

Coordinating Institution

University College of Teacher Education in Lower Austria
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PROMOTING AUTHENTIC LANGUAGE ACQUISITION in multilingual contexts



www.palm-edu.eu

Partner Institutions



unibz



Partner Schools

- Academic Secondary School Stainach
- Bilingual Junior High School Wiener Neustadt
- Istituto Comprensivo Bolzano 1 Centro Storico
- Vienna International School, Primary Section

Associate Schools

- Catton Grove Primary School, Norwich
- Junior High School Carlberggasse, Vienna
- Open Academy, Norwich
- Practice Schools of the University College of Teacher Education Lower Austria: Primary & Secondary Section
- Primary School Klausen-Chiusa
- Primary School Pefikos Georgiades, Nicosia
- Primary School Rosmini Bressanone-Brixen
- Primary School Urtijëi-Ortisei-St. Ulrich
- PTE-IGY Gyakorlóiskola, Pécs
- Scuola bilingue MILE - Milano

Welcome to PALM!



What's PALM?



Learn a new language from young people of your age

1500
texts

250
tasks

8
languages



Funded by the
Erasmus+ Programme
of the European Union

Project Nr.: 2015-1-AT01-KA201-005060

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Which language do you want to learn?



Deutsch



Ελληνικά



English



Español



Français



Italiano



Ladin



Magyar

WHO WE ARE

In this European project, schools collaborate closely with higher education institutions.

PALM exists through and for learners aged 6 to 14, who are authors and users of a platform developed in the context of an Erasmus+ Action 2 project coordinated by the University College of Teacher Education in Lower Austria.

The pupils speak at least one of the languages English, French, German, Greek, Hungarian, Italian, Latin and Spanish and attend schools in Austria, Cyprus, Hungary, Italy and in the UK. Their teachers supervise them in text production and selection in PALM boards, and are also the link to the institutions where the learning materials for the platform are generated.

Four partner schools and eleven associate schools and six higher education institutions are creating PALM over a 3-year period of collaboration between 2015 and 2018.

WHAT WE ARE AIMING FOR

This Erasmus+ Project involves the production of authentic texts by speakers of 8 different languages in the age range 6 to 14. The texts, videos and audios will provide interesting reading and listening input for learners of the same age who want to study these languages. This sharing of texts through new media is expected to increase motivation, to develop crossover skills and foster multilingualism.

Through writing and speaking about activities such as science experiments, sports reports, film reviews and other topics that are of personal interest, learners transfer skills which have been acquired in informal and authentic contexts to situations and tasks at school.

Enhancing digital integration in learning, teaching and training at various levels is a priority of the Erasmus+ Project PALM. Therefore it aims at the strategic use of open educational resources and blended mobility through the PALM platform, which will serve as a virtual learning space for the pupils.

WHAT WE DO

Teachers initiate text production during course work exerting as little influence as possible on originality and authenticity. Goals and content areas comply with the schools' curricula.

Editorial Boards at the schools consisting of pupils and teachers select texts, which are published at the schools and uploaded to the PALM platform. Teacher trainees produce tasks, learning materials and gamified online activities.

The platform provides immediate feedback on listening and reading, while online activities encourage self- and peer-assessment.

Teachers find learning and teaching materials as well as assessment tools to go with the authentic input texts. All tasks and materials are piloted and quality assured at our partner schools and associated schools.

WHY WE DO WHAT WE DO

In times of globalisation and increasing migration, cultural and linguistic diversity are characteristics of any society. Supporting multilingualism and making use of all linguistic resources are the most challenging and auspicious endeavours of 21st century education. Language learning is particularly important for people whose linguistic resources create barriers in education and in professional development. Reducing these barriers with the help of open-source materials is our motivation to develop the PALM platform.

The background for this project derives from research into multilingualism and the participants' experience in teaching first and additional languages in multilingual settings. Linking theoretical knowledge with hands-on experience transforms theory into practice. Thus, PALM puts practice at the heart of the new theories!

