

Task for all: Description and evaluation of a language learning tool

(MA students: additionally present your tool in class)

To be submitted **in written form** by the end of the term (guest students: at least one week before you leave Poznan). Each student has to write a different analysis!

What should you describe? Choose one of the following options, or ask the teacher if you have another idea. Remember that many applications and online tools require a subscription for the use of all options, but you can usually try them for free for a certain period. For example, innovativelanguage.com offers one week full access to all resources. Plan your free access time so that you can do your task then!

- Web- and mobile-based language courses, for example by **duolingu.com, babble.com, smigin.com, fluent-forewer.com, innovativelanguage.com**
- Tools and applications for learning (mainly) vocabulary: **memrise.com, quizlet.com, anki** (<https://apps.ankiweb.net/>), languagedrops.com (app “drops”)
- YouTube channels teaching languages
- Learning through reading: **bliubliu.com, readlang.com, beelinguapp**
- Learning through listening: language learning podcasts, or with songs: <https://lyricstraining.com/>
- Learning with Internet content, for example, with [flowlingo](http://flowlingo.com), [instreamia](http://instreamia.com), [fleextv](http://fleextv.com)
- Language for specific purposes, for ex., English for Academic Purposes by BBC (<http://www.bbc.co.uk/learningenglish/gothedistance/academicwriting>)
- Or one of the good old fashioned media such as textbooks.

How should you describe it?

Follow the structure below and try to answer as many questions as possible! Remember: one of the goals of this task is to show how well you have learned the content of the lectures.

The questions listed under each number should help you with your analysis, but you do not have to answer them one by one! Don't answer the question in general, always apply them to the tool that you present.

1. Give a short general description of the tool

- What is it? Who are the authors? When was it developed?
- What does it offer? What elements of language and/or which skills does it develop?
- Who is the target group (children/adults, specific group of learners...)?
- For which level(s) is it intended? Refer to CEFR levels
- Is it used for individual learning or in the classroom?

2. Approach and method: discuss and illustrate with examples from your tool questions such as the following:

- What ideas about language and language learning are reflected in the tool? To which approach does it belong?
- Acquisition or learning? What is in focus?
- What is the role of metalinguistic knowledge, of deductive and inductive, explicit and implicit learning?
- Which kind of activities are typical (e.g. repeating models, rule learning, translating into the target language...)?

3. Learner autonomy and motivation

- For which learning styles is the tool most appropriate? Discuss 3-5 of the styles from one of the inventories.
- Which learning strategies can be used with the tool.? Name 5 strategies from different groups of a given inventory.
- Is the use of learning strategies explicitly encouraged? How?
- How does the tool motivate the learner to keep on learning the language or to complete individual tasks?
- How is feedback about the learner's success given?

4. Concluding evaluation

- To whom would you recommend this tool? By which learners, in which situations is it best used?
- Would you like to learn a language with this tool? Why (not)?

How much should you write?

About 3 printed pages. Minimum 2, maximum 5 pages.