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Pools members in action across Europe

Languages:

- Basque
- Danish
- Dutch
- English
- French
- Gaelic
- German
- Greek
- Italian
- Lithuanian
- Maltese
- Portuguese
- Romanian
- Spanish
- Turkish



Hop on board and join the pools teams i.e. pools, pools-t, pools-2, and pools-m

We have reintroduced the use of RSS feed in the pools website. The webmaster, Kent Andersen chose last year to discontinue RSS feeds as very few knew what it was, but a study of the website log files reveals that quite a large number of users actually read the old rss.xml file and get the wrong impression that nothing happens in the projects.



You can get automatic updates from the languages.dk website through an RSS feed

Meet the POOLS teams at the EfVET 2011 conference in Malta October 26th to 29th. Both pools-m and pools-2 will present the project outcomes with round table presentations. A Romanian sister project CX will also present a sequence of planned courses on how to produce materials for computer assisted language learning



Register for the EfVET conference in Malta: www.efvet.org

Several pools members plan to participate in the EUROCALL 2011 conference at the University of Nottingham, UK, 31st August - 3rd September 2011. Join us in Nottingham for another great Eurocall experience! We'll use the opportunity to share our visions of software development for iPads and other mobile devices. We'll also interview a number of attendees to ensure that our development plans match a real need and seek advice from the many experienced experts during the conference



Go to Nottingham to meet some of the POOLS members

The number of languages supported by Multidict, developed in pools-t, is growing rapidly. At the time of this newsletter Multidict supports 115 different languages with a plethora of online dictionary combinations - all from one simple interface.

Go to www.multidict.net/multidict to experience the strength of switching between many dictionaries within one interface.



Fast switching between different dictionaries, each with specific strengths like the IATE dictionary

Imagine a free online service which can be accessed with tablets like iPads to create multimedia rich webpages where all words are linked directly to Multidict and that the pages automatically become online ready to be used by your students and the rest of the world - all of it for free:-) This will become true if the "tools" project is selected for funding. We look forward to telling you the result of the selection in the next newsletter, so please keep your fingers crossed!

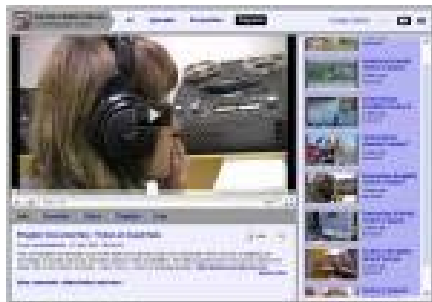
Multidict now supports Greenlandic. With the assistance of Per Langå, an expert on Greenlandic and dictionaries, it was possible for Caoimhín o Donnaille to include links between Greenlandic and Danish in Multidict. You too are welcome to suggest new languages



Latest news: The POOLS-2 teams plan to run a final pilot course in Malta in September. There is no fee to participate, you just need to go to wonderful and exciting Malta

A new feature has recently been added to the YouTube channel that provides access to all 150 Island Voices Series One and Series Two videos created by Scottish partner Sabhal Mór Ostaig. The videos have been grouped into 8 separate playlists corresponding to the English and Gaelic Series One and Series Two Outdoors, Generations, and Enterprise categories. This allows easier navigation around the channel to let you find the video you're looking for without going through the menus on the project website guthan.wordpress.com - though you'll still need to use the site to access transcripts/translations.

Just click on a playlist to get a non-stop 'feature length' playback of all the videos in the category of your choice. Ideal for 'online immersion'!



Making use of a playlist to watch videos non-stop

The Scottish project partner, SMO has also hooked up with the inter-university research project, Soillse, recently hosting a visit from Dick Johnstone, Professor Emeritus at Stirling University. During his visit he was able to visit the offices of Am Pipear in Balivanich, and to meet members of a local Language and Culture action group who gather on a Monday afternoon to learn Italian together.

Visit the Island Voices site to hear him talking to Gordon Wells about bilingualism.



Go to Island Voices <http://gothan.wordpress.com> to listen to Dick Johnstone

The Cyprus team has finalized their work with the twenty videos to be used for language teacher courses and later on as part of teaching materials for learners of Greek. The twenty Greek videos have now been completed with summary, cultural notes, language notes, transcript, and translations from Greek into English.

The videos are copyleft and may be used for free in your teaching materials. To watch the videos go to the Greek video page: www.languages.dk/digital/indexEL.html



One of the videos from Cyprus

Since the start of pools-2 the teams have stored all their videos in Youtube, this has worked perfectly well and has also ensured further dissemination of our outcomes. But recently we have started experimenting with another

video storage system: Vimeo, we have no reasons to complain about Youtube, but find it needed to test some other systems as well.

One main issue with Vimeo is the restricted size of a video file, the permitted free upload is much smaller than that of Youtube, this also means that some files have to be compressed in lower quality to fit the Vimeo.com restrictions. Beside the restricted size of videos there is also a limit on number of Megabytes (500) one can upload each week.

Vimeo membership as such is free, but there is an option of paying for extra access through a service called "Vimeo Plus".



Screen capture from the POOLS group in Vimeo.com

We have set up a POOLS group in Vimeo, you are VERY welcome to upload videos to that group so they may be shared with the language teacher communities. The group can be found when you search for POOLS under Education/DIY

Latest news from the POOLS-M teams in Italy, Lithuania, Switzerland, and Turkey

The fourth Pools-m workshop was organized on 3/4 May in Istanbul, Turkey. The aim of this meeting was to discuss the pilot courses (duration February-April) for language teachers, present advantages and disadvantages.

All the participants presented their language teacher courses. Town school, gymnasium teachers participated in the courses, it was discussed what problems the organizers had, what could be done other ways if the new courses had to be organized. In the discussions also dissemination events were presented.

We are really glad that the methods which were presented during the courses are now used in the real classroom environments. Watch the videos: www.facebook.com//video/vide.php?v=1777114948389&comments



From the Istanbul workshop
The videos show how language teachers prepare creative, interesting lessons, which motivate students, give the learning environment richness and attraction. All the language teachers who participated in the courses are invited to send more materials via email: j.lepsiene@gmail.com

Language teachers working in different VET schools in Istanbul have attended pi-

lot courses in Marmara Private Anatolian High School. In the courses the methods have been explained and the use of the methods inside and outside the classroom environment have been practised. The teachers have also found the chance to visit the project website and gained a clear understanding of how they could benefit from www.languages.dk. So far Turkish team has successfully carried out 4 piloting courses, one was prepared for candidate teachers attending English Language Teaching Department of Maltepe University.



Pools courses run for VET teachers in Turkey

During the meeting in Istanbul in May 2011, the Swiss team showed a 10-minute film showcasing 3 of the methods: PhyEmoC, Task Based Learning and Computer Assisted Language Learning. This film differs from others on the POOLSM website, since the aim was not simply to show the methods in use, but rather to highlight the important phases of the lesson, demonstrating the effectiveness of the various methods while also providing suggestions and ideas for potential lesson plans.

After the summer, the Swiss team plans to extend the film in order to include the final two methods: Simulation and E-tandem, with the



objective of providing the project with one, short (14 minute) video, illustrating the implementation of all 5 methods, which can be exploited as a useful dissemination tool. The video can be seen from the project website



Scene from SUPSI video

Another topic worked on by the Swiss team is the online survey, which has now been completed by 84 students and 96 teachers. A Word document has been prepared, and made available to the other teams, containing the comments made by both groups. In line with the suggestions made by our external evaluator, these comments should be taken into consideration particularly when planning follow-up courses.

The PhyEmoC method was in Lithuania presented to a group of foreign language teachers and a group of teacher students in Marijampole with participation from all over Lithuania.

The learning situation was based on "cultural role-play". The "students" were split up into two groups, given a description of a fictitious culture and told that they were to act these out in a role play, at an international students' party. One group received descriptions of a very open and warm culture, which likes to talk to people and touch people. The other group received descriptions of a very



reserved culture, a culture where you do not touch or talk to people you don't know. This activity was met with mixed emotions. Some of the students found this very amusing, and some felt it was somewhat uncomfortable.

The groups were very good at guessing the other groups cultural "rules" at the end of the activity. They talked about "their cultures" and mentioned that one of the cultures had a very strong resemblance to the Lithuanian culture, hence the uncomfortable feeling some of the students were feeling.

After having discussed the pros and cons of the exercise, and after having been introduced to the theory behind the method, the groups were asked to create their own PhyEmoC lesson. The course participants then worked in



groups, designing their own learning situation based on the PhyEmoC method. The many inspirational ideas were then presented. We also saw examples from some of the course participants, who had brought these to show how they had used PhyEmoC in their classroom. It was interesting to see how they had interpreted the method, and created some fantastic activities for their students. The examples can be seen with video from the Pools-M Facebook group.

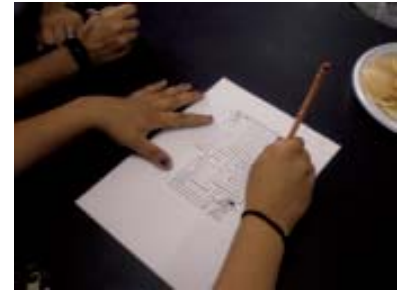


The Italian team wanted to propose some Pools exercises for schools in Pistoia to see the reaction of the students. The team cooperated with some of the teachers who had attended the training course in November. The schools visited were two, an elementary school and a high school.

In the elementary school, the team took part in an English class for small children. We decided to propose a PhyEmoC exercise. The children were divided in pairs and given a drawing to be colored. The drawing was divided into sections and in each section there was a number. A kid had to tell the other with what color the section should be colored, indicating the corresponding number. Once this activity was finished, the kids exchanged roles

and did it again with a different drawing.

Our impression was that by being engaged in coloring they were not worried about having to give directions in English.



In the high school, TBL and a PhyEmoc exercises were proposed for students in a French lesson. The TBL exercise was created by their teacher, who has used it throughout most of the school year. For the PhyEmoc exercise, the teacher was inspired by the training in November and decided for the exercise where students have to give directions while blindfolded.



We also had a follow up course on the PhyEmoC method for Spanish kindergarten teachers who wanted to apply the methods in class, with the kids. They had attended the training in April and wanted to try new exercises. We proposed several types of exercises with songs, exercises where they had to connect the dots in order to display a picture (but to do it in pairs, with one kid blindfolded, and the other giving directions), to complete mazes on a piece of paper (always in pairs, one blindfolded, and the other giving directions).