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Clil4U teams in action during the kick-off workshop

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 Clil4U project started on January 1st, the first meeting was a kick-off workshop in Madrid full of activity. The project deals with CLIL (Content and Language Integrated Learning) so it was for the teams a great achievement to bring in David Marsh as a guide in the first steps to be taken.

Clil4U
www.languages.dk



David Marsh assisting the Clil4U teams during the kick-off meeting

METHODS second kick-off meeting in Guadeloupe. The Methods team completed the circle with a second kick off meeting, where members from the Danish team packed their bags and met up with the team members from Guadeloupe. The meeting took place at the Lycée Regional de Gerty Archimede, a French vocational college in the region of Morne à l'Eau, on the small island of Guadeloupe.



In December Stucum presented POOLS-3 to 18 representatives of schools, universities, companies and organizations that work with youth and students in Catalonia. All of them are interested in teaching languages and to learn about innovative training methods to work with them in their companies and with their students.

Participants were very interested in the project, they received the brochure translated into Catalan and will be receiving the latest news through our communication channels, some of them will share all the information with their main stakeholders



Presentation in Catalonia by Pools-3 partner Stucum

The Tools teams are busy running pilot courses but they also find time to exploit the tools in different ways. E.g a small Wordlink trick: If you want your students to work with e.g. cnn.com then try to add cnn.com to the following link "<http://multidict.net/wordlink/?navsize=1&sl=en&url=>", i.e. the resulting link will be: <http://multidict.net/wordlink/?navsize=1&sl=en&url=cnn.com> Try it!

Tools is now fine tuning the outcomes and running courses before the project is finished at the end of June



Clilstore used for training conference interpreters

C LILSTORE USED TO TRAIN CONFERENCE INTERPRETING

It can be said that by mere accident the Clilstore, as well as the software of the project and the units have found entirely new application! They are used at Marijampole College for the students of Applied Foreign Languages educational programme to teach conference interpreting. Marijampole College is an institution of tertiary education providing professional BA in different programmes of social and applied sciences as well as several technical fields.



It started with dissemination, as it had been planned since the proposal stage of the project that one of the groups with which the clilstore units would be piloted and then used will be students of Marijampole College Teacher training department. This was successfully completed, and the software was so interesting that the Dean offered to try it with the students of business English. The course of conference interpreting is rather short and the students after taking an exam are granted three credits. In fact this was the first course ever, as the programme is rather new and the third year students are the first ones to graduate from this course this year. It was a challenge to prepare something new and catchy for the students who were quite known among the staff for their lack of motivation and interest in stud-

ies. One of the things to make them come and pass the course is accumulative scoring, so that even those who have missed several classes would be able to take the exam, presenting individual work. Everybody who is learning/teaching languages knows that this process requires a lot of individual work, i.e. you have to do homework, while the students nowadays (things were really different in my times!!!!:)) rely mostly not on their memory but on the internet, which makes language learning simply impossible! 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. There are quite a few interesting courses that can be found on the website, including an international project of Vilnius University together with some other prominent HE institutions of Europe; not to talk about the resources of DG Interpretation <http://ec.europa.eu/dgs/scic/> of the EC, who use video for training new interpreters. However, we talk about students whose vocation is not necessarily interpreting or translation! They have a slightly more limited vocabulary in store and their fluency is far from that used by high level professionals, aiming to BECOME interpreters! 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.

The story has just begun, but I Videos with Czech voice over

see how the course (of applied English) and the Tool of the Tools4Clil fell in love with each other. This had to happen- an entirely new application of the project!!! And it is a reward every a developer of software wouldn't even dream of!

In the first week of March Caoimhin O Donnaille added four good Catalan dictionaries to Multidict - a suggestion and request which Ana Gimeno passed on from a colleague. So that will benefit the POOLS-3 project too. A good example of cross-fertilisation between two projects.

Two Pools-3 teams have produced videos (originally from the TOOLS project) with voice over in Catalan and Czech, learn how a student can make best use of the services found in Clilstore: Try the page with Catalan DIY videos:

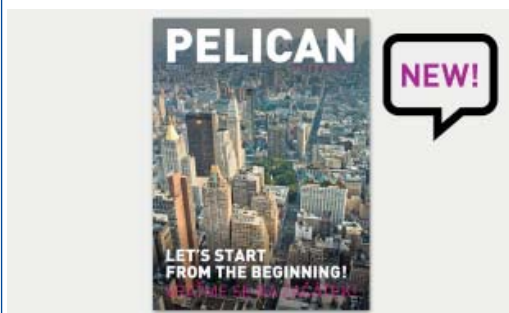
http://languages.dk/pools-3/DIY_Catalan.html

or the Czech ones: http://languages.dk/pools-3/DIY_Czech.html



Latest news: 100,000 views of Island Voices Videos

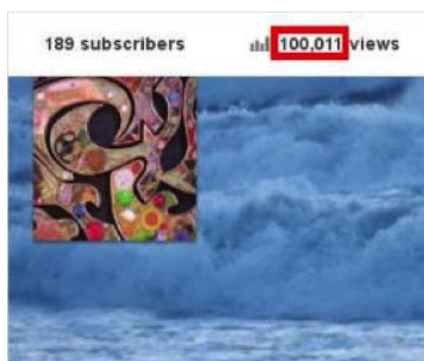
Research studies continually show the insufficient level of support for teachers of vocational schools in the Czech Republic to incorporate and use modern technology in foreign language teaching. If a teacher is enlightened enough to realize the role of modern technology in life and society, there is not much information and options that enable them to create teaching resources on-line. The Language School Pelikan as an institution that participates in creation of innovative teaching methods has become a partner of the Pools-3 project. The tools and procedures the team is developing have the potential to become a powerful weapon for strengthening the use of technology in language teaching and promoting this idea among teachers in the Czech Republic. We plan to introduce the project and its tools to the teachers of our school as well as the wider professional community in the near future. Our participation in the project is perceived as an opportunity to learn new things and participate in the development of modern teaching tools and methods. It is also an opportunity to use our previous experience in the development of innovative teaching materials, such as the project of our multilingual school magazine, whose next (fourth) issue is coming out soon. Download the latest issue of the magazine from: www.pelicanmag.wordpress.com



Another numerical milestone was passed on Friday 14th February, when the Guthan nan Eilean YouTube channel, "[Island Voices Videos](#)",

clocked up its 100,000th view – and added another eleven by the end of the day, “sharing the love” on [Valentine’s Day](#). (Uncannily, we seem to time these moments to coincide with special days in the calendar year – we went through [50,000](#) on the night of Hallowe’en just over a year ago.)

The razor-fishing documentaries are still among the most viewed clips, but also trending now are the trilingual “[Gaelic journey](#)” films that recorded the project’s visit to Ireland around this time last year, all also placed on Clilstore. And the geographical spread amongst our viewers is quite remarkable. The top five countries remain the same: United Kingdom, United States, Canada, Ireland, and Australia. But YouTube analytics also reveal that the channel has now been viewed in a total of 173 different countries around the world. Visitors are always welcome. Ceud Mìle Fàilte oirbh uile!



Island Voices Videos



A group of teachers in Barcelona adapting and updating a manual from the original pools project



A modern Gaelic love song, ‘S tu mo ghaol, from the [Bi Beò](#) archives formed the centrepiece for Island Voices’ [Valentine’s Day message](#). You can hear it without a transcript, or if you would like to read the words while you listen you can try <http://multidict.net/cs/1619>

Clilstore can handle lemmatization algorithmic rules as well as those from “Hunspell” and from a lemmatization table. As an experiment, Caoimhín the pools-3 software engineer has thrown in a rule to try removing a final ‘s’ from English words – so that if you click on “transducers” Multidict will suggest “transducer” even though hunspell does not know this word. We could add many such rules for many languages. The beauty of the new mechanism is that since we are only providing the user with suggestions, the rules do not have to always be perfect. We could add in a facility to break words into component words so that if you give it German “Infobahn” it will suggest “Info” and “Bahn”. Or we could give it a facility to convert between closely related languages.

The Adaptation of the METHODS manuals, a work in progress:

The METHODS teams are in the midst of the adaptation phase of the METHODS project. Each manual for the five communicative language-teaching methods is currently being evaluated; in order to better suit today's needs, ensuring a more modern and up-to-date selection of materials.



The PhyEmoC method being used for learning Danish by the project teams as part of the Methods kick-off workshop in Brussels

One of the five methods up for evaluation, the PhyEmoC (Physical, Emotional and Cultural approach) which is one of the fruits born of the original BP-BLTM and later the Pools-m project, has been subject to extensive re-evaluation, and the idea behind the methodology has been strengthened with the addition of new and more innovative approaches to this pioneering and unprecedented method.

One of the more important changes is the addition of supplementary chapters, involving the use of connotations, rhythm and rhyme, i.e. via hip hop, in the acquisition of foreign languages. This chapter, inspired by American teacher and founder of Fluency MC, talks about how the use of rhythm and connotations are an integral part of the teaching of foreign languages.

Another significant change, has been the removal of superfluous chapters, and the elimination of out-dated or redundant links and lessons, thus cleaning up the earlier, quite extensive manual and substituting it with an easy-to-use and straightforward guidebook.

2014 started off very busily for ETI Malta, a Methods partner, with teachers attending courses on Comenius/Grundtvig grants. These grants will only last until 30 April 2014. ETI is involved in the continued dissemination of past POOLS projects through their CPD (Continuing Professional Development) Courses.

In February, Methods and CLIL4U were disseminated to teachers from the Netherlands, Romania, France, Poland, Sweden, Slovenia, Hungary, Latvia, the Czech Republic, Finland, and Denmark. Other teachers from different countries will also be visiting ETI over March and the Easter period and learning about the projects.

All the teachers who have been to various ETI CPD courses in 2014 so far were shown the POOLS website: www.languages.dk and the two EU projects ETI is currently involved in, Methods & CLIL4U (both ongoing POOLS Projects). Teachers were also told about both Projects' Facebook pages, and the Newsletters, and were given the brochures for both Projects. The locations on the site of other past projects run by the POOLS consortia were also shown, with the aim of further exploiting the results of past POOLS projects. Teachers were also interested to hear about the new Erasmus + Staff Mobility & Training grant which will be replacing Comenius/Grundtvig, for courses starting from 01 July 2014. At the moment, ETI is actively involved in providing information about the new grants, and will continue to provide participants with information about the POOLS projects. For more information on these, go to: www.etimalta.com or contact: training@etimalta.com

The Methods partner Gerty ARCHIMEDE Vocational School in Guadeloupe is headed by Mr. Jean-Claude PETAPERMAL. He is assisted by a Deputy Head, Mrs

Annie BAUDRON, a Supervisor, Mr. Joseph SAMBIN, a Guidance Counsellor, Mrs Micheline LAMBERT and a Manager, Mrs Clémence MARIGNALE. It is a small school with 435 students for 52 teachers, which offers the National Vocational Qualification Level 1 and the Professional A-Level. There is also a higher education degree offered to students after the professional A-Level called Higher National Diploma in Fluids, Energy and Environment since September 2012.

Finally, there is a special unit for students with learning problems called U.L.I.S dedicated to pupils with major cognitive function disorders and/or intellectual disability.

The Methods team is composed of 4 certified teachers and 2 contract teachers who work together in order to find teaching and learning strategies improving the development of the students. The 4 certified teachers are: Mrs Fabienne BERALD-CATELO who joined the team in September 2006. She is also the coordinator this year. Mrs Astrid DESIREE who joined the team in September 2010. She is deeply concerned with the issue of illiteracy. Mrs Audrey EULALIE who joined the team in September 2011. She is the youngest teacher of the team and Mr. Jérémie TAVARS who joined the team in September 1994. He is one of the first teachers involved in partnerships with other countries.



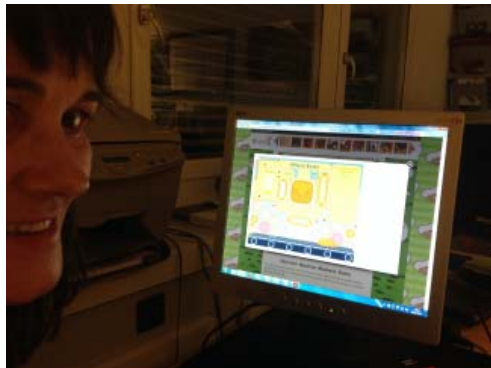
Like all the other teams, since the Cilil4U meeting in Madrid the SUPSI team has been very busy with our scenario preparation work.

SUPSI has completed one scenario on the Human Digestive System and this will be ready to go online in the next few days, go to <http://languages.dk/cilil4u/index.html> to see the result.

The second SUPSI scenario, Tunnelbau (Tunnel Construction) will also be ready very shortly. This scenario has already been tested with a class of German language students, and, as a result of this, is now undergoing some further fine-tuning.

The SUPSI team has also peer-reviewed 3 primary school scenarios and is in the process of scheduling meetings with course directors of the SUPSI Health and Construction departments, in order to explore the possibility of collaborative work in the creation of future scenarios.

In the course of this scenario preparation work, some questions arose regarding the format of the template. This led to a rich exchange of emails, opinions and ideas, and was resolved successfully.



Jan working hard on peer reviewing the Bussero scenario

Since the kick off meeting in Madrid the Danish primary school team has been planning two scenarios. We are now ready to test one of the scenarios in our 2nd grade.

It is one of the first times the pupils encounter English in school and they are very excited.

The scenario is about seasons and we chose to focus on "spring". We have planned to use cress- and pea-experiments to show the pupils, the needs of the plants when they ger-

minate in the spring.

In the classroom we use a lot of flashcards to help the pupils visualizing and remember the new words and terms.

Because our 2nd grade pupils aren't experienced in English we have to use a lot of gesturing and acting to help the pupils guess the content. It is much fun for the pupils as well as the teacher. While planning this scenario we have used the 5C's to explain to others why this is a good topic.



Children from the Danish primary school "Kroggaardskolen" learning English the CLIL way

Cilil4U will assist implementation of CLIL in primary schools and in vocational colleges through:

- 6 promotional videos showing CLIL used in classes
- 48 ready to use CLIL scenarios complete with instructions and materials
- Online collection of materials and commented links to resources
- Advisory materials to be used for including parents of primary school children in the CLIL process.

To prepare content and language teachers for implementation of CLIL the project will:

- Develop a teacher course on application of CLIL
- Develop online language courses for content teachers (to ensure the needed language level)
- Offer the content teachers a

placement test and certification of language level according to CEF.

All outcomes will be in English, manuals, promotional materials, and video subtitles will be in all partnership languages.

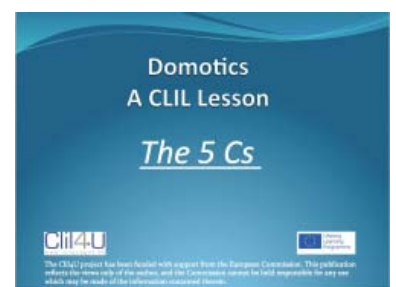
120 teachers, 360 pupils and 440 students will pilot the developed CLIL resources. Evaluations and feedback will be fed back to the developers and result in improved versions of the project outcomes.

All outcomes are CopyLeft and may be used by any institution. The partnership teacher training institutions and associated partners will continue to offer pre-service and in-service courses after the project period.

We need your support in the project, so please visit our Facebook

page: <https://www.facebook.com/Cilil4U> and perhaps click "Like";-)

We would also like to recommend a Facebook group dealing with CLIL: <https://www.facebook.com/groups/16146068345/>



The pools projects (Tools, Cilil4U, Pools-3, and Methods) 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.



