



MAILBOX

12 août 1996
Genève, le
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Département de l'instruction publique

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Concerne : étude de faisabilité "TEL*LINGUA" du G7

Monsieur le Directeur,

Comme annoncé dans ma dernière lettre, j'ai le plaisir de vous transmettre ci-joint le rapport relatif à ma participation lors de la réunion du 29 avril 96 à Paris, consacrée à l'objet cité en marge.

Après cette réunion, qui a permis de remanier considérablement la proposition d'étude de faisabilité pour le projet TEL*LINGUA, j'ai dû attendre de longues semaines pour obtenir les informations définitives et les projets de contrat. Je pense que le retard est certainement dû au fait que la signature du contrat avec la DG XIII a pris plus de temps que primitivement prévu et que les détails contractuels ont nécessité un certain temps pour être élaborés.

Je vous souhaite bonne réception de l'ensemble de ces documents et reste à votre entière disposition pour tout renseignement complémentaire (M. Marino OSTINI, qui a également assisté à la réunion du 29 avril, devrait pouvoir également vous fournir quelques renseignements).

En vous remerciant de m'avoir donné l'occasion de participer activement à ces travaux fort intéressants, je vous adresse, Monsieur le Directeur, mes respectueuses salutations.

R. Morel.

R. Morel
Directeur du CIP

Annexes : mentionnées.

G7 Pilot project "Information and society"

Thème 3 :

TRANSCULTURAL EDUCATION AND TRAINING

**FEASIBILITY STUDY : "GETALL" -
TEL*LINGUA**

**(GLOBAL COMMUNICATION PLATFORM FOR EUROPEAN
TRANSCULTURAL AND LANGUAGE LEARNING AND THE
EUROPEAN LANGUAGE INDUSTRY)**

**Rapport sur la réunion de coordination internationale sur
le projet le 29 avril 1996 à Paris**

Contexte

Le cadre avait été fixé lors de la réunion des 20 et 21 novembre à Bonn (cf. rapport de cette réunion par le soussigné le 4 mars 1996).

Prolégomènes

Les négociations entre le G7 d'une part, les coordinateurs principaux (la France et l'Allemagne) et la DG XIII de la Commission de l'Union Européenne d'autre part, ont pris beaucoup plus de temps que prévu. De début décembre 95, comme prévu initialement, les contrats et finalement le financement n'ont été assurés que vers la fin du mois de mars/début avril 96. Ceci explique largement les hésitations des premiers mois de 1996 et la nécessité de redimensionner le timing et le contenu de cette étude de faisabilité par rapport à la planification de la fin de l'automne 95. Le déplacement de la conférence de Turin du 10 et 11 juin 96 au 7-8 octobre 96 s'explique par les mêmes raisons.

Ordre du jour

En fonction des éléments cités ci-dessus, le travail s'est concentré sur les points suivants, en partant du document de base du 25 novembre 95 (cf. annexe 1) :

- point de la situation du projet.
- financement.
- organisation des partenariats avec les différents pays (pays du G7, pays de l'UE et les autres pays).
- planification du travail de chacune des 10 commissions.
- design de la conférence de consensus de Turin.
- mise en oeuvre d'un calendrier.
- aspects contractuels.

Le compte rendu de cette réunion de la part des coordinateurs m'est parvenu bien tardivement (fin juin) et se trouve dans l'annexe 2.

Les responsables et les premières définitions de chaque commission, la nouvelle planification et les différents partenaires sont explicités dans les annexes n° 3, 4 et 5.

Suivi du projet

Une réactualisation de la description du projet TEL*LINGUA a été réalisée sur le WWW par le partenaire français (CIEP : Centre international d'études pédagogiques à Sèvres-Paris) dans le courant du mois de mai (cf. annexe 6). Chaque commission (WP : work package) a été reprécisée en tenant compte de la réunion de Paris du 29 avril.

Une réunion pour les responsables de la coordination générale (France, Allemagne + Italie (responsable de la conférence de consensus) avec les présidents des commissions a eu lieu à Turin les 10 et 11 juin. Le compte rendu est joint au présent rapport avec l'annexe n° 7.

Point de la situation en Suisse

Les informations arrivent dans notre pays avec un certain décalage et le mémorandum OFES-CIEP devait être signé avant les vacances. Le contrat entre l'OFES et le CIP/TECFA était prêt au début juillet.

Vu le temps disponible et les ressources allouées, la contribution suisse sera concentrée principalement sur les commissions n° 4 et 8 ainsi que sur les activités liées à la conférence (WP 10).

Conclusion

Il ne faut pas perdre de vue qu'il s'agit d'une étude de faisabilité et que les mois de septembre à novembre seront cruciaux (premières recommandations, conférences de consensus, rapport final et décision). En effet, le projet qui se dessine derrière cette étude de faisabilité est d'un gros calibre, tant il est vrai que les aspects d'éducation et de formation via les NTIC (Nouvelles Technologies de l'Information et de la Communication) pour l'enseignement et l'apprentissage des langues notamment est fondamental aux yeux des dirigeants de tous les pays et pas seulement dans la sphère du G7.

R. Morel
Directeur du CIP à Genève
8 août 1996

Annexes : ment.

**PROPOSAL FOR A FEASIBILITY STUDY
FOR AN OPERATIONAL PLAN
FOR A GLOBAL COMMUNICATION PLATFORM
FOR network-based TRANSCULTURAL
AND LANGUAGE LEARNING AND
THE LANGUAGE INDUSTRY'**

"GETALL"

**Proposed by France, Germany and Italy
on behalf of the European members and observers**

**G7 "Information Society"
Pilot-Project» Theme 3: Transcultural education and training**

Duration: February 1996 to September'1996

Summary of the study

In the coming decade professionals will need to master the language and understand the culture of at least another country in a global society. Interactive language learning, backed up by global networks is one promising way in which to bring a learner in close contact with the target language region, without the learner having to spend long periods abroad. Innovative applications in this field will offer a much larger number of students or professionals the opportunity to gain awareness of different cultures. They will therefore be better prepared to work effectively in the global market place.

The pilot project aims at experimenting with new ways of co-operating in the education and training of those who will have to work in this new environment.

The pilot project, for which the feasibility study will pave the way, focuses on the challenges of providing innovative language learning which will lead to a greater understanding of other cultures. The innovative language courses will use materials including: text, sound, images, and video sequences as the most appropriate means of familiarising learners with the key characteristics of how people live and work, in another country. These innovative language learning materials are aimed at teachers and trainers, who will make use of them according to their own pedagogic style.

Network-based intensive cross-cultural education and training is more a highly-promising perspective for the near future than a broad area of application in everyday practice today. In most developed countries, large-scale implementation needs will trigger new alliances between actors from the more traditional education and training field with technology and service providers of all types. Facilitating and speeding up that process will be the central focus of the project as well as its core outcome.

In consequence this feasibility study aims to prepare the pilot project theme 3 "Transcultural Education and Training". It concentrates with priority on the coordination of existing national structures and national strategic developments in the G7 members and other countries.

Result of the study - which will be carried out in 8 months - should be a coherent set of recommendations for decisions makers and institutions, to set up the planned pilot project in a way it promises maximum benefits for the development of network based transcultural education and training and the language industry.

The study is centred around the identification of the appropriate national actors, including providers, users and those deciding about the use, bodies and networks for quality management and certification. Its key items will be the definition of the users' needs, the educational strategies to be used to respond to those needs, the global structure of the server network, and the identification of existing and upcoming resources.

The study should allow the pilot project to concentrate on those activities crucial for the success of a global networks in that area, giving market forces the space for quick and adequate development, encouraging and supporting innovative actors of all kinds and restrict pilot project activities to those areas, where they can help to bring together critical masses more quickly, to overcome fragmentation, to support all developments in standardisation, diffusion of good practice, certification and valorization.

To achieve that, the feasibility study takes a strict user needs view, looking for those recommendations for actions, where a consensus of the global actors can be identified.

To ensure such a rather result than analysis driven approach, a global consensus conference in May '96 in Italy is proposed as well as an experimental network of pilot-servers, which will directly try to implement functionalities proposed in a way, it can be experienced openly by all actors interested worldwide.

1 Objectives of the Study

The development of a real global market for network-based transcultural education and training is the raison d'être of the project and pilot projects should be initiated with this view in mind. Looking at the applications from the users' needs and views is the only way to succeed as the information highway is presenting the users with unquantified choices and only those meeting its expectations will qualify. Facilitating and speeding up the dissemination of and endorsement of the recommendations for actions among the global actors is also a key element which will need to be addressed within the context of the pilot projects.

To prepare our people to work effectively in the global market place, it will be important to implement pilot projects which will target all ages if we want a change in the culture towards a more global economy.

Ensuring the participation of non G7 countries will also expand the benefits of the project.

The feasibility study proposed here has to create quickly and well based an adequate operational plan for the G7 pilot project theme 3 "Transcultural Education and Training". It will offer its framework and its coordination mechanisms also to all countries interested.

This means in practice: We will encourage national analyses to all themes described afterwards from other nations, offering to include them into the respective synopsis and recommendations and including them in the circle of invited actions for the consensus conference. Also the dissemination of the feasibility studies results is open for interested institutions and persons in the participating countries.

The feasibility study has to be considered as the first phase of the pilot project itself, leading to a better understanding of the difficulties to be solved, both on a theoretical base and through the observation of a real implementation on an experimental server network. Hence it will include several workpackages, one for the organization of international coordination, one for the realization of the experimental network, one which will deal with quality control and validation. An additional workpackage will have in charge the necessary synthesis and consensus conference. Through the organization described above, the study will tackle the following aspects : m Public sector content providers have to be brought together with private sector developers and providers, both motivated to present their materials free of charge for the experimental phase, to allow new applications and markets to develop freely. Quality management and certification bodies in each nation have to be won for active cooperation, developing consensus about orientation mechanisms in "cross-cultural and language learning".

- User involvement is equally important.

The project has to consider a broad span of technical functionalities. It does not want specific groups of users to be privileged or handicapped by network technologies they have access to, but to include users on all network levels wherever appropriate.

- Considering existing activities and developments, secondary school's broad scale language learning and more general cultural awareness will be an important target as well as more subject oriented language and

cross-cultural qualification in the tertiary education. Teacher training will have also a central role. Primary education may benefit a bit later from network based language learning preparing children for globalisation.

- In the training field, special attention will be paid to existing and proven methods and structures, and will help to adapt those models to networks and the specific situation in different sectors.

- Cross-cultural information of all types already available in digital form have to be identified.

• Cross-fertilisation of user-groups is seen in many aspects: from common use in areas of overlap to a transfer of models. Database content and communication facilities should make cross-use and fruition simple. The project has to give the space needed to national situations, which may differ widely.

- Materials and information have to be offered in a way facilitating as much as possible regional, sectoral or even personal tailoring and adaptation with respect to local needs or pedagogical styles used.

The different content layers of the study are the following :

- 1 Information exchange, mutual access to existing and upcoming information. It has to ensure a continuous exchange of new information in each country facilitating direct contacts amongst all actors ("Who is who") and allowing a continuous observation of all development in the respective countries.
- 2 An open, interactive communication platform for teachers, trainers and educational/training responsible to accumulate experiences, models and structures thus providing a real G7 value added.
- 3 A permanent "virtual show case of materials and tools" by its combination with teachers/trainers application experiences ensuring the proper pedagogical embedding of the materials and so underpinning the service nature of education and training.
- 4 The (limited) facilities of cross-national pilot experimentation, where the network provides the "candid" character of those experiments, in order to bring quick and broad dissemination as close as possible to the project activities. These layers are technically mirrored in respective functionalities of a "Virtual G7 server for transcultural education and training", physically consisting of national servers, set up and operated in a coherent way.

The location of the national servers should make use of the networking infrastructures and experience at existing centres of excellence in the respective countries, facilitating close contacts with national server locations and at the same time ensuring sufficient familiarity and working contacts with the national educational environment, both for the public educational system as for training in the economic sector.

These servers should be set into operation as soon as possible, using existing technologies, but prepared to migrate on top of the development to higher bandwidth, more complete multimedia services and state-of-the-art protocols as soon as clients can afford it.

At least two experimental servers should be set into practice as soon as possible with some key functionalities of the proposed server structure, in order to develop the technical and organisational and access concepts in an empirical way, offering to all potential users an open dialogue to contribute to the feasibility study. Other servers to join the experimental network are very much welcome.

We assume, most of the basic work for the feasibility study is already done on national and/or sectoral level or is in the process of being carried out, either by the different actors groups own interest or based on respective national initiatives and programmes. In consequence the focus of the feasibility study is not on doing analyses and studies in full detail from scratch, but to identify existing results and expertise to offer an attractive and result oriented framework for coordination and consolidation of all those pieces into a global perspective, which will be the centre of the G7 value added targeted by the pilot project.

Bringing together all respective actors within the different themes will give them the chance to contribute in an open way with their views and strategies and will help to create a global consensus for the next steps to take.

To achieve that, a consensus conference has to be adequately prepared, actors to be invited have to be identified and the results and recommendations of that conference have to be disseminated in an adequate way.

2 ORGANISATION OF WORK

The work of the study will be organized in several different workpackages, which allow the different aspects of the study to be carried out in parallel in a well structured way. One to two institutions for each workpackage will be responsible for coordination inside the package as well as for proper coordination and cross-referencing to the other packages to ensure coherence of work and synergy between the areas of work, which in all cases will show strong interrelations:

A coordination workpackage ; a workpackage to set up, operate and continuously improve at least two experimental pilot-servers; a workpackage to organize a consensus conference including dissemination of results and a workpackage for good practice criteria and validation will provide on different levels the integration of work needed and promote the overall objective of a proper preparation of a global communication platform for network-based transcultural education and learning, which promotes the development of a user oriented, structured and orientation friendly, flexible as well as open worldwide transcultural learning market.

2.0 Coordination of the study (WP 0)

Operational everyday coordinating and management work of the study will be done jointly by the general coordinating partner, the associated coordinating partner and the financial and logistic management partner.

The general coordinating partner will be responsible for reporting and the organisation of meetings. The associated coordinating partner will be in charge of the internal communication system. Financial and logistic management will be done by the respective partner. The conference and consensus management will be coordinated by the Italian partner. Coordination of the different work packages and the actors will be done jointly, each workpackage mainly allocated to one of the coordinators. Details are given in each workpackage description.

Coordination with other EU-financed projects and institutions in the field as well as with international organisations (e.g. Worldbank, UNESCO), supranational actors (e.g. Francophonie, Commonwealth of Knowledge) and existing networks should be done within this workpackage also.

One representative from each of the coordinating partners and from all other partners in charge for the coordination of a workpackage will form the management committee, meeting at the beginning of the study, in the middle preparing the consensus conference and before the end, defining finale guidelines for the overall report. Coordinators of the different national contributions including also non EU-member states contributors shall be also invited to support the work.

These meetings should be organized with strong links to the G 7 pilot project theme 3 national coordinators and observers.

- **Milestones:**
First meeting management group (kick off meeting, begin of month 1)
Intermediate meeting management group (month 4)
Final meeting management group (month 7)
- **Deliverables:**
Intermediate project progress report (end of month 5) Overall project report (end of month 8)
- **Coordinating partners:**
DISTNB (general) & CIEP (financial & logistic) & FIM (associated) & CAMPO (Conference)

2.1. User needs (EDUCATIONAL systems) (WP 1)

Global transcultural and language learning based on digital networks is characterized by a big variety of different user groups, partly using respective service already, partly potential users which probably will join soon. The question of user needs will be tackled from both points of view of education and training.

In the educational sector information about those - existing as well as upcoming - needs will be collected from schools of all levels, with a priority in secondary and tertiary levels, and vocational fields in relation with international matters such as tourism, commerce etc. Also interesting new developments in the primary school area have to be reviewed. Similarly user needs in teacher training have to be studied. Institutional learning should be taken into account as well as ways of distance and individualized forms of learning.

The specificity of national servers being used by users of distinct languages and cultures must be taken into account. Production and validation mechanisms should allow cross-improvement of contents and services, through mutual information, evaluation and enrichment.

In this sense, user needs cannot be described only based on empirical data of the situation existing (as sophisticated as ever they will be), but mainly by developing appropriate scenarios of developments already ongoing or foreseen for the next future.

In line with the nature of a feasibility study, this workpackage will not center around new in depth analyses from scratch, but around an appropriate collection and framing of data, predictions, scenarios existing in the respective national areas and user-subgroups.

As there are strong links between the user needs and its development in the educational system (WP1) and in the area of economy (WP2), a specifically strong coordination here has to be ensured.

- **Milestones:**

- National status report drafts (month 2)
- Compiled and consolidated status reports (month 5)
- National strategic development report drafts (month 4)
- Compiled strategic development report and recommendations draft (month 5)
- Consolidated strategic development report and recommendations (month 8)

- **Deliverables:**

Consolidated status and strategic development report and recommendations for actors in the public educational system (month 8)

- **Coordinating partners:** DISTNB

2.2 User needs (economic area) (WP2)

Users in the economic area are predominantly employees with a communicative function in the process of globalisation of their company or institution. This will include more formal, curriculum based training as well as cultural awareness actions, which task driven or continuously supplies users with a better understanding and communicative abilities for a foreign environment. Special attention has to be paid to the potential of virtual exchanges and electronic partnerships.

As in the field of the educational systems, user needs cannot be described only based on empirical data of the situation existing (as sophisticated as ever they will be), but mainly by developing appropriate scenarios of developments already ongoing or foreseen for the next future.

In line with the nature of a feasibility study, this workpackage will not center around new in depth analyses from scratch, but around an appropriate collection and framing of data, predictions, scenarios existing in the respective national areas and user-subgroups.

As there are strong links between the user needs and its development in the educational system (WP1) and in the area of economy (WP2), a specifically strong coordination here has to be ensured.

- **Milestones:**

- National status report drafts (month 2)
- Compiled and consolidated status reports (month 5)
- National strategic development report drafts (month 4)

- Compiled strategic development report and recommendations draft (month 5)
- Consolidated strategic development report and recommendations (month 8)
- **Deliverables:** Consolidated status and strategic development report and recommendations for actors in the economic sector (month 8)
- **Coordinating partners:** SPRACHBAU

2.3 Educational strategies and objectives (WP3)

User needs of the - mostly still unidentified and unaware - users of the future will strongly depend on educational strategies and the respective decisions based upon. So user needs analysis has to complement existing data and experiences by a projection of effects of educational decisions and developments in the near future, to give the user needs analysis the dynamic dimension it needs to be valuable for project planning.»User needs of the - mostly still unidentified and unaware - users of the future will strongly depend on educational strategies and the respective decisions based upon. So user needs analysis has to complement existing data and experiences by a projection of effects of educational decisions and developments in the near future, to give the user needs analysis the dynamic dimension it needs to be valuable for project planning.»User needs of the - mostly still unidentified and unaware - users of the future will strongly depend on educational strategies and the respective decisions based upon. So user needs analysis has to complement existing data and experiences by a projection of effects of educational decisions and developments in the near future, to give the user needs analysis the dynamic dimension it needs to be valuable for project planning.

Educational strategies will have to be sufficiently varied and flexible as to adapt to the differences of national systems, both on the point of view of contents and methods. In addition to making available large amounts of data and services directly linked to the learning of particular languages, a part of the strategies will consist in setting up international educational networks, meant to allow teachers, trainers and students to build up and circulate co-operative projects between countries. The necessary infrastructure will be put into place by letting each country constitute its own moderating network, which will form the basis of the global apparatus.

Operational objectives of transcultural and language learning initiatives are strongly depending on overall strategic educational goals. Those are defined by the public educational system and its parts or by the partners in economy, e.g. big companies, professional associations, curriculum development bodies.

Globalisation is increasingly mirrored and in not a few cases even just starts to get addressed. Some trends: in the general educational system the way from intensive language learning for an elite towards foreign language communicability as a more general cultural technique; the trend from traditional written language knowledge to communication abilities; the trend to multi language acquisition in some countries. In industry a trend towards more sector and application oriented language learning can be observed, including a heavily reinforced part of cultural embedding, putting in front transcultural abilities.

The workpackage should review in each of the countries concerned the actual situation as well as developments in the near future, as far as they can be predicted today (in some cases only by describing more than one alternative likely to develop).

The workpackage should do that by describing the existing educational strategies in the different countries, analyze communalities and differences and based on that develop a scenario of changes and developments likely to happen in that field.

Special attention has to be given to the role, digital communication facilities will play, especially their economic potential to bring much more people from different countries into much closer contact more actual and in a more natural context.

Based on the analysis of the situation and predictions and options for the future, some key recommendations for further work have to be developed. Using the inputs from the consensus conference, findings and recommendations have to be refined and compiled into a respective "action oriented educational strategies" chapter of the final report.

- **Milestones:**
 - National status report drafts (month 2)
 - Compiled and consolidated status reports (month 5)
 - National strategic development report drafts (month 4)
 - Compiled strategic development report and recommendations draft (month 5)
 - Consolidated strategic development report and recommendations (month 8)
- **Deliverables:**
 - Consolidated status and strategic development report and recommendations for policy and decision makers (month 8)
- **Coordinating partners:** DISTNB & SPRACHBAU

2.4 CONTENT PROVIDERS (WP 4)

Traditional content providers in the area of language in education and training and its transcultural embedding today are predominantly national actors. Content providers will be approached in each country on a broad basis in relation with language and civilization themes: providers of language learning methods and software, providers of all material useful for teaching in the considered languages (for instance national and international news, which are of general interest, but also information in specific areas, especially vocational), providers of cultural information (museums, libraries, cultural associations...). To a certain extent, no field of human knowledge should be put away, as an important part of language learning - especially in the vocational field, - is dealt with through professional acquisitions. Providers will be encouraged to share their data on the basis of a free availability for at least educational users, taking into advantage the benefit of the knowhow gain allowed by international collaborative working facilities and the inherent publicity on a world-wide scale.

Direct course providers serve either a specific geographical region or a whole country, providing different languages (often including their own language as a second language). The mix and task allocation between public and private bodies differs from nation to nation.

Publishers are mostly print oriented, disseminating their products on a national market. Non-print and especially network based types of training and education are in most countries just emerging, needing in many cases new alliances, typically combining content and service providers as well as more intensive transnational collaboration.

The workpackage has to analyze existing structures and activities in the different countries, based on that to provide a synopsis and to identify trends and options, as they can be seen today.

Special attention has to be payed to the views of content providers towards their strategies (in the education as well as in the training field) and planning to go global, and under which conditions, to which extend they would be motivated to offer their products and service models free of charge to be included into a global virtual showcase (Which restrictions of use and protection of intellectual property they would feel necessary? Actual and fully operational versions or restricted and pilot versions or non-functional demo-versions?).

- **Milestones:**
 - National status report drafts (month 2)
 - Compiled and consolidated status reports (month 5)
 - National strategic development report drafts (month 4)
 - Compiled strategic development report and recommendations draft (month 5)
 - Consolidated strategic development report and recommendations (month 8)
- **Deliverables:**
 - Consolidated status and strategic development report and recommendations (month 8)
- **Coordinating partners:** DISTNB & BERLITZ

2.5 SERVICE PROVIDERS (WP 5)

Public broadcasters are traditionally the most active electronic disseminators of media for transcultural and language learning. They have already started to enhance their originally one-way delivery by other media components, building up different models of cooperation with other partners, especially content providers and experimenting with different ways of return links to provide interactivity. Emerging digital transmission with its exploding availability of channels offers a new technical and economic dimension for specialized channels e.g. in the learning and transcultural domain, by satellite broadcast enabling multinational cooperation to an extent unknown in the past. Special attention should be paid to the perspectives for regional and local broad- and narrowcasters and service structures targeted to reach small or dispersed groups of users (less frequently used languages, minorities, migrants etc.).

Telecom operators with the expertise of commercial network use partly intend or have already started to build up language and transcultural services. On the other hand new types of network providers are developing or are shifting their scope of activities to that new field.

Partly similar developments happen in the public educational system, where the originally research networks start to include educational services or begin to open their infrastructures to non-profit organisations with a special focus on transcultural communication and language awareness, such as e.g. school-networks. Software-houses, multimedia producers and emerging specialised service providers on the networks should also be included in the analysis and recommendations.

Again based on the national status and the lines of development, this workpackage has to describe and analyze the developments, to compile the results and to come up with recommendations in that field, paying special attention to promising ways for new alliances and collaboration between service and content providers, between providers from the public and the private sector and more global structures and collaboration.

- **Milestones:**
National status report drafts (month 2)
Compiled and consolidated status reports (month 5)
National strategic development report drafts (month 4)
Compiled strategic development report and recommendations draft (month 5)
Consolidated strategic development report and recommendations (month 8)
- **Deliverables:**
Consolidated status and strategic development report and recommendations
(month 8)
- **Coordinating partners:** MIPT & SNI

2.6 Server structures, access and standards (WP 6)

Given the commonly agreed goal of a virtual G7-server consisting out of national servers working and organized in a way they appear for the user as one homogenous server, needs a proper definition of the technical and organisational communalities as well as the space needed for adequate national solutions.» Given the commonly agreed goal of a virtual G7-server consisting out of national servers working and organized in a way they appear for the user as one homogenous server, needs a proper definition of the technical and organisational communalities as well as the space needed for adequate national solutions.

This has not only to be done for one single, stable situation. A proper migration strategy has to be defined to cope with the technical development, with the increase of bandwidth, computing power and equipment with new types of network and navigation software and browsers, and know how of the majority of prospective users.

Key task of that workpackage is to define the requirements of such a flexible, adaptive and scalable solution. In consequence the task has to start with a proper analysis of the different national situations and their further developments, as far as it can be predicted today. There is a

scalable solution. In consequence the task has to start with a proper analysis of the different national situations and their further developments, as far as it can be predicted today. There is a very strong link to other G7 pilot projects, especially to the two infrastructure projects on theme 1 and 2, which will provide the feasibility study with the proper scenarios of the transnational structures, bandwidth and standards available on G7 level. The choice of standards on operating systems, data organization and user clients will be a strong commitment. A link will be established with the ACTS project "National Hosts" and its contractors, and the GIEE ERCIM, for the expertise and test platforms they can provide.

The workpackage will start on the four levels of functionalities of the planned G7 server on "Transcultural Education and Training":

- the first layer providing information about actors and ongoing projects,
- the second layer providing user friendly and continuous open communication facilities for decision makers and key actors (as people in charge of educational strategies, teachers, training responsibles and trainers),
- the third layer building up a "virtual show case" of available materials, methods and organisational models on 'Transcultural Education and Training' and
- the fourth layer for limited and candid pilot experimentation.

These different layers require different server functionalities, e.g. comfortable and properly updated database facilities on layer one, open communication and conferencing facilities on layer two including multimedia conferencing facilities as soon as they seem useful and affordable for most users, for layer three WWW-type multimedia presentation and access functionalities including as soon as possible high bandwidth functionalities, integrating as far as possible and feasible low cost digital broadcast potential, for layer four the need to set up a global telecooperative work environment specifically dedicated for transcultural learning purposes.

Here this workpackage should build on the results of the EU-funded CILT Feasibility Study "A European Database on Language Teaching and Learning" (May 1995), the pilot-servers started to set in operation based on these results and all other realizations already begun or likely to start. Especially for layer 1, for parts of layer 2 and layer 3 referencing part (not the multimedia showcase part itself, which by the study above is not covered), proposed and agreed solutions should be used as far as possible ever to avoid duplication of work, create synergy and allow "GETALL" and the following G7 pilot project to start practical work earlier and a higher level of concretisation.

- **Milestones:**
Analysis of existing national structures (month 2)
Analysis of international, especially G7 structures (month 3)
National strategic development analysis (month 5)
International, especially G7 strategic development analysis and recommendations (month 5)
Consolidated strategic development report, technical and structural recommendations (month 8)
- **Deliverables:**
First test results, using ERCIM/NH platforms & expertise(month 6)
Consolidated status and strategic development report and recommendations (month 8)
- **Coordinating partners :** DISTN B1 & FIM

2.7 EXPERIMENTAL PILOT-SERVERS (WP 7)

Starting from existing national initiatives and structures, the analysis work of WP 4 shall be tested and prototyped an experimental pilot servers network, at least two based in France and Germany at the co-leading partners (other participating countries pilot servers encouraged to join).

These pilot servers shall set into operation key elements and strategic solutions, converting the analysis work into an open, participating empirical work, where users can continuously test functionalities and contribute with comments and practical experiences in every way appropriate. Of course, the functionalities of the pilot servers will only offer some small segments of the much more comprehensive services of the virtual G7 server finally addressed. The main purpose will be a standing invitation of the active partners of the feasibility study to all actors globally to contribute with their requirements, view points and experiences to an open development.

Consequently additional experimental pilot servers operated in other countries are invited and very much welcome to join this workpackage, either trying to implement solutions of the pilot-servers in their environment or offering to set up and experiment additional functionalities and services. Some of these additional servers are already announced (e.g. CAN, E, UK). The servers will try to offer a set of access possibilities, including a database of products and experiments accessible through W3/WAIS client interface, demo packages using client interfaces for text, images, audio and video on demand.

Key task of that workpackage is to set up the experimental pilot-servers, to operate and improve them continuously and to report continuously on all developments and experiences using the pilot-servers themselves as tools for that communication platform.

- **Milestones:**
 - Experimental pilot-servers set into operation with minimal functionalities (month 3)
 - Pilot-servers functionalities enlarged to cover key functionalities of the four layers (month 5)
 - Prototype of multimedia servers to be consolidated in a second phase (month 6)
 - Improved functionalities of pilot-servers (month 7)
- **Deliverables:**
 - Consolidated experiences and recommendations report (month 8)
 - First design of an online database of collected products and experience (month 8)
- **Coordinating partners:** DISTNB B1 & FIM

2.8 IDENTIFICATION OF EXISTING/UPCOMING DATABASES AND RESOURCES (WP 8)

Integrating language and transnational education and training into global networks will bring those offers much nearer to the learner as well as to a much bigger number of learners. The potential of linking online students as well as actors in economy more directly will strongly enforce the task relation of languages and sectoral specialisation.»Integrating language and transnational education and training into global networks will bring those offers much nearer to the learner as well as to a much bigger number of learners. The potential of linking online students as well as actors in economy more directly will strongly enforce the task relation of languages and sectoral specialisation.

Within that process, relations and overlap with other areas will increase rapidly. Amongst them there are many overlaps to the work of other pilot project themes, e.g. libraries, museums and galleries, environmental issues, healthcare, SME's services. A link with EU projects in these fields, as well as with other international efforts (World Bank, UNESCO...) will be done when possible, through a kind of MetaServer, offering keyword search possibilities .

Also outside the other G7 projects many existing and upcoming databases and digital resources come into the focus of interest for transcultural education and training, e.g. datas on the different educational systems, the conditions for work and life, legal and economic conditions, cultural heritage in general, terminologies in specialized sectors etc. It will be one of the key

synergies the theme 3 pilot project can create to avoid duplication of efforts there and to use the servers as a global information resource and exchange platform to valorize other existing digital sources. Special attention will be taken for minority languages and cultures, as these small communities, could really benefit of the possibilities of the „information age“ to communicate and maintain their particularities with the help of the advanced technologies. In the same effort, collaborations with the small EU countries, or regional projects on language and culture should be set up.

Due to the importance of that question, a specific workpackage is proposed, again first to identify and list existing national as well as international activities and to identify new projects and actions in that field under work or just planned. In parallel, conditions of cross use and cross referencing have to be identified, from a content, an organisational, a technical and legal point of view.

There is a strong link to WP6 (server structures) and WP7 (the experimental servers), where existing of those databases and resources can be either made available by mirroring the data in these experimental servers or by setting up links (sometimes including additional orientation and user-needs tailoring support).

- **Milestones:**
 - National status report drafts (month 3)
 - Compiled and consolidated status reports (month 5)
 - National strategic development report drafts (month 4)
 - Compiled strategic development report and recommendations draft (month 5)
 - Consolidated strategic development report and recommendations (month 8)
- **Deliverables:**
 - Prototype of a MetaServer of pointers and resources (month 6)
 - Consolidated status and strategic development report and recommendations (month 8)
- **Coordinating partner :** DISTNB

2.9 CRITERIA of good practice AND VALIDATION (WP 9)

Really exploiting the potential of network based transcultural education and learning will open up for the single learner as well as for education and training responsibles (trainers, teachers, decision makers) a universe of opportunities and choices compared with the situation today. If development shall not result in to a big increase in confusion and disorientation, those global systems of dissemination and communication have to set up with high priority mechanisms of quality control of processes and methods, validation of content and valorization of the whole system, controlling and promoting a way of adequate exploitation of the new potential of global networks.» Really exploiting the potential of network based transcultural education and learning will open up for the single learner as well as for education and training responsibles (trainers, teachers, decision makers) a universe of opportunities and choices compared with the situation today. If development shall not result in to a big increase in confusion and disorientation, those global systems of dissemination and communication have to set up with high priority mechanisms of quality control of processes and methods, validation of content and valorization of the whole system, controlling and promoting a way of adequate exploitation of the new potential of global networks.

Existing institutions of high reputation in charge of curriculum development, certification standards and quality control today will have to contribute to that task, developing and reshaping their profile of work towards the emerging telematic facilities.

Specifically in areas of an overlap of reputation e.g. between language and cultural promotion institutions and professional bodies in specific sectors of application (e.g. medical terminology), new alliances and models of cooperation between those actors have to be triggered.

Validation mechanisms will have to integrate the input of evaluation from the point of view of users with another native language so as to approach the best possible adequation to that specificity.

This workpackage has again to start from an users perspective, analysing existing mechanisms for credibility, criteria of good practice, certification and validation, developing - based on national strategies and developments, and integrating trans-cultural constraints - a strategic view on

further developments and adequate recommendations.

It will be of key importance for the success of the feasibility study as a whole, to which extend the virtual G7 server on transcultural education and training can be offered to that type of actors as a promising platform for their work in future without a real alternative and not as something potentially competing with their work and plans on further development.

- **Milestones:**
National status report drafts (month 3)
Compiled and consolidated status reports (month 5)
National strategic development report drafts (month 4)
Compiled strategic development report and recommendations draft (month 5)
Consolidated strategic development report and recommendations (month 8)
- **Deliverables:** Consolidated status and strategic development report and recommendations (month 8)
- **Coordinating partners:** DGLF & GOETHE

2.10 CONSENSUS CONFERENCE (WP 10)

The global ambition of the pilot project makes it necessary to start with many national structures existing and views points on further developments, from all G7 countries as well as from other nations, especially from the interested non-G7 EU members. It has to be properly agreed upon, which areas of common interest and commonly seen developments for the future can be identified across all these countries. In addition, in each of the nations involved, a variety of actors from the different fields described have to be brought into contact and given the chance to develop common views in an intensive discussion.

To reflect properly the different groups of actors opinions and views, we estimate a total number of around 250 participants to be identified during the process of work in the different workpackages and invited personally.

This number of actors exceeds the format of a small workshop. So a consensus conference on invitation seems appropriate, with a two days programme giving space for adequate working groups on the different themes. The workpackages will prepare the input for those groups in the form of a draft analysis of the situation, of the strategic developments to be foreseen and propose in a draft form recommendations, the groups should develop consensus on.

Based on that, the whole conference can be highly result and consensus oriented and so give the outcome of the feasibility study really global basis, which is needed to carry out the project itself with a maximum of acceptance and impact.

This workpackage contains the work of the preparation of the conference, of the identification of the participants to be invited, the organizational work to plan and run the conference itself and on the work to organize the proper use of the conferences results by the different content-related workpackages.

This workpackage also includes the dissemination of the conferences results, by supplying the participants with a proper documentation, by delivering this documentation also to actors outside in an adequate format, preferably via networks, but also to a limited extend by print and mail.

- **Milestones:**
Setting up a conference management group (month 1)
Setting up a conference advisory board (month 2)
First announcement and draft programme (month 2)
Invitation and programme (month 3)
Conference (month 6)
Documentation and recommendations disseminated (month 8)
- **Deliverables :** Invitation list and programme (month 3)
Conference performance report (month 7)
Conference documentation (month 8)
- **Coordinating partner :** Associazione CAMPO

3 PROJECT PARTNERS

France

CIEP: Centre International d'Etudes Pédagogiques

Created in 1987, the CIEP is an administrative public institution placed under the supervision of the Ministry of National Education. It also supports the Ministry of Foreign Affairs, the Ministry of Cooperation and Development and various international organisations.» Created in 1987, the CIEP is an administrative public institution placed under the supervision of the Ministry of National Education. It also supports the Ministry of Foreign Affairs, the Ministry of Cooperation and Development and various international organisations.

Out of its 157 employees, 70 are trainers, researchers and experts in educational cooperation; it also makes use of the competence of over 100 external consultants.

The CIEP is presently participating in numerous bilateral and multilateral programs of educational cooperation, acting either as the sole operator or within the framework of consortiums, or together with the foreign ministries of education or international systems of educational research and evaluation, or with institutions such as the European Commission, the European Council, the World Bank, the British Council, the CILT, the Goethe Institute, the CONFEMEN, the CNRS, the Bosh Foundation, the SOROS Foundation....

In France, the CIEP works with the universities, the colleges of university level specialising in professional training, the rectorates and the association of territorial organisations.

The CIEP is the centre of several national and international educational associations, and it has created a specific unit «Europe and Education». One of its publications is the "Revue internationale d'Education".

Institution: public

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e-mail :burou@ext.jussieu.fr

Role : Financial and logistic management of the feasibility study WP0.

MINISTÈRE DE L'EDUCATION NATIONALE, DE L'ENSEIGNEMENT SUPERIEUR et DE LA RECHERCHE - DISTNB

DISTNB (Direction de l'Information scientifique, des Technologies Nouvelles et des bibliothèques) deals with the information of the Ministry and with pedagogical innovation in education. It has undertaken the building up of a national pedagogical electronic network for schools in 1995.

Institution: public

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E-mail: michele.baron@mesr.fr

Role : General coordination together with Germany for the feasibility study (WP0); General coordination for France; Coordination in the field of education, Coordination WP1, Coordination WP3, coordination WP6, coordination WP8.

MINISTÈRE DE L'EDUCATION NATIONALE, DE L'ENSEIGNEMENT SUPERIEUR et DE LA RECHERCHE DISTNB B1:

DISTNB1 has built up and maintained the TELETEL Education server EDUTEL for nine years. EDUTEL is on the verge of opening its services to Internet users.

Institution: public

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Role: Technical support for the French server WP6/WP7

DGLF : Direction Générale à la Langue Française

Institution: public

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Role: Coordination for French language

contents, Co-coordination WP9 (preliminary announcement, Inter-workpackage coordination WP1/WP2/WP3

MAE : Ministère des Affaires Etrangères - Ministry of Foreign Affairs

Under the responsibility of the French Ministry of Foreign Affairs, initiatives in several countries have been taken in the field of French language and culture on electronic networks. A general WWW service is under construction.

Institution: public

Contact person: Régine THOMAS

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MC : Ministère de la Culture - Ministry of Culture

The French Ministry of Culture takes part in Themes 4 (Bibliotheca Universalis), 5 (Multimedia Access to World Cultural Heritage) of the G7 pilot projects. Several WWW services are already available.

Institution: public

Contact person : Jean-Louis PASCON

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MIPT : Ministère de l'industrie, de la Poste, des Télécommunications

Institution: public

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Role : Co-coordination WP5

Ministère du Travail et des affaires sociales - Délégation à la Formation**Professionnelle**

The Delegation à la formation professionnelle with its 130 employees prepares and coordinates - in cooperation with all concerned ministries, social partners and the European Union - all tasks in the domain of vocational training and education, ensures their realisation and evaluates their results.

Institution: public

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Germany

FIM: FIM-Psychologie

The University Erlangen-Nürnberg is the most active institution on the German Internet parts WIN, having set into operation the first highspeed link within the WIN. FIM-Psychologie founded in 1976, linked by 20 Mb fibre optics, operates its own Internet node for education and training including four UNIX Servers with around 1,500 logins and 900 online hours daily, analogue and EuroISDN access and extended learning network experiences. Since 1986 it is active in joint European Learning Technology projects including market and implementation analysis and dissemination and awareness.

Institution: Non-profit, University 12,000 employees, FIM 38 employees

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Coordinator FIM-Psychologie

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WWW: <http://www.fim.uni-erlangen.de>

Role: Associated overall coordinator WP0; coordinator WP 6 & WP 7, inter-workpackage coordination WP 4-8.

BERLITZ

Berlitz is the largest private language school worldwide training more than 100,000 students every year in over 330 language centres.

Berlitz in Germany has developed a comprehensive new distance learning programme.

Berlitz worldwide 5,000 employee

Institution: Private,

Contact person: Leopold REIF

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+49.6196.47.3699, e-mail:

100433.3714@compuserve.com

Role: Co-coordinator WP4

SPRACHBAU:

Founded in 1992, SPRACHBAU emphasises on multicultural and linguistic research, with special reference to international cooperation and exchange. Recent publications: a catalogue of technical dictionaries: «Fachwörterbücher für Ausbildung und Beruf», SPRACHBAU (Ed.), 1995, and a bibliography of teaching materials for general language learning and vocational training: «Deutsch als Fremdsprache», SPRACHBAU (Ed.), in print. Current projects include an approach to occupation centered multilingual language training, a documentation and validation of multimedial learning software used in vocational training, and a survey on German as a foreign language: needs expressed by users as well as providers.

Institution: Non-profit, 28 employees (by 1994)

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Role: Coordinator WP2, Co-coordinator WP3

SNI: Siemens Nixdorf Informations Systeme AG

Siemens Nixdorf Informations System AG is a supplier of Data Processing equipment, ranging from personal computer to super computers. The company provides extensive expertise in systems and in numerous areas of applications, including customers and staff training. New application areas are envisioned in cooperation with Siemens AG in the fields of telecommunications, telecooperation and new training technologies.

Institution: private, appr. 35 000 employees in 40 centers

.../.

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Role: Co-coordinator WP5

GOETHE: Goethe-Institut for Promoting the Study of the German Language Abroad and for International Cultural Cooperation

The Goethe-Institute was founded in 1951. 151 Institutes in 78 countries are the official cultural representatives of the Federal Republik of Germany. Every year appr. 100,000 students attend language classes at those institutes, appr. 25,000 students at the 16 institutes in Germany. Worldwide it supports the teaching of German by developing teaching materials and teacher training, often under EC programmes (LINGUA, Tempus). Within the Department for R&D a section provides educationel technology support (multimedia, teachware, broadcast, databases, Internet, Minitel, Campus 2000 etc.).

Institution: Non-profit, funded by the Ministry of Foreign Affairs, 3.500 employees in Germany and abroad.

Contact person: Timm HASSELT, in charge of media in the Department for R&D

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www: <http://www.goethe.de>

Role: Co-coordinator WP9

Italy

Associazione campo

Associazione Campo is the no profit Italian Association for the development of multimedia, of new education technologies and of flexible education systems in University and in-company training. It was established in September 1990, within the framework of the Comett II programme as contractor of the Palio Project. Campo has a membership of universities, organisations, associations and enterprises directly involved in the sectors of ODL and of flexible systems for training and long-distance education. Campo has links with the largest European universities, enterprises and research centres operating at international level. Campo is now partner of the «Humanities» project, which aims at introducing and developing a structure of virtual mobility through telematics-based distance learning, addressed to students in human science faculties. In this project, Associazione Campo is in charge of the research and of the development and organization of didactics materials for ODI.

Within the framework of the Tempus programme, the Association is contractor of the two projects: the first one concerning flexible and long distance education in cooperation with Hungary (Tempus SJEP 04087) and the second one for the restructuration of the faculty for long distance education of Sofia (Tempus SJEP 07388).

The person authorized to sign on behalf of the Associazione Campo is : Prof. Valerio GREMENTIERI (President).

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Dr. Dario NATOLI (Vice-President), Tel.: +39.6.3720266, Fax: +39.6.3225904, e-mail: teledid@rai.iunet.it

Role: Co-coordinating partner WP0 (conference), coordinating partner WP10.

United Kingdom

NCET: national council for educational technology

Founded by the DfEE and other UK Education Departments, the NCET is responsible for the development and promotion of the use of IT in education and training. The main stands of its work are promoting the effective application of established and proven technologies, and monitoring new technologies and evaluating them for their potential. As part of its work , the NCET with CILT (the Centre for Information on Language Teaching) has established Lingu@NET, a server on the WorldWideWeb to support language learning and promote cultural awareness (see reference in WP6).

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Role: Coordination UK contributions

Df

Within the DfEE the Education and Training Division is responsible for policy on Information Technology capability in schools and in training and life-long learning in England; and for the coordination of new technology initiatives across the Department.

Within this Division the Superhighways and Multimedia Unit is responsible for the development of policy on networking in education. The DfEE represents the other UK Education Departments for the purposes of the G7 initiative.»fEE: Department for education and Employment»Within the DfEE the Education and Training Division is responsible for policy on Information Technology capability in schools and in training and life-long learning in England; and for the coordination of new technology initiatives across the Department.

Within this Division the Superhighways and Multimedia Unit is responsible for the development of policy on networking in education. The DfEE represents the other UK Education Departments for the purposes of the G7 initiative.

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Spain

FUNDESCO: Fundacion para el Desarrollo de la Funcion Social de las Comunicaciones

Fundesco (Foundation for the Development of the Social Function of Communications) was founded in 1968 and is a non-profit making institution supported by Spanish industrial and official bodies associated with information and communication technologies. Its main sponsor is the main Spanish telecoms provider Telefnica S.A.»»Fundesco (Foundation for the Development of the Social Function of Communications) was founded in 1968 and is a non-profit making institution supported by Spanish industrial and official bodies associated with information and communication technologies. Its main sponsor is the main Spanish telecoms provider Telefnica S.A.

Fundesco's activities cover the following: - research on the use and applications of communications and information technology and their impact on Spanish society;

- training of experts in these fields: - promotion of social applications which benefit the quality of life through the initiation, implementation and assessment of suitable projects;
- forecasting of technological and social impacts (e.g. in the fields of audiovisual and telemedecine, teleworking and teleeducation);
- international cooperation with EU and Latin American countries.

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Role: Coordination spanish contributions

Greece

Lambrakis research foundation

The Lambrakis Research Foundation (LRF) is a public interest private institution founded in Athens in 1991. The Foundation serves the common weal by undertaking projects in various sectors of high-priority interest to Greece such as Education, Culture, the Environment and the growth of regional development, in particular within the framework of the European Union. It is concerned with transmitting knowledge and information to promote an increased awareness of cultural, educational, environmental and of important social issues, as well as to create new and more rewarding opportunities for the young, always in close collaboration with the public administration (ministries, municipalities, etc.). The LRF gives high priority to educational technology in various fields, such as the production of educational software and the application of multimedia, in Education, teacher's training etc. Its ultimate scope is to contribute to each and every worthwhile attempt, in order to ensure better and more effective educational practices in both a Greek and international context.

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Switzerland

CIP : Centre d'informatique pedagogique du departement de l'instruction publique

CIP offers various activities and services, such as: training seminars, telematic applications, information services, consultation of the didacthèque.

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Projet pilote du G7 "Information and Society"-Theme 3 : Transcultural education and training - Etude de faisabilité TEL*LINGUA

Compte rendu de la réunion du 29 avril 1996 au CIEP (France) :

Le 29 avril, une réunion de coordination internationale du projet s'est tenue en France au CIEP (France). La coordination générale avait invité les responsables nationaux, les coordonnateurs des workpackages et des partenaires opérationnels susceptibles de s'impliquer dans le projet de façon significative.

Cette rencontre a permis de faire état de l'avancement du projet, de confirmer le nouveau calendrier, d'apporter des réponses à un grand nombre de questions concernant l'organisation du travail et de préciser les données financières et contractuelles. Vingt deux personnes étaient présentes (voir liste).

Calendrier et état d'avancement du projet

Le démarrage de ce projet fut long et difficile. Aujourd'hui, les problèmes de départ sont résolus. Le contrat avec Bruxelles est signé et enregistré depuis quelques semaines. Les travaux peuvent s'appuyer désormais sur un calendrier raisonnable et définitif. L'étude de faisabilité s'étend sur 9 mois : du 1^{er} février à la fin octobre 1996. Un avenant au contrat avec Bruxelles sera signé dans les semaines à venir pour le confirmer et apporter des modifications d'ordre technique au projet Getall. Le projet s'appelle désormais TEL*LINGUA. La conférence de consensus de Turin, qui devait avoir lieu début juin, est reportée aux 7 et 8 octobre 1996. D'une manière générale, nous pouvons considérer que les échéances concernant les travaux des workpackages sont retardées d'un mois par rapport au calendrier initial, car nous devons compter avec le mois d'août qui est un mois de vacances. C'est pour cela que les contributions et les recommandations officielles des workpackages doivent impérativement parvenir à la coordination générale fin juillet. Les résultats intermédiaires sont attendus fin juin au plus tard. Toutes les informations disponibles pouvant être communiquées avant sont bienvenues car elles permettraient de nourrir les contenus des deux serveurs TEL*LINGUA qui ouvriront pour la conférence G7 de Midrand qui se tient en Afrique du Sud du 13 au 17 mai 1996.

Les 10 et 11 juin prochains réuniront à nouveau la coordination générale et les responsables des workpackages à Turin. A cette occasion, une conférence de presse sera donnée pour présenter le projet et annoncer la conférence consensuelle d'octobre. Une communication concernant l'état du projet sera faite à la conférence du G7 qui se tiendra à Lyon (France) du 27 au 29 juin 1996.

La conférence G7 de Midrand

Cette conférence s'inscrit dans le cadre des travaux du G7 "information et société". Elle est basée sur les développements possibles entre les pays

industrialisés et les pays en voie de développement. Une conférence officielle réunira sur ce thème les pays du G7, l'Union européenne et les pays non industrialisés. Une quarantaine de pays seront représentés. Une exposition présentant des produits et des solutions techniques se tiendra parallèlement. Le thème 3, transculturel éducation and training, a été retenu et sera présent. A cette occasion, Michèle Baron et Walter Kugemann présenteront le projet, et un premier état des deux serveurs TEL*Lingua sera en démonstration sur un stand du pavillon G7. Cette rencontre est une bonne occasion pour faire connaître le projet le plus largement possible au niveau international.

•Organisation financière et partenariats

Un des points très importants de notre organisation du travail est de connaître les engagements de chacun et d'identifier de façon précise les responsables nationaux. Une liste de ces responsables et des partenaires opérationnels est établie (voir document ci-joint). Cette liste sera corrigée et complétée en permanence et vous en recevrez une nouvelle copie de façon régulière. Chaque pays partenaire doit faire un projet décrivant sa contribution. Cette description du travail, accompagnée de son évaluation financière sera jointe au contrat. Les pays doivent signer avec le CIEP. Les pays partenaires qui n'appartiennent pas à la Communauté européenne sont également invités à produire ce descriptif et à signer un mémorandum avec le CIEP. Des projets de mémorandum et de contrat ont été proposés durant la réunion et sont disponibles au CIEP. Cette formalité et la signature doivent intervenir courant mai.

Durant mars et avril, la coordination générale a profité des réunions de coordination qui se sont tenues à Bruxelles pour établir des contacts avec des responsables d'autres projets communautaires proches du domaine qui concerne Tel*lingua. Des échanges de listes et de documents ont été établis avec les programmes LEONARDO et SOCRATES. Les projets FORUM et TELOS ont fait l'objet d'une rencontre et d'une présentation. Des contacts de principes pouvant déboucher sur des rencontres sont pris avec les projets SAELN et SIMULAB. Ces projets, à terme, peuvent se révéler complémentaires et susciter des synergies futures. Pour le moment, seul le principe d'échanges d'information a été retenu.

Organisation du travail et des workpackages

L'organisation du travail des coordonnateurs des workpackages a fait l'objet de nombreuses interrogations, en particulier la définition des contenus et des attentes. Les responsables de commission présents ont expliqué quelle pouvait être leur interprétation des contenus. Pour certains workpackages, les contenus sont très proches et peuvent faire l'objet de recoulements. La description contenue dans le projet "getall" de novembre 1995 est à la fois très complète et très ouverte. Il a été convenu que les responsables feraient en quelques lignes une description de leur interprétation et de ce qu'ils souhaitent traiter concrètement. Ils feront parvenir ce "digest" à la coordination générale dans les 15 jours. Cette description simplifiée et précisée sera alors communiquée à tous les responsables nationaux. Il est important que ces coordonnateurs définissent un cadre de travail et quelques procédures.

Il est à noter que déjà un grand nombre de données existent. Il s'agit de les recenser. Des informations et des listes à ce sujet pourront être établies et communiquées régulièrement par l'intermédiaires des serveurs et des mails.

Exemple :

L'Italie a expliqué sa façon de travailler qui peut être prise comme un exemple : le responsable national distribue la description des 10 workpackages aux partenaires italiens éventuels en précisant qu'il s'agit d'une contribution gratuite et en demandant à quels workpackages ils veulent contribuer. Il fait part des réponses à la coordination générale et aux responsables des workpackages qui peuvent alors directement contacter ces partenaires institutionnels ou privés.

Une liste générale des partenaires est tenue à jour par la coordination générale qui la diffusera régulièrement.

Sur le tableau des responsables des workpackages (voir document joint), il y a encore un ou deux noms qui devraient changer mais on peut dire aujourd'hui qu'il est stabilisé. Il est donc facile de joindre les responsables et de leur faire part des contributions nationales et de leur communiquer les noms des personnes responsables. Il est très important que les différents pays contribuent à chacune des commissions.

Le retour des contributions : d'après les répartitions du calendrier, les premiers résultats auraient dû parvenir à la coordination générale fin avril. Il s'agit de l'état des lieux par pays. La date est indicative. Il est raisonnable de les attendre pour juin. Les dates impératives concernent ce qui est appelé "deliverable" et qui représente les documents qui devront être remis à la commission européenne et qui seront intégrés aux résultats de l'étude de faisabilité.

•la conférence de Turin

Elle se tiendra durant deux jours les 7 et 8 octobre 1996. Quatre cents personnes seront invitées à y participer.

La séance d'ouverture pourrait être retransmise par Eutelsat.

Elle serait suivie par des ateliers de travail sur les principaux thèmes du projet. Turin dispose d'une grande salle de conférence et de petites qui permettent le travail en ateliers et les rencontres informelles. Une soirée officielle sera organisée. Olivetti a été sollicité pour être le sponsor officiel. Un descriptif précis vous sera envoyé bientôt car il est important (question soulevée) que les invités potentiels comprennent quel est l'intérêt du déplacement à cette conférence .

General coordinator - France	Associate coordinator - Allemagne
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Responsables des commissions (workpackages)

Commissions	coordonnateurs	
Commission 0	<p>DISTNB (coordinateur général -France) Michèle BARON - Ministère de l'Education Nationale, 1, rue Descartes, F-75005 PARIS, Tel.: 33.1.46343755 Fax +33.1.46344634 e-mail: michele.baron@mesr.fr</p> <p>CIEP (finances et logistique - France) Francis DEBYSER CIEP, 1 avenue Léon Journaux, F-92311 SEVRES, Tel.: +33.1.45.07.60.00, Fax:+33.1.45.07.60.01, e-mail: bureau@ext.jussieu.fr</p> <p>Pour les questions financières :</p> <p>Sylvie Pietruszka tel : (33 1) 45 07 60 28 Fax : (33 1) 45 07 60 01</p> <p>Coordination of the study</p>	<p>FIM (coordinateur associé -Allemagne) Walter F. KUGEMANN, FIM-Psychologie Address: FIM-Psychologie, Maximiliansplatz 3, D-91054 Erlangen Tel.: +49.9131.85.4736, Fax: +49.9131.85.4738, e-mail: kugemann@fim.uni.erlangen.de WWW: http://www.fim.uni-erlangen.de</p> <p>CAMPO (conférence - Italie) Prof. Valerio GREMENTIERI (Président). Campo Via Cavour 82 - 50129 Firenze Tel.: +39.55.2381484, Fax: +39.55.2381485 e-mail: campo@dada.it</p> <p>Dr. Dario NATOLI (Représentant de l'Italie), RAI - Via Teulada, 66 00195 Roma Tel.: +39.6.3770266, Fax: +39.6.3225904, e-mail: teledid@rai.junet.it</p>
Commissions	coordonnateurs	
Commission 1	<p>DISTNB - B2 (France)</p> <ul style="list-style-type: none"> • Gilles BRAUN - Ministère de l'Education Nationale de l'enseignement supérieur et de la Recherche, 107, rue de Grenelle, F-75007 Tel.: 33.1.49 5518 48 Fax +33.1.49 55 19 16 e-mail: braun@ext.jussieu.fr 	

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Commissions	coordonnateurs
Commission 2 Besoins des utilisateurs (domaine économique) User needs (economic areas)	<p>DFP (France) Amid BENDOUBA - Ministère du Travail - Délégation à la formation professionnelle 31 quai de Grenelle 75738 Paris cedex 15 - F Tel: (33 1) 44 38 32 78 - Fax : (33 1) 44 38 33 00</p> <p>SPRACHBAU (Allemagne) Alf AMMON, management and project coordination Address: Sprachbau, Jägerstr. 51, D-10117 Berlin Tel.: +49.30.85999660, Fax: +49.30.85999661</p>
Commission 3 Stratégies et objectifs éducatifs Educational strategies and objectives	<p>Observatoire linguistique (France) • Claude Truchot Président de l'Observatoire linguistique Tél. 33 88 79 07 03 Fax: 33 88 60 95 10 Université de Franche-Comté - Faculté de lettres 30, rue Mégevand F-25 000 Besançon</p> <p>SPRACHBAU (Allemagne) Alf AMMON, management and project coordination Address: Sprachbau, Jägerstr. 51, D-10117 Berlin Tel.: +49.30.85999660, Fax: +49.30.85999661</p> <p>DISTNB (France) • ANNE GUYON Département de l'information spécialisée Ministère de l'Education Nationale de l'Enseignement supérieur et de la Recherche, 1 rue Descartes, F-75005 - tél : (33 1) 46 34 39 47 - Fax : (33 1) 46 34 48 48 e-mail : anne.guyon @mesr.fr</p>
Commission 4 Fournisseurs de contenus Content providers	<p>DEUTSCHE TELEKOM AG (Allemagne) Leopold REIF Generaldirektion - Multimedia -Systemhaus Godesberger allee 93 -- 53105 BONN Tel.: +49.228.18.17.519 - Fax: +49.228.18.18.783 e-mail : 100433.3714@compuserve.com</p>

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Commissions	Coordonnateurs
Commission 5 Fournisseurs de services Service providers	<p>MIPT (France) Didier HUCK - Ministère de l'Industrie, de la Poste, des Télécommunications Address: 101, rue de Grenelle, F-75353 PARIS SPOT Tel.: +33.1.43.19.20.41 - Fax: +33.1.43.19.35.51 e-mail : didier.huck@inria.fr</p> <p>SNI (Allemagne) Siemens Nixdorf Informations Systeme AG Herr MATION Address: Otto-Hahn-Ring 6, D-81739 München Tel.: +49.89.63640518 - Fax: +49.89.6364.2945, e-mail:</p>
Commission 6 Structure serveur - Accès et standards Server structures, acces and standards	<p>DISTINB (France)</p> <ul style="list-style-type: none"> • Michèle BARON - Ministère de l'Education Nationale de l'Enseignement supérieur et de la Recherche, 1 rue Descartes, F-75005 Tel.: 33.1.46343755 Fax +33.1.46344634 e-mail: michele.baron@mesr.fr <p>FIM (Allemagne) Walter F. KUGEMANN, Address: FIM-Psychologie, Maximiliansplatz 3, D-91054 Erlangen Tel.: +49.9131.85.4736, Fax: +49.9131.85.4738, e-mail: kugemann@fim.uni.erlangen.de WWW: http://www.fim.uni-erlangen.de</p>
Commission 7 Les serveurs pilotes expérimentaux Experimental pilot- servers	<p>DISTINB B1 (France)</p> <p>Jacqueline DESCHAMPS - Ministère de l'Education Nationale de l'Enseignement supérieur et de la Recherche, 110 rue de Grenelle, F-75007 PARIS, Tel.: +33.1.49.55.2033 e-mail : deschamps@ext.jussieu.fr</p> <p>FIM (Allemagne) Walter F. KUGEMANN, Address: FIM-Psychologie, Maximiliansplatz 3, D-91054 Erlangen Tel.: +49.9131.85.4736, Fax: +49.9131.85.4738, e-mail: kugemann@fim.uni.erlangen.de WWW: http://www.fim.uni-erlangen.de</p>

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Commissions	coordonnateurs
Commission 8 Identification des ressources et des bases de données Identification of existing/upcoming databases and resources	DISTNB (France) • Maryse Quéré - Ministère de l'Education Nationale de l'Enseignement supérieur et de la Recherche, 61-65 rue Dutot F-75015 Paris Tél.: 33.1.40.65.68.05 - Fax +33.1.40.65.70.90 e-mail: quere@dgrt.mesr.fr
Commission 9 Critères de pratique correcte et validation Criteria of good practice and validation	DGLF (France) Pierre OUTDART Address: DGLF, Hôtel de Fraguier, 1 rue Manutention, F-75016 PARIS, Tel.: +33.1.40.69.12.19, Fax :+33.1.40.69.12.80 Goethe (Allemagne) (the name will be forwarded at a later date) Goethe-Institut -Helene-Weber Allee 1, D-80637 München Tel.: +49.89.15921361, Fax: +49.89.15921237, e-mail: hassert@goethe.de www: http://www.goethe.de
Commission 10 Consensus conference	CAMPO (Italie) Prof. Valerio GREMENTIERI Campo Via Cavour 82 - 50129 Firenze Tel.: +39.55.2381484, Fax: +39.55.2381485 e-mail: campo@dada.it Dr. Dario NATOLI RAI - Via Teulada 66 I-00195 Roma Tel.: +39.6.3720266, Fax: +39.6.32225904, e-mail: teledid@rai.iunet.it For further information concerning the consensus conference, please contact: Mrs. Barbara Salvatici Campo Via Cavour 82 - 50129 Firenze Tel.: +39.55.2381484, Fax: +39.55.2381485 e-mail: campo@dada.it

**Projet pilote du G7 "Information and Society"-Theme 3 : Transcultural education and training
Feasability study Getall - TEL*LINGUA project**

Calendar for workpackages :

	February month 1	March - month 2	April, month 3	May Month 4
WP0 Coordination of the study DISTNB (général) CIEP (finances et logistique - France) FIM (associé -Allemagne) CAMPO (conférence)	20/11/95 meeting in Bonn 20/12/95 meeting in Rome Contract with Brussels Kick off meeting management group 13/02/96 in Paris	Meeting of the management group in Brussels 22/03 /96 Workpackages setting	18/04/96 Meeting in Brussels 29/04/ Intermediate meeting (Paris CIEP) (management group, coordinating partners and national partners)	
WP1 User needs (educational systems) DISTNB B2 (France)		National status report drafts	National strategic development report drafts	
WP2 User needs (economic areas) DFP (France) SPRACHBAU (Allemagne)		National status report drafts	National strategic development report drafts	
WP3 Educational strategies and objectives DISTNB (France) Sprachbau (Allemagne)		National status report drafts	National strategic development report drafts	
WP4 Content providers DISTNB (France) Deutsche Telekom (Allemagne)		National status report drafts	National strategic development report drafts	

New calendar

Projet pilote du G7 "Information and Society"-Thème 3 : Transcultural education and training
Feasability study Getall - TEL*LINGUA project

	February month 1	March - month 2	April- month 3	May- Month 4
WP5 Service providers MIPT (France) SNI (Allemagne)		National status report drafts	National strategic development report drafts	
WP6 Server structures, access and standards DISTNB (France) FIM (Allemagne)		Analysis of existing national structures	Analysis of international structures, especially for G7	
WP7 Experimental pilot-servers DISTNB B1 (France) FIM (Allemagne)		Experimental pilot-servers set into operation with minimal functionalities		
WP8 Identification of existing/upcoming databases and resources DISTNB (France)		National status report drafts	National strategic development report drafts	
WP9 Criteria of good practice and validation DGLF (France) Goethe Institute. (Allemagne)		National status report drafts	National strategic development report drafts	
WP10 Consensus conference CAMP0 (Italie)	Setting up conference management group (december 20th)	• Setting up a conference advisory board	• First announcement and draft programme	• Invitation and programme • <i>Invitation list and programme</i>
G7 M.Prager - MTPP (France -Allemagne)	15/01 Préparation de Midrand : projets d'exposition des Thèmes G7	préparation de Midrand	13th to17th Midrand G7 Conference (South Africa) : first state of servers presentation	

- *deliverables*

Projet pilote du G7 "Information and Society"-Thème 3 : Transcultural education and training
Feasibility study Getall - TEL*LINGUA project

Calendar for workpackages

	June, month 5	July, month 6	August 7	September 8	October month 8
WP0 Coordination of the study DISTNB (général) CIEP (finances et logistique - France) FIM (associé -Allemagne) CAMPo (conférence)	<ul style="list-style-type: none"> • 10&11/06 /96 : meeting in Turin (management group and coordinating partners) Press conference about the consensus conference 	<ul style="list-style-type: none"> • <i>Intermediate progress report</i> 			<ul style="list-style-type: none"> Consensus conference in Turin : 7/8 october Final meeting management group (End of the month) • <i>Overall project report (end of the month)</i>
WP1 User needs (educational systems) DISTNB B2 (France)	<ul style="list-style-type: none"> • Compiled and consolidated status reports 	<ul style="list-style-type: none"> • Compiled strategic development report and recommendations draft (end of the month) 			<ul style="list-style-type: none"> • Consolidated strategic development report and recommendations • <i>Consolidated status and strategic development report and recommendations</i>
WP2 User needs (economic areas) DFP (France) SPRACHBAU (Allemagne)	<ul style="list-style-type: none"> • Compiled and consolidated status reports 	<ul style="list-style-type: none"> • Compiled strategic development report and recommendations draft (end of the month) 			<ul style="list-style-type: none"> • Consolidated strategic development report and recommendations • <i>Consolidated status and strategic development report and recommendations</i>
WP3 Educational strategies and objectives DISTNB (France) Sprachbau (Allemagne)	<ul style="list-style-type: none"> • Compiled and consolidated status reports 	<ul style="list-style-type: none"> • Compiled strategic development report and recommendations draft (end of the month) 			<ul style="list-style-type: none"> • Consolidated strategic development report and recommendations • <i>Consolidated status and strategic development report and recommendations for policy and decision makers</i>
WP4 Content providers DISTNB (France) Deutsche Telekom (Allemagne)	<ul style="list-style-type: none"> • Compiled and consolidated status reports 	<ul style="list-style-type: none"> • Compiled strategic development report and recommendations draft (end of the month) 			<ul style="list-style-type: none"> • Consolidated strategic development report and recommendations • <i>Consolidated status and strategic development report and recommendations</i>

- *deliverables*

Projet pilote du G7 "Information and Society"-Theme 3 : Transcultural education and training
Feasability study Getall - TEL*LINGUA project

	June, month 4	July-month 6	August 7	September 8	October month 9
WP5 Service providers MIPT (France) SNI (Allemagne)	•Compiled and consolidated status reports	•Compiled strategic development report and recommendations draft			<ul style="list-style-type: none"> •Consolidated strategic development report and recommendations •<i>Consolidated status and strategic development report and recommendations</i>
WP6 Server structures, access and standards DISTNB (France) FIM (Allemagne)	•National strategic development analysis •International strategic development analysis and recommendations especially for G7	•First test results, using ERCIM/NH platforms & expertise			<ul style="list-style-type: none"> •Consolidated strategic development report, technical and structural recommendations •<i>Consolidated status and strategic development report and recommendations</i>
WP7 Experimental pilot-servers DISTNB1 (France) FIM (Allemagne)	Pilot-servers functionalities enlarged to cover key functionalities of four layers	Prototype of multimedia servers to be consolidated in a second phase		Improved functionalities of pilot-servers	<ul style="list-style-type: none"> •<i>Consolidated experiences and recommendations report</i> •First design of an online database of collected products and experiences
WP8 Identification of existing/upcoming databases and resources DISTNB (France)	•Compiled and consolidated status reports	•Compiled strategic development report and recommendations draft		<ul style="list-style-type: none"> •<i>Prototype of a metaServer of pointers and resources</i> 	<ul style="list-style-type: none"> •Consolidated strategic development report and recommendations •<i>Consolidated status and strategic development report and recommendations</i>
WP9 Criteria of good practice and validation DGLF (France) Goethe Institute (Allemagne)	•Compiled and consolidated status reports	•Compiled strategic development report and recommendations draft			<ul style="list-style-type: none"> •Consolidated strategic development report and recommendations •<i>Consolidated status and strategic development report and recommendations</i>
WP10 Consensus conference CAMPO (Italie)	• 10&11/06/96 : Meeting in Turin (management group and coordinating partners) Press conference about the consensus conference				<ul style="list-style-type: none"> •<i>Consensus conference : 7&8 october</i> •<i>Conference performance report</i> •<i>Conference documentation</i> •Documentation and recommendations disseminated
G7 - M. Prager - MITP (France -Allemagne)	27/29 Sommet G7 à Lyon (France)				<ul style="list-style-type: none"> • <i>deliverables</i>

G7- Theme 3 : Enseignement et Formation - Education and Training - List of national coordinators

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Brazil	Prof. Carlos J.P. de Lucena departamento de informatica Pontificia Universidade catolica Rio de Janeiro, RJ 22453-900 Brasil	5 5 21 5111942	21 51115645	http://csg.uwaterloo.ca:/80/~lucena http://www.inf.puc-rio.br/~lucena Computer systems group, computer science department - University of Waterloo, Ontario, Canada
Can official coordinator	E. BOISJOLY Industry Canada - Science Promotion & Academic Affairs - 235 Queen Str., Ottawa, Ontario K1A0H5	1 (613) 998 0943	(613) 998-0943	boisjoly.elise@istc.ca aubint@sci.istc.ca
Can operational coordinator	Mr. Duncan BAILEY, Industry Canada - Science Promotion & Academic Affairs - 235 Queen Str., Ottawa, Ontario K1A0H5	1 613.957.7444	613 941 1296	bailey@sci.ic.gc.ca
CH official coordinator	Mr Marino OSTINI, Office Fédéral de l'Education et de la Science (OFES), case postale 5675, 3001 BERNE	4 1 31 322 96 59	31 322 78 54	marino.ostini@bbw.admin.ch
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D	Herr MASON SNI (Siemens Nixdorf Informations Systeme AG) Otto-Hahn-Ring 6, D-81739 München	4 9 89.63 64.05 18	89.6364.29 45	e-mail:

D	Leopold REIFF Generaldirektion -Multimedia Systemhaus Godesberger Allee 93 - 53105 Bonn	4 9 22 818 17 519	2281818783	e-mail : 100433.3714@compuserve.com
D	Timm Hassert - Goethe Institut Zentralverwaltung : Helene-Weber Allee 1 D.80637 München	4 9 89 159 21 361	89159 21 237	
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Projet proposé par la France, l'Allemagne et l'Italie

Ce projet est précédé d'une étude de faisabilité qui se déroule de février 1996 à octobre 1996

L' étude de faisabilitéTEL*LINGUA

1. Objectifs de l'étude

Le développement d'un vrai marché mondial pour l'enseignement et la formation interculturels par réseaux est la raison d'être du projet. Les projets pilotes devront, par conséquent, être générés dans cet état d'esprit. Considérer les applications à partir des besoins et des vues de l'utilisateur est la seule façon de réussir. Nous sommes, en effet, dans une situation où les "autoroutes de l'information" proposent d'ores et déjà à l'utilisateur des choix illimités, et seuls ceux qui correspondent à ses besoins survivront. Faciliter et accélérer la diffusion d'une adhésion aux recommandations d'actions auprès des acteurs mondiaux est également un élément clé qui devra être abordé dans le cadre des projets pilotes.

Afin de mieux préparer les gens à travailler efficacement dans un marché mondial, il est extrêmement important de mettre en oeuvre des projets pilotes s'adressant à toutes les tranches d'âge si nous souhaitons parvenir à un réel changement culturel allant dans le sens d'une économie plus mondiale. S'assurer la participation de pays non membres du G7 devrait également élargir les avantages du projet.

L'étude de faisabilité proposée ici doit pouvoir créer, rapidement et sur de bonnes bases, un plan opérationnel adapté au thème 3 du projet pilote du G7 "Enseignement et formation interculturels". Elle devra également mettre à la disposition de tout pays intéressé sa structure et ses mécanismes de coordination.

Plus concrètement, nous encouragerons d'autres pays à produire des analyses nationales sur tous les thèmes décrits ultérieurement, en leur proposant de les faire figurer dans les recommandations et synopsis respectifs, et en les incluant dans le cercle des actions demandées lors de la "Conférence de consensus". La diffusion des résultats de l'étude de faisabilité reste également accessible pour toute institution ou personne des pays participants.

L'étude de faisabilité, elle-même, doit être considérée, en fait, comme la première phase du projet pilote, apportant une meilleure compréhension des difficultés à résoudre, à la fois sur une base théorique et par l'observation d'une réelle application sur un réseau serveur expérimental. Elle comprendra donc plusieurs commissions : une chargée de l'organisation de la coordination internationale, une pour la réalisation du réseau expérimental, une autre s'occupant de la validation et du contrôle de la qualité. Une commission supplémentaire se chargera des synthèses nécessaires et de la "Conférence de consensus".

A travers cette organisation ainsi décrite, l'étude s'attachera aux points suivants : Les fournisseurs de contenus du secteur public doivent être amenés à travailler avec les promoteurs et fournisseurs du privé, les deux étant motivés pour présenter leurs matériaux gratuitement pour la phase expérimentale, afin de permettre à de nouveaux marchés de se développer librement. Les organismes reconnus de management et de certification de chaque pays doivent être gagnés à cette coopération active en développant un consensus sur les mécanismes d'orientation des apprentissages interculturels de langues.

- La participation de l'utilisateur est tout aussi importante. Le projet doit englober une large gamme de fonctionnalités techniques. Il ne doit ni privilégier ni handicaper tel ou tel autre groupe d'utilisateurs par les technologies de réseau auxquelles ils ont accès. Il devra, au contraire, inclure les utilisateurs à tous les niveaux du réseau, s'ils sont appropriés.
- En considérant les activités déjà existantes et leur développement, l'apprentissage des langues sur une grande échelle au niveau du secondaire et une prise de conscience culturelle plus générale seront des objectifs importants au même titre qu'une qualification interculturelle et de langues de spécialité dans le cadre de l'enseignement du 3ème cycle. L'enseignement primaire pourra profiter ultérieurement d'un enseignement des langues par

réseau, préparant ainsi les enfants à la mondialisation.

- Dans le domaine de la formation, une attention toute particulière sera apportée aux méthodes et structures existantes ayant fait leurs preuves, et on s'efforcera d'adapter ces modèles aux réseaux et aux contextes spécifiques des différents secteurs.
- Les informations culturelles de tous ordres, déjà disponibles sous forme numérique, devront être identifiées.
- Une osmose des groupes d'utilisateurs se réalisera dans de nombreux aspects : de l'utilisation en commun de domaines se recouvrant partiellement jusqu'au transfert de modèles. Le contenu des bases de données et les moyens de communication devront faciliter une utilisation croisée et de nouvelles réalisations. Le projet doit laisser une large place aux contextes nationaux, qui peuvent différer très fortement.
- Les matériaux et l'information doivent être présentés de façon à pouvoir faciliter le plus possible un ajustement ou une adaptation régionale, sectorielle, voire même personnelle en fonction des besoins locaux ou des approches pédagogiques utilisées.

Les différents niveaux des contenus de l'étude sont les suivants :

1. L'échange d'informations, l'accès réciproque aux informations existants ou à venir. Un échange continu de nouvelles informations devra être assuré dans chaque pays, facilitant ainsi le contact direct entre tous les acteurs (qui est qui) et l'observation constante des développements dans les pays respectifs.
2. Une plateforme ouverte de communication interactive pour les professeurs, les formateurs et les responsables de l'enseignement et de la formation, leur permettant d'accumuler les expériences, les modèles et les structures, et offrant ainsi au projet G7 une réelle valeur ajoutée..
3. Une vitrine virtuelle permanente des matériaux et des outils, associée aux expériences des professeurs et des formateurs, assureront l'insertion pédagogique des matériaux, renforçant ainsi la nature des services de l'enseignement et de la formation.
4. Les facilités (limitées) d'expérimentation pilote d'un pays à l'autre, où les réseaux permettent le caractère "candide" de ces expériences, de façon à assurer une diffusion rapide et étendue aussi proche que possible des activités du projet. Ces niveaux se traduisent techniquement par les possibilités respectives de fonctionnement d'un "serveur G7 virtuel pour l'enseignement et la formation transculturels", comprenant des serveurs nationaux mis en place et utilisés de façon cohérente.

Les serveurs nationaux devraient être placés de façon à utiliser les infrastructures et l'expérience des réseaux situés dans les meilleurs centres du pays, facilitant un contact étroit avec le serveur national et assurant en même temps une connaissance suffisante de l'environnement éducatif national, aussi bien pour le système éducatif public que pour la formation du secteur économique.

Ces serveurs devraient être mis en route aussi rapidement que possible, en utilisant les technologies existantes tout en se préparant à évoluer vers des largeurs de bande plus étendues, des services multimédias plus complets et des protocoles "state-of-the-art" dès que les clients pourront être en mesure de le faire.

Au minimum, deux serveurs expérimentaux doivent être mis en route, dès que possible, avec quelques fonctions clés de la structure proposée de façon à développer de façon empirique les concepts de technique, d'organisation et d'accès, afin d'offrir aux utilisateurs potentiels un dialogue ouvert pour contribuer à l'étude de faisabilité. Les autres serveurs, qui voudraient se joindre au réseau expérimental, seront les bienvenus.

Nous supposons que tout le travail de base de l'étude de faisabilité est déjà accompli au niveau national et/ou au niveau des secteurs ou sur le point de l'être, soit selon le propre intérêt des

différents groupes acteurs ou sur la base d'initiatives et de programmes nationaux respectifs. Par conséquent, le point focal de l'étude de faisabilité ne se fait pas au moyen d'analyses et d'études détaillées à partir de zéro, mais consiste à identifier les résultats et l'expertise déjà connus afin d'offrir une structure orientée vers la coordination et la consolidation de toutes ces pièces dans une perspective globale qui sera le centre de la valeur ajoutée du G7 projetée par le projet pilote. En réunissant les acteurs respectifs des différents thèmes, la chance leur sera donnée de contribuer librement, par leurs points de vue et leurs stratégies, à la création d'un consensus global sur les prochaines mesures à prendre. Dans ce but, une conférence de consensus doit être préparée, les acteurs à inviter devront être identifiés, et les résultats et recommandations de cette conférence devront être propagés de façon adéquate.

2. Organisation de l'étude

L'organisation de l'étude se fera au moyen de différentes commissions, ce qui permettrait aux diverses perspectives de l'étude de se faire en parallèle de façon bien structurée. Une ou deux institutions dans chaque commission seront responsables de la coordination à l'intérieur de la commission et du renvoi transversal aux autres commissions afin d'assurer la cohérence du travail et la synergie entre les secteurs, ce qui dans tous les cas feront apparaître de fortes corrélations :Une coordination de la commission ; une commission pour établir, utiliser et améliorer de façon continue au moins deux serveurs-pilotes d'expérimentation ; une commission pour organiser une conférence de consensus comprenant la propagation des résultats, et une commission pour établir un critère de bonne utilisation et de validation qui offrira, à différents niveaux, l'intégration du travail requis et lancera l'objectif d'ensemble de la préparation adéquate d'une plateforme de communication globale pour l'enseignement et l'apprentissage transculturels à base de réseau, qui encouragera le développement d'un utilisateur structuré et orienté amicalement dans un marché d'apprentissage transculturel flexible et ouvert sur le monde entier.

COORDINATION DE L'ETUDE (WP 0)

Le travail opérationnel quotidien de coordination et de conduite de l'étude sera effectué conjointement par le partenaire coordonnateur de l'ensemble, le partenaire coordonnateur associé et le partenaire gérant les finances et la logistique.

Le partenaire coordonnateur de l'ensemble aura la responsabilité de l'organisation et des comptes rendus des réunions. Le partenaire coordonnateur associé aura la charge du système de communication interne. La gestion financière et logistique sera effectuée par le partenaire concerné. La conférence et la conduite du consensus seront sous la direction du partenaire italien.

La coordination des différentes commissions et des acteurs sera assurée conjointement, chaque commission étant assignée principalement à un des coordonnateurs. Des précisions sont apportées dans la description de chacune des commissions.La coordination avec d'autres projets et institutions du domaine financés par la C.E. ainsi qu'avec des organisations internationales (par exemple, Worldbank, l'UNESCO), des acteurs supranationaux (par exemple, Francophonie, Commonwealth of Knowledge) et des réseaux existants, devrait être effectuée également à l'intérieur de cette commission.

Le comité directeur sera constitué d'un représentant de chacun des partenaires coordonnateurs et de chacun des partenaires en charge de la coordination d'une commission. Ils se rencontreront au début de l'étude, puis prépareront la conférence de consensus et, avant la fin de l'étude, ils préciseront les dernières directives à suivre pour le rapport global.

Les coordonnateurs des différentes contributions nationales, comprenant aussi les états membres contributaires hors la C.E., devront également être invités à apporter leur soutien à l'étude. Ces réunions devraient être organisées en liaison étroite avec les coordonnateurs et observateurs nationaux du thème 3 du projet pilote G7.

BESOINS DE L'UTILISATEUR (systèmes EDUCATIFS) (WP 1)

L'étude transculturelle et globale des langues, fondée sur des réseaux numériques, est caractérisée par un grand assortiment de groupes d'utilisateurs divers, certains utilisant les services existant déjà, d'autres représentant les utilisateurs potentiels de ces services. La question des besoins de

l'utilisateur sera abordée des deux points de vue : celui de l'enseignement et celui de la formation.

Dans le secteur de l'enseignement, des informations concernant les besoins existants ainsi que ceux à venir seront recueillies auprès d'écoles de tous niveaux, en priorité celles des niveaux secondaire et tertiaire, et de terrains professionnels liés aux sujets internationaux tels que le tourisme, le commerce, etc.. De nouveaux développements intéressants dans le secteur de l'école primaire devront également être examinés. De même, les besoins de l'utilisateur concernant la formation de l'enseignant doivent être étudiés. L'enseignement institutionnel devrait être pris en compte ainsi que les méthodes d'enseignement à distance et d'enseignement personnalisé.

La spécificité de serveurs nationaux à l'usage d'utilisateurs de langue et de culture différentes doivent être pris en compte. Les dispositifs de production et d'homologation doivent permettre l'amélioration des contenus et des services au travers d'informations, de critiques et d'enrichissements mutuels.

Dans ce sens, l'on ne peut décrire les besoins de l'utilisateur sur la seule base de données empiriques d'une situation existante (aussi sophistiquées qu'elles puissent l'être), mais surtout en mettant au point des scénarios adéquats de développement déjà en train ou prévus dans le très proche avenir.

En conformité à la nature d'une étude de faisabilité, cette commission ne se concentrera pas au départ sur des analyses en profondeur, mais sur un assemblage et une adaptation appropriés de données, d'éléments extrapolés, de scénarios existants dans les secteurs nationaux et les sous-groupes d'utilisateurs.

Comme il existe des liens très forts entre les besoins de l'utilisateur et leur développement dans le système éducatif (WP 1) et le secteur économique (WP 2), une coordination spécialement importante doit être assurée.

BESOINS DE L'UTILISATEUR (secteur économique) (WP2)

Dans le secteur économique, les utilisateurs sont principalement des employés avec une fonction de communication dans le processus de globalisation de leur société ou de leur institution. Cela comprendra de façon plus formelle un programme de formation ainsi que des activités de sensibilisation à la culture, dont le but serait de guider ou d'aider, de façon continue, les utilisateurs à avoir une meilleure compréhension et une plus grande facilité de communication dans un environnement étranger. Une attention particulière devra être apportée aux échanges potentiels et aux partenaires électroniques.

Comme dans le secteur des systèmes éducatifs, l'on ne peut décrire les besoins de l'utilisateur sur la seule base de données empiriques d'une situation existante (aussi sophistiquées qu'elles pourraient être), mais principalement en favorisant des scénarios appropriés de développement déjà en train ou prévus dans le très proche avenir.

En conformité à la nature d'une étude de faisabilité, cette commission ne se concentrera pas au départ sur des analyses en profondeur, mais sur un assemblage et une adaptation appropriés de données, d'éléments extrapolés, de scénarios existants dans les secteurs nationaux et les sous-groupes d'utilisateurs.

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- STRATEGIES ET OBJECTIFS EDUCATIFS (WP3)

Les besoins des utilisateurs futurs - pour la plupart encore non-identifiés et pas connus - dépendront largement des stratégies éducatives et des décisions qui y seront appliquées. Les données et expériences déjà acquises devront être complétées par une analyse des besoins des utilisateurs au moyen d'une projection des effets suite aux décisions et développements éducatifs dans le proche avenir ; ce qui donnera à cette analyse la dimension dynamique nécessaire pour être

un élément valable à la conception du projet.

Les stratégies éducatives devront être suffisamment variées et flexibles pour pouvoir s'adapter aux différences des systèmes nationaux, en ce qui concerne les contenus autant que les méthodes. De plus, afin de rendre disponibles une quantité importante de données et de services, directement liés à l'apprentissage des différentes langues, il faudra qu'une partie de ces stratégies consiste à établir des réseaux éducatifs internationaux destinés à permettre aux professeurs, aux formateurs et aux étudiants à créer et à propager des projets de coopération entre les différents pays. L'infrastructure nécessaire sera mise en place en laissant chacun des pays constituer son propre réseau modérateur, qui formera la base du dispositif mondial.

Les objectifs opérationnels des initiatives transculturelles et d'apprentissage des langues dépendent beaucoup des intentions générales de stratégies éducatives. Celles-ci sont déterminées par le système éducatif public et ses différents secteurs ou par les partenaires économiques, par exemple les grosses sociétés, les associations professionnelles, les institutions de programmes de développement.

Un effet de planétisation apparaît de plus en plus et, dans de nombreux cas, l'on commence tout juste à en parler. Quelques tendances : dans le système éducatif général, l'apprentissage intensif de langues réservé à une élite, évolue vers la possibilité de communiquer en langue étrangère et intègre une technique culturelle plus générale ; à partir de la connaissance traditionnelle d'une langue écrite l'évolution s'oriente vers les capacités de communication ; et dans quelques pays, la tendance vers l'acquisition multi-langues. Dans l'industrie, l'on peut observer une tendance à l'apprentissage de langues orientée davantage par secteur et par application, comprenant une structure culturelle fortement renforcée, avec au premier rang des capacités transculturelles.

La commission devra examiner, dans chacun des pays concernés, la situation actuelle ainsi que les développements envisagés pour le proche avenir, dans la mesure où ils peuvent être prévus aujourd'hui (dans certains cas, simplement en décrivant plusieurs alternatives susceptibles d'être développées).

La commission devrait le faire en décrivant les stratégies éducatives existant dans les différents pays, en analysant les communautés et les différences, et à partir de là développer un scénario des modifications et des développements qui pourraient éventuellement avoir lieu dans ce secteur.

Une attention toute particulière devra être accordée au rôle que joueraient les facilités de communication numérique, tout particulièrement leur potentiel économique en mettant en contact, plus étroitement et de façon plus contemporaine dans un contexte plus naturel, des gens de différents pays.

A partir de l'analyse de la situation, des prédictions et des options pour l'avenir, l'on devra élaborer quelques recommandations essentielles en vue d'un travail ultérieur. En utilisant les données de la conférence de consensus, les résultats et les recommandations devront être raffinés et compilés dans le chapitre final du rapport "Stratégies éducatives orientées".

- LES FOURNISSEURS DE CONTENUS (WP 4)

Les principaux acteurs nationaux sont les fournisseurs de contenus traditionnels du secteur de langues dans l'éducation et la formation et sa structure transculturelle aujourd'hui. Dans chaque pays, l'on entrera en communication avec les fournisseurs de contenus sur une large base par rapport aux thèmes de langue et de culture : les fournisseurs de méthodes et de logiciels d'apprentissage de langues, les fournisseurs de tout matériel nécessaire à l'apprentissage dans les langues retenues (par exemple : les informations nationales et internationales, qui sont d'intérêt général, mais également des informations dans des domaines spécifiques, particulièrement professionnels), les fournisseurs d'informations culturelles (musées, bibliothèques, associations culturelles...). Dans une certaine mesure, aucun domaine de connaissance humaine ne doit être écarté, puisqu'une partie importante de l'apprentissage de langues - particulièrement dans le domaine professionnel - est traitée au travers d'expériences professionnelles. Les fournisseurs seront encouragés à partager leurs données gratuitement, au moins avec les utilisateurs éducatifs, en tenant compte de leur avantage à bénéficier, à l'échelle mondiale, du savoir-faire offert par les facilités de collaboration internationale et leur publicité inhérente.

Les fournisseurs de cours direct couvrent soit une région géographique particulière ou tout un pays, offrant diverses langues (souvent leur propre langue comme seconde langue). L'assortiment et la répartition du travail entre les institutions publiques et privées diffèrent d'un pays à l'autre. Les éditeurs sont pour la plupart orientés vers l'impression de supports, répandant leurs produits sur un marché national. En ce qui ne concerne l'édition non écrite et tout spécialement les catégories de formation et d'enseignement utilisant les réseaux, elles apparaissent tout juste dans la majorité des

pays, ayant besoin, dans bien des cas, de nouvelles alliances cumulant de façon typique les fournisseurs de contenus et de services, ainsi qu'une collaboration transnationale plus intensive. La commission devra analyser les structures et les activités en place dans les différents pays, et cette analyse servira de base à un synopsis et à l'identification des tendances et des options telles qu'elles se présentent aujourd'hui.

Une attention toute particulière devra être accordée à la conception des fournisseurs de contenus concernant leurs stratégies (dans le secteur de l'enseignement aussi bien que dans celui de la formation) et leur projet de globalisation ; également dans quelles conditions et dans quelle mesure ils seraient motivés à offrir gratuitement leurs produits et leurs modèles de service qui seraient inclus dans une vitrine globale virtuelle. (Quelles restrictions quant à l'utilisation et à la protection de propriété intellectuelle leur sembleraient nécessaires ? Des éditions actuelles et tout à fait opérationnelles ou des éditions restreintes et pilotes ou des versions de démonstration non-fonctionnelles).-

LES FOURNISSEURS DE SERVICES (WP 5)

Les télédiffuseurs publics sont traditionnellement les plus actifs propagateurs électroniques de média pour l'enseignement transculturel et de langues. Ils ont déjà commencé à accroître leur distribution, qui était à sens unique à l'origine, par l'intermédiaire d'autres composants, établissant différents modèles de coopération avec d'autres partenaires, spécialement des fournisseurs de contenus, et expérimentant avec divers types de liens de retour pour établir l'interactivité.

L'apparition de la transmission numérique, avec ses possibilités croissantes de canaux, offre une dimension technique et économique pour des chaînes spécialisées, par exemple dans le domaine transculturel et de l'enseignement, la diffusion par satellite qui permet une coopération multinationale à un degré inconnu dans le passé. L'on devra accorder une attention particulière aux perspectives des diffuseurs de grande et de petite portée et aux structures de service destinés à atteindre des petits groupes d'utilisateurs ou des groupes dispersés (les langues utilisées le moins fréquemment, les minorités, les immigrants, etc.).

Les opérateurs du Telecom, avec leur expérience du réseau commercial, ont l'intention ou ont déjà commencé d'établir des services transculturels et de langues. D'autre part, de nouveaux types de fournisseurs de réseau se développent ou sont en train de déplacer leur champ d'action dans ce nouveau domaine.

Une évolution similaire se fait partiellement dans le système de l'éducation publique, où les réseaux de recherche d'origine commencent à inclure des services éducatifs ou commencent à ouvrir leurs infrastructures à des associations sans but lucratif, en se concentrant spécialement sur la communication transculturelle et en n'ignorant pas les langues, par exemple les réseaux de l'école. Les maisons de logiciels, les producteurs multimédia et les nouveaux fournisseurs de services spécialisés sur les réseaux devraient également être inclus dans l'analyse et les recommandations. En se fondant sur le statut national et les principes d'évolution, cette commission devra décrire et analyser les développements, compiler les résultats et publier des recommandations dans ce domaine, en accordant une attention toute spéciale aux moyens prometteurs d'établir de nouvelles alliances et une collaboration entre les fournisseurs de services et ceux de contenus, entre les secteurs publics et privés, ainsi que des structures et une collaboration plus globales.

- LES STRUCTURES SERVEUR, ACCÈS, ET STANDARDS (WP6)

Comme convenu d'un commun accord, un serveur G7 virtuel, constitué de serveurs nationaux travaillant et étant organisés de façon à présenter à l'utilisateur l'image d'un serveur homogène, nécessite une définition appropriée de la technologie et de l'organisation des communautés ainsi que l'espace requis pour des solutions adéquates à l'échelon national.

Cela n'est pas seulement nécessaire pour obtenir une situation unique et stable. Une stratégie appropriée d'évolution doit être définie afin de faire face au développement technique, à l'augmentation des largeurs de bandes, à la puissance de calcul et au matériel avec les nouveaux types de réseaux, les logiciels de navigation et les tables d'orientation, et le savoir-faire de la majorité des utilisateurs potentiels.

La tâche principale de cette commission est de définir les besoins d'une solution souple, adaptable et échelonnée. Par conséquent, la commission devra commencer par une analyse appropriée des différentes situations nationales et de leur développement ultérieur, dans la mesure où cela peut être annoncé à l'avance. Il existe un lien très fort avec les autres projets pilotes du G7, particulièrement avec les deux projets d'infrastructure des thèmes 1 et 2, qui fourniront à l'étude de faisabilité les

scénarios adéquats aux structures transnationales, les largeurs de bandes et standards disponibles au niveau du G7. Le choix des normes des systèmes opérationnels, l'organisation des données et les clients utilisateurs représentent un impératif important. Un lien sera établi avec le projet ACTS "National Hosts" et ses entrepreneurs, et avec le GIEE ERCIM pour l'expertise et les plateformes de contrôle qu'ils peuvent fournir.

La commission débutera par les quatre niveaux de fonctionnement du serveur G7 sur "L'Enseignement et la Formation transculturels":

- le premier niveau comprend la fourniture d'information concernant les acteurs et les projets continus,
- le deuxième niveau procure à l'utilisateur des facilités de communication amicale, continue et ouverte avec ceux qui prennent les décisions et les principaux acteurs (tels ceux qui sont en charge des stratégies éducatives, les professeurs, les responsables de formation et les formateurs),
- le troisième niveau développe une "vitrine virtuelle" des matières disponibles, des méthodes et des modèles d'organisation sur "l'Enseignement et la Formation Transculturels", et
- le quatrième niveau est destiné aux expérimentations limitées et pilotes.

Ces différents niveaux exigent différentes fonctions du serveur, par exemple au niveau un, des facilités d'accès aux bases de données correctement mises à jour ; au niveau deux, des facilités de communication ouverte et de conférences, comprenant des conférences multimédias dès qu'elles semblent utiles et abordables à la plupart des utilisateurs ; au niveau trois, une présentation multimédia du type WWW et des fonctions d'accès comprenant, dès que possible, une grande largeur de bande permettant à un prix raisonnable, la possibilité de diffusion de séquences numérisées ; au niveau quatre, la nécessité d'établir un environnement de travail télécoopératif global particulièrement destiné à l'enseignement transculturel.

Le travail de cette commission devrait reposer sur les résultats de l'Etude de Faisabilité CILT (soutenue financièrement par la C.E.) "Une Base de Données Européenne sur l'Enseignement et l'Apprentissage des Langues" (Mai 1995), afin de mettre en route à partir de ces résultats les serveurs-pilotes et autres réalisations déjà en service ou au moment de l'être. En ce qui concerne spécialement le niveau 1, certaines parties du niveau 2 et les parties référentielles du niveau 3 (pas la partie concernant la vitrine multimédia elle-même, qui n'est pas comprise dans l'étude ci-dessus), les solutions déjà proposées et acceptées devraient, autant que possible, être utilisées afin d'éviter une duplication de travail, de créer une synergie et de permettre à "GETALL" et au prochain projet pilote G7 de commencer plus tôt les travaux pratiques et d'atteindre un plus haut niveau de concrétisation.

- SERVEURS-PILOTES D'EXPERIMENTATION (WP 7)

A partir d'initiatives et de structures existantes au niveau national, le travail d'analyse du WP 4 devra être testé et servir à produire un prototype de réseau de serveurs-pilotes d'expérimentation, dont deux au moins basés en France et en Allemagne en tant que co-principaux partenaires (les autres serveurs-pilotes de pays participants devant être encouragés à s'y joindre).

Ces serveurs-pilotes devront mettre en application des éléments clés et des solutions stratégiques, transformant le travail analytique en un travail empirique ouvert à la participation, dont les fonctions pourront être constamment testées par les utilisateurs, dont les commentaires et les expériences pratiques seront de toute façon appropriés. Evidemment, les fonctions des serveurs-pilotes n'offriront que quelques petits segments des services beaucoup plus complets du serveur G7 virtuel finalement désigné. L'objectif principal sera une invitation permanente des partenaires actifs de l'étude de faisabilité à tous les acteurs qui auront contribué globalement à un développement sans limites par leurs besoins, leurs points de vue et leurs expériences.

Par conséquent, des serveurs-pilotes supplémentaires fonctionnant dans d'autres pays sont invités à se joindre à cette commission, où ils seront très bien accueillis, soit en essayant de mettre en oeuvre dans leur environnement les solutions des serveurs-pilotes, ou en offrant d'installer et d'expérimenter des fonctions et des services supplémentaires. Certains de ces serveurs supplémentaires se sont déjà fait connaître (par ex. CAN, E, UK). Les serveurs s'efforceront

d'offrir une série de possibilités d'accès, comprenant une base de données de produits et d'expériences accessible par l'interface client W3/WAIS, des postes d'offres de démonstration pour le texte, les images, l'audio et la vidéo à la demande.

Le travail principal de cette commission est d'installer des serveurs-pilotes d'expérimentation, de les faire fonctionner et de les améliorer constamment, de rendre compte continuellement de leur évolution et des expériences faites en utilisant ces serveurs comme outils de communication.

- IDENTIFICATION DE BASES DE DONNEES ET DE RESSOURCES EXISTANTES OU FUTURES (WP8)

Le fait d'intégrer les langues et l'enseignement et la formation transnationals dans des réseaux globaux permettra de rapprocher ces services des étudiants et à un plus grand nombre d'entre eux. La possibilité de connecter en direct, aussi bien des étudiants que des acteurs en économie, renforcera fortement le travail de relation de langues et de spécialisation sectorielle.

Avec ce procédé, les relations et la simultanéité avec d'autres régions augmenteront rapidement. Entre autres, il existe plusieurs simultanéités avec les thèmes d'autres projets pilotes, par exemple les bibliothèques, les musées et les galeries, les questions d'environnement, la santé publique, les services du SME. Dès que possible, un lien sera établi avec les projets de la C.E. dans ces domaines, ainsi qu'avec d'autres institutions internationales (La Banque Mondiale, l'UNESCO...) au moyen d'une sorte de Métaserveur offrant la possibilité de recherche de mots clés.

En dehors des autres projets G7, plusieurs bases de données et ressources numériques existantes ou futures constituent le centre d'intérêt de l'enseignement et la formation transculturels, par exemple les données sur les différents systèmes éducatifs, les conditions de travail et de vie, les conditions légales et économiques, l'héritage culturel en général, les terminologies en secteurs spécialisés, etc.. Ce sera l'une des synergies principales que le thème 3 du projet pilote pourra créer afin d'éviter la duplication des efforts et d'utiliser les serveurs en tant que ressource d'informations globales et plateforme d'échanges pour valoriser d'autres sources numériques existantes. Une attention toute spéciale devra être apportée aux langues et civilisations minoritaires, car ces petites communautés pourraient vraiment bénéficier des possibilités de "l'ère de l'information" afin de communiquer et de maintenir leurs particularités à l'aide des technologies de pointe. En même temps, il faudrait établir une collaboration avec les petits pays de la C.E., ou des projets régionaux concernant la langue et la civilisation.

En raison de l'importance de cette question, nous proposons une commission spécifique, d'abord pour identifier et lister les activités nationales et internationales existantes, et pour identifier les nouveaux projets et actions existant déjà dans ce domaine ou seulement à l'état d'élaboration. En parallèle, il faudra identifier l'utilisation alternée et la référence alternée, à partir d'un contenu, d'un point de vue structural, technique et légal.

Il y a un lien très fort entre le WP6 (structures de serveur) et le WP7 (serveurs expérimentaux), où l'existence de bases de données et de ressources peuvent être rendues disponibles en établissant des liens avec les serveurs expérimentaux (incluant parfois une orientation supplémentaire et un support sur mesure des besoins de l'utilisateur).

- CRITERE DE BONNE UTILISATION ET DE VALIDATION (WP9)

L'exploitation du potentiel d'enseignement et de formation transculturels à base de réseau révélera à l'étudiant aussi bien qu'aux responsables de l'enseignement et de la formation (formateurs, professeurs, ceux qui décident) une multitude d'occasions et de choix quand ils sont comparés à la situation actuelle. Si l'on veut que le développement n'ait pas pour résultat une forte augmentation de la confusion et de la désorientation, ces systèmes globaux de dissémination et de communication devront être établis avec des équipements de haut niveau pour le contrôle de qualité des procédés et méthodes, la validation des contenus et la valorisation de tout le système, contrôlant et promouvant une exploitation appropriée du nouveau potentiel de réseaux globaux. Les institutions de grande réputation chargées du développement de programmes scolaires, de standards d'homologation et de contrôle de qualité actuels devront contribuer à cette tâche, en développant et en réformant leur profil d'utilisation face aux facilités télématiques émergentes. Les mécanismes de validation devront intégrer l'énergie d'entrée de l'évaluation du point de vue d'utilisateurs possédant une autre langue maternelle afin de se rapprocher de la meilleure équation possible de cette spécificité.

Cette commission devra commencer en tenant compte de la perspective de l'utilisateur, analyser les mécanismes de crédibilité existants, les critères de bonne utilisation, l'homologation et la

validation. Elle développera - sur la base de stratégies nationales, en intégrant les contraintes transculturelles - des idées stratégiques générales sur les développements futurs et des recommandations appropriées.

Il sera de la plus haute importance pour le succès de l'étude de faisabilité, en général, de savoir dans quelle mesure le serveur G7 virtuel concernant l'enseignement et la formation transculturels pourra être offert à ce type d'acteurs comme une plateforme prometteuse pour leur travail à l'avenir sans une alternative réelle et pas comme un concurrent potentiel de leur travail et de leur plan de développement ultérieur.

- CONFERENCE DE CONSENSUS (WP10)

L'ambition globale du projet pilote nécessite de commencer avec plusieurs structures nationales existant déjà et les points de vue sur les développements ultérieurs de tous les pays du G7 ainsi que ceux des autres pays, spécialement les membres intéressés de la C.E. n'appartenant pas au G7. Il devra être convenu de façon acceptable que les secteurs d'intérêt commun et les développements prévus pour l'avenir puissent être identifiés à travers tous ces pays. De plus, dans chacun des pays concernés, les acteurs venant des différents secteurs décrits devront être mis en contact et se voir offrir la chance de développer leurs vues communes au cours d'une discussion intensive.

En vue de refléter exactement les opinions et les vues des différents groupes d'acteurs, nous estimons à environ 250 le nombre de participants qui doivent être identifiés durant la procédure de travail des diverses commissions et qui devront être invités personnellement.

Le nombre des acteurs excède la taille d'un petit atelier. Par conséquent, une conférence de consensus sur invitation semble appropriée, avec un programme de deux jours offrant un espace suffisant pour des groupes de travail sur différents thèmes. Les commissions prépareront les entrées pour ces groupes sous forme de projet d'analyse de la situation, des développements stratégiques à prévoir et proposera des projets de recommandations, sur lesquels les groupes développeront un consensus.

Sur cette base, toute la conférence peut obtenir un très bon résultat et une orientation de consensus, et ainsi l'aboutissement de l'étude de faisabilité se fera sur une base véritablement globale, qui est nécessaire pour mettre à exécution le projet avec un maximum d'acceptation et d'impact.

Cette commission contient le travail de préparation de la conférence, l'identification des participants à inviter, le travail d'organisation du plan et de la mise en route de la conférence elle-même, et l'organisation de l'utilisation adéquate des résultats de la conférence par les différents exposés des commissions. Cette commission inclut également la dissémination des résultats des conférences en remettant aux participants une documentation appropriée, en remettant également cette documentation aux acteurs extérieurs dans un format adéquat, de préférence par l'intermédiaire des réseaux, mais aussi, en nombre limité, par imprimé et voie postale.



Accueil

→ Ministère de l'Education Nationale, de l'Enseignement Supérieur

PROJET G7	ENSEIGNEMENT	EXPOSITION VIRTUELLE	SERVEUR
ACTUALITÉS	EXPRESSION DIRECTE	EXPÉRIMENTATION	SERVEUR

Ministère de l'Education nationale
de l'Enseignement supérieur et de la Recherche



**Project G7 "Information and Society"-Theme 3 : Transcultural
Education and Training - Feasibility Study TEL*LINGUA**

Compte rendu de la réunion de Turin des 10 et 11 juin 1996

Réunion de coordination générale à laquelle étaient invités à se joindre les responsables des commissions.

Ordre du jour :

- Informations et décisions concernant la coordination générale
- Etat d'avancement des travaux des commissions et mise au point sur l'organisation du travail
- Préparation de la conférence de consensuelle de Turin (octobre 1996)
- Visite des locaux retenus pour la conférence
- Conférence de presse pour annoncer la conférence et expliquer le projet.

Etaient présents

Dario Natoli (Italy)
Valerio Grementieri (Italy)
Maryse Quéré (France)
Michèle Baron (France)
Walter Kugemann (Germany)

Roger Blamire (United Kingdom)
Paola Borgaro (Italy)
Claudio Dondi (Italy)
Jed English (France)
Barbara Salvatici (Italy)

I - Les commissions

Commission n° 1

Gilles Braun est en train de rédiger le résumé du contenu attendu et de cadrer le travail. Au regard de la difficulté à réunir les différents partenaires intéressés par la commission, il propose la solution suivante : intégrer la réflexion et les travaux de la commission concernant les besoins des utilisateurs à l'université d'été de la communication, qui doit se tenir fin août à Carcan-Maubuisson (Bordeaux-France). Cette solution permettrait d'ouvrir la réflexion à des avis externes, elle procurerait aux partenaires plusieurs jours de travail en commun qui, en reprenant les informations et réflexions déjà obtenues, pourraient rédiger ensemble le rapport final de la commission. Cette initiative est très intéressante, à condition que la coordination générale soit assurée de recevoir la contribution attendue le 1er septembre. Une confirmation de la faisabilité de ce projet est attendue mi-juin. Le voyage des partenaires pourrait être payé par l'organisation de l'université d'été, à condition qu'ils animent des ateliers. Le rapport par pays, attendu fin juin, n'est pas supprimé. Il servira de support de réflexion à la rencontre.

Commission n°2

Amid Bendouba (France) devrait prendre en charge la coordination avec Alf Ammon. Il attendait une lettre officielle du ministère, qui lui est maintenant parvenue. Alf Ammon (Allemagne) ne peut commencer à travailler tant que le contrat avec le coordonnateur général de l'Allemagne n'est pas signé. Cela devrait être réglé dans les semaines qui viennent. La coordination générale attend le résumé des contenus à fournir et le cadre de travail proposé aux partenaires afin qu'ils soient envoyés aux coordonnateurs nationaux. Un partenaire italien s'est déjà déclaré. Il peut se mettre directement en contact avec l'un des responsables.

Commission n° 3 stratégie et objectifs éducatifs

Claude Truchot a fait parvenir un résumé et un cadre de travail qui ont été transmis aux responsables étrangers. Ces documents ont également été transmis à toute une liste de correspondants étrangers du réseau de l'observatoire linguistique. Nous attendons les réponses pour les intégrer à la liste des partenaires déclarés. Les partenaires italiens déjà déclarés devraient l'avoir également reçu.

Le responsable allemand, Alf Ammon, attend d'avoir signé le contrat avec le coordonnateur national.

Commission 4

Anne Guyon (france) a déjà fait parvenir le résumé de la commission et le cadre de travail. Elle s'est également mise en contact avec les partenaires déclarés. Elle n'a pas pu joindre encore le responsable allemand, Leopold Reif, qui a commencé à travailler également. La coordination générale souhaite qu'il se mette en rapport avec Anne Guyon pour arrêter une démarche commune et partager la charge de travail.

Commission 5 (fournisseurs de services)

Didier Huck (France), qui est très occupé, avait donné son accord pour assumer la responsabilité de la commission. Le travail n'a pas encore été commencé mais à ce jour son assistante devrait reprendre le dossier avec lui.

Côté allemand, il a été difficile de trouver une personne définitive. Jurgen Müller commence à travailler. Il faut que les deux coordonnateurs se mettent en contact rapidement et fassent connaître un cadre de travail aux partenaires déclarés.

Commission n°6

L'INRIA accepte de se charger de l'état des lieux côté français et de l'étude technologique. La coordination de la commission sera assurée par le partenaire allemand et en partie par la coordination générale (Jed English). Les commissions 6 et 7 sont étroitement liées. Walter Kugemann propose d'organiser une réunion des responsables de serveurs (Canada, France, Italie, Allemagne, Espagne, Royaume Uni, Suisse). Michèle Baron suggère que s'y joignent les personnes qui ont la charge de s'occuper de la structure et de l'organisation des contenus. Walter Kugemann devrait faire connaître rapidement le lieu et la date de cette réunion.

Commission n°7

Deux embryons de serveur fonctionnent déjà:

Côté allemand à l'adresse suivante : <http://fim.uni-erlangen.de/projekte/tel-lingua/start.htm>

Côté français : <http://www.edutel.fr/tel-lingua>

Leur ergonomie et leur charte graphique devront être améliorées. Les contenus sont en cours de constitution.

La solution de demander un domaine international Tel-Lingua.org a été retenue qui simplifierait les recherches aux usagers. L'utilisation de sous-domaines nationaux Tel-Lingua nationaux sera alors possible et donnera par exemple l'adresse suivante : pour le Canada ca.TEL-LINGUA.org

pour la Grèce gr.Tel-LINGUA.org etc..

L'idée de prévoir une entrée particulière sur les serveurs pour les produits commerciaux n'est pas exclue. Des discussions à ce sujet sont déjà engagées côté anglais.

Commission 8

Le travail est bien avancé, Maryse Quéré a déjà fait parvenir trois courriers aux responsables concernés.

Commission 9

Pierre Oudard prépare le résumé et le cadre de travail qui doit parvenir prochainement. Côté allemand, le nom du responsable n'a pas encore été communiqué. Walter Kugemann doit en discuter avec le ministère.

L'Italie a déjà communiqué le nom de 4 partenaires associés. La Suisse a fait savoir qu'elle y travaillerait.

Commission 10 (Organisation de la conférence de consensus à Turin)

Une visite du centre de conférence Lingotto a été organisée. C'est un lieu spacieux disposant de tous les moyens de communication nécessaires. Les ateliers de travail seront en anglais. La conférence générale sera traduite simultanément en quatre langues. Campo doit demander au partenaire Olivetti d'installer à l'intérieur du lieu un ensemble d'ordinateurs en libre service reliés à Internet. La société Eutelsat met à notre disposition une retransmission satellite pour la séance d'ouverture, à condition de pouvoir faire une démonstration, au cours de la rencontre, du transfert possible en diffusion sur internet d'une chaîne numérique. Le principe en a été retenu. Le réseau Europace servira de points de réception de la retransmission satellite de la séance d'ouverture.

Le programme préliminaire qui doit accompagner les invitations a été présenté. Ces invitations doivent partir dans la semaine du 15 juin au plus tard. Campo s'inquiète de n'avoir toujours pas reçu les listes des personnes à inviter de la plupart des pays partenaires. Il a été convenu que les coordinateurs nationaux seraient de nouveau sollicités par téléphone, et que les invitations leur seraient adressées en nombre afin que les envois soient faits par pays avec une lettre d'accompagnement. Une deuxième invitation de relance sera faite par Campo. Les listes d'invités peuvent être ouvertes jusqu'à une cinquantaine de personnes. Des producteurs privés et des entreprises concernées par le sujet (partenaires potentiels), peuvent être également invités. Des stands simples seront possibles à l'intérieur de la conférence. Les projets de l'union européenne peuvent y avoir leur place.

Les intervenants et présidents de séances ont été choisis (la liste définitive vous sera communiquée dès que nous aurons les confirmations).

II - La conférence de presse :

Elle a eu lieu dans les locaux de la Raï en présence de tous les partenaires réunis et de journalistes italiens. Dario Natoli, Valério Grementiri, Michèle Baron et Walter Kugemann sont intervenus pour expliquer le projet Tel*lingua, le contenu et les objectifs de la conférence d'octobre. Une présentation de la première version des deux serveurs Tel*lingua a également été faite.

III - Coordination générale :

La Suisse a envoyé un projet de mémorandum qu'elle doit signer avec le CIEP.

Nous attendons ceux de l'Espagne, du Portugal et de la Grèce. Michèle Baron doit rencontrer les pays nordiques qui ne se sont pas encore manifestés.

La prochaine rencontre de la coordination générale aura lieu les 12 et 13 septembre à Rome.

IV - Recommandations

Le calendrier est impératif

- Les responsables des commissions doivent se mettre en rapport le plus rapidement possible pour arrêter une démarche commune et se partager la charge de travail.
- Il faut contacter le plus rapidement possible les partenaires déclarés (liste des partenaires) et contacter les responsables nationaux qui n'auraient pas encore envoyé de noms de partenaires associés pour le travail des commissions.

Rappel : fin juin un rapport sur les ressources nationales doit parvenir à la coordination générale.

La synthèse internationale du travail de la commission et les recommandations doivent parvenir à la coordination générale fin juillet au plus tard.

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Fundesco

G7 PILOT PROJECT "INFORMATION AND SOCIETY"

THEME 3

FEASIBILITY STUDY TEL*LINGUA

Final Report

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Madrid, 9th. September 1996

We want to thank all companies, institutions and experts whose valuable contribution and support have made possible the preparation of the present report, with special gratitude for the very active participation of Carlos Pérez-Iñigo, Pedro Arévalo, Carlos Blanquez, Alberto Cedrón, José Miguel Roca y Manuel Rodríguez (Fundesco), Juan José Blanco Villalobos y M^a Isabel Fariñas Cifuentes (Ministerio de Educación y Cultura), Loreto Pérez del Puerto (Fuinca), Gerardo Arrarte (Instituto Cervantes), Oscar Verdugo (Cuadernos Cervantes de la Lengua Española), Hilary Plass (Tesol-Spain), Octavi Roca (CODI 7), Francés Watts y Amparo García Carbonell (Universidad Politécnica de Valencia).

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**G7 PILOT PROJECT “INFORMATION AND SOCIETY”
THEME 3
FEASIBILITY STUDY TEL*LINGUA**

1. Introduction

The Tel-lingua project is a feasibility study that aims to analyse the setting up of a distribution and information network on distance language learning. The study attempts to:

- Draw up a detailed list of the multimedia products for distance language learning that are currently available on network or will become available in the near future.
- Draw up a detailed list of the data bases that exist on this subject.
- Analyse user needs (current and potential) concerning distance language learning.
- Determine the opinion of the providers of content and services to be included in the above-mentioned telematic networks and data bases.
- Analyse national and regional policy related to the objective of this project.

The different tasks to be carried out were divided into ten work packages:

0. Coordination of the study.
1. User needs educational systems
2. User needs (economic areas)
3. Educational strategies and objectives
4. Content providers
5. Service providers
6. Server structures, access and standards
7. Experimental pilot-servers
8. Identification of existing/upcoming databases and resources
9. Criteria of good practice and validation
10. Consensus conference

Work packages nos. 1 and 3 were drawn up by the Ministry of Education and Culture (Department of New Information and Communication Technology - PNTIC) under the coordination of Carlos San José Villacorta, Technical Adviser.

Work packages nos. 2, 4, 5 and 8 were drawn up by Fundesco (Foundation for the Development of the Social Function of Communications) under the coordination of Carlos Pérez-Íñigo, Director of the Department of Technological and University Programmes.

With respect to work package no.10, a list has been sent in of possible participants in the final conference in Turin. This list is given in the section on WP10. The list was drawn up jointly by the Ministry of Education and Culture and Fundesco.

With respect to work packages nos. 6 and 7, the decision by the general coordination so far is to set these aside since they are being dealt with by a small working group.

The content of this report has been structured to give two types of information:

. General information:

1. Introduction
2. Conclusions
3. Methodology used
5. Contacts made
6. Bibliography

. Specific information on each WP.

4. Results obtained in each WP. This section gives the specific results obtained in each WP.

The Coordinator of WP0, the General Coordination, will be sent the full document so that point 4 (results obtained in each of the WP) is received in full, as well as the above-mentioned general information.

The rest of the Coordinators of the different WPs will also be sent all the sections forming the general information of the document together with the results obtained in the corresponding WP.

2. Conclusions

There is widespread agreement on the idea that in the short term extensive use of network courses is limited for several reasons:

- Technical improvements are needed to obtain rapidly the audiovisual images or applications.
- Strategies need to be developed to sell network courses. Without economic benefit, the only thing existing on the network will be information.
- Any possible network courses need to be designed specifically for the network and this will involve new teaching styles. It is not just a question of transferring existing products to the network.
- The immediate consequence of the above is that teachers need to be trained in the use of the new technologies.

There are also those who believe that the network can be taken as a factor of personal and pluridisciplinary development, with language being the main nucleus.

However, in order for a larger number of users to gain access to the information on the information highways, it is considered important that it should be possible for requests to be made in natural language and for the network to locate the information requested. Information recovery could be offered in several languages or with the help of on-line translation.

A neutral interconnection point is required in each national territory to eliminate the need to send all the connections through neutral points in other countries as is the case with Spain.

Specially remarkable for Spain is to realize that Spanish is currently big business for producers outside the Spanish-speaking world.

The convergence on the network of the supply from the main media (written press, radio and television), the development of suitable multimedia resources and the appearance on the world market of technological tools such as the network computer all go to create the ideal framework for global communication.

The subjects covered by this project are considered to be of great importance and great interest exists in all the spheres analysed. There is also enormous potential for development in view of the constant advances being made in information technology. It is therefore considered that this report and the project itself should simply constitute a first step to be developed in greater depth in subsequent projects and stages.

3. Work methodology

Conversations have been held with the various coordinators of the work packages (especially nos. 3, 4, 5 and 8) and work has centred on collecting relevant information on the subjects covered by this project.

The methodology used was therefore limited to the following aspects:

1. Collection of information through personal contacts

- consultation with experts
- consultation with appropriate institutions
- consultation with professional associations
- consultation through data bases
- bibliographic consultation

2. Collection of information via Internet

A thorough search for information has been carried out via Internet with consultation of the pages of most of the Spanish universities, ministries, institutes and other official bodies, language schools, publishers, associations and private research groups.

A general search has also been carried out via most of the Spanish Web pages, surveying all information related to both language training and cultural dissemination. For this purpose the searchers giving access to the different resources in Spanish were used.

3. Analysis and organisation of the information collected

The following section shows the results obtained in the corresponding Wps.

4. Results obtained in each of the Work Packages

WORK PACKAGE 1 - User needs educational systems

This work package was drawn up by the Department of New Information and Communication Technology (PNTIC) of the Ministry of Education and Culture.

In Spanish educational institutions there is already a certain culture for the use of information and communication technology for curricular, administrative and study purposes.

The following tables show the total data for students and educational institutions at pre-university levels. Most of the data given are for the 1993/94 academic year and are taken from the report on the situation of the educational system of the State Schools Council published by the Ministry of Education and Science (Madrid, 1995).

In 1994 there were 8,037,429 students at these levels. This figure includes students in both state and private schools:

	Total	State education	%	Private education	%
Pre-school	1,003,937	630,982	62.9	372,955	37.1
Primary	4,474,775	2,913,078	65.1	1,561,697	34.9
Secondary	2,558,717	1,894,952	72.3	708,765	27.7
Total	8,037,429	5,439,012		2,643,417	

Number of schools in the above-mentioned sectors and levels:

	Infant and primary education	Secondary education
State sector	13,826	2,860
Private sector	5,311	2,275
Total	19,137	5,135

Within the state sector, there are programmes for computer education in the various autonomous communities that have full authority in matters of education and in those where such authority has not yet been obtained (MEC territory) and where hardware is being installed, teachers are being trained in computer and communication technology, etc.

MEC territory:	Atenea and Mercurio (PNTIC)
Andalusia:	Subprogramme of New Technologies
Canary Islands:	Programme of New Technologies
Catalonia:	Programme for Educational Informatics (PIE)
Galicia:	New Media Area
Basque Country:	Curricular Development Institute
Valencia:	Programme for Informatics in Education
Navarra:	Educational Innovation Section

Although there are no figures available for provisions in these sectors, the following estimates can be made for the end of 1995 (source: PNTIC):

- . 80% of secondary schools have IT resources provided by the different educational IT programmes with an average of 24 computers per school in those coming under the PNTIC.
- . The remaining 20% have resources from other sources so it can be stated that 100% of secondary schools have some type of IT provision. There is no data on the average number of computers per school.
- . 20% of primary schools have IT resources provided by the different educational IT programmes with an average of 15 computers per school in those coming under the PNTIC.
- . There is no reliable data for the remaining 80% of infant and primary schools. Most are very small schools with less than 8 classes or even with just one class so high levels of equipment cannot be expected.
- . All the schools receiving equipment from the PNTIC and most of those receiving equipment through other state-run programmes have at least one multimedia unit. Since 1994 provisions have mostly been of this type of equipment.
- . All the centres receiving equipment from the PNTIC and most of those receiving equipment from other state-run programmes have a modem and staff that has been trained in gaining access to telematic networks through the basic telephone network.

Figures for private schools are not so clear. According to a study published in 1994 by the Spanish Confederation of Teaching Centres (CECE), 74% of private schools possess IT equipment, 85% possess audiovisual equipment and 11% possess multimedia equipment (source: CECE report on the needs of private teaching centres). The study

clarifies that the use of these resources is not only for teaching purposes but also for administration or secretarial tasks and for class preparation). However, 70% of the teachers questioned stated that the most frequent use of these technological resources is as support for classes. The main other uses of computers are as follows: 60% of teachers use them in their work, 36% for training courses and 55% for administration.

WORK PACKAGE 2 - User needs (economic areas)

With respect to this work package, the only description of objectives and tasks received was that given in section 2.2 of the initial project proposal dated 22 November 1995 in spite of the commitment that the coordinator of each work package would define objectives and tasks as stated in the report on the Turin meeting held on 10 and 11 June last.

Although apparently no study has been carried out on this matter, through contacts and conversations with various institutions, associations and especially companies operating in the IT sector, the following has been determined:

- Users

From a commercial point of view, students using teach-yourself products and cultural materials related to languages can be divided into 3 main groups, namely:

- . Liberal professions
- . Large companies
- . Small and medium-sized companies

Of these groups, the first is undoubtedly the most important for the purchase of these products and materials owing to their greater familiarity with the use of new technology tools and in general because of their high purchasing power.

Large companies are also increasingly important as potential customers. The problems associated with this type of demand basically stem from the varying levels of knowledge of those involved. They usually require, within a specific method, a full range of products.

Such companies also demand specific products adapted to their areas of activity. So their needs are of both a general and a specialist nature. In the latter, there is still not much on offer and individualised solutions tend to be very expensive.

The staff of small and medium-sized companies are those that invest least in language learning. This is not surprising because this attitude is also seen for other types of training. The most relevant factor here is lack of time to devote to other activities apart from those that are directly linked to the immediate objectives of their overall activities. In Spain, this situation is worsened by the cultural factor of a lack of self-discipline for learning alone.

The continuous training of teachers is also an aspect that must be taken into account because, if the study and practice of foreign languages is to be promoted from the earliest ages, obviously it is necessary to properly train and update teachers.

Finally, and obviously, the production of teaching materials is mostly designed for children and adolescents and for classroom work. However, home learning is also a

very attractive sector as can be seen from the catalogues of the publishing houses. It is recommended that imaginative solutions be developed to reinforce the pleasurable aspects on which such teaching should be based.

- Multimedia Equipment

Although Spain is not advanced in the process of introduction of new technologies in the business and family environment, it is expected to soon reach the level of technological utilisation of its European neighbours (see article in the *Gaceta de los Negocios*, 5 June 1996).

It is estimated that there are around 500,000 multimedia computers in Spain. Sales are expected to increase although not to an extraordinary degree.

The difference in price between multimedia and non-multimedia PC computers is not great (around 30,000 to 50,000 pesetas) but users still have to be convinced that such an investment is of use.

As a reference of the Spanish Audiovisual/Multimedia provision, some figures have been taken out from a study achieved jointly by IDATE , Fundesco, London Economics and TDF/C2R in July 1996, on "Structure of television and multimedia markets"

Equipment:

	1990	1991	1992	1993	1994	1995
Television households (x 1000)	11072	11263	11454	11674	11800	
VCR households (x 1000)	4751	5321	5796	6183	6543	
VCR penetration (per 100 TV households)	42,91	47,24	50,6	52,96	55,45	
Television set households (x 1000)	15500		15700		16900	
Domestic PC households (x 1000)			600	900	1250	1400
Domestic PC penetration (per 100 households)			5,07	7,61	10,53	
Multimedia PC households (x 1000)			5	25	120	780
Multimedia PC penetration (per 100 households)			0,04	0,21	1,01	
Video games consoles (x 1000)		565	1350	1667	3275	
Satellite dishes (x 1000)	45	70	250	280	330	
Satellite dishes penetration (per 100 TV households)	0,41	0,62	2,18	2,4	2,8	
Homes passed (cable television) (x 1000)	550	600	650	700	950	
Homes connected (cable television)(x 1000)	98	120	120	120	145	
Cable television penetration (per 100 TV households)	0,88	1,06	1,05	1,03	1,2	

Work package 3 - Educational strategies and objectives

This work package was devised by the Department of New Information and Communication Technology (PNTIC) of the Ministry of Education and Culture.

Spain is one of the countries of the European Union and is situated in the middle range according to the parameters used to measure significant national sectors. However, the language most widely spoken in Spain is Spanish which is one of the top world languages. This is important because the worldwide use of English tends to make us forget the real situation of Spanish which can be compared to that of an extensive capital waiting to be invested. Spanish institutions are under the obligation to carry out the role of *investor*, especially considering that the profitability of this *capital* is clear. It must therefore be the prime objective of the Programme for New Information and Communication Technology to take the initiative in reminding our European partners that the special nature of our language makes it a capital giving high returns to use today's market jargon.

As stated by the Director of the Instituto Cervantes, Santiago de Mora Figueroa y Williams, Spanish is basically spoken on one continent, namely America. "Nine out of ten Spanish speakers are on the other side of the Atlantic. The best-known writers in the Spanish language worldwide are Peruvian, Colombian, Mexican, Argentinian. This is important because the Spanish-speaking countries are practically next door to each other so the fragmentation of Spanish has come to a stop." The four exclusive features of our language as given by the Director of the Instituto Cervantes are sufficient to make it a product that, given a minimum boost by the Spanish Administration, should be in greater demand from the citizens of the EU - "Spanish is an **international** language in the strict sense, it is **homogeneous** from the philological point of view, it is geographically **compact** and it is **expanding** for demographic reasons.

Spain, as one of the partners of the EU, could carry out a privileged role as a vehicle for the language and culture of the American continent using all the technological resources available in the European continent.

In this undertaking we need to cast aside the pseudo-Romantic or heroic or accusatory attitudes of our previous Latin American campaigns and centre on those aspects that would make the language attractive to our European partners such as the fact that we are offering a highly competitive and high-return *product*, namely a means of communication - the Spanish language - that is especially interesting because of its great potential for contacts of a commercial, industrial, economic or cultural nature not only with our country but with practically the whole of the American continent - an area that is currently developing and becoming an extremely attractive market for the countries of the EU.

In conclusion, Spain should sell the image of possessing the most valuable instrument, its language, to gain access to the American continent.

In order to reach this objective, the Ministry of Education and Culture, and specifically its Programme for New Information and Communication Technology, is prepared to use all the resources offered by new technology in the European continent for the teaching and dissemination of the Spanish language and Hispanic culture amongst all the countries of the EU and for the correct advisory services for teachers of Spanish in the different member countries.

The PNTIC projects for this purpose cover the following:

1. Provision for teachers of the Spanish language in the different countries of the EU of telematic advisory services so that they can receive immediate and permanent attention from qualified staff on any aspect of teaching of the Spanish language.
2. Provision for teachers in the EU, through our network, of any material needed for teaching of the Spanish language in the following areas:

- Administration
- Law
- Economics
- Technology

3. Provision for teachers and pupils of a store of *living* documents to assist in the diffusion and comprehension of Spanish and Latin American culture, leisure and working activities, tourism and the media.

The PNTIC documents, which will be duly updated, include the following:

- Front page of the main newspapers in the Spanish language
- Front page of the national magazines
- Selection of comics
- Selection of radio news
- Meteorological information
- Selection of commercials from the various Spanish language TV channels
- New books published in Spain and Latin America
- Information on university summer courses
- Tourist information:
 - sightseeing guides
 - gastronomic guides
 - trekking guides
 - maritime routes
 - festival guides (San Fermín, El Rocío, Semana Santa, etc.)
 - guides to Latin America
- Directories giving addresses and useful telephone numbers in Spain and Latin America
 - public transport

- airlines
- tourist offices
- non-governmental organisations
- young peoples' associations
- Institut de la Juventud
- Prado Museum

- Prices of the main products in Spain and Latin America:

- food
- hotel rooms
- university registration
- vehicles
- public transport
- magazines
- newspapers
- books
- records
- software

- Grants for foreign students

- Access to various Webs of interest:

- Ministry of Culture
- Instituto Cervantes
- PNTIC
- Biblioteca Nacional
- Town Councils
- NGOs

4. Via the network provision for teachers and students of fora for exchange such as:

- Exchange of Latin American and European students either for holiday periods or between teaching centres during the academic year.
- Exchange of experiences between students and teachers
- Exchange of news between Latin American and European students so that they can see for themselves how the news of one country is transmitted in the media of another and vice versa.
- A tribune for debate on hackneyed subjects in the different countries with a view to promoting tolerance (German aggressiveness, Spanish bullfighting, etc.)

5. Provision of IT programmes with a view to making known the Spanish and Latin American language and culture (América entre nosotros, Admyte, education data bases: Systems of socio-economic and educational indicators in the Latin American countries, Diccionario de la Real Academica Española de la Lengua, etc.).

Conclusions: The future of language teaching

In the field of education, the teaching of languages has always been one of the pioneer areas for the incorporation of new technologies. Multimedia or telematic networks are no exception.

The multimedia products incorporating characteristics of network operation, monitorisation of students' progress, voice analysis and synthesis, etc. are clearly the heirs to language laboratories, offering a qualitative improvement in capacity and much greater versatility and variety. Although the price of a properly equipped classroom is high (in spite of the constant drop in prices), these configurations will start to be implanted in schools and utilisation will be shared with other educational applications thanks to the versatility of computers. This should help to rapidly pay off the investment and make multimedia more attractive.

In addition, access to communication networks, especially to Internet, has very clear educational potential for languages, especially the English language. Almost any educational project using Internet is pluridisciplinary and one of the main components is language. The classic experiences of 'pen friends' become more operational with electronic mail and discussion fora, and applications arise in real time which can be very motivating for those involved. Modern language teachers are the most frequent users of the resources offered on the network in the field of education (and this will inevitably increase), both for general resources (real documents) or specific resources relating to language teaching.

WORK PACKAGE 4. Content Providers

Following the guidelines given by Commission 4, an attempt has been made to collect together materials, documents, software and methods for teaching and learning as well as texts giving cultural and scientific information that could be used for this purpose.

In this Work Package a distinction will be made between:

1. Products

- 1.1. Products or information available on the network (ON LINE)**
- 1.2. Multimedia products available (OFF LINE)**

When possible, a distinction is made between data related to the Spanish language and other languages considered 'foreign'.

2. Providers

The characteristics and strategies for development as presented by the various providers of content were studied and structured as follows:

- 2.1. Publishers and distributors**
- 2.2. Specialist centres**
- 2.3. Research centres and universities**

Relevant projects related to the preparation of teaching products within the study area, available in the short term will be detailed here.

1. PRODUCTS

1.1. On Internet (ON-LINE)

This section will study in detail the cultural and language-teaching supply detected on Internet, giving several examples. There will then be a brief analysis of the results and use of Internet.

By way of preliminary remarks, the following can be mentioned:

The low degree of insertion of products or the full text of books on Internet is basically due to the problem of royalties, those included generally being classic works, and also to the fact that transmission is costly (especially in Spain) because of the length of such works which requires a large computer memory.

Other factors slowing down the expansion of the Internet user network are technological, economic and cultural and are mentioned below.

The cost of communications in Spain (that is, the use of telephone lines) continues to be very high.

Most of the educational resources available on Internet come from the United States although there is increasing interest amongst many entities in at least making their presence known by setting up their Web page. In that respect, the universities appear to be the most active institutions, apart from the companies dedicated to telematic services provision. Most of those, besides giving a description of their activities and associated data, offer people accessing to their sites interesting information related to other possible thematic links.

1.1.1. Spanish as a foreign language and Hispanic culture

Products:

Some products have been detected which are available on the Web. Examples of these products are given below :

- . Full text of the Royal Academy grammar of the Spanish language

<http://esgwww.uwaterloo.ca/~dmg/espanol/gramatica.html>

- . The Literary Corner of the "Latin World" server includes:

- a Spanish grammar
- exercises in Spanish grammar
- Spanish/English and English/Spanish dictionaries
- aid for conjugation (COMP-JUGADOR)

<http://www.mundolatino.org/litera.htm#lengua>

- . The page on the "Spanish language" mentions several courses in Spanish on Internet, especially those of the universities of Valencia (Spain), Calgary (Canada) and Gothenburg (Sweden).

<http://www.iis.com.br/~rsoca/cursos.ht>

- . In the section on Languages and Literature, Spanish on "The Human-Languages Page" presented by the University of Willamette (Oregon), mention is made, amongst others, of the following:

- a list of courses in Spanish on Internet
- several dictionaries, one of which is by the Anaya group, an important Spanish publishing company
- a bilingual study/play programme for children called "La clase mágica"
- an elementary Spanish curriculum (sample curriculum for teaching grades 1-8)

<http://www.willamette.edu/~tjones/Language-Page.html>

. Presence on Internet of other regional languages such as Catalan, Galician and Euskera (Basque). Access can be gained by consulting the OLE Spanish searcher.

<http://www.ole.es>

. The "Cultura y Llengua" page on the Vilaweb server (Catalan highway) mentions several courses in Catalan (especially for English speakers)

<http://vilaweb.com>

As can be seen from the above examples, almost all these teaching resources are basically related to grammar (rules, tests, etc...) or translation (dictionaries). There do not seem to be any complete courses, according to traditional language-learning criteria (standard educational patterns). They should therefore be considered more as teaching support (or complementary) materials aimed at reinforcing certain aspects of teaching than as real courses.

Access is gained to these resources via Internet. But in most cases this is the only innovative aspect with respect to multimedia. What is supplied basically is written text. This is not the case with off-line multimedia which is more attractive owing to the introduction of audio and/or video. This attractiveness enhances the efficiency of the method because language is a written and oral link for communication which also involves gestural expression.

Moreover, there is no type of guarantee of the teaching or technical quality (mastery of all the aspects of theory and practice of the language). In very few cases (such as the dictionaries) is there any sort of guarantee by a recognised entity or group such as a university language department, etc. The initiatives are good but there is apparently no control.

Additional cultural materials:

Internet is generally used as a vehicle for the following rather than for teaching products:

- . Additional cultural documents (especially literary documents)
- . Information on educational products available on the "Off line" market
- . Information on activities carried out by organisations or associations working in the field of language teaching
- . Fora for discussion and transnational communication amongst students which in some cases will be considered as part of the language learning method.

The following are some examples that have been detected of each of these aspects:

There are many resources related to literature. Generally access is gained via the Web pages on culture or education which are stored in servers in any part of the world together with those of other languages or with other cultural resources. For this purpose various searchers are used such as those listed in the section describing the work of the WP8 (OZU, OLE, etc...). Some of the most interesting places on the Web for finding this type of information or full works are, for the Spanish language: ATHENA, the GOTHENBURG project, Mundo Latino.

The "literature and books sites" on the ATHENA server (Geneva) give the following:

- Biblioteca Digital Universal (in Spanish)
- Humanistic library of classic texts in Catalan
- Text of comedies in Spanish, some of which are given with an English translation. Included are classical plays by authors such as Calderón de la Barca, Tirso de Molina or Lope de Vega.

<http://un2sg1.unige.ch/www/athena/html/booksite.html>

. The Literary Corner of the "Mundo Latino" server includes:

- an anthology of texts on the conquest of America
- Medieval and Renaissance Spanish literature

<http://www.mundolatino.org/litera.htm#lengua>

. The Purdue and Indiana University Web pages on education give:

- Tome I of the Schevill-Bonilla edition of "Don Quixote" including the prologue and chapters 1 to 27. The remaining three volumes of the novel are to be added over the next few months.

<http://cvcax.ipfw.indiana.edu/mfl/cervante.html>

.- An anthology of Spanish poetry

<http://cvax.ipfw.indiana.edu/-jehle/poetry.html>
<http://cvax.ipfw.indiana.edu/-jehle/poesia.html>

There is also a four-monthly electronic literary magazine called "Espéculo" and produced by the department of Spanish Philology III of the Universidad Complutense de Madrid and the Faculty of Information Science.

<http://www.ucm.es/OTROS/especulo/>

. On the subject of history, Archives of the Spanish civil war have been found. The section of rare books from the University of Brandeis near Boston gives a description of the material in its collections related to this subject and a series of digitalised images of posters.

<http://www.library.brandeis.edu/specialcoll/spcvwr/posters.html>

There is also information on Hispanic culture for English speakers offered by the Instituto Cervantes in New York:

<http://www.users.interport.net/~cervante/>

- . The following are some of the works in museums, information on painters, etc.
- The Webmuseum

<http://www.oir.ucf.edu/vm>

- Works from the Prado Museum

http://www.mcu.es/prado_web/

http://www.mcu.es/~prado/index_eng.html

Of special interest in the area of current affairs is the presence of certain Spanish radio stations such as:

. The local radio of Valladolid, FM Express, which is the first Spanish FM radio station with a permanent connection to Internet. It offers news and information on music programmes as well as the possibility for listeners to send in their suggestions by electronic mail.

<http://www.intercom.es/fmexpress/>

. The Catalan government radio stations through programmes such as "Real Audio". There are two options: direct access to programmes or consultation with the library which holds popular programmes such as general interest programmes and football matches.

<http://www.catradio.es/cr/index.html>

There are also various magazines and newspapers:

. The new Electronic magazine on language teaching "LAPSUS LINGUAЕ" (International Journal on Language Teaching):

http://www.nobis.com/ll_lapsus_pro@.nobis.com

. Spanish cultural magazine "Melitea"

<http://www.abaforum.es/is/melibea>

. Page on Galicia

<http://www.iaga.com/vieiros/index.html>

. The following newspapers:

La Vanguardia (Barcelona): **<http://vangu.ese.es>**

El Periódico (Barcelona): **<http://www.elperiodico.es>**

Diario Vasco: **<http://www.diario-vasco.com>**

ABC (Madrid): **<http://www.ab.c.es>**

El País Digital: **<http://www.elpais.es>**

El Mundo (sección económica): **<http://sudinero.elmundo.es/indice.htm>**

El Mundo (sección "Campus"): **<http://www.offcampus.es/elmundo.campus>**

Su dinero: **<http://sudinero.el-mundo.es>**

La revista: **<http://www.larevista.el-mundo.es>**

Campus: **<http://www.offcampus.es/campus.html>**

El Correo Gallego: **<http://ozone.s.es>**

Negocios on line: **<http://negocios.com>**.

Information on existing products

Various publishing houses have a page on which they show their products. Printed examples of some of these are attached (See Annex 1).

Information on activities carried out by organisations or associations

This includes:

. The Instituto Cervantes which gives information on its teaching methods, its libraries and basic data on all its centres as well as a detailed explanation of the diplomas in Spanish as a foreign language, teacher training courses and radio and television programmes in which it participates.

<http://www.cervantes.es/>

Discussion fora

. There is an E-mail list for teachers of Spanish for the purpose of exchanging ideas, new products and comments on the different aspects of teaching Spanish (subscription is free).

Orders should be sent to **LISTSERV@M.TAU.AC.IL** on Internet (subscription: **SUB ESPAÑ-L name and address**)

. Within the LINGUA programme, there is an E-mail application named "International E-Mail Tandem Network". This network aims to set up bilingual sub-networks in which students of different languages can work in pairs to help each other in learning the other's language. This network includes access to the "Agency for allocating companions", to the bilingual discussion fora and to a data base or an information server. Its functions are listed in the WP5 on data bases.

<http://www.es/UniOvi/Apartados/Departamento/Filologia.Anglogermanica/tandem/infos.html>

1.1.2. Other languages

The foreign languages mostly taught in Spain are first English, then French and, to a lesser extent, German. These are therefore the languages covered by the study.

As with the Spanish language, on the Internet there is a supply of courses, teaching and cultural materials, discussion fora and exchanges which can be expected to be of similar characteristics to those covered above for Spanish. And cruising on Internet in itself offers practical experience in the English language.

In addition, since the consultations only aimed to detect Spanish resources, only limited information is given here on the resources existing for other languages. However, below are some of the "discoveries" made:

. On-line English Grammar by Anthony Hughes

<http://www.edunet.com/english/grammar/index.html>

. Foreign Languages for Travelers (in 32 different languages)

<http://www.travlang.com/languages>

. Pages of cultural valuable information and links data offered by the Department of Foreign Languages & Literatures of the university of Appalachian State, for French, Spanish, German, Latin, Japanese, Chinese and Russian.

[http://www.acsappstate.edu/dept/fll/\(corresponding language\).html](http://www.acsappstate.edu/dept/fll/(corresponding language).html)

. Literature references and works for French language in ATHENA (see address above).

. The On-Line IT's magazine for Students and Teachers of English (e-zine) offers possibilities for its suscribers to access the most up-to-date teaching material available, forum for teachers and other valuable links on the Web.

<http://www.encomix.es/~its/>

1.2. "OFF-LINE"

There are many products related to language learning. Most of them include textbooks and workbooks with audio and/or video cassettes or CD-ROM. Others only exist in CD-ROM form.

Some of relevant products commercialised as CD-ROM, or videos have been listed here:

Spanish as a second language:

- **Contact** is a very thorough method for learning Spanish. It consists of 3 CD-ROMs (with a total of over 4 hours of real images and instructions for self-instruction in several languages). It was produced by Latinoamericana de Editores and distributed by Paradox.

- **Dígame. Conversaciones telefónicas.** A product on CD-ROM by Libra Multimedia and distributed by KDC.

- **Español de los negocios en vídeo** is a recent specialist product, the result of collaboration between the Instituto Cervantes, the Instituto de Ciencias de la Educación of Barcelona University and the Difusión publishing house. The Instituto Cervantes also has other products that are not on the market.

- **En español** is a collection of fragments from films to demonstrate certain communication functions. It is a video product produced by the Ministry of Culture and distributed by the Instituto Cervantes.

- **Viaje al español** is an audio-visual method on video with supporting books produced by Santillana with the collaboration of the University of Salamanca and Radiotelevisión Española. The collaboration between this publisher and the University of Salamanca has continued with the introduction onto the market of two new products - "Marca Registrada" on Spanish for business, and "Con Voz y Voto" to develop conversation. The latter is original for the active participation of the student in the learning process and the use of many real documents. It comprises a book, exercise book and cassette.

There are also other resources both for children and adults produced by companies such as Hyperglot Software, Berlitz Publicism Corporation, Eurotalk Ltd., Syracuse Language Systems, etc.

Other languages

- **Language Discovery** is an educational programme for teaching vocabulary in 4 languages (English, French, German and Spanish) to small children. It is based on games and has an experimental part and a competitive part. The distributor is abc analog.

- **Longman English Works.** This is a multimedia work for people needing English in their jobs, business, studies or for travel. It contains an aid in English, French, German, Italian and Spanish.

- **New English Course** is an interactive English course on 24 CD-ROMs created by experts from the BBC. It is suitable for individual study or as support material in class.

- **English for Business.** With a collection of 6 CD-ROMs this course is designed for professional use. It was produced by the School of Languages of the University of Wolverhampton.

- **A la recherche d'un emploi - L'acte de vente.** Both these CD-ROMs were conceived to improve and increase knowledge of French for business. They were produced by the Blaise-Pascal University in Clermont Ferrand (Camille project).

As with Spanish there is a wide variety of materials which are not listed fully in this study

In general, all these multimedia products are new. They have the advantage that they have been produced or sponsored by very professional bodies, prestige publishers, universities, etc. This means that students have some degree of guarantee that the teaching content is appropriate (acquisition of basic knowledge, advanced practice, development of skills in specific areas, etc.).

This type of product is being developed increasingly although it seems that multimedia resources are not and will not in the near future be designed for telematic distribution. This is not so much because of technological limitations (although there are still unresolved problems of compatibility) as because of a lack of penetration of this type of education. Habits will have to change. People are generally not used to self-instruction or to handling multimedia tools, etc.

This is closely linked to the insufficient number of personal computers that are equipped to use very sophisticated multimedia products. This type of material is still not being commercialised on a large scale. The market is mainly taken up by independent members of liberal professionals (good purchasing power and adaptability to new technology) followed by companies.

2. SUPPLIERS

2.1. Publishers and distributors

It should be pointed out that these organisations which produce or sell courses have a privileged position in the overall market for education and culture being the only sources of written educational materials.

With respect to language learning, their offer is based to a large extent on written materials which go together with audio and/or video cassettes (to a lesser extent).

Recently, and because of the increased use of new technology both in companies and in homes, production on CD-ROM is increasing.

Apart from the specific orientation for users of standard teaching (mainly in secondary education), the commercial offer also provides materials for children as entertainment (these can be used in different countries) and to a lesser extent for self-learning of languages aimed increasingly at specialised sectors of industry.

There is a certain degree of controversy surrounding multimedia production but in all catalogues there are now courses or support materials on this type of medium. Bertelsmann described their understanding of multimedia use as follows: "We believe that for the time being there is no market nor do we believe that by just changing from printed paper to CD will this market be generated. The situation is different in the specialist information sector which is already equipped with multimedia applications... Books have shown that they have a future in the new multiple media environment". (Extract from an interview published in the ABC newspaper on 20 June 1996).

Although publishers are not currently inclined to use Internet as a means of distribution of their educational resources on the market, as stated above, some of them are now taking an interest in this promising method of communication. Heinemann, however, has understood the potential of the Web by offering its "Heinemann World" to students and teachers of various languages (<http://heinemann.co.uk/>).

In addition to such published products, information of interest is also provided by specialist journals.

Concerning Spanish and Hispanic culture, there are relevant publications such as:

. "Cuadernos Cervantes de la Lengua española". This magazine is published by ELR Ediciones with the collaboration of the University of Alcalá de Henares. Its target readers are anyone interested in the Spanish language, not just teachers and students.

Cuadernos Cervantes
Administración, Redacción y Publicidad
Travesía de Andrés Mellado, 9
28015 Madrid
Tel. 34-1-543 46 46
E-Mail : cuadcer@elr.es - <http://www.eunet.es/InterStand/CuadernosCervantes>

. "Frecuencia -E. Revista de didáctica Español como Lengua Extranjera". This magazine is published by EDINUMEN and basically addresses teachers of Spanish language. It will soon have its own Web page giving extracts of articles.

EDINUMEN
Piamonte, 7
28004 Madrid
Tel. 34-1-308 51 42
E-Mail : edinumen@infornet.es

. REALE is a journal on research into acquisition of the Spanish language published by the University of Alcalá de Henares.

Secretaría de REALE
Departamento de Filología
Universidad de Alcalá
c/ Colegios, 2
28801 Alcalá de Henares
Tel. 34-1-885 44 23

The following publications do not appear in Internet (nor does the REALE journal) but they are specialist journals of interest that are distributed by ARCO-LIBROS, S.L. in Madrid.

- "La Lingüística Española Actual"
- "Español Actual"
- "Voz y Letra"

The main problem for publishers is at least to recover the expense of production and management, if no profit can be made. They also have to protect copyright.

2.2 Specialist centres

These are understood as being those whose activity centres on the study and analysis of all language-related aspects and mainly include institutions such as the "Instituto Cervantes", "Goethe Institut", "Institut Français", "British Council", etc.

In Spain and solely for the teaching of the Spanish language there is the Instituto Cervantes which was set up in 1991 and whose main function is the dissemination of the language and culture of Spain and Latin America.

Its headquarters is in Alcalá de Henares (Madrid) although it has associated centres in four continents.

Its objectives and functions are:

- . To organise general and special courses in the Spanish language

- . To accredit the knowledge acquired by students by granting certificates and diplomas and to organise the examinations of the Official Diplomas in Spanish as a Foreign Language (Diploma Oficial de Español como Lengua Extranjera - DELE).
- . To update teaching methods and teacher training.
- . To support the work of Hispanists
- . To participate in programmes for the dissemination of the Spanish language
- . To carry out cultural activities in collaboration with other Spanish and Latin American organisations
- . To make available for public use libraries fitted with the latest technological resources

It has also participated in the European Union Lingua Project, specifically in the preparation of a course for Business Spanish on CD-ROM together with a video which is expected to be placed on the market in the near future as well as preparation of 'An instrument for the provision of activity-based curricula, linguistic audits and diagnostic test tasks'.

In addition, within the framework of the activities of the Spanish Observatory for Language Industries (Observatorio Español para las Industrias de la Lengua - OEIL), work is being carried out on the preparation of a data base with existing multimedia materials for the teaching of Spanish.

Other activities being carried out by Spanish institutions are, for example:

- The Real Academia de la Lengua Española has produced its dictionary in CD-ROM (DRAE)
- The Real Academia de Ciencias Exactas, Físicas y Naturales is extending its "Vocabulario Científico y Técnico" (published by Espasa Calpe) and the CD-ROM version is expected to be on sale by the end of the year and the Latin American networks are expected to be connected soon. (Information taken from "El País" on 10 June 1996 and published in the Cuadernos Cervantes for July/August 1996).

2.3. Research centres and universities

This is where the most important work is being carried out in new approaches to language learning. These organisations are working on research projects which will undoubtedly form the basis for the development of new methodologies for training such as the application of new technology and the use of international training networks.

The following is a list projects on which of some of the Spanish universities that have been contacted and the they are working.

- **Proyecto ICONS - TELEMATICS SIMULATION FOR LANGUAGE LEARNING**

Project Coordinators in Spain: Amparo García Carbonell and Frances Watts

Institution: Universidad Politécnica de Valencia

Escuela Técnica Superior de Ingenieros de Telecomunicación
Departamento de Idiomas

Annex 2 gives information on this project.

- **CAMILLE Project - Computer Assisted Multimedia Language Learning Environment. ESPAÑOL INTERACTIVO**

Project Coordinators in Spain: Ana Gimeno and Ignacio Despujol

Institution: Universidad Politécnica de Valencia
Departamento de Idiomas

Annex 3 gives information on this project.

- **International E-Mail Tandem Network Projectg**

Project Coordinator in Spain: Juan A. Alvarez González

Institution: Universidad de Oviedo
Department of Anglo-American and French Philology

Description:

This project is in its third year and is renewed annually. In the International E-Mail Tandem Network various universities have joined forces so that their students can learn languages in tandem via Internet.

The network is formed by an increasing number of bilingual sub-networks in which students of different languages work together in order to help each other to learn the other's language. Each sub-network comprises:

. Access to the "Agency for allocation of companions" for tandem learning. This is an open learning method in which people with different languages work in pairs in order to help each other to learn the other's language and to find out about the other person and his or her cultural background.

. At least one bilingual forum in which participants can propose and develop all sorts of discussions and ask about any aspects of either of the two languages, as well as:

. A data base or information server in which participants can obtain teaching and learning materials and to which any participant can add documents as information on his or her own country, region or city or bilingual texts written together with the tandem partner.

The *International E-Mail Tandem Network* has started to organise written tandem activities by E-mail on Internet and to promote the development of new teaching aids for students, language teachers and network coordinators.

Each sub-network is supervised by 2 or more coordinators who help participants, moderate discussions in the forum, decide on the content of the data base, establish new fora, etc.

Bochum (D, Germany), Oviedo (E, Spain), Sheffield (UK, England), under the coordination and leadership of Helmut Brammerts, started in 1993 to set up this network.

12 universities in 10 European countries since 1994

Aalborg (DK, Denmark), Aarhus (DK), Coimbra (P, Portugal), ENST Paris (F, France), Trier (D): and since 1995, Dublin (IRL, Ireland), Mitthögskolan (S, Sweden), HKL Sittard (NL, Holland), Torino (I, Italy) have participated in the European Union Project *International E-Mail Tandem Network* with a view to extending the network and developing teaching materials for students in their tandem activities, for organisers and for language teachers.

Next year various other universities will be participating in the project.

So far communications are being made via electronic mail (written text, ASCII). For next year it is planned to introduce voice (audio files) and then video-conferences although the latter will be only experimental.

For further information:

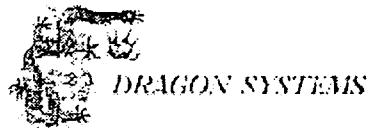
<http://www.uniovi.es/UniOvi/Apartados/Departamento/Filologia.anglogermanica/tandem/infes.html>

Conclusion.

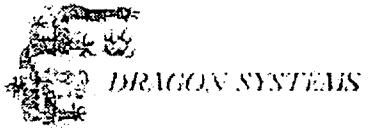
The Internet offers increasingly large amounts of information and continually sparks interest. It is obviously especially appealing for teachers, students or anybody interested in learning or communicating with others in different parts of the world. Personal initiatives, participation and/or support from universities and certain state institutions or foundations are currently the main source of educational resources on this network. However, "cruising" learners need some type of structure to help them gain access to attractive and reliable information while sticking to their basic aim. There are several searchers but information, which is the final product, hides behind many "screens". Language-related subjects, especially, are not front-page news and therefore require an effort and research skills on the part of the person interested in finding the information which will satisfy his curiosity or need.

In addition, this being a matter of education, it should not be forgotten, as stated by the Bertelsmann publishers, that "it is not a question of just changing printed matter for multimedia but of taking the greatest advantage of the new possibilities". This should be the approach to Internet.

ANNEX 1 - WP4



Idiomas



	Dragon Dictate Reconocimiento inteligente de voz para Windows en disquetes. Potente programa de reconocimiento inteligente de voz para Windows. Este producto reconoce palabras mediante software para que el usuario pueda dictar (1) textos a su ordenador, hoja de cálculo, base de datos y otras aplicaciones de Windows o controlar (2) funciones, accesorios y aplicaciones de Windows a través de su voz. Requiere fase de aprendizaje y tiempo de adaptación. Disponible para la mayoría de los idiomas de la CEE incluyendo español
Referencia DGCE	Producto Dragon Dictate Classic Precio 129.000 Pta



[\[Si desea algún producto, pulse aquí\]](#) [\[Volver a la página principal\]](#)



Idiomas



A small image of the "Community Exploration" software box, showing the title and some graphical elements.	Community Exploration Visita interactiva a típica ciudad americana con acceso a más de 50 lugares distintos y se ofrece la posibilidad de visualizar los textos así como escuchar su descripción en inglés. Incluye opciones de grabación de voz y playback en cualquier momento. Ideal para nivel básico/introducción.		
Referencia	Producto	Precio	
COCE001 -ING	Community Exploration	6.100 Pta	A small icon representing software or a CD-ROM.



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Idiomas



BBC - English Expressions

Nivel Básico - Intermedio que abarca 9 temas de tópicos en general (en el Restaurante, en el aeropuerto, pidiendo información, de compras en el mercado...). Cada tema tiene una sección de palabras de vocabulario y unos ejercicios de comprensión de conversación, así como un test final.

Configuración mínima: SVGA + 486/33 + 4 Mb RAM.

Referencia	Producto	Precio
BBCEEXP	BBC - English Expressions	9.900 Pta



BBC - Essential English

Primer CD multimedia de la BBC para autoaprendizaje del Inglés. Nivel Introductorio con pronunciación a elegir entre inglés británico y americano. Opciones de grabación de voz y Playback para comparar su pronunciación con la de las voces nativas. Interfaz sencillísimo para niños, jóvenes y adultos.

Referencia	Producto	Precio
BBCESSE	BBC - Essential English	7.000 Pta



[\[Si desea algún producto, pulse aquí\]](#) [\[Volver a la página principal\]](#)

The Learning Company

The Learning Company

Idiomas



Hablemos Inglés 6.0

Nueva versión del conocido fabricante Hyperglot. Curso completo en 2 CDs para el aprendizaje del inglés que consta de 30 lecciones basadas en distintos temas y situaciones cotidianas. Incorpora tecnología de Reconocimiento de Voz, opciones de grabación y playback, videos y mas de 20 voces nativas (USA), ejercicios y juegos en cada lección. Más de 1 hora de vídeos QuickTime. Metodología de aprendizaje estructurado y eficaz que combina contexto, gramática y frases completas. Incluye libro de ejercicios de 350 páginas con diccionario. Explicaciones en Español.

Referencia

Producto

Precio

HYHI001 -ING

Hablemos Inglés 6.0

19.900 Pta



Learn To Speak English

Nueva versión del conocido fabricante Hyperglot. Curso completo en 2 CDs para el aprendizaje del inglés que consta de 30 lecciones basadas en distintos temas y situaciones cotidianas. Incorpora tecnología de Reconocimiento de Voz, opciones de grabación y playback, videos y mas de 20 voces nativas (USA), ejercicios y juegos en cada lección. Más de 1 hora de vídeos QuickTime. Metodología de aprendizaje estructurado y eficaz que combina contexto, gramática y frases completas. Incluye libro de ejercicios de 350 páginas con diccionario. Todas las explicaciones están en Inglés.

Referencia

Producto

Precio

HYHI002 -ING

Learn To Speak English

19.900 Pta



Learn To Speak Spanish

Nueva versión del conocido fabricante Hyperglot. Curso completo en 2 CDs para el aprendizaje del español que consta de 30 lecciones basadas en distintos temas y situaciones cotidianas. Incorpora tecnología de Reconocimiento de Voz, opciones de grabación y playback, videos y mas de 20 voces nativas , ejercicios y juegos en cada lección. Más de 1 hora de vídeos QuickTime. Metodología de aprendizaje estructurado y eficaz que combina contexto, gramática y frases completas. Incluye libro de ejercicios de 350 páginas con diccionario. Todas las explicaciones están en Inglés.

Referencia

Producto

Precio

HYHI003 -ING

Learn To Speak Spanish

19.900 Pta





Idiomas



	TriplePlay Plus		
	SUTPP1 ING	TriplePlay Plus Inglés	12.500 Pta
	SUTPP1 GER	TriplePlay Plus Alemán	12.500 Pta
	SUTPP1 FR	TriplePlay Plus Francés	12.500 Pta

	Games In English		
	GAMES001 -ING	Games In English	6.500 Pta



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Idiomas



Colección English+

Colección de 12 CDs (uno de Iniciación, Básico 1, 2 y 3; Intermedio 1, 2 y 3; Avanzado 1, 2, 3 y 4; e Inglés para Negocios) que puede adquirir en colección o título a título según su nivel y progresos. Método autodidacta que convierte el aprendizaje del idioma en un entretenimiento para cualquier miembro de la familia. Incorpora diccionario, libro ilustrado de gramática, videos, multitud de voces, juegos, tests y todo lo que necesita para asimilar el Inglés a su propio ritmo.



Referencia	Producto	Precio
ENG+INI	English+ Iniciación	4.990 Pta
ENG+BAS1	English+ Básico 1	7.990 Pta
ENG+BAS2	English+ Básico 2	7.990 Pta
ENG+BAS3	English+ Básico 3	7.990 Pta
ENG+INT1	English+ Intermedio 1	7.990 Pta
ENG+INT2	English+ Intermedio 2	7.990 Pta
ENG+INT3	English+ Intermedio 3	7.990 Pta
ENG+AVA1	English+ Avanzado 1	7.990 Pta
ENG+AVA2	English+ Avanzado 2	7.990 Pta
ENG+AVA3	English+ Avanzado 3	7.990 Pta
ENG+AVA4	English+ Avanzado 4	7.990 Pta
ENG+NEG	English+ para Negocios	12.990 Pta



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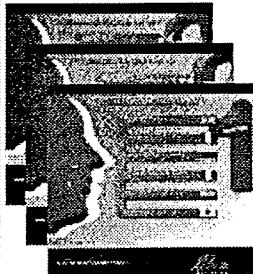
Idiomas



Business Talk

Un CDs para mejorar su comprensión de Inglés/Español (de Oxford) para conversaciones de negocios: escuchando, entendiendo y realizando ejercicios y tests. Opciones de grabación de su propia voz y playback. El CD contiene más de 20 horas lectivas con varias voces, música, textos, fotografías en color y gráficos. Preparados para MPC y MAC. Para personas con nivel Básico. También disponible para francés, alemán o español.

Referencia	Producto	Precio	
LMBST ING/SP	Business Talk	10.500 Pta	
LMBST ING/FR	Business Talk	10.500 Pta	
LMBST ING/GR	Business Talk	10.500 Pta	



Small Talk 1, 2 y 3

Colección de 3 CDs para mejorar su comprensión de Inglés (de Oxford) abarcando tópicos en general: escuchando, entendiendo y realizando ejercicios y tests. Opciones de grabación de su propia voz y playback. Cada CD contiene más de 20 horas lectivas con varias voces, música, textos, fotografías en color y gráficos. Preparados para MPC y MAC. Para personas con nivel Intermedio/avanzado.

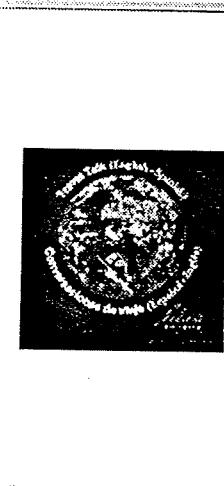
Referencia	Producto	Precio	
LMST001+2+3 ING	Small Talk 1, 2 y 3	19.100 Pta	



Telephone Talk 1 y 2

Colección de 2 CDs para mejorar su comprensión de Inglés (de Oxford) para conversación telefónica comercial : escuchando, entendiendo y realizando ejercicios y tests. Opciones de grabación de su propia voz y playback. Cada CD contiene más de 20 horas lectivas con varias voces, música, textos, fotografías en color y gráficos. Preparados para MPC y MAC. Para personas con nivel Intermedio/avanzado. También disponible para francés, alemán o español.

Referencia	Producto	Precio
LMTT01+2 ING	Telephone Talk 1 y 2	15.900 Pta
LMTT01+2 FR	Telephone Talk 1 y 2	15.900 Pta
LMTT01+2 GER	Telephone Talk 1 y 2	15.900 Pta
LMTT01+2 SP	Telephone Talk 1 y 2	15.900 Pta



TravelTalk

CD para el autoaprendizaje de un idioma centrándose en la terminología específica y las expresiones esenciales para desenvolverse cuando se va de viaje. Nivel básico para cualquier perfil de edad. Disponible para Inglés, Francés, Alemán o Español.

Referencia	Producto	Precio
LMTRT01 ING/SP	TravelTalk	10.500 Pta
LMTRT01 ING/FR	TravelTalk	10.500 Pta
LMTRT01 ING/GR	TravelTalk	10.500 Pta



Colección Completa Libra Multimedia

Contiene obra completa de Telephone Talk 1 y 2, Small Talk 1, 2 y 3, Travel Talk, Business Talk y un archivador de CDs gratis.

Referencia	Producto	Precio
LMCOL7 -ING	Colección Completa Libra Multimedia	40.500 Pta

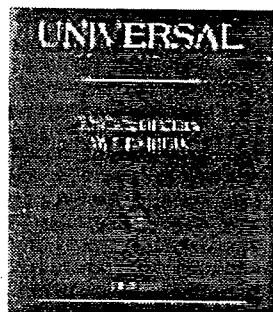


[Si desea algún producto, pulse aquí] [\[Volver a la página principal\]](#)



CASA DEL LIBRO RECOMIENDA

OBRAS EN CD-ROM



UNIVERSAL ENCICLOPEDIA MULTIMEDIA MICRONET

La más avanzada enciclopedia multimedia en castellano. Dos versiones de software disponibles en el mismo disco, uno desarrollado específicamente en 32 bits, para la última versión de Windows 95, y otra en 16 bits para el popular Windows 3.1.

83.000 términos y más de 120.000 entradas con una extensión equivalente a 15 tomos de una enciclopedia convencional.

Requerimientos: Windows 3.1 o superior/Windows 95, para la versión de 32 bits/ PC compatible, 386 (recomendado 486), con lector de CD-ROM/ sonido e impresora soportada por Windows / monitor VGA de 256 colores (recomendado 800x600 con 32.000 colores o superior).

P.V.P. 14.500 pts



DICCIONARIO DE LA LENGUA ESPAÑOLA. EDICIÓN EN CD-ROM

Real Academia Española

83.014 entradas/180.906 definiciones/43.068 etimologías/más de 37.000 revisiones automáticas/más de 1.500.000 datos hipertextuales. Acceso directo mediante: mas de 310.000 abreviaturas y mas de 2.000.000 de palabras.

requisitos del sistema: Ordenador compatible AT. procesador 80386 o superior, mínimo de 4MB de Ram. Ratón y pantalla gráfica VGA o superior. Lector de CD-ROM. Sistema operativo MS_DOS 3.30 o posterior con Microsoft Windows 3.1 o posterior. Se recomienda disco duro con al menos 5 mb libres

P.V.P. 19.500 pts



MULTIDICCIONARIO DE LA LENGUA ESPAÑOLA - EVEREST

80.000 voces y 150.000 definiciones

Más de 1.000.000 de formas verbales conjugadas

Más de 40 minutos de video y audio

Requerimientos: Ordenador Apple Macintosh con Sistema operativo Mac/Os / 4 Mb. de Ram libres, recomendables 5 Mb. 256 colores, recomendable con miles de colores/ Lector de CD - ROM de doble o cuádruple velocidad / También optimizado para Power PC.

P.V.P. 19.950 pts

ANNEX 2 - WP4

TELEMATIC SIMULATION FOR LANGUAGE LEARNING
"Project ICONS"

Project Coordinators in Spain: Amparo García Carbonell and Frances Watts

Institution: Departamento de Idiomas
Escuela Técnica Superior de Ingenieros de Telecomunicación
Universidad Politécnica de Valencia, Spain

Definición del Proyecto ICONS:

The syllabus for Advanced English at the School of Telecommunications Engineering of the Universidad Politécnica de Valencia, Spain, uses telematics as the means of communication between the academic and professional worlds. Four years' experience in two large-scale simulations, Project IDEALS and ICONS, has demonstrated that the integration of telematic simulation in the curriculum is fully justified.

The International Communication and Negotiations Simulation (ICONS) Project , conceived by the University of Maryland at College Park, MD, USA, offers students the opportunity to join an interdisciplinary program that puts theory into practice. ICONS is a worldwide, multi-institutional, computer-assisted simulation that thrusts students into the world of high-powered international negotiations. The aim of the simulation is to broaden students' perspectives and make them aware of what it is like to negotiate with different cultures, speaking different languages. Participants learn not only what is involved in making decisions for a government, but more importantly, what it feels like to be a decision maker for a foreign government with a very different set of cultural perspectives and problems. Through ICONS, a personal computer and the networks become educational tools to link students in classrooms

around the world.. The accessibility of computer terminals and the "friendliness" of the whole process make participation in the simulation exercise enjoyable, instructive and cost-effective. ICONS helps students understand the importance of clarity and precision in language, particularly crosscultural communication. The incorporation of languages into the simulation represents a unique feature of ICONS, and it has developed into an especially effective teaching tool for advanced language students. Throughout the simulation students use foreign languages as a vital instrument of communication. Moreover, the simulation integrates authentic foreign language instruction into critical areas of international studies. And both groups benefit: the language students have a real context for their study and a captive audience for their work; and the students from other disciplines gain an understanding of the realities of negotiation in a multicultural setting. Perhaps most importantly, the simulation reinforces the development of valuable analytical skills, teamwork, creativity, interdisciplinary thinking and practice in problem solving using their second language.

ICONS lets students:

- Create and test negotiating strategies
- Improve communications skills in several languages.
- Understand the interdependence of international issues.
- Appreciate cultural difference in approaches to world problems.
- Work in teams to solve problems.
- Use computers and the networks for multinational communication.

Technical support:

- Computers

- Networks
- Software transmission protocols

Contact persons:

Amparo García Carbonell and/or Frances Watts

Departamento de Idiomas

Escuela Técnica Superior de Ingenieros de Telecomunicación

Universidad Politécnica de Valencia

Camino de Vera, 14

46021 Valencia, Spain

Tel. 34 – 6 – 387 7535

Fax 34 – 6 – 387 7199

E-mail agarciac@upvnet.upv.es

fwatts@upvnet.upv.es

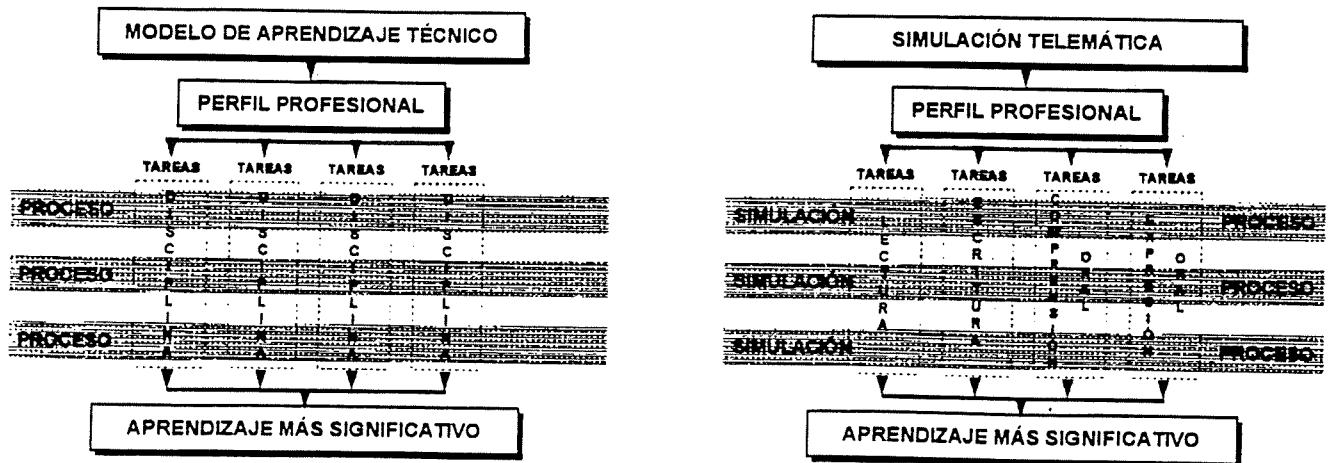
SIMULACIÓN TELEMÁTICA Y APRENDIZAJE DE IDIOMAS: PRINCIPIOS, INTEGRACIÓN CURRICULAR Y DIDÁCTICA

Amparo García Carbonell y Frances Watts
Responsable Técnico: Mar Giménez Núñez

Departamento de Idiomas
Universidad Politécnica de Valencia
Valencia, España

"A simulation is an operating model of central features or elements of a real or proposed system, process or environment" (Greenblat: 1988)

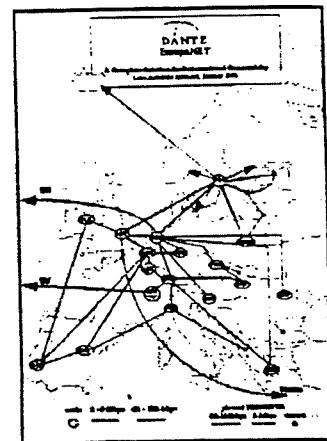
Simulación Telemática es un modelo operacional, con las características o elementos de un sistema, proceso o entorno, real o propuesto, que interacciona a distancia, vía INTERNET, múltiples disciplinas y entornos académicos y profesionales a nivel internacional



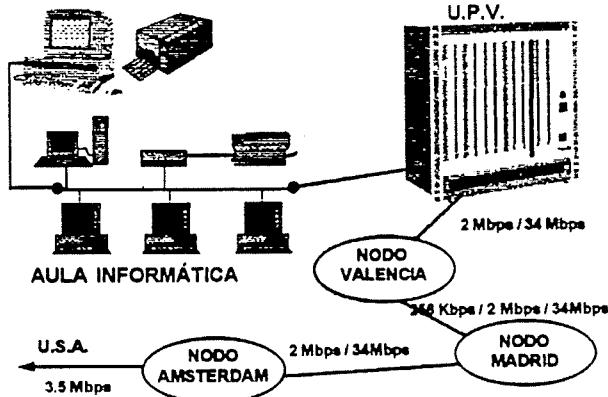
PAÍSES PARTICIPANTES



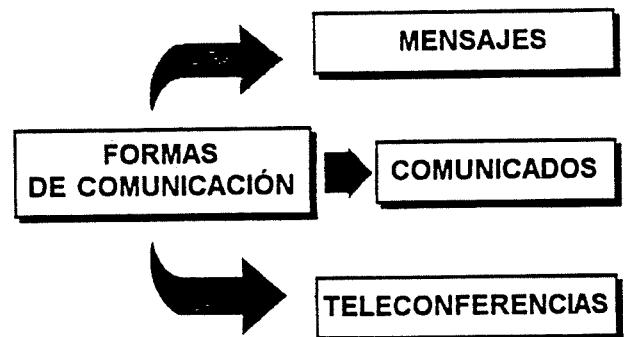
TOPOLOGÍA EUROPANET



SALA AUDIOVISUAL



CENTRO DE CÁLCULO U.P.V.



FASE I

INFORMACIÓN

FASE II

CONFRONTACIÓN CONFLICTO

FASE III

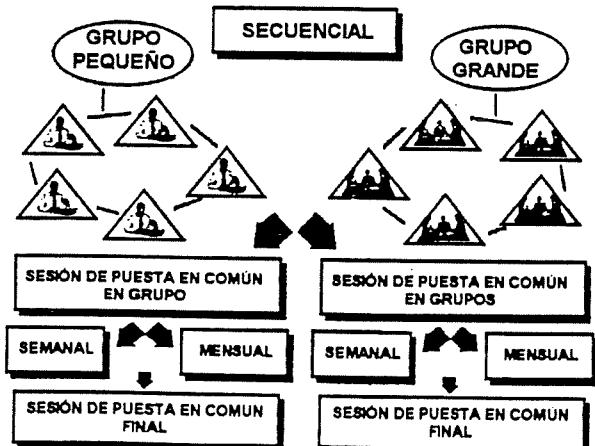
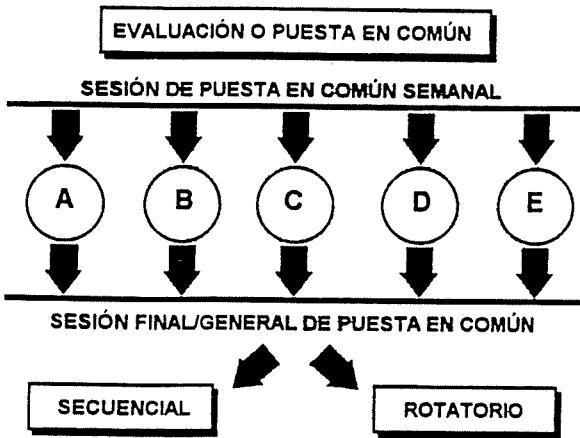
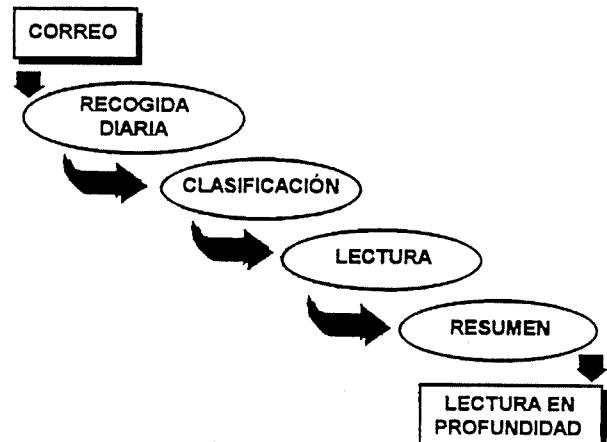
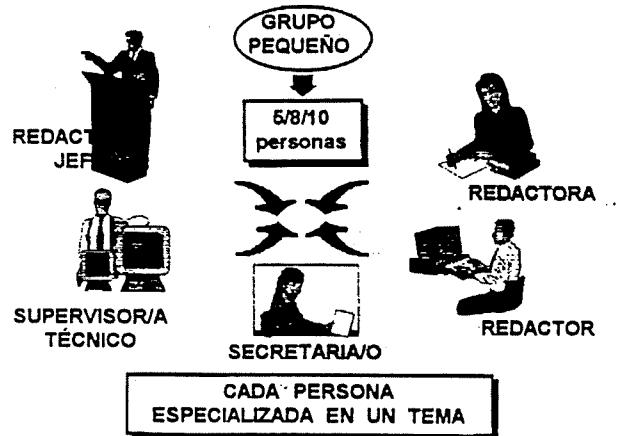
PUESTA EN COMÚN EVALUACIÓN

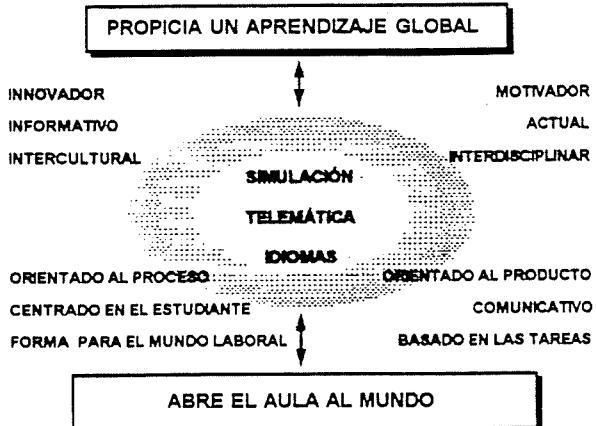
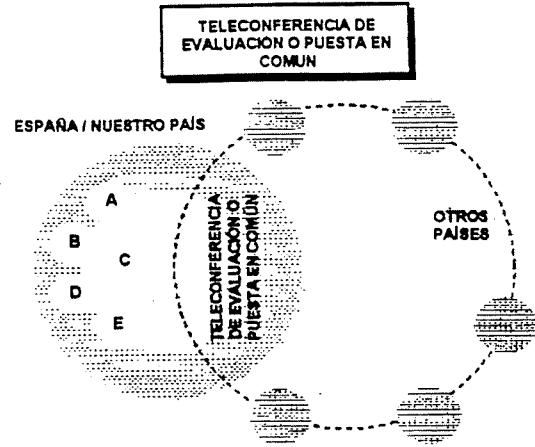
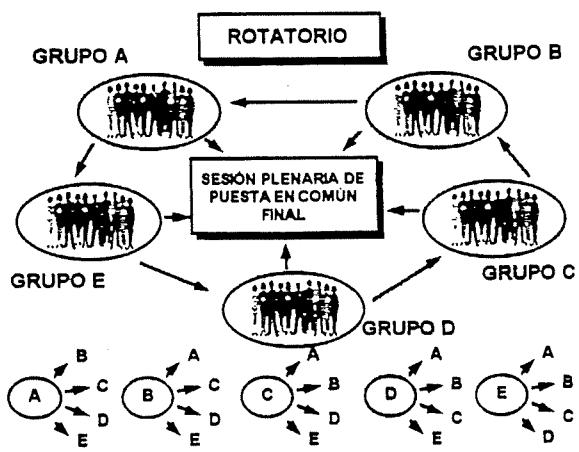
FASE I

- Establecer Objetivos, Roles y Equipos
- Estudiar Documentos Históricos
- Elaborar Posición Política
- Elaborar Estrategias

FASE III

- Participar en Conferencia Plenaria de Evaluación
- Rellenar Cuestionario de Opinión
- Presentación y Defensa de Memorias
- Envíar Posición Política
- Envíar Estrategias
- Negociar de Forma Bilateral
- Negociar de Forma Multilateral
- Participar en Teleconferencias
- Desarrollar Texto de Negociación
- Desarrollar Borrador del Tratado Final
- Ratificar Tratado Final





First, it motivates and is fun; second, it is more congruent with the learning process than chalk-and-talk teaching practices; third, it is more like the "real" world than the traditional classroom.

Finally (and perhaps most significantly), simulation results in positive outcomes, such as more active participation, improved performance, greater retention, and better understanding of complexity.

Crookall, D. 1990. *Simulation, Gaming and Language Learning*. New York, NY: Newbury House. p.14

ANNEX 3 - WP4



Dpto. de Idiomas

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UNIVERSIDAD POLITÉCNICA

DEVELOPING SOFTWARE

ESPAÑOL INTERACTIVO is a multimedia interactive course for learners of Spanish as a foreign language developed within the CAMILLE Project at the Universidad Politécnica de Valencia, Spain. It exploits the latest optical-disc technology to deliver full-motion video and digital sound, and by providing immediate record and playback facilities, enables the user to see and listen to native speakers of Spanish and practise what he or she has learned in a genuinely interactive fashion. It combines this highly interactive language learning environment with a "communicative competence" approach to language acquisition delivered within a hypermedia framework for video, audio and text storage and retrieval. Digitised interactive video simulates the second-language environment by allowing the learner to observe and be taught by native speakers filmed on location in authentic situations. Interactive audio allows for oral responses which can be monitored, and compared instantaneously with "model" responses by native speakers. Hypermedia gives the learner instant access to glossaries, grammar, and interactive exercises as well as the facility to replay any of the video or audio material.

NETWORKING

The Universidad Politécnica de Valencia has set up a Multimedia Resource Laboratory in order to network Computer Assisted Language Learning materials on the net (UPVNET). Trials are being undertaken to achieve the most efficient computer configuration in order to network multimedia CD-ROM based learning materials.

The Resource Centre has, at the moment, been set up with 20 MPC2, 2 servers, Internet access, etc. This Project will be extended in 1996-97 to two further Multimedia Resource Centres, housed at two of the Engineering Schools, equipped with a further 25 MPC2's. Transmitting real time video on the net is one of the goals which has already been achieved.

Commercially available CD-ROM based language materials are being evaluated in order to test their usefulness across the network. Evaluation is also taking place with the CAMILLE Project multimedia CD-ROM beginners Spanish course developed at the Universidad Politécnica by the research team led by Dr. Ana Gimeno.

ANNEX 4 - WP4

IDENTIFICACIÓN DEL GRUPO DE INVESTIGACIÓN:
Grupo de Investigaciones y Aplicaciones Pedagógicas en Lenguas
(G.I.A.P.E.L)

UNIVERSIDAD: Universitat Jaume I

FACULTAD: Facultad de Ciencias Humanas y Sociales

DEPARTAMENTO: Departamento de Filología Inglesa y Románicas

DIRECCIÓN POSTAL: Campus Carretera de Borriol. Apartat 224.

12080 Castellón de la Plana (España)

PERSONA DE CONTACTO: M^a Luisa VILLANUEVA ALFONSO. Filología Francesa.

TELÉFONO: Centralilla de la Universidad: (964) 34 57 00. Ext. 2608. Secretaría de Filología: (964) 34 56 59
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E-MAIL: villanue@fil.uji.es

MIEMBROS DEL GRUPO INTERLINGÜÍSTICO (Francés, Inglés; Catalán):
M^a Luisa Villanueva Alfonso (dir.) Alcón Soler, Eva; Civera García, Pilar; Codina Espurz, Victoria; Fortanet Gómez, Inmaculada; Luzón Marco, M^a José; Navarro Ferrando, Ignasi; Otal Campo, José Luis; Peraire Ibáñez, Joan; Pérez Peris, Susana; Serra Escorihuela, Rosaura.

CÓDIGO UNESCO: 570111

LÍNEAS DE INVESTIGACIÓN: Desarrollo de la Autonomía de Aprendizaje de Lenguas. Diálogo entre los Centros de Autoaprendizaje y las Metodologías de Enseñanza; Los Estilos cognitivos y los Estilos de Aprendizaje de Lenguas; Lingüística del Texto y Análisis del Discurso: perspectiva aplicada a un enfoque integrador de la Enseñanza-Aprendizaje de Lenguas; El Desarrollo de la autonomía de Comprensión Escrita: la Lectura Interactiva.

TRAYECTORIA DEL G.I.A.P.E.L.:

Constitución del Grupo de Investigación Docente sobre Autoaprendizaje y Estrategias.

y Creación de los Centros de Autoaprendizaje de Lenguas de la Universitat Jaume I (C.A.L.)

ENTIDAD FINANCIADORA: Vicerrectorado de Innovación Educativa de la Univ. Jaume I.

El G.I.A.P.E.L. ha colaborado con la E.O.I. de Castellón en las "Jornades d'ensenyament-aprenentatge de llengües" (1992). Ha organizadoorganizado las Primeras Jornadas de Autoaprendizaje de Lenguas de la Universitat Jaume I (1993), ha participado en numerosos Congresos, Seminarios y Jornadas y viene organizando desde hace tres años un Curso de Verano sobre "El desarrollo de la Autonomía de Aprendizaje de Lenguas como Meta".

REFERENCIA DE ALGUNAS PUBLICACIONES COLECTIVAS:

AUTORES: VILLANUEVA, M.L.; SERRA, R.; CARBONELL, P.(1987) En: DUDA, R.; RILEY, Ph. (eds.)

TITULO: "Enjeux d'un projet didactique visant l'autonomisation / The implications of a pedagogical Projet aiming at learner autonomy."

REF. : Learning Styles. First European Seminar, . Presses Universitaires de Nancy. ISBN: 2-86480-413-1

AUTORES: VILLANUEVA, M.L.; SERRA, R. (1992)

TITULO: L'apprentissage de l'autonomie. Développement de la conscience linguistique.

REF. REVISTA/LIBRO: Jornades d'ensenyament-aprenentatge de llengües. Univ. Jaume I, Castelló, 1992. ISBN 84-8021-044-3.

AUTORES:VILLANUEVA,M.L.; OTAL, J.L. (eds) (1994)

TITULO: Actes de les 1es Jornades d'Autoaprenentatge de Llengües de la Universitat Jaume I.

REF.: Edit. Universitat Jaume I. ISBN 84-8021-035-4.

DURACION DESDE: Curso 1992-93.

INVESTIGADOR PRINCIPAL: Coordinadora, M^a Luisa VILLANUEVA ALFONSO

TITULO DEL PROYECTO: Desarrollo del sistema Hipertexto para el autoaprendizaje de lenguas.

ENTIDAD FINANCIADORA: Vicerrectorado de Innovación Educativa de la Univ. Jaume I (Castellón).

DURACION DESDE: 1994

INVESTIGADOR PRINCIPAL: José Luis OTAL CAMPO.

TITULO DEL PROYECTO: Lenguajes científico-técnicos y lenguajes coloquiales. Un enfoque discursivo a través de la conexión textual.

ENTIDAD FINANCIADORA: UJI - Fundació Caixa Castelló

DURACION DESDE: 1993

INVESTIGADOR PRINCIPAL: José Luis OTAL CAMPO.

TITULO DEL PROYECTO: Estudio de Estrategias cognitivas y pragmáticas en el proceso de adquisición y uso de Lenguas Segundas, desde una perspectiva de desarrollo de la capacidad de aprendizaje autónomo.

ENTIDAD FINANCIADORA: UJI - Fundació Caixa Castelló

DURACION DESDE: 1993

INVESTIGADOR PRINCIPAL: José Luis OTAL CAMPO.

TITULO DEL PROYECTO: El Aprendizaje de la Autonomía

ENTIDAD FINANCIADORA: Vicerrectorado de Innovación Educativa. Univ. Jaume I de Castellón.

DURACION DESDE: Curso 1993-94

INVESTIGADOR PRINCIPAL: Coordinadora, Victoria Codina Espurz.

TITULO DEL PROYECTO: Estrategias de enseñanza encaminadas al desarrollo de una competencia psicopragmática de Aprendizaje de Lenguas: Los Estilos de Aprendizaje.

ENTIDAD FINANCIADORA: Vicerrectorado de Innovación Educativa. Univ. Jaume I, Castellón.

DURACION DESDE: Curso 1994-95

INVESTIGADOR PRINCIPAL: M^a Luisa VILLANUEVA ALFONSO

TITULO DEL PROYECTO: Grupo de Investigaciones y Aplicaciones Pedagógicas en Lenguas (G.I.A.P.E.L.). Dptos. de Filología y Traducción. La lectura Interactiva.

ENTIDAD FINANCIADORA: Vicerrectorado de Cultura. Univ. Jaume I, Castellón.

DURACION DESDE: Curso 1995-96

INVESTIGADOR PRINCIPAL: M^a Luisa VILLANUEVA ALFONSO

ANNEX 5 - WP 4

UNIVERSIDAD POLITECNICA DE MADRID.-

Information Technologies in the English for Engineering Environments Program.-

The Department of Linguistics Applied to Science and Technology of Universidad Politécnica de Madrid is in charge of teaching Second Languages, mainly English, as part of the different engineering programs being taught at the 19 Engineering Schools of this University.

During my position of Department Head from 1987 up to 1995, I have designed and implemented a learning program called English for Engineering Environments (EEE) which includes interdisciplinarity as a tool and internationalization -via communication- as a goal.

The English for Engineering Environments (EEE) program has been designed as an instructional site for engineers who will, one day, have to communicate with other engineers using English as the real communication tool. Here, we briefly present the general objectives of the program:

- * Reading comprehension: The student will be able to understand, summarize and recognize the structure of technical texts.
- * Oral comprehension: The student will be able to understand formal and informal conversations in a professional environment.
- * Written production: The student will be able to write technical documents related to his/her field of specialization.
- * Oral production: (speaking) The student will be able to express him/herself fluently enough in formal and informal conversations in a professional environment.
- * Lexical content: The student will be able to acquire the technical, sub-technical and general vocabulary necessary to understand and express themselves about topics related to their technical field of expertise.
- * Translation: The students should be able to translate to and from English as a way of reassessing comprehension, therefore it is considered a methodological tool, not a goal in itself.

We have considered the application of new technologies in the teaching process as a way of improving interdisciplinarity in the syllabus, since the technical university environment provides us with the most suitable atmosphere to do so.

We cannot forget that our engineering students are used not only to learn about and to develop the new technologies, (Computer Science or

Telecommunications students, for example,) but most of them are also familiar with the use of these new technologies as part of their learning process.

Therefore, in order to implement the EEE program we fixed a group of Dpt. Faculty members. (around 12). together with the GATE (Gabinete para la Aplicación de las tecnologías a la Educación) of the Universidad Politécnica de Madrid,- a group of experts who are in charge of designing and implementing any kind of learning and research activities with the use of new technologies-and put together a team project, under the acronym GATEGRADIENTE, being our main objective the design of a wide range of learning activities to be accomplished with the use of new technologies which briefly can be listed as follows:

We, firstly as a previous step, made a need analysis activity which helped all of us to find out which are our students' needs, wants and lacks both within their academic and professional environments.

Then we drew an internal map of on-site technical facilities being available for our use in the different schools. (Audio/visual classrooms, computer rooms, technological devices, etc.)

Then, having set the scenario we went on with the following steps:

* Implementation or improvement of the existing Audio-visual classrooms:

Listening and speaking activities were programmed both as part of the guided courseware and as self-access exercises which allow students to design and control their own learning path.

* The use of commercial and tailor-made Software programs.- Computer Assisted Learning language. (CALL): Computers in language learning make easier the learning process by analyzing technical texts and developing a great variety of exercises which can be monitored by the learners according to their needs and lacks.

As a first step, commercial Software programs were evaluated, after their testing, as part of the EEE program, in order to verify if they really fulfill our students' objective and subjective needs. (Document included)

As a result of such an evaluation, and as a second step, we are at the point of designing and developing our own tailor-made programs together with the UPM software developers which may result as a real interdisciplinary learning tool.

* CD ROM Multimedia should be included as a final step in the Language

laboratories which eventually should be used as real "medialibraries" both as a tool of the scheduled program and for self-access language acquisition exercises.

* Fax and Electronic Mail learning experiences: Electronic communication is a very well known medium at a technical university. It is a very common practice both for instructors and students to interact about technical, academic and frivolous topics with colleagues from their same engineering field all over the world.

Taking profit of such a familiarity we have designed, as part of the EEE program, several learning activities which require the use of Fax and Electronic Mail.

Firstly our students are asked to exchange technical knowledge in English with their colleagues from other UPM schools -an internal project among several teaching units- and secondly with students of their own engineering field from different foreign universities.

Long distance learning applied to EEE: (Multimedia Teleschool) MTS Project (1993/94)

As part of our program of inclusion of new technologies in the EEE course we became involved both as participants(a group of selected students) and myself as an external evaluator in the Multi-media TeleSchool Project (MTS), within the DELTA program, a strategic Research and Development program supported by the European Commission which had as an aim: "to accelerate and design implementation of learning technology solutions across Europe". (People and organizations in DELTA II) .

The DELTA objectives included the development of learning technologies to enhance the performance of companies and organizations of the European Community, and the validation of these technologies through pilot experiments in a variety of markets.

The MST Project main objective is the development of skills in distance-learning training courses, meaning in this case, that learners and tutors will not have to be at the same location and can work when they wish. This alone is not a new idea, correspondence courses have been around for some time.

But what was new at that time was the application of new technologies, put all together in order to facilitate the learning process as a friendly user process, making use of computer networks, high speed computer links and direct broadcast satellite sessions to provide an interactive learning environment.

The MTS Team consisted of about 20 organizations all over Europe, and the members had different tasks to make, in this case the Department was asked to contribute as an evaluator of one of the specific programs designed within the project: "English for Telecommunications".

The final evaluation of the project proved that distance-learning students can easily loose their loneliness feeling when interacting with both their peers and their tutors.

* Video conferences: Integration of tools for a virtual classroom.

The use of video conferences can be programmed from two different points of view:

- a) The organization of technical conferences related to our students own engineering field and their participation as active members can encourage our students' ability to exchange knowledge and opinions with their foreign peers with English as the only communication tool.
- b) The organization of language videoconferences with groups of foreign university students of Spanish as a second language has proved to be an excellent experiment, since both country students were able to fluently communicate among them in both languages and the exchanges continued after the first virtual encounter with the use of other technologies: faxes, E. Mail messages, telephone conversations and even video records were sent from and to both parties.

A very enriching experience of this type, tutored by myself, was held between students of Spanish from the University of Windsor, Canada and my own English students from the Computer Science School, UPM.

The project for new technologies application has just started but some conclusions can be presented:

After these first steps we must go on with the production of new distance learning tools: language programs electronically taught via Internet should be the next step in spite of financial and dissemination problems which should be solved by academic and European authorities.

The use of interdisciplinary technological tools helps both students and teachers.

Teachers should not be afraid of loosing their relevant position, on the opposite, the use of technological tools will enhance our creativity and capability of designing new learning strategies.

The 21st century language teachers must have as our first goal to learn how learning should be in this new virtual classroom.

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ANNEX 6 - WP4



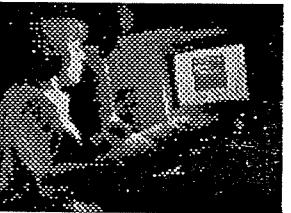
-
- What's the UOC?
 - How will students study at the UOC?
 - What courses are available at the UOC?
 - Online Conference: The life and work of d'A. March
-

PRELIMINARY VERSION



What courses are available at the UOC?

The courses available at the UOC have been selected based on the data regarding supply and demand of university studies and career opportunities in Catalonia, the diversity of students and the rest of the Catalan university system.



1995-1996	Business science (1) Pyschopedagogy (2nd cycle) (2)
1996-1997	Law (2) Humanities (2)
1997-1998	Technical engineering in computer science Catalan language and Literature (1)
1998-1999	Statistics (2) English language and literature (1) Business administration and management (1)
2000-2001	Computer science

From October 1995, the UOC will also offer a preparatory course directed towards students over 25 years old for the university entrance exam.

All new courses will begin with a pilot group of 100 students so as to guarantee maximum attention to students, and ensure the quality of the materials and services provided by the University. These pilot groups will evaluate the different aspects of the UOC teaching methodologies, including materials, teaching staff, the telematic network, meetings, etc.

Official qualifications

The qualifications awarded by the Universitat Oberta de Catalunya will be officially recognised by the Ministry of Education and Science.

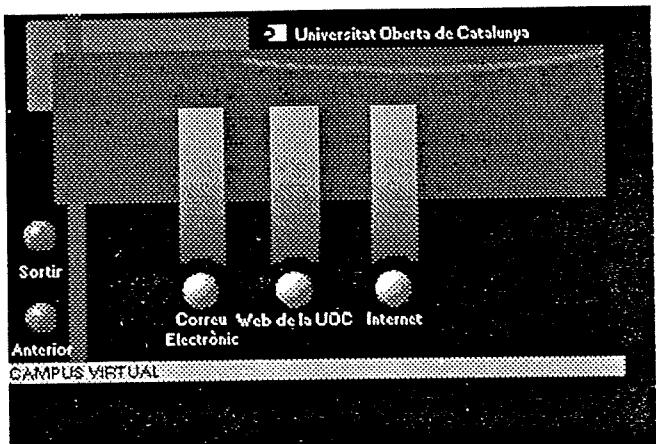
How will students study at the UOC?

All courses offered at the UOC are structured around a core of obligatory and optional semester length subjects. Each subject will, in turn, consist of various modules (sequential study units) with specific learning objectives. The learning methodology will be based on the following components:

Teaching material

For each subject in the course, the student will receive a pack of multimedia teaching materials (written support, diskette, video, computer programmes, cassette tapes, etc) containing:

- a summary of the aims and goals to be achieved
- study materials
- proposed exercises (self assessment tests and/or exercises to consult and correct with the teacher)
- proposals for activities to carry out during the semester (assistance for self-organisation of studies)
- assessment criteria



Permanent contact with professors

In addition to a professor for each subject, in order to guarantee personalized attention, each student has a tutor. Throughout his/her studies at the UOC this tutor advises the student regarding general topics concerning study at the UOC.

Using the electronic mail and the computer network, students will be able to exchange messages, ask questions and make enquiries with the consultant professors or tutor at any hour of the day or night. Consultant professors and the tutor, themselves, will also contact the student to monitor progress or give assistance over any difficulties which may arise. In this way, the student will always feel assisted.

Contact with other students

Thanks again to the computer network, each student is able to communicate easily with fellow students, exchanging information about their studies or participating in leisure activities, exactly as occurs when studying at a traditional campus based university.

Face-to-face meetings

One of the UOC's main objectives is to enhance direct contact between professors and students, going beyond the possibilities of the interaction offered by the virtual campus.

To this end, face-to-face meetings are organised two weekends per semester - one for presentations at the beginning of the semester and the other for a final "rounding up" at the end - so that professors and students can meet personally to clarify questions or doubts and exchange information, as well as taking part in social and cultural activities organised for the occasion.

Assessment method

In order to ensure that the student has achieved the educational objectives for every subject, each consultant professor will propose a series of activities and will monitor them personally. Students' marks for each subject will take into account both the assessment report and the result of the final examination.

WORK PACKAGE 5 - Service providers

For this work package the only description of objectives and tasks received is that given in section 2.2. of the initial project proposal dated 22 November 1995, in spite of the commitment made that each work package coordinator would define the objectives and tasks to be carried out in accordance with the report on the Turin meeting held on 10 and 11 June.

INFORMATION OBTAINED

1. Telematics

1.1. Providers of access to Internet in Spain (See Annex 1)

1.2. Infovía. A service offered by Telefónica de España (See annex 2)

Infovia is a new Telefónica service which, to meet the requirements of the growing market for electronic information services, is promoting the use and development of information highways in Spain.

Infovia as a service is:

.Universal - It provides uniform access throughout the Spanish territory with identical cost conditions for all citizens.

Simple - The final user, at all times and without having to contract the service with Telefónica, can gain access to *Infovia* by dialling a specific number, which is the same throughout Spain, from the RTB or RDSI

Economical - The final user of the service pays a reasonable rate, whatever his physical location and the speed of the modem used and of the Basic Network or RDSI used to gain access.

According to information published in the ABC newspaper on 26 June 1996 with respect to connection to Internet, in Spain it is *Infovia* that sets the pattern - it is estimated that 70% of users gain access to the network through it. The remaining 30% connect directly to servers. A study carried out by *Infovia* indicates that the standard user splits his connection time 50/50 between his home and his job.

The Spanish newspaper "La Gaceta de los Negocios" stated on 25 June 1996 that *Infovia*, the Telefónica information highway which grants access to Internet, has calculated that within five years it could reach five million individual subscribers and 1.5 million professionals.

2. Television

2.1. The presence of television on Internet

Spanish television channels present on Internet offer a range of information, including the following:

RTVA Radio Televisión de Andalucía - <http://www.cica.es/rtva/rtva.html>

Redes TVE: <http://www.ibm.es/tve/redes/>

TV3 : <http://ns.bcn.servicom.es/TV3/>

TeleMadrid: <http://www.stnet.es/telemadco/home0.htm>

Ferrolterra Televisión - <http://www.las.es/ftv/ftvmain.htm>

2.2. Map of Spanish-language television outside Spain (See Annex 3).

Certain channels broadcast specific programmes in the Spanish language. An example is the case of the CNN which gives 6 hours a day of news in Spanish for its international programmes with European coverage and plans to launch on 1 March 1997 the "All News" channel (24 hours of news for Latin America - El País 25.11.95). Another example is the BBC which plans to launch a Spanish course called "Sueños" for beginners. This will comprise 20 videos produced in various Latin American countries (El País, 23.9.95).

There are Spanish channels which broadcast for Latin America and the United States. The largest Spanish presence in these countries is Televisión Española (TVE) which, via the international channel or Hispavisión, gives daily programmes for the Spanish-speaking areas of the United States and Latin America.

The Latin American market is one of the objectives of Tele 5 which has been present in these countries for several years through the sale of various of its productions.

Forta, the organisation which brings together the autonomous region television channels, has sold programmes to most of the Latin American countries.

2.3. Map of the Spanish national and autonomous region television channels (See Annex IV).

Some of these channels are present on Internet as shown under section 2.1.

An example in this section is the broadcasting of language learning courses via television. For example, TVE broadcasts the *That's English* course.

2.4. Satellite television

RTVE (Radio Televisión Española) has an international channel through which it broadcasts to Europe via the Eutelsat satellite, to America via the Hispasat satellite and to Asia via the Asiasat satellite.

It also has the Hispavisión channel which broadcasts via Hispasat and includes an educational television programme for Latin America.

Antena 3 TV also has an international channel in the United States and Latin America and broadcasts via the Galaxy satellites.

Canal Sur and TV3 are distributed in Spain and part of Europe via Hispasat.

The channels positioned on satellites which are received in Europe are shown in Annex V and the main satellites via which programmes are broadcast in Europe and the number of channels offered by each of them are shown in the following list:

Main satellites by geographic area, 1995

Geographic Area	Satellites	Channels
Belgium	Eutelsat II-F1	1
Denmark	Tele X	2
	TV-Sat 2	2
	Intelsat 702	1
	Astra 1B	1
	Eutelsat II-F1	1
Spain	Hispasat	10
	Astra 1C	4
	Astra 1B	2
	Eutelsat II-F2	1
	Hot Bird 1	1
France	Telecom 2A	10
	Telecom 2B	7
	Astra 1A	5
	Hot Bird 1	3
	TDF ½	2
	Eutelsat II-F1	1
	Telecom 1C	1

Germany	Astra 1A	8
	Astra 1C	6
	Astra 1B	5
	DFS-1	5
	Eutelsat II-F1	5
	DFS-2	4
	Astra 1D	1
	Hot Bird 1	1
Hungary	Eutelsat II-F3	1
Ireland	Intelsat 602	3
Italy	Intelsat 602	4
	Hot Bird 1	2
Netherlands	Astra 1D	2
	Eutelsat II-F3	2
	DFS-2	1
	Intelsat 601	1
Norway	Intelsat 702	5
	Tele X	2
	Astra 1B	1
	TV-Sat 2	1
Poland	Eutelsat II-F3	2
	Hot Bird 1	2
	Eutelsat II-F1	1
	Intelsat 601	1
Portugal	Eutelsat II-F2	1
Sweden	Sirius	5
	Astra 1A	3
	Intelsat 702	2
	Tele X	2
	Thor	1
Turkey	Turksat 1B	11
	Eutelsat II-F2	5
	Eutelsat II-F1	1
UK	Astra 1C	11
	Astra 1A	6

Astra 1B	6
Eutelsat II-F1	6
Intelsat 601	5
Thor	4
Astra 1D	2
Eutelsat II-F3	1
Hot Bird 1	1

3. Radio

3.1. Radio channels and stations in the Spanish language.

The following table shows the main channels in some of the Spanish-speaking countries and the main short-wave station.

Country	Main radio channels	Main short-wave station
Spain	SER, COPE, RNE and Onda Cero	Radio Exterior de España
USA	ABC Radio, CHS Radio and CNN Radio	Voice of America
Argentina	Radio Nacional	Radiodifusión Argentina al Exterior
Colombia	Radio Cadena Nacional, Cadena Caracol and Todelar	Radiodifusión Nacional de Colombia
Chile	Radio Nacional, Radio Agricultura, Radio Minería and Radio Reloj	Radio Nacional de Chile
Mexico	Numerous	Radio México Internacional
Peru	Numerous	Numerous
Venezuela	Radio Cadena Mundial and Radio Rumbos	Radio Nacional de Venezuela

Source: Wori Radio TV Handbook, 1995

The only Spanish short-wave radio station, Radio Exterior de España, broadcasts in Spanish to many parts of the world, and in other languages such as English, French, German, Russian, etc. This procedure is the same as that used by the other short-wave stations in the world. So Spanish on short waves is used in:

- Broadcasts by Spanish language countries or organisations to other parts of the world
- Broadcasts by non-Spanish language countries or organisations to Latin America or Spain. These include, by way of example:

- BBC (United Kingdom): six programmes daily to Latin America
- Radio Moscow (Russia): three programmes daily to Latin America and another three to Europe
- Voice of America (United States): three programmes daily to Latin America
- Radio Peking (China): give programmes daily to Latin America and three to Europe.

So basically it can be said that the use of Spanish on radio centres on the national radio channels in the Spanish-speaking countries (including the United States) and on small blocks of information, of a propagandist nature, by certain short-wave radio stations which broadcast to Latin America and Europe.

3.2. Radio broadcasting via Internet

Since 23 December last year, the local Valladolid radio station, FM Express, has had a WEB page on Internet. Through this initiative, the FM Express station became the first national FM station to be permanently connected to Internet. It offers varied news programmes, information on its music programmes and the possibility for its listeners to send in suggestions by E-mail via Internet.

<http://www.intercom.es/fmexpress>

Since last April it has been possible to hear the radio direct from Barcelona. The Catalan government station offers, with programmes such as "RealAudio" the possibility of listening to radio via Internet. There are two options: direct access to programmes or consultation with the "Fonoteca" or radio library which stores popular programmes such as general interest programmes and football matches.

<http://www.catradio.es/cr/index.html>

Other radio channels present on Internet, some of which have on-line programming, are:

Advanced Jingle Station: <http://mm19.com/jingle/>

FM Express: <http://www.adenet.es/fmexpress/indice.html>

Onda Cero: http://ondacero.adam.es/index_0.htm

Radio Barbera: <http://www.intercom.es/rbarbera/>

Radio InterEconomia: <http://negocios.com/ie/nueva.htm>

RadioNet-Madrid: <http://negocios.com/realaudio/index.html>

The contents of this work package basically refer to the dissemination of Spanish language and culture and only one case has been detected of an English course via TVE (That's English) and a Spanish course via the BBC.

ANNEX 1 - WP5

LA GUÍA WEB DE LOS PROVEEDORES DE INTERNET

Cuota fija sin límite de horas

	Alta	mensual	anual	básica	extendida	minidata adicional
Abaforum	10.000 días	3.000 plgs/mes				
Abast On Line	6.000 días	12.000 plgs/ño				
Adam Internet	gratuita	3.000 plgs/mes particulares 5.000 plgs/mes empresas				
Airastur	2.500 días	2.500 plgs/mes	27.000 plgs/ño	Alta gratuita		
Amadeus	gratuita	3.500 plgs/mes	30.000 plgs/ño	1.500 plgs (7 h)	2.500 plgs (25 h)	300 plgs/hora
Años Luz	gratuita	3.500 plgs/mes	9.600 plgs/limestral	2.200 plgs/mes (30h)	6.000 plgs/limestre (90h)	750 plgs/hora
Arrakis	gratuita	1.000 plgs/ño	10.000 plgs/ño+IVA	6.000 plgs/ño		
Asiertel	3.000 días	6.000 plgs/mes	35.600 plgs/ño	1.200 plgs/mes (30h)		
Asturnet	3.330 días	3.300 plgs/mes				
Allas IAP	2.000 días	4.000 plgs/mes	1.000 plgs/mes (8h)			
Bit Mailer	gratuita	3.500 plgs/mes+IVA	34.900 plgs/ño+IVA	2.500 plgs/mes+IVA (20h)	3.500 plgs/mes+IVA (20h)	350 plgs/hora est. pení.
Bitel	5.000 días	4.500 plgs/mes		1.500 plgs/mes (5h)	7.500 plgs/mes (15h)	500 plgs/hora
Cestel	gratuita	3.000 plgs/mes	16.000 plgs/ño			
CM Internet	2. Son plgs	5.000 plgs	5.000 plgs/mes	1.500 plgs/mes (10h)	1.500 plgs/mes (50h)	250 plgs/hora
Cinet						
Computer Bios	gratuita	4.000 plgs/mes+IVA	48.000 plgs/ño+IVA			
Conecta 2000	4.500 días	4.200 plgs/mes	45.000 plgs/ño	1.250 plgs/mes	1.250 plgs/mes	100 plgs/hora
CSSC	5.000 días	5.000 plgs/mes	50.000 plgs/ño+IVA	2.000 plgs/mes (reh)	3.000 plgs/mes (25h)	300 plgs/hora
CTV	5.000 días	1.070 plgs+IVA	11.980 plgs/ño+IVA			
Connexis	gratuita	3.000 plgs/mes				
Davelnet	gratuita	Consultar	48.000 plgs/ño+IVA	3.500 plgs/mes (reh)	4.000 plgs/mes (reh)	400 plgs/hora+IVA
Digital Domain	gratuita	4.000 plgs/mes	36.000 plgs/ño	1.000 plgs/mes (3h)	1.000 plgs/mes (3h)	300 plgs/hora
Divisa	5.000 días	5.600 plgs/mes				
Informática						
Orionet	5.000 días	1.100 plgs/mes	12.000 plgs/ño			
Encis-Net	5.000 días	5.000 plgs/mes				
Encomix	gratuita	4.000 plgs/mes				
Filnet	2.500 días	2.850 plgs/mes				
FriendNet	gratuita	3.500 plgs/mes	30.000 plgs/ño	1.300 plgs/mes (20h) testud.		
Joya Eunet	20.000 días					
RN Serveis	2.000 plgs+IVA	2.000 plgs/mes+IVA				
Relmàtits						

Cuota variable

	Infovia	BBS	Nodos	Módems entrada telefónica	Carrier	Dirección WWW	Email	Telfo. Alt. Usu:
Abaforum	SI	SI	Barcelona	12	Teléfonica	http://www.abaforum.es/	sysop@abaforum.es	902/10 22 10
Abast On Line			Barcelona	4	Cinet	http://www.abast.es/	infoabast@abast.es	91/519 11 01
Adam Internet	gratuita	3.000 plgs/mes particulares 5.000 plgs/mes empresas	Barcelona	32	Teléfonica	http://www.adameus.es/	netmaster@adameus.es	93/430 00 02
Airastur	2.500 días	2.500 plgs/mes	Asturias		Teléfonica	http://www.airastur.es/	info@airastur.es	98/513 34 80
Amadeus	gratuita	3.500 plgs/mes	Barcelona		Teléfonica	http://www.amadeus.es/	sysad@amadeus.es	93/467 80 40
Años Luz	gratuita	3.500 plgs/mes	Madrid	20	Teléfonica	http://www.luznet.es/	hostmaster@luznet.es	902/10 53
Arrakis	gratuita	3.500 plgs/mes	Sevilla		Teléfonica	http://www.arrakis.es/	admin@arrakis.es	91/420 29 98
Asiertel	3.000 días	6.000 plgs/mes	Barcelona	12	Sprint	http://www.arrakitec.es/	info@arrakitec.es	902/12 21 22
Asturnet	3.330 días	3.300 plgs/mes	Oviedo	8	Teléfonica	http://www.asturnet.es/	info@asturnet.es	93/280 31 32
Allas IAP	2.000 días	4.000 plgs/mes	Palma de Mallorca	10	Ibernet	http://www.allas-iaps.es/	info@mail.allas-iaps.es	98/526 54 32
Bit Mailer	gratuita	3.500 plgs/mes+IVA	Madrid		Teléfonica	http://www.bitmaille.com/	info@bitmaille.com	902/38 65 86
Bitel	5.000 días	4.500 plgs/mes	Palma de Mallorca	16	Teléfonica	http://www.bitel.es/	consultab@bitel.es	91/402 15 51
Cestel	gratuita	3.000 plgs/mes	Madrid		Ibernet	http://www.cestel.es/	cestel@cestel.es	971/17 50 00
CM Internet	2. Son plgs	5.000 plgs	Ciudad Real	4	Ibernet	http://www.cim.es/	info@cim.es	91/81 12 05
Cinet			Barcelona-Lérida	64	Sprint	http://www.cinet.es/	cine@cinet.es	93/268 25 51
Computer Bios	gratuita	4.000 plgs/mes+IVA	Valencia	10	Ibernet	http://www.combiots.es/	combios@combiots.es	96/126 65 85
Conecta 2000	4.500 días	4.200 plgs/mes	Barcelona		Ibernet	http://www.conecta2000.es/	info@conecta2000.es	902/126 81 02
CSSC	5.000 días	5.000 plgs/mes	Oviedo	4	Teléfonica	http://www.cssc.es/	admin@cssc.es	93/268 26 40
CTV	5.000 días	1.070 plgs+IVA	Alicante		Ibernet	http://www.civec.es/	webmaster@civec.es	902/21 92 38
Connexis	gratuita	3.000 plgs/mes	Barcelona	13	Teléfonica	http://www.conexis.es/	soporte@conexis.es	91/58 44 68
Davelnet	gratuita	Consultar	Madrid		Teléfonica	http://www.davelnet.es/	info@davelnet.es	91/513 71 11
Digital Domain	gratuita	4.000 plgs/mes	34 provincias	22	BT Telecom	http://www.digita.es/	lorenzadigital@digita.es	91/726 80 20
Divisa	5.000 días	5.600 plgs/mes	València	12	Sprint/Teléfonica	http://www.divisa.es/	dmcn@divisa.es	98/311 77 67
Informática								
Orionet	5.000 días	1.100 plgs/mes	Alicante	8	Teléfonica	http://www.dragonets.es/	secretaria@dragonets.es	96/686 71 81
Encis-Net	5.000 días	5.000 plgs/mes	València		Ibernet	http://www.encis.es/	info@encis.es	976/28 12 28
Encomix	gratuita	4.000 plgs/mes	Zaragoza		Ibernet	http://www.encomix.es/	sysadmin@encomix.es	971/24 01 51
Filnet	2.500 días	2.850 plgs/mes	Barcelona		Sprint	http://www.filnet.es/	board@filnet.es	902/21 00 64
FriendNet	gratuita	3.500 plgs/mes	Lérida-Las Palmas	33	Teléfonica	http://www.friendnet.es/	postmaster@friendnet.es	973/22 14 58
Joya Eunet	20.000 días		Madrid-Barcelona		Teléfonica	http://www.joyeunet.es/	info@joyeunet.es	978/24 24 17
RN Serveis	2.000 plgs+IVA	2.000 plgs/mes+IVA	Gerona	16	Ibernet	http://www.gm.es/	sysop@gm.es	971/327 47 07
Relmàtits								972/10 99 00

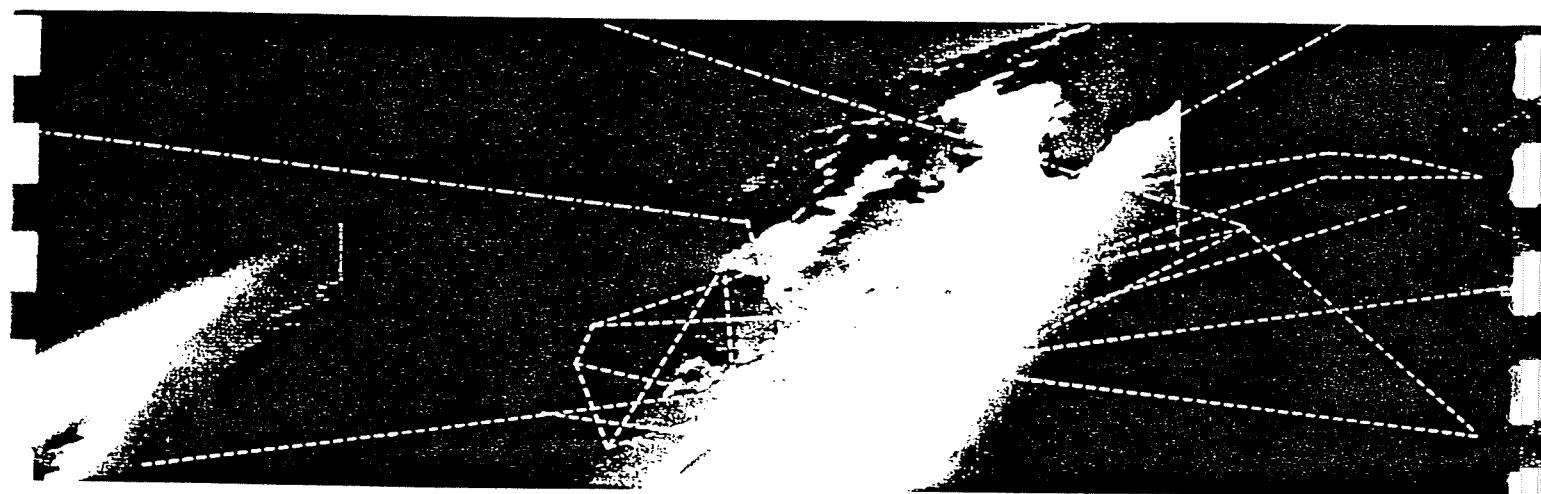
* Precios vigentes a 20 de mayo de 1996
 • Precios vigentes a 20 de mayo de 1996

		Cuota fija (sin límite de horas)	Cuota variable
	Alta	mensual	
	básica	anual	extendida
Iponet	1.100 plazas/IVA	1.100 plazas/mes/IVA	
Hispanet	3.000 plazas	3.000 plazas/mes	
IBM Global	gratuita	2.200 plazas/mes/IVA (3 h)	4.400 plazas/mes/IVA (3h)
IdecNet	6.000 plazas	3.900 plazas/mes (privado)	30.000 plazas/mes/IVA (10h)
Inetcom	gratuita	6.000 plazas/mes (empres)	2.000 plazas/mes (10h)
Inetmail		4.500 plazas/mes	1.500 plazas/mes
InternetXpress	5.000 plazas	3.000 plazas/mes	10.000 plazas/ano
Jet Internet	gratuita	4.500 plazas/mes	3.000 plazas/mes (10h)
Lander Internet	gratuita	1.750 plazas/mes/IVA	21.000 plazas/ano/IVA
Leadernet	3.000 plazas/IVA	2.000 plazas/mes/IVA	20.000 plazas/ano/IVA
LeidsNet	5.000 plazas/IVA	5.000 plazas/mes/IVA	1.500 plazas/mes
Medusa	2.000 plazas	5.800 plazas/mes	
MSSL	gratuita	3.500 plazas/mes	30.000 plazas/ano
Nauta Network	gratuita	5.500 plazas/mes	40.000 plazas/ano
Net 64	5.000 plazas	4.000 plazas/mes/IVA	36.000 plazas/ano/IVA
Nexus	10.000 plazas	4.500 plazas/mes	54.000 plazas/ano
Nova Internet	gratuita	1.500 plazas/ano	3.150 plazas/mes (3h)
Off Campus	5.000 plazas/IVA	5.500 plazas/mes/IVA	65.076 plazas/ano/IVA
Ran Internet	gratuita	3.500 plazas/mes/IVA	35.000 plazas/ano/IVA
Ready Soft	gratuita	3.500 plazas/mes/IVA	30.000 plazas/ano/IVA
Sarenet	4.000 plazas		3.000 plazas/mes (10h)
Sci	2.500 plazas	4.800 plazas/mes	3.350 plazas/mes (20h)
Sekter	gratuita	3.900 plazas/mes	36.000 plazas/ano
Servicom	gratuita	4.500 plazas/mes	37.000 plazas/ano
Skios	4.000 plazas	4.000 plazas/mes	30.000 plazas/ano
SiscomCanarias	gratuita	3.600 plazas/mes	35.000 plazas/ano
Spain Telecom	gratuita	2.100 plazas/mes	25.200 plazas/ano
Star Network	gratuita	6.155 plazas/mes	
Step On	gratuita		3.500 plazas/mes (10h)
SVT	gratuita	2.750 plazas/mes	31.000 plazas/ano
TB Informatic	gratuita	1.500 plazas/mes/IVA	15.000 plazas/ano/IVA
Telcline	2.000 plazas+1sh		
Tai	gratuita	5.500 plazas/mes/IVA	40.500 plazas/ano/IVA
Vairtel	3.000 plazas	3.000 plazas/mes	37.500 plazas/ano
Acreces Website	gratuita	1.500 plazas	35.000 plazas/ano
Yes		4.500 plazas/mes	2.500 plazas/mes (10h)

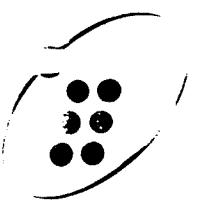
	Infraestructura	BBS	Nodos	Modem entradas libres	Carrier	Dirección WWW	Email	Tipo Alt. Usuar
Iponet			Sí	Sí	Sí	Salamanca	http://www.iponet.es/	aticiente@iponet.es
Hispanet	3.000 plazas	3.000 plazas/mes		Sí	Sí	Barcelona/Murcia/Tenerife	http://www.hinet.es/	info@hinet.es
IBM Global	gratuita	2.200 plazas/mes/IVA (3 h)	4.400 plazas/mes/IVA (3h)	500 plazas/hora+IVA	17 nodos	IBM	http://www.bm.es/	espan@bm.es
IdecNet	6.000 plazas	3.900 plazas/mes/privado	30.000 plazas/mes (10h)	2.000 plazas/mes (10h)		Las Palmas-Madrid	http://www.idec.es/	90/197.60.00
Inetcom	gratuita	4.500 plazas/mes	36.000 plazas/ano	1.500 plazas/mes		Barcelona-Madrid-Alicante	http://www.intercom.es/	92/822.99.44
Inetmail	gratuita	3.000 plazas/mes	10.000 plazas/ano			Sevilla-Tenerife-Las Palmas	http://www.intermail.es/	90/2.10.30.60
InternetXpress	5.000 plazas	4.500 plazas/mes		3.000 plazas/mes (10h)		Valencia-Logroño-Ibiza	www@xpress.es	91/580.28.46
Jet Internet	gratuita	3.500 plazas/mes/IVA	27.300 plazas/ano/IVA			Madrid-Barcelona	http://www.intemail.es/	91/40.01.74
Lander Internet	gratuita	1.750 plazas/mes/IVA	21.000 plazas/ano/IVA			Barcelona	http://www.apress.es/	96/341.42.56
Leadernet	3.000 plazas/IVA	2.000 plazas/mes+IVA	20.000 plazas/ano+IVA					
LeidsNet	5.000 plazas/IVA	5.000 plazas/mes+IVA	1.500 plazas/mes					
Medusa	2.000 plazas	5.800 plazas/mes						
MSSL	gratuita	3.500 plazas/mes	30.000 plazas/ano					
Nauta Network	gratuita	5.500 plazas/mes	40.000 plazas/ano					
Net 64	5.000 plazas	4.000 plazas/mes/IVA	36.000 plazas/ano/IVA					
Nexus	10.000 plazas	4.500 plazas/mes	54.000 plazas/ano					
Nova Internet	gratuita	1.500 plazas/ano	3.150 plazas/mes (3h)					
Off Campus	5.000 plazas/IVA	5.500 plazas/mes/IVA	65.076 plazas/ano/IVA					
Ran Internet	gratuita	3.500 plazas/mes/IVA	35.000 plazas/ano/IVA					
Ready Soft	gratuita	3.500 plazas/mes/IVA	30.000 plazas/ano/IVA					
Sarenet	4.000 plazas		3.000 plazas/mes (10h)					
Sci	2.500 plazas	4.800 plazas/mes	3.350 plazas/mes (20h)					
Sekter	gratuita	3.900 plazas/mes	36.000 plazas/ano					
Servicom	gratuita	4.500 plazas/mes	37.000 plazas/ano					
Skios	4.000 plazas	4.000 plazas/mes	30.000 plazas/ano					
SiscomCanarias	gratuita	3.600 plazas/mes	35.000 plazas/ano					
Spain Telecom	gratuita	2.100 plazas/mes	25.200 plazas/ano					
Star Network	gratuita	6.155 plazas/mes						
Step On	gratuita		3.500 plazas/mes (10h)					
SVT	gratuita	2.750 plazas/mes	31.000 plazas/ano					
TB Informatic	gratuita	1.500 plazas/mes/IVA	15.000 plazas/ano/IVA					
Telcline	2.000 plazas+1sh							
Tai	gratuita	5.500 plazas/mes/IVA	40.500 plazas/ano/IVA					
Vairtel	3.000 plazas	3.000 plazas/mes	37.500 plazas/ano					
Acreces Website	gratuita	1.500 plazas	35.000 plazas/ano					
Yes		4.500 plazas/mes	2.500 plazas/mes (10h)					

ANNEX 2 - WP5

InfoVía

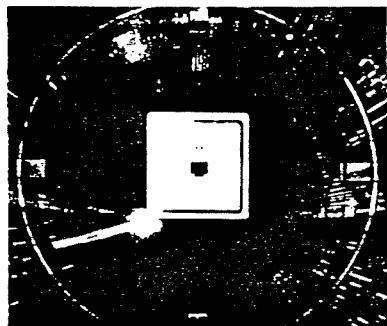


La nueva vía de acceso a las Autopistas de la Información



Telefónica

A PARTIR DE AHORA, MÁS DE 12 MILLONES DE USUARIOS PUEDEN CONOCERLE, DE FORMA INMEDIATA, DESDE CUALQUIER LUGAR



InfoVía es un nuevo servicio de Telefónica que, respondiendo a las exigencias del creciente mercado de los servicios de información electrónica, impulsa la utilización y el desarrollo de las Autopistas de la Información en España.

InfoVía es un servicio de carácter:

- **UNIVERSAL.** Proporciona un acceso uniforme en todo el territorio nacional con idénticas condiciones de coste para todos los ciudadanos.
- **SENCILLO.** El usuario final, en todo momento y sin necesidad de contratar el servicio con Telefónica, accederá a *InfoVía* marcando un número determinado, único para todo el territorio nacional, desde la RTB o RDSI.
- **ECONÓMICO.** El usuario final abonará por el uso del servicio una tarifa más asequible, independientemente de su ubicación física, de la velocidad del modem utilizado y de la Red Básica o RDSI, utilizada para acceder al servicio.



Telefónica con su servicio *InfoVía* mantendrá, en todo momento, total neutralidad ante los proveedores de información, con la prestación a todos de las mismas opciones y la oferta de un único nivel de acceso al servicio.

VENTAJAS DE INFOVÍA PARA LOS PROVEEDORES DE SERVICIOS DE INFORMACIÓN

Comercialización más rápida y efectiva de sus productos: ampliación del mercado potencial a todo el territorio nacional de forma inmediata (12 millones de usuarios).

Eliminación de las inversiones en concentradores y **reducción** drástica de los **costes** de explotación y mantenimiento.

Medio de conexión al usuario **sin crear infraestructura propia**.

Centralización en la petición del acceso a los servicios.

Facilidades de contabilidad de llamadas y acceso a los servicios.

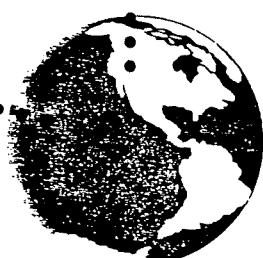
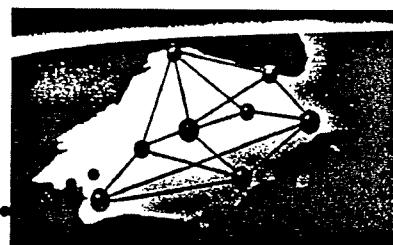
Posibilidad de conocer datos estadísticos del funcionamiento de los servicios, opciones de consulta y modificación de la información de los servicios...

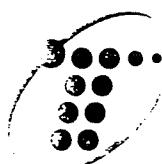
Mantenimiento y actualización continua de los servicios con el fin de mejorar la calidad de la oferta.

USUARIO



PROVEEDORES DE SERVICIOS DE INFORMACIÓN



 **InfoVía**

The logo for InfoVía consists of a circular icon containing a grid of nine dots, with three dots extending beyond the circle's edge. To the right of the icon, the word "InfoVía" is written in a bold, italicized, lowercase sans-serif font.

ANNEX 3 - WP5

ANEXO III

EL MAPA DE LA TELEVISIÓN EN ESPAÑOL

Dos cadenas, Univisión y Telemundo; tres canales pequeños, 40 sucursales y doce estados conforman el mundo de la televisión en español en Estados Unidos.

ARIZONA, 4 sucursales

KDR-TV, canal 64 de Phoenix, afiliado a Telemundo.
KHRR-TV, canal 40 de Tucson, afiliado a Telemundo.
KSWT-TV, canal 13 de Yuma, afiliado a ABC y Telemundo.

KTW-TV, canal 33 de Phoenix, afiliado a Univisión.

CALIFORNIA, 8 sucursales

KCSO-TV, canal 19 de Modesto, afiliado a Univisión.
KDTV-TV, canal 14 de San Francisco, afiliado a Univisión.
KFTV-TV, canal 21 de Fresno, afiliado a Univisión.
KMEX-TV, canal 34 de Los Ángeles, afiliado a Univisión.
KMSG-TV, canal 59 de Fresno, afiliado a Telemundo.
KSMS-TV, canal 67 de Monterrey, afiliado a Univisión.

KSTS-TV, canal 48 de San José, afiliado a Telemundo.

KVEA-TV, canal 52 de Glendale, afiliado a Telemundo.

COLORADO, 2 sucursales

KUBD-TV, canal 59 de Denver, afiliado a Telemundo.
KCEC-TV, canal 42 de Denver, afiliado a Univisión.

FLORIDA, 2 sucursales

WLTV-TV, canal 23 de Miami, afiliado a Univisión.
WSCV-TV, canal 51 de Hialeah, afiliado a Telemundo.

ILLINOIS, 2 sucursales

WCIV-TV, canal 26 de Chicago, afiliado a Univisión.
WSNS-TV, canal 44 de Chicago, afiliado a Telemundo.

MASSACHUSETTS, 1 sucursal

W10AH-TV, canal 17 de Boston, afiliado a Telemundo.

NEVADA, 1 sucursal

KREN-TV, canal 27 de Reno, afiliado a Univisión.

NUEVA JERSEY, 2 sucursales

WNJU-TV, canal 47 de Teterboro, afiliado a Telemundo.

WXTV-TV, canal 41 de Secaucus, afiliado a Univisión.

NUEVA YORK, 2 sucursales

WMJU-TV, canal 52 de Manhattan, afiliado a Telemundo.

WXTU-TV, canal 64 de Manhattan, afiliado a Univisión.

NUEVO MÉXICO, 2 sucursales

KDB-TV, canal 59 de Albuquerque, afiliado a Telemundo.

KLUZ-TV, canal 41 de Albuquerque, afiliado a Univisión.

PENSILVANIA, 2 sucursales

WTGTV, canal 61 de Filadelfia, afiliado a Telemundo.

WXTV-TV, canal 42, afiliado a Univisión.

TEXAS, 9 sucursales

KLDU-TV, canal 27 de Laredo, afiliado a Telemundo.

KORO-TV, canales 108 y 28 de Corpus Christi.

KTFH-TV, canales 43 y 33 de Houston.

KTMD-TV, canal 48 de Houston, afiliado a Telemundo.

KUVN-TV, canal 23 de Garland, afiliado a Univisión.

KVDA-TV, canal 60 de San Antonio, afiliado a Univisión.

KWEV-TV, canal 41 de San Antonio, afiliado a Univisión.

TXLN-TV, canal 45 de Houston, afiliado a Univisión.

XHJF-TV, canal 44 de Cromo, afiliado a Telemundo.

WASHINGTON D.C., 2 sucursales

WMDO-TV, canal 63 de Washington DC, afiliado a Univisión.

W42A-TV, canal 48 de Washington DC, afiliado a Telemundo.

Aparte de las sucursales de Telemundo y Univisión

existen las siguientes estaciones cuya transmisión también es en español:

KTFH-TV, de Houston, representada por Katz Hispanic.

KWHY-TV, de Los Ángeles, afiliada a Galavisión.

KGBT-TV, de Mc Allen-Brownsville, afiliada a CBS y representada por Katz Hispanic.

XHAB-TV, de Mc Allen-Brownsville, representada por Katz Hispanic.

KEWT-TV, de San Diego, representada por Katz Hispanic.

XHBJ, de San Diego, representada por Greystar One.

ANNEX 4 - WP5

ANNEX IV

TV Chains of a National Scope or limited to an Autonomous Community Territory

- DIRECCION DE CENTROS TERRITORIALES DE TVE
Torrespaña. O'Donell, s/n
28007 MADRID
- ENTE PÚBLICO RTVE
Saturno, 10
28023 Somosaguas. MADRID
- TELEVISION ESPAÑOLA, S.A.
O'Donell, 77 - Torrespaña
28007 MADRID
- ANTENA 3 TELEVISION
Carretera Madrid-Burgos, Km. 19,300
28700 San Sebastian de los Reyes. MADRID
- CANAL PLUS
Torre de Picasso, pl. 3^a - Complejo Azca
28020 MADRID
- TELE-5/GESTEVISION-TELE 5. S.A.
Torre Picasso, pl. 36 - Complejo Azca
28020 MADRID
- TELEVISIO VALENCIANA
Polígono Acceso Ademuz, s/n
46100 Burjassot - VALENCIA
- CANAL SUR
Ctra. San Juan de Aznalfarache a Tomares Km. 1,350
41920 San Juan de Aznalfarache, SEVILLA
- EUSKAL TELEBISTA (ETB)
Bº Ertzilurruti, s/n
48200 Iurreta, VIZCAYA
- FEDERACIÓN DE ORGANISMOS DE RADIO Y TV AUTONOMICOS
(FORTA)
Goya, 22 - 4º
28001 MADRID

- ONDA JEREZ RADIO Y TV
Caballero, 35
11480 JEREZ DE LA FRONTERA
- TELEMADRID (TM3)
Zurbano, 56
28010 MADRID
- TELETRES MURCIA
Platería, 4 - 2º C
30001 MURCIA
- TV-3. Canal 33. TELEVISIO DE CATALUNYA
Mossen Jacinto Verdaguer, s/n
08970 San Joan Despí, BARCELONA
- TVG - TELEVISION DE GALICIA
Bando San Marcos, Apdo. 707
15080 Satiago de Compostela. LA CORUÑA

ANNEX 5 - WP5

Chaînes positionnées sur les satellites captables en Europe (novembre 1995)

Les services en bandes C et S sont en italiques. La réception des signaux de ces services nécessite généralement des antennes à grand diamètre.

Chaines	Etat établi.	Etat liaison	Principaux marchés montante	Financement	Répéteur	Heures/jour	Norme diffusion	Cryptage
ARABSAT 1C - 31° E								
<i>CFI/MCM</i>	FR	FR	Pays arabes	Dot./Pub.	6	24	Secam	En clair
<i>CNN International</i>	US	US	Pays arabes	Pub.	7	24	PAL	En clair
<i>EDTV (Dubai)</i>	AE	AE	Pays arabes	Dot./Pub.	14	24	PAL	En clair
<i>Egypt Space Channel</i>	EG	EG	Pays arabes	Dot./Pub.	25	24	PAL	En clair
<i>Jordan Satellite Channel</i>	JO	JO	Pays arabes	Dot.	24	18	PAL	En clair
<i>Kuwait Satellite Channel</i>	KW	KW	Pays arabes	Dot.	26	24	PAL	En clair
<i>MBC</i>	GB	GB	Pays arabes	Dot./Pub.	22	18	PAL	En clair
<i>MBC</i>	GB	GB	Pays arabes	Dot./Pub.	18	18	PAL	En clair
<i>Oman TV</i>	OM	OM	Pays arabes	Dot.	20	18	PAL	En clair
<i>RTM</i>	MA	MA	Pays arabes	Dot./Pub.	17	18	Secam	En clair
<i>Saudi Arabia 1</i>	SA	SA	Pays arabes	Dot./Pub.	15	18	Secam	En clair
<i>Saudi Arabia 2</i>	SA	SA	Pays arabes	Dot./Pub.	19	18	BMAC52S	En clair
<i>TV Nationale Mauritanie</i>	MR	MR	Pays arabes	Dot.	21	10	Secam	En clair
<i>UAE TV Abu Dhabi</i>	AE	AE	Pays arabes	Gr./Ad	18	24	Pal	En clair
ARABSAT 1 D-R - 20° E								
<i>ART 1</i>	IT	IT	Pays arabes	Pub.	2	24	PAL	En clair
<i>ART 2</i>	IT	IT	Pays arabes	Pub.	4	24	PAL	En clair
<i>ART 3 + ART 5</i>	IT	IT	Pays arabes	Pub.	6	24	PAL	En clair
<i>ART 4</i>	IT	IT	Pays arabes	Pub.	8	24	PAL	En clair
<i>Orbit promo</i>	IT	IT	Pays arabes	PTV/Pub.	9	24	PAL	En clair
<i>Sudan TV</i>	SD	SD	Pays arabes	Dot.	7	24	PAL	En clair
<i>Syria TV</i>	SY	SY	Pays arabes	Dot.	1	18	PAL	En clair
ARABSAT 2A - lancement mi-1996								
Services actuellement sur Arabsat 1-C et 1D-R								
Pays arabes/EUR								
ASTRA 1 A (LU) - 19,2° E								
<i>3sat</i>	DE	LU	DE, AT, CH	Red	10	10	PAL	En clair
<i>Eurosport Espanol</i>	ES	FR	ES	Pub.	4V		PAL	En clair
<i>FilmNet plus (Scandinavie)</i>	SE	SE	Scandinavie	PTV	11	24	D2Mac	Eurocrypt M
<i>Kabel-1</i>	DE	DE	DE, AT, CH	Pub	9H		PAL	En clair
<i>MTV Europe</i>	GB	GB	Europe	Pub.	15	24	PAL	VideoCrypt
<i>PRO 7</i>	DE	LU	DE, AT, CH	Pub.	14	24	PAL	En clair
<i>Quantum TV</i>	GB	GB	GB	TA	4V		PAL	En clair
<i>RTL 2</i>	DE	LU	DE, AT, CH	Pub.	1	24	PAL	En clair
<i>RTL</i>	DE	LU	DE, AT, CH	Pub.	2	20	PAL	En clair
<i>SAT.1</i>	DE	LU	DE, AT, CH	Pub.	6	19	PAL	En clair
<i>Sky Movies</i>	GB	GB	GB, IE	PTV	16	24	PAL	VideoCrypt
<i>Sky News</i>	GB	GB	GB, IE	Bas./Pub.	12	24	PAL	En clair
<i>Sky One</i>	GB	GB	GB, IE	Bas./Pub.	8	20	PAL	VideoCrypt
<i>SuperRTL</i>	DE	DE	DE, AT, CH	Pub	13	24	PAL	Clair
<i>TV 1000</i>	GB	GB	SE, NO, DK	Pub.	7	7	D2Mac	Eurocrypt M
<i>TV3 Sverige</i>	GB	GB	SE	Pub.	3	8	D2Mac	Eurocrypt M
<i>VOX</i>	DE	LU	DE, AT, CH	Pub.	5	12	PAL	En clair
ASTRA 1 B (LU) - 19,2° E								
<i>ARD</i>	DE	DE	DE, AT, CH	Red/Pub.	21	11	PAL	En clair
<i>Cinemania</i>	ES	LU	ES	PTV	30	16	PAL	Nagravision
<i>CMT Europe</i>	GB	DE	GB, IE	Pub.	24	13	PAL	VideoCrypt II
<i>CNN International</i>	GB	GB	Europe	Pub.	28	24	PAL	En clair
<i>Disney Channel</i>	GB	GB	GB, IE		26V		PAL	VideoCrypt
<i>Documania</i>	ES	LU	ES	Bas.	32	16	PAL	Syster
<i>DSF</i>	DE	LU	DE, AT, CH	Bas./Pub.	21	17	PAL	Nagravision
<i>JSTV</i>	GB	GB	GB, IE	Bas./Pub.	24	11	PAL	VideoCrypt
<i>Hessen 3 (fin 1995)</i>	DE	DE	DE, AT, CH	Red./Pub.	27		PAL	En clair
<i>Movie Channel, The</i>	GB	GB	GB, IE	PTV	18	24	PAL	VideoCrypt
<i>N3</i>	DE	DE	DE, AT, CH	Red./Pub.	25	12	PAL	En clair
<i>n-tv</i>	DE	DE	DE, AT, CH	Pub.	29	24	PAL	En clair
<i>Premiere</i>	DE	DE	DE	PTV	17	24	PAL	Nagravision
<i>Sky Movies Gold</i>	GB	GB	GB, IE	PTV	26	6	PAL	VideoCrypt
<i>Sky Sports</i>	GB	GB	GB, IE	Bas./Pub.	20	11	PAL	VideoCrypt
<i>TV3 Danmark</i>	GB	GB	DK	Pub.	27	8	D2Mac	Eurocrypt M
<i>TV3 Norge</i>	GB	GB	NO	Pub.	31	8	D2Mac	Eurocrypt M
<i>UK Gold</i>	GB	GB	GB, IE	Bas./Pub.	23	18	PAL	VideoCrypt
<i>VH-1</i>	GB	GB	GB, IE	Bas./Pub.	22	24	PAL	VideoCrypt

Chaînes positionnées sur les satellites captables en Europe (novembre 1995)

(Suite)

Chaines	Etat établi.	Etat liaison montante	Principaux marchés	Financement	Répétiteur	Heures/jour	Norme diffusion	Cryptage
ASTRA 1C (LU) - 19,2° E								
Adult Channel, The	GB	GB	Europe	PTV	42	4	PAL	Video Cript/I/II
B5F	DE	DE	DE, AT, CH	Red/Pub.	45	24	PAL	En clair
Bravo	GB	GB	GB, IE	Bas	42	9	PAL	VideoCrypt
Cartoon Network	GB	GB	Europe	Bas/Pub.	37	21	PAL	En clair
Children's Channel, The	GB	GB	GB, IE	PTV	35	11	PAL	VideoCrypt I/II
ChinaNews/Entertainment	GB	GB	GB	PTV	35	5	PAL	En clair
Chinese Channel, The	GB	GB	GB	PTV	34	5	PAL	VideoCrypt
Christian Channel, The	GB	GB	Europe		47	12	PAL	En clair
Ciné Classics	ES	LU	ES	PTV	40	12	PAL	Nagravision
Discovery Channel, The	GB	GB	GB, IE, NL	Bas	41	8	PAL	VideoCrypt I/II
European Business News	GB	GB	Europe		42	6	PAL	VideoCrypt
Eurosport	FR	FR	FR, BE	Bas/Pub.	4	18	PAL	En clair
Family Channel, The	GB	GB	GB, IE	Bas/Pub.	35	12	PAL	VideoCrypt
FilmNet (Central Europe)	NO	SE	Central Europe	PTV	63	24	PAL	VideoCrypt II
Galavision	MX	LU	ES	Pub.	44	24	PAL	En clair
History Channel, The	GB	GB	GB, IE		47		PAL	VideoCrypt
Learning Channel, The	GB	GB	GB, IE	Bas			PAL	VideoCrypt
mdr	DE	DE	DE, AT, CH	Red/Pub.	41	7	PAL	VideoCrypt
Mini Max	ES	LU	ES	PTV	36	12	PAL	En clair
Nickelodeon	GB	GB	GB	PTV	46	12	PAL	Nagravision
Paramount Channel	GB	GB	GB		42		PAL	VideoCrypt
Playboy Channel	GB	GB	GB		40		PAL	VideoCrypt
QVC	GB	GB	GB, IE	TA	38	24	PAL	VideoCrypt
RTL 5	LU	LU	NL	Pub.	64	24	PAL	En clair
Sci-Fi Channel	GB	GB	Europe		47	3	PAL	En clair
Sky Movies Gold	GB	GB	GB, IE	PTV	60		PAL	VideoCrypt
Sky Soap	GB	GB	GB, IE	Bas/Pub.	47	12	PAL	VideoCrypt
Sky Sport II	GB	GB	GB, IE	Bas/Pub.	47	n.a.	PAL	VideoCrypt
Sky Sports Gold	GB	GB	GB, IE		47	3	PAL	VideoCrypt
Sky Travel	GB	GB	GB, IE	Bas/Pub.	47	4	PAL	VideoCrypt
Sportmania	ES	LU	ES		36	3	PAL	VideoCrypt
Südwest 3	DE	DE	DE, AT, CH	Red/Pub.	48		PAL	En clair
TNT	GB	GB	GB, IE, BE, NL	Pub.	37	10	PAL	En clair
UK Living	GB	GB	GB, IE	Bas/Pub.	34	18	PAL	VideoCrypt
TVX - The Fantasy Channel	GB	GB	GB	PTV	34		PAL	VideoCrypt
West 3	DE	DE	DE, AT, CH	Red/Pub.	39	10	PAL	En clair
ZDF	DE	DE	DE, AT, CH	Red/Pub.	33	16	PAL	En clair
ASTRA 1D (LU) - 19,2° E								
Adult Channel, The	GB	GB	Europe	PTV	61		PAL	VideoCrypt
ARTE	FR	FR	FR, BE, DE	Red/D	49	7	PAL	En clair
Chinese News Entertainment	GB	GB	Europe		53	3	PAL	En clair
Chinese Channel, The	GB	GB						
NBC Superchannel/CNBC	GB	GB	Europe	Pub.	50	24	PAL	En clair
Kabel-1	DE	DE	DE, AT, CH	Pub.	21S	24	PAL	En clair
H.O.T.	DE	DE	DE	T.A.	60		PAL	En clair
Racing Channel, The	GB	GB						
RTL 4	LU	LU	NL	Pub.	52	7	PAL	Luxcrypt
RTL 5	LU	LU	NL	Pub.	64		PAL	Luxcrypt
SBS-6	NL	NL	NL	Pub.	53		PAL	Luxcrypt
Teleclub	CH	CH	CH	PTV	55	15	PAL	Nagravision
SES-Infovideo	LU	LU	Europe		55		PAL	En clair
Veronica	NL	NL	NL	Pub.	51		PAL	Luxcrypt
Zee TV	GB	GB	GB, IE		54		PAL	Nagravision
ASTRA 1 E (LU) (opérationnel fin 1995)								
Beta-Teknik (Kirch Gruppe) : 3 répéteurs loués								
BSkyB : 4 répéteurs loués	GB	GB	GB, IE	PTV				
Canal + : 4 répéteurs loués, 25 services annoncés								
CLT : 2 répéteurs loués								
PRO 7 : 1 répéteur loué								
ASTRA 1 F (LU) (lancement mars 1996)								
Beta-Teknik (Kirch Gruppe) : 2 répéteurs loués								
Canal + : 4 répéteurs loués								
CLT : 2 répéteurs loués								

Chaînes positionnées sur les satellites captables en Europe (novembre 1995)

(Suite)

Chaines	Etat établ.	Etat liaison	Principaux marchés montante	Financement	Répétiteur	Heures/ jour	Norme diffusion	Cryptage
ASTRA 1 F (LU) (lancement mars 1996) (suite)								
Nethold : 3 répéteurs loués								
PRO 7 : 1 répéteur loué								
ASTRA 1 G (LU) (lancement mi-1997)								
Beta-Teknik (Kirch Gruppe) : 2 répéteurs loués								
Canal + : 2 répéteurs loués								
CLT : 3 répéteurs loués								
PRO 7 : 1 répéteur loué								
DFS I-1 Kopernikus (DE) - 33,5° E								
DFS III-1 Kopernikus (DE) - 28,5° E								
Cable Plus	CZ	CZ	CZ	PTV	A1	9	PAL	VideoCrypt
MED-TV	GB	GB	DE					crypté
Premiéra	CZ	CZ	CZ		A2	16	PAL	En clair
Top TV	HU	HU	HU	Pub.	K3		PAL	NokiaLSC256
VT-4	GB	GB	BE(FL)	Pub.	K1	18	Num.	MPEG-2
DFS I-3 Kopernikus (DE) - 23,5° E								
ARTE	FR/DE	DE	DE, AT, CH	Red	B	7	PAL	En clair
DSF	DE	DE	DE, AT, CH	Pub.	6	17	PAL	En clair
Nickelodeon (DE)	DE	DE	DE	Pub.	C1	24	PAL	En clair
Premiere	DE	DE	DE	PTV	3	15	PAL	Nagravision
PRO 7	DE	DE	DE, AT, CH	Pub.	2	24	PAL	En clair
SAT.1	DE	DE	DE, AT, CH	Pub.	A	24	PAL	En clair
SVT-1	SE	SE	SE	Red	B1	7	DMac	EurocryptS
VOX	DE	DE	DE, AT, CH	Pub.	B	15	PAL	En clair
Ekspress 1 (RU)								
Apna TV	RU	RU	RU					
ORTV	RU	RU	RU	SP				
Telekanal 27/TV 3	RU	RU	RU	Pr			ext.	SECAM
Express 2 (RU)								
Cubavision	CU	CU						
Muslim TV Ahmadiyya	PK	?						
ORTV	RU	RU						
RTP International	PT	PT						
Eutelsat I F4 - 25,5° E								
FilmNet (Greece)	GR	GR	GR	PTV	2	24	PAL	Satbox
RTE-1	IE	GB	IE	Red/Pub.	6H		PAL	
Eutelsat II F1 - 13° E								
ARTE	FR/DE	FR	FR, BE	Dot	25V		PAL	En clair
BBC World	GB	GB	Europe	Red	38V	24	PAL	En clair
Cinquième, La	FR	FR	FR	Dot	26	13		En clair
CLT (projet)	LU	LU	?		34A			
Deutsche Welle TV	DE	DE	Europe	Red	27V	24	PAL	En clair
Euronews	FR	FR	Europe	Dot	37V	20	PAL	En clair
Eurotica	DK	DK	Europe	PTV	22H	4	PAL	VideoCrypt I/II
Kabel-1	DE	DE	DE, AT, CH	Pub.	21H	24	D2Mac	En clair
Landscape Channel, The	GB	GB	Europe	n.c.	22S	3	PAL	En clair
MBC	GB	GB	Europe	Pub.	32H	12	PAL	En clair
MTV Europe	GB	GB	Europe	Pub.	39V	24	PAL	Videocrypt II
NBC Superchannel	GB	GB	Europe	Pub.	25V	24	PAL	En clair
Onyx TV	DE	DE	DE	Pub.	22B		PAL	En clair
Polonia 1	PL	IT	PL	Pub.	34H	24		En clair
RAITre Domenica Sportiva	IT	IT	Europe	Red/Pub.	22H	2/sem	PAL	En clair
RTL	DE	DE	DE, AT, CH	Pub.	33H	24	PAL	En clair
RTL 2	DE	DE	DE, AT, CH	Pub.	21H	24	PAL	En clair
Telepiù 1	IT	IT	IT	PTV		exp.	PAL	
TRT-INT Avrasya	TR	TR	Europe	Dot/Pub.	22S	24	PAL	En clair
Viva	DE	DE	DE	Pub.	20H	24	PAL	En clair
Viva 2	DE	DE	DE	Pub.	20	24	PAL	En clair

Chaînes positionnées sur les satellites captables en Europe (novembre 1995)

(Suite)

Chaines	Etat établ.	Etat liaison	Principaux marchés	Financement	Répétiteur	Heures / jour	Norme diffusion	Cryptage
			montante					
Eutelsat II F2 - 10° E								
AFRTS Europe	DE(US)	DE	DE	Dot	27V		B Mac	B Mac
ATV	TR	TR	TR	Pub.	20		PAL	En clair
ET-1	GR	GR	Europe	Dot/Pub.	33		PAL	En clair
Europe by Satellite	BE	?	Europe		21H	occ.	PAL	En clair
Europe by Satellite	BE	?	Europe		21H	10	PAL	En clair
InterStar	TR	TR	TR	Pub.	38W	24	PAL	En clair
MED TV	GB	GB	TR		37	2	PAL	En clair
RTP Internaçional	PT	PT	Europe	Dot	39	9	PAL	En clair
Satell 2 (test)	TR	TR	TR				PAL	En clair
TGRT-TV	TR	TR	TR	Pub.	26	24	PAL	En clair
VTV Cable TV	SK	SK	Europe	Pub.	25	18	PAL	En clair
Worldnet/C-SPAN	US	US	Europe	Dot	37V	5	PAL	En clair
Eutelsat II F3 - 16° E								
Algeria TV	DZ	DZ	Europe	Dot	34H	8	PAL	En clair
ART Europe	EG	IT	Pays arabes		26V		PAL	En clair
BVN-TV (projet)	?	?	?		34A			
Canal Plus Polska	PL	PL	PL	PTV	38V		PAL	Nagravision
Duna TV	HU	HU	Europe	Pub.	33H	16	PAL	En clair
Egypt Space Channel	EG	EG	Europe	n.c.	27		PAL	En clair
Euro 7	NL	NL	NL	Pub.	32H	10	PAL	En clair
EuroStep	NL	NL	NL	n.c.	20S	4	D2Mac	En clair
Hrvatska TV	HR	HR	Europe	Red/Pub.	20H	7	PAL	En clair
Music Factory	NL	NL	NL	Pub	20B		num.	MPEG-2
Muslim TV Ahmadiyya	PK	GB	Europe	n.c.	37V	5	PAL	En clair
Nile TV International	EG	EG	Europe	n.c.	27V	3	PAL	En clair
NTV	RU	UA	Russie	Pub.	37		PAL	En clair
Rendez-Vous	FR	SE	Europe	PTV	20H	4	D2Mac	Eurocrypt
RTM-1	MA	MA	Europe	n.c.	25V	14	PAL	En clair
RTT Tunisia TV7	TN	TN	Europe	n.c.	39V		PAL	En clair
Shajhtar TV	AL	AL	Europe	n.c.	37W	2	PAL	En clair
Tele Dirreta	IT	IT						Encrypted
TelePace	IT	IT	Europe	n.c.	37 V	30m.	PAL	En clair
TM3	DE	DE	DE	Pub	20B			
TV 10 Gold	NL	NL	NL	Pub	20 B			
TV Plus	NL	NL	NL	PTV/Dot	32 H	6	D2Mac	Eurocrypt M
TVR-1	RO	RO	Europe	Dot/Pub		4		
XXX TV Erotica	SE	SE	Europe (exc.GB)	PTV	22 H	4	num.	Eurocrypt M
XXX TV Erotica	SE	SE	Europe (exc.GB)	PTV		37	PAL	Eurocrypt M
Eutelsat II F4 - 7° E								
RIK-1	CY	CY	Europe	Red/Pub.	22H	occ.	PAL	En clair
RTS Sat	YU	YU	Europe	n.c.	22	6	PAL	En clair
Eutelsat Hot Bird 1 - 13° E								
Bloomberg Information Network	GB	GB	Europe		44	24	num.	MPEG-2
Canal Horizons	FR	FR	Afrique	PTV	10V	24	PAL	Clair/Syster
Emirates Dubai TV	AE	GB	Europe	n.c.	15H	24	PAL	En clair
European Business News	GB	GB	Europe	Pub.	3H	20	PAL	En clair
Europost	FR	IT	FR, BE, CH	Pub./Bas	9H	18	PAL	En clair
MCM	FR	FR	FR; BE, CH	Pub./Dot	5H	18	PAL +	En clair
Quantum Channel	GB	GB	GB	TA		7	PAL	En clair
Polsat	PL	PL	PL	Pub.	11H	18	PAL	En clair
RAIDue	IT	IT	Europe	Red/Pub.	12V	16	PAL	Clair/Discret
RAIUno	IT	IT	Europe	Red/Pub.	8V	24	PAL	Clair/Discret
Sci-Fi Channel, The	GB	GB	Europe	Bas	47	3	PAL	VideoCrypt
TM 3	DE	DE	DE	Pub	7H		PAL	En clair
TV3 (projet)	ES	ES	ES	Dot/Pub.		exp.	PAL	En clair
TVS Europe	FR	FR	Europe	Dot	6V	24	PAL	En clair
TV Polonia	PL	PL	PL	Red/Pub.	13H	18	PAL	En clair
TVE Internacional	ES	ES	ES	Pub./Dot	1H	21	PAL	En clair
VH-1 Germany	DE	DE	DE	Pub.	2V	24	PAL	Videocrypt II
Eutelsat - Hot Bird II - 13° E (lancement août 1996)								
Répéteurs réservés par Telepiù (IT)								
Bouquet de chaînes françaises (TF 1, France-Télévision, ARTE, AB Productions...)								

Chaînes positionnées sur les satellites captables en Europe (novembre 1995)

(Suite)

Chaines	Etat établ.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/jour	Norme diffusion	Cryptage
Eutelsat - Hot Bird III - 13° E (lancement fin 1996)								
Eutelsat - Hot Bird IV - 13° E (lancement troisième trimestre 1997)								
Eutelsat - 3 satellites (7° E, 10° E, 16° E) (lancements à partir de 1998)								
Gals 1 (RU) - 71° E								
TV 6 Moscow	RU	RU	RU	Pub.				En clair
Gorizont 16 (RU) - 80° E								
MART - Double 2	RU	RU	Est Sibérie					
Gorizont 17(RU) - 53° E								
Channel 6 St Petersburg	RU	RU	RU	Pub.			PAL	En clair
ORTV - Channel 1	RU	RU	RU	Dot/Pub.	6		Secam	En clair
Gorizont 20 (RU) -								
ORTV - Channel 1	RU	RU	RU	Dot/Pub.	6		Secam 1.2	En clair
RFO	FR	FR		Red/Pub.	C2		Secam	En clair
RT Malagasy TV					3		Secam	En clair
Gorizont 22 (RU) -								
RTP Internacional	PT	PT	RU	Dot	10		Pal	En clair
RTR - Rossia	RU	RU	RU	Dot/Pub.	6		Secam	En clair
TVS Europe	FR	FR	RU	Dot	2		Pal	En clair
ZTV Samanyolu	TR	TR			10		Pal	En clair
Gorizont 24(RU)								
TV6	RU	RU	RU	Pub.				
Gorizont 25 (RU)								
Muslim TV Ahmadiyya	PK	?	RU ?					
1 service en russe								
Gorizont 26(RU) - 11° W								
Apna TV	GB	GB	CEI					
Cable Plus Film	CZ	CZ	CZ	PTV	4		PAL	En clair
Sunrise TV	GB	GB	CEI					
ORTV Moskwa Globainaia	RU	RU	Europe	Dot	2		PAL	En clair
Ukrainel	UA	UA	UA		6		SECAM	En clair
Gorizont 40E/Stationar 12 (RU) - 40° E								
MART - Russia	RU	RU	RU, LT, LV, MD, UA	Dot./Pub.				
RTR - Rossija	RU	RU	RU, LT, LV, MD, UA	Dot./Pub.				
Gorizont 80E (RU) - 80° E								
MART - Double 3	RU	RU	RU (Sibérie Ouest)					
RTR - Rossija	RU	RU	RU (Sibérie Ouest)	Dot./Pub.				
Gorizont 90E - Stationar 6 (RU) - 90° E								
MART - Double 2	RU	RU	RU (Sibérie Est)	Dot./Pub.				
RTR - Rossija	RU	RU	RU (Sibérie Est)	Dot./Pub.				
Gorizont 103E - Stationar 14 (RU) - 103° E								
MART - Double 4	RU	RU	RU (Oural), KA	Dot./Pub.				
RTR - Rossija	RU	RU	RU (Oural), KA	Dot./Pub.				
Gorizont 140E (RU) - 140° E								
MART - Double 1	RU	RU	RU (Extrême Orient)	Dot./Pub.				
RTR - Rossija	RU	RU	RU (Extrême Orient)	Dot./Pub.				
Hispasat 1 A/Hispasat 1B (ES) - 30° W								
Antena 3	ES	ES	ES	Pub.	13	18	PAL	Nagravision
Canal Classico	ES	ES	ES	Pub.		4	PAL	En clair
Canal Plus Espana	ES	ES	ES	PTV	14	18	PAL	Nagravision
Cinemania 2	ES	ES	ES	PTV	31		PAL	Nagravision
Multicanal/TPS (4 ch.)	US	US	ES	PTV	18		PAL	Encrypted
Tele 5	ES	ES	ES	Pub.	3	18	PAL	Nagravision
TeleDeporte	ES	ES	ES	Pub.	23		PAL	En clair

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Chaines	Etat établ.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/jour	Norme diffusion	Cryptage
Hispasat 1 A/Hispasat 1B (ES) - 30° W (suite)								
TeleDeporte	ES	ES	ES	Pub.	23		PAL	En clair
Telesat 5	ES	ES	ES	n.c.	35		PAL	En clair
Tele Noticias	US	US	ES		13	18	PAL	En clair
Intelsat 502								
Tele Sahel ORTN	NI	NI			23		Secam	En clair
Intelsat 505								
Deutsche Welle TV	DE	DE		Dot.	38		PAL	En clair
USIA/C Span/Worldnet	US	US		Dot.	38		PAL	En clair
Zaire TV	ZR	ZR		Dot.	12		Secam	En clair
Intelsat 507 - 57° E								
Ethiopian TV	ET	ET			13		PAL	
SIS Satellite Racing	GB	GB		PTV	36		PAL	Encrypted
Intelsat 511								
Canale 5	IT	IT	IT	Pub.	4W	18	PAL	En clair
Intelsat 512 - 24,5° W								
People's Revin	LY	LY		Dot	24		Pal	En clair
SEB(AFRTS)	US	IT		Dot	53		BMac625	Crypté
SVT-1	SE	SE	SE	Red	69B	6.7	D Mac	Eurocrypt S
SVT-2	SE	SE	SE	Red	63B	6.7	D Mac	Eurocrypt S
TVN	NO	NO	NO	Pub.	2W	5	PAL	En clair
Intelsat 513 - 53° W								
2M International	MA	MA	MA	PTV	24		Secam	Discret
RTP 1	PT	PT		Dot/Pub.	21		Secam	En clair
RTP 2	PT	PT		Dot/Pub.	21		Pal	En clair
TVI	PT	PT		Pub.	21		Pal	En clair
Intelsat 601 - 27,5° W								
RTA TV	DZ	DZ	DZ, FR	Dot	24		PAL	En clair
BBC Prime	GB	GB	Europe	Bas	71A	24	D2Mac	Eurocrypt
BBC World TV Africa	GB	GB	Afrique		20		PAL	Crypté
Canal Horizons	FR	FR	Afrique	PTV	22		PAL	Syster
CFI/MCM	FR	FR		Dot/Pub.	23		Secam	
CMT Europe	GB	GB	Europe	Pub.	74B	24	PAL	En clair
CNN International	US	GB	Europe	Bas	25		PAL	En clair
Deutsche Welle TV	DE	DE	Europe	Dot.	21		Pal	En clair
FilmNet (Benelux)	BE	BE	NL, BE(FL)	PTV	79	24	num.	System2000
FilmNet 2/ Supersport (BE)	NL	BE	NL, BE(FL)	PTV	79	24	num.	System2000
FilmNet 2/ Supersport (NL)	NL	BE	NL, BE(FL)	PTV	79	24	num.	System2000
KinderNet/VTv	GB	GB	NL	Pub.	3B	4	PAL	En clair
Hallmark Entertainment Network	GB	GB	GB, IE	PTV	79	24	num.	System 2000
Learning Channel, The	GB	GB	GB, IE	Bas	64	7	num.	System 2000
Live TV	GB	GB	GB, IE		62	24	num.	System 2000
M-Net	ZA	ZA		PTV	20		PAL	Crypté
Parliamentary Channel, The	GB	GB	GB, IE	Bas	62	8	num.	System2000
Select TV	GB	GB	GB, IE		63B	7	BMac	BMac
SIS Satellite Racing	GB	GB	GB, IE	Bas	69A	6	B Mac	B Mac
Travel Channel, The	GB	GB	GB, IE	Bas	63B	10	PAL	En clair
TV 1000 Cinema	GB	GB	SE	PTV	69B	24	D2 Mac	Eurocrypt
USIA/C Span/Worldnet	US	US	Europe	Dot	21		PAL	En clair
Wire TV	GB	GB	GB		62B		PAL	En clair
Intelsat 602 - 63° E								
Canale 5	IT	IT	IT	Pub.	63B		PAL	En clair
Cinquestelle	IT	IT	IT	Pub.	62A		PAL	En clair
IRIB-1	IR	IR		n.c.	73	8	Secam	En clair
IRIB-2	IR	IR		n.c.	71	6	Secam	En clair
IRIB-3	IR	IR		n.c.	72B	6	Secam	En clair
Italia 1	IT	IT	IT	Pub.	63A	18	PAL	En clair
Orbit promo	IT	IT	Pays arabes	n.c.	74	24	PAL	En clair
Rete 4	IT	IT	IT	Pub.	61B	18	PAL	En clair

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Chaines	Etat etabl.	Etat liaison montante	Principaux marchés	Financement	Répéteur	Heures/ jour	Norme diffusion	Cryptage	
Intelsat 604 - 60° E									
RTR - Rossiya	RU	RU	RU	Dot./Pub.	73V			En clair	
Intelsat 702 - 359° E									
AFRTS	US	US	Europe	Dot	38		Secam		
Deutsche Welle TV	DE	DE	Europe, Afrique	Dot				MPEG2	
Egypt Satellite Channel	EG	EG							
Israel TV1	IL	IL	Europe				PAL	En clair	
Israel TV3	IL	IL	Europe		61		PAL	En clair	
Nile TV International	EG	EG			24		PAL	En clair	
Norsk TV 2	NO	NO	NO		65		D2Mac	EurocryptM	
NRK	NO	NO	NO	Red	63		D2Mac	EurocryptM	
SVT-2	SE	SE	SE	Red	63B	7	D Mac	EurocryptS	
TV3 Danmark	GB	GB	DK	Pub.	75	24	D2Mac	EurocryptM	
TV3 Norge	GB	GB	NO	Pub.	61	8	D2Mac	EurocryptM	
TV3 Sverige	GB	GB	SE	Pub.	3	8	D2 Mac	EurocryptM	
TV5 Europe/TV5 Afrique	FR	GB	Europe	Dot	4		Pal	En clair	
TV6 Denmark	GB	SE	DK	Pub.	69	24	D2 Mac	Eurocrypt M	
TV 1000	SE	UK	SE, NO, DK	PTV	72	24	D2Mac	EurocryptM	
TVN	NO	NO	NO	Pub.	61B	5	PAL	En clair	
Intelsat 704 - 66° E									
Orbit (21 chaines TV)	IT	IT	Pays arabes	PTV			num.	MPEG2	
PRO 7, SAT.1, RTL, RTL 2	DE	DE		Pub			num.	MPEG2	
Orion 1 (US) - 37°5 W									
5th Dimension Com. Inc.(projet)	US	US	Europe						
Asianet	US/GB	US	Europe	Pub.	16	18	PAL	En clair	
VH-1 Germany	DE	DE	DE	Pub.	14	24	PAL	En clair	
Bosnian-Serb TV	BA	BA	Europe				épisodique	PAL	En clair
PanAmSat 1A (US)									
Galavision	MX	MX	ES	Pub.	19B	24	PAL	En clair	
NHK International	JP	JP	Europe	n.c.	21B	24	NTSC	En clair	
PanAmSat 4 (US)									
Asia Business News	?	?							
Cartoon Network, The	US	US							
CNN International	US	US							
Contemporary Corn. Value TV	ZA	ZA							
DDTV	IN	IN							
National Network TV	ZA	ZA							
NHK International	JP	JP	Europe						
Sony Entertainment Channel	JP	JP							
TNT	US	US							
TV 1	ZA	ZA							
Sirius (SE) - 5° E									
FilmMax	SE	SE	SE	PTV	16	24	D2Mac	Eurocrypt	
TV3 Sverige	GB	SE	SE	Pub.	4	8	PAL	En clair	
TV4 Sverige	SE	SE	SE	Pub.	12	8	PAL	En clair	
TV 6 Sverige	SE	SE	SE	Pub.	8	5	PAL	En clair	
Z-TV Sverige	SE	SE	SE		20		PAL	En clair	
TDF 1/2 (FR) 18,8 ° W									
Canal France International	FR	FR	Monde	Red/Dot	17		D2Mac	Eurocrypt	
Canal Plus	FR	FR	FR	PTV/Pub.	2	22	D2Mac	Eurocrypt	
Ciné Cinémas	FR	FR	FR, BE(CFR)	PTV	9		D2Mac	Eurocrypt	
Tele-X (SE) - 5° E									
TV 6 multiplex	SE	SE	DK, SE, NO					MPEG	
TV Femman	LU	SE	SE	Pub.	40	5	PAL	En clair	
Z-TV Norge	SE	SE	DK, SE, NO				num.	MPEG	

Chaînes positionnées sur les satellites captables en Europe (novembre 1995)

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Chaines	Etat établ.	Etat liaison montante	Principaux marchés	Financement	Répétiteur	Heures/jour	Norme diffusion	Cryptage
Telecom 1C (FR) - 3° E								
BBC WSTV Arabic	GB	GB	Pays arabes	n.c.	34W	4	BMac	BMac
Ciné-Cinéfil	FR	FR	FR, BE(CFR)	PTV	R1	16	D2Mac	Nagravision
Série-Club	FR	FR	FR	Bas				
Setanta Sport	GB	GB						
Telecom 2A (FR) - 8° W								
Canal J	FR	FR	FR, BE(CFR)	Pub./Bas	R6	13	Secam	Nagravision
Canal Jimmy	FR	FR	FR	Pub./Bas	R6	7	Secam	Nagravision
Canal + 16/9	FR	FR	FR	PTV/Dot	R1	22	D2Mac	Eurocrypt M
Canal +	FR	FR	FR, MU	PTV/Pub.	R4	22	Secam	Nagravision
Ciné-Cinéfil	FR	FR	FR, BE(CFR)	PTV	R9	16	Secam	Nagravision
Ciné-Cinéma	FR	FR	FR, BE(CFR)	PTV	R10	18	Secam	Nagravision
Ciné-Cinéma 16/9	FR	FR	FR	PTV/Dot	R5	18	D2Mac	Eurocrypt M
Eurosport France	FR	FR	FR, BE, CH	Bas	R11	18	PAL	Nagravision
France Supervision	FR	FR	FR	Red/Dot	R3	18	D2Mac	En clair
MCM Euromusique	FR	FR	FR, BE	Bas/Pub.	R7	24	Secam	Nagravision
Paris Première	FR	FR	FR	Bas/Pub.	K2	12	Secam	Nagravision
Planète	FR	FR	FR	Bas	K2	15	Secam	Nagravision
RFO/France 2	FR	FR	FR	Red/Pub.	F1		Secam	En clair
Telecom 2B (FR) - 5° W								
ARTE	FR/DE	FR	FR	Red	R3	7	Secam	En clair
ClubRTL	BE	LU	BE	Pub.	K9	18	Secam	Smartcrypt
France 2	FR	FR	FR, BE, CH	Red/Pub.	R2	18	Secam	En clair
La Chaîne Info	FR	FR	FR	Pub.	R8	24	Secam	Nagravision
La Chaîne Météo	FR	FR	FR		K4	2	Secam	Nagravision
M6	FR	FR	FR	Pub.	R1	10	Secam	En clair
RFO	FR	FR	FR	Red/Pub.	C2		Secam	En clair
RFO/France 2	FR	FR	FR	Red/Pub.	F1		Secam	En clair
RTL 9	LU	LU	FR	Pub.	K7	24	Secam	Smartcrypt
Tele Monte Carlo	MC	MC	MC, FR	Pub.	K4	18	Secam	Nagravision
TF1	FR	FR	FR, BE, CH	Pub.	S	18	Secam	En clair
Thor (NO) - 0,8° W								
Children's Channel, The	GB	GB	Scandinavie	PTV	12	11	D2Mac	Eurocrypt S
CNN International	GB	GB	Scandinavie	Bas/Pub.	4	24	D2Mac	Eurocrypt S
Discovery Channel, The	GB	GB	Scandinavie	Bas/Pub.	12	8	D2Mac	En clair
Eurosport Nordic	FR	FR	Scandinavie	Bas/Pub.	8	18	D2Mac	Eurocrypt S
Film Net: The Comp. Movie Ch	SE	NO	Scandinavie	PTV	16	24	D2Mac	Eurocrypt S
MTV Europe	GB	GB	Scandinavie	Bas/Pub.	20	24	D2Mac	Eurocrypt S
Turkast 1B (TR) - 42° E								
Cine 5	TR	TR	TR	PTV	15	24	PAL	Nagravision
Euro Show	TR	TR	Europe	Pub.	8A	24	PAL	En clair
Kanal 6	TR	TR	TR	Pub.	14	24	PAL	En clair
Kanal 7	TR	TR	Europe	Pub.	5	4	PAL	En clair
Kanal 7	TR	TR	TR	Pub.	9A	12	PAL	En clair
Kanal D	TR	TR	Europe	Pub.	8B	24	PAL	En clair
Kanal D	TR	TR	TR	Pub.	13		PAL	En clair
HBB	TR	TR	TR	Pub.	4	24	PAL	En clair
Show TV	TR	TR	TR	Pub.	16		PAL	En clair
TRT-1	TR	TR	TR	Dot/Pub.	10A	12	PAL	En clair
TRT-2/TV Gap	TR	TR	TR	Dot/Pub.	10B	10	PAL	En clair
TRT-3/TBMM	TR	TR	TR	Dot/Pub.	11A	8	PAL	En clair
TRT-4	TR	TR	TR	Dot/Pub.	11B	9	PAL	En clair
TRT Avrasya	TR	TR	Europe	Dot/Pub.	1A		PAL	En clair
Turkast 1C (lancement mi-1996)								
TV SAT 2 (DE) - 0,6° W								
TV Plus	NL	NL	NL		6	24	D2 Mac	Eurocrypt M
TV 1000 Cinema	GB	GB	SE	PTV	10	24	D2 Mac	Eurocrypt M
ZTV Denmark	SE	DK	DK	Pub.	14	24	D2 Mac	Eurocrypt M

Les indications relatives au pays d'établissement, de liaison montante et aux principaux marchés sont données à titre d'information et n'impliquent pas une prise de position de l'Observatoire européen de l'audiovisuel dans les débats et procédures en cours sur la définition juridique du lieu d'établissement au regard de la Directive "Télévisions sans frontières" ou de la Convention européenne sur la télévision transfrontalière.

● Source : Observatoire européen de l'audiovisuel d'après *Cable & Satellite Europe December 1995*, *Cable and Satellite Yearbook 1995, Infosat*, November 1995 ; ARABSAT, EUTELSAT, MART, SES

WP 8. Identification of existing/upcoming databases and resources

Results obtained:

In this section we have been collecting information about existing data bases related to language learning offer, in addition to other resources for access to products suitable or services provided on Internet (search engines).

Both national and international official directories were consulted.

- International: Gale Directory of Databases

25 databases were found which seem to be of interest because they cover aspects related to language learning and other cultural aspects.

Information is given in **Annex 1**.

- National: ASCII and IBERTEX. (The information found is given in **Annex 2**).
- CINDOC (Centro de Información y Documentación Científica) which is part of the CSIC (Consejo Superior de Investigaciones Científicas) is working on the construction of a terminology data base, RITERM, which covers all the fields of science and technology and includes both Spanish and Latin American words. This data base is to be translated into four languages.
- The Town Council of Barcelona, together with the CODI7 company, worked on the Lingua Programme on a project leading to the construction of a data base with 13,000 entries, each of which corresponds to an activity existing in published material (book, audio, video, etc.). Each entry contains between 20 and 30 fields with varied didactic information on the activity, its location, the use to which it can be put, etc. There are activities for learning Spanish, English, French and German. The data base is updated to June 1995 and so far is not on sale to the general public. The company contacted, CODI7, is interested in making the data base available for use on Internet.
- RedIRIS (Red para la Interconexión de Recursos Informáticos - Network for the Interconnection of IT Resources). This is the academic and research network financed by the National Plan for Research & Development and managed by the Communications Centre of the CSIC (Consejo Superior de Investigaciones Científicas - Higher Council for Scientific Research). There are about 250 affiliate institutions, mainly universities and public research bodies. It is responsible for providing the required network services and for the maintenance and future development of infrastructure.

It is also the Spanish office in charge of the allocation of addresses and name registration on Internet.

The RedIRIS is an important access route to the various academic and scientific resources. <http://www.rediris.es>

- Search engines allowing access to the different Internet resources in Spanish as well as access to the Spanish Webs. The different Spanish searchers can be distinguished as follows:

⇒ Elcano: <http://www.elcano.com>
⇒ Trovator: <http://trovator.combios.es>
⇒ Biwe: <http://biwe.cesat.es>
⇒ Donde?: <http://donde.uji.es>
⇒ Olé: <http://www.ole.es>
⇒ Ozu: <http://www.ozu.com>
⇒ Fantástico: <http://www.fantastico.com>
⇒ El Indice: <http://www.globalcom.es/indice>
⇒ El Inspector de Telépolis: <http://www.telepolis.com>
⇒ Directorio Global Net: <http://www.globalnt.com>
⇒ Tournet: <http://www.iis.es/tournet>
⇒ Señas: <http://www.combios.net/senyas>

Spanish search engines giving information on the different Spanish Autonomous Communities:

⇒ El País Vasco: <http://www.PaisVasco.com/info.htm>
⇒ VilaWeb/The Catalan Highway: <http://vilaweb.com>
⇒ Balears Internet: <http://www.uib.es/baleares>
⇒ Guía de recursos de las Islas Baleares: <http://www.wmaster.es:80/UEP>
⇒ Leonet: <http://www.fut.es/~jbarra/leon.html>

Access to Latin America:

⇒ Access to miscellaneous information regarding the 21 Spanish-speaking countries:

Cibercentro: <http://cibercentro.com/busqueda>

⇒ Mundo Latino: <http://www.mundolatino.org>
⇒ Latino Connection: <http://www.webspace.com/~pedro/index.html>

International:

⇒ The Spanish Embassy in Ottawa has set up this service offering information on Spain, its language and its culture.

Si Spain: <http://www.DocuWeb.ca/SiSpain>

- ⇒ City.net España: <http://countries/spain>
- ⇒ Yahoo: <http://www.yahoo.com>
- ⇒ Lycos: <http://www.lycos.com>
- ⇒ Altavista: <http://www.altavista.digital.com>

. Literary pages linked to electronic texts. These pages mean that a large number of important works from the history of literature can be obtained on-line.

- ⇒ Athena : <http://un2sg1.unige.ch/www/athena/html/athome.html>
- ⇒ En España : <ftp://listserv.ccit.arizona.edu/pub/listserv/comedia/intext.html>

The above addresses can be used to gain access to servers providing information on education and culture or to the main Spanish universities, centres and public and private institutions and to obtain an idea of what the Internet España world represents today for training and dissemination of the Spanish culture.

Additional information more oriented to existing products is given in WP4, as shown in the following sections:

1. Products

- 1.1. Products or information available on the network (ON LINE)
- 1.2. Multimedia products available (OFF LINE)

When possible, a distinction is made between data related to the Spanish language and other languages considered 'foreign'.

2. Providers

The characteristics and strategies for development as presented by the various providers of content were studied and structured as follows:

- 2.1. Publishers and distributors
- 2.2. Specialist centres
- 2.3. Research centres and universities

Relevant projects related to the preparation of teaching products within the study area, available in the short term will be detailed here.

ANNEX 1 - WP8

• 213 • **The American Heritage Dictionary**

Houghton-Mifflin Company
222 Berkeley St.
Boston, MA 02116-3764

Phone: (617)725-5000

Type: Dictionary.

Content: Contains the complete text of the *American Heritage Dictionary*. Provides complete definitions, spelling, pronunciation, parts of speech, proper usage, hyphenation, idioms, anagrams, sample sentences, and word origins for more than 116,000 words used in the English language.

Subject Coverage: English-language words and their definitions and usage.

Language: English.

Geographic Coverage: United States and Canada.

Year First Available: 1993.

Time Span: Current information.

Updating: Not updated.

Online Availability: CompuServe Information Service (\$8.95/month for Basis Service; hourly fees, surcharges, and membership may apply for some databases; contact vendor for details).

Ameritech Library Services, Vista (available by subscription; contact vendor for details).

Alternate Electronic Formats: Diskette (The American Heritage Dictionary).

• 764 • **BONMOT**

Gesellschaft fur Betriebswirtschaftliche
Information mbH (GBI)
Freischutzstr. 96
Postfach 810360
D-81903 Munich, Germany

Phone: 4989 992879
Fax: 4989 9574229

Alternate Database Name: Sinnsprüche, Aphorismen und Lebenweisheiten.

Type: Bibliographic.

Content: Contains more than 22,000 aphorisms, mottos, proverbs, and witticism for business and private occasions. Sources include periodicals, books, and speeches.

Subject Coverage: Mottos, philosophy, proverbs, and other verbal devices for business and private occasions.

Language: German.

Geographic Coverage: German-speaking countries (Austria, Germany, and Switzerland).

Time Span: 1986 to date.

Updating: 1000 records a year.

Online Availability: Gesellschaft fur Betriebswirtschaftliche Information mbH (GBI) (BONMOT: DM 2/connect minute, DM .50/full record online).

• 768 • Book Review Digest



H.W. Wilson Company
950 University Ave.
Bronx, NY 10452

Phone: (718)588-8400
800-367-6770
Fax: (718)590-1617

Contact: Technical Support Department.
E-mail: techmail@info.hwwilson.com (Internet).

Type: Bibliographic.

Content: Contains more than 70,000 citations, each with excerpts of reviews, to current reviews of English-language books. Each citation also contains citations to the reviews. Covers popular and scholarly works of fiction and non-fiction works, as well as juvenile literature. Sources include 100 periodicals published in Canada, the United Kingdom, and the United States in the humanities, social sciences, and general science. Corresponds to *Book Review Digest*.

Subject Coverage: Reviews of current adult and juvenile fiction and nonfiction books.

Language: English.

Geographic Coverage: Canada, United Kingdom, and United States.

Time Span: 1983 to date.

Updating: Twice a week; 600 books a month.

Online Availability: CompuServe Information Service (BOOKREVIEW: \$8.95/month for Basis Service; hourly fees, surcharges, and membership may apply for some databases; contact vendor for details).

WILSONLINE (BRD: \$25-\$32/connect hour for subscribers to the print publication, \$32-\$40/connect hour for subscribers to WILSONLINE only (rates vary according to annual prepaid subscription packages), 75 cents/full record online, 75 cents/full record offline; other options available; contact WILSONLINE for details).

Ovid Technologies, Ovid Online - Pay-As-You-Go (dropped).

OCLC EPIC.

OCLC FirstSearch Catalog.

Ovid Technologies, Ovid Online - Fixed Fee (dropped).

Alternate Electronic Formats: CD-ROM (Book Review Digest; Book Review Digest).

Magnetic Tape (Book Review Digest).

• 769 • Book Review Index (BRI)

Gale Research
835 Penobscot Bldg.
Detroit, MI 48226-4094

Phone: (313)961-2242
800-347-4253
Fax: (313)961-6815

Contact: Customer Service. Toll-free: 800-877-GALE.

Type: Bibliographic.

Content: Contains citations to reviews of books, books-on-tape, and new periodicals appearing in some 600 periodicals, journals, and book review publications, representing a wide range of popular, academic, and professional interests. Coverage is oriented toward the humanities and social sciences, including literature, fine arts, history, education, and library science. Provides more than 2.84 million citations to reviews of approximately 1.18 million individual titles. For each title, provides author or editor, title, source publication title, volume number, page number, and indication of special document type being reviewed (reference, periodical, children's, or youth). Corresponds to *Book Review Index*.

Subject Coverage: Reviews of books, books-on-tape, and periodicals as covered by journals in humanities and social science fields, including literature, fine arts, history, education, and library science.

Language: English.

Geographic Coverage: United States.

Time Span: 1969 to date.

Updating: Quarterly; 140,000 records a year.

Online Availability: DIALOG (137: \$30/connect hour, 40 cents/full record online, 40 cents/full record offline).

Alternate Electronic Formats: CD-ROM (Book Review Index on CD-ROM).

• 1549 • DAF (Didactique et acquisition du français)

Universite de Montreal

Phone: (514)343-6692

Departement de Didactique

Fax: (514)343-7286

Groupe d'Analyse des Recherches en
Didactique et Acquisition du Francais
(GARDAF)

C.P. 6128, Succ. A
Montreal, PQ, Canada H3C 3J7

Contact: Marielle Boucher or Reine Guerin.

Type: Bibliographic.

Content: Contains approximately 5000 citations with abstracts, to research literature on the teaching and acquisition of French as a first language in Belgium, Canada, France, and Switzerland. Provides bibliographic information, type of research, level or age of language learners, teaching methods, learning processes, and language skills covered. Sources include books, periodicals, research reports, theses, and conference proceedings.

Subject Coverage: Teaching and learning French as a first language.

Language: French.

Geographic Coverage: Belgium, Canada, France, and Switzerland.

Time Span: 1970 to date.

Updating: 300 citations a year.

Online Availability: *Services Documentaires Multimedia Inc. (SDM).*

• 1550 • The Daily and Sunday Telegraph

Daily Telegraph PLC

Phone: 171 3534242

Petersborough Court

181 Marsh Wall

South Quay

London E14 9SR, England

Type: Full-text.

Content: Contains the complete text of news items, features, and city articles from the *Daily Telegraph* and *Sunday Telegraph* (London) newspapers. Excludes copyright restricted articles from the arts, sports, entertainment, and law reports sections.

Subject Coverage: United Kingdom and international news.

Language: English.

Geographic Coverage: United Kingdom, with some international coverage.

Time Span: 1987 to date, FT PROFILE; September 1988 to date, NEXIS.

Updating: Daily.

Online Availability: *NEXIS* (TELEGR: Transaction pricing, per-search pricing, and connect hour charging options available; contact vendor for details).

FT PROFILE (TEL: £24/connect hour, £0.04-0.10/line displayed online, surcharges may apply).

Also Online As Part Of: Reuter TEXTLINE.

Alternate Electronic Formats: CD-ROM (The Telegraph on CD-ROM).

• 1990 • Electronic Engineering Times

CMP Publications, Inc.
600 Community Dr.
Manhasset, NY 11030

Phone: (516)562-5000
Fax: (516)562-5718

Type: Full-text.

Content: Contains the complete text of *Electronic Engineering Times*, a weekly newsletter for technical managers and engineers in the electronics industry. Covers analyses and information on current events and trends in technology and business, design practices, and professional development. Includes reports on global competitiveness, government policies, and how U.S. engineers compare with peers in Asia and Europe.

Subject Coverage: News and analysis of, as well as job openings in, the electronics industry.

Language: English.

Geographic Coverage: United States, with some international coverage.

Time Span: December 24, 1990 to date.

Online Availability: *NewsNet, Inc.* (EC14: \$132/connect hour).

Also Online As Part Of: CMP Publications Electronics File.

• 1992 • Electronic HRAF (EHRAF)



Human Relations Area Files, Inc. (HRAF) Phone: (203)764-9401
755 Prospect St. 800-520-4723
New Haven, CT 06511-1225 Fax: (203)764-9404

Contact: Kirsten Jensen, Senior Production Editor.
E-mail: kjensen@minerva.cis.yale.edu (Internet).

Type: Full-text; bibliographic; image; statistical.

Content: Contains information on cultures, both Non-Western and North American ethnic groups. Includes data covering a wide range of subjects, including anthropology, geography, history, psychology, nursing, ethnic studies, fine arts, literature, social work, law, biology, and archaeology. Information provided includes complete text, images, drawings, charts, graphs, and bibliographic data. Divided into 60 different cultures to represent all major cultural regions worldwide.

Subject Coverage: Non-Western and North American ethnic group cultures.

Language: English.

Geographic Coverage: International.

Year First Available: 1994.

Time Span: Current information.

Updating: Annual; 50,000 records per update.

Online Availability: *Human Relations Area Files, Inc. (HRAF)*.

• 2392 • Foreign Language Forum

CompuServe Information Service
5000 Arlington Centre Blvd.
P.O. Box 20212
Columbus, OH 43220

Phone: (614)457-8600
800-848-8199
Fax: (614)457-0348

Type: Bulletin board.

Content: Provides a forum for the exchange of information on foreign languages. Covers both the teaching and learning of foreign languages at all levels. Includes conferences, a job bank, information on legislation, and a list of professional organizations.

Subject Coverage: Foreign language education.

Language: English.

Geographic Coverage: United States.

Online Availability: *CompuServe Information Service* (FLEFO: \$8.95/month for Basis Service; hourly fees, surcharges, and membership may apply for some databases; contact vendor for details).

• 3398 • **Lineas Limite de Terminos Municipales**

Instituto Geografico Nacional
Calle General Ibanez de Ibero 3
28003 Madrid, Spain

Phone: 01 2333800

Type: Numeric.

Content: Contains 8000 records of cartographic data on Spain. Includes coordinates for all component points along municipal administrative boundaries.

Language: Spanish.

Geographic Coverage: Spain.

Time Span: 1870 to date.

Updating: Annual.

Online Availability: *Instituto Geografico Nacional*.

• 3399 • **Linguistics and Language Behavior Abstracts (LLBA)** ▲

Sociological Abstracts, Inc.
P.O. Box 22206
San Diego, CA 92192-0206

Phone: (619)695-8803
800-752-3945
Fax: (619)695-0416

Contact: Terry M. Owen, Manager of Product Development.
E-mail: socio@cert.net (Internet).

Former Database Name: *Language and Language Behavior Abstracts*.

Type: Bibliographic.

Content: Contains more than 138,000 citations, with abstracts, to the world's published literature on the nature, use, and teaching of language as well as linguistics, speech, communication, and related topics. Includes citations to book reviews appearing in serials abstracted for *Linguistics and Language Behavior Abstracts*. Sources include journals, books, monographs, and technical reports, as well as dissertations from *Dissertation Abstracts International*. Corresponds to *Linguistics and Language Behavior Abstracts* and *International Review of Publications in Linguistics*.

Subject Coverage: Linguistics and language behavior, including psycholinguistics, applied linguistics, phonology, syntax, semantics, morphology, discourse analysis and text linguistics, theory of linguistics, history of linguistics, anthropological linguistics, structural linguistics, descriptive linguistics, lexicography, orthography and writing systems, typology, interpersonal behavior and communication, sociolinguistics, poetics and stylistics, nonverbal communications, semiotics, philosophy of language, phonetics, hearing and speech physiology, hearing (pathological and normal), language (pathological and normal), learning disabilities, mental retardation, psychopathology, special education, and psychometrics.

Language: English.

Geographic Coverage: International.

Time Span: 1974 to date.

Updating: 5 times a year.

Online Availability: *Ovid Technologies, Ovid Online - Pay-As-You-Go* (dropped).
DIALOG (\$30/connect hour, 60 cents/full record online, 60 cents/full record offline).

CompuServe Knowledge Index (LITS2: \$24/connect hour).

Ovid Technologies, Ovid Online - Fixed Fee (dropped).

Alternate Electronic Formats: *CD-ROM* (*Linguistics and Language Behavior Abstracts (LLBA)*).

Magnetic Tape (*Linguistics and Language Behavior Abstracts (LLBA)*).

Batch Access (*Linguistics and Language Behavior Abstracts (LLBA)*).

• 3704 • MLA International Bibliography

Modern Language Association of America
(MLA)
10 Astor Place
New York, NY 10003

Phone: (212)614-6350
Fax: (212)477-9863

Contact: Daniel Uchitelle, Director, Center for Information Services.
E-mail: daniel@mla.org (Internet).

Type: Bibliographic.

Content: Contains more than 1 million citations to published scholarly (both theoretical and descriptive) literature in linguistics, modern languages, literature, and folklore. Provides information on comparative and historical linguistics, specific languages (including composite and derivative languages), and other communicative behavior. Covers in detail English, American, European, Asian, African, and Latin American literature and folklore. Corresponds to *MLA International Bibliography of Books and Articles on the Modern Languages and Literature*.

Subject Coverage: International literature, languages, linguistics, and folklore.
Language: English.

Geographic Coverage: International.

Time Span: 1963 to date.

Updating: Monthly.

Online Availability: OCLC EPIC (71).
OCLC FirstSearch Catalog (\$1875 for an annual subscription).

Alternate Electronic Formats: CD-ROM (MLA International Bibliography).
Magnetic Tape (MLA International Bibliography).

• 3875 • NBLC-VAKBIBLIOTHEEK

NBLC
PO Box 43300
NL-2504 AH The Hague, Netherlands

Phone: 070 3090100
Fax: 070 3090200

Contact: NBLC Helpdesk.

Former Database Name: NBLC-VAKBIB.

Type: Bibliographic.

Content: Contains approximately 14,000 citations to the library and information science holdings of the Dutch Centre for Public Libraries and Literature (Nederlands Bibliotheek en Lektuur Centrum - NBLC). Covers books, reports, conference proceedings, handbooks, and journals in Dutch, English, French, and German.

Subject Coverage: Library holdings.

Language: Dutch; titles in original language of publication.

Geographic Coverage: The Netherlands.

Time Span: 1950 to date.

Updating: 40 records a month.

Online Availability: Stichting Centrum voor Bibliotheekautomatisering Pica.
Nederlands Bibliotheek en Lektuur Centrum, NEON.

• 3876 • NCBE Bibliographic Database

National Clearinghouse for Bilingual
Education (NCBE)
1118 22nd St., N.W.
Washington, DC 20037

Phone: (202)467-0867
800-321-NCBE

Type: Bibliographic.

Content: Contains more than 16,000 citations, with abstracts, to published and unpublished literature dealing with all aspects of the education of the linguistically diverse student populations in the United States. Sources include research and technical reports, state-of-the-art papers, conference papers, journal articles, classroom materials, and bibliographies. Many of the publications covered are issued by school districts, government-funded projects, universities, professional organizations, advocacy groups, foundations, and commercial publishers.

Subject Coverage: Bilingual education history, policy, and legislation; bilingual programs; culture; minority language education, including curriculum and instructional materials; adult education; teacher education; programs and policies; educational technology; parent role; ethnic and minority groups; testing; language and linguistics; culture; and English as a second language.

Language: English.

Geographic Coverage: United States, with some international coverage.

Time Span: 1978 to date, with some earlier materials.

Updating: 100 records a month

Online Availability: *National Clearinghouse for Bilingual Education (NCBE), Computerized Information Service (CIS)*.

Alternate Electronic Formats: *Batch Access (NCBE Bibliographic Database)*.

• 3877 • NCBE Publishers Database

National Clearnghouse for Bilingual
Education (NCBE)
1118 22nd St., N.W.
Washington, DC 20037

Phone: (202)467-0867
800-321-NCBE

Type: Directory.

Content: Contains information on organizations that are involved with the publishing, distribution, or development of materials for use with limited-English proficient (LEP) students. For each organization, provides name, contact information, types of materials available, educational levels, and the targeted language groups.

Subject Coverage: Bilingual education history, policy, and legislation; bilingual programs; culture; minority language education, including cumculum and instructional materials; adult education; teacher education; programs and policies; educational technology; parent role; ethnic and minority groups; testing; language and linguistics; culture; and English as a second language.

Language: English.

Geographic Coverage: United States, with some international coverage.

Time Span: Current information.

Updating: Periodically, as new data becomes available.

Online Availability: *National Clearnghouse for Bilingual Education (NCBE), Computerized Information Service (CIS)*.

Alternate Electronic Formats: *Batch Access (NCBE Publishers Database)*.

• 3878 • NCBE Resources Database

National Clearinghouse for Bilingual
Education (NCBE)
1118 22nd St., N.W.
Washington, DC 20037

Phone: (202)467-0867
800-321-NCBE

Type: Directory.

Content: Contains information on research centers, professional associations, advocacy groups, and other organizations involved in the education of the linguistically diverse student populations in the United States. For each organization, provides name, address, and description of the organization's purpose and activities.

Subject Coverage: Bilingual education history, policy, and legislation; bilingual programs; culture; minority language education, including curriculum and instructional materials; adult education; teacher education; programs and policies; educational technology; parent role; ethnic and minority groups; testing; language and linguistics; culture; and English as a second language.

Language: English.

Geographic Coverage: United States, with some international coverage.

Time Span: Current information.

Updating: Periodically, as new data becomes available.

Online Availability: National Clearinghouse for Bilingual Education (NCBE), Computerized Information Service (CIS).

Alternate Electronic Formats: Batch Access (NCBE Resources Database).

• 4023 • Normadrid

Empresa Provincial de Informatica de
Madrid (EPIMSA)
Avenida de los Madronos 29
28043 Madrid, Spain

Phone: 01 2008140

Type: Bibliographic.

Content: Contains citations, with abstracts, to more than 10,000 local and national regulations and standards in force in Madrid, Spain. Sources include the *Boletin Oficial de la Comunidad de Madrid* and the *Boletin Oficial del Estado*.

Subject Coverage: Regulations and standards in Madrid, Spain.

Language: Spanish.

Geographic Coverage: Spain (Madrid).

Time Span: Current.

Updating: Weekly.

Online Availability: Empresa Provincial de Informatica de Madrid (EPIMSA).

• 4024 • NORMATERM

Association Francaise de Normalisation
(AFNOR)
Service Information
Tour Europe
F-92049 Paris La Defense Cedex 7, France

Phone: 01 42915555
Fax: 331 42915656

Contact: Florence Mitev.

Type: Dictionary.

Content: Contains approximately 110,000 French-to-English and English-to-French words or expressions from standards and terminological regulations. Also give definitions and the field of application, as well as references of the sourcing documents.

Subject Coverage: Standardized English and French equivalent terms for the following principal technologies: building and construction, chemistry, food products, metrology, information science, quality control, domestic and leisure equipment, mechanics, metals, nonmetallic materials, health and environment, and transportation.

Language: French; English.

Geographic Coverage: International.

Time Span: Current information.

Updating: Southeastern; 1000 items a year.

Online Availability: Teletel (3617).

• 4184 • orthoTEL™

Conseil International de la Langue
Française
11, rue de Navarin
F-75009 Paris, France

Phone: 01 48787395
Fax: 01 48784928

Contact: Pauline Jovineau or Hubert Joly.

Type: Dictionary.

Content: Contains information on French orthography and grammar. Comprises the following 2 files:

- orthoTEL—contains spellings, usage notes, and relevant grammar rules (e.g., word order, agreement of word endings), with examples, for approximately 2000 French words, including 550 verb conjugations.
- orthoTELjeux—a set of 20 word games dealing with problems in written French.

Subject Coverage: French grammar and spelling.

Language: French.

Time Span: Current information.

Updating: Weekly; 3000 words a year.

Online Availability: Telnet.

• 4541 • Quotations Database

Oxford University Press
Electronic Publishing
Walton St.
Oxford, Oxon. OX2 6DP, England

Phone: 1865 267979
Fax: 1865 56646

Type: Directory.

Content: Contains more than 14,000 quotations from some 650 poets, novelists, playwrights, public figures, and politicians. Covers famous historical mots, dicta, quips, utterances, and ballads, as well as material from the Bible, Vulgate, *Book of Common Prayer*, Latin Mass, Greek and Latin classics, and Modern European Language classics. Each quotation includes author's name, birth and death dates, and source of the quotation. Excluded are proverbs, nursery rhymes, songs, slogans, and titles of books, films, and plays. Corresponds to the 3rd edition of *The Oxford Dictionary of Quotations* (ODQ).

Subject Coverage: Quotations attributed to more than 650 notable poets, novelists, playwrights, politicians, public figures, the Bible, Vulgate, Book of Common Prayer, Latin Mass, Greek and Latin classics, modern European language classics, and famous historical mots, dicta, quips, and utterances.

Language: English.

Geographic Coverage: International.

Time Span: Biblical times to 1979.

Updating: Not updated.

Online Availability: DIALOG (175: \$30/connect hour, 15 cents/full record online, 15 cents/full record offline).

CompuServe Knowledge Index (REFR1: \$24/connect hour).

• 4960 • Spanish Index on Humanities



Consejo Superior de Investigaciones
Científicas de España (CSIC)
Centro de Información y Documentación
Científica (CINDOC)
Joaquín Costa, 22
28002 Madrid, Spain

Phone: 5635482
Fax: 5642644

Type: Bibliographic.

Content: Contains citations to all papers published in Spanish journals on topics related to humanities. Covers information on art, history, languages, literature and philosophy.

Subject Coverage: Humanities and related subject.

Language: Spanish.

Geographic Coverage: International.

Time Span: Current information.

Online Availability: Consejo Superior de Investigaciones Científicas de España (CSIC), Centro de Información y Documentación Científica (CINDOC).

Alternate Electronic Formats: CD-ROM.

• 5752 • World Translations Index (WTI)

International Translations Centre (ITC)
Schuttersveld 2
NL-2611 WE Delft, Netherlands

Phone: 15 2142242
Fax: 15 2158535

Contact: G. N. Smits.

Coproducer: France Institut de l'Information Scientifique et Technique (INIST).

Former Database Name: World Transindex.

Type: Bibliographic.

Content: Contains more than 410,000 citations to translations of scientific and technical literature published in all languages and translated into Western languages. Corresponds to *World Translations Index*.

Subject Coverage: Translations of technical literature in all fields of science and technology.

Language: English.

Geographic Coverage: International.

Time Span: 1979 to date.

Updating: Monthly; 30,000 records a year.

Online Availability: DIALOG (295: \$90/connect hour, \$2.10/full record online, \$2.10/full record offline).

ESA/IRS (33: NLG 21.61/connect hour, NLG 4.75/full record online, NLG 4.75/full record offline.).

Alternate Electronic Formats: Magnetic Tape.

• 5754 • **WorldClassroom™**

Global Learning Corporation
P.O. Box 201361
Arlington, TX 76006

Phone: (214)641-3356
800-866-4452
Fax: (817)460-5483

Type: Full-text; directory; numeric.

Content: Contains lesson plans and educational materials for social studies, science, and language arts classes at the elementary and secondary level. Materials emphasize current political and environmental concerns, and cover such topics as earthquakes, weather and climate, comparative political systems and economies, and lifestyles in different cultures. Includes sample data collections, newsletters, and question-and-answer forums with experts on various topics. Also provides bulletin boards and electronic mail services. Subscribing classrooms are linked to classrooms of similar-age students in other countries to facilitate exchanges of viewpoints.

Subject Coverage: Elementary and secondary level social studies, science, and language arts.

Language: English.

Geographic Coverage: International.

Time Span: Current information.

Updating: Periodically, as new data become available.

Online Availability: *Global Learning Corporation*.

• 5755 • **Worldline Country Search**

Interactive Office Services (INOS)
P.O. Box 593
Belmont, MA 02178

Phone: (617)876-5551
Fax: (617)661-3354

Type: Full-text.

Content: Contains travel information on more than 200 countries. Covers such topics as visa requirements, local customs, health issues, public holidays, business hours, currency, transportation, and climate. Some entries include information on local attractions, museums, lodging, sports, and tours.

Language: English.

Geographic Coverage: International.

Time Span: Current information.

Updating: Periodically, as new data become available.

Online Availability: *Delphi Internet Services Corporation*.

• 2140 • EURODICAUTOM

Commission of the European Communities
(CEC)

Terminology Department
Batiment Jean Monnet, A2/101
L-2920 Luxembourg, Luxembourg

Contact: Mr. A. Reichling, Head of Eurodicautom Sector.

Alternate Database Name: European Automated Dictionary.

Type: Directory.

Content: Contains translations of more than 600,000 terms and phrases, and more than 170,000 abbreviations in all subject fields, as well as terminology used in European Community (EC) legal acts. Contains for most terms or expressions a sentence or partial sentence in which it occurs; a definition, when available; reference to the source of the item; linguistic or technical explanatory notes; subject field; and a reliability code.

Subject Coverage: Terminological analysis in such fields as agriculture, coal and steel technology, medicine and occupational health, nuclear science, transport, industry, official nomenclatures, economics, Community regulations, data processing, civil engineering, and information and documentation sciences.

Language: Danish; Dutch; English; French; German; Greek; Italian; Portuguese; Spanish.

Geographic Coverage: European Community countries.

Time Span: Current information.

Updating: 2000 items a month.

Online Availability: ECHO (currently available free of charge).

ANNEX 2- WP8

LINGÜISTICA Y LITERATURA (LIN-LIT)

Productor: CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS (CSIC). CENTRO DE INFORMACION Y DOCUMENTACION CIENTIFICA (CINDOC).

Descripción del contenido: Subbase perteneciente a la base de datos ISOC sobre: teoría lingüística, lingüística comparada, lingüística diacrónica, historia de la lengua, semiótica, comunicación, psicolingüística, sociolingüística, lingüística aplicada, lingüística matemática, literatura, teoría de la obra literaria, teoría de los géneros y formas literarias, literatura comparada, literatura de las civilizaciones clásicas, literaturas románicas, literaturas hispánicas no castellanas, literatura española, literatura anglosajona, literatura germánica, literatura escandinava, literatura eslava, otras literaturas, etc.

Fuentes: Revistas científicas especializadas editadas en España.

Cobertura temporal: Desde 1975.

Cobertura geográfica: Internacional.

Actualización: Permanente.

Volumen: 29.103 referencias (a enero de 1995).

Distribuidor: CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS (CSIC). SERVICIO DE DISTRIBUCION DE BASES DE DATOS (SDBD)

Clasificación del producto/servicio:

- Según tipo de información: Referencial bibliográfico.
- Según tecnología: Online ASCII. CD-ROM. Disquete. Índice impreso

Modalidad de contratación: Por suscripción. Por utilización. Por venta.

Precio:

- Por suscripción: Periodicidad anual. Coste de la suscripción: CD-ROM, coste según tarifas de las casas comerciales distribuidoras (Distribuciones de La Ley S.A. y Micronet S.A.), con derecho al uso del disco por periodo suscrito.
- Por utilización: En línea: 115 pts./minuto; 40.000 pts./año/50 horas: 29.500 pts. a la firma del contrato de acceso.
- Por venta: 9.360 pts. (índice impreso); 6.090 pts. (disquete); 12.480 pts. (ambos).

Forma de acceso: Red Telefónica Básica (RTB). Red Iberpac. Internet. Consulta en local.

Acceso vía redes públicas:

- Red Telefónica Básica (RTB): N° de modem (91) 564 67 80
- Iberpac: NRI 215063232

- * Accesos Datex-28 (047,048): VT 100, VT 220
- * Accesos Datex-32 (042, 042): VT 100, VT 220

DATOS INSTITUCIONALES

Productor: CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS (CSIC).
CENTRO DE INFORMACION Y DOCUMENTACION CIENTIFICA (CINDOC).

Dirección: C/ Pinar, nº 25

CP/Ciudad: 28006 Madrid

Teléfono: (91) 411 22 20

Fax: (91) 564 50 69

Persona de contacto: Rosario Gorrochategui y Julia Campos

Cargo: Responsables de la Base de Datos

Tipo de institución: Pública.

Distribuidor: CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS (CSIC).
SERVICIO DE DISTRIBUCION DE BASES DE DATOS (SDBD)

Dirección: C/ Joaquín Costa, 22

CP/Ciudad: 28002 Madrid

Teléfono: (91) 563 54 82

Fax: (91) 564 26 44

Persona de contacto: Carmen Vidal

Cargo: Jefe del Servicio

Tipo de institución: Pública.

Tema: < BIBLIOGRAFIAS > < CIENCIAS SOCIALES Y HUMANIDADES >
< LINGÜISTICA > < LITERATURA > < SEMIOTICA > < REFERENCIAL
BIBLIOGRAFICO > < ONLINE ASCII > < CD-ROM > < DISQUETE >

Tipo de información: < BIBLIOGRAFIAS >

Área temática: < CIENCIAS SOCIALES Y HUMANIDADES >

UZEI

Productor: UZEI

Descripción del contenido: Servicio de consulta multilingüe de un banco de datos terminológico que consta de 110.000 fichas de términos científicos y técnicos con un total de 350.000 entradas en euskera, español, francés e inglés incluyendo definición en euskera en muchos casos. Abarca un amplio abanico de disciplinas científicas y técnicas (matemáticas, física, química, biología, medicina, urbanismo, tecnología, derecho, religión, filosofía, psicología, economía, lingüística, arte, deportes...) y puede resultar especialmente útil para traductores, profesores, técnicos especializados, etc.

Fuentes: Diccionarios del propio Centro.

Actualización: Mensual.

Volumen: 110.000 fichas de términos científicos y técnicos.

Distribuidor: UZEI

Clasificación del producto/servicio:

- Según tipo de información
- Según tecnología: Online ASCII.

Modalidad de contratación: Por utilización.

Precio:

- Por utilización: 30 pts/minuto.

Forma de acceso: A-través de la Red Spritel.

DATOS INSTITUCIONALES

Productor: UZEI

Dirección: C/ Aldapeta, nº 20

CP/Ciudad: 20009 Donostia

Teléfono: (943) 47 33 77

Fax: (943) 45 79 44

Persona de contacto: Lore Azcárate

Cargo: Responsable del Servicio

Tipo de institución: Privada.

Distribuidor: UZEI

Dirección: C/ Aldapeta, nº 20

CP/Ciudad: 20009 Donostia
Teléfono: (943) 47 33 77
Fax: (943) 45 79 44
Persona de contacto: Lore Azcárate
Cargo: Responsable del Servicio.
Tipo de institución: Privada.

Tema: < DICCIONARIOS > < TESAUROS > < CIENCIA Y TECNOLOGIA >
< ONLINE ASCII >
Tipo de información: < TERMINOS CIENTIFICOS Y TECNICOS >
Area temática: < CIENCIA Y TECNICA >

Euskalterm (1)

PROVEEDOR DE INFORMACION: Uzei

DESCRIPCION DEL CONTENIDO: Servicio de consulta multilingüe de un banco de datos terminológico que consta de 66.000 fichas de términos científicos y técnicos con un total de 275.000 entradas en euskera, español, francés e inglés incluyendo definición en euskera en muchos casos. Abarca un amplio abanico de disciplinas científicas y técnicas (matemáticas, física, química, biología, medicina, urbanismo, tecnología, derecho, religión, filosofía, psicología, economía, lingüística, arte, deportes, etc.) y puede resultar especialmente útil para traductores, profesores, técnicos especializados, etc. El menú principal presenta las siguientes opciones:

1. Qué es UZEI (antecedentes, actividades realizadas, recursos, objetivos y proyectos, entidades patrocinadoras, convenios de colaboración y publicaciones).
2. Euskalterm (consulta, cómo utilizar y tabla de códigos de área).

Nº DE PAGINAS/DOCUMENTOS: 82

ACTUALIZACION: Mensual.

CENTRO SERVIDOR: Uzei

TIPO DE SERVICIO:

- De información: Textual.
- Transaccional: Teledicciónario

ACCESO A TRAVES DE LA RED IBERTEX: NRI *243.030.437#; NEMONICO
***EUSKALTERM#**

NIVEL DE ACCESO: 031/ 032

TIPO DE ACCESO: Público

FICHA INSTITUCIONAL

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INDICE TEMATICO: <Diccionarios electrónicos>

Euskalterm (2)

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DESCRIPCION DEL CONTENIDO: Servicio de consulta multilingüe de un banco de datos terminológico que consta de 110.000 fichas de términos científicos y técnicos con un total de 350.000 entradas en euskera, español, francés e inglés incluyendo definición en euskera en muchos casos. Abarca un amplio abanico de disciplinas científicas y técnicas (matemáticas, física, química, biología, medicina, urbanismo, tecnología, derecho, religión, filosofía, psicología, economía, lingüística, arte, deportes...) y puede resultar especialmente útil para traductores, profesores, técnicos especializados, etc. Ofrece también un servicio de mensajería que permite enviar mensajes entre los usuarios o directamente al centro servidor. Las opciones del menú principal son las siguientes:

1. Consulta terminológica.
2. Cómo utilizar.
3. Tabla de códigos.
4. Mensajería

Nº DE PAGINAS/DOCUMENTOS: 188

ACTUALIZACION: Mensual.

CENTRO SERVIDOR: Uzei

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INDICE TEMATICO: <Diccionarios electrónicos>

BANCO DE TERMINOLOGIA POLITECNICA DEL ESPAÑOL (IBEROTERMBANK)

Productor: IBEROTERM, CENTRO DE INVESTIGACIONES TERMINOLOGICAS DEL ESPAÑOL.

Descripción del contenido: Recopilación de la terminología científica y tecnológica del español con equivalentes en inglés, francés y alemán.

Fuentes: Manuales de consulta, obras de carácter enciclopédico, prensa especializada, diccionarios monolingües, diccionarios bilingües y plurilingües que incluyan el español, vocabularios profesionales, repertorios de voces técnicas de empresas del sector industrial, vocabularios de organismos internacionales, e intercambios con bancos de datos internacionales.

Cobertura temporal: Vocabulario vigente.

Actualización: Diaria.

Volumen: 600.000 fichas. De ellas, 225.000 en las cuatro lenguas de la base y 375.000 en español e inglés.

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Area temática: < CIENCIA Y TECNICA >

WP 10. Consensus conference

The following is a list of possible participants in the Turin Conference as sent to the conference organiser.

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