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Chapter 1

Introduction

This manual, produced by the Greek and Dutch partners in the Leonardo da Vinci POOLS-T project, is aimed to provide ample information on the (practical) use of the two software tools that were developed in the POOLS-T project to foreign language acquisition teachers, The WebPage TextBlender and Wordlink. We placed an extra focus on teachers involved in CLIL or Content and Language Integrated Learning.

The POOLS-T needs analysis which lead to the Leonardo application stated that:

"CLIL and LWULT teachers depend on developing own resources (EURYDICE 2005 report “Key Data on Teaching Languages at School in Europe”). The proposed application will automate part of this process and will also enable students to convert authentic technical materials into language learning / supporting units. The need for a free tool is based on EURYDICE 2006 “Content and Language Integrated Learning (CLIL) at School in Europe”. The need is also documented in the ICC report (2003) “The Impact of New Information Technologies and Internet on the Teaching of Foreign Languages.” concludes: “There will be a shift from passive consumption of ready-made programmes to independent building of content, tailor made for specifics groups or individuals”.

Target groups: The project results and outputs will be used by individual language learners, subject teachers using CLIL, and language teachers preparing online teaching materials.

We have aimed to create a manual with plenty of inspirational examples from all partners in the POOLS-T project for both teachers and students, in everyday language learning, international workplacements and any other situation where language learning takes place.

We wish you much pleasure going through the manual and we hope to see some of your products on our copy-left (freeware) website www.languages.dk.

The Manual team, Crete, May 2010

The Manual Team from left to right: Ellen Ejerskov, Elizabeth Antoniadou, Frans van Schaik and Evangelos Lyropoulos.
Chapter 2
The POOLS-T project

In this chapter we show you what the POOLS-T project entails.

- Is a copy-left EU Leonardodavinci project. All project tools are freeware!

- Develops tools for CLIL teaching only (*)

- Offers handy teaching material production tools

- Offers tools that allow users to mix different kinds of media (video, audio, graphics, text and online applications)

- Makes visually attractive web pages of lessons and or presentations and can thus be opened, accessed and saved online wherever and whenever

- Is an attractive tool for young people to introduce any (new) media in their presentations

- Offers the software and examples of lessons on the web and on DvD (**)

(*) The tools are useful for all second language learning!

(**) Just go to www.languages.dk/tools
Chapter 3
Webpage TextBlender

In this chapter we show what the TextBlender can and cannot do!

✔ Allows you to mix video, audio, text, illustrations and online applications such as online dictionaries

✔ Allows users to create webpages that can be accessed anywhere and anytime (*)

✔ Allows users to connect one webpage after the other

✘ Requires users to have excellent PC skills (**) 

✔ Allows users to link html pages with Microsoft Office files

✘ Can only be used by teachers(***)

✔ Allows users to link any source language to any target language (****)

✔ Can be used for any kind of teaching strategy such as CLIL, ETL, TEFL etc.

✔ Allows users to go back and forth through the lesson series

(*) As long as the file is saved on a (school or external) server! Try for example www.dropbox.com which offers space for a min of 2 free Gb of files

(**) No tests have shown that basic PC skills are enough to create attractive products. What is useful, however, is lots of creativity!

(*** ) No, it can be used by anyone, anytime, anyplace!

(**** ) True, provided the dictionaries are online. The dictionaries are getting better and better and gradually show all contexts in which a word can be placed
Chapter 4

WordLink

In this chapter we show what Wordlink can do and cannot do!

☑ Offers you immediate access to online translation of any unknown words on any webpage

☑ Allows users to link webpages to online dictionaries

☒ Ensures that users always find the correct translation of a word (**)

☑ Allows you to compose your own WebPages with all words linked to online dictionaries

☑ Allows you to upload a local webpage and to produce a new page linked word by word to online dictionaries

☒ Requires users to have excellent PC Skills (***)

☑ Can be used for any kind of teaching strategy such as CLIL, ETL, TEFL etc.

Can be used with other open source software such as Wordpress blog platforms, creating multimedia web pages mixing text, images, audio and video linked to online dictionaries

(*) subject to availability of an appropriate online dictionary.

(**) No, that depends on the quality of the online dictionary. Experience has shown that the services are getting better and better, with fuller explanations of the use of words in a particular context

(***) No tests have shown that basic PC skills are enough to create attractive products. What is useful, however, is lots of creativity!
Chapter 5

The CLIL methodology

In this chapter we show you what the CLIL methodology is and isn’t!

- Is a new didactic approach to second language learning (*)

- Is structured around the study topic or content

- Requires teachers to be good at their subject matter as well as teaching experience in English (or another second language) (**)

- Uses English (or German, French, etc) as a medium for teaching CLIL

- Ensures that all students learn the same (***)

- Focuses on content and foreign language acquisition esp. fluency and communication

(*) It is believed that the CLIL methodology is as old as civilization!

(**) It’s not necessary for a subject teacher to be an English teacher as well. It is important, however, to be aware of the linguistic processes involved and to develop gradually the knowledge and skills involved in CLIL teaching

(***) No, although certain aims will be achieved, we don’t know exactly how users develop and apply their newly-gained knowledge and skills.
Chapter 6

The use of the Webpage Textblender and Wordlink in a typical CLIL lesson format

In this chapter we will show the use of the Webpage Textblender, Wordlink in the typical stages involved in creating a CLIL lesson

A CLIL lesson (or series of lessons) usually has 4 or 5 stages:

Intro stage - Lead in

The WPTB can be used in many ways to introduce a topic. Many media providers allow you to use their products by giving you the “embed” information for audio, video and otherwise. Acapela.tv calls this information “widget”:

(go to [www.acapela.tv](http://www.acapela.tv) and meet Paul E.Glot (Polyglot!) for spoken translation of any sentence into other languages!

The WPTB allows you also to use a mix of media, such as audio and video:

The world's biggest Jacob's Ladder!

Click on a word to look it up in the dictionary

The NEXT button allows you to link any document to a webpage or a series of webpages. In this way the lead-in information can be made as powerful as you’d want it to be!
Stage 1 - Processing the text

The best texts are those accompanied by illustrations so that learners can visualise what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content. These markers may be linguistic (headings, sub-headings) and/or diagrammatic. Once a ‘core knowledge’ has been identified, the organisation of the text can be analysed. Here we have a strong example of using media: video and illustrations. The instructions on how to open a bottle of champagne have been clearly marked in steps:

If at this point you wish to use websites for more information, Wordlink can then be used to link any word from the website text to any dictionary you wish:

Part 6 How to Open a Bottle of Champagne

Watch the video and read the text below. You can click on a word to look it up in the dictionary. After that press the button Next to do the exercises.

Step 1: Make sure bottle is chilled
Champagne is best opened when very cold, so make sure you’re working with a well-chilled bottle. 43 to 48 degrees is ideal. Pull the bottle in a champagne bucket filled with ice. To speed up the chilling process, add cold water and a little salt.

Step 2: Dry bottle & point cork
Dry off the bottle so you can get a good grip, and point the cork away from people.

Step 3: Peel foil wrapper
Peel off the foil wrapper, keeping the wire cage intact.
Stage 2

Identification and organisation of knowledge

Texts are often represented diagrammatically. These structures are known as ‘ideational frameworks’ or ‘diagrams of thinking’, and are used to help learners categorise the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge. In our Champagne example you can clearly see the structure (organization) of this text: in steps you are told how to open a champagne bottle without hurting anyone!

From the WPTB you can link to any document to further focus on the correct sequence of this text. This is a WORD document. A more dramatic result you get with Hot Potatoes where you can make drag and drop exercises very quickly:

The trick is to pop the cork with style and flair and without creating a dangerous projectile.

Task 1 Without reading the text again, put the headings in the correct order:

Untwist wire cage = step _______
Peel foil wrapper = step _______
Dry bottle & point cork = step _______
Make sure bottle is chilled = step _______
Grip bottle = step _______
Pop and pour = step _______
Twist bottle & pull down = step _______

Stage 3 - Language identification

Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for the teacher to highlight useful language in the text and to categorise it according to function. Learners may need the language of comparison and contrast, location or describing a process, but may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and set phrases may also be given attention as well as subject specific and academic vocabulary.

In the Champagne text important words can be introduced to indicate order of instructions, e.g. First, next, subsequently, prior to etc.

In this case we can focus on use of the passive tense and chronology markers:

First, the bottle is chilled;

Before use, the bottle is dried. The waiter ensures the cork is pointed away from the client before opening the bottle!

Next, subsequently, prior to this... Etc.
Stage 4 - Output (Tasks)

A variety of tasks should be provided, taking into account the learning purpose and learner styles and preferences. Receptive skill activities are of the ‘read/listen and do’ genre.

A menu of listening activities might be:

- Listen and label a diagram/picture/map/graph/chart
- Listen and fill in a table
- Listen and make notes on specific information (dates, figures, times)
- Listen and reorder information
- Listen and identify location/speakers/places
- Listen and label the stages of a process/instructions/sequences of a text
- Listen and fill in the gaps in a text

In our champagne example the proof of the pudding is, of course, in the eating: tasks designed for production need to be subject-orientated, so that both content and language are recycled. This means that the scene with the champagne bottle can be re-enacted again and again.

Since content is to be focused on, more language support than usual in an ELT lesson may be required. Typical speaking activities include:

- Question loops - questions and answers, terms and definitions, halves of sentences
- Information gap activities with a question sheet to support
- Trivia search - ‘things you know’ and ‘things you want to know’
- Word guessing games
- Class surveys using questionnaires
- 20 Questions - provide language support frame for questions

All these types of exercises can be introduced and practised with the TextBlender and Wordlink, independent of place and time.
Chapter 7

The webpage Textblender and WordLink in use

In this chapter we will show example lessons made with the Webpage TextBlender and WordLink by the POOLS-T members for different (vocational) purposes

Example 1  The fully automatic lawnmover

http://www.languages.dk/materials.html#A_fully_automatic_lawn_mower_for_the_hom-eowner

Link  Hot Potatoes

http://www.languages.dk/tools/index.htm#Hot_Potatoes

Context  VET Electrical Engineering

Level  B1 – B2 (EFCR)

Robomow is the ultimate in environment friendly lawnmowers. It needs no oil, fuel or electricity. Robomow only needs about 1 hour of solar energy to cut a lawn. The unit is designed to work well on any lawn that can be cut by a conventional lawnmower.

The Robomow is placed on the lawn and set to work. The Robomow will automatically complete the entire cutting of each section of the lawn. The operation of the Robomow is entirely automatic. No operator is required to watch it. The Robomow is completely safe. Even if a child or an adult walks on the lawn while the Robomow is working, it will stop cutting automatically and move away from the pedestrian. The Robomow is controlled by a remote control. The Robomow travels in a straight line and cuts the lawn in a set pattern.

Friendly Robotics is a world leader in the development of lawnmowers. The Robomow line comprises several models different in size and power. The Robomow is suitable for small, medium and large lawns. The Robomow is also suitable for orchards and vineyards. The Robomow is suitable for lawns with slopes up to 20 degrees. The Robomow is also suitable for lawns with trees or other obstacles.

Read the text and click on any word for a translation in (almost) any language

Watch the YouTube video as often as you like

Crossword

Vocabulary crossword exercise made with Hot Potatoes (HP)
A matching exercise (HP) (drag and drop)

A gap-fill exercise (HP) (vocabulary)

A Mixed-up sentence-exercise (HP) (grammar)
Example 2  Nasogastric intubation

Link  http://dl.dropbox.com/u/4672246/NasogastricIntubation/Nasogastric\_Intubation.htm
Link HP  http://www.languages.dk/tools/index.htm#Hot_Potatoes

Context  Medical (University)
Level  C1 – C2 (EFCR)

Nasogastric Intubation

Watch and listen to the video as often as you like

Study the labelled diagram and complete the project description

Gather the supplies necessary for nasogastric intubation. Have the patient breathe deeply through each nostril while occluding the other nostril. Select the more patent side. Wind the distal end of the tube around your index finger. This will bend the tube into a curve similar to the course through the nasal pharynx. Immersion of the tube in ice water will give it additional rigidity. Measure the distance of ideal insertion by stretching the tube from the tip of the nose to the tip of the earlobe and from there to the end of the epiglottis. This is commonly referred to as the nose ear epiglottis or nes measurement. Mark the tube with tape at the desired level of insertion. Give the patient a cup of water with a straw, instruct him to take sips during intubation to facilitate tube passage into the esophagus. Apply lidocaine jelly to the tube tip. Intubate the more patent nostril, directing the tube horizontally along the floor of the nose. Have the patient flex his chin to his chest and sip water to aid in passage of the tube. Advance the tube to the desired level of insertion while the patient continues to sip water. Draw some air into a catheter tipped syringe and connect it to the sump port of the tube. Auscultate the epigastrium while injecting air to check tube placement. Note the tube position should also be confirmed radiographically. Secure the tube to the nose with paper tape by wrapping from behind and crossing over the front of the tube and then crisscrossing the nose. After the tube is secure at the nose, pin it to the gown at the level of the sternum.
Example 3 Cells

Link

Link HP
http://www.languages.dk/tools/index.htm#Hot_Potatoes

Context
Biology (General Education)

Level
A2 – B1 (EFCR)

Cells
Click on any word for a translation in Dutch

![Image of an animal cell]

Cells are the Starting Point

One Name, Many Types
There are many types of cells. In biology class, you will usually work with plant-like cells and animal-like cells. We say animal-like because an animal type of cell could be anything from a tiny microorganism to a nerve cell in your brain. Plant cells are easier to identify because they have a protective structure called a cell wall made of cellulose. Plants have the wall; animals do not. Plants also have organelles like the chloroplast (the things that make them green) or large water-filled vacuoles.

We said that there are many types of cells. Cells are unique to each type of organism. Humans may have hundreds of types of cells. Some cells are used to carry oxygen (O2) through the blood (red blood cells) and others might be specific to the heart. If you look at very simple organisms, you will discover cells that have no defined nucleus (prokaryotes) and other cells that have hundreds of nuclei (multinucleated). The thing they all have in common is that they are compartments surrounded by some type of membrane.

Click on NEXT to go an HP and gap-filling and WordLink exercise. After clicking on the link above, you are directed to a webpage in Wordlink. All webpage words are linked to a dictionary, so therefore also all the test questions.

Gap-filling exercise

Click here for a test on Cells in Wordlink

Does the student find a question difficult to understand he can use the online dictionary link in WordLink!
Example 4  Hidden advertising

https://dl.dropbox.com/u/4215224/Webpages%20EU%20POOLST/The%20Netherlands/Advertising%20wp/trial%201.htm

Link HP  http://www.languages.dk/tools/index.htm#Hot_Potatoes

Context  Marketing / advertising (VET)

Level  A2 – B1 (EFCR)

True or False?

1. The word brand can be replaced with the word product here
2. If you are exposed to something, you don’t notice it
3. Incidental brand exposure means seeing a brand for a long time
4. If people see the Apple logo, they get hungry at once
5. In this test people are not aware they have not just been seeing boxes and numbers
6. People who did the Apple logo test were less creative with uses for bricks than people who had not taken part in the test
7. People watching commercials on TV protect themselves automatically against their influence
8. Brand managers are advised to spend much more money on traditional TV commercials

Watch the video as often as you like. Next, answer the True and False questions on your answer sheet. (Click on any word for a translation into Dutch)

DUKE University subliminal advertising

This is Duke University.

The work we are doing is really studying what we call incidental brand exposure. What that means is basically a very short exposure to brand logos and must of the time people think that these wouldn’t have any impact on them at all. In fact they happen to us so frequently. Recent estimates say somewhere between 3,000 and 10,000 brand exposures a day is the typical number that the U.S. consumers are exposed to. What we were interested in studying was to see if in fact those incidental brand exposures were having any impact on people at all.

So certain brands are more associated with different personality traits. So for instance the apple brand has really cultivated an image of creativity and innovativeness and so we thought that being exposed to the apple-grape might lead individuals to become more creative or have a goal to become more creative.

Participants come into the lab and we tell them that they are going to be participating in a usual acuity test and the way this works is that a box will either pop up on the left or the right of the screen and their task is to say left or right when the box pops up. In addition to sort of further complicate the task and ensure that they do not catch any glimpse of the logo for example we have them keep a running tab of the sum of the numbers at the middle of the screen. They think all they have seen is a box coming up on the left and the number appearing but what they are actually seeing is a box comes up, the box disappears for a very, very short duration like 30 milliseconds, a brand logo pops up, the logo goes away and the box appears. What the person’s conscious perception is, is that a box has popped up and gone away and that’s it. They don’t realize that they have been exposed to the brand logo.

What we found is that people who were subliminally primed with the apple logo actually had a goal to be creative activated by this exposure and they were more creative on a later task. So we asked them to come up with uses for a brick. Come up with as many different unusual uses for a brick that they could think of. And what we found was that people who had been subliminally primed to the apple logo were more creative that people who had been subliminally primed to the IBM logo.

Most television advertisements don’t have much impact on people and that’s because as you are sitting watching a television ad your defensive screens come up. We know you are trying to persuade us when they show us an ad so our defensive screens come up and we filter that ad through these defensive mechanisms.

These short brand exposures, though, people are not even consciously aware they are occurring so the defense mechanisms don’t come up. So if you are a brand manager you might think about perhaps instead of spending so many resources on traditional television advertisement maybe switch more of those resources over to encouraging very brief exposures perhaps as part of placements not the cheesy part of placements where you hold it up like this but one where it is just seen in passing, perhaps web placements or weaving brands into the natural lives of characters in video games or television shows might be a more effective and efficient way to allocate my marketing resources.

Click on the NEXT button to go to the next webpage with the full text
Exercise 1 - Matching exercise

Subliminal advertising

Matching exercise

Match the items on the right to the items on the left.

Check

<table>
<thead>
<tr>
<th>Subliminal</th>
<th>???</th>
</tr>
</thead>
<tbody>
<tr>
<td>incidental</td>
<td>???</td>
</tr>
<tr>
<td>exposure</td>
<td>???</td>
</tr>
<tr>
<td>impact</td>
<td>???</td>
</tr>
<tr>
<td>estimate</td>
<td>???</td>
</tr>
<tr>
<td>innovativeness</td>
<td>???</td>
</tr>
<tr>
<td>acuity test</td>
<td>???</td>
</tr>
</tbody>
</table>

Exercise 2 - Crossword

Subliminal advertising crossword puzzle

Crossword

Complete the crossword, then click on “Check” to check your answer. If you are stuck, you can click on “Help” to get a free letter. Click on a number in the grid to see the clue or clue for that number.

Exercise 3 - Gap-filling exercise

Advertising gaps

Gap-fill exercise

Fill in all the gaps, then press “Check” to check your answers. Click the “Help” button to get a free letter if an answer is giving you trouble. You can also click on the “?” button to get a clue. Note that you will lose points if you ask for hints or clues!
Example 5  
Cat Stevens

Link  
http://www.languages.dk/online/clil_samples/CatStevens.htm

Link HP  
http://www.languages.dk/tools/index.htm#Hot_Potatoes

Level  
B2-C1 (EFCR)

Father and Son, by Cat Stevens

Watch the video and listen to Cat Stevens singing the song. Click on any word to look it up in the dictionary.

This song is a dialogue between a father and his son. The father is trying to persuade the son to stay at home but the son wants to go away and change his life. They don’t understand each other and cannot agree. First the father speaks, then the son, then the father again while the son speaks in the background, and finally the son again while the father speaks in the background.

There are several verb tenses used in the song (present simple, present perfect, past simple, future simple) plus some modal verbs.

First, listen to the song once and read the lyrics. Some of the verbs are missing but don’t worry about this now. Then click on the “next” button to do the exercises.

Father:
If _______ not time to make a change. Just relax, take it easy.
You _______ still young, that’s your fault,
There’s so much you have to know:
Find a girl, settle down. If you _______ you can marry.
Look at me, I am old, but I’m happy.

I _______ once like you are now, and I _______ that it’s not easy,
To be calm when you _______ something going on.
But take your time, think a lot,
Why, think of everything you’ve got.
For you will still be here tomorrow, but your dreams may not.

Son:
How can I try to explain, when I do he _______ away again.
It’s always been the same, same old story.
From the moment I _______ to talk I _______ ordered to listen.
Now there’s a way and I know that I have to go away.
I know I have to go.

Father:
If _______ not time to make a change. Just sit down, take it slowly.
You _______ still young, that’s your fault. There’s so much you have to go through.
Find a girl, settle down. If you _______ you can marry.
Look at me, I am old, but I’m happy.

(Son—Away Away Away. I know I have to
Make this decision alone—me)

(Father—Stay Stay Stay. Why must you go and
make this decision alone?)
Click on Next to go the exercises:

**Exercise 1 - Lyrics Gap-fill exercise**

Fill in the gaps, choosing the correct verb from the list below and then putting it into the correct form (present simple, present perfect, past simple).

order - cry - be (x 3) - turn - find - want (x 2) - can - know (x 3)

**Father**

It's not time to make a change. Just relax, take it easy.
You're still young, that's your fault.
There's so much you have to know.
Find a girl, settle down. If you can marry.
Look at me. I am old, but I'm happy.

I once like you are now, and I that it's not easy.
To be calm when you something going on.
But take your time, think a lot.
Why think of everything you've got.

For you will still be here tomorrow, but your dreams may not.

**Son**

How can I try to explain, when I do he away again.
It's always the same, same old story.
From the moment I talk to listen.
Now there's a way and I know that I have to go away.
I know I have to go.

For you will still be here tomorrow, but your dreams may not.

**Father**

It's not time to make a change. Just sit down, take it slowly.
You're still young, that's your fault. There's so much you have to go through.
Find a girl, settle down. If you can marry.
Look at me. I am old, but I'm happy.

(Son – Away Away Away, I know I have to
Make this decision alone - no)

**Son**

All the times that I keeping all the things I inside,

It's hard, but it's harder to ignore it.
If they right, I'd agree, but it's them they not me.

Now there's a way and I know that I have to go away.
I know I have to go.

(Father – Stay Stay Stay, Why must you go and
make this decision alone?)
Exercise 3 - A Biography, Gap-fill exercise

Fill in the gaps, then press “Check” to check your answers. Use the “Hint” button to get a free letter if an answer is giving you trouble. You can also click on the "?” button to get a clue. Note that you will lose points if you ask for hints or clues!

Part 1: There are some gaps in the text, followed by words in capital letters. Use these words to form another word that fits in the gap.

Yusuf Islam - born Steven Demetre Georgiou, FORMERLY known as Cat Stevens, is a British MUSIC. He is a singer-songwriter, multi-instrumentalist, educator, philantropist, and prominent convert to Islam.

His early 1970s record albums Tea for the Tillerman and Teaser and the Firecat both won official RECOGNITION, and were awarded Triple PLATINUM by the RIAA in the United States. His album Catch Bull at Four sold half a million copies in its first two weeks of release, and was Billboard’s number-one LP for three consecutive weeks. He has also earned two ASCAP Songwriting Awards in SUCCESS year, for “The First Cut is the Deepest”, which has been a hit single for four different artists:

Stevens: one of the most NOTABLE successes of his career. In December 1974, he adopted his Muslim name, Yusuf Islam, the FOLLOWING year. In 1978, he sold all his guitars for charity and left his music career to devote himself to EDUCATION and philanthropic causes in the Muslim community. He has been given several awards for his work in the PROMOTE of peace in the world. In 2000, he returned to pop music, with his first album of new pop songs in 26 years, entitled Another Day. He now goes by the single name Yusuf. His most RECENT released album, Roadfinger, came out in 5 May 2000.

Check your answers to Part 1 before proceeding to Parts 2 and 3.

Part 2: Offline Writing Task

Think of a person you admire (musician, actor, sportsperson, friend, family member …) and write a short biography of him or her. Write 120-150 words.

Part 3: Web Research

Use Wordlink to read more about Cat Stevens. Click on any word on the website that you don’t understand and you will find the Italian translation on the right side of the screen.

Click here

After Part 2 and 3, click on Click Here for a webpage on Cat Stevens in Wordlink.
All words are linked to an online dictionary!
Example 6  Re-Store Furniture Recycling Project

Link  http://www.languages.dk/materials/gd/gd3/index.htm

Level  B1 (ECFR)

This unit is produced by the Scottish POOLS-T partner, SMO and is meant for self-teaching and self-testing materials for learners of English. The materials on these pages are designed to help English learners teach and test themselves. They are based on real situations, and reflect aspects of life and work in the Hebrides. Learners should already be at pre-intermediate level at least, and extension exercises are included which will also be appropriate for more advanced learners, who may or may not be working in groups.

There are four units of work. They are roughly in ascending order of difficulty, though each unit can stand on its own.

1. Re-Store Furniture Recycling Project
2. Craigard Day Centre
3. Hebridean Food: Cookery Demonstration
4. Hebridean Food: Smokehouse

Let’s have a look at the Re-Store Furniture Recycling Project as a an example:

The NEXT button takes us to a variety of exercises. This one is a gap-filling exercise focussing on grammar:

Fill in all the gaps, then press “Check” to check your answers. Use the “Tip” button to get a few tips if an answer is giving you trouble. Note that you will lose points if you ask for help.

The Re-Store project is based in Bernisdale, South Uist. It is run by the community group Cothrim, with support from the European Union. It aims to use old furniture and books again.

In the workshop Seumas MacEachrindale repairs old furniture that is given to the project. He teaches a class in language they prefer.

When he is satisfied it is good enough and strong enough to sell again, it is placed in the shop. Seumas is happy to explain to customers what work he has done.

As well regaining furniture the project will deliver it to the new owner’s home. In offering good quality furniture at a low price delivered to your door the Re-Store project has developed a niche market in Uist. It also reduces the amount of waste we produce. It can be seen to be providing a valuable community service too.
Example 7 The TextBlender used by STUDENTS

Link  
http://www.youtube.com/watch?v=hl64AfjS9Y4&feature=related

Level  B2 (ECFR)

The TextBlender is a perfect tool to save valuable teaching time, to inspire students to go beyond the realm of “just another boring PowerPoint presentation” and to be amazed by the students’ creative potential!

Standing in front of a classroom knowing your every movement is watched, can be pretty daunting. For a teacher having to watch so many presentations a day, can be pretty challenging too. So why not make use of the textblender to test for example:

1. The quality of the video presentation (knowledge of the topic or indeed the quality of the video presentation, e.g.)
2. Pronunciation, fluency and grammar proficiency
3. Writing proficiency at any time and in any place?

The following example is from a student who explains Voice Acting in a cartoon (NOT a Disney one!!) with speech using her own voice for 3 characters no less!

mermaidsong7 5 video's  Accessmen

It goes from watching a movie, making funny music videos with my cousins and friends, taking parts of the video to create a whole new video about it, and last but not least, voice-acting, also known as dubbing or lip-sync, as a result of this you get this whole scene from a movie you know and you like, but instead of finding out the original voice and the actual character, you find your voice in it! And not just one character, you can dub as many characters as you want! And that is precisely what I want to show you. Not just the result but the whole process of making of video. First we need to have an idea of what we want to do and in this case it will be voice acting. In voice acting we can act (do it!), sing, or both. And we have to select a movie, and easy one, let’s see... Anastasia, which is NOT from Disney! And a song or a scene. Learn to do it! I would love to know how to make this instrumental or background sound music, but I can’t. Meanwhile I’m downloading them. Let’s make some medley! (Watch the video!).

So, this is what I do in my spare time to have fun. I hope to get you guys better this year and hope you have fun and that this was worth watching! See you!
Chapter 8

A quick Webpage Textblender course

For a complete PowerPoint presentation on how to use the WPTB and WordLink, click on: http://www.languages.dk/archive/conference/EP_CLIL.pdf.

Go to http://www.languages.dk/tools/index.htm to find out what you need to download before you can start.
In the WPTB, first choose the Media you wish to use (video, audio).

If you wish to use a YouTube video, then open the video on YouTube and right click on the screen: Next click on Copy embed html. You need this information for the TextBlender to recognise and play your video.
Next, insert text and/or more media

Following this, choose the language of the text you inserted and the target language

And after checking on the summary page whether every step has been taken, export the webpage and save it with all other files in your folder.
Chapter 9

A quick Wordlink course

Click on: http://www2.smo.uhi.ac.uk/wordlink/ and the following page opens:

There are 3 choices in Wordlink

1. Process the following webpage

Choose an URL or webaddress e.g. www.languages.dk, select English as webpage language and click on GO. Next, click on any word for a translation in the available source language.
2. Upload an html page

3. Compose a page

Choose the source language (here: English). Type in a title and type or paste any text. Finally click COMPOSE at the bottom of the page. Click on any word for a translation.
Chapter 10
Using IPADIO and Acapela.tv

10.1 Using Ipadio to create webpages with embedded audio

Many language teachers and learners appreciate teaching materials that incorporate both written and spoken language. However, it has always seemed to be a more complex task to create sound files than text files. In recent times a number of attempts have been made to harness digital telephone technology to the purpose. One example is provided by www.ipadio.com.

With Ipadio you can use a landline or mobile phone to record an audio message, just as you might leave a voicemail on an answer phone. This message is then instantaneously rendered as a soundfile on the Internet with its own unique URL. A further feature with messages in English is an automatic transcription, which gives you a written version of the message as well (with a warning attached that there are likely to be some imperfections in the transcription).

In order to make use of this service a user needs to create an account with Ipadio. There is no cost for individual consumers, though Ipadio does also offer a business service. Details are available on the website. When you create an account you need to give Ipadio some details including two telephone numbers you will want to use. In return you get a PIN number to use whenever you call to make a recording. The whole procedure is very simple, and includes a “delete” option if you are not satisfied with your recording.

Here are some examples, created by Gordon Wells, one of the POOLS-T partners. Gordon’s collected recordings (his “phlog”) are available on the Ipadio site itself:


If you click on “more” in any of the phonecasts listed you get additional information, including an English transcription in some cases. There is also space for comments. For example:


It should be noted that the transcription in the above phonecast has been tidied up, using the edit function. Here is an example of unedited machine transcription:
In a language teaching context care obviously needs to be exercised with this facility – but even correcting the mistakes could be a learning experience! Sound quality is also an important issue, and dependent to a large extent on the quality of the telephone connection. However, it should be noted that, in addition to the phonecast function, there is a “traditional” MP3 upload option as well. So, if you have pre-recorded soundfiles on your computer already you can still use these with Ipadio.

Lastly, there is also a valuable cross-posting function which enables you to upload or embed your phonecasts to other Social Media such as Facebook, Twitter, or any blogs you may run. This is particularly useful for language teachers, as it enables you to create your own multimedia web-based materials in a format of your own choosing. For example, Gordon has started incorporating both audio (Ipadio) and video (YouTube) in the Island Voices project blog [http://guthan.wordpress.com](http://guthan.wordpress.com). This is a Wordpress platform, and has been created to record project progress, disseminate news, and encourage interaction with learners and teachers. (Creating a Wordpress account is a similarly painless process as with Ipadio.) In two recent posts Gordon has highlighted and previewed one of the topics for the new series of Island Voices videos.

In the first he interviewed a participant in Gaelic and English, using his telephone. This blog post about the interviews includes embedded links to both phonecasts:


The following month he created another blog post, this time embedding the video.


Any or all of these webpages can, of course, also be linked to Wordlink and Multidict to allow instant online dictionary access. Possible language learning uses are immediately evident.

To sum up, Ipadio offers a valuable additional audio functionality in any language teacher’s repertoire of materials creation tools. When it is teamed up with other web-based programs and platforms, such as Wordpress, YouTube, and/or Wordlink/Multidict, the potential is there for some very powerful multimedia work to be realised.
Example of using IPADIO in the WebPage TextBlender

Link:  https://dl.dropbox.com/u/4215224/Webpages%20EU%20POOLST/The%20Netherlands/Applying%20for%20a%20job/fulldigitalCV5.htm

Letter of Motivation PLAINET Italian Engineering Company

Letter of motivation

Dear Mr Fierllo,

(...) 

During the past four years, I studied industrial engineering electronics at Horizon College, Hoorn. The focus of my studies was understanding the fundamental electronic principles that govern modern day electronics. But I also learned about other diverse topics such as safety, economics and sustainable energies. I found the last topic, sustainable energies, to be very interesting and exciting, and I would love to learn more at your company during a 20 weeks’ workplace.

I saw on your website http://www.plainet.net/home.htm that you have several projects running, amongst which electricity production without pollution. I would very much like to participate in this project and thus increase my knowledge of sustainable energies.

To further my career I want to continue my studies at a Higher Vocational Institute, in sustainable energies. This will allow me to better understand energy principles and to find applications in my future career. With all the uncertainty and changes in this world, political, economic and technological, I believe that it’s our duty to learn as much as we can about energy conservation.

I understand from Mr de Hender, my study counsellor, that you have vacancies at the moment for trainees. Therefore I would very much like to apply for one of these vacancies. I have enclosed a full CV which shows you that I’m also very active as a member of the Young Petten Energy team which focuses on finding new ways to manage our environment better.

I look very much forward to hearing from you,

Yours sincerely,

Vincent Hobbema
10.1 Using Acapela.tv

Acapela.tv is a new kid on the block that allows you convert written text to speech and to embed the information for use in other software tools, such as the WebPage TextBlender.

Horizon College, one of the partners from the Netherlands in the POOLS-T project, uses this application to have students prepare themselves for an international work placement. A student doing her placement in Germany wished to prepare herself for a speech on the first day of arrival. She knew how to write the text, but she had problems with her pronunciation. Using acapela solved her problems in perfect German. Click on http://www.acapela.tv/Fish-1-4-122807740_c262522a68be0 to see Goldie, the talking goldfish. Acapala has many such cute characters!
Appendix

Useful links

www.smo.uhi.ac.uk
Sabhal Mòr Ostaig, Scotland’s Gaelic College

www.uhi.ac.uk
The UHI Millennium Institute, aiming to be the University of the Highlands and Islands

www.cothrom.net
Cothrom Ltd, Hebridean community training group

http://guthan.wordpress.com
A portal to the still growing collection of English and Gaelic video materials - This is an interactive site on which comments and suggestions are encouraged.

www.horizoncollege.nl
The Dutch partner’s VET institute in the province of North-Holland, The Netherlands