

'TOOLS for CLIL Language Teachers'

SECOND EXTERNAL EVALUATION REPORT

INTERIM REPORT



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EXECUTIVE SUMMARY

The project TOOLS presents at mid-term **excellent progress** towards achieving with **quality and high user impact** its overarching objectives to create attractive and easy to use CLIL resources for languages learning, customized **for diverse education sectors and CEFR levels**. From January 2012 to beginning of March 2013, the **partnership** has demonstrated a high level of **commitment and deployed intense activities** in each of the work-packages. They pro-actively have supported and involved teachers and other target-users groups in project's activities including the testing, evaluation of the software and on-line service and production of their own multimedia learning resources.

The TOOLS' application aims and ambitious indicators committed the partnership to achieve added-value or/and develop innovative free on-line tools and service during its funded period of 30 months. The core outcomes in development at Interim Report time strive to **include the latest systems, technologies and communication platforms**. The development work-packages activities also progress towards the authoring of learning units from mobile devices such as iPads and the compatibility with main operating systems: Linux, Windows, MacOS, Unix. The focus on these OS was included to answer the needs of some 25% of teachers that are among the target-groups. The online service versions in development have been successfully tested in each participating country and also from countries beyond the partnership.

The project **TOOLS authoring system** and functionalities was **tested** in alpha and beta versions and functionalities improved based on users' feedback from the workshops organized by the partnership. + **70 end-users students and teachers** participated from the sectors higher education, vocational education and training and adult education.

The **match between the project aims and languages teachers' needs** for free tools and service to produce customizable interactive learning resources proved to be relevant. These **interim results are beyond the expectations**. Already by using the core product **CLILstore**, **240 teachers developed 662 multimedia learning units in 21 languages** compared with the **foreseen 73 teachers, 160 units in 8 languages** Arabic, Danish, Gaelic Irish, Gaelic Scottish, Lithuanian, Portuguese, Spanish and English.

The project enables and **supports the teachers** to produce more easily, as planned, attractive learning resources with multimedia interactive features , such as text and images/graphics, audio, video – including Internet sources such as Youtube. It offers now a **growing library of CLIL related** articles, research, documentation and good practices.

Equally important, TOOLS has strived to **motivate language learners** to explore paths and resources available for each CEFR level. Through WordLink and language learning units word-linked to +100 dictionaries, available in CLILstore at the time of Interim Report, the project supports students to progress in language learning. 'The project also **encourage independent learners** who wish to advance **to a higher level of competence**, be that in terms of vocabulary (via Wordlinked texts) or in listening comprehension (via audio/video material)' , shows a comment on March 2nd 2013.

The **dissemination and exploitation activities** and channels used can be considered best practice to ensure **effective results**. Each of the impact indicators has been reached. Between March 2012 to February 2013, there is evidence that the project's **website reached 120.000 users, 1.500 language teachers** through EfVET network. **830 teachers** registered to receive **Newsletters, 240 teachers created on-line units in CLILstore**.

At interim time report, the partnership's contributions reflect the **effectiveness** of the European transnational approach and of the shared-management to **answering the original project aims and KA2 programme priorities**. The partners bring transparent extensive evidence of working effectively and producing at mid-term resources and materials that **reflect the trans-sectoral nature of the devised solutions** and resources which are developed within the project TOOLS.

INTRODUCTION

The external evaluation instruments and methods have been applied following the framework presented in our first external evaluation report in order to assess TOOLS project activities and the progress towards project's objectives at Interim time. The project includes provision for internal ongoing monitoring and quality assurance of progress against objectives and specific indicators and producing evaluation reports at each six months of the collaborative process. This external evaluation was designed to provide means of assessing progress and quality of the outcomes and products, efficiency of the decision making processes, assessing the manner in which the partnership performs as a transnational collaboration, the inclusion of the target groups in activities, the effectiveness and impact of dissemination activities. During the first fourteen months duration of the project the activities undertaken have been to monitor, analyse, communicate with project partners and provide evaluation and feedback on the quality of activities and deliverables.

The external evaluation includes supporting evidence for the accomplishments at the Interim Report time. The duration covered by this report is from January 1st 2012 to March 3d 2013.

EXTERNAL EVALUATION INFORMATION SOURCES AND ACTIVITIES

The present external evaluation report uses the wide range of sources of information and evidence made available by the project from the first month: contractual application and work-programme, the project management and quality assessment and monitoring procedures, partnership's internal evaluations and bi-annual evaluation reports, meetings and workshops agendas and minutes, the results and decisions taken during and between the project's meetings regarding work-progress, the collaboration and communication between the partners and the end-users groups, the organization of piloting with groups of users in each country, the questionnaires applied and the users' evaluations, feedback and requirements, etc. results with the end-users groups, including their feedback, the dissemination materials and channels, videos made, users' statistics and least but not last, the recordings of software versions in development.

A series of and tools and indicators, qualitative and quantitative, have being used by the partnership from the beginning to assess the work progress and the quality of the outcomes, the CLIL, VOLL, CALL materials, online resources and service for languages teaching of Arabic, Danish, English, Scottish Irish, Scottish Gaelic, Lithuanian, Portuguese, Spanish.

METHODOLOGY AND EVALUATION AREAS

We developed a comprehensive model and implemented the action-plan to assess the project achievements on a periodic basis through a range of activities and summative and formative assessments that became an integral part of the evaluation of the TOOLS project as a KA2 Lifelong Programme EC funded initiative. The project's achievements and results presented in this report were **assessed to determine the value of results, of CLIL resources and on-line services for teaching languages**. The main scope of the operational and summative evaluations is to help the project to improve the quality, relevance and efficiency of its final outcomes for educational purposes.

The scope of the **operational evaluations** has been **formative and preventive during the whole duration**. The main activities were to observe, research and analyse, evaluate and give feedback when needed about the efficiency of project management, work quality and effectiveness of partnership collaboration, work-progress and respect of deadlines, the variations, solutions, additional products or features discussed by the partners.

We analysed with a special attention the evidence the achievement of the quality and/or quantitative indicators. These were provided in each work-package. There were many ambitious targets and quantitative indicators in the application. Of special interest and attention was the communication with the leaders of software development and of on-line services development and testing. The deployment, frequency, effectiveness and impact of activities involving end-users groups in testing and piloting were core activities observed during this period.

We analysed the quality and the statistics demonstrating the reach of an impressive audience and users-groups through the numerous local and national communication events and workshops organized, the results of their participation to European conferences, the diversity and the dynamic of the dissemination and exploitation activities already engaging an exponential number of potential beneficiaries.

The frequency of these evaluation activities and the comments we offered were triggered by the periodical communication with the project leader, highlighting the updates and advances, the bi-annual meetings, the conferences, the internal reports and especially the dynamic information and postings or twitters from the partners regarding their results or the piloting with students and teachers of TOOLS outcomes.

Our aims as external evaluator include to be a critical friend. The feedback and suggestions we make have as objective to help the project to make corrective measures as soon as these may be needed and thus to prevent variations that could have a negative impact on one area/WP. Our experience shows that it is effective to complement the internal evaluations procedures as to **ensure that first the contractual results are delivered and then additional activities and/or outcomes** are developed.

With regard to the project TOOLS, there were no negative variations in the first fourteen months. The implementation of the **contractual work-plan was most effective with quality results and impact**. This is the result of the strict internal monitoring and evaluation procedures in place, co-managed and implemented by a professional partnership, led by the experienced Danish project manager. As a positive results of excellent management and collaboration, additional results could be therefore envisaged. Equally, increased dissemination and exploitation activities with impact have been deployed with success. It appears that at Interim time, exciting functionalities of the guide as an interactive e-book, beyond the promises, are being developed at the time of writing this report.

The **summative evaluation** for Progress Report time addresses the correlation between expected results and results achieved by TOOLS with the scope of identifying the critical factors at the origin of the success and / or variations in the project activities and the added-value of interim results for educational purposes.

It is performed in line with project's work-plan activities, milestones, outcomes and main indicators of success. It took in account the EU and Key Activity 2 aims to promote language learning and the linguistic diversity and the specific and evaluation criteria. We took in account the latest information published by the Executive Agency regarding the accountability rules and practical guidance to all grant beneficiaries, as presented on <http://eacea.ec.europa.eu> .

Additional evaluation for learning purposes at end of project will take place in month 30.

We will analyse and bring out the extent to which of project's activities delivered final results with added-value for planned sectors and target-beneficiaries, the coherence between

the contributions presented and relevance to KA2 Languages objectives, EU and Lifelong Learning Programme objectives and priorities or policies addressed in application.

EXTERNAL EVALUATION FINDINGS AND RESULTS

The following sections present the assessment and supporting evidence from the project documents and information and from external audiences and users and participants to the tests and piloting of the deliverables in progress. The results of evaluation and the conclusions drawn for each Work-Package and main processes complement the internal evaluation to demonstrate to what extent the project achieved its original objectives and aims as planned and whether the activities. We address the variations from plans and whether a good change management was in place to ensure the efficient collaboration of all partners towards the development of quality outcomes and good work-progress at Interim time.

The collaboration, organization and implementation of project activities, the results of work-processes and the quality and relevance of the outcomes produced have been monitored and evaluated periodically, from January 1st 2012 until March 2nd 2013 inclusive.

The activities and results have been correlated with project documentation, the approved milestones and work-processes planning and evaluated against the main success criteria established for each of the Work-Packages.

The project documentation has included but has been not limited to the following:

- TOOLS approved application and its contractual objectives, activities and outputs in WPs
- the detailed Project Management plan and the Quality Assurance procedures planned and implemented through internal evaluation of the project's meetings, activities and outcomes by project partners or by target-beneficiaries and other project stakeholders
- the implementation of the approved work-plan, eventual variations in WPs, reasons for changes and the relevance and adequacy of the implemented solutions
- the quality of the transnational collaboration and contributions of the partnership
- the attention to dissemination, exploitation, sustainability activities and their frequency
- the quality and relevance of the outcomes for end-users, educational sectors and for LLP
- the availability of materials in the target languages
- the learning value of the CLIL, VOLL, CALL materials and online resources and service

for languages teaching.

- Project's website <http://www.languages.dk/tools/> Blog <http://tools4clil.wordpress.com/>
- Facebook www.facebook.com/tools4clil Twitter , other related e-spaces available
- Partnership's websites and social spaces developed
- CLIL library resources
- Wordlink versions
- CLILstore CLIL learning units, etc.

MANAGEMENT, QUALITY ASSURANCE, PARTNERSHIP

The evaluation of these areas covers the WP 1 Project Coordination (PM), the WP2 Quality Assurance (QA) and a part of the WP3 Internet-based collaboration (COM).

The project is implemented by a Consortium of eight institutions from six countries:

1. Denmark: Syddansk Erhvervsskole Odense-Vejle College
2. Lithuania: Marijampolės profesinio rengimo centras vocational institution
3. Ireland : University of Ulster
4. United Kingdom: EUROCALL – the European Association for Computer-Assisted Language Learning
5. United Kingdom: Sabhal Mòr Ostaig College
6. Portugal: Universidade de Évora
7. Spain: Universidad Politécnica de Valencia
8. Denmark: University of Southern Denmark

Effective collaboration has been the essential component of the project to organising work and producing tools and materials that match the solutions to the needs identified which are developed within the project.

TOOLS partnership is makes a good case-study of an **effective and real European transnational collaboration**.

PARTNERSHIP COLLABORATION AND CONTRIBUTIONS (WP3)

The partnership collaboration has been based from the beginning on a dynamic of participation and complementarity of experience. The cooperation has been continuously enhanced by partners' commitment and demonstrated enthusiasm to move forward and work on innovative approaches to develop language learning units and test interactive online tools.

This project has been coordinated by an experienced team from Syddansk Erhvervsskole Odense Vejle (P1 SDE), one of the largest Danish vocational institution comprising VET schools and HE academy. The project leader has showed his capacity to lead with energy and communicate well with the partners, colleagues and end-beneficiaries, and on a periodic and structured basis, with the external evaluator. The eight partners have many years experience of coordinating European education projects with EC funding and collaborating in European and international partnerships. They demonstrated thoroughly the accomplishments of each of the teams and the contributions to work-progress. The role and activities of each participant were clearly detailed in the planned work-packages. There is evidence about their work and professional delivery during the first part of the project implementation.

The whole project consortium has participated and deployed with enthusiasm all the means for effective dissemination of TOOLS partnership's and project's results and and exploitation. They created of an embedded communication platforms and communicated regularly with the world of languages learners, teachers, experts, colleagues by updating of the website, blog, LinkedIn, Twitter, Newsletters, brochures. They disseminated with enthusiasm the project's and partnership's achievements to develop language learning units and encourage the target-beneficiaries to test and grade the interactive online tools and units, participate to improving resources for language learning/ teaching in 8 languages planned and other languages.

The participants have successfully used complementary range of competences covering software development and operating systems expertise, CLIL and languages learning methodologies, European networking and dissemination. More details regarding their specific activities are presented under the relevant work-packages.

The partnership continues to represent a key strength of the project at Interim time. The partners have contribute to PM and QA, development and /or testing of core results, dissemination, in line with the tasks and responsibilities foreseen.

SOURCES OF INFORMATION USED:

Internal collaboration procedures, internal work procedures, results of TOOLS evaluation forms, decisions and to-do list from the project's meetings 1 Brussels and meeting 2 Gothenburg, internal -evaluations by partners, on-going evaluation of results, additional results produced or in progress, percentage of accomplished tasks at key milestones defined for TOOLS on-line system and learning on-line units, percentage of accomplished tasks at PR time; Twitter the e-mails exchanges. website <http://www.languages.dk/tools/> Facebook <https://www.facebook.com/tools4cliil> the blog <http://tools4cliil.wordpress.com/>, the numerous relevant communications at local, national and EU levels, interesting postings, supportive messages, share of creative education sources.

INDICATORS USED:

Real and effective participation to results

Quality of transnational collaboration

Quality of organization and of pilots testing

Contribution to dissemination and impact

Quality of communication

Exploitation activities

All these bring **evidence of the quality and effectiveness of their collaboration at IR time.**



TOOLS participants at 2nd project meeting and EUROCALL Conference in Gothenburg, Sweden, August 2012: [Simona Da-è](#), [Caoimhín Ó Donnaíle](#), [Cecilia Leboeuf Hansen](#), [Rasa Zygmantaite](#), [Susanne Winther-Jørgensen](#), [Maria Marçalo](#), [Ana Silva](#), [Caoimhín Ó Dónaill](#), [Helle Lykke Nielsen](#), [Kent Andersen](#) (photo source : TOOLS Facebook)

Project Coordination and Quality Assurance in WP1 AND WP2

The WP1 and WP2 provide for the embedded project management and quality assurance during the whole duration of the project. The TOOLS strategy has been implemented through internal and external QA activities with the end-users.

The **coordination of TOOLS has been successfully undertaken by the partner SDE** during the first half of its funded period. It has ensured the coherence between project's contractual work-plan and the effective implementation. This was based on ongoing monitoring of project implementation and of the partners' activities and collaboration with the external evaluator. The results are presented in the bi-annual reports which were produced based on the collection and compilation of biannual reports from partners.

A Quality Control Group was created from the first month with each partner represented by a member. Together with the external evaluator they provided for ongoing quality control and communicated frequently with the coordinator. The Quality Control Group have implemented as foreseen the quality plan for project management and for development work. The activities covered each WP and specific processes such as the production, testing, validation of alpha and beta versions of the authoring system, of CLILstore online service, course methodology and /or the creation of CLIL learning resources/units. The **quality assurance and evaluation processes** which are a **central part of the TOOLS ' results delivery** have played an important role in supporting the project capacity to respond to feedback from users and address technical issues or consider new ideas particularly in terms of reaching its ambitious impact.

Two face-to-face project meetings - workshops by were held during the the project first 14 months, the first in Brussels in **January 2012** and the second in Gothenburg, Sweden in **August 2012**, linked with the partnership's participation to the EUROCALL international conference. These meetings were prepared by the project coordinator with agendas and schedules for each work-package, together with other documents were circulated in advance to teams members in order to allow sufficient time for preparation. The coordinator encouraged and supported partners' input in discussion and decision-making processes. The project meetings **were significant** in terms of confirming the strategic directions for the work, agreeing approaches to the ongoing project development and on planned milestones. In between, follow-up of decisions taken at face-to-face meetings and work-progress was ensured through the project's internal web-platform. The substantial part of the work in terms of software and authoring service development, preparing piloting activities and materials,

guide, and undertaking the dissemination activities was delivered between meetings. The level of interaction between partners on an ongoing basis was maintained through regular email communication, the other working methods included other e-communication means, such as the TOOLS website and web social spaces, updates on the software log , etc.

The high level of partners' participation in meetings and participation in the follow-up activities were important characteristics of the project. All project partners were represented at meetings and workshops and project events. Their motivation and interest has been maintained in developing and/or preparing the content and delivering the pilots and evaluating their impact, in organizing and delivering workshops for target-users.

The results of the evaluations by students and teachers and the **evaluation questionnaires statistics** show that the outcomes received mostly grades of **5 (excellent) and 4 (very good)**, on a scale from 1 to 5 at Interim report time .

During the entire first-half of the project's lifetime, there is extensive evidence that the project **management and quality assurance focus** has been **on fulfilling the target user-needs** when developing the TOOLS authoring system and materials, organizing and delivering training and other outcomes currently in progress.

SOURCES OF INFORMATION USED:

Evidence of continuous monitoring, 2 biannual reports from partners, first external evaluation quality report, and the Meeting minutes and agendas for the two project workshops, delivering of the 16 bi-annual internal-evaluations and quality reports and the two compilations. All these documents are available on-line:

http://www.languages.dk/archive.html#Ongoing_tools_project_evaluation

TOOLS Workshops, meetings and schedules (including milestones)

- Agenda for the second project workshop,you can read the agenda here
- Minutes from 2nd workshop
- Agenda for kick-off meeting in Brussels
- Minutes from kick-off workshop
- TOOLS Framework for reporting documents**
 - Biannual evaluation form
 - Evaluation form for meetings
 - Time-sheets
 - Workshop and course evaluation form used during Eurocall
 - General course evaluation form

For evidence on the QA and coherence with the users' needs or with their feedback after

testing the TOOLS authoring system or service, we used the TOOLS website information and the quantitative results or grades from the following documents available at

http://www.languages.dk/archive.html#Ongoing_tools_project_evaluation :

Feedback from students using the outputs made with the online service evaluation form

Feedback from Clilstore end users during Eurocall conferences

Feedback from teacher workshops Gothenburg workshop during Eurocall 2012

Success criteria were met: All projects reports have been submitted on time and approved at meetings as well as by the external quality control.

The Project Coordination and the Quality Assurance are demonstrated by the quality of interim results, as it was evaluated by end-users, by the additional impact and dissemination successfully managed, all supported by evidence.



TOOLS outcomes tested at workshop and events organized in August 2012 during the Conference EUROCALL – Gothenburg, Sweden

(photos: TOOLS Facebook and TOOLS Blog)

COMMUNICATION AND DISSEMINATION RESULTS IN WP3, WP4, WP 10 , WP11

The overall dissemination activities and their reach appear to be outstanding after the first 14 months. This opinion is based on a review of the activities and indicators presented in the application and the results already obtained in the four related WPs.

The work-packages that deal with these activities for the entire duration of the project are:

WP3 Website and communication platforms

WP4 Social networks / media

WP10 Transnational dissemination

WP11 National dissemination

After the very good first results, presented in our report in May 2012, the effectiveness and impact of the communication and dissemination activities were further increased. They are supported by **quantitative indicators highlighting already the impact** of the project, such as the website statistics in March 2012 with **Total Hits 141.368**.

Outcome of WP3, the website <http://www.languages.dk/tools/> has become key platform for communication and awareness-raising activities. It was already active in the first month of the project and was improved after the feedback of the participants to the Kick-off meeting. The website statistics <http://www.languages.dk/webalizer/index.html> have been provided from February 2012 to February 2013. The **120.000 unique visitors for only 1 year is an outstanding result compared with + 50.000 /year planned**.

We believed that the success criteria set up as +100.000 unique website visitors during the whole 2.5 years was quite ambitious. It appears that the results at Interim time are 20% higher than for the whole duration.

The project's website www.languages.dk/tools, together with the results of **WP4 Social networks / media**: Facebook group, Twitter account, a LinkedIn group, Wordpress Blog, demonstrate remarkable effectiveness of the activities to reach and inform a wide range of the project's beneficiaries, other end-user and stakeholders.

WP4 Social networks / media, Months 2-30

the <http://tools4clil.wordpress.com/> and <https://www.facebook.com/tools4clil> were launched during or immediately after the Kick-off meeting.

The external evaluator has continued to observe/participate to several **social media used on regular basis by TOOLS**: Facebook, Wordpress Blog. They **continue to involve the target groups**.

The results of WP10 Transnational dissemination, covering the production and dissemination of TOOLS Newsletters and brochures were also very good. The five Newsletters were sent to 830 registered users to tools website. Other networks were effectively used such as the 1,500 language teachers through EfVET network. The project brochure is available in all the planned languages and the posters have been already disseminated effectively at transnational events, including EACEA Brussels and EUROCALL Conference, as shown the photos below.



TOOLS presentation , brochures and posters at the EUROCALL Conference, 2012

TOOLS devised **smart and friendly communication and dissemination strategies**. It uses circular links motivating the users to explore all the resources and materials offered on TOOLS platforms and user-friendly updates and messages such as the recent blog announcement '[Meet the TOOLS teams in Evora, Portugal at Eurocall 2013](#)'

or [Register for the project newsletter here](#)

WP11 National dissemination

The national activities and events, testing sessions presented in our first report were very much enriched at Interim time. Some of these activities can be considered also as exploitation activities and results.

The wide range of dissemination channels, the reach of the dissemination activities and web-based platforms, the participation of all partners to the national and transnational activities, all have been elements that contributed to the effectiveness of communication and dissemination. The project has continued successfully to address end-users through the efficient and attractive communication and dissemination activities.

EVALUATION OF SOFTWARE AND SYSTEM DEVELOPMENT RESULTS IN WP 5 AND WP6

The TOOLS software and on-line service development are planned under WP5 and WP6.

During the months 5 to 14, several key developments from alpha to beta versions of the tools were achieved, based on extensive testing at each stage in the participating countries and institutions, performed by the languages teachers and their students.

The core outcome of the project TOOLS, Clilstore contains at the time of writing this report several hundreds of teaching units for Content and Language Integrated Learning (CLIL). As an authoring tool and hosting service can be accessed and tested at www.multidict.net/clilstore

CLILstore is offered as free online service and tool. In the first months of its trial versions CLILstore has enabled the language teachers representing higher education, adult education and vocational education and training to test and create multimedia rich webpages for language learning with all words automatically linked to online dictionaries in +100 languages.

The main characteristics of the TOOLS development is the **entwined production and users testing** of ICT and pedagogic features to ensure the relevance of the end-version.

The development of the software online system has taken place in 4 steps A, B, C, D. From Month 7, the open-source software/ authoring tool development and improvement has been embedded with the development of learning content /units and updated based on the feedback on continuous target users, teachers & students.

The project communicated on a regular basis the development results and work-progress in testing the alpha and beta versions. The project fulfilled its foreseen results and the success criteria and indicators planned. After several cycles in the first six months the system reached the beta stage. In its **beta version, 96 registered users have used the CLILstore service to create multimedia rich learning units.**

The WP5 **Quality and Quantitative indicators were reached** with a system which is operational. It has been tested and used with functionality similar to the TextBlender converting a given text into content rich webpages where all words are linked to online dictionaries in +100 languages, including the TOOLS target languages with special features like Arabic and Lithuanian. The last time when we tested on Feb. 27th 2013, the speed of translation in WordLink was almost instant.

WP6 Beta cycle development started in Month 7 and continues until Month 18.

Its aim has been to **focus on the pilots with language teachers** from participant organizations to produce learning materials in Arabic, Danish, English, Irish Gaelic, Scottish Gaelic, Lithuanian, Portuguese, and Spanish. These activities have been deployed with success as and continue, as it proves the following list of deliverables:

1. Video with students from MPRC trying Clilstore.
2. A sequence of CLIL based lesson for electricians' apprentices in Denmark
3. Agenda teacher course Vejle juni 2012 DK
4. Agenda teacher course Odense 26 juni 2012 DK
5. Agenda Teacher course and workshop Gothenburg 2012 SE
6. Agenda Teacher course and workshop Malta 2012
7. Feedback from a course run by a school in Italy for Spanish students
8. Feedback from a school in Italy
9. E-mail list of international contacts who during Eurocall volunteered to assist us with testing Clilstore
10. Feedback from teacher workshop in St Patrick's Drumcondra Sept.2012 (via blog article)
11. Feedback from teacher workshop at LLAS eLearning Symposium, University of Southampton, January 2013
12. Erasmus Intensive Language Course at University of Évora meet CLILSTORE January 2013 Summary Portuguese as a Foreign Language
13. Agenda for the Valencia workshop/project meeting April 201
14. Eurocall Conference September 2013 TOOLS workshop submitte
15. Portugal: INTERNATIONAL MEETING ON LANGUAGES, APPLIED LINGUISTICS AND TRANSLATION

The language learning webpages created were therefore tested by numerous teachers and learners, and based on feedback from these recommendations for improvements or new functions have been compiled and applied.

The concrete results of **DEVELOPMENT Work-Packages at Interim time are very satisfactory**. The the open-source **system has been developed in close relationship with users' needs and feedback**. Numerous workshops and training were organized as foreseen in partnership's countries and beyond, in Italy, Malta. The quantitative indicators reported for

end February 2013 are **240 teachers that developed 662 multimedia learning units in 21 languages** compared with the foreseen 70 teachers, 160 units in 8 languages. The languages covered by the project are 21 and include DA, DE, EN, ES, EU, FR, GA, GD, IT, LT, NL, PT, RO, SL, SO, SV, TR, EL, RO, ARABIC, and HINDI.

A most important interim result is the confirmation of the need for easy-to-use tools for language learning teachers developed by the project and the added-value of the proposed authoring service and system for the target-users.



University of EVORA, Portugal - TOOLS testing in February 2013



January 2013: CLILstore Workshop delivered by Caoimhín Ó Dónaill and Neil Comer from University of Ulster IE at the University of Southampton, UK, at the Centre for Languages, Linguistics and Area Studies Annual eLearning Symposium

CONCLUSIONS AND RECOMMENDATIONS

The project have **demonstrated a very good progress** and quality results during the first fourteen months of activity ensured by an efficient **implementation of project and partnership coordination and quality assurance** activities. The interim results and achievements have been in **very good relationship with the original aims to reach and ensure the transversal character to the three education sectors**. As proofs are testing and the learning/ teaching **additional results** CLIL units produced by the partner' members and by other teachers reached. The joint **contribution of partners** to the development of outcomes, the **collaborative and friendly work-environment had a positive impact** of the delivery with success of interim results.

Outcomes, Performance and Impact of the project

The **TOOLS interim outcomes** have been **delivered professionally**, in a timely manner and have been developed **jointly by all partners, in direct link with representatives of the target-groups**. The Internet-based **communication and dissemination activities** deployed by the partners have resulted in visible and **outstanding results**. TOOLS participants contributed to establish the image of TOOLS project and contributed to reaching +120.000 unique users from many countries and continents. The evaluation performed by teachers and students and grades of mostly 4 and 5 show that the project already has made its case of relevant contributions to original aims and KA2 languages objectives.

Recommendations

The project envisages authoring the learning units from mobile devices like iPads or smart phones. As such, TOOLS can reach wider range of users where access to computers is not needed for. Equally interesting, TOOLS could respond also to a opposite situation, the increased trend BYOD. For additional valorization it could contact and offer the free resources to schools and education institutions which encourage pupils and students to BYOD, I.e. Bring and Use Your Own Device.

Done on March 3d, 2013

by Angelica L. Bucur, Ec. MBA, External evaluator

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