

CLILSTORE.EU - A Multilingual Online CLIL Platform

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Abstract

CLILSTORE.EU is an open educational resource (OER) that was created by the Erasmus+ funded CLIL Open Online Learning (COOL) project which ran from 2018–2021. The project consortium included teaching practitioners from the primary, secondary, tertiary and vocational sectors who each brought their influence to bear on the design and functionality of the OER and subsequently evaluated its development within the learning contexts of their respective sectors. CLILSTORE.EU serves as both an authoring and sharing platform where multimedia learning materials can be created and accessed. Its name comprises the acronym CLIL, owing to its particular suitability as a tool to support the Content and Language Integrated Learning methodology (Marsh, 2002). The main educational aims of the OER are to provide teachers with a relatively straightforward means of creating reusable, multimodal learning units that can be used within the classroom or via remote learning to underpin and scaffold the delivery of curricular content in any subject area, especially in contexts where learners are acquiring new knowledge through the medium of a second or additional language. The following account details recent development work on the OER's functionality and usability and presents case studies showing how it can benefit Celtic languages.

Keywords: CLIL, Multilingual, Irish, Scottish Gaelic, Manx, Celtic

1. Introduction

The COOL project (2018–2021) was designed to help language teachers and curricular subject teachers seeking to innovate in their teaching practices through the adoption and implementation of the Content and Language Integrated Learning (CLIL) methodology. The project's main objectives were focused on: (i) teachers' professional development needs in relation to gaining a working knowledge of the theoretical background to CLIL, and (ii) teachers' practical needs in relation to curricular delivery, materials' development and supporting learners (ii). The first objective was met by developing a certified MOOC *How to create lessons using Clilstore*,¹ which provides an introductory course in CLIL. The second objective was met by undertaking a significant redesign and updating of Clilstore, an online facility which had been previously developed by the TOOLS for CLIL Teachers project (2012–2014).² The original Clilstore facility³ had proved popular with end users and by January 2018 it had attracted 2448 registered authors and the site had recorded in excess of 1.7 million visits. Indicators of Clilstore's impact on end users include the European Commission's selection of the TOOLS project as one of its 'Success Stories' and a 'Good Practice Example',⁴ and Clilstore's inclusion in *The Handbook of Technology and Second Language Teaching and Learning* (Chapelle and Sauro, 2017).

Research carried out by members of the TOOLS project also established that teachers from a range of European countries who had received training in CLIL methodology and in the use of Clilstore to support the delivery of their curricula agreed that Clilstore was a "useful tool in order to create, publish and deliver learning materials that aid in conducting dual-focused teaching by supporting content learning as well as foreign language learning" (Gimeno Sanz, Ó Dónaill & Andersen, 2014). Clilstore was also

found to be very effective in helping students within a higher education setting to acquire new vocabulary by benefitting from Clilstore's multimodal delivery of content, embedded extension activities and dictionary consultation facilities (Ó Dónaill, 2013).

1.1 Case for support

The case for support for the redesign and updating of Clilstore was based on a number of factors: (i) Although the original coding of Clilstore was still working as designed⁵, the unique working version of the program and database were being hosted on a server in a remote area of Scotland, which meant that local power cuts could result in a loss of service and the program and database could have been lost entirely if the server had suffered physical damage. Therefore, the migration of the program and database to a cloud hosting service and the creation of an exportable version of the program would ensure future viability and development; (ii) the appearance of the user interface, although still practical and logical, had become dated by contemporary standards and it was not responsive for mobile devices; (iii) the program needed to be updated to facilitate the integration of Web3 technologies and HTML5 based learning applications; (iv) the original user experience was weighted towards the needs of teachers and a clear rationale existed for providing a separate, streamlined experience for both teachers and students; (v) given Clilstore's emphasis on encouraging and facilitating learners to perform dictionary consultations as they read through embedded texts, there was a clear imperative to develop this activity further by providing learners with a means of tracking and recording their dictionary consultations and noting meaningful definitions and translations in order to assist with vocabulary retention and recall. The development of a learner login system,

¹ <https://www.upvx.es/courses/course-v1:Filologiainglesa+clilstore+2021-01/about>

² <http://languages.dk/tools/index.htm>

³ Hosted at <http://multidict.net>

⁴ <https://erasmus-plus.ec.europa.eu/projects/search/details/82d89d4e-e381-42ff-b72f-fc9a11f3c674>

⁵ For a full technical description of how Clilstore and its related functions work, see Ó Dónaill, 2014.

therefore, offered a means of further enhancing the learner experience by enabling registered learners to create personal vocabulary lists and glossaries for the language(s) and subjects they were learning and to develop learning games based on same; (vi) end users had expressed a desire for Clilstore to include a facility for teachers to link with classes and individual learners via shareable portfolios; (vii) while it had been demonstrated that Clilstore could be used to support the creation and exploitation of learning units in a wide range of European languages and non-European languages such as Arabic, the user experience from authoring to navigation through the site was available in English only. This was problematic for learning contexts where English was neither the language of instruction nor the learners' target language.

2. Clilstore, Wordlink & Multidict

Users visiting CLILSTORE.EU⁶ are met with a choice of three facilities:

- **Clilstore**, a repository of learning units where students can find content at their desired learner level on various topics, comprising texts where every word is linked to a choice of online dictionaries in the unit's language, and an authoring tool where teachers can create, store and organise multimedia learning units for use by students
- **Wordlink**, a tool which enables webpages to be automatically linked word-for-word to online dictionaries in a choice of languages. This scaffolds the reading of webpages for learners by allowing them to read texts until they meet words they don't know and to then easily perform dictionary consultations by clicking on the new word and seeing a definition or translation in a separate frame next to the webpage text.
- **Multidict**, a matrix of online dictionaries that facilitates easy switching between online dictionaries in many languages and the flexible pairing of languages for bilingual consultations.

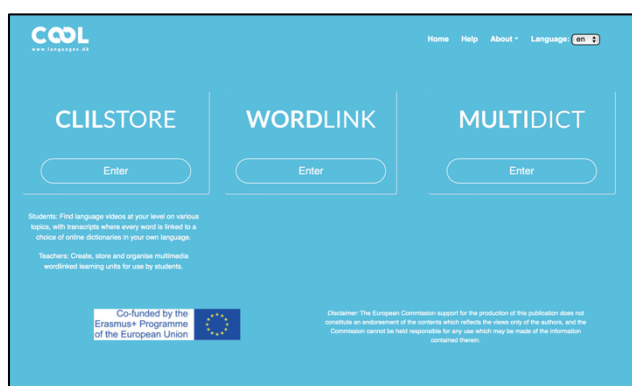


Figure 1: The CLILSTORE.EU homepage.

A comprehensive practitioner guide to CLILSTORE.EU which details all of the learner and teacher focused functions is available to download (in English, Irish, Danish, Italian and Spanish).⁷

3. Key Developments

As stated in 1.1 above, the COOL project set out to develop a series of new features in order to make the OER more useful as a tool for promoting linguistic diversity within language and subject teaching and learning, to promote deep learning of vocabulary and subject knowledge and to facilitate reflective learning. The following sections provide a description of items iv-vii from the Case for support (1.1).

3.1 Streamlined user interfaces

Having entered Clilstore, visitors are now presented with a choice of proceeding with an experience optimized for (1) students or (2) teachers. Unregistered users can also access the registration facility (3) from this page.

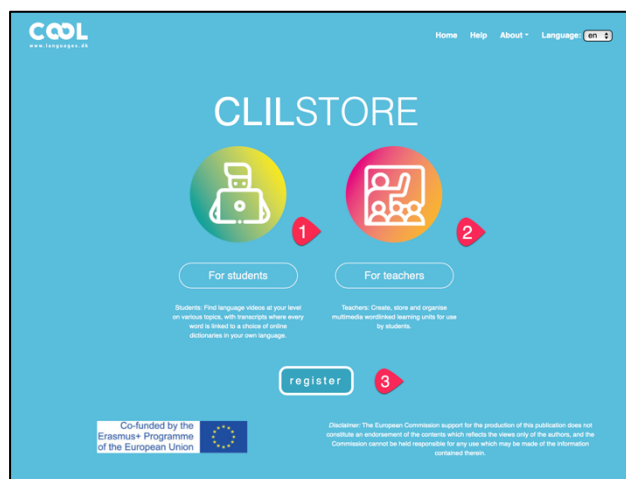


Figure 2: The Clilstore user gateway.

If the user selects the 'For students' pathway, they are taken to the following page, which features links to: (1) user profile (Options), the vocabulary builder and the portfolio tools; and (2) the learning units' search and filter facility.

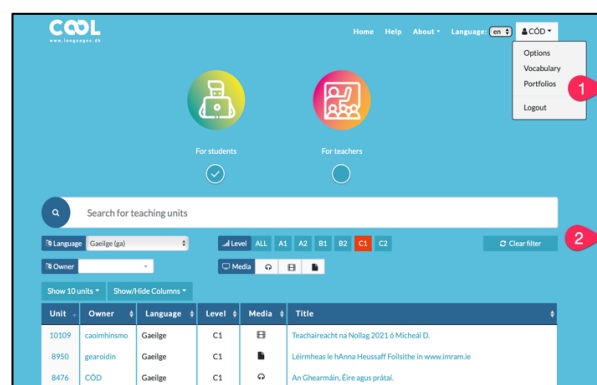


Figure 3: The student interface.

⁶ <https://clilstore.eu>

⁷ <https://riunet.upv.es/handle/10251/181708>

If the user selects the 'For teachers' pathway, they are taken to the following page, which features links to: (1) user profile (Options), a list of the units they have authored (My units), a link to the authoring facility (Create a unit) and a link to the portfolio tool to view student portfolios that have been shared with them; (2) the learning units' search and filter facility; and (3) edit and delete options for units they have authored.

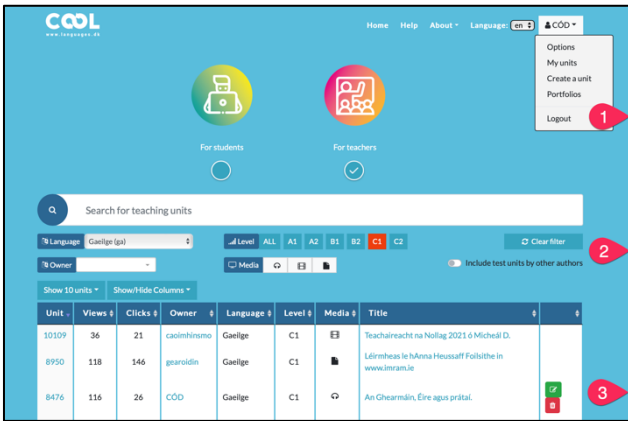


Figure 4: The teacher interface.

3.2 Vocabulary Builder

When accessed from the Student interface, the Vocabulary Builder provides the user with an editable list of the words they have looked up in Multidict as they have been working through their chosen learning units. The tool compiles a separate list for each language the user is learning (1). It provides options for exporting the lists for safekeeping or further use outside of Clilstore, and for clearing existing lists (2). The user can easily create learning games based on their own lists, where they can hide the meanings and test their recall (Hide all), or decouple and randomize the words from their meanings in order to create a drag and drop exercise (Randomize). When viewing their vocabulary lists, users can click on the word to view it in Multidict again, or click on the unit number to view the word in the context where they encountered it again (4). The recording of dictionary consultations can be easily turned off if not required.

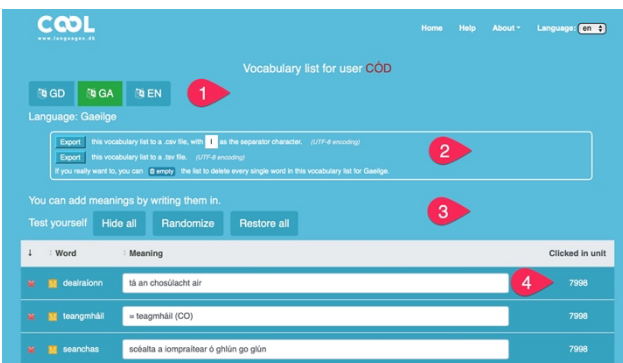


Figure 5: The Vocabulary Builder tool.

3.3 Portfolios

The portfolio tool was developed as a facility to help student users reflect upon and make a note of what they have learnt from using individual learning units or groups of learning units. The student user can use it for private reflection, or they can choose to share and unshare their portfolio with other registered users, e.g. their teacher(s).

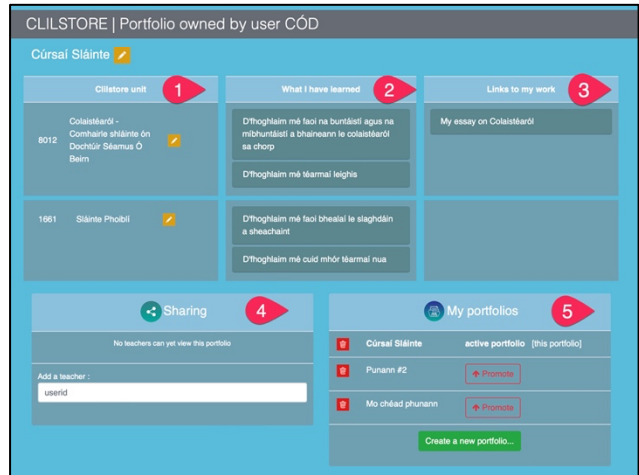


Figure 6: The Portfolio tool (Student view)

The portfolio layout has been designed to suit users of any age. The first step is for users to create and name a new portfolio. Once they have done this, they can start adding units to the portfolio (1), and then write short reflections on their experience of using the units (2). In immersion education contexts, this is a good opportunity for students to practice written composition in the target language. If the students have been tasked with creating a separate piece of work based on the Clilstore unit(s), e.g. an essay which they have written and saved in Google Docs, or a short video presentation which they have uploaded to YouTube, they can choose to share links to these via the portfolio (3). Portfolios can be easily shared with other registered users by entering their Clilstore user id (4) in the Sharing field. Finally, students can keep track of all their portfolios, change the order in which they appear and delete any portfolios which they no longer require (5).

To access the portfolios that have been shared with them, the teacher simply has to select Portfolios from the list of options in the Teacher interface (Figure 3, Item 1) and they will see a list of shared portfolios by Student Id.

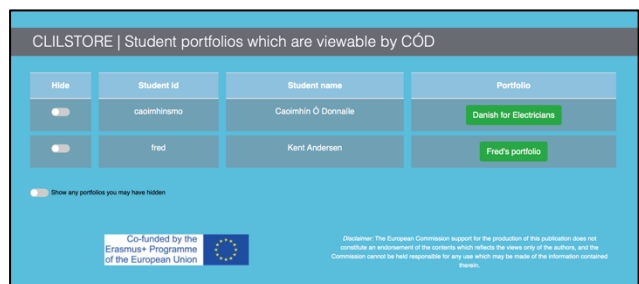


Figure 7: The Portfolio tool (Teacher view)

3.4 Internationalization

The internationalization of the Clilstore/Wordlink/Multidict system, and full localization into 10+ languages has been a major successful outcome of the COOL project, and a very good example of international cooperation by both the project consortium and other members of the community of practice who kindly volunteered their time to localize the facilities into their own languages. The interface is currently available in: Breton, Irish, Scottish Gaelic, Danish, Serbo-Croatian, French, Italian, Portuguese, Spanish and English. Work is currently ongoing in a number of other languages and there is limitless scope to keep adding new interface languages. Previously, the resources were only available with an English interface, which meant that Romanian workers in Spain, for example, who were using Clilstore to help them acquire Spanish, would have had to struggle with an interface in a third language; or students using the resources in an Irish medium school would be forced to use English to navigate their way through the OER within a learning context where efforts are focused on limiting the use of English.

The internationalization of Clilstore/Wordlink/Multidict was facilitated by **Smotr**, an in-house system whose name is a portmanteau of ‘**SMO TR**anslation system’ (SMO = Sabhal Mòr Ostaig, one of the COOL project partners and the home institution of the project's programmer, Caoimhín Ó Donnaíle). Smotr was initiated to provide a bilingual Gaeilge/Gàidhlig interface to An Sruth, a database of idioms and phrases hosted by SMO,⁸ however, most of the Smotr system was developed in the COOL project, with the help of testing and feedback from the project partners and other users. Smotr is now used to provide internationalization for six facilities: Clilstore, Wordlink, Multidict, An Sruth, Bunadas, and Smotr itself.⁹

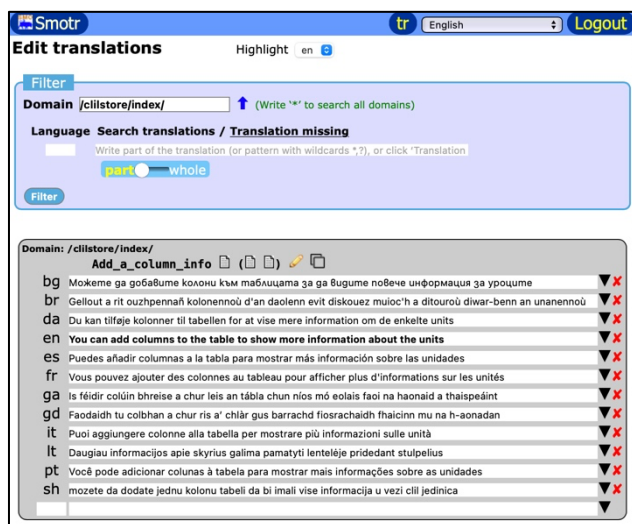


Figure 8: The SMOTR internationalization facility

Smotr comprises a number of innovations which are uncommon in internationalization/localization systems.

The translated strings come real-time from a database. This makes it possible for users to switch languages on any page, without the need to return to the home page of the facility or to perform a restart. More importantly and unusually, it means that the human translators can see the result of their translation work instantly and in context, and can immediately see whether their translation is appropriate, or problematic in any way (e.g. too long compared to the original English language string).

In fact, when someone with translation rights is logged in, they see in the title-bar a ‘tr’ button which takes them instantly to the translation strings which are used by that page, with the ability to add or alter a local translation. Smotr is hosted at the multidict.net interface only, however, the localization is applied to both Multidict.net and CLILSTORE.EU in real time. If any strings on the webpage are not yet translated into the current interface language, they are shown on the page in a default language (usually English, but a sequence of default languages can be specified in the facility). They are shown preceded by a □ symbol, which lets the translator and users know that a translation is required. Making translations instantaneously available in a production system could be a security risk in a major system, but is not a problem on the scale we are working at. This approach makes the experience much more enjoyable for the human translators, in comparison with the usual method of working blindly through long lists of strings with little or no context.

Smotr is designed to enable the sharing of translations between pages and parts of a system, and even between different systems. This is done by each webpage specifying a ‘translation domain’ when it registers with Smotr. The unitinfo.php page in Clilstore, for example, registers itself with Smotr using the translation domain ‘/clilstore/unitinfo/'. When Smotr is asked to supply a translated string, it will look first for a translation from those labelled ‘/clilstore/unitinfo/', next it will try ‘/clilstore/' (translations common to the whole of Clilstore), and finally it will try the top-level translation domain ‘/'. This saves work for the translators. It means that a statistics page can be generated giving a real-time overview of the translation work which has been done and which still needs to be done.¹⁰

Translators can click on any cell in this table to be taken straight to a list of strings which still need to be translated in that translation domain.

Another feature of Smotr is that whenever it gets a request for a translated string, it records the page which made the request (and updates a count and timestamp). This means that translators can see which strings are being used by which pages, and if they change a translation, they can quickly check that their change is appropriate for all the pages where that translation is used.

Future development of Smotr will include adding a facility for the programmer to flag translations which need checking by human translator following some change they have made to the program. Two possible flag levels are

⁸ <https://www3.smo.uhi.ac.uk/teanga/sruth/?hl=en>

⁹ <https://www3.smo.uhi.ac.uk/teanga/>

¹⁰ <https://www3.smo.uhi.ac.uk/teanga/smotr/aireamhan.php>

envisaged: ‘still usable but needs checking’ and ‘not usable until checked and if necessary corrected’. The Smotr statistics page would consequently include a means of displaying where checks were required.

4. Celtic Language Case Studies

Learners of Less Widely Used and Taught Languages (LWUTLs) such as Irish, Scottish Gaelic and Manx have a much more limited choice of open access content available to them in comparison to the major European and World languages. The COOL project and its predecessor project TOOLS for CLIL Teachers, have included partners from Ireland and Scotland who have sought to ensure that Clilstore could cater for Irish and Scottish Gaelic in particular, and potentially other Celtic languages. The following case studies highlight three separate initiatives that were undertaken to highlight Clilstore’s potential as a tool to assist teachers and learners of Celtic languages.

4.1 Case study 1: Irish language units

The principal motivation to create these materials was to facilitate autonomous learning for students within Higher Education study programmes, however, given that the materials are open source, they can cater for a wider group of users, e.g.: independent learners, adult learners within community education programmes and learners from secondary education. Content and Language Integrated Learning (CLIL) provides a methodological framework that establishes a productive relationship between teacher and learner, whereby the emphasis is on presenting content to learners and taking steps to enable them to make sense of it, and acquire receptive and productive competence in using the language in which the content is delivered. An important additional consideration in CLIL methodology is the need to focus on the cultural aspect of language use, and to assist learners in familiarising themselves with how the target language is used in context. Using authentic content generated by members of a speech community for the purpose of communicating with other members of that community can succeed in fulfilling the objectives of CLIL in a way that non-authentic materials can not, particularly regarding the cultural imperative.

The language attainment level for undergraduate, Bachelor of Arts programmes at Ulster University, and in Third Level Institutions throughout Ireland, is benchmarked to Level B2 on the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). In terms of listening competence, the CEFR sets out the following indicators at Level B2:

Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.


Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

Basing learning units on authentic content has the advantage of enabling learners to use the language classroom or their personal learning space as a safe zone in which challenging material, in line with the above indicators, can be worked through with the assistance of available reference and practice materials.

Any attempt to try and create audio/audiovisual materials to expose students to the breadth of content implied by the above indicators would have considerable resource implications in terms of time alone. Furthermore, the opportunity to provide a dry run of real-world communication within the safe confines of a programme of study is potentially missed by using simulated materials created solely for the purpose of teaching and learning.

In light of this, Ulster University approached Raidió na Gaeltachta (RnaG), an Irish language radio station which forms part of Raidió Teilifís Éireann (RTÉ), Ireland’s national public service media organisation, to request permission to use its archive of recordings as the basis for language learning units to be hosted on the Clilstore OER. Using recordings from this archive would of course guarantee authenticity, as the station exists principally to serve the needs of its listeners, L1 and L2 speakers of Irish seeking information and entertainment, and not specifically as a language learning resource. As most learners at undergraduate BA level and below desire to join this speech community and feel comfortable within it, it stands to reason that we should be using this type of archival material to model the language for learners within language study programmes.

RnaG’s archive stretches back to when the station was established in 1972, it is the largest minority language archive in Europe (de Mórdha, 2019). Its content spans a wide array of topics including: news, current affairs, interviews with people from all walks of life, commentary on sporting events, folklore, song and music. It caters for an eclectic listenership with both scholarly and casual interests and serves an important function in documenting the life of a unique and rapidly changing speech community.

A key feature of the Clilstore OER is the ability for authors to curate the material selected for a language learning unit. The metadata fields provided within the authoring interface allow a unit author to: indicate the source of the material; provide a description of the content; provide a description of the language used in the embedded media (e.g. dialectal features, genre etc.); the duration of the clip; information about copyright status; and indicate the optimal learner level of the unit based on the Common European Framework of Reference for Languages (2001). Text provided within these fields is discoverable by Google. This data is available to all users by clicking on the  icon within the unit itself (see Figure 9 below). This field also provides user analytical data which allows the author to see how their unit is being used. It provides a live record of the number of views and also the total number of words that have been clicked on within the unit. A list of the words that have been clicked on in order to look them up in Multidict is also provided. This allows a teacher, for example, to see which words are providing the greatest comprehension challenge for student users. From the Unit Info field, students can also choose to view a Google

translated version of the embedded texts and also get a plain text version of the texts.

The process then of harvesting materials from an archive such this involves: the careful selection of content on the basis of its language learning potential and its thematic content; the preparation of verbatim transcripts; the curation of the material using the metadata form and the preparation of language learning exercises to extend and deepen the learning experience. The following url¹¹ provides a direct link to a sample unit based on authentic content from RnaG. It contains: (i) an audio recording streamed from the Soundcloud hosting provider; (ii) a verbatim transcript with spellings normalized to the standards of Foclóir Gaeilge-Béarla (Ó Dónaill, 1977) and all words hyperlinked to Multidict; and (iii) a linked comprehension exercise created using the online application LearningApps.org.¹² This is one of over 50 RnaG focused units that are available and discoverable from the CLILSTORE.EU unit index. The provision of exemplars such as this are also intended to inspire other authors to create materials in a similar vein using the CLILSTORE.EU author interface.

Clilstore Unit 8296 tr English 3 Logout

Details for unit 8296

Title: **Turas tacsai conspóideach i nGlaschú**

Owner: **CÓP**

Short url: <https://clilstore.eu/cs/8296>

Summary: Sa mhír seo labhraíonn Áine Ní Chuirreáin ó RTÉ Raidió na Gaeltachta lena comhghleacaí Áine Ní Bhreasláin faoi eachtra a tharla i nGlaschú nuair a cailheadh triúr col cheathracha as Dún na nGall as tacsai as siocair go raibh siad ag caint i nGaeilge lena chéile. In this clip Áine Ní Chuirreáin from RTÉ Raidió na Gaeltachta speaks to her colleague Áine Ní Bhreasláin about an incident that happened in Glasgow whereby three first cousins from Donegal were ejected from a taxi for speaking Irish to each other.

Language notes: Tá canúint Thír Chonaill ag an bheirt chainteoirí seo. Labhraíonn siad go gasta anseo. Baineann ábhar na míre le scéal nuachtar agus cloistear téarmaíocht ann a bhaineann leis na cúirteanna agus le gnásanna fostaíochta. Both speakers have the Donegal dialect. They speak quickly. This clip consists of a news item and features terminology relating to the courts and employment practices.

Language: **ga**

CEFR level: **C1** (45)

Word count: 962

Media: **4:03**

Created: 2020-02-11 11:25:17 UT

Changed: 2020-08-20 12:50:21 UT

Licence: **Creative Commons BY-SA**

Views: 231

Clicks on words: 38 - [List of clicked words](#)

Likes: 1

[Raw unit \(unwordlinked\)](#) => [Google translated](#)

Figure 9: The Unit Info field

4.2 Case study 2: Manx language units

The Covid lockdown in 2020 brought with it something new and exciting for Manx, a series of advanced reading classes taught via Zoom by Chris Lewin, the foremost expert on the Manx language. This series was so successful, with class numbers averaging over 16, that it was followed six months later by another series of 10 classes, and then another, all supported by Culture Vannin.

In all, a total of 60 hours of quality teaching. Chris made the class materials available via Dropbox: authentic Manx texts of historical and cultural importance from the 18th and 19th centuries in Word and PDF format, together with sound recordings he made in various sound formats.

Caoimhín Ó Donnaíle, the programmer from the COOL project, attended all the classes, and realizing that this was an ideal application for Clilstore, turned the soundfiles and texts into Clilstore units. Since these Clilstore units proved much more convenient than the Dropbox files, as well as having the huge advantage of instantaneous online dictionary lookup, they quickly became the main resource used in preparation work by the class students. Chris, the teacher, demonstrated during classes how to use Clilstore and how to use it look up words in the Manx dictionaries. Evidence that the class students really were using the Clilstore units, and using them for dictionary lookup, was provided by the fact that they would complain if the material was late in appearing in Clilstore, and also objected on one particular occasion when a unit was accidentally given the wrong language code so that dictionary lookup did not work.

The classes were attended by many Manx speakers in the Isle of Man itself, but also by many people outside the island who were more fluent in Irish or Scottish Gaelic than in Manx. For these speakers of other Gaelic languages, Clilstore really is an ideal resource for learning Manx. Nearly all Manx words are similar to words in Irish or Scottish Gaelic, but the Manx spelling system very often makes them unrecognizable. The sound files and the instantaneous dictionary lookup neatly overcome this problem.

For a very small language, Manx fortunately has excellent provision of online dictionaries, and all of these are available via Multidict. Fockleyreen is excellent and comprehensive. Craine is excellent and very legible. As well as these modern online dictionaries, the classic Manx dictionaries, Cregeen (1835) and Kelly (1866) have been scanned by the WebArchive, and since Multidict has a page-index to the 180 pages of Cregeen and to the 430 pages of Kelly, it can go instantaneously to the relevant page.

The 59 Clilstore units produced for these online Manx reading classes should prove to be an enduring resource. They contain a total of almost 5 hours of quality sound recordings, and 58 thousand words of authentic text. They represent a major teaching resource at advanced level for this small and threatened language.

The following urls¹³ provide direct links to sample Manx (Gaelg) units based on the materials described above.

4.3 Case study 3: Scottish Gaelic language units

The CLILSTORE.EU unit index contains over 200 units for Scottish Gaelic (Gàidhlig). A large proportion of these were created by the Island Voices/Guthan nan Eilean

¹¹ <https://clilstore.eu/cs/8296>

¹² <https://learningapps.org>

¹³ <https://clilstore.eu/cs/8657> and <https://clilstore.eu/cs/9800>

project.¹⁴ This material has a strong community emphasis, and focuses on capturing and curating samples of authentic speech, sourced almost exclusively in the Western Isles, the most highly concentrated Gaelic-speaking area in Scotland, according to the census figures. These units offer qualitative insights into real-life Gaelic interactions and focus on a range of thematic areas such as life outdoors, generations and enterprise. The collection also includes interviews with well known characters and raconteurs offering reflections and recounting anecdotes from their lives.

The following url¹⁵ provides a link to one such example. At the time of writing, this unit had been viewed 3000+ times and 1200+ dictionary consultations had been performed by users.

The Guthan nan Eilean units offer a different perspective on how CLILSTORE.EU may be used as a tool for creating learning materials. Whereas the Irish and Manx case studies above focused on the adaptation of existing content and the steps taken to add value to it and repurpose it with the assistance of the CLILSTORE.EU technology, the Guthan nan Eilean units demonstrate the power of user generated content. In this scenario, the creation of learning units can follow a predetermined thematic area and the raw materials can be modified as they are being produced, if necessary. This highlights the OER's potential as a vehicle for ethnographic retrieval initiatives and a tool for promoting fragile minority language cultures alongside the more robust languages hosted on the platform.

5. Impact and Reach

The COOL project set out to build an active community of practice made up of language teachers and learners who would register with Clilstore, learn how to use the authoring tool and sharing functions, and create interactive, multimedia learning units in the project languages and many other languages besides.

By the end of the funded period of the project (September 2018 - December 2021) 9852 learning units in over 30 languages had been created covering approximately 40+ countries, incorporating the EEA, East Asia, the Americas and Australasia. The learning units (including test units) had generated over 4,516,385 views and over 807,901 dictionary consultations using the in-built Multidict feature had been performed within the units. This provides evidence of deep learning taking place with the help of the Clilstore units. Feedback received from end users during the project period allowed the team to debug errors and also to make programming adjustments to Clilstore's coding in order to streamline how the OER works and to meet the end users' needs.

The project website¹⁶ has provided a key reference point for end users internationally. It contains supporting documents for end users e.g. promotional and training videos, project newsletters and curated selections of exemplary learning units that have been mapped to the 5Cs of CLIL (Content, Communication, Cognition, Competences and Community). These materials provide

new users with valuable contextual information that enables them to envisage how Clilstore may be integrated into their classroom and institutional practice. During the project period (September 2019 - December 2021) there were 537,987 visitors to the project website. The annual number of visitors has varied from year to year during the project period; 2018 (First 3 months of the project, September - December) = 61,000 visitors; 2019 = 230,967 visitors; 2020 = 149,946 visitors; 2021 = 96,074 visitors. Each visitor consulted several pages.

6. Evaluation

During January-February 2021 a cross-section of educational practitioners who had registered with CLILSTORE was invited to complete a feedback survey focusing on a range of factors relating to the platform's functionality and the impact it had made to their professional practice. There were 61 responses with a sectoral breakdown of:

Secondary = 36%; HE = 28%; FE = 27%; Other (Primary, Community) = 9%

6.1 Uptake

70% of respondents reported that they had learned about the resource through direct engagement at training courses organised by the project team, with a further 8% and 8% respectively indicating that they learned of the resource at a conference, or from a friend.

6.2 Exploitation

In terms of exploiting the resource, 50% use it to create learning units for students, while 36% both employ existing units and create new units for their classes.

6.3 Uniqueness

41% of users reported they would not be able to replicate the functionality of Clilstore by using other software solutions, while also confirming that the learning outcomes of their students improved through their advocacy of Clilstore.

6.4 Innovation

80% agreed the resource supports innovation, with 60% of respondents confirming that they had gained new ideas from using the resource, and 53% reporting they were able to promote independent learning for their students "in a way not previously possible".

6.5 Intercultural Awareness

64% of the users agreed that using Clilstore supports intercultural awareness. Open feedback responses further commended the resource e.g. "[Clilstore] offers the opportunity to have a huge selection of subject matters of your interest" and "[Clilstore] has a lot of potential for increasing students' interaction with the target language independently".

¹⁴ <http://guthan.wordpress.com/about/>

¹⁵ <https://clilstore.eu/cs/4510>

¹⁶ <https://languages.dk>

7. Conclusion

CLILSTORE.EU has been designed to empower teachers to create and publish multimedia learning units that facilitate the multimodal delivery of language content in a wide range of languages. The software makes it easy for learners using the units to look up unfamiliar words as they work through embedded texts rather than pass over them and to engage in activities that foster deep learning. Learning unit authors are free to incorporate their own selection of digital content and to continue to adapt and update their units as necessary. They can also now use the OER to promote reflective learning with their students. For these reasons, CLILSTORE.EU should be viewed as an educational tool of the people, especially as it is completely free to use and it does not seek to exploit its end users in any way. The emphasis is on sharing and enabling the cross-fertilization of ideas between and within language and subject areas. In the context of the Celtic languages, it offers the potential to host and share materials according to a common format and to bring new life to culturally rich content that does not receive the exposure that it deserves. It can also provide a platform for ordinary community voices, thereby enabling others to learn from what they have to say and how they say it.

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