BROAD SWEEPS OF IMAGINATION:
A new method to teach a language

Final Report   Public Part

Project information

Project acronym: BSI

Project title: BROAD SWEEPS OF IMAGINATION

Project number: **BSI-134405-LLP-1-2007-1-TR-COMENIUS-CMP**

Sub-programme or KA: Comenius Multilateral Projects

Project website: www.bsiproject.com

Reporting period: From 01/ December/ 07
　　　　　　　　　 To 30/ November/ 09

Report version: 1

Date of preparation: January 2009
Beneficiary organization: Goztepe Ihsan Kursunoglu Anatolian High School
Project coordinator: Lütfiye Pelin Gerceker
Project coordinator organization: Goztepe Ihsan Kursunoglu Anatolian High School
Project coordinator telephone
Number: 0090 533 254 84 07
Project coordinator email address: pgerceker@yahoo.com

EXECUTIVE SUMMARY

The target audience are teachers in foreign languages, methodologists in foreign language teaching or teacher advisers with similar profiles (i.e. profiles related to foreign language teaching.)

The main aims of the BSI project include:
- Disseminating a new teaching method to redress the widespread deficiency in communicative language teaching and usage.
- Supporting diversity in the context of language-teaching methods through an adaptation and dissemination phase of the BSI method.
- Proving the universal applicability of this innovative method.
- Sharing the ideas and best practices in LLP-Life Long Learning Programme
- Helping to enhance the quality and European dimension of being a language teacher.

We are all grateful that the project partners were experienced, competent and supportive enough to carry out the project successfully. The implementer schools were visited, test implementer teachers' classes were reviewed from live footage and sample lessons were given to the volunteer schools. Through these demo lessons, we had an opportunity to instil in students the Rainbow Colours of the BSI Method, encouraging them to appreciate cultural depth and diversity. The cultural programs were designed to foster multicultural awareness and appreciation of the partner countries through intercultural dialogue in the European context. At the end of every project meeting, questionnaires were distributed to measure the success of the project meetings and the necessary feedback was given to the host country.

A trust-based relationship was essential for our collaborative work. A well-balanced consortium allowed us to carry out the tasks of the project collaboratively and to give instant feedback and assistance via the e-platform and mails. Particularly for the preparation and the dissemination of the project outputs, all the partners took equal responsibilities to produce more good work in a short time. During this period, the project coordinator took the crucial role to motivate the local experts, who in turn engaged the test implementers to share their experiences related to the implementation of the method.

Adding another expertise to our consortium, Gazi University , Ankara and GIKAL held a dissemination symposium in Ankara . Both of the institutions have finalized Comenius Multilateral Projects of Life Long Learning Programme (accepted in 2007).To highlight the effectives and harmony of two centralized projects, the Dissemination Symposium of "A Common LLP Ground: BSI + CAFT " was held on 5 November 2009 at Gazi University's Foreign Languages Department.

We realized our symposium with the support of the European Commission for the sake of the dissemination and integration of two successful centralized projects: BSI "Broad Sweeps of Imagination" (www.bsiproject.com) and CAFT " A Comparative Analysis of Folk Tales (www.caft.gazi.edu.tr). In addition to this, the symposium was enhanced with the participation of the Turkish National Agency and the Foreign Language Teachers (English, German, French, and Italian etc.) of Istanbul Kadiköy Provincial and District National Education Directorate to inform us about the best practices and preparation of successful European projects in our country.

The BSI E-platform is a collaborative electronic platform used for educational purposes. The main aim of this platform is to provide a virtual workspace for cooperation and information to users interested in learning the BSI method (www.bsiproject.com). Access to the e-platform is free, so the information and resources on it are available to all those who are interested in learning a second language. The BSI E-platform supports the project team and teachers' work by providing the means for on-line advice and exchange of comments, opinions and supporting materials, as well as for collecting feedback on the transferability and applicability of the BSI method. One of the instruments for the sustainability of the project, the e-platform is used both for publishing materials and sharing the trainees' experience, as well as for providing professional support to all teachers and other registered colleagues. The coordinator applied a variety of means to encourage the colleagues via mails to personal addresses, opening new subject titles in the discussion area, posting good practices of the implementers and expressing appreciation. Using the e-platform process, some test implementers had difficulties reaching the e-platform or uploading their documents. At this point, the web master of the BSI project assisted them by sending informative mails to their personal addresses. Similar issues arose during the test implementation process of the implementers, and they asked for academic support. The Turkish experts prepared a Frequently Asked Questions (FAQ) section to clarify the questioning issues.

The collaboration of the consortium worked well for the implementation and evaluation of the project and the method. The Turkish Coordinator is itself a school and since the testing process is so key a part of the project, it was reassured to learn more about the progress of the project in associated schools in partner countries. The expertise of the various partners offers a wide range of competencies to the partnership. As was declared in our proposal, the expertise of ICCF facilitated the evaluation process by shouldering the preparation of the evaluation instruments and reports other than the works of the external evaluator. In addition to this, all the partners have tried to apply various tools and instruments by negotiating and questioning the process and achievement of the project implementation during the project meetings. This was a contribution to the process of internal and self assessment. This data lead us to create new strategies for the improvement of the project.

The BSI method has been tested in foreign language classes using CLIL and should not focus on teaching the structure of the language. The language should be used as a tool to teach the content of the lesson; the aim being to use the language that they have learnt.

The aim is to address not only a limited number of teachers but to reach out to teachers of foreign languages in an international context through a Teacher Training Course which would subsequently enable the project partners to disseminate the BSI method throughout Europe and go on its journey in the Comenius catalogue. The first session will be between 23/10/2010 and 30/10/2010 in Sorento, Italy. The second session will be between 05/02/2011 and 12/02/2011 in Sinaia, Romania. The third session will be between 23/04/2011 and 30/04/2011 in Didim, Turkey. Through this we would contribute to enhancing the quality and European dimension of the teaching profession.

As another tangible result, the International Teacher Training Course is potentially valuable, spreading the method to interested parties throughout Europe. We were successful in inspiring the teachers with new applications to create much happier and more motivated pupils and teachers. Additionally the language teachers who came from Bulgaria, Romania,

Italy and Turkey decided to work collaboratively to submit Comenius school partnership projects.

Measuring intangible results derived from BSI project, such as changes in attitude, cultural awareness, or the upgrading individuals' skill-sets, will require subtler methods – interviews or analyses through questionnaires.

As an essential feature of foreign language learning (and language itself), the BSI method aims to instil an atmosphere of warmth, friendship, communication and co-operation between teacher and students, and among the students.

The BSI project gathered together partners from Turkey, Bulgaria, Italy and Romania and we designed our project for duration of two years. Our project is composed of the project start, the initial training, the test-implementation, the experts' work, the second test-phase, the accomplishing phase and dissemination. The project process was initiated with the Local Teacher Trainings and 77 in-service teachers were trained in the partner countries. The trainees were teachers in foreign languages, methodologists in foreign language teaching or teacher-advisers. The initial training was provided by the Turkish experts and was organized by the partner institutions in each country. The practicing teachers trained in this way have test-implemented the newly acquired knowledge in their practice and have given feedback about the applicability and adaptability of the BSI teaching method. Some of the trainees who attended the initial teacher training are project experts who further monitor and evaluate the process of the test implementation of the BSI method on the local level in their country. They assessed the effectiveness of the BSI, decided the contents of the BSI Teacher Training Course Program and also worked on the elaboration of the BSI Guidelines Book by collecting information for supporting materials and resources that are available and might be helpful for teachers' work with the new method.

As a special impact of the project implementation, in the course of the international cooperation the BSI method itself was enriched with the ideas and practices from the classrooms in the partner countries. Also the work over the Teacher Training Course Program helped the experts to structure in a clearer way the presentation of the method and to support it with practical examples from the teachers involved in the project implementation. Not only the project initiators but also the partners benefitted by the project implementation while working in order to place the method in the context of their own practice and the educational systems in their countries.

The most effective use of the results would be placement of teacher-training courses into the Comenius catalogue to cascade among more target users across Europe. At least 3 dates for such courses would be proposed through the Catalogue in the year as we specified above, and that will follow the finalization of the project in order to disseminate and enrich the results of the project beyond the consortium.

Table of Contents

1. Project Objectives

The primary goal of BSI is to offer students of second languages a more attractive and broad-minded approach to language-learning. It is expected that through BSI, young European students of languages will be more motivated to study and to pursue language learning for longer, be more prepared for and tolerant of cultural differences, and be able to appreciate that all languages great and small have inherent aesthetic and cultural value. It is further expected that both students and their teachers will gain an early recognition of the modern ease of Europe-wide communication, a sense of the growing applicability of language-acquisition in the European job-market, and an insight into the potential of Europe-wide co-operation in numerous areas.

The BSI Project benefits the teachers in foreign languages, methodologists in foreign language teaching or teacher advisers with similar profile. During the BSI project we had a great opportunity to meet language teachers from different cultural backgrounds and we went on to enrich the BSI Method and inspire other language teachers from all over the world to create their own ways of making their students into solidly trained foreign language speakers and writers. With this volume, our BSI Guidelines Books in English and CDs in English, Romanian ,Bulgarian, Romanian and Turkish were distributed to the participants in the Dissemination Symposium of "A Common LLP Ground: BSI + CAFT " in Ankara, Turkey and in different seminars held in all partner countries. Also our partner, Kadiköy Provincial and District National Education Directorate, sent the BSI Guidelines Books and CDs in all partners' languages to the state and private schools of Istanbul. Moreover, they were sent to the Turkish Ministry Education and National Agency in Ankara, Turkey. Likewise in the partner countries, the books & CDs are being sent to the big libraries and ministries of education.

We have aimed to prove the universal applicability of this innovative method for language teaching/learning of less widely spoken and less popular EU languages through the framework of an international cooperation project, as it is life-oriented, practical, and applicable within the process of implementation of the BSI method.

The main aim of the project is the dissemination of a new teaching method to compensate for and relieve the current deficiency in communicative language usage. It also supports language diversity in the language teaching context (through the adoption and dissemination phase of the BSI method). For this reason, feedback and recommendations related to the test implementation process are taken regularly from the test implementers, who have been monitored and given instant assistance and materials via e-platform by the project experts. In addition to this, the in-service teachers share their experiences and materials related to BSI method applications in their classrooms. The teachers experience cultural similarities and differences in a European context and the project e-platform enables the test implementers to share the reading passages reflecting the cultural diversity and common ground of the people in the partner countries. The students realize the similarities in their traditions and life-styles by learning vocabulary and usages, and they also get the chance to make comparisons.

Another aim is to disseminate the best practices in application of the innovative BSI method in the wider European context. All these good practices and test implementers made for great resources in the creation the Guidelines Book, thus paving the way for the new implementers. In addition to this, promoting foreign language learning and language diversity is in line with the policy of the European Community. Furthermore, the BSI method contributes to promoting intercultural awareness in school education, and in this way the quality of teaching and learning of foreign languages in school education is enhanced. In

order to make our training topics easily transferable to similar situations on a Europe-wide scale, we aim to share with our European colleagues the experiences already gained in the practical implementation of this method and to enrich it with the knowledge and advice of skilled professionals from the partner countries. The aim was to make it more applicable, based on our communications following the teacher training course, with the focus on producing the Guidelines Book and e-platform as the outcomes of the BSI Project.

Moreover, the project means to emphasize cultural and linguistic diversity by expounding the need for intercultural understanding as well as the central role of language teaching in developing harmony and understanding between nations and different national and ethnic groups. Similar strategies for achieving better quality language teaching and language learning were developed in all the partner countries. These were developed, along with the foreign language teaching materials, in order to create a joint program being contributed to by the various partner institutions, sharing the test implementers' local culture and experience by encouraging the wide and practical use of the e-platform.

2. Project Approach

The main belief of the BSI method is that; if we can delicately create the imaginary atmosphere in and also outside the language classroom, the students become more likely to adapt themselves to use the language through the context without even being aware of the learning process. The method combines different approaches and techniques for learning new information and for foreign language teaching that, combined in an integrated set has proven their effectiveness for rapid building of communicative skills in the foreign language learners. It combines visual elements ('clumsy pictures') and approaches that give opportunities to learners to harmonize their previous learning with more recent ones. In addition to its effectiveness for communicative foreign language learning, the BSI method fosters multicultural awareness, intercultural competencies and respect towards the values of other cultures, integrated in the foreign language learning process. "Use your imagination and speak the target Language" is the motto of this method. Crucial to its success is the sense of cooperation between teacher and students.

Our project is related to teaching a foreign language, using a new methodology which is interesting, vivid, creative and joyful both for teachers and students. For the improvement of international communication, the need for learning foreign languages is great and very obvious. This project is designed to ease language-learning by exposing learners to the variety of cultures within the potential of the classroom environment. 'Clumsy pictures', is another technique that was created by taking cognitive processes into account. This technique makes use of symbols which are reminiscent of a particular word learnt previously in a different context. This previously coded symbol is used in conjunction with the recently invented symbol for a new word and this culminates in the effective blend of previous and recent learning. This harmony establishes a credible basis for future learning and effective retention of the whole knowledge gathered.

The learning is best achieved through personalization and using appropriate codes that help one to retain the previously stored information. Through this method, one can achieve the effect of covering the often disheartening 'skeleton' of the language with symbols, shapes or simple pictures. Since students are encouraged to assign themselves the different identity of someone from an unfamiliar culture, this method also enables students to become aware of different cultures throughout their learning process. It allows them to gain intercultural competencies and become more tolerant towards the differences among nations. Using the visimulation (simulation and visualisation) instruments, it embraces an assortment of different language-learning approaches and techniques. It can be related with methods, like Suggestopedia, NLP, Context-based learning, Task-based Learning, Project-Based Learning and several others besides. It is also based on constructivism and the Multiple Intelligences approach. This is what gives strength to our project. The target of this project is to prove that language learning can be fun in the hands of a capable teacher who is conscious of the new way of teaching a language and who is informed about the use of unique visual aids that are only meaningful to the learners of a particular classroom. Those visual aids will act as special codes, serving as a summary of particular information already learned along with its context. Furthermore, this special code will create a community in which a sense of belonging is developed and in which learners feel a psychological security through the process of internalizing the language. Thus, it will open a new page for all language teachers in Europe and hopefully in other continents. During the project; this method allows the implementers a good exchange of information through training courses or meetings. The trainees experience innovative teaching techniques which reflect their applications in the classroom. During this stage it is vital to observe the development of the learners' competencies in each test field. In addition to this; this process contributes to the improvement of our innovative teaching with

the help of exchange of information in different countries. Moreover, when we consider the differences in the structure of language and culture, it is clear that teaching techniques will need some modifications. Also there will be variations in teaching techniques depending on different learner profiles and different styles of learning. We have already had ample proof that some aspects of the BSI technique need careful modification in each country. This is due to the varying emphases of national education authorities and to even more fundamental cultural differences. Moreover, when we consider the differences in the structure of language and culture, teaching techniques are bound to need some modifications. Also one should expect variations in teaching techniques depending on a different learner types and teaching styles.

Accordingly, using language for interaction not only to communicate but also to support the group dynamics helps to improve the learners' social skills. Furthermore, the presence of unique visual aids and other materials will create a community in which a sense of belonging is developed and in which learners feel a physiological security through the process of internalizing the language. For the efficient application of this method it should be supported by artistic performance aids ('clumsy pictures'), acting and entertaining in order to make the learners enthusiastic during the learning process. Moreover, this teaching method reactivates all the learners' senses because of its visual and creative sides. It makes the education process more interesting and durable by replicating many aspects of real life.

The project process was initiated with the Local Teacher Trainings and 77 in-service teachers were trained in the partner countries. The trainees were teachers in Foreign Languages, inspectors and teacher advisers. The initial training was provided by the Turkish experts and was organized by the partner institutions in each country. The trained teachers have test-implemented the newly acquired knowledge in their practice and have given feedback about the applicability and adaptability of the BSI teaching method. During this period, the project experts of the BSI project have been monitoring and evaluating the process of the test-implementation of the BSI method at the local level; have also assessed the effectiveness of the BSI training as well as of the advice and informational support provided to the teachers through the e-platform. Therefore, in February 2008, the e-platform and the web-site were built to support our project actions following the local teacher trainings in the partner countries.

The address of the web site, www.bsiproject.com is accessible to all visitors but the e-platform part is open not only to the project implementers but also to the new applicants who can easily register online. An approval will be automatically sent to their email addresses. Both these mechanisms have been fully operational since February but they have been further improved following the recommendations of the project's test implementers. The users of the e-platform and the project partners gave suggestions in the project meetings to make it more useful in answering the demands of the teachers implementing this method in their classrooms. In addition to this, it was designed to assess their needs in terms of materials; to collect information for such supporting materials and resources that are available and might be helpful for teachers' work; to propose ideas and materials for the BSI Guidelines Book and to discuss and determine its contents. The BSI Guidelines Book, published in partner states' languages as well as in English, encompasses the basic principles of the BSI method. Our Guidelines Book was shaped by the in- service teachers in the International Teacher Training Course in Romania.

The Teacher Training Course is based on the achievements of teaching English. This course has been developed by the international partnership into an innovative and universally applicable method for the teaching/learning of other foreign languages. Besides the Teacher Training Course for in-service teachers in foreign languages the project is aimed at cascading the BSI method down to teachers who teach a great variety of foreign languages,

and at creating a network of trained foreign language teachers who further act as disseminators of the innovative method.

The BSI Guidelines Book with its CDs will not only be in the hands of appropriate decision-makers in *regulated local, regional, national or European system*s but also our trainings will continue in in-service teacher trainings in the Comenius catalogue.
http://ec.europa.eu/education/trainingdatabase/search.cfm

We are determined to continue to build upon BSI project after its project lifetime, by enabling others to apply it or take it to the next step by website. Moreover, the European Commission has launched an electronic platform for the dissemination and exploitation of projects funded by the Directorate General for Education and Culture (DG EAC). This Platform is called EVE (Espace Virtuel d'Echanges) and can be accessed at:
http://ec.europa.eu/dgs/education_culture/eve/

We will gladly upload additional information on the project's results (link to webpage, presentations, photos of events, multimedia video attachment, public report, etc...)
http://ec.europa.eu/dgs/education_culture/eve/alfresco/n/browse/workspace/SpacesStore/c5 e82936-ebe8-11de-9755-6551a31f04ba

During the training courses in the Comenius Catalogue the teachers will learn the basic principles of the BSI Method and join workshops in order to practice these courses. This will be evaluated by questionnaires. The participants will go back their homes with euro pass certificates. However, after that they will be monitored in their classrooms through subtler methods – interviews, perhaps, or analyses through questionnaires via mails, website, and videoconference etc.

The BSI project will contribute to the realization of the Common European Principles for Teacher Competences and Qualifications which recommend that teachers' "education and professional development should equip them to access, analyse, validate, reflect on and transmit knowledge, making effective use of technology where this is appropriate." So the outcomes of our project enable the provision of mobility and exchange of information among people. It should be safe to expect those teachers seeing the outcome of BSI language teaching to share their experiences with their colleagues in their own setting in a professional manner.

Through the e-platform (which is one of its outcomes) the BSI project has contributed to increasing teachers' confidence in the use of ICT and has stimulated their ability to guide and support the students to search the networks in which information can be found. Enabling them to benefit from these resources also furthers transnational sharing of experience and best practice, and therefore cross-cultural dialogue and co-operation, as well as new dialogue and partnerships between EU and non- EU countries. It will aid in the creation of a collaborative platform and the platform, thus helping the teachers to become multipliers of the method themselves and offering them and the new trainees resources for more effective applications of the method.

We would offer teacher training courses through the Comenius Catalogue: approx. 3 courses per year, 25 participants each (75 newly trained teachers per year). This would help to disseminate the enriched results and the implementations of the project beyond the

consortium. Thereby, the results of the BSI project would be further explored and cascaded among more target users all across Europe.

As we have seen, the BSI project lends itself to local adaptation, yet its key strength is to be found in its unity of purpose. Our hope is that the BSI method might further influence disparate national education policies towards the common direction that is essential for the development of modern European economic and political strength. Our belief was that the partners in this project should actively represent their national interests in discussions (for which we created the e-platform) and implementation (the Teacher Training Course Program). They have demonstrated this through their contributions and their translations of key materials into their own languages. Now all partners have the BSI guidelines book and are keen to further exploit the BSI method to its full potential in their countries, both for its direct educational value in a local setting and in terms of its implications for national education policy.

3. Project Outcomes & Results

LOCAL TEACHER TRAINING COURSES IN THE PARTNER COUNTRIES
The project was initiated with the local teacher trainings in BSI method in each partner country. The trainees were teachers in foreign languages, methodologists in foreign language teaching or teacher advisers. The initial training was provided by the Turkish experts and was organized by the partner institutions in each country. Although the number of the implementers was decided in the proposal, the coordinating institution gave initiative to the partners to increase according to the demands of the target groups. The first Local Teacher Training was realized in Turkey in January. Subsequently, they were realized in Bulgaria, Romania and Italy. After the pre-service training of the teachers, they localized and adopted the materials in their settings in collaboration with their local coordinators by giving feedback about the applicability and adaptability of the BSI teaching method. A number of the trainees who attended the initial teacher training are the project experts who further monitor and evaluate the process of the test implementation of the BSI method on the local level in their country. The method has been tested in each implementer's classes actively and their implementations were monitored and reported on regularly by the local expert. Since the project involves test implementation and evaluation process itself, the implementations of the teachers supplied the resources for our project work. In addition to this, the reactions of the learners provided the best data to assess the applicability of the BSI Method. Additionally, the Turkish experts experienced cross implementation of the method during the local teacher trainings with the trainees as did the students engaged in the project for the sake of promoting the use of less widely spoken languages. Accordingly, the feedback of the test implementers in different languages is considered the biggest contribution for the improvement of the method. The observations of the teachers were reported and the records of the classroom implementations were obtained to upload the e-platform where good practices could be shared with others. Subsequently, the exchanges of the reading passages among the teachers via e-platform enabled them to better understand the similarities and differences among cultures. It enabled them to overcome stereotypes and xenophobia and to get a taste of other cultures by experiencing their traditions, festivals and cultural programs. It also leads to the overcoming of prejudices, the sense of "othering", intolerance and lack of communication (which hinders intercultural cooperation and communication in many fields). At the same time, these activities facilitate a more attractive foreign language learning process by increasing the motivation of learners and their performance (analogous with the project aim).Therefore, it is believed that local teacher trainings are the cornerstone of the project initiation to supply crucial data to create the outcomes and the schedule of the project. For the data acquisition, questionnaires and structured interviews were elaborated and applied to the target groups during and after the local teacher trainings. It enabled statistical data for the improvement of the e–platform, Guidelines Book and the Teacher Training Course. In addition to this, discussions of the teachers on the e-platform and the reports of the local experts negotiated during the project meetings advanced the project process.

BSI Guidelines Book
This book presents an outline for the Broad Sweeps of Imagination (BSI) Method, a project designed to disseminate an innovative method of teaching foreign languages across Europe.

The BSI Guidelines Book, published in partner states' languages as well as in English, encompasses the basic principles of the BSI method. This book of guidelines has been prepared in collaboration with over forty foreign-language teachers all across Europe with the aim of inspiring other foreign-language teachers with the BSI method. We believe that the elements used in this method will be of invaluable help to those teachers seeking to encourage their students to *communicate*. In the Part: 1 of the book, we reviewed the main elements of the BSI method: enthusiasm, teaching pronunciation, correct use of texts, clumsy pictures, dramatization, out-of-class activities, reflection files and evaluation. Each of these sections is accompanied by teachers' own reactions to implementation. Part 2 of this book of guidelines provides readers with a set of examples and tools to implement the BSI method in daily lessons. The book concludes by discussing how we are disseminating the BSI method through the BSI E-platform, sharing implementation strategies with foreign-language teachers around the world.

The method combines different approaches and techniques for learning new information and for foreign-language teaching which, combined in an integrated set, has proven its effectiveness for rapid building of communicative skills among foreign language learners. The BSI method combines visual elements ('clumsy pictures') and approaches that give learners an opportunity to use what they learn in other courses. In addition to its effectiveness for communicative foreign language learning, the BSI method fosters multicultural awareness and intercultural competencies, integrated in the foreign language learning process.

This guidelines book reviews the main elements of the BSI method: enthusiasm, teaching pronunciation, correct use of texts, clumsy pictures, dramatization, out-of-class activities, reflection files and evaluation. Each of these sections is accompanied by teachers' own reactions to implementation. Part 2 of this book of guidelines provides readers with a set of examples and tools to implement the BSI method in daily lessons. The book concludes by discussing how we are disseminating the BSI method through the BSI e-platform, sharing implementation strategies with foreign-language teachers around the world.

The BSI Guidelines book is the main tool for dissemination and popularisation of the method among teachers. The printed version is available in English and the partners' languages (BG, RO, IT, TR) in electronic form on CDs. This guidelines book is the result of first-implementation, adoption and evaluation processes. It involves all the implications of the teachers' recommendations, and deficiencies related to the methods which were dealt with during the project meetings and all this data was posted on the e-platform to share with the rest of the teachers. The test implementers have already been greatly motivated, and have appeared in the pages of the Guidelines Book with their good examples. They are the most precious resources that the BSI Guidelines Book has to share with the new implementers. The content of the Guidelines Book was determined in the 2nd Project meeting in Bulgaria by taking into consideration the recommendations and feedback of the test implementers. In the light of this, parts of it began to be completed with the collaborative works of the project partners. The texts related to the BSI Guidelines Book were uploaded to our e-platform and were drafted by the partners and shared with the teachers in the International Teacher Training Course Program. This was the second draft of the Guidelines Book to make it a prototype which responds to the teachers' needs and inspires them. Since it covers the experiences and the good practices of the test implementers, it proves the applicability and the transferability of the method in European context. We aimed to address not only the teachers with a similar profile to our own, but also the teachers with different profiles from different regions.

The BSI e-Platform

A specially created e-platform which supports the teachers' work, available at *www.bsiproject.com*.

The BSI e-Platform is a collaborative electronic platform with an educational purpose. The main aim of the platform is to provide a virtual workspace for cooperation and to educate users interested in learning the BSI method. Access to the e-platform is free, so the information and resources on it are available to a wide number of people.

The BSI e-Platform supports the work of the BSI project team and BSI teachers by providing them with an opportunity for online advice and a platform for exchanging comments, opinions and supporting materials, as well as for collecting feedback on the transferability and applicability of the BSI method to other languages and fields.

Access to the platform is provided through a user name and password, via the first page of the BSI Project website, *http://www.bsiproject.com/*.

A registered user can access the platform by filling in the username and the password. A new user can create an access account by clicking on the *New User Registration* link. New users must register by providing their personal details: name, surname, e-mail, country, e-platform user name, e-platform password and reasons for registering.

The electronic platform complements the general information about the BSI method provided on the project website and helps teachers to better understand the method in order to implement it correctly. The e-platform it is aimed at identifying any problems that may arise during method implementation in order to improve the method and adapt it to specific national contexts.

Teacher Training Course Program

An International Teacher Training Course Programme for in-service foreign-language teachers has been elaborated and tested by the partner organisations in Romania and will be placed in the Comenius Catalogue at the end of the project. The first session will be between 23/10/2010 and 30/10/2010 in Sorento, Italy. The second session will be between 05/02/2011 and 12/02/2011 in Sinaia, Romania. The third session will be between 23/04/2011 and 30/04/2011 in Didim, Turkey.

This course was given to in-service teachers in foreign languages and the international partners contributed to its development to pave the way for the innovative language teaching implications. Since it is considered as the end- product of the project, it should be developed with the evaluations of the local teacher trainings via questionnaires, reports and structured interviews, recommendations of the test implementers and the elaboration of the guidelines book process. We made a great step towards success by deciding the content and the number of the attendees of the Teacher Training Course Program in the 3rd Project Meeting in Italy. The International Teacher training Course was held between 27 April and 02 May 2009, in Romania with the participation of twelve teachers from the partner countries. Its pre-organization steps (the schedule, location, and profile of the attendees) were clarified in the 4th Project Meeting by gathering the useful data for structuring of the international teacher training course. It was designed as a tool giving links to a variety of useful materials, and also providing a basis for the language teachers and language learners to communicate their needs and increase their participation. Because the course was accordingly promoted and many people in the target areas used it actively, it was a very prolific tool in collecting

different points of view from different places of the world (who nonetheless shared some common characteristics). It provided new evidence for the miraculous 'language'.

Within the BSI project, it is aimed to address not only a limited number of teachers but also to reach out the teachers of foreign languages in the international context through a Teacher Training Course which would subsequently enable the project partners to disseminate the BSI method through the Europe and go on its journey in the Comenius catalogue. Through this, we would contribute to enhancing the quality and European dimension of the teaching profession.
Besides the teacher in-service training courses for foreign language teachers the project is aimed at cascading the BSI method to other teachers who teach a great variety of foreign languages and to disseminate it more widely throughout Europe. The efforts of the project partnership are backed up by a specially created e-platform which supports the work by providing the opportunity for on-line advice and exchange of comments, opinions and supporting materials, as well as for collecting feedback on the transferability and applicability of the BSI method.

As a special impact of the project implementation, in the course of the international cooperation the BSI method itself was enriched with the ideas and practices from the classrooms in the partner countries. Also the work over the Teacher Training Course Program helped the experts to structure in a clearer way the presentation of the method and to support it with practical examples from the teachers involved in the project implementation. Not only the project initiators but also the partners benefitted by the project implementation while working in order to place the method in the context of their own practice and the educational systems in their countries.

Broad Sweeps of Imagination D**raft Case** S**tudy -** T**urkey**

In the spring of 2009, the Yeditepe University Language Teaching Department carried out research on the effectiveness of the BSI method in helping Turkish students acquire the English language article system. A frequent problem among learners is students' unwillingness or inability to put together correct English sentences despite long exposure to the language. The aim of this research was to demonstrate concrete and measurable results in order to present BSI as an alternative solution to teaching the English article system. Twenty students at Göztepe Anatolia High School (with a mix of ability) participated in this study, divided into a class taught with and a class taught without the BSI method. A two-part test was put together (gap-filling and free-writing) to determine the students' mastery of syntax. When the mean test results of the two groups were compared, it was clear that the group who had been taught with the BSI method scored significantly higher. It could be concluded that the existing language-teaching method, using mechanical drills, was less effective even in the short term. While this is the first study of its kind to test the BSI method in a problematic area of language acquisition, we believe it is important that empirical studies such as this one continue to be used to evaluate, publicize and improve BSI.

- BSI Project also will be released as a case study in the link http://www.molan-network.org/

- In May, 2009 BSI project was presented by BSI teachers as the good examples in educations conference organized by Sabancı University, Istanbul, Turkey. http://journals.usamvcj.ro/horticulture/article/viewArticle/618

- In Bulletin of University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca Horticulture, Vol 65, No 2 (2008) The BSI Method was displayed as a European experience for teaching a foreign language.

http://auto-te.com/idestjournal/index.php?option=com_content&task=view&id=5&Itemid=6

http://journals.usamvcj.ro/horticulture/article/viewArticle/618

4. Partnership

The consortium was set up with five partners from 4 countries, TR, BG, RO and IT. Our partners in this project are from Bulgaria-intercultural cooperation foundation, Romania Vallahia University and Italy Fenice. More experienced and qualified partners on international projects were preferred in order to enrich the contributions of the partners to our project. According to the project description of the organization the relevant ones were selected. The Turkish Coordinator is itself a school and since the testing process is so key a part of the project, it has been reassured to learn more about the schools associated with the project in other partner countries. The expertise of the various partners offered a wide range of competencies to the partnership. The participation of Vallahia University and of Fenice in particular offered expertise in academic research as well in teacher training testing of materials developed. Becoming a partner in our project, Intercultural Cooperation Foundation (ICCF) were in a position to offer their experience in interdisciplinary approaches to language teaching and elaboration and evaluation teaching aids for in-service teachers. Overall, contributions appeared balanced and important for the achievement of project outcomes. Since the aim was to improve and adapt this new method by taking into consideration the geographical features, the partners were chosen both with similar and different geographical features. However, during the initial trainings, many similarities in languages and culture were discovered. During the project period, the procedures of project implementation have been the same in each partner country, the responsibilities for monitoring, reporting and testing the teachers' implementations in project countries were allocated equally and all the partners followed the process in a parallel way. Therefore, the equal contributions of the teachers are crucial to observing applicability and adaptability of this method. In addition to this, we have emphasised the reactions, recommendations and evaluation of the test implementers related to the quality of the trainings and outcomes of the project in terms of considering multicultural aspects.

Since the formation of our project consortium had a harmony of operation, we could carry out the tasks of the project collaboratively and we could give instant feedback and assistance when the partners asked on the e-platform and by email. Additionally, the e-platform creates an incredible multicultural atmosphere by gathering together different races, cultures, opinions and beliefs reflecting the teachers and their learners' products. It enables users to supply new ideas, swap documents to assist one another, take part in discussions about new ideas, and to find answers to their questions on the e-platform. During the project process the teachers' samples were amalgamated into a unified prototype of the BSI Method. Therefore, the project combines schools in different nations under the unifying umbrella of European citizenship in a strong sense of belonging and sharing. The implementers of the BSI Method have built new cultural bridges all over the Europe by accelerating the collaborative work among the partners.

During the Initial Trainings and Project Meetings in Bulgaria, the Bulgarian partner, ICCF suggested that the Turkish experts give a demo lesson in different schools in Sofia and Varna in order to get a real and instant feedback from the teachers and learners in BG. Although Turkish experts did not know the language, nor were they familiar with culture of the partner country they were able to create a wonderful atmosphere using the elements of the BSI Method. Both the learners and the teachers and inspectors from the partner countries enjoyed the lesson. This is a concrete output of the BSI project and it proved the possibility of creating a mutual and sincere atmosphere without knowing each other's native

language, beliefs and customs. It highlighted the mystery and depth of cultural diversity and also realized intercultural dialogue in the European context in a good way.

The project partners have clearly developed considerable expertise in the field and have enjoyed success in motivating young people to communicate effectively and confidently in foreign languages.

Furthermore, we as the members of the consortium not only implemented the BSI Method but also came to understand much better the value and historical and cultural tastes of different countries.

5. Plans for the Future

The language initiative ***Broad Sweeps of Imagination: A New Method to Teach a Foreign Language*** (***BSI***) was developed over the past two years by teacher trainers and language teachers from Turkey, Bulgaria, Romania and Italy in a project financed under the EU Lifelong Learning Programme. The main objective of the project was to prepare, test and implement in-service training courses for foreign language teachers with a focus on the rapid building of communicative skills with its effective impact on students' motivation to learn foreign languages.

In addition the BSI method fosters multicultural awareness, intercultural competencies and respect towards the values of the other cultures, integrated in the foreign language learning process.

The project has also created a network of practising foreign language teachers who act as disseminators of the innovative method introduce it generally into schools.

The aim is to address not only a limited number of teachers but to reach out to teachers of foreign languages in an international context through a Teacher Training Course which would subsequently enable the project partners to disseminate the BSI method throughout Europe and go on its journey in the Comenius catalogue. Through this we would contribute to enhancing the quality and European dimension of the teaching profession.

With the BSI project we have had a great opportunity to meet language teachers from different cultural background and we continue on our fantastic journey by enriching the BSI Method and inspiring other language teachers from all over the world to create their own ways in order to make their students secure language speakers and writers. Besides the teacher in-service training courses for foreign language teachers the project was aimed at cascading the BSI method to other teachers who teach a great variety of foreign languages and to disseminate it more widely throughout Europe. The efforts of the project partnership were backed up by a specially created e-platform which supports the work by providing the opportunity for on-line advice and exchange of comments, opinions and supporting materials, as well as for collecting feedback on the transferability and applicability of the BSI method. One of the instruments of the sustainability of the project would be the e-platform which would be used not only for publishing materials and sharing the trainees' experience, but also for providing of professional support to all teachers and BSI courses' trainees who would like to consult their work with the trainers and other registered colleagues.

The most effective way for exploitation of the results would be placement of teacher training courses into the Comenius catalogue. Through this step, the results of the BSI project would be further explored and cascaded among more target users all over Europe. At least 3 dates for such courses would be proposed through the Catalogue in the year that will follow the finalization of the project. Each course will target at least 25 participants. The first session will be between 23/10/2010 and 30/10/2010 in Sorento, Italy. The second session will be between 05/02/2011 and 12/02/2011 in Sinaia, Romania. The third session will be between 23/04/2011 and 30/04/2011 in Didim, Turkey.

With the BSI project we realized the aim of the project to contribute to the qualification of the teachers in foreign languages by providing a Teacher Training Course, based on the innovative method for foreign language learning (called *Broad Sweeps of Imagination*). The

addresses of the final project outcomes (a Teacher Training Course Program, an e-platform and a guidelines book) were involved in their process of elaboration, assessment and verification of their applicability and transferability in different educational context. The process of the project implementation itself cascaded the method to different representatives of the target groups at national level in each project partner country and on an international level (through the international Teacher Training Course). Apart from dissemination of the BSI method in new educational and linguistic contexts, the project aimed at adaptation of the method to the less widely spoken languages, by enriching its method with the experience, ideas, practices and suggestions generated by its test-implementers. During two years, we carried out 4 local teacher trainings and 6 projects meetings to accomplish the mission of constructing the teacher training course, the e- platform as an additional support and the BSI guidelines book. Firstly we reached many more than the initial number of 40 teachers in the partner countries, thereby ensuring that the method was adapted more extensively in the less widely spoken languages. Another 12 teachers were reached through the international BSI teacher training meeting in Romania. Thus, within the frames of the BSI project the method will reach more teachers, schools and institutions who, on the other hand, will help for polishing and refining of the method, to making it even more transferable and popular. The final span of the dissemination efforts of the project implementers would be the national dissemination seminars (at least 25 participants per country), organized in each of the partner countries and aimed at presenting the project outcomes and the future opportunities for their exploration through teacher training courses on local level and through international qualification courses, presented in the Comenius Catalogue.

The BSI project will contribute to the realization of the Common European Principles for Teacher Competences and Qualifications which recommend that teachers' "education and professional development should equip them to access, analyse, validate, reflect on and transmit knowledge, making effective use of technology where this is appropriate." So the outcomes of our project enable the provision of mobility and exchange of information among people. It should be safe to expect those teachers seeing the outcome of BSI language teaching to share their experiences with their colleagues in their own setting in a professional manner.

Through the e-platform (which is one of its outcomes) the BSI project has contributed to increasing teachers' confidence in the use of ICT and has stimulated their ability to guide and support the students to search the networks in which information can be found. Enabling them to benefit from these resources also furthers transnational sharing of experience and best practice, and therefore cross-cultural dialogue and co-operation, as well as new dialogue and partnerships between EU and non- EU countries. It will aid in the creation of a collaborative platform and the platform, thus helping the teachers to become multipliers of the method themselves and offering them and the new trainees resources for more effective applications of the method.

We would offer teacher training courses through the Comenius Catalogue: approx. 3 courses per year, 25 participants each (75 newly trained teachers per year). This would help to disseminate the enriched results and the implementations of the project beyond the consortium. Thereby, the results of the BSI project would be further explored and cascaded among more target users all across Europe.

6. Contribution to EU policies

With the help of the outcomes of the project, the main project achievement has been to prove that the new method is working for teaching different languages and with learners from different mother tongue backgrounds. The creation of a collaborative platform with a website is a common working tool for the network partners. The website serves to inform the people who visit this page.
This enables them to benefit from translational sharing of experience and best practice, cross cultural dialogue and cooperation, as well as new dialogue and partnerships between EU and non-EU countries.

New teaching materials have been prepared and developed to improve language competency of the learners in light of the results and the outcomes of the project. It is aimed to develop a harmonious approach to language teaching based on common principles to promote plurilingualism and pluriculturalism among citizens, with the objective of combating intolerance and xenophobia by improving communication and mutual understanding between individuals and creating an integrated program by improving and renewing the BSI method to enhance the communicative skills of learners. Our mission is to encourage excellence and innovation in language teaching and to help learners to acquire less widely spoken languages more efficiently.

Through the Local Teacher Trainings the participant teachers benefited from the exchange of information among people from different backgrounds and teaching principles. Also it supports mobility through EU and non-EU countries and develops awareness of different cultures and customs. As is stated in the European centre for modern languages (ECML) proposal, we aim to achieve the dream of a continent without dividing lines. Europe needs citizens who can all communicate in some of the many languages spoken within its borders. The regions and towns of Europe need to become more language friendly environments in which the existing diversity of languages and cultures can continue to flourish.

Correlated with the Lisbon Education and Training Progress Indicators, the BSI Method is an easy and colourful form of language learning method, which enables the learners to acquire foreign languages enthusiastically .Since it is possible to integrate the new language into their life, the learners are greatly motivated. It addresses various types of learners and it is applicable to respond to different types of learners by teaching four skills of language efficiently. As a result of this, there is an increase in the number of learners as a whole and the number of foreign languages learnt. Needless to say an approach of this kind, which enables students to improve their language acquisition and instils a healthier learning habit, will one day have a very positive impact on their contribution in the European job market.

This project focuses on broadening the use of this method in order to adopt it in the teaching of less widely spoken languages. So it is a great opportunity for the citizens of the world to communicate, sharing their cultures, customs, lives and thus helping to restore amicable relations. It helps to prevent the loss of cultures and cultural inheritance. The more cultural enrichment that societies have, the more they can develop with greater variety and durability, and the more open they will be more open to further development.

The base of language teaching method depended on the icons or "clumsy pictures" which represent the customs, traditions, ethics and cultures of different nations. In addition to this, the project supports European mobility through facilitating language-learning and cultural diversity. It can be realised with the help of the exchange of information and experiences by enabling the recognition of other countries' historical sides and background as well as one's own. This awareness is vital to enrich the cultural and linguistic diversity in order to deal with

xenophobia and stereotypes. This project develops and promotes methodology to motivate language learners by enhancing the capacity for language learning; Project promotes multilingual comprehension and linguistic diversity by adapting the use of method to less widely spoken languages. Project aims to develop materials for teaching language awareness notably for teaching language awareness notably for less widely used and less taught languages; Projects priority is given to the acquisition of competence in languages with the objectives of improving intercultural understanding and making Europe more competitive and attractive in global context.