

# **'TOOLS for CLIL Language Teachers'**

## **FOURTH EXTERNAL EVALUATION REPORT**

### **ADDITIONAL FINAL REPORT**

**ALB CONSEIL**

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## EXECUTIVE SUMMARY

### FINAL RESULTS AND ACHIEVEMENTS OF TOOLS

The purpose of the **forth external evaluation report - that should be read in connection with the pre-final third report**, was to review the achievements and the quality of the final results of the project in its last 3 months, thus up to the last day of its duration.

The evidence from the project and the external sources of information, such as the evaluations of students and teachers, the testing in the last 3 months April-June, the dissemination and exploitation results, were used for report that looked also for evidence of sustainability in July - August 2014.

All these show the **exemplary achievement and impact of all the planned results, with quality and added-value** for the beneficiaries from the three education sectors and in the nine languages covered. The Multidict, Wordlink and Clilstore tools for languages teachers became very easy to use and powerful, with dictionaries linked to an increased number of +119 on-line dictionaries.

**Key to the valuable final results was the strong commitment of the partners** to the success of TOOLS during the the project and beyond. The partners delivered all the efforts, required by the dissemination and exploitation, to run the last 56 exploitation courses for teachers organized in the last 3 months in the participant countries. The partners wrote and presented communications, academic papers, participated / presented to additional dissemination events, conferences, contributed to increased exploitation on local and international settings in USA and Asia.

The **forth report** highlights the **innovation aspects, additional results** delivered by the partners, the **higher impact and increased dissemination**. In addition to the findings at the end of the 30-month period, the **evidence based process carried out by external expert team** includes data until August 2014.

We are grateful to the partners that answered to our questions about the achievements and developments in line or beyond the contractual results and about the impact of their participation to TOOLS project on their own professional practice or that of their institutions.

We identified many innovative features of the final results and achievements of TOOLS project. The participants to the final questionnaire confirmed them or highlighted some other aspects and contexts. Some of the innovative features were developed as additional results.

Among these features are the easiness for the teachers or the students to produce ready-made language learning units, the increasing number of languages covered, 119 at the time of this report, the addition of the UTF8 characters used for languages Arabic ( plus the functionality for right to left writing) or for Lithuanian.

The current version of the **free online Clilstore service**, available at <http://multidict.net/clilstore/> , was evaluated by the partners as being the product having the most innovative aspects.

Rasa Zygmantaitė , leader of the Lithuanian team, observed that:

*'The system wordlink-multidict-clilstore is the main innovation of the project. The way in which it was developed reveals enthusiasm and professionalism of the project team, especially Caoimhin ( SMO) and Kent, the software developer and main coordinator/supervisor. '*

**These innovative features concern the technological and the learning and methodological aspects but also an innovative use of TOOLS in an additional context.**

The Clilstore repository of ready-made learning units created by the partners and 390 participating teachers to the final workshops training, increased the number of units from +950 units in April 2014, to more than 1.549 units at the end of the funded duration on June 30, 2014.

**In addition**, by June 30 2014, the teachers that have registered at the **Clilstore service**, developed and stored finalized **units** or test units in a total of **49 languages**. For each language, on <http://multidict.net/clilstore/> can be selected the level A1 to C2 and language to find the total of units with authentic multimedia materials for a diversity of subjects for language learning and teaching. For example, **in line with the application or exceeding the planned numbers of units**, 116 units were developed for Arabic, 101 for Scottish Gaelic, 51 for Irish, 40 for Portuguese, 38 for Spanish, 27 for Lithuanian, 416 units for English, 22 for Danish, for teaching or learning.

Another **innovative** feature identified were the production of **subtitled exemplary videos** by the partnership. The current version of Clilstore allow the units to made available via YouTube these demonstration videos that 'help and encourage learners and teachers to become familiar with the project tools'.

The **TOOLS Clilstore Guidebook for Teachers has added innovation** to the project from a **methodological perspective**, after evaluating the CLIL knowledge and needs for guidelines of the subject or / and language teachers. The TOOLS partnership developed and piloted a training program on how to use the system in a pedagogical context (CLIL, VOLL, and Task-Based-Learning TBL) that was deployed successfully in the participants countries:

*'In addition to registering with Clilstore and creating units, the participants were also required to reflect on how they would use the facility within their personal pedagogical context and to compile detailed lesson plans which they would be able to put into practice on their return to the classroom.'*

The other core results, the Multidict multilingual dictionary and the Wordlink interface, became more professional, user-friendly and powerful tools.

**Wordlink features an innovative functionality** that links instantly every word selected in a text and to **currently +119 free online dictionaries**.

Other **technological advances and innovative features are the mobile testing with iPhone and iPad**. As a results of this testing, the software such as iPadio was suggested to users for for audio recording on iPads. The software developments cycles were finalized and in the state of art version, the tools currently enable authoring of learning units from mobile devices such as iPads and smart phones. Also, the learning materials can be accessed and used via smart phones and iPads.

Currently and in line with the original objectives, the **TOOLS online service became compatible** in addition to Windows, with the other Operating Systems (OS) **Linux, MacOS, Unix** etc. that are **used by some 25% of the teachers**.

Other innovations highlighted by Prof. Ana Gimeno, UPV Spain, were:

*'the interactive ePub implementation of all the language versions of the Clilstore Guidebook for Teachers, the very successfully implement ion of Cloud computing'*.

**The innovative use of TOOLS in an additional teaching area not originally foreseen, that of the teaching languages to conference interpreters,** was identified by the Lithuanian partner, the Marijampole College. **The MRPC College** started to train the students from the Applied Foreign Languages educational programme.

The feedback of the teacher Rasa Zygmantaitė , leader of LT team, clearly show a **positive successful experience of the teachers and the students** ( Newsletter 41) :

*'Thus, if you want **to catch their interest**, you must do it with something original, something they never experienced before. And- **Voilà!**- here **we have the Clilstore, something easy to use and really attractive!** The tool is just perfect for teaching conference interpreting- I discovered after some research on the website...Choosing a complicated video wouldn't work, if the students are not equipped with the appropriate amount and variety of vocabulary. Hence they would simply lose interest, while **Clilstore gives the students a possibility to work individually keeping the right pace and further creating their own units as individual task.**'*

**To ensure the innovative functionalities and methodological approaches** planned or identified as needed during the testing cycles with users, the **project partners** and the software developers **deployed all the efforts** to offer an optimal online service and a wealth of resources and guides, Do-It-Yourself Videos, etc. in the target languages and vocational, adult and HE education sectors.

The last and not the least result of TOOLS in the field of **innovation in education** was produced in the final part by the Prof. Ana Gimeno, the Tools leader at UPV Valencia.

The **creation of a MOOC ( Massive Open Online Courses) for teachers "How to create lessons using Clilstore"** by the Spanish partner on the edX.org platform – developed by MIT, Harvard and Berkely Universities, represents also a major additional achievement for TOOLS with a high visibility potential.

It takes a high budget and work commitments the development of a MOOC, as simple its structure may look to the students-users. This is due to its innovative concept/ vision of free education for all, the technological features of a platform allowing attendance by thousands of users, and above all, the needed staff for the management of thousand of learners.

Therefore, the fact that **added-value of TOOLS** for languages learning and teaching raised at this point the interest of the Universidad Politécnica de Valencia in Spain (UPV) as to invest in the creation of a dedicated Massive Open Online Course MOOC for teachers is a sign that TOOLS entered another level of exploitation and of potential impact.

The relevance for languages learning of innovative methods and resources of TOOLS is further supported by the other developments at UPV focusing this time on the students-users.

Ana Gimeno was also awarded the participation to the Educational Innovation Project funded by UPV to create 60 learning units for English, French and Valencian levels B1-B2 for the students from the School of Design and Engineering. The identified benefits for the students were presented in a communication / paper on “**Helping engineering students improve their communicative competence in English using Clilstore**” at at the IN-RED 2014 conference, devoted to educational innovation in higher education, mid- July 2014.

Another partner, the languages teacher Gordon Wells (SMO) , that answered to our questionnaire, confirmed the project partners' vision and ambition to propose innovative approaches and added-value features for users and highlighted the efforts consented:

*'The project has worked hard to develop and road test teacher-friendly (and learner-friendly) software that should be adaptable for and useable by learning practitioners in a wide range of contexts and across a very wide range of languages'.*



## ADDITIONAL RESULTS

There were many additional results developed during the 30-months period. Several were presented in the previous three evaluation reports.

We analyse and synthesize here some of the major additional results and benefits, supported by evidence in the project final report in its 110 annexes and on the website <http://multidict.net/clilstore/> and [www.languages.dk/tools](http://www.languages.dk/tools) .

The quality and quantitative indicators set in the application were all reached. The already **ambitious quantitative indicators were reached and exceeded**. The dissemination indicators of reach of the target-users groups and other potential beneficiaries through the dissemination and exploitation are incredible high and exceed the most visionary plans.

During the whole duration and also the last three months of the funded duration, increased and additional dissemination and exploitation activities were observed. The reach and impact on target-audiences represent impressive results.

As an effect, more target-teachers and students than planned were reached, or participated to the training sessions organized, involved in the activities and giving their feedback.

The benefits for the project were that the tools were developed, evaluated and improved based on the real and evolving needs of the target-beneficiaries.

The benefits for the users are found in the evaluations of teachers and students that were positive and encouraging in several participating countries: Denmark, Spain, Lithuania, United Kingdom.

*' The post workshop questionnaires carried out by teachers who have undertaken a Clilstore workshop have always been very favourable and encouraging.'*

Following the initial training courses and the exploitation courses during the last 3 months April-June 2014, an increasing number of teachers started using the TOOLS system and resources.

There is evidence that point out that the teachers have been using Tools in their teaching:

*' to develop learning units and supplement their regular teaching aids with this new online materials development tool that very wisely exploits streamed video ...that solved copyright issues by only embedding existing streamed videos into Clilstore'.*

584 teachers have registered as authors, 390 of these have produced ready to use units after the training to the final exploitation workshops. This increased the number of units from +950 units in April 2014, to + 1.549 units by June 30, 2014.

At Final Report time, it is reported that the online language learning units created by the project participants ( partners and trained teachers) in the 7 planned languages Arabic, Danish, English, Scottish Gaelic, Irish Gaelic, Lithuanian, Portuguese and Spanish and 2 additional languages Scottish Gaelic, Irish Gaelic, together with other units created by other teachers users in additional 40 languages have been downloaded / viewed 212,101 times.

Some units were used or opened to be viewed + 5.000 times.

The students also found new attractive ways of learning languages and additional resources such as those used in the participating institutions from Lithuania or Portugal and Spain, UK and Denmark. Some 600 students from the partnership tested and evaluated Clilstore outputs and contributed to the user-friendliness of the tools.

In fact, the current online system and the tools continue to be disseminated after the end of the funded duration and improved based on the feedback from diverse target groups and users.

Due to the attractiveness or/and user-friendliness of the Tools, resources were created in additional languages Irish and Scottish-Gaelic:

*'The Irish and Scottish teams have decided to make the videos in their own languages thus adding two more languages to the videos than we had planned for than in the original application '.*

Among the additional achievements and successes were the awarded educational innovation project and budget by the Universidad Politécnic de Valencia to the TOOLS participants led by Professor Ana Gimeno to develop and implement Clilstore learning units in 3 languages.

The creation of a MOOC ( Massive Open Online Courses) for Clilstore Teacher Training by the Spanish partner on the edX.org platform of MIT , Harvard and Berkely Universities, represent as we wrote a major additional achievement with a potential role of dissemination and exploitation snow-ball.

The project's main website statistics available at <http://www.languages.dk/webalizer/index.html> show an very high number of 659.256 unique visitors and hits above + 5.500 daily that account also for the pools sister-projects Methods, CLIL4YOU and Pools-3.

There are therefore many opportunities for further development of CLIL provision such as the future units at UPV Spain for the aerospace engineering, electronic and electrical engineering and industrial design engineering. The sustainability of Clilstore, platforms and tools developed seem well ensured within the partnership and beyond, in several other countries and projects.

The three sister-projects Methods, CLIL4YOU and Pools-3 contribute to ensure the further development for new education sectors , like Comenius in CLIL4YOU or other countries and regions like Guadeloupe in METHODS.

All the TOOLS partners offer in-service courses and are currently disseminating the achievements and the impact of the tools on languages in conferences and presentations and research. Other education institutions beyond the partnership integrated the CLIL methodology and use TOOLS. These show the continuous interest of the teachers for free open source CLIL resources and training.



## CONCLUSIONS

**TOOLS project demonstrated through its results and impact that successfully takes on another level a grass-root initiative of teachers** launched many years ago to create free open source resources, use innovative methods for languages learning, including LWULs.

The partners developed the tools with a **user-centred vision and approach**.

All the planned and additional deliverables and results were produced based on the evaluation and feedback from the hundreds of teachers and students-users participating to the project. This strategy ensured a demonstrated value and relevance of the tools and of the CLIL pedagogic resources for the languages teaching and learning.

The **added-value of the results for the real needs of the 3 planned education sectors and additional for Comenius sector**, the impact due to intensive dissemination and exploitation results across EU and on other continents, the **proved sustainability** beyond the funded lifetime of the project, the **synergies with other EU-funded projects, networks and stakeholders of languages learning**, all these make the project **TOOLS a candidate for best-practice languages project and innovation in education**.



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