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Application

Programme	Erasmus+
Action Type	KA220-HED - Cooperation partnerships in higher education
Call	2021
Round	Round 1

Context

Field	Higher Education
Project Title	Plurilingual Phraseology : Learning multiword units through English
Project Acronym	PHRASEOLAB

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01-11-2021	36	01-11-2024	ES01 - Servicio Español para la Internacionalización de la Educación (SEPIE)	English

For further details about the available Erasmus+ National Agencies, please consult the following page: https://ec.europa.eu/programmes/erasmus-plus/contact

Protection of Personal Data

Please read our privacy statement to understand how we process and protect your personal data

Project Summary

Please provide short answers to the following questions, summarising the information you have provided in the rest of the application form.
Please use full sentences and clear language. In case your project is accepted, the provided summary will be made public by the European Commission and the National Agencies.

Background: Why did you apply for this project? What are the needs you plan to address?

Recent research in linguistics has provided new insights into the importance of formulaic language. Under the influence of corpus linguistics and cognitive linguistics, the theses about the full compositionality of word compounds and clear boundaries between lexicon and grammar are being called into doubt. Language is pre-formed, composed of more or less fixed Multiword Units to a much greater extent than previously assumed. Multiword Units are not the icing on the cake of language but form its foundation; their mastery is an important component of communicative competence in a foreign language. So, it may come as a surprise that phraseology is neglected in many textbooks, underrepresented in curricula and learning materials being the link between phraseodidactics and foreign language teaching still unsatisfactory. PhraseoLab responds to the need to reduce the existing gap in the acquisition of phraseology in foreign language learning and teaching. The aim of the project is to provide a freely accessible Open Education Resource for building phraseological competence of learners of German as a foreign language (L3) using English as a bridge language (L2). The Open Educational Resource includes a selection of interactive learning activities in different modalities (text, audio, video, illustrations, and different forms of interaction), a multilingual database of Multiword Units in German, English, Danish, Greek, Polish and Spanish, guidelines for teachers, and an introductory text for language learners. The project is based on the pluralistic approach to modern language learning. It focuses not on a single target language/culture but on the interplay of the different languages and cultures of the learner. It uses the existing linguistic competences in English, due to its role as a lingua franca, for the developing of language skills in German. In this way Phraseolab promotes intercultural learning and multilingualism. The learning resource can be implemented in both formal and informal education in the learning context of schools, universities, but also in nonformal education (self-study). Here, we also include adolescent and adult learners that do not have access to formal or informal education but wish to learn German. Thus, PhraseoLab also contributes to opportunities for lifelong learning.

Objectives: What do you want to achieve by implementing the project?

The implementation of the Open Educational Resource (OER) of PhraseoLab has the following goals: (1) improve the phraseological competence of learners of German as a foreign language who have different native languages through innovative and pedagogically sound presentation and elaboration of phraseological vocabulary; the phraseological competence is essential for improving the learners' communicative competence. This has a positive impact on the certification of foreign language skills and on the increase of professional opportunities of learners, (2) utilize the learners' plurilingual potential and create an awareness of the commonality in diversity and strengthen their European identity. This effect is reinforced by the inclusion of the genetically different languages of the project partners (Germanic, Slavic, Romance languages and Greek), (3) reap the benefits of individualized learning by offering a variety of learning activities that meet the learning needs of different types of learners, (4) take advantage of the benefits of computer-based learning, reflected in its multimedia and interactivity, and correspond to the learning habits of younger learners, (5) address learners of German as a foreign language in different educational contexts (formal, informal learning) or in self-study (non-formal learning) and educational sectors (school and university), (6) include learners who do not have access to institutional learning due to social and geographical factors or who do not have access to paid informal education due to economic factors, (7) take advantage of adaptivity through the potential expansion of the Open Educational Resource to include other languages in follow-up projects as a realistic ambition of the project partners for the future, (8) obtain the feedback effect of the use of the OER in teaching practice and its results (based on learners' feedback) on phraseodidactic research (washback effect), which is an added value of PhraseoLab.

Implementation: What activities are you going to implement?

The project funding will support the implementation of the following tasks which constitute five essential working areas in the development of PhraseoLab: (1) Administration and internal and external communication, (2) Selection of the linguistic content of the learning activities, the Multiword Units (MWUs) and design of learning activities, (3) Creation of the learning activities and building the database with MWU, (4) Test phase with the evaluation of the Online Educational Resource (OER), which includes the activities, the database and accompanying materials, and (5) Publications and dissemination of results. 1. Administration and internal and external communication activities: A) Administrative tasks:

reports, budget control and accounting and monitoring of the project progress. B) Internal communication tasks: creation of infrastructure for data exchange, meetings and documentation of the project work. C) External communication tasks: creation of the project homepage, Facebook page, press work, and multiplier events. 2. Selection of Multiword Units (MWU) and design of learning activities. This working area is made up of the following tasks: A) Selection of German MWU for the learning activities and definition of the equivalent English MWU. B) Definition and design of types of learning activities. C) Assignment of MWU to the types of learning activities 3. Creation of the learning activities and building the database. This working package comprises: A) The creation of consolidation activities for the automatization of MWU B) The creation of activities for the recognition and understanding of MWU C) The creation of activities to promote the active use of MWU D) The creation of illustrations of the MWU for the learning activities. E) The creation of a database of MWU F) The implementation of the learning activities in the OER G) The revision of the OER and implementation of the evaluation results in the interactive learning activities. H) The elaboration and implementation of accompanying material 4. Test phase with evaluation of the OER. This fourth working area includes: A) The creation of an evaluation questionnaire B) The evaluation of the interactive learning activities in cooperation with the associate partners. C) Results from the analysis of the evaluation data and implementation of improvements to OER in order to mitigate shortcomings. 5. Publications and dissemination of results. This working package involves the following activities: A) Dissemination of information on the progress during the project through a project homepage, FB page, information in the media in each partners country B) The organization and celebration of 8 multiplier events C) The documentation and publication of the project results in conference talks and research publications and dissemination in cooperation with the associate partners.

Results: What project results and other outcomes do you expect your project to have?

The main result of the project PhraseoLab is an Open Education Resource (OER) for German as a foreign language. The OER includes a large selection of innovative learning activities and a MWU database. The OER focuses on Multiword Units (MWU). According to the Common European Framework of Reference for Languages (CEFR), MWU are a central aspect to be accounted for in the promotion of the lexical and sociolinguistic competences of language learners. The didactic implementation is based on the plurilingual approach as described in the Framework of reference for pluralistic approaches to languages and cultures (CARAP/FREPA). In the OER this means that the language learners learn German MWU through their knowledge of English MWU. Thus, everyone with some English competences can use the OER to improve her or his German competences. In addition, the OER format allows both online and offline use; therefore, we expect to reach a significant number of users belonging to different educational levels. Apart from learning activities and a multilingual database of Multiword Units (in German, English, Danish, Greek, Polish and Spanish) the OER also includes guidelines for teachers, and an introductory text for language learners. Another output will be the result of the included evaluation phase, in which we will test the OER and collect feedback data from selected users in the project partners countries. These data are valuable to understand the learning process of MWU. In the project, the evaluation data will be used to revise and improve the content of the OER. The participants in the evaluation phase will improve their knowledge of German MWU and this learning effect is an important outcome of the project. In the follow-up stage, eight multiplier events will be organized to introduce the OER to teachers and future teachers of German as a foreign language in whole Europe. Those teachers will have multiplicator effects as they will spread the information about the OER in their countries. Seven of the multiplier events will be organized as online workshops. The workshops will be recorded, and the videos made available on the project homepage. The project result will be documented in research publications. In the PhraseoLab project we hope to raise awareness among learners and teachers about the important role of MWU in foreign language acquisition. This role is recognized in the research community, but is not sufficiently addressed in most text books and curricula). By offering a wide range of activities and a solid evaluation in countries with different school systems, the project will increase the knowledge about the preferred online learning habits of foreign language vocabulary among young Europeans. This will provide a basis for further projects of similar nature.

Applicant organisation/Partner organisation

OID	Legal name	Country	Region	City	Website
E10208658	UNIVERSIDAD DE MURCIA	Spain		MURCIA	http://www.um.es/
E10208247	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON	Greece		ATHINA	www.elke.uoa.gr
E10209518	AARHUS UNIVERSITET	Denmark		AARHUS C	www.au.dk
E10208719	UNIWERSYTET SZCZECINSKI	Poland		SZCZECIN	www.univ.szczecin.pl

Is the organisation a public body?	
Is the organisation a non-profit?	
Type of Organisation	Higher education institution (tertiary level)
Main sector of activity	

Associated persons should not be shown in PDF because of GDPR compliance.

Budget Summary

Project Budget Summary

Project Management and Implementation	45 000
Transnational Project Meetings	8 565
Project Results	172 982
Multiplier Events	6 495
Virtual Multiplier Events	4 995
Exceptional Costs	16 000
Total grant	249 042

Transnational Project Meetings

Meeting ID	Meeting Title	N° of Participants	Grant
1	Kick-off meeting of the Project Coordination Committee (PCC),	3	2 280
2	Internal progress report incl. quality assurance (month 12) and meeting of the PCC in Athens	3	2 095
3	Internal progress report incl. quality assurance (month 24) and meeting of the PCC in Szczecin	3	1 910
4	Internal progress report incl. quality assurance (month 36) and meeting of the PCC in Murcia (closing meeting, linked to the multiplier event in Spain).	3	2 280
Total		12	8 565

Project Results

Result ID	Output Title	Category Of Staff	N° of Working Days	Grant
1	Project Results Details (1)	Teachers/Trainers/Researchers	550	75 350
1	Project Results Details (1)	Teachers/Trainers/Researchers	216	29 592
1	Project Results Details (1)	Teachers/Trainers/Researchers	216	15 984
1	Project Results Details (1)	Teachers/Trainers/Researchers	216	52 056
Total			1198	172 982

Multiplier Events

Event ID	Event Title	Country of Venue	Local Participants	Foreign Participants	Virtual Participants	Grant
1	Plurilingual Phraseology: Teaching and learning German multiword units through English	Denmark	0	0	50	750
2	Plurilingual Phraseology: Teaching and learning German multiword units through English	Greece	0	0	50	750
3	Plurilingual Phraseology: Teaching and learning German multiword units through English	Poland	0	0	50	750
4	Plurilingual Phraseology: Teaching and	Spain	15	0	0	1 500

	learning German multiword units through English					
5	Plurilingual Phraseology: Teaching and learning German multiword units through English	Denmark	0	0	45	675
6	Plurilingual Phraseology: Teaching and learning German multiword units through English	Greece	0	0	45	675
7	Plurilingual Phraseology: Teaching and learning German multiword units through English	Poland	0	0	45	675
8	Plurilingual Phraseology: Teaching and learning German multiword units through English	Spain	0	0	48	720
Total			15	0	333	6 495

Exceptional Costs

ID	Description and Justification	Requested Grant (80%)
1	The learning activities in the OER are a very sophisticated product, both visually and functionally since they are based on innovative interactive exercise forms, and many of this new exercise formats must be created specifically for our purpose and the specific project goal. Working with H5P elements has two particular advantages. On the one hand, the very possibility of creating new exercise formats is a particularly important aspect, as it allows the adaptation of the learning activities to the specific goals of our OER. On the other hand, it has recently become possible to make H5P elements accessible offline without losing their interactive character. These relatively complex processes require collaboration with an expert in the field to provide technological support. Collaboration with a freelance computer expert with experience in the field of open educational resources, who will be involved in the design and creation of this part of the product, will contribute significantly to ensuring the quality of the output.	8 000,00
2	Costs for Illustrator An important component of the learning activities in the OER are the illustrations through which the MWU are presented. In the case of MWU, the use of images and drawings is an essential didactic principle; accordingly, this methodological principle is adopted in this project by including images to illustrate the MWU. Besides, the fact of working with equivalences in different languages implies the need to increase the awareness of both similarities and differences at certain levels such as lexis, semantics or pragmatics. In this sense, the graphic representation of these differences or similarities also functions as a mnemotechnical principle enhancing both learning and motivation. The transformation of the material to be learned into pictures is therefore necessary to achieve the didactic learning goals of the OER. The cost of the illustrations is derived from the purchase of drawings by the illustrator Delia Tello. Som of these images have already been used in other learning portals. Other images that will be required for the project are specially commissioned.	8 000,00
Total		16 000,00

Budget per Participating Organisation

AARHUS UNIVERSITET (E10209518 - Denmark)

Project Management and Implementation	9 000
Transnational Project Meetings	2 855

Project Results	52 056
Multiplier Events	1 425
Total grant	65 336

UNIWERSYTET SZCZECINSKI (E10208719 - Poland)

Project Management and Implementation	9 000
Transnational Project Meetings	2 095
Project Results	15 984
Multiplier Events	1 425
Total grant	28 504

UNIVERSIDAD DE MURCIA (E10208658 - Spain)

Project Management and Implementation	18 000
Transnational Project Meetings	1 520
Project Results	75 350
Multiplier Events	2 220
Exceptional Costs	16 000
Total grant	113 090

ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)

Project Management and Implementation	9 000
Transnational Project Meetings	2 095
Project Results	29 592
Multiplier Events	1 425
Total grant	42 112

Timetable

Note that transnational project meetings, production of project results, multiplier events and learning, teaching and raining activities will be listed in this table automatically once you have created them in the dedicated section of the form.
You can create other relevant activities that do not receive specific support but are funded by the Project Management and Implementation grant and add them to the table.

ID	Activity Type	Starting period	End of Period	Activity Title
1	Project Results	2021-11	2024-04	Plurilingual phraseology. Learning German multiword units through English: An interactive Open Educational Ressource for learners of German as a foreign language.
2	Transnational Project Meeting	2021-11	2021-11	Kick-off meeting of the Project Coordination Committee (PCC),
3	Transnational Project Meeting	2022-10	2022-10	Internal progress report incl. quality assurance (month 12) and meeting of the PCC in Athens
4	Transnational Project Meeting	2023-10	2023-10	Internal progress report incl. quality assurance (month 24) and meeting of the PCC in Szczecin
5	Multiplier Event	2024-05	2024-05	Plurilingual Phraseology: Teaching and learning German multiword units through English
6	Multiplier Event	2024-06	2024-06	Plurilingual Phraseology: Teaching and learning German multiword units through English
7	Multiplier Event	2024-06	2024-06	Plurilingual Phraseology: Teaching and learning German multiword units through English
8	Multiplier Event	2024-09	2024-09	Plurilingual Phraseology: Teaching and learning German multiword units through English
9	Multiplier Event	2024-09	2024-09	Plurilingual Phraseology: Teaching and learning German multiword units through English
10	Multiplier Event	2024-09	2024-09	Plurilingual Phraseology: Teaching and learning German multiword units through English
11	Multiplier Event	2024-09	2024-09	Plurilingual Phraseology: Teaching and learning German multiword units through English
12	Multiplier Event	2024-10	2024-10	Plurilingual Phraseology: Teaching and learning German multiword units through English
13	Transnational Project Meeting	2024-10	2024-10	Internal progress report incl. quality assurance (month 36) and meeting of the PCC in Murcia (closing meeting, linked to the multiplier event in Spain).

Other Relevant Activities in the Timetable

Do you want to add other relevant activities not yet included in the timetable and that do not receive a specific grant but can be funded from the Project Management and Implementation grant?

No

Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: Organisation Registration System

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

UNIVERSIDAD DE MURCIA (E10208658 - Spain)

Applicant organisation OID	Legal name	Country
E10208658	UNIVERSIDAD DE MURCIA	Spain

Applicant details

Legal name	UNIVERSIDAD DE MURCIA
Country	Spain
Region	
City	MURCIA
Website	http://www.um.es/

Profile

Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	E MURCIA01
Erasmus Charter for Higher Education	E MURCIA01

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group)

The University of Murcia (UMU) is an international institution with over a hundred years behind it, although its origins can be traced back to the 12th century. Today, it is home to more than 30,000 students (2,000 of them from abroad), 3,000 researchers and lecturers, and an administration force counting 1,200. The UMU is a reference for Higher Education in southeast Spain. At the same time it is a driving force in society in the Mediterranean Basin thanks to its 'Campus de Excelencia Internacional Mare Nostrum' (CMN). ACADEMIC OFFER. The UMU is an all-inclusive state university offering 60 degree qualifications – five of them dual degrees – 72 master degrees and 36 PhD qualifications in Fine Arts and Humanities, Engineering, Health Sciences, Sciences, Social Sciences and Law. The UMU has 21 university centers in 5 campuses. In addition, the Universidad Internacional del Mar (UNIMAR) offers around one hundred summer courses in various areas of knowledge. RESEARCH AT THE UMU. The University of Murcia is geared toward academic excellence and is a key player in the world of research with its 350 research groups, 4 research centers and institutions, the Office for International Research projects OPERUM and close collaboration with national and international industry. The UMU has international recognition and its quality has been tried and tested by the most important certifications: as example, the Faculty of Education is the only one of its type in Europe to hold the ECA Certificate for Quality in Internationalization (2016); and Computer Sciences, Biology and Veterinary Sciences have all received the national and international accreditations. Elsewhere, our International Office holds the EFQM seal for Quality Management Systems.

INTERNATIONALIZATION. The UMU has signed agreements with over 900 universities around the world. With more than 20 years of experience, both the International Office and the Research Office OPERUM are very active and have extensive experience in hosting European and international cooperation and research projects and promoting research excellence. Every year 2,000 people take part in our mobility programs, making the UMU the regional leader in internationalization and a key player in the Mediterranean area. UMU has students of more than 50 nationalities thanks to the Erasmus+ Program and specific agreements and programmes with universities in Latin America, North America, Africa and Asia. Our university offers 4 degree courses in English (Law, Business Management and Administration, Primary School Education and English Studies) and 3 postgraduate programs (Biology and Mammal Reproduction Technology, New Computer Technologies and Physics). DIGITAL UNIVERSITY. UMU is a pioneer university and leader in the Spanish University System in the implementation of e-administration offering a wide range of digital services and with well defined strategies to become a digital university, as is borne out by our Digital Transformation Plan. CONNECTION WITH THE JOB MARKET. UMU students continue to pursue their academic training and develop their professional skills through the offer of internship programmes. The Entrepreneurship office “UMUemprende“ favours the creation of companies based on applications of scientific or technological research and knowledge results (spinoffs) as well as the development of innovative projects, favoring the University's connection with society. ATTENTION TO DIVERSITY. The UMU is the university in Spain with the second largest number of students with disabilities. Through its Diversity and Volunteer Service, the University participates in the 'Inclusive Campus‘ Program financed by the Spanish Government, the ONCE and Fundación REPSOL, and it has been awarded the Best Public Sector Organization Telefónica Ability Award, the main award in the field of accessibility and integration of people with disabilities. UMU is strongly committed to SUSTAINABLE DEVELOPMEMT.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Both the Department of English Studies and the relatively young Department of Translation and Interpreting (15 years) can look back on solid research activities in various linguistic disciplines. In particular, the fields of applied and cognitive linguistics, corpus linguistics, foreign language didactics, and phraseology and phraseodidactics are part of the research tradition of both departments, as the various research groups show. - Florentina Mena Martínez has been working as a teacher and researcher at the Department of English Studies of the University of Murcia for more than 20 years. Her teaching tasks focus on English as a foreign language and on contrastive phraseology. Strongly connected with her teaching tasks, her research areas are contrastive linguistics, language teaching and acquisition, stylistics, phraseology and contrastive phraseology (English-Spanish). With her dissertation "La desautomatización de las paremias inglesas" she is one of the pioneers of phraseology as a field of research at Spanish universities, which is also confirmed by her numerous contributions to English and Spanish phraseology. Furthermore, she has coordinated and implemented several research projects and teaching innovation project groups on phraseodidactics, on which the plurilingual principles constituted the pedagogical approach. She has also collaborated in the project, “Widespread Idioms from Europe and beyond” directed by Elisabeth Piirainen. Results of her research projects are already online accessible phraseological learning materials like phras.eu. Her experience in the contrastive field together with her work in the teaching innovation activities will be an added value for the design and implementation of the PhraseoLab project. - (2019) “La enseñanza de las unidades fraseológicas desautomatizadas en LE”, in C. Crida Álvarez and A. Alessandro (eds.) Innovación en Fraseodidáctica: Tendencias, enfoques y perspectivas. Berlin: Peter Lang. P. 113-134 - Mena Martínez, F. M.; Sánchez Manzanares M. C. (2015) “Los usos creativos de las UF: Implicaciones para su traducción (inglés-español)” Enfoques Actuales para la Traducción,Fraseológica y Paremiológica: ámbitos, recursos y modalidades. p. 59-76. - Alessandro A, Mena Martínez F., Strohschen C., Zamora Muñoz P (2013) “Una experiencia didáctica en el ámbito de la fraseología contrastiva” Estudios hispánicos en el siglo XXI. P 1-20 - (2007) “Occasional Phraseological Synonymy”, International Journal of English Studies. 131-158. - Corpas Pastor, G. y Mena Martínez, F. (2004) “La globalización de la fraseología como convergencia cultural” Letras de Hoje. Vol 39, nº1. 2004. p. 9-43. Lingüística de la Universidad de Alicante (ELUA). Vol. 17. p. 181-202. Carola Strohschen is a member of the Department of Translation and Interpretation where she is teaching German as a foreign language, German culture and contrastive phraseology (Spanish/German), the last one in a Master Degree. Her areas of research are didactics of German as a foreign language, cognitive linguistics, phraseology and phraseodidactics, the latter being the area in which she completed her doctorate in 2016. She is a member of the research group E0B6-01 FRASEOLOGÍA, PAREMIOLOGÍA Y TRADUCCIÓN. Through her leadership and participation in research groups and projects on multilingual phraseology and phraseodidactics (Phraseopedia, redewe.de, phras.eu) she has gained experience in the use of digital media and the creation of digital learning tools, which will be of particular

value for the PhraseoLab project. Several of her papers deal with the research area of phraseology and phraseodidactics:
- Strohschen, C. & Mena Martínez, F. (in print), Phraseologische Äquivalenz (L2 und L3) als Strategie für das Erlernen phraseologischer Einheiten. In: Mückel, W. (Hrsg.): Didaktische Perspektiven der Phraseologie – deutschsprachige Phraseodidaktik international (Europhras 2016)

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
School education staff mobility (KA101)	0	0	1	0
Higher education student and staff mobility (KA103 OLD)	1	1	0	0
Strategic Partnerships for school education (KA201)	1	1	21	5
Strategic Partnerships for vocational education and training (KA202)	1	0	6	1
Strategic Partnerships for higher education (KA203)	18	5	39	13
Strategic Partnerships for adult education (KA204)	2	1	10	4
Strategic Partnerships for youth (KA205)	0	0	2	0
Higher education student and staff mobility between Programme and Partner countries (KA107)	7	7	0	0
Higher education student and staff mobility within programme countries (KA103)	6	6	2	2
Strategic Partnerships for adult education (KA226)	4	1	5	2
Strategic Partnerships for youth (KA227)	0	0	1	1

☑ I understand and agree that the National Agency can use the information it has about my organisation’s previous participation to assess my organisation’s capacity to implement activities under this application.

Partner Organisations

Partner organisation OID	Legal name	Country
E10208247	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON	Greece
E10209518	AARHUS UNIVERSITET	Denmark
E10208719	UNIWERSYTET SZCZECINSKI	Poland

ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)

Partner organisation details

Legal name	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON
Country	Greece
Region	
City	ATHINA
Website	www.elke.uoa.gr

Profile

Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	G ATHINE01
Erasmus Charter for Higher Education	G ATHINE01

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

The National and Kapodistrian University of Athens (https://en.uoa.gr), with a student body of about 125000 undergraduate and postgraduate students, over 2000 members of academic staff and approximately 1300 administrative and secretarial staff and specialised personnel, is the largest state institution of higher learning in Greece. The Faculty of German Language and Literature (http://en.gs.uoa.gr) to whose teaching staff I belong is one of the 15 faculties of the School of Philosophy.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The department of German Language and Literature of the National and Kapodistrian University of Athens has a long research tradition in the fields of linguistics and foreign language learning. The key person, Marios Chrissou, is a professor in this department and holds a Dr. Phil. degree in Phraseology. He has collaborated in the project “Widespread Idioms from Europe and beyond” directed by Elisabeth Piirainen and created the digital learning material for the seminar “Phraseology”. He is director of the postgraduate studies “Didactics of German as a foreign language” of the Hellenic Open University. He was a member of the scientific committee of the major conference of Europhras (2018) and of the conference “Current trends in phraseology and proverb research worldwide” (2021) in Wroclaw/Poland and a member of the European Society Phraseology (Europhras) since 2000. His research focuses on the areas of phraseology, phraseodidactics and foreign language teaching with digital technologies. In these research areas he has published four monographs two of which refer to the field of work of phraseology and phraseodidactics: (2000): Kontrastive

Untersuchungen zu deutschen und neugriechischen Phraseologismen mit animalistischer Lexik. Clemon, Essen. (2012): Phraseologismen in Deutsch als Fremdsprache: linguistische Grundlagen und didaktische Umsetzung eines korpusbasierten Ansatzes, Kovač, Hamburg. Several of his articles refer to phraseology and phraseodidactics: (2015): Οι στερεότυπες εκφράσεις ανάμεσα στη Γλωσσολογία και τη Διδακτική: Το παράδειγμα της Γερμανικής ως ξένης γλώσσας. In: Crida, C. (Hrsg.): 14 + 1 Μελέτες Φρασεολογίας και Παροιμιολογίας. Αθήνα: Τα Καλώς Κείμενα, 58-90. (2018): Der Stellenwert phraseologischer Lexik im Gemeinsamen Europäischen Referenzrahmen für Sprachen und in „Profile Deutsch“: Hinweise für die Unterrichtspraxis am Beispiel von Deutsch als Fremdsprache. In: Zybatow, L. et al. (Hrsg.): Sprache verstehen, verwenden, übersetzen. Akten des 50. Linguistischen Kolloquiums in Innsbruck 2015. Frankfurt a.M. et al.: Peter Lang, 311-317. (with Makos, E.) (2018): Zur Bekanntheit erwerbsrelevanter Phraseme des Deutschen bei Germanistik-Studierenden an der Nationalen Kapodistrias-Universität Athen. In: Linguistik Online 89: 2, 19-35. (2018): Interlinguale Aspekte zur Bestimmung des Lernschwierigkeitsgrads von Phrasemen für DaF-Lernende mit Griechisch als Muttersprache. In: Yearbook of Phraseology 9, 111-135. (2020): Zur phrasemsensitiven Gestaltung der Textarbeit im Unterricht DaF. In: Gondek, A. et al. (Hrsg.): Deutsche Phraseologie und Parömiologie im Kontakt und Kontrast. 2. Band. Beiträge der 2. Internationalen Tagung zur Phraseologie und Parömiologie in Wrocław/Polen, 23.-25. Mai 2019. Hamburg: Verlag Dr. Kovač, 319-333. (2020): Sprachkontrastive Aspekte der Niveauzuordnung von Phrasemen für den DAF-Unterricht: Hinweise aus der Unterrichtspraxis. In: Mena Martínez, F. et al. (Hrsg.): Teaching and learning phraseology in the XXI century: Challenges for phraseodidactics and phraseotranslation. Berlin: Peter Lang, 137-164. (2020): Der Stellenwert von Aufgabenorientierung und Formfokussierung in der phraseologiebezogenen Wortschatzarbeit. In: Kalbotyra 73, 8-30. (in print): Zur Bestimmung einer sinnvollen Progression für die Entwicklung der phraseologischen Kompetenz im DaF-Unterricht. In: Mückel, W. (Hrsg.): Didaktische Perspektiven der Phraseologie – deutschsprachige Phraseodidaktik international (Europhras 2016, 1.-3. August 2016, Trier). Berlin: de Gruyter Verlag. (in print): Phraseologie und Phraseodidaktik: theoretische Grundlagen und Aspekte der Unterrichtsgestaltung In: Wolf-Farré, P. et al. (Hrsg.): Sprachkontrast und Mehrsprachigkeit. Linguistische Grundlagen, didaktische Implikationen und Desiderata. Tübingen: Narr.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Higher education student and staff mobility (KA103 OLD)	1	1	0	0
Strategic Partnerships addressing more than one field (KA200)	1	0	6	2
Strategic Partnerships for school education (KA201)	14	3	38	12
Strategic Partnerships for vocational education and training (KA202)	8	1	12	4
Strategic Partnerships for higher education (KA203)	16	4	52	15
Strategic Partnerships for adult education (KA204)	3	0	8	2
Strategic Partnerships for youth (KA205)	3	0	10	1
Higher education student and staff mobility between Programme and Partner countries (KA107)	7	7	0	0
Higher education student and staff mobility within programme countries (KA103)	6	6	0	0
Strategic Partnerships for adult education (KA226)	1	0	8	3
Strategic Partnerships for youth (KA227)	0	0	4	0

☑ I understand and agree that the National Agency can use the information it has about my organisation’s previous participation to assess my organisation’s capacity to implement activities under this application.

AARHUS UNIVERSITET (E10209518 - Denmark)

Partner organisation details

Legal name	AARHUS UNIVERSITET
Country	Denmark
Region	
City	AARHUS C
Website	www.au.dk

Profile

Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	DK ARHUS01
Erasmus Charter for Higher Education	DK ARHUS01

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

Aarhus University (AU) was founded in 1928. It has 38,000 students; about 1,800 PhD students - of which one in four has a foreign nationality - and app. 8,000 employees, 6.300 of which are researchers (2018). Aarhus University (AU) is a top ten university among universities founded within the past 100 years. It has a long tradition of partnerships with some of the world's best research institutions and university networks. AU has a strong commitment to the development of society that is realised through its collaboration with government agencies and institutions and the business community. The university's goal is to contribute towards solving the complex global challenges facing the world. The university therefore strives to combine the high level of academic standards of its researchers with collaboration across disciplinary boundaries to combine research in new ways and solve challenges in close contact with the world around us. The School of Communication and Culture belongs to the Faculty of Arts and offers a broad range of research and degree programs across a variety of fields: Western European languages, Aesthetics, Literature, Information and media studies, Linguistics, Scandinavian Studies, and cultures as well as the Arts. Internationalisation is part of the University's mission.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The department of German and Roman languages has strong research traditions in the fields of linguistics and foreign language didactics. The key person, Erla Hallsteinsdóttir (EH) holds a Dr. phil. degree in German linguistics. She has a significant scientific record with publications on linguistics, didactics, phraseology and intercultural communication as well as hands-on teaching materials within the field of phraseology and Danish-German communication. EH is currently leading a research project on intercultural understanding in Danish-German context. Furthermore, EH has an extensive experience in managing international research projects (e.g, the INTERREG projects SMiK, 2012-2015: www.stereotypenprojekt.eu, and kultKIT 1 & 2, 2015-2019: www.kultkit.eu) and participating in international co-operations (e.g., the Phras.eu: https://phras.eu/, the EurEd network: https://projects.au.dk/interconnectedness/ and the KursKultur project: www.kurskultur.dk/kurskultur/). EH is member of the EUROPHRAS advisory board and the programme committee of the EUROPHRAS 2021 conference in Belgium, and she will be heading the organisation of the EUROPHRAS 2025 conference in Aarhus. The experience on how to develop learning and teaching materials as well as

EHs research expertise within phraseology and phraseodidactics, including MWU and the GeR, corpus linguistic research on MWU and MWU in dictionaries will be of great value for the work on developing the learning material in the PhraseoLab project. Selected publications: • 2006 (with M. Šajánková & U. Quasthoff). Phraseologisches Optimum für Deutsch als Fremdsprache. Ein Vorschlag auf der Basis von Frequenz- und Geläufigkeitsuntersuchungen. Linguistik online 27/2, 117-136 • 2011. Aktuelle Forschungsfragen der deutschsprachigen Phraseodidaktik. Linguistik online 47/3, 3-31 • 2013. Möglichkeiten textbezogener Sprachdidaktik. Deutsch als Fremdsprache 2, 93-101 • 2014. Interkulturelle Phraseologie. In V. Jesensek & D. Dobrovol'skij (eds.): Phraseology and Culture. University of Maribor, 177-191 • 2014. Phraseologie im GER und Deutsch als Fremdsprache: Wieso, weshalb, warum? In V. Jesenšek & S. Babič (eds.): Two Heads are Better Than One. Phraseology and Paremiology in Dictionaries and in Everyday Use. University of Maribor, 140-159 • 2015. Phraseology and foreign language learning. In J. Szerszunowicz, B. Nowowiejski, B. Ishida, & K. Yagi (eds.), Linguo-cultural research on phraseology: Intercontinental Dialogue on Phraseology (Vol. 3). University of Bialystok Publishing House, 519-536 • (with P. B. Koll, K. L. Müller, & J. Kilian) 2015. Typisch deutsch – typisch dänisch? SMiK-Unterrichtsmaterialien zur Bewusstmachung von nationalen Stereotypen. SMiK-Projekt • 2016. Systematische Äquivalenz und funktionale Angemessenheit: Ein Entwurf zur Verknüpfung phraseodidaktischer und sprachkritikdidaktischer Ansätze im Fremdsprachenunterricht. Aptum, 2/2016, 289-308 • (with K. L. Müller) 2016. Stereotype im Fremdsprachenunterricht. In E. Hallsteinsdóttir et al. (eds.). Perspektiven der Stereotypenforschung. Peter Lang, 233-256 • 2019. Nationale Stereotype und Interkulturalität: Anregungen zur Arbeit mit Korpusdaten im Deutschunterricht. Der Deutschunterricht, 71(3), 32-41 • 2020. Korpuslinguistische Ansätze in der Phraseodidaktik für Deutsch als Fremdsprache. In F. M. Mena, & C. Strohschen (eds.), Teaching and learning phraseology in the XXI century: Challenges for phraseodidactics and phraseotranslation. Peter Lang, 137-157 • (with C. Hansen) in print/2021. Nachbarsprachendidaktik in Theorie und Praxis am Beispiel Deutsch und Dänisch. Zeitschrift für Interkulturellen Fremdsprachenunterricht 2021-2 • (with M. Mena Martínez & C. Strohschen) in print/2021. Phraseologie digital lernen: Präsentation einer interaktiven Lernplattform. Aussiger Beiträge 15 • in print: Fachdidaktische Positionierung der Phraseodidaktik. In W. Mückel (ed.): Didaktische Perspektiven der Phraseologie. de Gruyter

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Higher education student and staff mobility (KA103 OLD)	1	1	0	0
Strategic Partnerships addressing more than one field (KA200)	1	1	0	0
Strategic Partnerships for school education (KA201)	0	0	13	6
Strategic Partnerships for vocational education and training (KA202)	1	1	14	8
Strategic Partnerships for higher education (KA203)	5	2	51	19
Strategic Partnerships for adult education (KA204)	6	1	5	5
Strategic Partnerships for youth (KA205)	2	1	6	0
Higher education student and staff mobility between Programme and Partner countries (KA107)	6	6	0	0
Higher education student and staff mobility within programme countries (KA103)	6	6	0	0
Strategic Partnerships for adult education (KA226)	2	0	4	1
Strategic Partnerships for youth (KA227)	0	0	1	0

☑ I understand and agree that the National Agency can use the information it has about my organisation’s previous participation to assess my organisation’s capacity to implement activities under this application.

UNIWERSYTET SZCZECINSKI (E10208719 - Poland)

Partner organisation details

Legal name	UNIWERSYTET SZCZECINSKI
Country	Poland
Region	
City	SZCZECIN
Website	www.univ.szczecin.pl

Profile

Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	PL SZCZECI01
Erasmus Charter for Higher Education	PL SZCZECI01

Background and experience

Please briefly present the organisation/group (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners and members of the group).

TUniversity Szczecin (US) has, in under 30 years, established itself as the leading HEI in West Pomerania, Poland. In total it has over 15,000 students in full-time, evening and part-time studies at 7 faculties, covering all areas of university education, including humanities, economics and business, law, exact and natural sciences, physical culture and health, theology. University Szczecin students may choose from 44 major courses at bachelor and master level, some of which are supplemented with engineering education. The offer of post-graduate courses equals 58, with over 2000 students currently attending. Every year, there are about 500 doctoral students at our university. One of the most important objectives of the University is educating students in such a way as to prepare them for entering the labour market and the university maintains close ties to the private sector and local enterprises as well as cultivating international cooperation, an essential element of raising the quality standards of research and teaching. The fields of study offered by the Faculty of Humanities include Global Communication (English studies), English Philology, German Philology, German Philology with a foreign language, Spanish Philology, Norwegian Philology, Romance Philology, Romance Philology with a selected foreign language, Russian Philology with an additional foreign language, Linguistics for business – Russian-Polish-German translation, Russian-Polish translation studies with an additional foreign language, Polish Philology, Journalism and social communication, Journalism and media management, Creative writing, Baltic cultural studies, archaeology, philosophy, history, cognitive science of communication, intercultural mediation, the media and civilization, cultural heritage manager, international relations, war and military studies and Italian Philology with elements of Christianity studies.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The key person, dr habil. Anna Sulikowska, is an associate professor at the Institute for Lingustics. Her research focuses on the areas of didactics, phraseology and cognitive linguistics. In these research areas she has published about 50 scientific publications. In the context of foreign language didactics, Sulikowska has dealt with learning strategies, autonomous learning, and the role of memory in the learning process. She organised and conducted several workshops on the use of mnemonics, cognitive and metacognitive strategies for the students and teachers of Szczecin schools.

Sulikowska has a wide experience in the field of phraseology and phraseography. Apart from several articles and contributions, co-editing a monograph "Phraseologisms in Polish-German dictionaries", she worked on a German-Polish dictionary of idioms online in 2008-2012. An important part of her phraseological research is corpus-based cognitive analyses of idioms. Sulikowska's expertise in the fields of corpus linguistics, semantics of idioms, equivalence issues, macrostructure of dictionaries is relevant for the PheaseoLab. Selected publications: Sulikowska, A. (2011). Gedächtnisstrategien im Fremdsprachenunterricht. Verlag Dr. Kovac, Hamburg. 254 p. Sulikowska, A. (2013). Die Qual der Wahl - Einige Bemerkungen zu Auswahlkriterien der didaktisch relevanten Phraseologismen in phraseologischen Wörter- und Übungsbüchern. Studia Niemcoznawcze LI, 535-548. Sulikowska, A. (2013). Kalt erwischt! Zwischen Phraseographie und Sprachgebrauch. Einige Anmerkungen zur Rolle der Korpusuntersuchungen in der lexikographischen Praxis. Colloquia Germanica Stetinensia 22, 265-279. Sulikowska, A. (2015). Zwischen Phraseographie und Sprachgebrauch. Das Idiom „ein heißes Pflaster“ im Wörterbuch und im Usus. Germanica Wratislaviensia 140, 271-286 Sulikowska, A. (2016). Zur Rolle der Bildhaftigkeit in der Konstituierung der Semantik von Idiomen. Germanica Wratislaviensia 141, 319-333. Sulikowska, A. (2018). Niedookreśloność znaczeniowa idiomów z perspektywy kognitywnej i jej konsekwencje dla frazeografii. (On meaning ambiguity of idioms in scope of cognitive semantics and its implications for the phraseography). Applied Linguisitics Papers 25/3, 61-77. Sulikowska, A. (2019). Kognitive Aspekte der Phraseologie. Konstituierung der Bedeutung von Phraseologismen aus der Perspektive der Kognitiven Linguistik. Peter Lang, Berlin u.a. 571 p. Sulikowska, A. (2020). Das semantische Potential der Idiome aus kognitiver Perspektive. Yearbook of phraseology 11, 139-170.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Higher education student and staff mobility (KA103 OLD)	1	1	0	0
Strategic Partnerships addressing more than one field (KA200)	1	1	2	1
Strategic Partnerships for school education (KA201)	0	0	2	0
Strategic Partnerships for vocational education and training (KA202)	1	0	4	3
Strategic Partnerships for higher education (KA203)	5	3	12	1
Strategic Partnerships for adult education (KA204)	0	0	6	2
Strategic Partnerships for youth (KA205)	0	0	1	0
Higher education student and staff mobility between Programme and Partner countries (KA107)	7	7	0	0
Higher education student and staff mobility within programme countries (KA103)	6	6	0	0
Strategic Partnerships for adult education (KA226)	1	1	1	0

☑ I understand and agree that the National Agency can use the information it has about my organisation’s previous participation to assess my organisation’s capacity to implement activities under this application.

Project Description

Priorities and Topics

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

HE: Stimulating innovative learning and teaching practices

If relevant, please select additional priorities according to the objectives of your project.

HE: Supporting digital capabilities of the higher education sector

Please explain how your chosen priorities relate to the aims and objectives of your project.

Promoting the learning of foreign languages is one of the main goals of the EU since Europe possesses a linguistic wealth displayed through different languages. Besides, language skills are strongly linked to the essential competences of citizens in the XXI century. In order for this promotion to be effective, it must come hand in hand with innovative learning and teaching practices. In this sense, the objective of PhraseoLab is to provide new opportunities for language learning and thereby contribute to the priority of stimulating innovative learning and teaching practices through creating of a high quality Open Educational Resource (OER) that aims at the implementation of a new pedagogical approach both in teaching and learning, the plurilingual approach. Quite remarkably, the CEFR, conscious of the numerous advantages that plurilingualism can bring to the learning and teaching of foreign languages, points towards its use in its last supplement underlining its benefits. However, the implementation of the plurilingual approach to language learning in the pedagogical practice has been scarce, due to the lack of materials which develop the plurilingual tenets in the field of phraseology (Gorter/Cenoz 2017). PhraseoLab intends to inspire both language teachers and learners of German as a second foreign language in the use of digital tools anchored in a promising approach to promote the teaching and learning of foreign languages. Through the consideration and use of their previous competences and knowledge in their first foreign language English as L2, the learners will be able to enhance their learning of a third foreign language German as L3. The outcomes of the project match many sector-specific priorities for higher education. Our main product – an OER – includes an extensive selection of learning activities (interactive exercises and tasks) with a test module for self-assessment, a database of Multiwords Units (MWU) in six European languages (German, English, Danish, Greek, Polish, Spanish) and guidelines for teachers and learners. Through the digital availability of the project results PhraseoLab contributes to the environmental sustainable development of learning materials. Due to the modular design the OER will be applicable in the formal and informal context of foreign language education and in non-formal acquisition (self-study). This allows flexible learning pathways with motivating forms of learning and self-assessment. The OER can be used by adolescent and adult learners without upper age limit, thus promoting lifelong learning. Due to its digital availability and its open accessibility, it supports disadvantage learners and teachers: People from rural or remote communities, low socio-economic backgrounds, or people with disabilities are able to take advantage of the OER. It reduces skills mismatches, and is relevant for labour market and for the wider society, because it deals with a part of foreign language didactics, which is rather neglected in learning materials: MWU or formulaic language. As Wray (2002) points out formulaic language is “the biggest stumbling block to sounding nativelike”. Innovative is the new approach to MWU, which highlights similarities in the phraseological stock of many European languages and integrates phraseodidactics with the pluralistic approach to modern language learning promoting linguistic diversity. In our multiplier events, conference and talks we are going to train academics, teachers, trainers in innovative online pedagogies linking practical education with the newest research trends in phraseology and second/third language acquisition. In this way, the project aims to achieve and combine excellence in learning, teaching, skills development and research.

Please select up to three topics addressed by your project

Digital skills and competences

New learning and teaching methods and approaches

Creating new, innovative or joint curricula or courses

Project Description

Please explain the context and the concrete objectives of your project.

The aim of the project is to provide an Open Education Resource (OER) for promoting phraseological competence of learners of German as a foreign language (L3) with knowledge of English (L2) in formal and informal education in the learning context of schools, universities, but also in non-formal education (self-study). Recent research in linguistics has

provided new insights into the nature of the Multiword Units (MWU) in language. Inductive, corpus-driven procedures lead to path-breaking results, expressed in the extreme form in the assertion that “the idea of the completely free combinability of lexemes can be put to rest” (Schmale 2017). Accordingly, a linguistic unit is not only formed by individual words, but also by MWU that are conventionalized and cannot be reduced to other form-meaning pairs. The language is therefore largely pre-formed and solidified. MWU are not the icing on the cake of language but form its foundation. Due to the fundamental importance of MWU in everyday communication, their mastery is an important component of communicative competence in a foreign language. This has consequences on teaching MWU which is the subject of study of Phraseodidactics: Since competent language use is characterized by solid phraseological knowledge, MWU should represent an important learning task and be assigned a central role in foreign language teaching. Despite this fact, the establishment of a link between Phraseodidactics and foreign language teaching is still unsatisfactory as analyses of common textbooks for German as a foreign language confirm (Jazbec/Enčeva 2012). PhraseoLab responds to the need to reduce the existing gap in the acquisition of phraseology in foreign language teaching and the availability of freely accessible and didactically innovative digital resources. Based on pedagogical research and creativity it focuses on the learning of German as a foreign language (L3) and especially on the area of MWU using English as a bridge language (L2) and thus doing justice to its role as a lingua franca. To test the OER, we initially focus on learners with Spanish, Danish, Greek and Polish as mother tongues (L1) with the perspective of extending the OER to other languages in the follow-up stage. The target groups also include teachers, authors of teaching materials and researchers. On the one hand, the development of pluralistic language competences is one of the most important objectives within Europe, with a high level of English language competence as the basis for learning other foreign languages. The project is based on the pluralistic approach to modern language learning, which places the focus no longer on a single target language/culture but on the interplay of the different languages and cultures of the learner. On the other hand, phraseology in particular is characterised by various levels of equivalence and thus subject to interlingual comparability. This therefore speaks in favour of including plurilingual phraseodidactics to promote intercultural learning, language learning competence and multilingualism. In this sense PhraseoLab is a didactic concept built on the use of already existing competences: on the one hand on the existing linguistic competences in English, and on the other hand, on the general cognitive abilities which play an essential role in learning processes and thus theoretically anchored in the Reference Framework for Pluralistic Approach to Languages and Cultures (FREPA). Due to the digital availability of the project results PhraseoLab has an inclusive nature, as it can reach broad segments of the population. It contributes to alleviating social, geographical and economic inequalities including learners with no access to (in)formal education. It establishes a sustainable inter- and transnational learning and teaching environment, in response to the need of international communication responding to the National Priorities of ECML member states 2020-2023 (https://bit.ly/3aPvvIh).

How will the project meet the needs of your partnership and those of the target groups?

By providing a formalized partnership opportunity, the project meets the needs of the project partner for strengthening their international research activities and develop a solid basis for further cooperation. The research field of didactics in formulaic language / phraseology is rather new and therefore only few international projects have been carried out yet. As for the needs of the target groups, the project PhraseoLab is an important contribution to innovative online learning and teaching opportunities in the field of German as a foreign language, with a special focus on the area of the Multiword Units (MWU). In the CEFR, MWU (as fixed expressions) are defined as one of two main areas of vocabulary within the lexical competence and as an important aspect of the sociolinguistic competence. Furthermore, in the acquisition of an overall linguistic competence, the explanation and training in the application of lexical structures as in MWU is seen as central in the development of the learner’s vocabulary. Still, MWU are a deeply neglected area of language teaching and learning, and therefore the project meets some of the target group’s fundamental needs in learning German as a foreign language, that are not satisfactory covered by existing educational materials. The first target group includes teachers of German as a foreign language at schools (secondary level) and – as primary users – learners of German as a foreign language (L3) at school. Those learners are at the age of 15-20 and have a solid school knowledge of English (L2). English acts as a bridge language and thus does justice to its role as a lingua franca, supporting the core idea of plurilingual approaches, e.g., to use prior knowledge of English MWU to facilitate the learning of MWU in German. This approach, which is based on the idea in modern language acquisition that the learning process should not only focus on one target language or culture, but on several languages and cultures at the same time, is anchored as theoretical foundations in the Reference Framework for Pluralistic Approaches to Languages and Cultures, FREPA. PhaseoLab applies these ideas to the specific area of MWU, which, as we have emphasised above, is an essential component of the learners’ linguistic competence. The second target group includes lecturers at universities, students (language teacher

education), authors of teaching materials and researchers. For this target group, the project aims to create a space for academic exchange and reflection concerning the integration of phraseology in language teaching. The learning resource can be implemented in both formal and informal education in the learning context of schools, universities, but also in nonformal education (self-study). Here, we also include adolescent and adult learners that do not have access to formal or informal education but wish to learn German. Thus, PhraseoLab also contributes to opportunities for lifelong learning. The project responds to the increasing need of online teaching and learning materials both to complement the formal educational context and for self-study. The digital format of the learning resource allows a wide dissemination to the target groups, not only in the countries of the project partners but in every other country where German is a school subject. Thus, the project displays a high transfer potential since once built and finished it can be easily applied and extended to other countries, as well as to different educational levels.

Outline the benefits of cooperating with transnational partners to achieve the project objectives.

The complementary expertise of the project partners within research on phraseology and foreign language didactics as well as the participants language competences in at least 8 European languages represent an essential part of the professional know-how needed in the project. In this respect, transnational cooperation in all project stages from the preparation and creation of the OER to the evaluation and the follow-up stage is a fundamental prerequisite for achieving the project goal. The broad spectrum of learning and teaching experiences adds value to the envisaged diversity of the activities and exercise types of the OER. The exchange of experiences and considerations of different teaching and learning traditions undoubtedly also is needed to write the accompanying guides for teachers and learners. Numerous studies have shown that the acquisition processes in learning a second foreign language are influenced to a considerable extent by crosslinguistic influences from the first foreign language. But there is also research evidence that the L2 competence influences the acquisition of the L3. Based on the fact that nowadays the mastery of English as a lingua franca can be taken for granted on a global level, the aim of our cooperation is to create a plurilingual OER for German MWU that is based on English equivalences and can be used worldwide as a didactic principle independent of the mother tongue. Nevertheless, the project partners country-specific expertise in the field of the respective national educational system is of great importance, since the range of languages offered and taught, and thus also the position of the German language in the curricula, varies in the different European countries. The existence of foreign languages (here English and German) as an elective subject and the flexibility of the curricula are also essential aspects that have an influence on the linguistic starting situation as the basis of the plurilingual concept. Even though we know from the reports of the European Commission that English is the first foreign language in almost all member states and thus has the status of the lingua franca, it can be assumed that due to different school and education systems there are discrepancies between the individual countries, with regard to competence in English. Similarly, the role of German as a 2nd foreign language has a very different weighting in the participating countries. According to the 2012 study by the European Commission “EUROSTAT”, there were significant differences between the participating countries in the European comparison of the proportion of students at lower and upper secondary level who learn German as a foreign language, with the difference between Denmark with 75.4% and Spain with 2.5% being extremely striking. In this respect, the project partners direct cooperation with stakeholders from their countries is necessary in order to adapt the project to the real country-specific needs and also to put it into practice and evaluate it on site with the help of the associated partners, i.e., schools and educational institutions. Only in this way, targeted and reliable results can be achieved and, best practices can be defined and described for how specific adaptations can be made to meet different needs. Thus, despite the use of English as a prerequisite and basis for multilingual language acquisition, there is a need for country-specific preparation and adaptation of the material and the creation of guides in the respective national language. Here, cooperation between the project partners and with the associate partners is the prerequisite to ensure successful achievement and dissemination of the objectives of the project.

What outcomes, including project results when relevant, are expected during the project and on its completion?

The main outcomes of the project are: 1) An Open Educational Resource (OER) for German MWU. The OER implements the plurilingual approach to language learning and uses the equivalences between English and German to establish a fruitful learning basis. The OER, which will be accessible online, includes (a) an extensive selection of interactive learning activities, including an assessment module (b) a multilingual MWU database, (c) guidelines for teachers, and (d) an introductory text for language learners. A) The core part of the OER is a collection of interactive learning activities for the teaching and learning of MWU in German as a foreign language. The activities will make use of selected modalities and media formats (text, audio, video, illustrations, and different forms of interaction). It is intended to include both closed exercises with interactive feedback and open-ended learning tasks with a variety of activities, training the passive and the

active phraseological competence. Furthermore, every activity module is finished with an assessment of the learned MWU. The wide range of activity types contributes to increase the learners' motivation and interest in MWU. The learning activities are freely available and can be used both online and offline (as download). In addition, they can be extracted individually and reused, by embedding or downloading, in different materials according to the needs of different learners. Exemplary online-books will be compiled for the Spanish, Danish, Polish and Greek learners based on the results of the evaluations phase. The activities will be suitable both as accompanying material to complement the textbook in class and as self-study material, thus the OER can be integrated in formal and informal education. The responsive H5P design ensures that the OER is accessible from any type of device with internet access. B) The database, that is linked to the interactive exercises, will contain the English and German MWU implemented in the OER. The Database is based on the project's objective of exploiting interlingual phraseological similarities and differences and thus, it establishes and describes the equivalences between English and German MWU with the corresponding MWU in Danish, Greek, Polish and Spanish including lexicographic information on e.g., meanings and usage of the MWU. C) Guidelines with instructions for teachers in English and German. D) A guide with instructions and guidelines for learners (in English, German, Spanish, Polish, Greek, and Danish). 2) Evaluation data on the use of the OER to identify further needs and requirements for digital language learning. 3) Learning effects achieved through the use of the digital resource in the evaluation phase (schools in each partner country) – and thereafter in German language learning in general. The effects will be directly measured and made visible through the results of the evaluation phase. Other expected outcomes in terms of learning effects are increased motivation and a greater learning autonomy together with a stronger inclination to learn independently. 4) Seven online multiplier events in the partner countries and in other countries, where German is taught at secondary schools (15-20 years old learners). 5) A local multiplier event combined with the closing event of the project in Murcia. 6) A project homepage with extended information on the project, project partners, progress, activities, and results of the project. 7) A project Facebook page with regular updates on the progress and activities of the project. 8) Conference talks and research articles on phraseodidactics, phraseology, plurilingual language learning, and digital tools in language learning. The outcome of the project contributes to the establishment of a sustainable inter- and transnational usable OER, in response to the need to create interactive digital teaching and learning tools in the field of plurilingual phraseology.

In what way is the project innovative and/or complementary to other projects already carried out by the participating organisations?

The innovative nature of this project lies primarily in the large-scale implementation of interactive learning activities and a multilingual MWU collection (database) in an OER based on the pluralistic approach to foreign language learning. The OER is an online freely available resource enabling language learners to practice an important but neglected part of language: MWU. PhraseoLab is based on a plurilingual approach in search of efficiency in the process of foreign language learning. This means that the didactic approach of the project is not anchored in the mother tongue but in the learners' English competences. That is, independent of their mother tongue, the learners have the possibility of enhancing the acquisition of MWU in German as a foreign language through their knowledge of English. The innovation of the database and the interactive learning activities is the use of positive transfer from L2 to L3. The database includes MWU of high communicative value and similarities in lexical components, imagery, metaphorical content and meaning. The emphasis on similarities in the MWU in many languages is in line with recent trends in phraseology research (Piirainen 2012, 2016), while contradicting the widespread view that MWU require the highest level of linguistic competence. The exercises will also help to consolidate the MWU in the L2 (English). Compared with the previous works of the teams involved, this project displays new outcomes as a result of the extension of the scope and the incorporation of new tools and experts of other fields. Whereas the other regional projects of the last three years were focused on the development of a specific game or sets of plurilingual activities which are already available in the form of H5P exercises, Phraseolab is a larger and integrative proposal which aims at developing an OER with interactive online learning activities as well guidelines for language teachers and learners. Besides, these outcomes are cared for through the incorporation of experts in not only phraseology, but also, in computing, more specifically in the design of new didactic activities through H5P, and illustrations since the OER will include multimedia, drawings and graphics. PhraseoLab is both innovative and complementary to other projects carried out by the participating organisations. As regards its complementary character, the project partners have already contributed to research and regional projects related to the influence of both the mother tongue and the first foreign language English in the acquisition of other foreign languages, and, in particular, in the learning of MWU. More specifically, we can highlight the projects phraseopedia, redewe.de, phraseoequivalents: the game, and phras.eu, the latter being the output of a joint project by the University of Murcia and Aarhus University. These

projects are an important starting point for the PhraseoLab project. PhraseoLab will benefit from the knowledge and experience already acquired in the field of plurilingual learning and teaching of phraseology and in the context of the development of digital learning environments.

How did you choose the project partners and what will they bring to the project? Does it involve organisations that have never previously been involved in a EU-funded partnership project?

The choice of the project partners is based on five parameters: (1) expertise on phraseology and phraseodidactics (with focus on German as a foreign language) and experience in teaching native speakers of genetically different languages (Slavic, Scandinavian, Germanic, Romance Languages and Greek), (2) experience in creating educational materials (e.g., textbooks, exercises, didactic guidelines), (3) experience in implementing the plurilingual approach in language learning on the basis of English, (4) teamwork ability, and (5) availability. All partners have a sound research track in different aspects of phraseology and phraseodidactics as well as practical experiences in foreign language didactics. They also have the ability of working together in a team as they have proved in previous joint projects, learning materials and publications. As for the professional profile and research and academic activity of the members, all of them are teachers whose main research lines are found within supplementary disciplines of phraseology, phraseodidactics and didactics of foreign languages. Altogether, the project partners cover the ideal combination of cognitive, contrastive, corpus linguistic and lexicographic aspects of phraseology and didactic expertise as well as native level language skills in 8 European languages. F. Mena is an expert in English studies. Her native language is Spanish; she has native like knowledge of English and speaks German fluently. She brings many years of experience with plurilingual teaching and learning as well as her research on contrastive phraseology (English – German – Spanish) to the project. Her participation is vital for the implementation of the plurilingual approach in the OER. E. Hallsteinsdóttir (UA) is an expert in German linguistics. Her native language is Icelandic; she has native like knowledge of Danish and German and speaks English fluently. She brings her expertise in phraseodidactics and didactics of German as a foreign language in Denmark as well as her experience as author of open-source teaching materials with an inbuilt contrastive approach to the project. Furthermore, her broad background as the project manager and experience with internal and external communication in EU financed projects is an asset for the project. M. Chrissou (NKUA) is an expert in German studies and contrastive linguistics. His native language is Greek; he has native like knowledge of German and speaks English fluently. He brings his many years of didactics of German as a foreign language in Greece, wide research experience within phraseology incl. research on corpus and usage based phraseodidactics as well as his hands-on experience in creating educational materials to the project, e.g. an online course: https://opencourses.uoa.gr/courses/GS3/, including both contrastive phraseology and phraseodidactics. A. Sulikowska (US) is an expert in German studies and cognitive linguistics. Her native language is Polish; she has native like knowledge of German and speaks English fluently. She brings her many years of didactics of German as a foreign language in Poland, and her research experience on cognitive, figurative and semantic aspects of phraseology and applied perspectives on MWU in lexicography and translation and cultural aspects of language to the project. Particularly her research on the cognitive processes in language acquisition are especially important and valuable. C. Strohschen (UM) is an expert in German studies with focus on culture and contrastive linguistics. Her native language is Geman; she has native like knowledge of Spanish and speaks English and French fluently. She brings her many years of didactics of German as a foreign language in Spain, and her research experience on contrastive phraseology and her knowledge on MWU learning materials to the project. The project does not involve any organisation that has never been involvolved in a Strategic Partnership.

If relevant, please identify and explain the involvement of associated partners, not formally participating in the project. Please explain how they will contribute to the implementation of specific project tasks/activities or support the sharing of project results and the sustainability of the project.

Associated partners play an important role in the evaluation phase of the Open Educational Resource (OER) in WP 4 and in the dissemination in the follow-up stage in WP5. WP4 assumes the evaluation of the OER by the learners. For this purpose, the OER will be tested in autumn 2023 in all countries of the project partners. Since the target groups are adolescents (aged 15-20) and adults, we have already contacted German language teachers at secondary schools and asked for their support by testing the OER in their classes and give feedback on its usability. The feedback data will provide us with important information about the weaknesses and strengths of the OER, which will then help to eliminate any shortcomings in the revision phase. The following schools have been invited and agreed on the cooperation as associate partners: 1. Instituto IES Alfonso X el Sabio, Murcia. 2. Instituto IES El Carmen, Murcia. 3. Herlufsholm Skole og Gods, Næstved. 4. Det blå gymnasium - Tønder handelsskole, Tønder. 5. 3ο Γυμνάσιο Βύρωνα Αττικής, Αττικής. 6. 5ο Γυμνάσιο Παλαιού Φαλήρου, Αττικής. 7. Leonard Piwoni Private Secondary School, Szczecin. 8. XIV Upper

Secondary School with bilingual departments, Szczecin. In the dissemination phase (WP5), we will present our OER to the largest groups of German teachers, lecturers at universities, students (language teacher education) and authors of teaching materials, and researchers as possible. For this purpose, each project partner will organise two multiplier events (1 offline and 7 online). 4 of these events will be addressed to German teachers, trainers, lecturers in the respective country, and the other 4 events will target teachers, trainers, lecturers from the own and from the neighbouring countries of each partner. All partners have a network of contacts in the academic community and actively participate in scientific conferences. In addition, we have approached the institutions that support the German language and culture abroad and have an international reach to help us spread the invitation to the multiplier events as well as the final results of the project. To increase the impact of PhraseoLab even further, we have invited teachers' associations, and further training institutions for teachers as associate partners into the project. This ensures that we will have direct access to teachers of German as a foreign language on national and international platforms. 1. Goethe Institut is the globally active cultural institute of the Federal Republic of Germany. Goethe Institut Barcelona (https://www.goethe.de/ins/es/de/index.html) and Goethe Institut Copenhagen (https://www.goethe.de/ins/dk/de/index.html) agreed on the cooperation as associate partners. 2. German Teachers Associations are responsible for cooperation and exchange of experience between German language teachers, introduce and support all forms of research and development of teaching methods. 2.1 Asociación Murciana de profesores De Alemán (AMUDAL). 2.2 Greek Teachers' Association of German as a Foreign Language (www.pdv.org.gr). 2.3 Association of German Language Teachers in Poland (www.psnjn.org). 3. Other institutions, which facilitate the flow of information on language learning and teaching, cooperate with institutions and organisations supporting German language teaching in the partner's countries and around the world, support further education of teachers. 3.1 Danish National Centre for Foreign Languages (NCFF). The Danish contact point for ECML is part of NCFF. 3.2 Deutsche Auslandsgesellschaft (https://www.deutausges.de/), continuing education for German language teachers in the Nordic and Baltic countries. 3.3 Region Sønderjylland-Schleswig, Regionskontor. (https://www.region.dk/region/de/) with an extensive network of language teachers. 3.4 Federación de Asociaciones de Germanistas en España F.A.G.E. (https://www.fage.es/). For detailed contact information please see the appendix

Participants

Please briefly describe how you will select and involve participants (e.g. learners, staff, etc.) in the different activities of your project.

We have already made a selection of two external experts based on their particular qualifications and a selection of teachers und learners of German as a foreign language. The following persons are going to contribute to the work on PhraseoLab in addition to the project partners: A H5P-expert, who will be responsible for the creation of new and innovative learning activities (exercises and tasks) and their technical implementation, ensuring that they have a professional and motivating design. They will be designed so that they can be displayed on both computers and mobile devices, thus appealing to a wider audience. It will also advocate for the ability to extract the resources for offline use so that the project results have the widest possible dissemination. Since the project results are an educational resource, the role of the H5P exponent in PhraseoLab is essential for the usability of the learning activities and exercises. Professional assistance in the initial phase of the project is also important because of the planned future expansion of the project to other languages. In view of the time horizon and the complexity of such a project, we want to implement IT solutions at this stage so that OER can be expanded after the project is completed rather than having to build it a new one. Given the rapid development of the IT sector, forward planning is very important, but it requires specialist knowledge that we, as linguists, do not have. A professional illustrator. MWU are mostly characterized by semantic ambiguity, as they have a literal and a metaphorical-metonymic meaning. An innovative element of PhraseoLab is to visualize the meaning of MWU through motivating drawings and to highlight the multimodal character of MWU. This visual component may differ from language to language; accordingly, the drawings may differ interlingually. From a pedagogical point of view, the visual presentation of MWU is expected to have a positive effect on its elaboration. In this respect, the role of the illustrator is central to the aesthetically pleasing, motivating, and didactically appropriate presentation of MWU. A student assistant at each university, who will create and search for resources (texts, multimodal texts and corpus texts) that will be used to create learning activities. The student assistants will take on the task of supporting the project partners in putting the creation of exercises into practice, based on the agreed exercise formats. Furthermore, they will be engaged in the evaluation of the project results and in the communication with schools where the project results will be evaluated. Teachers and learners of German at the schools cooperating as associate partners in each country: The OER will be tested and evaluated from the point of view of teachers and learners, that means those actually involved in the learning

process, so that conclusions are drawn for the aspects to be revised and improved in the follow-up phase. Contacts with schools have already been established. Goethe-Institut in Copenhagen and Barcelona and other strategically important associate partners in each country, e.g. teachers´ associations: We have been able to win the Goethe-Institut and the teachers associations in each country and other relevant institutions as strategically important associated partners of PhraseoLab. All of them will provide us with important communication channels for the dissemination of the project results to relevant target groups and other countries.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

No

Preparation

Please describe what will be done in preparation by your organisation/group and by your partners/group before the actual project activities take place, e.g. administrative arrangements, communication about the activities, selection of the persons, coaches, involvement of stakeholders, etc.

Significant communication has already taken place between partners to develop the project proposal. Given the scale of the project, we are aware that we must progress quickly to ensure an efficient use of the project's time and resources during the funding period. It is advantageous that nearly all partners are familiar with Erasmus+ administrative procedures and some of them have worked together in the past. In order to ensure adequate preparation, we will work individually and in collaboration in the following areas: MANAGEMENT AND ADMINISTRATIVE ARRANGEMENTS TO BUILD A SOLID NETWORK • Constitute the Project Coordination Committee (PCC) • Develop an intranet based on cloud technology for sharing the intermediate products developed with the partners. • Select project management software to enable access by all partners, facilitating the explanation and overcome, in the kick-of partner meeting, of any initial issues. • Convert our project plan into a detailed schedule of activities and outcomes for each partner, based on project outputs, the work needed to deliver those outputs, the deadlines which need to be met until completion (milestones), and the detail of who is responsible for what and when. • Prepare a proposal for promoting the project content as well as a social media plan. Appoint a financial manager and an academic coordinator. COMMUNICATION AMONG PARTNERS AND COMMUNICATION WITH STAKEHOLDERS All partners will prepare for the kick-of meeting of the partners, by making the following preparations: • The partners develop a formal presentation of their university department and specific individuals involved in the project. • The partners will benefit from having up-to-date information about projects on phraseology that have been carried out in the past. • The partners will exchange research interests and activities developed in the past or being carried out in the present that could add value to the project. • The partners will share the detailed work plan assigned to them with the partners prior to the kick-of meeting, enabling partners to engage in constructive commentary, review and validation during the meeting enabling a smooth transition from the planning phase to the execution phase. • The partners will prepare the dissemination strategy by exchanging information about the stakeholders they want to reach out for sharing the projects subject and the expected results in order to widen dissemination. PREPARATION OF DIGITAL TOOLS Appoint an IT expert as a member of staff. Purchase the web domain where the OER is going to be designed. Create the homepage of the OER: Design of the main structure of the OER. Plan the meetings with the H5P expert and the illustrator.

Management

Funds for Project Management and Implementation

Funds for "Project Management and Implementation" are provided to all Cooperation Partnerships based on the number of participating organisations and the duration of the project. The purpose of these funds is to cover diverse expenses that any project may incur, such as planning, communication between partners, small-scale project materials, virtual cooperation, local project activities, promotion, sharing of project results and other similar activities not covered by other types of funding.
A partnership may receive a maximum of 2750 EUR of "Project Management and Implementation" grant per month.

Organisation role	Grant per organisation and per month	Number of organisations	Grant
Coordinator	500	1	18 000
Partner	250	3	27 000
Total		4	45 000

Please provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation"

1. The project plan will include transnational meetings that will be held online and face to face: Four transnational face to face meetings which will occur at strategic points in the project's life span and that will be strategic in the development of project results, and three online meetings of the project partners. At each transnational meeting, the hosting partner will be in charge of the organisation and management of the meeting, including a suitable agenda. The meetings of the project partners are planned as follows: - November 2021 (month 1): Kick-off face to face meeting of the project partners, the H5P-expert and the illustrator. The goal of this meeting will be to constitute the PCC (Project Coordination Committee) and plan in more detail, discuss and further clarify all tasks and activities - Internal progress report incl. quality assurance - April 2022 (month 6): Online meeting of the project partners, the H5P-expert and the graphic designer for consolidating the implementation phase and discussion about the progress of the creation of learning activities - Internal progress report incl. quality assurance - October 2022 (month 12): Face-to-face meeting of the PCC in Athens. Internal progress report incl. quality assurance: Monitoring of the creation of activities, illustrations and interlingual database of MWU - Internal progress report incl. quality assurance - April 2023 (month 18): Online meeting of the project partners, the H5P-expert and the graphic designer. Consolidation of the creation of the learning activities and initiation of their implementation in the OER - October 2023 (month 24): Face-to-face meeting of the PCC in Szczecin: Consolidation of the implementation of the learning activities in the OER, evaluation of the OER and monitoring of the creation of the guidelines for teachers and learners - Internal progress report incl. quality assurance - April 2024 (month 30): Online meeting of the project partners. Analysis and interpretation of the evaluation results and final revisions, finalization of the guides for teachers and learners and planification of the dissemination of the project results - Internal progress report incl. quality assurance - October 2024 (month 36): Face-to-face meeting of the PCC in Murcia linked to the multiplier event in Spain: Monitoring of the external communication activities at national and international level of disseminating the project results - Internal progress report incl. quality assurance. 2. Besides, the project work will be followed up by online work meetings of the project partners twice a month serving regular monitoring of the individual project steps and quality control.

Transnational Project Meetings

Transnational project meetings: how often do you plan to meet, who will participate in those meetings, where will they take place and what will be the goal?

1. The project plan will include transnational meetings that will be held online and in person. Four transnational meetings in person which will occur at strategic points in the project's life span and that will be strategic in the development of project results and three online meeting of the project partners. At each transnational meeting, the hosting partner will be in charge of the organisation and management of the meeting, including a suitable agenda. The meetings of the project partners are planned as follows: - November 2021 (month 1): Kick-off meeting of the project partners in person, the H5P-expert and the illustrator. The goal of this meeting will be to constitute the PCC and plan in more detail, discuss and clarify further all tasks and activities - Internal progress report incl. quality assurance - April 2022 (month 6): Online meeting of the project partners, the H5P-expert and the graphic designer for consolidating the implementation phase and discussion about the progress of the creation of learning activities - Internal progress report incl. quality assurance - October 2022 (month 12): Meeting of the PCC in person in Athens. Internal progress report incl. quality assurance: Monitoring of the creation of activities, illustrations and interlingual database of MWU - Internal progress report incl. quality assurance - April 2023 (month 18): Online meeting of the project partners, the H5P-expert and the graphic designer. Consolidation of the creation of the learning activities and initiation of their implementation in the OER - October 2023 (month 24): Meeting of the PCC in person in Szczecin: Consolidation of the implementation of the learning activities in the OER, evaluation of the OER and monitoring of the creation of the guidelines for teachers and learners - Internal progress report incl. quality assurance - April 2024 (month 30): Online meeting of the project partners. Analysis and interpretation of the evaluation results and final revisions, finalization of the guides for teachers and learners and planning the dissemination of the project results - Internal progress report incl. quality assurance - October 2024 (month 36): Meeting of the PCC in person in Murcia linked to the multiplier event in Spain: Monitoring of the external communication activities at national and international level of disseminating the project results - Internal progress report incl. quality assurance 2. Besides, the project work will be followed up by online work meetings of the project partners twice a month serving regular monitoring of the individual project steps and quality control.

Please specify the funds requested to organise the planned transnational project meetings.

Meeting ID	Leading Organisation	Meeting Title	Country of Venue	Starting Period	N° of Participants	Grant
1	UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Kick-off meeting of the Project Coordination Committee (PCC),	Spain	2021-11	3	2 280
2	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)	Internal progress report incl. quality assurance (month 12) and meeting of the PCC in Athens	Greece	2022-10	3	2 095
3	UNIWERSYTET SZCZECINSKI (E10208719 - Poland)	Internal progress report incl. quality assurance (month 24) and meeting of the PCC in Szczecin	Poland	2023-10	3	1 910
4	UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Internal progress report incl. quality assurance (month 36) and meeting of the PCC in Murcia (closing meeting, linked to the multiplier event in Spain).	Spain	2024-10	3	2 280
Total					12	8

	565

Transnational Project Meetings Budget (1)

To estimate the distances between places, please use the European Commission's distance calculator:
https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)	Greece	1	>= 2000 km	760	760
AARHUS UNIVERSITET (E10209518 - Denmark)	Denmark	1	>= 2000 km	760	760
UNIWERSYTET SZCZECINSKI (E10208719 - Poland)	Poland	1	>= 2000 km	760	760

Transnational Project Meetings Budget (2)

To estimate the distances between places, please use the European Commission's distance calculator:
https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Spain	1	>= 2000 km	760	760
UNIWERSYTET SZCZECINSKI (E10208719 - Poland)	Poland	1	100 - 1999 km	575	575
AARHUS UNIVERSITET (E10209518 - Denmark)	Denmark	1	>= 2000 km	760	760

Transnational Project Meetings Budget (3)

To estimate the distances between places, please use the European Commission's distance calculator:
https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Spain	1	>= 2000 km	760	760
ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)	Greece	1	100 - 1999 km	575	575
AARHUS UNIVERSITET (E10209518 - Denmark)	Denmark	1	100 - 1999 km	575	575

Transnational Project Meetings Budget (4)

To estimate the distances between places, please use the European Commission's distance calculator:
https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

Sending Organisation	Country of the Sending Organisation	N° of Participants	Distance Band	Grant per participant	Grant
ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)	Greece	1	>= 2000 km	760	760
AARHUS UNIVERSITET (E10209518 - Denmark)	Denmark	1	>= 2000 km	760	760
UNIWERSYTET SZCZECINSKI (E10208719 - Poland)	Poland	1	>= 2000 km	760	760

Project Management

How will you ensure proper budget control and time management in your project?

The project will be managed by the Project Coordination Committee consisting of one representative form each partner country. The PCC will be responsible for organising the efficient communication and cooperation amongst partners to ensure proper budget control and validation. It will also monitor time management and evaluation. The PCC and all partners will continuously discuss upcoming tasks and activities to meet project milestones. To support the management of the project, the following activities will be carried out. The lead partner, UM, will be in charge of the control of the budget. UM will appoint a financial manager and an academic coordinator that will have responsibility for liaising with each institution so that specific requests and contributions are submitted as per agreed timeframes. UM will celebrate partnership agreements with each partner of the project to distribute the funds according to the project results and respective activities and travel expenses for each partner institution. Each partner will be required to report on their expenditure to UM every 6 months, including information about their staff allocation to the tasks and information about incurred costs related to the project activities. These reports will have specific templates provided by the PCC and must be submitted by all project partners in due time. This will enable a frequent collection of financial data. Concerning the partner's budget payments, the coordinator will transfer to the project partners according to the rules defined in the contract established with the National Agency. The budget has been allocated to partners in a way that reflects their respective input to the project. Schedule of payments will be included in the partnership agreement and will be established according to the delivery of outputs and expenses incurred. UM's Projects Support Office will be responsible for overseeing the execution of project expenses and the preparation of the financial reports. This office will set up a single cost centre within its financial management system in order to analyze and control all income and expenditure in the context of this Strategic Partnership. As mentioned above, the internal management of information will take place throughout an internal network set up by UM, by e-mail and videoconferencing under the coordination of UM, whose experienced project team is in place to provide technical assistance. A detailed description of "Time schedule and milestones" is given in Appendix. As for the purpose of optimizing time management, the partners will work with a project collaboration and time management software, a project logbook, and a well-defined project plan, which includes the tasks that need to be completed together with the deliverable dates. This plan also shows the task distribution among partners and the interrelations among tasks. Moreover, priorities will be set throughout the project and meeting agendas will be defined to exactly address what needs to be discussed. There will be a designated note-taker in all the meetings who will write the proceedings and the list of agreed actions to be distributed after each meeting. Since important pre-work has already been done prior to and in line with this project proposal (cf. education portals: https://phras.eu, http://redewe.de), the partners do have a realistic image of the work which this project entails, and of the demands that it sets on the partners. It is also advantageous that some of the partners: Florentina Mena Martínez (UM), Carola Strohschen (UM), and Erla Hallsteinsdóttir (AU) have already worked together in the past.

Please describe the tasks and responsibilities of each partner organisation in the project.

These are the tasks and responsibilities of each partner organisation as defined in the "Time schedule and milestones" in Appendix: UNIVERSITY OF MURCIA (UM) The University of Murcia has a leading role and therefore UM will be responsible for the overall coordination of the project and for ensuring tasks progression and tasks completion. Consequently, UM will be responsible for the development of the intranet for sharing the intermediate products, the selection of the project collaboration and time management software, and the appointment of the financial manager, the academic coordinator, and IT expert. UM will purchase the web domain for the Open Educational Resource (OER) and create its homepage by designing the main structure of the OER. Also because of this leading position, in WP1, UM will also be in charge of the general administrative tasks, the budget control and the coordination of the external communication. In WP3 UM will coordinate the design of illustrations and be responsible for the implementation of the learning activities in the OER as well as the revision on the basis of the evaluation data. As for WP4 and WP5, UM will contribute to the evaluation of the OER at Spanish schools, organization of multiplier events in Spain as well as the scientific documentation of the project, and the dissemination of the project results within the research and German as a foreign language community. ALL PARTNERS All partners are responsible for their own individual administrative tasks, such as reporting, budget control and accounting, monitoring of project progress, issues management and monitoring of risks. They will also carry out communication activities at their home institutions and countries, in close cooperation with lead partner (UM). They will also contribute to the preparation of work meetings and project events as well as to work

related to the project homepage, and social media. All partners will also communicate the project and the project results at regional, national and international level and activate multipliers (e.g., teachers and professional associations, registration on relevant portals for teaching and learning media). The partners are responsible for the following tasks: AARHUS UNIVERSITET (AU) AU will be responsible for the internal communication (WP1) and for the assignment of the MWU to the different learning activity types (WP2), and the development of activities for the automatization of MWU and the accompanying materials in WP3. AU will contribute to the work in WP 4 (evaluation at Danish schools) and be responsible for the coordination of the multiplier events in WP5. UNIVERSITY OF SZCZECIN (US) US will be responsible for the selection of MWU in WP2, and the creation of learning activities for the active use of MWU in WP3.US will also be in charge of the evaluation activities in WP4 (incl. evaluation at Polish schools) and contribute to WP5. NATIONAL AND KAPODISRIAN UNIVERSITY OF ATHENS (NKUA) NKUA will be in charge of the definition and design of learning activities in WP2 and the creation of activities for recognition and understanding of MWU in WP3. NKUA is also responsible for the evaluation questionnaires in WP4 and for the coordination of the dissemination in WP5.

How will the progress, quality and achievement of project activities be monitored? What qualitative and quantitative indicators will you use to measure the quality of the project's results?

The communication which is crucial for the projects' success has already taken place between the partners to develop the project itself during the preparation stage; the partners are aware of the scope of the project given, the condition to work methodically and progress quickly to ensure the maximum use of the project's time. The following additional mechanisms will be put into place to ensure a proper budget control and time management within the project: a. Development of the Project Management Plan at the beginning of the project, including information for an efficient participation of all partners: activities and project results to be produced; responsibilities of each partner; partners contacts and means of communication; reporting mechanisms, tools and deadlines; templates for the development of documents and reporting. b. Ongoing monitoring and evaluation by the PCC with a follow-up at every second work meeting (every month). c. Summary of the monitoring activities in the regular 6-month-progress reports on progress, results and achievements, with all partners providing their activity and financial report (s. Activity 1.2). d. Implementation of quality assurance procedures, whose results will consistently be considered in the project management. Frequent contact between administrators of each partner (2 meetings per month) will be ensured to meet with the financial requirements of each institution. Thus, the project will be tightly managed to ensure delivery according to the defined milestones and outputs. Although leaders (responsible project partners) of work packages and activities are clearly assigned in the Milestones, their role is specifically of coordination and supervision, because all partners will actively participate in all activities. A detailed evaluation plan for the overall project evaluation will be established at the preparation stage at the beginning of the project. It will contain a set of strategies for the evaluation and the details of the evaluation methodologies and processes. The parameters used for monitoring the project are defined by the achievement of the objectives of each phase of the project, by the identification and the implementation of the results for each phase, by the respective contribution of each of the partners and by the adherence to the assigned deadlines. An inherent part of the project is an application and evaluation phase with the duration of 7 months (August 2023-February 2024), which ensures the necessary quality assessment procedures. The quality of the OER (in a preliminary version) will be tested, evaluated and revised. Then, the final version of the OER will be launched and in the follow-up phase, eight multiplier events and an extensive dissemination ensures information to the target groups. Here are some examples of indicators (qualitative and quantitative) that will be adopted to measure the quality of the project's results: 1. Number of participants in the evaluation phase (learners and teachers) 2. Qualitative feedback from these participants on the preliminary version of the OER 3. Number of participants in the multiplier events 4. Qualitative feedback from these participants on the final version of the OER and the events themselves 5. Web stats showing web traffic and growing engagement with the project homepage and the Facebook page (no. of web hits) 6. Qualitative feedback on the quality of content of the final version of the OER on the homepage.

Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

The project will be monitored by the Project Coordination Committee (PCC) consisting of one representative from each partner country. A detailed plan with monitoring guidelines will be discussed at the kick off meeting. This plan will complement the "Time schedule and milestones" in Appendix and be implemented in all project partner organisations. The timing and the frequency of the monitoring activities are: A) Ongoing monitoring of the progress, quality and achievement of project activities by the PCC. B) Follow-up on the monitoring results at every second work meeting (every month). C) Summary of the monitoring activities in the regular 6-month-progress reports and a discussion of the results at the project meetings (once per year). D) Official follow-up on the monitoring results at the transnational project meetings.

E) Quantitative and qualitative evaluations at end of each project stage leading into the next new stage.

What are your plans for handling risks which could happen during the project (e.g. delays, budget, conflicts, etc.)?

At the kick-off meeting, the project partner will agree on a risk migration plan, based on following already identified risks and measures. Issues and risk will be monitored continuously throughout the project. The lead partner is in charge of handling risks and offer solutions and/or mediation based on possible issues and problems detected. The lead partner works in close cooperation with the other partners and the persons involved. Identified risks and proposed measures: 1) Withdrawal of a partner from the consortium during the project: In case of partner dropout, the rest of the consortium will redistribute the workload and budget or will bring a new partner into the project among those that have already shown interest. 2) Lack of commitment from a partner: In this case, the PC will be responsible for discussing the issue with the partner. If the problem is not solved, the PC will directly contact the partner institution to find a solution by for example, designating a new representative. 3) Change in key staff during the project: The detailed description of work packages, project activities and milestones in the time schedule will be implemented in a “road map” at the project beginning, and the project work and progress will be documented in a “logbook”. Because we are not a big team, every staff member is aware of the ongoing work in each of the specific tasks, and new staff members can easily be included in the project team. 4) Lack of resources (e.g. staff, financial): The regular internal reports and discussions at project meetings will allow to detect lack of resources, so that the consortium can reallocate resources in case needed and/or ask for additional help from the project partners. 5) Delays in the development of activities, influencing the subsequent activities: The project time schedule and work plan has been developed with a realistic knowledge of each partner’s work schedule and reality. The plan will be revised regularly to prevent major deviations. All project partners are involved in all work packages with parallel tasks, which gives a flexibility to adapt fast to changes in the project workload and focus on avoiding or reducing delays. 6) Poor quality of the outputs and activities: The internal reports include financial and quality reporting; quality assurance reviews will be implemented by the partners; delays on the delivery of work or lack of quality or of commitment from one of the partners will be monitored by the other partners. Payments are linked to the delivery of the work done every six months. In case of repeated delays or evident lack of quality or commitment, the PC will require corrective actions by a specific date. In case that these actions are not taken after two requests, the partner will be invited to leave the project and the consortium will follow the same contingency plan as in a partner dropout case. 7) Conflict of opinion/decision about e.g. characteristics of outputs, quality of the results, development of activities, etc.: Conflict resolution will be handled and solved by consensus. In case there is no possible agreement each project partner will hold one vote and the project coordinator, in case of need, will count for an additional decisive vote. 8) Inability to reach the target groups with the desired degree of involvement and/or number: Each partner has a wide network of contacts. The partnership has already identified support partners to implement the results and will communicate regularly with these and other relevant stakeholders. 9) Technical complications: The lead partner will appoint an IT expert as a member of staff. 10) Force majeure: The experience the partners of working together using online communication enables the project team to complete the project online in case physical meetings and events are not possible. Furthermore, a regular contact with the National Agency will contribute to solve any arising issues.

Implementation

Please explain how will the project activities lead to the achievement of the project objectives and delivery of the planned results?

The main aim of PhraseoLab is to support the acquisition of Multiword Units (MWU) in foreign languages by providing a digital freely accessible and didactically innovative Open Educational Resource (OER). As secondary objectives, the project intends to implement and promote the plurilinguistic approach to language learning as a useful tool to increase internationalization and interculturality. For these aims various activities have been designed. The project work is planned in detail, and in a first step, it is divided into work packages and activities with milestones, whereby the main objective of the project will be achieved by completing several smaller goals. The tasks in the different work packages and activities include a detailed description of the content, sequences of tasks, and defined milestones (see “PhraseoLab time schedule” in Appendix). Each of the activities in the WPs are assigned to a responsible project partner and the respective contact person. For each activity an estimated time of completion has been set, indicating its beginning and end in order to elaborate a complete timeline for the total duration of the project. In this way, each participant will know beforehand both the task, for which he/she will be responsible, and the times in which it needs to be fulfilled. WP1 is designed to supervise the whole process of the execution of the different tasks in the activities and therefore its duration extends to

the whole time of the project. The administrative and communication activities in WP1, such as the development of a detailed management plan, the establishment of a project logbook and the intranet infrastructure, the regular meetings, the regular submission of internal progress reports, and the implementation of quality assurance procedures will lead to the achievement of a successful management of the project. WP1 includes the supervision of internal communication, dissemination and networking with other organisations, teachers, and researchers. As a side effect of the pandemic, we have learned to make a large use of technological means of online communication, be it through zoom, skype or other means for video conferences and webinars, sharing documents online, establishing internal networks for document exchange etc., which will now facilitate the process of the internal and external communication in the project. The activities planned under WP2, WP3 and WP4 at the implementation stage will lead to the effective creation of the final project results, the Open Educational Resource (OER). First, the selection of English MWU with their German equivalents in WP2 that will form the base of the OER will be selected. In WP3, the learning activities for different stages of the learning process will be designed and created, implementing the selected MWU in relation to the potential of the plurilinguistic approach. An extensive evaluation phase in WP4, followed by a revision phase, ensures the usability and adaptability of the OER to different groups of learners. At the follow-up stage, intensive dissemination activities will take place through communication activities such as announcements on social networks, web pages, associate partners newsletter etc. The follow-up stage also includes 8 multiplier events targeted teachers of German as a foreign language in whole Europe. Here in addition, the collaboration with associate partners and other external participants ensures a broad distributed information on the OER and thereby assures the use of the OER in learning and teaching and thus guarantee the final success and sustainability of this project.

How will you communicate and cooperate with your partners?

The internal communication between the project partners will primarily use online media like e-mail and conference systems (e.g. Skype, Teams, Zoom, BigBlueButton) and an online file-sharing system for data exchange will be established from the beginning. Online work meetings are scheduled twice per month for the whole project period, except for four meetings that will take place in Athens, Szczecin and Murcia. All team members are used to online cooperation and the tight schedule of the work meetings will ensure effective and fruitful outcome as well as efficient problem solving in a timely manner.

Have you used or do you plan to use eTwinning, School Education Gateway, EPALE or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project? If yes, please describe how.

We plan to (a) upload information on the project in the preparation stage, (b) provide links to the Open Educational Ressource (OER) homepage at the end of the implementation stage and (c) announce the multiplier events as well as advertise the OER in the follow-up stage on the online platforms: eTwinning, School Education Gateway, the Electronic Platform for Adult Learning in Europe (EPALE) and the Erasmus+ Project Results Platform.

Production of Project Results

Do you plan to produce project results in your project?	Yes

Project Results Summary

Result ID	Leading Organisation	Result Title	Starting Period	Ending Period	Grant
1	UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Plurilingual phraseology. Learning German multiword units through English: An interactive Open Educational Ressource for learners of German as a foreign language.	01-11-2021	30-04-2024	172982

Project Results Details (1)

Result ID	1
Result Title	Plurilingual phraseology. Learning German multiword units through English: An interactive Open Educational Ressource for learners of German as a foreign language.
Result Leading Organisation	UNIVERSIDAD DE MURCIA (E10208658 - Spain)
Result Description (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential)	The result of PhraseoLab is an Open Educational Resource (OER) with learning activities and a MWU database, explanatory texts for learners and accompanying guidelines for teachers. The OER essentially aims to meet two didactic demands: the systematic inclusion of phraseology in foreign language teaching as defined in the CEFR and the use of plurilingual competences as defined in the FREPA/CARAP. Solid phraseological knowledge is considered a benchmark of language mastery and should accordingly represent an important didactic learning objective. Similarly, the plurilingual approach is seen as essential in the language acquisition process in the context of language mediation. However, to date there is no consistent inclusion of MWU or the plurilingual approach in textbooks for German as a foreign language. Therefore, new and innovative materials are highly desirable. The innovative approach of using the positive influence of English as a mediator also plays a special role in German as a foreign language due to the linguistic-genetic relationship between the two languages. The existence of equivalents, especially in the field of MWU, reinforces a positive transfer and therefore represents a didactically very valuable potential. Especially in the area of digital learning materials for MWU, there is a deficit. The few resources currently accessible include Stefan Ettinger's homepage and two multilingual resources, namely the Proverb Platform and the Ephras Project. However, the first focuses on proverbs only and the latter site is no longer supported by current browsers. In general, there is a lack of up-to-date materials that meet the standards of new digital media, especially with regard to dynamics and interactivity. The target groups for our OER include: 1) young and adult learners of German as a foreign language at secondary and university level, as well as autonomous learners. Geographically, the target groups can be defined nationally as well as on European and even global level as German is taught as a foreign language at schools in most European and many other countries. 2) teachers and lecturers of German as a foreign language. 3) researchers and academics in the field of (plurilingual) foreign language acquisition and phraseology. 4) authors of textbooks and publishers. The innovative character of the project results from the objective itself, as the plurilingual approach in combination with the systematic learning of MWU is new for the development of learning materials. The use of both approaches promotes the general progress in foreign language learning also under the aspect of interculturality as an implicit learning objective. Furthermore, an innovative

	component on the digital level lies in the use of the H5P software to develop an OER for plurilingual use. The implementation of manifold learning activities both as an online resource and as a downloadable material is new. The possibility for teachers to download the learning activities individually or to embed them in their own learning platforms is an equally innovative aspect and a plus in terms of functionality. The innovative aspects described above, and the identification of the target group also result in the expected impact. We expect the OER to become well-known through the multiplier events, the evaluation phase in schools, and through the promotional measures with the help of the associate partner, teachers' associations and other organisations. Thus, the OER will be used at schools, universities and educational institutions both in the countries of the partner institutions and beyond as 4 multiplier events will include international participants. The plurilingual approach via English as the lingua franca supports transferability, as the didactic concept is not country-specific. Any necessary adaptations, such as translating the teacher guides, are easy to implement and make expansion to countries outside the consortium possible.
Result Type	Open / online / digital education – Open Education Resource (OER)
Please describe the division of work, the tasks leading to the production of the result and the applied methodology	In the planning stage, we have elaborated a detailed working plan with time schedule and tasks. The plan describes the work packages (WP), activities and milestones. The division in WP facilitates the task assignment in the concrete activities of the project and the definition of the general responsibilities of the project partners according to the activities. The tasks in each activity will be discussed and planned in detail at the preparation stage at the beginning of the project. Lead partner (University of Murcia) has the overall responsibility for overseeing output management, budget and timescales for the WP. This is the main explanation for the different numbers of working hours in the project. Keeping the administration in one hand is more effective in a rather small project like this, and therefore it seems more feasible that the lead partner is responsible for keeping track of the whole project and ensure the overall coordination and progress of the WP. The project partners are responsible for the specialist activities in the WP that lead to the project results and therefore can concentrate on the development of the OER. All WP and activities will be carried out in close cooperation between all project partners (scheduled work meetings twice a month). The project partners will take the final responsibility for overseeing output management and timescales for the activities of the WP as defined in the working plan (appendix). The division of work in the activities corresponds to the expert knowledge of the project partners. The planning stage has already begun with the work on project application, where the needs, objectives, outcomes and the preliminary work and time schedule has been defined. This stage will merge with the preparation stage at the beginning of the

	project. The Preparation stage will include the finalization of the working plan (detailed plan of the work in the activities), a communication plan, set up of the project infrastructure and the partner agreements (start of WP1). The implementation stage includes three WP on developing, testing, and revising the OER: WP2 (November 2021-April 2022) contains the preparation for the construction of the OER in activities 3.1-3.4. It includes the selection of the German and English MWU to be implemented in the OER (activity 2.1), the design of learning activities (activity 2.2, in cooperation with an external H5P expert) and the assigning of the MWU to types of learning activities (activity 2.3). The learning activities will partly be based on existing research within phraseodidactics and the plurilingual approach, but also considerable development work will be needed, therefore the technical assistance of an H5P expert (cf. WP2) is essential for the succeeding of the OER. WP2 also lays the cornerstone for the MWU database in activity 3.5. WP3 (April 2022-April 2024) includes the construction of the OER (incl. revision after the evaluation in WP4) and the compilation of a MWU database with links to the learning activities in the OER. WP4 (August 2023-February 2024) includes an evaluation phase in cooperation with schools (associate partners) in each partner countries. The feedback from the evaluation will be used in the revision of the OER (activity 3.7). The project has an extensive follow-up stage (May-October 2024, cf. WP5, activity 5.1) where we introduce the final version of the OER to German language teachers in Europe in a total of seven online (and one local) multiplier events and several other communication activities (in cooperation with the associate partners). The content and the implementation of the activities will be discussed at transnational partnership meeting and discussed in detail biweekly at the work meetings. All partners will then have responsibility for content development and production as agreed upon at the meetings. On-going communication will ensure quality and parity between partners.
Result Production Start Date (dd-mm-yyyy)	01-11-2021
Result Production End Date (dd-mm-yyyy)	30-04-2024
Result Languages	German , English , Spanish
Result Media	Interactive Resource
Result Participating Organisations	AARHUS UNIVERSITET (E10209518 - Denmark) , UNIWERSYTET SZCZECINSKI (E10208719 - Poland) , ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)

Project Results Budget (1)

Result ID	Organisation	Managers	Teachers / Trainers / Researchers	Technicians	Administrative staff / Volunteers	Grant
1	UNIVERSIDAD DE MURCIA (E10208658 - Spain)	0	75350	0	0	75350
2	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)	0	29592	0	0	29592
3	UNIWERSYTET SZCZECINSKI (E10208719 - Poland)	0	15984	0	0	15984
4	AARHUS UNIVERSITET (E10209518 - Denmark)	0	52056	0	0	52056
Total		**0**	**172982**	**0**	**0**	**172982**

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Spain	Teachers/Trainers/Researchers	550	137	75350
Total				**550**		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)	Greece	Teachers/Trainers/Researchers	216	137	29592
Total				**216**		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	UNIWERSYTET SZCZECINSKI (E10208719 - Poland)	Poland	Teachers/Trainers/Researchers	216	74	15984
Total				**216**		

Project Results Budget Details (1)

Result ID	Organisation	Country of the Organisation	Category Of Staff	N° of Working Days	Grant per Day	Grant
1	AARHUS UNIVERSITET (E10209518 - Denmark)	Denmark	Teachers/Trainers/Researchers	216	241	52056
Total				**216**		

Multiplier Events

Do you plan to include multiplier events in your project?

Yes

Multiplier Events Summary

Event ID	Leading organisation	Event Title	Starting period	Ending period	Grant
1	AARHUS UNIVERSITET (E10209518 - Denmark)	Plurilingual Phraseology: Teaching and learning German multiword units through English	2024-05-28	2024-05-28	750.0
2	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)	Plurilingual Phraseology: Teaching and learning German multiword units through English	2024-06-03	2024-06-03	750.0
3	UNIWERSYTET SZCZECINSKI (E10208719 - Poland)	Plurilingual Phraseology: Teaching and learning German multiword units through English	2024-06-18	2024-06-18	750.0
4	UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Plurilingual Phraseology: Teaching and learning German multiword units through English	2024-10-18	2024-10-18	1500.0
5	AARHUS UNIVERSITET (E10209518 - Denmark)	Plurilingual Phraseology: Teaching and learning German multiword units through English	2024-09-10	2024-09-23	675
6	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)	Plurilingual Phraseology: Teaching and learning German multiword units through English	2024-09-11	2024-09-24	675
7	UNIWERSYTET SZCZECINSKI (E10208719 - Poland)	Plurilingual Phraseology: Teaching and learning German multiword units through English	2024-09-12	2024-09-25	675
8	UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Plurilingual Phraseology: Teaching and learning German multiword units through English	2024-09-13	2024-09-13	720.0
					6495

Grant support for multiplier events can only be asked for if the project intends to produce substantial project results. Other sharing and promotion activities will be supported via the Project Management and Implementation grant.

Multiplier Events Details

Event ID	1
Event Title	Plurilingual Phraseology: Teaching and learning German multiword units through English
Event Leading Organisation	AARHUS UNIVERSITET (E10209518 - Denmark)
Country of Venue	Denmark
Event Description	A 2,5-hour online workshop with introduction to the OER and hands-on practice for teachers and university students (future teachers) of German as a foreign language in Denmark. The objectives of the multiplier event are to present the OER and give information to teachers on how to implement the

(Including: Targets groups and objectives)	plurilingual approach to MWU in their German teaching as well as collect data on the usability of the OER. The Multiplier event will be advertised through the German teacher associations and on social media, e.g. the Danish communities of German teachers on Facebook (https://www.facebook.com/groups/592618310771361 with 5366 members and https://www.facebook.com/groups/1427576130873092 with 929 members) as well as in cooperation with associate partners in Denmark. Hereby especially the Region Sønderjylland-Schleswig, the Danish National Centre for Foreign Languages and the Goethe Institute in Copenhagen will help to campaign for the event, as they all have extended networks within the Danish school system and contacts to all Danish universities and German teachers associations.
Event Start Date (dd-mm-yyyy)	2024-05-28
Event End Date (dd-mm-yyyy)	2024-05-28
Project Results Covered	Project Results Details (1)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	1
Organisation	AARHUS UNIVERSITET (E10209518 - Denmark)
Country of the Organisation	Denmark
Local Participants	0
Foreign Participants	0
Participants in virtual events	50
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	750.0

Multiplier Events Details

Event ID	2
Event Title	Plurilingual Phraseology: Teaching and learning German multiword units through English
Event Leading Organisation	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)
Country of Venue	Greece
Event Description (Including: Targets groups and objectives)	A 2,5-hour online workshop with introduction to the OER and hands-on practice for teachers and university students (future teachers) of German as a foreign language in Greece. The objectives of the multiplier event are to present the OER and give information to teachers on how to implement the plurilingual approach to MWU in their German teaching as well as collect data on the usability of the OER. The Multiplier event will be advertised through the German teacher associations and on social

	media as well as in cooperation with associate partners in Greece. Hereby especially the Goethe Institute in Athens will help to campaign for the event, as it has extended networks within the Greek school system and contacts to all Greek universities and German teachers associations.
Event Start Date (dd-mm-yyyy)	2024-06-03
Event End Date (dd-mm-yyyy)	2024-06-03
Project Results Covered	Project Results Details (1)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	2
Organisation	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)
Country of the Organisation	Greece
Local Participants	0
Foreign Participants	0
Participants in virtual events	50
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	750.0

Multiplier Events Details

Event ID	3
Event Title	Plurilingual Phraseology: Teaching and learning German multiword units through English
Event Leading Organisation	UNIWERSYTET SZCZECINSKI (E10208719 - Poland)
Country of Venue	Poland
Event Description (Including: Targets groups and objectives)	A 2,5-hour online workshop with introduction to the OER and hands-on practice for teachers and university students (future teachers) of German as a foreign language in Poland. The objectives of the multiplier event are to present the OER and give information to teachers on how to implement the plurilingual approach to MWU in their German teaching as well as collect data on the usability of the OER. The Multiplier event will be advertised through the German teacher associations and on social media as well as in cooperation with associate partners. Hereby especially the association of German language teachers in Poland will help to campaign for the event, as it has extended networks within the Polish school system and contacts to all Polish universities.
Event Start Date (dd-mm-yyyy)	2024-06-18

Event End Date (dd-mm-yyyy)	2024-06-18
Project Results Covered	Project Results Details (1)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	3
Organisation	UNIWERSYTET SZCZECINSKI (E10208719 - Poland)
Country of the Organisation	Poland
Local Participants	0
Foreign Participants	0
Participants in virtual events	50
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	750.0

Multiplier Events Details

Event ID	4
Event Title	Plurilingual Phraseology: Teaching and learning German multiword units through English
Event Leading Organisation	UNIVERSIDAD DE MURCIA (E10208658 - Spain)
Country of Venue	Spain
Event Description (Including: Targets groups and objectives)	A half a day workshop with introduction to the OER and hands-on practice for teachers and university students (future teachers) of German as a foreign language in Spain. The objectives of the multiplier event are to present the OER and give information to teachers on how to implement the plurilingual approach to MWU in their German teaching as well as collect data on the usability of the OER. The Multiplier event will be advertised through the German teacher associations and on social media as well as in cooperation with associate partners in Spain. Hereby especially the Goethe Institute in Barcelona will help to campaign for the event, as it has extended networks within the Spanish school system and contacts to all Spanish universities and German teachers associations.
Event Start Date (dd-mm-yyyy)	2024-10-18
Event End Date (dd-mm-yyyy)	2024-10-18
Project Results Covered	Project Results Details (1)
Event other Participating	

Organisations	

Multiplier Events Budget

Event ID	4
Organisation	UNIVERSIDAD DE MURCIA (E10208658 - Spain)
Country of the Organisation	Spain
Local Participants	15
Foreign Participants	0
Participants in virtual events	0
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	1500.0

Multiplier Events Details

Event ID	5
Event Title	Plurilingual Phraseology: Teaching and learning German multiword units through English
Event Leading Organisation	AARHUS UNIVERSITET (E10209518 - Denmark)
Country of Venue	Denmark
Event Description (Including: Targets groups and objectives)	A 2,5-hour online workshop with introduction to the OER and hands-on practice for teachers and university students (future teachers) of German as a foreign language in Denmark, the Scandinavian Countries incl. Iceland, and the Baltic States. The objectives of the multiplier event are to present the OER and give information to teachers on how to implement the plurilingual approach to MWU in their German teaching as well as collect data on the usability of the OER. The Multiplier event will be advertised through the German teacher associations and on social media (e.g., Deutschlehrer/innen in Europa on Facebook: www.facebook.com/groups/271960269910539/ with 5501 members) as well as in cooperation with associate partners and the national German teachers associations. Hereby especially the Deutsche Auslandsgesellschaft in Lübeck will help to campaign for the event.
Event Start Date (dd-mm-yyyy)	2024-09-10
Event End Date (dd-mm-yyyy)	2024-09-23
Project Results Covered	Project Results Details (1)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	5

Organisation	AARHUS UNIVERSITET (E10209518 - Denmark)
Country of the Organisation	Denmark
Local Participants	0
Foreign Participants	0
Participants in virtual events	45
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	675

Multiplier Events Details

Event ID	6
Event Title	Plurilingual Phraseology: Teaching and learning German multiword units through English
Event Leading Organisation	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)
Country of Venue	Greece
Event Description (Including: Targets groups and objectives)	A 2,5-hour online workshop with introduction to the OER and hands-on practice for teachers and university students (future teachers) of German as a foreign language in Greece, Italy, and the Balkan countries. The objectives of the multiplier event are to present the OER and give information to teachers on how to implement the plurilingual approach to MWU in their German teaching as well as collect data on the usability of the OER. The Multiplier event will be advertised through the German teacher associations and on social media (e.g., Deutschlehrer/innen in Europa on Facebook: https://www.facebook.com/groups/271960269910539/ with 5501 members) as well as in cooperation with associate partners and the national German teachers' associations. Hereby especially the Goethe Institute in Athens will help to campaign for the event.
Event Start Date (dd-mm-yyyy)	2024-09-11
Event End Date (dd-mm-yyyy)	2024-09-24
Project Results Covered	Project Results Details (1)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	6
Organisation	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (E10208247 - Greece)
Country of the Organisation	Greece
Local Participants	0

Foreign Participants	0
Participants in virtual events	45
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	675

Multiplier Events Details

Event ID	7
Event Title	Plurilingual Phraseology: Teaching and learning German multiword units through English
Event Leading Organisation	UNIWERSYTET SZCZECINSKI (E10208719 - Poland)
Country of Venue	Poland
Event Description (Including: Targets groups and objectives)	A 2,5-hour online workshop with introduction to the OER and hands-on practice for teachers and university students (future teachers) of German as a foreign language in Poland, Hungary, Slovakia, and the Czech Republic. The objectives of the multiplier event are to present the OER and give information to teachers on how to implement the plurilingual approach to MWU in their German teaching as well as collect data on the usability of the OER. The Multiplier event will be advertised through the German teacher associations and on social media (e.g., Deutschlehrer/innen in Europa on Facebook: https://www.facebook.com/groups/271960269910539/ with 5501 members) as well as in cooperation with associate partners and the national German teachers associations.
Event Start Date (dd-mm-yyyy)	2024-09-12
Event End Date (dd-mm-yyyy)	2024-09-25
Project Results Covered	Project Results Details (1)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	7
Organisation	UNIWERSYTET SZCZECINSKI (E10208719 - Poland)
Country of the Organisation	Poland
Local Participants	0
Foreign Participants	0
Participants in virtual events	45
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0

Grant per Participant in virtual events	15
Grant	675

Multiplier Events Details

Event ID	8
Event Title	Plurilingual Phraseology: Teaching and learning German multiword units through English
Event Leading Organisation	UNIVERSIDAD DE MURCIA (E10208658 - Spain)
Country of Venue	Spain
Event Description (Including: Targets groups and objectives)	A 2,5-hour online workshop with introduction to the OER and hands-on practice for teachers and university students (future teachers) of German as a foreign language in Spain, France, Belgium, Portugal, and the Netherlands. The objectives of the multiplier event are to present the OER and give information to teachers on how to implement the plurilingual approach to MWU in their German teaching as well as collect data on the usability of the OER. The Multiplier event will be advertised through the German teacher associations and on social media (e.g., Deutschlehrer/innen in Europa on Facebook: https://www.facebook.com/groups/271960269910539/ with 5501 members) as well as in cooperation with associate partners and the national German teachers associations. Hereby especially the Goethe Institute in Barcelona will help to campaign for the event.
Event Start Date (dd-mm-yyyy)	2024-09-13
Event End Date (dd-mm-yyyy)	2024-09-13
Project Results Covered	Project Results Details (1)
Event other Participating Organisations	

Multiplier Events Budget

Event ID	8
Organisation	UNIVERSIDAD DE MURCIA (E10208658 - Spain)
Country of the Organisation	Spain
Local Participants	0
Foreign Participants	0
Participants in virtual events	48
Grant per Local Participant	100.0
Grant per Foreign Participant	200.0
Grant per Participant in virtual events	15
Grant	720.0

Learning, Teaching, Training Activities

Do you plan to include learning, teaching or training activities in your project?	No

Special Costs

In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency.

Inclusion Support

ID	Organisation	Country of the Organisation	N° of Participants eligible for real costs under inclusion	Description and Justification	Requested Grant (EUR)
Total					,00

Exceptional Costs

ID	Organisation	Country of the Organisation	Description and Justification	Expected real cost (100%)	Requested Grant (80%)
1	UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Spain	The learning activities in the OER are a very sophisticated product, both visually and functionally since they are based on innovative interactive exercise forms, and many of this new exercise formats must be created specifically for our purpose and the specific project goal. Working with H5P elements has two particular advantages. On the one hand, the very possibility of creating new exercise formats is a particularly important aspect, as it allows the adaptation of the learning activities to the specific goals of our OER. On the other hand, it has recently become possible to make H5P elements accessible offline without losing their interactive character. These relatively complex processes require collaboration with an expert in the field to provide technological support. Collaboration with a freelance computer expert with experience in the field of open educational resources, who will be involved in the design and creation of this part of the product, will contribute significantly to ensuring the quality of the output.	10 000,00	8 000,00
2	UNIVERSIDAD DE MURCIA (E10208658 - Spain)	Spain	Costs for Illustrator An important component of the learning activities in the OER are the illustrations through which the MWU are presented. In the case of MWU, the use of images and drawings is an essential didactic principle; accordingly, this methodological principle is adopted in this project by including images to illustrate the MWU. Besides, the fact of working with equivalences in different languages implies the need to increase the awareness of both similarities and differences at certain levels such as lexis, semantics or pragmatics. In this sense, the graphic representation of these differences or similarities also functions as a mnemotechnical principle enhancing both learning and motivation. The transformation of the material to be learned into pictures is therefore necessary to achieve the didactic learning goals of the OER. The cost of the illustrations is derived from the purchase of drawings by the illustrator Delia Tello. Som of these images have already been used in	10 000,00	8 000,00

other learning portals. Other images that will be required for the project are specially commissioned.	
Total	16 000,00

Follow-up

Impact

What is the expected impact of the project on the participants, participating organisations, target groups and other relevant stakeholders?

We aim to provide an innovative, high quality open educational resource (OER). The OER has the potential to contribute significantly to improve the phraseological competence of learners of German as a foreign language in the participating organisations (project partners and associate partners) as well as in other organisations, where competences in German as a foreign language are relevant. In particular, we expect a positive impact on the learning of MWU in an institutional context (schools and universities) and in the context of self-learning including lifelong learning. By providing a high quality OER, the project will ensure the following: - Free of cost digital availability of the OER at the PhraseoLab-Homepage as an online resource and as a download for the offline usage. This guarantees the usability and the easy access to the learning material and thereby a potential for a large-scale distribution. - Motivation of an increased number of stakeholders, lecturers, and teachers in service to recognize the relevance of MWU and integrate phraseology and to implement the plurilingual approach into their teaching. - Higher quality learning opportunities for learners through improvements in the digital techniques used and improved learning outcomes in terms of the phraseological competence of learners. - Consolidation of the expertise of the project partners in a matter of strategic interest in strengthening of their networks at national and European levels and improvement of the outreach of high-quality educational resources in the field of phraseology.

What is the desired impact of the project at the local, regional, national, European and/or international levels?

Desired impact: - The strengthening of innovation in teaching (plurilingual approach, digital materials) and learning phraseology (interactive exercises, inclusion of MWU) at all educational levels. - The knowledge and usage of the OER at national levels (project partners) as well as on European and international level. - Thousands of learners to engage with the OER, thereby advancing their own phraseological competence as well as digital skills and understanding of language learning as a plurilingual learning process. - Advancing systemic changes in approaches to service innovation education at national and international levels given the high relevance both of innovation and digital skills to the demands of our contemporary European economy. - Positive impact on the European strategies for smart, sustainable and inclusive development of plurilingual competences by developing chances for teachers, educational institutes and students for engaging in institutional language learning with special focus on the field of phraseology which is of crucial importance for language learning. - Inclusive approach at several levels. PhraseoLab reduces, due to its digital availability and its accessible and inclusive design, the need of mobility. It supports, therefore, inclusive education of adolescent and adult learners with fewer opportunities, especially those from low socio-economic backgrounds or remote geographical areas, or those with additional learning needs or disabilities that prevent them from having effective access to formal and informal language education. People from those diverse backgrounds having fewer opportunities or facing obstacles to participate are given a chance to take part in an inclusive learning context that promotes social justice, equal opportunity, non-discrimination and equity. The digital and inclusive conceptualisation of PhraseoLab also supports, at the level of education policy, the inclusion of small European languages, supporting diversity. It opens a perspective for incorporating more languages that are less represented in learning materials. Thus, PhraseoLab not only demonstrates an added value at the individual (learners and teachers) and institutional level (educational sectors), but also at the systemic level (European priorities) including more European citizens, promoting shared values and contributing to the social dimension of European integration by addressing a key factor: language education in Europe.

How will you measure the previously mentioned impacts?

Our quality and impact measurement strategy runs throughout the project (months 1-36) including not only actions for monitoring progress and quality, but also our collection of specific indicators listed below to measure the project's impact in both the short and long term. We will carry out an impact workshop in the first full partner meeting (kick-off). Besides, a full segment of each transnational partner meeting will be dedicated to reviewing impact data and analysis, so that all partners can discuss and learn from the findings. These activities will enable a strong feedback loop to be established, so that any opportunities to adjust project strategy or to improve the quality of processes or outputs as a means of optimising overall impact, can be made in a timely fashion. This will help develop the full set of indicators. The impact measurement is based on the direct feedback from users as to their experience and personal outcomes. Impact indicators: a) Number of users of the OER in the evaluation phase (at least 300 learners = 75 learners per project partner) and their ratings: - %

of all participants rate learning content as useful or very useful and relevant or very relevant. - % of all participants indicate that they have an improved knowledge of phraseology. - % of teachers who would recommend the OER to a colleague in a similar position. This indicator includes the creation of two evaluation questionnaires, one for teachers and one for learners, for data collection and analysis. The participants have been carefully selected (associate partners) so as to be representative of the widest target group; the results the evaluation generates can be said to be a solid indicator of the impact on such learners once the project goes public. b) Number of users of the OER in the follow up phase (at least 10.000 learners), setup as in a), but with online feedback on the OER-homepage and automatically counting online users and downloads. c) Number of participants in the multiplier events (318 digital, 15 on location) including collection of data using evaluation questionnaires. d) More demand for knowledge on the plurilingual approach to language learning and on phraseology (within the research community and amongst teachers of German as a foreign language), e.g., number of participants at talks on PhraseoLab at conferences such as IDT (teachers of German as a foreign language) and EUROPHRAS (research experts).

Sharing, Promotion and Use of the Project's Results

You are requested to make plans for the sharing and promotion of your project results. Please provide answers to the questions below.

What will be the target groups of your sharing and promotion activities inside and outside your partnership? Please define in particular your target audience(s) at local/regional/national/European/international level and motivate your choice.

(1) At the local and national level, we will in our promotional activities focus on teachers of German as a foreign language at secondary schools and lecturers of German in higher education. Here, we will involve our associate partners, teachers' associations, professional networks, newsletters and professional forums on social media to announce the OER and the multiplier events. This group of people often combines work in schools with work in the private sector (private lessons, language courses in language schools, universities of the third age) and its members have an extensive professional network. Thus, this group will also have a multiplicator function in spreading the information on the usability of the OER. (2) An important target audience group on all levels are university teachers and researchers working in the field of German studies, and students of German studies with a teaching specialisation at national universities. Due to their good knowledge of German at the beginning of their studies, students are an important and motivated target group for our OER both as learners and as future teachers. We will reach this group extensively through their lecturers. It should be mentioned that academics are often authors or reviewers of numerous school and university textbooks. All project partners have been active in the field of phraseology for many years, have participated in many conferences, and dispose of an extensive network of colleagues in their countries and internationally. This network will play an important role in the publicizing the information on the OER and the multiplier events in the academic community. (3) Among the associated partners are many institutions for continuing teacher education at all stages of education and for promoting the German language. The participation of management boards, managers and stakeholders from these institutions will help increase the publicity of the OER, announce the multiplier events and facilitate the dissemination at the national and international levels. (4) We will invite school and university teachers, lecturers, boards of teachers' associations and institutions for the promotion of German language teaching from all over Europe to the online multiplier events scheduled for September 2024. In many European countries (e.g., Czechia, Croatia, Denmark, Estonia, Hungary, Netherlands, Latvia, Lithuania, Poland, Slovakia, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign_language_learning_statistics#Upper_secondary_education), German is the second foreign language after English in upper secondary general education, so we are counting on great interest in the OER. Our associate partners and other relevant stakeholders (e.g., the Goethe Institute and the national German teacher associations) will help to reach this target group by sharing and promoting activities on national levels in the many European countries. (5) On an international level, we plan to present the project at important educational and phraseological conferences. Here, we will reach academics from all European countries, researchers, lecturers, teachers and enthusiasts of phraseology that will function as multiplicators in the dissemination of the project results.

Which activities will you and your partner carry out in order to share the results of your project beyond your partnership?

The following measures are used for national and international dissemination: 1) Establishment of a project homepage and a Facebook page with information on the project work and project events. 2) Advertising measures via own and external media, especially professional forums and social networks such as Facebook, coupled with Twitter and

Instagram, but also newsletter and homepages of the project partners and associate partners etc., to inform about the project homepage, the OER, publications, conference talks, guest lectures and announcements of the dates of the multiplier events. 3) Already during the application process, all partners have established contacts with organisations in their countries that represent the target groups. These are e.g. secondary schools, teachers' associations, networks, research societies, national language institutions and the Goethe Institutes in the partner countries. These institutions will distribute the project results via their mailing lists and social media and link to the OER on their websites, and the Goethe Institut in Barcelona has even expressed interest in organising additional information workshops. In Spain, the regional German Teachers' and Germanists' Association is directly linked to the University of Murcia, and, in addition, C. Strohschen is a board member, which ensures direct dissemination via the association. Similarly, the other project partners have similarly excellent contacts to relevant institutions, professional networks and associations in Denmark, Polen and Greece. 4) A total of 8 multiplier events are scheduled in the follow-up phase, 2 per partner university. 7 of those events will take place online, which enables a high number of participants from different countries. One event at each project partner institution is planned for a broad target group of external participants, i.e., for teachers of German as a foreign language at schools, universities and educational institutions from the respective neighbouring European countries. Contact with these participants will be established through the national teachers' associations, networks on social media and with the help of the associate partners (e.g., Goethe Institute, Deutsche Auslandsgesellschaft). Furthermore, the project partners will use their contacts to international researchers through EUROPHRAS to inform about the OER and the multiplier events. 5) Scientific conference contributions. In the implementation stage and the follow-up stage, the partners will present PhraseoLab at various national and international conferences with contributions to the respective conference proceedings (see WP5). Already planned are the following international conferences (see list), which will take place between 2022 and 2025 and will serve us as international platforms for the dissemination of the partial and final results. We also expect that they will increase the number of target groups at the same time. June 2022: Nordisch-Baltisches Germanistentreffen in Reykjavík August 2022: IDT-conference in Vienna October 2022: Fage-Conference in Murcia EUROPHRAS-conference in Italy 2023 Nordisch-Baltisches Germanistentreffen 2024 EUROPHRAS-conference in Aarhus 2025 IDT-conference in Lübeck 2025 XV. Conference of the Internationale Vereinigung für Germanistik (IVG) 2025 Further conferences, such as the annual international congress liLETRAd, the dates of which are not yet known, will be included in the planning during the project and will serve to constantly present the results of the project.

Who will be responsible for the sharing and promotion activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your sharing and promotion plans?

Each country will be responsible for their own events which will be held online. Before but also during the pandemic we gained a lot of experience in online presentations using digital tools for bigger audiences. Besides, the project results will be disseminated via different communication channels: The project website and the websites of the partner institutions. Contact with the Goethe Institutes and the Deutsche Auslandsgesellschaft, the teacher training centers and teachers' associations. The Erasmus+ Project Results Platform, Electronic Platform for Adult Learning in Europe (EPALE), E-Twinning and the European Centre for Modern Languages of the Council of Europe (ECML). Social networks: The creation of at least one Twitter, one Facebook and one Instagram account is expected to publicize the project. Public events such as conferences and scientific events.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing tangible project results, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

The project results of PhraseoLab will be an OER and thus completely freely accessible learning and educational materials that are made available on a homepage without any access restriction and without the need for enrolment or registration. The homepage, including all the materials, will be created with WordPress, a content management system with minimal training effort and easy maintenance and support. WordPress can be easily adapted to specific needs through almost infinite possibilities by installing small add-ins to perform specific tasks. In addition, WordPress regularly updates itself automatically with a click and is thus protected against informatic vulnerabilities. This is also confirmed by the fact that 40% of all existing websites are based on WordPress, which in turn is a guarantee of compatibility and continued existence during the project duration and even afterwards. With regard to the technical requirements, these are relatively low with WordPress, and carrying out the backups they can be easily met. As far as the creation of content is

concerned, the creation of pages and posts will make possible to distinguish between static and dynamic content. The pages will contain the fixed, standing content, the master data, while the posts are easy to modify and can thus be renewed, removed or expanded again and again, which in turn guarantees that the page is up to date. A crucial feature of the learning activities is that they can be executed within the learning platform as well as transferred to any other website by means of a simple embedding code and reused. In this way, any teacher can integrate the existing exercises into their own virtual teaching scenario and even modify and adapt them to his or her own needs. In this sense, our project results are completely free and usable for all. The OER can be seen as a contribution that would also like to give other researchers and teachers impulses to create similar materials or to further process the ones presented here and use them in the classroom. These aspects will be sufficiently explained at the multiplier events, being the project team pleased to help in case of queries. As far as the requirements for use are concerned, an important and essential aspect is the fact that PhraseoLab is also accessible without internet access. This is possible because the H5P modules, which were previously only accessible online, can recently also be saved as html files and made available to the user as downloadable files, which can then be opened and used without internet access, i.e., off-line. Even the interactive nature of the exercises is preserved. This is a particular advantage for accessibility for schools and educational institutions that do not always have sufficient internet access. It is also an advantage for people in rural or remote areas without internet access. Finally, it must be emphasised that even when creating content, close attention will be paid to the correct use of the rights of use of reused materials.

How will you ensure that the project results will remain available and will be used by others?

The planned project results are an Open Educational Resource (OER) that will be accessible via a WordPress homepage. It is characterised by dual functionality, as it will contain both a Multiword Units (MWU) database and learning activities that are usable online and offline. A special feature will be the dynamic character of the content, which can be relatively easily expanded, exchanged and modified without changing the overall structure of the homepage. The interactivity of the exercises and the flexibility thus make PhraseoLab an attractive, modern learning tool that can be permanently updated. With WordPress as a technical prerequisite, it will also be easy to protect the platform against informatic vulnerabilities and ensure compatibility with other systems, guaranteeing the longevity of the product. Since all project members are already long-time researchers in the field of phraseology and some of them have already worked together in project groups and publications before, a continuation of this joint research activity within university project groups is also foreseeable and will guarantee the continuation of the cooperation on publications, conference presentations and other dissemination acitvities after the PhraseoLab project. With regard to its use, we assume that the extensive dissemination activities at the follow-up stage will ensure that the OER will continue to be used at schools and universities as well as by individual users for autonomous learning. It is planned that it will be used in seminars and lectures at the partner universities in both Master's and Bachelor's programmes, and it is expected that it will be used beyond the project duration. Since, as already emphasised, no complications are to be expected in maintaining and updating the homepage, the cooperation of the H5P expert for these purposes will also no longer be necessary after the end of the project. The platform will then be maintained through regular maintenance by the team partners of the University of Murcia, who will have all access rights as administrators. The web domain will also be renewed through internal means and thus, the lead partner guarantees that the OER will remain available for at least 5 years after the end of the PhraseoLab project.

If relevant, please provide any other information you consider appropriate to give a full understanding of your sharing and promotion plan and its expected impact (e.g. how you have identified which results are most relevant to share and promote; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

The core result of the project is the Open Educational Resource (OER). Therefore, the sharing and promotion of the OER is the most important task. The most relevant target group of the OER in numbers of users are language learners of German as a foreign language (at secondary schools / gymnasium and university students), as has been specified above. To reach those many learners, the project team will have a strong focus on the dissemination of the results to language teachers and university students (future language teachers). The involvement of all project partners in the sharing and promotion of the project results is ensured by their responsibility for two multiplier events each. The events will be developed by all partners and adjusted to the different target groups, e.g., teachers of German as a foreign language in different parts of Europe. We see synergies with other stakeholders, e.g., the associate partners of the project, in the mutual interest to improve language learning and thus, other stakeholders will be interested in testing, implementing and share the OER. All project partners educate language teachers, and they have a large network within the communities of foreign language teachers in their respective countries. This network is also represented by the associate partners of

PhraseoLab. Teachers of German as a foreign language will be reached through the communication canals of the teachers' associations, e.g., the associations' homepages, newsletters, members journals and other networks, e.g., on social media. Furthermore, the OER will be presented and promoted through talks at workshops, conferences and professional development events, and an offer to visit schools and universities to demonstrate the potential of the learning portal directly to teachers, learners, and students. This dissemination work will continue after the project is completed. German is taught as a foreign language in several other countries than the partners countries. Beside the dissemination in the participating countries, the project team will therefore present the project results at international conferences and involve teachers' associations in as many countries as possible to ensure a far-reaching knowledge of the learning portal amongst language teachers and researchers.

Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The OER homepage will be maintained for at least 5 years after the end of EU funding to ensure free access to this online educational resource. The project partners will ensure continuing communication with associate partners, teachers and other stakeholders through the project homepage and social media. Furthermore, also the dissemination of the project results and the advertisement of the OER will continue, e.g., as conference talks and publications, after the end of the EU funding. The resources needed will come from the project partners.

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.
The maximum number of all attachments is 100.

Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative, and attach it here.

File Name	File Size (kB)
DOH -declaration-on-honour.PHRASEOLAB.pdf	211
Total Size (kB)	211

Mandates

Please download the Mandates, have them signed by the legal representatives and attach them here.
Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
MAN -Mandate Szczecin.pdf	179
MAN -mandate_Dinamarca.pdf	269
MAN -mandate_Grecia-3.pdf	651
Total Size (kB)	1099

Other Documents

Please attach any other relevant documents. Please use clear file names.
If you have any additional questions, please contact your National Agency. You can find their contact details here

File Name	File Size (kB)
OTH -Cited_literature_PhraseoLab.pdf	170
OTH -Detailed Contact Data of Associated Partners.pdf	102
OTH -Time schedule and milestones-PhraseoLab.pdf	339
Total Size (kB)	612

Total Size (kB)	**1923**

Checklist

Before submitting your application form to the National Agency, please make sure that:

☑ It fulfills the eligibility criteria listed in the Programme Guide.

☑ All relevant fields in the application form have been completed.

☑ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: ES01 - Servicio Español para la Internacionalización de la Educación (SEPIE)

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: Organisation Registration System

The grant exceeds 60 000 EUR. If the applicant organisation is not a public body or an international organisation, please do not forget to upload the necessary documents to give proof of your financial capacity in the Participant Portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).

History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
1	20/05/2021 14:58:11	Strohschen Carola	1251398	Submitted
2	20/05/2021 14:52:52	Strohschen Carola	1251336	Failed
3	20/05/2021 14:55:36	Strohschen Carola	1251374	Failed
4	20/05/2021 14:52:11	Strohschen Carola	1251327	Failed
5	20/05/2021 14:54:04	Strohschen Carola	1251356	Failed