



EXTEND

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MAIN ARTICLE: PROJECT KICKOFF



BECULT EXTEND KICKED OFF IN BERLIN IN FIRST WEEK OF NOVEMBER. THE WORK MEETING SHOWED THAT A LOT OF WORK IS TO BE DONE, BUT WITH GOOD PREPARATION AND CONTINUOUS EFFORT THIS IS PROMISING TO BE AN EXCELLENT PROJECT. PROJECT LEADER MATS LANDGREN PRESENTED THE MAIN PROJECT OUTLINES AND THE TIMETABLE. SUCCESS OF BECULT WILL CONTINUE WITH THIS EXTENSION.

representing Teeninduskool, Estonia, Kaido Tiits representing Teeninduskool, Estonia, Anne Mäe representing Teeninduskool, Estonia, Guy Pacouill representing CFA, France, Eric Brisse representing CFA, France, Due to illness, Maria Marinosa FASE, Spain and Linnnea Jänichen Kiezküchen, Germany, were unfortunately not able to attend the meeting. The main parts which were discussed were: Special obligations of a transfer of innovation project, Feedback from the national agency concerning the "original" BE CuLT web site, Budget issues, Software and hardware for the project, Work packages and their meaning, project planning, responsibilities and next meetings, Valorisation and dissemination and quality management, Communication structure.

All old and all new BE CuLT partners met in Berlin for the first time between the 17th and the 18th November 2008 at the Kiezküchen premises "Schönholzer Heide" in order to "kick off" the new "BE CuLT eXTeND" project. Main aims were, except to meet in person, to discuss and plan the modifications, production and work plan needed in this Leonardo da Vinci transfer of innovation project. The old

and new partners were introduced and presented their organizations and work. Attending partners were: Mats Landgren representing Kiezküchen, Germany, Monika Radwan representing Kiezküchen, Germany, Mikko Turunen representing Pirkko, Finland, Francesco Majorana representing CNOS, Italy, Eveline Van Der Most representing ROC ASA, The Netherlands, Altug Erbil representing Point Group, Turkey, Hele Liiv-Tellmann

IN THIS ISSUE:

PAGE ONE: Project kickoff

PAGE TWO: What is BECULT, Becult awarded!

PAGE THREE: Moodle conquers the world

PAGE FOUR: CLIL explained, contact information





Becult web site awarded the “The European Label for innovative projects in language learning”-award in Italy.

BECULT AWARDED!

The European Label is an award that encourages new initiatives in the field of teaching and learning languages, rewarding new techniques in language teaching, spreading the knowledge of their existence and thereby promoting good practice. The Label is open to all aspects of education and training, regardless of age or methods used, with its main focus being to promote innovation in language teaching. By supporting innovative projects, at a local and national level, the Label seeks to raise the standards of language teaching across Europe.

Each year, the Label is awarded to the most innovative language learning projects in each country participating in the scheme. It is co-ordinated by the European Commission, but managed by the individual Member States, with national juries deciding on detailed criteria.

The general criteria for winning an award are agreed at European level, but individual countries can introduce their own requirements.

Visit the website at www.becult.org

WHAT IS BECULT?

The Becult website is a web-based tool for the cultural, linguistic and professional support of trainees in the hotel and catering sector leaving for a work experience abroad. The tool includes a video based language program, exercises and games, cultural information, communicational tools as well as other things. It is designed for special professional contexts – hotel reception, kitchen and restaurant service. It prepares young people in professional vocational training for a work experience abroad and provides linguistic and cultural support. Finland, France, Germany, Italy and The Netherlands are represented on the website with their languages and cultures. The learning program is designed as a preparation and a guidance for a job-related stay abroad and as a help for continued learning and as a communication tool after the placement. It provides an insight

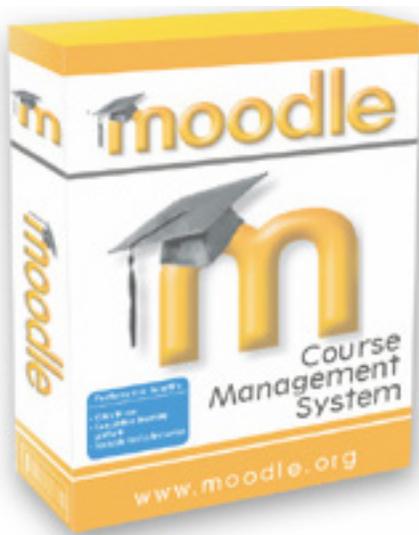
into general cultural aspects as well as gastronomy and work-related particularities and allows the learner to become familiar with the language in the professional context by the use of appealing video clips, games and exercises, thus strengthening the learners' motivation. In contrast to common foreign language training programs, this is not an introduction into grammar and language structure. Instead, the program was particularly designed to provide a possibility to become acquainted with the sound of the language, with common vocabulary and phrases to develop strategies to understand, and to get information about culture and professional contexts in the target country. This means that BeCult should be used in combination with other language learning methods. This project was funded by the European Commission within the Leonardo da Vinci program.



EXTEND

MOODLE CONQUERS THE WORLD

DURING THE LAST COUPLE OF YEARS, A FREE OPEN-SOURCE LEARNING PLATFORM HAS CREATED A SMALL-SCALE STORM IN THE E-LEARNING COMMUNITY. MOODLE PROMISES TO GROW STILL STRONGER AND WITH NEW UPDATES, THE USERS CAN EXPECT SOME FASCINATING FEATURES.



AUSTRALIAN INVENTION

Not too long ago, Moodle was a little-known content and learning management application supported by a tiny community. In the last two years, it has enjoyed tremendous growth, starting in the education community but now spreading to small- to medium-size businesses. Moodle is a free and open source e-learning software platform also known as a Course Management System (CMS), or Learning Management Systems (LMS), or Virtual Learning Environment (VLE). It has a significant user base with 38,896 registered sites with 16,927,590 users in 1,713,438 courses. Moodle is designed to

help educators create online courses with opportunities for rich interaction. Its open source license and modular design means that people can develop additional functionality. Development is undertaken by a globally diffused network of commercial and non-commercial users, streamlined by the Moodle company based in Perth, Western Australia. Moodle was created by Martin

Dougiamas, a WebCT administrator at Curtin University, Australia, who has graduate degrees in Computer Science and Education. His Ph.D. examined "The use of Open Source software to support a social constructionist epistemology of teaching and learning within Internet-based communities of reflective inquiry". This research has strongly influenced the design of Moodle, providing pedagogical aspects missing from many other e-learning platforms. The word Moodle is actually an acronym for Modular Object-Oriented Dynamic Learning Environment, although originally the M stood for "Martin's", named after Martin Dougiamas, the

original developer. Moodle can also be considered a verb, which describes the improvisational process of doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity. As such it applies both to the way Moodle was developed, and to the way a student or teacher might approach studying or teaching an online course. Moodle has been evolving since 1999 (since 2001 with the current architecture). The current version is 1.9, which was released in March 2008. It has been translated into 61 different languages. Major improvements in accessibility and display flexibility were developed in 1.5. As of March 2008, the Moodle user

"More and more colleges and universities, and even businesses, are turning to Moodle to host and deliver courses online. Moodle is the Google of e-learning. It is free and constantly improving thanks to active user communities"

community with over 400,000 registered users on their site alone. As there are no license fees or limits to growth, an institution can add as many Moodle servers as needed. The largest single site has reported over 19,000 courses and over 41,000 students, and

the Open University of the UK is building a Moodle installation for their 200,000 users. The development of Moodle continues as a free software project supported by a team of programmers and an international user community, drawing upon contributions posted to an online Moodle Community that encourages debate and invites criticism.



EXTEND

CLIL EXPLAINED

The term Content and Language Integrated Learning (CLIL) was launched in 1994 following some 10 years of European dialogue (supported by European Commission and Council of Europe), and national actions, on the benefits for additional language learning of variants of what had been widely termed bilingual education or immersion. CLIL is a dual-focussed educational approach in which an additional language is used for the learning and teaching of both content and language.

Content and Language Integrated Learning, or CLIL, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content. Example can for example be in a bilingual English/

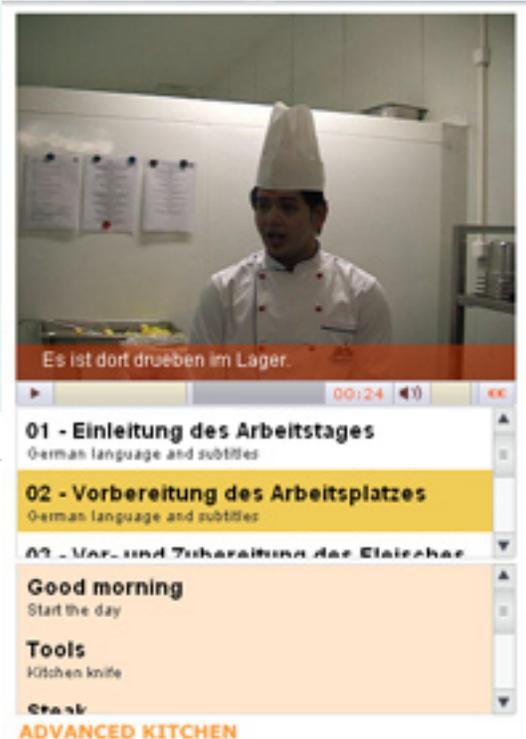
Spanish school, after a certain age half of the subjects, including maths and sciences, are taught in English.

In the classroom

CLIL materials are often characterised by lots of visual support for meaning, to allow low language level students to access high level content. The materials allow the students to focus on the language they need to learn about that particular subject in English. The choice of language focussed on is determined by the demands of the subject. The European Union aims has as an aim that its citizens know three of the community languages and supports CLIL as one of the ways of reaching this goal.

In the project BeCULT the aim was to test how the CLIL approach could be used in the learning videos. There, the professional subjects were being

handled as part of the dialogue in total of six different languages.



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