

Training guide

Objectives of the guide

- To explain the basic principles of the e-lang approach
- To explain the structure of the training
- To support the trainer/facilitator in navigating the various steps of an e-lang training programme, namely digital literacy for the teaching and learning of languages

Basic principles of the e-lang approach

Socio-interactional approach

The socio-interactional approach is based on the following principles:

- a) All communication - and more generally all action - takes place within a social interaction (an interpersonal relationship).
- b) This interaction determines the type of action and/or communication, as well as the meaning that emerges from it.
- c) In return, human actions and the co-construction of meaning contribute to building and modifying the relationship that unites people.
- d) There is a basic competence that we call the socio-interactional competence. This competence allows subjects to act and communicate in accordance with the relationship between the subjects involved.

This approach therefore places social interactions at the centre of its principles. It considers the learner as a language *user* and a *social actor*. From this pedagogical context comes a typology of tasks according to the social interactions involved: tasks involving social interactions outside the educational world, tasks within classroom groups, tasks between groups of distance learners etc.

The key task in this approach is the **real-world task**.

Task taxonomy

Social interaction	Type of task	Links to the real world / Authenticity	Authenticity in the use of the target language	Examples
Social interactions outside the educational institution	Real-world tasks	The task is carried out in real life. It is a task and at the same time an action in real life.	Strong authenticity. The communication situation requires the use of the target language.	Post a cooking recipe from your country on a dedicated forum. Contribute to an online tourist guide. Share an opinion on a film.
Social interactions within the classroom	Social tasks	These tasks are grounded in the social reality of the teacher-learner group. These tasks do not require simulation. The product is intended for the other members of the group or for an individual member.	The use of the target language is based on the pedagogical contract. It is used in order to learn within the learning situation.	Create a list of course participants that includes the methods to contact them. Prepare a trip that will be carried out. Converse with your peers in order to get to know each other better.

Simulated social interactions. Students play a role in completing the task	Rehearsal tasks	These tasks prepare for action in real life. They are similar to the actions that the learner may be required to perform in real life.	The use of the target language is based on the pedagogical contract. It is used in order to learn because of the learning situation.	Prepare a job interview and simulate it. Write a letter of complaint (to be sent to no one). Prepare a travel plan for a group of retirees (who do not exist).
No social interactions or simulated interactions	Classroom tasks, pedagogic tasks	"Only indirectly related to real-life tasks and learner needs, and aim to develop communicative competence" (CEFR, p. 157)	Limited authenticity, "learners engage in a 'willing suspension of disbelief' and accept the use of the target language rather than the easier and more natural mother tongue to carry out meaning-focused tasks" (CEFR, p. 157).	Listen to a radio program and develop listening strategies. Read a newspaper article and develop reading strategies.
Social interactions between members of groups of distance learners	Telecollaboration tasks	These are often educational projects which are not grounded in real life.	Authenticity in so far as the language used must be used to communicate between groups.	

Real-world tasks

The following criteria are used to describe a real-world task:

- The target audience are people outside the education system.
- The product is intended for people who may be interested in it.
- The (inter)action space is an open participatory site. It is not opened by the teacher who does not have special rights on this site.
- Tasks precede the pedagogical intervention. They are not created by the teacher, but emerge from the nature and purpose of the site.
- The learner has something to contribute to the target audience: a piece of knowledge, some know-how, an opinion...
- The evaluation is social in nature. It is carried out by the target audience through the potential reactions or comments of the other users.

Through real-world tasks, learners develop their digital literacy skills as consumers of information and web content creators. Thus, by participating in real-world tasks, learners can become true digital citizens engaged in the target language(s). They transform themselves from learners to language users.

Autonomy

The e-lang model that is based on digital literacy development and implementation is integral to the development of a language learner and language user's autonomy.

To that end, the e-language training aims to train teachers to support learners in the development of their autonomy.

Structure of the online training programme

The online training programme is a multiple-entry training course made up of modules. It includes:

- an introduction to the socio-interactional approach
- a section on tasks with four modules
 - real-world tasks
 - social and rehearsal tasks
 - online exchanges
 - informal language learning
- a section on the language activities involved in carrying out the tasks:
 - aural reception
 - written reception

- oral production
- written production
- oral interaction
- a section on the following communication skills
 - grammatical competence
 - lexical competence
 - phonetic and phonological competence
- a section on intercultural competence

Each section contains the following:

- information or reminders on the corresponding theme
- suggestions for resources and pedagogical interventions/ activities
- a list of digital resources

Each training facilitator is free to use the desired modules and parts of modules as they wish depending on the context and needs of their audience.

Online training with a closed group

The following section is intended for facilitators who are considering conducting a fully online e-language training.

Preparation

- Request the opening of an e-lang training space on the ECML Moodle platform (<https://moodle.e-lang.ecml.at/>)
- Provide a list of participants using the spreadsheet which can be downloaded from the project website (<https://www.ecml.at/e-lang>)
- Familiarize yourself with the didactic framework and the modules offered on the platform.
- Consider additional training activities adapted to the context and target audience and add them online. Collaborative activities are particularly welcome.
- Establish a training schedule according to the training format (number of hours, number of modules, objectives, etc.) and distribute it to participants.
- Configure the training space according to your specific needs. It is possible to "hide" entire modules and/or parts of modules.
- For technical information on managing a Moodle platform, see the [Moodle documentation](#).

Procedure

First, we recommend that participants be invited to:

- learn the basic principles of the e-lang approach in the Introduction section. This section contains the didactic framework.
- participate in the various discussion forums.

Secondly, we recommend working on the modules that are dedicated to tasks (real-world tasks, social and repetition tasks, telecollaboration tasks) and on informal learning.

The modules on language activities, intercultural competence and communicative skills can then be implemented in the desired order.

We encourage the use of forums in the modules or recommend that you create new forums as needed. These forums aim to help trainees share their experiences and practices as well as resources and tools.

Within these forums, the trainer will play the role of a facilitator. S/He will regularly review the contributions of trainees and will not hesitate to intervene, react, moderate, or relaunch a discussion as needed.

Follow-up

We encourage you to invite your participants to evaluate the training.

After conducting a training session, we also invite you to provide us with your feedback using the [following online form](#).