



IO3: E- course addressed to L2 Learning Supporters on how to use web based OER for supporting L2 self-directed learning.

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Welcome to this e-Course!

Do you want to support your language students' autonomous on-line learning, but you need some advices in order to effectively motivate and enhance their efforts? This course is especially developed for you! It is articulated in five independent units including external links, multimedia , video and self-evaluation questionnaires.

The course takes you approximately 24 hours, plus time for individual follow-up. It is offering you the elements to make your tutoring effective, not only for language teaching: you will be able to apply these new teaching skills to every area or subject.

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Choose the unit you would like to attend:

[Unit 1: Become an effective learning supporter!](#)

[Unit 2: Use of the Open Education Resources \(OER\)](#)

[Unit 3: How to support the learner is setting his individual learning plan](#)

[Unit 4: How to sustain learning activities and make them effective](#)

[Unit 5: Evaluate, validate and certificate the learning](#)

1. You learn how to prepare your environment to efficiently support the self-directed learners by checking your professional competences, skills, technical equipment and reviewing the main task of an e-learning supporter.
2. You discover the benefits of using Online Educational Resources for language learning and how they can help the autonomous learners. A short list of the different types of online resources is finally provided.
3. You learn how to help learners to build their individual learning plan, identifying their learning goals / strategy and orienting them to choose the most appropriate online resource.
4. You learn how to support learners during the process, revising learners' activities, sustaining motivation and proposing them ways to implement and share the acquired knowledge.
5. You learn how to evaluate users' learning through self-assessment tools, how to validate their new competences and make them certificated. You finally learn methods to further improving the study, by aiming for example at upper levels of certification.

Unit 1: Become an affective Learning Supporter!

1.1. Who is a self-directed Learning Supporter?

Self-directed learning occurs when a learner take control of both the learning objectives and the means of learning. When a person engages in self-directed learning, he makes his own decisions about:

- what to learn: defining the **objectives** and the **content**,
- how to learn: defining the **methods** and the **techniques**,
- when to learn: defining a **progression plan**,
- how to assess: the **progress** of the learning process and the **content** acquired.



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This learning approach manages to maintain the motivation of students to learn, who are the makers of their own knowledge and experience a sense of independence while learning. It also keeps them engaged, since they have to acquire knowledge on their own, and apply it along with their skills to find solutions to their problems, evolve their learning and be encouraged for life-long learning.

Technology supports learners in self-directed learning offering a wide range of resources, freely available online, covering their areas of interests, which they can learn at their own pace, personally. It also provides learners a boundless access to connect with others, the possibility to explore any topic of interests and be a part of networks of people interested to the same argument. Therefore, on-line learning increases the effectiveness of self learning .

Self-directed learning, although, can be quite challenging, even for the brightest and most motivated student. A successful independent study learning, in fact, requires various skills and a positive attitude. While some learners are able to find their way and benefit by themselves from Open Educational Resources, others need to be guided and supported in the process by a **Learning Supporter**.

The role of Learning Supporter identifies a professional figure engaged into the **facilitation of a learning process**. It can be assumed by *teachers, tutors, trainers, career counsellors, social workers* etc.

Even if on-line self learning is about learners become increasingly independent, it does not necessarily devalue the role of experts, mentors, coaches and guides. A mentor can play a valuable role as one engages in self-directed learning, helping to cultivate a productive environment and provides assistance for individuals and groups of learners.

In particular, the Learning Supporter is called to:

- Build a co-operative learning environment
- Help to motivate and direct the students' learning experience
- Facilitate students' initiatives for learning
- Be available for consultations as appropriate during learning process
- Serve as an advisor rather than formal instructor

You can have a look at this short video which sums up and complete the previous points:

➡ [Self-directed learning fundamentals](#)

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1.2. Profile of L2 self-directed learning supporter: professional competences and background

The self directed learning applies very well to the study of new languages, giving to the students the opportunity to practice a second language through a wide variety of software and material freely available on line, studying at their own pace and according to their individual needs, under the guide of a learning supporter.

A good L2 self-learning supporter, although, should own specific professional competences, in order to give adequate help to the learners. These educational-methodological competences can be grouped into four macro areas:

a) Training Area

- theoretical learning models
- educational theories
- psychology theories
- counselling techniques

b) Planning Area

- need analysis techniques
- learning plans design and techniques
- training program implementation
- evaluation techniques
- project management skills

c) Technology Area

- basic computer science
- self-training software knowledge
- online teaching management techniques



d) Communication Area

- theory and communication technology
- assertiveness and empathy skills
- leadership skills

Communication and interpersonal skills, in particular, identify the capacity to manage learner-centred learning processes , which stimulates the involvement of learners on a cognitive and experiential plan, where the attitudes of empathy and congruence of the teacher are conducive to the creation of a productive climate, raising the level of quality and reducing the learning time.

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1.3. What is my role in a self learning process?

Roger Hiemstra¹, identifies six main roles of a self-learning supporter.



Table 1: Main roles of a self-directed Learning Supporter

1) Content Resource	The supporter helps to make accessible and available useful content and resources to individual learners. This content might be digital, videos, websites, articles, traditional texts, artefacts or experiential.
2) Resource Locator	The supporter aids the learner to grow in confidence and competence with information and literacy research.
3) Interest stimulator	The supporter provides guidance and prompts for brainstorming (ex. participation to social networks, blogs, forums, engaging in small group discussions etc.)
4) Positive attitude generator	The supporter has an helpful role with regard to the social, emotional, and psychological aspects of the learner experience, offering experiences that might aid with motivation and confidence-

¹ “[Self-Directed Learning: Individualizing Instruction– Most Still Do It Wrong!](#)”

	building.
5) Creativity and critical thinking stimulator	The supporter provides guidance and prompts for creativity and critical thinking. (ex. mind mapping, check lists etc)
6) Self-Evaluation stimulator	The teacher helps the learner to engage in a self-evaluation process, assisting the learner as he identifies ways to check his progress toward certain goals, and establishing grids to evaluate the benefits and limitations of his work. This can start with feedback, as each learner produces a learning plan.



Note that the supporter is not doing these things to or for a learner, but providing guidance and help the learner to do it on his own. Consider, for example, the role of a librarian. It is not to decide the research topic, conduct the research or to formally evaluate the work of the reader. However, a great reference librarian is a tremendous guide and resource.

The main focus of a learning supporter , in fact, consists of being a guide for students to grow in their capacity of self-directed learning.

1.4. What does a self-learner expect from me?

Successful independent study requires to establish certain responsibilities of both learners and trainers. It is useful for both students and trainers to periodically review this list and communicate as to whether each feels the other is fulfilling their share of the responsibility.

Self-learner's tasks:

- Do self-assessment of readiness to learn
- Define learning goals and develop learning contract
- Do self-assessment and monitoring of learning process
- Take initiative for all stages of learning process – need to motivate selves
- Re-evaluate and alter goals as required during unit of study
- Consult with advising faculty member as required

Self-learning supporter's tasks:

1. **Assesses initial knowledge** of the target language, as well as motivation, time constraints, possess and expertise in use of ICT devices.
2. Helps the learner to **set an individual learning plan for self-directed learning**. This means identifying one or more learning goals, favourite learning style, draw an action plan for learning structured by time and content, choosing ICT devices and software used for learning, choosing the most suitable OER, choosing social media to interact with and find support by other learners, choosing the most suitable means to store evidence of learning (e-portfolios) and means for validating learning.
3. **Supports the learner during the process**, revising his/her activities, sustaining motivation, suggesting new OER, assessing the learning, helping him/her to demonstrate to others its own learning using e-portfolios and web based diaries (learning logs), finding ways to have the learning validated.
4. Provide self-learners with useful suggestions to effectively **prepare them for obtain a certificate of language proficiency**.

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You can have a look at this short video or further explanations on the difference between language teaching and coaching:

➡ [Language Coaching - A new approach to language learning and teaching](#)

1.5. Technical requirements

Before coaching an online course, you should look over some requirements to determine if you have sufficient technology and Internet access, or if you or can acquire it, to complete online classes.



Try to answer these few questions in order to check if you already have what you need:

- ✓ Can you surf the Web and send/receive e-mails?
- ✓ Can you use word processing software to write and save documents?
- ✓ Can you use different kind of multimedia content (videos/audio/image files) on your computer?

If all the answers are “Yes”, then you most likely have what is needed to tutor an online course. Individual courses may have additional technical and/or software requirements: this may include video or audio playing software or a specific software application. It is therefore recommended to verify your computer has **all required software** (operating system, browser, Flash, Java, etc.) installed and updated before starting the online tutoring.

The main **interactional tools** used by the learning supporter to communicate with the learners are:

1. Instant Messaging
2. Email Correspondence
3. Voice Chat
4. Video Chat (such as Skype or Google Plus Hangouts)
5. Pre-recorded Videos
6. Webinars
7. Online Tutoring “Rooms” and virtual whiteboards

From the technical side, therefore, online tutors definitely need a good **PC or laptop**, a stable, **fast broadband connection**, a **headset** with a microphone and a **webcam**.



Note: Tablets, smart phones and other mobile devices may be used to complete some of the courses, but they might not work in all areas. Depending on the learning management system being used to deliver your course, you may access and interact with most course elements, readings, multimedia, email and discussions through tablets and smart phones but you have to ensure that you have a computer (with up-to-date Windows or Mac operating system) available to complete coursework in the event your selected mobile device does not meet the needs of the course.



Your notes:

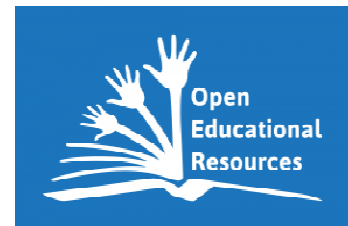
Unit 2: Use of the Open Educational Resources (OER)

2.1. What are Open Educational Resources?

According to the UNESCO definition, the **Open Educational Resources (OER)** can be described as:

“teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”²



The term "Open Educational Resources" was adopted for the first time at the 2002 *UNESCO World Forum on the impact of open contents on higher education in developing countries*, as an initiative for promoting **education as a common good**. UNESCO, in fact, believes that universal access to high quality education is key to the building of peace, sustainable social and economic development, and intercultural dialogue.

OER offer an extraordinary opportunity to **improve the quality of education**, allowing to people everywhere in the world to share, use, and reuse knowledge, especially to those who are **disadvantaged** or unable to follow a formal learning process.

They also demonstrate great potential as a mechanism for **instructional innovation** as networks of teachers and learners, allowing to share best practices.

Open educational resources can take many forms including:

- **Educational contents:** full courses, modules, teaching units, syllabi, lesson plans, videos, tests, teaching techniques, e-books, simulations, group activities and publications.
- **Tools:** software for the creation, distribution, utilization, and improvement of open educational contents (including content research and organization tools, learning management systems, content development tools and online learning communities).
- **Operational resources:** licenses for open intellectual property , free content localization.

In order to be open, an educational resource must satisfy the following conditions:

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Condition 1	Condition 2
Be released under an open license (but not necessarily without any copyright) – Additional info on this argument on Chapter 2.4.	Offer the possibility to access the source code , in order to fully respond to the 4R framework principles [<i>reuse, severed, remix, redistribute</i>] : users are free to reuse the material in a different form, to edit the content that can be adjusted, corrected, combined , by adding or editing to create something new, and eventually redistribute copies of the original or revised content in remixed forms, to be shared with others.

2.2 Benefits of using OER in foreign language teaching

The wide diffusion of open education is well represented by the ever-increasing availability of open educational resources and practices on the internet (around 500,000 open source projects developed). In particular, OER are massively applied to new languages teaching, because of their accessibility and flexibility, which are facilitating the language learning.

Thanks to the OERs, in fact, it is possible to overcome a series of typical limits of traditional L2 courses, which made the language learning sometimes difficult to be achieved by certain groups of students.

The major benefits of using OERs in new language self-learning and coaching rely into the following aspects:

2.2.1. Expanded access to learning: you can maximize the use and increases availability of educational materials, by reaching a larger audience of learners, located all over the world, sharing knowledge



and giving them support. Access for students with social disadvantages or physical disabilities is also enhanced.

- **No time limit:** since most of OER run on computers and mobile devices they are available anytime. Your students can access learning when it's more convenient for them, adapting their study plan around their personal exigencies. You can also benefit from no time restraint, managing the coaching activity according to your familiar and working duties.
- **No geographical limit:** OER offer the opportunity to follow a course from anywhere in the world where there is a internet connection. This aspect constitutes a tremendous advantage for the students living in peripheral areas, with no possibility to physically reach a language school. You can also take advantage from this aspect, following your student's activity directly from home or working from any location.
- **Cost Saving:** OER can offer drastic savings in the cost of education. Some of your students who otherwise cannot afford to buy expensive textbooks or other course materials, will benefit of this affordable option. You are also reducing transportation and organizational expenses.
- **Quick circulation and update of information.** Thanks to OER, educational material may be disseminated rapidly (especially when compared to information published in textbooks or journals, which may take months or even years to become available). Quick availability of material may increase the relevance of the material being presented. Unlike textbooks and other static sources of information, OERs can also be improved and updated and edited directly by users or learning supporters. Instructors can take an existing material, adapt it for a class, and make the modified OER available for others to use.



2.2.2. Enhancement of traditional education paradigm : with clever design, experience and online instruction, OER can prove to offer a richer and more effective teaching experience than traditional methods and channels.

- **Tailored learning:** differently from traditional class environments, e-learning material is conceived to be *flexible*: it can be accessed in a non-sequential way, enabling students to navigate content in different ways, or obtain a global view before tackling the details of individual units. Moreover, OER offer the students the chance to repeat lessons and concepts many times as they need. The learning experience, built up around his exigencies, is going to be different for each student.

- **Better understanding:** OERs can replace or be used as a supplement to textbooks and lectures, by offering alternative ways of visualising materials and alternative explanations to those given in a single delivery mode. Presenting information in multiple formats (ex. links to articles, videos, multimedia etc) to address reading, writing, listening, and speaking skills, may help students to learn a new language more easily.
- **Empowerment and Autonomy:** Self-directed learning allows to enhance students' autonomy, since they are in charge of their own learning in choosing the courses they are interested in, make the critical decisions concerning their learning style, contents, exercises, activities, self-evaluation tests.
- **Interaction:** if well-constructed, OERs offers many elements of interactivity through simulations etc. which will underpin and enforce the learning. The use of social networks and group work in collaborative *learner-learner* and *learner-supporter* interactions, enforces both sides' social skills. The students are invited to share their thoughts and difficulties, in a socio-inclusive environment.
- **Immediate evaluation of your students' performance:** OER offer the possibility to immediately assess a student's learning outcome. Before engaging with course content, a student can sustain automatically marked self-assessment exercises to identify skill/knowledge levels and learning needs .
Moreover, the students' usage of the materials can be monitored during the learning process. While traditional education still rely on standardized tests with slow result, most online learning technologies integrate tests, quizzes and other tools to more rapidly evaluate the pace of learning. In this way, early potential drop-out can be detected and given remedial support.

2.2.3. Research facilitation

Thanks to OER, it is possible to showcase research to widest possible audience, sharing best practice internationally and enhancing a teacher or researcher's reputation, as well as that of an educational institution. OERs also allow to raises the standard of educational material by gathering contributes from international peer review.



2.3. The Six trends of Online language learning

2.3.1. Dynamic content

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The creation of dynamic content for teaching and learning languages is one of the most powerful personalisation strategies. This technique refers to the use of highly targeted and relevant content to different types of learners. It can include animations, video or audio.



Dynamic content is typically delivered by so-called Learning Management systems /Platforms (LMS). Today, online-learning platforms are flexible and dynamic, while content can come from a variety of sources, making the information more dynamic and varied for learning.

The learning resources can be accessed on any devices such e.g. as smartphones and tablets.



The core multimedia content of most dynamic on-line courses consists of a substantial set of video clips. The repertoire of video clips is structured into study sequences and levels within a course, or presented thematically for the student to choose according to interest/language needs. The videos generally include captions in L2 and often in both L1 and L2 (accessible simultaneously or consecutively). Courses generally provide a wide range of clips portraying a variety of communication situations. When new language is presented in this manner, learners get a stronger impression of witnessing real L2 in action within culturally meaningful and/or engaging situations, reinforcing the learning process.

You can have a look at this example of L2 dynamic on-line course

➞ [L-Pack – Citizenship language Pack for migrants in Europe – You tube Channel](#)

2.3.2. Virtual Classes

A virtual classroom can be defined as an *online learning environment* accessed through a portal or software-based, which require a downloadable executable file. It allows participants to reciprocally communicate and interact, watch presentations or videos or engage in work groups.

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Just like in a real-world classroom, the students in a virtual classroom participate to the teacher's synchronous instruction, which means that the teacher and students are logged into the virtual learning environment at the same time.



Virtual classes take a whole host of forms, ranging from simple *forums* where learners can practice their writing skills or get language help, through to fully-fledged *live classes* run by expert language teachers.

Virtual classroom software applications often employ multiple synchronous technologies, such as web conferencing, video conferencing, livestreaming, and web-based VoIP to provide remote students with the ability to collaborate in real time.

To enhance the educational process, applications may also provide students with asynchronous communication tools, such as message boards and chat capabilities. Options available to the learner include individual tutoring, scheduled classes with a fixed number of students, and open drop-in discussion groups.



On live classrooms, you will generally interact with the students through live chat software (ex. Skype), commonly used for individual tutoring. Other means of interactions for personal coaching services can be e-email, phone or VOIP, in order to maintain learners' participation to the classroom's activities and support progress in their studies.

You can have a look at this example of online virtual classroom

➞ Myngle - www.myngle.com

2.3.3. Mobile learning and Apps



Perhaps the most significant technological innovation in recent times has been the explosion of mobile technologies and devices: smart phones, pads and tablets. As mobile devices become even more powerful and versatile, it is likely to see more users making them their primary computing devices.

This development, considering that in adult learning available study time can be extremely limited, has opened the door to anywhere-anytime on-demand learning. Personal devices like smartphones and tablets are ideal for individualized informal language learning.

However, it has been widely recognized that mobile learning is not just about the use of portable devices, but it represents a completely new method of learning, encouraging self-directed learning towards the concept of “just in time, just enough and just for you”.



The student determines which Apps to acquire and how to use them. You, as a learning supporter, are helping him to organize his own learning, encouraging and assisting his autonomy. Every App has its own particular communication system with the learners, determined by the software’s developers.

You can have a look at this example of language learning Mobile Application

➔ **Busuu – (Application Download)**<https://itunes.apple.com/gb/app/busuu-learn-languages-for/id379968583?mt=8&ign-mpt=uo%3D4>

2.3.4. Free accessible resources

Many leading global education provider and a major player in e-learning and digital educational resources for language learning release free-to-use online material, embracing the free access approach which is becoming ubiquitous in social networking and the online gaming sector. This strategy gives priority to attracting new users and building a substantial and loyal user community from which premium account holders can be nurtured.

Some other educational organization offer sampler or lite versions of their full courses that are accessed on premium accounts. Lite versions may feature restricted access to course material, activities and tools, online tutoring, coaching, and interaction with the site's learning community.

A list of free accessible resources for language learning is available on the EC financed LangOER project's website <http://langoer.eun.org>, containing a representative list of free accessible language resources, listed by language.

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.



You can have a look at this example of a language Open Educational Resource

➔ Duolingo - www.duolingo.com

2.3.5. Social networks & Tandem learning

Web 2.0 and social networking, phenomena that have had a profound impact on the way people communicate today. Language online resources has been an "early adopter" of Web 2.0 and social networking, since it represents a highly cost-effective manner to amplify opportunities for learners to practice a foreign language.



Many platforms designed for language learning, in fact, 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*.

Educational providers are integrating social networking in different ways based on criteria such as the existence and quality of learning resources, the degree of structured content, the roles of users (learner or tutor or both – e.g. tandem learning), the possibilities given to users to add, modify and improve content.



Here below some example of social networking applied to language learning:

- Interaction between learners of the same language on topics of common interest, (often through theme-based *discussion groups*);
- Interaction between people with different mother tongue, for reciprocal help on L2 learning (ex. “you teach me your language, I'll teach you mine”);
- Community of language learners and coaches;
- Language crowdsourcing, a type of participative online activity in which participants bring their work, knowledge and experience, in order to reach a mutual goal or benefit. Each person's contribution combines with those of others to achieve a cumulative result (i.e. aggregation of language data or services gathered from a large community of users for feedback, analysis, diagnosis or construction of foreign language knowledge bases and services user corrections of writing exercises and user-generated translations);
- Connections with popular social networks (ex. Facebook and Twitter)offer a gateway to a large pool of potential customers and a strategically important marketing tool.

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You can have a look at this example of a Social network of language learners

🔗 My Happy Planet - www.myhappyplanet.com

2.3.6. Gamification

Gamification is a hot trend in language training, and is gaining increasing attention in other sectors as well. It is reasonable to assume that gamification of some kind of other will soon become a standard feature for OERs particularly dedicated to younger generations. Games, in fact, have always been a part of the human learning experience either in formal or in informal settings. Research shows that games can be effective as an instructional tool and can assist learning by providing an alternative way of presenting instructions and content.



Gamification provides the application of strategies and mechanisms typical of competitive games to the language learning process in order to enhance the student’s engagement, motivation and performance. Language learning games include:

- “Role play” games;
- Challenges or missions to complete, comprehending a scoring system for grading the result of activities and performance;
- Check board displaying and comparing participants' individual progress;

- Badges and other reward systems to mark the acknowledge achievement.

The concept of "gamification" also refers to the use of game elements in non-game contexts, in order to motivate and persuade the learners. Some examples of game elements used to facilitate learning are: 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.



Games provide an alternative route to learning a language while providing a pleasurable method to do so. They encourage creativity, collaboration and communication, provide students with immediate feedback about their performance. They also offer to you the opportunity to observe and monitor their students and identify any difficulties and misconceptions they may have. You can communicate with you students through live chat, voice chat or message, while they are playing games. In the game orientated context, the student engage with the language in several ways aimed to refine pronunciation, spelling, grammar and syntax skills (writing, listening, speaking and understanding games).

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You can have a look at this example of a language learning Game

➡ [Memrise - www.memrise.com](https://www.memrise.com)

2.4. Licensing issues

2.4.1. What is licensing?

A lot of confusion is made about what exactly licensing means. When you license your work, you're not giving away any of your rights. You still hold the original copyright (or patent if you have one) on that work. What a license does is to grant specific permissions for others to use that work.



Licensing is a great alternative to just releasing your work into the public domain or granting permissions on a case-by-case basis. By releasing into the public domain, you relinquish any copyright, and no one is obligated to list you as the original author or contributor. In the latter case, you may end up spending more time dealing with individual permissions than designing or developing.

Open-source licenses make it easy for others to contribute to a language learning path without having to seek special permission. It also protects the original creator, making sure at least he gets some credit for his contributions.

2.4.2. What types of licenses are there for Open Source software, and how do they differ?

The numerous types of Open Source licenses can have substantial differences in using required terms. Therefore, it is very important to get enough information about the permissions/ restrictions of a licence before deciding to adopt it. The following table include licenses' most important features, terms and conditions distinguish a license from another, so that you can pay attention to the following aspects:

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Tab. : Distinguishing characteristics of Open Source Licenses

FEATURE	DESCRIPTION
Linking	If the licensed code is linkable with a code licensed under a different license or not.
Distribution	If it is possible to distribute the code to third parties or not.
Modification	If a licensee can easily modify the code or not.
Patent grant	Level of licensees' protection from patent claims made by code contributors and vice versa.
Private use	If the modification to the code has to be shared with the community or can be used privately .
Sublicensing	If modified code can be licensed under a different license (for example a copyright) or must retain the same license under which it was provided.
Trademark grant	If the license requires the use of a trademark associated with the code or not.

2.4.3 Most important Open Source Licenses

- The **GNU General Public License (GPL)**

GNU represents the most important and widespread open-source license. Approximately 60% of all open-source software is released under this license. This includes well-known programs like Linux or Busybox. The GPL grants and guarantees a wide range of rights to developers who work on open-source projects but it also allows users to legally copy, distribute and modify software.

- The **BSD license**



BSD licenses represent a family of permissive free software licenses that have fewer restrictions on distribution compared to other free software licenses such as the GNU General Public License. Among different versions of the license two versions are particularly important: the New BSD License/Modified BSD License, and the Simplified BSD License/FreeBSD License. Both have been verified as GPL-compatible free software licenses, and have been accepted as open source licenses by the Open Source Initiative.

- The **Common Public License (CPL)**



CPL is a strict open-source license that was frequently used by IBM and is therefore widespread. Microsoft licensed Windows Installer XML under the CPL.

- The **Mozilla Public License (MPL)**



MPL was developed to license the Netscape Communicator as open source software. Because third-party components could not be released, the license only has a restricted copyleft according to which only changes in the original files must be subject to the MPL.

- The **European Public License (EURL)**



is a license developed by the European Commission with a strict copyleft that exists in the 22 languages of the member states. It is anticipated that this license will be increasingly used by public administrations for licensing independent developments. The EURL is compatible with the GPL.

- **Creative Common License (CC)**



CC licenses are a free set of public licenses that let copyright holders of books, films, websites, music, photography and other creative works choose to make their works legally shareable. The Creative Commons license allows you to keep your copyright but allows others to copy and distribute your work provided they give you credit and only on the conditions you specify. You can therefore decide which level of protection to adopt at the time of publication, choosing among different types of CC licenses.



Your notes:

Unit 3: How to support the learner in setting his individual Learning Plan

3.1. What is a learning plan?

A learning plan is a document used to plan a student's learning of a certain topic, usually over an extended period of time. Learning plans are essential elements of a more individual-centred learning, allowing the students to become more motivated and engaged on reaching their goals through focusing on micro- objectives and work assignment.



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A well articulated learning plan includes the following components:

1. A set of **Learning goals** that the student wants to achieve within a specific period of time. It is preferable to divide larger goals into more manageable *sub-goals* that can be realized within weeks or months.
2. For each learning goal, the student identifies a series of concrete **Strategies** or actions that the person will take to move towards the goal.
3. Each strategy should be associated with one or more **Resources** needed. Resources are anything that has to be used to realize the actions proposed (courses, books, music, websites, movies, videos, social networks, trips, social interactions etc).
4. It is also helpful to **Monitor** and **Evaluate** the effectiveness of the action, demonstrate the progress made towards the goal, and its achievement. Evaluation can be conducted by the learner or by an educational organization. It can also be private, when the person does not need to demonstrate to other people that the goal has been achieved, or public, when evidence is required.

You can have a look at this short video which sums up and complete the previous points:

➞ [What is a learning plan?](#)

3.2. Benefits of using Personal Learning plans

The Use of Personal Learning Plan is useful form all the categories of people involved into the learning process.

For the teachers : PLPs constitute an advantage in planning teaching activity, which is now based on the students' personal exigencies and characteristics and therefore, more effective.

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For the learning Supporters or Mentors: PLPs enhance the process of activities' planning and follow-up. Learning Plans also provide with an ongoing overview of the students' learning and progress, allowing to identify potential problems and deficiencies so that they can be solved *in itinere*.

Learners: Learners having a specific learning plan become active participants in the learning process, empower themselves to be independent learners, and self-motivate to achieve their full potential. Previous research into the motivation and efficiency of students, in fact, has indicated that students who set their own working goals tend to achieve more, than when working on goals set for them by a teacher.

Students who set their own learning goals have more confidence to take on more challenging tasks, regardless of their ability. Their motivation to improve and master a task is improved and their self-esteem remains strong, even in the case of failure.

Planning what to do, monitoring progress towards achieving it and evaluating the outcome can help students take more control over their thinking and learning processes and equip them with *learning to learn* skills.

Get more information on the topic by reading the following article:

➔ [The benefits of developing a Personal Learning Plan – PDF](#)

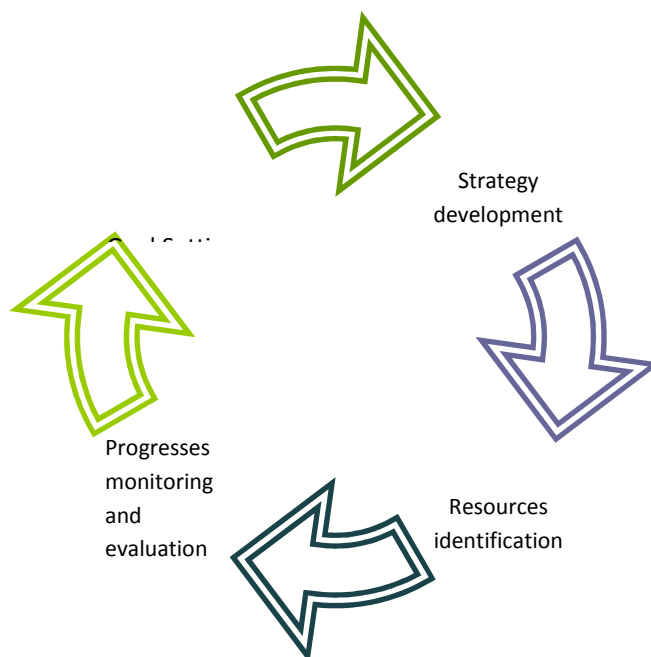
3.3. How can you help a learner in developing his PLP?

The development of personal learning plans involves the following stages:

1. Identifying personal **learning goals**;
2. Identifying **strategies** to achieve them;
3. Identify the **resources** needed to realize each strategy;
4. **Monitoring** and **Reporting** on progress made.

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Graphic : Personal learning plan's development process



As the diagram above demonstrates, the process is cyclical and repeating. In fact, after self-evaluating and reporting achievements, the learner is called to refine or develop new learning goals.

The process of advising students is a responsibility that can have a significant impact on their learning process and your role, as a language coach, is that to lead, guide and direct students in setting and reaching goals. Your support is essential throughout the process, although you can decide the way you prefer to manage the development, monitoring and reporting of your student personal learning goals, helping your students to make the most of their potential.

Your main task consists in helping students to develop their individual learning plans, orienting and inspiring them to develop new language skills. The process requires a close interaction between the student, his mentor/learning supporter and eventually his language teacher, focusing the discussion on what the learner is going to be learning, his progresses, the evidence of his achievements, and planning of next steps. This conversation can also be conducted at distance, by using dedicated interactive software or websites (Ex. Skype, Messages, Chat, Social networks etc.).

3.4. Assess a learner's current status



Firstly, you need to understand your students' actual **language competence** level through a direct interview (ex. Skype), a questionnaire, a test or other, referring to the six levels identified by the [Common European Framework of reference for Languages](#). A part from their language skills, you need also to investigate on the learners':

- time availability
- personal motivation
- attitude toward the topic of study
- previous learning experiences
- [learning style](#) – help them to articulate the way they went through learning in the past;

It might be also useful to know:

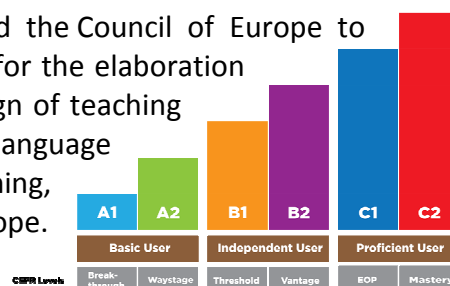
- whether or not their language method of learning was effective;
- how they think they might achieve better results;
- Identify the gap between what they have achieved and what they want to achieve;

You can have a look at this example of language skills self-evaluation:

➔ [Self-evaluate your language skills](#)

3.4.1. Common European Framework of reference for Languages (CEFR)

The Common European Framework is a guideline used to describe achievements of learners of foreign languages across Europe. It has been designed by the Council of Europe to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability.



The CEFR is describes language ability as organized in six levels: from basic levels A1 and A2, intermediate levels B1 and B2, up to advanced levels C1 and C2.

The CEFR is used and considered all over the world as a reliable benchmark of language ability.

Tab. The six levels of Common European Framework of reference for Languages

	Listening	Reading	Writing
A1	Can understand basic instructions or take part in a basic factual conversation on a predictable topic.	Can understand basic notices, instructions or information.	Can complete basic forms, and write notes including times, dates and places.
A2	Can express simple opinions or requirements in a familiar context.	Can understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	Can complete forms and write short simple letters or postcards related to personal information.
B1	Can express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.	Can understand routine information and articles, and the general meaning of non-routine information within a familiar area.	Can write letters or make notes on familiar or predictable matters.
B2	Can follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	Can scan texts for relevant information, and understand detailed instructions or advice.	Can make notes while someone is talking or write a letter including non-standard requests.
C1	Can contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	Can read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.	Can prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.
C2	Can advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.	Can understand documents, correspondence and reports, including the finer points of complex texts.	Can write letters on any subject and full notes of meetings or seminars with good expression and accuracy.

You can propose this CEFR self-assessment grid to the learners:

➔ [European language levels- Self assessment grid](#)

3.4.2. Learning style

Every student learns differently. An individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. The notion of individualized learning styles has gained widespread recognition among educational studies around 1970. According to these new theories, people can be classified according to their 'style' of learning, although the various theories present differing views on how the styles should be defined and categorized.



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Individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience. They influence the way your students understand information and solve problems. Many people use a combination of learning styles, whereas others learn best by using just one.

It is important for educators to understand the differences in their students' learning styles, so that they can implement best practice strategies into their language learning activities and assessments. You need therefore to assess your students' learning style and maximize their learning by focusing on the mode that benefits them the most.

One of the most accepted understandings of learning styles were developed in 1987 by educational theorist Neil Fleming, who proposed the VARK model of Student Learning. VARK is an acronym that refers to the four types of learning styles: **V**isual, **A**uditory, **R**eadings and **K**inesthetic.

The VARK model acknowledges that students have different approaches to how they process information, dividing into four "categories:" Visual Learners, Auditory Learners, Reading Learners, Kinesthetic Learners. Every category needs a different kind of specialist learning support.

Tab. Different learning styles according to VARK model

Learner Type	Definition	Materials favouring learning process
Visual 	Visual learners learn best by seeing	Pictures, handouts, charts, graphs, maps, time lines, visual aids (e.g. PowerPoint, whiteboard), colour-coding (like this), reading etc.
Auditory 	Auditory learners learn best by listening.	Online lectures, recordings (e.g. mp3, podcasts), discussions, debates, repeating words etc.
Reading 	Auditory learners learn best by reading and writing.	Articles, books, texts, essays.
Kinaesthetic: 	Kinaesthetic learners learn best by moving, touching and doing.	physical movement, projects, experiments, field trips, frequent breaks

3.5. Help to establish personal learning goals

The process of developing, monitoring and reporting on a student's personal learning goals usually involves several conversations or message exchanges about learning between the student and his learning supporter (ex through Skype, Messenger or other software), collecting information through specific forms and tables, aimed to facilitate the identification of goals and their monitoring. You should conduct this first interaction with your student in a spirit of openness and cooperation.

Before working with students to develop their personal learning goals, it is important you explain what learning goals are, and then consider examples of appropriate learning goals, and goals that are inappropriate (e.g. too grand, too small, too vague, too many, too hard), helping the student to identify his own learning goals (at macro and micro levels).

At this stage, you can introduce to the student the concept of SMART goals.



A SMART goal is:

	DESCRIPTION	SUGGESTIONS
Specific	detailed, focused and clearly stated.	<ul style="list-style-type: none"> ✓ Focus on a single language ✓ Very concrete skills
Measurable	quantifiable.	<ul style="list-style-type: none"> ✓ Identify at least an indicator to measure students' progresses
Attainable	realistic, aligned to students' skills and resources.	<ul style="list-style-type: none"> ✓ It's better to make a small amount of lasting progress, than to waste effort on too ambitious goals which don't pay off.
Relevant	appropriated, linked to the effective needs of the learner.	<ul style="list-style-type: none"> ✓ think about ways to make learning interesting and motivating to the students .
Time-limited	specific timelines for result achievement	<ul style="list-style-type: none"> ✓ Identify by when the results should be achieved.

A SMART learning goal is structured so that anyone who reads a goal statement will understand what your student wants to learn. In the early stages, providing learners with examples of personal learning goals from which to select can facilitate the process of goal setting and allow students to see how learning goals can be defined.

If the goal is a big one (and, most language-learning goals are), be realistic and break students' final goal into a series of "mini-goals", each with its own deadline. This approach really helps you see students' progress as you check off one mini goal after another!

For example, while the following goal is too generic:

"I want to improve my German speaking skills"

This other goal will probably succeed:

"By the end of the month, I want to learn 260 new words and be able to use all those words to talk with a native speaker for at least 5 minutes."

Students might use the examples of learning goals provided to define learning goals that are clear, specific and can be achieved within a specified time.

Ways of supporting students to develop personal learning goals include:

- Guiding students about the kinds of goals to set and the importance of choosing a limited number of goals related to their own learning needs.
- Supporting students to reflect on themselves as learners, and become more aware

of their strengths and weaknesses. Teachers may use a number of self-assessment strategies and tools to help students reflect on what they have learnt and where they want to go next.

- Writing down goals as declarations of intent, not simply a wish list. ‘I will be persistent and focused on my maths tasks’ is stronger than ‘I want to be persistent and focused on my language tasks’.

It is important that students develop a sense of personal ownership of their learning goals. A combination of discussion, sharing, and filling dedicated forms can help students develop a sense of commitment and a range of goal development skills and strategies. You can therefore, propose them an exercise, organized under the for you prefer (ex. table, multiple choice questionnaire, game etc.) aimed to reply to the following questions:

- What do I want to be able to do?
- How will I succeed in this goal?
- What do I need to learn?
- Why will this help my learning?
- What actions should I take to help achieve this goal?
- How will my behaviour be different in the future?

It is also a good idea to provide students with a set of statements to focus on their goals, such as:

- ‘My strengths are...’
- ‘I feel frustrated when...’
- ‘I need help with...’
- ‘I need to find out more about...’

Get more information on how to identify SMART goals for language learning watching this video:

➔ [How to set smart goals for language learning](#)

3.6. Identify the correct strategy

Later, you are called to orient the learner in identifying the correct strategies for each goal, basing on the information collected before. The strategies should be adapted to the individual characteristics and are different from a student to another. Most of students need help to develop clear and simple strategies, drawing on a range of approaches. The strategies should reflect and build on students’ learning styles, their capacity for independent learning, their personal characteristics and the specific learning goals they set. The identified strategies to achieve personal learning goals should be considered and eventually reviewed throughout the learning process.

For each strategy, you need to help the student to find the correct resource (ex. giving him suggestion on which is the best course for his exigencies, links to interactive material, books or movie titles, guidance and advice on useful websites etc.).

Some ways of supporting students to identify and build strategies include:

- Discussing on their SMART learning goals, students need to become aware that these goals can be achieved through **their own actions** (action-based) and within a **timeframe** (time-based). The following questions may be helpful:

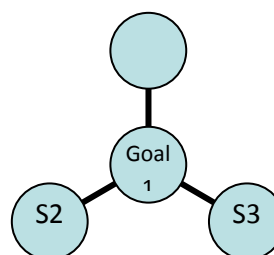
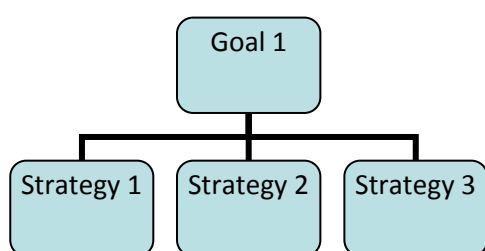
- What am I going to achieve?
- How am I going to achieve it?
- By when will I achieve this?

- Asking metacognitive questions aimed at raising the student's **awareness** of what needs to be done and what **options and choices** are available to do it, such as:

- What exactly do I need to do?
- Why am I doing this?
- What do I know about this already?
- What choices and options do I have?
- What strategies could I use?
- How will I know if I am successful?
- What will I check my success against?
- How will I be assessed?

- Help students to **visualize their personal strategies**. Visualization enables students to describe their learning goal and the process they can follow to get there. Students may use individual thinking time, drawing, discussions with their teacher, class discussions, as well as use of a range of tools such as flowcharts, mind maps or graphic organizers.

Fig. Examples of strategy organizer flowcharts





Choosing the correct Online Educational Resources (OER) is a complex decision which require a deep knowledge about OERs. As a learning supporter, you should suggest to the students the most appropriate resources matching optimally their preferred characteristics (ex. learning style, time availability etc.). A list of resources for online language learning recommended by the e-CAL team is available [here](#)

3.7. Monitor and evaluate the achievements

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Finally you suggest him ways to monitor and evaluate the achievement of learning goals and, eventually, to set new goals for the future.

When an educator helps students reflect on and monitor their progress towards achieving their learning goals, he is asking them to think about their learning. Monitoring requires a reflection about the extent of success or improvement, and allows for explanations for lack of improvement. It also provides a basis for establishing future goals and a sense of achievement. Students also need to build an informed and insightful understanding of their learning process and a straightforward way to regularly review and record their progress. Evidence needs to be both specific and manageable.

Some ways of supporting students to reflect and monitor their goals include:

- Propose **periodical tests or questionnaires**, formal or informal, checking to effective acknowledgement of the indicated competence.
- Use **on-line portfolios, learning badges, learning journals** and other simple devices to reflect on their recent work and how they have progressed towards achieving their personal learning goals. Students may reflect on their learning at either set times each week or at times suitable to them. There may be regular prompts to respond to, such as:
 - This week I have learned...
 - I am now able to do...
 - For next week I am focusing on...
 - I will know I am getting better when...
- Prepare **checklists or rubrics** easily describing successful achievement of personal learning goals. These rubrics or criteria can help students picture the type of knowledge, skill and behavior they need to have developed, help them to identify evidence and keep track of their progress.
- Provide regular opportunities for students to comment on their personal learning goals, using a **study planner form** to record important dates, times and information, as a way to keep students focused on their big picture. For example, you can create



a form including the column of 'Learning Goals' and 'Week' with space for brief comments on progress.

EXAMPLE OF LEARNING PLAN of a L2 learner - Macro Level

Actual level of competence	Macro Learning goals	Time frame	Activities to improve enhance competence	Resources needed	Monitoring and evaluation activities
<p>I studied German in high school, although I didn't practice the language for many years.</p> <p>I have a good grammatical preparation, I understand basic conversation in German.</p> <p>My speaking and writing skills are still weak.</p> <p>I'm working 8 hours a day and I don't have</p>	<ol style="list-style-type: none"> 1) Review German grammar. 2) Reinforce listening skills. 3) Practice the language orally in real life situations. 4) Train writing skill. 	<p>January 2017 - June 2017</p>	<ol style="list-style-type: none"> 1) Follow an on-line German course, level B1. 2) Read books of interest in German. 3) Listen to German music and watch movies in original language. 4) Find occasion to dialogue with native speakers. 	<ol style="list-style-type: none"> 1) Register to an open source on-line course, containing dynamic content and preferably available for tablets and Smartphone. 2) Order German books on-line. 3) Look for German music on YouTube and German television channels transmitting in streaming, or buy CDs and DVDs. 4) Register to social network for language learners and interact with mother tongue users. 	<ol style="list-style-type: none"> 1) Sustain the self-evaluation tests, at the end of each learning unit. 2) Write a book or a movie summary. 3) Learn by heart the words of a German song. 4) Became virtual friend with at least 20 German people and regularly interact

EXAMPLE OF LEARNING PLAN of a L2 learner - Micro Level -

Actual level of competence	Learning sub- goals	Time frame	Activities to improve enhance competence	Resources needed	Monitoring and evaluation activities
<p>1) Current identified CEFR level : A2</p> <p>2) Available to study 2 hours a day in the evening/ 3 days a week. Total: 6 hours a week.</p> <p>3) I feel very motivated, since I need to learn German for work.</p> <p>4) My previous learning experience was mostly centred on grammar. Focus: Conversational skills.</p>	<p>1) Review major grammatical rules, according to the on-line course program.</p> <p>2) By the end of each period I will be able to understand always more complex conversations (details here).</p> <p>3) By the end of each period I will be able to speak about a topic for always longer periods (details here).</p> <p>4) By the end of each</p>	<p>The timeframe is segmented 6 slots, corresponding to the following months:</p> <p>January 2017</p> <p>February 2017</p> <p>March 2017</p> <p>April 2017</p> <p>May 2017</p> <p>June 2017</p>	<p>1)On-line course: complete at least 2 Units /month.</p> <p>2)Read a German book every two months.</p> <p>3)Listen to a German song every day and watch a movie every weekend.</p> <p>4)Make German friend to speak with.</p> <p>5) Write an essay every month.</p>	<p>1)Follow the indications of selected on-line course, by studying regularly and completing proposed exercises.</p> <p>2)Buy 3 German books among titles I like.</p> <p>3)Identify German singers you like and listen to their songs. Watch my favourite movies in German.</p> <p>4) Interact with German people every day through direct contact or social networks.</p>	<p>At the end of each month, I'm assessing my progresses and the achievement of sub-goals by completing a checklist, prepared by my learning supporter, containing monitoring indicators on all identified sub-goals.</p>



Your notes:

Unit 4: How to sustain learning activities and make them effective

Once the individual learning plan is developed, the L2 self-learners have to effectively implement the identified activities.

Thanks to the learning plan, the students identified one or more strategies for each learning goal. The strategies usually reflect students' learning styles, their capacity for independent learning and their personal characteristics. For each strategy, they also identify the most useful resource (ex. on-line course, interactive material, books, movies, social networks, communities, websites etc.).

There is now need to organize the planned activities in the best possible way, in order to achieve the settled learning goals within the indicated timeframe. At this operative stage, some self-learners may need an external support in looking for best ways to actuate the program, sustain their motivation and monitor their progresses, in order to have better chances to successfully complete their study plan.

Your role, as a learning supporter, is that to sustain students during their learning process by working on the following aspects:

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Tab. Learning implementation keys



Schedule

- give organizational tips on how to schedule learners' study.



Motivate

- keep motivation high.



Reinforce

- suggest on how to improve language skills.



Monitor

- provide a selection of monitoring tools aimed to measure progresses.



4.1. Study scheduling

In order to achieve a learning goal, students must go through two passages: planning and executing. In fact, having a good learning plan without a good execution is effectively useless. Students can effectively reach their learning goal when they perform both of these actions well. In order to successfully schedule self-learners' studying time, it is essential that you are guiding them through the following steps.

Step 1: Pick very simple sub-goals

Make sure students' goals are not results-oriented, but very **practical**. The goals shouldn't depend on others, they must be something they **can control**.

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Step 2: Create a list of all the tiny actions

the learners need to take towards their goals. If students give themselves **one small thing to do every day**, then they can definitely achieve that. The list will look like this:

- Complete Unit 1
- Read Article 2
- Listen to song 3
-
- Take self-evaluation test 1
- Write essay on article 2

You know the list is well done when you have a lot of items on it (because students will do one each day) and when the items are taking **an hour or less**.

Step 3: Study as a part of students' routine

If you want your students to reach their goal, they really need to make studying a **daily routine**. Studying daily, will give them a huge advantage in terms of learning results.

Block the time in your students' calendar by asking them to employ at least an hour each day to complete one of their tiny action items. Make sure they commit to a study schedule they can keep. Consistency is more important than taking huge steps.



It can be helpful the use of an agenda, where to write the tasks for the day or, in alternative, an electronic calendar. [Google Calendar](#) is a time-management web and mobile application. It is like a regular calendar organized weekly or monthly, where users can "quick add" events. The app allows to create multiple calendars shown in the same view. Each calendar can be shared, with specified people or with everyone.

Step 4: Identify a study zone

Having a specific location to study will help your students trigger the study routine. Since a cluttered desk corresponds to a cluttered mind, the study zone should be **clean and distraction-free**.



Recommend not to leave stacks of papers, bills, pens, cables, headphones, phones, books, magazines and all other kinds of distractions lying around.

The study room shouldn't contain a TV or be close a place where people are passing by. The perfect study zone should **minimize stress to maximize focus**.

Step 5: Take notes



Taking notes is an important skill that your students should try to master. Make sure they take notes of the most important concepts explained by the on-line course, articles, videos or other web sources, as notes are very useful to go through the same concepts again in their head.

How and when they should take notes depends heavily on their *learning style* (ex. visual learners can draw little sketches and diagrams, mind maps and graphic schemes, verbal learners can jot down important points as they read or

watch a video).

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Step 6: Review notes

Students will likely have to look at their notes again regularly, which has been shown to help improve memory a lot.



A great way to review your notes is [Anki](#) (which means *memorization* in Japanese), a repetition software using flashcards. The cards, which may include text, images, sounds and videos are shown to the students who need to memorize them.

For example, with respect to learning a language, a flashcard may have the following fields and example entries:

- Field 1: Expression– "Kind"
- Field 2: Pronunciation – [sound file with the word "Kind" pronounced]
- Field 3: Meaning– "child"

Cards are generated and stored as "notes". The user can design cards that test the information contained in each note. Depending on the level of memorization, the user can decide whether to see the same card again later or not.

Step 7: Track progress

The only way to make certain progress is to check regularly how your students are doing with a certain task. (Further details on paragraph 4.4. Monitoring tools)

Step 8: Keep a direct contact with your students

Keep an open line of communication with the self-learners. Even though you cannot speak to your students in person, you can still help them through online chats or via email. Remind to the learners they should address to you anytime they need clarifications or suggestions. Of course, a mentor can only assist with organizational issues and e-source research while it is students' responsibility to study efficiently in order to learn a new language and improve.

Here below some examples of scheduling applications:

- [My study Life](#)
- [Iprocrastinate](#)
- [Outliner](#)



4.2. Sustain motivation

Motivation needs to be a concern of every educator or mentor. Low motivation can have multiple causes and is always related to poor study habits compounded by procrastination. Other factors contributing to low motivation could be a lack of connection to or engagement with the discipline being studied or the methods used by instructors or advisors to engage the student.



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Motivation is so necessary for learning that strategies should be planned to organize a continuous and interactive motivational dynamic in order to obtain the best learning results.

Here below some of the most effective motivation strategies:

Personalize assignments or activities



- A. **Teacher perspective.** Creating activities and assignments that engage the student in bringing personal meaning to theoretical frameworks will engage and empower the student. Allowing some choice within the constraints of the assignment can enable the students to tell their own “story” which provides a personal connection with the teacher.
- B. **Advisor perspective.** In an advising dialogue, goal setting can be an important strategy for motivating students. Furthermore, if the goal is designed on students’ characteristics and it reveals to be meaningful for them, it is more likely to be achieved. (Ex. If a learner want to study German for work, it is preferable to find an on-line course which is business oriented.)

Let’s play a game!

- A. **Teacher perspective.** Gaming encourages problem-solving and inquiry to arrive at the concepts or apply the concepts to a problem. Proposing the contents in a funny way represents a good method of engagement, it empowers the student to be an active learner and to engage with the topic, communicate with peers, and offer feedback to the instructor.
- B. **Advisor perspective.** Games can bring students to identify problems and activate themselves to solve them. Ex through a game, you can investigate which are the learning challenges and difficulties that the students are experimenting.



Provide clear instructions

- A. **Teacher perspective.** Clarity of expectations can allow the student to be successful and maintain interest and motivation. It is suggested to give examples of every concept. A good strategy to help students feel personally connected to what they're being taught is to talk about how they can apply the material in real life.



- B. **Advisor perspective.** In advising, it is important to be clear on the consequence of actions taken or lack thereof by the student. Advisors can explore various options with the student and create a sound decision-made action plan. In this way, you will address the student toward independent thinking and decision-making. Learning to self-regulate and receiving constructive feedback can help the student maintain and sustain motivation.

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Involve and connect



- A. **Teacher perspective** Learning is about making connections. Connections are established by firing synapses in the brain, seeing the existing connection between two formerly isolated concepts but also seeing the connection between an abstract concept and its concrete application. In aiming for full engagement, it is essential that students perceive activities as being meaningful for them, linking the explained concepts to their daily routine.
- B. **Advisor perspective** Find out what your students are passionate about and then use those interests as natural motivators to increase their engagement and select different activities . Choose only material and resources which are relevant to them.

Interact!



- A. **Teacher perspective** An additional important way to support motivation is the interaction with other language students or educators. Give to your student the opportunity to ask questions, share their knowledge and take part in group work, even at distance.
- B. **Advisor perspective** Encourage the use of social media, as a mean of peer-to-peer as student-advisor communication. All interaction platform like Forums, threads, chat rooms, social networks are useful. Indeed, exchanges between people following the same e-courses a should be encouraged.



4.3. Reinforce learner's language skills

One of your main task is to support the development of your students' four language skills: listening, speaking, reading and writing.

Here below some useful indications to reinforce the learners' language skills.



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Reading

Get the general meaning of a text. In order to make reading an interesting challenge and not a tedious chore, it is important that students do not struggle over every word, whether they are skimming the text for general meaning.



Read for a minimum of half an hour every day. Reading is very important to build language skills. It is a great way to broaden vocabulary and familiarise with new words. The more a learner reads, the better his reading skills and pronunciation will improve. Suggest to read on topics of interest, be it a romance novel, a sports magazine, newspaper or a manual.



TIP 1 : *Change the language of mobile phone and social media accounts.*

Changing the language of students' phone and social media accounts can be helpful in exercising reading skills.

Writing

Write an article or a short story. Suggest your students to write a novel, a short story, a poem, a play, or any other kind of creative piece. In alternative, they can write the resume of a given text or article. While you're listening, write down good notes and important details.



Listening



Listening is the language skill which learners usually find the most difficult. This often is because students feel the unnecessary pressure to understand every word, instead of capture the general meaning. Quick ways of improving listening skills are:

Listen to Podcasts. Students can download audio files on their Smartphone and listen to them while travelling. It's not only a great way to improve listening skills but it also gives the opportunity to learn along the way.

Watching TV shows or movies in L2 is a great way to improve listening skills, plus it is an opportunity to get used to the speed at which people speak.

Listen to music invite your students to look for popular music and recent hits of a country speaking the selected L2.

Speaking

Speak with natives. One of the best ways to improve your students' language skills is to converse with native speakers. This interaction can be face to face or at distance, through dedicated software or social networks.



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Explain a text orally. Explaining the sense of an article or text is a good exercise for improving speaking skills. When speaking, suggest students to use figurative language, in order to clarify their points of view (similes, personification, metaphor, etc.) and to use short sentences to make these points clearer.



TIP 2: Keep a video diary

This represents a great way to improve speaking skills. The learners can take a video of themselves talking about what they have done that day, how they feel, what they think about a movie etc., then playing it back and listen to themselves speaking, which is very helpful for improving their accent, intonation and word stress. It is also a great way to document how their language skills improves over a period of time.

4.4. Monitoring tools



Finally, you are called to help students to reflect on and monitor their progress towards achieving their learning goals.

Monitoring a learning process means that students need to build an informed and insightful understanding of their own behavior and learning, making conclusions about the extent of success or improvement, and eventually explain their lack of improvement. Monitoring process also provides a

basis for establishing their future goals and a sense of achievement.

Students need therefore efficient tools to regularly review and record their progress in learning, easily identifying evidences of progress towards a goal. Evidence needs to be both specific and manageable.

In order to support students to reflect and monitor their goals, you can propose the use of different **monitoring tools**:

The most used devices aim to reflect on students' recent work and how they have progressed towards the achievement of their personal learning goals. Students should reflect on their learning at either set times (every week, monthly etc.)

E-portfolio

An electronic portfolio is a collection of electronic evidence assembled and managed by a user. Such electronic evidence may include input text, electronic files, images, multimedia, blog entries, and hyperlinks. E-portfolios allows to demonstrate the learner's progresses, as an actual evidence of goal achievement. Learning records are closely related to the learning plan.

E-portfolios, like traditional portfolios, can facilitate students' reflection on their own learning, leading to more awareness of learning strategies and to better learning outcomes.

The real value of an e-portfolio is in the reflection and learning that is documented therein, not just the collection of work.



E-learning journal



An electronic learning Journal is a collection of notes, observations, thoughts and other relevant material built up over a learning experience.

An e-learning journal can have different formats and can be used in a variety of ways. The main idea is to give learners a tool to describe their learning and how they have learnt. The greatest value in writing a journal is the fact that students takes time to think about what they have experienced and give words to it. It helps them to become aware of what

they have learnt. A learning journal can be daily, weekly or related to different events.

The student may respond to regular prompts such as:

- This week I have learned...
- I am now able to do...
- For next week I am focusing on...
- I will know I am getting better when...

Rubric

Rubrics consist on a set of easily understood criteria that describe qualities of successful achievement and show progress towards achieving their personal learning goals. These rubrics or criteria can help students picture the type of knowledge, skill and behaviour they need to have developed, help them to identify evidence and keep track of their progress towards achieving their goals.



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Checklist



A checklist is both a reporting tool and an assessment tool. Simple, task-based checklists can help them become accustomed to following steps, adding order to the relative chaos of learning, and offering a pathway to accomplishing complex tasks. Checklists keep students on task, helping students feel in control and hold them accountable by removing obstacles to success such as “I didn’t know we were supposed to do that,” or “I forgot to do that part.”

Template

In alternative, you can also develop a dedicated template, as a way to keep students focused on their big picture learning goals and to have them track their progress over time. For example, you can propose to your students a template reporting on the left side the major ‘Learning Goals’ and, on the right, the time period division, which can be “Month”, ‘Week’ or “Day”, with space for brief comments on progress.

Tab. Example of monitoring template

Learning goal	Week	Comment on progress
Learn 100 new words/month	Week 1 – January 2016	40 new words learnt
	Week 2 - January 2016	25 new words learnt
	Week 3 - January 2016

Find out more info on listed monitoring tools:

- [Basic e-portfolio using Google sites](#)
- [Introduction to reflective journals](#)
- [Rubrics: tools for making learning goals and evaluation criteria](#)



Your notes:

Unit 5: Evaluate, validate and certificate the learning

The last stage of learning process consists in a final evaluation of progress made towards achieving the initial learning goals set by the student.

In language learning, self-evaluation is considered as the culmination of the monitoring phase and it is a valid and reliable supplement to traditional assessment.

After self-assessment, students have the possibility to validate and certificate their language competences, in order to let their skills be officially recognized at an international level. In this way, they are able to take advantage of the acquired skills in facilitating their access to work sector or to additional educational opportunities (ex. Academic programs).

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5.1. Self-Assessment of learning outcomes

Self-assessment is a process by which students evaluate the quality of their learning, identifying strategies that improve their understanding and skills. Students need to judge their own work identifying discrepancies between current and desired performance, in order to improve their performance.



Self-assessment helps students stay involved and motivated and encourages self-reflection and responsibility for their learning, promoting goal orientation, empowering students to guide their own learning and to internalize the criteria for judging success.

According to Rolheiser, “Students who are taught self-evaluation skills are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work”. When students report on their progress towards achieving their personal learning goals, they base on evidence collected throughout the monitoring process, personal reflections on their learning and feedback received from mentors, teachers peers or other relevant people.

Through self-assessment, students can:

- revise and evaluate their work;
- identify their own skill gaps, where their knowledge is weak;
- see where to focus their attention in learning
- set new realistic goals.

Reporting and evaluation phase, in fact, can also be considered as the beginning of next learning cycle, as it is an ongoing and repetitive process (goal setting, strategy development, resources identification, progress monitoring and evaluation). It enables students to reflect on their learning subsequent, choosing new learning goals and activities to improve, correct misunderstandings and to extend learning.

You, as a learning supporter, are called to help students to reflect on their progress focusing in particular on what they have achieved, their strengths/ areas for improvement and next steps to be taken. Your role in facilitating self-assessment consists into:

- 1) raise awareness among learners of the benefits of self-assessment;
- 2) provide guidance and tools for conducting self-assessments;
- 3) help learners understand the significance of the results.

5.2. Self-evaluation tools

Since self-evaluation is about identifying progress toward targeted performance, in relation to established standards and criteria, it is fundamental to define clear evaluation criteria.

Once the students understand the evaluation criteria, they have the opportunity to adequate their actions to the requested standards. The assessment criteria can be:

Performance oriented	aimed to sample to learner's language ability at one particular time.
Process oriented	aimed to verify if the established learning activities have been all accomplished.

Learning supporters may propose different self-assessment tools such as:

5.2.1. Competency test

One way to gather feedback on students' knowledge and skills is to ask them to assess their level of knowledge or skill through an *on-line test*. This instrument is a performance oriented tool and can be *formal* (typically leading to an official certification_ see paragraph) or *informal* (unofficial, for internal use.). In this case, it is possible to use various language tests freely available on line and usually developed by language institutes, or the instructor/mentor can edit a new test, using specific software like Moodle.

The objective of a test is to get an idea of the range of abilities and experience the students has. Questions can focus on knowledge, skills or experiences that you assume students have acquired. The feedback from the instrument can help you to direct students to supplemental materials that you think will help them fill in gaps or weaknesses that may hinder their progress. The questions also help students to focus on the most important knowledge and skills requested.

At the end of the test, the learner will receive an automatic score, so they don't have to wait for classic correction time. It can also be anonymous.

Examples of language competency tests:

- [Test your English – Cambridge university](#)
- [Test your German – Goethe Institut](#)
- [Test your Spanish – Escuela Internacional Cervantes](#)

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5.2.2. Questionnaire



Questionnaires are most likely to be used as process oriented tools. The learner is asked to reply to a series of questions regarding his learning process, allowing him to identify eventual gaps. Here below some example of questions to be posed.

- How well have I gone in achieving my goals? Make a comment for each of your goals.
- Has this approach worked for me?
- Have I been successful? What do I need to improve on? (start sentences with: 'I have..., I managed to..., I still need to...' etc.

5.2.3. Rubric

Rubrics can be used for monitoring progresses but they are also valuable tool for self-assessment. They consist on a set of easily understood criteria describing qualities of successful achievement and showing progress towards achieving their personal learning goals. These rubrics or criteria can help students picture the type of knowledge, skill and behaviour they need to have developed, help them to identify evidence and keep track of their progress towards achieving their goals.

Rubrics describe the features expected for student work to receive each of the levels/scores on the chosen scale. An assessment rubric tells the students what is important, defines what work meets a standard, and allows us to distinguish between different levels of performance.

Because rubrics not only list the success criteria but also provide descriptions of levels of performance, students are also able to use them to monitor and evaluate their progress during an assessment task or activity. Students need to understand the assessment guide that is being used to assess their performance. It is useful to give to the learners a copy of the rubric prior to commencing the learning activity, so that students can work accordingly to the required skills, knowledge or

understanding. In this way, they can reflect on their progress and evaluate what they need to do if they wish to improve their performance.

➔ A tool like [RubiStar](#) is helpful, as it can show you sample rubrics other learning supporters have developed, and anyone can modify them for their own use. Some possible categories for rubrics include: text features, fluency in reading, types of sentences written and neatness in writing. When creating rubrics or performance criteria, make sure that what you're assessing is clear and fair from the beginning.

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5.2.4. Checklist

A checklist can be used both for monitoring and evaluation. The students are able to evaluate the accomplishment of sub-goals by following the points in the list, simply clicking the “done” or “not done” box as appropriate. The points awarded for each task accomplished are indicated underneath each check box (e.g., “done = 3” means students get 3 points if they answered yes to the question). At the end, the system gives the total points overall, if the learner surpassed a minimum score, they can move forward to next learning step.

5.2.5. European Language Portfolio (ELP).

The great impact of the Common European Framework of Reference for Languages led the experts to the need for a tool that would serve as a reference for learners, facilitating self-assessment and recognition of experiences in all European countries.

With the Resolution of the Conference of Ministers of Education in Cracow (October 2000) was officially "launched" the **European Language Portfolio (ELP)**. ELP is a document that enables those who are learning or have learned a language, in both the academic and extra-academic paths, to reflect on their learning, on their cultural experiences as well as to record their linguistic competences and collect qualifications obtained.



The ELP responds to two main functions:

- support the development of learner autonomy, multilingualism and intercultural awareness and competence;
- allow users to **self-assess** and record their language learning achievements and their experience of learning and using languages.

The ELP is composed of **three parts**.

- a) **Language passport** is a very useful *self-assessment tool* of students' language skills and qualifications. It can include competence gained both inside or outside formal education. It refers to the language levels identified by Common European Framework of Reference, which is internationally comparable. A [self-assessment grid](#) is provided where the language competences can be described according to common criteria. It also records formal qualifications and certification. It is suggested to [fill in the on-line template](#).
- b) **Language biography**, a section describing personal history of the owner's language learning experience and progress. It includes: information on linguistic and cultural experiences in and outside class and a self-assessment checklist. The Language Biography also encourages the learners to state how they can empower language leaning, including information on linguistic, cultural and learning experiences gained in and outside formal educational contexts. Here available the [templates for creating a Language Biography](#).
- c) **Dossier** where examples of personal work can be kept to illustrate students' language competences. The Dossier offers the learner the opportunity to select personal documents aimed to illustrate skills or experiences already recorded in the Language Biography or Passport. This section allows the learner to list all the chosen materials, collected in an appropriate folder.
[More info on dossiers.](#)

Portfolio models vary according to countries and educational contexts. They are all examined by a European Validation Committee which accords an accreditation number.

Get more info about ELP, download components or create an ELP of your own:

5.3. European instruments for competences validation

The validation process supposes the confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to a certification. One major purpose of validation is to make it possible for individuals to take advantage of the outcomes of their learning experiences and use them to gain access to employment and/or education opportunities.

The European Union has developed several instruments to support the transparency and recognition of competences to make it easier to study and work anywhere in Europe.

To date, a variety of initiatives have been launched with a view to simplifying the transparency and recognition of skills and qualifications across Europe. These include:

The European Qualification Framework (EQF)

- The European Qualifications Framework is a translation tool helping communication and comparison between qualifications systems in Europe. Its [eight common European reference levels](#) are described in terms of learning outcomes: **knowledge, skills and competences**.
- It allows to compare any national qualifications system, national qualification frameworks (NQFs) and qualifications in Europe to relate to the EQF levels.
- It helps in to make qualifications more readable and understandable across different countries and systems in Europe. Learners, momtors, learning providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems
- [Here](#) you can scroll down all the **qualifications (wich are also in the linguisti area)**, filtering by Subject Field, EQF level and Location and a link to the national database.

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Europass

- Europass initiative is composed a set of **five standardised documents** and a **skills passport** available in 26 languages, designed to enable users to present their skills, qualifications and experience across Europe.
- Two documents *freely accessible* and to be completed by European citizens: Curriculum vitae and Language Passport, the other three are issued by education and training authorities
- The **Language Passport**, in particular, is a very useful tool to validate students' language skills and qualifications. It can include competence gained both inside or outside formal education. It refers to the language levrls identified by Common European Framework of Reference, which is internationally comparable. [Here](#) it is pobble to fill in the online template.
- The **European Skills Passport** is an electronic portfolio giving a comprehensive picture of students' skills and qualifications. It allows the students to gather documents such as the Language passport, the CV, copies of degrees or certificates, attestations of employment, etc.;

Credit Systems

- **European Credit Transfer and Accumulation System (ECTS)** is a standard for comparing the study attainment and performance of students of **higher education institutes** across the European Union and other collaborating European countries. One academic year corresponds to 60 ECTS credits that are normally equivalent to 1500–1800 hours of total workload, irrespective of standard or qualification type. ECTS credits are used to facilitate transfer and progression throughout the Union. ECTS also includes a standard grading scale, intended to be shown in addition to local (i.e. national) standard grades.
- **European Credit System for Vocational Education and Training (ECVET)** is an initiative allowing the accumulation and transfer of credits gained through the recognition of learning outcomes in **vocational education and training (VET)** across Europe. ECVET has been developed to facilitate the recognition of achievements in vocational education and training, in formal, informal and non-formal. In ECVET, learning outcomes are used as a basis for credit transfer and accumulation. Learning units are described in legible and understandable terms by referring to the knowledge, skills and competence contained in them. Allocation of ECVET points to a qualification is based on a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

Quality assurance arrangements

- **Higher Education** The *European Tertiary Education Register* (ETER) is a database of higher education institutions in Europe. The European Tertiary Education Register is a principal tool for this as it will provide a wider range of comparable basic information on higher education institutions.
- Covering 32 European countries, the data includes university size, number and gender of students and staff, subject areas and degree levels, as well as information about research, international students and staff, and funding. It will be useful also for higher education institutions to compare their profiles with others (to identify research or educational partners, for example, or to spot opportunities for specialisation) and for policy makers who have to manage the higher education system as a whole.
- **Vocational Education and Training** The *European Quality Assurance Reference Framework* (EQAVET) is a reference instrument designed to help EU countries promote and monitor the continuous improvement of their vocational education and training systems on the basis of commonly agreed references. It is a voluntary system contributing to quality improvement in VET but also used by public authorities and quality assurance institutions to identify trustable VET providers.

Recognition of non-formal and informal learning

- Beyond the formal learning setting (language online courses, language proficiency exams), self-learners acquire the most valuable of language competences during their daily lives. Learning throughout life is a key route to personal development and acknowledging such learning can give greater value to citizen's achievements and their potential contributions to society. Despite this, the influence of traditional forms of education remains strong, with non-formal and informal learning often ignored and undervalued. The 2012 European Council *„recommendation on validation of non-formal and informal learning“* recognizes this conflict and seeks to promote a more systematic approach to 'validation', to increase the visibility and value of learning taking place outside formal education and training systems. If validated (identified, documented, assessed, and/or certified) these learning experiences can be made more visible and usable for further studies or work. All citizens should have their non-formal or informal learning identified and documented, in order to help combat unemployment by improving skills matching and social cohesion.
- A key objective of the 2012 recommendation is for EU Member States to work together towards national **arrangements for validation** by 2018. Guidelines for implementation of these arrangements in the member countries are being developed. A European Inventory is updated on a regular basis to provide an overview over good practices in the area of validation.

5.4. Language learning certification

What are language certifications?

A linguistic competence certificate is a measurement tool of a foreign language learning results and an effective identification tool of what a person knows and can do, in that language. The utility and advantages of a language certificate mainly consist on the official recognition of the acquired competences both in academic field and workplace. In particular:

- The learner feels to be evaluated in an objective and reliable way;
- Schools, universities, vet providers can rely on language competence levels, declared by such certificates;
- Employers are facilitated in recruitment.

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Certifications are generally released accordingly to the results of language examinations. Each certifying body has developed dedicated scales defining competence levels, which mainly correspond to the levels proposed by the Common European Framework of Reference of the Council of Europe.

Each level corresponds to one or more assessment tests prepared by testing experts and administered students in special exam sessions, in specifically defined locations. These test are usually intended to ensure the acquisition of oral, written and comprehension skills. The correction of written tests and the evaluation of oral ones are based on objective criteria: the student who passes the test gets a diploma certifying the competence level achieved.

Who is releasing them?

During the years, the offer of foreign language certifications has had an unprecedented development: a great number of educational organizations offer different kinds of certification and using several verification methods of language skills

Language certificate are usually released internationally accredited bodies.

The *criteria* to be followed for the choice of a certification body are:

1. International recognition;
2. Reliability and objectivity in the verification of the four language skills (reading, writing, listening, speaking);
3. Offer of a scale of different language levels, corresponding to the European CEFR;
4. Size of the institute and administrative agility.



In some countries (ex. Italy) the Ministry of Education signed a protocol which helps the schools in identifying the most accredited language institutions across Europe. These notified bodies are officially recognized by their countries' Education Ministries and offer standardize verification methods of the language skills.

English: Cambridge Ucles, City & Guilds International (Pitman), Edexcel International London, and Trinity College London;

French : Alliance Française, Chambre de Commerce et de l'Industrie de Paris;

Spanish: Ministerio de Educacion, Cultura y Deporte;

German: Goethelinstitut Inter Naciones.

Which are the costs?

Costs vary depending on the prestige of the chose language institute and on the certified language level: from about 100 euro for lower levels to about 300 euro for higher ones.

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5.4.1. Most popular language certificates

5.4.1.1 English certificates

English is obviously the most popular language of instruction. The below-mentioned certificates are the most popular ones used in the academic field.

Test of English as a Foreign Language (TOEFL)



TOEFL is an English certificate which aims for academic use and is widely used around the world. The only test form currently offered is an internet-based test (iBT) which can be taken in numerous test centers worldwide and takes about 4 hours. The grade of the test is equally combined out of the following four parts. Each part is graded with up to 30 points which adds up to a maximum score of 120 points.

- Reading comprehension
- Listening Comprehension
- Speaking
- Written Expression

The certificate is valid for two years.

International English Language Testing System (IELTS)

IELTS offers an academic version of their test, especially suited to this user group. Like TOEFL, IELTS is widely recognized in all English-speaking countries as well as for many English-taught programs around the world. Besides, IELTS is also accepted as language proof for certain working permits as well as for immigration. Four parts are tested:

- listening (40 minutes)
- reading (60 minutes)
- writing (60 minutes)
- speaking (11-14 minutes)

This adds up to a test duration of about 3 hours. Tests can be taken in over 500 test centres worldwide and contrast to TOEFL, the speaking part is conducted face-to-face with a certified examiner. It is valid for two years. IELTS guarantees an evaluation of the test within 13 days. The results can be then viewed online and are mailed from the national office on the same day.

Cambridge English Examinations (CAE)

Cambridge English Language Assessment (formerly the University of Cambridge ESOL Examinations) is a non-profit organization offering English language certificates for different language levels.



The *First Certificate in English* (FCE) is about the same level as the common scores for the TOEFL test (B1-B2) and is, if passed, graded from A-C. It is comparable to IELTS 5.5-6.5. The *Certificate in Advanced English* (CAE) is oriented at the quite high C1-C2 levels (IELTS 6.5–8.0) and is required at many British universities. The Certificate of Proficiency in English (CPE) is the most advanced exam ranked at C2 level which is well above the maximum scale of the TOEFL test and equals a 8 and above in the IELTS test. In contrast to the other certificates, the test consists of five parts:

- Reading
- Writing
- Use of English (Grammar use etc.)
- Listening
- Speaking

The Cambridge Certificates are mainly used within the UK but they are also accepted in many universities outside of the UK. However, they are not as popular as TOEFL and IELTS certificates. In contrast to many other certificates, the Cambridge certificates do not expire.

Other certificates

Besides the above-mentioned certificate, also the following certificates are quite popular. They not designed for academic use but might still be accepted in some universities. Business-related certificates such as the BEC might be even required for some MBA programmes.

- Test of English for International Communication (TOEIC)
- Business English Certificate (BEC)

5.4.1.2 German certificates

Usually, the following two certificates are used to certify your German language level.

Deutsche Sprachprüfung für den Hochschulzugang (DSH)

The DSH is a standardized test framework for German language proficiency. It is offered at many German universities and consists of the following parts:



- Listening comprehension
- Reading comprehension
- Writing
- Comprehension and use of science and study related language
- Oral examination

Since the examination is individually designed by each university, the student needs to contact the university to get admitted. The examination result is expressed in three levels, which equals approximately the CEFR levels B2 C2.

Usually, students take the DSH test upon arrival at the German university they got admitted to, just before starting their studies. Alternatively, a growing number of open DSH tests are offered which students can take before you got admitted to a study program.

Test Deutsch als Fremdsprache (TestDaF)

The TestDaF is the German equivalent to TOEFL and IELTS. It is standardised and can be taken in over 400 test centres worldwide. It contains the following four parts:



- Reading comprehension
- Listening comprehension
- Academic writing
- Speaking

As in the TOEFL test, the spoken part is recorded and centrally evaluated together with the other three parts of the test. It usually takes about 7 weeks after the test until the students receive their test certificate.

5.4.1.3 French certificates

Prevalent language certifications are issued by the Centre international d'études pédagogiques (CIEP). The registration for one of the tests can be directly done at one of the examination centres.

Diplôme d'Etudes en langue française (DEL F)



The DELF certificate is offered in different CEFR levels and can be taken in over 900 test centres world-wide. By passing the DELF B2 certificate students are exempted from a language test at the university they got admitted to. The DELF B2 examination takes about three hours and consists of the following parts:

- Listening comprehension
- Reading comprehension
- Writing
- Speaking

The speaking part is conducted with an examiner, discussing a certain topic and expressing your point of view. Each part is graded with 25 points. In total, at least 50 points are needed to pass the examination. The individual parts have to be at least graded with 5/25 points.

Diplôme approfondi de langue française (DALF)

The DALF certificate offers the two more advanced language levels C1 and C2. The DALF test is similarly structured as the DELF test. However, the level is more advanced and in the oral part a presentation has to be prepared. The scoring is identical to the DELF certificates.

5.4.1.4 Spanish certificates

Diplomas de Español como Lengua Extranjera (DELE)



The Diploma of Spanish as a Foreign Language or DELE is an official qualification, recognised by the Ministry of Education of Spain. The exams are held at the Spanish Instituto Cervantes in countries worldwide. The tests are corrected and evaluated at the University of Salamanca.

The DELEs are divided into three levels, much like the Common European Framework of Reference for Languages, A1 to C2. The test can be divided in 2 to 4 parts depending on the level of the student taking the test. These include reading comprehension, writing and speaking skills, as well as listening. The Cervantes Institute publishes test results approximately three months after the examination date, with approval from the University of Salamanca.

Participants need to pass all parts of the exam in order to pass the entire test. Once passed, the DELE is valid for students' entire life. The test is internationally recognized by universities as well as in the business environment.

Certificado de Español: Lengua y Uso (CELU)



The Certificate of Use of Language in Spanish or CELU is another internationally recognized proficiency test of Spanish as foreign language, offered in Argentina. The CELU exam is officially acknowledged by the Ministry of Education and by the Ministry of Foreign Affairs of Argentina. The examination is organized mainly by the University of Buenos Aires and National University of Cordoba. It can be taken by foreigners whose native language is not Spanish and who need to prove their level of proficiency in Spanish speaking countries. There are two pass grades, either Intermediate or Advanced level.



Your notes: