News

Contact:
Kent Andersen
ka@sde.dk
www.languages.dk

The Pools-3 and Methods teams in action during the workshops

Languages:
Arabic
Basque
Catalan
Czech
Danish
Dutch
English
French
Gaelic
German
Greek
Irish
Italian
Lithuanian
Maltese
Portuguese
Romanian
Slovenian
Spanish
Turkish

Hop on board and join the pools teams

The Pools project portfolio was in October extended with two new Transfer of Innovation projects; Pools-3 and Methods. In January 2014 another project will be added to the portfolio titled Clil4U extending the number of ongoing projects to four. The four projects have very different aims and objectives, but all of them work towards better communicative language teaching, and support the less widely used and taught languages.

Pools-3 started with a kick-off workshop in Brussels where the teams from Belgium Catalonia, the Czech Republic, Denmark, Northern Ireland, and Scotland worked through the project aims and objectives and shared experience on computer assisted language learning. The project website www.languages.dk/pools-3 can now be read in four languages; Catalan, Czech, English, and Irish. The teams have also completed subtitling videos in Catalan, Czech, and Irish as well as project brochures in five languages. The brochures were disseminated in Athens during the EfVET 2013 conference.

Pools-3 teams in Brussels

The original POOLS project lasted from 2005 to 2007. But many of its products and outputs remain current. The "Ceòlas" video was made in 2006 by POOLS partner Sabhal Mòr Ostaig as part of its contribution of

20 English and 20 Gaelic videos. This collection of "Island Voices" videos went on to win a 2007 European Award for Languages (The Language Label).

And yet, just last week, following postings by the British Council Teaching English and Learn English Facebook pages this video and related clips registered 1500 hits from 95 countries on the Island Voices Youtube channel.

Not bad for a 7-year old clip! There's a challenge for the new languages in the POOLS-3 partnership. We look forward to making good quality productions. We also want lasting impact!

Methods took off with a colourful workshop in November in Brussels where the teams taught one another their languages with selected language teaching methods. The Danish team taught Danish using

the PhyEmoC methods, we learned Slovenian through the simulation methods, and the Maltese team gave us a lesson based on CALL in a Task Based Context.

TOOLS is now focused on exploitation of results

Ana Gimeno from the Universitat Politècnica de Valencia, one of the project partners, participated in two project dissemination activities this autumn. The first took place in Valencia on 15th and 16th November at the School of Design Engineering during the *IV Valencian Workshop on Computer-Assisted Language Learning: Using Technology to Prepare Lifelong Language Learners.* 120 Spanish language teachers had the opportunity of becoming acquainted with Clilstore through a plenary keynote address describing the theory underpinning the Clilstore authoring tool and the multilingual dictionary interfaces, aka Multidict and Wordlink, as well as a hands-on workshop where participants were able to try out the tools and apply them to their own learning requirements. The participants saw advantages in using Clilstore in all educational sectors and highlighted its innovative use in integrating music and lyrics into the language classroom.

TOOLS presented in Indonesia

The following week, Ana Gimeno also participated in the 21st International Conference on Computers in Education which was held in Bali, Indonesia, from 18 to 22 November 2013, organised by the Asia Pacific Society for Computers in Education and hosted by the University of Muhammadiyah.

Her talk focused on "Enhancing the Foreign Language Learner's Experience through Clilstore" and addressed issues such as the need to help learners in technical contexts learning languages for specific purposes to acquire personal and professional skills among which the ability to communicate efficiently in a foreign language is included. The session participants were impressed with Clilstore's ability to store an increasingly growing repository of ready-made online didactic units which are freely available to the language learning and teaching community at large.

Users getting CLIL experience during a workshop in Gratz

The European Centre for Modern Languages (ECML), a department within the Council's Directorate General IV- Education, Culture and Heritage, Youth and Sport-, is implementing a project "Language for work", one objective of which is to create a network of language professionals working in the field of developing skills of migrant workers, and other teachers related to teaching professional language at different educational levels. The network held a meeting on the 5-6th of December, 2013 in Graz, Austria, at the headquarters of the ECML. The network was established last December and this was its second meeting. Language teachers, from state and private sector gathered to share their experience and methodologies of teaching professional language and to learn from each other. The agenda had foreseen time for network members to present the results of their work, including, projects, outcomes of research and other activities. Or simply to provide practitioners' view on the issue.

Rasa Zygmantaite, a member of Tools project team, who is also a member of the Language for Work network, participated in the meeting and presented Clilstore and the Tools project. The time, allocated for the presentation didn't allow the teachers from the network to register and immediately create their own units during the workshop, however, all the 35 CDs with audio files on how to create your own unit in English (+ Scottish Gaelic, Irish Gaelic, Lithuanian and Portuguese), that were offered for the

Latest news: Tools based content demonstrated in Graz

workshop participants, were distributed in less than five minutes! The participants of the network showed great interest in the tool, especially its ability to work with other languages than those, using the Latin alphabet, i.e. with all characters of UTF8, which is very important when you work with migrant workers from different parts of the world. The ECML network "Language for work" is finalizing its website, and the participants' task during one of the workshops was to discuss the functionality of the website in order to make it as attractive and user friendly as possible and really used by language teaching professionals from the European Union and non-EU countries. Members of the network will be able to share their findings and methodological material in the "Library" section of the website. And not only that- we can link our project to this network to facilitate the access of the findings of the Tools and other www.languages.dk projects for the big family of language teachers.

TOOLS at Jornada do Departamento de Linguística e Literaturas

On the 25th of November the TOOLS project was presented to the teaching staff and students of the Department of Linguistics and Literatures. The emphasis was set on the Tools consortium, on the objectives, on the social networks and on the results. Newsletters were offered to participants, encouraging them to

register online in order to receive the newsletter on a regular basis. The presentation was made using the IPad and on the Prezi online system. You can access the full online Prezi presentation at: http://goo.gl/CnT7H4 The results were given particular place on this dissemination activity. It was given a brief overview of Clilstore, wordlink and multidict.

Helle Lykke Nielsen, SDU presenting Nudging and Clilstore

What do language learners think of CLILstore? Do they benefit in any way, and if so, what effects do they find CLILstore units to have on their learning outcome? To find out, the Arabic partner of the Tools project at University of Southern Denmark distributed a questionnaire to 53 first and second year university students of Arabic, who had been introduced to CLILstore during class time and were then asked to test it outside class. The questionnaire contained four questions on the use of CLILstore: Was CLILstore easy to work with? Did CLILstore make it easier to read texts? Did Clilstore help to manage the time available to read texts more effectively? Did the dictionary interface work well? The students were asked to rate their responses on a scale from 1 to 5, followed by two open ended questions on what the students liked the best and what they thought could be improved. An

additional space for other suggestions was added at the end.

The global average from all four questions among first year students (n=30) was 3.6 out of 5, whereas the ratings of second year students (n=23) reached an average of 3.4. From the ratings of the individual questions it was clear that both groups were most enthusiastic about the fact that they could read texts easier and faster, whereas they differed in their assessment of the use of dictionaries: First year students rated the dictionary interface almost one point higher (3.5) than second year students (2.8). The same difference between first and second year students was found in the answers to the open ended questions: Whereas first year students were excited about the seamless access to dictionaries and mainly suggested that these should be improved to become faster and more elaborate, second year students were much more critical of the dictionaries, complaining about wrong translations, lack of adequate definition, etc. What these students appreciated in CLILstore, on the other hand, were the possibility to read and listen to texts simultaneously, to cover subjects which were more interesting than "the boring ones used in the

classroom" and to experiment with units by clicking around in CLILstore.

From the student feedback, we might conclude at least two things. First, what seems to underlie the enthusiastic assessment of CLILstore units among first year students is their "quick and dirty" use of the available dictionaries. By frequently clicking on words they do not know, they manage to unwrap information in Arabic, which leads to new insights into the subject studied. Second year students, on the other hand, show a raised awareness of the many pitfalls encountered in net based dictionaries. Consequently, it seems as if learners develop a healthy awareness of both opportunities and pitfalls of the available dictionaries, even without being taught about it in class. This gradual move from "quick and dirty" to more critical user behavior ought to reassure many foreign language teachers who argue against students' access to free meaning technology such as e.g. google translate.

Secondly, the feedback shows that students become (more) autonomous when working in CLILstore. The combination of seamless access to dictionaries and the possibility to combine different skills make students benefit from the flexibility of CLILstore and cater for their own learning. And this is exactly what CLILstore and the Tools project aim at: to develop autonomous learners with a healthy awareness of how to use available netbased meaning technology.

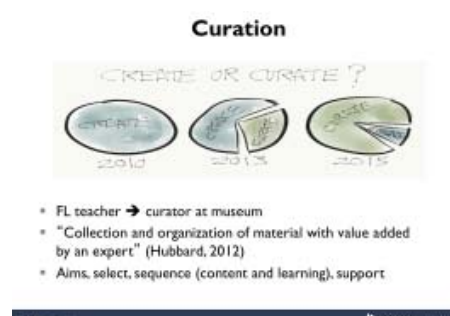Kent Andersen presenting Clilstore in Athens during the EfVET 2013 conference in October

During the EfVET conference in Athens Tools was presented at two roundtable presentations by Rasa Zygmantaite and Kent Andersen. Each presentation was a thirty minutes workshop where Rasa and Kent presented how to create Clilstore units with video and text from http://www.ted.com despite the short time the two presenters managed to cover the process and show how easy one can make interactive online learning units. Rasa and Kent also disseminated the project by handing out more than 200 newsletters as well as the Do It Yourself DVD to the conference participants.

TOOLS Newsletters were placed on all chairs ready for the EfVET conference opening session

Last year at Eurocall we met Phil Hubbard, who gave an inspiring presentation on "Curation" see:

http://www.stanford.edu/~efs/eurocall2012.pdf one of the Tools team members, Helle Lykke Nielsen (SDU) has taken Phil's idea one step further towards what she has called "Nudging" Download Helle's presentation here:

http://alturl.com/et7no

Curation

- FL teacher ➔ curator at museum
- "Collection and organization of material with value added by an expert" (Hubbard, 2012)
- Aims, select, sequence (content and learning), support

Example of slide used to exemplify curation and the future of curators/language teachers

The TOOLs and Pools-3 teams at Ulster are busy preparing a paper on our ongoing European projects to be delivered at the Centre for Higher Education Practice's annual conference, which will be held at the University of Ulster's Jordanstown campus on 23 January 2014. The theme of the conference is 'Sharing and shaping learning and teaching at Ulster: Building Communities of Practice'. The conference will seek to explore ways in which effective learning and teaching communities of practice at Ulster can be cultivated and sustained. The conference will also be addressed by esteemed invited speakers from Lund University in Sweden and the UK Higher Education Academy. It will provide a vital platform for internal dissemination of the aims and scope of the TOOLs and Pools-3 project and allow us to ensure that a broad range of colleagues from the University's various schools and faculties are aware of the innovative work we are engaged in with our network of European partners, and also allow us to potentially identify new pathways for interdisciplinary collaboration. A key aspect of CHERP's work is to promote the scholarship of teaching and learning, therefore, feedback from peers and invited speakers at the conference will help the Ulster TOOLs and Pools-3 teams with their efforts to contextualize the significance of the projects and their potential impact for a wider audience. (see http://www.ulster.ac.uk/centrehep/conference.html)

The dawn of a new era has arisen, with the successful kick off meeting of the METHODS project, where seven new partners got together for the first time. Each partner had anticipated, that the meeting would go well, but not that it would have been so pleasant and fascinating. Each partner planned and presented their own interpretation of one of the five teaching methods, and the partners participated in the lessons, learning how to get directions in Slovenian, how to present yourself in Maltese and how to give directions in Danish. The laughter and brouhaha was a clear indicator, the learning experience that was taking place, was nothing short of enjoyment. Learning via the five methods proved to be fun and motivating, and a great icebreaker for the teams. A promising start for an auspicious future.

Sandra and John learning Slovenian and how to find the way to the castle in Celje

ETI's courses are based around the results of the POOLS projects and courses – mainly the BP-BLTM , POOLS-M and POOLS-T projects. A highlight in this year's courses was Kent Andersen's address and his presentation of the POOLS' projects to all participants (live or via video) on the ETI courses.

Two most popular ETI courses remain Methodology refresher courses

and the Technology- (such as Empowerment in ICT Skills and Technology-Enhanced Learning) related courses, which address the Comenius sector – mainly teachers in the Primary and Secondary sectors. Another popular course was Fluency Development and Methodology, mainly for teachers who wish to further develop their own English level. Courses last for 1 or 2 weeks, and are truly multi-national, not just in the participants mix, but also in the trainer pool.

In 2013 ETI also introduced a course on CLIL- *Tools and applications for teachers working on CLIL* . This was developed in cooperation with members from the POOLS T project – from SDE, from University of Valencia and University of Ulster.

ETI will be participating and is a member on the POOLs METHODS and CLIL4U projects over 2014-2016.

EfVET, one of the Methods partners displaying information on the project in the European Parliament

EUCIS –LLL organised its 3rd Lifelong Learning week in the European Parliament in December.

The objective of the week was a practical focus on the upcoming European Elections of Spring 2014 and has been lanched its Manifesto

for the European elections and many events was took place in order to provide ideas on how to modernise education and training system in Europe.

Valentina Chanina, presented the project at the EfVET on one of the exhibition stands talking and presenting with MEP's and other invited representatives about EfVET and Methods project

The project products include: A video library (DVD and online) with commented recordings of the methods used in classes. The videos will have subtitles in French, Maltese, and Slovenian. A manual with method descriptions, instructions and ready to copy and use materials in French, Maltese, and Slovenian. A Course guide for teacher training courses on how to use the methods Ready to use materials for teaching French, Maltese, and Slovenian based on the different language teaching methods. A guide for students preparing for work placement and mobility Pilot courses for teachers accros Guadeloupe, Malta, and Slovenia A website with all the materials ready for download for free, e.g. manual, guides, teaching materials, and videos (in streaming format).

The first meeting of the POOLS-3 Transfer of Innovation project took place in Brussels at the end of October. In this project "old" POOLS partners SMO, SDE, and EfVET will assist the development and updating of POOLS activities with three "new" languages – Catalan, Czech, and Irish. The three new partners, Stucom from Barcelona, the Pelikan School of Languages from Brno, and the University of Ulster, all have their own strengths too, so all look forward to a lively and invigorating exchange of knowledge, skills, and experiences over the two years' duration of the project.

During this time, the POOLS manuals on CALL and teacher training will be adapted and translated into the three new project languages, original digital audio/video source materials created in Catalan, Czech, and Irish, and sample CALL materials developed. Pilot inservice training for teachers of the new languages will also be delivered, with the aim of introducing new techniques and skills into the respective VET systems for each language.

The first meeting was judged "most effective" by the attending external evaluator. Important initial business was conducted, including immediate consideration of application feedback, yet time was also found for some "hands on" sample materials creation – with all participants, evaluator included, trying their hand at at least two new languages and immediate online soundfile creation

via Ipadio. This was followed up by some with experimentation with video creation too – the results of which can be seen on the project blog, also created (along with Facebook and Twitter accounts) during the first meeting: http://pools3.wordpress.com/2013/11/14/kick-off-meeting-pools-3-brussels/
Find full details of the POOLS 3 Project on this website: http://languages.dk/pools-3/index.html

POOLS -3 was presented during the Smart Emplyability conference to the students, trainees, teachers and companies that attended the meeting .

POOLS-3 was presented to Smart Employability Program partners in Berlin at the third SEP (Smart Emplyability Progam) meeting, which was held last 13-16th November with 22 partners from Spain, Poland , Uk, Germany and Turkey. The aim of the project is to train trainers and teachers in new technologies based around Smartboard applications & new technologies.

Pools 3 was presented by Valentina Chanina from EfVET at the 2nd Europemobility Network International Conference in Brussels

On the 26th of November Pools 3 project was presented at the 2nd Europemobility Network International Conference in Brussels. With 114 registered participants and several keynote speakers, the conference gathered together mobility coordinators and key actors in the field of mobility from 24 countries. Paul Tzimas from the European Commission presented the contents of the Key Action 1 of Erasmus+ to underlie the importance of the students' and young people mobility.

EfVET presented pools-3 at the Annual International seminar on languages minority „ Education – a issieus life changing experince" seminar in Brussels -13 November 2013 – more than 80 participants from all over Europe as well several non –EU citizens from such countrie as Canada and ect.

Pools-3 is a social media friendly project, you are warmly invited to make suggestions and give feedback through our Facebook, Twitter, and Blog accounts:
http://languages.dk/pools-3/index.html