

vinolingua

VinoLingua

Progress Report

Public Part

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Executive Summary

Learning languages connects the wine-growing regions of Europe

Going European for winegrowers means going multilingual – multilingual and multicultural. Creating professional language learning materials for winemakers amounts to creating the prerequisites for a common European space of wine culture. The project VINOlingua initiates this process of networking with four major languages – German, French, Italian and Spanish – and five prestigious winegrowing regions: Lower Austria, South Tyrol, Burgundy, Toro and Tuscany. It brings together partners from the academic realm, winegrowing schools and private companies

European small and medium winery companies have so far not received sufficient support in foreign language learning. The project links linguistic and cultural aspects of the promoted wine areas and develops a basic language learning programme as well as motivational strategies to increase the foreign language skills of winemakers. It focuses on authentic business situations winegrowers find themselves in, such as wine tastings including descriptions of cellar work and vineyard work, wine descriptions, presentations of their own vineyard and the wine region, sales interactions and acquisition of new customers at wine fairs.

For a winegrower, it is crucial to speak foreign languages in these professional situations. It is indeed a commercial commonplace that you may use your mother tongue for buying, whereas for selling, you need to speak the language of your clients. A lingua franca won't do either: in marketing, English is commonly used, but it is not sufficient in a multilingual Europe. ELAN, a study carried out by the European Commission (cf. European Commission: ELAN: Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise, Brussels 2006) showed that every year European small and medium size companies lose a significant amount of business because of a lack of language skills. The VINOlingua project fills a gap in the market by providing a study programme for foreign language learning tailored to the needs of winegrowers in European wine regions.

The VINOlingua project thus helps to dismantle language barriers across a common market and creates a communication tool to assist winegrowers in becoming more

competitive within the European market. The study materials are orientated to the winegrowers' marketing needs, mobility and intercultural exchanges. The project promotes networking and coordination between winegrowing education and business and between the winegrowing areas of Europe.

VinoLingua was accepted by the European Commission in 2009 as a *Leonardo da Vinci Lifelong Learning Programme*, the funding programme for vocational training. The project started in January 2010 and is planned to continue for a period of three years until the end of December 2012. VinoLingua is designed as a *Development of Innovation* project: there have only been very few attempts yet to set up and develop from scratch a special language study programme for a specific professional group. The results and outcomes of the project are intended for the practical use of winegrowers, but might as well serve as a model for basic language courses designed for other professional groups; its didactics take into account quality assurance indicators and goals in education and training on a European level.

This report is the public section of the Progress Report made to the European Commission at the halfway point of the project. It informs the target group and a wider public about the outcomes so far and about the plans for the project's continuation. It also describes the project's integration in the framework of the target group's needs, the scientific requirements, the standards of quality control, EU guidelines and the reference systems and priorities of the European Commission.

One product – several languages. No other agricultural product is so closely related to culture and identity than wine. VinoLingua helps European winegrowers to learn other languages and thus to become wine-and-language experts.

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1. Project Objectives

"Salute!" is not enough ...

The starting point of the VinoLingua Project was the discovery that there were no language learning materials for the specific professional background of winegrowers for any language other than English. There are a number of studies containing wine terminology, but no appropriate didactic concept or language course aimed at winemakers. This target group needs foreign language skills, but language learning has to take place independent of a specific time and place. Wine growers have to integrate language learning into their everyday life, with media and learning phases adapted to their needs and possibilities. Undoubtedly, the strongest motivation for winegrowers to learn a new language is a connection with real-life situations and with their professional linguistic requirements.

The VinoLingua project creates such teaching and learning (and motivation-enhancing) materials for the European wine languages French, Italian, Spanish, and German. The materials will be designed to fit all possible language pairs, each course starting from the level of beginners. The project is organised on a regional basis, with five wine regions of Europe (Burgundy, Toro, Tuscany, South Tyrol, Lower Austria) exemplifying the four linguistic wine cultures to be presented. This regional structure is reflected in the partnership, composed of a university and an oenology college for each project language, to build a bridge between science and practice.

In order to make sure that the didactic materials are included in regular lifelong learning activities, the project is in close contact with educational institutions in all four countries (Austria, Italy, France, Spain), so that the results of the project can be implemented in professional education and training policies and programmes all over Europe. This goal is further supported by the development of an EQF language certification for winegrowers and by adapting the Common European Framework for Languages to this very specific professional area.

2. Project Approach

Language learning with VinoLingua

In a first step, the VinoLingua partners analysed the language needs of the target group, finding out in which situations winegrowers need foreign languages and what skills are required. They also asked for the preferences and possibilities of winegrowers in terms of course organization, time, media preferences, etc.

The needs analysis questioned 350 winegrowers in the wine regions of the project (Lower Austria, South Tyrol, Tuscany, Burgundy and Toro) about their media and pedagogical preferences, their time resources and the situations for which they need a foreign language. It showed first and foremost the necessity of knowing more foreign languages beside English. As for motivation, media preferences and time capacities of the target group, the needs analysis showed the following: the motivation to learn a language is strongly linked with the professional background. As for the media, the majority of the target group were in favour of a course book, while the younger winegrowers preferred a study programme on an Internet platform. A significant aspect for the project is that winegrowers have an average of half an hour to an hour a week to spare for language learning. The most important situations to be covered by the language skills are: wine tastings, sales talks, wine presentations, trade fairs and company visits. To sum up, this means the project should develop self-study materials, including both a traditional coursebook and a large number of internet resources, such as podcasts, texts and other individual media. The course should also be divided into small learning units.

Cultural aspects will be included through a multilingual wine brochure presenting the project members' wine regions, as well as through a film showing winegrowers from different regions each in their specific environment, but also while meeting each other and communicating in many languages. This film has a double function: it is meant to motivate winegrowers for foreign language learning, but it will also serve as a didactic tool.

The crucial Milestone Paper is the VinoLingua curriculum, based on the needs

analysis and on internal discussions during the first project meetings. This curriculum and didactic outline of the project was designed step by step during the project meetings, especially the first meeting in Krems and the main didactics meeting in Toro (October 2010).

The focus of the teaching materials will be on oral communication, and the core situation to be covered is wine tasting, in different contexts: a visit to the vineyard and a wine fair. The respective speech acts have been classified and assigned to "building blocks" (= sub-points). The situations to be covered include:

1. Welcome (what every language learner needs)
2. Description of the vineyard and the wine region
3. Vineyard work
4. Cellar work
5. Presentation of one or more wines
6. Wine tasting
7. Selling of wine, and
7. Establishing contact at a wine fair.

The manual will start with a "zero-lesson" as an appetizer for multilingualism; there will also be optional study units only for those who need them (e.g. *agritourism* and *sparkling wine*), and without grammatical progression. Extensive supplementary exercise material and special practice worksheets will be made available on the project website.

The concept is based on cyclic progression, which means that the same situation is repeated several times on different levels of competence. For instance, the wine tasting situation is presented three times with a more complex linguistic content each time. The programme will cover the CEFR levels A1 and A2, as well as receptive knowledge on B1 level, but thematically adapted to wine and wine growing.

The Common European Framework of Reference for Languages was adapted for the LSP of wine, wine tasting and winegrowing in accordance with the practical needs in foreign language learning of the winegrowers. In a meeting in Paris, the partners elaborated a CEFR version which is another VinoLingua Milestone Paper, and has been translated into all project languages and English.

In order to fill the situational curriculum with linguistic content for each of the four target languages, a wine discourse corpus was compiled and analyzed. The corpus consists of two sub-corpora, a written corpus including wine cards, brochures, advertisings, wine magazines etc., and an oral corpus of video recordings in all project languages, which document mainly wine tasting situations, providing several samples of them for each language. The latter sub-corpus of authentic spoken interactions was recorded by the partners in the project countries, transcribed and analysed linguistically (what are the relevant linguistic means to cover the different speech acts to be taught?). The detailed results will be presented in an on-line publication of the University of Burgundy, Dijon, and in a series of conference presentations, e.g. at the Deutscher Romanistentag in Berlin in September 2011. The analysis describes typical features of the interactions at the pragmatic, lexical and syntactic levels. The description of the grammatical structure was made with reference to typical situations of the target group. The grammar is a corpus grammar following indicators such as frequency, simplicity and relevance, which will form the basis for choosing the linguistic elements for the different lessons. Priority will be given to the use of chunks and standardized expressions, especially at A1 level.

Furthermore, and as a side project that feeds into the main project, the University of Innsbruck has developed a complete quadrilingual wine terminology data base, with reference to the specific and authentic context of the users and designed to fit the needs of language learning beginners (simple language in examples and definitions).

As for the language teaching and language learning methodology to be applied, the tendency today is to apply methodological pluralism, which is best adapted to the varying needs of different learner types. The main feature of the VinoLingua programme is that it is a self-study programme, guiding winegrowers through autonomous learning. Therefore, self-study strategies and tips about language learning will be provided, and the learners will be guided from the manual to the project website. All explanations and translations will be available for the learners in their respective mother tongues, in order to promote self-studying.

The pedagogical framework is based on complete learner autonomy if desired, but it

will also include a possibility for bi-directional feedback and interaction. There are plans to implement small study groups that could meet e.g. once a month (which would be important for motivation), and an internet forum for VinoLingua learners from different countries to meet virtually. Teachers and trainers should be available on demand, to supervise the learning process and give support to the learners in guidance and tutoring; the network could be organized through the European association of oenology colleges.

As for sustainability, the project picks up the existing concept of European validation of non-formal and informal learning processes with transparency and mutual recognition. The study programme will offer modular learning units and aims to realize a portfolio system with reference to *Europass* and ECVET.

Starting from autumn 2011 a VinoLingua newsletter will inform the target group and individuals interested in the project environment about the ongoing developments of the project. The VinoLingua material and study programme will be of long-term availability and foster vocational training and the integration of language learning in the working life.

3. Project Outcomes & Results

Do you speak Wine?

As the VinoLingua project is now at its halfway point, several kinds of deliverables and of learning as well as promotional materials have already been developed.

The main outcomes and deliverables have been described in the "Project Approach" section: The **needs analysis** (the results of which have been sent to Eurostat), the **two corpora (written and oral)** of wine language, the quadrilingual **wine glossary database**, and above all the **VinoLingua curriculum** with its detailed list of situations and speech acts.

Among the project results and outcomes, we also have to mention the **information folder** (in all project languages plus English) and the **VinoLingua promotional material** such as posters, project business cards and the VinoLingua abstract folder, all available on the **project website www.vinolingua.eu**. The materials serve as eye-catchers during project presentations and should develop an appetite for foreign languages. Beside informing about the project, its partners, phases and results, the information material intends to encourage (wine related) lifelong language learning and indicates that the implementation of VinoLingua was possible thanks to the *Leonardo da Vinci* funding programme of the European Union.

Based on the **didactic programme** developed, the partnership is presently working on a **coursebook**, or rather four coursebooks, for the project languages German, French, Italian and Spanish. These will each include a CD. Supplementary exercises and practice worksheets relating to the winegrowers' authentic business situations are being compiled and adapted to the respective types of media, i.e. **podcasts, videofiles and web-quests**; special attention will also be paid to their suitability for informal and non-formal learning as well as self-study. All supplementary study material will be available on the learning platform and in the download area of the project website, which will also provide a link to the wine-related terminology database. A series of **sample lessons and exercises for all four languages** have already been elaborated, which will soon be made available on the project website.

4. Partnerships

VinoLingua as an example of a European cooperation

A strong feature of the research partnership is the bridge between science and practice. The team is composed of a university and an oenology college for each project language (German, French, Italian, Spanish). The expertise of the project team members and the excellent combination of partners was underlined in the evaluation by the European Commission in their acceptance letter of the proposal. Furthermore, the partners were all carefully selected according to their expertise; each team member is a specialist in his/hers professional field, e.g. the University of Innsbruck (Austria) has its research focus on didactics for LSP and provides experts for press&media and culture&culinaria. The Università per Stranieri di Siena (Italy) has its research focus on language didactics and on the linguistic analysis of wine language, the Universidad de Oviedo (Spain) provides experts in language teaching and linguistic analysis, the Université de Bourgogne of Dijon (France) is represented by experts in text linguistics, communication studies and linguistic analysis. The oenology colleges of Krems (Austria), Laimburg (Italy) and the Centre de Formation Professionnelle de la Promotion Agricole (CFPPA) de Beaune (France) as well as the Wine Language School ToLingua in Toro (Spain) are indispensable for the elaboration of the study programme for winegrowers. The project co-ordinator is an expert in EU-related matters and in networking on a transnational and on a European level.

The principle for the implementation of *Leonardo da Vinci Development of Innovation* projects is improving quality and promoting innovation in vocational training systems. The project has developed an innovative didactical concept tailored to language learning needs of winemakers who want to achieve economic growth and become more competitive. The involvement of oenology colleges is crucial and guarantees that the elaborated material will be adapted to the linguistic requirements of the target group for their real life and business situations. Furthermore, the winery schools are closely linked to the target group and will help implement the project results during the dissemination phase.

As for the scientific didactic framework, the project can rely on the university partners' research expertise in multilingualism, didactics for foreign languages, didactics for LSP (languages for specific purposes), text linguistics, terminology and discourse studies, cognitive linguistics and the Siena model for metalinguistics. Its didactic principles are related to the Neo-Vygotskian approach, the social-interactional approach and the usage based approach (introducing chunks in foreign language learning).

The composition of the consortium was selected with the greatest care considering competences and expertises. Both quality control and the development of the didactic programme will be left to the universities, while vocational secondary schools provide the perspective of winemakers in practice as well as the needs analysis, the testing of the study material and the direct cooperation with the target group. Visual information and language awareness being particularly closely linked in winemakers, the development of dual code (combination of text and images) study materials will be a challenge. The authentic materials (wine tasting videos in all four languages) will be used to foster the oral receptive and productive skills of learners. This explains the preparation of professional promotional material and the participation of media and media didactic experts. Associated partners such as cooperatives of winemakers represent the interests of the target group and serve as networking partners. A main task is the establishment of long-term contacts in the project environment on a local, regional, national and European level.

The oenology colleges will play a crucial role in making the study programme available to learners (e.g. courses, eLearning, blended system, exchanges, mobility and administration of the discussion platform). The specific task of the universities is the dissemination of the project results on a higher education level with the aim to establish the VinoLingua Project in academic and university environments.

The cooperation on the European level will continue. The winery colleges are very well connected throughout Europe, and the project work has resulted in excellent research cooperations between the universities involved. New contacts have been established with other coordinators of EU projects to foster the exchange of experiences on an EU level.

5. Plans for the Future

In vino lingua

a) Until the end of the project

Here is a list of the deliverables and the project papers and results to be put into practice during the second half of the project: From autumn 2011 onwards a **VinoLingua newsletter** will be sent to the target group informing them about the development of the project and providing sample study units to the winemakers.

An accompanying **English Booklet** dealing with the most important dialogues in business for winemakers will also be published.

The **Wine Region Brochure** will promote intercultural learning and the cognitive acquisition of regional-cultural aspects. Cultural information will also be didactically prepared as supplementary practice material to the booklet. The brochure has a marketing function for the project and therefore for language learning; it enriches the linguistic material with cultural aspects. It highlights the connecting factor of wine for the different languages and regions and the diversity of the European wine culture. The project's European wine-growing regions Lower Austria, South Tyrol, Tuscany, Burgundy and Toro will be presented to show how the language and culture of wine are very closely connected to a region.

The **impulse film VinoLingua** is being shot on location in the promoted regions with typical regional winegrowers. It will present a wine tasting in the four project languages and should show that a communication between winegrowers with different mother tongues is feasible and can be a reality. Didactic videos with other typical scenes will be shot and used for exercises. Film is an ideal medium to convey connotations and interpretations and thus improve communication on a European level. The impulse film serves mainly to promote the project. But in addition, certain scenes will be formatted to suit language learning.

In a **Brochure on Sustainability** the goals, processes, results and products of the project will be described with a view to implementing the results of the project in the professional adult education systems of the partner countries and in any follow-up

project. The information will be addressed to decision-makers who will receive up-to-date evaluations and have insight into the experiences gained from the test-runs.

As for the main deliverable, by the end of the project (2012) we will of course finish the study programme as foreseen, including **a coursebook and an audio CD for each language, as well as a learning website** structured according to language pairs, so that every learner gets support in their mother tongue.

At the end of this year (2011) the lessons for the coursebook according to the VinoLingua curriculum will have been elaborated and a long **test phase** will follow. We have already gathered a list of potential test takers (winegrowers) for each of the target languages. With their help, the tools and methods can be upgraded and adapted according to the suggestions of potential users.

The overall **evaluation** of our materials will cover 3 levels: Firstly, the cohesion of the developed didactic concept based on the VinoLingua curriculum and on the linguistic analysis of the VinoLingua corpus, its compatibility with the scientific framework for didactics and for didactics for LSP with reference the Common European Framework of Reference for Languages. Secondly, the integration of VinoLingua into the European education goals with reference to EQF (European Qualification Framework) and ECVET (European Credit System for Vocational Education and Training). Thirdly, quality control indicators will be defined to guarantee the attractiveness and acceptance of the proposed approach, a high degree of motivation to keep learners engaged and cultural appropriateness in terms of content. Furthermore, strategies to facilitate access to the study programme and products have to be defined (cf. EuroCall Conference, Bordeaux 2010).

One more important aspect on which we are already working and will continue to work is **dissemination and sustainability**: the project results will be presented during project presentations in all partner countries, at academic conferences for language learning and linguistics, at winegrowing events, at wine fairs etc. Press

releases continuously inform the target group, its associations and the public about the development of the project. Based on the winegrowers involved in the needs analysis and on those participating in the feedback for the study material, we will keep in contact with the target group. The team members of VinoLingua regularly take part in language conferences and in language and trade fairs to disseminate the results of the project. There are initiatives generated by VinoLingua, e.g. the series of project seminars "EU-Project VinoLingua" at the University of Innsbruck and the foundation of a VinoLingua Research Group at the University of Burgundy in Dijon. The results of the project will also be available on educational portals (e.g. Adam, Eve).

b) After the end of the project:

Prospects for the **further development of the project** will be a "*Transfer of Innovation*" project in the *Leonardo da Vinci* programme for the CEFR level B of VinoLingua (same languages, same partnership). Further projects are planned in the future: VinoLingua East (including South-Eastern European languages; wine countries), VinoLingua South (South European languages; wine countries) and VinoLingua North (Northern European languages of wine importing countries). The project's topic is also interesting for further target groups like sommeliers, restaurant managers and wine lovers. The didactic and pedagogical concept of VinoLingua is innovative and a trendsetter, as foreign language didactics is the key for the future development of professional training, and its concept can be transferred to other languages and topics.

Languages are a transversal matter and necessary in all areas of life, whether it is the economy or the sciences. Therefore, attention has to be drawn to the development of innovative language programmes and to a better use of modern communication technologies. Due to a lack of time for many professionals the focus will increasingly be on specially tailored study programmes for foreign language learning in certain professions. The future will provide new challenges in the development of didactics for 'languages for specific purposes'.

In the long run, the activities started in the project might well lead to a "mobility and exchange" programme for winemakers all over Europe.

6. Contribution to EU policies

Wine speaks all languages

The EU education and training policies have gained impetus since the adoption of the Lisbon Strategy in 2000, the EU's overarching programme with focus on growth and jobs. The EU Member States and the European Commission strengthened co-operation in 2009 with the Strategic Framework for European Cooperation in education and training, the so-called “ET 2020” programme, as a follow-up to the earlier “Education and Training 2010 work programme” launched in 2001. The Union supports the realisation of its priorities through several funding programmes and helps to reach common goals and solutions on the level of the EU.

Leonardo da Vinci is the grant programme to improve vocational education and training providing skills, knowledge and competences needed in the labour market. The partnership plans to integrate the VinoLingua study programme in the national training programmes to fulfil the Lisbon Strategy and to integrate the developed didactic concept for non-formal and informal language learning into the daily life and business reality of the target group according to the Bordeaux-Communiqué 2008 reviewed in Bruges 2010. The strategic approach and priorities of the Copenhagen process have been updated to enhance the European Cooperation in Vocational Education and Training for the period 2011-2020. The project corresponds fully to these aims offering attractive and integrated learning as well as quality control, labour market relevance, flexible access to the training programme, C-VET (Continuing VET = realizing “lifelong” learning) and I-VET (high quality initial VET) which should equip learners with both key competences and specific vocational skills, an approach which can be realized in project follow-ups and through project clusters.

The European cooperation in education has led to a number of EU reference tools and has developed recommendations in the areas of key competences (such as foreign language learning), quality control, mobility, validation of informal and non-formal learning, lifelong guidance and the mutual recognition of qualifications in EU countries. The project provides a grid to describe the study processes and their recognition as an accumulation of performance points (credits) and the possibility of

the transfer of credits in the project countries (EQF, ECVET). The mutual recognition of informal and non-formal learning processes allows the target group to accumulate credits for the curriculum, above all for future mobility. The VinoLingua project aims at the certification of the wine-industry languages, according to the reference levels A1 and A2 and of a partial B1 competence, by means of the preparation of certifications training. Furthermore, we would like to offer assistance to the introduction of language portfolios tailored to the target group's needs, similar to the model of a language portfolio for adults (EU Council and Association of German Adult Education Centres). We will also support and give advice on Europass (language passport and mobility), which will be useful for the recognition of performance points. Corresponding to the principles of Lifelong Learning Guidance, the project information and access to the VinoLingua study and training programme will be compiled and made available on the website, and an EU-wide discussion platform will be created.

The project fulfils the Multilingualism Policy of the European Union and corresponds to the objective of learning two languages in addition to the mother tongue, as it provides a quadrilingual study programme as well as the opportunity to create a VinoLingua Community to encourage the transnational dialogue between the European winemakers and to strengthen the improvement of employability and competitiveness when learning foreign languages. Due to the multilingual website and the use of ICT (Information and Communication Technology) the project takes into consideration the initiative i2010.

With its study concept VinoLingua realizes an innovation and contributes to the aspects of the "Year of Creativity and Innovation 2009". VinoLingua also contributes to the continuation of the "Year of Intercultural Dialogue 2008" as the topic "wine" represents a typical European cultural aspect. The project promotes foreign language learning in the wine industry combining intercultural communication and professional skills.

