



E-COACHING ET APPRENTISSAGE DES LANGUES

01

**State-of-the-Art and Analysis about Methods on
Supporting Learning to Self-Directed Learning by using
web based Open Educational Resources**

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State-of-the-Art and Analysis about Methods on Supporting Learning to Self-directed Learning by using web based Open Educational Resources

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Abbreviations

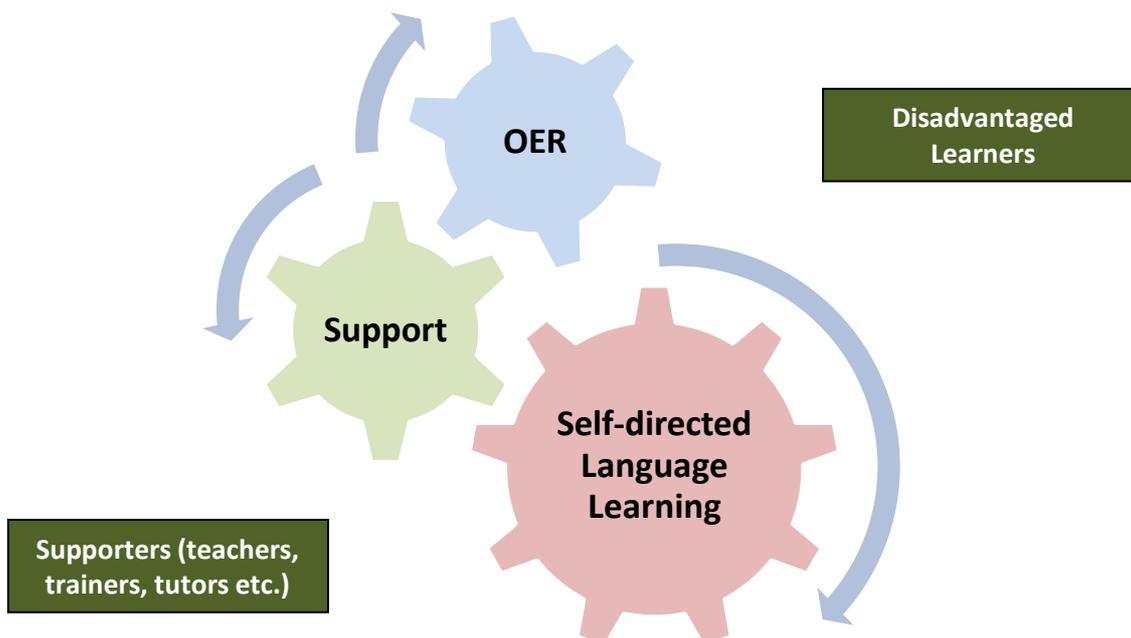
DL	Disadvantaged Learners
LMS	Learning Management System /Platform
MOOC	Massive Open Online Course
NEET	Not in Education, Employment, Training
OER	Open Educational Resources
SDL	Self-Directed Learning

Chapter 1: Introduction

About e-CAL

New technologies have become the dominant influential feature of living, working, teaching and learning at the beginning of this millennium. Consequently, the ultimate aim of teaching and learning is currently to assist learners in their need to develop strategies to process knowledge. Therefore, the traditional transmission model of learning is increasingly being replaced by models which emphasise information processing and knowledge construction as acts of learning most suited for the acquisition of the kind of skills needed. Thus, second language learning must be recognised as an act in which learners play the role of active constructors, and teachers take over the role of supporters of autonomy learning – of self-directed language learning. This is the starting point of the e-CAL project, as it's aim is to consider the potential new approaches /methods teachers have to offer when supporting second language learning by using OER.

The e-CAL project explores the role of the **Learn to Learning (L2L) supporters (teachers, trainers, tutors) using web based Open Educational Resources (OER)**. This issue is a key aspect of the facilitation of self-directed language learning, notably in the case of at-risk adults /disadvantaged people / people with fewer opportunities e.g. early school leavers.¹ Thus, the project is focused on the role that a L2L supporter plays in the adult learning process; providing guidance and support to learners.



Pic. 1: Analysis field

This analysis is aimed at **identifying and analysing the State-of-the-Art support methods**. The term "State-of-the-Art" refers to the highest level of general development. The e-CAL partnership identified and analysed Good Practices / Case Studies etc. with respect to guidance and support of self-directed language learning in the case of using OER. The findings will be summarised in an inventory. This document is only available in EN. The e-CAL project mainly addresses the **target group** disadvantaged adult learners.

¹ E-CAL proposal, p.26

Chapter 2: Methodology

Literature Overview

The language learning theory has seen a shift from a highly guided to a more open learning environment, with constructivism as a new and very much learner-centred paradigm for learning. Learning is seen as a self-structured and self-motivated process of knowledge construction and the learner is regarded as a self-governed creator of knowledge². The degree of self-directed learning is given in setting language learning goals, the path to the goal, the pace of learning, and the measurement of success. The term "self-direction" will be used to refer to learner attitudes. The self-directed learning setting can offer learners choices in time, location, and pace of learning; and the path to be chosen through the material and the topics of interest. Technology can play a role in all of these.

Learner competencies, often discussed in the context of **learner autonomy**, are of utmost importance for language learning. Learning and acquisition by doing as well as processes of discovery, exploration and reflection in action are today very much regarded as an important methodological basis for a real innovation in foreign language learning. Within this paradigm, the support of self-directed language learning by using OER needs to be exploited in such a way that the acquisition of communicative competence as well as language awareness and learning competence is ensured. How can the principle of „*learning without being taught*“ as proposed by Piaget³ be ensured by L2L supporters?

Thus, it can be stated that it is the teacher, trainer, tutor, moderator etc. – we call him/ her in e-CAL the “supporter” - who facilitates the learning process. Many studies were implemented and many guides were developed on how the supporters can or should facilitate learning in the case of the use of OER. Are there specific approaches required in the case of language learning? So, what are the outgoing points of this analysis which outcomes describe the State-of-Art of **online language learning**? It is important to understand that learning with OER or fully online is not just a medium - it is an environment.⁴ It is the supporter`s responsibility to connect the cognitive and social aspects of a course to its purposes through critical reflection, productive debate, and co-creation of common understandings. Thus, a large part of the success of learning using OER and/or of an online course can be attributed to the supporter.⁵

The term **Support** in the case of self-directed language learning is closely related to the role of teachers. The main tenet of this analysis is that teachers have a vital role to play in the process of self-directed language learning. Different approaches to supporting have either called for a new form of teaching, for a separate professional function, or for a combination of collaborative work between two roles but with some integrated functions too. Each way may be valuable in its own right. Appropriate staff development programmes are available to ensure teachers reorientation. Supporters, facilitators, mentors, counsellors, advisors, helpers, language consultants etc. are all terms used to define a role which is distinct in function and skills from the existing teaching profession. Supporters started bridging between new learning environments (e.g. online environments) and learners. They are now slowly developing their distinctive skills and a new discursive world to define their ever-growing role.

² http://archive.ecml.at/projects/voll/rationale_and_help/theory/menu_theory.htm

³ Cf. Papert, S. (1980). *Mindstorms*. New York: Basic Books, p.7.

⁴ Seaton, J.X., & Schwier, R. (2014). An exploratory case study of online instructors: Factors associated with instructor engagement. *International Journal of E-Learning & Distance Education*, 29(1), 1-16. Available online at: <http://ijede.ca/index.php/jde/article/view/870/1536>

⁵ ebenda

Six different roles for supporters in developing learners' independence were described in literature⁶.

- (1) As part of the psychological training, teachers must legitimize independent learning by showing that they approve of more self-directed learning behaviour.
- (2) Supporters must also help learners adjust to new roles for both learners and teachers by convincing learners that they are capable of successfully making their own learning decisions.
- (3) On a methodological level, supporters must also provide opportunities for increased independence in the classroom through introducing elements of student choice into the curriculum and language tasks, developing learners' language awareness, and sharing their own knowledge of language learning to help learners solve learning problems effectively.
- (4) Supporters can also help learners develop learning strategies through awareness raising, explicit instruction, and provision of opportunities for strategy use.
- (5) By incorporating this degree of choice into the curriculum, social and political aspect of the process can also be addressed.
- (6) One of the main roles of the teacher in developing greater independence in learners is often seen as that of learning strategy instructor.

Chamot proposes a **model of language learning** that requires four metacognitive processes: Planning, Implementing, Monitoring and Evaluating.

The eCAL target group are adult **learners with disadvantages** arising primarily from socio-economic, cultural and/or linguistic factors e.g. learners with a low educational level, unemployed persons, immigrants, refugees. The needs of disadvantaged language learners as for all language learners are extremely diverse. Thus, it can be stated ONE optimal language learning approach for "disadvantaged learners" is not available. Therefore, as with the majority of society, disadvantaged people must acquire the knowledge and skills required for self-directed learning and the language learning process must fit to their living and learning conditions. OER can help, but, doubtless it can be expected that disadvantaged persons need substantial input from supporters for completing language learning successfully. Literature on preparing learners for more independent learning emphasises that to become truly self-directed, a number of different kinds of preparation are needed: methodological, psychological, and social/political.⁷

E-CAL partners agreed to apply **four thematic areas** reflecting the use of OER from different perspectives in order to analyse and describe the State-of-Art:

1. **Competence:** What rules of a supporter are addressed and how the rules were addressed? What is offered to support learners in using OER?
2. **Process:** What kind of support is offered in the process of self-directed learning e.g. for implementing the four phases model of language learning?

⁶ ebenda

⁷ K.Thornton. Support to Self-Directed Learning. A Framework for teachers. *Language Education in Asia*, 2010, 1(1), 158-170. <http://dx.doi.org/10.5746/LEiA/10/V1/A14/Thornton>

3. **Communication:** What tools & approaches are used for a successful communication?
4. **Resources:** What kind of resources represents the State-of-Art in language learning?

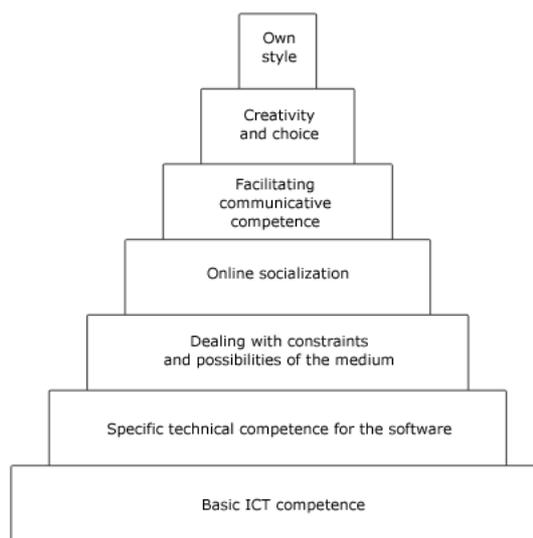
The e-CAL four thematic areas

Thematic Area 1: Competence

One way to describe learning outcomes for a competency is by speaking about transferring the expected learning into knowledge, skills, and attitudes.⁸ This perspective allows us to view the process of learning as the acquisition of knowledge, the application of knowledge into skills, and the integration of skills into abilities.

Supporter:

From the most basic to the most advanced, the competences that **online language supporters** require can be presented in a "pyramid".⁹



Pic. 3: Supporters Competence Pyramid

Learner:

From the perspective of learners the following competences are well known to be relevant for self-directed language learning¹⁰

Knowledge about the way of learning	e.g. assuming responsibility for own learning, identifying learning needs, setting goals, creating a learning record, monitoring and self-assessments
Skills to develop language learning activities	e.g. listening, speaking, reading and writing, learning vocabulary and grammar
Attitudes to make the most of learning resources	e.g. identifying resources and potential support, getting them, being able to act in communities

⁸ **Knowledge:** discipline specific content including concepts, theories and foundation information.

Skills: the application of theory, hands-on practical tasks. Repeated practice & repetition create permanent connections in the brain that allow us to do things automatically.

Attitudes - personal perspective, influenced by society, peers, families, educators, employers. These are different for each learner based on motivations, goals etc.

⁹ Hampel, R. & Stickler, U. (2005). New Skills for new classrooms. Training tutors to teach languages online. In CALL (Computer Assisted Language Learning). 18 (4). pp. 311 - 326.

¹⁰ Key to good language learning, <http://www.lang.soton.ac.uk/resources/key.html>, 15.01.2016

Thematic Area 2: Process

The analysis concerning the thematic area 2 applied the following process framework¹¹ of language learning phases and corresponding activities in order to bring a helpful structure in research as well as in the development of the e-CAL guides:

Phase 1: Planning (e.g. analysing needs, analysing current skills, setting goals, choosing resources, making a plan)

Phase 2: Implementing (e.g. creating a learning record)

Phase 3: Monitoring (e.g. mid-task monitoring, study-balance monitoring)

Phase 4: Evaluating (e.g. individual assessments, questionnaires)

Thematic Area 3: Communication

Language Learning is based on interactions with people. Communication as a form of interaction is, actually, a major tool of learning. Moreover, effective communication is capable of enhancing learning outcomes. To achieve this effect, however, a learning community must be created and characterised by close relationships. Thus, communication supports the knowledge construction. Group communication creates the environment for effective knowledge construction.

Students often comment they are learning more from each other than from the books.¹² Communication is also supporting information exchange and creating meaning: asking and answering questions, informing, providing comments and feedback, sharing information, requesting help, expressing ideas and opinions.

Thematic Area 4: Resources

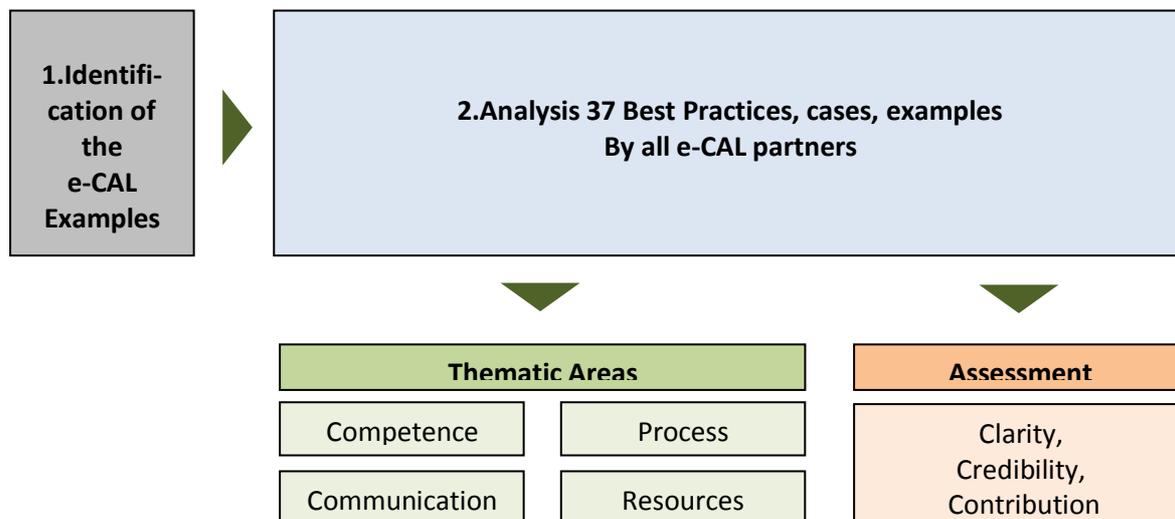
Web based OER can take many forms, such as: syllabi, lesson plans, videos, software, tests, teaching techniques, group activities, writing prompts, textbooks, learning modules, experiments, simulations, and course designs. There are no restraints.

Most OER organisations or collaborations provide a database or central list of resources organised by subjects.

¹¹ K.Thornton, Supporting self-directed Learning: a Framework for teachers. In: Language Education in Asia, 2010, 1(1), 158-170. <http://dx.doi.org/10.5746/LEIA/10/V1/A14/Thornton>

¹² P.Serdyukov, N.Serdyukova. Effective communication in online learning. http://www.ifip.org/wcce2009/proceedings/papers/WCCE2009_pap124.pdf , 16.01.2016

Analysis Approach



Pic.2: Analysis Approach

Step 1: Selection

A detailed analysis plan which included the methodological approach, steps to be undertaken and an analysis template for collecting the relevant data was presented and agreed at the Kick-off e-CAL meeting. The plan was updated as necessary and the latest version posted in the project admin platform.

In step 1, e-CAL partners provided a research on potential Good Practices, Case studies and other examples relevant with respect to the six online language learning trends. The research was structured according to the project proposal¹³ in

- tools and methods from good practices/case study and examples found on the internet
- tools and methods from good practices/ case study and examples from the local/national territory.

The research area defined included EC projects, networks, national initiatives, known & successful commercial offers etc. which are relevant to language learning using OER.

The criteria for selection was whether or not the examples made reference to, considered or in some way took account of, one, some, or all, of the 6 trends of online language learning. Special focus was laid on the issues of support and guidance. Therefore, partners discussed and agreed on the application of four thematic areas for structuring the analysis as well as three assessment criteria. The thematic areas are: “Competence”, “Process”, “Communication” and “Resources”. The assessment criteria are: relevance to “Clarity”, “Credibility” and “Contribution”. Thus, the analysis is based on a cross-reference approach allowing the consideration of several perspectives.

¹³ E-CAL proposal, p.34

Step 2: Analysis

Each partner selected 6 examples from all member states of the European Union. Each of the six examples selected by the partners were screened by Focus Groups in each partner country.

Partners completed the research templates collecting and assessing all selected examples. The research template contained general information required in order to draft an overview on the examples, but each also focussing upon specific thematic areas relating to its relevance concerning “Competence”, “Process”, “Communication” and “Resources”.

The assessment addressed its **clarity, credibility and contribution** relevance from the e-CAL perspective.

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	
Credibility: To what extent the methodological approaches are plausible and justified?	
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	

Where

1 = Negligible	2 = Modest	3	4 = Substantial	5 = High
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Partners also indicated **the trend/s** relevant to each Best Practice, case and example by summarising the analysis.

Step 3: Conclusions

This combined analysis report consists of an European review exploring the way in which support and guidance is available to adult language learners in case of self-directed learning when using web based OER . In mean time the analysis delivered inputs to other e-CAL outcomes like guides and the e-courses. This analysis report was designed in PDF format for any dissemination purposes. It is available in English only.

Chapter 3: Findings & Conclusions

Identification of Best Practices, cases and examples

E-CAL partners identified 37 websites offering language learning using OER to be analysed. The Best Practices, case studies and examples analysed illustrate State-of-the-Art of language learning using online educational resources (OER). The selections by eCAL partners were based on the OERs acceptance due to a successfully approved approach.

Table 1 presents a list of websites (offering language learning) analysed and indicates for each of them the thematic area/s and trend/s relevant.

Resources in **Italian** provide e.g. N 1,12,13,14,15,17,18,19,20,25,28,34,35,36,37.

Resources in **French** provide e.g. N 4,5,6,10,12,18,19,20,22,25,28,31,34,35.

Resources in **English** provide e.g. N 1,2,3,4,5,10,12,15,16,17,18,19,20,21,22,23,27,29,30,31,34.

The selection ranks from

- **learning offers for everyone** e.g. N32 Livemocha and N33 Duolingo to
- learning offers clearly focused on levels of the **Common Framework of European languages** e.g. N1, 3,19,35 to
- **special offers** e.g. N27 English for construction workers, N 28 – resources for the tourism and vehicle sector, N29 – for paramedics.

The “owners” of the language learning resources included in the analysis sample are located in **12 countries**: Italy, France, UK, Poland, Spain, Netherlands, Austria, Switzerland, Germany, Finland, Turkey, Latvia. The owners are the contractors of EC funded projects, private owned firms, regional and national authorities, European Associations (Media & Learning Association, European Centre of Modern Languages of the Council of Europe) etc.

Of course, special resources for the target group “**disadvantaged learners**” could not be identified. This group is a too inhomogeneous one. However, several websites directly address refugees and immigrants e.g. N1, 7,14,15,16,20,22,24,34. One website addresses low level learners : N 12, another two – unemployed persons (N9, 36).

The examples N 13 & 21 are platforms which provide links to many other language learning resources. There are several guides to be found, and handbooks addressing aspects of **self-directed language learning**.

Thus, the analysis sample was carefully selected by eCAL partners. It represents recent and on-going progress made in the field of CALL at an international level and offers encouragement for practitioners who are trying to incorporate OER into language teaching. The issues of “support of self-directed language learning when using OER” are the main focus of several online resources.

Analysis with respect to the four thematic areas

The report follows the description of the thematic areas given in the Chapter “Methodology”. **Table 1** presents a list of the language learning resources analysed and indicates for each of them the thematic area/s and trend/s relevant.

Thematic Area “Competence”

Supporters

Basic ICT competence

This applies to supporters as well as to learners and is a pre-requisite of all language learning resources analysed.

Specific technical competence for the software

The majority of OER are Moodle compatible. It is known that the LMS Moodle is well accepted by training providers and it has been implemented at many of them for several years. However, several providers included guides/handbooks on Moodle in their training package e.g. N 1, 15, 20, 28.

It is also a usual practice to provide technical guides / handbooks on how to use the resources of the Best Practice, cases and examples. Increased technical support is needed if the resources can be produced by supporters or learners or can be adapted or can be re-mixed etc. In particular resources classified as “Dynamic contents” e.g. videos for language learning require more comprehensive inductions e.g. N20.

Dealing with constraints and possibilities of the medium

Video is growing in popularity as a powerful medium for language teaching and learning. Video production technology varies from simple desktop tools to sophisticated recording systems. Nearly all online language learning approaches analysed by e-CAL partners use video resources of different types: recordings of lessons, recordings of specific authentic situations, videos for testing pronunciation etc. Many organisational and financial factors influence how these systems can be implemented, including the supporters’ experiences, infrastructure and technical support, budget, and the educational context in which the video will be used. It is positive that the majority of examples analysed also present methodological inductions on the production and use of videos as well as explaining the benefits and constraints of the medium.

Online socialisation and communication

One question still remains: How can personalized and immediate feedback, assessment of learning outcomes, encouragement and self-reliance, personalized questioning and coaching and directed social engagement be enhanced in language learning using OER? Several examples analysed offer asynchronous and synchronous support via their “own” platforms, or additionally via communication channels like skype, twitter, whats-app etc. This new technology, which affords a complete suite of communication features, has provided the opportunity for a high level of real-time, student-to-student and student-to-supporter interaction in learning environments.

The examples analysed apply synchronous, and a combination of asynchronous and synchronous methods of communication, and appeared to provide a high level of social presence followed by cognitive and emotional support. These approaches demonstrate in practice that creating immediacy and intimacy is much easier in the synchronous and combination method. It is likely that interactive and collaborative learning strategies, combined with the supporter’s ability to utilize technology will result in emotional

connectedness. Learning environments that require learners to work collaboratively and on a real-world problem provide many opportunities for learners to build a community, and thus, feel connected. This is well implemented by e.g. N 32,33.

Creativity and choice, own style

...are the “last” bricks in the “Supporter`s Competence Pyramid” (see Pic.1) and are not subjects of this analysis.

Learners

Several examples clearly indicate the acquisition of which language levels can be supported by the use of the OER presented. Thus, learners get the appropriate information for planning their learning path.

In general there are many guides, handbooks etc. on the implementation of self-directed learning available. Very little of what is available in off-the-shelf form develops learners' metacognitive skills, helping them to understand how to learn and how to be reflective learners in the case of language learning. Some of the language learning websites analysed declare that the solutions presented have the potential to support the self-directed learning in several ways e.g. N1,5,6,20,25,37 and directly N21.

A curricular path that links past with present information and helps learners to plan and implement self-directed language learning is rarely found in the analysed examples. Too few ready-made technological solutions provide any engagement with a community. In the majority of the cases analysed it is up to the supporter to make the appropriate links. Language learners don't necessarily know how to learn efficiently on their own, so guidance has to come from supporters.

e-CAL assessment

The Best Practices, cases and examples **Memrise** (N8), **BBC Language Learning** (N12), **Lingu@net** (13) and **Dienneti** (N34) attained the highest value in all assessment criteria “clarity”, “credibility” and “contribution”.

In particular **Lingu@net** which is a so-called meta-platform offers a wide range of resources for supporters as well as for learners with respect to self-directed language learning. They are aimed at enriching the professional development of the supporters and as well as their pedagogical techniques. There is a section called “Methodology” composed by subsections addressed to provide a plenty of interesting links in different languages.

In **summary** the generalities of the following aspects should be considered in determining support to self-directed language learning using OER in the eCAL guide and courses:

- What are the underlying assumptions about the target group of disadvantaged learners?
- What are their assumptions about learning?
- Does the target group need help to see why they should engage in self-directed language learning? How do learners know what to do / what OER to use when working in the self-directed language learning?
- What OER to use, and when...
- What path to take...
- How to see progress on that path...
- How can learners build community with each other?

- How are they connected to the appropriate community?
- What training is provided for supporters?

Thematic Area “Process”

The central idea of reflection runs through all four phases of the of language learning model. With less direct intervention from supporters to tell learners where they may be going wrong, learners must make their own decisions. A certain amount of insight into the language learning process is required, which a supporter can help to develop.

This analysis confirmed the availability and use of several single resources which can support the self-directed language learning process. Not all Best Practices, cases and examples could be examined in depth to describe them. However, the following list is aimed at presenting the State-of-Art, appropriate tools and resources used.

Phase Planning

- Analysing needs – In practice several online questionnaires are available and used.
- Analysing current skills – this is usually done by seeking a supporter getting feedback on written or spoken performance. Several audio and video communication channels are used.
- Setting goals – this is done individually by the learner or in cooperation /agreement with his/her supporter. Specific OER may exist.
- Choosing OER – this is one of the most complex decisions which require a deep knowledge about OER. The analysis demonstrated that the language learning offers guide the selection of own resources. Too little guidance is offered for selection of OER of different types from several platforms although some checklist could be found.
- Making a plan – In practice several templates, planning and tracking software is available and used.

Phase Implementing

Learners build up a kind of online **record** that can give them a degree of satisfaction and motivation whilst learning. Such a record is an important tool for supporters with respect to the monitoring and evaluation of learning. Several appropriate digital records are available: some are simple logs of what has been studied and when, with titles of worksheets or chapters along with test scores etc. Others are more detailed reflective diaries.

Phase Monitoring

There are several kinds of monitoring known, however, the analysis demonstrated that the study-balance monitoring is one of the biggest challenges in language learning. Successful language learning requires adequate opportunities **to use the language in context**. Currently, it seems that the approach of learning in social networks and the so-called tandem learning meets this challenge in an optimal way.

Phase Evaluating

Evaluation generally takes place once learners have undertaken self-directed study for a certain period of time. Several **online test and assessment tools**, including the provision of a **certificate** are offered in Best Practices, cases and examples analysed.

For example, **FORVO** (N4) implemented the assessment of an activity or exercise using a peer evaluation system and a rubric that consists of common speaking production criteria. The rubric-based

evaluation system comprises the following criteria: intonation, fluency, rhythm, spontaneity, comprehensibility, pronunciation, adequacy, range, accuracy and overall score.

In total two language learning offers only – **Livemocha (N32)** and **Duolingo (N33)** - which implemented a wide range of tools and resources to support the self-directed learning process reached a high score during the eCAL assessment.

Thematic Area “Communication”

Supporting self-directed learning is less about a concrete technology, and more about what contributes best to effective language learning, what best suits disadvantaged learners` needs in which learning phases or settings e.g. from asynchronous and to synchronous (at any time or just in time on demand), from standard to individual (from one to many, from one to one, from many to many), from live to recorded communication. Thus, one of the main challenges of supporting self-directed learning is the implementation of an active communication between supporter and learner as well as between learners.¹⁴ The examples analysed by eCAL partners implemented a wide range of approaches:

- **“unstructured” communication** (on demand?) via Facebook, LinkedIn, blogs, chatrooms, forums etc.
For example, the users of the **OilProject (N17)** can interact via a community, have a confrontation with, ask for advice, select the favourite topics and follow “classmates”. The more a user contributes to the community by adding knowledge or providing useful answers the more that user gain points which represent his/her reliability within. Or, for example, users communicate in **TRIO (N18)** via the so-called Coffee Chat.
- **“half-structured” communication** takes place at **Livemocha (N32)** where discussion forums are structured implemented and relate to concrete tasks, sentences or a words which arise during the practising in a sub-lesson. A learner can contribute in each of them. Advanced learners or native speakers can provide any kind of help.
- The highest score reached offers which implemented a **“structured” communication** e.g. **Sofatutor (N26)** or **Naboomboo (N36)**.

Sofatutor: Direct one-to-one communication with a tutor is possible in form of entire individual lessons (payable) or feedback on work done. The feedback service is available Mon-Fri from 5 p.m. to 7 p.m., reaction time is under 3 min and the problem is usually solved in under 10 min.

Naboomboo follows the so called “freemium” model. Learners can either purchase minutes or earn them by tutoring other users on the platform in their native language. After registration, learners will receive a certain number of minutes for free that can be used to converse with a native speaker through Naboomboo’s advanced integrated audio and video chat. Once those free minutes are used up, learners can either buy additional minutes, or collect free minutes by becoming a tutor of their native language.

¹⁴ <http://www.facultyfocus.com/articles/online-education/selecting-appropriate-communication-tools-online-course/>, 16.01.2016

Thematic Area “Resources”

Nearly all analysed examples are relevant to the thematic area “Resources” by offering very different kinds of online resources.

On one hand, it must be stated that the market of OER for language learning is still dominated by a large number of traditional computer-based training packages. This kind of resources is best described by metaphors such as *drill & kill* or *grammar hammer*.¹⁵ There are still too many OER of the instructional kind and too less of a dynamic or game-based style available. The vast majority of OER for language learning still follows in the footsteps of traditional, workbook-style exercises for self-study. Such materials usually package existing exercise formats into an interactive multimedia-enhanced platform. Developers all too often rely on designing impressive multimedia enhanced packages which hide the fact that most of the interactions provided are an adaptation of simple traditional exercise formats to a digital. There are a large number of vocabulary drills, multiple choice and gap-filling exercises or similar tutorial formats. Too often, technical considerations and the power of multimedia features dominate the design of OER for language learning. Sound, picture, animation, and video are integrated.

Doubtless these options increase the attractiveness of the resources and, thus, also learner acceptance. But often, the usability is not as intuitive as needed for the acquisition of skills and it is even questionable if a guide is necessary for explaining their technical use. A language learning website which declares that its resources are **WCAG 2.0 compatible** was not identified. The need for accessible resources has not yet picked up by developers .

On the other hand, it can also be stated that there are a number of areas and language learning contexts within which new technologies are being used very successfully. And this is the starting point of eCAL activities and the criterion for including certain OER in our self-directed language learning e.g. resources that deal with matching, text reconstruction and text manipulation exercises. Also quite often computer-specific forms of interaction, such as drag & drop are used to provide more exploratory learning modes. An important feature of State-of-Art OER are the possibilities to be revised, remixed, added upon, translated, and then shared again to meet different needs.¹⁶ These OERs offer additional kinds of learning activities, more in line with innovative methodology.

The majority of language learning resources refer to the Common European Framework of Reference for Languages (CEFR) by indicating the use of the OER for defined levels.

The selection of an OER that will support the self-directed language learning is a critical resource decision¹⁷. First, teachers and learners have to know where to go on the web to get high quality free (or cheap) resources for language learning. Several examples like **Lingu@net** (N 13), **iPortal** (N 22) or **INV-ICT** (N 23) present databases of resources provided by different developers. Second, the OER identified has to be evaluated against several criteria, e.g. the OER should

- support and be consistent with desired learning outcomes
- be developed by competent authors and producers and meet high standards of quality in content and presentation
- be appropriate for the learning area and for the age, emotional development, ability level, learning styles, and social development of the learners
- have aesthetic, literary, and/or social value
- have an appearance suitable for the intended use

¹⁵ http://archive.ecml.at/projects/voll/rationale_and_help/theory/menu_theory.htm

¹⁶ <http://guides.library.illinois.edu/c.php?g=246992&p=1645508> 16.01.2016

¹⁷ http://www.tlgl.unisa.edu.au/lib_guide/gllt_ch4.pdf and <http://www.tlgl.unisa.edu.au/guide.html>

- be supportive to self-directed language learning
- provide for forms assessments/evaluations

An easy to handle criteria catalogue should be included in the eCAL guide.

Analysis with respect to the six trends in online learning

The analysis presented here is backed by the **six trends of online language learning**¹⁸ which are already implemented in a broader practice. **Table 1** presents a list of examples analysed and indicates the thematic area/s and relevant trend/s relevant for each of them.

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Trend 1: Dynamic Content

The creation of dynamic content for teaching and learning languages is one of the most powerful personalisation strategies. Dynamic content is where specific content which is relevant to learners is shown. This technique opens the door to the use of highly targeted and relevant content to different types of learners. Dynamic content is typically delivered by so-called Learning Management systems /Platforms (LMS). Learning platforms were traditionally static software-based courses filled with single-source content and, at best, patchy technology options for collaboration.

Today, online-learning platforms are flexible and dynamic. Content can come from a variety of sources, including crowdsourcing, making the information more dynamic and varied for learning. The learning resources can be accessed on the learner's preferred devices such as smartphones and tablets. The State of Art in online language learning is the use of video clips which can be structured in sequences within a course or presented thematically on demand by the learner or the teacher. The videos are coupled with several practical exercises and the possibility of voice recording. Often students can collaboratively evaluate the records and develop their "own" videos.

The examples meeting this trend are **Babelium** (N20) and **Memrise** (N8).

Trend 2: Virtual Classes

A virtual classroom is an online classroom that allows participants to communicate with one another, view presentations or videos, interact with other participants, and engage with resources in work groups.¹⁹ Virtual classrooms allow both learners and teachers around the world to participate in live classes to collaborate and interact e.g. in MOOCs (synchronous learning). The participation costs are low since there are no travel costs and no time needs to be spent for traveling.

Online classes can be recorded, thus, the classes and contents are available at any time (asynchronous learning). The technology of virtual classes has opened the door for self-employed language teachers to offer courses to a worldwide audience. The technology is often offered by service providers, the teachers can "rent" a virtual place to offer a language course.

The examples meeting this trend are **MEDEAnet** (N21), **Naboombo** (N36) and **Grande Portale** (N35).

¹⁸ J.Earp, Current trends in online language learning courses – a white paper. 2012. <http://de.slideshare.net/jeffreyarp/current-trends-in-online-language-learning-courses-a-white-paper>

¹⁹ <http://www.learndash.com/characteristics-of-a-virtual-classroom/>, 14.01.2015

Trend 3: Mobile Learning & Apps

Mobile learning will be one of the hottest educational trends for the years to come. Personal devices like smartphones and tablets are ideal for individualized informal language learning. Learners determine which apps to acquire and how to use them. Supporters should encourage and assist the learner autonomy. As mobile devices become even more powerful and versatile, it is likely to see more users making them their primary, and perhaps their sole computing devices. This is not a trend language educators can ignore.²⁰

However, it has been widely recognized that mobile learning is not just about the use of portable devices but also about learning across contexts. Mobile learning is more and more understood to be a step towards making the learning process “just in time, just enough and just for me”.²¹ Teachers already know many of the ingredients that can spell success for language learning and this naturally leads to consideration of how language teaching might be enhanced by the careful use of mobile devices. One of the highlights of mobile learning & apps is that it encourages self-directed learning.

Examples meeting this trend are **Midril** (N5) and **Simola** (N37).

Trend 4: Free Accessible Resources & Services

The list of free accessible resources for language learning is long e.g. the partnership of the EC funded project LangOER <http://langoer.eun.org> developed a representative list of free accessible language resources by languages among them Italian, French and English. Web based OER can take many forms, such as: syllabi, lesson plans, videos, software, tests, teaching techniques, group activities, writing prompts, textbooks, learning modules, experiments, simulations, and course designs. An important feature of OERs are the endless possibilities of being revised, remixed, added upon, translated, and then shared again to meet different needs.²²

Nearly all resources within the examples analysed are freely accessible.

Trend 5: Social Networks & Tandem Learning

Platforms on the internet such as *Livemocha*, *Busuu*, *Palabea*, *italki*, *Babbel*, *Lingofriends*, *Sharedtalk*, to mention just a few, belong in the category of digital formations deliberately designed for language learning. They contain web 2.0 technical features e.g. quick status updates, *friending*, *liking*, advanced mobile device features, links with other Social Networks such as *Facebook*. Differences certainly exist between the numerous communities, based on criteria such as the existence and quality of learning resources, the degree of structured content in learning pathways and scenarios, the roles of users (learner or tutor or both – e.g. tandem learning), the possibilities given to users to add, modify and improve content, etc.²³

In the area of language learning and teaching, the added value of "playing with digital content" in meaningful ways has taken the form of the freedom given to learners to remix content by embedding

²⁰ R.Godwin-Jones. Emerging technologies – Mobile apps for language learning. <http://www.llt.msu.edu/issues/june2011/emerging.pdf>, 14.01.2015

²¹ Peters, K. (2007). m-Learning: Positioning educators for a mobile, connected future. *International Journal Of Research in Open and Distance Learning*, 8(2), 1-17

²² <http://guides.library.illinois.edu/c.php?g=246992&p=1645508> 16.01.2016

²³ K.Zourou. On the attractiveness of social media for language learning: a look at the state of the art. <https://alsic.revues.org/2436>, 14.01.2015

it in the social networking routines that learners develop outside formal learning settings. For language learning, the possibilities of content remix (user generated content) are numerous.²⁴

Examples meeting this trend are **Livemocha** (N32) and **Duolingo** (N33).

Trend 6: Gamification

Games always were part of the human learning experience either in formal or in informal settings. Research has shown that serious games can be effective as an instructional tool and that they can assist learning by providing an alternative way of presenting instructions and content.²⁵ Thus, the so-called gamification is becoming an increasingly popular concept in teaching. Today's "digital natives" have grown up with video and computer games. They look for excitement. The concept of "gamification" does not include "ready-made" games only. It means also the use of game elements. The use of game elements in non-game contexts to motivate and persuade – has arrived in teaching and learning.

Despite the widespread use of commercial games and the increased attention that the domain of games-based learning has received, strategies for supporting the more efficacious methods of learning with games were uncertain until very recently. Teachers, trainers and tutors (as well as parents) were unsure which games to use, which context to use games and how they could be evaluated and validated. This work led to the development of conceptual frameworks that were subsequently used for the testing of game-based learning.

One of the shortest definition of gamification is presented by Wikipedia²⁶: The gamification of learning is an educational approach to motivate students to learn by using game elements in learning environments. The goal is to maximize enjoyment and engagement by capturing the interest of learners and inspiring them to continue learning.

Of course, games have long been part of a language teacher's bag of tricks. Thus, teachers and learners can benefit from learning about game elements used in online resources that may help appeal to today's language learners. Thus, game elements used to motivate learners and facilitate learning can be: cascading information and visibility of achievements, progress mechanics (points/badges/leaderboards), levels and learner control, immediate feedback, opportunities for collaboration, learning with increasing challenges, opportunities for mastery, fun, challenges.

Examples meeting this trend are **Rise** (N7), **Digital Dialects** (N11) as well as **Livemocha** (N32) and **Duolingo** (N33).

Just coming: the use of Big Data

The use of Big Data... what is its impact on support? The use of Big Data will not change the result, but it will make the process of acquisition of knowledge, skills and attitudes absolutely transparent. The process of learning has become machine readable. From simple multiple-choice test to the complex tasks - whatever steps learners undertake on the Internet, how long they need for what task and at

²⁴ K..Zourou. On the attractiveness of social media for language learning: a look at the state of the art. <https://alsic.revues.org/2436>, 14.01.2015

²⁵ A.Protopsaltis, L.Pannese, D.Pappa, S.Hetzner: **Serious games and formal and informal learning**, eLearning Papers N 25, July 2011 • ISSN: 1887-1542 • www.elearningpapers.eu

²⁶ https://en.wikipedia.org/wiki/Gamification_of_learning, <https://www.tesol.org/connect/tesol-resource-center/search-details/teaching-tips/2013/11/19/gamification-for-el-teachers>, 10.01.2016

what time, which pages they visited, which parts of the text they copied, what success was reached, and what failures were made - all this can be read by xAPI .

xAPI ²⁷ is an interface between the digital educational content and learning environments was developed by the Advanced Distributed Learning Initiative in 2013. In a school, university or in professional training: the learning data are the most precious things learners have. The data portrays not only what things the learners are interested in, how quick their perceptions and/or their memories are and how big their willingness is to acquire new competences, but they also show learners ambitions and which paths are open to each of them. The question is how the data will be used, and by whom...

Several companies at LEARNTEC/Karlsruhe 2016 offered their cloud-based solutions for learning style analysis (adapted to the national data protection regulations) and demonstrated the technology's enormous possibilities... Cloud-based also means: The learners` data is not only available not in their companies/universities/schools etc., but it is also available for the provider (hopefully/of course anonymously) which provides Big Data analyses. The offers include the prediction of learning needs and development needs along with the time needed for it, emigration risks and even recommendations for actions. On one hand, the specter of transparent learners appears.... On another hand, this technology can, and will, contribute to the improvement of teaching and learning support activities.

The use of Big Data in language learning is still in its infancy. ..

²⁷ The Activity Tracking XAPI can record, evaluate and process all formal and informal learning activities in a meaningful way in a so-called Learning Record Store (LRS). The technology used by us is based on "Open Standards" and permits easy integration into traditional Learning Management Systems (LMS) as well as online games, mobile apps, websites, forums, wikis, social networks, browser bookmarks, etc. to "communicate" learning activities and other actions. Using the xAPI and LRS teachers and employers will receive a multi-layered insight into the learning behaviour of pupils, students and workers. For indepth evaluations and assessments the required formal learning activities as well as any kind of action and informal learning will be available to them. This creates a comprehensive impression of each learner and the path of learning and individual activities taken to arrive at the final results. The evaluation and assessment of all learning activities makes it possible to optimize learning content to define individual learning targets and to assist learners individually to achieve successfully the desired and/or necessary goals in school, university and in professional work.

Chapter 4: Analysed Best Practices, Case Studies, Examples

This inventory presents a carefully selected sample of language learning websites using OER. How to work with it? Suggestion: please, look at Table 1 at the end of this document. It provides a list of examples analysed and indicates their relevance to thematic area/s

- (1) Competence,
- (2) Process,
- (3) Communication,
- (4) Resources

and to trend/s in online language learning

- (1) Dynamic contents
- (2) Virtual classes
- (3) Mobile Learning & Apps
- (4) Free accessible resources
- (5) Social networks & Tandem Learning
- (6) Gamification

Select the Best Practice of your interest and find the appropriate descriptions and links in this Chapter.

Supporters and learners interested in the field can see that the work presented here exemplifies how fertile it is, which should hopefully serve as motivation to adapt /improve their own approaches to move the State-of-the-Art further on.

1.E-LOCAL

E-LOCAL: Electronically Learning Other Cultures And Languages

25

Reference Number if applicable
511734-LLP-1-2010-1-IT-KA2-KA2MP

URL www.e-localproject.eu

Owner /country e.g. contractor, training institution, etc
Alma Mater Studiorum - Università di Bologna, Italy

1. Description of objectives, expected and/or obtained results

E-local is an online learning environment that addresses young people and aims the gradual acquisition of linguistic skills (aiming A1 level according to CEFR) and cultural competences preparing them for a mobility experience abroad. It addresses 6 less widely spoken and taught European language (Dutch, Finnish, Hungarian, Italian, Polish and Portuguese) and use English as a vehicular language to convey metalinguistic and cultural contents.

The online courses on language and culture are based on learner- centred approach and are fully online. Hosed on a customized Moodle platform, the access to the complete courses is restricted by credentials. Only a demo version is freely accessible.

The features are: online pedagogical materials for self-guiding individuals; an interactive map that shows the virtual path from the initial unit to the final one; an online self-assessment; articulation with social network Facebook to foster communicativeness. The pedagogical strategy has a special focus on “mobility” ; each target language and culture intended as an individual, virtual experience of discovery for the student. Both methodology and contents were discussed and established not only on the basis

of the pedagogical expertise among the partners, but also by taking into account what had been found out by means of the survey among students. The E-LOCAL courses provide these students with a fundamental instrument specially developed with the aim of preparing them for a mobility experience abroad. This is reflected in the thematic structure, formed by topics congenial to the youth's interests and likes, and in the plot itself of the courses, in which the main characters are two Erasmus students. The solution can support student motivation in self-directed learning by its authenticity, realistic context and circumstances, efficient technical solutions, well-selected themes, articulation with social networks, replicability, identification of relevant interest for users.

The main goal of the platform was to create language-learning resources embedded in an overall pedagogical strategy that incorporates learning cultural information.

2. Target groups

The target group consists of young people at two educational levels: 1) Secondary Education, i.e., students from both vocational and general secondary schools; 2) Higher Education, i.e., students attending university, independently of their field of study.

This is a wide and relatively homogeneous target group of individuals that are likely to be involved in various mobility experiences and can be adapted even

- to immigrants who want to integrate quickly into their new community by acquiring cultural and language skills.
- To adults in general as initially, the travelers do not speak the local language, but gradually learn it by meeting people, going shopping, and even solving problems in the virtual environment

3. Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X	X		X

3.1. Thematic Area **Competence**

- **Describe the solution from the perspective of eCAL**

The Storyboard is constructed of sections for linguistic material and grammar in each unit. The Storyboard also includes estimates about the approximate time that each unit requires from the student. The sections are created with the A1 level of the CEFR borne in mind. The Storyboard facilitates planning proactively the linguistic materials for each unit.

The use of the solution requires the improvement of specific ICT skills to Moodle .

Distributed learning usually encompasses learning that is carried out online either completely or partly together with some face-to face learning. Since the learning processes in this case is going to be based on fully online materials, pedagogical expertise is of utmost importance before the learning process – in planning the methodology, the learning environment and the materials in a proactive way.

The student-centered approach is matching Jonassen's seven qualities of meaningful learning: active, constructive, collaborative, intentional, contextualized, conversational, and reflective.

- **Resources** https://www.academic-projects.eu/elocal/DeliverableDocuments/Methodology_Specifications.pdf

<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Competence 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4
3.2. Thematic Area Process	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>The E-local support has one unit for self-assessment but doesn't present any secure assessment mechanisms and the possibility to obtain an accreditation. However it can be presented as an integrative tool to Erasmus Intensive Language Courses (EILC) and is creating a concrete opportunity to learn a foreign language which is not present in secondary education curricula. It can be used by schools/training centers as a supplementary activity to widen their language offer</p> <p>The learners is expecting to spend between 60 and 75 hours doing online activities to complete the whole course in order to achieve the learning objectives, which correspond to level A1 of the European Framework of Reference for Language.</p> <p>For Italian language, the learner has the possibility to choose a course with tutor support.</p> <ul style="list-style-type: none"> • Resources <p>http://eacea.ec.europa.eu/llp/projects/public_parts/documents/languages/ka2_mp_511734_E-LOCAL.pdf</p>	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3
3.3. Thematic Area Communication	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>A Facebook group is performing an important function not only for networking, sharing experiences and opinions, but also for didactic purposes, as students of a language could benefit from the presence of native speakers in the community. Students are able to ask for suggestions, to submit texts for correction, and to increase their lexical and cultural competence through direct dialogue with native speakers.</p> <ul style="list-style-type: none"> • Resources <p>http://eacea.ec.europa.eu/llp/projects/public_parts/documents/languages/ka2_mp_511734_E-LOCAL.pdf, page 8</p>	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly	3

developed?	
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>It addresses 6 less widely spoken and taught European language (Dutch, Finnish, Hungarian, Italian, Polish and Portuguese) and use English as a vehicular language to convey metalinguistic and cultural contents.</p> <p>The solution is not freely open to everyone. To access the entire course learners need to have credentials of one institution belonging to the eduGAIN federation.</p> <p>Pedagogical materials includes: e-story with audio materials and final multiple choice question to check comprehension skills; e-grammar including grammar notes and corresponding exercises; e-culture with aspects of national culture; e-life including information on everyday life, mentality, customs of the country; e-language exercises);</p> <ul style="list-style-type: none"> • Resources <p>http://eacea.ec.europa.eu/llp/projects/public_parts/documents/languages/ka2_mp_511734_E-LOCAL.pdf, page 8</p>	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

2.BILFAM

BILFAM - Let's become a bilingual family

Diventiamo una famiglia bilingue! Seamos una familia bilingüe! Staňme sa dvojjazyčnou rodinou! Să fim o familie bilingvă!

125 families in 5 European countries will embark on the adventure of learning a new language together with the dinocrocs Hocus and Lotus.... and lots more!

125 famiglie di 5 paesi europei si cimenteranno nell'avventura di imparare una nuova lingua insieme con i dinocroc Hocus e Lotus ...ma c'è molto di più!

125 familias de 5 países europeos participarán en la aventura de aprender un nuevo idioma con los dinocrocs Hocus y Lotus... ¡y muchas cosas más!

125 rodin v piatich Európskych krajinách sa zúčastní na dobrodružstve učenia sa nového jazyka spolu s dinokrokmi Hocus-om a Lotus-kou... a zažijú oveľa viac!

125 de familii din 5 țări europene pornesc în aventura învățării unei limbi noi împreună cu Hocus și Lotus...și multe altele!

Reference Number

511515-LLP-1-2010-1-IT-KA2-KA2MP

URL <http://www.bilfam.eu/>

Owner /country e.g. contractor, training institution, etc

Six partners in five countries participated in the project, the University of Rome Sapienza, the University of Edinburgh/BILINGUALISM MATTERS in Scotland, EuroEd, a language institution in Romania, MC Budatko, a maternal center in Slovakia, ENAE, a language and business school in Spain, and the training center and publishing house, DITI Srl in Italy, that produces the materials Hocus and Lotus used in the narrative format.

1.Description of objectives, expected and/or obtained results

The objectives that were pursued within the project are:

- To raise parents' awareness of the benefits of helping children learn a foreign language (FL) from infancy.
- To give parents practical tools to foster children's FL learning
- To share a new approach to FL learning.
- To carry out research on early language learning in the family.
- To disseminate good practices resulting from the project and possibly create a commercial interest in order to allow self-sustainability of the activity after the project lifetime.

2.Target groups

The project provides families with an integrated model for foreign language teaching and learning in the family context, including knowledge about language acquisition, bilingual development and language teaching; teaching strategies and activity; and teaching materials.

The major benefit that families derived from their involvement in the project is parents’ increased awareness of the importance of early foreign language learning and child bilingualism and of the necessary conditions (environmental, relational, communicative, etc.) for successful language learning.

Secondarily, families learned a series of useful language learning activities and the best ways of performing them through face to face training sessions with the tutors. The help offered by the tutors ranged from answering parents’ questions to giving suggestions on the basis of what parents wrote in their online blogs or the video they uploaded on the website.

A final major benefit is the possibility of profiting from the participation of other families to create a peer social network supporting the foreign language learning experience. Taking the goal of becoming a “bilingual” family seriously may be hard for a family having to face possible difficulties alone. The possibility of sharing problems and doubts with other families like them lowers the emotional load implicated in the process of changing and adopting new practices

3.Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X		X	X

3.1.Thematic Area Competence

- **Describe the solution from the perspective of eCAL**
 The main results achieved are:
 - Creation of the activities proposed to the families and of the Guide for participating families.
 - Creation of the website bilfam.eu with a section for each of the 5 countries.
 - Dissemination of the project and recruitment of the 25 families in each country.
 - Training of the selected families and the tutoring of their activities with the narrative format.
 - Assessment of language and cognitive level in children in UK and Italy.
 - Monitoring the families’ use of the proposed activities and of the website.
 - Dissemination of the project through conferences, articles, fairs, web and media
 - Collection of data for research
 - Final events in all countries
 - Business plans in all countries for the continuation of a BILFAM programme after the end of the project.
- **Resources** <http://www.bilfam.eu/>

• Assessment *of the solution found in the thematic area Competence	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4

3.2. Thematic Area Process <i>not applicable to BILFAM</i>	
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL Resources (please download the appropriate resources or provide an URL) Assessment *of the solution found in the thematic area Process 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	
Credibility: To what extent the methodological approaches are plausible and justified?	
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	
3.3. Thematic Area Communication	
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>The BILFAM web-site is operative since February 2011 and is the basis for dissemination of its educational concepts, besides being the main working tool with the families. All partners' websites report descriptions of the project and links to the BILFAM website. The project and its results were disseminated in the partners' countries and in some other European countries through presentations in fairs, conferences and other types of events for families. The production of multimedia presentations (promotional film) has been implemented in the second year of the project for dissemination in the events and in TV and radio broadcastings.</p> <p>Resources</p> <ul style="list-style-type: none"> Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <ul style="list-style-type: none"> The materials produced and made available to the families are on the project's website in the "Activities" and in the "Download" pages. The materials produced by parents for sharing their experience (blog, posts in the forum, video) are on the project's website in the "Forum", "Dinodiary" and "Dinoshowcase" pages. Other information can be found on www.hocus-lotus.edu <ul style="list-style-type: none"> Resources <p>http://www.bilfam.eu/index.php?main=content/english/activities.php&menu=5 http://www.bilfam.eu/index.php?main=modules/cms/cms.php&cms=18&menu=6 http://www.hocus-lotus.edu/</p> <ul style="list-style-type: none"> Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

3.JOYN2.0

JOYN2.0: Language Learning Champions in Social Networks and On-line Media

• About Joyn 2.0

JOYN2.0 Project Aims

- Promote independent and informal language learning, promote on-line learning and on-line learning resources;
- Encourage language teachers towards the role of informal facilitators/advisors in language learning;
- Strengthen the role of social networks and media in supporting lifelong learning.

JOYN2.0 Project Substance

- Social networks will be used as an environment where language tutors can communicate with language learners (one-to-one or in a group);
- Language tutors will provide informal support for independent learning and/or on-line learning; will advise learners on the choice of tools, organization of learning and assessment of progress;
- Situational videos will be produced by Latvian TV as an on-line learning tool which can be used in learning and assessment process.

JOYN2.0 Target Groups

- Language learners who wish to use the communication with on-line tutors and other learners in social networks as a support for their learning process;
- Language teachers and trainers who will learn to act as on-line tutors and informal facilitators of language learning.

JOYN2.0 Target Languages



Reference Number *if applicable*

511817-LLP-1-2010-1-LV-KA2-KA2MP

URL <http://www.joynlanguages.eu/>

Owner /country e.g. contractor, training institution, etc
VSIA “Latvijas Televīzija”

1.Description of objectives, expected and/or obtained results

The objectives of this project were to improve learning languages, using online tools, collaborative tools, and autonomous tools (Social media and online media for example). It also aimed to reinforce the collaboration between social media with providers of learning languages, initiating them to learn Russian, Finnish, Swedish, English, Greek, German, Lithuanian, and Latvian.

Using virtual tools, one of the objectives of this project was to prepare teacher to the way to manage the learning language in a virtual way (facilitators), to try out language learning through virtual communities, interaction, introduce also CEFR and the European Language Portfolio (how to set learning objectives, ...), creating videos (A1 and A2 level).

It has allowed to have a feedback of experiences of learners and teachers regarding this approach.

2.Target groups

Two different target group:

- Language learners which want to use a different way of learning language : using social media and online tutor
- Language teachers who want to learn how to be an online tutors and informal facilitators

3.Indicate the relevant thematic area/s *more than one is possible*

Competence	Process	Communication	Resources
X	X	X	X

3.1.Thematic Area **Competence**

- **Describe the solution from the perspective of eCAL**

The main objectives of JOYN2.0 were to 1) to test the possibilities of social media in supporting language learning and to describe the results; 2) to promote variety of online tools and resources which can be used for language learning; 3) to improve professional competences of language teachers in working with social media and online resources.

Therefore, the tool does not only focus on linguistic competences and on ICT & social media skills but it helps to develop “learning to learn” competences and contributes to the skills of teachers: how to be moderators, how to provide informal guidance, how to use different online resources and social media tools.

- **Resources** <http://www.joynlanguages.eu/>
<http://www.joynlanguages.eu/main/moderators>

- **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	5

3.2.Thematic Area **Process**

- **Describe the solution from the perspective of eCAL**

Guidelines for language teaching in social networks were developed and language teachers from partner countries had a training seminar and additional training sessions within each partner country. Training focussed on the skills of an on-line moderator/facilitator, social media skills, using CEFR, etc. After the training, on-line groups in different social media were initiated by each partner for learning languages.

- **Resources** http://www.joynlanguages.eu/resources/uploads/Guidelines_EN.pdf

<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	2
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3
3.3. Thematic Area Communication	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL On-line tools are used by learners in JoinN2.0 project : different social media such as Facebook, Skype, Edmodo, Webex, blogs, etc. In addition to online learning groups, there were Facebook groups for the exchange of experience among partners and language teachers. 	
<ul style="list-style-type: none"> • Resources http://www.joynlanguages.eu/resources/uploads/JOYN_presentation_EN.pptx https://www.facebook.com/groups/369073453164702/ (Learn Latvian Online – group currently closed) https://www.facebook.com/groups/375581659130952/ (Learn Russian Online – group currently closed) 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	
Credibility: To what extent the methodological approaches are plausible and justified?	
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL In project JoyN2.0, partners focussed on encouraging language learning through the use of digital communication technology and distance learning approaches but also on using recognized tools such as : 1) several virtual language learning communities in social networks like Facebook, or local networks, or other social media to support collaborative and autonomous learning ; 2) Common European Framework of Reference for Languages (CEFRL) and the European Language Portfolio to learners, so that they learn how to set learning objectives, organise their learning in stages, assess their own progress; 3) situational videos (partners created) corresponding to levels A1 and A2 of CEFRL and ELP. 	
<ul style="list-style-type: none"> • Resources http://www.joynlanguages.eu/main/videos http://www.joynlanguages.eu/resources/uploads/SuccessStories_EN.doc 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

4.FORVO

Forvo , all the words in the world. Pronounced.

Guide de la prononciation en Corse [Corsu]

Souscrire aux prononciations en Corse

- Nombre de locuteurs: 250.000
- Nombre de locuteurs sur Forvo: 9
- Mots prononc s: 263
- Mots en attente de prononciation: 1.725

Utilisateurs les plus actifs en Corse

- coemgenus2b: 260 prononciations
- aasantina: 1 prononciations
- georgatos: 1 prononciations
- betpao: 1 prononciations

Cours d'Anglais | Cours d'Espagnol

Cours d'Italien | Cours d'Allemand

Cours de Portugais | +Babel

Prononciations populaires Ajouter un mot

Nouveaux mots   prononcer

- affaire
- focu
- ghjuvelli
- tenneru
- sanguinellu
- sicurit 
- ribombu
- spalm 
- crostula
- coghja
- ballotta
- inchjudatu
- chjodu
- scumud 

URL <http://fr.forvo.com/languages/co/>

Owner /country e.g. contractor, training institution, etc
Forvo Media SL, from San Sebasti n (Spain)

1.Description of objectives, expected and/or obtained results

FORVO is an online learning environment that addresses for the people around the world. Forvo is the largest pronunciation guide in the world where you will find millions of words pronounced in their original languages. This website content official language like deutch, French or English language but also dialects and regional or minority language.

This website aims to learn to pronounce words, the learner can hear several times, as they want, some words and work on this. Forvo is also a participative platform, you can add the world you don't know how to pronounce and people will help you to do it. By this way, all the users can add or help if they know how to do. Learners and users can note the pronunciation of the others participants and help them to reach the purpose of a good pronouciation.

The operation and content of Forvo provide these learners with a fundamental instrument specially developed with the aim of preparing them for a mobility experience abroad, or more simply just to help them to train, practice and speak better.

The main goal of the platform was to create language-learning resources embedded in an overall pedagogical strategy which can be employed all around the world.

2.Target groups			
Thanks to its linguistic amplitude, Forvo is for everyone in the world but its target is people who want to improve his pronunciation of a foreign language or people who want to learn a new language.			
3.Indicate the relevant thematic area/s <i>more than one is possible</i>			
Competence	Process	Communication	Resources
X	X	X	
3.1.Thematic Area Competence n.a.			
<ul style="list-style-type: none"> Describe the solution from the perspective of Ecal Resources Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			
Credibility: To what extent the methodological approaches are plausible and justified?			
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			
3.2.Thematic Area Process			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL FORVO offers following opportunities for the “assessment”. The assessment of an activity or exercise is done using a peer evaluation system and a rubric that consists of common speaking production criteria. FORVO offers a rubric-based evaluation system comprising the following criteria: intonation, fluency, rhythm, spontaneity, comprehensibility, pronunciation, adequacy, range, accuracy and overall score Resources Assessment *of the solution found in the thematic area Process 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			3
Credibility: To what extent the methodological approaches are plausible and justified?			3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			4
3.3.Thematic Area Communication n.a.			
<ul style="list-style-type: none"> Describe the solution from the perspective of Ecal Resources Assessment *of the solution found in the thematic area Communication 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			
Credibility: To what extent the methodological approaches are plausible and justified?			
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			

3.4.Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL The use of resources requires the creation of a login. There are several exercises available in all the language. More can be created by everybody. • Resources 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	
Credibility: To what extent the methodological approaches are plausible and justified?	
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	

5.MIDRIL

<p>MIDRIL: Migrants Integration Driving License</p>  <p>Reference Number if applicable 540337-LLP-1-2012-1-FR-LEONARDO-LMP</p> <p>URL www.midril.eu</p> <p>Owner /country e.g. contractor, training institution, etc ITG, France</p> <p>1.Description of objectives, expected and/or obtained results</p> <p>MIDRIL is an online learning environment designed to enhance the key competencies of migrants to serve personal goals in social society, the goal of economy, the labor market, social, humanitarian and political development of a country and increasing the safety of all citizens in a global intercultural context. The training support focuses on basic language skills acquisition, 3R skills and ICT self-esteem, intercultural competence, entrepreneurial initiative included in the local work culture (Common Basic Principle). The learning process takes place through digital devices, e-learning and blended learning and ECVET certification offered by MIDRIL project.</p>	<p>38</p>
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The features are: online didactic material (training kit for trainers, training kit for trainees, State of art Reports about intercultural and migrants integration; Certification Manual; Training contents and elearning and apps contents for Migrants integration driving licence), articulation with social network to foster communicativeness, videos to present the learning process, a compilation of face to face activities, the Midril library with useful links regarding migrant integration (language courses, administrative procedures, institutions,...)

2.Target groups

Midrill addresses migrants with basic national language skills of the country where they are receiving training. This target group is relevant for eCal.

3.Indicate the relevant thematic area/s more than one is possible

Competence	Process	Communication	Resources
X	x		x

3.1.Thematic Area Competence

- **Describe the solution from the perspective of eCAL**
 The virtual learning environment is mainly based on web-apps for 300 hours of training for level 2 (EQF-level for languages: A2) (40 hours training, ECVET – point: 1). The use of the solution requires the improvement of specific ICT skills. The Training and Testing Environment (TTE) was integrated in the MIDRIL website and relies on pre-developed software architecture Learningapps.org.

 The training covers all topics of the seven different core themes: Living &Lifestyle, Employment, Health, Culture, Values, Active Citizenship, Creativity and Innovation and is experiential. The training package provide guidelines for trainees and trainer on how to use the platform and how to organise the training lessons.
- **Resources midril.eu**

- **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4

3.2.Thematic Area Process

- **Describe the solution from the perspective of eCAL**
 MIDRIL focuses on new way of learning for migrants which means a change of teaching from centered chalk and talk to student centered online learning. This is supported by available learning technologies which enable pedagogical strategies resulting in a blended solution. For migrants MIDRIL provides a mix of classroom interactions and e-learning. This also means active and self-directed learning for participants and a new role for trainers as a facilitator for learning.

MIDRIL develops a virtual learning environment (VLE) that facilitates computerized learning or elearning. MIDRIL offers education via computer-mediated communication (CMC) or Online Education. Several arguments can be found to explain why <http://learningapps.org> was selected as Training and Testing Environment :

- available in a broad range of European languages it make possible to further develop the apps following the MIDRIL curriculum and adapting it to the national requirement;
- is for free;
- it allows not only the developer of the content but also the user of the learning app to further develop content which is an example for user generated content.
- a dynamic learning environment creation;
- it can be used via multiple devices (computer, tablet, smartphone etc.) therefore a variety of learning spaces can be used.
- trainers have the opportunity to monitor the progress of learning of each student.

Based on the complexity, range and the level of learning expected from trainees, MIDRIL Qualification descriptor was settled at the European Qualification Framework (EQF) Level 2, allowing thus, depending on each country needs, the further development into a higher qualification level.

• **Resources**

Source: Coopérative Sud Concept, partner of Midril project; contact@sudconcept.eu

• **Assessment *of the solution found in the thematic area Process**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

3.3.Thematic Area Communication n.a.

-

3.4.Thematic Area Resources

• **Describe the solution from the perspective of eCAL**

It follows an active “learning by doing methodology” and refers to:

- A Curriculum framework which outlines specific knowledge, skills and competences (prototype version for languages A2 (EQF- common reference levels for languages) and ECVET-points under EQF-Level 2;) which migrants must acquire for living and working);
- National cultural differences and needs should meet the requirements of the training in the 5 countries (Austria, France, Portugal, Bulgaria, Greece)
- A Training manual for blended learning (including online training via web-apps)
- A testing, which requires a high standard of performance (prototype version EQF-Level for languages A2 and ECVET-points under EQF-Level 2) to receive a certification via Skills Card: “PASSPORT OF INTERCULTURAL COMPETENCES”:

The learning and testing is covering 4 Modules within 5 108 APPS cin 6 Languages (English, German, Portugese, Bulgarian, Greek, French): 648 apps in total.

The solution is not freely open to everyone. To access the course learners need to contact one of

partners of the project and see the conditions	
<ul style="list-style-type: none"> • Resources http://midril.eu/index.php/en/2014-03-13-10-28-11 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

6.TV5MONDE

TV5monde : a global television network, broadcasting several channels of French language programming

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URL <http://apprendre.tv5monde.com/>

Owner /country e.g. contractor, training institution, etc

The partnership making up the TV5MONDE consortium are France Télévisions, Arte France, Institut national de l'audiovisuel, CBC/Radio-Canada, Télé-Québec, RTBF and RTS. This consortium owns 51% of the service, while the other 49% is owned by France Médias Monde, a holding company that manages France's international broadcasting services.

1. Description of objectives, expected and/or obtained results

To improve and widen French knowledge with TV5MONDE

To do so, based on French worldwide newscast, the website proposes:

- Hundreds of free exercises from breakthrough to mastery levels,
- New exercises on line every week,
- Hundreds of videos on various subjects,
- A search engine to enable you to find the documents corresponding to your level and interests,
- Original current content for learning to understand French.

Therefore, learners do interactive exercises and work more specifically in order to :

- Understand today's French as it is spoken throughout the world,
- Learn to look at and analyse images,
- Enrich your vocabulary,
- Test your grammatical knowledge,
- Find out about French-speaking cultures.

2.Target groups			
<p>TV5Monde is a complementary tool for foreign learners who want to improve French. It is divided in 4 different levels enabling each learner to improve language at his/her own speed but within a defined timeline. Exercises based on video listening are focused on current French : it is not much academic but useful for everyday's life listening and understanding + gives a lot of very practical vocabulary but also some reminders on grammar rules.</p>			
3.Indicate the relevant thematic area/s more than one is possible			
Competence	Process	Communication	Resources
	X	X	X
3.1.Thematic Area Competence n.a.			
•			
3.2.Thematic Area Process			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL The website is accessible and intuitive. The possibility to translate the architecture of the website into other languages makes it friendly-user and may ease surfing for breakthrough users. Assessment of one's level in French is offered with the perspective of acquiring competences to pass the Test Compétences du Français. Website favours self-directed learning : the learner can decide on his/her progression, there are no bounds between modules, the learner can make the exercises/correct them in great autonomy. • Resources (please download the appropriate resources or provide an URL) http://apprendre.tv5monde.com/en/levels/a1-breakthrough http://apprendre.tv5monde.com/fr/apprendre-francais/accueil-tcf • Assessment *of the solution found in the thematic area Process 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			4
Credibility: To what extent the methodological approaches are plausible and justified?			5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			4
3.3.Thematic Area Communication			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL There is neither online community of users linked to TV5Monde website nor any teacher/coaching : it is individual learning. 			

<p>However, the website being based on newscast, offering lot of contents about French and Francophone cultures, there is a lot of materials available for learners to use when they are practicing French/communicating with French speakers.</p> <p>Moreover, the modules are focused on listening and understanding, two components of communication which often lack in academic learning at school.</p>	
<ul style="list-style-type: none"> • Resources 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3
<h3>3.4. Thematic Area Resources</h3>	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <ul style="list-style-type: none"> - The materials produced and made available to any French learner from homepage of TV5Monde website, under section "French Language". - Materials are divided in 6 sections : TV5Monde, TV5Monde + (former newscast), TV5Monde+Afrique (Africa), TV5Monde+Jeunesse (Youth), TV5Monde+Cinema, TV5Monde+Documentary, which nourish the content of the modules (diversity of vocabulary, cultures, targeted public, regionalism, accents, ...). 	
<ul style="list-style-type: none"> • Resources <ul style="list-style-type: none"> http://www.tv5monde.com/ http://www.tv5mondeplus.com/ http://www.tv5mondeplusafrique.com/ http://www.tivi5mondeplus.com/ http://cinema.tv5monde.com/ http://documentaire.tv5monde.com/ 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

7.Rise

RISE

UK Ireland Deutschland

Home About Analysis Resources Team Partners

RISE - Refugee Interactive Skills for Employment

Removing barriers to employment

Learn more

Refugee Interactive Skills for Employment

The RISE project assists refugees in improving their employment skills. The four serious computer games and curriculum material can help to prepare jobseekers in five important areas:

- IT Skills
- Vocational Skills
- Intercultural Communication

Connect with us

Facebook Twitter Google+ LinkedIn

Email

info@rise-project.eu

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URL
<http://www.rise-project.eu>

Owner /country e.g. contractor, training institution, etc
 British Broadcasting Company, United Kingdom

1.Description of objectives, expected and/or obtained results

The RISE partner organisations worked with refugees and employers to identify the gaps in key skills that create barriers to employment for refugees. Workshops were held with groups of refugees from the three partner countries, to establish their support needs. There then followed a process of co-design with our end users, which confirmed the RISE project end products. These are:

- four educational computer games, 2 for desktop and 2 for mobile platforms, that are engaging, relevant and accessible to the target group
- a curriculum to meet the identified skills gaps for the employment of refugees
- this project website and learning portal
- a trainers’ handbook

These resources will help to:

- Reduce gaps in language and computer skills
- Improve cross-cultural communication skills
- Increase employability prospects for refugees

The resources are made for the groups listed above, in the following countries: UK, Ireland, Germany

2.Target groups									
<ul style="list-style-type: none"> Refugees , NEETs, Migrants 									
3.Indicate the relevant thematic area/s									
Competence	Process	Communication	Resources						
	X		X						
3.1.Thematic Area Competence									
n.a.									
3.2.Thematic Area Process									
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>Rise Project offers a thorough process of learning and measuring progress through gaming. It is intended that the games will teach students about real life situations which aim to bridge the gaps produced by a lack of employability skills. Each learning game has an assessment tool at the end, and regular checkpoints in which students can complete a short assessment of the skills they've learned. The games and learning process is to be done alongside guidance from a tutor/advisor. There is a dedicated curriculum and an outline of modules and sub-modules for learners to follow. This includes learning goals and expected learning outcomes for students.</p> <p>http://rise-project.eu/documents/2014/10/rise-curriculum-framework.docx http://rise-project.eu/documents/2014/10/rise-curriculum-modules-and-sub-modules.docx</p> <ul style="list-style-type: none"> Assessment *of the solution found in the thematic area Process <table border="1"> <tr> <td>Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?</td> <td>4</td> </tr> <tr> <td>Credibility: To what extent the methodological approaches are plausible and justified?</td> <td>3</td> </tr> <tr> <td>Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?</td> <td>3</td> </tr> </table>				Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4	Credibility: To what extent the methodological approaches are plausible and justified?	3	Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4								
Credibility: To what extent the methodological approaches are plausible and justified?	3								
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3								
3.3.Thematic Area Communication									
n.a.									
3.4.Thematic Area Resources									
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>The RISE Project has a Trainers' Handbook available, for advisors and guides of learners through the RISE programme.</p> <p>http://rise-project.eu/documents/2014/10/trainers-handbook-full-version.docx</p> <p>Lesson Plans – these provide pre-designed lesson plans for trainers to deliver learning through games methodically, and include learning outcomes and a breakdown of each section of the full lesson.</p> <p>http://rise-project.eu/resources/lesson-plans/</p>									

Games – these are the main resource of the learning process, with input from the trainers. http://rise-project.eu/resources/games/	
• Assessment *of the solution found in the area Resources	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

8. Memrise

<p>Memrise – makes learning languages and vocab so full of joy and life, you'll laugh out loud.</p>

<p>URL http://www.memrise.com</p>
<p>Owner /country e.g. contractor, training institution, etc Ed Cooke, British Author</p>
<p>1. Description of objectives, expected and/or obtained results</p>
<p>Widely known and highly marketed, with more than 200 free online language learning courses, all devised and contributed to by other users. Available online for desktop and laptop as well as highly functional and intuitive app for smartphones. Adaptive learning technology uses clever science to adapt the course to users' personal learning style and performance. Courses can be created by anyone, and targeted to anyone. You can compare scores and progress with other online users, with whom you are connected by social media or email. You can create and manage course material.</p>
<p>2. Target groups</p>
<p>Everyone with access to the internet or a smartphone capable of running the app.</p>

3. Indicate the relevant thematic area/s			
Competence	Process	Communication	Resources
X	x		
3.1. Thematic Area Competence			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>The use of the app requires very little ICT skills and/or technical ability. It is highly intuitive and easy to use. Even for low level ICT users, it is simple to learn – this is the core nature of the programme.</p>			
<ul style="list-style-type: none"> Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			5
Credibility: To what extent the methodological approaches are plausible and justified?			5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			5
3.2. Thematic Area Process			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>The process of learning through Memrise, was devised by Grand Master of Memory, Ed Cooke. The site and app claim to use an in-depth scientific method of learning developed by Ed Cooke and a Princeton neuroscientist.</p> <p>Elaborate encoding</p> <p>The commonest way people try to learn facts, concepts, vocabulary and so on is simply to read the material in the hope that our brains will automatically register what we're studying. But decades of memory research shows that this is a remarkably slow and ineffective way of learning, and one of the main reasons for this is that it doesn't encourage elaborative encoding, which means relating what we're trying to learn to what we already know. Our knowledge and memories are highly organized and integrating new knowledge into this existing network not only speeds up learning but also greatly boosts the likelihood that it will be remembered later on. A simple illustration of this is that a random list of words like diamond, horse, orange, rabbit, purple, emerald... is harder to remember than a list comprising the same words grouped into taxonomic categories diamond, emerald... horse, rabbit... orange, purple... Organizing words into common groups allows us to see connections between them and to use simple cues ('animals') to help us recall them later.</p> <p>The extraordinary performance of memory champions provides a spectacular example of the power of elaborate encoding. When Johannes Mallow set the current world record for memorizing 501 random digits in 5 minutes, he did so by grouping them into 3-digit chunks each of which triggered a specific mental image, which he mentally connected together. He didn't just try to remember the digits in their basic form, he elaborated them via visualization. When Memrise helps you to connect a word (such as 'aburrido') and its translation ('boring') by suggesting a 'mem' (it's boring to eat a burrito with every meal), it's helping you to create an elaborate encoding.</p>			

Choreographed testing

When you test your memory (casa = ?) you're not just assessing how well you've learned something. Provided that you pass the test, you're giving another boost to your memory. Regular tests are an extremely powerful means of reinforcing learning and Memrise takes full advantage of this by presenting frequent tests on the information you've learned. Even when you think you know something and can confidently recall it, tests are beneficial.

The first demonstrations of the power of testing go back almost a century but had little impact on educational practice. Indeed as recently as 1989 the testing effect was described as "not gone but nearly forgotten" by one researcher. The person most responsible for current wider appreciation of the benefits of testing is Roddy Roediger from Washington University in St Louis, USA, who in a long series of both laboratory and classroom studies has demonstrated that tests (casa = ?) boost memory far more than simply re-studying the material (casa = house) for the same amount of time. Indeed this research shows that re-studying is often virtually ineffective. A recent major project undertaken by Roediger and his colleagues demonstrated that tests, in the form of brief quizzes, boosted learning of scientific concepts and principles for 8th grade students in a classroom context. As a result of these tests, students scored higher in their school exams. Spending the same amount of time on reviewing the course material rather than being quizzed had no such beneficial effect.

One of the most striking things about the benefit of testing is that people are typically unaware of it. Research has found that people often believe they will benefit more from an opportunity to restudy or review some information than they will from being tested on it, despite the converse usually being the case.

Why is testing so beneficial for memory? Despite the huge amount of research on this question, there is no agreed answer, and indeed there may be several explanatory factors which are not mutually exclusive. One way to think about testing as a learning event is from the perspective of what Robert Bjork calls 'desirable difficulty', the principle that factors that make learning harder are often paradoxically beneficial for long-term retention. Recalling an answer in a test is often effortful, and it may be that this effort is necessary and desirable to strengthen what has been learned. Consistent with this idea, evidence suggests that greater benefits accrue from harder tests, for instance from a recall test with no clues as to the answer (casa = ?) compared with a recall test with part of the answer supplied (casa = h___?).

Another possible explanation is that repeated tests enable the key information to become separated from any specific contexts and instead to be associated with a wider range of retrieval cues. Jeffrey Karpicke and his colleagues have recently provided strong support for this idea.

Memrise adds another element to the mix, which is to vary the ways in which your memory is tested. Thus on one occasion you may be asked simply to recall an answer (casa = ?) whereas on another occasion you may have to pick the correct answer from 4 alternatives. This variation serves to keep your learning interesting, but probably also boosts the benefits compared to using just a single type of test. Laboratory research documenting this possibility is rather limited, however.

Scheduled reminders

Memories fade over time so it's crucial to schedule regular reminders. These could be in the form of simple reviews ('aburrido' means 'boring') but even better is if they comprise tests. What is the optimal scheduling of these reminders? Research suggests that reminders are most effective when they occur just before a memory fades completely and that successive reminders should be separated by longer and longer intervals.

Another reason why tests may boost memory beyond what can be achieved by restudying is that errors can be made on tests. Provided that feedback in the form of the correct answer is immediately provided, the commission of errors is not unduly harmful and may indeed promote

effective learning.	
<ul style="list-style-type: none"> • Resources http://www.memrise.com/science/ • Assessment *of the solution found in the thematic area Process 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3
3.3. Thematic Area Communication	
n.a.	
3.4. Thematic Area Resources	
n.a.	

9.ET Neets

Effective Training for persons Not in Education, Employment or Training (NEETs)

The screenshot shows the website's header with a navigation menu: HOME, NEWS, ABOUT PROJECT, ABOUT PARTNERS, RESULTS, NEWSLETTER, YOUTH NATIONAL POLICY. Below the menu is a 'RECOMMENDED STUDIES' section. The main content area features a photograph of three people (two women and one man) sitting at a table, looking at a large map or document. Overlaid on the image is a text box that reads: 'The 3rd edition of the Newsletter' and 'The 3rd Newsletter has been produced in three languages - see News page - Available for download'. The website also displays flags for Spain and the UK.

Effective Training for NEETs?

ET-NEETS is a new EU project funded through the Erasmus + Key Action 2 Strategic Partnership program that will run for two years from 1st September 2014 until 31st August 2016. The project will research, analyse and present through this website, the most Effective Training currently offered to NEETS that will help them back into education, training or employment.

URL

<http://www.et-neets.eu/en/>

Owner /country e.g. contractor, training institution, etc

UK, Spain, Poland

1. Description of objectives, expected and/or obtained results (please, do not simply copy & paste the text from website, report etc. Provide a description relevant to eCAL)

The ET-NEETS project is funded through the Erasmus + Key Action 2 Strategic Partnership program. The two year project will run from on 1st September 2014 until 31st August 2016. The project will end with a conference in London where stakeholders will be invited to attend where they will be presented with the work and results of the project.

Youth unemployment is one of the major challenges of EU employment policy as 12.9% of those aged 15–24 in the EU28 are currently not in employment, this equates to approximately 5.5 million young people being affected. These young adults are generally disproportionately affected by a lack of opportunities which has been accelerated through the recent economic crisis. They are often from disadvantaged backgrounds and are Not in Employment, Education or Training, in short called NEETS.

The project will work together with its Target Groups who currently offer training to NEETS and gather, analyse and produce data to support the development of a common framework for identifying indicators to measure successful training. The result will be effective and high quality training that will be available for teachers and trainers to use when delivering training to NEETS.

Training programmes for NEETs incorporate a variety of elements to teach key competences and basic skills and are currently being designed and delivered by local governments, charities and NGOs. The project will produce a Web Platform which, for the first time, will bring together training organisations from all levels (locally, nationally and EU-wide) which enables them to communicate to organise exchange and, to find methods of best practice. It will also allow them to publish and evaluate their own methods, and will assist them to compare programs offered by other organisations using the web platform's Matrix software tool.

2.Target groups

Perennially Unemployed
NEETs
Young People

3.Indicate the relevant thematic area/s *more than one is possible*

Competence	Process	Communication	Resources
	X		

3.1.Thematic Area **Competence**

n.a.

3.2.Thematic Area **Process**

- **Describe the solution from the perspective of eCAL**

ET-NEETS collected and collated information from three target groups, regarding the delivery methodology and style of training for NEETS, and created a framework of good practices and summarised the feedback from each of the three target groups.

Target Group A:

This group comprises organisations that have a direct link to the NEETs. Such organisations are Local Councils and Social Services who fund and administer the design, development, organization, subcontracting and/or offer training courses which provides basic skill and key competence training programs to NEETs.

Target Group B:

This group comprises NGOs, Charities, SMEs, training providers, teachers and trainers who provide specific training on behalf of organisations from Target Group A.

Target Group C:

The NEETs – This Group will provide a vital feedback on how the training was delivered, the outcome post training and their views on what worked well and what could be improved for the Pilot NEET Training (PNT) Courses.

<http://www.et-neets.eu/en/results>

- **Assessment *of the solution found in the thematic area Process**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?

4

Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
3.3.Thematic Area Communication	
3.4.Thematic Area Resources	

10. Seagull Tandem

Learning with topic sheets

SEAGULL
Smart Educational Autonomy through Guided Language Learning

HOME | PARTNER FINDER | IDEAS | MATERIALS | CERTIFICATE | SEAGULL PROJECT | CONTACT

LEARNING EACH OTHER'S LANGUAGE IN TANDEM
SEAGULL: The TANDEM PARTNER FINDER with lots of IDEAS and MATERIALS

English - Free Time

Useful Phrases:
 • I can play the guitar well.
 • What do you like doing?
 • Can you cook well?

1 What can you do on a computer?
 You can listen to music. You can...

2 What can you buy at a supermarket?
 You can buy food and drink. You can...

3 What can you do on holiday?
 You can relax. You can...

Spanish - La familia

Frases Útiles:
 • Esta es mi mamá.
 • Tengo dos hermanos y una hermana.
 • Mi padre es muy serio y estricto.
 • Soy la tía de Ángel.
 • Ángel es mi sobrino.
 • ¿Qué es hoy día una familia típica?

1 La familia

Estas somos yo, mi abuelita y mi mamá. Las tres vivimos juntas en casa. Mi abuelita es una mujer muy buena y mi mamá también. Las quiero mucho a las dos. Mi papá es argentino, pero no vive con nosotras, vive en Argentina. A veces hablo por teléfono con él. Mis papás están separados. No tengo hermanos, pero muchos amigos y dos primos un poco más pequeños que yo, son los hijos del hermano de mi mamá, mi tío Juan. Estoy muy feliz de tener una familia tan simpática y cariñosa.

Reference Number if applicable

531211-LLP-1-2012-1-DE-KA2-KA2MP

URL

<http://seagull-tandem.eu/>

Owner /country e.g. contractor, training institution, etc

British Broadcasting Company, United Kingdom

1. Description of objectives, expected and/or obtained results (please, do not simply copy & paste the text from website, report etc. Provide a description relevant to eCAL)

The project SEAGULL – Smart Educational Autonomy Through Guided Language Learning (project no. 531211-LLP-1-2012-1-DE-KA2-KA2MP), funded by the Education, Audiovisual and Culture Executive Agency (EACEA) and its Lifelong Learning Programme, aims at developing and improving language learners’ oral skills and intercultural competence through online tandem learning sessions and specifically designed supporting materials.

SEAGULL aims at reviving the classical tandem learning approach and at increasing learner success by providing both students and employees outside university with topic sheets which have been developed to stimulate authentic conversations and to increase intercultural awareness and competence. All topic sheets are accompanied by additional didactic and linguistic tutorial material for the native speaker.

Topic sheets including additional tutorial material are available for download on the project’s website. The website also provides a tandem learner database where potential users can register or look for European and worldwide tandem partners. The topic sheets are available in 11 languages (Arabic, Chinese, English, French, German, Lithuanian, Polish, Russian, Swedish, Spanish, and Turkish), ranging from A1 to B2 and additional public area topic sheets. They have been designed by 20 project partners from different countries all over Europe, including Germany, the UK, France, Spain, Sweden, Lithuania, etc.

Each partner topic sheets for individual tandem sessions, in their native language to not only promote online tandem learning, but also to reduce dropout rates of tandem learners. The presentation provides any interested institutions, instructors, and/or individuals with more detailed background information on the project including its key focus, didactic criteria applied when developing the topic sheets, sample topic sheets and tutorial material, access, registration and usage aspects.

2.Target groups

All language learners

3.Indicate the relevant thematic area/s more than one is possible

Competence	Process	Communication	Resources
	X	X	X

3.1.Thematic Area Competence n.a.

3.2.Thematic Area Process

• **Describe the solution from the perspective of eCAL**

The idea of the SEAGULL Project is that learners find a partner to learn the language with. This feeds very well into the concept of E-cal. Each learner will find a partner who is a native speaker of the language they are learning, to learn in tandem while their partner learns their language.

It is different from an exchange as there are structured lessons, materials and handbooks for each partner to follow and draw resources from, in the form of ideas and topic sheets. An integral part of the learning process through SEAGULL is the idea that both partners use Skype (or something similar) to keep in touch and learn face-to-face (virtually).

In this process, both parties are learner and teacher.

SEAGULL also offers learners a certificate of achievement at the end of the course, after a minimum of 15 documented meetings in which learners learn in tandem.

• **Assessment *of the solution found in the thematic area Process**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

3.3. Thematic Area Communication

• **Describe the solution from the perspective of eCAL**
 The communication process involved in SEAGULL is very apt for e-cal, and something similar could be incorporated. Live online meetings are encouraged and are an integral part of the seagull language learning process.

In this process and method, the learners learn together and monitor each other's accomplishments and progress to each of the learning goals. The communicative aspect of the learning methodology is absolutely key in the project and makes it stand out from other online language learning projects.

• **Assessment *of the solution found in the thematic area Process**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

3.4. Thematic Area Resources

• **Describe the solution from the perspective of eCAL**
 The resources available on SEAGULL are geared towards the assistance and guidance of learners towards other learners. These come in the form of topic plans, lesson ideas, areas of guidance for learners and for guides and ideas for interactive lessons which focus on teaching both parties in the same lesson, delivered by the parties.

The material is covered in 14 languages (ARABIC, CHINESE, ENGLISH, FRENCH, GERMAN, ITALIAN, LITHUANIAN, LUXEMBOURGISH, POLISH, PORTUGUESE, RUSSIAN, SPANISH, SWEDISH, TURKISH) and the areas are:

Topic, System, Intercultural aspects, Structure of the language Writing task

- Useful information on the topic
- Guidelines for the procedure
- Guidelines for cultural aspects
- Guidelines for grammar
- Guidelines for the writing task

<http://seagull-tandem.eu/material/>

• **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

11. Digital Dialects



URL

<http://www.digitaldialects.com/>

Owner /country e.g. contractor, training institution, etc
China

1. Description of objectives, expected and/or obtained results (please, do not simply copy & paste the text from website, report etc. Provide a description relevant to eCAL)

Low budget online language learning games, with messy, outdated, but very simple interface. Includes games which can be played on the computer and on smartphones for 300+ languages. Games are recycled into different languages. Mainly aimed at the Chinese market, but suitable for use by anyone.

2. Target groups

- All language learners

3. Indicate the relevant thematic area/s more than one is possible

Competence	Process	Communication	Resources
			X

3.1. Thematic Area **Competence**

3.2. Thematic Area **Process**

3.3. Thematic Area **Communication**

3.4. Thematic Area Resources

- Describe the solution from the perspective of eCAL

The language learning resources offered by Digital Dialects is a good example of simple, effective games and memory based activities for language learning.

The format is duplicated over all languages and proves an effective tool for beginners, to use basic memory skills to pick up and learn the essentials of language. The audio also provides a key to pronunciation, and allows the users to practice themselves, but does not offer any type of assessment, grading or additional support/options for learners to progress their language or practice it further.

It is set up purely for individuals and cannot be incorporated into any multiple language learner activities, but does offer a good level of simple learning resources.

- Assessment *of the solution found in the area Resources

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	2
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

12. BBC Language Learning*

URL <http://www.bbc.co.uk/languages/>

Owner /country e.g. contractor, training institution, etc
British Broadcasting Company, United Kingdom

1. Description of objectives, expected and/or obtained results

BBC Languages – publicly funded, free, online resource for language learning.

The BBC Languages website is an excellent, free, online resource, well known throughout the UK and possibly in many other areas of the world. Around 35 languages are available to learn, with English being the learning language. In March 2015, it was announced that as part of the BBC’s failed BBC-Learning website, it would not be updated further. The BBC Languages website is, therefore, archived and no new material is added, but remains an excellent source of free language learning support material and content.

The site contains brief information about over 30 languages. This includes: “Essential Phrases”, mp3 audio files help with pronunciation, videos of native speakers speaking and a variety of study material. For French, Spanish and Italian, the website offers a ‘12 week language course’ which contains various video and online learning content, as well as award winning, fully interactive, language learning videos

for French, Italian, Spanish; known as “video adventures”. The content is an interactive TV show/drama in which the learner takes part in the story by understanding the phrases and vocabulary introduced through the story.

1. Mi Vida Loca - Spanish for beginners
2. La Mappa Misteriosa - Italian for beginners
3. Ma France - French for post-beginners

Once signing up for the free 12 week course, the user will be sent weekly emails with an outline of their classes and their progress.

2.Target groups

- All people that have regular and reliable access to the internet.
- Low level users.
- Users that learn through interactive methods and means.

3.Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X			X

3.1.Thematic Area **Competence**

- **Describe the solution from the perspective of eCAL**

The use of regular email updates and short interactive videos on the website mean that the level of ICT skills required to engage and use the resource to its full potential is low.

- **Resources** <http://www.bbc.co.uk/languages/>

- **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	5

3.2.Thematic Area **Process**

n.a.

3.3.Thematic Area **Communication**

n.a.

3.4.Thematic Area **Resources**

- **Describe the solution from the perspective of eCAL**

The use of resources requires the creation of a login and a valid and in use email address. The site requires email confirmation prior to beginning the course. After beginning the video course, the

user takes the role of the main character. Actions will be performed throughout the video(s) and as the video story continues, the user must say their parts to move the story along. There are additional support material: <ul style="list-style-type: none"> - Mp3 audio clips - Useful phrases for different situations and areas – printable, with audio and pronunciation guide 	
<ul style="list-style-type: none"> • Resources The user guide describes how to use & produce the exercises. http://www.bbc.co.uk/languages/french/quickfix/ 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

13.Lingu@net

The screenshot shows the Lingu@net website interface. At the top left is the logo 'Lingu@net worldwide'. Navigation buttons for 'Home' and 'Community' are in the top right. The main heading is 'Language resources from around the world' with a search bar and a 'Search' button. Below this is a filter bar with 'Categories', 'Target language', 'Proficiency level', and a 'Clear search' button. The search results are displayed in a grid. On the left is a sidebar menu for 'Teaching and learning materials' with sub-items: Courses, Exercises and tasks, Games, Lesson plans, Quizzes, and Songs. The main results area shows 'Results 1 to 10 of 1808'. Four results are visible: 'Everyplace- Online language learning. Simpl...', 'Liste de pléonasmes fautifs', 'Studying Phonetics on the Net', and 'Abair.ie'. Each result includes a title, a brief description, and a graduation cap icon.

EC project Reference Number
530964-LLP-1-2012-1-ES-KA2-KA2MP

URL
<http://www.linguanet-worldwide.org/inetrest/#/?kw=Teaching%20and%20learning%20materials>

Owner /country : The Languages Company (UK), Universidad Politécnica de Madrid (Spain)

1.Description of objectives, expected and/or obtained results

Lingu@network was built on an existing quality resource – Lingu@net World Wide – developed since 1994 with support from the European Union.

The new site, Lingu@network, offers greatly enhanced services, broadening the scope of available content, supporting more languages, including less widely used languages, and – crucially – involving users in the development of the resource, so making it more effective and relevant in terms of the current use of the Internet. A central aspect therefore is the provision of greater levels of user interaction. Users are enabled to choose and post resources and to interact with other users, by rating resources and bookmarking and by joining on line professional interest groups.

The outcomes of the project are:

- More resources and greater use for all languages on the site
- A more effective showcase worldwide for EU resources and projects
- Greater support for multilingualism through the extension of available resources
- More and easier access to lesser used languages
- Involvement of users in the future scoping and quality management of the site, through the “Interactive Zone”
- A first major step towards the self- sustainability of L’net WorldWide

2.Target groups

By taking a look into the website it appears clear the enormous amount of different didactic resources available both for teachers and for learners. The website provides a vast range of tools to learning a second language. Especially for teachers/supporters there is the possibility to elaborate worthy lessons plans and exploit materials taken from lots of websites. The available languages are numerous, European, Eastern European and Asiatic as well.

3.Indicate the relevant thematic area/s *more than one is possible*

Competence	Process	Communication	Resources
X	X	X	X

3.1.Thematic Area **Competence**

- **Describe the solution from the perspective of eCAL**

The website offers resources in which teachers/supporters can make full use. They are aimed to enrich the professional development of the supporters and as well as their pedagogical techniques. There is a section called “Methodology” composed by subsections addressed to provide a plenty amount of interesting links in different languages. The subsections are:

- Bilingual education
- Communicative language teaching
- Exploiting materials
- Immersion education
- Information and Communication Technology (ICT), e-mail and video conferencing
- Language Resource Centres (LRC)
- Learning strategies
- Motivation
- Open and distance learning
- Special Educational Needs (SEN)
- Syllabus design and curriculum development
- Teaching in the target language

Each Teacher/Supporter could doubtless benefits from these connections, improve his/her skills and take advantage of the information to get his/her teaching style better.

- **Resources** <http://www.linguanet-worldwide.org/lnetrest/#/?kw=Methodology>

- **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	5

3.2.Thematic Area **Process**

- **Describe the solution from the perspective of eCAL**

Lingu@net offers lots of categories for different kind of purposes. Concerning the “Process”,

teachers/supporters could refer to links within the category “Assessment, evaluation and testing” divided in several themes. Each of these themes are connected to substantial links to projects or page related to. Just to make an example, in the sub-section “Learning style questionnaire” is presented, among others resources, one called LdPride.net (<http://www.linguanet-worldwide.org/lnetrest/res.html?id=13629>) which provides an explanation of what learning styles and multiple intelligence are all about, an interactive assessment of your learning style/MI, and practical tips to make the learning style effective. This is just an example of the available resources for teachers/supporters and learners as well. Others resources may be found in the same section besides the others sub-sections of Lingu@net by examining in depth all the existing tools.

Resources <http://www.linguanet-worldwide.org/lnetrest/#/?kw=Assessment,%20evaluation%20and%20testing> (mainly)

• **Assessment *of the solution found in the thematic area Process**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

3.3.Thematic Area Communication

• **Describe the solution from the perspective of eCAL**

Concerning the communication Lingu@net offers firstly the opportunity to access an internal Community in which users, especially teachers/supporters, have at disposal a personal catalogue with the collected resources or its owns, a forum wherein read or join discussions about how to use Lingu@net resources effectively, for learning or teaching a specific language, and developing the website and its community further, a tutorial to create material and understand how to upload it and list it as a resource on Lingu@net. As for the learners, there is a specific section called “Interaction and

Events” where are listed the following sub-sections:

- Blogs
- Chat rooms
- Conferences and events
- Discussion forums
- Exchanges and placements abroad
- Partner-finding services
- Virtual worlds and MOOCs

Teachers could select the proper tools by consulting this section wherein are reported numerous web pages and projects useful both for them and learners.

• **Resources** <http://www.linguanet-worldwide.org/lnetrest/#/?kw=Interaction%20and%20events>

• **Assessment *of the solution found in the thematic area Communication**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

3.4.Thematic Area Resources

- Describe the solution from the perspective of eCAL

Lingu@net is mainly composed by links to project and online tools (OER). Resources are countless and effective both for learners and for supporters. It is advisable to let the supporters free to collect the fitting ones for him/her and thus create a specific and tailored tool to be exploited afterwards. Mostly of resources (courses, learning plans, exercises, quizzes, songs etc.) are accessible within the section “Teaching and learning materials”. Nevertheless, interesting tools and projects may be surely found also in the others sections by going deep into.

- Resources <http://www.linguanet-worldwide.org/lnetrest/#/?kw=Teaching%20and%20learning%20materials> (mainly)

- Assessment *of the solution found in the area Resources

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

4.Other comments?

The following example Nr.14 represents a project presented on Lingu@net.

14.The Italian in Family

L'Italiano In Famiglia - The Italian in family – is a case presented on the Lingu@net, see previous example

L'Italiano IN FAMIGLIA
CORSO DI ITALIANO PER STRANIERI

The project Structure Contact Press Rating

Mi piace 955

We learn Italian in the family

Italian in the family is a multimedia course to learn the Italian language. Thanks to the Fappanis and to the teachers Patrizia and Manuel you will be able to learn Italian easily.

Just choose l'italiano in famiglia 1 (Italian in the family) (20 episodes level A1-A2 of the Common European Framework of Reference for Languages) if you do not know the Italian language or in case you approach it for the very first time;

Choose l'italiano in famiglia 2 (15 episodes level B1-B2 of the Common European Framework of Reference for Languages) if you know the Italian language a bit, but you would like to learn it better or in case you would like to consolidate your language skills.

More

Conosci i personaggi
I protagonisti dell'italiano in famiglia sono tanti. Guarda le schede di tutti e leggi le loro storie.

Conosci i servizi in Italia
La scuola, la salute, i trasporti, la sicurezza, il tempo libero, le banche e molto altro ancora.

Diffondi il progetto
Ti invitiamo a far conoscere il progetto mettendoti a disposizione alcuni banners che puoi posizionare sul

URL <http://www.italianoinfamiglia.it/default.asp>

Owner /country Lombardia Region

1. Description of objectives, expected and/or obtained results

“Italiano in famiglia” is an Italian course for migrants. It is based on 35 video lessons divided in two didactic pathways and supplementary activities from level A1 to level B2. Each video episode has a length of 20/25 minutes. The course is divided in episode arranged in two parts. The first part tells about the story of the Fappani family and the second about the related didactic contents. It is possible to create and develop each lesson contents with the didactic materials published within the website. Furthermore some exercises can be done online and automatically verified, some others can be downloaded and carried out offline. All the exercises solutions can be consulted.

2. Target groups			
<p>The course is clearly aimed to teach the Italian language to migrants. The project background comes out of the latest data related to the social process of integration: it has raised that mostly of adults migrants don't the Italian language, they generally learn it by means of some working, social and cultural opportunities, if happen. There was need for tools to foster the language learning thus the social integration.</p>			
3. Indicate the relevant thematic area/s			
4.			
Competence	Process	Communication	Resources
	X		X
4.1. Thematic Area Competence			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL Resources (please download the appropriate resources or provide an URL) Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			
Credibility: To what extent the methodological approaches are plausible and justified?			
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			
4.2. Thematic Area Process			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>"Italiano in famiglia" can easily reach potential learners thanks to its video on a specific YouTube channel in which are host all the videos of the course. They can be exploited in different ways: stand-alone or implemented to arrange a specific lesson plan accordingly with the needs of attendees. Concerning the possibility to testing and assessing the attendees, some exercises can be automatically verified, some others can downloaded and carried out offline. All the exercises solutions can be consulted.</p> <ul style="list-style-type: none"> Resources Assessment *of the solution found in the thematic area Process 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			3
Credibility: To what extent the methodological approaches are plausible and justified?			4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			3
4.3. Thematic Area Communication n.a.			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL Resources Assessment *of the solution found in the thematic area Communication 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly			

developed?	
Credibility: To what extent the methodological approaches are plausible and justified?	
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	
4.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>“Italiano in famiglia” is based on 35 video lessons divided in two didactic pathways and supplementary activities from level A1 to level B2. Each video episode has a length of 20/25 minutes. For each video are available different supporting sections:</p> <ul style="list-style-type: none"> ○ Video didactic on the grammar episode ○ Downloading of dialogues ○ Downloading PDF exercises ○ Video vocabulary related (episode) ○ “Play with words” section (combine imagines and words) <ul style="list-style-type: none"> • Resources http://www.italianoinfamiglia.it/puntata.asp?puntata=1&stagione=1# (example taken from the first episode) 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

15.LiMe

<p>LiMe – Languages in Media</p>  <p>HOME OUR ACTIVITIES PLATFORM PARTNERS NEWS & EVENTS TESTIMONIALS</p> <p>CONFERENCE</p> <p>Welcome SUBMITTED BY LIME ON MON, 05/27/2013 - 14:53</p> <p>//////</p> <p>An essential and complex element of migrant integration into society is the ability to communicate beyond the instructional/survival language by understanding the in-depth social-cultural aspects of the new language.</p> <p><i>“Culture is embedded in language as an intangible, all-pervasive and highly variable force. How are we to capture and teach it?”</i> Crozet & Liddicoat, 1999</p> <p>LiMe approaches the idea of language learning and teaching of a foreign language for migrants through the LiMe interactive multimedia platform. This platform includes language learning activities and exercises most beneficial for the target group to maximise the language learning / acquisition process. Migrant learners and their teachers can use the platform to develop not only language competences, but cultural understanding as well. The platform makes use of various media forms to support linguistic and cultural integration of migrants into society within five European countries (Germany, Italy, Poland, Spain and the United Kingdom).</p>  	<p>70</p>
<p>EC project Reference Number 530866-LLP-1-2012-1-DE-KA2-KA2MP</p>	
<p>URL http://www.languages-in-media.eu/</p>	
<p>Owner /country Volkshochschule im Landkreis Cham e.V - Germany</p>	
<p>1. Description of objectives, expected and/or obtained results</p>	
<p>LiMe approaches the idea of language learning and teaching of a foreign language for migrants through the LiMe interactive multimedia platform. This platform includes language learning activities and exercises most beneficial for the target group to maximise the language learning / acquisition process. Migrant learners and their teachers can use the platform to develop not only language competences, but cultural understanding as well. The platform makes use of various media forms to support linguistic and cultural integration of migrants into society within five European countries (Germany, Italy, Poland, Spain and the United Kingdom).</p>	

2. Target groups			
<p>This project is clearly aimed to migrants thus one of the main target groups of e-Cal project. The LiMe platform will help language learners improve their language skills, as well as promote integration through innovating media-related exercises. This platform is designed for migrant language learners but also for their teachers. Indeed, language instructors will find learning materials applicable to their language classroom.</p>			
3. Indicate the relevant thematic area/s more than one is possible			
Competence	Process	Communication	Resources
X	X		X
3.1. Thematic Area Competence			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>The project requires standard ICT for the use of Moodle. The implementation of the Moodle LiMe Learning Platform is explained within a training package document downloadable from the website. It is also possible to watch a video tutorial.</p> <p>The training package provides guidelines on how to build a lesson plans by suggesting the trainer different ways to create them. Furthermore, the supporter is trained with an explanation of the diverse kind of media and how to implement them to create an educational path.</p> <ul style="list-style-type: none"> Resources http://www.languages-in-media.eu/sites/default/files/Training%20Package%202015.pdf 			
<ul style="list-style-type: none"> Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			5
Credibility: To what extent the methodological approaches are plausible and justified?			4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			4
3.2. Thematic Area Process			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>The LiMe project has developed also a document called “Repository” in which teacher/supporter are reported real examples of lesson plan divided for level (from A2 to B2). Teacher/supporter can implement the lesson entirely, or in part. Actually he/she is free to take the “advice” or to create a new one.</p> <ul style="list-style-type: none"> Resources http://www.languages-in-media.eu/sites/default/files/ANNEX%20%20Repository.pdf 			
<ul style="list-style-type: none"> Assessment *of the solution found in the thematic area Process 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			4
Credibility: To what extent the methodological approaches are plausible and justified?			4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			3

3.3.Thematic Area Communication n.a.

-

3.4.Thematic Area Resources

- **Describe the solution from the perspective of eCAL**

The project LiMe has created a Moodle Learning Platform for language teachers and for independent language learners of English based on the latest teaching methodologies. The platform comprises 12 media-based learning resources. Each resource has been adapted with a lesson plan including interactive activities for A2, B1 and B2. These resources can be use also in printed format by downloading on the project website (<http://www.languages-in-media.eu/node/1>) the ANNEX 1 “Resources” in which are collected all the exercises.

The platform and the documents as well, are available in 5 different languages: English, Italian, Spanish, German and Polish.

- **Resources**

<http://www.languages-in-media.eu/sites/default/files/ANNEX%201%20Resources.pdf>

- **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

16.DigLin

73

EC project Reference Number

527536-LLP-1-2012-1-NL-GRUNDTVIG-GMP

URL <http://diglin.eu/>

Owner /country Stichting Katholieke Universiteit – Netherland

1. Description of objectives, expected and/or obtained results

The European ‘Lifelong Learning Programme’ (LLP) Multilateral Project ‘Digital Literacy Instructor’ (DigLin), started in January 2013 and finished in 2015. The main aim is to substantially advance literacy training for non-literate adult immigrants learning to read for the first time in Dutch, English, German or Finnish. DigLin developed a Computer-Assisted Language Learning (CALL) systems – advanced learning materials that allow individualization of instruction and teacher-independent learning. After a short familiarization period learners might be able to use the CALL systems at their own level and pace, whenever and wherever they want. The teacher stimulates the learners by setting the goals and providing a wide range of tasks and exercises. All kind of feedback is built into the CALL system by making use of advanced human language technology.

2. Target groups

Europe has many immigrant and refugee adults with a low level of education, who lack basic skills such as reading and writing in both their native language and second language. A high number of low-literate native-born adult residents, Europe counts many non-literate adults that who need to learn to read and write for the first time in a language other than their mother tongue. Poor oral and written proficiency in the second language (L2) leads to social exclusion and prohibits social and economic integration.

Statistics reveal that the number of non-literates is much higher for women than for men (UNESCO, 2004). Literacy –the ability to use reading and writing– is clearly a key factor in the integration and participation of immigrants in the society in which they live. The Digital Literacy Instructor project wants to develop such advanced learning materials that allow differentiation and independent learning.

The technology required for this purpose is known as Automatic Speech Recognition (ASR). Speech technologists of the Radboud University Nijmegen have successfully experimented with educational applications that provide feedback on pronunciation to (highly educated) L2 learners.

3. Indicate the relevant thematic area/s more than one is possible

Competence	Process	Communication	Resources
			x

3.1. Thematic Area Competence

• **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?

Credibility: To what extent the methodological approaches are plausible and justified?

Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?

3.2. Thematic Area Process n.a.

3.3. Thematic Area Communication n.a.

3.4. Thematic Area Resources

• **Describe the solution from the perspective of eCAL**

The use of resources requires a login although the website give you the choice to access them with the username (diglin) and password (diglin). As said in the project’s description there are 4 languages available: English, Finnish, Dutch and German and, each of them, presents the same didactic materials.

There are 8 sections:

- abc
- The words
- Drag the letters
- Listen and drag the words
- Form and drag the words
- Listen and type
- Read the words
- Test yourself

Every section opens 15 exercises aimed to enhance the proper pronunciation. They are all available under the section “Menu” within the website.

All the materials is highly interactive for learners and ease to use. Nonetheless, the amount of the didactic materials is not so wide.

- **Resources** <http://diglin.eu/#>

• **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3

17.Oil Project



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URL

<http://www.oilproject.org/>

Owner /country

Italy

1. Description of objectives, expected and/or obtained results

Oil Project is an Italian MOOC platform which hosts different subjects. Students may interact with a strong community of experts as well as enjoy the educational contents. This platform represents an online free school in which are provided numerous matters, languages included. Lessons can be reported both in the form of text (theory and exercises) and in the form of videos.

2. Target groups

The Oil project platform is aimed to all the people who want to learn or teach. It is clearly pointed out within the platform description: users could be between the age of 14 and 75, they could be both teachers and students. There isn't an evident division among people who teach and people who learn. They also could come from different categories: they could be entrepreneurs, policy-makers, writers, scientists etc., Anyone could ask for related questions and quote others people's regardless.

3. Indicate the relevant thematic area/s more than one is possible

Competence	Process	Communication	Resources
		X	X

3.1. Thematic Area Competence n.a.	
•	
3.2. Thematic Area Process n.a.	
•	
3.3. Thematic Area Communication	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>The communication is a central aspect of this platform. Users (teachers and learners) can interact each others, have a confrontation with, ask for advises, select the favourite topics and follow “classmates”. Therefore, this tool has created a kind of community in which users could improve themselves by providing responses to others as well as attending the lessons proposed. The more a user contributes to the community by adding knowledge or providing useful answers the more that user gain points which represent his/her reliability within.</p> <p>Resources http://www.oilproject.org/accedi</p>	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>Concerning the Languages the platform offers English, German, Italian and Chinese. Mostly of the resources are available for the English course. The resources could be provided in three different forms: written text, video lessons, exercises, thus they are strongly interactive.</p> <p>Resources http://www.oilproject.org/lezioni/lingue/inglese</p>	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3

18. TRIO

The screenshot shows the TRIO website interface. At the top, there are logos for 'trio', 'INFOTECA', 'POR FSE 2007-2013', 'UNIONE EUROPEA', and 'REGIONE TOSCANA'. A search bar is present. The navigation bar includes 'HOME', 'COURSE CATALOGUE', 'PROJECTS', 'POLES', 'COMMUNITY', and 'FAQ'. The main heading is 'TRIO, free on line training'. Below it, a paragraph states: 'TRIO is the web learning system of the Tuscany Region. On TRIO there are at disposal, completely free, about 1.900 courses and a set of training services to increase your knowledge and to obtain professional certificates. Browse the catalogue to visualize the complete courses offer and join the portal to start at once to follow the courses that you are interested in. Follow these links you can have more information about how it works and about the answers to the FAQs.' A large graphic with the text 'Training grows with you' is displayed. On the right, the 'Didateca' login form has fields for 'Username' and 'Password', a 'Login' button, and links for 'Join the portal' and 'Forgot your password?'. Below this is an 'Informations' section with links for 'How does TRIO works', 'Services and contacts', 'Learning assets', 'Web Learning Group', and 'News and Events'. At the bottom right, there is a 'Direct link' section with a 'Write to us' button.

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URL

<http://www.progettotrio.it/trio/?lang=en>

Owner /country

Italy, Tuscany Region

1. Description of objectives, expected and/or obtained results

TRIO is the web learning system of the Tuscany Region. On TRIO there are at disposal, **completely free**, about **1.800 courses** and a set of training services to increase your knowledge and to obtain professional certificates.

The TRIO's e-learning courses display a marked multimedia and interactive character. They are all equipped with audio/video supports, images and animation, and they are all supported by a user-friendly, intuitive web surfing. Recorded virtual classes, audio-podcasts and e-books are also available among the educational resources.

Some of the courses are grouped in pathways or didactic collections, to help users study and train on specific subjects, in order to gain the related certifications required by the job market (Regional Repertory of Competencies). All TRIO courses propose an optional entrance test, which evaluates the level of the initial skills, as well as one or more final tests on the skills acquired after completing the course. In many TRIO courses there is only one final test, while in the new ones the tests are distributed along the Learning Objects. To accomplish a course, users have to gain a minimum score of 75/100 within all its modules.

In addition to the online courses, TRIO has introduced a new range of educational tools, in order to offer its users a wider and more interactive learning experience. Webinars are online seminars which take place on a prearranged date and time. During the Webinar, participants can ask the e-teachers their questions in real time. Within the Webinar environment users can find the list of the scheduled live meetings, directions on how to enrol and all the materials about the past events.

2. Target groups			
There is not a specific target group. The courses are completely free and users can make their choices without restraint, therefore, all the specific target groups listed within the e-cal project fit in the TRIO platform. Furthermore, in the most recent courses users who, due to a disability, need supporting technologies or special configurations can use the “accessible version”.			
3. Indicate the relevant thematic area/s			
4.			
Competence	Process	Communication	Resources
		x	x
4.1. Thematic Area Competence			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL Using this tool does not require high level of ICT skills, in fact a guidebook on methodology was not prepared. • Resources 			
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			
Credibility: To what extent the methodological approaches are plausible and justified?			
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			
4.2. Thematic Area Process			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL Unfortunately for e-Cal, every kind of assistance can be provided through tutors already designed by the Regione Toscana. There is an orientation forum in which tutors give help about the didactic resources available in the catalogue and give their professional support to create personalized training paths for what are the needs of the user. On the other hand, the TRIO courses can be implemented without the selected tutors, thus it is possible to use them outside the framework proposed within the platform such as in a classroom. • Resources 			
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			
Credibility: To what extent the methodological approaches are plausible and justified?			
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			
4.3. Thematic Area Communication			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL On TRIO there are forums in which it is possible to ask questions, express opinions, tell about his/her own opinion. In this areas cooperation and interactions bring enrichment to all the community of the TRIO users who participate. It is possible to access to the forums only after having logged in with your credentials. In the thematic forum users can discuss with the tutor of reference and with the other users about the contents treated in the courses of the thematic Macro-Area to which the forum is about. 			

The forum Coffee Chat – suggestions and proposals to which you can access from the thematic forum, hosts news, advice, various announcements, hints given by all the participants to the forum. It is an area to socialize where there are not discussions about specific topics, but about the TRIO experience thanks to an open dialogue among users.

TRIO also opened a collaborative learning environment: the I.T. and English Education Lab is opened to all users willing to enhance courses with TRIO e-teacher, take part in on-going educational activities and cooperate with other students.

The TRIO community has its voice also out of the portal, on the social networks. Facebook, Twitter e LinkedIn profiles allow to be real-time updated about TRIO news (new courses, events, service alerts and other news). On YouTube channel a series of video is available, concerning TRIO events, webinars and tutorials.

Resources <http://www.progettotrio.it/trio/en/community.html>

• **Assessment *of the solution found in the thematic area Communication**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	2

4.4. Thematic Area Resources

• **Describe the solution from the perspective of eCAL**

TRIO’s educational offer has today an e-learning catalogue with more than 1.200 courses which affect 12 different thematic Macro-Areas. The TRIO’s e-learning courses display a marked multimedia and interactive character. They are all equipped with audio/video supports, images and animation, and they are all supported by a user-friendly, intuitive web surfing. Recorded virtual classes, audio-podcasts and e-books are also available among the educational resources. Some of the courses are grouped in pathways or didactic collections, to help users study and train on specific subjects, in order to gain the related certifications required by the job market (Regional Repertory of Competencies).

To enroll in any online TRIO course, you need first to create your own profile by writing in the Home Page’s section ““Registral portale” (Register to the Portal) ” your personal data and e-mail address.

Once you login, you can start searching for a didactic resource typing the course code or a keyword from its title in the “Advanced Search” string placed on the left side of the “My home” page within Didateca.

These are the language courses provided: French, English, Spanish, Deutsch, Professional English, Italian for foreigners, Russian, Language education

• **Resources**

http://didateca.progettotrio.it/moodle/mod/trioschedacat/search.php?dictionary=Aretematiche&id=/ma_006&page=0&results=1&order=published

• **Assessment *of the solution found in the area Resources**

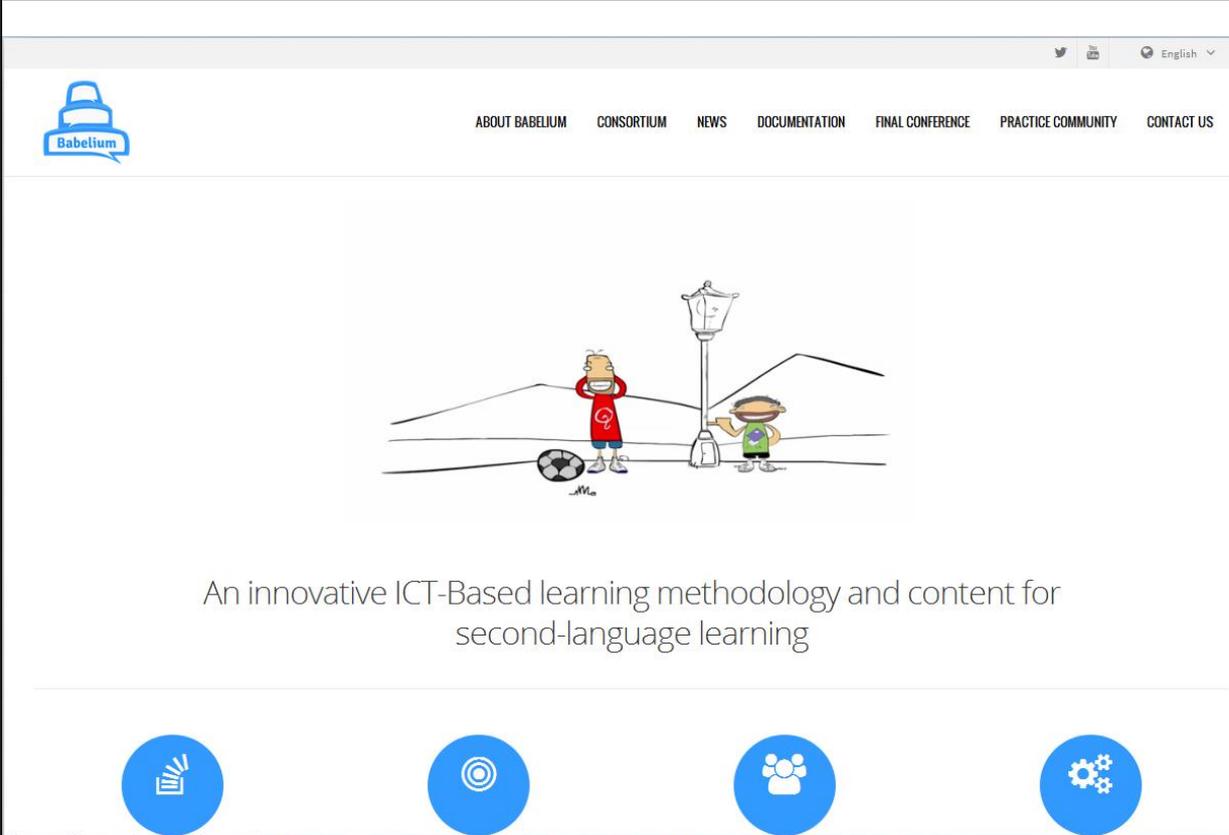
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

19.Eliza

<p>Tutti i siti ZANICHELLI</p>	<p>ZANICHELLI DIZIONARI <i>più</i> ELIZA. Esercizi linguistici Zanichelli</p> <p>MENU f t g+ r</p>		
	<p>Esercizi di inglese</p> 	<p>Esercizi di inglese</p> 	<p>Esercizi di inglese</p> 
<p>ELIZA. Esercizi linguistici Zanichelli Esercizi interattivi di inglese, francese, tedesco e italiano, per migliorare le proprie competenze linguistiche gratuitamente.</p>	<p>Esercizi di inglese. Livello base Esercizi interattivi di inglese, livello base (A1) ed elementare (A2).</p>	<p>Esercizi di inglese. Livello intermedio Esercizi interattivi di inglese, livello pre-intermedio (B1) e intermedio (B2).</p>	<p>Esercizi di inglese. Livello avanzato Esercizi interattivi di inglese, livello intermedio (B2) e avanzato (C1-C2).</p>
	<p>Esercizi di tedesco</p> 	<p>Esercizi di tedesco</p> 	<p>Esercizi di tedesco</p> 
<p>URL http://dizionario piu.zanichelli.it/eliza-home/</p>			
<p>Owner /country Italy, Zanichelli Editor</p>			
<p>1. Description of objectives, expected and/or obtained results</p>			
<p>Eliza host interactive exercises (English, French, German and Italian) aimed to improve linguistic competences for free. For each language are available 1200 exercises (grammar, lexical, real life communication): 400 for A1 to A2, 400 for B1 to B2 and 400 for C1 to C2. It is possible to use them as self-learner or as supporting tool. Exercises are arranged accordingly with the Common European Framework of reference for language learning, teaching and assessment, from A1 level to C2.</p>			
<p>2. Target groups</p>			
<p>The courses are completely free and users can make their choices without restraint, therefore, all the specific target groups listed within the e-cal project fit in the Eliza website. It isn't specified any categories but the exercises proposed within start from the level A1 to C2 thus it's suits with all kind of students.</p>			

3. Indicate the relevant thematic area/s			
Competence	Process	Communication	Resources
			X
3.1. Thematic Area Competence n.a.			
•			
3.2. Thematic Area Process n.a.			
•			
3.3. Thematic Area Communication n.a.			
•			
3.4. Thematic Area Resources			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>In the website it is possible to get easily access to the resources divided for languages and level (English, French, German and Italian). For each language are available 1200 exercises (grammar, lexical, real life communication): 400 for A1 to A2, 400 for B1 to B2 and 400 for C1 to C2. It is possible to use them as self-learner or as supporting tool. Exercises are arranged accordingly with the Common European Framework of reference for language learning, teaching and assessment, from A1 level to C2.</p> <ul style="list-style-type: none"> • Resources http://dizionari piu.zanichelli.it/eliza-home/ 			
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			4
Credibility: To what extent the methodological approaches are plausible and justified?			3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			3

20.BABELIUM


<p>C Project Reference Number 543194-LP-1-2013-1-ES-K2-KA2MP</p>
<p>URL http://www.babelium-project.eu/</p>
<p>Owner /country <i>e.g. contractor, training institution, etc</i> TECNALIA /SPAIN</p>
<p>1. Description of objectives, expected and/or obtained results</p>
<p>Babelium is a collaborative language practising environment that helps students to improve their oral expression skills in an autonomous way. The features are: videos and audios provided as didactic material, exercises created using the “event point” feature, a subtitle tool that can enhance comprehensive skills, a collaborative assessment, a Babelium plug-in for Moodle.</p> <p>Babelium is not directly aligned with any specific learning methodology. The contents of the platform are defined by the teachers and content developers . The main focus, however, is on speaking, and more specifically, improving the fluency of the learner.</p> <p>The Babelium platform aims at promoting the participation and collaboration of learners while keeping track of their oral expression in a personalised way. The solution can support student motivation in self-directed learning. It can be stated that the platform provides an exciting way of practising languages that most students welcome.</p> <p>The issue of support to learners as well as aspects of the implementation of the production / existing exercises e.g. in a course is not well highlighted by Babelium.</p>

2. Target groups

The project description mentions the target group of “immigrants” relevant for eCal. It is not made clear that issues of accessibility (WCAG 2.0) have been strongly considered.

- Managers and employees who need to deal with foreign customers and immigrant workers
- Students who need to prepare for an internship or Erasmus
- **Immigrants** who want to integrate quickly into their new community
- People of all ages who want to travel abroad and learn more about different cultures by communicating with the local people in their language
- Teachers and trainers looking for an effective didactic tool for the development of speaking skills.

3. Indicate the relevant thematic area/s more than one is possible

Competence	Process	Communication	Resources
X	X		X

3.1. Thematic Area Competence

- **Describe the solution from the perspective of e-CAL**

The use of the solution requires the improvement of specific ICT skills with respect to the implementation of the Babelium platform to Moodle (a widely used platform at training organisations) as well as on the production of video and audio although the appropriate tools are easy to use. The teacher can either produce a video file using tools that are outside of the platform, such as video editing software, and upload that file to the platform, or record a video using his or her webcam and use that recording as an exercise. An appropriate short and understandable instruction is included in the handbook.

- **Resources** <http://www.babelium-project.eu/download/d31-exercise-methodology-2015/>

- **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4

3.2. Thematic Area Process

- **Describe the solution from the perspective of e-CAL**

Babelium offers following opportunities for the “**assessment**”. The assessment of an activity or exercise is done using a peer evaluation system and a rubric that consists of common speaking production criteria.

Grading: Babelium offers a rubric-based evaluation system comprising the following criteria: intonation, fluency, rhythm, spontaneity, comprehensibility, pronunciation, adequacy, range, accuracy and overall score. Each criterion uses a 0 to 10 grading scale. The final grade of the

<p>student is obtained by calculating the average of each criterion.</p> <p><u>Direct feedback:</u> Babelium offers two mechanisms for giving direct feedback to the students. Teachers can add a text based comment to the evaluation or, if preferred to explain things verbally, the teacher can use the video-feedback tool.</p> <ul style="list-style-type: none"> • Resources http://www.babelium-project.eu/download/d31-exercise-methodology-2015/ page 17 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 	
<p>Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?</p>	4
<p>Credibility: To what extent the methodological approaches are plausible and justified?</p>	5
<p>Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding e-CAL?</p>	3
<p>3.3. Thematic Area Communication n.a.</p> <ul style="list-style-type: none"> • 	
<p>3.4. Thematic Area Resources</p> <ul style="list-style-type: none"> • Describe the solution from the perspective of e-CAL <p>The use of resources requires the creation of a login. There are several exercises available in DE, FR, IT, ES, EN etc. More can be created by everybody. After selecting a video the user can choose to take the role of one of the characters. An associated action will be performed. This action varies depending on the exercise type . After selecting the desired role, the video will run until the time for that character to speak, at which point, Babelium will record the user's voice (and, if wanted to, an image from their webcam). The user has a limited time-frame to respond, exactly the same amount of time taken by the role of their chosen character in the original video.</p> <p>When the user completes the recording (dubbing of the conversation, expressing an opinion or repeating what they have heard) they can review their work before publishing it. When the user likes the recording, he or she can publish it to the server. In this way the result will be available for evaluation by other users.</p> <p>This evaluation is done collaboratively, e.g. if the recording was done in French, other users with a high level of proficiency in French will have the chance to judge the performance.</p> <p>Following exercise types are available: Free context, Error detection, Repetition, Comprehension, Translation, Storytelling and reading.</p> <ul style="list-style-type: none"> • Resources <p>The user guide describes how to use & produce the exercises.</p> <p>http://www.babelium-project.eu/download/user-guide/</p>	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
<p>Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?</p>	5
<p>Credibility: To what extent the methodological approaches are plausible and justified?</p>	5
<p>Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding e-CAL?</p>	4
<p>4. Other comments?</p>	
<p>There are already > 400 videos available in EN, FR, DE and ES.</p>	

21.MEDEAnet

The screenshot shows the MEDEAnet website with a navigation menu (News, Project, Workshops, Webinars, Report) and a 'Latest news' section. The news items include:

- 18 March M&L partner webinar: Greek winners in the MEDEA Awards 2014** (Submitted Wednesday, 11 March, 2015 - 17:22). The article mentions a webinar on "Greek winners in the Medea-Awards 2014" organized by the Educational Radiotelevision.
- February Media & Learning News out now!** (Submitted Monday, 16 February, 2015 - 10:15). Highlights include articles on "Media and information literacy (MIL) at UNESCO" and "EDIT2014 - Educational Video Challenge".
- The public report on the M&L Conference 2014 is out!** (Submitted Sunday, 11 January, 2015 - 11:42). The public report on the Media & Learning Conference 2014 has been published.

 A video player on the right side of the page shows a woman speaking, with the caption: "The Media and Learning Association brings together people interested in media-supported teaching and learning". Below the video is a link to "Learn more about the Media & Learning Association" and a "Network activities" section with a "Community" logo.

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URL

<http://www.medeaneet.eu/event/medeaneet-webinar-%E2%80%9Cmedia-supported-language-learning%E2%80%9D-10-october-2013-4-5pm-cet/>

Owner /country e.g. contractor, training institution, etc
Media & Learning Association

1. Description of objectives, expected and/or obtained results

MEDEAnet webinar is one of many MEDEANET project activities intended to promote media based learning and offer information, guidance and resources to teachers and trainers. The project aims to raise digital competence in teachers/trainers as well as students. It establishes a community of practice, enabling an exchange of good practice examples and resources.

The project and the MEDEANETnet webinar are relevant to eCAL in terms of accessibility of video material to a variety of English language learners as English is dominant language of today’s films and other media. Learners of English have been exposed to English language material probably even before they formally took up learning the language. This is true, in a large majority of cases, for the disadvantaged people also.

Exposure to films also develops intercultural literacy.

The webinar comprises two presentations, made by two university teachers/lecturers who share their experience with media-supported language learning with other language teaching practitioners. One presentation is focused on presenting film-related resources and didactic approaches. The other one presents making of podcasts as part of students' learning project where students get to showcase and develop their language skills (writing the script, playing the parts), digital skills (using a camera, recording sound, film-editing) as well as creativity, team-work and other skills. This approach is very motivational for the students.

2. Target groups

This case study targets mainly (English) language teaching practitioners.

The project aims to reach teachers and trainers who are less skilled and motivated to use media-based learning approaches. It provides some resources for independent learners of different ages to support self-directed learning.

The second good practice example demands access to recording technology: the Universitat Autònoma Barcelona students have an access to a modern studio based at the university. However, the presenter mentions that the majority of her students make the films using smart phones which are accessible to a wider spectrum of learners. Although the population the two presenters mainly work with, studies at the university level, the contents of this case study can benefit any adult learner.

3. Indicate the relevant thematic area/s more than one is possible

Competence	Process	Communication	Resources
X		X	X

3.1. Thematic Area Competence

- **Describe the solution from the perspective of eCAL**

The case study motivates teachers to use technology and develops their digital skills. It presents interesting and effective didactic approaches to the use of video material in language class as well as as students' project work (filming podcasts in L2). Didactic approaches are presented clearly and in detail.

- **Resources**

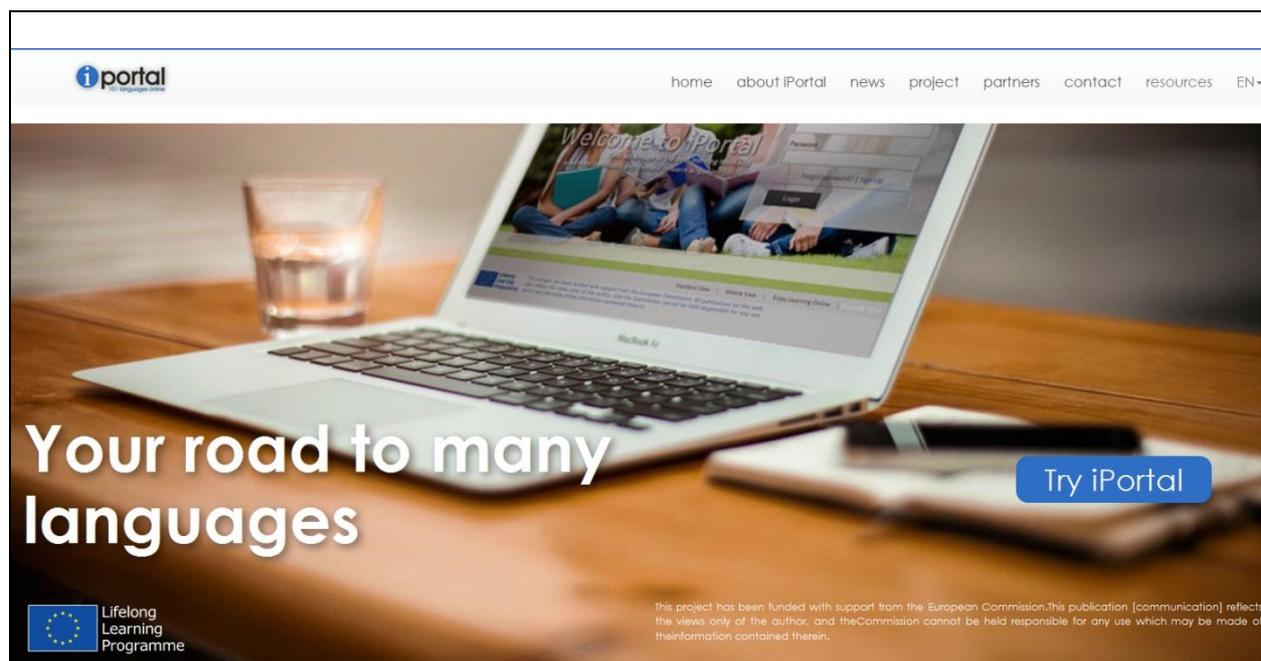
The two presentations included in the webinar are available from:
<http://www.medeaneet.eu/event/medeaneet-webinar-%E2%80%9Cmedia-supported-language-learning%E2%80%9D-10-october-2013-4-5pm-cet/>

- **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4

3.2. Thematic Area Process n.a.	
•	
3.3. Thematic Area Communication	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>MEDIAEnet aims to create a network, a community of practice to exchange resources and good practice examples. The webinar includes Questions & Answers. The recording of the webinar is published online in Media& Learning Resources Database. Groups are organised on LinkedIn and Facebook and there is an active Twitter account. Newsletter is circulated and international events, including awards are organised.</p> <ul style="list-style-type: none"> • Resources http://www.media-and-learning.eu/community 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	2
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>Interesting and useful resources are provided for teachers' use in class or to support students' self-directed learning. The large majority of the resources are English. The resources are freely available and accessible to most learners however there has been no adaptation or good practice examples for disadvantaged learners.</p> <ul style="list-style-type: none"> • Resources <p>Media supported language learning resources (listed on three presentation slides) are available on http://www.medeaneet.eu/event/medeaneet-webinar-%E2%80%9Cmedia-supported-language-learning%E2%80%9D-10-october-2013-4-5pm-cet/</p>	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

22.iPortal



EC project Reference Number
531337-1-LLP-2012-1-BG-KA2-KA2MP

URL
www.iportal4languages.eu

Owner /country e.g. contractor, training institution, etc
 AKSARAY University / Turkey

1. Description of objectives, expected and/or obtained results

iPortal’s objectives are to create a platform for online language training that integrates resources and methodologies including video, audio and m-learning and social networking. It includes a Second Life facility (iPortal Island) to enable learners to meet and communicate on-line.

It aims to develop a network of language centres and freelance teachers using the portal. iPortal offers access to learning resources in English, Polish, German, Spanish, Turkish and Bulgarian.

2. Target groups

iPortal’s target groups are learners, teachers and language teaching organisations around the world. These groups were included in the testing phase and the teachers and supporters received training (in all the participating countries and languages as well as in additional languages).

The project reached disadvantaged people such as disabled, migrants and migrant authorities (as is evident from detailed assessment reports).

3. Indicate the relevant thematic area/s									
Competence	Process	Communication	Resources						
X	x	X	X						
3.1. Thematic Area Competence									
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>iPortal project activities focused on development of teachers and learning supporters competence in the field of web-based learning. Training sessions for language teaching professionals were implemented in all six countries of the partnership. The training sessions were in the format of workshops following the structure of 3 training modules: M1: An Introduction to iPortal, M2: The Virtual Classroom and M3: Using Second Life for Language Learning</p> <p>166 teachers teaching at schools, universities, vocational and training centres, adult education facilities or as freelancers participated. The majority were language teachers covering the 6 partner languages as well as French, Swedish and Russian. The Bulgarian partner also included IT teachers in the training.</p> <p>The feedback of the participants was positive, especially the possibility to combine synchronous and asynchronous learning. However, many participants stressed that they had little experience with this type of teaching and they would need much more time get familiar with the different functions. Although web (text and video) tutorials are available on the site this is indeed a complex platform to master with little or no prior experience with web-based learning tools.</p> <ul style="list-style-type: none"> Resources (please download the appropriate resources or provide an URL) <p>http://iportal4languages.eu/resources/ (public documents related to training and other project activities)</p> <p>http://kb.iportal4languages.eu/display/TUT/Intro+to+iPortal (tutorials)</p>									
<ul style="list-style-type: none"> Assessment *of the solution found in the thematic area Competence <table border="1"> <tr> <td>Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?</td> <td>5</td> </tr> <tr> <td>Credibility: To what extent the methodological approaches are plausible and justified?</td> <td>5</td> </tr> <tr> <td>Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?</td> <td>4</td> </tr> </table>				Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5	Credibility: To what extent the methodological approaches are plausible and justified?	5	Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5								
Credibility: To what extent the methodological approaches are plausible and justified?	5								
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4								
3.2. Thematic Area Process									
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL <p>The portal is systematic. Participants can store resources, maintain a schedule and communicate. Instructions for use are available.</p> <p>The learners were included in the testing phase of the project. Overall the reaction of the students to the lessons delivered using iPortal was very positive, they described the learning process as innovative and motivating: the lessons are clearly structured, the tests are accessible and easy to use, the audio files help, improve pronunciation, participants can communicate and work together. They experienced some the technical problems (due to venue specific IT equipment, slow internet,</p>									

security settings) and made some suggestions for improvement regarding the visuals.	
<ul style="list-style-type: none"> • Resources http://iportal4languages.eu/resources/ (public documents related to testing and other project activities) http://kb.iportal4languages.eu/display/TUT/Intro+to+iPortal (tutorials) 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
3.3.Thematic Area Communication	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL The iPortal enables communication via Forum, Chatroom, Announcements, Messages, participation in iPortal island gamification facility and in virtual classrooms. Communication and networking are facilitated in many ways and are possible at any time. Contact e-mail addresses are given for PL, ENG, DE, TR and BG. iPortal has active FB and Youtube accounts. 	
<ul style="list-style-type: none"> • Resources http://iportal4languages.eu/#contact, https://www.facebook.com/iPortalForLanguageLearning?fref=ts, https://www.youtube.com/channel/UC2fQ5jP2U2p0MkFqwBf-Xyg 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
3.4.Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL iPortal offers a large number of possibilities for ICT supported learning such as podcasts, dynamic exercises, tests, Wiki, Second Life etc. 	
<ul style="list-style-type: none"> • Resources http://kb.iportal4languages.eu/pages/viewpage.action?pageId=1573027 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

23. ICT REV – Inventory of OER



[Home](#)
[Training workshops](#)
[Resources](#)
[Team and partners](#)
[About the Initiative](#)

ECML inventory of ICT tools and open educational resources

Welcome to the inventory of freely available online tools and open educational resources for language teaching and learning developed by the ICT-REV project! The inventory contains a list of tools that have been evaluated with sound pedagogical criteria in mind. [read more](#)

66 results found



Moodle (course management system or VLE- virtual learning environment)

[view details](#)



Zaption (video editing)

[view details](#)



Voki (talking through avatars)

[view details](#)



Powerpoint Online (cloud-based presentation tool)

[view details](#)

Filter

Principal functions(s)

- Audio record/edit/share
- Blogging
- Bookmarking
- Citation manager
- Course management
- Dictionary
- File sharing/syncing
- Flashcard
- Games apps
- Graphic organizer
- Image sharing
- Mind mapping
- News aggregator
- Note taking
- Podcast aggregator
- Polling
- Poster creator
- Question/answer management
- Quiz maker
- Screen capture
- Slide presenting
- Social networking
- Thesaurus
- Timeline creator
- Translation tool
- Url shortener
- Video record/edit/share

Type of Interaction

- Group/pair work - classmates
- Group/pair work - outsiders
- Individual work
- One to many (e.g. lecturing, storytelling)
- Many to one (e.g. commenting, rating, peer review)

Language Skills

- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Grammar
- Pronunciation

Primary User

- Teacher
- Student

Content

- You supply
- Website/other users supply

URL
<http://ict-rev.ecml.at/en-us/Resources/Inventory-of-ICT-tools-and-OERs>

Owner /country e.g. contractor, training institution, etc
 European Centre of Modern Languages of the Council of Europe (ECML)

1. Description of objectives, expected and/or obtained results

The initiative “Use of ICT in support of language learning and teaching” presents several insights relevant to eCALL. This example is an inventory of freely available online tools and open educational resources for language teaching and learning developed by the ICT-REV project. The inventory contains a list of 66 quality pedagogical tools. The user can search the inventory through the use of filters (Principal Functions, Type of Interaction, Language Skills, Primary User, Contents) or keywords. All evaluated tools are freeware or have a free version.

The portal helps develop teachers / self-study supporters teaching skills using new technologies. Learning material is available for them to learn about the following tools: Audacity, audio-conferences, blogs, forums, Moodle, podcasts, Survey Monkey, You Tube and Wikis. Further learning, peer-learning and communication is possible by participating in DOTS Moodle workspace.

This site is available in English. The inventory supports languages other than English (“multilinguality” is assessed for each tool).

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2. Target groups

The portal's main target group are language teachers around Europe. It is also useful for teacher trainers and other language professionals. Self-study students are not specifically addressed but there are some resources available for this target group also, e. g. the filter "Primary User" looks for resources for teacher as primary user, or for student as primary user (51 results). The accompanying information makes the use of the tool easier for the learner, however the specific group of disadvantaged persons is not specifically considered.

3. Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X		X	X

3.1. Thematic Area **Competence**

- Describe the solution from the perspective of eCAL**

This example supports the development of teachers /teacher-trainers / self-study supporters digital skills. Sound, substantial information on Audacity, audio-conferences, blogs, forums, Moodle, podcasts, Survey Monkey, You Tube and Wikis is available on <http://ict-rev.ecml.at/en-us/Resources> Explanation on what is an individual tool and when one should being used is given (and available for download in doc and pdf formats). Additional links, information, technical requirements and some actual teaching resources are available.

Users can also choose to take short courses in Moodle workspace (DOTS) which include interactive tasks. The focus of these materials is as much on pedagogy as on technology. DOTS are systematically organised. Instructions for use are clearly set out. Detailed instructions are available for beginners while the teachers already using the tools can share experiences, questions, actual teaching material etc. with colleagues on forums or wiki. Moodle workspace is accessible after registration.
- Resources** (please download the appropriate resources or provide an URL)

<http://ict-rev.ecml.at/en-us/Resources>
<http://moodle.dots.ecml.at/>

Assessment *of the solution found in the thematic area Competence

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	3

3.2. Thematic Area **Process n.a.**

-

3.3. Thematic Area Communication	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>Communication among teachers is encouraged in the Moodle workspace via forum and wiki. Teachers can find out how other teachers use these tools, share experiences and actual teaching resources.</p> <ul style="list-style-type: none"> • Resources http://moodle.dots.ecml.at/ 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>This is an inventory of freely available online tools and open educational resources for language teaching and learning. The user can search the inventory through the use of filters (Principal Functions, Type of Interaction, Language Skills, Primary User, Contents) or keywords. All evaluated tools are freeware or have a free version, and many of them are presented with concrete examples of classroom use (suggested and tested by teachers).</p> <p>The inventory contains a list of 66 quality checked pedagogical tools. Tools are accompanied by essential information on pedagogical and didactical adaptability (interface, time efficiency, multilinguality, respect for privacy, saving work for later use, tailorability) and technical requirements (installability, platform, other tech requirements)</p> <p>The activities are centred around the use of different ICT tools for developing students' reading and writing skills, speaking skills, listening skills and self-assessment skills.</p> <p>Pedagogically sound usage of ICT that corresponds to the individual needs of the learners is stressed as well as the importance of sustainable use of ICT in a range of pedagogical approaches that promote lifelong learning. This was the criteria for the selection of inventory.</p> <ul style="list-style-type: none"> • Resources http://ict-rev.ecml.at/en-us/Resources/Inventory-of-ICT-tools-and-OERs 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3

24. Ich will Deutsch Lernen

	<p>95</p>
<p>URL http://www.iwdl.de/cms/lernen/start.html</p>	
<p>Owner /country e.g. contractor, training institution, etc VHS Association</p>	
<p>1. Description of objectives, expected and/or obtained results</p>	
<p>Ich-will-Deutsch-Lernen is a German language learning portal hosted by the German Adult Education Association and implemented by a large team of professional staff. It is focused on learners with migration background. Material is available from level A1 to level B1. Topics are practical and range from the very basics to work-related dialogues and vocabulary (30 scenarios). There are more than 11,000 exercises to be done by the user.</p> <p>Cultural topics are also covered.</p> <p>There is basic support in 15 other languages. An i pad version is also available.</p> <p>The current number of users is 13576 and is constantly growing!</p>	

2.Target groups			
<p>Ich-will-Deutsch-Lernen site enables self directed learning either in combination with a local course or on its own. It is focused on adult learners of German as a foreign language with migrant background. The site offers quality support to both target groups, students and tutors. The site is accessible in terms of technical requirements, easy-to-follow structure supported by clear visuals, everyday topics, six tutorials, help features and support in 15 languages.</p>			
3.Indicate the relevant thematic area/s			
Competence	Process	Communication	Resources
X	x	X	X
3.1.Thematic Area Competence			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL The portal assists the tutors with didactic ideas and gives them an opportunity to use and develop their digital competences by creating exercises and by stimulating students' use of virtual communication tools and moderating forum discussions. • Resources https://www.iwdl.de/cms/en/lernen/terms-of-use-for-ich-will-deutsch-lernende.html Specific resources (handbook, instructions for use) for the supporters are not provided. 			
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			4
Credibility: To what extent the methodological approaches are plausible and justified?			4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			4
3.2.Thematic Area Process			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL The portal's lessons are organised in 5 learning areas. Each lesson consists of a video and 4 sections of exercises, each learning unit has 5 exercises: learning objectives of the exercises are explicitly presented. Exercises or parts of exercises (words, images) can be saved for later reference. A dictionary can be put together by each user. Spell-checking, extra information and help videos are available. Each lesson is followed by test of grammar and vocabulary for the student to check if he/she fulfilled the learning objectives. Alongside grammar and vocabulary, reading & writing and listening & speaking are taught. No assessment of needs (placement test) is provided but the learner can have a look at different material and try knowledge tests following each lesson to find the right level of difficulty. The approach is satisfactorily motivating. • Resources https://www.iwdl.de/lernplan/lernplan.jsf 			
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			4
Credibility: To what extent the methodological approaches are plausible and justified?			4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			3

3.3.Thematic Area Communication

- **Describe the solution from the perspective of eCAL**
 Teachers / tutors (use is limited to teachers/tutors at non-profit, public institutions) can use the site to make their own exercises, evaluate students’ work and encourage communication (via forums or comments). In this case the course leader also assumes the role of the student’s on-line tutor. Independent learners or learners who gave finished a course at a local adult education institution are delegated an on-line tutor to support their learning.
 The portal features forum, chat and newsletter. Learning groups are active all around Germany and are encouraged to connect on-line. A tutorial is available to show how to start or participate in these discussions. The tutorials and many help videos are very useful.

- **Resources**
<https://www.iwdl.de/lernen/kommunikation/deutschlandkarte.jsf>
<https://www.iwdl.de/cms/en/kontakt.html>

- **Assessment *of the solution found in the thematic area Communication**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

3.4.Thematic Area Resources

- **Describe the solution from the perspective of eCAL**
 The site offers OER for independent learners and tutors from level A1 to B2 and German for Work Purposes.
 It includes many video resources (each lesson starting with one) as well as grammar and vocabulary exercises. Cultural topics are also covered.
 A websoap “Schnitzel und Dolmades” in 40 parts, made in cooperation with Internationale Filmschule Köln and Eastart Productions is one of the more original and attractive features of the site. It also includes tests. Learning is available for free upon registration, some parts of the portal are accessible for a “guest”.

- **Resources**
<https://www.iwdl.de/cms/en/lernen/start.html>

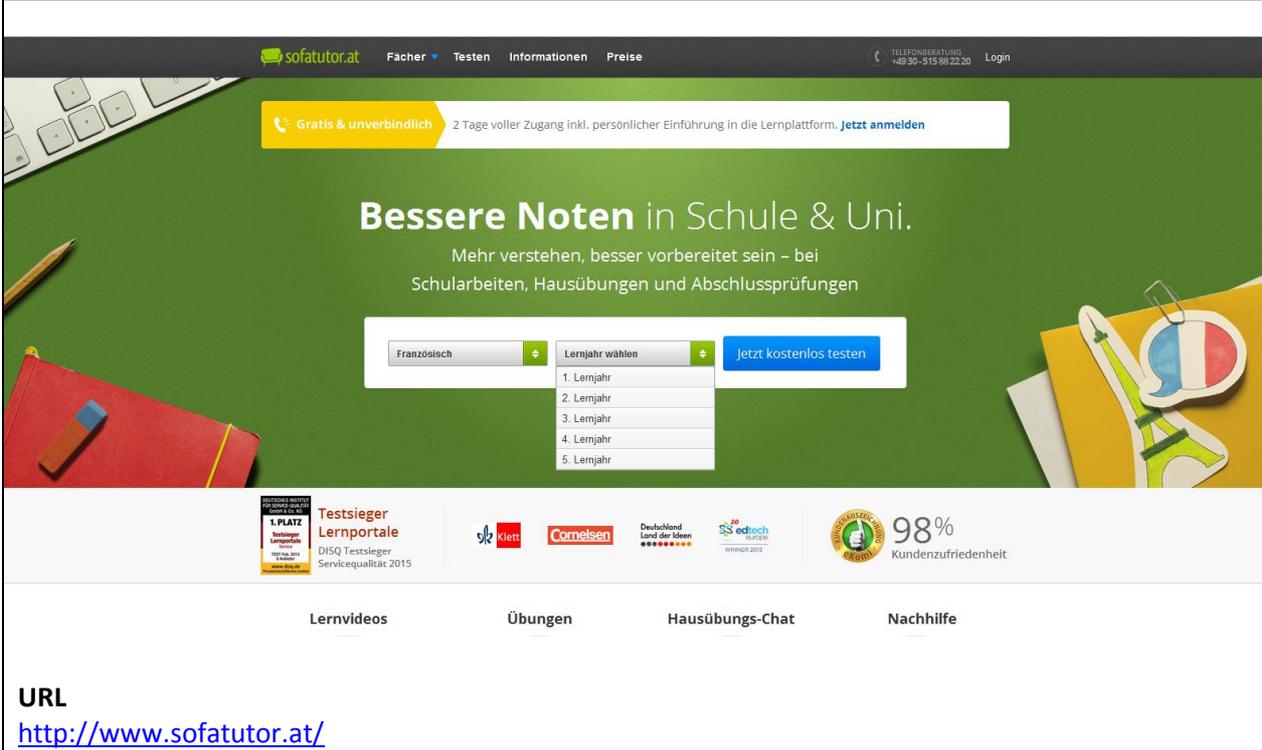
- **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

4.Other comments?

The portal was nominated to the Digital Deutscher Bildungsmedienpreis 2015 and won the Comenius EduMedia Award 2015.

25.Sofa Tutor

 <p>URL http://www.sofatutor.at/</p>
<p>Owner /country e.g. contractor, training institution, etc Firma Sofatutor /Germany/Switzerland/Austria</p>
<p>1. Description of objectives, expected and/or obtained results</p>
<p>Sofa Tutor is award winning site which offers resources for several subject, among them German, French, Italian, Spanish and Latin language (at different levels). 300 exercises and videos are available free of charge while other resources are available at a reasonable price (ca. 20 EUR / month). The site is easily accessible to those whose L1 is German. It enables communication via chat and one-on-one learning with a (professional) tutor. The contents and visuals are made attractive to younger learners who are struggling in school programmes or aim for better marks.</p>
<p>2. Target groups</p>
<p>Sofa Tutor was designed for schools but also enables self-directed learning either to complement learning in class or as self-study. It is geared towards younger learners.</p> <p>Sofa Tutor offers additional support to learners who are struggling in regular education, including those with disabilities, difficulties (behavioural, emotional, learning) or disadvantages (socio-economic, cultural, linguistic). As such it can be used by a student with migrant/refugee background. It supports learning from home and any location outside school.</p> <p>It provides support and additional resources to teachers or any other person (parent, friend) who supports the learner using the self-study tool.</p>

3. Indicate the relevant thematic area/s			
Competence	Process	Communication	Resources
X		X	X
3.1. Thematic Area Competence			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL Sofa Tutor develops ICT competence in users, either learners or language learning supporters. It includes chat, interactive exercises and video contents. It targets German speakers and does not demand proficiency in English (the site is in German). Resources (please download the appropriate resources or provide an URL) http://www.sofatutor.at/ Specific resources (handbook, instructions for use) for the supporters are not provided. 			
<ul style="list-style-type: none"> Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			3
Credibility: To what extent the methodological approaches are plausible and justified?			4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			4
3.2. Thematic Area Process n.a.			
<ul style="list-style-type: none"> 			
3.3. Thematic Area Communication			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL Direct one-to-one communication with a tutor is possible in form of entire individual lessons (payable) or feedback on work done. The feedback service (help with homework) is available Mon-Fri from 5 p.m. to 7 p.m., reaction time is under 3 min and the problem is usually solved in under 10 min. Comments can be posted under video clips and wider ranging comments can be posted through a feedback form. Support chat is available and technical and other queries can be posted to helpdesk. FAQs are published. The site includes a blog and a rich-in-contents newsletter which is published in three versions: a version for student, a version for teacher, a version for parent. The student version includes, among other contents, learning tips, the teachers' version includes teaching tips and extra resources, the parents' version includes various information and advice. Besides the web support there is also a telephone help-line available daily 10 a.m. – 18. p.m. Resources http://www.sofatutor.at/informationen/hausuebungs-chat http://www.sofatutor.at/help http://www.sofatutor.at/blog http://magazin.sofatutor.com/lehrer/ http://magazin.sofatutor.com/eltern/ http://magazin.sofatutor.com/schueler/ 			

<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>Sofa Tutor offers resources for several subject, among them German (as L1), French, Italian, Spanish and even Latin language. It is geared toward school students and the level of learning is that of the year at school (e.g. Year 1, Year 2).</p> <p>Sofa Tutor provides additional resources to teachers or any other person (parent, friend) who supports the learner using the self-study tool.</p> <p>Through a variety of topics the on-line resources develop learners' knowledge and competences in:</p> <ul style="list-style-type: none"> ○ Grammar (detailed) ○ Writing ○ Speaking and Listening Comprehension ○ Cultural Issues <p>The contents are systematically organised.</p> <p>The learner has access to entire learning platform at all times.</p> <ul style="list-style-type: none"> • Resources <p>http://www.sofatutor.at/englisch http://www.sofatutor.at/spanisch http://www.sofatutor.at/franzoesisch http://www.sofatutor.at/italienisch http://www.sofatutor.at/latein http://www.sofatutor.at/informationen/lernvideos</p>	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
4. Other comments?	
<p><i>The site received a lot of positive coverage in German speaking media. It won awards such as „EdTech Europe“ 2013, GIGA-Maus 2012 „Digita2011“, a special mention at the „Deutschland, Land der Ideen“ Initiative and was shortlisted for Deutscher Preis für Onlinekommunikation, 2014.</i></p>	

26.Pool 3

The screenshot shows the website for 'Pools-3' with the following content:

- Language navigation: Stránky v češtině * La pàgina web (en Català) * The page in English * An leathanach i nGaeilge
- Page title: Producing Open Online Learning Systems 3
- Logo: pools-3 www.languages.dk
- Navigation menu: Home - languages.dk, General introduction, Project Background, Project Documents, Videos and audios, DIY videos, Search, Pools-3 home, Project Teams, Teaching materials, Manuals and guides, Latest Pools-3 News
- Project description: Pools-3 is a social media friendly project, you are warmly invited to make suggestions and give feedback. Register here to receive project newsletters with news about the project.
- Introduction to Pools-3: Pools-3 (Producing Open Online Learning Systems -3) has been approved for an EU grant in the period 2013-2015. POOLS-3 is coordinated by Sabhal Mòr Ostaig (SMO), the teams come from Belgium, Catalunya, the Czech Republic, Denmark, Northern Ireland, and Scotland. EFVET has been chosen as dissemination partner with access to thousands of vocational colleges across Europe.
- Project details: Pools-3 is a Transfer of Innovation (TOI) project which will exploit the results from the "original" pools project and pools-2, which developed materials for language teaching and learning as well as teacher training courses. Pools-3 will transfer the core outputs of pools and pools-2 to three new languages: Catalan, Czech, and Irish.
- Target group: The POOLS-3 project target group is teachers of the LWUTL (Less Widely Used and Taught Languages) in technical colleges. Due to the limited range of ICT materials for these languages the teachers often have to develop materials themselves if they want to exploit the many advantages of eLearning.
- Final products:
 1. Pools of online © copyleft materials to be used during in-service teacher training courses and in teaching.
 2. Flexible competence based language teacher course modules on ICT methodologies and development of ICT based teaching resources.
 3. A DVD with step by step instructions and examples on how to create multimedia online material.
 4. A course book (downloadable .pdf file) with description of language teaching eLearning materials and methodologies
- Tweet by @POOLS_3: Kent Andersen @poolslanguages: Clistore users, please note that on Saturday 20 February, SMO and Clistore will be cut off from the Internet, potentially from 9am to 5pm

EC project Reference Number UK/13/LLP-LdV/TOI-601

URL

<http://languages.dk/pools-3/index.html>

Owner /country e.g. contractor, training institution, etc

Sabhal Mòr Ostaig/UK

1. Description of objectives, expected and/or obtained results

Pools 3 is a TOI (Transfer of Innovation) project and a follow up on Pools and Pools 2 projects and was generally about CALL tools and techniques in teaching languages, particularly in VET context. Project aimed at helping LWUTL teachers (Less Widely Used and Taught Languages) in developing their ICT competence.

Within the project many CALL materials were created among which there are: Pools of online copy left materials to be used during in-service teacher training courses and in teaching; Flexible competence based language teacher course modules on ICT methodologies and development of ICT based teaching resources; A DVD with step by step instructions and examples on how to create multimedia online material; A course book (downloadable .pdf file) with description of language teaching eLearning materials and methodologies. Innovation of Pools 3 was transferring the outputs from previous projects to new languages: Catalan, Czech and Irish.

Teachers/language supporters will find five manuals covering language teaching methods including the explanation of these methods and the examples of exercises/lesson plans:
[http://www.languages.dk/methods/index.html#Computer assisted language learning in context](http://www.languages.dk/methods/index.html#Computer%20assisted%20language%20learning%20in%20context);
[http://www.languages.dk/methods/index.html#Task based learning / teaching](http://www.languages.dk/methods/index.html#Task%20based%20learning%20/%20teaching) ;
[http://www.languages.dk/methods/index.html#Tandem Learning](http://www.languages.dk/methods/index.html#Tandem%20Learning) ;
<http://www.languages.dk/methods/index.html#Simulations> ;
[http://www.languages.dk/methods/index.html#The Physical-Emotional and Cultural approach \(PhyEmoC\)](http://www.languages.dk/methods/index.html#The%20Physical-Emotional%20and%20Cultural%20approach%20(PhyEmoC))

What may be relevant to eCAL project is that on the website <http://www.languages.dk/tools/index.htm> there is also information on the preceding projects and very interesting teaching tools that were developed within these projects like: **Ciilstore** – where students find videos at their level on various topics, with transcripts, where every word is linked to a choice of online dictionaries in their own language or where teachers can create, store and organise multimedia wordlinked learning units for use by students; **Wordlink** – links almost any website automatically word- by- word to online dictionaries or **Multidict** which enables switching between online dictionaries in many languages.

2. Target groups

Target group defined on the project’s website are LWUTL teachers, particularly in technical colleges. The group was chosen due to lack of ICT materials available for these less common languages. LWUTL teachers who want to use modern tools have to prepare their own materials, but they may simply lack the knowledge on where to find them, how to use them or how to produce them. In this aspect target group is relevant to eCAL Language Supporters.

3. Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X			x

3.1. Thematic Area **Competence**

- **Describe the solution from the perspective of eCAL**

Project Pools 3 is relevant to eCAL in terms of ICT competence of teachers/trainers or in case of eCAL project language supporters. From the methodological point of view the idea is similar- teaching process is based on modern tools like educational software, social media, podcasts, and teachers here act as facilitators of this process, or they can help in assessment of the learners’ progress, but what is important here is their knowledge and competence in using these tools, ability to search for appropriate materials in the Internet, creating appropriate courses using ORE. For these reasons Pools 3 project seems to be quite relevant to eCAL as it presents a comprehensive methodological knowledge that can be implemented by Language Supporters.

- **Resources** (please download the appropriate resources or provide an URL)

- **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or	5

aspect regarding eCal?	
3.2. Thematic Area Process <i>not applicable</i>	
•	
3.3. Thematic Area Communication <i>not applicable</i>	
•	
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL In terms of methodology Pools database includes a huge number of handbooks, guidebooks, video materials. The pools-3 website serves as a portal and link to learner's results. The website gives an access to copy left language teaching materials and teacher manuals that one may include in their own projects. From the website can be downloaded: <ol style="list-style-type: none"> Introduction to CALL, which is a supplementary DIY material (a reference book) that may be used during and after the method and materials production courses. The pools-3 Course Units Catalogue contains all the units that the pilot teams can offer with guidelines on how to run the courses (in-service, online only, or blended courses) Teachers can also upload files like Hot Potatoes exercises or Word documents directly into Clilstore, which makes the resources unlimited. Pools-3 DIY videos for three core project languages. The videos cover how to produce online language learning materials. Materials for lessons using computer assisted language learning, e.g online exercises and WebQuests For example, if you want to learn/teach Czech language, you will find there units containing video with text linked word by word to +100 languages and language exercises like fill-in the blank, mixed words, crossword puzzles, and more: Go to http://multidict.net/clilstore/?sl=cs and learn Czech through the many units made by pools-3 course participants in Brno. Resources The user guide describes how to use & produce the exercises. http://languages.dk/pools-3/index.html#Course_materials Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

27. Build Your English



BUILD YOUR ENGLISH



Lifelong Learning Programme

Home
Project Files
Training modules
Multimedia
Project Consortium
BYE application download



ENGLISH LANGUAGE COURSE

BUILD YOUR ENGLISH project

THE PROJECT IS FUNDED BY LEONARDO DA VINCI PROGRAMME



IDEA BUILD YOUR ENGLISH IDEA	BUILD YOUR ENGLISH OBJECTIVES	TARGET GROUP AND PROJECT OUTCOMES
Globalisation has highlighted the importance of communication between key actors in the construction sector. This is even more pronounced with the emergence of the European open labour market and the fact that many construction	BUILD YOUR ENGLISH objectives: <ul style="list-style-type: none"> to create a suitable training methodology including pictures, voices, animations and 3D graphics to support the use of the software 	Project target group: <ul style="list-style-type: none"> construction schools students construction workers English language teachers

EC project Reference Number
2011-1-PL1-LEO05-19889

URL
www.buildyourenglish.eu

Owner /country e.g. contractor, training institution, etc
Polish Association of Construction Industry Employers /POLAND

1. Description of objectives, expected and/or obtained results

The project is aiming at strengthening the linguistic skills of students, graduates from construction schools and construction workers through creating computer application enabling self-learning technical English language.

With relevance to e-CAL, Build Your English was a project that aimed at:

- creating a suitable training methodology including pictures, voices, animations and 3D graphics to support the use of the software;
- creating computer application/software enabling users self-learning of technical English language
- enhancing technical English language skills for communication on building sites and day to day operations

As for results, project produced a training methodology in relation to the use of multimedia materials; computer software for self-learning of technical English language and teaching guidelines, materials and hints.

To be specific, 4 modules divided into approx. thirty, forty-five-minute lessons were developed, which together gives 60 lessons of 30- 45 min.
 Programme is designed for A2 (pre-intermediate) learners, to be used in classroom or as an interactive self-study tool at home.
 Quite complex and detailed guidebook on methodology was prepared, containing plenty of suggestions for teachers on how to effectively exploit the materials.
 Electronic glossary with pronunciation was provided.

2. Target groups

On the project’s website the following target groups are enumerated:

- students construction schools students
- construction workers
- English language teachers
- non-qualified workers who want to improve their technical English language skills

3. Indicate the relevant thematic area/s more than one is possible

Competence	Process	Communication	Resources
X	X		X

3.1. Thematic Area Competence

• **Describe the solution from the perspective of eCAL**

Using this tool does not require high level of ICT skills, after installing the app, it looks easy to use.
 As for competences it aims to develop technical language, particularly language for workers/students in construction sector.
 Programme is designed for A2 (pre-intermediate) learners, to be used in classroom or as an interactive self-study tool at home.
 Quite complex and detailed guidebook on methodology was prepared, containing plenty of suggestions for teachers on how to effectively exploit the materials.
 Electronic glossary with pronunciation was provided.

- **Resources** (please download the appropriate resources or provide an URL)

• **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4

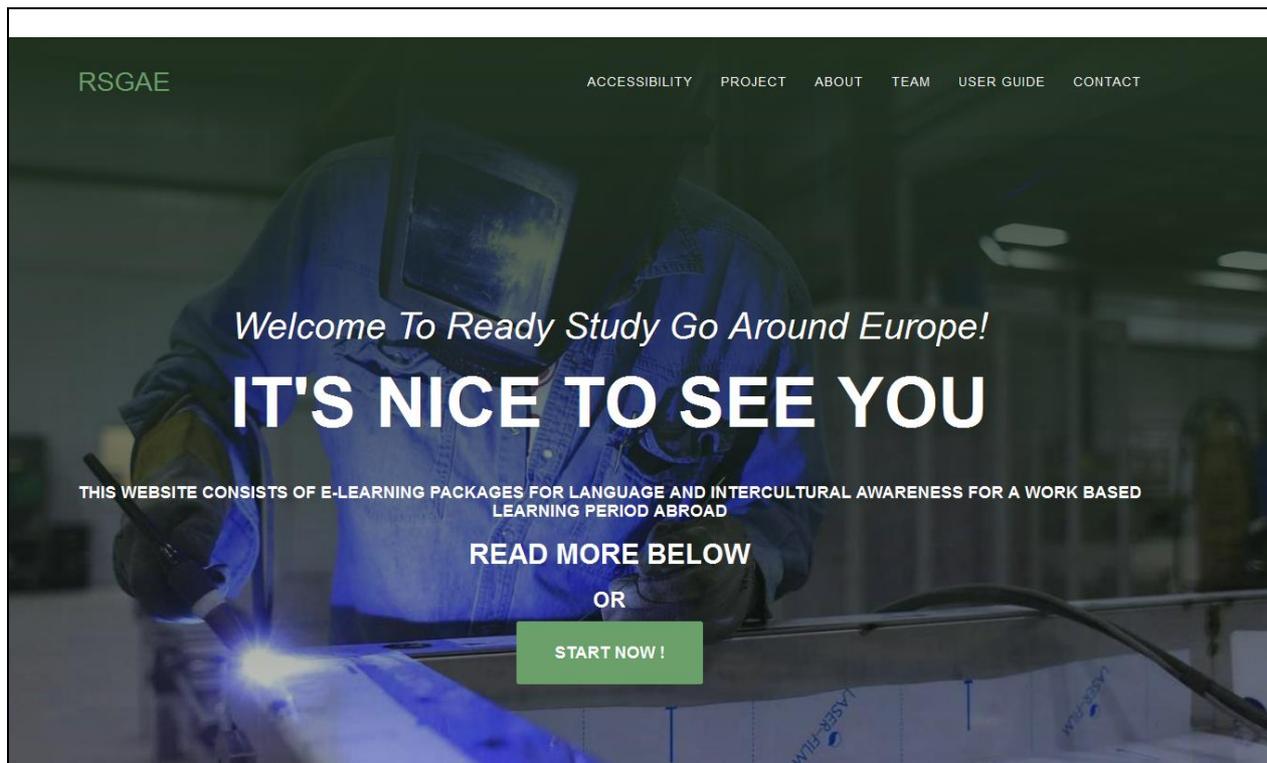
3.2. Thematic Area Process

• **Describe the solution from the perspective of eCAL**

After downloading the app you have an access to 4 different modules: 1. Basic construction elements; Construction site facilities; Communication and employment; Technical documentation and H@S terms. Each module consists of 15 lessons, with video materials and following exercises (matching exercises, filling in gaps, crosswords, finding synonyms/opposites, listening/reading comprehension). On completing each exercise, a student can be assessed immediately by submitting his/her answers (score in points and percent is shown).

<ul style="list-style-type: none"> • Resources http://buildyourenglish.eu/download/ 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	
Credibility: To what extent the methodological approaches are plausible and justified?	
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	
3.3. Thematic Area Communication <i>not applicable</i>	
<ul style="list-style-type: none"> • 	
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL It is an app that can be downloaded from the project's website, and it's free licence. The course contains BYE application, with additional materials such as: movies, glossary, grammar tips, material for teachers. On the website some interesting movies can be found, projects related to construction and English language learning. Video materials are of a high level of authenticity. Most of the pictures and movies have been obtained thanks to construction companies and they have been shot on building sites or on companies facilities. Following exercise types are available: Matching word with pictures, matching words with definitions, crosswords, listening comprehension, dragging words/pictures, filling in gaps, etc. Teachers can also find a handbook on methodology, and some additional printable exercises. 	
<ul style="list-style-type: none"> • Resources The user guide describes how to use & produce the exercises. http://buildyourenglish.eu/pl/training-modules/item/52-metodologia-szkoleń-build-your-english 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

28. Ready Study Go Around Europe!



EC Project Reference Number
2013-1-FI1-LE005-12559

URL <http://www.rsgo.eu/>

Owner /country *e.g. contractor, training institution, etc*
 Omnia, the Joint Authority of Education in Espoo Region/FINLAND

1. Description of objectives, expected and/or obtained results

READY STUDY GO AROUND EUROPE! (2013-2015) followed the Ready-Study-Go (2005-2008) Leonardo Language project for linguistic and cultural coaching, which planned and created e-learning packages for language and cultural training for a work-based learning period. The project was initiated by Omnia. The languages were Estonian, Finnish, French, German and Italian. In the follow up European Language Award 2012 honoured project Ready-Study-Go Ahead! (2009-2011) the initial innovation was transferred to vehicle sector and to three new languages (Spanish, Swedish and Turkish).

The aim of the RSGAE! was to transfer the innovation to two new languages: Hungarian and Polish.

This project created general language package for both languages and sector specific packages for the hotel and restaurant and vehicle in Hungarian as well as tourism in Polish. The original innovation was also transferred to the social and health care sector. Within the projects there were developed new methods of learning, promoting social networking, and the material in a mobile application, promoting contextual learning and making it possible to use the material in real life working situations in work places more easily.

2. Target groups

Target group mentioned in a projects description comprises of vocational students, teachers, work place instructors and intern’s employees, who are free to use the materials in their personnel training. In the User Guide we read that the target users are also: exchange students/teachers, mobility coordinators for linguistic and cultural coaching, new arrivals, tourists, or professionals on the move.

3. Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X	X		X

3.1. Thematic Area Competence

- Describe the solution from the perspective of eCAL**
 The website seems easy to navigate, there aren’t many tabs. A guidebook is available, telling how to use the materials, step by step. There is also a division into tips for students and for teachers. In these tips students can find information on learning styles, motivation or self-assessment, and generally on how to become a self- directed learner. Apart from that there are also tips for use, which include different examples of contexts and exchange students/workers may find themselves in, like for example “You are challenged to use your studies of Spanish to deal with a real-life situation at a Travel Agency. Prepare for a phone call to a travel agency in Spanish, booking a holiday and a hotel to a chosen destination. The vocabulary and dialogue model can be found in the Travel Agency section of the material“
- In tips for teachers there are many links to many articles on learning styles, NLP and teaching methodology. In the material teachers can find four teaching methods along with the ideas on how to use them with RSGA material: Task Based Learning; Engage-Study-Motivate; Total Physical Response and Presentation-Practise- Production, each of the methods, supported with an example.
- Resources** http://kameli.net/rsgadev/guides/rsga_tipsforstudents.pdf
http://kameli.net/rsgadev/guides/rsga_tipsforteachers.pdf

- Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	2
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	3

3.2. Thematic Area Process

- Describe the solution from the perspective of eCAL**
 RSCAE does not offer many opportunities for the “assessment”. The content is not very interactive. Students first go through a selected material, presented in a form of a lesson plan, and after that they can try to do some exercises, and see their scores immediately after completion.

<ul style="list-style-type: none"> • Resources http://www.rsgo.eu/exercise/1975 page 17 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	2
Credibility: To what extent the methodological approaches are plausible and justified?	2
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	2
3.3. Thematic Area Communication <i>not applicable to RSCAE</i>	
<ul style="list-style-type: none"> • 	
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>The material is available on project website and can be integrated into different learning environments (Moodle, Blackboard, Facebook etc.). The use of resources does not require the creation of a login. The materials available on the website cover the topics of: hotel, bakery, vehicle, restaurant and service sectors. The materials combine professional and general vocabulary with cultural coaching and information on work culture. RSGAE supports different learning styles.</p> <p>After choosing an interesting topic a specific subject can be selected containing the material in form of a lesson, with information, pictures and audio and test of the knowledge. There are several lessons and exercises available in the following languages: Estonian, Finnish, French, German, Spanish, Swedish, Turkish and Italian. Following exercise types are available: Matching, free context, reading comprehension, listening comprehension, error correction, writing, pronunciation. There is also a dictionary and a translation tool.</p>	
<ul style="list-style-type: none"> • Resources <p>The user guide describes how to use & produce the exercises. http://kameli.net/rsgadev/guides/rsqa_tipsforothers.pdf</p>	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

29. Medilingua

<p>MEDILINGUA - Advancing vocational competences in foreign languages for paramedics</p>  <p>Click here to go to LMS Platform</p> <p>Advancing vocational competences in foreign languages for paramedics -2013-1-PL1-LEO05-37769</p> <p>The MEDILINGUA project (2013-1-PL1-LEO05-37769) is funded by sector program Leonardo da Vinci, Transfer of innovation within Lifelong Learning Programme. Its activities are implemented in Bulgaria, Poland, Portugal, Germany and the United Kingdom. The project started officially on the 1-st of January 2014 and will continue for 24 months</p>
<p>2013-1-PL1-LEO05-37769</p> <p>http://e-medilingua.eu</p>
<p>Owner /country e.g. contractor, training institution, etc DANMAR COMPUTERS/ POLAND</p>
<p>1. Description of objectives, expected and/or obtained results</p>
<p>MEDILINGUA (2014-01.2016) was a project that aimed at raising employability and vocational mobility of paramedics, by enabling them to increase their communication skills, particularly language skills (medical English). To achieve this, e-learning and m-learning solutions were implemented. As a result of the project three types of tools were developed (course; dictionary available for smartphones and additional video/audio materials). Specifically designed courses contain a number of podcasts to make the learning process simpler and more entertaining. The courses refer to a specific group of patients: adults, children, infants, pregnant women and elderly people.</p>
<p>2. Target groups</p>
<p>The target group as defined on the project's website are people using project's results, in this case paramedics.</p>

3. Indicate the relevant thematic area/s			
Competence	Process	Communication	Resources
X	X		X
3.1. Thematic Area Competence			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL In terms of supporters' competence, this project offers a guidebook "Podcast Creation Guide", which is a very interesting study on the history and methodology of podcasts. It covers also technical aspects of planning and creating podcasts, a description of software, some tips and tricks and success stories, thus it gives teachers specific technical competence to the software. As for learners, from the project's website, they can download "Delivery System User Guide", which leads them through the process of logging in and the course navigation. 			
<ul style="list-style-type: none"> • Resources http://e-medilingua.eu/images/podcast/Medilingua_Podcasts_Creation_Guide.pdf http://e-medilingua.eu/images/files/Medilingua_LMS_guide_EN.pdf 			
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			2
Credibility: To what extent the methodological approaches are plausible and justified?			4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			3
3.2. Thematic Area Process			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL The course consists of six units, based on a real life emergency, that paramedics face on a daily basis. There are 12-13 lessons in every unit. The lessons introduce functional language, vocabulary and grammatical structures necessary for paramedics to communicate in a particular emergency. Before the learner starts there is a test, that enables a learner to check his/her knowledge. At the end of the course there is an additional material to learn extra vocabulary that is not directly related to the six emergencies. There is End-of-course test which you can take when you have finished all six units. If you get at least 80% of the answers right, you will be able to print your Medilingua B1 certificate. 			
<ul style="list-style-type: none"> • Resources 			
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			2
Credibility: To what extent the methodological approaches are plausible and justified?			2
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			2
3.3. Thematic Area Communication not applicable to Medilingua			
<ul style="list-style-type: none"> • 			

3.4.Thematic Area Resources

- **Describe the solution from the perspective of eCAL**

Medilingua is a self-study course in pre-intermediate English (B1), designed for paramedics who want to learn profession specific vocabulary and improve their listening and communication skills.

The Delivery System is divided in two parts: Medilingua Area to contain materials developed by the Consortium, and the Community Area, in which paramedics from different countries will be able to upload their own podcasting content. The LMS platform contains two test (initial and final), and a course divided into six unit (1. Children: Head injury; 2. Children: respiratory disease; 3. Pregnancy and premature birth; 4. Adults: heart disease; 5. The elderly: stroke; 6. Infants: head and limb injuries; and some additional material), each of them comprising of 12-13 lessons. There are also before mentioned guides on using the platform and podcasting.

- **Resources**

- **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

30.iLang

iLang – Internetowa Szkoła Językowa

Internetowa
Szkoła
Językowa

Zapamiętaj mnie
 Jak kupić?

Założ konto
Rabat
O szkole
Metoda iLang
Kurs angielskiego
Kurs hiszpańskiego

WYPRÓBUJ
KUP TERAZ

Strona główna » Kurs angielskiego
Dołącz do naszych fanów Like

Kurs angielskiego
Jak korzystać z kursu?

Kurs angielskiego online. Naturalnie!

Jedyny kurs angielskiego online z oryginalnymi filmami nagrany w Londynie. Spacerując ulicami brytyjskiej metropolii uczysz się angielskiego.

- ✔ Language Surround
- ✔ Powtórki RepeaTiT i Weaky
- ✔ System Motivate Me
- ✔ Auto Korektor Wymowy
- ✔ Auto Konfigurator
- ✔ 120 Native Videos
- ✔ Auto Tezaurus
- ✔ Inteligentny Native Speaker

Nie wiesz na jakim poziomie jesteś?

URL <http://ilang.pl/nauka-jezykow>

Owner /country
iLang.pl/Poland

1.Description of objectives, expected and/or obtained results

iLang claims to be the first that innovative language school in Poland, helping people who look for an effective methods to learn Spanish and English. Developed by methodologists and tutors, innovative learning methods, allow you to acquire a language in a more natural way. According to many research, the most efficient method of learning a language is a total immersion in the language and culture of a given country, and in this way maximizing our contact with the real language.

The videos available were recorded by native speakers in the UK and Spain. Many new and innovative tools are listed on the website (Language Surround, RepeaTiT, MotivateMe, 120 Native Videos, AutoThezaurus or AutoConfigurator). Unfortunately there seem to be no description of them on the website. The platform is also available on smartphones or tablets.

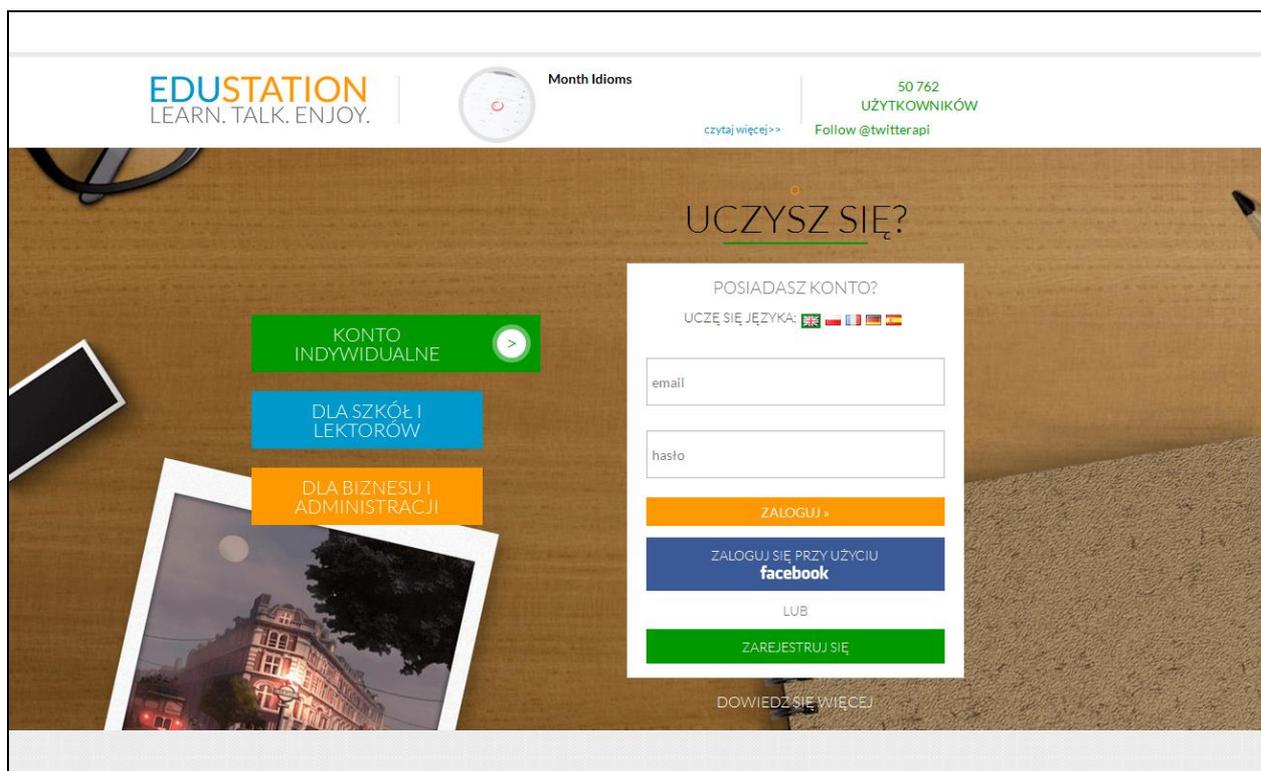
<http://ilang.pl/o-szkole-glowna>

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2.Target groups			
This platform is for all the people who want to learn.			
3.Indicate the relevant thematic area/s			
Competence	Process	Communication	Resources
X	X	X	X
3.1.Thematic Area Competence			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL The website is dedicated to learners only, and there are no materials on methodology or learning tips. Learners have little control over the learning process. • Resources http://ilang.pl/metoda 			
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			3
Credibility: To what extent the methodological approaches are plausible and justified?			3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			3
3.2.Thematic Area Process			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL To use the platform you need to register, and the courses are not free of charge. Each of the courses is divided into levels from A1 to C2, each of the levels contains 10 Units, with 4-5 lessons each. If you are not sure what is your level of language competence, there is a placement test. While you're learning, the system monitors your progress by adding your results. If you score more than 65% for an exercise, you pass, otherwise it has to be repeated. You can choose the speed of your learning, you can go back and repeat the material, till you're happy with the result. In the process of learning you are assisted by a virtual teacher. The repetition system RepeaTiT and Weakly will help you memorise the material. • Assessment *of the solution found in the thematic area Process 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			3
Credibility: To what extent the methodological approaches are plausible and justified?			3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?			3
3.3.Thematic Area Communication			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL Concerning the communication iLing offers a student-teacher interaction (Virtual teacher tool), which enables a student to have a chat with a teacher/supporter, whenever he/she wants. Student – student communication is very limited and takes a form of an online forum, where all the users can post messages. • Resources 			

<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL Each of the courses is divided into levels from A1 to C2, each of the levels contains 10 Units, with 4-5 lessons each. To every lesson there are exercises, which cover plenty of videos, audio files recorded by native speakers, and many interactive games. If a user has a problem with any of the exercises, he/she can use a forum tool and get help from other iLang users. 	
<ul style="list-style-type: none"> • Resources 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3

31.Edustation



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<http://www.edustation.pl>

Owner /country e.g. contractor, training institution, etc
 EDUSTATION/POLAND

1.Description of objectives, expected and/or obtained results

EDUSTATION is an online platform for learning languages based on OER. The initial aim of the founders was to make learning languages truly interesting and free of charge. The platform is divided into LEARN (where you can find plenty of learning materials), TALK (here you can find a chat partner and talk freely in a foreign language and follow all the messages you get from other platform users, it resembles social media portals) , ENJOY (exercises and games, that join learning, fun and communication with other users) and BLOG (divided into different categories) section. In terms of methodology, it's all about practise (learning by doing), grammar is very limited, speech is in focus. It is also available as a mobile app. Available languages to learn are English, Polish, Spanish, German and French.

2.Target groups

The target group are people who want to learn languages, but also language schools and teachers.

3. Indicate the relevant thematic area/s			
Competence	Process	Communication	Resources
X	X	X	X
3.1. Thematic Area Competence			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL Using the platform, language learners can assume responsibility for their own learning, they can choose the topic they are interested in, they can upload their own materials or make contact with other users. For everything users upload they get points, which increases their public ranking in the community, as other users can see how much everyone else has contributed. It encourages people to contribute new material (it seems to work, as new stuff is added every day). The platform is also dedicated to teachers. They can create their own content through Edustation Course Editor (creates courses, thematic modules and exercises; enables content management, ability to modify and improve; contains a number of exercises and games), and place their own Edustation course on Edustation Marketplace reaching all users of this platform. With this tool they get access to statistics, study time, number of learned lessons and generally are able to monitor the progress of their learners. 			
<ul style="list-style-type: none"> Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			4
Credibility: To what extent the methodological approaches are plausible and justified?			4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			4
3.2. Thematic Area Process			
<ul style="list-style-type: none"> Describe the solution from the perspective of eCAL Edustation enables users to take responsibility for their own learning, they can choose the level and the topic that interests them most or the one they feel has to be improved. Users can watch videos, read subtitles and listen to pronunciation of the words. In the ENJOY section a user will find the following types of exercises: word search (This game is basically a word soup – a user has to find listed words as fast as possible. It helps the learner to remember words (you can always check the translation), and because he/she has to look for the single letters in the word soup it is also a good way to practice your spelling skills. The learner can play this against another user in multiplayer); Listen & Spell (The aim of this game is to listen to a recorded word and write it down correctly. The learner practices his/her listening as well as spelling skills this way, but it also helps to remember the words. It also has a multiplayer option); Pictures & Words (Visual information is very important when learning words. This game is based on exactly that. Drag words over object on the pictures – that will help the learner to memorise the words); Drag it right (With this game the learner can practise how to form correct sentences in the language that you are learning. Drag words to the left and right to put them into the correct order so the sentences make sense. If you have a hard time then click on 'Read'. The sentence will be read out to you which can be very helpful). The possibility to play some of the games in a multiplayer mode boosts motivation and makes the games more exciting. 			
<ul style="list-style-type: none"> Resources http://www.edustation.pl 			

<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Process 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
3.3.Thematic Area Communication	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL On the platform there is a TALK section, that enables users to communicate directly with native speakers from different countries, they can make contact with them using chat, or send messages using the platform. • Resources http://www.edustation.pl 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
3.4.Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL The platform has a wide variety of content presented in a variety of formats like texts, videos, pictures. The videos include music videos, TED talks, documentaries or educational cartoons for kids, etc. and what's important they all have subtitles. The texts include equal variety in terms of subject matter and difficulty, and they have audio transcripts, which is important for a proper pronunciation development. There are also different types of games, described in 3.2 – Process, which lets a user activate the material they acquired, check their progress or confront their knowledge with other users. • Resources http://www.edustation.pl http://howlearns spanish.com/2012/08/learn-spanish-with-edustation-es/ 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
4.Other comments?	
The platform is still developing, more games and options are to be added.	

32.Livemocha

URL
<http://livemocha.com/>

Owner /country e.g. contractor, training institution, etc

The company was founded in 2007 by Indian natives Shirish Nadkarni and Krishnan Seshadrinathan. Their headquarters is in Seattle, Washington. By the way: the name LIVEMOCHA was invented by the founders during a brainstorming session at a local café, and it is meant to evoke the relaxed atmosphere of a coffee shop.

On April 2, 2013 it was acquired by Rosetta Stone, a global education technology software company that develops language, literacy and brain-fitness software solutions that are used by millions of individuals and thousands of schools, businesses, government organizations around the world.

1. Description of objectives, expected and/or obtained results

Livemocha, currently the world’s largest online language learning community, is a social networking service providing language learners the opportunity to communicate with native speakers (NSs) of numerous world languages while promoting cross-cultural learning and sharing.

Livemocha’s slogan, “Creating a world in which every human being is fluent in multiple languages,” it had been created in response to the expensive language learning software currently on the market, Livemocha’s free web-based language learning social network gives learners a chance to connect with NSs of their target language (TL) by allowing participation in

- live chats,
- correspondence through asynchronous messaging and

- sharing feedback about learners' production of the second language (L2).

Additionally, the site offers basic language learning lessons, or "basic courses," for free and "active courses," for a monthly or yearly paid subscription.

The site has received attention from trade publications and national and international newspapers, including the New York Times and the Financial Times. Time magazine named Livemocha one of its 50 Best Websites in 2010.

2. Target groups

According to the site, it has approximately 12 million registered members from 196 countries around the globe. It is free to join and use so the eCall target groups could benefit from this web community.

3. Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X	X	X	X

3.1. Thematic Area **Competence**

• Describe the solution from the perspective of Ecal

E-CAL can draw inspiration from Livemocha to create its own prototype of learners' supporter since its community is home to over 300,000 certified **teachers**, many of whom use Livemocha in their classrooms. At Livemocha teachers are seen as crucial partners in achieving their mission of creating a world in which every person is fluent in multiple languages. Livemocha can be used by teachers in different ways:

- Use Livemocha course material in class or assign for homework. Students can work at their own level and pace or work through lessons together as a class.
- Utilize course assets (grammar slides, dialogs, etc.) for classroom activities
- Have students submit exercises to native speakers in the Livemocha community
- Arrange Language Exchanges with native speakers for students to practice new skills in a safe, structured environment
- Ask students to exchange exercises with native speakers and get feedback and tips
- Assign students other learners' exercises to review to help them learn from mistakes and help others speak their native language
- Track all student progress and scores using our Administrative Console
- Add and remove students and organize based on categories, scores, course, etc
- Get direct links to students' submission exercises

The website offers some Educational Case Studies and more are available on request.

The case study motivates intercultural exchange of competence among students as well as the use of technology and developments of digital skills. This issue will be shown in details further on in the proper section.

- **Resources** <http://livemocha.com/pages/classroom-teachers/>

• **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	5

3.2. Thematic Area Process

- **Describe the solution from the perspective of eCAL**

Livemocha is a Web 2 platform (applications that facilitate interactive information sharing, interoperability, user-centered design, and collaboration on the World Wide Web). Livemocha falls under this definition because it emphasizes interactive, collaborative language building activities. While utilizing social networking technology to teach foreign languages, Livemocha relies heavily on the principle of tandem learning. Thus, an Irish learner of German may be combined with an Austrian learner of English so that the two can learn from each other, alternating between the role of L2 learner and L1 through peer reviewing of submissions, live text and audio conversations, and other learning systems. Building heavily on this concept, Livemocha operates closely alongside the three basic tenets of tandem learning: reciprocity, bilingualism, and autonomy (the last one is a key concept in **e-Call**).

Furthermore, the design of the platform is rooted in sociocultural background which presupposes that human development is highly tied to a social dimension (an aspect that is missing in Duolinguo and many other systems).

Self-Direct Learning Schema and Feedback

The log-on process for Livemocha is simple and free. After creating an account, a user can choose a language, and if he/she can handle the linguistic challenge, choose more than one. Using text, audio, and video inputs, the student has several options when learning a language in Livemocha.

In each lesson users first learn vocabulary through visual and auditory cues. They then review vocabulary with exercises, write text based on the vocabulary just learned, and submit it to the Livemocha community for feedback. Afterward, they record a verbal passage and submit it to the community for feedback.

With modules covering four different learning levels (beginner, intermediate are free proficient, and advanced for pay), If users wish, they may also pay to have their written and verbal exercises evaluated by professionals working for Livemocha, rather than by the overall Livemocha community.

In addition to completing the path outlined above, users can complete a variety of optional exercises, including magnet exercises in which they view a word of sentence in their native language and then drag and drop the equivalent phrase in the target language into a box. They may also take quizzes that test their knowledge on the vocabulary just practiced. While Livemocha offers a wealth of highly structured language activities that include pre-programmed feedback, many of the exercises are also created by users themselves. For instance, each user has the ability to create a —flashcard set that includes related vocabulary words. As other users use the flashcard sets, they rate the helpfulness of the cards. The highest rated flashcard sets then appear as suggestions for other users. In this way, many of the language activities on Livemocha become socially constructed, with the users—not the moderators—determining what qualifies as appropriate content and what does not. User created content that is not utilized is not highly ranked, and thus the user’s contributions go unnoticed. In addition to providing feedback in a ranking system, Livemocha community members can submit feedback through text or audio comments with a microphone and/or webcam.

Monitoring Progress and Skills

As users complete lessons and provide feedback on others’ work, they accrue —Mochapoints that indicate how many language activities they have completed, along with a —Teacher Score that demonstrates the extent that they have provided feedback for others. Additionally, a “leader board” with the names of the five top ranking members taking the course keeps the involved learner on his/her toes. Users can also view the details of their Mochapoints to see what types of exercises they have participated in most. While Mochapoints do not provide tangible rewards, they serve as incentive for completing further activities and are similar to achieving higher levels

as one might in a videogame.

Briefly courses are divided into several Units, which include from 4 to 6 Lessons. The lessons are: Learn, Reading, Listening, Magnet, Writing, and Speaking. The lessons each focus on different aspects of learning the material in that lesson. The first four kinds are mainly drills for practicing. Then the Writing and Speaking lessons are more interactive: learners either write some sentences based on the instructions, or record themselves speaking a paragraph, then native speakers in the language can give criticisms and rate the performance achieved. All skills to develop language activities are involved

- **Resources** <http://livemocha.com/pages/methodology/>
<http://livemocha.com/pages/exercise-submissions/>

• **Assessment *of the solution founding the thematic area Process**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

3.3. Thematic Area Communication

• **Describe the solution from the perspective of eCAL**

Livemocha is designed to emphasize social interaction in a **tandem learning** environment and the site runs on a —**return the favour** dynamic in order to receive continued help with their own foreign language acquisition. Users must provide feedback for others, users can actively search for language partners on the site, the site itself also suggests friends for users as they submit language exercises. After submitting their work users have the option of selecting which friends from around the globe they would like to grade or evaluate their recently completed exercise. Plus, if he/she don't like a pesky one has just to press delete. These suggested friends are typically users who speak and write the other user's target language at a higher proficiency level. For instance, a native French speaker learning beginner's German would likely be paired with a fluent or native German speaker who wishes to learn French. Furthermore, as users complete multiple exercises in a row, the site requests that they take a break to evaluate the work of other users. This give-and take method creates a form of social pressure that encourages learners to improve their target language skills so they can not only interact more effectively with their online friends but also so they can complete more language exercises and receive positive feedback on those exercises. L2 learner can look at people's profiles, see how engaged they are in the process, where they are in the lesson plan, and how active they are in the community. From there, he/she can truly build a list of study partners that are as motivated as him/her is to learn. In this sense, users in Livemocha have control over their own language learning because they choose who will help them in that process and to what extent.

The Blog

Stories, tips, updates, news and ideas about the wide world of language learning. It is divided into 3 sections: all, learners and teachers

- **Resources** <http://livemocha.com/pages/the-livemocha-community/>

• **Assessment *of the solution found in the thematic area Communication**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

3.4. Thematic Area Resources

• **Describe the solution from the perspective of eCAL**

Livemocha, a large online language learning community, blends traditional learning methods with online practice and interaction with native speakers from around the world.

The website provides lessons in more than 35 languages.

Reading, writing, speaking, and listening are studied separately, with new material first presented in structured lessons before asking users to apply what they have learned.

It is free to join, although there is a cost for premium membership.

Users can earn lesson credits by tutoring other members (for example, editing something that they have written in the language, or giving feedback on their pronunciation via audio recordings).

Livemocha also allows users to access virtual classes or book private tutors for online sessions.

Peer-to-peer education works well online as it can be seen in language-learning services such as Livemocha, where teachers in one language become students in another and where anyone in its gift economy can critique and help any student.

In addition Livemocha can be seen in a **gaming** perspective while the platform is not designed in the traditional sense, it does contain several —game like elements that enhance its capacity for teaching students a foreign language and for engaging certain types of learners.

- **Resources** <http://livemocha.com/pages/about-us/>

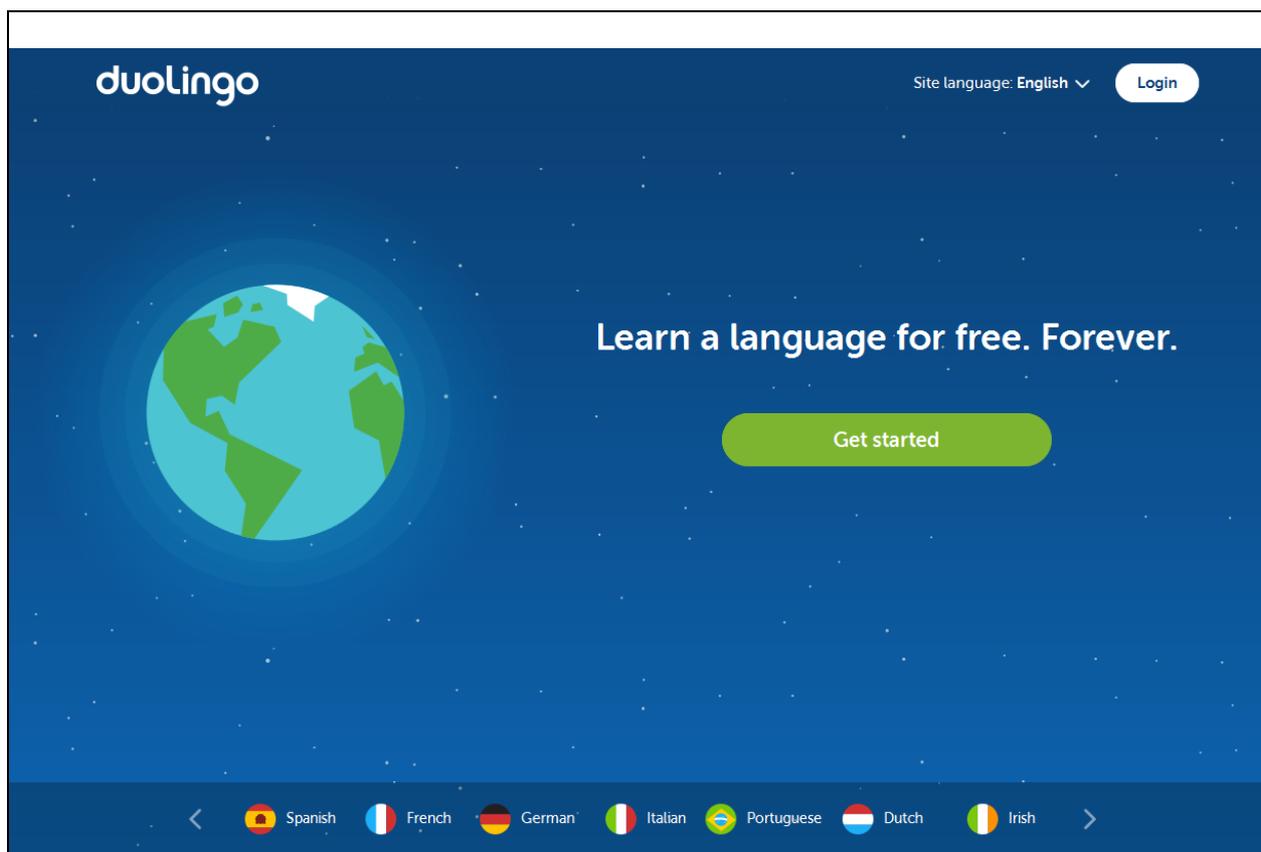
• **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

4. Other comments?

Cons: in a tandem learning scenario language partners' skills or contributions in the target language could not be balanced.

33. Duolingo



URL

<https://www.duolingo.com/>

Owner /country e.g. contractor, training institution, etc

The project was started in Pittsburgh by Carnegie Mellon University professor Luis von Ahn (creator of reCAPTCHA) and his graduate student in 2005 where the graduated student Luis von Ahn had an idea of a game. The game was acquired in 2005 by Google and renamed Google Image Labeler. Then in 2007 already titled Professor von Ahn had another idea. He realized that the people waste their time by typing the captchas and it could be beneficially used for digitizing books. This recaptcha project was bought by Google again in 2009. Then along with his Ph.D. student Severin Hacker they started to develop this project. Instead of getting people to do something that feels like unpaid work they changed it into a learning experience.

1. Description of objectives, expected and/or obtained results

It is a free language-learning platform that includes a language-learning website and app along with a crowdsourced text translation platform and a language proficiency assessment center. Duolingo is ad-free and offers all its language courses free of charge.

The primary idea of Duolingo is very deep. It combines human and computing power to solve problems neither people nor computers could solve alone. Human computation is a growing research area that studies how to harness this combined power. The project is built to provide a free language-learning site and, therefore, help millions of users to learn a foreign language.

Its inventor said that giving people a language-learning app, akin to Candy Crush, makes it a better bet they will actually use it to learn a language, instead of traditional methods. "Trying to learn something

on your own requires going somewhere and spending hours on it. It's just too much of a to-do and most people don't have enough motivation. If we can turn it into something that is always with you and you can do it three minutes here, five minutes here, a lot more people are going to do it. That is what we are seeing with Duolingo."

Duolingo has its own system of improvement by using a large quantity of useful data in many languages it will train the more accurate machine learning algorithms for language translation, voice recognition or computer vision. The goal of Duolingo is to get people to learn the language. Duolingo provides extensive written lessons and dictation, with speaking practice for more advanced users. It has a gamified skill tree that users can progress through and a vocabulary section where learned words can be practiced.

In 2013, Apple chose Duolingo as its iPhone App of the Year, the first time this honour was awarded to an educational application. Also, Duolingo won Best Education Startup at the 2014 Crunchies, and was the most downloaded app in the Education category in Google Play in 2013 and 2014.

The efficacy of Duolingo's Spanish course has been reviewed by an external study commissioned by the company. An average of 34 hours on Duolingo is equivalent to a semester of language education at a university, which takes in the order of 130+ hours, according to an independent study conducted by the City University of New York and the University of South Carolina.. The research did not measure speaking ability. It found that a majority of students dropped out after less than 2 hours of study. The same study found that Rosetta Stone users took between 55 and 60 hours to learn a similar amount. All this data proved that Duolinguo principles are coherent with E-Cal objectives and its tools provide a not boring way to approach a foreign language self-direct learning .

2. Target groups

People of all ages who can run Duolingo from a computer or mobile device.

3. Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X	X	X	X

3.1. Thematic Area **Competence**

- **Describe the solution from the perspective of eCAL**

Duolingo has an excellent learning strategy because it has very motivating learning system. It uses a strategy of game mechanics to create the incentive to keep students learning. Based on a skill tree in which users start with basic concepts and progress to more-advanced levels. With Duolinguo **students** assume responsibility for their own learning by setting their goals, they are monitored in their language learning and are provided with self-evaluation tools. All skills (listening, speaking, reading and writing are involved).

So far there is not a list of ways in which **teachers** are actually using this amazing tool even they can do but the possibilities are endless and as the Duolinguo staff said "we'll all benefit from each other's' ideas". Many teachers around the world already view Duolingo as the perfect blended learning companion for their classrooms. Duolingo lessons give each student personalized feedback and practice, preparing them to get the most out of classroom instruction. Teachers can track all their

students in one place through Duolingo brand new dashboard.

A **moderator** is someone chosen by Duolingo to perform forum moderation, course moderation, or both. Moderators can be identified by a green ring around their profile picture. We can draw inspiration for eCal ideal supporter type. See further details in section 3.3. Thematic Area Communication.

- **Resources** http://static.duolingo.com/s3/DuolingoReport_Final.pdf

- **Assessment *of the solutionfound in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4

3.2. Thematic Area **Process**

- **Describe the solution from the perspective of eCAL**

The system of learning a foreign language through Duolingo elaborated a certain number of methodological aspects, which ensure its successful learnin, e.g. monitoring the progress, motivation, feedback, vocabulary, etc.

Gradual Progress:

Duolingo has an excellent learning strategy because it has a very motivating learning system. It uses a strategy of game mechanics to create the incentive to keep students learning. It is built very similarly to a computer game where the participants have to pass certain levels. A student passes the tree level of the language. The following lessons are unlocked after a learner has mastered the previous material. Users can complete a variety of exercise types including multiple choices, writing and also speaking through a microphone. Duolingo uses mainly drills and repetitive exercises in the lessons. Users can progress through and a vocabulary section where learned words can be practiced and users gain "experience points" (XP) as they learn a language, such as when they complete a lesson. Skills are considered "learned" when users complete all the lessons associated with the skill. Users win one point for each correct answer, and lose one for each error, and validate the lesson when they reach 10 points. Duolingo also includes a timed practice feature, where users are given 30 seconds and twenty questions and awarded a skill point and seven or ten additional seconds (time depends on the length of the question) for each correct answer. This timed practice feature is only available after purchase in the Lingot store for ten lingots, the virtual currency the site uses.

Lessons Schema

The exercises within a lesson are created so that a learner can develop the productive skills as well as the receptive ones. When an account on Duolingo is created and the settings are done (it is necessary there to set up a language, which should be learned and the acquired one, in which the learning will be carried out) there is a lesson tree in the middle of a Duolingo. The lesson three naturally begins with lesson called Basics 1.

After choosing this first lesson the five sub-lessons must be completed or a test must be passed. The test enables the advanced users to go through a lesson quickly. The number of test attempts is limited. During fulfilling a test a learner has three possibilities to make a mistake, which is illustrated by three symbols of heart in the upper right corner, otherwise the test must be done again from the beginning. Similarly, when completing a lesson there are limited possibilities to make a mistake.

Before practising a lesson there is a possibility to read and learn the explanation of the lesson-related piece of theory and grammatical rules, which are available in the lower left corner of the web page.

The theory is explained in a clear way, simply and practically. While browsing the lessons a learner can come across some pronunciation tasks where they are required to rewrite a sentence according to the dictation which they hear, and thereby they develop the listening and writing skills. The dictated sentence can be played repeatedly, a learner can choose from the two options – slower speed of speaking or faster version of it. This system works even vice versa, i. e. a learner is required to read a sentence aloud with the right pronunciation, the sentence is recorded and if judged to be correct the lesson is continuing by the next task, otherwise it must be repeated. This is important for development of the speaking skill.

Monitoring Progress and Skills

One of the most significant and motivating aspects when learning anything is the possibility to see the success, progress and development. Providing the feedback, evaluate and correct mistakes are the necessary tasks of each teaching subject. This learning project has an interesting way of recording the process is education. Students can learn gradually step by step and monitor their results and progress.

The skill points illustrated as a yellow coin and the words learned illustrated as a letter W in the blue circle can be seen on the right side. There is also a special page to monitor a learner’s level of vocabulary. In this page the words with all their forms used during the learning can be seen, the time of the last practice of it and how a learner was successful in using it. For better monitoring of the learners’ skills there is a skill page.

Feedback System

Feedback is a necessary part of any learning in general and Duolingo team noticed that most of language learning methods outside of the classroom had not developed any appropriate system of feedback. Some of them never provided the learners with any feedback (for instance the books or the audio CDs), the other ones which were considered to be more interactive only provided feedback on single words or multiple choice questions. Giving the most detailed feedback possible is highly beneficial for learning.

The disadvantage and also the reason why the most of methods do not provide this is that to indicate whether a correct sentence was formed is very difficult because there are many different ways how to say the same thing. To provide an example: the Spanish sentence “Tengo una lámpara más vieja que esa en mi casa” has over 500 correct translations to English, which range from “I have a lamp that is older than that one at my house” to “At home I have got one lamp older than that.” The Duolingo team spent last few months working on a detailed feedback system that aims to tell the learners exactly what they did wrong. If they enter, for example, “Das Mädchen isst ein Apfel” as a German translation for “The girl eats an apple,” Duolingo tells them (like a human teacher would) that they should have used “einen” because Apfel is a masculine noun.

It is also pleasant to mention that Duolingo, like a sensible teacher, does not penalize for small typos, e. g. when entering “boosk” instead of “books”.

- **Resources** https://www.youtube.com/watch?feature=player_embedded&v=8OebgtUjLg4

Assessment *of the solution found in the thematic area Process

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

3.3. Thematic Area **Communication**

- **Describe the solution from the perspective of eCAL**

Discussion Forums

On the highest level there is a separate page called Duolingo Discussion where the most general things are discussed. There are sub-sections of the forum – a discussion labelled as popular, new or top can be chosen. The lower level is represented by discussion forums to each lesson where some more specific problems can be solved. Finally, the lowest level means discussion forums related to a concrete task, sentence or a word which arises during the practising in a sub-lesson. A learner can contribute in each of them or add there a new forum of course. In each case of uncertainty or unclarity these discussion forums can be used where the advanced learners or native speakers can help the beginners, discuss potential problems or disagreements, make suggestions for improvement or provide another kind of help. The learners find it beneficial.

Community Volunteer Forum Moderators,

or forum moderators, assist users in learning how to use the various discussion forums, help answer questions, and make sure activity in Duolingo's discussion areas is in keeping with Duolingo's terms. These moderators can be identified in discussion areas by a green ring with a shield icon around their profile picture. There are two different types of forum moderator accounts: global and language-specific. Global forum moderators, also called "legacy accounts", can moderate any public forum on Duolingo. For some time, if a global moderator resigned, another moderator could be promoted into the opening. Language-specific forum moderators can moderate any public forum within a limited set of language courses. Outside of those courses, their moderator consoles disappear along with the green ring around their icons that would mark them as moderators. Course moderators are automatically forum moderators for their course.

Challenges

Duolingo makes learning more collaborative and fun by encouraging competition between peers. This is achieved by gamified learning in which users strive to obtain points. Duolingo offers many challenges users to get them to learn more effectively. Some of these challenges are in the form of:

Leaderboards - These encourage users to keep track of their friends and attempt to surpass their points;

Goals - Duolingo challenges users to reach certain goals by giving them a task to achieve every day in their reminder emails;

XP - The points serve as a way to evaluate effort and to keep track of your friends' progress and effort;

Translation Tiers - The tiers are a measure of a translator's rank or quality of translations, and these can serve as a way for users to translate and learn more to achieve higher tiers; and

Levels - Each level requires a specific amount of points, and these can also be compared with other learners.

- **Resources** <https://www.duolingo.com/comment>, <https://www.duolingo.com/guidelines>
<http://duolingo.wikia.com/wiki/Competition>

- **Assessment *of the solution found in the thematic area Communication**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

3.4. Thematic Area Resources

- **Describe the solution from the perspective of eCAL**

The language-learning website and app offer over 50 different language courses across 23 languages; almost 30 additional courses are in development. The app is available on iOS, Android and Windows 8 and 10 platforms with over 100 million registered users across the world. It satisfies many of the criteria related to an OER learning as listed above (Multilingual learning resources, Reviewed resources, User-created lessons, User-created vocabulary lists, etc.).

Other important aspects are as per follows:

Motivation

The whole system of learning itself is highly motivating, it is the model of gradual improvement, monitoring of the learning skills and the feedback. There are also some minor motivating aspects, e. g. the fast tests allowing to pass a lesson easily, the limited attempts for a lesson or test, which means the limited possibilities to make a mistake during completing a lesson or test. One of the newest actualization is a **Duolingo coach**, which like a virtual teacher reminds a learner via email, follows the course of learning, praises or admonishes. These aspects may seem to be unimportant, but right these they are the ones that make Duolingo different from the others learning portals. The extremely high level of motivation, however, is represented by the possibility of interaction and communication. Duolingo as a communicative learning model enables to share the experience and knowledge with peers and friends via social networks. By login with Facebook or twitter to see how learner's friends continue, compare or compete. Also at the homepage when a user is logged there is a possibility to see friends who are following or preceding a learner. The ability to translate real-life content and stories has proven to be a strong factor in helping users remember what's learned. The next point regarding motivation is it can be uploaded to a computer and available offline, now the high level of motivation especially for the young learners is represented by the availability at modern communication devices. It is possible to learn also on the new technological advances such as iPad or iPhone or tablets and smartphones, which is highly popular these days.

Modern communication devices

For a learner there is an option to ask for a link for their kind of device right through the Duolingo, consequently the link will be send by email.

In conclusion Duolingo has the ability to immerse a learner in language learning and make him addicted to it. "Language gamification", which forces a learner to spend his/her gametime effectively and make something productive. The ability to attract the attention to learning languages, and thus to mediate a step to a kind of further language learning is seen as the most beneficial feature of Duolingo. Another aspect appreciated by the users in public discussions on the web is the continuous and quite rapid development of the learning portal as well as the attention to all the little details. Then the feedback system is evaluated as a very active tool providing a prompt answers or help. In general the people like it. An overwhelming majority of users, who visited and tired this websites, are very enthusiastic about it. Many different opinions read on the Internet confirm the effectiveness of learning and demonstrate that the incentive system for learning on Duolingo is established very well.

- **Resources** <http://www.fluentin3months.com/duolingo/>

- **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or	4

aspect regarding eCAL?	
4. Other comments?	
<p><i>It is necessary to mention that these conversational aspects such as speaking and listening unfortunately have some deficiencies.</i></p> <p>Deficiencies Related to the Conversational Aspects of Language The most significant deficiencies are, as can be expected, associated with the conversational function of the language. Similarly like the most of e-learning programs Duolingo does not induce real conversational situations. It does not teach users to interact in speaking, to recognize different styles of pronunciation or dialects, to perceive pauses or to use other conversational elements. It does not even provide more options of the statements, questions and requests that might be used in a conversation for a certain purpose. Oral fluency is what should come first and it comes last with Duolingo as a consequence of using sentences from unrealistic conversations disregarding the personal preferences and cultural background.</p> <p>Limited Language Availability Many languages cannot be combined together sometimes only with English (as the teaching or the target language).</p> <p>Positive Aspect: Duolingo Test Center is a service that administers an adaptive online certification test that can be used to demonstrate language competency to prospective employers or schools. An independent study found that the test is reliable and correlates with the TOEFL iBT (an English certification test). It's the only thing not free even its cost is very low (USD 20). See the link to check from which institution it is accepted: https://testcenter.duolingo.com/en</p> <p>Although currently only available for testing English, Duolingo has expressed plans to add testing for other languages in the future.</p>	

34. Dienneti

Dienneti is the “in extenso” acronym standing for “Didactic and New Technologies”

The screenshot shows the website interface for 'docenti.skuola.net'. The main navigation includes 'HOME', 'AREE DISCIPLINARI', 'PERCORSI TEMATICI', 'NEWS', and 'ARCHIVIO'. The current page is 'Altre lingue', which offers resources for learning Russian, Chinese, Neogreek, and Esperanto. A search filter section titled 'Affina la ricerca' includes options for media type (App Online, Immagini, Audio, Software, Discussioni, Video, File di testo) and educational level (Prescolare, Primaria, Secondaria I°, Secondaria II°, Altro, Università). A featured result for 'LERNU' is shown, along with a sidebar of related terms like 'biblioteca', 'libri', 'fumetti', 'materiali', 'lessico', 'lezioni', 'vocabolario', 'lingua', 'programma', 'bambini', 'moderna', 'video', 'lingue', 'università', 'notizie', 'italiano', 'grammatica', 'software', 'news', and 'europa'.

URL
<http://docenti.skuola.net/aree-disciplinari/area-linguistica/altre-lingue/>

Owner /country.g. contractor, training institution, etc
 Consorzio Topix - Torino e Piemonte Exchange Point/Italy 1998

1. Description of objectives, expected and/or obtained results

The initiative Dienneti was born in 1998 from an idea by Marzia Fontana. Initially it was hosted into a free web space, later it had an own space and domain. The community and the press like the initiative that immediately became one of the most qualified and eminent benchmark among the online resources centres for the educational system and the didactic in general. Dienneti.it is an independent website and is totally for free. It provides and refers a number of resources and materials rigorously and accurately selected among many according to strict quality of contents and presentation requirements.

The website is continuously updated and properly organized. It addresses school operators, students, scholars and everyone who would like to use reliable and already selected results. It could be helpful in spite of getting lost among the too much huge and generic results provided by the common online search engines.

The portal users demonstrated to appreciate very much the attention paid by Dienneti to the resources and materials in Italian language. These are considered well oriented to the practical and free use in the framework of several educational disciplines, scholastic management, study and research and educational process in general. The contents, available in a wide selection of languages, are into the “Aree disciplinari” (“Disciplinary Areas”) section where they are organized by the main educational disciplines.

The section “Percorsi tematici” (“Thematic paths”) provides many paths on the same topics of the previous section and more. Other learning path and reviews of didactic commercial software are available into the “Archivio” (“Archive”) section. A selection of information and articles relating to the field Didactic and New Technologies “Rassegna Stampa” (“Press Release), of events such as conventions and conferences in education technology and education “Eventi e News” (Events and News), and other sites that deal with teaching and technologies “Siti Amici” (“Friends Sites”). These are very interesting since it is possible to access to reviews for catalogued applications both for the recipient's age and for the subject areas involved, articles on technologies and their use for educational purposes, presentations for school projects concerning technological education.

The website wants to provide objective description on these software. It is explicitly specified that the portal has not intent or interest in advertising or encouraging specifically the use of none of these software.

2.Target groups

Teachers and Students.Disadvantaged Groups: **migrants** (L2 Italian Course) and **students with difficulties** in learning since it offers also gaming solution to improving understanding. The variety of the contents allow a large access of **different users**.

3.Indicate the relevant thematic area/*smore than one is possible*

Competence	Process	Communication	Resources
X	X	X	X

3.1.Thematic Area **Competence**

- **Describe the solution from the perspective of eCAL**

As the website’s content offers a large amount of didactic materials, it seems obvious to think that varied needs of the users are satisfied. The source of this materials is as much various as the needs and allowed to find resources either in national languages or English. For each subject/language there are different types of materials.

TEACHERS’ OPINION

Very extensive site for both the disciplinary scope and the school level. The users can find several kind of resources, including some excellent link.

The language courses are initially free of charge, but in order to continue, after the registration it is necessary to pay.

This is a very big educational portal, in which each student can find “its piece of cake” – what is he/she is interested in.

The Italian L2 or LS teachers will find this site a useful tool for:

- access to the most important proposals for training in the field of teaching Italian to foreigners (ALIAS project, Italian Tuscan Project L2 IRRE, etc.), and sites that contain materials for the

- upgrade (for example, the website of the magazine In.it);
- learn about projects and educational experiences offered by other teachers and shared in forums, discussion lists and database reported by Dienneti;
- obtain educational materials of different nature: leisure activities and language games, simplified reading, for the development of basic vocabulary, educational software;
- find operative instruments for the reception, communication with families and the insertion of the foreign child in Italian schools;
- update as part of educational technology through articles and essays made available to the browser.

STUDENTS' OPINION

The most remarkable thing of this website is the existence of thematic paths that give the possibility to deepen scholastic topics or simply to read some tips. Very useful the opportunity to perfect the thematic choice. Everyone can find there something that interests him/her. While searching for particular issue, one can learn lots of new information.

- Resources** http://goerudio.pixel-online.org/rel-initiatives_scheda.php?art_id

Assessment *of the solutionfound in the thematic area Competence

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	5

3.2.Thematic Area Process

Describe the solution from the perspective of eCAL

Home page →Disciplinary Areas → Languages area

- “Foreign Language”, containing sections devoted to English, German, Spanish, French, Russian, Chinese, Japanese, Greek, Esperanto etc. For each language online resources are divided according to their content: resources for teaching and learning of grammar, culture, phonetics, etc. .;
- “Italian”, containing materials for the development of basic skills, to understand and communicate, to the syntax, for spelling, etc. Although most of the material is intended for the teaching of Italian LM, there is also a specific section for the ‘Italian LS, in which there are links to sites of different nature.

Users can choose subcategories: dictionaries, multilingual, discussion, etc.; refine the research in accordance to the kind of recourse they are looking for or their level of education.

Then user can choose to see results of his/her research divided into recent resources or 133recommended

- Resources** <http://docenti.skuola.net/aree-disciplinari/area-linguistica/>

Assessment *of the solution found in the thematic area Process

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	3
Credibility: To what extent the methodological approaches are plausible and justified?	3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3

3.3. Thematic Area Communication	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL There is a Forum to which the users' community can discuss different matters and subjects. The forum contents are divided in to part: <ul style="list-style-type: none"> ✓ On the left side by sections/subjects ✓ On the right by posts ordered from the latest to the earliest • Resources http://www.skuola.net/forum/ 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL It is a tidy directory of resources for teaching and new technologies applied to this. You can find quality materials and tools selected and organized in a review extensive, updated and free access regarding education, school, teaching, research, information, study, leisure and educational entertainment. Gaming technologies (For English there is a funny methodology that let users learn through songs. While the song is playing user is required to fill the gaps) <ul style="list-style-type: none"> • Online dictionaries and Vocabulary • Online courses/applications, • Video, • Didactical resource • Text files Languages: Bulgarian, Italian, Latvian, Polish, Other EU, Romanian, Slovak, Spanish, English, Other non EU • Resources 	
<ul style="list-style-type: none"> • Assessment *of the solution found in the area Resources 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

35. Il Grande Portale della Lingua Italiana

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URL

<http://www.italiano.rai.it/>

Owner /country e.g. contractor, training institution, etc

It is an e-tool made by the Ministries of Interior, Education, University and Research in collaboration with RAI Educational in 2013. It is Co-financed by the European Fund for the Integration of third-country nationals (EIF).

1. Description of objectives, expected and/or obtained results

IL GRANDE PORTALE DELLA LINGUA ITALIANA is a website designed specifically to facilitate the understanding and learning of the language of Dante to foreigners on Italian territory but, it can also be useful to Italians native speakers Knowing the language of the country in which you choose to live is essential to build a full and successful integration path.

“The website is a useful opportunity to learn basic Italian and approach the principles of the Constitution and share its values, rights and duties and to understand the various aspects of civil life of the country in which you chose to live”, as evidenced the official announcement of the government. A fundamental step forward for integration, then, given that learning the language is crucial in the process of rapprochement to the adopted country.

OBJECTIVES: The platform was created:

- to support third countries migrants in their path of integration and to acquire language skills. In particular it is aimed at those who are interested to meet its commitments under the Agreement of Integration (179/2011 DPR) and DM 4 June 2010 containing the modalities of the test on the Italian language knowledge;
- to implement the Italian language training offer through tools and materials to support the autonomous design of teachers of Italian language for foreigners who belong to the Permanent Territorial Centres (CTP).

2.Target groups

Migrants and Italian L2 teachers, but in a large sense to all those who want learn Italian.

3.Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X	X		X

3.1.Thematic Area **Competence**

- **Describe the solution from the perspective of eCAL**

The website re-arranges and enhances multimedia products made by RAI with the two ministries involved, *In Italia e Cantieri d'Italia*, and those produced by other institutional organizations to make them accessible on a single platform. Two are the main sections:

- *Impariamo l'italiano* (Learning Italian), for adult migrants;
- *Naviga nell'italiano* (*Surfing on Italian*), for L2 teachers.

- **Resources** <http://www.italiano.rai.it/articoli/il-progetto-del-grande-portale-della-lingua-italiana/19074/default.aspx>

- **Assessment *of the solution found in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	3

3.2.Thematic Area **Process**

- **Describe the solution from the perspective of eCAL**

On the there are two sections as mentioned before addressed one to L2 learners and on to L2 Teachers, two further section dedicated to civic culture and civic life and to National initiatives.

As mentioned above the website is divided into two parts:

1st Section: *Impariamo l'italiano* (Learning Italian)

A series of "lessons" sorted into 4 levels (A1, A2 , B1 and B2), whose contents are obtained from the inventory of knowledge related to vocabulary, expressions, phrases, grammar and basic language structures present in the "Guidelines" developed by the Italian Ministry of Education for the design of literacy and learning of the Italian language addressed to migrants.

Each level is subdivided into units and all units are arranged in the same way:

1) Docufiction and sketch containing:

A fiction specially designed to Italian learning. Its contents become more and more complex following the student in his/her learning progress.

2) Video-lessons on different subjects

3) Activities : many online exercises to practise the concept learnt

The course for migrant ends with a section dedicated to tools:

- test of self-assessment,
- a glossary of the words present in the course divided both by letter or subject,
- a visual vocabulary,
- encyclopaedic dictionary,
- a short history about Italian language,
- a spelling and pronunciation dictionary,
- a list of words of the new millennium where the word definition is supported by videos,
- a practical guide to the Italian test

2nd Section: Naviga nell'italiano (Surfing on Italian)

This area of the platform is aimed specifically at teachers who wish to use the learning A1 and A2 units to make the learners acquire the linguistic and pragmatic contents indicated by the Guidelines issued by the Ministry of Education, University and Research for planning the lines of literacy and learning of the Italian language addressed to migrants. There are also three essays, by the Italian Linguistic Giuseppe Patota, on Dante, Petrarch and Boccaccio, the founding fathers and paradigms of Italian language. The beauty to tell the world. The fourteenth century as the keystone and the political value of the language.

3rd Section: Civic culture and civic life

- The Italian Constitution translated in different languages: Chinese, French, English, Russian, Philippine, etc.
- Charter of values
- Civics guidelines

4th Section: National initiatives

In this section there are materials for language training and civic education funded by the European Fund for the Integration of Third Countries 2007-2013

- **Resources** <http://www.italiano.rai.it/categorie>

- **Assessment *of the solution found in the thematic area Process**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3

3.3.Thematic Area Communication n.a.

-

3.4.Thematic Area Resources

- **Describe the solution from the perspective of eCAL**

The materials and tools relating to the A1 and A2 levels of the Common European Framework of Reference for Languages take into account the Guidelines for the design of literacy and learning paths of Italian language prepared by the Ministry of Education, an integral part of the Framework

Agreement on August 7 2012.

In addition, the portal also contains materials and tools related to the B1 and B2 levels from the Italian project and other materials produced by RAI (an Italian broadcaster), which will be further enriched. The section dedicated to civic culture and civic life helps foreign adults to achieve and consolidate an active and responsible participation in which the knowledge of the Italian language and civic culture become acquisition tool of active citizenship. This section takes into account the guidelines for the design of the civic training session and information compiled by the Ministry of Education. In the platform there are presented tools and content that provide a starting point to learn about the Italian language and that can be extended and improved over time.

- **Resources** <http://www.italiano.rai.it/articoli/il-progetto-del-grande-portale-della-lingua-italiana/19074/default.aspx>

• **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	1

4.Other comments?

Unfortunately the platform concerns only the Italian Language; however its simple and clear structure can be taken as model by the eCal project. The videos inspired to daily life and the references to the Italian background are also interesting.

36.Naboomboo

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<p>This website or its third party tools use cookies that are necessary to its functioning and required to achieve the purposes illustrated in the cookie policy. If you want to know more or withdraw your consent to all or some of the cookies, please refer to the cookie policy. By closing this banner, scrolling this page, clicking a link or continuing to browse otherwise, you agree to the use of cookies. I AGREE</p>	
<p>Reference Number if applicable Naboomboo is part of Treatabit, the I3P (Innovative Enterprise Incubator of the Polytechnic University of Turin) program for digital startups. (http://www.treatabit.com/) , (http://www.i3p.it/en)</p>	
<p>URL https://www.naboomboo.com</p>	
<p>Owner /country e.g. contractor, training institution, etc Italian Start up – Turin Founded in 2013. Naboomboo was granted €18.000 by the Piedmont Region, €4.000 by Camera di Commercio del Piemonte and has approval for a loan of €12.000 from Torino Social Innovation. The company name, takes inspiration from the name of an island in the popular Disney animation movie “Bedknobs and Broomsticks” (from a romance by Mary Norton). In the movie the island is populated by different races and is ruled by animals able to speak human languages and to communicate with each other.</p>	
<p>1.Description of objectives, expected and/or obtained results</p>	
<p>Naboomboo is a language social network, a place where users can find different language partners with whom video-talk and train their language fluency. Naboomboo wants to be the answer to those people who aim to improve their fluency and language proficiency, but by avoiding waste of time and money. In fact, naboomboo gives the perfect solution to meet native speakers to talk about common</p>	

interests and topics: it is free, innovative and easy. Maintaining and improving a foreign language seems – and actually is – really hard, especially when people have no opportunity to speak it daily, or at least often on a weekly basis. Furthermore, the lack of native speakers with whom people can train the foreign language is a real obstacle to keep the fluency.

Two years ago these considerations led the Italian startup *naboomboo* to the creation of an online language community, a place where people can meet up and improve their foreign language. But naboomboo is also the only language social network with social value. Their first purpose is to give people the opportunity to know different languages and cultures, but also to spread theirs too. They dream of a world without language barriers, in which every language – and person – is unique and has to be known. The naboomboo community is now composed of 40.000 people from 80 different countries in the world, and the number keeps growing day by day.

2.Target groups

People that already have a basic knowledge of a language, but want and need to practice it by speaking to others to become more fluent. University students, 18 to 26, are the main target for Naboomboo. Secondly, working people with an age up to 35 that need to improve and practice their language for professional reasons. But for the same reasons it can be seen useful also for one of our disadvantage target group: unemployed who need to improve their competence to find a new job.

3.Indicate the relevant thematic area/s

Competence	Process	Communication	Resources
X	X	X	X

3.1.Thematic Area Competence

• **Describe the solution from the perspective of eCAL**

Naboomboo is a multi-sided market, a meeting place for who is offering specific language knowledge [**trainer**], who wants to practice and learn [**learner**], and also who wants to be engaged in both activities [**swapper**]. Learners are users who already have a minimum competence in a foreign language and want to improve and practice. The registration allows the access to a wide range of topics: It is free for a learner and it includes a package of free minutes to be spent for conversation. Minutes can also be bought or they can be collected teaching the native language (becoming a trainer). Trainers are users who are available to transfer their native language knowledge, talking about a specific topic of common interest with a learner.

It helps university students to learn a language before their study abroad programs, to learn a new language or culture and in particular to maintain the language learnt during their period abroad. This is a social value: make people feel comfortable with their foreign language fluency.

In an eCal perspective both categories are involved: supporter and learners and all language learning skills are practiced.

- **Resources** https://didattica.polito.it/zxd/cms_data/attachment/8/Naboomboo%20-%20EN.pdf

• **Assessment *of the solutionfound in the thematic area Competence**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?	4

3.2. Thematic Area Process

- Describe the solution from the perspective of eCAL

Naboomboo is an innovative multimedia platform for **language exchange**, it is a virtual place where you can train and improve your **Italian languages skills**, sharing and discussing about your interests and favorite topics. *Naboomboo* helps you with foreign languages, it helps practicing and developing fluency in **Italian** having fun and without **spending** money. Sharing your hobbies and passions with **mother tongues** is an easy and simple way to develop and improve **your foreign language** to a proficiency level. This approach allows to be closed to daily life both for your job and your pleasure. On *Naboomboo* each user defines his **interests and topics** he wants to discuss about. Immediately **the platform is able to match demand and offer** providing the **best customer experience**.

How it works?

You can join the community through facebook log in. Otherwise, sign up with your e-mail address to create an account. Once you signed in, complete the profile, declaring your native language, your interests and the languages you want to improve. Then you can find your perfect language partner! Go in the SEARCH area: there is a powerful tool to search the perfect native speaker. Select the language, your favourite conversation topic, and start (video)talking! If your preferred trainer is currently not available for a conversation, write a message to arrange a learning session with him.

- Resources (please download the appropriate resources or provide an URL)

<https://www.naboomboo.com/?language=en#!>

- Assessment *of the solution found in the thematic area Process

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3

3.3. Thematic Area Communication

- Describe the solution from the perspective of eCAL

Naboomboo is a **language exchange community**. Users can train and improve their foreign language skills by sharing and discussing their interests and favorite topics with others on the platform. *Naboomboo* follows the so called "**freemium**" model. Learners can either purchase minutes or earn them by tutoring other users on the platform in their native language. After registration, learners will receive a certain number of minutes for free that can be used to converse with a native speaker through *Naboomboo's* advanced integrated audio and video chat. Once those free minutes are used up, learners can either buy additional minutes, or collect free minutes by becoming a tutor of their native language.

- Resources <https://www.facebook.com/naboomboo>

- Assessment *of the solution found in the thematic area Communication

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

3.4. Thematic Area Resources

• **Describe the solution from the perspective of eCAL**

Naboomboo is different to any other platform available in the Social Media Language Learning [SMLL], market. It is based on board game rules and logic in order to promote interactivity and sharing experiences on the website and on major social networks.

The main characteristics of Naboomboo are accessibility (cross-browser compatibility) and flexibility, there is no need to download and install any additional software. In addition to these characteristics there are several elements regarding the ease of use that make Naboomboo unique:

- the full integration of an audio- and video chat;
- the peer-to-peer functionality;
- the plug-in-free use;
- a three-click navigation (from registration to conversing in just a few clicks), and;
- the screen-sharing platform which allows for the sharing of notes, schemes, exercises and pictures.

The purpose of Naboomboo is to help with foreign languages, practicing and developing fluency while having fun and without spending money. Sharing your hobbies and passions with native trainers is an easy and simple way to develop and improve your language to a proficiency level. This approach allows you to learn time flexible and will fit in daily life. Community members have the opportunity to study new languages and to teach their native one.

The platform is immediately able to match demand and offer providing the best customer experience. The business model is different to any other platform available in the market. It is based on board games rules and logic in order to promote a high number of logins and sharing the experience on the web site and on major social networks. Thanks to the technology adopted (HTML5), Naboomboo does not require any additional software; an internet browser and a web connection are the only requirements to be on line. It is possible to track SMLL users' needs from this simple screening: native trainer, low budget, time flexibility, many topics to discuss and simple applications. The founding team created Naboomboo to give people all these services.

Naboomboo is accessible for users from all over the world and fosters the exchange of as many languages as possible by having a diverse and international community. More Than 70 languages are available.

- **Resources** https://didattica.polito.it/zxd/cms_data/attachment/8/Naboomboo%20-%20EN.pdf

• **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	5

4. Other comments?

New Aims:

- to help schools all over the world improve their supply of language courses, by giving them the opportunity to use their e-learning platform in order to teach online courses. From the smallest to the biggest. The demand for online courses keeps growing and is undoubtedly the future of teaching and learning.
- Launching a new landing page and improving and adding capabilities to the website. Besides, creating dedicated smartphone apps.

37.Simola

<h3>SIMOLA - SITUATED MOBILE LANGUAGE LEARNING</h3>	
 <p>SIMOLA Situating Mobile Language Learning</p> <p>The SIMOLA project develops a crowd-sourced information system for situated language learning. The system allows language learners in a target country to collect, annotate and share language- and culture-related content using their mobile</p>	 <p>About SIMOLA</p> <p>It is widely acknowledged that learning about the language and culture of another country is most effective in-situ, yet no technologies currently support learners' informal situated learning while in a target language country. The SIMOLA project aims to fill this gap by developing a collaborative mobile tool for learners to capture and share items of linguistic and cultural interest. Based on previous research with international students in the UK, the project explores the model on a European level with two different types of language learners, EU mobility students (Erasmus) and adult migrants (Grundtvig).</p> <p>Lingobee</p> <p>Lingobee is the collaborative language learning application developed by the SIMOLA project. It consists of a mobile app, a web site and a range of cloud services to collect, edit, browse and share language- and culture-related content found in everyday life. Besides offering a platform for in-situ language learning, Lingobee also supports learner communities through user profiles, user groups, content ratings and other social networking functionality that help to make language learning more collaborative and help to overcome isolation in a foreign country. To find out more visit the Lingobee website!</p> <p>Consortium</p> <ul style="list-style-type: none"> ▪ University of Brighton ▪ StudyGroup ▪ ROC van Amsterdam ▪ University of Molise ▪ Baltic Education Technology Institute ▪ Norwegian University of Science and Technology
 <p>Lingobee Check out the Lingobee website for the latest user-generated language items and to download the FREE mobile app.</p> <p>Facebook Connect our Facebook channel to be up to date with latest news of the project, event photos and further recent contents.</p> <p>Twitter Follow us on Twitter if you interested in language and mLearning related news.</p> <p>Basecamp Project management area. If you are a consortium member, click on the following link, and use your Basecamp account to join: Members login.</p>	
 <p>Lifelong Learning Programme</p> <p>Targets have been set for the four sub-programmes:</p> <p>Comenius should involve at least 3 million pupils in joint educational activities, over the period of the programme:</p> <p>Erasmus should reach a total of 3 million individual participants in student mobility actions since the programme began:</p> <p>Leonardo da Vinci should increase placements in enterprises to 80 000 a year by the end of the programme:</p> <p>Grundtvig should support the mobility of 7 000 individuals involved in adult education a year by 2013.</p> <p>Share this page on Twitter or Facebook</p>	
<p>Reference Number if applicable LLP 511776-LLP-1-2010-1-UKKA3-KA3MP</p>	
<p>URL http://itrg.brighton.ac.uk/simola.org/</p>	
<p>Owner /country e.g. contractor, training institution, etc</p> <p>University of Brighton (UK) Lead Partner, StudyGroup (UK), ROC van Amsterdam (NL), University of Molise (IT), Baltic Education Technology Institute (LT), Norwegian University of Science and Technology (NO), Hungarian e-University Network (HU), Tokyo University of Agriculture and Technology (JP)</p>	
<p>1. Description of objectives, expected and/or obtained results</p> <p>The SIMOLA project develops a crowd-sourced information system for situated <u>language learning</u>. The system allows language learners in a target country to collect, annotate and share language- and culture-related content <u>using their mobile phones</u> and suitable web interfaces. The project aims to fill this gap by developing a collaborative mobile tool for learners to capture and share items of linguistic and cultural interest. <u>Lingobee is the collaborative language learning application developed by the SIMOLA project. It consists of a mobile app, a web site and a range of cloud services</u> to collect, edit, browse and share language- and culture-related content found in everyday life.</p> <p>This project is interesting for eCal because it is focused on the interaction between a particular mode learning, mobile learning, and creativity. This project should be taken into account since the literature on mobile learning is not much due to the innovative and recent features of the phenomenon.</p>	

2.Target groups			
The project explores the model on a European level with two different types of language learners, EU mobility students and adult migrants .			
3.Indicate the relevant thematic area/s			
Competence	Process	Communication	Resources
X	X	X	X
3.1.Thematic Area Competence			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL SIMOLA is funded as a Key Activity 3 (ICT) in the Lifelong Learning Programme with a focus on developing innovative ICT-based content, services, pedagogies and practices. It answered the call by: <ul style="list-style-type: none"> •creating mobile and web-based tools and services that enable learners to create, share and access content with their mobile phone, via a web site, or through a widget on their preferred social network, •exploring how these tools can support formal and informal language learning in universities, migrant support centres and language learning groups across six partner countries, and •making available the created tools, services and materials and disseminating findings across and beyond member states with the aim to maximise impact and promote best practice. • Resources http://itrg.brighton.ac.uk/simola.org/#grant 			
<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Competence 			
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?			3
Credibility: To what extent the methodological approaches are plausible and justified?			3
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCal?			3
3.2.Thematic Area Process			
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL LingoBee is a mobile app to support language learning in situ. The Creative use of LingoBee consist in the 'freedom of movement' of the user / learner, understood both in the literal sense, since mobile learning allows learning in any place and any time, but also, in the broadest sense as a chance to make personal choices about what, how, when and where to learn. <u>Mobile learning promotes the sharing of experiences</u> and thus creates the basis for <u>cooperative learning</u>. <u>Learning becomes more flexible and self-directed</u>, and this also in a function of a precondition for greater learner's autonomy compared to traditional learning environments. <p>The LLP project was developed according to a learner-centred design approach, on the basis of use cases, their key use case is as follows: <i>"Khalil is Jordanian student in the Brighton. He is in the Student Union watching a football game with some English friends. A goal is scored and there is much hilarity over the goalkeeper being nutmegged. Khalil cannot make sense of this: there's not much connection with the nutmegs of</i></p>			

his experience, which are used in cooking. He asks his UK friends, who explain that it means the striker played the ball through the keeper's legs. Khalil thinks other non-native speakers may be interested in this new nugget of knowledge. He gets out his Android G1 phone, starts the CloudBank app and keys in "to nutmeg: in football: to play through an opponent's legs", tagging the entry with "nutmeg" and "football". For good measure he also records an English friend pronouncing the word, and adds the recording to the entry, before sending it to the CloudBank cloud. This same evening, Keichi, a Japanese student, learns about the term to nutmeg through the CloudBank RSS feed on his profile page. By chance he's just been watching a video clip of the goal from tonight's match. He logs onto the CloudBank community portal, searches for the nutmeg entry, and adds a reference to the video clip, so that others can get a better understanding of what it means to be nutmegged."

This is the idea on which LingoBee application is based . This app is designed for Android mobile devices (smartphones and tablets). The application is designed to capture all the linguistic elements in which learners may encounter in their daily lives – all those which are interesting for some reason.

The LingoBee users collect, share and comment on their own or others' words entered into the system (**entry**), that are arranged in a shared online repository .The entries can be individual words or utterances, or even parts of sentences. Users can also add new descriptions or definitions to others' entries, such as in the words 'loch' and 'graffiti' which have multiple descriptions. Each entry can contain multimedia elements such as photos, audio and links to the network. LingoBee shares with social networks some basic features, such as the presence of each user profile or the fact that the users can give an assessment of the others' entries by choosing a score between 0 and 5 stars, can report inappropriate content or incorrect from the linguistic point of view, or provide a feedback by filling out a simple form.

- **Resources** http://itrg.brighton.ac.uk/lingobee/files/Lingobee_Mobile_Userguide_en.pdf

• **Assessment *of the solution found in the thematic area Process**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	3

3.3.Thematic Area Communication

- **Describe the solution from the perspective of eCAL**

Besides offering a platform for in-situ language learning, Lingobee also supports **learner communities** through user profiles, user groups, content ratings and other social networking functionality that help to make language learning more collaborative and help to overcome isolation in a foreign country. The entries stimulate cooperation among users .This type of creative entries correspond essentially to cultural elements. The questions-priming that they have caused the user's reaction and the use of LingoBee have been common questions such as "What is this?" and "Why?" Each of the figures exemplifies a time of learning that comes naturally from a sudden and unexpected stimulus, tied to an unknown context and the need to share the experience with others that can on their turn enrich it. This experiences sharing keep learners together and facilitate the communication among them.

- **Resources** http://virgo.unive.it/ecf-workflow/upload_pdf/ELLE_3_1_14_Cacchione.pdf

<ul style="list-style-type: none"> • Assessment *of the solution found in the thematic area Communication 	
Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	4
Credibility: To what extent the methodological approaches are plausible and justified?	4
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4
3.4. Thematic Area Resources	
<ul style="list-style-type: none"> • Describe the solution from the perspective of eCAL <p>LingoBee is a mobile app to support situated and contextualized language learning. The transformation of mobile phones from simple voice and text-based communication devices into powerful handheld mini-computers makes the <u>smart phone</u> an increasingly <u>attractive</u> platform for <u>informal and situated learning</u>. Smart phone facilities such as online reference tools, multimedia capture and display, social networking and GPS all have the potential to be used alone or in combination to <u>contribute to an effective learning tool</u>, as students see taught material reflected in the outside world and vice versa, enabling them to relate classroom material to lived reality and vice versa, thereby deepening their understanding and engaging them emotionally. Language teachers are particularly attuned to the need for students to transfer their learning to real life settings. Language learners can use their own mobile devices in the contexts in which they need to apply their language skills for generating or interpreting language.</p> <p>The project SIMOLA transferred Web 2.0 concepts of user-generated content, content syndication and social networks to the mobile domain to support informal, situated, community-based language learning driven by international students sharing their discoveries in everyday life. The project aims to support students in this situation to share and build their collective knowledge using mobile phone technology that is ready to hand. In particular, the project aims to design, build and evaluate a <u>lightweight mobile- and web-based system</u> that enables international students in the UK <u>to pool and negotiate their knowledge and understanding of the local language and culture</u>.</p> <p>The aim of the app is to support international students and immigrants further their knowledge and understanding of local language and culture. Although international students and immigrants may already have a high level of competence in the L2 language, and may not feel the need to enrol on formal language courses, they are still concerned with improving their facility in the language and with the native culture. The goal of the project is to provide an easy and engaging way for students in this situation to share and build their collective knowledge.</p> <p>The creative construction of the content of the entry is noteworthy. The ability to use multimedia elements to create the entry sometimes is an incentive to develop the description / definition of a selected content. This resource is particularly valuable to learners who have not yet been provided by sufficient linguistic means to make a description or a complete definition of a word or a phrase even if it is of elementary type. From a linguistic point of view give definitions, however simple, is not an easy task fortunately multimedia come to meet this kind of 'structural' problems and experienced users can fill the lack of adequate level of competence.</p> <p>Among the most significant examples of "creative entry" there is one for the Italian word 'lenticchie' (Lenticchie) created by a user (an Erasmus Spanish student who was studying Italian at the University of Molise) who used real lentils to compose the word and also added a description fairly extensive, consisting of two sentences, the second of which introduces a cultural element on the Italian tradition of lentils eating last day of the year.</p> <p>Definitions for "lenticchie"</p>	

lenticchie

1 Definition available in group **Italiano per Tutti**



Sono un tipo di legume ricca in ferro che servono come cibo. In Italia `e tradizione mangiare il 31 dicembre



 posted on 24 Nov 2011 by **lauritarota**

The creative use of multimedia resources and construction iconic of the entry thus responds to a specific user’s creative intent, who has no problems to report object descriptions using an Italian perfectly understandable.

- **Resources** http://conference.pixel-online.net/ICT4LL2011/common/download/Paper_pdf

• **Assessment *of the solution found in the area Resources**

Clarity: To what extent the outcomes are systematically worked through, coherent and clearly developed?	5
Credibility: To what extent the methodological approaches are plausible and justified?	5
Contribution: To what extent the outcome adds to knowledge and/or practice of an issue or aspect regarding eCAL?	4

4.Other comments?

PROs: The app stimulate people in a creative use of their L2 and to become more and more familiar with a foreign culture.

CONs: it runs only on Android device and at present is a sort of vocabulary more than a LS course.

Glossary

A few preliminary definitions are given here. The purpose is not to "reinvent the wheel" by explaining what e-CAL partners understand under these terms.

Disadvantaged Learners

The term of **disadvantaged persons /learners (DL)** has not been clearly defined by appropriate EC organisations and institutions. Additionally, the term Special Educational Needs has different meanings in EC countries: in some it covers only persons with disabilities e.g. motoric disabilities, while in other it include a broader range of learners covering disabilities, difficulties and disadvantages. Thus, the e-CAL partnership defines the project target group of disadvantaged learners as follows: learners with disadvantages arising primarily from socio-economic, cultural and/or linguistic factors e.g. learners with low educational level, unemployed persons, immigrants, refugees. The educational need is to compensate for the disadvantages attributable to these factors

Dynamic Contents

The term of **dynamic contents** describes a trend of online learning. Many language learning courses use already a set of video clips which include captions in language 1 and language 2 and often a voice recording functionality. There are examples when learners are involved in the development of the video clips.

Formal Learning

Learning is intentional, organized and structured. Formal learning opportunities are usually arranged by institutions, learning activities are guided by a curriculum or other type of formal programme. *Example:* the Money Master Game is implemented in the curriculum of the subject.

Free Accessible Resources & Services

The term of **free accessible resources & services** describes a trend in online learning. Many providers offer free access to all or to a defined kind/number of course materials, content modules, videos, exercises, questionnaires, animations, games etc.

Gamification

The term of **gamification** describes a trend in online learning. The application of game principles and approaches can be a way to enhance the engagement, motivation and performance of learners in particular in case of self-directed language learning.

Informal Learning

Learning is not intentional, it is never organized. Rather than being guided by a rigid curriculum, it is often thought of experiential and spontaneous. *Example:* Free Play of the Money Master game by students outside of school settings

Mobile learning

The term of **mobile learning describes (ML)** a trend of online language learning. The development of mobile devices and their availability for nearly everybody opened the door to the so-called on demand learning (everywhere at every time).

Non-formal Learning

Learning may or may not be intentional or arranged by an institution, but is usually organized in some way, even if it is loosely organized. There are no formal credits granted in non-formal learning situations. *Example:* learning activities follow teachers and trainers ("afternoon voluntary " learning)

Self-Directed Language Learning

The concept of **Self-Directed Learning (SDL)** first came known within the field of adult education in the 1970s and it is closely associated with learner autonomy. It is generally accepted that in case of self-directed learning the students

- are willing to take more individual control over the learning process,
- more engaged compared to “traditional” learners,
- make decisions about learning that will lead to a more focused and effective study.

References to learners autonomy and self-directed learning is a stated aim of many language courses around the world in particular when looking at so-called online learning, learning with support of information and communication technology (ICT) etc. For the purposes of this analysis the term self-directed learning is preferred to emphasis the validity of a learner choosing to use web-based resources for language acquisition and to recognise the importance of teachers to many learners who are just beginning to take control of their learning e.g. disadvantaged learners. Learners who realise their individual limits and choose to look for support from teachers are nonetheless being self-directed.

Support to Self-Directed Language Learning

The term **Support** in case of self-directed language learning is closely related to the role of teachers. The main tenet of this analysis is that teachers have a vital role to play in the process of self-directed language learning. Different approaches to supporting have either called for a new form of teaching, or for a separate professional function, or for a combination of collaborative work between two roles but with some integrated functions too. Each way may be valuable in its own right. Appropriate staff development programmes are available to ensure teachers reorientation. Supporters, facilitators, mentors, counsellors, advisors, helpers, language consultants etc. are all terms used to define a role which is distinct in function and skills from the existing teaching profession. Supporters started bridging between teachers, new learning environments (e.g. online environments) and learners. They are now slowly developing their distinctive skills and a new discursive world to define their ever-growing role.

In some language learning institutions, the functions and role are embraced by existing teaching staff, in others two separate specialisations have been developed²⁸. Thus, some prefer to keep these two figures (teachers and supporters) as separate entities but strictly interdependent, others prefer the full integration of supporting functions into existing teaching and curriculum demands. As a consequence, some privilege certain 'tools' as key elements to distinguish teaching from supporting, some focus on the skills necessary to support learning, others shift the place where this function of supporting learner autonomy should take place²⁹.

Open Educational Resources

Open Educational Resources (OER) are defined as: “teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work”³⁰.

Social networks & Tandem Learning

The term describes a trend in online learning. Students learn in special organised communities and

²⁸ M.Mozzon-Mcpherson - University of Hull - FDTL Project SMILE, <http://www.hull.ac.uk/langinst/smile>

²⁹ M.Mozzon-Mcpherson - University of Hull - FDTL Project SMILE, <http://www.hull.ac.uk/langinst/smile>

³⁰ UNESCO (2012). 2012 Paris OER Declaration. World OER Congress, Paris, June 2012.

networks online. The peer-to-peer language learning (between learners and teachers as well as between learners and/or with support of native speakers) opened new learning (and communication) ways e.g. by giving feedback from natives, corrections, user generated translations etc.

Virtual classes

The term of **virtual classes** describes a trend of online learning. Many VC forms are known from simple forums to fully-fledged live classes run by expert language teachers which offer individual tutoring, scheduled classes, discussion groups etc. Personal coaching services via email, chat, skype etc. are implemented due to motivational reasons.

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Appendix Table 1

Table 1: Best Practices, cases, examples analysed

			Trends						Thematic Areas				
N	ECAL Partner	Best Practices, Case Studies, Examples analysed by eCAL Partners	Dynamic Content	Virtual Classes	Mobile Learning & Apps	Free Accessible Resources	Social Networks & Tandem	Gamification	Competence	Process	Communication	Resources	
			1	2	3	4	5	6	1	2	3	4	
1	PPC	E-LOCAL: Electronically Learning Other Cultures And Languages, www.e-localproject.eu			x		x		x	x		x	
2		Let's become a bilingual family http://www.bilfam.eu/	x			x			x		x	x	
3		JOYN2.0: Language Learning Champions in Social Networks and On-line Media / VSIA "Latvijas Televīzija", http://www.joynlanguages.eu/	x	x				x		x	x	x	x
4		FORVO, http://fr.forvo.com/languages/co/				x				x	x		x
5		Midril, http://www.midril.eu	x		x				x	x	x		x
6		Apprendre le français avec TV5MONDE, http://apprendre.tv5monde.com/	x			x			x		x	x	

		1	2	3	4	5	6	1	2	3	4	
7	Eurospeak	RISE - Refugee Interactive Skills for Employment, http://rise-project.eu/	X			X		X	X		X	X
8		Memrise, www.memrise.com	X		X	X	X	X	X	X		
9		ET Neets - Effective Training for NEETs, http://www.et-neets.eu/en/				X						
10		SEAGULL – Smart Educational Autonomy Through Guided Language Learning , http://seagull-tandem.eu/				X				X	X	X
11		Digital Dialects, http://www.digitaldialects.com/				X		X		X		
12		BBC Language Learning, http://www.bbc.co.uk/languages/	X			X			X	X		X
13	ASEV	Lingu@network , http://www.linguanet-worldwide.org	x	x		x	x	x	x	x	x	x
14		Italian in Family http://www.italianoinfamiglia.it/default.asp				x				x		x
15		LiMe, http://www.languages-in-media.eu/	x	x		x			x	x		x
16		Digital Literacy Instructor, http://diglin.eu/digital-literacy-instructor/	x			x		x				x
17		Oil Project , http://www.oilproject.org/lezioni/lingue	x	x		x	x				x	x
18		TRIO , http://www.progettotrio.it/trio/it.html	x	x		x	x				x	x
19		Eliza, http://dizionaripiu.zanichelli.it/eliza-home/	x			x						x

		1	2	3	4	5	6	1	2	3	4	
20	E-Learning concepts	BABELIUM - An innovative ICT-Based learning methodology and content for second-language learning, http://www.babelium-project.eu/	x			x			x			x
21		MEDEAnet webinar “Media-supported language learning”, www.medeanet.eu		x					x	x		
22		iPortal for languages, www.iportal4languages.eu				x			x		x	x
23		European Initiative “ Use of ICT in support of language learning and teaching ”, http://ict-rev.ecml.at/en-us/Resources/Inventory-of-ICT-tools-and-OERs				x					x	x
24		Sofa Tutor , http://www.sofatutor.at/								x		x
25		Ich-will-Deutsch-Lernen , http://www.iwdl.de/cms/lernen/start.html				x			x			x
26	Danmar	Pools-3 (Producing Open Online Learning Systems -3) , http://languages.dk/pools-3/index.html	x	x	x	x	x	x				x
27		BUILD YOUR ENGLISH , http://buildyourenglish.eu/en/			x	x		x	x	x		x
28		READY STUDY GO AROUND EUROPE! http://www.rsgo.eu/			x	x		x	x	x		x
29		Medilingua , http://e-medilingua.eu/en/project	x		x	x	x	x	x	x		x
30		iLANG , http://ilang.pl/nauka-jezykow		x				x	x	x	x	x
31		Edustation , www.edustation.pl	x	x	x	x	x	x	x	x	x	x

		1	2	3	4	5	6	1	2	3	4	
32	F o R i U m	Livemocha, http://livemocha.com/	X	X		X	X	X	X	X	X	
33		Duolingo, https://www.duolingo.com/	X		X	X	X	X	X	X	X	
34		Dienneti, http://docenti.skuola.net/aree-disciplinari/area-linguistica/	X			X		X	X	X	X	
35		Grande portaledella lingua italiana - e-instrument developed by the Ministeri dell'Interno, dell'Istruzione, dell'Università e della Ricerca and by Rai Educational, http://www.italiano.rai.it/	X			X			X	X		X
36		Naboomboo, http://www.naboomboo.com/?language=it	X	X		X	X	X	X	X	X	X
37		SIMOLA: Situated Mobile Language Learning , http://itrg.brighton.ac.uk/simola.org/			X	X	X		X	X	X	X