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Teachers and students working with POOLS outcomes

**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 Cy team (Intercollege) along with the Maltese team at ETI have completed their task on the preparation of the CLil4U Guide book that is now available online <http://languages.dk/clil4u/index.html#Guidebook>. In the meantime the Cy team has also finished the translation of the book in Greek as the rest of the teams did of course in their languages. This resulted in a six-language translation of the guide book also available online and also as an e-book for anybody to access/use.

Pools-3 teacher training courses are now accredited by Ministry of Education, Youth and Sport in the Czech Republic. Please, find the accreditation attached. This will help increase the attractiveness of the programme for teachers.

**Poučení**

Proti rozhodnutí může účastník řízení podat podle § 152 odst. 1 zákona č. 500/2004 Sb., správní řád, ve znění pozdějších předpisů, rozklad ve lhůtě 15 dnů ode dne jeho oznámení. Rozklad se podává u Ministerstva školství, mládeže a tělesné výchovy a rozhoduje o něm ministr školství, mládeže a tělesné výchovy.

V Praze dne 5. 12. 2014

*Mgr. Věra Káděří*  
vedoucí oddělení kariérního systému  
pedagogických pracovníků



Úřadstátní řízení:  
Jazyková škola s právem státní jazykové zkoušky PELIKÁN, s.r.o., IČ: 26950189  
Lidická 695/9, 602 00 Brno

The SUPSI Business Department designed a one-week programme organised in July 2014 - Fashion & Luxury Sustainability Summer School, conducted completely in English. In order to help the students prepare for this intensive course, we were asked to hold some preparatory lessons with the aim of ensuring that the students had read and understood all the required pre-course papers, and that they had an understanding of the key concepts involved. These

lessons were held by our teacher Jan Hardie, implementing CLIL-type techniques, and the student feedbacks were positive. It has recently been confirmed that the Business department would like us to participate in the next edition of the summer school.



We also planned together with 2 business studies lecturers to conduct some of their classes this academic year in English, focusing on the key terminology related to the field of study. The lecturers provide the content, and, as language teachers, we assist in designing activities and exercises that focus on the development of both content and language. The student feedback (on line survey) at the end of the first semester was positive, and the project will probably be continued in the following academic years.



The pools projects have been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Methods warmly received accross Europe and Guadeloupe

Since the last article, we are still making significant steps towards the dissemination of the Methods. We finally had the second training session with the academic think-tank on January, 16<sup>th</sup> 2015. They were completely won over by the practical activities related to the Methods. They advised us to launch an academic training session for the 4 academic areas of Guadeloupe under the supervision of our School Inspector. All the Vocational Schools of Guadeloupe will be aware of the Methods and will be asked to implement them as soon as possible and give us feedbacks.



We had 2 meetings (on February 3<sup>rd</sup> and 10<sup>th</sup> 2015) with the representatives of the « Mairie de Morne-à-l'Eau » to determine the roles of each partners in the dissemination process. Indeed, if the teachers of LRGA are responsible for the dissemination on an academic basis, the partner « Mairie de Morne-à-l'Eau » will focus on the-non academic part of the dissemination process. The latter will also provide a place for all the training sessions to be held. We also decided to include Methods in the school project so that it will soon appear on the school web site. An article and pictures of this meeting are available on the web site of «Mairie de Morne-à-l'Eau» <http://alturl.com/xcp9a>



Finally, the translation of the IWP Guide and Portfolio was completed for the end of February and we are now preparing for Malta and the rest of the dissemination process while waiting for the training calendar to be set up by our School Inspector and Headteacher.

The Methods project has now reached and passed the half-way mark and the positive results from the interim report have arrived. We are pleased to announce that the project has been given the green light to continue for the remaining part of the planned project period!

The Methods consortium is now already focusing on the next half of the work packages, which is getting the teacher training courses started and focusing on dissemination and exploitation of results. We are also working on testing the project's method manuals for the 5 methods and a course guide for teachers wishing to teach the Methods to other parties, which also exist in English, have all been translated into French, Maltese and Slovenian. An English version of an International Work placement guide, which will help International Coordinators, teachers, students and others working with youths in vocational education and assisting them before, during and after a work placement abroad is also ready to download on <http://www.languages.dk/methods/>

During autumn of 2014 all the partners carried out a series of pilot teacher training courses, and the results from the evaluations were examined and used to ameliorate the contents and approaches of the teacher training courses that will be held in 2015. These results will add to the quality of the content and methods applied to the upcoming courses.

The consortium and the Danish team at SDE College have been disseminating the project, and apart from

sending out information to network and contacts, they have also participated in events and conferences to present the project results and opportunities. One of these events resulted in a language school in Copenhagen expressing interest in receiving a visit from the methods project, and a course will be held for the teachers of Studieskolen. This school teaches foreign languages to adults, and they are very interested in learning more about the PhyEmoc and Simulation methods.



On February 26th and 27th EfVET participated in the Cost-effectiveness of apprenticeship schemes seminar in Bratislava, Slovakia. The seminar objects was:- To help national employers in the target countries make concrete improvements towards well-functioning apprenticeship schemes.

Ms. Valentina Chanina presented Methods and distributed the latest newsletter and showed the Pools website, blog and Facebook

The participants showed great interest in outcomes, especially the ability when you work with migrant workers from different countries.



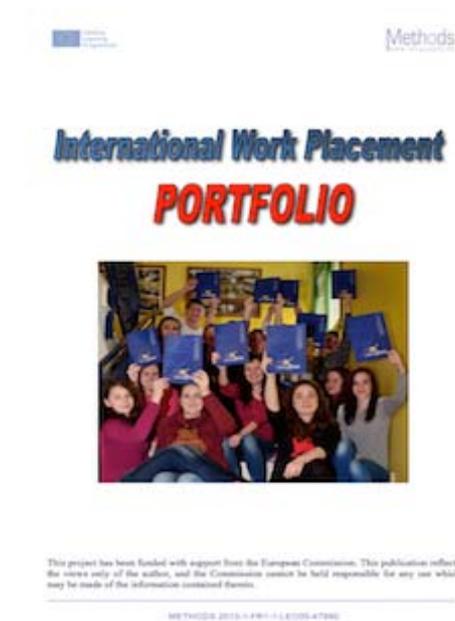
## Latest news: The Work Placement Guide is ready

During the European Week of Languages, the Methods team presented the project at the ministry of foreign affairs in Copenhagen, where a great deal of interest was generated, one contact that was especially interested, was from the ECML (European Centre for Modern Languages). The Danish representative for the ECML has invited the Methods project to present the approaches to language learning in vocational education at a conference at the University College of Northern Jutland in March. They have also invited the Methods project to be added to their resources database, as well as presenting the project results to the European Language Portfolio. The Danish team is working on creating a link between the Methods project and the European Language Portfolio, hopefully resulting in the contents being added to their resource database also.

The next project meeting in Malta is also closing in. This means that all the partners will be meeting again, to evaluate the contents of the project, the manuals that have been translated and how the consortium has used these in their respective institutions, as well as the planning of the teacher training courses. During the meeting, the partners will participate in a small teacher-training course for Maltese teachers. This will be a great opportunity for the partners to put their ideas, knowledge of the methods and teaching styles into practice. It will also be a great opportunity for the teachers to observe and evaluate each other, and get new inspiration for their own courses.

To support students during Work Placement the teams have prepared a portfolio that will be used by the students during their preparation and actual work placement periods. The International Work Placement Portfolio can be downloaded from:

<http://www.languages.dk/archive/Methods/manuals/workplacementguide/IWP%20PORTFOLIO.docx>



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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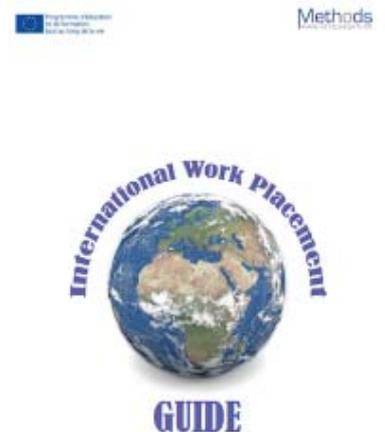
Slovenian team: This period was very intensive for the Slovenian team. We completed the International Work Placement Guide (IWP) which was completely rewritten taking into account the new Erasmus+ programme, particularly the KA1 action-mobility of VET learners and staff. Compared with the IWP developed in the previous Pools project new chapters were added for the target groups IWP coordinators and mentors in host companies thus including all parties involved in a mobility action/work placement abroad: students, coordinators and mentors. The tasks for each target group cover the periods before, during and after the work placement. The new IWP Guide is a collection of tips with an overview of the main tasks for all three target groups and many useful links to further resources of information rather than an exhaustive guide. The innovative aspect is represented by an additional product to accompany the IWP Guide - the International Work Placement Portfolio (IWPP) for students.

The members of the team prepared the materials for piloting the Methods courses which will start in March 2015. The first course will be implemented with the language teachers of regional primary schools - a result of our dissemination activity at the

meeting of headmasters of primary schools, organized by the National Education Institute of the Republic of Slovenia.



The project teams have finished the work on editing the "Student Work Placement Guide. Download the guide from <http://www.languages.dk/archive/Methods/manuals/workplacementguide/IWPGuide%20UK.pdf>



Why not take a really active role in the Methods project and join the teams by taking part in the debates and activities from the project Facebook page <https://www.facebook.com/Pools.methods>

## Clil4U teams are busy running the first online CLIL courses

**O**n March 3<sup>rd</sup> and 4<sup>th</sup>, Kroggårdsskolen was part of Danmarks læringsfestival (Denmark's learning festival) in Bella Centret, Copenhagen. We had our own stand and we were placed between other schools with different learning development projects.



**W**e are at the moment writing about our project for our schools homepage to ensure that it is possible to read about the project there. It's going to look really good with plenty of pictures from the different scenarios the students have tested.

A Spanish school has contacted us, and they are interested in the CLIL-method and the way we teach in Denmark. They will be visiting us in late May this year to hear more about CLIL and to see a class working with the method.



Kroggårdsskolen in action during the Danmarks Læringsfestival.

**I**n the last newsletter, ETI announced that we were working on the online Language Pre-Course, which is a preparatory English Language Development course, complete with

interactive exercises for any CLIL or other teachers wishing to develop their language on the CLIL4U Language course:

<https://sites.google.com/site/clil4uprecourse>

The course has been finalised and teachers can now access this site and learn English, without any further teacher input.

ETI has also been very actively involved in the CLIL Guide Book, which we worked upon with the team in Cyprus. This CLIL Guidebook is now also online on the CLIL4U webpage, and downloadable either in PDF or in e-Pub format.

The other deliverable ETI has finished for CLIL4U is the construction of an online Blended Learning course about CLIL. This consists of 10 online modules which teachers can follow in their own time. After the online component, teachers could attend a one day face-to-face course about CLIL. After the F2F part, teachers will be asked to do an assignment, which will lead to the planning and design of a CLIL lesson.

The website for the Blended Learning course is:

<https://sites.google.com/site/clil4umaincourse/>

**T**he website is currently being trialled by the other teams on CLIL4U, so there might be a few minor changes in the next few weeks.

To find out when the course has been edited and is final, follow CLIL4U on Facebook & Twitter.

Clil4U is a social media friendly project, you are warmly invited to make suggestions and give feedback:

[Facebook](#)  and [Twitter](#) 

**I**CMG Bussero - Italy: a group of 15 teachers followed a 2 days training on the new CLIL4U-Pre-Course <https://sites.google.com/site/clil4uprecourse>



A group of Italian teachers testing the CLIL pre-course

**I**n Italian Primary schools, January is generally dedicated to testing the results achieved by the pupils in the different subjects. This year ICMG Primary School had the opportunity to test all the classes involved in the CLIL4U project - as suggested in Clil4u Guidebook, having to assess the results achieved by each student after testing scenarios: "Assessing CLIL learning, then, is different from usual school testing. With CLIL, the student is learning new content and new language at the same time, and the teacher needs to be able to assess progress in each. CLIL teachers can use assessment and feedback to both encourage learners to work on developing their understanding of the subject content and to focus them on appropriate and accurate language use".

The establishment of evaluation grids, that consider assessment as a result of the arithmetic sum of two scores is not new at ICMG, where similar record sheets are already in use at the Secondary School. However the model we wanted to try out for CLIL4U classes has some points of interest: a distinction between short-term outcomes and competences maintained after a longer period of time; a meaningful enhancement in terms of scoring for abilities of working in a team, care carrying out a work, creativity. But the children age (from 6 to 10 years old) encouraged ICMG teachers toward an assessment not exclusively

or markedly focused on academic skills. In the grids that the ICMG is experiencing, there is the desire to convey the message that kids need to learn content and concepts, English words, both in the short and in the long period; but that it's equally important for them to work together as a team, treat the writing and colouring in their work, get involved by the topic. Eventually students who study with CLIL4U scenarios, know that they have to work hard and that they will be evaluated, but teachers help them to live this learning experience with a playful and engaging attitude, differently from what might happen for older pupils from the secondary.

During last month, Intercollege got involved in several dissemination activities including two presentations on the CLIL4U project (one took place at the A' Technical High-School of Nicosia and the other at the University of Nicosia) both as part of day seminars/workshops aiming at the Teachers' development. Overall more than 70 people have attended our presentations and more than 100 have received information about the project and taken our brochure in English and Greek. The teachers of the primary schools and especially the vocational schools have shown great interest in the CLIL method, therefore future contact will be made after our 3<sup>rd</sup> meeting in Malta in March. A video with an interview of one of our content teachers who supports the method of CLIL, is also available on <https://vimeo.com/112289876>



In December 2014 the Cy team created a new scenario regarding Office Administration and during this month, February 2015, it has been intrigued with the translation of all of its scenarios made in Greek. At the same time we

have made some posts on Facebook concerning our actions on the project and we still continue to apply the CLIL method in our classes where possible.



Vocational education is no longer just for young adults coming out of Secondary education in the hopes of achieving a certificate, diploma or degree in a vocational trade.

MCAST has seen an influx of returning adult students, students from member EU countries and also asylum seekers / refugees coming to our many institutes. Their aim is to develop their knowledge and skills which will make them more competent and employable. Their unique perspectives to education allow us to understand how people learn and experience education across Europe, the Middle East and Africa. Using this knowledge we are able to better prepare our students to work together cooperatively in a diverse environment. We are opening our doors to make education diverse and breaking down cultural barriers in the process.



Two Asylum Seekers from Africa attending a CLIL based course at MCAST

Learning is a universal pursuit. This is evident from the IEEE class demonstration of testing circuits. A lecturer can pair students within the same class and at the same time between different nationalities. A Maltese and a Somali student working side by side to connect and test electrical circuits is an

exciting sight. Students can cope with language barriers and challenges associated with accents and technical vocabulary translation. Working together can help students learn and develop their understanding of specific terms. Another key component to our diverse educational system is that the previous work and school experiences of students are shared and in turn, assist to develop greater vocational and personal understanding.



Collaboration between Maltese and Foreign Students during a practical session at MCAST



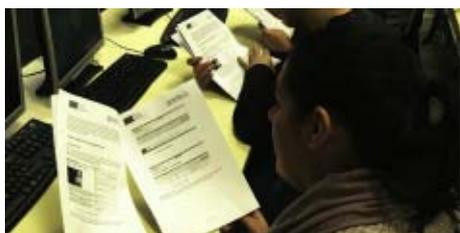
MCAST multi-lingual and multi-cultural belief



ICMG Infant School - For the 1st time at Bussero a CLIL4U scenario "Fruit and Veg" has been presented to 5 years old children by Teacher Rosi Spina!! Read more from: <https://www.facebook.com/Clil4U>

S abhal Mòr Ostaig, Scotland's Gaelic College, and Ulster University have been working together on community-based recording and computer-assisted language learning (CALL) for three years now, starting with the European TOOLS project - which itself grew out of earlier POOLS projects in which Sabhal Mòr Ostaig had already been involved, and out of which Island Voices/Guthan nan Eilean developed - and continuing with POOLS-3. So the recent Irish visit (<https://guthan.wordpress.com/2014/10/29/guthanna-na-noilean/>) to Benbecula can be seen as part of a wider collaborative venture, in which similarities (and differences) between Irish and Scottish Gaelic are explored, with the aim of developing practical solutions to common problems.

Another side to this work can be seen in the online publication of a joint paper - "CALL Support in Context: Contrasting Approaches in Irish and Scottish Gaelic" - written by Gordon Wells and Caoimhín Ó Dónaill (<https://guthan.wordpress.com/2014/11/04/aon-chanan-no-dha/>). In the Scottish section the paper draws substantially on community-level work and research that has been conducted in parallel with Island Voices over the past few years. The Irish section, then, discusses the need for pedagogical projects such as TOOLS to demonstrate an acute awareness of the sociocultural and sociolinguistic needs of their target users. It is available online in the Research/Reports (<https://guthan.wordpress.com/research/>) section of the Island Voices site, or by VISITING: <https://guthan.files.wordpress.com/2014/12/callsupportincontext.pdf>

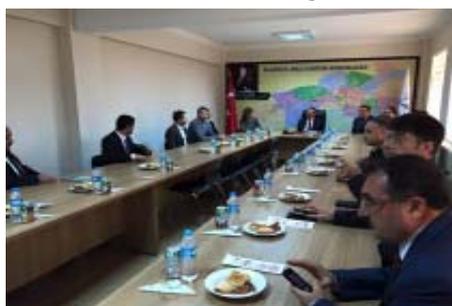


You can get more updates from the project FaceBook page: <https://www.facebook.com/>

Stucom has carried out different activities during the last term. On the one hand disseminating POOLS-3 in different EU project meetings. The first one was 28<sup>th</sup> November in Madrid, during the new Erasmus+ project meeting "Gain Time". 14 teachers and managers from Portugal, Italy, Norway, Bulgaria and the UK attended. Their feedback was really useful and they decided to share our project in their schools so other teachers can learn from it and start to use it



POOLS-3 was also presented last January in the presentation of another Erasmus + project EUapps4us, in Elazig Turkey. There we could share our project among teachers and managers from Lithuania and Norway and representatives of the Ministry of Education of Elazig.



On the other hand STUCOM has already finished the piloting of 3 courses among language teachers of different organisations in Barcelona and the results and feedback has been very

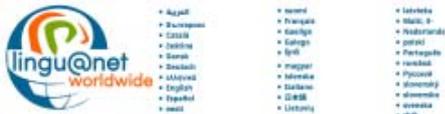
successful and teachers are ready to use the methodology in the next school year.



In January 2015 Caoimhín Ó Dónaill of the Ulster Pools3 team delivered a workshop based on the Pools3 Introduction to CALL and Course Units Catalogue for 20 Chinese teachers from Confucius Institute Northern Ireland, based at Ulster University. The teachers work in primary and secondary schools throughout Northern Ireland teaching Chinese language and culture. The training focused on the suite of tools available at [www.multidict.net](http://www.multidict.net) and on using the planning and evaluation templates developed by the Pools3 project. The trainees were impressed not only by the pedagogical underpinning the Pools3 project outputs provide for teachers using CALL and multimedia resources, but also with the potential benefits the tools at [www.multidict.net](http://www.multidict.net) provided for the easy creation of materials to assist with the content and language based elements of Confucius Institute's teaching syllabus. Prior to the workshop Caoimhín Ó Donnaile of the SMO POOLS3 team had conducted extensive trialling of dictionaries supporting Chinese-English-Chinese consultations, as a result the workshop participants were treated to a dynamic new teaching resource which they were previously unaware of and which could also help them personally in their acquisition of English.

**B**elow you can read about some of the Language Projects that the POOLS members find interesting. You too can make use of our newsletter to share your results with our registered users. The POOLS newsletter is mailed four times every year to approximately 850 registered readers, 2000 vocational teachers through the EfVET network and website ([www.efvet.org](http://www.efvet.org)) and 2200 schools through the CECE network, website, and magazine (<http://www.red2001.com/>)

We greatly appreciate when fellow projects offer to share their ideas with the visitors of the pools project web. If you want us to make your project results available to our users then please e-mail Kent Andersen at [ka@sde.dk](mailto:ka@sde.dk). Please include a short text to go with the link, a similar link from your project to the pools portal is of course appreciated.



**L**ingu@network is a new project to involve users in Lingu@net Worldwide. Lingu@net is a website to promote language learning, a multilingual virtual resource centre developed over more than 10 years by language, information and technical experts worldwide. It offers 5,000 online resources in 100s of languages and is searchable in over 30 languages.

For the TEACHER: Interact with other teachers, comment on your experience in class (face to face or online), Suggest new resources to help other colleagues!, and Learn from the experience of the Lingu@netteacher community!

For the STUDENT: Search and find the resources you are looking for in the language you want!, Help other students by adding resources that you have found useful!, and Join a community of learners across the world!

For the LANGUAGE RESOURCECENTRE: Have access to a worldwide

community of multilingual resources!, Share your expertise in language teaching!, and Interact with other centres in Europe and beyond!

Lingu@network website: <http://www.linguanet-worldwide.org>

By e-mail: [enquires@languagescompany.com](mailto:enquires@languagescompany.com)



**P**ools do-it-yourself videos, Clilstore and Multidict have been included in kindred VIDEOforALL project's Best Practice examples. The European funded educational project Video for ALL brings together current digital video ideas and innovative practices for teaching and learning languages: <http://videoforall.eu/category/make/>  
<http://videoforall.eu/category/use/>



**T**he LangOER network is a three-year European Commission funded project concerning Open Educational Resources (OER) in less used European languages running between 2014-2016. In the first half-year of the project, the current situation of OER was mapped, investigating 23 European languages. The result was a state-of-the-art report (<http://langoer.eun.org/resources>) illustrating a scarce picture but also pointing at topics that are important to move the field forward, such as policies, language barriers, and multilingualism. Although there are a few national initiatives, there are still challenging issues to deal with related to linguistic concern for future development.

**I**n September, 2014, LangOER hosted a webinar on Open Educational Resources and languages (<http://alturl.com/9fxev>). The theme was how we can increase

the low online presence of OER for less used languages. In an increasingly digital world there is a risk that small languages are marginalised and taken over by large, more widely spoken languages. Four initiated speakers were giving their view on the situation, Anna-Comas-Quinn from the Open University in the UK, Kate Borthwick from University of Southampton in the UK, Sylvi Vigmo from University of Gothenburg, Sweden, and Alastair Creelman from the Linnaeus University, Sweden. The webinar attracted a very large audience, 200 persons



**I**n order to communicate in a second language, as the majority of researchers point out, oral ability plays a key role. But this ability is often considered to be the hardest to acquire. It is not enough to take grammar, vocabulary and pronunciation lessons. One must also practice. But practicing implies the need for other people, people who are not always available to the learner.

BABELIUM has two primary aims: The improvement of language skills relevant on the job market in order to improve European competitiveness and employability. and To improve the way that adults learn second languages.

The Bebelium website is <http://www.babelium-project.eu>

**R**ead about other interesting projects from: <http://languages.dk/cooperations.html>

