



Life Long Learning Programme Leonardo da Vinci – Transfer of Innovation
Language e-learning tool for vocations – share the standards

TEACHER TRAINING

This handout together with courses and e-learning solutions are the results of a Transfer of Innovation Project within the Lifelong Learning Programme Leonardo da Vinci. They are developed by language teachers, trainers and vocational experts from European institutions working in cooperation. The consortium consists of four institutions: Best Cybernetics (Greece), Civiform (Italy), Centro Tecnológico do Calçado de Portugal (Portugal), Globalnet sp. z o.o. (Poland). The aforementioned institutions developed several vocational language courses; an English course for the catering sector, an Italian course for the catering sector, an English course for graphic design, an Italian course for graphic design, an English course for psychologists; an English course for the footwear industry, a Portuguese course for the footwear industry.

About the project

The goal of the presented project is to develop innovation with respect to vocational language learning and to introduce standardization in the vocational language learning. Products developed in the course of that project are language courses and an e-learning platform. The project aims at developing an effective model for teaching vocational languages, along with the tools and techniques to facilitate the process (an e-learning tool). These vocational language courses are based on the Common European Framework of Reference for Languages and are related to the Language Competence Framework of Reference for vocations. They introduce standardization in vocational language learning. Several vocations (cook, psychologist, footwear worker, graphic designer) and several languages have been taken into account, among them also those less known and less frequently used languages – in order to support and promote language diversity in the European Union. The project attempts at teaching European vocational languages online and to facilitate and strengthen e-learning and blended learning. The base for the project implementation is the cooperation between language teachers involved in the project and experts in particular industry sectors.

Language tests writers and language teachers are – in general – not familiar with the industry jargon and they need constant exposure to the language and the documentation of a given profession as well as frequent contact with its users. The courses are designed for A2 level and B1/B2 level learners and cover the following areas: cooking, catering, organic food, psychology, footwear, graphics design (English, Portuguese, Italian, Polish. Greek versions). The courses are available on an e-learning platform. The structure of that platform has been designed so that it is logical, interesting and easily accessible. It consists of content and assessment, with media content (simulations, demos, audio, graphics) and testing script (navigation, links, user volume). The text is divided into units and subunits. Teacher support is also possible in order to monitor the progress, knowledge as well as interim and final tests. The e-learning platform has been created with the aim





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of being constantly developed (content and structure development), so that it can benefit from the most up to date pedagogical approaches to e-learning. The structure of the platform will be easily accessible, with an assumption that the audience has no experience with similar application.

Goals of the project

The specific goals of the project are as follows:

- to develop professional skills of teachers
- to make students more competitive
- to enable the employees who would like to work in various European countries to obtain transparent and standardised language competence certification for their specific vocational field
- to help organisations such as employment agencies, labour offices and employers' organisations to evaluate the language proficiency of foreign workers who are seeking employment
- to teach European vocational languages online: Italian, English, Greek, Polish, Portuguese
- to improve the accessibility to lifelong learning for vocations by presenting the status of vocational learners in partnership countries, difficulties they encounter, and by presenting joint solutions
- to provide vocational learners with tools to improve their knowledge and competence in order to avoid their social exclusion and help them enter and re- enter the job market
- to facilitate the cooperation between partners' organizations by organizing partnership meetings, with the aim of setting up closer partnerships and implement the project
- to improve existing pedagogical approaches to lifelong learning in order to include more vocational learners into this process by developing teaching materials, methods and techniques
- to facilitate and support language learning and linguistic diversity within the EU
- to facilitate and strengthen e-learning and blended learning
- to popularize continuous education

Project background

The project is based on the LCCTV project whose main product is the Manual containing (1) the LCCTV Methodology for Designing Employment-Specific Language Tests, (2) the Language Competence Framework of Reference for the Vocations (LCFRV), and (3) several Appendices illustrating the implementation of the Methodology and the Framework. There are several Manual Translations: Bulgarian, German, Spanish, Turkish. Additionally, some sample language testing material has been produced in line with the LCCTV Methodology and Framework for the vocational fields of Construction and Seafaring. The second major result of the project is a two-level course book, *English for Mariners*, providing sector-specific vocational language learning material at basic and intermediate level.



The European Commission has regarded language learning and teaching as a priority for over 30 years. Every European citizen should be able to communicate in at least two foreign languages in addition to his/her mother tongue. This is the objective the European Union wants to achieve. The Common European Framework of Reference for Languages (CEF) is a document which describes in a comprehensive manner the competences necessary for communication, the related knowledge and skills, and the situations and domains of communication. The CEF defines levels of language proficiency in different aspects and provides a detailed description of each language level and accompanying skills. The main aim of the CEF is to achieve greater unity among the EU members. Language learning in Member States should be compatible with the CEF's assumptions which provide a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. The CEF is being increasingly used in the reforms of national curricula and by international consortia for the comparison of language certificates. The European Union Council's Resolution (Nov 2001) recommended the use of this Council of Europe instrument in setting up systems of validation of language competences.

This is an innovative multilateral project. The innovative nature of the project lies in the form of support, i.e. it relates to an approach that has not previously been used in Poland, Greece, Italy and Portugal in the area of vocational language learning and standardization of vocational language learning. The project is also innovative in that it combines these specific trainings with modern ICT technologies. Local trainings so far have been addressing training problems of the general audience, not of particular vocations.

The base for the project realization is the cooperation between the language teachers involved in the project with experts in particular industry sectors. Language tests writers and language teachers are – in general – not familiar with industry jargon and need constant exposure to the language and the documentation of a given profession as well as frequent contact with its users. As familiarity with a given industry grows, a language teacher and test writer becomes an expert in the industry. There are several stages of creating a language test :

- identification of occupational skills and competences necessary to work at various levels in a given industry
- conversion of the occupational skills into linguistic skills and competences needed to perform well at different levels
- compilation of vocabulary characteristic of a given industry
- identification of grammatical structures that appear in the communicative situations at each level in the industry
- establishing types of tests that are to be used and developing their specifications
- construction of test parts and monitoring the tests

The vocational language courses and the e-learning platform will be tested by the vocational language teachers and students, at vocational schools and adult schools in partnership countries. The results will be compared among the countries in order to make the courses more effective and appropriate for target users.





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LANGUAGE COURSES

The presented courses are vocational language courses for adults and young adults who want to communicate quickly and effectively in their professional life. They combine vocational environment with current methodology in order to make learning more effective, focused and easier.

The courses are compatible with The Common European Framework of Reference for Languages. Their appealing content and focus on systematic skill work make them ideal for students who want to evaluate their progress regularly.

The courses contain a well-balanced mixture of practical exercises, motivating and informative texts, grammar, vocabulary and functional language exercises, practice in reading, regular review and consolidation sections that allow students to check their progress. The books provide approximately 120 hours of core teaching material each, which can be supported by e-learning solutions with a variety of listening and pronunciation practice.

The courses are based on the LCCTV Manual Language Competence Certification Tools for Vocations - A Methodology for Designing Employment- Specific Language Tests and Language Competence Framework of Reference for Vocations (LCFRV). The copy of the LCCTV is attached to this handbook. The aforementioned manuals contains description of linguistic skills and competences for levels A, B and C for vocations.

Psychology –English

The course is designed for learners with B1/B2 level of language, for professionals working in the field of psychology. It contains vocational vocabulary, a well- balanced set of reading, listening and writing exercises. It is an English course for psychologists that deals with the general and basic subjects for each specialist working within psychology.

The course covers the following areas: Diagnostics and methods, Social psychology, Child development and disorders of psychological development, Behavioural and emotional disorders, Mood disorders, Organic mental disorders, Schizophrenia, Behavioural syndromes associated with physiological and physical factors, Neurotic, stress-related and somatoform disorders, Work and labour psychology.

English course for catering sector, Italian course for catering sector,

The course is designed for learners with A2/B1 level of language, for professionals working in the field of catering gastronomy. It contains vocational vocabulary, a well- balanced set of reading, listening and writing exercises. It is a course for the catering sector that deals with the general and basic subjects for each specialist working within gastronomy and catering.





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The course covers the following subjects: the kitchen, the cook's uniform, hygiene in the kitchen, the chef and the kitchen brigade, kitchen work stations, heavy kitchen equipment, utensils, food, cooking methods, organic food, eating in Italy (typical recipes), typical recipes in European regions application letter and CV.

English course for graphic design,

Italian course for graphic design,

The course is designed for learners with B1/B2 level of language, for professionals working in the area of graphic design. It contains vocational vocabulary, a well- balanced set of reading, listening and writing exercises .

Presentation of the graphic world, the graphic designer, the graphic operator, the multimedia operator, security in graphic department, the visual communication, the text, the layout, the framing of the images, the colour, proceedings of print and products, introduction to the printing process, letterpress and flexography, rotogravure, offset printing, serigraphy, digital printing, process flow, paper sizes and quantitative determinations, management of print quality, management of the order.

English course for footwear industry,

Portuguese course for footwear industry.

The course is designed for learners with A2 level of language, for professionals working in the area of footwear industry. It contains vocational vocabulary, a well- balanced set of reading, listening and writing exercises.

My job and me, greetings, personal information, making introductions; women's footwear; men's footwear; types of shoes; shoe components; sequence of procedures; the shoe last; tools, materials and machinery in the shoe industry; the shoe making process; shoe defects, health and safety in the work place, definitions; occupational diseases; fire fighting; risk assessment; personal protection equipment; emergency plan, company structure; departments; job titles; instructions, suggestions and solving issues, company structure; departments; job titles; meetings.

E-learning solutions

The developed language courses have been transformed into e-learning courses. A virtual school is created with students, teachers and different professions, to make this e-learning platform and vocational language courses more available, acceptable, with an interesting layout and graphic design in order to keep teachers' and students' attention through the whole course. During the creation of the e-learning platform and its content, the following aspects are taken into consideration:

- logical structure of teaching materials
- text divided into units and subunits



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- supporting tools (dictionary, vocabulary, index, searching).
- teacher support, monitoring the knowledge
- interim and final tests.

The e-learning platform structure consists of content and assessment, with media content (simulations, demos, audio, graphics) and testing script (navigation, links, user volume).

The e-learning platform is created with the aim of being constantly developed (content and structure development), so that it can benefit from the most up to date pedagogical approaches to e-learning. It is made in a way that the potential user can easily move through it, learn, practise language skills, self-test and observe his /her progress.

The structure of the platform is user-friendly with an assumption that the audience has no previous experience with a similar application. There will be several updates to this application, the updates will not require any training from users.

About the e-learning solutions – LOSGLOBOS description

4.1 The System

Losglobos is an internet application designed to improve the quality of teaching and facilitate the work of teachers. *Losglobos* is concurrently available to a number of users, regardless of the time of the day. The essential condition to using the system is the access to an active internet connection. The user has his/her own account, which she/he can sign into using a user name and a password. There are four types of accounts defined in the system:

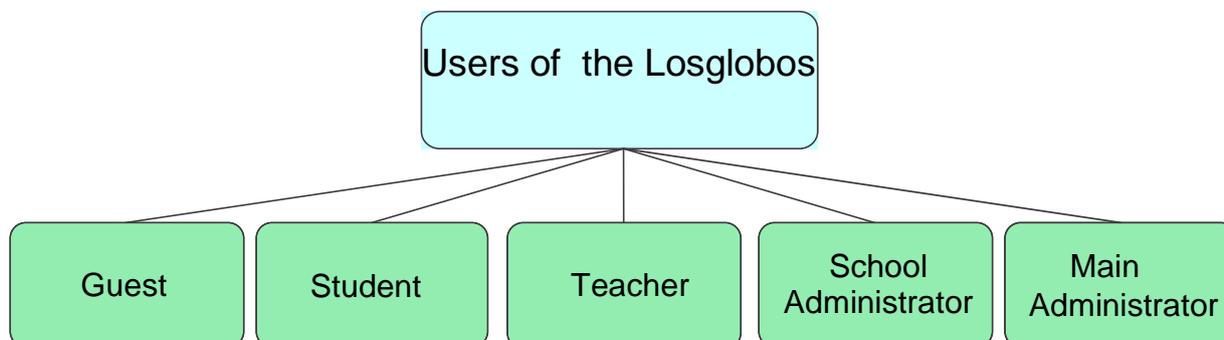
- main administrator,
- school administrator,
- teacher,
- student.

Additionally, there is an account for an unregistered user, the so-called guest. Each type of account has a different role and a number of options facilitating the maximum use of the system. *Losglobos* is user friendly.





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Users of the Losglobos System

signing into the system

It is a process of authenticating a person with a user name and a password. The system recognizes if a person is a registered user and if the entered user name and password are correct. If the process ends successfully, the user has access to the account and the options assigned to it.

reminding the password

It is an option for reminding the password in the system. In order to be reminded the password a user should enter the user name and e-mail address which is assigned to a given account in the system. When the details match, a new password is sent to user's e-mail address.

registering in the system

Creating new student accounts is done through a form available on the website. This option is placed under the sign-in panel, in the section "Register a new Student". When registering, first name, surname and e-mail address are required. A user should also choose a school, a group and enter a safety code from the box "text from the box". The registered person receives an email with user name and password, as well as information that the account is inactive. It is the school administrator who can activate a new student after the data have been verified. Additionally a teacher may have the possibility to activate students accounts, but he/she must have a previous permission of the school administrator.

Teachers' accounts are created by the school administrator.

The main administrator sets up a school by creating a school administrator account.

In development

- 1) When registering a student, a user will establish a password so that he/she can avoid having it sent by e-mail.



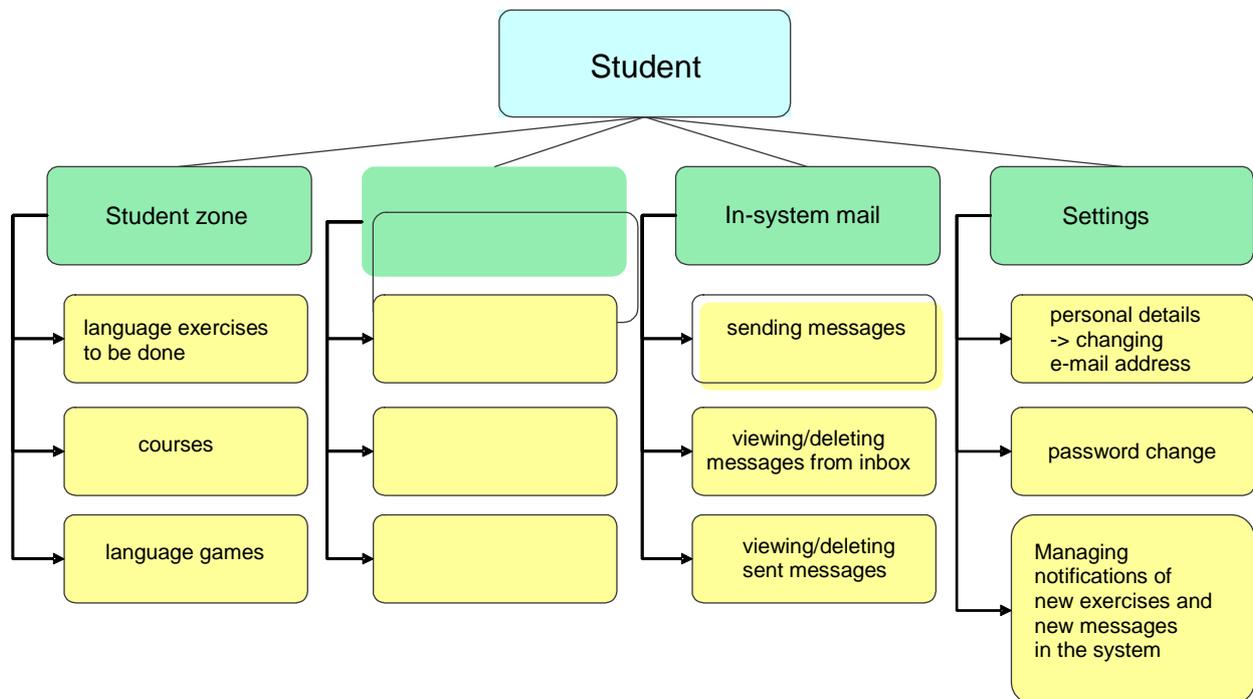


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- When filling in the registry form, during data validation, the system will highlight the incorrectly filled areas so that the users can quickly spot the fields to be corrected.

Student - description

Students play one of the most important roles in the system, because they are the end users of the e-learning materials. The main task of students is to master the presented knowledge and do the assigned exercises. Additionally the system includes a language exercises module which can be used to support the traditional model of language teaching.



Options available to students. Own work.

The full list of functions available to the student:

Settings

- changing e-mail address,
- changing password
- managing notifications of new exercises and new messages in the system.





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In-system mail

- sending messages,
- inbox,
- sent messages.

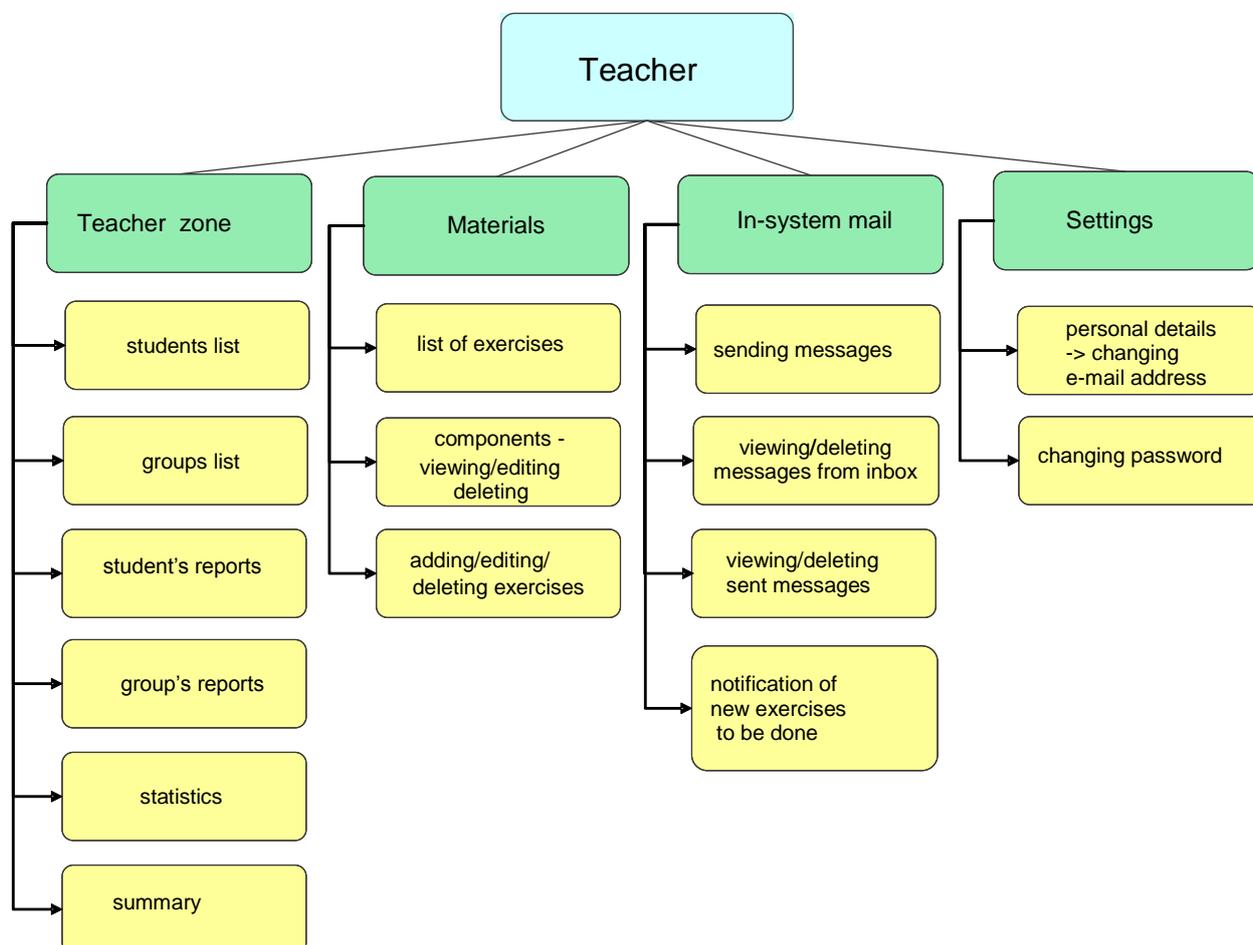
This application enables the user to send messages within the system. The student can send a message to other students from his/her group, to all the teachers registered in his/her school, as well as to the school administrator. The student decides if he/she wants a notification of a new message in his/her inbox to be sent to his/her private e-mail address. In case the student wants to receive notifications, he/she must enter his/her e-mail address in the section “settings->personal details”. In case the student does not want to receive notifications, he/she simple un-checks the notification option and the system shall stop sending the notification to the private e-mail address.

Teacher - description



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Functions available for the user - teacher. Own work.

The following options are available for the “teacher” account:

Settings

The teacher can edit his/her details.

- changing e-mail address,
- changing one's password.

Additionally, this section contains the options specifying the parameters for re-assigning exercises.



In-system mail

- sending messages,
- inbox,
- sent mail.

The teacher can notify students of new exercises appearing in the system by sending a message to their private e-mail address. Only students who entered their e-mail address in the “settings→personal details” section and enabled the option of receiving notifications of new exercises will be notified of the new portion of language material to be processed.

Materials

- exercises
- assignments
- add exercise

Exercises

This section contains exercises for learning English on different levels of proficiency. The sorting and searching mechanisms considerably facilitate finding appropriate exercises. Each exercise has:

- a title,
- a description of its contents,
- specified language level (A1, A2, A2+, B1, B2, B2+, C1, C2),
- a category (reading, grammar, listening, vocabulary, other)
- exercise type (matching, translating/transforming, letter filling, gap filling, multiple choice)

Additionally, the system has an option informing whether an exercise has already been sent to a group or not. This information appears in two places, making teacher’s work considerably easier.

Teacher’s functions in exercise section:

- viewing the available exercises,
- sending exercises to a group or to selected students,
- adding exercises to his/her own components,



Adding new exercises

The system enables each teacher to add new exercises to the existing database. The following types of sentences may be added and compiled into exercises:

- pair matching,
- translation/transformation,
- letter filling,
- gap filling,
- multiple choice.

Another type of exercise is in development – putting words and/or sentences in the correct order.

The teacher can edit and delete his/her own sentences and exercises.

Teacher zone

Students

The teacher has access to a complete list of his/her students and their basic personal details (first name, surname, e-mail address, group, their status in the system). In this section the teacher can:

- change his/her students' passwords,
- change the status of a student's account (blocked/activated) only if the school administrator authorizes him/her to do so.

Groups

Groups view with the numbers of students.

2 parameters will be added to this section: the date when a group may start signing into the system and the date of the course ending.

Student reports

The teacher has a full view of the exercises done by his/her students.

While viewing a report the teacher may correct the wrong answers that were not accepted by the system.

Group's reports

The teacher may view the reports of submitted exercises. The list of group's results includes:

- title of the exercise,
- level of the exercise,



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- the deadline for submitting the exercise ,
- the list of students,
- the date of submitting the exercise by the student.

The role of the teacher:

- generating reports in PDF format,
- changing deadline,
- using the option of automatic re-sending exercises to students who did not do or failed an exercise (See: options available in settings, point 3.)

Statistics

Statistics available in the system give an estimated count of the time spent by the students on the platform. There are records from last 24 hours, 7 days, 4 weeks and the total time on the platform.

Summary

The section provides a collective view on the results of students from particular groups.

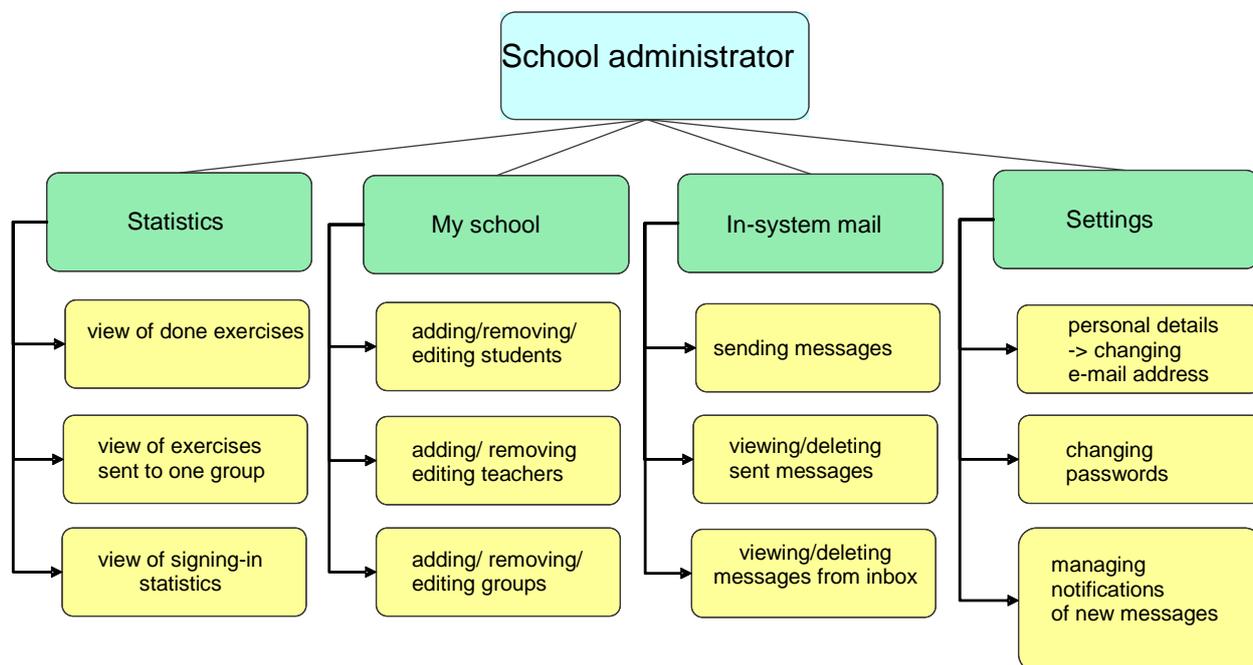
The results are divided according to categories:

- grammar
- vocabulary
- listening
- reading
- other
- average result.



School administrator - description

The role of the administrator is very important, because he coordinates the work of the whole school. The most important tasks of the administrator include adding, deleting and editing groups, students and teachers.



- adding/removing/editing groups

Adding/removing/editing students

The administrator may add students to the existing groups within his/her school. When adding a new student, administrator enters:

- first name,
- surname,
- user name,
- password,
- e-mail address – optionally,
- chooses a group to which the student is assigned.

The administrator can also send a student a password to his/her mailbox using another form in which a password is generated automatically.

Fields completed when registering:





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- first name,
- surname,
- user name,
- e-mail address,
- length of the password – drop-down menu,
- a group to which the student is assigned – drop-down menu.

The administrator can:

- change student's personal details (first name, surname, e-mail address, password)
- move a student to another group,
- remove a student from the school
- block/ activate student's access to the system.

Adding/removing/editing teachers

The administrator can add new teachers to his school. When adding new teachers the administrator enters:

- first name,
- surname,
- user name,
- password,
- e-mail address – optionally,

Administrator can:

- change teacher's details (first name, surname, e-mail address, password),
- assign a new group to a teacher,
- remove a group assigned to a teacher,
- block/activate a teacher's access to the system,
- remove a teacher.

Adding/removing/editing groups

The administrator can add new groups to his school. When adding new groups the administrator enters:

- group's name,

Soon two fields will be added:



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- date of the beginning of the course,
- date of the end of the course.

The administrator can:

- change teacher's details (first name, surname, e-mail address, password),
- assign a new group to a teacher,
- remove a group assigned to a teacher,
- block/activate a teacher's access to the system,
- remove a teacher.

Summary

The section provides a collective view on the results of students from particular groups.

The results are divided according to categories:

- grammar
- vocabulary
- listening
- reading
- other
- average result

The administrator is authorized to view the table of exercises summary, the results of the exercises and the detailed view of each exercise.

Statistics

Exercises

This option makes it possible to view all the exercises done in the system within the school to which the administrator is assigned. The table contains first name and surname, name of student's group, the result of the exercise and the date of its submission.

Teachers

This option makes it possible to view groups and provided information on:

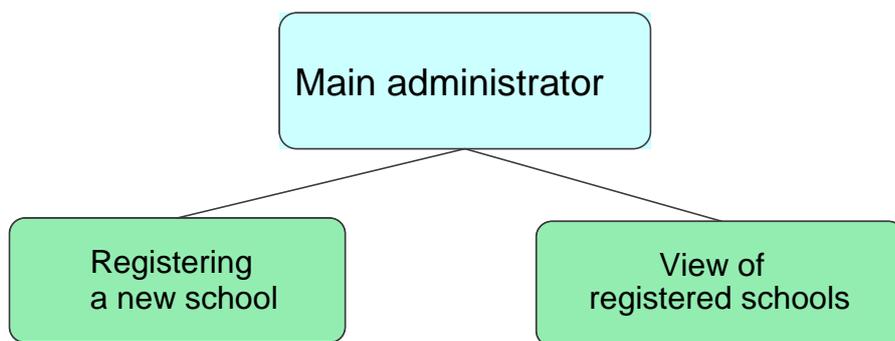
- the teacher,
- the total number of exercises sent to particular groups,
- the number of active exercises that can be done by students.

Signing in

This option makes it possible to view statistics on students' signing into the system. The table contains first name and surname, name of student's group, and the count of signing into the system.



Main administrator – description



Options available to main administrator. Own work.

Main administrator is authorized to set up new schools and view the existing ones. Each school is a separate unit with its own teachers, groups and students.

In the next phase of development of WSN50+ system the “courses” section will be extended. New functions will be introduced for the teacher, who is responsible for making the courses available in the system, specifying the following parameters:

- availability of exercises – the parameter for establishing whether exercises are supposed to be available immediately or once a student is familiar with the theoretical part,
- the number of activated modules,
- % threshold of the passing score for moving on to another module.
- date of the beginning of the course being active,
- date until which the course will be active.

Additionally, after completing the whole course a student will receive a certificate confirming this fact. The certificate will be generated automatically after an appropriate score has been achieved.

Further work on the functions of New courses implementation are due to be performed.





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Information on the system

Losglobos system was written in the client-server model in PHP language version 5. The database server used by the system is MySQL, version 5.1.

Losglobos system was written with popular programming tools. A triple-layer model was used, which means separating three basic layers of the system: database, logic and presentation. Using such a model facilitates updating the system and makes it possible to create new functionalities without the interference into the existing modules. The used model makes it also possible to change the layer of presentation without the interference into other layers.

Creating backup copies of the database is done with the phpMyAdmin tool, which is installed on the server. When exporting data, one should remember to choose the option “data”, which makes it possible to make a backup copy together with its contents. Reproduction of data from the available backup copies can also be done with the use the phpMyAdmin application.

The system can be easily transfer red to another server using the php language. In case of transferring the system, the whole catalogue structure should be copied and the database should be transferred. The database structure may be exported to by means of the phpMyAdmin tool. In case of transferring the system to another server, the users of the database should be configured and granted the appropriate authorizations, as well configuring the connection with the database.

