



EXTERNAL EVALUATION INTERIM REPORT

"METHODS" PROJECT METHODS FOR TEACHING FOREIGN LANGUAGES

LLP / LDV/ TRANSFER OF INNOVATION PROJECT
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BY ANGELICA L. BUCUR
ALB CONSEIL PARIS

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EXECUTIVE SUMMARY

The project '**METHODS FOR TEACHING FOREIGN LANGUAGES**' brings together vocational colleges, VET and adult training institute, public institution City hall, the European VET forum for dissemination, partners representing five countries: France- Guadeloupe, Belgium, Denmark, Malta and Slovenia.

The project METHODS brings evidence at interim time of more important developments in Year 1 than foreseen, progress to **effectively transfer innovation** to the participant countries and beyond, adapt and produce resources in line with the **new target-users' needs**, the **Erasmus + changes** and use of **Web 2.0 and other technologies** with impact on language pedagogy and methodology.

The partners devoted **additional work** to re-think the **relevance of the five methods**, manuals, guide and materials for languages and VET teachers in the current context. The partners organized and evaluated the results of **pilot courses** with languages and vocational subject teachers in Malta, Guadeloupe and Slovenia, that **offered key findings**. The partners developed, updated and re-designed the structure and manuals of the five communicative languages teaching methods, other resources for teachers to make all these attractive and effective to engage teachers and students. All the core **deliverables are available as planned**, translated for the testing starting in 2015. The International Work Placement Guide, originally for students' mobility, is being restructured completely for two **additional target-groups** of the mobility and internship coordinators in the involved organizations, the whole period of mobility and updated with Erasmus+ information.



The wealth of **dissemination and exploitation** initiatives and results on local, national and EU levels, make these activities additional **strengths** of the Year 1. The website of the METHODS project was created in the first month and has continued to offer together the METHODS web 2.0 social networks an effective platform for dissemination and early exploitation of the results, work-in-progress, synergies and relevant news from related projects in education.

Facilitating working abroad and mobility of students, promoting ICT for education and languages among the teachers and learners, helping young people from participant countries to acquire language skills necessary for new jobs and sectors were other key requirements to which the **project responded with valuable resources updated and translated** in the participants' languages French, Maltese, Slovenian and in English.

During the first year of EU-funded life, the project has worked to ensure the **quality of the transfer of innovation** in the final versions of the manuals of the five methods, pedagogical guide, videos and other resources, all available for use on the METHODS' website.

The **teachers and students, institutional stakeholders** have been already involved and are the **primary beneficiaries** of the transfer of the methods.

From the first **good results of users' first evaluations** it became clear that the methods and resources proposed can increase the teachers' skills, facilitate the self-development, professionalism. The project can help teachers to plan lessons more student-



centered and also increase the students' **motivation and proactive attitude to learning, employability, intercultural exchanges and mobility**.

The project METHODS is **progressing dynamically** towards fulfilling its original aims. It brings value to several of the objectives and priorities of Lifelong Learning Programme and Leonardo Da Vinci sub-programme addressed in the application.

The purpose of **the external monitoring and evaluation** has been to identify, analyze, offer feedback and make recommendations on this progress, the work performance, the coherence with the original aims and contractual obligations. We focused on **analyzing the quality of products and outcomes**, their **educational relevance** for the target user-groups, the dissemination and impact of the project to respond to these original aims and priorities.

In order to address these areas the external evaluation has followed a specific strategy, based on the **external evaluation methodology** quality indicators and tools presented in the beginning of the project. We have liaised with the project coordinator and the partners and produced the necessary feedback and recommendations during the project's development until October 2014.

The Interim External Evaluation Report includes **evidence** to support our analysis, assessment and findings from the first year and recommendations for the second year of the project's duration.

INTRODUCTION

Purpose of this report:

External evaluation and quality assessment of the EU project “METHODS” during its first year of activity as EU Leonardo Transfer of Innovation initiative managed by the French National Agency.

The main areas of the actual transfer process evaluated in line with our quality evaluation strategy are:

- The progress made towards delivering the planned outcomes and activities of the contractual work-plan during the first year of the EU-funded lifetime
- The quality of the outcomes and relevance of the materials produced and transferred
- The quality of the transfer of innovation and effective participation of the target groups from the ToI countries in the testing and workshops activities
- The effectiveness of the partnership collaboration and communication, the shared participation to the activities and results
- The effectiveness and impact of the exploitation and dissemination activities
- The progress towards fulfilling the specific aims of the Transfer of Innovation Programme in the context of ToI priorities and the objectives of the original Call for Proposals.

The evaluation outcomes are:

- **External evaluation strategy and framework** for presentation and agreement by the partnership at the Kick-off meeting of the METHODS project, November 2013 in Brussels
- **Finalized evaluation strategy and Initial assessment report**, presented in December 2013,
- **Participation at the project’s first meeting in 2013 in Brussels** and a second meeting in 2015
- **Interim external evaluation report** (*this document* – October-November 2014)
- **Final evaluation report**, September 2015
- **Monitoring, feedback and recommendations** regarding the project’s progress, variations, changes, improvements during the 2 years.

'METHODS' AIMS, OBJECTIVES AND TOI INTERIM RESULTS

The project identified in the three countries and generally at European level specific needs and challenges related to VET sector and languages training. The partnership aims to develop, translate test and disseminate more adapted languages training methodology, manuals, resources, and ICT support with innovative aspects for languages teachers and trainers working with students from different professional domains in vocational education and training institutions and colleges.

The project fulfills these needs and aims through a transfer of innovation in France, Malta and Slovenia of the previous results and materials created in BP-BLTM and later the Pools-m, led by Danish VET College SDE, integrating the best practices and innovations from Pools projects in the languages learning and teaching, among them, from a winner of the European Award for Innovation and Creativity in Lifelong Learning (2009).

PROGRESS IN DELIVERING PLANNED TRANSFER OF INNOVATION IN THE FIRST YEAR

The project METHODS is progressing with success to update, test, translate and transfer the innovations from the five communicative language teaching methods, lessons, resources and materials. The languages teaching methods were restructured in-depth. Their manuals produced were revised and changed to include the most recent (2014) versions of technologies used in education, links and project's web 2.0 social platforms that offer interactive resources, materials, examples for languages teaching in VET.

All the developments and the first year's **developments contribute** to the **project's eco-system of languages learning, cultural exchanges, mobility, working abroad and** including the support for teachers of less widely used languages **LWUTL**.

The majority of the partners performed a **more important workload than foreseen initially**. This effort was thought necessary when analyzing the changes that occurred since 2011 and previous versions of the methods as updated in Pools-M, in several areas. The 'METHODS' materials and resources produced at Interim time enriched the materials previously developed in the previous pools projects, available in several less-widely-used European and international languages.

The partners decided to **update in-depth** the previous materials to **respond better to** the interrelated advances and changes brought by the new **Erasmus+** framework, **new mobility** requirements, opportunities, pervasive use of **NTIC , web 2.0 trends** in education. They updated the links in the bibliographies, re-designed materials having in mind the possibility to use or download materials for learning, the **access from all platforms**, including smartphone and tablets.

There are other **enhancements** the partners find necessary to **effectively engage users**, primary the language teachers and the students, in using the communicative methods. Some updates matched the first piloting and end-users' feedback. The **testing activities** were **well organized** and deployed with in the first year. The involvement of the teachers and students were essential to obtain a feedback on the **methodological validity** in the different **vocational and education context** of the three countries and the four VET colleges of the methods. The supporting manuals, guides and other resources were also tested in this first piloting in order to assess their usability in the concrete conditions and improve and finalize the manuals and resources for the effective transfer of innovation (ToI) in the receiving countries. As a results of the pilot observations and peer-evaluations, the methods and communicative and the content of supporting manuals, guides, lessons plans, the other resources were adapted to current standards, and then translated.

Work is in progress to provide **additional resources** that were identified as valuable by partners to serve the needs of teachers and students on of additional target-groups of beneficiaries and stakeholders in education and VET. Especially for the students' mobility, and for the management of mobility by the staff in departments and the host institutions, the project is identifying and will be adding direct links to online resources for linguistic and cultural preparation of mobility.

Another **additional outcome** is a **Portfolio for mobility participants** is planned to be added to the International Work Placement Guide as a downloadable resource for the new beneficiaries.

Therefore, through all these achievements and work-progress, the project has ensured that there is a **mutual benefit for all the five participating countries** involved in transfer of innovation and receiving the innovation.

The **communication and dissemination** activities have been for the most of them **exemplary** for a first year of activity. The work exchanges and networking, the communication channels and Facebook used efficiently, the synergies with related projects, other initiatives have been deployed on local, national and European levels continuously and with enthusiasm by the participants. **METHODS website and web 2.0 platforms** were developed and used from the very beginning of the project.

To increase and **sustain the impact and visibility of the project** on short-term and long-term, the methods and materials are all available now on the Methods website, in English and in the three contractual languages.

In order to facilitate the training of teachers, the five **methods are demonstrated online on the project's website**, in the **videos** recordings of exemplary lessons developed in Pools-M. The partners updated these videos with subtitles in the project partnership languages, French, Maltese, and Slovenian, early in the beginning of the project.

In the following chapters, we bring evidence from the project activities to support the analysis at progress report time in October 2014, of the **relationship between the original aims and objectives of the transfer process and the results and outcomes and the mutual benefit for all the participating countries**. We focused on the partners' work to deliver quality and value, on relevance of results and outcomes for the continuous training of the teachers, for students/ trainees mobility, on the attractiveness of methods and materials transferred for vocational education and training, the added-value for languages learning and teaching, and generally the capacity to improve the quality and bring innovation in VET practices.

THE QUALITY OF THE MAIN DELIVERABLES

The **main contractual outputs** to be updated and translated in French, Slovenian and Maltese and tested and transferred during the project's period in the participant countries are:

- The **METHODS manuals and guides** with the instructions and ready-to-use materials used in the five teaching methods, the additional teaching instructions and the **ready-to-use digital materials** for Computer assisted language learning in context (CALL), Task based learning and teaching (TBL), Simulations, The Physical-Emotional and Cultural approach (PhyEmoC), e-Tandem Learning.
- The **METHODS International Work Placement Guide** for the benefit of the students and trainees
- **Methods' demonstration videos** with examples and recordings in real classroom situations of the five methods used in real classrooms and educational context, subtitled and commented
- **METHODS website** <http://www.languages.dk/methods>

We analyzed the content of the main contractual deliverables, the quality, strong aspects, and the aspects to be improved. We included in our analysis the peer reviews results and decisions taken by the partners and feedback from first users taking part to piloting activities. Their feedback was important and relevant, the teachers and students formed a representative range of target-users with a good diversity of Vocational Education and Training backgrounds and sectors covered by the participants vocational education and training colleges and institutes.

THE MANUALS

The project planned and ensured a collaborative work and decision-making of the changes and updates of the core deliverables: the manuals of the five communicative methods. The partnership undertook a more extensive analysis of the realities and VET needs in each country, that completed the needs overview from the in the application. They also reflected on the changes brought by

Erasmus Plus Programme in vocational education and training, the opportunities for increased mobility and cooperation and new target-groups for the mobility guide were identified.

The partnership decided to take on board the other profound changes from 2011 such as the impact on delivering training and education of web 2.0 technologies, platforms, other ICT-based enhancements, resources, storage etc.

The methodologies proposed were analysed in the view of new changes and strengthened with the addition of new and more innovative approaches.

Therefore, taking all these needed changes in account, the adaptation process of each of the five manuals and guides for today's use and validity for using them at least the next 2-4 years required many changes and updates.

When necessary, the structure of the manual was updated, and additional chapters were added. Materials were updated or changed and new examples of the use of the methods were offered for the context of vocational education and training. There was a difficult task for the partners leading the development of the manuals to maintain the updated manuals within a range of 30-35 pages but it was successfully done.

The need to evaluate the changes needed, to update, and modify the manuals, to add materials and / or identify new innovative examples, these activities demanded more time than originally planned. The in-depth restructuring decided by common agreement by the partners and the intense and committed work and additional efforts, ensured the quality of these core deliverables. The final versions of manuals in English version were produced in time for use in piloting and first in-service training.

The translations in French, Maltese and Slovenian required additional work and commitment because of the increased amount of materials and text to be translated while ensuring the quality of the translations.

All the [manuals are available now in English, French, Maltese and Slovenian](#).

The manuals produced and available online in four languages at Progress Report time are:

1. CALL Course Book (titled '*CALL Course Book*')
2. Task based learning (*without other title*)
3. Simulation (titled '*A Language Learning Tactic*')
4. Physical-Emotional and Cultural Approach Method Manual (titled **PhyEmoC Method Manual**)
5. E-Tandem Learning (titled E-Tandem Learning Autonomous Language learning with a Partner).

. In French the titles were translated as follow:

1. Manuel CALL
2. Apprentissage par la tâche
3. La simulation – une stratégie pour l'apprentissage des langues
4. Le manuel PHYEMOC
5. E-Tandem Learning – apprendre une langue en autonomie avec un partenaire.

The focus was on **updated content by all the partners and improved design of the manuals**. The design and layout were revisited and changed by an experienced external Danish designer. Four of the five manuals are published with the new design. Only the E-Tandem manual is completed from a point of view of content but awaiting for the final design. The French translation of PHYEMOC manual was found only in Word version.

The **common design and format**, with visible METHODS logo and EC funding and disclaimer have positive impact on a **better communication** of the information and readability of the manuals.

An **aspect to be improved** is **unifying the name and title** of these deliverables. The partners should decide what the deliverable is and chose one concept: **manual or course book**. This would facilitate their dissemination and more immediate comprehension by the users. The change should be implemented in each language.

CALL METHOD, CURRENT APPROACHES AND MANUAL

The **coordination** of the CALL content update and changes and of the delivery of the English version were under the responsibility of the **Maltese partner Education and Training Institute** (ETI).

The perceived transformation of the method, applications used under the umbrella term of **CALL, the Computer assisted language learning**, the analysis of profound changes in methodological approaches and information and communication technologies, with a progress and evolution towards the student-centered CALL materials and interactive learning, and to current trends of **TEL, Technology –Enabled Learning** are presented. The conclusion that CALL today is not a method but a tool for languages learning remains to be discussed. There are languages teachers and CALL or TEL practitioners that focus on pedagogy-driven languages teaching using NTIC.

The **focus of this 33 pages pragmatic manual** or course book is on **providing a variety of resources to meet languages teachers' needs**, including project's interactive audio and video activities, games and web quests, and interactive exercises and software applications such as CLILSTORE, developed for the languages teachers. Aims that the CALL manual fulfils well by also presenting valuable information and further reading resources covering areas of computer mediated communications, blogs, skype, whatsapp, web 2.0 platforms, cloud storage, CALL for Task Based Learning and CALL used for languages teaching to hearing impaired students.

It presents three platforms and offers of **eLearning courses for teachers**, from which two use and exploit the results of previously founded EU projects in the field of ICT for education. One of these Internet platforms suggested is <http://www.ict4lt.org/> and the four CALL training modules for languages teachers, from beginner to advanced levels. We checked the modules that have a pedagogic approach to training. We believe that it was useful to select ICT4LT among the key resources for teachers especially because of the proposed approach '*on language teaching methodologies that can be implemented successfully with the aid of new technologies. The modules include references to teaching concepts and methodologies that have emerged from new technologies*' (citation from <http://www.ict4lt.org/en/index.htm>).

Other institution was **well selected**, the international Foundation ECDL <http://ecd.org/> for its courses and web-platform available in several languages of the partnership and for being a certifying authority of international computer skills certification programme. In addition, it matches one of the project's aims of the Transfer of Innovation to contribute to improving mobility and access to work-market for young people, as this foundation actively participates to the European Commission's **e-Skills for Jobs 2014 campaign** under the umbrella of the Grand Coalition for Digital Jobs and can provide updated information on e-skills.

The third resource organization is **the partner ETI that offers customized f2f courses** that cover the topics addressed in the manual in the **'Empowerment in ICT skills for teachers' and 'Technology enhanced learning'** . This is an example of exploiting efficiently the previous pools courses results.

CALL is available freely in 4 languages from: www.languages.dk/methods/#Manuals_and_guides

Download the manual (adapted 2014) in: English [French](#) [Maltese](#) [Slovenian](#)

Computer assisted language learning in context

http://www.languages.dk/methods/index.html#Computer_assisted_language_learning_in_context



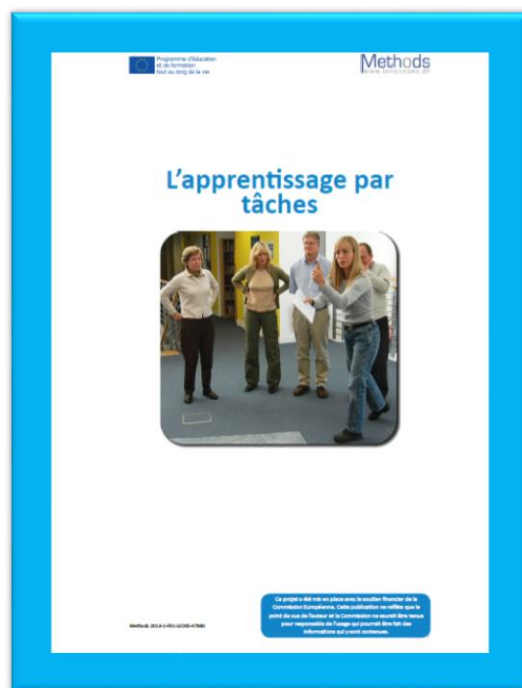
THE TASK-BASED LEARNING METHOD AND MANUAL

The Task Based Learning (TBL) method offers a stimulating approach to languages learning in a natural context. At the core of the method are the students' needs and therefore teachers preparing relevant activities can increase the effectiveness of the lessons and of the students' learning. A well designed TBL course offers meaningful tasks and exposure to language to learn to communicate effectively. The activities involve real communication that promote learning and engage and motivate learners.

The 29 pages manual was updated and was the **responsibility of the French partner Lycée Régional Gerty ARCHIMEDE**. The team working on the adaptation of the Task Based Learning manual had previous knowledge of the task based learning, a method which is used in vocational schools and colleges in Guadeloupe.

The manuals in 4 language versions are available for free download in pdf format at www.languages.dk/archive/Methods/manuals/ with links to 4 translations showed below:

Task based learning / teaching



Download the manual (**Updated 2014**, but without final design) in:

- English
- French
- Maltese
- Slovenian

The methodology, advantages and limitations and challenges in using task-based learning are presented and bring accessible information for teachers that start to include this communicative methods in their teaching practice. For all the teachers beginners or used with TBL, Interesting examples and courses are presented for three levels of languages learning.

Languages teaching with this methodology VET examples were prepared and available in the METHODS TBL Manual and on website.

The second example in the manual is for the lower Intermediate language level: English for Special Purposes and Technical English in a professional context of firefighters for French students taking Safety and Prevention course is the chosen authentic context.

The planning and design of the 7 hours course, the sequences of tasks seem **relevant to engage learners to improve their communication in English and became active learners.**

The students' needs being identified, the **Pre-tasks are well designed** and supported by resources for teachers. The teaching aims of this Pre-tasks stage are clearly identified:

'Stimulating intellectual curiosity

Communicating enthusiasm for a subject that the students have chosen as a specialty

Setting tasks for the whole class

Maintaining the students' motivation

Improving their language skills by enriching their vocabulary through use of flashcards

Making learning more fun by using game activities

Getting auditory, visual and kinaesthetic learners involved.

Throughout this stage, careful attention will be paid to students' pronunciation and each student's progress will be assessed.' (page 14 TBL Manual, English version)

The Pools Newsletter 43 highlights that 'the expertise of Lycée Régional Gerty ARCHIMEDE in this field has been an asset to the consortium and for the adaptation of the manual'. The partners suggested that **designing tasks or activities from the regional context of the French Antilles would be relevant and attractive for all teachers participating in 2014-2015 workshops.**

We support this feedback and recommend also that the leading partner of TBL Manual , Lycée Régional Gerty Archimede and the Methods' Promoter, Mairie de Morne a l'Eau propose an authentic course lesson from Guadeloupe life that would serve to increase the interest for language learning and intercultural exchanges and for mobility.

These kind of examples can have a good impact for disseminating and using the Task-Based-Learning approach in Guadeloupe and in all the other participant countries.

THE SIMULATION METHOD AND MANUAL

The simulations are used with success for learning in many domains and subjects. In languages learning, using simulations in a well-designed communicative environment can increase the students' motivation. In languages learning the method stimulates students' thinking, encourages the practice the target language, can stimulate the creativity and finding new solutions.

Simulations confront the learners with real world and enable students to become actively involved in cultural exchanges or work system. The METHODS project presents beyond the manual, also videos with simulations of life-based lessons, in the help resources produced.

The project updated the Simulation Manual to a great extent. The **responsible of updating this manual is the experienced Slovenian team from SŠGT Celje Srednja**, a leading Secondary Vocational School for Catering and Tourism using innovative methods, simulations and ICT enabled languages teaching and learning.

The teachers from SGTT Celje use simulation because they find these relevant for the vocational education and training, especially useful for languages learning linked with the domains tourism and catering.

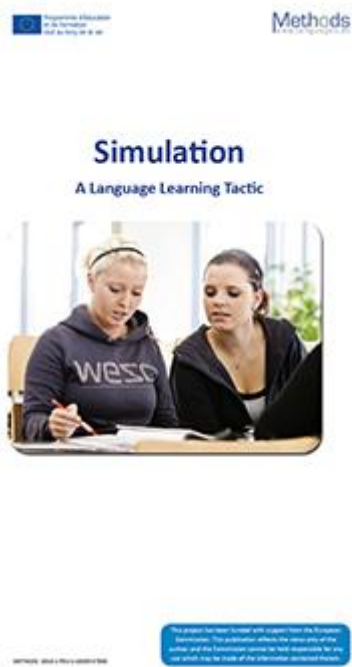
The **Simulation manual** is **well structured and hands-on with many examples** presented to support the theoretical background. This double approach is beneficial for the reader of the manual. The main benefits, drawbacks and solutions are presented in clear manner. There is needed emphasis on understanding the **correct terminology** to be used when designing simulations.

The introduction of the method highlights the differences between the simulation and the role-play or game. Very interesting idea is to make **teachers to think about ethics** when preparing a simulation, whether an action is appropriate or not from an ethic point of view (Simulation Manual English version page 4).

The manual highlights what is **the key in using the simulation successfully is to encourage the effective communication** and linguistic interactions among learners. For the teachers interested in using this method in class, useful advice and tips are given with regard to the relevance for the reality of the participation, the learning environment and its adaptation to the simulated environment (hospital, hotel, etc.).

The manual is available as planned in digital format pdf, downloaded on METHODS website <http://www.languages.dk/archive/Methods/manuals/Simulation/simulation%20SLO.pdf>

As showed below, there links to the manual in the four languages:



Download the manual (**Updated version 2014**) in:

- English
- French
- Maltese
- Slovenian

The 33 pages manual highlights well **key in using the simulation successfully is to encourage the effective communication** and linguistic interactions among learners. For the teachers interested in using this method in class, useful advice and tips are given with regard to the relevance for the reality of the participation, the learning environment and its adaptation to the simulated environment (hospital, hotel, etc.).

Important points are made about **the role of the teacher** in running simulations (not as participant but as evaluator) and the **use of target language**.

There is hands-on material and advice for preparing a simulation, the activities and working with groups. The sections dedicated to **conducting a simulation** and **evaluating and assessing its efficacy** with users are enhanced by resources and templates developed and presented in annexes: the evaluations forms and questionnaires, debriefing of simulations for teachers and students. **Sample lessons plans** are also updated and presented and a comprehensive **bibliography** is selected.

THE PHYSICAL EMOTIONAL CULTURAL METHOD AND MANUAL

The updated **PHYEMOC** manual is one of the **most detailed** produced by the project in the first year, under the responsibility of the **Executive Training Institute** from Malta. The team from ETI Malta , **very experienced in teaching English as foreign language** for range of business sectors and VET fields, is committed in agreement with the project' leader to do more than update the manual. To re-write it to **reflect new developments** in languages teaching and learning, **add new innovative techniques** and **lessons worksheets**.

The **additional amount of work required** by these developments and increased work of the other partners to deliver the **additional translation work** are highlighted to a certain extent by the **quantitative indicator** with the transferred manual. In the previous versions from the Pools-M project , the PhyEmoC manual had **37 pages**. In the current version, the content of manual together with the 13 annexes make **86 pages in English version and 92 pages in French pdf version**.

The manual is available in the languages English, French, Maltese, Slovenian, as showed bellow on the project's website. Due to the important content added, the translations of the manual took longer time to accomplish. This was necessary in order to ensure the quality of the translations.



The Physical-Emotional and Cultural approach (PhyEmoC)

Download the manual (**Updated version 2014**) in:

- English
- French
- Maltese
- Slovenian (awaiting the final graphics design)

What did the project add to the manual of communicative approach PhyEmoC?

The ETI team saw their contributions needed in adding a theoretical background part to the manual. This is a valuable a useful development. The teachers can (re-) discover that PHYEMOC is not a "method " in the traditional sense because ' it is not centered on a unique way of teaching. The PhyEmoC requires from teachers to give as much emphasis to learners as to the target language. It succeeds to do so by bringing together various principles and techniques that are used because they promote education based on the motivation and active involvement of learners in classroom activities.

Well written and explained are the physical, emotional and cultural aspects of the learning process, detailed in the three themes of the Chapter 2:

2.1. Why "Physics "?

2.2 . Why " Emotional "?

2.3 . Why " Cultural "?

There many ideas, theories, stimulating facts the teachers of languages and other subjects teachers can find in the answers to these 3 questions in the Chapter 2.

The Chapter 3 - LEARNING CONTEXTS of " PHYEMOC " bring more **value** to the teachers with **clear information on the teaching principles, learning environments and the learning contexts** of the " PhyEmoC ".

After participating in the past to several PhyEmoC activities in previous projects, this updated manual helped us to understand and view in a new light the **advantages of the holistic approach PhyEmoC and enjoy it more.**

The other chapters propose to discover the pedagogic and learning values of different type of activities for teacher and learner:

1. ROLE PLAY

1.1. Why role-play ?

1.2. Activities

2. DISCUSSIONS

2.1. Why discussions?

2.2 . activities

3. CULTURAL ORIENTATION

3.1. Why "culture" ?

3.2 . Learn the culture through language activities

3.2.1 . Activities: Awareness

3.2.2 . Activities: His own culture

3.2.3 . Activities: Other cultures / culture of the target language

3.3 . Activities: Learning the language through culture and culture through language

3.3.1 Activities

4. Humour

4.1 Why humor?

- 4.2 Activities
- 5. RHYTHM AND RHYME
 - 5.1. POETRY
 - 5.1.1 . Why poetry?
 - 5.1.2 Activities
 - 5.2 SONGS
 - 5.2.1 . Why songs ?
 - 5.2.2 Activities
- 6. GAMES
 - 6.1 Why games?
 - 6.2 Activities

We analyzed each type of activity and the examples offered in the manual and annexes. We concluded that the **PhyEmoC activities proposed can contribute effectively** to reach the aims of this communicative language teaching methods which effectively **support the learner**, can develop the **autonomy and independence of the student** and overall succeed facilitating **learning in interaction**. The **thirteen annexes offer examples, lessons and worksheets** that can be applied in many vocational education and learning contexts.

THE E-TANDEM LEARNING METHOD AND MANUAL

The learning of foreign languages in tandem is based on a **collaborative method** supporting autonomous and reciprocal learning by the speakers of different languages. The advantages are that the e-tandem participants can be interested in learning with native and also non-native proficient speakers and can complement the learning from other contexts.

The manual of the E-Tandem method show the advantages of using the Internet and other communicating technologies for using this method for a **greater autonomy of the learners** and for forming **a learning partnership**.

The importance of setting clear learning objectives by each participant and of the languages skills to be acquired, finding a good match between the professional fields or main interests of the tandem are **key factors for the success of learning in tandem** and are well presented in the introductory chapters.

The attractiveness of this method is highlighted in the chapters covering the requirements for tandem and the learning tips. This hands-on support is completed by the information and advice on how to use efficiently the web-platforms and other current communication means. Examples of tasks for the face-to-face tandems and different activities for e-Tandem complete the resources easy to use by participants from different age, countries, interest groups, for professional and/or personal learning objectives.

The manual includes updated information supporting eTandem for learners or for teachers and free tool produced by pools projects. Worldlink allows instant translation by links of selected webpages in word-by-word way to online dictionaries to + 100 languages.

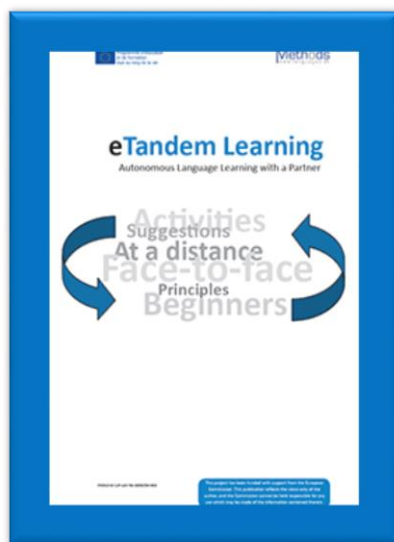
A special chapter is dedicated to the languages teachers. It is presenting eTandem and how to integrate it in curricula as an original language learning method applied formally or informally in **teaching** of foreign languages. The advantages of eTandem for increasing the motivation of their students, some simple ways to integrate it in classroom activities and links are offered. Attention, the link to eTwinning web-platform for search of teachers interested in the E-tandem was not active (*website in maintenance message*).

Useful links to European Centre for Modern Languages and *European Language Portfolio* for Vocational education and training, the teachers training and the resources on *the European Language Portfolio* and the pedagogic concepts.

The manual offers teachers' some more **practical examples of reading competences** to be achieved by the learners for levels A2, B1 and B2 in a VET context. The **29 work situations** presented are **applicable to the International Work Placement** (IWP) context, that is covered in extensor in the dedicated METHODS IWP updated guide.

The eTandem is finalized and available in the four languages with the new design, on website at:

Tandem Learning



Download the eTandem manual (**Updated 2014**):

- English
- French
- Maltese
- Slovenian

MATERIALS FOR TEACHERS COURSES

The project partners updated and translated several additional resources that complete the manuals, the examples and guidelines for using the five communicative methods for foreign languages teaching in a vocational context.

These are downloadable from the project' website, in English.

Teacher Course materials

- A Course Guide
- PowerPoint slides
- Evaluation forms
- Course certificate
- Online materials for CALL courses

The **Course guide** was developed to help teachers with the pedagogic design of their language courses in such a way as to maintain the communicative character of the proposed methods and the experiential, enjoyable and interactive learning approach. There is a good synthesis in the form of answers to Frequent Asked Questions on the planning and running a training course that uses one or several methods.

An important part of the guide is dedicated to **evaluation of the learning**. Teachers can learn design or use the proposed evaluations to obtain feedback from teachers and students about the value and impact of the communicative methods on languages teaching and learning. Annexes to the guide propose evaluation strategies and evaluation sheets of the experience of teachers trained and of their students with whom the trained teachers experimented one or several communicative methods in class or on Internet.

A comprehensive example is also included as **hands-on resource for organizing a training workshop for teachers**. The structure and detailed planning of the training modules for a three-day course for teachers learning and using concretely all the five methods. It is an intensive course that is proposed to be followed after the methods were used in class by the trained languages teachers by surveys and evaluation of the methods by the teachers themselves and by their students.

The evaluation questionnaires for teachers trained and for students experiencing the methods are simple and offer the possibility to give feedback on the strong points and points to be improved.

It is a good aspect to add a final resource for teacher creating a personal Development Action Plan.

- This Course guide was already tested. The proposed structure of an intense three-day course was experimented and validated during the METHODS piloting sessions and testing with teachers.

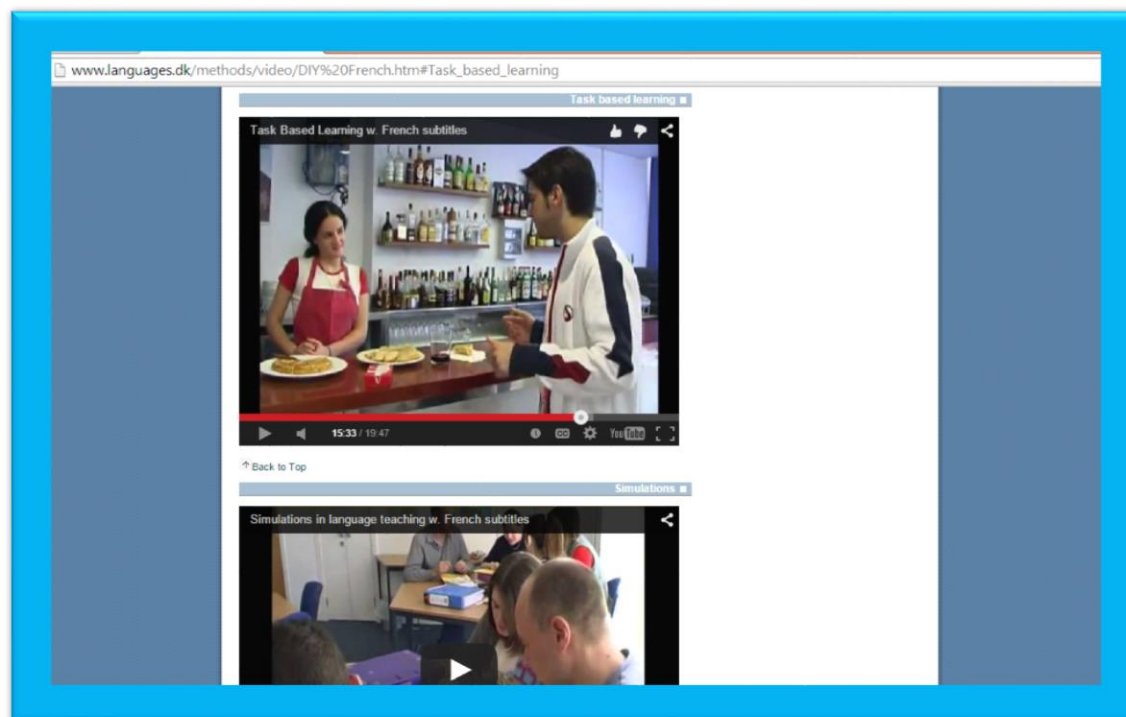
The MEHODS partners have developed additional hands-on materials to be used in classes for the Simulation method. The training course on CALL included materials that are equally available on the METHODS website:

- [Wiring a British Plug Intermediate level](#) : [Handouts](#) for Wiring a British Plug Intermediate level
- [Wiring a British Plug Elementary level](#): [Handouts](#) for Wiring a British Plug Elementary level.

THE VIDEOS

The videos created in Pools-M to present **using the methods in real lessons in specific vocational contexts**. These videos are **very helpful**. The length and the **practical** content of the lessons make these **easy to follow** by the teachers taking the training. The videos are **completed with all the materials used in the lessons**, the instructions, hand-outs and student assignments used in the videos, all can be downloaded from the website.

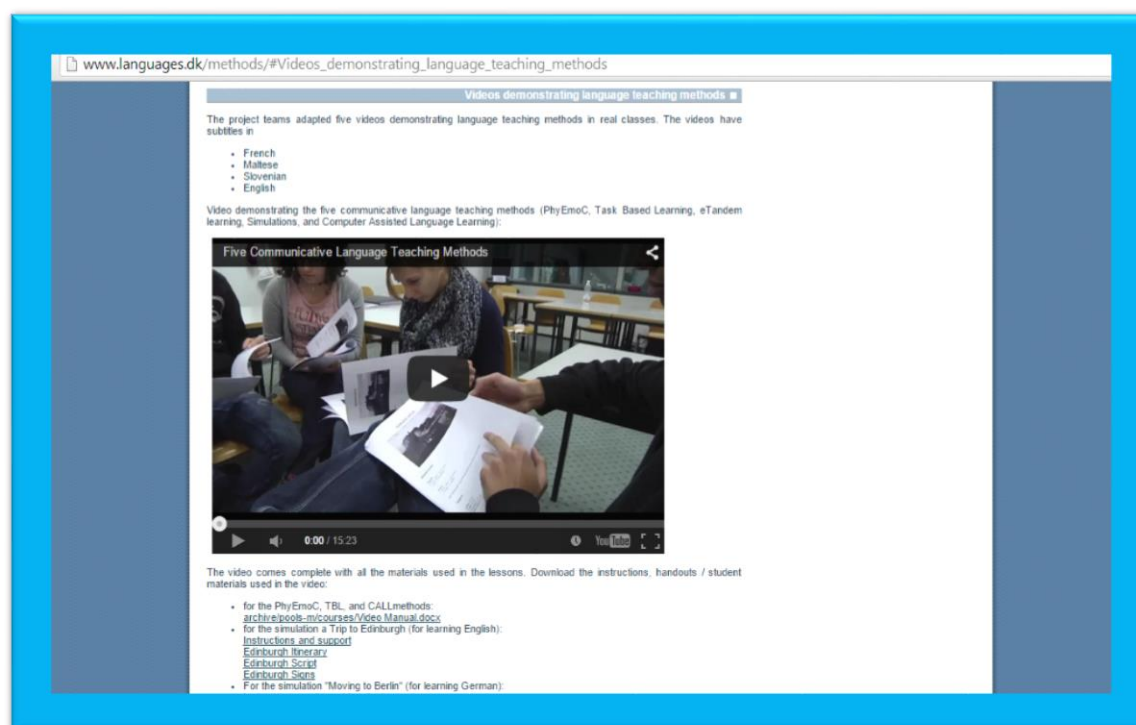
Using the Task-Based Learning method is presented in a 19:40 minute video. This is very well planned and filmed, taking in account that is played by real teachers and students and persons working in catering / cooking. The objectives of the class lessons are clear, the methodology is well explained and students' tasks attractive.



The videos have a duration varying from 12 minutes to maximum 20 minutes, which make these easy to integrate in the lessons. All **five videos were updated and subtitled as planned in French, Maltese and Slovenian and are also subtitled in English.**

Like all the materials and resources updated and developed at Interim time, these results are available on the Methods website as showed bellow

http://www.languages.dk/methods/#Videos_demonstrating_language_teaching_methods



To the five contractual videos can be added with value the other additional output from Pools-M, the attractive video produced in English by SUPSI available on the methods' website languages.dk and on Youtube. Each activity is explained and demonstrated in this summarizing video that can be useful and inspiring to watch with the students in class. This 15 minutes video about languages communicative methods is presenting with an alert rhythm and with humor the experiences of

the transfer and experimentation in 2013 of all the methods in the vocational and education contexts of SUPSI University in Switzerland.

The METHODS videos with their authentic VET content and subtitles in the participant countries' languages can concretely contribute to support the teachers in planning of lessons and implementation in class and in vocational context the transferred methods. We estimate that the videos can facilitate the transfer of the methods in France, Malta and Slovenia and their use for by the teachers and students alike.

From the **teachers training workshops** for new VET teachers during the first year, the **target-users' feedback**, there is clear evidence that all the materials produced and supported by instructional videos can help to disseminate and exploit these languages teaching methods in each participant country and beyond.

PARTNERSHIP COLLABORATION AND CONTRIBUTION TO RESULTS

The partnership was built to ensure the complementarity of vocational and education sectors represented, the experience in vocationally oriented language teaching and learning and CALL, with shared needs to increase the use innovative languages methods that contribute to enhance work-related skills and personal skills, including better NTIC, communication and cultural awareness.

- Generally, the partners have demonstrated during the first part of the project commitment, shared work and collaboration to the activities and results. At the time of report, beginning November 2014, there is extensive evidence about how **the partners** have **progressed in close collaboration** to deliver their assigned tasks to achieve **Transfer of Innovation results with higher added-value** than originally foreseen.

The partnership remain the same, with the management and coordination responsibilities shared by the Promoter P1 Mairie de Morne-à-l'Eau, Guadeloupe and the P2 SDE College.

- P1 Mairie de Morne-à-l'Eau, Guadeloupe, France (**MDME**)
- P2 SDE College (Syddansk Erhvervsskole Odense-Vejle), Denmark (**SDE**)
- P3 Lycée Régional Gerty ARCHIMEDE, Guadeloupe France (**LRGA**)
- P4 Executive Training Institute , Malta (**ETI**)
- P5 Malta College of Arts Science and Technology, Malta (**CAST**)
- P6 Srednja šola za gostinstvo in turizem Celje, Slovenia, (**CELJE**)
- P7 European Forum of Vocational Education and Training, Belgium (**efVET**)

The work-programme of the first year planned for the revision, adaptation and piloting of the transferred results by three Transfer of Innovation (ToI) partners: the French partner P3 Lycée Régional Gerty Archimède (LRGA), the Maltese partner P5 College of Arts Science and Technology (MCAST) and the Slovenian P6 Srednja šola za gostinstvo in turizem Celje (CEJLE).

The experienced partner P4 Executive Training Institute from Malta (ETI) had the responsibilities to peer review the results of the three core ToI partners and to ensure the quality of the adapted methods courses and relevance to the target users' needs.

The dissemination responsibilities were planned to be shared among the P7 European Forum of Vocational Education and Training (eFVET) and P1 Mairie de Morne-à-l'Eau (MDME), with key contribution of the P2 SDE to the website as main dissemination and exploitation platform for the first year.

The activities of the first year and the improvements brought by the partners to the core deliverables of the transfer of innovation showed that the original planning had to be sometimes adapted to reflect many changes since the Pools-M project and especially from the original BP-BLTM project's results. The most important **changes that were dealt with effectively** by the partners were the new programme **Erasmus Plus changes in the mobility**, identified needs to **include additional target-users as beneficiaries** of the projects' work placement guide, and the **continuous evolution of new technologies in education**.

- The development activities to analyze, update, adapt, piloting the methods with teachers and students, peer-review, evaluate the quality of these results in class were deployed during the first year with focus on the **mutual benefit of the transfer of innovation for all partner institutions**.

A real added-value for VET planned beneficiaries and for additional ones in the participating countries was aimed and ensured by the partnership agreeing on variations and changes needed. Some original milestones were changed or responsibilities shared to allow the partnership to increase the quality and the relevance of the transferred results, manuals, guidelines and resources for using the five methods.

All the methods and their manuals were revised and the courses manuals changed in-depth as we showed in the dedicated chapters.

- The updated **PHYEMOC** manual is one of the best **example of committed work and collaboration to the transfer of innovation of the transferring and receiving partners**. The team from **ETI Malta** undertook as **additional responsibility** to its other tasks (to adapt the

CALL Manual and peer review the four manuals) to produce the PhyEmoc manual and support the busy SDE team. As a result, this deliverable presents a higher quality and relevance than foreseen originally. The content almost tripled, it is re-structured and augmented with new section the theoretical background of the PhyEmoc approaches and new innovative techniques and lessons worksheets were identified and added to reflect new developments in languages teaching and learning.

Evidence of an equal **commitment and hard work during the year 1, beyond what was planned in the application or as staff days**, was observed also in the activities performed by other partners.

The partner P6 **SŠGT Celje, Slovenia** was tasked with the adaption and translation of the **Simulation method manual** and of the **International Work Placement Guide (IWPG)**.

- P6 Celje proposed many changes to the IWPG guide, based on its extensive experience in collaborating in synergy from 2002 with stakeholders and participants to mobility projects, taking also in account the numerous changes brought by Erasmus+ programme to mobility of students. The partners agreed to this adaption presented in the overview made by P6 and published on the website. These changes make the new guide useful to all the partners, receiving and transferring partners alike.

Main changes to International Work Placement Guide suggested by Darja Štiherl, SŠGT Celje.

http://www.languages.dk/methods/#International_Work_Placement_Guide

Existing (old) IWPG	New International Work Placement Guide
Addresses only 1 target group : students . Tips and tasks refer to students- future mobility participants only. Many problems arise during or after the mobility (problems in the host company, incomplete documentation or acknowledgement of mobility at the home institution, etc.	Will include resources for 3 target groups : 1. students , 2. IWP coordinators and 3. internship mentors in host companies in order to make the project successful (synergies)
Deals only with the preparation activities BEFORE the work placement	Will cover ALL activities BEFORE, DURING and AFTER the work placement
Gives information about Leonardo da Vinci, Erasmus and other old EU programmes covering mobility- these have been replaced by the new ERASMUS +	Will cover the new features and options of the ERASMUS+ programme and include active and updated links to programme description, actions , documentation etc.)
Old CV templates - not useful for most international companies since the Europass CV has been introduced	Will include information and links about the Europass CV , Europass mobility, CEFR etc.
Each topic has many questions followed by a number of tasks ; the total of 75 pages. The past mobility participants proved that few users would read more that 30-40 pages	The questions and tasks from each topic will be summarized as tasks only and presented in checklists (charts) in the form of tasks only with the column to tick them when completed.
No actual information on evaluation methods , supporting documents, EU trends in the field of acknowledgement of mobility.	Will include sample evaluation sheets for easier monitoring of mobility experience abroad and later acknowledgement by home institutions and recommendations by EFVET
There are tasks for linguistic and cultural preparation where users are often advised to search themselves for resources	Will provide direct links to online resources for linguistic and cultural preparation results of the EU projects in the past

(key words for search are given: nettiquette, DO's and DON'Ts)	few years, many awarded by the ELL, freely accessible) including some POOLS products
There are numerous links which do not work anymore («page not found») or are out of date	Will include active links to relevant and updated resources
The total of 75 pages	Will be reduced to about 30-35 pages by merging topics, questions and tasks in a new structure
There is a big blue box on each page of the Guide takes a lot of space and colour when being printed out, plus coloured boxes are not suitable for e-books.	Will have new page design (the blue box will be removed)
	NEW Additional chapter: a short IWPG Portfolio as downloadable and adaptable Word document for mobility participants.

The challenges of the delayed start of activities at the P3 Lycée Régional Gerty Archimede were tackled efficiently from November 2013 onwards, starting with a dedicated additional meeting in Guadeloupe in Morne à-l'Eau organized by the P2 SDE College with the teachers and other stakeholders from the P3 and P1 Mairie de Morne a l'Eau. Especially from May 2014, after participating to the project's second meeting in Malta, the teachers from the team Lycée Gerty Archimede were well integrated in the project's activities and work:

'...The meeting in Malta in May helped us to harmonize team work with the other partners and plan the work to be done in the near future.') Evidence from first biannual evaluation report of P3 LGA, June 3d, 2014.

In the context of their full-time work as teachers at the LGA, this international cooperation and late start asked for additional involvement of the teachers in the second period of year 1. At the time of this report, there is clear evidence that the P3 team is now well 'on board' of the METHODS project and increasing its experience of European collaboration.

The LGA P3 participants delivered good quality in the areas of the adaptation and translation in French of the Task-Based Learning TBL method manual, presented in the previous chapters. As we wrote, the TBL manual is useful and well adapted and enhanced by the collaborative approach to its development. At the project's second meeting that took place in beginning of May 2014 in Malta, we found more evidence of the support the participants to the project offer to each other and the cooperation to the results:

'We especially discussed the TBL workshop and problems arising due to a possible lack of background knowledge on the history of the evolution of TBL and that it was easy to confuse TBL with other methods. Sandra (ETI Malta) sent all partners a copy of the papers describing TBL and adjustment to the manual will be made according to these.' Evidence from the Minutes of the Malta Meeting.

The LGA team contributed with nice articles to the Pools Newsletters 42 and 43 and news on work-in-progress, the results of the survey with students of using the adapted TBL methods in class.

We found in Newsletter 43 for instance that the LGA teachers worked hard on their summer holiday to translated in French as planned the other TBL and also the four manuals or training books for CALL, Simulation , eTandem and PhyEmoc methods, which are available now in pdf and on the website.

The **P2 SDE partner** contributed as **coordinator of the project to generally effective management** of the project' activities. The Danish coordinator has facilitated **a friendly professional atmosphere** in the partnership and creating efficient work-groups during the two face-to-face meetings that took place during the first year and also encouraged partners to take the leadership for the additional activities. A languages teacher, she is a native French speaker and as such, she liaised easily with the Promoter P1 Mairie de Morne-à-l'Eau and the P2 LGA. The change management was proactive to ensure that the changes decided by the partnership were reflected realistically in the milestones, and that delays or problems have been efficiently solved.

The roles of the **promoter P1 MDML and the impact of the P7 eFVET in dissemination** were **complemented by the activities of all the partners**. The realization from the first month of the website of the project was beneficial to make the project METHODS an active part of the cluster of POOLS projects and other clustering projects, resources websites useful for languages learning such as:

- [BABELIUM, An innovative ICT-based learning methodology and content for second-language oral expression](#)
- [Video for ALL](#)
- [Join a new KA1 Erasmus+ proposal](#)
- [E-LOCAL for all](#)
- [Spanish Resources](#)
- [EuroTraffic Language Training \(ETRALT\)](#)
- [Ed2.0Work](#)
- [French Resources](#)
- [Arabic Online](#)
- [eCLIL European Resource Center for CLIL](#)
- [Ed2.0Work](#)
- [POOLS-CX \(Centres of Excellence\)](#)
- [Researching Multilingually](#)
- [GLOSSA - Greek as a Vehicle for Promoting Linguistic Diversity](#)
- [Scoop It: European Union Education Projects](#)
- [Slovakie.eu](#)
- [The online language lab](#)

The project METHODS is progressing well towards achieving several of its original objectives and producing and transferring quality results through a collaborative work and involvement of many dedicated partners.

CONTRIBUTIONS TO LEONARDO PRIORITIES AND OBJECTIVES

The project METHODS is contributing to the improvement in quality and innovation and addresses with value **LEO-SpObj-b** and **LEO-OpObj-6** by working towards a transfer and wider use of the five methods selected by the project, in **France – Guadeloupe Malta and Slovenia**. During the first part of the transfer the project adapted, added methodology theory and translated as planned the methods manuals, the ready to use in class materials, and the subtitles for the project videos.

The project supports **LEO-TraInno-8** by the increased use of ICT in languages teaching methods. The transferred CALL, eTandem learning and Simulations methods for teaching and learning languages make us or are supported by new technologies, web 2.0 and Internet for online or blended instructional purposes.

At the time of this Interim Report, the methods are complete with the manuals adapted and changed in-depth and translated in French, Maltese and Slovenian, as planned. They are supported by resources in English, presentations and exemplary lessons and materials ready to be tested in the year 2 training workshops for the teachers, organized in each of the ToI countries France (Guadeloupe), Slovenia and Malta.

The project progresses to **LEO-OpObj-1** by improving the quality of resources and guide for students' mobility. The current numerous adaptations and changes will make this new "Work Placement Preparation Guide" useful for the students and other stakeholders in the sending and host organizations. It will help to increase the number of students prepared better for work-placement in other countries participating to **Erasmus+ mobility**.

By the transfer of former Pools-M and BP-BLTM projects' innovative outcomes to three new countries and languages, Pools-M aimed to support **LEO-OpObj-3** and it is progressing well towards the achievement of this aim.

METHODS clearly contributes to **LEO-OpObj-5** with the three languages (French, Maltese, Slovenian) in which were translated and tested innovative methods and resources for language teaching and learning in vocational contexts.

POOLS-M exploits the communicative language teaching methods through teacher courses and addresses **LEO-TraInno-3** by testing and peer-review in the teachers' own classes.

RECOMMENDATIONS

There are a few recommendations for improvement to the partnership.

There is a need to unify the titles of the manuals of the methods. Using alternatively course book, hand-book, guidelines or manual creates confusion. We used the term manual because it was used for one of the methods and we find it relevant. Course book seems more restrictive but it is the decision of the partners which term they chose to use. We are confident that after in-depth changes, this is a relatively easy change to implement.

We are aware of the additional workload and results delivered but the partners need to find time for filling in the bi-annual reports. These reports facilitate the future work on final report.

There are a few links that do not work on the methods website. All the links should be checked for the next report.

The dissemination in France can and should be enhanced and especially in Guadeloupe in Year 2.

Rapid answers from all partners, including the Promoter, to the demands of the Coordinator.

From an administrative point of view, the staff days spent on delivering the activities and the additional results should be reported. Even if these days cannot be claimed in totality, it is good to show the real effort of each partner and of the project to the transfer of innovation.

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Angelica L. Bucur, Ec. MBA

Managing Director

ALB CONSEIL - Management and Evaluation Services for EU projects

52 Bd Saint Jacques

75014 Paris

France