

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



Pools members  
 in action  
 across Europe

**Languages:**

- Basque
- Danish
- Dutch
- English
- French
- Gaelic
- German
- Greek
- Italian
- Lithuanian
- Maltese
- Portuguese
- Romanian
- Spanish
- Turkish



Hop on board and join the pools teams i.e. pools-t, pools-2, pools-m, and tools

**J**ubilation, the TOOLS project has been approved for funding. The project is scheduled to start on January 1<sup>st</sup> 2012 and finish in June 2014. The project builds on the software and ideas from pools-t with the main difference that the developed tools will be fully online and will work from any operating system including tablet computers like iPads.

With the proposed online tool teachers will be able to create multimedia rich webpages with all words linked to hundreds of dictionaries and furthermore the resulting webpages immediately becomes online.

It is an important improvement in the service to be developed in TOOLS that the system will support all character systems including Arabic.



The online service is targeting teachers from adult education, vocational colleges, and universities working with CLIL (Content and Language Integrated Learning). To support these teachers the TOOLS partnership will develop a guide on how to use the tools in a CLIL context and deliver series of courses in Denmark, Northern Ireland, Lithuania, Portugal, Scotland, and Spain

The partnership includes Eurocall and will also run pre-conference workshops at Eurocall conferences, the first one will be in Sweden (Gothenburg) in 2012



**T**OOLS has already been disseminated with an exhibition stand at the Eurocall conference in Nottingham where Caoimhín O Donnaile and Kent Andersen told about the project objectives and handed out brochures. It was a great pleasure that we already got contacts with the target groups as teachers of Mandarin and Arabic gave us their addresses so we can use them for testing the online service.



Caoimhín O Donnaile telling about the future online service and how it may be used for authoring on iPads

**Y**ou too can take part in the TOOLS work, and suggest ideas and improvements, one way is to visit the project FaceBook account at this address: [Facebook.com/tools4clil](http://Facebook.com/tools4clil).



Please visit tools4clil in FaceBook and tell us about your ideas



## Latest news: The POOLS-2 teams have finished the project funded period

**P**ools-2 has reached the end of the EC co-funded period (September 30th 2011). The project has delivered several tangible outputs suitable for language learning and teaching:

The teams have produced 20 videos in Greek, 20 videos in Maltese, and 20 videos in Portuguese [www.languages.dk/digital](http://www.languages.dk/digital)

The videos show culture and heritage as well as traditions in the three countries; each video comes with descriptions, transcription of content, and translations into English.

Other important outputs from the project are Do It Yourself videos, course books and course guides in English, Greek, Maltese, and Portuguese as well as ready to use language learning units for the three languages all of which can be accessed for free from [www.languages.dk/pools-2](http://www.languages.dk/pools-2)



From a pilot course in Malta

The three Transfer of Innovation countries; Cyprus, Malta, and Portugal have benefitted from sequences of pilot training courses for language teachers and teacher students in each country, more than 150 teachers have been utilizing the project outcomes. In Portugal the courses have been officially recognized and accredited ECTS points.

All outputs developed in POOLS-2 are copyleft and may be used in other projects, this is happening in a Romanian coordinated ToI project called "pools-cx" where the partners make use of the pools-2 course book and do it yourself videos.

You can learn more about pools-2 from its Facebook page or from [www.languages.dk](http://www.languages.dk)



Portuguese pilot course participants

**T**he Pools-2 team in Portugal ran four courses on CALL between January and June 2011. These courses were conducted by Maria João Marçalo and Ana Alexandra Silva. The courses were attended by future teachers of English, Spanish and Portuguese. The contents of the course were considered very interesting by the students and covered from hotpotatoes to multidict and textblender. Some of the students were able to apply their knowledge, they were given the possibility to teach Portuguese to a group of foreigners. The University of Évora hosted this summer an Erasmus Intensive Language Course, and some students (now future teachers) were given the opportunity to teach Portuguese as a foreign language. Luís Santos and Margarida Bengla

expressed their satisfaction by being able to use some of the materials developed during the course. They made use of the project website exploring the videos and exercises to teach Portuguese.

The 5th and 6th course were also held in the University, but now the course was accredited by the Portuguese National Council for Training in Service. The course was promoted in basic and secondary schools, but also on Regional Education Board. All the trainees were certificated teachers. English, Spanish, French teachers as a foreign language constituted one course; the other course was composed by teachers of Portuguese as a foreign language. For these teachers the course was "muito interessante" for it promoted the use of computer for the teaching of languages.

The Portuguese Team is very proud of being able to have participated in the project. We've learnt precious knowledge related to CALL methodologies. We were able to apply that knowledge not only on the training of Portuguese teachers, but also on our own classes.

## Latest news from the POOLS-M teams in Italy, Lithuania, Switzerland, and Turkey

After the positive reception given to Part 1 of the SUPSI video show-casing 3 of the POOLS-M methods (Task Based Learning, Computer Assisted Language Learning, PhyEmoC) applied to both English and German language classes at our University, now that the new academic year has started we are planning to complete Part 2 of the video, which we hope to bring to Lithuania with us. Lesson plans for the two final methods (Simulation and E-tandem) will be designed in the next few weeks, with a view to completing the filming in October. The format will be the same, as will the video producer, so that the 2 Parts can be combined making one single video (projected length 15 minutes)



POOLS-M materials on display during the Eurocall conference

From the Turkish team we have received the following news: Pools-m has been described with an article in the PLUS EDUCATION magazine, which is popular among educational institutions across Turkey.

A summary of the article: Marmara Private Anatolian High School is leading an innovative project which acts as a revolutionary approach in terms of Language Teaching across Turkey.

The project has enabled Marmara Private Anatolian High School to

gain a distinctive feature among the most distinguished educational institutions as far as Language Teaching is concerned. As it is known, there is a big gap in terms of providing a stable Language Teaching Policy in the Ministry of Education. Every year we can see many decisions taken in order to elevate the standards of Language Teaching. But unfortunately nothing is set in concrete so as to shape and raise the standards of language teaching policy in Turkey. But now, thanks to the POOLS-M project the questions "Why can't we teach English to our students?" and "Why can't our students speak English?" will be removed considerably and they will remain as a thing of the past.



Article in the PLUS EDUCATION magazine

In the POOLS-M project four pilot courses were organised in Marmara Private Anatolian High School between March and June and the 5th pilot course was organised in Bodrum Marmara Schools between 12 July and 14 July.

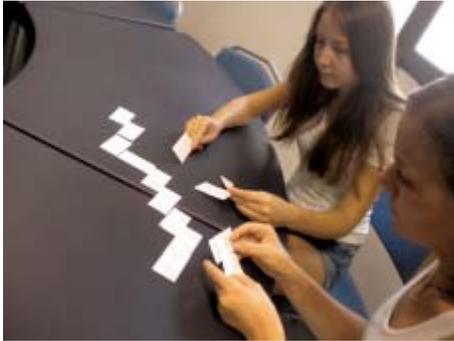
After the completion of the piloting courses, the participant language teachers will be actively involved in cooperating with Marmara Private Anatolian High School in terms of using the methods which they have learnt in the piloting courses in their classrooms.

The following report from Italy has been compiled by MariaLuca Giusti: In September new foreign students arrived at CSCS. They came to spend some months in Italy thanks to the Italymobility project. So all the activities related to this project started, including the Italian language course. We could once again experience the effectiveness of the Pools-M methods for learning a foreign language.

We used the PhyEmoc method, because the first contacts with a foreign language are those that most need to be "played down" with exercises of this type. As we imagined, we saw that students had a great time and have appreciated these methods of learning.

With Dutch students we thought that it was useful to propose activities that could boost their vocabulary acquired during the

lessons. This because they had no previous notion of the Italian language. The exercises we proposed were to make them learn words related to food, adjectives, street elements (cross, traffic lights, parking) and directions (right, left, straight on).



For Spanish students we decided to make use of a different type of exercise because their knowledge of Italian wasn't completely basic, and the similarity between Spanish and Italian permitted us to venture a little more. An activity that we proposed and that was very much appreciated was called



"Walking around Pistoia". After the first week we organized an activity outside the classroom in the center of Pistoia the day when the market is held. The students (in pairs) had to go to the market and perform some tasks that the teacher had given them before starting, for example: find the prices of some products using the expressions previously studied in class (How much is a kilo of apples? a pound of tomatoes? a pound of ham?). Or find out the name of the stores that sell specific products such as

"schacciata" (a particular kind of Tuscany bread), meat, vegetables, cheese. The purpose was to be able to collect all the information required from the exercise in an hour. Then, following the directions given to them by the teacher at the beginning of the exercise, they had to meet again in the center of the city. The students had a great time, and after the initial embarrassment of having to talk to people they didn't know they liked this activity, realizing how it would be useful for their future purchases.



Italian secondary school students experiencing the pools-m methods

The Danish team member Cecilia Leboeuf coached the Turkish team during their workshop for Turkish teachers, which took place near Bodrum at the Marmara school in Turkey, was intended to be a follow up workshop for Turkish language teachers from Turkey. The course participants had already attended seminars where they learned about the theories behind the POOLS-M methods. They had not yet tried taking part in actual workshops, so this was a first for most of them. The idea of the workshops was for the Turkish team to create and complete workshops for teachers of languages in Turkey, also this time in Bodrum, June 2011. A representative from SDE College (Cecilia Leboeuf), Denmark was to attend as a facilitator at the workshop, to offer guidance to the Turkish team.

Out of the many methods presented to them earlier, the participants had brought along some of their own ideas to lesson plans and materials that could be used, many had not yet been able to try out their ideas IRL, as there had been exams and holidays since the first seminar. But many had some very interesting ideas, and those who had tried out the methods, were amazed by the results.

For the Bodrum workshop, each method was briefly presented, as there already had been a certain amount of theory in the earlier seminars. Finally an evaluation of the workshop was carried out, where we discussed which methods were the most interesting for the participants' classrooms, and also if they had tried any of the methods in their own classroom, followed by a few moments to fill out the POOLS-M SURVEY REPORT.

The workshops ended with distribution of



certificates, and the taking of photographs for a Turkish newspaper.

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.