

# vinolingua

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# 0. Executive Summary

## Short summary

“VinoLingua” is a European project (“Lifelong Learning / Leonardo da Vinci / Development of Innovation”<sup>1</sup> programme, Jan. 2010 – March 2013) that aims at creating **language study material** specifically designed for **winegrowers**. The target languages are German, French, Spanish and Italian at the CEFR<sup>2</sup> levels **A1, A2 and B1**. Each of these four languages can be either target language or starting point (12 possible combinations) for the learner. The materials are designed for **self-study** but can also be used in traditional courses; they each comprise a **course book** and a series of extra materials. To support autonomous learning, translations and other aids are available online in the learners’ respective mother tongues. In addition to the language teaching material an impulse **film** has been developed to motivate winegrowers to learn foreign languages.

The situations are adapted to the linguistic needs of winegrowers and centre particularly on **wine tasting** (during a visit to the vineyard or at a wine fair). The particularity of the project is the combination of technical language and beginners’ level of language learning. To achieve this, the **CEFR** was **adapted** thematically to the needs of winegrowers and a corresponding **portfolio** was developed. The contents were chosen on the basis of a **needs analysis** of the target group and a **linguistic analysis** of an authentic **video corpus**; they are taught partly in the form of “**chunks**”, i.e. ready-made linguistic phrases to be learned by heart, as well as personalized “**cheat slips**” for each learner. The didactic concept of the VinoLingua curriculum (see annex 1) is based on a **helix progression**, which means that the same situation is repeated several times on different levels of competence. The course books are complemented with **audio- and video-materials online**, a short reference guide (“**survival kit** for winegrowers”), a **terminology database** and a **culture brochure** presenting the wine cultures of the project regions.

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<sup>1</sup> The objective of Leonardo da Vinci Development of Innovation projects is improving quality and promoting innovation in vocational training systems.

<sup>2</sup> CEFR = Common European Framework of Reference for Languages

The project has been designed on a regional basis, with **five wine regions of Europe** exemplifying the four linguistic wine cultures to be presented: Burgundy for French, Toro for Spanish, Tuscany for Italian, and South Tyrol as well as Lower Austria for German. This regional structure is reflected in the **partnership**, composed basically of a **university** and a **viticulture&enology college** for each project language, to build a bridge between science and practice.

During the project, a **newsletter** informed the target group and individuals interested in the project environment about the ongoing developments of the project. VinoLingua material and study programme will be of long-term availability in order to guarantee **divulgation and sustainability** of the project results. The **website** offers a web shop and a forum for interested winegrowers to interact as well as a special platform for tandem learning.

One important strength of the project is the intensive contact with **winegrowers, viticulture&enology colleges and institutional wine promoters** in all regions. This will enable the implementation of the results in initial training as well as further professional development of winemakers in the whole of Europe. The project will thus foster vocational training and the integration of language learning throughout the whole working life of its target group.

### **Target audience of this report**

This report is the public section of the **Final Report made to the European Commission** at the end of the project. It informs the target group and a wider public about the outcomes of the project, the products that have been elaborated and about the future plans for the implementation of the project results. It also describes the project's integration in the framework of the target group's needs, the scientific and didactic requirements, the standards of quality control, EU guidelines and the reference systems and priorities of the European Commission.

## **Project objectives with reference to the target users**

The project has developed an innovative didactic concept as well as a corresponding course book and complementary materials tailored to **language learning** needs of **winemakers**, allowing them to become more competitive by developing foreign language competences. It covers the languages German, Italian, French and Spanish on A1 to B1 levels. Its intention is to enable winemakers to market and present their wine in a foreign language. It also aims to **arouse** a general **interest** in the target group for language learning and to **connect** the different **wine growing regions** in Europe. VinoLingua helps European winegrowers to learn other languages and thus to become wine-and-language experts and live their professional life in a fully European dimension.

## **The consortium**

In the VinoLingua project, **each language is connected to a certain region**: German is represented by the wine growing regions of Lower Austria (Krems) and South Tyrol, Italian by Tuscany, France by Burgundy and Spain by Toro. The project partners also come from these regions: under the leadership of the department of Romance philology of the university of Innsbruck, the partnership consists of four **universities** and three **viticulture&enology colleges**, plus a language school and a film specialist/graphic designer. The project is coordinated by the initiator of the project, Maria Gnilsen, with her company „linguistics\_innovation e.U.“

The involvement of **viticulture&enology colleges** is crucial and guarantees that the elaborated material is 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 was able to rely on the **university partners'** research expertise in multilingualism, didactics for foreign languages, didactics for LSP<sup>3</sup>, text linguistics, terminology and discourse studies, cognitive linguistics and the Siena model for language didactics.

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<sup>3</sup> LSP = language for specific purposes

## **Approaches used**

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 the winegrowers about their preferences with respect to course organization, time, media types, etc.

The **needs analysis** questioned 350 winegrowers in the wine regions of the project. It showed first and foremost the necessity of knowing more foreign languages besides English. The motivation among winegrowers to learn a language is strongly linked to 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 time for language learning only during certain periods of the year and cannot attend weekly courses, which are hardly ever available in their rural regions in any case. For them, the most important situations to be covered by the language skills are **wine tastings** and visits to the vineyard and cellar as well as wine presentations and sales talk at wine fairs. This means the project had to develop **self-study materials**, including both a traditional course book and a large number of Internet resources, such as podcast exercises as well as support material (translations, vocabulary lists, terminological aids) in the respective mother tongues.

As the number of situations to be covered is relatively small, the VinoLingua curriculum (see annex 1) can follow a **helix progression**, which means that the same situation is repeated several times on different levels of competence. The programme covers the levels A1, A2 and B1 of the CEFR, but thematically adapted to wine and wine growing.

As one of the first tasks of the project, the Common European Framework of Reference for Languages was adapted for the LSP of wine, wine tasting and winegrowing. In fact, compared with general language courses VinoLingua represents a thematic restriction but at the same time a more in-depth approach. From this **specialized CEFR framework**, a **language portfolio** for winegrowers was developed.

Both the adapted CEFR and the corresponding portfolio exist in all four project languages plus 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 analysed. The corpus consists of two sub-corpora, a **written corpus** including wine cards, brochures, advertisements, wine magazines etc., and an **oral corpus** of **video** recordings in all project languages, which document mainly wine tasting situations and vineyard visits, providing several samples of them for each language. This sub-corpus of authentic spoken interactions was recorded in the project countries, transcribed and then submitted to a detailed **linguistic analysis** (what are the relevant linguistic means to cover the different speech acts to be taught?). The analysis describes typical features of the interactions at the pragmatic, lexical and syntactic levels. The description of the linguistic 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 formed the basis for choosing the linguistic elements for the different lessons. Priority is being given to the use of **chunks and standardized expressions**, especially at A1 level. **Cultural aspects** are being included through a multilingual wine culture brochure presenting the project's wine regions, as well as through culture items present in all study units.

### **The VinoLingua products**

The VinoLingua **course book** is divided into three levels, three learning cycles (with a total of 20 learning units) and a didactic **progression in three levels** following a **helix** pattern: each of the relevant situations appears a number of times, in different contexts and with an increasing degree of linguistic complexity. Thus, the wine tasting situation is presented six times in the course of the programme, twice at each level, with a more complex linguistic content each time. The first level tells the story of an individual visit to the vineyard (from the perspective of the winegrower), the second the winegrower's attendance at a wine fair, and the third a vineyard visit by a group. The wine tasting activity is therefore embedded in the visit of the vineyard with the presentation of the

business/the family, comments of vineyard and cellar work, and the selling of wine to an individual customer as well as to a wine merchant or online.

The linguistic progression starts with an emphasis on “**chunks**”, i.e. complex linguistic units which the learner can memorize, recycle and even modify without necessarily understanding their grammatical structure. Little by little the basic grammar of the target language is being introduced, together with “chunks” of a more complex type, with a series of possible variations. At level 3, the learner is systematically led to work with **authentic material** coming from the video corpus, in order to get acquainted with the features of spoken language.

**Each unit** starts with an overview of the contents (speech acts, grammar, culture); this is followed by an exercise that asks the learner to connect three sentences with three pictures. The unit itself is divided into two parts: there are two dialogues (or monologues/presentations), each of which is accompanied by its own list of vocabulary, chunks and grammar. These are then applied in a series of exercises that are meant to consolidate the chunks and practise the grammar.

At the end of the study unit, a personalized “**cheat slip**” invites the winegrower /learner to choose among the language material he has just learned in order to create a text adapted to his own particular communicative needs: a description of his own vineyard, of his wines, of his selling conditions, etc., which he can memorize and reproduce in his contacts with foreign clients.

Last but not least, VinoLingua’s speciality is an important cultural facet: the project is based on the culture of five European wine regions, South Tyrol, Lower Austria, Burgundy, Tuscany, and Toro in Spain. The different wine cultures are presented in relation with these regions, through **culture items** closing each study unit, and through a **culture brochure** which accompanies the course books and gives a comprehensive view of the wine culture of each region.

Furthermore, and as a side project that feeds into the main project, a complete four-language wine **terminology database** was developed (English as a fifth language being in preparation), 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).

The four VinoLingua course books are complemented by a **website** which gives additional material and offers **web quests and podcasts** (video exercises), as well as the **keys** to exercises and the **translation** of the lessons into all possible mother tongues and the **audio files** to all lessons. It also supplies a **forum** that allows “vinolinguists” of different origins to get in contact with each other and to create a community of mutual help, and a platform through which they can practice the newly learned languages together, e.g. through **tandem learning**.

Last but not least, VinoLingua also aims at **motivating** the target group for language learning. It has developed a whole range of **promotional materials** aimed at different target groups. For winegrowers, an important promotion product is the quick reference guide, called “**survival kit**”, that briefly presents the wine language of all project languages plus English. For stakeholders and decision makers in the realm of vocational education and lifelong learning for winegrowers, a **sustainability brochure** introduces to the project, its aims and perspectives. It is in this group as well as through professional associations that the project was promoted and has to be promoted in the future: there are VinoLingua flyers, power point presentations, a press review on the website, there is a **newsletter** for all interested groups and last but not least a promotional **film** that shows how winegrowers can become plurilingual and relate with their colleagues and clients through foreign language competences. The film shows winegrowers from different regions each in their specific environment, but communicating in many languages; it gives the target group a taste of what professional multilingualism can be.

### **Dissemination and sustainability strategies**

The above described promotional materials will also play a decisive role in the **post-project dissemination and implementation phase**. The film will be shown at wine fairs, the sustainability brochure distributed to political and vocational training executives, the newsletter helps to keep the contact with the target group as well as with the relevant stakeholders.

The didactic materials will be accessible to the target group through the project

**website**, and it is planned to have them published by a good specialized **publishing house** which would ensure widespread dissemination. A **business plan** has been designed to include several marketing possibilities; these are important to guarantee the project's sustainability.

The pedagogical framework is based on complete learner autonomy if desired, but it also includes a possibility for **bi-directional feedback and interaction** (which is important for motivation). An **internet forum** has already been put up; it helps VinoLingua learners from different countries to meet virtually and help each other in the form of **tandem learning** (i.e., for instance a French learner of Italian and an Italian learner of French act as teachers for each other). **Tutors** will be available **on demand**, to supervise the learning process and give support to the learners; there are plans to implement **small study groups** that could meet e.g. once a month or twice a year; these could be organized through the participating viticulture&enology colleges.

Besides, the **European network of viticulture&enology colleges** (50 schools in 12 countries) is expected to make use of the VinoLingua materials and to implement them in their teaching practice, so that the course books will be used as well in a more classical didactic setting and reach much of the target group in a whole series of countries. A long-term result of the project could then be that maybe one day there will be a kind of **“Erasmus” programme for winegrowers** all over Europe.

As for sustainability, the study programme offers modular learning units and has established a portfolio; it is thus prepared to relate to the formulae of European validation of non-formal and informal learning processes with transparency and mutual recognition, as soon as programs like **EQF**<sup>4</sup> and **ECVET**<sup>5</sup> will be ready for application in the wine area.

There are also very concrete plans as to what a **VinoLingua II project** could look like: it could either include more languages and wine regions of Europe (VinoLingua South, East or North), or broaden the target group to include sommeliers, oenologists and wine lovers in general. Or – and this is more probable in the short run – it could consist of a **“Transfer of Innovation”** project operated by the same consortium, which

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<sup>4</sup> EQF = European Qualifications Framework

<sup>5</sup> ECVET = European Credit system for Vocational Education and Training

would take the teaching of wine language up to the levels **B2 and C1** of the CEFR and thus allow VinoLingua learners to get closer to perfection in the VinoLingua language they have chosen.

### **The project website**

For VinoLingua the website is a central part in the communication strategy. With Web 2.0 the website becomes an **interactive communication platform**<sup>6</sup> through which the project can get in touch with the project target groups, the wine industry in general, wine lovers and any other people who are interested in this topic. It should become a reference when it comes to foreign language learning within the wine industry.

The website [www.vinolingua.eu](http://www.vinolingua.eu) consists of three different areas:

1. a **public area**, which contains the VinoLingua promotional material and some sample lessons and exercises, as well as documents of general interest such as the adapted CEFR, the culture brochure, the sustainability brochure, etc.
2. an **internal area**, reserved for the project partners and EU agency executives / evaluators, with all results, documents and deliverables that constitute a complete and exhaustive documentation of all the work packages of the project.
3. a **registered area reserved for learners**, the VinoLingua **learning platform**. It is available on payment and provides each learner with all study materials for their chosen target language, the translations and aids in their mother tongue (or base language), and some extra services such as online exercises, the terminology database, the forum and the platform for e-tandem as well as the web shop.

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<sup>6</sup> The VinoLingua website has been designed with the open source CMS software Joomla.

# 1. Project Objectives

## **Project objectives, target group and impact/benefits**

„VinoLingua“ is an EU project of the Lifelong Learning programme (Leonardo-da-Vinci, Development of Innovation) that **creates language learning materials for European winegrowers for the foreign languages German, French, Spanish and Italian**. The project ran for three years, from 2010 to March 2013. The materials cover the CEFR levels **A1, A2 and B1**; all languages can be base or target language, which results in 12 possible combinations.

VinoLingua is an innovative project insofar as it combines a beginners' level (A1, A2 and B1 of the Common European Framework of Reference for Languages) with the teaching of a specialized language to professionals. It is a project based on a **needs analysis** of the target group; the latter has revealed the necessity of a **self-study** course centred mainly on the activity of **wine tasting**. The wine tasting may be done in the framework of a visit to the vineyard or else of a wine fair. This situation was documented and studied for the four languages through an extensive **video corpus**, which is at the basis of the lessons and provides authentic study materials.

The initial starting point of the VinoLingua Project had been the discovery that **there were no language learning materials for** the specific professional background of **winegrowers** for any language other than English. There were a number of studies containing and comparing 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, i.e. in the form of an **autonomous learning** programme. Wine growers have to integrate language learning into their everyday life, with media and learning phases adapted to their needs and possibilities. The strongest motivation for winegrowers to learn a new language is a connection with real-life situations and with their **professional** linguistic requirements.

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.

The **ELAN study** carried out by the EU in 2006<sup>7</sup> showed that European small and medium entrepreneurs lose several billion euros of sales every year because they do **not** have **enough foreign language competences**. This deficit is particularly noticeable in the **wine growing sector**, where global markets must be accessed with a background of family businesses and regionally bound company structures. In this globalization process, it is important for winegrowers not to betray their identity, which in these cases is a vital part of the company's capital. No other agricultural product is as closely related to culture and identity as wine. The communication problem can be dealt with by acquiring foreign language skills, making contact with foreign partners and networking within European wine regions.

If the European winegrowers want to communicate with their clients and with each other, they have to learn foreign languages. Foreign languages in the plural, because lingua franca communication in **English is** by far **not enough to transport highly culturally specific, emotional and tradition-related content**, such as the variety of the European wine sector demands. It is therefore only logical that the EU funds a project that aims at a differentiated, highly specific multilingualism among European winegrowers. Such projects of professional development are catered for by the Lifelong-Learning-Programme, particularly the **Leonardo-da-Vinci** branch. This programme supports **mobility and innovation projects in professional training** and development and modern languages.

VinoLingua was accepted by the European Commission in 2009 as project in the

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<sup>7</sup> ELAN (2006) = CILT / InterAct International: *ELAN: Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise* [[http://ec.europa.eu/education/languages/Focus/docs/elan\\_en.pdf](http://ec.europa.eu/education/languages/Focus/docs/elan_en.pdf) ; 10/07/2010].

Leonardo da Vinci Lifelong Learning Programme, the funding programme for vocational training. The project started in January 2010 and continued for a period of three years, with a prolongation of three months, until the end of March 2013.

## 2. Project Approach

### Idea and development of the VinoLingua project

The person who came up with the idea for this project was **Maria Gnilsen**, who taught Italian and French in the rural areas of Lower Austria, where 80% of her audience were **winegrowers**, who did not actually want a general language course but a course that was designed for their **specific communication needs**. Maria Gnilsen recognised a clear need and also a definite lack of materials or courses to respond to it. She diagnosed the necessity to do something, not only on a regional level but on a European one. Maria Gnilsen's estimation of the situation was confirmed in the course of the VinoLingua project: one of the first steps consisted of an **analysis of existing didactic products**, and except a few scarce materials for English, the project partners could not find any other language courses designed for viticulture and enology.

In order to connect the project to the European research community, Maria Gnilsen contacted **Eva Lavric** at Innsbruck University, who had done research in didactics for technical languages as well as into language and food/drink; she has since developed the project together with Maria Gnilsen. An important decision was to **focus on German and the three most important Romance languages French, Spanish and Italian**. Equally important was the project's **connection with a specific wine-growing region in each country**. Gnilsen and Lavric established a **European partnership** and applied for a Lifelong Learning project, which got accepted in 2009. It is worth mentioning that the number of projects accepted in this programme at that time was 10%. This means that the EU really considered the topic as relevant and worthy to be supported.

## Needs analysis and results

The VinoLingua project places especial emphasis on the consideration of its target group's **professional situations**, because it wants to offer a manageable amount of content and also to transmit speech acts, vocabulary and grammatical structures that are designed for the needs of this group.

The **major obstacles** for winegrowers when it comes to language learning are a) the lack of time during the work intensive seasons and b) the lack of courses offered in rural areas, and c) the gap between the contents of general language classes and the professional needs of winegrowers. It is exactly for this reason that VinoLingua was initiated in the first place. It therefore started off with a comprehensive **needs analysis** of the target group<sup>8</sup>. From the beginning, aspects such as time capacities and local learning possibilities of winegrowers as well as their media preferences were to be incorporated in the development of the didactic project. For this purpose, a detailed questionnaire was developed and given to 350 winegrowers in the different project regions. (As very often in the course of the project, the viticulture&enology colleges involved in the partnership established contact with the target group.) The winegrowers were asked which languages they wanted to learn, how much time they could spare for this and when, and particularly for which situations, text types and speech acts they needed the foreign language skills.

It turned out that the target group is actually aware of the necessity of foreign language skills but that their time resources are limited to a few less work intensive periods of the year. Regular, for instance weekly, language courses do not cater for their needs and are very rarely available in geographical proximity to their homes. So the winegrowers only want to learn languages in particular seasons and they want to be flexible in their time management. Slow progression and modular units are therefore indispensable in order not to overburden the target group.

When it comes to the **choice of media**, VinoLingua had to reorient itself quite considerably due to the needs analysis. The project had originally thought of producing only online material, particularly because of the twelve possible combinations of start

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<sup>8</sup> The results of the needs analysis have been sent to Eurostat.

and target language, and also because it wanted to give each learner support in their mother tongue. However, the questionnaires revealed that winegrowers would definitely like to have a **course book**. This is why the core of the programme is now one course book per foreign language plus additional material and information on the Internet. For psychological reasons each course is split up into three levels that will probably correspond to three thin booklets which could be kept in a box together with the cultural brochure, while podcasts, additional exercises and mother tongue translations are being provided on the project **website**.

### **Written corpus**

The first step in the project consisted of the collection of a very large and varied **corpus of wine language** (written texts about wine topics) in the four languages. Websites were studied and described and a great variety of materials about wine description and wine culture – ranging from wine menus to CDs with drinking songs – were collected. These materials were then **categorized** and made available on an internal **Internet platform**. When categorising the several hundred items, it was important not only to describe the text type and content of each document but also to evaluate the **linguistic difficulty and didactic potential**. This corpus can be a reference for further work on wine language. However, it has a major flaw: apart from some drinking songs, it is almost exclusively written, whereas the project mainly wants to teach the winegrowers spoken skills. This is why the collection was later complemented with an oral video-corpus.

### **Spoken video corpus**

In order for the study materials to reflect the actual communicative practices of winegrowers, a comprehensive spoken video corpus was put together for all four project languages and for the **core situations of wine tasting and visit to the vineyard**. (At wine fairs the noise level made audio recordings impossible but even there, extensive observations were made about the communicative behaviour.) The video corpus contains recordings of **5-15 wine tastings of different length and complexity in each**

**project language.** Each wine tasting always involves several wines, which are described and often compared with each other. At first, this data was collected and completely **transcribed** by the project partners and their students. These transcripts were used to filter out those passages useful for didactic purposes (still very many), which were subjected to a detailed **linguistic analysis** that provided the language material to be taught in the units of the VinoLingua course. Moreover, the best videos are partly being used as **teaching materials** in the more advanced units.

### **Linguistic analysis**

Spoken technical language corpora are still rare, and where they do exist – such as now in the area of wine, thanks to the VinoLingua project – there is very little experience in analysing them linguistically and even less in applying them to didactic problems. In order to exploit a spoken video corpus for language teaching on a beginners' level, the linguistic analysis had to focus on three main criteria: **relevance, frequency and simplicity**. Particularly in the area of grammar, a mere frequency analysis cannot be enough because the most frequent structures are not necessarily the simplest. This is why the added criterion of simplicity is needed, which does not exclude more complex structures but allocates them to a later learning period. Hence the idea of the VinoLingua project to develop a **helix curriculum** (see annex 1), that is, to feature the main situations three times, on different levels of competence. The central criterion, however, had to be that of relevance, that is, linguistic means were allocated to the different speech acts that become relevant in the situations the winegrower has to manage. For each speech act, e.g. taste description, there are usually three kinds of structures that are taught: first very simple ones (e.g. fr. *nous avons un vin fruité*), then more complex ones (*ce vin a un goût fruité*), and finally some at the top level (*vous sentirez des arômes de fruits*).

### **Research on “vino-linguistics”**

In order to provide the project with a solid **linguistic and discourse analytic basis**,

research on “vino-linguistics” also had to be promoted. The Romance philology department in Innsbruck purposefully encouraged a series of **master’s theses** in this area: Rupprechter 2010<sup>9</sup> about the specific didactics needed for wine growers, then Rupprechter 2012<sup>10</sup> about wine tasting as a discourse type in French and German, Rieder 2013<sup>11</sup> about wine tasting by winegrowers and sommeliers in Italian, and Ratt (forthcoming<sup>12</sup>) about wine tasting in Spanish. A further master’s thesis was completed in Dijon (Milot 2012<sup>13</sup>), about comparisons in German wine tasting language.

The project partners Laurent Gautier of the Université de Bourgogne in Dijon and Eva Lavric from the University of Innsbruck accompanied the VinoLingua project with an **annual conference on the language of wine**. In September 2010 the first conference took place in Dijon and had the title “*Figures et images dans le discours sur le vin en Europe*”. In October 2011 there was another conference in Dijon, on “*Les descripteurs du vin: regards contrastifs*“, and the third conference in October 2012, on the subject of “*Unité et diversité dans le discours sur le vin en Europe*“, was held in Innsbruck. The respective conference proceedings are being published by Peter Lang.

### **Wine language CEFR and portfolio**

One of the first tasks of the VinoLingua team has been to adapt the Common European Framework of Reference for Languages (CEFR) for the topic of wine and for the specific needs of winegrowers. This specific **VinoLingua-CEFR for the levels A1, A2 and B1** was translated into all project languages plus English and constituted one of the first results of the project, which determined its direction in the following phases. Moreover, it is the basis of the **VinoLingua language learning portfolio**, which accompanies the winegrowers in their learning process and helps them reflect on their skills and progress.

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<sup>9</sup> Rupprechter, Eva-Maria (2010): *VinoLingua: Les viticulteurs en tant qu'apprenants de langues étrangères*. Master's thesis, Univ. Innsbruck

<sup>10</sup> Rupprechter, Eva-Maria (2012): *Un exemple d'utilisation d'un jargon. Le positionnement du dégustateur de vin à travers les stratégies lexicales et discursives*. Master's thesis (Master conjoint), Univ. Paris 5 René Descartes & Univ. Innsbruck

<sup>11</sup> Rieder, Anna (2013): *C'é degustazione e degustazione: vino, lingua e strategie discorsive. Un'analisi nell'ambito del progetto VinoLingua*. Master's thesis, Univ. Innsbruck

<sup>12</sup> Ratt, Dorothea (forthcoming): *La degustación del vino en la bodega*, Master's thesis, Univ. Innsbruck

<sup>13</sup> Milot, Ludovic (2012) : *Vergleiche und Vergleichsstrukturen in einem Fachdiskurs*. Master's thesis, Université de Bourgogne (Dijon)

From the start, the VinoLingua project focuses on the technical language of wine and therefore on the professional communication needs of winegrowers. This makes it more difficult because of the often complicated terminology but at the same time also easier because the course can concentrate on **a limited number of topics and situations**. This means that there is no need to systematically consider a great number of contact situations and topics. By contrast, the course can transmit specific, **in-depth knowledge on one particular topic**, and what's more, on a topic that the learners already know very much about, so that they can often understand and assimilate terminology by equivalence, without long explanations. This mostly thematic adaptation is what distinguishes the VinoLingua CEFR from the traditional one.

### **The course book: development of units**

When writing the VinoLingua units, it was important to avoid the four language courses drifting apart. Therefore, a **detailed curriculum** (see annex 1) was established on the basis of the adapted CEFR for winegrowers. On a practical level, one of the writing groups, the **French group** (directed by Brigitte Seidler-Lunzer, Innsbruck) took over the **lead part**. They started writing the lessons and sent them to the other groups as models as soon as they were completed. The groups contained didactics experts, language teachers, linguists and students, who remained in close contact and constantly shared the results of their work. An important role was also played by the **winegrowers**, who **supervised** the practical connection of each unit and contributed their situational and specialist knowledge. When a lesson was particularly difficult, the writers used to call a wine grower and ask them to give their expertise.

In order to allow **autonomous learning**, all study materials in all target languages had to be made **accessible from all possible source languages**, i.e. the twelve combinations are being provided for: i.e., all dialogues, all vocabulary, all chunks and all explanations and instructions have been translated into the three possible source languages respectively. The texts, pronunciation exercises and culture items had to be **audio recorded** and provide the learner with comprehensive audio (and partly video) study material.

## **The course book: content and structure of the curriculum**

The needs analysis showed very clearly that there are two situations in particular with which winegrowers have to cope in a foreign language: the visit of a client (or a group of clients) on the vineyard and a wine fair abroad. The centre of both situations is the **wine tasting as *the central linguistic activity of the winegrower***, around which other situational elements are grouped: during a visit on the vineyard, for instance, there is the **visit of the vineyard** and the cellar, together with the corresponding explanations, the presentation of the company, that is, often the family, and sales situations; at the **wine fair** it is the description of the region and its particularities, because this is not simply there like during a visit on the vineyard. The wine fair is also related to certain written documents, consulting websites, filling in forms, sending e-mails, writing out bills, etc. The wine tasting itself always involves several wines, which are described and often compared with each other. This may lead to a dialogue with the client, but it can also remain a monologue. The sales situation and the greeting, however, are essentially dialogic, as well as expert-to-expert chat at the wine fair.

This **largely monologic** character makes it easier for the complete beginner because it enables them in the first few study phases to use texts that they have prepared beforehand and more or less **memorised**. They can even, if need be, “cheat” a little with a written copy of the text. Moreover, the winegrower does not immediately need to be able to describe any wine but **first of all their own wines**. The programme needs to provide the necessary terms, particularly adjectives, as well as a textual frame that can be filled with these terms. In later study phases the competences increase and so does the amount of free production and of dialogue.

The central topics and situations, however, stay the same in all study phases, and this is why the VinoLingua course has a **helix progression**: the central activity of the wine tasting is presented six times, twice on each of the three different course levels. On all three levels vineyard, cellar work and sales situations are also present, but with different degrees of complexity. The first of the three “rounds” shows an individual **client’s visit to the vineyard**; the second “round” deals with the situation at a **wine fair**, and the third “round” comes back to the **vineyard**, but this time with **a group of visitors**. On level three, nearly half of the texts are no longer didactic texts written specifically for

learners, but are taken from the VinoLingua video corpus and thus correspond to **authentic language material**.

The VinoLingua curriculum was planned in detail during the project meeting in Toro in 2010; the relevant situations were split up into individual **speech acts** (e.g. greeting, describing the taste of a wine, moving from one wine on to the next, naming the price and the delivery conditions...) and allocated to the different units. This programme is basically the same for all four project languages. Then the partners elaborated the contents of the **culture items** that close every lesson – these, too, are more or less **parallel in the four languages**. The grammatical and lexical elements which are attributed to the different sections of this programme are of course language-specific and are chosen according to the linguistic corpus analysis.

### **The course book: didactic-methodological options**

One essential characteristic of VinoLingua is the production of materials that are in principle **intended for self-study**. The course book and extra materials have been designed in such a way that the learner does not need a teacher to study. It is for this reason that VinoLingua reverts to the learner's **L1 for explanations, translations and instructions** and that it makes them – at least the online version – as comprehensive as possible. Moreover, the learner will find the key to all exercises on the web platform, as well as the recordings of all dialogues, culture and pronunciation items. However, this does not mean that the VinoLingua materials cannot also be **used in traditional courses**, with teacher, learning group and a weekly schedule – for instance in viticulture&enology colleges or in professional development. But because of the lack of infrastructure in rural areas it must be possible to complete the whole course in self-study mode.

What is problematic with this approach is of course the lack of **feedback** and the dwindling **motivation**. This is why VinoLingua has developed concepts that should enable both: for a start, an **internet forum and platform** in which VinoLingua learners can get together and, for instance, form study **tandems** which might even lead to friendships and reciprocal visits; on the other hand, a loose structure of online **study**

**coaches** and **regional groups** that meet once a month or twice a year, taste wine together and test their newly acquired foreign language skills.

The above paragraph about the VinoLingua CEFR and portfolio focused on the thematic difference compared with a general language course: there are **fewer situations** and topics to be covered, but these have to be studied **in-depth**.

### **Two special didactic innovations: chunks and cheat slips**

One important didactic principle of VinoLingua is the fact that, as far as possible, it works with “chunks”, with prefabricated linguistic structures. This “chunks” principle is highly innovative and applies new cognitive science findings. It was suggested to the project partners by their external evaluator, Prof. Rita Franceschini.

“Chunks” are **ready-made wholistic syntactic-semantic units** that the language beginner can learn by heart without necessarily understanding their inner structure; the principle is applied in Heringer’s 2009 course book for advanced learners of German.<sup>14</sup> It is well explained in Westhoff’s review of Heringer 2009 (Westhoff 2011, 243)<sup>15</sup>:

Als Chunks werden unanalysierte Kombinationen bezeichnet, die zwar aus mehreren Wörtern bestehen, aber als eine einzige Einheit erfahren und gelernt werden, so als wären sie ein einzelnes Wort. Es kann sich dabei um vollständige Sprachäußerungen handeln wie z.B.:

*Zum Schluss. – Guten Appetit. – Darf ich Sie bitten?*

Aber oft sind es auch Halbprodukte, Module, die zu vollständigen Äußerungen ergänzt werden müssen, wie z.B.:

*Ich wüsste gern, ... – Eines Tages .... – Zum einen ..., zum andern ...*

In allen Fällen handelt es sich um Sprachelemente, bei denen es ziemlich kompliziert wäre, sie mit Hilfe der üblichen Grammatikregeln zu konstruieren. Weil sie oft vorkommen, ist es viel ökonomischer, diesen mühsamen Konstruktions-

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<sup>14</sup> Heringer, Hans Jürgen (2009): *Valenzchunks. Empirisch fundiertes Lernmaterial* (mit Materialien auf CD-Rom). München: iudicium

<sup>15</sup> Westhoff, Gerhard J. (2011): (Review of: Hans Jürgen Heringer:) "Valenzchunks. Empirisch fundiertes Lernmaterial", in: *Deutsch als Fremdsprache* 4, pp. 243-247

prozess zu umgehen und die ganze Kombination direkt so zu lernen, als handele es sich um ein einziges Wort.<sup>16</sup>

Westhoff (2011, 245) develops the idea of a<sup>17</sup>

Sammlung geschickter, einfacher, kurzer und hochfrequenter Chunks, mit deren Hilfe sich Anfänger ein Repertoire zusammenstellen können, das es ihnen erlaubt, in kürzester Zeit mit möglichst wenig Belastung ihres Arbeitsgedächtnisses möglichst viel Inhalt zu vermitteln und zu verstehen.

The VinoLingua chunks comply exactly with this definition: they comprise partly very simple expressions like **greeting formulae**, but also all kinds of more complex constructions, preferably half sentences and **whole sentences with changing adjectival or nominal “fillers”**. These come from the VinoLingua corpus, where they proved to be very useful and plurifacetic; the learner is expected to memorize them at first without yet being able to relate them to bigger grammatical paradigms or rules. In French for instance, the sentence *nous avons un vin...* is an excellent “chunk”, as it can be combined with varying adjectives to be chosen from a list, thus producing a whole spectrum of descriptions without even knowing the other persons of the verb *avoir* or the feminine forms of the involved adjectives. Moreover, this “chunk” is open for variation, it can e.g. be transformed into *nous avons une couleur...*, *nous avons un parfum...* or *nous avons un goût...*, that allow the learner to carry out a tasting session albeit with very basic language competences. Another very useful “chunk” could be *on fait...*, *d’abord, on fait...*, *ensuite, on fait...*, for it combines with all types of action nouns to describe various aspect of cellar work.

In later parts of the programme chunks play a less important role and grammar is becoming more important, but still the most useful complex units are being emphasized.

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<sup>16</sup> „Chunks is the name given to not further analyzed combinations that, although composed by several words, are being perceived and learned as one single learning unit, as if they were just one word. Such chunks may be complete linguistic utterances, such as

*Zum Schluss. – Guten Appetit. – Darf ich Sie bitten?*

But they are often semi-finished products, structures that have to be completed in order to produce a real utterance:

*Ich wüsste gern, ... - Eines Tages... - Zum einen..., zum andern...*

In all of these cases we have linguistic elements that would be difficult to construct through the application of grammatical rules. As they occur very frequently, it is more efficient to avoid this construction process and to learn the utterance as a whole, as if it were one single word.” (translation: E.L.)

<sup>17</sup> „A collection of practical, simple, short and highly frequent chunks, which enables the beginning learners to compile a linguistic repertoire that allows them to transmit and understand a maximum of content in a minimum of time and with a minimum of strain on their working memory.” (translation: E.L.)

One more didactic “invention”, suggested by Jean-Louis Raillard, a winegrower and project partner from Beaune, is the extensive use of “fiches personnalisées” that take the learners from the general linguistic materials they find in the lessons to their very own wine-linguistic needs. At the end of the study unit, a personalized “**cheat slip**” invites the winegrower/learner to choose among the language material he has just learned in order to create **a text adapted to his own particular communicative needs**, which he can **memorize** and reproduce in his contacts with foreign clients. Nearly all lessons (apart from the very last ones) have such cheat slips, which the learner can prepare in advance and learn by heart or even carry in his pocket during vineyard visits or tastings. So from the beginning, the learner is instructed to **adapt the lessons’ contents to their personal needs**, filling in their own words into given text structures, e.g. “My vineyard”, “My wines”, “My personal wine making philosophy”, “My prices and selling conditions”, etc., see the following example:

**Lezione 3**

**Attività 5 ✍ Completa / Completa / Ergänzen Sie / Complétez:**

**La tua scheda personalizzata «Il mio vino»**

<p>I nostri vini bianchi sono _____</p> <p>I nostri vini rossi sono _____</p> <p>Ecco un _____ , vitigno _____ annata _____</p> <p>Il colore è _____ (giallo paglierino, giallo ambrato, rosso rubino, rosso granato, ...)</p> <p>Al naso è _____ (intenso, piacevole, ...)</p> <p>Ha un profumo di _____ (tabacco, ciliegia, mela, spezie, ...)</p> <p>In bocca è _____ (rotondo, morbido ...)</p> <p>Questo vino si abbina con _____ (le carni rosse, le carni bianche, i formaggi, i cantuccini)</p> <p>Costa _____ euro la bottiglia</p>
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**Figure 1: One example of a “cheat slip” (“fiche personnalisée”)**

**Economic and political added value of VinoLingua**

The aim of the VinoLingua project is to **dismantle language barriers for European winegrowers** by producing specific language learning and teaching material for this

target group in the languages of European wine regions, and so to increase their sales possibilities.

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 wine growing regions**: Lower Austria, South Tyrol, Burgundy, Toro and Tuscany. It brings together partners from the academic realm, winegrowing schools and private companies.

For a winegrower, it is crucial to speak foreign languages in his professional situations. The ELAN study carried out by the European Commission (see footnote 7) showed that every year European small and medium size companies lose a significant amount of business because of a lack of language skills. This is particularly true for winegrowers. The VinoLingua project fills this gap by providing **a study programme for foreign language learning tailored to the needs of this specific target group**.

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 VinoLingua project has created such teaching and learning (and motivation-enhancing) materials for four major European wine languages and for **twelve language pairs**.

The VinoLingua project thus helps to **create a common European wine market** through a communication tool to assist winegrowers in becoming more competitive. 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.

### **Pedagogical added value**

One more aspect of VinoLingua's added value is the fact that it has a highly **innovative pedagogical approach**:

- It allies the teaching of a **special language** with a **beginner's level** (which had

often been seen as incompatible).

- it is based on a detailed **needs analysis** of the target group.
- it concentrates on “**chunks**” and ready-made linguistic units, especially on the lower learning levels, which corresponds to the newest cognitive research findings and has hardly ever been applied in a complete course.
- it offers “**cheat slips**” for the learner adapted to his very personal linguistic needs.
- it works with **authentic video material** which is at the basis of the linguistic material to be taught and is even included in the higher-level-lessons.

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 could also be transferred to other languages and topics.**

### **Evaluation strategy**

The VinoLingua project was subject to an intensive evaluation process based on the EACEA<sup>18</sup> guidelines; the evaluation was **internal** as well as **external**, it was **process-** as well as **product-oriented**; it took place beforehand (“**planning phase**” of the evaluation), during the project’s lifetime (“**formative evaluation**” with continuous monitoring) and at the end point (“**summative evaluation**”). In the planning phase, a **Quality Indicator Matrix** (QIM) was developed for the processes involved in the project, such as administration, meetings, working plan, budget, communication, reporting, problem solving, etc. The “formative evaluation” was especially concerned with the didactic quality of the project’s products (the didactic concept being completely new and innovative, see above): it included a criteria catalogue for the developed didactic materials, an adapted version of the CEFR for languages and EuroCall indicators. Precious advice was given to the project by the **external evaluator**, which resulted in the overall application of the “chunks” principle. Moreover the **target group** participated intensively in the evaluation process through the viticulture&enology colleges and their contacts. Winegrowers that are also teachers in the colleges gave **accompanying feedback** and advice during the lesson writing process; they then tried out the study

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<sup>18</sup> EACEA = Education, Audiovisual & Culture Executive Agency (of the European Commission)

units with their students and gave extensive feedback. This included **quantitative tests** (tests for comprehension, perceptive and productive competences and the use of ICT<sup>19</sup>) and **qualitative tests** (motivational potential of the study materials, adequacy of the didactic method). Finally, the gathered experience led to a “summative evaluation” on the level of the project aiming at examining whether the implementation of the project had been in compliance with its aims and goals. This included a retrospective evaluation of the project process as well as an evaluation of its products and deliverables.

### **Project approach to dissemination and sustainability**

The dissemination and exploitation strategy of the project was developed and adapted alongside the project lifetime. It aims at making the project **known among the target group** (the main actors here are the viticulture&enology colleges of the partnership), as well as **in academic settings and among a broader public** (here the universities in the partnership had to contribute with events like wine tasting and intensive PR work). The project **newsletter** had a crucial function in that respect, it would be sent to a long list of winegrowers, vocational education decision makers, winegrowing colleges, interested people, etc.

For the moment when the project products would be ready, it was decided to look for a good **publishing house** for the course books, which would make the project known among the target group as well as among language teachers and a general public. An alternative would be the distribution of the products or of part of the products through a **web-shop** on the project website. **Associated partners** from winegrowing, education policies and vocational training backgrounds would have to play a crucial role in disseminating the learning material among the **target group**. And the **European network of viticulture&enology schools** should help implementing the VinoLingua courses in the formal winegrowing training settings. At the moment of writing this report, all of the accompanying strategies planned for the project lifetime have been realized, and the phase after the completion of the teaching materials has now begun. For more details, **see section 5** of this report.

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<sup>19</sup> ICT = Information and Communication Technology

### 3. Project Outcomes & Results

#### Objectives and corresponding results

The VinoLingua project had aimed at **designing language learning materials for winegrowers and motivating them to learn languages**, and it has done so. A whole set of deliverables and of learning as well as promotional materials have been developed in the course of the project. Some of the deliverables serve different aims at a time, they **promote the project, motivate the target group** to learn languages and can be used as **study materials**.

#### All VinoLingua products

A series of outcomes and deliverables have already been described in the "Project Approach" section: The **needs analysis**, the **two corpora (written and oral)** of wine language and their **linguistic analysis**, the quadrilingual **wine language database**, and above all the **VinoLingua course with its specific pedagogy ("chunks" and "cheat slips")**, based on a **CEFR adapted** to winegrowing with its corresponding **portfolio**.

The main deliverable is of course the language study programme, including a **course book and audio material** for each language, as well as a **learning website** structured according to language pairs, so that every learner gets support in their mother tongue.

#### Didactic materials/products

##### The VinoLingua course book and accompanying materials

Based on the didactic programme developed, VinoLingua has elaborated a **course book**, or rather four course books, for the project languages German, French, Italian and Spanish. Each of these include a series of materials made available on the **website**, like the corresponding audio-files of all dialogues, culture and pronunciation items as

well as supplementary exercises and podcasts; special attention is also being paid to the suitability of the materials for informal and non-formal learning as well as **self-study**: the **key** to all exercises is available as well as **translations** of each lesson into the three possible mother tongues. A supplementary study platform with a **forum and tandem learning** possibilities is available on the website, which also provides a link to the wine-related **terminology database**.

Every one of the four VinoLingua languages may for the learner be either target language or starting point: this means there are no fewer than **twelve possible combinations**. Should there have been twelve different language courses? The team opted for **four course books**, with exhaustive computerized complements. The principle of **self-study** forces the method to be very explicit in order to make the learners feel safe, i.e. to provide them with the key to all exercises as well as translations and supplementary help in their mother tongue; these complements are located on the VinoLingua **website**. Supplementary exercises and practice worksheets relating to the winegrowers' authentic business situations have been compiled and adapted to the respective types of media, i.e. podcasts, video files and web-quests. In addition, the project comprises an online **terminology database** for all four languages.

As for the curriculum, it is based on the **CEFR**, the Common European Framework of Reference for Languages, which has been **adapted for wine language**, stating precisely the thematic domains that had to be taken into account. So the VinoLingua CEFR covers the levels **A1, A2 and B1**, but adapted for the special needs of winegrowers. It offers the learner a corresponding **language portfolio** for his self-evaluation and a critical reflexion of his learning process.

The VinoLingua **course book** is divided into **three levels**, three learning cycles (with a total of 20 learning units) and a didactic **progression** that follows a **helix form**: each of the relevant situations appears a number of times, in different contexts and with an increasing degree of linguistic complexity. Thus, the wine tasting situation is presented six times in the course of the programme, twice at each of the three levels (always from the perspective of the winegrower). The first level (units 1-7) tells the story of an **individual visit to the vineyard**, the second (units 8-13) the **participation at a wine fair**, and the third (units 14-20) a *vineyard visit by a group*. The wine tasting activity

is therefore embedded into the **visit of the vineyard** with the presentation of the business/the family, comments of vineyard and cellar work, and the selling of wine to an individual customer. During the **wine fair**, the winegrower has the opportunity to present his wine region, to converse with other experts, and finally to sell his wine to a wine merchant or wholesaler. He will be faced with **written documents** in the form of websites, web forms, e-mails; this means he will have to acquire certain elements of written production (e-mails, bills, etc.). The language type he is supposed to make use of starts with pre-fabricated units ("**chunks**"), and further on becomes more and more free, more and more variable, the study texts themselves becoming more and more authentic, with original **video-recordings** at the third level.

**Each VinoLingua study unit** comprises :

- a frame with the objectives (communicative situations, grammar, (inter-)cultural aspects),
- an introductory matching exercise (photos and their comments),
- two dialogues (sometimes monologues)
- each one with its vocabulary list, its "chunks" list, its grammar explanations
- each one with its exercises (chunks, grammar, pronunciation, vocabulary...)
- at the end, a "cheat slip" that recapitulates and personalizes the content of the chapter,
- and finally a culture item.

In order to make the winegrower capable of acting in the new language from the beginning, language learning starts with an emphasis on "**chunks**", i.e. complex linguistic units which the learner can memorize, recycle and even modify without necessarily understanding their grammatical structure. These "chunks" may be either formulaic expressions or even sentences (*Bienvenus au domaine ! À votre santé !*), or variable structures with holes in them (*le nez est...., la couleur est...*).

Little by little the winegrower will also learn the basic grammar of his target language and he will be able to express himself more freely; but even at a more advanced level, he might find it useful to resort to "chunks" of a more complex type, with a series of possible variations (*en bouche, vous sentez des arômes/parfums/notes de....*) which will allow him to perform a sophisticated tasting session thanks to phrases

and expression he has learned by heart.

At the end of each study unit, a personalized “**cheat slip**” invites the winegrower /learner to choose among the language material he has just learned in order to create a text adapted to his own particular communicative needs: a description of his own vineyard, of his wines, of his selling conditions, etc., which he can memorize and reproduce in his contacts with foreign clients.

At **level 3**, the learner is systematically led towards working with **authentic material**. The video corpus of wine tastings and visits to the vineyard directly provides teaching material for this level, **video scenes** from the corpus replacing the didactic texts written specifically for learners. The learner can thus improve his oral comprehension and get acquainted with the features of spoken language. Other small video-scenes have been transcribed and provided with a vocabulary list and comprehension questions; these are available on the net and form a series of supplementary **podcast exercises**.

Last but not least, VinoLingua provides an important cultural facet: the project is based on the culture of five European wine regions, South Tyrol, Lower Austria, Burgundy, Tuscany, and Toro in Spain. The different wine cultures are presented in relation with these regions, through **culture items** present in each study unit, and through a **culture brochure** which accompanies the course books. (See below, “Integrating cultures”)

The four VinoLingua course books are complemented by a **website** which gives additional material and offers web quests and podcasts (video exercises), access to the online terminology database, as well as the keys to exercises and the translation of the lessons into all possible mother tongues and the audio files to all lessons. It also supplies a **forum** that allows “vinolinguists” of different origins to get in contact with each other and to build up a **community of mutual help**, and a platform through which they can practice together the newly learned languages e.g. through **tandem learning**.

Besides, the **European network of viticulture&enology colleges** (50 schools in 12 countries) is expected to make use of the VinoLingua materials and to implement them in their teaching practice, so that the course books will also be used in a classical didactic setting and reach much of the target group in a whole series of countries.

## Combined didactic and promotional products

### Integrating cultures

Cultural aspects are a fixed element in the VinoLingua courses, and they are always specific to the wine culture of **each project region** or regions: Tuscany for Italian, Burgundy for French, Toro for Spanish and Krems and South Tyrol for German. Each VinoLingua unit ends with its own **culture item**, which is conceived in the form of a comprehension exercise and introduces wine-relevant aspects of the regional culture: wine festivals, wine saints, explanations about the particularities of wine-growing (cultivation methods, types of vines...), the when & how of drinking wine, etc.

No less important for the VinoLingua cultural work is the multilingual **culture brochure** that presents and puts into relation all of the project regions and therefore all four languages and five regions to all learners. It promotes intercultural learning and the cognitive acquisition of regional-cultural aspects. It is available to all learners in any of their preferred language(s), i.e. in **the four project languages plus English**.

The culture brochure presents the wine-growing regions of the project, and it makes people want to know more about it. The project's European wine-growing regions are presented to show how the language and culture of wine are very closely connected to a region. Cultural information is also present in the VinoLingua lessons' culture items. But beside this, the culture brochure is dedicated specially to the cultural aspects. It highlights **the connecting factor of wine for the different languages and regions and the diversity and richness of European wine culture**. It is thus **promotional** material for the project as well as for the project regions (and shall hopefully motivate these regions to in turn promote the project and to sponsor certain extra activities). But it also has a **pedagogical** and **motivational** aspect to it: regional wine culture, culinary delicacies, places of interest, historical anecdotes... all of these are not only useful for language learning, they also give the winegrower a taste of the wine region whose language he is studying.

## The VinoLingua film(s)

The medium film plays a multi-faceted role in the VinoLingua project. First, as the medium of the spoken **video corpus** of wine tastings, vineyard visits and related situations that forms the basis of the linguistic analyses and determines the content of the study units. Second, as the **impulse film** which wants to motivate winegrowers to learn languages by showing how winegrowers from different project regions present their wine in a foreign language (see below). Third, as the **video podcasts** for which the most significant passages of the rich video materials have been selected in order to construct listening comprehension and other exercises. And fourth, in the **video** passages that form part of the **texts of the level 3 lessons** and confront the learner with authentic material didactically exploited.

The VinoLingua **impulse film** was shot on location in the promoted regions with typical regional winegrowers. It presents wine tastings in the four project languages and shows that a communication between winegrowers and foreign language clients as well as between winegrowers with different mother tongues is feasible and can be a reality. Film is an ideal medium to convey connotations and interpretations and thus improve communication on a European level. The impulse film serves to **promote the project**, for instance at wine fairs, local wine events or big winegrowing and viticulture congresses. It is meant to **inform the target group** about the existence of the project and to **make winegrowers wish to learn foreign languages**. It shows them that this is **accessible to them** by presenting some models (plurilingual winegrowers) to identify with.

## Survival kit

An accompanying booklet named the “**survival kit for winegrowers**” gives a short overview of relevant situations in winegrowing, tasting and selling through a series of **dialogues** that are being presented **in parallel in all four project languages plus English**, together with the corresponding vocabulary lists. The survival kit is not a real language course for beginners; it is meant as a **short reference guide** for winegrowers who maybe already have some competence in some of the languages taught but lack the corresponding terminology and formulaic language.

## **Online terminology database**

As a kind of “side-product” of the VinoLingua project, Ingrid Rieder from the Innsbruck department of translation studies produced an **online terminology database** on the topic of wine with her students (wine growing and wine production as well as wine description, wine tasting and wine marketing) for the languages German, French, Italian and Spanish (English is in preparation).<sup>20</sup> Apart from the multilingualism the particularity of this database is the fact that it was specifically conceived for the VinoLingua audience, that is, for wine experts with very good knowledge of the subject but poor skills in the foreign language. The database contains all the necessary technical terms but also considers – particularly in the area of definitions/descriptions – the low level of foreign language competence of its users. The **definitions/descriptions** used for the database had to be **comprehensible for a language learner of the A1 to B1 levels**. Existing terminologies had usually been produced by experts for experts in the respective L1. The “didactically-oriented” approach of the terminology project is therefore an innovative specificity. Another important characteristic of the database – particularly from a didactic perspective – is its technical implementation, which also allows access to information via a **graphical representation of the concepts (C-map)**. This means that the users can work on the vocabulary they need for their specific products by following a logical-hierarchical conceptual system.

The sub-project terminology database is incorporated in the VinoLingua courses through linking it to the online teaching materials. It will also be presented on the general public part of the website, either partly or as a whole, which will give it a strong **promotional function**. The database could help making the website interesting for anyone interested in wine and language. Once the public has discovered the website (for instance through the terminology database), it might get interested in the multiple other facets of the VinoLingua project and especially in the didactic materials.

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<sup>20</sup> The creation of a project-specific terminology database is an important additional component in the VinoLingua project. This component was not considered in the original project application, which was exclusively didactically oriented. However, in the course of the work on the project it soon became clear that a learner-oriented terminology database had to be an indispensable part of LSP materials, and that the available heterogeneous resources from the Internet needed to be adapted for the project’s needs. The terminology database was however mostly financed through an additional grant from Innsbruck University.

## **(Purely) promotional products**

### **Flyer and other products**

Among the project results and outcomes, we have to mention the **information flyer** (in all project languages plus English) and the other VinoLingua promotional material such as project business cards, posters and **power point presentations** that have already been used on various occasions to present the project to a larger public, which has resulted in an impressive **press review**. The materials serve as eye-catchers during project presentations and should help to develop an appetite for foreign languages. Beside informing about the project, its partners, phases and results, the information material intends to encourage lifelong language learning for the target group of winemakers and indicates that the implementation of VinoLingua was possible thanks to the ***Leonardo da Vinci* funding programme of the European Union**.

### **Newsletter**

During the project a VinoLingua **newsletter** was sent to the target group and to interested people (especially associated partners in the area of vocational training and winegrowing networks, **600 addresses** on the whole) informing them about the development of the project and providing sample study units together with comments about the why, who and how of the project. The idea of the newsletter was to link the project in a more personalized way with its environment, i.e. the **target group** as well as the **potential partners for the program implementation** in the educational and professional field. It has received a series of very positive feedback, which will help “sell” the project results e.g. to publishing houses or viticulture&enology colleges.

### **Sustainability brochure**

In the **brochure on sustainability** the goals, processes, results and products of the project are being described with a view to implementing the results of the project in the professional adult education systems of the partner countries and in follow-up projects.

The information is addressed to **decision makers that might contribute to implementing the VinoLingua courses** in the professional training programmes of their respective countries.

### **Details of the project website**

The project website

[www.vinolingua.eu](http://www.vinolingua.eu)

gives all the information that is available about the project and all the project products and deliverables. There is however a differentiation corresponding to different **user groups**.

**Project partners and EU agency executives/evaluators** have access to the complete set of reports and deliverables, corresponding to all work packages.

For a **broader public**, the following documents and results are freely available on the website:

#### **Promotion and dissemination:**

- the project flyer (in the four project languages + English)
- the project film (in the four project languages)
- the project newsletter(s) (in the four project languages + English, mixing languages)
- power point presentations about the project (in various languages)
- a press review of the project (in various languages)
- the “survival kit for winegrowers” (= quick reference guide) (in the four project languages + English, one single document)
- the culture brochure (in the four project languages)
- the sustainability brochure (in the four project languages + English, one single document, mixing languages)
- access to the terminology database or parts of it (with a promotional aim)

#### **Samples of the didactic materials developed:**

- a summary of the needs analysis carried out among the target group (in French and (short) in English)
- the special CEFR for winegrowers (in the four project languages + English)
- An extensive document about the VinoLingua project and especially its didactic concept (in French (shorter version), German and English)

- An extensive document about the linguistic analysis of the video corpus (about all project languages, written in French, Italian and Spanish)
- four of the VinoLingua lessons (in four different project languages)
- examples of the podcasts and web quests (all four languages)

And for **potential learners** (winegrowers wanting to learn one of the project languages with VinoLingua), there is a special space set up on the website, the **VinoLingua learning platform**, which is available via payment (one has to choose one's target language and one's mother tongue/starting point language):

- all VinoLingua lessons
- the keys to all exercises
- the translation of the lessons into the mother tongue/starting point language
- the audio files of all dialogues, culture items and pronunciation items
- all podcasts and web quests for the target language with transcriptions and translations, plus supplementary exercises
- the learning portfolio based on the adapted CEFR
- the complete access to the terminology database
- access to a forum for VinoLingua learners, a tandem learning platform and a web shop

The film and the sample video-podcasts will also be openly available on YouTube and on Vimeo.

## 4. Partnerships

### **Regional connection and interdisciplinarity – the partnership**

The project VinoLingua is carried out by a group of **nine partners in four European countries**: France, Italy, Spain and Austria. Each language and each country is represented by a typical wine region in order to enable the promotion of cultural contents and to take into account the regional identity of the cultural element wine.<sup>21</sup> The partners represent a wide range of competences and backgrounds; the **cooperation of researchers (linguistics, translation, didactics) and didactical practitioners with**

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<sup>21</sup> South Tyrol is situated in Italy, but it stands, with Krems in Lower Austria, for the German language.

**wine growers and teachers in viticulture&enology colleges** is particularly fruitful. The project is thus intercultural and interdisciplinary; it is made possible by different groups and different nations working together.

The **leader** of the project is the **University of Innsbruck**, in particular the department of Romance philology<sup>22</sup>. The **project coordinator** is Maria Gnilsen with her one-woman-company “linguistics\_innovation e.U.”. And here is an overview of the **project partners and their respective wine regions**:

- Laimburg in South Tyrol (Italy) for German, represented by its viticulture&enology college;
- Krems in Lower Austria, also for German, also a viticulture&enology college;
- Burgundy in France, with the Université de Bourgogne in Dijon and the viticulture&enology college in Beaune;
- Tuscany in Italy, represented by the Università per stranieri di Siena;
- and the wine region Toro in Spain, with the language school „Tolingua“, specialising in wine language, and the University of Oviedo.

The team is complemented by Josch Pfisterer from Innsbruck, a **graphic designer /photographer/film specialist**.<sup>23</sup>

The project has been able to recruit Prof. Rita Franceschini from the University of Bolzano as an **external evaluator**. She is a renowned expert in multilingualism and in EU projects.

Moreover, the partnership has made contact with **more than 80** institutions in all project regions, ranging from provincial governments to the network of European viticulture&enology colleges and to the Institute for Economic Promotion, who are **associated partners** following the project benevolently and who are able to support it particularly in the period of dissemination and implementation.

A strong feature of the VinoLingua partnership is thus the **bridge between science and practice**. The team is composed basically of a **university** and a **viticulture&enology college** for each project language. The expertise of the project team members and the excellent combination of partners was underlined in the

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<sup>22</sup> Supported, for the terminology database, by the department of Translation studies.

<sup>23</sup> The first graphics designer/photographer/film specialist, who had the status of a project partner, left the project and was replaced by J. Pfisterer, who then collaborated with the project on a freelance basis.

evaluation by the European Commission in their acceptance letter of the proposal. 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 viticulture&enology 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) provide both the necessary **expertise in the field of winegrowing** and the indispensable **contacts with the target group**. The project co-ordinator is an expert in **EU-related matters and in networking** on a transnational and on a European level.

The composition of the consortium was selected with the greatest care considering competence and expertise. Both quality control and the development of the didactic programme were handled by the universities, while vocational secondary schools provided 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.

The participation of **media and media didactics experts** and the cooperation with a **graphic designer** allowed the preparation of professional promotional materials and provided for the development of dual code (combination of text and images) study materials. The authentic materials (wine tasting videos in all four languages) are being used to foster the oral receptive and productive skills of learners.

### **A multilingual European partnership, or: we practice what we preach**

Beside the different (and complementary) professional backgrounds, the partnership concretizes the European multilingual and multicultural character of the project. Not only are there many different languages that are taught through the project, but the **project meetings were linguistically a perfect exemplification of multilingual Europe**: The

lingua franca English was hardly ever used, because all project partners spoke at least two or three of the project languages. In fact all the project languages (plus, from time to time, English) acted for some stretch as lingua franca, according to the varying composition of the meeting partners. Very often, one language (German or Italian for most of the big group meetings) served as lingua franca for the whole group, with a special translation being done for one or two of the participants. In smaller subgroups and in many situations, French or Spanish would be the lingua franca, or sometimes English. Very often also, everyone was speaking their preferred language and the others followed, in the sense of a **European intercomprehension**.

So the project is not only a project aiming at a better understanding in the target group through a broadening of language competences, it did perfectly practice itself what it preaches. **Instead of linguistic uniformization, linguistic diversification is the only possible response to the variety of languages that are present in the European Union**, as EU language policies confirm. Linguistic variety is an essential part of Europe's richness in cultural as well as in economic regard.

This variety also had a cultural aspect to it, as the **project meetings** took place in the different project countries and wine regions, and **each region introduced the partners to its specific wine culture**. They all contributed their specific regional wine culture background to the writing and realizing of the project products. In fact, there were no intercultural conflicts or problems whatsoever in the consortium; what could be felt much stronger (but as a personal gain for everybody) was the cooperation of researchers/didacticians and winegrowers. Each of these realms (**university with research and language teaching, viticulture&enology colleges with winegrowing practice and the teaching of it**) seemed to have a European culture of its own, not so different between the four countries; but different and enriching with respect to the other of the two realms.

### **Partnerships beyond the consortium**

The contact with the target group was reached basically through the **viticulture&enology colleges**; it went on during the whole project and had a very

strong impact on its results. Moreover, **associated partners** in the area of vocational training and winegrowing, e.g. cooperatives and associations of winemakers, represent the interests of the target group and serve as networking partners. A main task that was successfully addressed through the **associated partners** is the establishment of **long-term contacts in the project environment, i.e. the European wine branch, on a local, regional, national and European level.**

## 5. Plans for the future

### **Dissemination, long-term implementation, sustainability**

It is not enough to produce teaching materials on the topic of wine for the four project languages. It is also important to **make the results** of the project **known to the target group, to make them available** to them, in order to be used by them throughout Europe. This is why the last phase of the project is the dissemination / implementation phase.

We have to remember that VinoLingua also aims at **motivating** the target group for language learning. It has developed a whole range of **promotional materials** aimed at different target groups (see above). For winegrowers, an important promotion product is the quick reference guide, called “**survival kit**”, that briefly presents the wine language of all project languages plus English. For stakeholders and decision makers in the realm of vocational education and lifelong learning for winegrowers, a **sustainability brochure** introduces to the project, its aims and perspectives. It is in this group as well as through professional associations that the project has been promoted and has to be promoted further on: there are VinoLingua flyers, power point presentations, a press review on the website, there is a **newsletter** for all interested groups and last but not least a promotional **film**, that shows how winegrowers can become plurilingual and relate with their colleagues and clients through foreign language competences. The film shows winegrowers from different regions each in their specific environment, but communicating in many languages; it gives the target group a taste of what professional multilingualism can be.

The **dissemination and sustainability** aspect is an important factor on which the project has been working during the whole project duration and will continue to work even harder now that the products are finished. The team members of VinoLingua have presented the project in **language conferences** and in **language and trade fairs** and **winemaking events** all over the project countries and beyond. There have been initiatives generated by VinoLingua, e.g. the series of project seminars “EU-Project VinoLingua” at the University of Innsbruck and the series of accompanying conferences (with their proceedings) about wine language held in cooperation between the University of Burgundy in Dijon and the Innsbruck University.

The project results can now be presented even more intensively in the form of **project presentations in all partner countries**, at academic **conferences for language learning and linguistics**, at **winegrowing events**, at **wine fairs** etc. The **newsletter** will go on informing the target group as well as relevant decision makers, winegrowing associations and the public about the development and outcomes of the project. The results of the project will also be made available on **educational portals** (e.g. Adam, Eve).

It is essential for the development of the project impact to keep and foster the constant **contact with the target group**. The **viticulture&enology 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). Starting from the winegrowers involved in the needs analysis and on those participating in the feedback for the study material, the project can keep in contact with the target group in all project regions.

Then, the most important aspect of dissemination and sustainability strategies is the **professional support to be given to the VinoLingua learners**. The pedagogical framework is based on complete learner autonomy if desired, but it must also provide a possibility for **bi-directional feedback and interaction**. There are plans to implement **small study groups** that could meet e.g. once a month or twice a year (which would be important for motivation), and an **internet forum** has already been put up, which allows VinoLingua learners from different countries to meet virtually and help each other in the form of **tandem learning** (i.e., for instance a French learner of Italian and an Italian

learner of French act as teachers for each other). **Teachers/tutors** will be available **on demand**, to supervise the learning process and give linguistic support to the learners; this could be organized through the participating viticulture&enology colleges.

The most important component of the sustainability strategy is to make sure that the **VinoLingua course book or course books** are published by a good language teaching publisher or that they are being sold through a good internet **marketing system**. A detailed **Business plan** has been established for that purpose, taking into account various possibilities of marketing for the VinoLingua products, including all pros and cons and the possible financial perspectives on the short and mid-term run. First and foremost, it is important to **finance the further development of the web platform** with its user forum, tandem learning possibilities, teachers'/tutors' network for all languages, small group meetings and learning groups for different languages and wine regions, etc. All this has to be funded through a modest, but obligatory, contribution of the VinoLingua learners, either through the selling of books or through a paying access to the learning platform / web shop of didactic products.

As for the aspect of VinoLingua's **visibility and implementation** in formal vocational training systems, project partners are already establishing intensive and varied contacts in all project countries to get support to offer VinoLingua materials and VinoLingua courses for winegrowers all over Europe. Many professional associations, institutions of vocational training and development, wine marketing organisations etc. are already **associated partners** of the project and will be involved even more intensively now that the project has been completed in order to secure **widespread dissemination of VinoLingua teaching materials**, both in formal and in non-formal and informal learning environments.

As the study programme offers modular learning units and has established a wine language portfolio, it is prepared to relate to the formulae of European validation of non-formal and informal learning processes with transparency and mutual recognition, as soon as programmes like **EQF**<sup>24</sup> and **ECVET**<sup>25</sup> will be ready for application in the wine sector. So the ECVET system (comparable to the ECTS-points system at universities)

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<sup>24</sup> EQF = European Qualifications Framework

<sup>25</sup> ECVET = European Credit system for Vocational Education and Training

will make it possible that a VinoLingua course completed e.g. in Austria will be accepted as equivalent also in partner countries.

Another important partner of the project is the European **network of viticulture&enology colleges** to which the project partners in Krems, Laimburg and Beaune have very good contacts and which can help to make VinoLingua courses known internationally.

### **Possible follow-up projects**

People that have dealt with wine all their lives but that do not live in one of the project regions, or speak one of the project languages, or represent one of the project countries, have contacted the project partners to tell them that **other countries and languages also have a great wine culture and tradition**. In the Romance language area there are of course Portugal and Romania, but also in Slavic countries and beyond there are wine languages that would be worth teaching and studying. For instance, one could think of expansions of the projects in three directions:

- **VinoLingua East**, with Hungary, the Czech Republic, Slovakia, Romania, Bulgaria and Slovenia;
- **VinoLingua South** with Portugal, Greece, Malta and Cyprus;
- **VinoLingua North** with Poland, Scandinavia, Great Britain and Ireland.

Particularly the VinoLingua project North does of course aim for **a new, broader target group of wine sellers, sommeliers and caterers, and wine lovers generally**. This would mean an expansion of target groups that could be very appealing.

For the moment, however, the VinoLingua partners are planning a **VinoLingua II** project in the framework of the “**Transfer of Innovation**” programme, with the same partners and the same languages, but on a higher language level, namely **B2/C1**, which could build on the first VinoLingua project and could accompany the “vinolinguist” winegrowers on their way to perfection in their chosen foreign language.

## 6. Contribution to EU Policies

### **VinoLingua: in line with EU policies, objectives and priorities**

The EU education and training policies have gained impetus since the adoption of the **Lisbon Strategy** in 2000, the EU's overarching programme focusing 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 designed to improve vocational education and training that provides skills, knowledge and competences needed in the labour market. Now that the VinoLingua course material is ready, the partnership plans to integrate the study programme in the national training programmes, which is in tune with the **Lisbon Strategy**. VinoLingua aims at integrating 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-VET26** (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. VinoLingua provides a basis for these qualification activities in the area of winegrowing and languages.

With its study concept VinoLingua creates an innovation and contributes to the

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<sup>26</sup> VET = Vocational Education and Training

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 an important aspect of European culture and its variety. The project promotes foreign language learning in the wine industry combining intercultural communication and professional skills. Thanks to the multilingual website and the use of ICT<sup>27</sup> the project is also in tune with the **initiative i2010**.

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. One of them is the **EQF for lifelong learning**, which aims at making the national qualifications systems, frameworks and their levels comparable by providing a kind of a “translation tool”. Through the adaptation of the CEFR to wine language in its four languages (plus English) and the elaboration of the corresponding language portfolios, the VinoLingua project is in tune with these activities which it can help concretising, in the area of wine, for the languages and countries it covers. Moreover, it sets the basis for the introduction of an **ECVET<sup>28</sup> system** in its field, providing 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. The mutual recognition of formal as well as informal and non-formal learning processes allows the target group, in our case winegrowers, to accumulate credits for the curriculum, above all for future mobility.

The VinoLingua project can contribute to this process by preparing the certification of the wine-industry languages for the reference levels A1, A2 and B1 competence, by means of the preparation of certifications training. It has elaborated **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), but centred on wine. VinoLingua will also support and give advice on **Europass** (language passport and mobility), which will be useful for the recognition of

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<sup>27</sup> ICT = Information and Communication Technology

<sup>28</sup> ECVET is comparable to the ECTS already introduced for higher education, but it aims at vocational training and lifelong learning.

performance points. Corresponding to the principles of **Lifelong Learning Guidance**, the project information and access to the VinoLingua study and training programme is made available on the website, and an EU-wide discussion platform for the target group is being created.

More generally speaking, 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**. It provides a four-language study programme, and it gives winegrowers the opportunity to create a VinoLingua community to encourage the **transnational dialogue** between the European winemakers; last but not least, it helps to improve **employability and competitiveness** through learning foreign languages in the profession, for the target group of European winegrowers. 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.

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, which is perfectly in tune with the new EU programme aimed at implementing "**Erasmus for everybody**".

## **Annex 1: The VinoLingua Curriculum**

**in colour: topic of the unit**

**below: number of the unit**

**below the number in black: culture item**

<p><b>Welcome (1)</b> individual client comes to the vineyard</p> <p><b>1</b> Region</p>	<p><b>Description (1)</b> the region, the wine, the business</p> <p><b>2</b> Typical place for drinking/tasting (e.g. Ger.: "Heuriger")</p>	<p><b>Wine tasting (1)</b></p> <p><b>3</b> Say "chin chin" Quality pyramid (simple) Grape types</p>	<p><b>Work in the vineyard (1)</b></p> <p><b>4</b> Cultivation methods</p>	<p><b>Work in the cellar (1)</b></p> <p><b>5</b> Wine festivals (Ger.: "Keller-gasse" + party) Fr.: Drinking song</p>	<p><b>Wine tasting (2)</b></p> <p><b>6</b> Typical food (Ger.: "Törggelen")</p>	<p><b>Selling (1)</b> with individual client coming to vineyard</p> <p><b>7</b> Screenshot: wine sale online</p>
<p><b>Wine fair: booking stand + hotel</b></p> <p><b>8</b> (Online form: registration to wine fair, in the text) Dates of important wine fairs</p>	<p><b>Written documents for wine fair: the region, the wine, the business</b></p> <p><b>9</b> One special wine (e.g. Traminer, Beaujolais nouveau)</p>	<p><b>Wine tasting (3)</b> a client that is not a great wine expert</p> <p><b>10</b> Quality pyramid (whole system) Grape types</p>	<p><b>Description (2) the region, the wine, the business</b></p> <p><b>Wine tasting (4)</b> journalist = expert</p> <p><b>11</b> Wine labels</p>	<p><b>Work in the vineyard (2)</b> <b>Work i.t. cellar (2)</b> Winegrower / friend expert talk</p> <p><b>12</b> Drinking, singing, good life (e.g. drinking song, Fr.: wine festival)</p>	<p><b>Premium Wines Selling (2)</b> wine merchant, wholesaler</p> <p><b>13</b> Sales contract or bill / other sales documents</p>	
<p><b>Welcome (2)</b> group visit to the vineyard</p> <p><b>14</b> History of winegrowing in the region, anecdote</p>	<p><b>Description: the business (3)</b> <b>Special theme: tourism on the vineyard (2<sup>nd</sup> dialogue)</b></p> <p><b>15</b> A touristic sight (beside wine)</p>	<p><b>Work in the vineyard (3)</b> <b>Special theme: organic winegrowing</b></p> <p><b>16</b> Ground types (climate, site): "Terroir"</p>	<p><b>Work in the cellar (3)</b></p> <p><b>17</b> One special wine (e.g. ice wine, sweet wine, Grappa)</p>	<p><b>Wine tasting (5)</b></p> <p><b>18</b> Food and wine</p>	<p><b>Wine tasting (6)</b> Special wines</p> <p><b>19</b> <b>Special topic: sparkling wine</b></p>	<p><b>Homepage</b></p> <p><b>20</b> Wheel of aromas (as an appendix at the end)</p>

