

## Methodological Toolsets for Internet-based Language Learning

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### Abstract

CALL-based instruction is a rapidly evolving domain, employing several digital applications, one of the most prominent currently being the Internet. With the advent of new and innovative internet technologies, CALL has evolved to include sub-fields such as IBLL (Internet-based language learning) or even more specialized approaches, based on social software applications, or, as more widely known, web 2.0.

Despite the proliferation of web-based resources for language learning, what still appears to be lacking both for teachers and for students is a systematic approach to make online learning of any language most enjoyable and effective (APACALL NEWSLETTER, 2009). The above gap is evident in the scarcity of availability of methodologies, tools and content for the advanced language learning level (C1, C2) -while there is abundance of available e-learning modules and content for the beginner level (A1, A2) in many languages.

The EU project "GLOSSA- Greek as a Vehicle for Promoting Linguistic Diversity" (<http://www.ellinikiglossa.eu>), aims at contributing to the area of IBLL by synthesizing two pedagogical methodological toolsets: one for development of online language learning content for advanced students and one for self-learning in online environments, both of which can be used for any European language. In a 2nd phase, through empirical testing of these methodologies, it aims at creating a complete e-learning course for the proficiency level in the Greek language (as a foreign/second language). This course which will include theory, plain text exercises, multimedia features and cultural aspects and will technically combine web 2.0 elements with more "traditional" e-learning solutions (platforms).

In this paper, we present the first results from desk and field research, carried out in order to inform the design of the course. Field research was carried out with students, teachers and content developers in the area of Greek as a foreign language and included 20 interviews and a focus group discussion. Research questions focused on different aspects of online language learning: pedagogical approaches to be implemented, use of multimedia aspects, use of original literature and newspaper items, type of exercises and tests to be used for assessment, duration of courses, social orchestration of collaborative activities, use of web 2.0 elements as complimentary to e-learning platforms, and others.

Our paper aims at sketching a picture of the state of the art in IBLL for the advanced level, drawn also from best practice examples and case studies from languages other than Greek –and other learning levels-, especially English, as TEFL is currently the most rapidly evolving learning paradigm in the language arts.