch-technisches Personal. Lehrmaterialien wurden gezielt aufgrund der Bedürfnisse der Fachkräfte des Gesundheitswesens entwickelt, um Auf- und Ausbau ihrer Fremdsprachenkenntnisse zu unterstützen. Das Projektteam, in dem je drei Vertreter der beteiligten Partnerländer waren, konzipierte die Lehrmaterialien für zwei Sprachniveaus, für Anfänger und Anfänger mit Vorkenntnissen (auf dem Grund von CEF; Common European Framework of Reference). Die Grundaussgangspunkte für die Entwicklung der Lehrmaterialien waren: kommunikativer Ansatz beim Fremdsprachenlernen, Betonung der rezeptiven Sprachkompetenz, die im Verhältnis zur produktiven 70 % : 30 % sein sollte; Grammatik sollte Funktion der Erklärung haben (Sprachfunktionen anstatt Grammatikstrukturen), authentische Sprachsituationen, voraussehbare Sprachmuster und authentische Texte, die vom Gesundheitspersonal verwendet wurden. Es wurde auch vorausgesehen, die interkulturelle Handlungsfähigkeit zu entwickeln.

PROJEKTIHALT / MOBILITAET





PROJEKTIINHALT / MOBILITAET

Inhalt der Lehrmaterialien wurde aufgrund der Mitarbeit vom Koordinator (BFI) und den Unterstützungspartnern vorgesehen. Projektergebnisse sind Lehrmaterialien in Deutsch, Englisch, Italienisch, Slowenisch und Tschechisch (Slovenščina v bolnišnici, Im Krankenhaus, Healthy Languages, Italiano In Ospedale, Cestina Pro Zdravotniki). Hinzu sind CD-Roms für autonomes Spracherlernen speziell für die Zielgruppe erarbeitet worden: audio CD-Roms, CD-Roms mit Glossar und Pflegeanamnesebogen in fünf Sprachen. Das Lehrbuch Slovenščina v bolnišnici (Slowenisch im Krankenhaus) ist aus vier Modulen, die auf Einzeleinheiten geteilt werden, zusammengesetzt, in denen der Hospitalisierung-prozess dargestellt ist: von der Patientenaufnahme ins Krankenhaus bis zur Entlassung. Im Lehrbuch sind die Illustrationen vorhanden, die von den Schülern der Mittelschule für Krankenschwester erarbeitet worden sind. Die Projektergebnisse ermöglichen eine leichtere und schnellere Beschäftigung vom Gesundheitspersonal in den beteiligten Partnerländern. Das Lehrbuch Slovenščina v bolnišnici (Slowenisch im Krankenhaus) ist aber auch einer der ersten Versuche Slowenisch als Fachsprache den Fremdsprachlern zu vermitteln. Die Arbeit im internationalen Projektteam war dynamisch und bringt wertvolle Erfahrungen, wie zB: die Erkennung der verschiedenen Gesundheitssystemen... Jeder Projektpartner war einmal Gastgeber im seinen Land, so haben wir unmittelbar verschiedene Bildungs- und Gesundheitseinrichtungen kennengelernt. Der Erfolg des Projektes war sicher mit den guten Verhältnissen im Projektteam verbunden.



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 Web page: http://www.ff.uni-lj.si/

ACTION/INITIATIVE

Type of action/initiative: The European Label
 Title of project/mobility: Threshold Level for Slovene
 Web page:
 Duration: 2000 - 2004
 Project co-ordinator/promoter or participant in the mobility: Head: Izr. prof. dr. Marko Stabej
 Co-ordinator: mag. Jana Zemljarič Miklavčič
 E-mail: marko.stabej@guest.arnes.si; jana.zemljarič@ff.uni-lj.si

The idea of a Common European framework of references for languages - i.e., a universal description of communicative competence levels for different languages to be applied to the teaching and learning of foreign languages - first began to develop and take shape in the mid-1970s. The first specification of this framework was formulated for the English language in the manual Threshold Level (1975) by J. Trim and J. van Ek. The responsibility for adapting the original handbook for application to other languages was given over to national teams. Today Threshold Level is in use for 24 languages; the Slovene version was published in 2004.

Threshold Level is based on a communicative approach to the teaching of languages, and the concept notion of »threshold level« identifies a level of communicative competence which the L2 learners reach once they are able to communicate independently in the target language. Learning is accomplished through a simulation of situations in which foreign speakers are likely to find themselves and the roles they will play in such situations. Each situation requires specific needs and demands regarding language use for the L2 speaker. The chapter »Language Functions« provides basic intentions to be realized by means of language, for example, greetings, obtaining information, declining an invitation, thanking, apologizing, expressing feelings, and so on. In language functions, a distinction is made between general notions (able to be used in any situation, determining time, space, quantity,

quality, etc.) and specific notions (used in specific situations, for example, naming food, occupations, parts of the body, etc.).

The central chapter of Threshold Level, which presents basic communicative patterns and vocabulary for Slovene (about 4500 words), is supplemented by chapters to facilitate learning and place Slovene in a wider social context. For instance, the chapter on sociocultural knowledge includes basic data about Slovenia and its inhabitants (history, geography, government, educational system, holidays, etc.). The manual concludes with four supplements: a chapter on phonetics and intonation explains the principles of stress and pronunciation, while the grammar chapter provides a description of the language from the perspective of a speaker of Slovene as a foreign language, and thus differs in some places from the descriptions of Slovene known up till now or currently in use. The handbook also has a topic index and an extensive bibliography of handbooks and materials for the study of Slovene as a second/foreign language.

Threshold Level for Slovene is intended for curriculum planners and course designers, writers of textbooks, tests and teaching materials, and teachers of Slovene as a second/other language. Its final target audience is the individual who intends to completely socialize into the Slovene language community and work in part as a professional within it. The authors of the Slovene version of Threshold Level received the European Award for Languages in 2003 for innovative initiatives in teaching and learning languages.

SUMMARY OF THE PROJECT/MOBILITY

Sporazumevalni prag za slovenščino 2004

J. Jezernik, M. Kriz, A. Maršič, N. Polj, T. Šušter, M. Schramberger, B. Zec, M. Šušter, H. Trnšek, J. Zorničar, M. Maršič

MOŠKOLSKI ODDELKI	
3.1A	Možna osebnost in osebnosti
3.1A.1	Človek, osebnost ali osebnosti
3.1A.2	Človek, osebnost
3.1A.3	Človek, osebnost
3.1A.4	Človek, osebnost
4	Možnosti odločitve
4.1	Možnosti odločitve
4.1.1	Možnosti odločitve
4.1.2	Možnosti odločitve
4.1.3	Možnosti odločitve
4.1.4	Možnosti odločitve
4.1.5	Možnosti odločitve
4.1.6	Možnosti odločitve
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4.1.8	Možnosti odločitve
4.1.9	Možnosti odločitve
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4.1.46	Možnosti odločitve
4.1.47	Možnosti odločitve
4.1.48	Možnosti odločitve
4.1.49	Možnosti odločitve
4.1.50	Možnosti odločitve

Selection from Language Functions





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 Dean/Director/Head: Prof. dr. Cvetka Razdevšek Pučko
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ACTION/INITIATIVE

Type of action/initiative: The European Label
 Title of project/mobility: Ja-Ling Comenius – Janua Linguarum – The Gateway to Languages
 Web page: http://jaling.ecml.at/
 Duration: 2001 - 2004
 Project co-ordinator/promoter or participant in the mobility: Prof. dr. Ingelore Oomen Welke
 mag. Soča Fidler, co-ordinator for Slovenia
 E-mail: soca.fidler@guest.arnes.si

The main aims of the European project »Ja-Ling Comenius – Janua Linguarum – The Gateway to Languages« is to develop students' interest in languages (including their mother tongue), and actively involve plurilingual students in the learning process. Those students should act as a source of knowledge, which is often ignored, especially in the case of less used and taught languages; in this role they should not only win recognition of their peers, but also motivate their classmates to learn about other languages and cultures.

As the evaluation of the project has also proved, this relatively novel, plurilingual approach, which ideally includes the languages that students speak or are interested in, enables the students who possess knowledge of other languages to widen their peers' linguistic and intercultural horizons, with everybody raising their awareness of language and cultural diversity in and out of the classroom, and developing a positive attitude to other cultures and their peoples. In the process, students develop their metalinguistic skills, which is vitally important for successful language learning. It is essential that students encounter certain language features in an independent although fairly guided manner.

In a tailor-made approach, students learnt about language evolution, the growing-apart of languages, and word-borrowing. They categorized words from different languages according to their visual and/or aural similarity, became aware that there can be a difference between how the word is pronounced and spelled, learnt how to consult dictionaries, thought of ways to discover the meaning of words in foreign languages, learnt that some letters do not exist in Slovene, and more. The materials developed within the Ja-Ling project were published in a teacher's book with audio-visual support on CD and video.

SUMMARY OF THE PROJECT/MOBILITY

The quantitative analysis of questionnaires, which were completed by first-to-fourth graders at the end of each of the 13 topics (916 questionnaires altogether), showed that a majority of the students took a very positive attitude to the approach. On average, 83.1% of the students expressed a wish to explore languages and cultures. For example, after the activities called Linguistics, 95.1% of 162 third- and fourth-graders wished to find out more about language; single languages, cultures, linguists, linguistics, dictionaries, dialects, scripts and the history of language.

The views of the participating teachers and parents were very favourable concerning the plurilingual approach. 32 of the Slovene teachers who took part in the questionnaire about the approach expressed a high degree of agreement with some of the statements (Likert's scale 1-5 – the first figure refers to the teachers in Slovenia, the figure in brackets to all the teachers from the 10 countries that participated in the project, including Slovenia), e.g. This approach stimulates curiosity and interest in language learning – 4.8 (4.5); Language awareness activities can make a positive contribution to changing pupil attitudes towards other communities and cultures – 4.9 (4.5); Language awareness activities can promote acceleration in





Učni list 1

V različnih državah si **VESEL BOŽIČ** sadelijo na različne načine. Če boš posnetel črke, boš ugotovil, kje boš elišel do božična voščila.

Bona Natale

JAITLJA _____

Wesołych Świąt

KPLJSOA _____

Joyeux Noël

AAJIFCRN _____

Feliz Navidad

JANPASI _____

Fröhliche Weihnachten

JAMNIEČI _____

Vesel božič



PREVZETE BESEDE

Učni list 2a

Poskusi povezati besede z jezikom, iz katerega izhajajo.

DINOZAVER	italijanski jezik
ČIPS	španski jezik
ŠKRAT	turški jezik
BONBON	grški jezik
ČORBA	angleški jezik
KAKAV	nemški jezik
ČEBULA	francoski jezik



learning other languages – 4.6 (3.9); This approach raises awareness of similarities and differences in language structure between different languages – 4.6 (4.2).

A good 95.3 % of our parents stated that the awakening to languages and cultures approach was positive for the development of their child, and 90.1% of the parents thought that the plurilingual approach should be part of the school curricula. Our parents' responses are comparable to the responses of the whole sample of six countries that participated in this part of the evaluation of the Ja-Ling project (Zielinska in Candelier 2004: 170).

We believe that the European project of awakening to languages and cultures has reached its aims; now it should be the responsibility of national projects to introduce a wider implementation of the plurilingual approach and to convince the professional and general public of its multi-faceted benefits. The door to a guided, but nevertheless independent, acquisition of relevant and important linguistic and intercultural findings and skills should be opened widely to all primary-school students in Slovenia.



SOCRATES – LINGUA:

TEACHING AND LEARNING OF LANGUAGES

LINGUA 1: PROMOTION OF LANGUAGE LEARNING

LINGUA 2: DEVELOPMENT OF TOOLS AND

MATERIALS



- Gen 11:1 »And the whole earth was of one language, and of one speech.
- Gen 11:2 And it came to pass, as they journeyed from the east, that they found a plain in the land of Shinar; and they dwelt there.
- Gen 11:3 And they said one to another, Go to, let us make brick, and burn them throughly. And they had brick for stone, and slime had they for mortar.
- Gen 11:4 And they said, Go to, let us build us a city and a tower, whose top [may reach] unto heaven; and let us make us a name, lest we be scattered abroad upon the face of the whole earth.
- Gen 11:5 And the LORD came down to see the city and the tower, which the children of men builded.
- Gen 11:6 And the LORD said, Behold, the people [is] one, and they have all one language; and

this they begin to do: and now nothing will be restrained from them, which they have imagined to do.

- Gen 11:7 Go to, let us go down, and there confound their language, that they may not understand one another's speech.
- Gen 11:8 So the LORD scattered them abroad from thence upon the face of all the earth: and they left off to build the city.
- Gen 11:9 Therefore is the name of it called Babel; because the LORD did there confound the language of all the earth: and from thence did the LORD scatter them abroad upon the face of all the earth.«

The Bible, Old Testament, Genesis 11: 1-9



INSTITUTION

Name: Andragogisches Institut Maribor – Volkshochschule
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E-Mail: info@azm-lu.si
Web-Page: www.azm-lu.si

AKTION/INITIATIVE

Art der Aktion/Initiative: Lingua1: Foerderung des Sprachenerwerbs
Projekttitel/Mobilitaet: Festival der europaeischen Sprachen Maribor
Web-Page: http://www.azmlu.si/index.php?option=com_content&task=view&id=183&Itemid=2
Dauer: 2003 - 2005
Projektkoordinator/Promoter/Teilnehmer in der Mobilitaet: Zlatko Tišljar
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16

»Sprachenfestival in Maribor«

Wenn Ihre Stadt nicht mehr die Ihrige ist...
Im Oktober 2004 wachten die Einwohner von Maribor in Slowenien auf und fanden ihre Stadt wie verwandelt. Statt der gewöhnlichen Instruktionen auf Slowenisch, trugen Parkuhren, Telefonzellen, Fußgängerübergänge, öffentliche Toiletten und Nicht-Raucher-Zonen alle Angaben in einer fremden Sprache. Diese Angaben waren Teil einer Werbekampagne, die in Verbindung mit dem ersten Sprachenfestival stand.

Die Ergebnisse des Sprachenfestivals in Maribor waren:

1. PR Aktivitaeten: eine groessere Zahl ungewöhnlicher PR Aktivitaeten 7 Tage vor dem Festival und waehrend des Festivals hatte viele verschiedene Aspekte, die von allen Einwohnern von Maribor wahrgenommen worden sind: In verschiedenen Sprachen konnte man Aufschriften an der Verkehrssignalisation, an oeffentlichen Stellen, an geparkten Autos, auch an oeffentlichen Plakatflaechen, sowie in Gastbetrieben in ganz Maribor sehen. Schriftliche Einladungen an viele Personen und Institutionen erfolgten in 8 Sprachen. Radio City (regionales Radiosender) hatte 8-mal taeglich ihre eigenen Programme in 6 Sprachen ausgesandt. Die PR Aktivitaeten erreichten das Ziel und zwar, dass die meisten Einwohner von Maribor mit der Sprachvielfalt in Europa in Kontakt gekommen sind. Die PR Aktivitaeten erreichten 5 Erstpreise an Medienfestivals in Slowenien und Cannes (FR).
2. Das Sprachenfestival (29.09 - 2.10.2004): 24 Experten aus 8 Laendern haben ueber 24 europaeische Sprachen an dem Andragogischen Institut Maribor Referate gehalten. 18 andere Referate wurden von den selben Experten an mehreren Schulen (aus dem sekundaeren Bereich) und Institutionen in Maribor gehalten. Rund 2000 Leute haben an diesen Veranstaltungen teilgenommen. Waehrend

PROJEKTIINHALT / MOBILITAET



des Festivals berichteten verschiedene Zeitungen, Fernsehsender, Radiosender ueber die Festivalaktivitaeten.

3. Im Maerz 2005 wurde auch Ausstellung ueber 17 kleinere Sprachen der Europaeischen Union an der Paedagogischen Fakultaet Maribor eroeffnet, die zwei Wochen dauerte. Diese Ausstellung wurde von mindestens 3000 Studenten und Professoren gesehen.
4. Andragogisches Institut Maribor hat im Rahmen eigener WEB-Seiten auch einen WEB-Portal ueber die Europaeische Sprachen entwickelt. Auf dem WEB-Portal (www.azm-lu.si/index.php) sind die Beschreibungen der Kultur und Sprache von 24 Nationen und ein Mini-kurs dieser Sprachen enthalten. Alle Texte sind in der slowenischen Sprache und in einer der grossen EU-Sprachen (Englisch oder Deutsch) erschienen. Auf diese Weise koennen alle, die sich fuer dieses Thema interessieren, in jedem Moment kompetente Informationen ueber verschiedene Sprachen bekommen.



5. Das Andragogische Institut Maribor hat auch ein Buch mit einer Sammlung aller Texte, die im Rahmen des Sprachenfestivals ueber die 24 Sprachen vorgestellt wurden in slowenischer Sprache veroeffentlicht. Dieses Buch wurde allen Bibliotheken in Slowenien zugesandt und steht jetzt zur Verfuegung jedem Einwohner in Slowenien.

Das vorliegende Projekt reihte sich unter 50 besten Socrates – Lingua Projekte und wurde in der Socratesbroschuere in sechs Sprachen veroeffentlicht. (LINGO)

Ziele:

Bei den Einwohnern wurde ein hohes Bewusstsein fuer die Bedeutung der kleineren Sprachen in EU entwickelt. WEB-Portal wurde an den eigenen WEB-Seiten des Andragogischen Instituts veroeffentlicht und steht dauerhaft zur Verfuegung allen Interessierenden in der Welt. Wir werden es auch weiter entwickeln und weitere Sprachen hinzufuegen.

PROJEKTIINHALT / MOBILITAET





INSTITUTION

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 Adresse: Koroška 160, 2000 Maribor
 Dekan/Direktor/Schulleiter: Prof. dr. Bojan Borstner
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 Web-Page: www.pfmb.uni-mb.si

AKTION/INITIATIVE

Art der Aktion/Initiative: Lingua 2: Entwicklung von Sprachmitteln und Materialien
 Projekttitel/Mobilität: EPHRAS. Ein mehrsprachiges phraseologisches Lernmaterial auf CD-ROM
 Web-Page: www.ephas.org
 Dauer: 2004 - 2006
 Projektkoordinator/Promoter/Teilnehmer in der Mobilität: Prof. dr. Vida Jesenšek
 E-Mail: vida.jesensek@siol.net

18

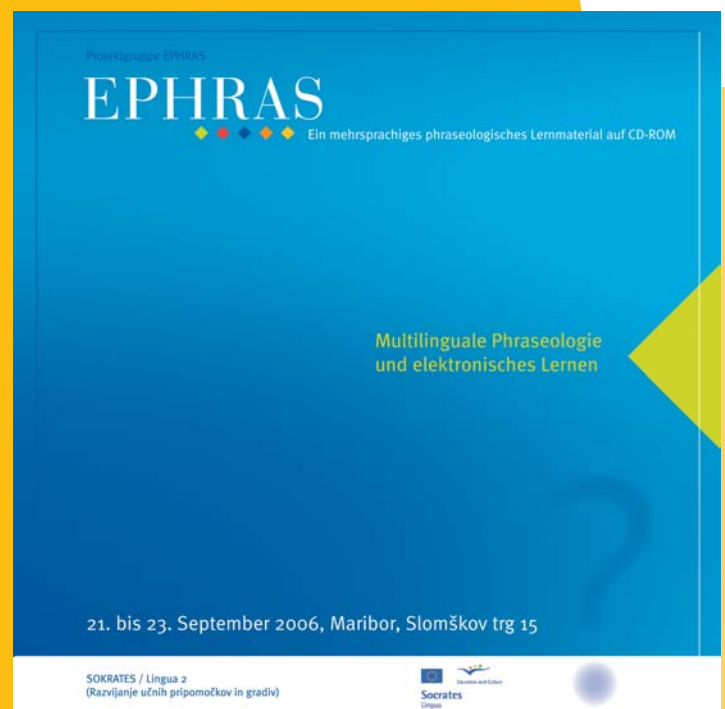
Das Projekt wird ein viersprachiges deutsch-slowenisch-slowakisch-ungarisches phraseologisches Lehrwerk auf CD-ROM entwickeln. Somit will es eine Lücke in der FS-Didaktik und im FS-Unterricht schließen, dem FS-Lerner-Bedürfnis nach grammatisch richtiger und situationsangemessener Verwendung phraseologischer Ausdrücke nachkommen und zugleich Einblick in zwischensprachliche und zwischenkulturelle Ähnlichkeiten und Unterschiede ermöglichen.

Das Lehrwerk wird vom Deutschen ausgehen und eine Datenbank mit cca. 1000 Phrasemen samt Äquivalenten im Slowenischen, Ungarischen und Slowakischen enthalten. Bei der Auswahl der Phraseme werden nationale Lernzielkataloge, Curricula und Prüfungssysteme für beteiligte Sprachen als Fremdsprachen sowie der Gemeinsame Europäische Referenzrahmen für Sprachen berücksichtigt, um alle relevanten Äußerungs- und Themenbereiche im Fremdsprachenunterricht zu decken, gängige Wörterbücher sowie Sprachkorpora für beteiligte Sprachen konsultiert, um Aktualität einzelner Phraseme zu gewährleisten. Aufgrund der Phrasem-Selektion wird ein phraseologisches niveaudifferenziertes (B1 bis C1) Lern-Optimum für den fremdsprachlichen Unterricht festgelegt.

Einzelne Phraseme werden einheitlich linguistisch beschrieben, dies nach einem modularen Mehrebenenmodell mit semantischen, pragmatischen, stilistischen und grammatischen Angaben, und mit kontextuellen Verwendungsbeispielen illustriert sein. Dadurch entsteht eine phraseologische Datenbank, aufgrund derer die Entwicklung einer phraseologischen Übungstypologie und Erstellung niveaudifferenzierter Übungen erfolgen wird und die zugleich als Grundlage für die Weiterführung kontrastiver linguistischer Beschreibung phraseologischer Einheiten dienen wird.

Das ausgewählte phraseologische Lernmaterial wird als Hypertext konzipiert und strukturiert sein, geeignet

PROJEKTHALT / MOBILITÄT



für den individuellen sowie für den institutionellen Erwerb und Erlernen von beteiligten Sprachen als Fremdsprachen.

Die CD-ROM wird mehrseitig und auch außerhalb der beteiligten Länder verwendbar sein: (1) als Lernmaterial für Fremdsprachenlerner beteiligter Sprachen der Niveaustufen B1–C1, (2) als Lehrwerk für die Fremdsprachenlehrer beteiligter Sprachen, (3)



Liebe Kolleginnen und Kollegen, liebe Freunde und Forscher der Phraseologie,

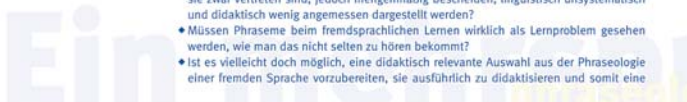
es ist mir eine große Freude, Sie im Namen der Projektgruppe EPHRAS ganz herzlich zur internationalen phraseologischen Tagung nach Maribor einladen zu dürfen.

Einzelne Themenbereiche der Tagung sind:

- Die Phraseologie als Lehr- und Lerngegenstand im Fremdsprachenlernen
- Semantisch-pragmatische und grammatische Beschreibungsansätze der Phraseologie für didaktische Zwecke
- Datenquellen und Methoden der Datengewinnung zur Beschreibung der Phraseologie
- Die Entwicklung der Übungstypologie zur Vermittlung der Phraseologie
- Die Entwicklung von Lernsoftware (Übungssoftware, multimediale Informationssysteme, Phrasen-Sammlungen)

Im Mittelpunkt des Tagungsinteresses stehen somit (1) der Status der Phraseologie beim Fremdsprachenlernen, (2) ihre didaktisch angemessene Vermittlung, (3) Erstellung der entsprechenden Lernmaterialien und (4) Anwendung der heute üblichen Technologien zur Erstellung von Sprachkorpora, relationalen Datenbanken und Programmierung von interaktiven Benutzeroberflächen. Zu den Ausgangspunkten der Tagung gehören folgende Fragen:

- Warum vertreten Sprachwissenschaftler und Didaktiker in Frage der Phraseologie als Lerngegenstand beim fremdsprachlichen Sprachenlernen so verschiedene, manchmal auch widersprüchliche Positionen?
- Warum meinen einige, Phraseme müssten im fremdsprachlichen Unterricht unbedingt ein Thema sein, da man ohne sie auch in der Alltagskommunikation ganz gut zurechtkommen kann? Warum kommen andere dagegen zum Schluss, dass das Erlernen der Phraseologie eine grundlegende Voraussetzung für eine profunde Sprachbeherrschung sei?
- Ist die Ansicht, wonach man eine fremde Sprache um so besser beherrscht, je mehr man deren Phraseologie kennt, wirklich begründet?
- Wie kommt es dazu, dass Phraseme in den Lehrwerken entweder ignoriert werden oder sie zwar vertreten sind, jedoch mengenmäßig bescheiden, linguistisch unsystematisch und didaktisch wenig angemessen dargestellt werden?
- Müssen Phraseme beim fremdsprachlichen Lernen wirklich als Lernproblem gesehen werden, wie man das nicht selten zu hören bekommt?
- Ist es vielleicht doch möglich, eine didaktisch relevante Auswahl aus der Phraseologie einer fremden Sprache vorzubereiten, sie ausführlich zu didaktisieren und somit eine



◆ ◆ ◆ ◆ ◆ EPHRAS

für Fremdsprachenmethodiker und -didaktiker, (4) für Lehrwerk- und Lernmaterialentwickler, (5) für Lernsoftwareentwickler.

Mit einer interaktiven und selbsterklärenden Gestaltung von Lern-Material will das Projekt Selbstlernen fördern. Parallel zur CD-ROM wird ein Benutzer-Handbuch erstellt, um über einen wirksamen Gebrauch von Lehrwerk zu instruieren. Das Projekt-Vorhaben versteht sich als Beitrag zum Einsatz neuer Technologien im Fremdsprachenunterricht und folgt den Prinzipien des offenen Unterrichts hinsichtlich der Lerninhalte, Lernziele, Arbeitsformen und -materialien sowie Lernergebnisse.

PROJEKTIINHALT /
MOBILITAET



SOCRATES – COMENIUS: SCHOOL EDUCATION

20

- COMENIUS LANGUAGE PROJECTS
- COMENIUS LANGUAGE ASSISTANTS
- HOSTING A COMENIUS LANGUAGE ASSISTANT
- INDIVIDUAL GRANTS FOR IN-SERVICE TRAINING



»Il y a un attrait aussi dans le fait d'écrire dans une langue qui n'est pas la sienne. On mise sur sa vulnérabilité, on expose ses faiblesses, on enlève le vernis. C'est une façon de dire: voilà ce que je peux faire. Je n'ai pas de papier-cadeau, je n'ai que des cadeaux.«

Brina Svit, Moreno



INSTITUTION

Name: Šmartno pod Šmarno goro Primary school
Address: Cesta v Gameljne 7, 1211 Ljubljana
Dean/Director/Head: Tatjana Furlan
E-mail: os-smartno@guest.arnes.si
Web page: <http://www2.arnes.si/~osljsmar1s/>

ACTION/INITIATIVE

Type of action/initiative: Comenius language project
Title of project/mobility: AKU – Let's accept, know and understand each other
Web page: <http://www2.arnes.si/~osljsmar1si/>
Duration: 2005 - 2006
Project co-ordinator/promoter or participant in the mobility: Petra Tiefengraber
E-mail: petra.tiefengraber@guest.arnes.si

21

»Let's accept, know and understand each other.«
The main aim of this project is to get acquainted with the culture, folklore, tradition and language of the partner country and at the same time present our own culture, tradition, singing, dancing and language to our partner school. This kind of aim, i.e. accepting the other who is different, can be realized through communication, which we successfully established in both English and German language. We also pursued our aim by learning useful phrases, words and collocations in our partner school's language, i.e. Turkish. The main result of the first part of our joint project was a children's dictionary with useful phrases in Slovenian and Turkish, designed to make the communication between pupils from partner schools easier (this dictionary can be found also on our school's web page). The pupils of both schools were also drawn together by a chant, which they sang in both Slovenian and Turkish language, as well as by the national anthem of our project which was sung in English. Thus, in the first part of our project we undoubtedly achieved all our crucial goals - the pupils of both schools got acquainted, spent quality time with each other and gradually became friends. To their surprise, they found out that their peers, although they come from a different country, share the same tastes in music, clothes, have the same problems ...
In May 2006 we accomplished the second part of our project by visiting Kayseri. Within this project we got acquainted with some aspects of Turkish culture, way of life, folklore, typical cuisine and wonders of nature. And what was the impact of this project on our school and pupils? During this school year we focused on learning foreign languages, not only English and German, but also useful phrases in Turkish language. Topics about our partner's country were introduced at different lessons; e.g. at Geography the pupils learnt

SUMMARY OF THE PROJECT/MOBILITY

about Turkey, at Ethics about muslim religion, at History about historical importance and Turkey's role in world history. Our pupils benefited a lot, especially regarding new knowledge and using ICT technology. They showed great enthusiasm while learning about the country we intended to visit; their knowledge of languages improved, they made great step forward as far as using ICT technologies is concerned. They started using e-mails on a regular basis, learnt how to send pictures and documents by attachment and how to make phone calls using Skype. The final result of our language project was a Turkish-Slovenian-English dictionary with pictures and sound recordings





which might prove very useful while travelling through Turkey. Such project results would not be possible unless all teachers joint hands at making it work. Everybody participated in discussions about which pupils should be allowed to travel to Turkey, the final dates when these pupils should be graded, all teachers encouraged the pupils to work at project



SUMMARY OF THE PROJECT / MOBILITY

activities. Our one-year-long project work will be presented at a special school event, while a dictionary with its new picture and sound form as well as impressions from exchange visit in Turkey will be displayed on the joint web page. A lot of our pupils travelled abroad without their parents for the first time, many of them have never even flown before; so this project was not only a headway in the direction of learning a foreign language but also a life-time experience. The children maintained e-mail friendship with their Turkish friends, many of them intend to visit each other during vacations. We are very grateful that our project was chosen and given financial support, since we gained precious new experience, got acquainted with different culture and above all made many new friendships.





ISTITUZIONE

Denominazione: Centro scolastico Nova Gorica, Istituto professionale e tecnico per l'agricoltura e le tecnologie alimentari Nova Gorica
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Decano/Direttore/Dirigente scolastico: Mojca Novak Simonič
E-mail: info@s-tkzs.ngedus.si
Indirizzo sito: www.s-tkzs.ng.si

AZIONE/INIZIATIVA

Tipo di azione/iniziativa: Progetto linguistico Comenius
Titolo del progetto/scambio: Il vino dell'amicizia
Indirizzo sito: www.s-tkzs.ng.si
Durata: 2005 - 2006
Coordinatore del progetto/promotore o partecipante allo scambio: Barbara Miklavčič Velikonja
E-mail: barbara.miklavcic-velikonja@guest.arnes.si

23

Presentazione del contenuto:

Nel progetto sono state coinvolte due scuole di agraria: la »Srednja poklicna in tehniška kmetijsko živilska šola« (Istituto professionale e tecnico per l'agricoltura e le tecnologie alimentari) di Šempeter pri Gorici (Slovenia) e l'Istituto tecnico agrario statale »G.Brignoli« di Gradisca d'Isonzo (Italia).

Dal punto di vista geografico, le due scuole sono ubicate a soli 20 chilometri di distanza; tuttavia, esse sono separate dal confine statale, che è anche un confine mentale, più difficile da abbattere di un muro di mattoni. Attraverso il collegamento tra le due scuole e lo scambio tra gli studenti si auspica di ottenere proprio l'abbattimento dei muri: gli elementi per mezzo dei quali tale risultato dovrebbe essere ottenuto sono la professione, il lavoro, le competenze tecniche, l'apprendimento della lingua, degli stili di vita e delle tradizioni della nazione vicina.

Tutto è cominciato nella prima mattinata, passando il valico di confine con un carico di uva di Tocai italiano. Sono seguite la vendemmia nella vigna della scuola di Šempeter pri Gorici, l'unione dell'uva proveniente da ambedue le parti del confine e la produzione del mosto. Gli incontri successivi si sono tenuti nelle cantine, nei laboratori (con esercitazioni), nelle vigne, negli impianti agricoli; importante è stata, poi, anche la preparazione dell'etichetta e della brochure. Infine, numerose escursioni ci hanno permesso di conoscere la cultura e le tradizioni del paese vicino, approfondendo la conoscenza della lingua in esso usata.

Gli scopi del progetto:

- Conoscere la lingua e la cultura dei vicini
- Acquisire sapere e competenze professionali, scambiare esperienze a livello professionale
- Legare l'istruzione scolastica al processo lavorativo

DESCRIZIONE SINTETICA DEL PROGETTO/SCAMBIO

I prodotti finali:

Il progetto consiste nella produzione, nell'invecchiamento e nell'imbottigliamento del »Vino dell'amicizia«, ma anche nell'instaurazione di un clima amichevole, in armonia con la natura, con l'amore per la tradizione e il valore dell'amicizia, nonché con l'interesse verso le innovazioni. I risultati del progetto comprendono, oltre al vino imbottigliato, anche un'etichetta comune, una brochure, un piccolo dizionario bilingue, una videoproiezione del lavoro comune nelle due scuole, un documento comune (in preparazione) riguardante il collegamento e la futura cooperazione delle due scuole.





DESCRIZIONE SINTETICA DEL PROGETTO/SCAMBIO

Gli effetti del progetto sulla scuola:

- gli studenti e gli insegnanti hanno conosciuto il programma curricolare vigente nello stato confinante ed avuto la possibilità di compararlo con il proprio per quanto riguarda le materie professionali e i metodi dell'istruzione
- abbiamo conosciuto da vicino la terminologia tecnica della lingua dei vicini
- gli studenti hanno visto rafforzarsi le proprie competenze personali e professionali
- la continuità dei legami tra le due scuole.





INSTITUCIÓN

Nombre: Saint James Primary School - Escuela Primaria Saint James
Dirección: Kings walk, 17, BT OAS, Whiteabbey, Newtownabbey, Northern Ireland, United Kingdom
Decano/Director: Mr. Mckeague Kevin
Correo electrónico: kevinmckeague@stjamesps.newtownabbey.ni.sch.uk
Página web: www.geocities.com/stjamesprimaryschool

ACCIÓN/INICIATIVA

Tipo de actuación/iniciativa: Lectorados de lenguas Comenius - Movilidad individual
Título del proyecto/movilidad:
Página web:
Duración: 2004 - 2005, 6 meses
Coordinadora del proyecto/promotor o participante en la movilidad: Eva Gril
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25

Desde septiembre de 2004 hasta marzo de 2005 viví en Irlanda del Norte como lectora de lengua extranjera dentro del proyecto Comenius 2. Mi trabajo consistía en dar clases de español a los niños irlandeses en dos escuelas primarias: los lunes y martes trabajaba en una escuela protestante llamada Whitehouse Primary School, mientras que los miércoles y jueves colaboraba con la escuela católica Saint James Primary School. Alumnos de edades comprendidas entre los 4 y los 11 años porque aquellas escuelas incluyen también la educación preescolar. La enseñanza del español se desarrollaba de una manera muy relajada, divertida e interesante. El objetivo principal era presentar y acercar la lengua española al público irlandés, que en práctica significaba aprender el vocabulario y las frases básicas españolas. El Instituto de Educación Irlandés me ofreció mucho material adicional con el cual he podido enseñar español a través de varios juegos, canciones, competiciones, juego de roles... En cuanto a los niños pequeños, usaba varias muñecas y diferentes juguetes que actuaban como transmisores del mensaje lingüístico.

Aparte de enseñar español también he trabajado con los alumnos con necesidades educativas especiales. Así, resolvimos juntos varias actividades de matemáticas, escribimos ensayos, leímos libros en inglés... Tengo que subrayar que todos los niños me querían mucho, les gustaba mi metodología pedagógica, y por eso al final todos querían trabajar en mi grupo. Muchas veces fui de excursión con diferentes clases y de verdad lo pasamos de maravilla.

RESUMEN DEL PROYECTO/MOVILIDAD

Mi colaboración ha sido fructífera también con los profesores que me aceptaron desde el primer momento cuando llegué a Irlanda. Siempre estaban dispuestos a ayudarme en cualquier asunto. Como mostraban interés por conocer nuestro país hice una presentación sobre Eslovenia y sus costumbres culturales.

Para terminar quiero subrayar que la oportunidad de vivir en el extranjero por un tiempo me ha gustado mucho y no me ha traído sólo nuevas experiencias pedagógicas sino sobre todo ha significado un paso hacia mi propia independencia.





INSTITUTION

Name: School center Slovenj Gradec, Higher technical school
 Address: Koroška 11, 2380 Slovenj Gradec
 Dean/Director/Head: Gabrijela Kotnik
 E-mail: gabrijela.kotnik@sc-sg.net
 Web page: <http://www.sc-sg.net/>

ACTION/INITIATIVE

Type of action/initiative: Comenius language assistantships – individual mobility
 Title of project/mobility:
 Web page:
 Duration: 2005 - 2006, 8 months
 Project co-ordinator/promoter or participant in the mobility: Stuart Meese
 E-mail: stu_meese@hotmail.co.uk

I had visited Slovenia a few times before and just loved the place, so when I saw the chance to spend 8 months working here as a Comenius Language Assistant advertised by the British Council in the UK, I jumped at the chance. My partner, Nancy, was up for it too and soon we were driving across Europe ready to set up in Koroška.

I had a place at the Višja strokovna šola in Slovenj Gradec and Nancy would be in a small mountain school at Razbor. My supervisor at the school was amazingly organised and had sorted a small flat for us and had our first few days planned.

Settling in was easy - the language was hard. We had lived all over Europe but here it just seemed harder. The private lessons we had helped, but they were just for survival and we were lucky to have another English speaker in each other. Slovenes have an amazing talent for language and the level of English is high so most places and situations we could get by with hand gestures, drawing and lots of patience.

Teaching at the school was fun and the best part about the job was using the grey area Language Assistants inhabit as not 'the class teacher'. I tried to think of new, different and interesting ways to deliver English, challenging the students and let them have fun with it.

One of my favourites is where I used the internet to get the student to place a real live telephone call to England and request a brochure. Nerve-racking for them but we had done lot of preparation and the results came in a few weeks later when the postman dropped the brochure through the door. Proof it worked.

The schools concentrate a lot on the grammar and I took it upon myself to cover the other aspects of the language – pronunciation, everyday and social use (which often is a world apart from the textbook English) and the cultural aspects of English – like why do we bother so much about the weather in the UK?

Cultural understanding was a big part of the teaching and I think I learnt just as much about Slovene culture as I taught about my own. My students were focusing on business studies so giving them as much information as possible over the business culture in the UK and US was important to help them. Also just general stuff about life in the UK, good and bad just helps then see past the borders and that we are and are not so different.

Top agenda item though was to boost every student's confidence about using their language skills – they were able to talk to me, fluently, and understand what I was trying to say to them. Even if it was just a 'hello, how are you' in the playground. Learning the language without using it just becomes a very tiring academic exercise and having me there to converse with just helped them realize that it was useful, they were better at it than they thought and it would be important later on in their lives.

Life in the school was great though I felt I missed a lot of the staff room banter with my colleagues. I enjoyed my course teaching English to the teachers and I think it helped them see me more as a colleague than just the guy in the corner of the staff room.

SUMMARY OF THE PROJECT/MOBILITY



SUMMARY OF THE PROJECT / MOBILITY

Some initial problems that took some time to overcome were the very different timetabling Slovene schools have and the VERY early starts! In addition, the school secretary's workload goes up a bit as the administrative information and timetable changes had to be relayed to me specially rather than just posted on a board like the other teachers. Once established at work though these seem insignificant but initially they do make an impact.

The teachers I worked with were good and very keen to help and to give me the room to develop my skills and very accepting of any ideas and feedback I gave them. I think that 'team-teaching' skills should be part of the in-service teacher training for any teacher wanting an assistant as it helps the teacher know what they want from an assistant and also how to use one well in the classroom.

My supervisor, Ms Milena Štrovs Gagič, had a very clear picture of this and we got on really well and worked together well. It also helped she was very organised both personally and of me at times.

On a personal note, we loved Slovenia, the people and the region so much we took a bold step and bought a house here in Koroška. We had been looking for a base outside the UK for a while and whilst I can't say we'll live here forever, we want to spend a while longer here and keep returning from our travels.

I really enjoyed the welcome and support I have had from the school over the year and the organisations that made it possible both from the UK and Slovenia. Perhaps one of the schools will have us back next year...?





INSTITUTION

Nom: Le lycée de Ptuj
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 Doyen/Directeur/Principal: Melani Centrih
 Adresse e-mail: melani.centrih@guest.arnes.si
 Page web: www.gimptuj.net

ACTION/INITIATIVE

Type d'action/initiative: Assistants linguistiques Comenius – établissements d'accueil
 Titre du projet/de la mobilité:
 Page web: www.gimptuj.net
 Durée: 2004 - 2005, 8 mois
 Coordinateur du projet/promoteur ou participant à la mobilité: Branimir Rokavec
 Adresse e-mail: branimir.rokavec@guest.arnes.si

28

Le Lycée de Ptuj essaye d'offrir aux élèves l'éventail le plus large des langues étrangères dans le but de préparer les jeunes à mieux comprendre la vie dans d'autres pays. En connaissant et en parlant plusieurs langues, ils sont capables de comprendre et d'accepter les différences et les spécificités des autres sociétés; il peuvent également mener un dialogue approprié avec les individus.

A l'aide du programme Comenius 2.2, nous avons pu bien organiser notre travail. Nous accueillons les jeunes assistants de n'importe quelle langue maternelle car la diversité enrichit notre travail.

Dans l'année scolaire 2004/2005, nous avons accueilli l'assistante de la langue espagnole. Nous avons conçu un projet pour:

- élargir la connaissance de tout ce qui concerne l'Espagne,
- organiser le cours d'espagnol pour les élèves et les professeurs,
- comprendre la culture espagnole, ses coutumes et ses habitudes,
- faire participer l'assistante à toutes les activités pédagogiques du lycée.

Le public visé étaient les élèves et les professeurs du Lycée de Ptuj. En accord avec l'assistante, nous avons tout d'abord élaboré un plan de travail pour tous les mois de sa présence au lycée. Elle a pu connaître notre système scolaire et participer aux cours à des niveaux différents.

Le cours d'espagnol a rencontré un intérêt exceptionnel.

Les élèves ont pu:

- fréquenter le cours pour les débutants,
- participer au cercle littéraire,
- regarder les films espagnols sans sous-titres,
- participer au projet «La Journée de Printemps» en espagnol.

L'assistante espagnole a travaillé aussi avec des professeurs d'anglais, surtout dans le cadre des projets

CONTENU DU PROJET/DE LA MOBILITE

interdisciplinaires. Elle participait également à toutes les activités scolaires et extrascolaires ainsi qu'aux journées culturelles et sportives.

Nous considérons que la présence de l'assistant est très importante:

- pour rendre les cours de matières différentes plus attrayants,
- pour faire connaître la diversité culturelle,
- pour préparer le matériel pédagogique avec les autres



professeurs et participer dans des projets interdisciplinaires.

L'assistant de langue étrangère peut certainement aider à élargir les connaissances des élèves: ils se rendent compte que de nos jours, il est indispensable de parler les langues étrangères. Les assistants apportent dans nos écoles la dimension européenne qui est importante pour le développement personnel de chaque élève.

Dans l'année scolaire 2004/2005, le Lycée de Ptuj s'est joint au projet des classes européennes qui prévoit l'adaptation des programmes du lycée général. Il est organisé et supporté par le Ministère de l'Education et du Sport et l'Institut de l'Education de la République



de Slovénie. Le projet est basé sur les dimensions européennes et globales, la communication interculturelle et interdisciplinaire et l'enseignement en binôme.

Cette nouvelle vision a une forte influence sur l'enseignement des langues étrangères: plus de communication orale, surtout avec les assistants étrangers; présentation de son propre pays, de sa culture.

Ce sont aussi les professeurs et les assistants linguistiques venus de l'étranger qui contribuent à atteindre les buts des nouveaux programmes. Dans cette optique, il faut prévoir le choix le plus large des langues étrangères. Les élèves peuvent ainsi connaître la culture et la civilisation des pays dont ils apprennent la langue et les comparer à la Slovénie.

En 2005/2006, nous avons accueilli l'assistante d'anglais qui venait de la République Tchèque. Elle a tout de suite participé au projet des classes européennes, pas seulement aux cours d'anglais mais aussi aux différentes activités.

Nous avons organisé:

- le cours de la langue tchèque pour les débutants,
- la présentation de la République Tchèque, sa culture et les différences de civilisation,
- la présentation de la musique traditionnelle,
- la présentation de la cuisine traditionnelle tchèque,
- la présentation de la République Tchèque pendant le projet «La Journée de Printemps»
- la participation de l'assistante au projet préparé



par les élèves de la première année des classes européennes: les Jeux Olympiques à travers des siècles.

L'organisation des cours de langues étrangères est basée sur l'enseignement en binôme dans le maximum des cours possibles et nous considérons que le rôle des assistants y est très important pour que nos élèves connaissent la diversité linguistique et culturelle.

Le Lycée de Ptuj a toujours porté son appui au programme d'échange d'assistants linguistiques Comenius. Après nos bonnes expériences, nous désirons y participer encore.





INSTITUCIÓN

Nombre: IES Jurija Vege Idrija
Dirección: Študentovska 16, 5280 Idrija
Decano/Director: Borut Hvalec, licenciado en psicología
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Página web: <http://www2.arnes.si/~ssgijuveidng/>

ACCIÓN/INICIATIVA

Tipo de actuación/iniciativa: Beca Comenius para la formación de profesores
Título del proyecto/movilidad: Curso de formación para profesores de español en la U.E. (Programa Sócrates)
Página web: <http://comcdb.programkontoret.se/CourseManagement/ASP/CourseInfo.asp?CourseId=5118>
Duración: 2 - 14 de agosto, 2004
Coordinadora del proyecto/promotora o participante en la movilidad: Maria Ana Kremžar Jerman
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30

Cursé mis estudios universitarios en Buenos Aires, Argentina, donde me licencié como profesora de letras en 1981. Allí trabajé como profesora de lengua para alumnos nativos. A partir de 2002 empecé a dar clases de español como lengua extranjera (ELE) en el instituto Gimnazija Jurija Vege Idrija en Eslovenia.

Puesto que nunca había estado en España y tenía poca experiencia en la enseñanza de español como lengua extranjera, decidí que me sería útil viajar a España y realizar allí algún curso para profesores de ELE (español lengua extranjera). Me enteré de la posibilidad de realizar ambas cosas con la ayuda económica que la U.E. brinda a través del programa Sócrates, Comenius. Una profesora que ya había estado en España, con la ayuda de una beca similar, me ofreció toda la información que necesité para solicitar la beca e inscribirme en el curso elegido.

Elegí un curso de verano para profesores de ELE en la Universidad de León. Preferí un curso de verano para no tener que desatender mis obligaciones en la escuela en la que trabajo. La duración de dos semanas también me parecía óptima. El mencionado curso estaba dirigido a profesores de español como segunda lengua con deseos de ampliar y actualizar sus conocimientos de la lengua y la cultura española y del sistema educativo español.

RESUMEN DEL PROYECTO / MOVILIDAD

Mi interés era conocer España, su cultura, la gente, el arte y la lengua que se habla en las calles de España. También tenía necesidad de perfeccionar mi propia metodología en la enseñanza de ELE, resolver dudas y obtener ideas para mis clases.

El curso se realizó del 2 al 14 de agosto de 2004. Mis compañeros de curso eran profesores de ELE venidos de Austria, Alemania, Bélgica, Gran Bretaña, Polonia, Suecia y tres participantes de Eslovenia.

Nos alojamos en la residencia universitaria Miguel de Unamuno, en el centro de la ciudad de León, con pensión completa y habitación individual con baño. El ambiente era agradable y los profesores que asistimos al curso tuvimos oportunidad de conocernos e intercambiar nuestras experiencias en la enseñanza de ELE.





RESUMEN DEL PROYECTO / MOVILIDAD

Las clases y los talleres eran de 9.00 a 14.00. Por la tarde había actividades variadas. La primera semana tuvimos oportunidad de ver varias películas de directores de cine españoles. La segunda semana hicimos visitas guiadas a lugares de interés histórico y artístico en la ciudad de León y en los alrededores (Ruta de las Artesanías, Ruta de los Monasterios, Astorga.) También realizamos una excursión a Segovia, donde vimos, entre otras cosas, el famoso acueducto romano y el alcázar. Aprovechamos las dos tardes libres para visitar librerías y otras tiendas.



Considero que el curso fue de gran utilidad para mi formación como profesora de ELE. Muchas clases me parecieron muy interesantes. Algunas actividades no dieron el fruto que habíamos esperado debido a que los asistentes teníamos un nivel muy desperejo en el dominio del idioma español.



Puesto que el contacto con hablantes nativos en el país de origen de la lengua que se enseña, es de fundamental importancia para los profesores de lenguas extranjeras, considero que los proyectos de la U.E. que fomenten este tipo de formación y perfeccionamiento son de gran valor y ayuda para todos los integrantes del proceso educativo.



SOCRATES – GRUNDTVIG:

ADULT EDUCATION

INDIVIDUAL MOBILITY

32



»Wer fremde Sprachen nicht kennt, weiß nichts von seiner eigenen.«

Johann Wolfgang von Goethe



ISTITUZIONE

Denominazione: Glotta Nova
 Indirizzo: Poljanska cesta 95, 1000 Ljubljana
 Decano/Direttore/Dirigente scolastico: Jelica Pegan Stemberger
 E-mail: jelica@glottanova.si
 Indirizzo sito: www.glottanova.si

AZIONE/INIZIATIVA

Tipo di azione/iniziativa: Grundtvig: Mobilità individuale
 Titolo del progetto/scambio: Qualità della vita è qualità della comunicazione
 Indirizzo sito: www.cmepius.si
 Durata: 14/21-5- 2004
 Coordinatore del progetto/promotore o partecipante allo scambio: Jelica Pegan Stemberger
 E-mail: jelica@glottanova.si

Dal 14 al 21 maggio 2004 ho partecipato ad un progetto Mobility (Socrates-Grundtvig) a Montecatini Terme (Italia). Il progetto aveva un titolo molto interessante: Qualità della vita = qualità della comunicazione.

Il progetto prevedeva il numero chiuso, ed esso è stato seguito da quattro partecipanti (uno dalla Grecia, due dal Portogallo e uno dalla Slovenia).

Il programma, molto vario, si è svolto in diverse istituzioni della Toscana (scuole elementari, licei, Istituti per la protezione e per la prevenzione della salute, Istituti per la conservazione della natura e delle risorse naturali, ecc.).

Promotore dell'iniziativa è stato «The International Diplomatic Committee of Mare Nostro» di Roma, mentre coordinatrice del progetto cui io ho partecipato è stata Manuela Sebeglia, pedagoga di grande esperienza, con un'incredibile energia ed entusiasmo. Già il titolo del programma formativo mi ha così attirato ed entusiasmato che ha provocato in me un'infinità di domande, di risposte e di soluzioni, e mi ha fortemente stimolato a riflettere sulla connessione tra la qualità della vita e la qualità della comunicazione.

Le persuasioni e la comunicazione

Secondo la definizione, le persuasioni esprimono quello che noi pensiamo sia giusto, importante o conveniente. Le persuasioni sono l'essenza di ciascuno, e sono alla base della nostra comunicazione con gli altri. Le persuasioni si rispecchiano nel nostro comportamento, e possono accelerare o bloccare il nostro sviluppo e la crescita personale e professionale. Ognuno di noi ne ha in abbondanza, e molte si trovano anche tra i familiari, nell'ambiente in cui viviamo e persino nell'azienda (o nell'istituzione) nella quale lavoriamo. Dalle persuasioni nel passato sono nati quasi tutti i proverbi della saggezza popolare. Certamente conoscete detti quali «Chi dorme non piglia pesci», «Ognuno è fabbro della propria fortuna», «Chi mal semina mal raccoglie», «Una parola detta a tempo è come un pomo d'oro in piatto d'argento»...

DESCRIZIONE SINTETICA DEL PROGETTO/SCAMBIO

Le persuasioni sono le nostre motivazioni più forti, e quando vogliamo contrastarle sorgono molti conflitti (ad esempio: il denaro governa il mondo, il denaro corrompe la gente, il lavoro costringe alla servitù, il lavoro rende liberi). Spesso non ce n'accorgiamo.

Costruiamo le nostre persuasioni coscientemente o incoscientemente nell'infanzia: all'inizio dai nostri genitori, dai parenti stretti o da quelli lontani, poi dai maestri d'asilo, dai professori, dai preti, dagli amici, dai colleghi e dai compagni...

Per noi e per il nostro sviluppo le convinzioni possono essere utili o dannose. Durante la vita le modifichiamo perché maturiamo, entriamo nel mondo di lavoro, ci sposiamo o le modifichiamo con l'esperienza.

I padri del programma neurolinguistico (PNL), Bandler e Grinder, avevano già constatato all'inizio degli anni settanta che, se trasformiamo le persuasioni cambia anche il nostro comportamento, ossia è possibile cambiare il nostro atteggiamento soltanto se trasformiamo le persuasioni. In modo particolare i due autori erano interessati a capire quali persuasioni possedevano gli uomini che avevano avuto successo. Essi hanno dimostrato (e più tardi anche altri lo hanno confermato) che, se adottiamo per nostre le convinzioni degli uomini che hanno avuto successo, mettendole in atto con lo stesso comportamento, si riesce a realizzare fino all'80% dei cambiamenti. Ora vediamo solo alcune delle convinzioni, ossia degli assiomi (principi) che gli uomini di successo possiedono:

Non esistono fallimenti, ci sono solo feedback.

È del tutto naturale se ogni tanto sperimentiamo un insuccesso. Da ogni «delusione» si può trarre molto. Ad esempio, ci si può chiedere sempre: «Come posso sfruttarla per il futuro? Che cosa ne posso apprendere? Nel mio caso, si tratta veramente di un insuccesso? Non si tratta, forse, del primo passo (punto di partenza) verso il successo o della sua fase iniziale?». Apprendere dai propri fallimenti (o dai fiaschi altrui) è una vera ricchezza! È consigliabile trasformare l'«insuccesso»



pensando: «Che cosa ne ho conseguito per il mio successivo sviluppo personale?» anziché chiedersi «Che cosa ho perso?».

Se prendiamo tutto quello che ci succede nella vita e lo consideriamo come feedback, otteniamo in questo modo una buona indicazione su quale strada prendere per giungere al successo.

Se il fallimento è per noi come la fonte dalla quale ci si arricchisce e si apprende, creiamo nuove strade nella nostra vita e nella comunicazione.

Probabilmente la strada in questo modo diventa più lunga, ma procedendo avanti camminiamo sicuramente verso la vittoria.

La caratteristica chiave degli uomini che hanno avuto successo è che possiedono acutezza e sensibilità dei sensi.

Già A. Huxley affermava che i nostri sensi (vista, udito, odorato, gusto, tatto, sentimenti) sono la porta della percezione del mondo. I nostri sensi ci connettono con il mondo esterno. Noi siamo più sensibili verso i nostri interlocutori e verso tutte le informazioni che provengono dall'ambiente se i nostri canali sensoriali sono aperti. Proprio per questo la gente di successo presta molta attenzione alla propria capacità e acutezza sensoriale. Essi sono più ricettivi ai dettagli e agli altri cambiamenti che avvengono negli interlocutori (compagni, membri familiari, colleghi, amici, vicini) e possono adattare più velocemente la propria comunicazione all'ambiente. Quindi, essi percepiscono più velocemente i cambiamenti in se stessi, negli interlocutori e nell'ambiente e adattano più velocemente la propria capacità di reagire, si adeguano più velocemente alle diverse circostanze e perciò vivono una vita di migliore qualità.

La precisa vista, il preciso udito e la precisa sensibilità (in PNL questo si chiama la calibrazione) sono indubbiamente d'importanza chiave per un'efficace osservazione. Se osserviamo minuziosamente, possiamo accorgersi di molti cambiamenti nell'interlocutore (a livello verbale, paraverbale o non verbale) che sono un buon segnale per sapere che cosa sta succedendo dentro di lui, e come possiamo procedere nella nostra comunicazione (ad esempio, se respira veloce o piano, se gesticola o no, se è arrossito o impallidito, se usa espressioni pleonastiche, se parla tranquillamente o nervosamente, se non sta comodo sulla sedia, ecc.). Le modificazioni nell'interlocutore possono essere piccolissime, ma ciò nonostante un occhio, un orecchio e un cuore allenati ed addestrati sono capaci di percepirle subito. «L'osservazione» di uno

DESCRIZIONE SINTETICA DEL PROGETTO / SCAMBIO

specifico cambiamento nel comportamento del nostro interlocutore dipende dall'importanza e dalla significatività del cambiamento per il nostro processo di comunicazione nel momento in cui il cambiamento è avvenuto. Ad esempio, immaginiamo di incontrare in centro la nostra collega d'ufficio. Al lavoro lei è sempre accigliata, gli angoli delle sue labbra sono sempre piegati all'ingiù, la faccia è grigia: con tutto questo lei ci sta mostrando che non è contenta della sua vita, si lamenta costantemente, non cerca il contatto visivo con i colleghi, se per caso sorride lo fa abbastanza amaramente...

Oggi, però, non è così! Saluta ad alta voce, i suoi occhi brillano, sul viso le vediamo un sorriso che già da molti anni non le vedevamo. Per un attimo sembra quasi che vorrebbe chiacchierare un po' con me... Il significato e il contenuto di questa differenza è di grande importanza per il nostro successivo comportamento. Infatti, accorgendosi dei cambiamenti nell'apparenza della nostra collega, incoscientemente gettiamo le fondamenta per il passo successivo, vale a dire per molte nostre affermazioni e domande, quali ad esempio «Oggi sei fantastica. Sicuramente ti è successo qualcosa d'importante e di bello. Andiamo a fare quattro chiacchiere?», oppure un semplice «Buongiorno!» dopo il quale ci allontaniamo, e così via. Le soluzioni e le possibilità delle nostre reazioni sono innumerevoli.





Una comunicazione inefficace è conseguenza di un'osservazione inadeguata.

Tante volte rimaniamo sorpresi da risposte che non abbiamo né voluto né aspettato. Spesso accusiamo gli altri (tra l'altro questo è molto più facile) di non aver correttamente inteso il nostro messaggio, e di non aver compreso qual era la nostra intenzione comunicativa.

Ci siamo chiesti qualche volta come riusciamo a non farci intendere, e a far reagire gli altri in modo spiacevole e strano per noi? In realtà l'unica persona su cui possiamo agire per farla cambiare siamo noi stessi (tra l'altro ne abbiamo il diritto): noi possiamo agire su noi stessi facendo in modo di riuscire a



comunicare con più efficacia ed adeguatezza, in modo da fare quello che giova ed è più adeguato ad una certa circostanza.

Una volta qualcuno ha affermato che la comunicazione è come la danza. Se vogliamo comunicare (ballare) bene e soprattutto con efficacia, dobbiamo, dapprima, (e in ogni istante) seguire attentamente il nostro interlocutore (danzatore) per poter, se sarà necessario, anche fargli da guida e in fin dei conti dirigerlo. Se siamo in buona armonia con l'interlocutore verbalmente (a parole), non-verbalmente (con la parlata del corpo, mimica e respirazione) e paraverbalmente (con l'altezza e il timbro del suono), nella comunicazione conseguiamo

quello che desideravamo. Sincronizzandoci con l'interlocutore, mettiamo piede nelle sue «scarpe» per poterlo intendere meglio, per essere sulla stessa lunghezza d'onda, per poter più facilmente sostenerlo e, di conseguenza, per poter comunicare più facilmente con lui. Riceviamo quello su cui ci si è concentrati, come una volta ha detto una persona di successo.

Si cambia costantemente.

Quando viviamo la nostra vita, volenti o nolenti, cambiamo in continuazione. Si trasformano la mimica e i lineamenti del nostro viso, cambiano le reazioni, il timbro della voce, la mentalità e lo sguardo... Insieme con noi cambiano anche i nostri compagni, amici...

Non solo con gli anni, ma soprattutto con l'esperienza si sostengono i nostri continui cambiamenti. Le conoscenze e le abilità che abbiamo ottenuto nelle diverse forme di training, seminari e coaching, con le proprie esperienze o con le esperienze altrui, o anche in altri modi, aumentano la nostra capacità di osservazione, cioè la capacità di percepire i piccoli cambiamenti nel comportamento degli altri.

Si sa già da molto tempo che la comunicazione contiene il 7% dell'informazione verbale e il 93% di quella non verbale e che, oltre al contenuto e al modo della verbalizzazione, comunichiamo anche tutta una serie di meccanismi mentali che mostrano quello che veramente pensiamo, sentiamo, ecc. Se abbiamo l'abilità di percepire i piccoli cambiamenti che accompagnano i meccanismi mentali, siamo capaci di adattarci più velocemente ed efficacemente, e anche di presentire come l'interlocutore reagirà alla nostra informazione. Il fatto è (e su questo tutti saranno d'accordo) che la qualità della vita dipende da noi stessi e soprattutto dalla nostra disponibilità e prontezza di fronte ai cambiamenti. Come ha affermato Richard de Vos, «migliaia e migliaia di uomini rimangono là dove sono - ma questa è una loro scelta».

È così anche con noi?

DESCRIZIONE SINTETICA DEL PROGETTO/SCAMBIO

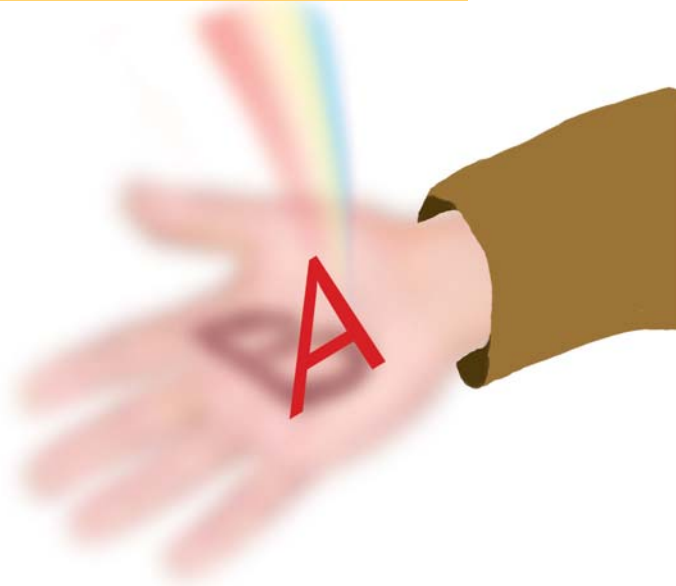
SOCRATES - ERASMUS: HIGHER EDUCATION

- STUDENT MOBILITY
- ERASMUS INTENSIVE LANGUAGE COURSES



»Consuetudo certissima est loquendi magistra.«

Marcus Fabius Quintilianus





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ACTION/INITIATIVE

Type of action/initiative: Erasmus: Student mobility
 Title of project/mobility: www.umcs.lublin.pl
 Web page: October 2004 - February 2005
 Duration: Jernej Grah – participant
 Project co-ordinator /promoter or participant in the mobility: jernej_grah@email.si
 E-mail:

I did my Erasmus student exchange at the Uniwersytet Marie Curie Skłodowskiej in Lublin, Poland. Prof. Gašper Ilc, a Socrates – Erasmus co-ordinator at the Department for English and American Studies at the Faculty of Arts, University of Ljubljana, briefed me about the possibility of studies in Poland. I opted for a 5-month study period abroad, because of my desire to get to know a foreign educational system, particularly the quality of studies in the former eastern bloc; to broaden my knowledge of English as well as of the country of my studies.

After having been admitted to 5-month studies in the winter term, I had to define my curriculum in Poland. The purpose of my exchange was to do my thesis and preparation and sitting for those exams, I had not passed as a graduate student at my home institution.

There were not many foreign exchange students, so I easily got a room in a hall of residence. The accommodation was of a high standard - double room, kitchenette, bathroom - and newly furnished. Upon my arrival, a Polish student was assigned as my guide and she showed me around the university campus. An English department Socrates – Erasmus coordinator, a very friendly professor, helped me with the curriculum. Due to the fact that in Europe names of subjects are not exactly the same and consequently their contents vary, I was forced to attend a number of lectures and seminars, in order to select those subjects, whose contents corresponded to the subjects I had not passed in Slovenia. As an Socrates – Erasmus student, I had the privilege to attend any subject in any year of studies I wanted. I attended the seminar that covered the field of my thesis and the professor of the seminar offered me his assistance. Moreover, I could also use a department library.

SUMMARY OF THE PROJECT/MOBILITY

The level of English studies in Poland can be matched to the level of English studies in Slovenia. There are some noticeable differences, for example, in Poland, there is a stronger emphasis on pronunciation, whereas vocabulary is more practised in Slovenia. Among the advantages of the exchange is the fact that I could attend two lectures on subjects that do not exist or are different at my home institution. This was very useful, because it is crucial for studying a foreign language and literature to additionally extend knowledge.

Apart from thesis-writing, regular participation at classes, I also attended a Polish language course, which is free for Socrates – Erasmus students. Therefore, besides broadening knowledge of English, I mastered the Polish language. In my opinion, Polish could be definitely useful in my future career, on account of a rapid development of the Polish economy funded by the European Union. Foreign companies mushroom in Poland and thus provide numerous possibilities for economic cooperation.

The winter term finishes in the middle of January, followed by a month long exam period. I passed two exams that I had not passed in Slovenia. Besides, I had to get signatures from professors for regular attendance of their classes. The Polish professors left a good impression. Not only was their knowledge equivalent

to the knowledge of Slovene professors, but they were also very friendly, helpful and expressed satisfaction that they had a foreign student attending their classes, because they are aware that good news travel fast.





The student exchange in Poland was a good opportunity to acquire new experience and knowledge. I got acquainted with a foreign educational system and got convinced that the university education in the former Eastern bloc does not lag behind the Middle-European one. Most importantly, I broadened the knowledge of English and English literature. Besides, I got to know the Polish society, the people, their character and their language. All these things can become invaluable, if my future career includes Poland. Poland develops extremely quickly and business co-operation with this country is not only of great importance, good contacts and exchanges in each field of work must be presented as positive as possible to maintain contacts also in the future.



SUMMARY OF THE PROJECT / MOBILITY



Student exchange was very valuable for me and the Erasmus programme adds a lot to united Europe and diminishes any prejudices that might occur.



INSTITUTION

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ACTION/INITIATIVE

Type of action/initiative: Erasmus Intensive Language Courses (EILC)
Title of project/mobility:
Web page:
Duration: from 2000 on (two courses every year)
Project co-ordinator/promoter or participant in the mobility: mag. Jana Zemljarič Miklavčič
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39

Erasmus Intensive Language courses (EILC) are courses designed by the European Commission. They are intended for the study of less widely used and less taught European Union languages and the languages of other countries participating in the Socrates – Erasmus programme. The EILCs give students who have decided to go on exchanges the opportunity to study the language of the host country. EILCs are funded by the EC through national agencies. In 2004, 3192 students participated in EILCs. During the 06/07 academic year, intensive language courses will be offered to students by 23 countries – Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden and Turkey. The EILCs are open to students participating in the Socrates – Erasmus programme who have been admitted to study in one of the countries listed above. Comenius Language Assistants can also participate, provided that there is a surplus of places on a course. Courses take place in the summer before the start of the fall semester, and/or in the winter before the start of the spring semester. They last from 3 - 8 weeks (individual countries decide on the duration) and are free of charge for students.

At the initiative of the International Office of the University of Ljubljana, the first Erasmus intensive language course in Slovene was offered through the Center for Slovene as a Second/Other Language during the 00-01 academic year. Eight students enrolled in the course; the number of students grew steadily with each passing year: in 2004 there were 93 students. The number of officially advertised places was forty; however, the Center for Slovene provided additional financing for the others.

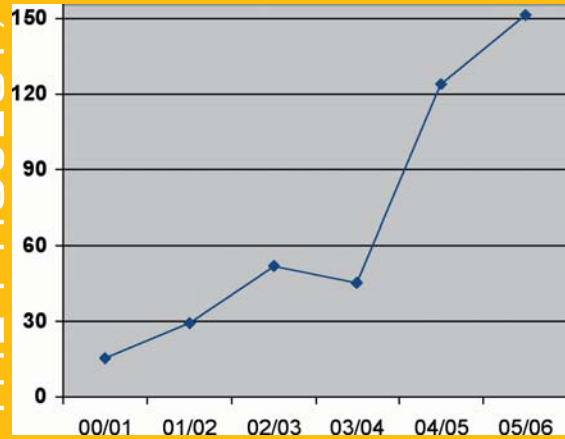
SUMMARY OF THE PROJECT / MOBILITY

The EILC for Slovene is 70 hours long, 64 of them devoted to classroom language study and six to the study of Slovene culture and civilization. It takes place over four weeks, with four hours of classes from Monday to Thursday. In planning a language course for exchange students, we realized that the amount of knowledge students can gain in a 70-hour course is very limited. At the same time, we anticipate that exchange students will be highly motivated individuals who are willing and able to absorb and process a great deal of information in a short period of time and who have a very good general language aptitude and already know several foreign languages, which greatly facilitates the rapid acquisition of a new language. The lessons for beginners are organized around several themes or topics: at the forefront is the learning of notions and functions (such as greetings, introductions, shopping, ordering, and similar) which students can use immediately in predictable communicative situations. We try to get students used to independent reading of popular and specialized texts from their area of expertise, naturally with the help of a dictionary. Students who have some prior knowledge of Slovene are encouraged to achieve a language proficiency that goes beyond functional communication. The intermediate level course should equip the student for the comprehension as well as production of scientific/technical language.



Teachers find teaching the Erasmus courses exceptionally gratifying and enjoyable due to the high motivation and rapid progress of the students. Thus in recent years the only real problem with the courses is that there are not enough places. Given the aptitude of the students, who need to learn Slovene for successful study during their time here, and the fact that they represent Europe's future intellectuals, who will spread the knowledge they gain of and about Slovene throughout their home communities, we hope that this problem will be solved in the near future with the assistance of the state and the universities.

SUMMARY OF THE PROJECT / MOBILITY



Growth in the number of students in the Erasmus intensive course of Slovene



6th generation of EILC Slovene students, September 2005



LEONARDO DA VINCI: VOCATIONAL EDUCATION AND TRAINING

- LANGUAGE COMPETENCE PROJECTS
- MOBILITY PROJECTS

41



- *The more languages you know, the more of a person you are.*
- *Plus tu connais de langues, plus tu es humain.*
- *Je mehr Sprachen du sprichst, desto mehr bist du Mensch.*
- *Cuanto más lenguas conozcas, más persona eres.*
- *Quante lingue conosci, tante persone sei.*



INSTITUTION

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ACTION/INITIATIVE

Type of action/initiative: Leonardo da Vinci: Language competence projects
 Title of project/mobility: CrossCultural Business Communication
 Web page: www.2cbc.net
 Duration: started in 1999 and has been continuing ever since
 Project co-ordinator/promoter or participant in the mobility: mag. Neva Čebren
 E-mail: neva.cebron@guest.arnes.si

The central question underlying the CCBC project is »How can we best teach business communication in English, the lingua franca of the globalised business world, to prepare students for the challenges of their future working environment and to help them meet the requirements of international work mobility?« The answer offered within the CCBC project is to take advantage of all possibilities offered by modern technologies to set up a simulation of lively interacting international student groups forming a virtual international business community. This realization was an outcome of the British Council ELTeCS seminar »Business English in the Era of Globalization«, held in Cambridge in 1999. It prompted an international group of teachers of EFL to apply first for a small ELTeCS grant, and later to expand activities when the Leonardo da Vinci funds were granted to the CCBC project.

From the beginning our main aim was to establish an ICT based environment whereby the international network of institutions/ teachers/ students would provide a setting for students' virtual businesses within which to carry out realistic transactions and negotiations, while practicing business English communication skills, ICT skills (Call) and to enhance students' intercultural communication competence (ICC). In order to achieve all this we first developed the CCBC teaching module, a cross-curricular teaching module, intertwining business communication in English with Call and ICC. Based on the integrated skills approach and the process learning method the module leads students through a framework consisting of a number of steps:

- Students introduce themselves, their institution, country and nation to the participating groups round the world;

SUMMARY OF THE PROJECT / MOBILITY

- Students compile geo-political data about their business partners and acquire cultural insights, so as to raise their intercultural awareness;
- Student set up a virtual company, decide on the position, responsibilities and markets assumed by individual students forming the various groups;
- Students design a company profile, a logo and an advertisement so as to advertise their products/ services on the CCBC website;
- Students carry out a transaction consisting of a chain of e-mail exchanges, from the initial enquiry to an offer, order, confirmation, a complaint, followed by a telephone negotiation and an adjustment;
- Students collect and revise their work in a final business report and a presentation of intercultural observations and insights inferred.

Each group of students is assigned 2 to 4 foreign partners. All groups harmonize their classroom activities to match the progress in their partners' groups. Thus the whole partnership network is divided into a number of smaller networks mainly with regard to partners' teaching requirements, but observing the nationality mix of each network, the element generating the need to communicate in English and to develop ICC. In order to incorporate the different elements of the CCBC interdisciplinary teaching module and to facilitate parallel classroom progress of the groups from different countries, tailor-made teaching materials needed to be developed. The CCBC Student's Book was therefore produced.

Complementing the activities envisaged by the textbook the CCBC Forum was set up on our web page. As a self-assessment tool, the CCBC Student's Portfolio was also designed. Additional language and



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ACTION/INITIATIVE

Type of action/initiative: Leonardo da Vinci: Mobility projects
Title of project/mobility: National dishes of three countries
Web page: <http://www.sszagorje.oria.si/>
Duration: 2004 - 2005
Project co-ordinator/promoter or participant in the mobility: Anica Ule Maček
E-mail: ss.zagorje@guest.arnes.si



SUMMARY OF THE PROJECT / MOBILITY

1. Contents of the project:

In the school years 2003/04 and 2004/05 the Leonardo da Vinci mobility project with the title National Dishes of Three Countries was carried out by Secondary School Zagorje in cooperation with the Austrian school – Höhere Lehranstalt für Wirtschaftliche Berufe and the Czech school – Střední odborná škola a Střední odborné učiliště Luhačovice.

A group of teachers from Secondary School Zagorje became acquainted with the partner institutions and the fellow-teachers collaborating in the project in the preparatory period. Linguistic, pedagogical and cultural preparative arrangements were carried out and a preparatory visit was organised by our school. The participants, the collaborating teachers adopted the plan of the project and settled the commitments of the coordinating school and the collaborating partners. The teachers' communication and the reconciliation of the work during the project were done by e-mail.

We carried out two visits of our teachers in the partner school. During the visit they made acquaintance with the institution, the educational programmes, they were attending classes, collecting, forming, translating and also trying out new recipes. The common wish of all partners was to pick out and to present those culinary characteristics of the collaborating countries that make them recognisable.



2. Project aims:

- to get to know different countries
- the enrichment of the knowledge about the collaborating countries
- the exchange of the experiences and knowledge
- the exchange of the foreign language teachers and the teachers of technical and practical subjects with the intension to enrich their technical, linguistic and pedagogical knowledge
- the connection between different school subjects.



SUMMARY OF THE PROJECT/MOBILITY

3. The final product of the cooperation of the three secondary schools is a collection of recipes from the three countries in Slovene, German and English language, supplemented with the dictionary of technical terms. The title of the booklet is National Dishes of Three Countries and was made in a printed and electronic version. The final product is also an appropriate additional teaching material for technical schools in the field of catering and tourism.

With the choice of national dishes we also want to influence the nutrition habits of our students. As young enthusiasts of the modern way of nutrition they should be aware of traditional dishes and include them in their menus.

In the brochure it's written:

»The chosen recipes of the three countries should encourage you to transmit the tradition of our grandmothers to the next generations.«

4. The results of the project:

The aims of the project were completely realized. The performed work enriched us with the new knowledge and cognitions. It has stimulated us to plan the next forms of cooperation, not only in the field of language and profession, but also to extend the cooperation to the field of student mobility.



HOW TO PROCEED?

THE ROLE OF LANGUAGES IN THE LIFELONG LEARNING PROGRAMME

46



»La pluma es la lengua de la mente.«

Miguel de Cervantes





Qu'est-ce qui nous apporte le programme dans le domaine de l'éducation et de la formation tout au long de la vie en ce qui concerne les langues?

Le programme dans le domaine de l'éducation et de la formation tout au long de la vie pour la période de 2007 à 2013 devrait remplacer les programmes Socrates, Leonardo da Vinci actuels, le programme «apprendre en ligne» (eLearning) et les autres programmes qui se terminent à la fin de l'année 2006. Un des objectifs fondamentaux, c'est de stimuler l'apprentissage des langues et la diversité linguistique.

Le nouveau programme d'action comportera quatre programmes spécifiques:

- **Comenius**, pour les activités d'éducation générale intéressant les écoles jusqu'à la fin du deuxième cycle de l'enseignement secondaire;
- **Erasmus**, pour les activités d'éducation et de perfectionnement dans l'enseignement supérieur;
- **Leonardo da Vinci**, pour tous les autres aspects de l'enseignement et de la formation professionnels;
- **Grundtvig** pour l'éducation des adultes.

En outre, la proposition prévoit un programme «transversal» englobant quatre activités principales, afin de traiter les questions politiques évoqués ci-dessus, de tenir spécifiquement compte de l'apprentissage des langues et des activités liées aux technologies d'information et de communication lorsque ces aspects sortent du champ des programmes spécifiques, et d'assurer un travail de diffusion plus substantiel. La proposition prévoit également un programme **Jean Monnet** visant à soutenir les actions liées à l'intégration européenne et les institutions et associations européennes dans le domaine de l'éducation et de la formation.

Les langues prennent une place particulière dans les programmes Comenius, Erasmus, Leonardo da Vinci et dans le programme «transversal».

Le programme est fondé sur les objectifs, adoptés par le Conseil européen le 15 et le 16 mars 2002 à Barcelone. Il contribue à la modernisation des systèmes d'éducation et de formation de l'Union Européenne et il leur permet de devenir jusqu'à

l'an 2010 une référence de qualité au niveau mondial. Le programme également incite les personnes à améliorer leurs connaissances de base, tout cela en apprenant au moins deux langues étrangères dès le plus jeune âge.

La promotion de l'apprentissage des langues et de la diversité linguistique, y compris les langues officielles de l'Union aussi bien que les langues régionales et minoritaires, est une activité prioritaire de l'Union dans le domaine de l'enseignement et de la formation. Ces activités sont importantes surtout dans les régions frontalières avec les langues qui sont utilisées dans les régions voisines des autres pays membres. Le programme Comenius poursuit l'objectif de développer parmi les jeunes et le personnel enseignant la connaissance de la diversité culturelle et linguistique et de sa valeur aussi bien que de stimuler l'apprentissage des langues étrangères vivantes. Le programme Erasmus supporte les institutions qui assurent la qualité sur tous les niveaux de mobilité; il met en évidence les institutions qui organisent les cours de langue. Le programme Leonardo da Vinci cite parmi ses objectifs la promotion de l'apprentissage des langues étrangères vivantes et soutient toutes les mesures préparatoires nécessaires pour la mobilité, y compris les cours de langue. Le programme soutient surtout les projets multilatéraux qui portent sur la modernisation des systèmes de formation et mettent l'accent sur le transfert d'innovation d'un pays à l'autre, avec l'adaptation linguistique au niveau national.

Le programme «transversal» cite parmi ses objectifs la promotion de l'apprentissage des langues et le soutien à la diversité linguistique dans les Etats membres. Dans une de ses quatre activités clés, il soutient des projets multilatéraux qui visent à:

- élaborer du matériel d'apprentissage des langues (y compris l'apprentissage en ligne) et des outils d'évaluation,
- élaborer des outils et des cours de formation des professeurs de langue,
- l'apprentissage des langues et de la diversité linguistique.



HOW TO PROCEED?



48

Outre les projets multilatéraux, le programme »transversal« soutient la création des réseaux qui contribuent au développement des politiques linguistiques, à la promotion de l'apprentissage des langues et de la diversité linguistique, à l'échange des bonnes pratiques et à la dissémination des résultats des projets. Il supporte également toutes les autres initiatives: les activités pour promouvoir l'apprentissage des langues dans les médias, les campagnes publicitaires, autres types d'information, les conférences, les études et les indicateurs linguistiques dans le domaine de l'apprentissage des langues et de la diversité linguistique.

Un rôle important sera accordé à l'initiative du Label Européen des Langues qui contribue à la reconnaissance de la valeur de la diversité linguistique en Europe et des avantages de la maîtrise de plusieurs langues. En Slovénie qui participe à l'initiative depuis quatre ans, le Label Européen des Langues s'est affirmé avec succès et jusqu'à maintenant, nous avons attribué 11 labels aux projets innovants dans le domaine de l'apprentissage et de l'enseignement des langues.

Le programme dans le domaine de l'éducation et de la formation tout au long de la vie est loin d'être le seul document qui met en évidence la diversité des langues en Europe. L'Europe supporte l'apprentissage des langues étrangères et elle accorde une place particulière aux »petites« langues, telles que le slovène. L'Union Européenne considère la diversité linguistique comme un avantage et non pas comme un obstacle. En apprenant une langue étrangère, nous reconnaissons la culture d'une autre nation, sa mentalité, ses valeurs et sa philosophie. Une fois reconnue, cette nation n'est plus une nation étrangère. L'Union Européenne a pris une position ferme sur la question de la diversité linguistique; c'est pour que l'idée de l'Europe unie s'enracine dans la conscience de tous les citoyens de l'Union Européenne.

Ljudmila Novak
Députée du Parlement européen

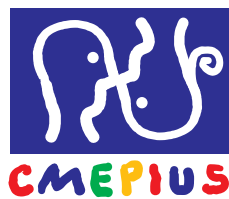
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Education and Culture



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION AND SPORT



**Centre of the Republic
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