

## Lingua “Opening the Door to Language Learning” Project

### Proforma for partners’ evaluative reports

Please use this proforma to write an evaluative report of your phase 2 activities to be sent to Paula by 10<sup>th</sup> September 2004. Where you worked with national collaborators, please remember to report on their activities as well as your own. Please attach any materials you have developed for the project (including feedback forms) and any other materials you have used and are prepared to share.

On this form, please fill in your answers in the grey fields.

#### 1. Context

*You and your collaborators? Also mention the national collaborators you have worked with.*

Name	Role	Institution	Type of Institution
Sonia Mora	Project Coordinator	mt Servicios de Formación	Educational Services Private Company
María Sanz	Languages Technician	mt Servicios de Formación	Educational Services Private Company
Pilar Sampietro	Languages Technician	mt Servicios de Formación	Educational Services Private Company
Beatriz Sanz	Language teacher: contents researcher	mt Servicios de Formación	Educational Services Private Company
Luis Botella	National Collaborator	Amares.com	On-line bookshop
	National Collaborator	Parent’s associations	

*What did you do? (i.e. what model did you test?)* Please indicate in the following table which model you tested. Eight models are described, please indicate with the word “**Main**” which model fits your tested model best. You might have used elements from other models, please indicate this with the word “**Elements**”. Also fill out the Learner Training, Learner support and Learning resources sections for each model.

	<i>Models</i>		<i>Independent Learning</i>		
	Home	Away	Learner training	Learner support	Learning resources
One	a. Open Space: opening up an institutional resource centre to the community, making host staff resources available to the community.	b. Create Space: setting up a resource centre in the community or using an existing community resource centre, e.g. library.			

Two	<b>a. Open Virtual Space:</b> making electronic tools and materials held on an institutional server available to the community.	<b>b. Create Virtual Space:</b> setting up a website for, or delivering electronic materials/learning opportunities to the community.	Use of Spanish and English documents	Online and presential Facilitator and tutorship	Web site, On line forum, printable materials
	<b>Main</b>				
Three	<b>a. Host Study Groups:</b> providing staff and space for the community to meet as a group to learn together.	<b>b. Community Study Groups:</b> facilitating the setting up of study groups in the community.	Weekly tips to be done at home independently. Autonomous learning based on on line exercises.	Weekly Face-to-face-Sessions. Native speaker visit to support session on speaking skill.	Written materials, both in English and Spanish.
	<b>Elements</b>				
Four	<b>a. Open Days:</b> run language taster sessions, exhibitions, demonstrations etc. in the host institution.	<b>b. Roadshows:</b> language taster sessions, exhibitions, demonstrations etc. in the community.			

What was the profile of your learners? (e.g. number, age, previous language learning experience, qualifications and identified needs including special needs).

- **Number** of Learners: 12
- **Age group** (please state the number of learners in the age groups):

18-24	25-34	35-44	45-54	55-64	65+
2	3	7			

- **Gender** (Please state numbers)

Female	Male
10	2

- **Educational experience** (Please state numbers)

Primary Education	Secondary Education	Higher Education / University	Post-HE / Post-University (Further education)	Adult Education	Evening Classes (not only languages)
	5	4	3		

- **Language learning goals** (Please state how many times the reason was mentioned by your learners)

Goal	Number
I just like to study languages	3
I have studied the language and want to refresh my knowledge	8
I am interested in developing a greater degree of independence in my learning	3
I have been advised to improve my language skills by my employer	0
I like the country where this language is spoken	0
In order to meet other people and socialise	1
I have relatives in or from the country where this language is spoken	0
I want to be able to use this language when I'm on holiday	1
I want to be able to read books, papers and magazines in this language	3
I want to be able to use this language in letters and/or e-mails	4
I want to be able to watch TV and listen to the radio in this language	1
I want to live/work where the language is spoken	1
I am looking for a good way to use my free time	1
I have a holiday home in the country where the language is spoken	0
For professional purposes	5
<b>Other reasons:</b>	
I want to help my children with their English homework	5
I want to improve my language teaching way, by getting advice on how to explain certain aspects of a language.	1
I want to apply new language learning strategies to language teaching	1
I want my children to be more autonomous in their English learning	3

- **Please write short summaries of the answers on the more open questions.** (Use words rather than sentences.)

Aspect	Summary
Occupation	Sports Event Organiser / Cleaner / Housekeeper (2) / Administrative (2) / Consultancy Assistant / Student / Music Teacher / Teacher/Assistant (2)
Previous occupation if not currently working	Graphic Designer
Why choose this way of learning?	
Language learning experiences and qualifications	No qualifications at all. They have learned at school and some of them by attending some summer courses. Others by travelling, or in short placements abroad.
Native/first language	Spanish
Target language	English
What other languages known and levels?	<p>English:</p> <ul style="list-style-type: none"> <li>- Level 1: 1 person</li> <li>- Level 2: 2 persons</li> <li>- Level 3: 2 persons</li> <li>- Level 4: 2 persons</li> <li>- Level 5: 1 person</li> <li>- Level 6: nobody</li> </ul> <p>French:</p> <ul style="list-style-type: none"> <li>- Level 1: 1 person</li> <li>- Level 2: 2 persons</li> <li>- Level 3: nobody</li> <li>- Level 4: 1 person</li> <li>- Levels 5 and 6: nobody</li> </ul> <p>German:</p> <ul style="list-style-type: none"> <li>- Level 3: 1 person</li> </ul>

	<p>Catalan:</p> <ul style="list-style-type: none"> <li>- Level 5: 1 person</li> </ul>
Why do you want to take part?	<p>Brief and effective way of language learning / how to teach autonomy in language learning / Need to help children with English homework / Refresh knowledge / innovative and funny / Culture</p>
Computing skills/experience	<ul style="list-style-type: none"> <li>- MS OFFICE package (Word, Excel, Access, Powerpoint)</li> <li>-Graphic Applications (Photoshop, Macromedia Programs: Freehand, Director)</li> <li>- Email applications and Internet Browsers</li> </ul>
Where did you hear about scheme?	<ul style="list-style-type: none"> <li>- Through the Internet (mt Web, anuncios.com)</li> <li>- Through Schools' Parents' Associations</li> <li>- Heard of it from a relative</li> </ul>

## 2. Delivery / implementation

Please use **short** answers!

- Give a brief description of your activity, i.e. what exactly did you do and where did you do it? (max 100 words)

**We have set up a language advice surgery for two different groups of people, 6 learners each:**

- **parents, whose children are at secondary education and learning the target language.**
- **university students, who work giving private lessons and are interested in language teaching and learning strategies.**

**They are from different backgrounds so we grouped them by needs, English level and interests. There were two approaches: on line and face-to-face sessions. The learners were provided with a Web site, forum and online advice and exercises to be done by themselves to help them improve their language skills. The face-to-face sessions were devoted to the development of these language skills**

**All sessions have been extremely practical and with a variety group dynamics. Besides, parents were asked to practice specific weekly tips or exercises at home.**

**The meetings were held at mt's training room once a week.**

- How does your phase 2 model differ from your phase 1 model? If your phase 2 model is a refinement of another partner's phase 1 model, how does it differ from their model?

**We have attempted to test a completely different model, since in phase 1 we set up a language resource centre for children and now, we have set up an online language advice surgery with weekly face-to-face sessions. Both models are aimed to promote autonomous learning, however phase 2 model is more close to a self-study language learning process.**

**Ireland's phase 1 model may be related to our phase 2 model in the sense that they dealt with distance learning. However, our target group (parents) and aims (how to learn to teach) are different.**

- What were your aims and objectives and how did you set about achieving them?
  - **To provide parents with the necessary autonomy and knowledge to be able to help their children with their language learning**
  - **To raise awareness about the importance of early language learning and permanent language learning.**
  - **To promote and support independent language learning.**
  - **To show a practical and innovative way of teaching a language to private tuition teachers.**
- How did you publicise your activity and recruit your learners?
  - **First of all, we held several meetings at schools with the collaboration of Parents' Associations.**
  - **We also publicised the activity with posters and leaflets and publishing on line advertisements.**
  - **Since the web page for this phase was developed, a link was published in our company's web site.**

- How did you organise and manage the activity, e.g. how many sessions and how often, who lead these sessions, what was the content?
  - **INTERNET TOOLS: language advice surgery through the Internet (forum, email and web site).**

**This activity has worked since 22nd July.**

**The web site has been improved and the appearance has been changed. Now we have a new web more interactive and participative. And everybody have congratulated us on our web site.**

**In spite of different technical problems, there has been a great interest on the forum.**

➤ **FACE TO FACE SESSION:**

**We have set up two different groups of learners. One of them consists of 6 mothers and the other one consists of 6 university learners who work teaching private lessons and are interested on languages learning. They are from different backgrounds so we grouped them by needs, English level and interests.**

**We have set up five sessions face to face. In each one we have worked dealing with different subjects. At the end of each session, parents were asked to practice at home specific tips or exercises. All sessions have been extremely practical and with a variety of group dynamics.**

**Both groups have a similar English level and everybody was willing to practise the 4 skills. But their level was not too high (beginners and pre-intermediate) so we handed the material out to them in Spanish. In the mothers' group the "homework" were tips to guide them help with their children's homework tasks. In the university learners' group the exercises deal with how to make the most of the four skills in a class.**

**1<sup>st</sup> Session:**

Introduction and general aspects. Asking learners about their main interests and problems with the issue to be dealt with. Parents' worries, up to where they should help their children with their homework, how to face children's reaction at seeing their parents in the role of teachers.

Parents group

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
6 <sup>th</sup> August	Introductory Session	6	Main interest tests General information about learning strategies Links

Participants: Ana Isabel Martinez  
Ana Clara Montolío  
Purificación Marrodán  
Elena Roche  
Lucía Sanchez

In this Session they filled the initial form to get their personal information and to know their interests and to satisfy their needs. In this group there are two main goals dealing with children and a more general one. They want to refresh their knowledge and they want to help their children with homework and to teach them to be more

autonomous in their English learning. In the group there were six people with a beginner level or pre-intermediate level so the session was more guided towards learning techniques.

We talked about the learning skills and how to work the grammar, the vocabulary, the listening, the reading and speaking. After that we did some exercises for each skill in this way they could check with practical examples different problems that could find in children's activities. They saw activities of each skill in several degrees of difficulty: beginners and intermediate.

After that, they asked their doubts. They wanted to know if we would see in other sessions more examples. And they wanted to have a list of links or materials where they could find this kind of exercises. The session finished with a new issue to work at home: they had to think about learning exercises to practice the four skills.

Teachers' group

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
6 <sup>th</sup> August	Introductory Session	6	Main interest tests General information about learning strategies Links

Participants: Pablo Bobadilla  
Estefanía Hernando  
Belén Moreno  
Sara Tobías  
Luis Leal

In this Session they filled the initial form to get their personal information and to know their interests and to satisfy their needs. In this group there are four main goals dealing with teaching and more general subjects. They want to refresh their knowledge, they want to improve their language teaching way, by getting advice on how to explain certain aspects of a language. They want to apply new language learning strategies to language teaching, for professional purpose and they want to be able to use and understand the language. In the group there were six people with a pre-intermediate or intermediate level so the session was more guided towards learning strategies and tricks. We talked about the learning skills and how to work the grammar, the vocabulary, the listening, the reading and speaking. After that we did some exercises for each skill in this way they could check with practical examples different problems they could find in children's activities. They saw activities of each skill in several degrees of difficulty: intermediate and advance.

After that, they asked their doubts. They wanted to know if we would see more examples in other sessions. And they wanted to have a list of links or materials where they could find this kind of exercises. The session finished with a new issue to work at home: they had to think about learning exercises to practice the four skills.

## 2<sup>nd</sup> Session:

Brief description and resolution of specific doubts on grammar on the part of learners.

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
10 <sup>th</sup> August	1 <sup>st</sup> Session: Grammar	6	General information about motivation Grammar exercise Links

Participants: Ana Isabel Martinez  
Ana Clara Montolío  
Purificación Marrodán  
Elena Roche  
Pilar Roche  
Lucía Sánchez

We started checking the tips suggested the last session. Everybody had one of each skill but they have problems with the speaking and listening. For grammar exercises they suggested “filling the gaps”; “put in the correct tense”. For Vocabulary “choose the right word” “Match the word with the meaning”. For reading “ a paragraph from a book”. They didn’t find exercises to practise the listening and speaking. They explain that at first their children didn’t do the activities with them because children was on holiday but finally they did them.

After that we did a brief description and resolution of specific doubts on grammar matter on the part of learners. It was difficult because they didn’t remember a lot and there was a risk to become in a typical grammar lesson but in the end this was solved working with materials and with a bit of specific information:

- Show the relationships between different concepts: morphology, syntax, word-building.
- learn a language grammar: **Explicitly** (1<sup>st</sup> study, then practice) or **Implicitly** (pick up the general idea of the rule from reading and listening)
- 3 key strategies: Grammar study, input from reading and listening real-life practice through speaking and writing
- controlled practice
- for less advanced learners: speaking in short sentences if you want to stay grammatically correct.

We handed some exercises out to them and taught them how to work with them. In the beginning the parents group had more problems because they wanted to do the exercise but at the end they understood that the objective was to work on how to help their children with similar tasks. They practise making questions aloud about the exercise to get the main information from the activity, the same questions to do with children.

In this class the doubts dealt with how to work everything in this way with their children.

To conclude, the topic to think about for this week was motivation techniques.

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
10 <sup>th</sup> August	1 <sup>st</sup> Session: Grammar	6	General information about motivation Grammar exercise Links

Participants: Pablo Bobadilla  
Estefanía Hernando  
Sara Moreno  
Belén Moreno  
Sara Tobías  
Luis Leal

We started checking the tips suggested the last session. Everybody had one of each skill but they have problems with the speaking. For grammar exercises they suggested “filling the gaps”; “put in the correct tense”. For Vocabulary “choose the right word” “Match the word with the meaning” “image + word” “online exercises”. For reading “a paragraph from a book” “newspapers” and subtitles of a film. To practise the listening they suggested the movies, music and tv. And they found it more difficult to find exercises dealing with speaking skill.

After that we did a brief description and resolution of specific doubts on grammar matter on the part of learners. It was difficult because they wanted to review all the grammar but it would have taken all the session but in the end this was solved working with materials and with a bit of specific information:

- Show the relationships between different concepts: morphology, syntax, word building
- learn a language grammar: **Explicitly** (1<sup>st</sup> study, then practice) or **Implicitly** (pick up the general idea of the rule from reading and listening)
- 3 key strategies: Grammar study, input from reading and listening real-life practice through speaking and writing
- controlled practice
- for less advanced learners: speaking in short sentences if you want to stay grammatically correct.
- Techniques:
  - *Making a grammar drill*
  - *Self-correction*
  - *Getting rid of known mistakes*
  - *Teaching a rule*
  - *Self-transcript*
  - *Chop and jumble*
  - *Finding examples*
  - *Learn it by heart*
  - *Seeking feedback*

We handed some exercises out to them and taught them how to work with them. They practise thinking activities to practise the techniques and to work on a effective way. In this class the doubts were related to personal grammar matters.

To conclude the topic to think about for this week was motivation techniques.

### 3<sup>rd</sup> Session:

Practical exercises to be done. How to teach vocabulary.

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
17 <sup>th</sup> August	3 <sup>rd</sup> Session: vocabulary	6	General information about learning strategies Vocabulary exercise Links

Participants: Ana Isabel Martinez  
Ana Clara Montolío  
Purificación Marrodán  
Elena Roche  
Pilar Roche  
Lucía Sánchez

Practical exercises to be done with their children. How to teach vocabulary to their children.

During the week the group worked on the motivation techniques. They had no problems with them and they wanted to learn and practice some more. They suggested Work in group, compare with initial work and check the progress. They asked for any other ideas to work at home so we told them:

*Techniques:*

- *Relation with the reality*
- Initial success
- Improve the mistake
- Rivalry
- Active and direct participation
- Interview

In the session we showed different ways to learn and teach vocabulary.

- Semantic field
- Sound group
- Word family
- Emotional patterns
- Associations

We suggested to learners that they should practice some vocabulary tips with their children: match the word with the meaning or picture, vocabulary soup, flashcards and online games. They should try to work vocabulary on line.

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
17 <sup>th</sup> August	3 <sup>rd</sup> Session: vocabulary	6	General information about learning strategies Vocabulary exercise Links

Participants: Pablo Bobadilla  
Estefanía Hernando  
Sara Moreno  
Belén Moreno  
Sara Tobías  
Luis Leal

Practical exercises to be done in class. How to teach vocabulary.

During the week the group worked on motivation techniques. They had no problems with them and they wanted to learn and practice some more. They suggested Work in group, compare with initial work and check the progress. They asked for any other ideas to work at home so we told them:

*Techniques:*

- *Relation with the reality*
- Initial success
- Improve the mistake
- Rivalry
- Active and direct participation
- Interview

In the session we showed different ways to learn and teach vocabulary.

- Semantic field
- Sound group
- Word family
- Emotional patterns
- Associations

TECHNIQUES:

- Word map
- Word table
- Made-up sentences
- Word lists
- Labelled objects
- Papers in a hat
- Anagrams
- Recycling
- Crosswords

We suggested to learners that they should practice some vocabulary tips: they practise all techniques and suggested some more: match the word with the meaning or picture, vocabulary soup, flashcards and online games.

They should try to work vocabulary on line.

#### 4<sup>th</sup> Session:

Practical exercises to be done. How to practice and improve Writing and Reading skills.

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
24 <sup>th</sup> August	4 <sup>th</sup> Session: Writing and reading	6	General information about learning strategies Reading exercise Writing exercise Links

Participants: Ana Isabel Martinez  
Ana Clara Montolío  
Purificación Marrodán  
Elena Roche  
Pilar Roche  
Lucía Sánchez

They didn't have any problems with vocabulary on line and they enjoyed so much working in this way with their children.

In this session we talked about different techniques to get a good comprehension skill and we confirmed that this could help to improve reading skill.

We suggested an scheme to work:

- Skimming
- Scanning
- Intensive reading
- Extensive reading

We check this way with some text of beginner level.

After these activities, we worked with writing techniques.

- PLANNING: before we write and while we write
- WRITING
- REVISING

and they practiced with short exercises. That week they had to work with text from the Internet and newspapers and they had to practice writing skills.

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
24 <sup>th</sup> August	4 <sup>th</sup> Session: Writing and reading	6	General information about learning strategies Reading exercise Writing exercise Links

Participants: Pablo Bobadilla  
Estefanía Hernando  
Sara Moreno  
Belén Moreno

Sara Tobías  
Luis Leal

They didn't have any problems with vocabulary on line and they enjoyed so much working in this way.

In this session we talked about different techniques to get a good comprehension skill and we confirmed that this could help to improve reading skill.

We suggested a scheme to work:

- Skimming
- Scanning
- Intensive reading
- Extensive reading

We commented on some techniques:

- Choosing a text
- Learning a new script
- Improving visual perception
- Extensive reading
- Intensive reading
- Predicting words in a text
- Text collections
- Text reviews
- Predicting questions in a text
- Coffee stains
- Comparing media
- Highlighting
- Asking questions about a text

We check this way with some text of intermediate level and online newspapers.

After these activities, we worked with writing techniques.

- PLANNING: before we write and while we write
- WRITING
- REVISING

We commented on some techniques:

- *Editing a transcript*
- *Back translation*
- *Creating a gapped text*
- *Linking sentences and paragraphs*
- *Rewriting a text*
- *Summary writing*
- *Letters and e-mail*
- *Dictation*
- *Keeping a diary*
- *Marking your written performance*

and they practised with exercises. This week they had to work with text from the Internet and newspapers and they had to practice writing skills

## 5<sup>th</sup> Session:

Practical exercises to be done with their children. How to practice and improve Listening and Speaking skills with their children.

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
31 <sup>th</sup> August	5 <sup>th</sup> Session: Listening and speaking	6	General information about learning strategies Listening exercise Speaking exercise Links

Participants: Ana Isabel Martinez  
Ana Clara Montolío  
Purificación Marrodán  
Elena Roche  
Pilar Roche  
Lucía Sánchez

This session was harder for the parents group because they found it difficult but they were very motivated so they worked very well. We talked about different techniques to practice the listening skill and we confirmed that this could help to improve the comprehension skill

We made a summary of techniques to practise the listening skill:

- It depends on overall language knowledge
- Familiarity with culture
- Practice

We watched a film and we listening to song and tv programs. They enjoyed so much and they wanted to practise at home with their children because the two last sessions were very important to them because these skills hadn't been worked at an ordinary lesson and they wanted to work with their children to teach them to be more autonomous in these strategies.

After these activities we worked with speaking techniques:

- Before the event → plan the message
- While speaking:
  - short term planning under constant time pressure
  - long-term memory (our permanent memory store) → content words
  - working memory (the temporary store of everything we are paying attention to right now
  - pronouncing the message

and they practiced with exercises. In this session there was a native visit and the learners had a good impression. Furthermore we talked about the movie, the songs and the tv programsthat we watched before.

This session was the last one so we didn't ask them to do any specific exercise. We reminded them of the language adviser's email.

DATE	ACTIVITY	PARTICIPANTS	MATERIALS
31 <sup>th</sup> August	5 <sup>th</sup> Session: Listening and speaking	6	General information about learning strategies Listening exercise Speaking exercise Links

Participants: Pablo Bobadilla  
Estefanía Hernando  
Sara Moreno  
Belén Moreno  
Sara Tobías  
Luis Leal

In this session they were very motivated so they worked very well. We talked about different techniques to practice the listening skill and we confirmed that this could help to improve the comprehension skill

We made a summary of techniques to practise the listening skill:

- It depends on overall language knowledge
- Familiarity with culture
- Practice

and they practiced with exercises

- Listening for beginners
- Improving perception
- Tandem listening
- Recording native speakers
- Observing native speakers
- Writing a transcript
- Using a transcript
- Asking questions about a recording
- Note-taking

We watched a film and we listening to song and tv programs to check the techniques. They enjoyed so much and they wanted to practise with their students.

After these activities we worked with speaking techniques:

- Before the event → plan the message
- While speaking:
  - short term planning under constant time pressure
  - long-term memory (our permanent memory store) → content words
  - working memory (the temporary store of everything we are paying attention to right now)
  - pronouncing the message

and they practiced with exercises.

- Arts review
- Don't look!
- Creating a role play
- Recording yourself

- Tandem ice-breakers
- Learning a song
- Interrupting your partner
- Listen and repeat
- Reading aloud

In this session there was a native visit and the learners had a good impression. Furthermore we talked about the movie, the songs and the tv program that we watched before.

This session was the last one so we didn't ask them to do any specific exercise. We reminded them of the language adviser's email.

- What learning and support resources did you use? (equipment and human!)

**EQUIPMENT: Internet (web page, email and forum)  
Audiovisual Resources (video, listening and PC)  
Written and Printable Materials**

**HUMAN: Language Adviser  
Web page designer  
Language teachers for web page contents research**

- What was the timetable for your activity? (refer to your work plan)

**For the face-to-face sessions: We had two groups with two different timetables to meet more people's needs. So, we had one group on Tuesdays from 11:00 to 12:00 a.m. (parents' group); and another group on Fridays, from 12:00 to 13:00. As for the distance learning part of our model -contact via Internet/email- there was no timetable at all.**

- How did you monitor your learners, i.e. how were you kept informed about their progress?

**Due to our model's nature, it would be necessary to study the progress of our learners for a period longer than a term, so the information we have logged about our learners' progress comes from the feedback they have provided us with.**

### 3. Outcomes

*Please use **short** answers!*

- What was the attendance rate for your activity? How many people attended all sessions?

**FACE-TO-FACE-SESSIONS: 12 Persons attending all sessions and giving feedback forms.**

**ONLINE SESSIONS: Via email, we have got in touch with 6 people and 8 people have taken part in our forum.**

**The truth is that it has been really difficult to get started and to get people started in the test phase, so we can assure that the attendance rate as far as distance learning is concerned has been increasing little by little.**

- What was the retention rate, i.e. number of learners at the end compared to the number of learners at the start of the test phase? How many people gave you feedback? What reasons did learners give for dropping out?

**No of completions:** 12

**No of feedback forms:** 12

**Reasons for drop-outs:** -

- Please give details of any products/materials you have developed for the project and, if possible, attach examples in the original language (i.e. no need for translations).

MT'S WEB PAGE CONTENTS for Opening the Door to Language Learning Project
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The web site was thought to be some kind of educational portal for everybody interested in language learning and looking for advice and support in their learning processes.

It is organized in several sections:

- Brief Summary of ODLL Project Phases
  - Basic English Grammar
  - Culture
  - Information about European Projects
  - Book of the Month
  - Cultural Events
  - Our School and Languages
  - Anglo-Saxon Culture
  - Europe Speaks
  - Languages of the World
  - Join our Fora
  - Interesting Links (courses, dictionaries, exercises, games...)
- How did you / will you disseminate your results?

**The web page and forum created for this second test phase will remain active during this school year (04/05), this way we will go on promoting it via web (it is constantly advertised on our company's web page) and we will be able to collect more feedback from learners.**

**All the teachers who work part-time for our company will be informed of the project so that they can appropriately disseminate it among their students and students' parents.**

**Depending on the results collected this year the language surgery will continue its activity on the web or not.**

SUMMARY OF COMMENTS AND PARTICIPATION IN MT'S FORUM FOR Opening the Door to Language Learning Project
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TOPICS IN THE FORUM:

We created three main fora for people to take part and give their opinions on those issues. There are the following:

- WELCOME TO YOUR FORUM: people can also write in English and Spanish, and within it there are two more topics:

- First Impressions
  - Language Strategies
- LANGUAGE LEARNING STRATEGIES: people can take part either in English or Spanish. If you click on this forum, you are offered three different topics, with the possibility of creating new ones, and these were as follows:
    - Studying English in a Foreign Country
    - Language Learning Strategies
    - Listening Skills
  - SPANISH FOR FOREIGNERS: at the moment there is only one topic, “Learning Spanish in Spain” although people seem not be so interested in the topic as by now there are no comments nor replies yet.

As you can notice, the topic language strategies is dealt with in different sections: this is due to the fact that one user started writing about this topic in one of the fora and its title/name was not representative enough for everybody who may be interested in this subject to find it, so we decided to create a forum completely devoted to this subject, and we invited people to go on with their conversations of that subject in the newly-created forum.

#### SUMMARY OF COMMENTS ON THE DIFFERENT TOPICS:

- WELCOME TO YOUR FORUM: People introduce themselves and comment on the experience and opportunity of meeting other people with their same interests and of being able to share their opinions and impressions on language learning, with the added value of being able to exchange materials and strategies.. A couple of them even have started a conversation in English and they have suggested to go on writing in the target language.
- LANGUAGE LEARNING STRATEGIES: People have started asking for tricks and different techniques and commenting on some techniques.

SUMMARY OF COMMENTS AND PARTICIPATION VIA EMAIL for Opening the Door to  
Language Learning Project

MENSAJE /QUESTION	CONTESTACIÓN/ ANSWER
<p>Cuando realizas un ingreso en un banco y recibes un justificante de ese ingreso, ¿cómo se denomina en inglés dicho justificante? Specific vocabulary on commercial/bank fields.</p>	<p>The receipt you are given when you make a deposit in a bank is called "Bank receipt" or "deposit payment"</p>
<p>¿Cuál es la manera más correcta de despedirse o cerrar una conversación de tipo comercial y telefónica? To close a commercial and telephone conversation</p>	<p>To close a commercial conversation: these would be the steps to follow in this situation:</p> <ul style="list-style-type: none"> <li>• Thank the caller</li> <li>• Let the caller know you appreciate his /her business</li> <li>• Provide assurance that any promises will be fulfilled</li> <li>• Leave the caller with a positive feeling <ul style="list-style-type: none"> <li>○ eg.: let the caller hang up first (simply courtesy)</li> </ul> </li> </ul>
<p>La destreza que menos domino es la de escucha. No sé qué hacer para mejorar mi capacidad de comprensión oral. Listening skill</p>	<p>These are some useful strategies or techniques.</p> <ul style="list-style-type: none"> <li>• Joint Spelling: practise the skill with some friend with a similar level of listening</li> <li>• Tandem listening: Ask a friend with a high level of comprehension make you an oral or written summary before start the listening, you can use it to prepare the listening or as feedback for the post-listening</li> <li>• Writing a transcript: different accents and intonations</li> <li>• Using a transcript: <ul style="list-style-type: none"> <li>○ Listen without reading</li> <li>○ Read only to using on familiar words.</li> <li>○ Look for key words while listen and read</li> <li>○ Only listening looking for key words</li> <li>○ Listen to it few days later with out reading</li> <li>○ Increased confidence</li> </ul> </li> </ul>
<p>En primer lugar quiero felicitaros por vuestra página web, creo que es muy completa y sobretodo que ofrece muchos recursos para poder aprender inglés tu solo, sobretodo la sección de gramática me ha sido muy útil. Pero querría</p>	<p>You can send your exercises for you correct them but it isn't necessary you send us every exercise only in which you have problems.</p>

<p>comentáros si cabría la posibilidad de que os enviara las propuestas de actividades hechas y me las corrigierais. Sobretudo he tenido duda en la actividad del nivel avanzado que trata de preposiciones y es algo en lo que siempre he fallado y me gustaría que me ayudarais y que me dijeseis si existe la posibilidad de que os envíe el ejercicio hecho y me lo mandáis corregido. Muchas gracias y otra vez felicidades por vuestra página.</p> <p><a href="#">About the web site</a></p>	
<p>He visitado la página web y la encuentro de gran utilidad, los ejercicios, consejos e información cultural, sería positivo añadir un apartado de medios didácticos o consejos para la enseñanza. Por otro lado he tenido problemas a la hora de enviar los formularios que hay en la página me gustaría que me dijeseis si el problema es mío o por el contrario es problema de la pagina.</p> <p>Muchas gracias y enhorabuena</p> <p><a href="#">Comments on web site contents and technical problems.</a></p>	<p><a href="#">Thank you for your interest and for notifying this technical problems which will be solved as soon as possible</a></p> <p><a href="#">Don't give up and go on taking part! Join our forum to share ideas and opinion on language learning. The web site contains different didactic resources and advice such as a grammar, activities, tips.</a></p>
<p>¿Qué puedo hacer para que me resulte más fácil aprenderme el vocabulario nuevo y no se me olviden las palabras a los dos días?</p> <p><a href="#">How to learn new vocabulary effectively</a></p>	<p><a href="#">There are a lot of activities and tricks that you can use to learn new vocabulary. Here you are some examples:</a></p> <ul style="list-style-type: none"> <li>• <a href="#">If you have problems with the writing you can play "scrabble"</a></li> <li>• <a href="#">You can make up sentences with the new words so as to learn their meaning by using them.</a></li> <li>• <a href="#">Role Plays: perform real situations.</a></li> </ul>
<p>Hola!</p> <p>Soy profesora en la escuela de un pueblo y he encontrado vuestra página. Me ha parecido muy interesante y de gran utilidad el proyecto (creo que todavía es un proyecto) de aprender a enseñar idiomas. Lo he comentado con algunos compañeros y padres que sé que utilizan Internet y también están de acuerdo conmigo. Además de mis felicitaciones les escribo para saber si sería posible que hubiera algún tipo de guía o control para evaluar los contenidos superados ya que los idiomas no son mi especialidad.</p> <p>Muchas gracias por su atención.</p> <p>Un saludo. SARA</p> <p><a href="#">Comment on the usefulness of the project as a good /innovative tool to learn how to teach a language.</a></p>	<p><a href="#">Thank you for your message of congratulation. Go on taking part and join our forum to share your experience and doubts.</a></p>
<p>Hola!!! Debo deciros que al visitar vuestra página web he quedado</p>	<p><a href="#">Thank you for your message of congratulation. Go on taking part and Join our forum to share your experience and doubts.</a></p>

<p>gratamente sorprendido. Los contenidos son muy Amenos, interesantes e instructivos aunque he tenido muchos problemas a la hora de enviar mensajes o rellenar los cuestionarios ya que me los devolvía. Por favor, me gustaría saber si el problema es vuestro o, por el contrario,tengo algún problema con mi configuración. Nada más, animaros a continuar sorprendiéndonos así. Muchas gracias por vuestra atención.</p> <p><a href="#">Congratulations and communication of technical problems.</a></p>	
<p>¿Cuándo se puede utilizar una expresión con genitivo sajón y cuándo es preferible utilizar un prepositional group introducido con "of"?</p> <p><a href="#">Use of Saxon Genitive</a></p>	<p>Saxon Genitive is used to express possession when the possessor is a person.  Prepositional group when the possessor is a thing.</p>
<p>Me hago un lío con las condicionales. No sé cuándo tengo que usar el tipo 2 y el 3.</p> <p><a href="#">Use of the conditional</a></p>	<p>2<sup>nd</sup> conditional: to express improbable but possible situations.  3<sup>rd</sup> conditional: impossible because refers to a past time action or situation.</p>
<p>Acabo de volver a estudiar inglés y creo que sería buena idea leerme un libro en inglés, pero no sé cuál puedo elegir. Estudié inglés 3 años y hace 2 que lo dejé.</p> <p><a href="#">Advice on reading</a></p>	<p>Start with a lower level and if you notice it's too easy for you, increase the degree of difficulty</p>
<p>Voy a realizar una estancia de dos semanas en Aberdeen , Escocia , y me gustaría saber algo más de la cultura y costumbres inglesas, porque es la primera vez que visito el país.</p> <p><a href="#">Cultural information</a></p>	<p>Have a look to our web site you'll find lots of links to specific sites on British culture. If you don't find what you're looking for, contact with us again.</p>
<p>Por favor, me gustaría saber diferentes modos de presentación comercial en inglés en una conversación telefónica.</p> <p>Commercial telephone conversation</p>	<ul style="list-style-type: none"> <li>• Greet the caller</li> <li>• State your organization or department</li> <li>• Introduce yourself</li> <li>• Offer your help</li> </ul>
<p>Tengo una duda, ¿cuándo se trata de decir, por ejemplo, "la casa de Pablo", se dice primero el nombre seguido del apóstrofe y luego la propiedad o al revés? Paul's house o house's Paul?</p> <p><a href="#">Structure of the Saxon Genitive</a></p>	<p>Possessor + 's + possession  Eg.:Paul's house  If the possessor ends with "s" add only (') apostrophe  Eg: boys' school</p>
<p>¿Cuándo no debo utilizar el verbo "can"?</p> <p>¿existe algún caso en el que es aconsejable no usarlo? Me está gustando mucho este sistema, se aprende muchísimo.</p> <p><a href="#">Use of modal verb "can"</a></p>	<p>Expresses ability and possibility in the present. So you mustn't use it in any other tense. Use "be able to" instead. For example to talk about possibility in the present perfect you say: I have been able to answer all the questions in my exam because I studied very hard." . So you must conjugate the verb to be.</p>
<p>Hola,</p> <p>No sé qué tiempo tengo que utilizar en inglés cuando en español uso los tiempos de subjuntivo. Lo que suelo hacer es cambiar la expresión entera. Por ejemplo, para decir:</p> <p>- Dile que venga</p> <p>Espero que puedan ayudarme. Gracias,</p> <p><a href="#">Subjunctive verb tense.</a></p>	<p>Don't translate the Spanish tense into English because in English there are different constructions to express the subjunctive. It depends on the context :</p> <ul style="list-style-type: none"> <li>• Present</li> <li>• Past</li> <li>• Specific expressions</li> <li>• infinitives</li> </ul>

LEARNER	MESSAGES	PARTICIPATION IN THE FORUM	CONTACT MAIL
Estefania Herrando	SIX	YES	<a href="mailto:teffani@hotmail.com">teffani@hotmail.com</a>
Pablo Bobadilla	FIVE	YES	<a href="mailto:pbobadillac@vodafone.es">pbobadillac@vodafone.es</a>
Yolanda Matas	ONE	NO	<a href="mailto:ymatas@hotmail.com">ymatas@hotmail.com</a>
Lara Latre	ONE	NO	<a href="mailto:laralatre@hotmail.com">laralatre@hotmail.com</a>
Sara Moreno	ONE	YES	<a href="mailto:sarikimor@hotmail.com">sarikimor@hotmail.com</a>
Victor Sampietro	ONE	YES	<a href="mailto:vicsampietro@hotmail.com">vicsampietro@hotmail.com</a>

<p>SUMMARY OF WRITTEN AND PRINTABLE MATERIALS for Opening the Door to Language Learning Project</p>
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### LEARNING STRATEGIES

Aprender a aprender.doc  
 Aprendizaje 2ºen.doc  
 Comunicación oral.doc  
 Deberes.doc  
 Estrategia de enseñanza.doc  
 Estrategias de aprendizaje.doc  
 Learning strategies.doc  
 Lectura.doc  
 Motivación del aprendizaje.doc  
 Tecnicas.doc  
 Tecnicas 2.doc

### EXERCISES

Advanced english.doc  
 Begginers & intermediate.doc  
 English exercises level intermediate.doc  
 English exrecises for beginners.doc

## LINKS

Nº	TEMA	PÁGINA WEB	BREVE DESCRIPCIÓN
1	Cursos	<a href="http://idiomas.trabajos.com/">http://idiomas.trabajos.com/</a>	Gran variedad de cursos clasificados por temas, gratuitos, online / Recursos (compra online)
		<a href="http://www.mansioningles.com/">http://www.mansioningles.com/</a>	Cursos / Desarrollo de las 4 destrezas / Ejercicios / Gramática práctica en español
		<a href="http://www.curso-ingles.com/">http://www.curso-ingles.com/</a>	Curso de inglés online (nivel básico, intermedio y avanzado)
		<a href="http://www.ompersonal.com.ar/">http://www.ompersonal.com.ar/</a>	Gramáticas / cursos / canciones / juegos / lecturas
		<a href="http://www.universia.net.mx/contenidos/internacionales/pags/Internacionales_otrosprog_cursosidiomas2.htm">http://www.universia.net.mx/contenidos/internacionales/pags/Internacionales_otrosprog_cursosidiomas2.htm</a>	Cursos gratuitos online de idiomas (Inglés/Francés/Alemán/Italiano/Ruso...)
		<a href="http://www.comunae.com/idiomas/cursos/reportajes/reportaje_61.php">http://www.comunae.com/idiomas/cursos/reportajes/reportaje_61.php</a>	Consejos para elegir un buen curso online
2	Diccionario	<a href="http://www.pdictionary.com/">http://www.pdictionary.com/</a>	Diccionario de imágenes en: Inglés, Alemán, Francés, Italiano y Español.
		<a href="http://argot-ingles.idiomas.deeuropa.net/">http://argot-ingles.idiomas.deeuropa.net/</a>	3 websites sobre argot Inglés. Links a páginas relacionadas con idiomas y literatura de las lenguas
		<a href="http://www.learnenglish.org.uk/">http://www.learnenglish.org.uk/</a>	Canciones / resolución de preguntas sobre <b>gramática</b> / gramática online / diccionarios / juegos...
3	Juegos	<a href="http://www.ompersonal.com.ar/">http://www.ompersonal.com.ar/</a>	Gramáticas / cursos / canciones / juegos / lecturas
		<a href="http://www.learnenglish.org.uk/">http://www.learnenglish.org.uk/</a>	Canciones / resolución de preguntas sobre <b>gramática</b> / gramática online / diccionarios / juegos...
4	Actividades	<a href="http://www.mansioningles.com/">http://www.mansioningles.com/</a>	Cursos / Desarrollo de las 4 destrezas / Ejercicios / Gramática práctica en español
		<a href="http://www.ompersonal.com.ar/">http://www.ompersonal.com.ar/</a>	Gramáticas / cursos / canciones / juegos / lecturas
		<a href="http://www.pdictionary.com/">http://www.pdictionary.com/</a>	Actividades (fill-in-the-gaps, flashcards...)
		<a href="http://www.goethe-verlag.com/tests/">http://www.goethe-verlag.com/tests/</a>	Ejercicios en varios idiomas. MULTILINGÜE
		<a href="http://www.learnenglish.org.uk/">http://www.learnenglish.org.uk/</a>	Canciones / resolución de preguntas sobre <b>gramática</b> / gramática online / diccionarios / juegos...
		<a href="http://www.mansioningles.com/Gramatica.htm">http://www.mansioningles.com/Gramatica.htm</a>	Gramática en español con ejercicios y soluciones

5	Gramática	<a href="http://www.mansioningles.com/">http://www.mansioningles.com/</a>	Cursos / Desarrollo de las 4 destrezas / Ejercicios / Gramática práctica en español
		<a href="http://www.ompersonal.com.ar/omgrammar/indice tematico.htm">http://www.ompersonal.com.ar/omgrammar/indice tematico.htm</a>	Gramáticas / cursos / canciones / juegos / lecturas
		<a href="http://www.learnenglish.org.uk/">http://www.learnenglish.org.uk/</a>	Canciones / resolución de preguntas sobre <b>gramática</b> / gramática online / diccionarios / juegos...
		<a href="http://www.mansioningles.com/Gramatica.htm">http://www.mansioningles.com/Gramatica.htm</a>	Gramática en español con ejercicios y soluciones
6	Tests	<a href="http://www.tododetest.com/test/idiomas/general.htm">http://www.tododetest.com/test/idiomas/general.htm</a>	Test de gramática inglesa (30 preguntas)
7	Educación para padres / tutores / profesores	<a href="http://www.cyberpadres.com/">http://www.cyberpadres.com/</a>	Web interesante para papás (guías de centros educativos, recursos, viajes, trabajo...)
		<a href="http://www.edulab.ull.es/web_edulab/02_publicaciones/articulos/moduloIII/index.html">http://www.edulab.ull.es/web_edulab/02_publicaciones/articulos/moduloIII/index.html</a>	Guía pedagógica para la educación de adultos

#### 4. Evaluation

Please write a 1500 word evaluation of your phase 2 experience. This should include discussion of the following:

- Learner feedback and what this revealed about the learners and the scheme e.g. language learning gains, response to the scheme, future plans
- Tutor/facilitator feedback e.g. What went well, what challenges were encountered/overcome, what was gained in study group sessions?
- Evaluation of model e.g. did you meet your aims and targets (refer back to section 2), what worked and why; what didn't work and why not; what changes did you make; what future revisions to the model would you make?
- Comparison of your phase 2 model with phase 1 e.g. What did you learn from phase 1 (from your own model and from other partners' models) that helped you in phase 2?
- Impact on language learning, i.e. what was the effect of learning in this way? (Base this on comments from learners and your own observations on how this programme contributed to language learning, raising awareness, equal opportunities, widening / increasing participation, etc.)
- Results of working with national collaborators , e.g. what have you learnt from this experience about yourself, your own institution, language learning and teaching, working with non-traditional learners, your own country and other countries? What did you/your institution gain from the experience?
- Continuity and sustainability: how do you see this model developing? Do you have any ideas for taking it forward?

Please also include quotes (translated into English) from learners and tutors and other evidence in support of your evaluation.

1. After analysing our second phase pilot experience, we have drawn up some conclusions which may be summarised by stating that it has been a very positive test not only from our learners' point of view but also from ours.

In spite of the difficulties that arose at the very early stage of recruitment, what make us delay the starting up, and taking into account that summertime did not turn out to be the best period to test the model (people are on holiday, and attendance or response was not so high as expected), we can state that the pilot experience has contributed to language learning in encouraging people to take part in this issue by means of non-traditional ways.

Our learners and those who had taken part in the experience via Internet (forum, mail...) have revealed that language learning, and approaching it from a non-traditional point of view, is a very up-to-date and interesting subject. We can assure that because they have asked for continuation of the model and because some of them have given clear evidence of it. Quoting a teacher, user of the forum, : "I would like to say that this is a very useful service", however this very user made us notice that the project had not had the repercussion we had thought of since not many people were aware of this service. Nevertheless, we would like to mention the fact that our model is currently the talk of the town as for what she stated in the forum: "Not many people know this service but I will talk about it so as to spread its existence among my family, friends and colleagues, telling you the impressions I get from all these people". This kind of comments make us feel being successful.

On the other hand, there are other instances where people express that they appreciate this service as it is a means to meet people with the same interests and maybe exchange materials and share opinions and advices on language learning.

2. Both the facilitator and we ourselves expected to have a higher reponse not only to the face-to-face sessions but above all via Internet.

Quoting our facilitator, it has been a very innovative and positive experience: this way of teaching and promoting language learning is very useful and encourages people learning languages independently, counting on her support, the support of a language adviser who is available at any time, via Internet. Besides, the possibility to meet once a week to practice learning strategies has been one of the most praised aspects of the model.

The facilitator also commented on the fact that this provides a wider range of people with the possibility to access to language learning from the distance and in a non-traditional way.

Another important piece of information that deserves to be mentioned is the possibility that this model endows common people to create a network for exchanges and sharing opinions and materials related to language learning.

As regards with the benefits of having sessions with study groups our opinion is that they mainly serve the aim of making the attendants feel part of a group and thus this benefits their implication with language learning, as they attend these meetings regularly. The adults who have attended the face-to-face sessions felt that it was not late for language learning, and they realised that they do not need to be language teachers or experts to help their children learn a language.

3. Once the model test phase has ended up and we have collected all the information and feedback on its implementation we have detected some negative points and more positive ones.

- Negative points:

-> recruitment stage and participation via Internet: We have analysed this point reaching up to conclude that, in spite of our belief that people should be very available to take part in the project during summer time, this period is not the most appropriate to set up the activity as people is away on holiday and the response was not so high as we expected

-> technical problems: there were terrible technical problems with the Internet server which made it imposible for people to get in contact with us by email. This is a reason why we think we have been contacted by such a few ones, since when a person tried to get in contact with us by email, their mail was rejected. So we guess lots of people would not try to contact with us again. When the problem was detected, it was

**solved and the result is that 6 persons have sent emails to us so as to get answers to specific questions on language learning and 10 persons have taken part in the forum by now.**

**- What did work: the most positive and appropriate aspect as far as sessions contents is concerned was the decision to complement the online language advice surgery with face-to-face session, addressing our learners to practice weekly tips at home and giving our sessions a very practical orientation and perspective.**

#### **4. COMPARING PHASE 1 AND 2 MODEL TESTS AND WITH OTHER PARTNERS' EXPS**

The model tested in Southampton had quite a few analogies with the model developed in Spain during the first phase, although the target public was different as the Spanish model was oriented towards children and young learners, offering them resources for learning languages as in the English model, but in the space of the biggest public library in the city, and combining this with the disponibility of a language adviser during three complete months and developing weekly activities to promote the resource centre and language learning. As the project aims to develop non-traditional models this proved to be a succesful experience that nobody (at least in Spain) had tried before. The idea was warmly welcomed by public library users and probably "opened the door" for future project and collaborations with this institution.

The model we chose for our second phase mainly differed from all the rest in the fact that we did not wanted to develop a course and neither attract traditional learners. We thought about all those adults who had difficulties in finding a professional who can answer thier questions about how to learn a language when traditional courses are not an alternative for them, and we also thought about those adults who have to help their children with language learning and sometimes do not have a clue of what to do or how to help them. The rest of models tested seem to us that concentrate on "what", whereas our second phase model has concentrated on the "how", and in offering people interest a forum which they could access any time to exchange ideas and share experiences, and even the possibility of contacting language advisors in case they were looking for specific answers.

Our model for the second phase had in common with Belgium's first model that they were both distance models, although the model developed in Antwerp was intended to teach the language whereas our model intended to provide attendant's with tips either on how to learn or on how to teach. We did not concentrate on teaching contents but on facilitating strategies for language learning and teaching. Thus our objective for our second model tested was actually quite similar to the objectives of the Hungarian first model, as it also aimed to provide people interested in language learning with useful information to facilitate the process.

If we compare our model to the language clinic developed by our Irish partner we soon realise that the main difference between both models is that the Irish model was developed for learners, and they were provided with materials such as textbook. This is also the case with the Swedish model, developing distance learning courses.

#### **5. IMPACT ON LANGUAGE LEARNING: EFFECT OF LEARNING IN THIS WAY.**

There is no doubt that the main impact that our model has caused is that of offering adults the possibility of learning strategies for language learning and teaching, share experiences with other people in their same situation and know about the possibility of contacting language advisers who can help them to solve many of their doubts. When adults think about language learning they inmediately think about traditional teachers and courses, as autonomous and distance learning are not very popular in Spain yet, mainly due to the lack of information about them. This lack of information leads adults to consider distance and autonomous learning as a not valid or serious alternative, but as for the feedback collected during this test phase were are convinced that we can highly contribute to the improvement and increase in degree of autonomy in language learning, coming to fill a big gap in this sense in Spain.

## **6. NATIONAL COLLABORATORS:**

For this second phase, we have contacted several national collaborators. First of all, we got into contact with the Virtual Bookshop Amares to feed our Web Site contents in the section related to Language Learning Resources (Book of the Month).

Secondly, we contacted the Parents' Associations of those schools with which our company usually works. This was a good way to spread the information about the project and thus get people interested in taking part. Although our expectations did not reach what we had foreseen, we still do think that this is a useful way to spread the information about the project, maybe it was not the best period to start up with the model.

### **WORKING WITH NON-TRADITIONAL LEARNERS:**

Though it has been difficult to work with learners whose degree of knowledge of the language was not so high, the experience has been really positive as you face new situations related to language learning. Besides, we have learnt that this model is very useful as you provide more people with a support both presential and virtual, and we may say that our aim of teaching people how to learn to teach has been reached at a certain extent. However, it would be very fruitful to go on with the model for a longer period so as to get wider results and draw up clearer conclusions.

### **OUR OWN COUNTRY**

It's terribly difficult to find Spanish people with wide knowledge of languages or being able to speak foreign languages.

So, we can say that the model tested in the second phase is very important to make this handicap disappear and increase awareness on importance of language learning (making parents conscious about the necessity of their children learning different languages.) In this respect, we have also learnt that it is a good way to address more people and get them started in the process of language learning from non-traditional perspective, and endow them with the possibility to access freely and easily to languages (no timetables, no fees, etc.).

## **7. CONTINUITY / SUSTAINABILITY**

This is a useful method to increase participation in language learning and to address more people who had not previous access to it.

As for its continuity, we think it would be a good idea to implement or set up a language advice surgery in a specific school for a whole school year. Thus this pilot experience has opened the door to us to work in this line of language advice surgery. As many of the people involved in the experience have pointed out this surgery is a service which should be opened and maintained. Probably we are about to start a new concept of "public service" in which educational institutions will have a lot to say.