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## 5.3. INTELLECTUAL OUTPUTS

### IO02: 7 INNOVATIVE ACTIONS

Below we detail the 7 innovative actions developed by the E-LENGUA team in relation to the 7 challenges of the project.

#### ○ Challenge 1. To foster massive motivation and universal accessibility with regard to foreign language (FL) learning in the EU

Massive Open Online Course (MOOC) “Habla bien, escribe mejor. Claves para un uso correcto del español” (“Talk properly, write better. Keys for a proper use of Spanish”)  
<https://miriadax.net/web/habla-bien-escribe-mejor-claves-para-un-uso-correcto-del-espanol-2-edicion->

The Project *Habla bien, escribe mejor. Claves para un uso correcto del español (Talk properly, write better. Keys for a proper use of Spanish)* focuses on the correct use of spoken and written language, specifically on those aspects which were considered to provide high profitability and progress in this kind of courses. After the most important contents were selected in accordance with the criteria before mentioned, they were divided into seven modules (plus an introductory one to present the course) which, for their part, were organized in three sections according to the following outline:

#### 1. CONTENTS AND ORGANISATION

- **SECTION I. *Habla bien (Talk properly)*.** Vocabulary, grammar and speech issues.
  - Module 1. *¿Esto está bien dicho?* Paronyms, derivative pairs, lexical improprieties, taboo words and euphemisms. Political correctness. Use of the dictionary.
  - Module 2. *Me queda la palabra.* Loan words (adaptation or equivalence?), Latinisms, valid neologisms, *Spanglish*. Phraseology. Linking words.
  - Module 3. *Todos y todas concordamos.* Agreement (gender and number) and adverbs with possessives. Formation of feminine (professions and positions, etc.). Linguistic sexism, inclusive language.

- Module 4. *De verbos y algunos -ismos*. Personal pronouns (leísmo, laísmo, exclusive use of *le* in singular...) and use of relatives (*quesuísmo*, *que galicado*, depronominization...). Prepositional regime (*queísmo*, *dequeísmo*, regime hesitation...) and use of some prepositions. Verbal conjugation: regularizations (*andé*, *satisfacieron*, *dijistes*), participles (*freído/frito*; *imprimido/impreso*) and imperative form of *you* (*vosotros*).
- **SECTION II. *Escribe mejor (Write better)***. Spelling issues.
  - Module 5. *¿Y eso cómo se escribe?* Accentuation: basic rules, problematic cases, diacritic accent. Is it written together or in a separate way? They sound the same, but are spelled differently: “y/ll”, “h/0”, “b/v”, “g/j”.
  - Module 6. *Mayúscula después de punto*. Use of uppercase and lower case letters: basic rules and problematic cases. Punctuation: basic rules (special emphasis on the differences with other languages), problematic marks.
- **SECTION III. *Claves para un uso correcto del español (Keys for a proper use of Spanish)***. Your learning.
  - Module 7. *El curso en un portfolio*. P2P task in which students who want to get the paid certificate have to upload their portfolio of the course (learning notebook) and assess their classmates’ portfolio using the guidelines provided.

	Módulo 0. Presentación
	Módulo 1. ¿Esto está bien dicho?
	Módulo 2. Me queda la palabra
	Módulo 3. Todos y todas concordamos

	Módulo 4. De verbos y algunos -ismos
	Módulo 5. ¿Y eso cómo se escribe?
	Módulo 6. Mayúscula después de punto
	Módulo 7. El curso en un portfolio

Each module has the following structure:

- **Empezamos (Let's start).**

Initial resource → On the main screen, with reference to the forum/blog to discuss the resource.

3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia? ¿Cuáles cometes y quieres evitar?



¿Son bien recibidos los cambios ortográficos?

¿Es complicada la ortografía del español?

¿Para qué crees que sirve la ortografía?



La ortografía no enamora, pero tampoco me veo con alguien que quiera "asermemui felis"

- **Aprendemos juntos (Learning together).**

It is divided into sub-items for each module. Each sub-item contains:

- Qué quiero aprender (What I want to learn): “Placement” survey to choose the right itinerary (“ruta de aprendizaje”, learning path).

## Módulo 1. ¿Esto Está Bien Dicho?

### Aprendemos juntos. 1.1. Cosas de pareja. Qué quiero aprender

↓ Estadísticas

#### 1. Quiero saber si es correcto decir...

- a. *Cocino con muchas especias* o *Cocino con muchas especies*.
- b. *alimentario* o *alimenticio*.
- c. cualquiera de las expresiones anteriores.
- d. Sé cuáles de las expresiones anteriores son correctas.

Indicaciones para la elección de la Ruta de aprendizaje:

Mayoría de respuestas (a): Te recomendamos que sigas la ruta de aprendizaje A, donde se tratan las parejas de palabras que tienen forma parecida pero significado distinto, así como los archisílabos y otras palabras problemáticas.

Mayoría de respuestas (b): Te recomendamos que sigas la ruta de aprendizaje B, donde se repasan algunas palabras derivadas y compuestas que suelen plantear dudas en español.

Mayoría de respuestas (c): Te recomendamos que sigas las rutas de aprendizaje A y B.

Mayoría de respuestas (d): ¡Enhorabuena! Te recomendamos que pases al siguiente tema.

Guardar

- Ruta de aprendizaje A (Learning path A): multiple-choice activities with significant feedback.
- Ruta de aprendizaje B (Learning path B): multiple-choice activities with significant feedback.

## Aprendemos juntos. 4.1. Problemas pronominales. Ruta de aprendizaje A

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### 1. A la pregunta *¿Has llamado a Sonia y a Joaquín?*, se podría contestar...

- No, pero los voy a ver hoy.*
- No, pero les voy a ver hoy.*
- Las dos opciones anteriores son correctas.

→ At the end of each route, students are referred to the following resources:

- Forum: a space to discuss module contents or other related subjects.
- Wiki: a general repository with resources about style rules and recommendations that students can also contribute to.



MÓDULO 1. *¿Esto está bien dicho?*

¿Compartimos recursos? ¿Has encontrado algún material interesante relacionado con los contenidos de este módulo? Compártelo en la sección correspondiente.

**Recursos de consulta**

Portales web y recursos disponibles en línea para conocer la norma lingüística, realizar consultas con tal de resolver dudas léxicas u otras, debatir sobre temas relacionados con la lengua o hacer sugerencias.

- Asociación de Academias de la Lengua Española. Inicio | ASALE <http://www.asale.org/>
- Diccionarios. Prólogos y presentaciones (ASALE) <http://www.asale.org/obras-y-proyectos/diccionarios>
- Gramáticas. Prólogos y presentaciones (ASALE) <http://www.asale.org/obras-y-proyectos/gramatica>
- Ortografías. Prólogos y presentaciones (ASALE) <http://www.asale.org/obras-y-proyectos/ortografia>
- Real Academia Española. Inicio | RAE <http://www.rae.es/>
- Diccionario Panhispánico de Dudas | DPD (RAE) <http://www.rae.es/recursos/diccionarios/dpd>
- Diccionario de la Lengua Española | DLE o "DRAE" (RAE) <http://dle.rae.es/?w=diccionario>
- Diccionario de americanismos (ASALE) <http://lema.rae.es/damer/>
- Diccionario del Estudiante (RAE, descarga en Google Play / Apple Store) <http://www.rae.es/noticias/el-diccionario-del-estudiante-en-dispositivos-moviles>
- Español al Día – Consultas lingüísticas – Preguntas frecuentes (RAE) <http://www.rae.es/consultas-linguisticas/preguntas-frecuentes>
- UNIDRAE | Unidad Interactiva DRAE – Propuestas para el DLE (RAE). Pedir formulario a través de la página inicial RAE. <http://www.rae.es/>
- Corpus de Referencia del Español Actual | CREA (RAE, 1975-2004) <http://www.rae.es/recursos/banco-de-datos/crea>
- Corpus del Español del Siglo XXI | CORPES XXI (RAE, ASALE e.o.) <http://www.rae.es/recursos/banco-de-datos/corpes-xxi>
- Diccionario de términos clave de ELE [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/diccio\\_ele/default.htm](https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/default.htm)
- Fundéu | Fundación del español urgente (BBVA, EFE, asesoría RAE) <http://www.fundeu.es/>
- Fundéu GA | Fundéu Guzmán Ariza (Rep. Dominicana, asesoría ADL) <http://fundeu.do>
- Buscador urgente de dudas (Fundéu BBVA) <http://www.fundeu.es>
- Wikilengua del español (Fundéu BBVA | Agencia EFE) <http://www.wikilengua.org/index.php/Portada>
- Manual de español urgente. Presentación. Índice. Muestra. Fe de errata (Fundéu BBVA, 1985-2017) <http://www.fundeu.es/sobre-fundeu/publicaciones/manual-de-espanol-urgente>
- Manual de español urgente. Glosario (Fundéu BBVA, 2008, PDF) [http://www.bibliodiversidad.com/MEU\\_FUNDEU\\_SOBRE\\_LEXICO\\_1986\\_2008.pdf](http://www.bibliodiversidad.com/MEU_FUNDEU_SOBRE_LEXICO_1986_2008.pdf)
- Escribir en Internet. Guía Fundéu BBVA (páginas web, correo) [https://issuu.com/mazymazzy/docs/escribir\\_en\\_internet\\_fundeu\\_bbva](https://issuu.com/mazymazzy/docs/escribir_en_internet_fundeu_bbva)

Este Pdf me parece muy interesante. Considero que puede servir a docentes, pues al final presenta una guía didáctica para enseñar el vocabulario.

[https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/asele/pdf/10/10\\_0987.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/10/10_0987.pdf)

+4 (4 Votos)  

 Responder  Arriba  Editar  Eliminar

GRACIAS POR POR COMPARTIRNOS ESTOS ENLACES.

0 (0 Votos)  

<http://lexicoon.org/es>

+1 (1 Voto)  

- Video: a video with the final explanation of the contents of the module.

- Module 1. ¿Esto está bien dicho? / 1.1. Cosas de pareja:

<https://www.youtube.com/watch?v=puLzO7WJRMw>

- Module 1. ¿Esto está bien dicho? / 1.2. ¿Cómo viene en el diccionario?:

<https://www.youtube.com/watch?v=erwpMpU2tkI>

- Module 2. Me queda la palabra. / 2.1. De aquí y de allá:

<https://www.youtube.com/watch?v=YDMwmGP8PdI>

- Module 2. Me queda la palabra. / 2.2. Dichos... ¿bien dichos?:

<https://www.youtube.com/watch?v=LFEQ5AI7EuM>

- Module 3. Todos y todas concordamos / 3.1. Ligando palabras:

<https://www.youtube.com/watch?v=ESQ9fwiPBcI>

- Module 3. Todos y todas concordamos / 3.2. Para tod@s:

[https://www.youtube.com/watch?v=hTW1vmaMN\\_A](https://www.youtube.com/watch?v=hTW1vmaMN_A)

- Module 4. De verbos y algunos -ísmos. / 4.1. Problemas pronominales:

<https://www.youtube.com/watch?v=SgwUPZ7CNEc>

- Module 4. De verbos y algunos -ísmos. / 4.2. ¿Qué de qué?:

<https://www.youtube.com/watch?v=anIXgZzvraM>

- Module 4. De verbos y algunos -ísmos. / 4.3. Jugando y conjugando:

<https://www.youtube.com/watch?v=2q0Paq3PLNA>

- Module 5. ¿Y eso cómo se escribe? / 5.1. De tilde en tilde:

<https://www.youtube.com/watch?v=z9zz1tUXP0o>

- Module 5. ¿Y eso cómo se escribe? / 5.2. Juntos pero no revueltos:

<https://www.youtube.com/watch?v=R7gRxnKlvO4>

- Module 5. ¿Y eso cómo se escribe? / 5.3. Suenan igual, pero se escriben diferente:

<https://www.youtube.com/watch?v=fM4RLknVWHk>

- Module 6. Mayúscula después de punto. / 6.1. El tamaño importa:

<https://www.youtube.com/watch?v=M5UOtwcp3wY>

- Module 6. Mayúscula después de punto. / 6.2. Punto y seguido:

<https://www.youtube.com/watch?v=NIHoENEWW64>

# Habla bien

## escribe mejor

Claves para un uso correcto del español

MÓDULO 1. ¿ESTO ESTÁ BIEN DICHO?

1.1. Cosas de pareja

1\_1

00007

00618

# Habla bien

## escribe mejor

Claves para un uso correcto del español

### ¿CÓMO VIENE EN EL DICCIONARIO?

CON ALGUNA MARCA DE USO

#### LAS PROVINCIAS

## Ya se puede decir almóndiga, toballa y asín

La Real Academia Española ha aceptado palabras que siempre se han asociado a los catetos

¿Ya?

almóndiga	1.ª ed., 1726
toballa	1739
asín	1770

¿Aceptadas?

RAE @RAEinforma

#RAEconsultas El diccionario no autoriza el uso de las palabras, sino que lo refleja.

1\_2

# Habla bien

## escribe mejor

Claves para un uso correcto del español

### QUEÍSMO

DE + QUE

QUE DE QUE

<p>Me acuerdo <b>de</b> que hacía frío.</p> <p>Acordarse <b>de</b> algo</p>	<p>Me acuerdo que hacía frío..</p> <p>Acordarse algo</p>
<p>Le convencí <b>de</b> que viniera.</p> <p>Convencer a alguien <b>de</b> algo</p>	<p>Le convencí que viniera.</p> <p>Convencer a alguien algo</p>
<p>Me di cuenta <b>de</b> que no me entendía.</p>	<p>Me di cuenta que no me entendía.</p>

00208

00419

**Habla bien**  
escribe mejor  
Claves para un uso correcto del español

**VERBO**

**1. HACER MÁS FÁCIL LO DIFÍCIL**

contestastes, vistes, fuistes

Si tú cantaS, cantabaS, cantarás, cantarías

cantasteS

cantaste

cantaste

4\_3

**Habla bien**  
escribe mejor  
Claves para un uso correcto del español

**Tilde y mayúsculas**

Reglas de acentuación → minúscula

Diéresis → PINGÜINO LINGÜÍSTICA

EXCEPCIÓN → SIGLAS CIA

minúscula: camión, árbol, gramática

MAYÚSCULA: CAMIÓN, ÁRBOL, GRAMÁTICA

6\_1

**Habla bien**  
escribe mejor  
Claves para un uso correcto del español

**LOS SIGNOS DE PUNTUACIÓN**

¿Reflejan la pronunciación?

- Indicar los límites de las unidades sintácticas y discursivas
- Indicar la modalidad de los enunciados
- Indicar la omisión de una parte del enunciado

entonación

pausas

pausas ≠ Reflejo gráfico

Los trabajadores implicados en el escándalo, tuvieron que dar explicaciones.

implicados

Los trabajadores implicados en el escándalo, tuvieron que dar explicaciones.

implicados

10

- **Comprobamos (Checking)**

- En equipo (Team work): P2P task (only in modules 4 and 6)

**Comprobamos. En equipo**

Descarga la tarea pinchando aquí.

---

[1. Entrega tu tarea](#) > [2. Valora a tus compañeros](#) > [3. Valoraciones recibidas](#)

**TAREA P2P MÓDULO 4**

Para completar esta tarea deberás buscar al menos 3 ejemplos reales en los que se reflejen algunos de los usos incorrectos que se han tratado en este *Bloque I. Habla bien. Cuestiones de vocabulario, gramática y discurso*. Puedes buscarlos en la prensa, en la televisión, en letras de canciones, en carteles, en pintadas, etc.

Además de aportar los tres ejemplos, explica por qué se consideran usos incorrectos y propón alternativas acordes con la norma del español. Dos compañeros revisarán posteriormente tu trabajo y te darán su opinión sobre los ejemplos y las explicaciones que has aportado.

He aquí una muestra de la edición digital del diario argentino *Clarín*:

🕒 03/08/2016 - 04:00 | Clarin.com | Económico

Lo cierto es que en unos meses la Argentina cumplirá un ciclo de diez años con inflación promedio cercana a 25% (con excepción de 2009). Y Mauricio Macri, el verdadero ministro de Economía como lo definen **cerca suyo**, apuesta a romper ese maleficio con una jugada tan audaz como inédita.

- Qué he aprendido (Things I have learnt): Learning test (compulsory)

**Comprobamos. Qué he aprendido**

---

Para superar este test, has de responder correctamente al menos el 75% de las preguntas.

---

**1. Elige la frase correcta...**

- La di un regalo muy bonito.*
- Le di un regalo muy bonito.*
- Lo di un regalo muy bonito.*

- Cuaderno de aprendizaje (Learning notebook). In survey form, results must be saved.

**Cuaderno de aprendizaje**  
**Módulo 1**

Es el momento de que registres tu experiencia de aprendizaje en relación con este módulo y de que reflexiones sobre ella. No olvides guardar tus resultados e incorporarlos en la parte correspondiente de tu cuaderno de aprendizaje. Recuerda, además, que los materiales van a estar a tu disposición durante todo el curso, así que, en cualquier momento, puedes volver sobre ellos, añadir nuevos recursos, plantear más dudas o resolverlas, participar en las discusiones, etc. En ese caso, anota tus nuevas interacciones y actualiza tu cuaderno de aprendizaje.

1. Mis objetivos para este módulo eran...

- a. aprender a distinguir palabras parecidas como *asequible* y *accesible* o *infringir* e *infligir*.
- b. usar adecuadamente palabras derivadas de la misma raíz, como *costo* y *coste* o *comible* y *comestible*.
- c. saber cuándo deben usarse palabras cultas como *adolecer* o *tachar* y *tildar*.
- d. entender por qué el diccionario recoge palabras como *asín* o *amigovio*.

The course also includes the following resources:

***General forum***

- Key questions about the course
- Technical questions
- The expert's corner: section where native students answer foreign speakers' questions and vice versa.

Regarding certification, there are two models:

- Free certificate. To get it, the learning tests of each module must be completed.
- Paid certificate. To get it, students have to do task P2P of module 7: upload the portfolio (learning notebook) and grade the portfolio of two other students. The portfolio must include the results of at least 4 complete modules.

The MOOC is hosted on Miriada X and its first and second edition have already been launched, as detailed below. The main problems we had to face in the design and implementation of the MOOC were:

- The format. We had to partially adapt the structure of the MOOC to the contents demanded by the platform.
- The tasks, because language learning is usually a skill-based learning, rather than only knowledge-based. This is related to the limited variety of activities that platforms usually offer. We solved this problem by using external resources and a wide range of materials (texts, videos, pictures...), and by promoting interaction and collaboration among participants.

## 2. EDITIONS

- ***First edition***

The first edition of the MOOC took place from 29 October to 14 December and had a total of 5037 registered participants from 88 countries (Spain, Brazil, Mexico, Peru, Colombia, Italy, Greece, Argentina, United Kingdom, United States, France, Portugal, Russia, Czech Republic, Egypt, Morocco, Hong Kong, Vietnam, Japan, Iraq, etc.). This has led to the achievement of our main goal: to develop, through a new model of LMOOC, a great learning community where native Spanish speakers and foreign students have contributed significantly to make progress in Spanish language proficiency and in understanding how language works. This MOOC has broadened the concept of LMOOC, by including native speakers and foreign students, and has taken advantage of the variety of potential of this audience in order to foster the cooperation among the participants.

The MOOC has proven to be accessible and participatory, as reflected, for example, in the different forums, where collaboration among participants has been very satisfactory. Below are some examples of interventions in one of the course's forums:

**Angela Romero**  
 Fecha de incorporación: 30/10/17  
 Mensajes recientes  
 Excluya a este usuario

**RE: 3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia?**  
 31/10/17 2:56 en respuesta a Vanessa Izquierdo Álvarez.

Responder Responder citando Contestación rápida

**Vanessa Izquierdo Álvarez:**

“ 3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia? ¿Cuáles cometes y quieres evitar? ¿Consideras grave que los hablantes cometan errores ”

Los errores lingüísticos que se evidencia con mayor frecuencia son aquellos a los que se refieren a la acentuación, muchas personas no marcan el acento a la hora de escribir textos, en mi caso a pesar de ser hablante nativa en ocasiones no pronuncio de manera correcta palabras que lleven la letra X... si es un hablante nativo si es delicado que no haga un buen uso de la lengua, pero esto también le permite reconocer el nivel de Educación de una persona.

0 (0 Votos) Marcar como inapropiado

Arriba Editar Dividir hilo de discusión Eliminar

**Francesca Ugóni**  
 Fecha de incorporación: 31/10/17  
 Mensajes recientes  
 Excluya a este usuario

**RE: 3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia?**  
 31/10/17 13:47 en respuesta a Vanessa Izquierdo Álvarez.

Responder Responder citando Contestación rápida

Como se ha dicho en otros comentario, me parece frecuente el uso de laísmo. También he notado con frecuencia el uso de la forma personal del verbo "haber" cuando expresa existencia (*Habían muchas personas en la fiesta; Hubieron chubascos; etc.*).

+4 (4 Votos) Marcar como inapropiado

Arriba Editar Dividir hilo de discusión Eliminar

**Ivana Quiroga**  
 Fecha de incorporación: 23/10/17  
 Mensajes recientes  
 Excluya a este usuario

**RE: 3. ¿Qué errores lingüísticos del español escuchas con mayor frecuencia?**  
 2/11/17 2:02 en respuesta a Silvana Mendoza.

Responder Responder citando Contestación rápida

**Silvana Mendoza:**

“ Hola a todos! Estoy de acuerdo con Francesca, el uso del verbo haber (como sinónimo de existir) en cualquier tiempo verbal en plural es un error muy común. Soy uruguayo, pero vivo en San Pablo y he notado que ese error se comete también en el portugués. Otro de los errores más comunes que se comete es el uso de la "s" al conjugar los verbos en la segunda persona del singular del pretérito indefinido, por ej. fuistes, estuvistes, comistes, etc... Saludos ”

¡Así es! Yo soy argentina y el uso de la "S" al final de los verbos de esa manera se tomaba inclusive como un modo de hablar de alta sociedad. Tremendo.

+1 (1 Voto) Marcar como inapropiado

Arriba Editar Dividir hilo de discusión Eliminar

The design of diverse learning routes according to the level and preferences of the participants, the videos and the significant feedback given after each response have been highly valued too.

Qué bien aprovechado mi tiempo con el desarrollo de actividades de este módulo. ¡Muy interesante!

+5 (5 Votos)  

He completado el Módulo 1 y la verdad es que ha sido estimulante y a la vez muy útil. Me ha despertado una curiosidad enorme hacia las nuevas palabras compuestas y las nuevas incorporaciones en el DRAE. Además, me ha permitido corregir algunas imprecisiones.

+1 (1 Voto)  

Soy profesora de español, pero soy extranjera y no tengo mucha oportunidad de enriquecer mi idioma de manera natural por no poder viajar mucho a España, por eso este módulo me ha parecido muy interesante y útil.

+3 (3 Votos)  

¡Hola a todos!

Soy estudiante de lengua española, lo hecho de no ser hispanohablante me suele a cometer muchos errores, tanto en la escrita como en conversación. Imagino yo que el primer modulo me ha ayudado muchísimo.

+2 (2 Votos)  

Muy didático! La metodología me gusta y además se aprende de forma divertida. He terminado el modulo 2. Espero que el próximo consiga aprender más y mejor la comprensión gramatical.

0 (0 Votos)  

 Responder  Arriba  Editar  Eliminar

The main challenges during the learning process have been related to monitoring, motivation strategies, technical issues with P2P activities and drop-out rate, which has been high, as in many other MOOCs.

- ***Second edition***

After studying and analyzing the results of the first edition in order to identify and make the necessary improvements, the second edition was implemented from February 5 to March 26, 2018. The number of participants increased with respect to the first edition: there was a total of 5972 registered students, 935 more than in the previous edition. They came from 90 different countries, both Spanish-speaking countries (Spain, Mexico, Peru, Colombia, Venezuela, Ecuador, Dominican Republic, Argentina, Chile, etc.) and non-Spanish speaking countries (Brazil, Italy, United States, United Kingdom, France, Czech Republic, Japan, Canada, Egypt, etc.), and the collaboration between them was again very satisfactory.

The results of this cooperation among the participants have been shown in the numerous messages posted on the different forums of the course. Here are some examples:

 <p><b>Karla Martínez</b></p> <p>Fecha de incorporación: 4/09/15 <a href="#">Mensajes recientes</a> <a href="#">Excluya a este usuario</a></p>	<p><b>Sobre el espanglish</b> 26/02/18 23:46</p> <p style="text-align: right;">  Responder            Responder citando            Contestación rápida         </p> <p>El tema del espanglish me parece muy interesante, pues viví toda mi vida en la frontera con Estados Unidos y ese fenómeno permea el habla de las personas que estamos en ambos lados. Aprendes a cop comunicarte de tal manera, que en ocasiones los hablantes del español o el inglés no te entienden y todo se vuelve confuso.</p> <p>Encontré un ejercicio divertido que puede dar una mayor idea de lo que pasa con esta reconstrucción del lenguaje. Saludos</p> <p><a href="https://www.edinumen.es/descargas/boletin/noviembre_2011/B1-ZonaHispana_unidad1.pdf">https://www.edinumen.es/descargas/boletin/noviembre_2011/B1-ZonaHispana_unidad1.pdf</a></p> <p>0 (0 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba            Editar            Eliminar         </p>
 <p><b>Marina Rodríguez Ocegüera</b></p> <p>Fecha de incorporación: 22/01/15 <a href="#">Mensajes recientes</a> <a href="#">Excluya a este usuario</a></p>	<p><b>RE: Sobre el espanglish</b> 28/02/18 18:14 en respuesta a Karla Martínez.</p> <p style="text-align: right;">  Responder            Responder citando            Contestación rápida         </p> <p>Me parece muy importante lo que comentas, Karla Martínez. El asunto del "espanglish", desde mi punto de vista, desde luego es resultado de un fenómeno de globalización lingüística (con diéresis) que, como siempre, da como resultado una afectación (positiva o negativa) sobre la cultura e identidad de los países en vías de desarrollo. Es decir, la hegemonía de E.U. sobre México, por ejemplo, se ha hecho presente también a través del proceso de comunicación.</p> <p>0 (0 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba            Editar            Dividir hilo de discusión            Eliminar         </p>
 <p><b>sandra yolima Díaz Tovar</b></p> <p>Fecha de incorporación: 3/02/16 <a href="#">Mensajes recientes</a> <a href="#">Excluya a este usuario</a></p>	<p><b>RE: Sobre el espanglish</b> 26/03/18 22:00 en respuesta a Karla Martínez.</p> <p style="text-align: right;">  Responder            Responder citando            Contestación rápida         </p> <p>Karla interesante artículo, donde podemos evidenciar que este fenómeno surge de la necesidad de comunicación de nuestra población hispana, lo malo es ver como la generación actual ha adoptado estos términos que dañan tanto el español como el inglés y crean grandes daño a la gramática.</p> <p>0 (0 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba            Editar            Dividir hilo de discusión            Eliminar         </p>
 <p><b>Bettina Urteaga Boggio</b></p> <p>Fecha de incorporación: 3/11/16 <a href="#">Mensajes recientes</a> <a href="#">Excluya a este usuario</a></p>	<p><b>RE: Sobre el espanglish</b> 26/03/18 23:39 en respuesta a Karla Martínez.</p> <p style="text-align: right;">  Responder            Responder citando            Contestación rápida         </p> <p>Me parece que es un tema que va mas allá de usar terminos, creo que tiene que ver mucho con la adaptación y sobrevivencia de los individuos en medio de dos culturas distinta.</p> <p>Perdonen la ortografía pero mi ordenador tiene el teclado del idioma ingles... hablando del tema.</p> <p>Saludos</p> <p>0 (0 Votos)    Marcar como inapropiado</p> <p style="text-align: right;">  Arriba            Editar            Dividir hilo de discusión            Eliminar         </p>

In addition to the collaboration and shared resources, in this edition, participants highly appreciated the work of monitoring and tutoring, aspects that were specifically reinforced after the experience of the first edition.



**Mar Fernandez**

Fecha de incorporación:  
23/10/17

Mensajes recientes

Excluya a este usuario

**Dar las gracias**  
19/03/18 22:55

[Responder](#) [Responder citando](#) [Contestación rápida](#)

Quiero dar las gracias (aunque no sé si es el espacio adecuado) a todo el equipo técnico y profesorado que ha hecho posible este curso y pedir perdón a mis compañeros por no aportar nada ni a la wiki ni al blog. Soy torpe con la informática.

+2 (2 Votos) [👍](#) [👎](#) [Marcar como inapropiado](#)

[Arriba](#) [Editar](#) [Eliminar](#)



**Veronica Miceli**

Fecha de incorporación:  
25/01/18

Mensajes recientes

Excluya a este usuario

**RE: Dar las gracias**  
23/03/18 16:38 en respuesta a Mar Fernandez.

[Responder](#) [Responder citando](#) [Contestación rápida](#)

Hola a todos!  
Yo también quiero agradecer. Este curso ha sido muy útil, así como vuestros consejos en el foro. Los trabajos p2p han sido un buen medio para poner en práctica todo lo que hemos aprendido. Espero volver a trabajar pronto con vosotros. Un saludo!

+1 (1 Voto) [👍](#) [👎](#) [Marcar como inapropiado](#)

[Arriba](#) [Editar](#) [Dividir hilo de discusión](#) [Eliminar](#)



**ROSANGELA MARIA BOMBINE PIMENTEL**

Fecha de incorporación:  
4/01/18

Mensajes recientes

Excluya a este usuario

**RE: Dar las gracias**  
26/03/18 17:25 en respuesta a Mar Fernandez.

[Responder](#) [Responder citando](#) [Contestación rápida](#)

También quiero agradecer, pues conseguí agregar muchas informaciones importantes y de una manera clara y objetiva. ¡Qué vengan otros!

0 (0 Votos) [👍](#) [👎](#) [Marcar como inapropiado](#)

[Arriba](#) [Editar](#) [Dividir hilo de discusión](#) [Eliminar](#)



**Ana Guzmán**

Fecha de incorporación:  
9/02/18

Mensajes recientes

Excluya a este usuario

**Agradecimiento**  
6/04/18 2:47

[Responder](#) [Responder citando](#) [Contestación rápida](#)

Agradezco al equipo de profesores por el curso, muy satisfactorio, yo pensaba que sabía español, pero ahora veo que me faltan muchas cosas por mejorar.

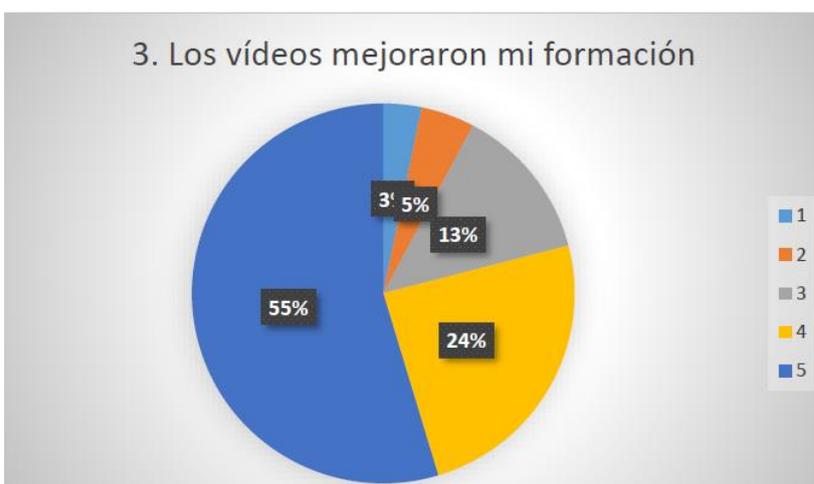
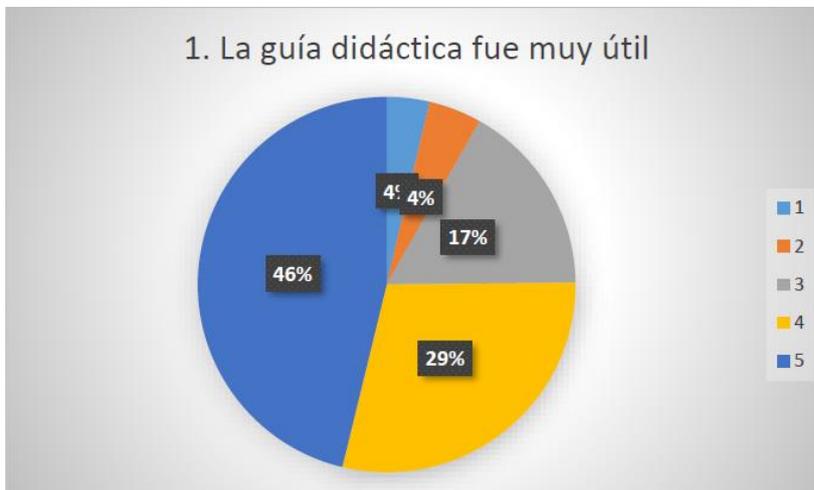
+2 (2 Votos) [👍](#) [👎](#) [Marcar como inapropiado](#)

[Arriba](#) [Editar](#) [Eliminar](#)

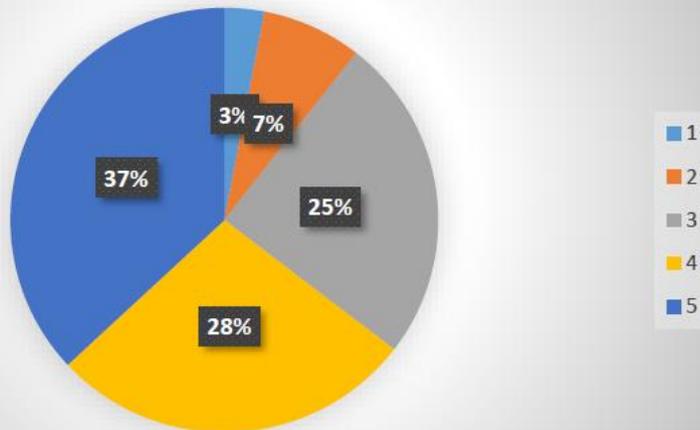
Also, aimed at knowing participants' opinion, a questionnaire was prepared, in which they had to assess their satisfaction with the course on 1 to 5 scale, where 1 meant total disagreement with the given statement and 5 meant complete agreement. These were the 6 statements:

1. The didactic guide was very useful.
2. The materials are clear and rigorous.
3. The videos improved my training.
4. The tutoring was adequate.
5. The platform worked correctly.
6. I would recommend this course.

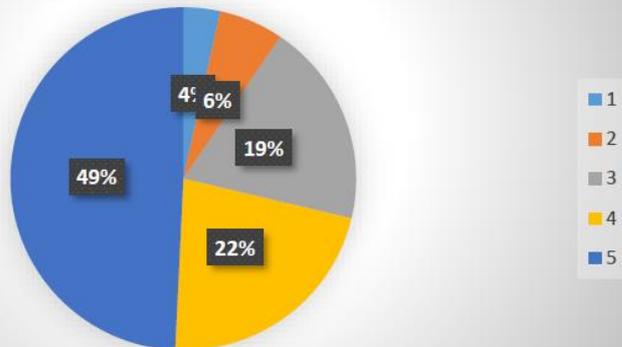
The course evaluation questionnaire was completed by a total of 463 participants, obtaining the following data from the different items:



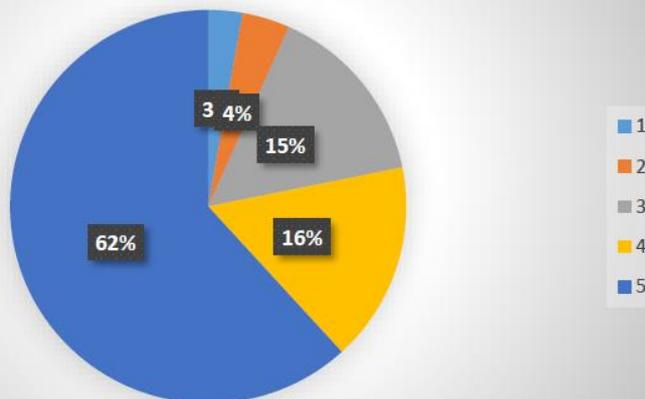
#### 4. La tutorización fue adecuada



#### 5. La plataforma funcionó correctamente en todo momento



#### 6. Recomendaría este curso



## 1. Chronogram:

### ● 2016:

- 1) Initial exploration of the already existing MOOCs.
- 2) Critical analysis of the results of the MOOCs previously carried out by the Universidad de Salamanca.
- 3) Study of state of the art methods.
- 4) Drawing up of a report on the typology of MOOCs and proposal of the quality assessment criteria for MOOCs.
- 5) Study, from the report, of the features applicable to a MOOC for the teaching of languages.
- 6) Identification of target audience, spectrum of potentially interested and possible foreseeable learning goals.
- 7) Design of the MOOC's structure.
- 8) Establishment of the MOOC's hosting platform.
- 9) Adaptation of the structure design and prediction of the contents demanded by the platform.
- 10) Design of the MOOC contents and selection of the external learning objects and contents.
- 11) Design of the audiovisual materials for the MOOC.
- 12) Design of the advertising video and other promotional materials.

### ● 2017:

- 1) Technical design of the MOOC.
- 2) Upload of contents to the digital platform.
- 3) Technical creation of the advertising video and the other promotional materials.
- 4) Advertising campaign.
- 5) MOOC Development (1st edition).

- 6) MOOC Supervision (1st edition).
- 7) Study and analysis of results.
- 8) Identification and application of possible improvements.
- 9) Publication on the process of design and development of the MOOC in an open access journal: Recio Ariza, M. y C. Tomé Cornejo (2017): "Hacia un nuevo MOOC de lenguas. El caso de *Habla bien, escribe mejor. Claves para un uso correcto del español*", *Caracteres. Estudios culturales y críticos de la esfera digital*, 6(2), 298-322.

- **2018:**

- 1) Advertising campaign.
- 2) MOOC Development (2nd edition).
- 3) MOOC Supervision (2nd edition).
- 4) Study and analysis of results.

Subsequent plans:

- 1) Publication of first results and dissemination in conferences, lectures and symposiums.
- 2) Analysis of the platform's impact on the results and report with the proposals for improvement regarding the management and versatility of the MOOC in its relation with the platform.
- 3) Successive revisions and editions of the MOOC according to platform standards.
- 4) Critical analysis and study of the MOOC's results with regard to the initial teaching hypothesis.
- 5) Verification of the satisfactory points and achievements made with the method, identification of problems and development of proposals to solve them.
- 6) Publication of final results and dissemination in conferences, lectures and symposiums with the aim of further improving online teaching methodology, linguistic MOOCs and MOOCs in general.

## 2. Dissemination:

### 1) MOOC Dissemination:

The MOOC developed in this project has been advertised through usual campaign of the hosting platform, MiriadaX. It includes the following activities, which are carried out by the company responsible for the platform itself:

- Massive *mailing*
- Advertising aimed at specific *targets*
- Advertising aimed at former students of previous MOOCs

Furthermore, common advertising strategies using social networks have also been developed both by MiriadaX and by the members of the project.

Both campaigns will be repeated for future editions of the course.

### 2) Transfer and scientific research

With regard to knowledge transfer, the research results will be announced at international conferences, workshops and symposiums in which one or more MOOC experts will take part. A full report has also been written, and it will be published in an open access journal as soon as we make progress with the project.

The creation of the MOOC has already been published, as mentioned above (Recio and Tomé, 2017), and its teaching development and subsequent analysis of results can give rise to other important research publications in the areas of Applied Linguistics, Teaching of Second Languages, IT Use in the Teaching Sector, Communication and Teaching Innovation. The plan for the scientific dissemination of the results will give priority to publication in prestigious open access journals, which are conveniently indexed following the Humanities standards.

Since MOOCs can have numerous editions over the years, the data study can also be extended in time, yielding new important data for the assessment of the social impact, scope and learning achievement level in the consecutive editions. Consequently, results will also be analyzed for several years, including comparative studies for a deeper and more detailed analysis of the different aspects, the impact of changes and the improvements that could be introduced in subsequent editions.

○ **Challenge 2. To improve collaboration and interaction in the teaching of a FL, in both oral and written skills**

The publication of a book including action-oriented tasks in an exolingual and in an endolingual context for learners of French as a Foreign Language is due. We have proposed training sessions to colleagues in an exolingual context in order to evaluate this approach and to collect different tasks to improve the teaching of French as a foreign language in an endolingual and exolingual context:

- The Centre FLE will continue to use these mobile devices proposing new tasks to students.
- Teachers are preparing new tasks on MOODLE as extra-curricular activities.
- Master's degree students will participate in the creation of new tasks.

Our observations helped and will help us to improve the training of future teachers, especially in the use of ICTs in the classroom:

- These observations will be presented in new papers focusing not only on the use of ICTs but also on the development of oral and written competences.
- We modified the curriculum of the master's degree by adding a seminar focusing on the project's results (ICTs in the classroom) but also on learners' discourse, analysing their spoken and written production to identify the impact of ICTs on language learning.

Our next step will be observation of the use of the sMOOC that we did not have the chance of implementing:

- Master's degree students will participate in the sMOOC as a part of their training as future teachers.

New analyses and studies will be proposed in order to compare learners' language and textbook contents: development of conversational skills, spoken French etc.

○ **Challenge 3. To promote meaningful learning of a FL through the integration of the affective component (motivation, attitude, etc.)**

Regarding the teaching of Italian in e-learning and motivational aspects, the team has promoted opportunities for comparison between the promoters of the most important e-learning courses and studies on the motivational aspects of distance learning. The results were merged into the volume *E-learning experiences for Italian: methods, tools, contexts of use*, Bologna, Bononia University Press, 2018.

As regards the development of technology-based teaching methodologies, various teacher training activities and classroom experiments were organized. The results of the activities of application and study in this area are described in the paper of M. Viale, *Using Information and Communication Technology in the Italian Language Learning and Teaching: from Teacher Education to Classroom Activities*, «CHARACTERES», 2017, 6, pp. 343-366. The studied methodologies were disseminated through FOCO, the local project site and in dissemination activities; the results are gathered in the volume *Information and communication technologies and Italian teaching*, Bologna, Bononia University Press, 2018.

FOCO portal files, the papers linked to specific aspects and the two mentioned volumes are the Bologna unit's main Intellectual Outputs of the project.

Awareness of the motivational aspects described in these studies can offer many ideas to improve existing e-learning products or create new ones.

#### ○ Challenge 4. To favour anytime anyplace autonomous and accessible learning

*ProGram2.0* was modernised and evaluated by different user types and can be used on a continuous basis in the courses for short-term students at the IDF as well as for PASCH teacher training. The tool was presented to the Heidelberg Summer School on German Language and Culture in 2017. Several teachers confirmed that they would show *ProGram2.0* to their students during the 2018 Summer School. From the academic year 2018/19 onwards, *ProGram2.0* will also be presented to international students of Bachelors and Masters programmes at Heidelberg University's School of Translation and Interpreting (IÜD). Lecturers of the IÜD will receive an introduction to the tool and its use in class.

Furthermore, the tool was published as a best practice on FOCO's platform (see <https://foco.usal.es/fichas/1062/>) and can be used as pedagogical material by anyone anywhere who learns or teaches German on an advanced level. The only prerequisite is a technical device with Internet connection and an installed browser.

#### ○ Challenge 5. To integrate intercultural communication in the teaching of a FL

The subtitling of the 10 episodes is an intellectual output. Behind this output were several hours of intensive work involving translation, revision of the translation and insertion of the text using subtitling software programs.

In addition, the exercises and class work developed are an intellectual output that could be used both in Spanish as a Second Language or Arabic as a Second Language lessons.

○ **Challenge 6. To foster the effective use of computer-mediated synchronic and asynchronous communication systems (CMC) in FL teaching to facilitate learning**

This action proposal yielded three major intellectual outputs, all developed as components of the PFL (A1)\_TL Lab:

1. PFL A1 online course – Based on a buddy system (collaborative learning between students with complementary needs and assets) and a hands-on approach in training novice teachers.
2. Instructor-Learner Interaction Corpus – to support teacher training and research.
3. Best Practices Guide for Oral Interactions - Developed during the last year of the E-LENGUA project, particularly aimed at novice instructors. This guide has (i) technical recommendations (before, during and after the session), (ii) scientific and pedagogical guidance exemplified through good and bad practices (General recommendations - attitudes to uphold throughout the interaction; General recommendations (regarding specific interaction stages) and (iii) self-assessment (questionnaire).

○ **Challenge 7. To improve online language assessment**

The outputs corresponding to this challenge included a threefold series of assessment tasks to assess English language skills within the learning management system Blackboard Learn.

The outputs (Pecha Kucha, Popplet and Blackboard Blogs) were successfully developed, reviewed and included in the project's repository of best practices.

The key challenge met by the team was related to the uptake of Blackboard Learn across the university. Whilst use of this LMS is increasing, it remains - for many lecturers and especially for language instructors – a simple repository or library for lecture slides to be stored, and often only retrospectively. Such limited use fails to maximise the learning potential of

Blackboard Learn, and of course severely limits access for the 7.7% of students in the university who have a registered disability. This project proposes three innovative and collaborative assessment schemes that captured the positive affordances of Blackboard, including its Blog function, its formative and summative assessment tools and testing rubrics.

#### (1) Pecha Kucha

Pecha Kucha is a slide presentation format in the same vein as presentation styles such as lightning talks or the ‘thesis in three’ format. It is a rigid and fast-moving oral presentation format for individual learners which employs 20, mostly visual, slides which are shown for strictly 20 seconds each (6 minutes and 40 seconds in total). This format keeps presentations concise, fun and fast-moving. It has been described as a kind of visual haiku, a way to deliver a more striking or memorable talk rather than using more conventional presentation methods. Students are requested to present on any topic of their choice, using this visual slide format as their prompts. Pecha Kucha presentations can be delivered synchronously, live or via video calling applications, or asynchronously as a pre-recorded and timed slide/audio presentation which is then uploaded to the university’s virtual learning environment (typically, Moodle or Blackboard) for assessment. In the preparation of a Pecha Kucha presentation, learners must select images and address issues of copyright, visibility etc., craft a script or story that maintains their listeners’ attention, and manage the technical details of a timed and pre-recorded slide presentation. These are valuable transferable skills which are gained during the assessment preparation.

#### (2) Popplet

Popplet is a flexible visual presentation format for both individual learners and groups of learners. The features of Popplet which allow visualisation, mind mapping and also collaborative project work to present a flowing and attractive narrative for readers. Popplet presentations can be submitted online, or delivered synchronously with an accompanying oral presentation, live or via video calling applications, or asynchronously as a pre-recorded presentation which is then uploaded to the university’s virtual learning environment (typically, Moodle or Blackboard) for assessment. In the preparation of a Popplet presentation, learners must select images and address issues of copyright, quality etc., craft a coherent structure for their story, and manage the technical details involved in using the

features of the mobile application. These are valuable transferable skills which are gained during the assessment preparation.

### (3) Blackboard Blogs

Blogs are a collaborative online tool that allows students to post personal reflections and analysis. They are recognised as an effective means of sharing the knowledge and materials collected and created by learners and small groups with the rest of the module. Typically, blogs comprise (i) blog entries (text, URLs, images, and attachments posted by students and open for comments) and then (ii) a comments section, with comments, remarks and responses to entries made by other learners and instructors/teaching assistants. The Blackboard Blog function allows instructors to use three blog settings:

- Individual Blogs where each student publicly shares thoughts and work with others in the course and where comments and feedback on entries is received.
- Course Blogs where all learners share their thoughts and work in one common area where everyone can read and comment. All entries are posted to the same page to help promote collaboration among all course members.
- Group Blogs allow groups of students to collaboratively post thoughts and comment on each other's work while all other learners can view and comment on their entry.

In this output, an assessment scheme for individual blogs was created. Blackboard Blogs allow learners to create entries, which may be saved as drafts or published and then edited later. This output essentially acted as an overhaul to a former writing assessment in the module where learners were allowed to draft and redraft work before submission. However, unlike traditional written projects where the reader is often only the instructor, blogs offer the opportunity for deeper thinking on a subject and open constructive dialogue to a wider audience of readers. The assessment scheme requires students to read and comment on at least two other student blogs, and thus demonstrate how effectively they comment in English (or other target languages). Blackboard Blogs provide a direct grading system and a full range of assessment tools, such as assessment rubrics.

### Impact and transferability

This project has contributed to the overhaul of new curricula for English, European and Asian languages at TCD delivered by the Centre for Language and Communication Studies in terms of its delivery of TCD's institution-wide language programmes, including full sets of pedagogical materials, guides to the three ICT tools deployed, as well as a guide to research analysis conducted by the team. In terms of numbers, 70 international postgraduate students (trainee language teachers) were involved in the work to develop their tools within their module "Language Testing", with the aim of developing learner-centred online tests of productive skills. More than 400 language learners at TCD (437 in total in academic years 2016/17 and 2017/18) have been exposed to these outputs using Blackboard Learn. As these language programmes are in a growth period, part of the university's overhaul of its undergraduate curriculum (Trinity Education Project), the assessment schemes and tools developed in E-LENGUA will be rolled out across the university in its blended learning versions of these language programmes, with an uptake of some 2000 eligible learners from 2019/20.

**IO05: REPOSITORY OF BEST PRACTICES****FOCO “Best Practices in Foreign Language Teaching”****Project : “Repository FOCO”****1. INTRODUCTION:**

Repositories of educational resources, including best practices repositories, have undergone considerable development in the last 20 years. Nevertheless, there are still some challenges that need to be addressed regarding their implementation and adoption by the educational community in general and by language teaching professionals in particular. In this sense, FOCO has been created with the aim of providing a collaborative platform that compiles the most successful experiences in the teaching and learning of second languages with the use of ICT. FOCO proposes a redefinition of the concept of *best practices* based on the dynamic nature of educational contexts and a reconceptualization of the traditional concept of *technology-enhanced learning*.



## 2. STATE OF THE ART:

The term *repository* is documented for the first time in the late fifteenth century and is currently used mostly to refer to a place where education practices are stored in digital format. Therefore, it comes as no surprise that repositories started to become common when the production of all types of digital documents became widespread, on the one hand, and when the appropriate technological conditions for storage and recovery became accessible and affordable to a large number of users, on the other hand. Thus, repositories of educational resources have developed in parallel with the “open access” movement and are linked to the emergence of new legal formulas that allow reuse of contents without infringing copyright.

The first contents stored in repositories were learning objects, defined as a relatively small and reusable resource aimed at coherent and easily identifiable learning (Wiley 2000). The rapid spread of educational repositories led to the emergence, shortly after, of meta-repositories (*object learning referatories*), which allow users to search more than one repository of learning objects. Over time, repository contents become adapted to new types of materials that begin to be shared: from full open courses (*open courseware*) to educational resources in any format, such as photos, videos and audios.

Changes can also be observed in the wide diversity of entities in charge of the maintenance of such repositories, as is the case with institutional repositories, which were at first specialized in the compilation of resources created by the people working at the institution itself. Similarly, repositories created around a learning management system –such as *Blackboard* or *Canvas*– and their user community also appear. All these changes serve a dual purpose: to increase the number of materials that are shared and to make it easier for them to be reused by whoever may need them. However, the greatest impulse for reusing materials, whether learning objects, full courses, specific resources or experiences, takes place in the year 2000 with the emergence of *Creative Commons*, a non-profit organization whose purpose is to reduce the legal, social and technical barriers that prevent the sharing and reusing of educational materials. The first version of its licences was generated in 2002. From then on, Creative Commons licenses have become the standard used across the world by authors who wish to preserve part of their copyright but are, at the same time, willing to allow the public to, among other things, reproduce, distribute, display and adapt their contents.

Some important education repositories are:

Centro Nacional de Desarrollo Curricular en Sistemas no Proprietarios (CEDEC):  
<http://cedec.educalab.es/>.

OpenCourseWare Project of the Massachusetts Institute of Technology (MIT-OCW):  
<https://ocw.mit.edu/index.htm>.

Open Educational Resources Commons: <https://www.oercommons.org>.

Open Educational Resources universitas (OERu): <https://www.oercommons.org>.

OpenStax: <https://openstax.org/>.

In the particular area of interest of the E-LENGUA project, ICT-supported second language teaching, are the following repositories:

Center for Open Educational Resources and Language Learning (COERLL):  
<http://coerll.utexas.edu/coerll/>.

e-PEL. Electronic European Language Portfolio: <https://www.educacion.gob.es/e-pel/>.

Europeana: <https://www.europeana.eu>.

Languages Open Resources Online (LORO): <http://loro.open.ac.uk/>.

MERLOT: <https://www.merlot.org>.

Red de Buenas Prácticas 2.0 del MEC: <http://recursostic.educacion.es/buenaspracticass20/web/>

CCOLLECTION: online collaborative open access catalogue and community on educational innovation and best practices in e-learning: <http://ccollection.unia.es/>

Website of the National Best Practices Center (Educational Opportunity Association, USA, headquarters in Minnesota): <http://www.besteducationpractices.org/steps-to-share>

The aim of the FOCO repository is, nevertheless, to take a leap forward and foster greater participation of users and creators of educational materials for second language teaching-learning; the undertaking of collaborative activities among the different educational agents involved –included learning assessment

processes-; promotion of autonomous, meaningful and self-monitored learning; documentation on the heterogeneity of ICT-supported teaching-learning processes (multimodal and multilingual linguistic repertoires among students, etc.)(cfr. Wiley and Gurrell 2009; Atenas and Havemann 2014; Hernández and Román in press).

FOCO is the first COLLABORATIVE, MULTILINGUAL portal devoted to ICT- Enhanced Foreign language instruction that fosters teaching excellence in any context, at any educational level and for any target student population. It is an innovative proposal in the field of applied linguistics because of its multilingual, cross-sectional and multimodal nature, which brings together all types of technology mediated contexts and uses (*MOOCs, Wikis, Collaborative software, gamification, Mlearning, ULearning, Audio and video resources, social networks, Video conferencing, LMS platforms...* among others).



### 3. TARGET GROUPS:

We have designed an accessible and participatory repository. In keeping with the spirit of the E-LENGUA project, FOCO is aimed at users of all ages and different social backgrounds, regardless of whether or not they are part of the world of academia or other work sectors, or just people engaged in lifelong learning for academic improvement, seeking further occupational training, or merely pursuing personal growth. The impact of ICT on language teaching has become a worldwide phenomenon so that, added to its vertical dimension, FOCO aims at horizontal, that is, spatial projection. Thus, its results should benefit people across the entire world, beyond geographical boundaries, reaching areas where ICT practices have still not settled in, but also individuals who have not yet developed learning skills associated with these tools.

Any academic institution or teaching professional can collaborate with FOCO by submitting their BEST PRACTICES via the GET INVOLVED section of the website.

### GET INVOLVED

---



**IT'S YOUR TURN!**

If you want to share your best practice regarding the teaching of foreign languages and ICTs with this community, you can easily REGISTER here and check the SUGGESTIONS in order to complete your best practice. A COMMITTEE OF INTERNATIONAL EXPERTS will check it and, if the Committee's evaluation is positive, it will join our and FOCO's virtual community.

**WHY SHOULD I COOPERATE?**

Because FOCO is a repository created for all of us: OPEN, MULTILINGUAL, INTERNATIONAL, and with a COLLABORATIVE vocation. Here, you will be able to share your best practices regarding the teaching of foreign languages and ICTs, as well as to get in touch with other teachers and researchers and to share the experiences you like the most on social networking websites.

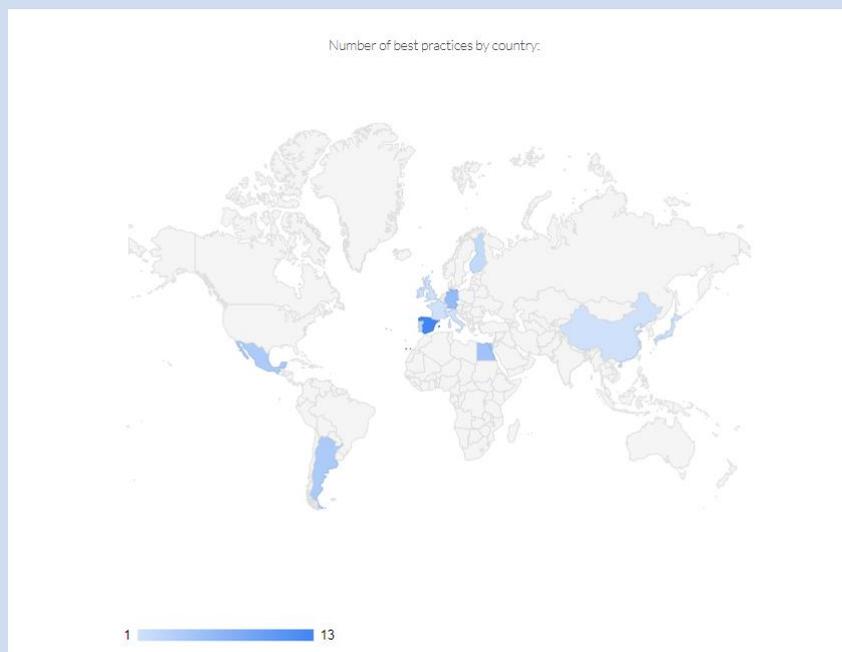
**WHAT IS A 'BEST PRACTICE'?**

According to UNESCO, a BEST PRACTICE in education develops a new and a creative solution, and has a positive and tangible impact that can have a lasting effect and serve as a model for developing actions, initiatives, and policies in other contexts.

SIGN UP

COMMENTS

INTERNATIONAL COMMITTEE OF EXPERTS



FOCO beneficiaries can belong to a variety of networks and international communities, which implies an improvement in teaching in general and in that of certain languages in particular, especially in disadvantaged groups whose access to training resources is more limited.

The CATALOGUE OF BEST PRACTICES includes examples of the application of technologies to the teaching and learning of foreign languages.

#### 4. METHODOLOGY:

While, as pointed out, there are numerous repositories where experiences or materials in the area of second language teaching are entered, there are scarce studies providing a critical approach to what a best practice actually is in this context. A best practice is assumed to be any experience that can be shared with the education community; however, it should also fulfil a series of characteristics or descriptors to support the quality evidences it is attributed. Undoubtedly, quality control is one of the greatest challenges of virtual learning environments and, thus, the FOCO repository stresses the importance of searching for monitored quality education experiences with accredited standards of reference according to the definition of BEST PRACTICES.

UNESCO, in the framework of its MOST (Management of Social Transformations) programme, has defined the attributes and characteristics of a best practice in education. In general terms, a BEST PRACTICE in education develops a new and a creative solution, and has a positive and tangible impact that can have a lasting effect and serve as a model for developing actions, initiatives, and policies in other contexts (cf. Peters and Heron 1993; Román Mendoza 2018)

Accordingly, best practices should be:

- Innovative: development of new or creative solutions.
- Effective: positive and measurable impact on improvement.
- Sustainable: social, economic and environmental requirements that can be maintained over time and produce lasting effects.
- Reproducible (or transferable): can serve as a model to develop policies, initiatives and actions in other places.

Other common characteristics of best practices are feasibility, which refers to the real possibilities of carrying out the practice described; good cost/benefit ratio; multiplier and illustrative effect; and transversality, understood as an intervention so that the actions have an impact on all the organization in charge of their development and thus become consolidated.

In this regard, the purpose of FOCO is to collect examples of an inventory of best practices in foreign language teaching in any context, at educational level and for any target population. Best practices need to relate to the use of ICT to foster teaching excellence, both as an instructional tool and as an innovation in teaching methodology.

Thus, the FOCO repository is available on the ([foco.usal.es](http://foco.usal.es)) platform and has incorporated the contributions of the 7 actions and tools that are part of the E-LENGUA outcomes in the different languages of the project, while at the same time integrating best practices in technology-supported second language teaching from the expert and professional community.

The catalogue will remain accessible beyond the time limits of the project to guarantee the continuity and, therefore, sustainability of future work. Likewise, FOCO meets one of the challenges of the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities, which was signed by the University of Salamanca. Thus, all practices are published as open access under a Creative Commons license.



#### Creative Commons Licenses

All best practices are open access and are under a Creative Commons License Attribution-NonCommerical-ShareAlike. An online reference is automatically generated for the PDF document: (Last name(s), Name. (year). "Best practice title". Online: link. FOCO Repository [date accessed]). You are free to share best practices via social networks such as Facebook and Twitter.

We have prepared a brief explanatory FOCO collaboration protocol ([https://foco.usal.es/wp-content/uploads/2017/11/recomendacionesFOCO\\_ingles.pdf](https://foco.usal.es/wp-content/uploads/2017/11/recomendacionesFOCO_ingles.pdf))

Steps to share a best practice

First step: Sign up with FOCO by clicking on GET INVOLVED. The sign-up process is easy and straightforward. After registration, you will have access to your author/user page where you can manage all your practices.

Second step: Fill in the form SUBMIT A NEW PRACTICE. The collected data provide the community with information on how you implemented your teaching initiative (summary, objectives, results, resources...). It also allows users to perform searches in our catalogue (language, institution, technology, tool...). You can access this form as many times as needed. You can also edit and modify it until you consider it is ready for submission. For your convenience, the form is available in, English, French, German, Italian Portuguese and Spanish.

Third step: Once completed, send the form to our committee of INTERNATIONAL EXPERTS. They will send you their evaluation within a short period of time. If their evaluation is positive, your practice will be automatically uploaded to the repository. You will be able to access it on the Catalogue of Best Practices website and download a PDF document that you can share as a publication on educational innovation. This document will be automatically uploaded to one of the GREDOS communities (<https://gredos.usal.es>). GREDOS is one of the largest international document repositories accessible via the most important search channels (Google Academics, Europeana, OpenAire, Recolecta...).

In the event that the evaluation is not positive, the Committee will share with you a series of recommendations so your practice can be included in FOCO. During this process, you can rely on the support services provided by the editorial board at [foco@usal.es](mailto:foco@usal.es).

All best practices are evaluated by our Evaluation Committee of international experts from the seven universities involved in the E-LENGUA Project (E-Learning Novelties towards the Goal of a Universal Acquisition of Foreign and Second Languages): Universidad de Salamanca, Università degli Studi di Bologna, Universidade de Coimbra, Universität Heidelberg, Université de Poitiers, and Trinity College Dublin. Evaluators are selected based on the best practice language and topic. Evaluations are based on the UNESCO quality criteria: INNOVATION, IMPACT, SUSTAINABILITY, REPLICABILITY, FACTIBILITY, AND TRANSVERSABILITY.

Evaluation is either positive or negative. In case of a negative evaluation, the evaluation committee will let you know how to improve your practice so it can be included in FOCO. The whole evaluation process is carried out via your FOCO user page.

## INTERNATIONAL COMMITTEE OF EXPERTS

### EVALUATION COMMITTEE

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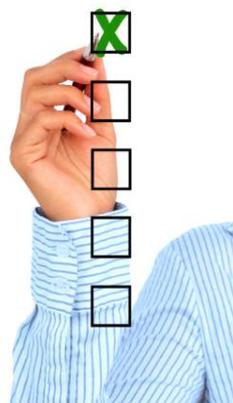
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## 5. DEVELOPMENT OF THE PROJECT:

To establish quality standards and contribute suggestions aimed at enhancing results in the learning accessibility and teaching methodology of technologically supported second language teaching, FOCO stresses the notion of best practice as a guarantor for quality and as an essential qualitative leap forward in repositories as tools for the democratization of knowledge.

The Repository, under the coordination of the USAL, will remain open after the E-LENGUA project comes to its end in order to guarantee its sustainability and increase the impact of results and knowledge transfer.

## 6. TIMELINE:

1. In the frame of the analysis of the needs detected and the challenges in the teaching of languages in Europe, and to synergistically update curricular design for ICT-supported language teaching in Europe (German, Arabic, French, English, Italian, Portuguese), the idea of developing a collaborative repository-portal emerged. It should include the following components:



2. Website design to host the repository, logo, etc.

3. Template design for the entry of best practices and their self-assessment for subsequent inclusion in the FOCO repository.

FORM TEMPLATE: BEST PRACTICES IN THE USE OF ICT IN SECOND LANGUAGE TEACHING

General Information	
*PARTICIPATING INSTITUTIONS	Created in: (Start typing...) Institution creating the practice. If it is not listed add it) Country:  Implemented in: (Institution creating the practice. If it is not listed add it) Country:
*TITLE	max. 250 characters including spaces
*IMAGE	Include an image or photo –CC license-that identifies the practice [ADD FILE]
*CONTACT INFORMATION	max. 250 characters including spaces
*THE TAUGHT LANGUAGE	- Spanish - English - French - Deutsch - Portuguese - Italian - Arabic - Other Which one? - Multilingual practice (Check ONLY in case the good practice has been carried out in more than one language)
OTHER LANGUAGES	- Spanish - English - French - Deutsch

	- Portuguese - Italian - Arabic -Other Which one?  Check ONLY in case it is a multilingual good practice. Check up to FOUR.
*LEVEL (CEFR/ACTFL)	Beginner (A)/Intermediate (B)/Advanced (C)/ Multilevel
*TIMEFRAME	Beginning date: End date:
HUMAN RESOURCES/PARTICIPANTS	PROJECT MANAGER:  TEAM MEMBERS:
FINANCING	YES Which one?: NO
*AUDIENCE	- Early Childhood Education - Primary Education - Secondary Education - Higher Education - Teacher Training - Lifelong Learning - Special Needs - Other  (Check up to FOUR)
*EDUCATIONAL TECHNOLOGY AND TOOLS	- MOOCs, NOOCs and SPOOCs [Coursera, edX, MiriadaX, Udacity, etc.] - Online publishing tools [blogs, web sites, robojournalism tools, curation tools, timelines, concept mapping tools and services, etc.]

	<ul style="list-style-type: none"> <li>- Collaborative online tools [wikis, collaborative software, apps and services (Google docs, etc.), social bookmarking, question-and-answer social sites, etc.]</li> <li>- Social networks [Facebook, Twitter, Pinterest, Flickr, YouTube, Tumblr, Instagram, Google+, etc.]</li> <li>- Gamification [videogames, simulations, virtual worlds, massively multiplayer online games, competitive collaborative activities, etc.]</li> <li>- Devices [desktops, laptops, smartphones, tablets, TVs, video consoles, interactive electronic blackboards, etc.]</li> <li>- Audiovisual media development and implementation [audio (podcasts, etc.) and video (dubbing and subtitling), etc.]</li> <li>- Asynchronous and synchronous computer-mediated communication [videoconference, hangouts, Skype, email, forums, social networks, etc.]</li> <li>- Online/Hybrid course management platforms and authoring software [Moodle, Blackboard, Canvas, Sakai, etc.; online course authoring software and tools, etc.]</li> <li>- Assessment and feedback [questionnaires, learning analytics, surveys, pools, tests, etc.]</li> </ul> <p>(Check up to FOUR)</p>
*TEACHING METHODS	<ul style="list-style-type: none"> <li>- Face-to-face learning/blended learning/online learning</li> <li>- Lectures/(Hands-on) practice/internships/Community service/Seminars/Oral presentations/Group discussions</li> <li>- Autonomous learning</li> <li>- Case studies-based learning</li> <li>- Problem-based learning</li> <li>- Project-based learning</li> <li>- Collaborative learning</li> <li>- Tutoring and mentoring</li> <li>- Assessment/Self-assessment/Peer assessment/Group assessment</li> <li>- Methods of teaching/learning data collection (questionnaires, surveys, tests, data mining and other learning analytics methods...)</li> <li>- Portfolios</li> </ul> <p>(Check up to FOUR)</p>
*DESCRIPTION	<p>Planning and context, topics, implementation, evaluation and basic information about the practice (max. 1200 characters including spaces)</p>

<b>OBJECTIVES</b>	General and specific goals (max. 1200 characters including spaces)
<b>RESOURCES AND EQUIPMENT NEEDED TO REPLICATE THE GOOD PRACTICE</b>	max. 700 characters including spaces
<b>RESULTS</b>	Describe the impact of the results obtained according to the established objectives (max. 5000 characters including spaces)
<b>CHALLENGES AND PROBLEMS ENCOUNTERED / PROBLEM-SOLVING STRATEGIES</b>	max. 1000 characters including spaces
<b>ADDITIONAL INFORMATION</b>	Publications, links, etc. (max. 1000 characters including spaces)
<b>COMPLEMENTARY MATERIAL</b>	ZIP file
<b>SELF-ASSESSMENT RUBRIC (This section is intended to stimulate the author's reflection on his/her good practice and to provide the evaluator(s) with a first guidance to his/her review)</b>	
<b>Please rate on scale from 1 (-) to 5 (+) to what extent the practice aligns with each of the following UNESCO descriptors</b>	
<b>INNOVATION</b> Does the good practice implement creative working methods or strategies geared towards achieving better results?	- Check up ONE-

<b>IMPACT</b> Does the good practice have an impact on the educational system and/or the society at the micro or macro level?	-Check up ONE-
<b>SUSTAINABILITY</b> Does the good practice's organizational or technical structure allow for its long-term implementation?	-Check up ONE-
<b>REPLICABILITY</b> Are there possibilities of extending the good practice more widely, i.e., to other locations or educational contexts?	-Check up ONE-
<b>FEASIBILITY</b> Can the good practice be implemented with the available resources?	-Check up ONE-
<b>TRANSVERSABILITY</b> Does the practice promote the development of new competencies in addition to those related to ICT and second language teaching?	-Check up ONE-
	[Save Practice] [Return]

4. Contact with the innovation and digital production team to transfer the proposal to digital format.

4. Incorporation of changes and improvements to the collaborative repository/portal for the management of intranet, users, etc.



5. Establishment and definition of the tasks and functioning of the international committee of experts and the editorial committee.

6. Inclusion and assessment of the first best practices resulting from the E-LENGUA project.

## 7. DISSEMINATION:

-Presentation of the different stages in the creation of the repository at E-LENGU project meetings and multiplier events.

- *mailing* to colleagues and professionals in second language teaching.

Example:

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Dear colleague,

The University of Salamanca has coordinated the E-LENGUA project, funded by the European Union, with the participation of one Egyptian and six European universities. One of its main results is the creation of FOCO, a multilingual collaborative repository of best practices in the use of TICs in foreign language teaching, in order to make them available to the educational community: <https://foco.usal.es>

We are contacting you because we would like you to collaborate in FOCO by uploading a best practice. Several prestigious experts and institutions have already published in FOCUS. The best practice can be sent at any time and will be evaluated by our international committee of experts, who will issue a report within a month. The reviewers are assigned by language and subject and will take into account the quality criteria for best practices set by UNESCO.

If the evaluation is positive, your practice will be published automatically in our repository, on the catalogue website and stored in GREDOS, one of the largest international repositories of documents that allows access through high-impact search channels like Google Academics, Europeana, OpenAire or Recolecta. If the evaluation is negative, the experts will indicate the necessary improvements for its incorporation into FOCUS. All practices are published under a Creative Commons license and have an automatically generated digital reference that can be used in academic citations: Surname (s), Name. (year). "Title of best practice". Online: link. FOCUS repository [Date of query].

Therefore, we encourage you to share a best practice of language teaching and TICs. You can do this by registering on the website (<https://foco.usal.es/login-foco/>) and providing it yourself, or by filling in the attached form that (in Spanish, English or the language you prefer) so that we can register it under your name and attach it for you. You can find more information on <https://foco.usal.es/colabora/>.

Kind regards,

FOCO team

<https://foco.usal.es>

With regard to knowledge transfer, FOCO will be announced in international conferences, workshops and symposiums in which one or more members of E-LENGUA will take part.

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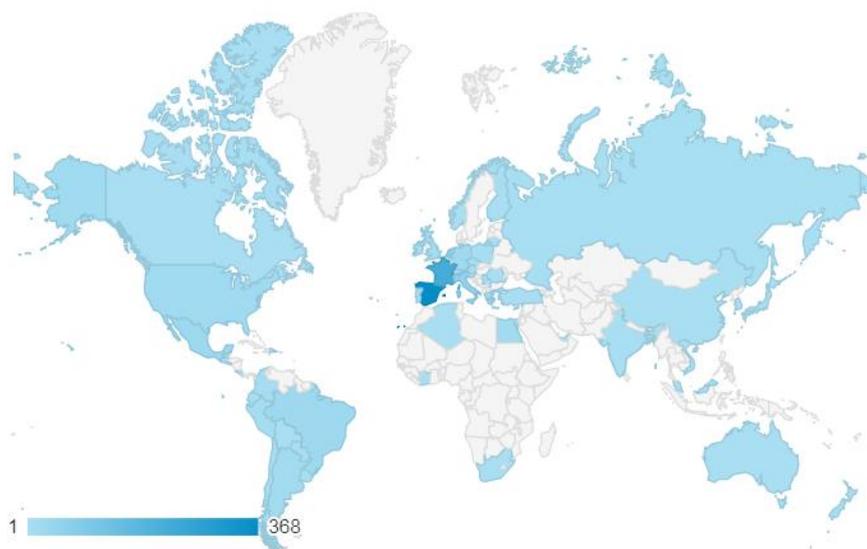
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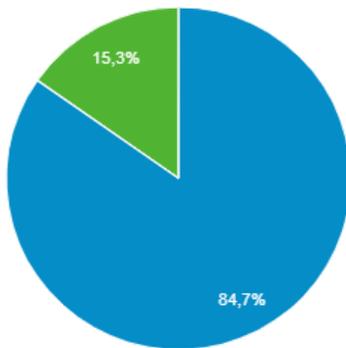
#### *Results of FOCO since its official launch*

FOCO now contains 162 new best practices from all partners and for all different languages, including already published papers on related fields. Since it was officially launched at the last multiplier event in June 2018, it has registered 5409 visits, reaching an international audience of users from 57 different countries, as shown in the map below:

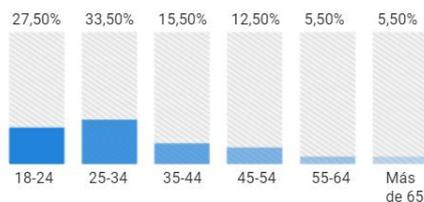


Furthermore, according to Google Analytics, 84.69% visitors to the site are new, whereas 15.31% are returning visitors and visit an average of 3.81 pages per session.

■ New Visitor ■ Returning Visitor



In terms of age, 61% of the visitors are young adults (between 18 and 34):



Finally, although the most spoken languages of visitors are Spanish (31.52%), French (20.95%) and English (12.79%), a wider range of languages is represented, including Italian, German, Portuguese, Greek, Polish, Russian, Czech, Korean, Dutch, Hungarian or Japanese, among many others.