

Seminario di Formazione
“Innovare la didattica delle lingue
con i nuovi descrittori del QCER ”

Il QCER e le interazioni online: quali
tecnologie educative?



Attilio Galimberti – IIS Greppi
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Il QCER e l'interazione online

COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR LANGUAGES:
LEARNING, TEACHING, ASSESSMENT

**COMPANION VOLUME
WITH NEW DESCRIPTORS**

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

Sintesi delle novità

Dalle quattro **abilità** (*listening, speaking, reading and writing*)...



- ...a quattro **modalità comunicative** (*reception, production, interaction, mediation*)

Nuove aree e nuovi descrittori



Interazione online

- Mediazione
- Competenza plurilingue e pluriculturale

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Usare le telecomunicazioni

Using Telecommunications (p. 92)

Si riferisce all'uso del **telefono** e di **app** per la comunicazione **audio** e **video** tramite Internet.

Le operazioni comunicative si possono declinare in:

- ▶ scambio di **messaggi, conversazioni, informazioni e transazioni** a scopo **personale** o **professionale**
- ▶ **interlocutori: persone conosciute o non conosciute, con accenti diversi**
- ▶ **lunghezza degli scambi comunicativi: da brevi messaggi a lunghe conversazioni**

Descrittori a livello A2

- ▶ **Can use telecommunications with** his/her **friends** to **exchange simple news**, make plans, and arrange to meet
- ▶ **Can**, given repetition and clarifications, **participate in a short, simple phone conversation** with a **known person** on a predictable topic, e.g. arrival times, arrangements to meet
- ▶ **Can understand a simple phone message** (e.g. 'My flight is late. I will arrive at ten o'clock. '), **confirm details** of the message and **pass it on by phone** to other people concerned.

Descrittori a livello B1

- ▶ **Can use telecommunications** for **everyday personal or professional purposes** provided he/she can ask for clarification from time to time
- ▶ **Can give important details over the phone** concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car)
- ▶ **Can use telecommunications** to have relatively simple but **extended conversations** with people he/she knows personally
- ▶ **Can use telecommunications** for **routine messages** (e.g. arrangements for a meeting) and **to obtain basic services** (e.g. **book a hotel room** or make a medical appointment).

Descrittori a livello B2

- ▶ **Can use telecommunications** for a variety of **personal and professional purposes**, provided he/she can **ask for clarification** if the accent or terminology is unfamiliar
- ▶ **Can** participate in **extended casual conversation over the phone** with **a known person** on a variety of topics.

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**Interazioni, conversazioni e
discussioni online**

1. Interazioni online (p. 96)

La **comunicazione online** è sempre **mediata da una macchina**. L'interazione è quindi diversa da quella in presenza.

Le **risorse disponibili online** per la comunicazione sincrona e asincrona **possono essere causa di fraintendimenti che non possono essere individuati e corretti immediatamente**, come avviene nella comunicazione in presenza.

Interazioni online

Prerequisiti per una **comunicazione efficace online** sono:

- ▶ la necessità di **ripetere il messaggio comunicativo**
- ▶ la necessità di **controllare l'esatta comprensione** del messaggio
- ▶ la capacità di **reformulazione** del messaggio **per sostenere la comprensione e ridurre i fraintendimenti**
- ▶ la capacità di **gestire le reazioni emotive**.

2. Conversazioni e discussioni online

Si concretizzano come un **fenomeno multimodale**, che si focalizza su **come gli interlocutori comunicano online** per **gestire** sia **tematiche di un certo rilievo** sia semplici **messaggi sociali e culturali** in un processo comunicativo aperto.

Le operazioni comunicative si possono declinare in:

- ▶ esempi di **interazione in tempo reale** e di **interazione asincrona**
- ▶ partecipazione in interazioni di una certa rilevanza **con uno o più interlocutori**

2. Conversazioni e discussioni online

- ▶ **scrivere** dei **post** in risposta ad altri
- ▶ **commentare** dei **post** di altri
- ▶ **rispondere** o **commentare** messaggi provenienti da **file multimediali incorporati nel messaggio**
- ▶ saper **includere simboli, immagini e altri codici** per riuscire a **veicolare intonazione, ritmo e accento del linguaggio parlato**, come anche **aspetti emotivi e affettivi** quali l'ironia.

Conversazioni e discussioni online

La **progressione linguistica** dai livelli più bassi a quelli più **alti** si caratterizza in:

- ▶ **semplici scambi comunicativi personali** e sociali (a livello **A2**)
- ▶ **interazioni in tempo reale, anche di gruppo**, a livello **B1/B1+**
- ▶ **attiva partecipazione a discussioni e argomentazioni** a livello **B2**, anche in un **thread**
- ▶ **interazioni professionali** più impegnative a livello linguistico **C**, con la capacità di **risolvere fraintendimenti**, **utilizzare registri linguistici appropriati** anche quando si devono fare **osservazioni critiche con una certa diplomazia**.

Conversazioni e discussioni online

La **progressione linguistica** negli **ambienti virtuali** (un 'caffè', una classe, una meeting room, ecc.) si estenderà su diversi livelli:

- ▶ in **modo** molto **superficiale**, per postare semplici messaggi, a livello **A1**
- ▶ se **opportunamente guidati**, a livello **A2**
- ▶ con **una certa dimestichezza**, ai livelli **B1** e **B2**
- ▶ con la capacità di scegliere **registri linguistici appropriati** a livello **C**

Descrittori a livello A2

- ▶ **Can introduce him/herself** and **manage simple exchanges online**, asking and answering questions and exchanging ideas **on predictable everyday topics**, **provided** enough time is allowed to formulate responses, and **that he/she interacts with one interlocutor at a time**
- ▶ **Can make short descriptive online postings** about everyday matters, social activities and feelings, with **simple key details**
- ▶ **Can comment on other people's online postings**, provided that they are **written in simple language**, **reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.**

Descrittori a livello B1

- ▶ **Can** engage in **real time exchanges** with **more than one participant**, recognising the communicative intentions of each contributor, but **may not understand details** or implications **without further explanation**
- ▶ **Can post online accounts** of social events, experiences and **activities referring to embedded links and media** and sharing personal feelings
- ▶ **Can post a comprehensible contribution in an online discussion** on a familiar topic of interest, **provided that he/she can prepare the text beforehand** and use online tools to fill gaps in language and check accuracy
- ▶ **Can make personal online postings** about experiences, feelings and events and **respond individually** to the comments of others **in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.**

Descrittori a livello B2

- ▶ **Can** engage in **online exchanges**, linking his/her contributions to previous ones in the thread, **understanding cultural implications** and reacting appropriately
- ▶ **Can** participate actively in an **online discussion**, stating and responding to **opinions on topics of interest at some length**, provided contributors **avoid unusual or complex language** and **allow time for responses**
- ▶ **Can** engage in **online exchanges between several participants**, effectively linking his/her contributions to previous ones in the thread, **provided a moderator helps manage the discussion**
- ▶ **Can** recognise **misunderstandings and disagreements** that arise in an online interaction and **can deal with them**, provided that the interlocutor(s) are willing to cooperate.

Q1



Quali attività si possono realizzare in classe?

Idee da scrivere qui: <https://bit.ly/2qwBZ7Q>

Attività ipotizzabili consultando la **griglia di autovalutazione** (con interazione orale e mediazione) - Appendice 2 (p. 167)

Written and online interaction (**A1**)

- ▶ **I can post** short, **simple greetings** as statements **about** what I did and how I liked it, and can **respond to comments** in a very simple way.
- ▶ **I can react** simply to other posts, images and media.
- ▶ **I can complete** a very simple purchase, **filling in forms with personal details**.

Appendice 2 (p. 167)

Written and online interaction (A2)

- ▶ **I can engage in basic social interaction**, expressing how I feel, what I am doing or what I need, and responding to comments with thanks, apology or answers to questions
- ▶ **I can complete simple transactions** such as **ordering goods**, can **follow simple instructions** and can **collaborate in a shared task with a supportive interlocutor**.

Appendice 2 (p. 167)

Written and online interaction (B1)

- ▶ I can interact about experiences, events, impressions and feelings provided that I can prepare beforehand
- ▶ I can ask for or give simple clarifications and can respond to comments and questions in some detail
- ▶ I can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.

Appendice 2 (p. 167)

Written and online interaction (B2)

- ▶ **I can interact with several people**, linking my contributions to theirs and **handling misunderstandings or disagreements**, provided the others **avoid complex language, allow me time and are generally cooperative**
- ▶ **I can highlight the significance of facts, events and experiences, justify ideas and support collaboration.**

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Transazioni online mirate al raggiungimento di obiettivi specifici

Transazioni online (p. 98)

Si basano sulla natura potenzialmente collaborativa dell'interazione orale e delle **transazioni mirate al raggiungimento di obiettivi specifici**, che caratterizzano la vita contemporanea.

In tali transazioni **non è applicabile una rigida separazione tra lo scritto e l'orale**, in cui la **multimodalità** è una caratteristica e risorsa precipua.

I descrittori pertanto attengono a diversi **strumenti e media online**, relativi a uno specifico contesto comunicativo.

Transazioni online

Le operazioni comunicative si possono declinare in:

- ▶ **acquisti** di merci e servizi **online**
- ▶ partecipazione a **transazioni per la negoziazione di specifiche condizioni**, nella **richiesta di servizi** e nel **ruolo di clienti**
- ▶ partecipazione a un **project work** collaborativo
- ▶ saper **gestire problemi di comunicazione**.

Transazioni online

La **progressione linguistica** si estenderà su diversi livelli, partendo da **semplici transazioni** e scambi comunicativi **a livello A** fino alla **partecipazione attiva a progetti collaborativi più sofisticati**, orientati al raggiungimento di obiettivi specifici, **a livello C**.

Le **competenze linguistiche a livello A** richiedono una **partecipazione esecutiva passiva** e **a livello B** una **partecipazione attiva** in ruoli sempre più **collaborativi**.

Transazioni online

Esempi:

- ▶ **compilare** semplici **moduli online** a livello **pre-A1**
- ▶ **realizzare** semplici **task collaborativi guidati** da un **interlocutore**, a livello **A2+**
- ▶ contribuire **a risolvere problemi in una transazione** a livello **B1** e **B2**
- ▶ **coordinare un project work online** a livello **C**

Descrittori a livello A1 e A2

- ▶ **Can complete a very simple online purchase or application, providing basic personal information** (such as name, e-mail address or telephone number). **A1**
- ▶ **Can use formulaic language to respond to routine problems arising in online transactions** (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.) **A2**
- ▶ **Can interact online with a supportive partner in a simple collaborative task**, responding to basic instructions and seeking clarification, **provided there are some visual aids such as images, statistics, or graphs** to clarify the concepts involved. **A2**

Descrittori a livello A2

- ▶ **Can make simple online transactions** (such as ordering goods or enrolling on a course) by **filling in an online form or questionnaire**, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc.
- ▶ **Can ask basic questions** about the availability of a product or feature
- ▶ **Can respond to simple instructions and ask simple questions** in order to accomplish a shared task online with the **help of a supportive interlocutor**

Descrittori a livello B1

- ▶ **Can** engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary
- ▶ **Can** interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks
- ▶ **Can** engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership

Descrittori a livello B1

- ▶ **Can interact online** with a partner or small group **working on a project**, provided there are **visual aids** such as **images, statistics and graphs** to clarify more complex concepts
- ▶ **Can respond to instructions and ask questions** or **request clarifications** in order **to accomplish a shared task online**.

Descrittori a livello B2

- ▶ **Can take a lead role in online collaborative work** within his/her area(s) of expertise, **keeping the group on task by reminding them of roles, responsibilities and deadlines** in order to achieve established goals
- ▶ **Can engage in online collaborative or transactional exchanges** within his/her area(s) of expertise **that require negotiation of conditions and explanation of complicated details and special requirements**
- ▶ **Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges** by responding politely and appropriately in order to help resolve the issue
- ▶ **Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role** in order to accomplish shared tasks.

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**Proposte di attività di
interazione online dal QCER**

Appendice 6 (p. 185)

Examples of use in **different domains** for descriptors of online interaction and mediation activities

ONLINE INTERACTION

**ONLINE CONVERSATION
AND DISCUSSION**

SITUATION & ROLES

LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
-------	-------------	----------	--------	--------------	-------------

Appendice 6 (p. 185)

Examples of use in different **domains** for descriptors of online interaction and mediation activities (**A1 level**)

ONLINE INTERACTION

SITUATION & ROLES - **PERSONAL**

A1	DESCRIPTOR	ACTIVITY
-----------	-------------------	-----------------

	Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	
--	---	--

		making contact online with remote friends and / or family - also as a possible language classroom simulation
--	--	---

Appendice 6 (p. 185)

Examples of use in different **domains** for descriptors of online interaction and mediation activities (**A1 level**)

ONLINE INTERACTION

SITUATION & ROLES - **PUBLIC**

A1	DESCRIPTOR	ACTIVITY
-----------	-------------------	-----------------

	Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	
--	---	--

		public postings to a festival/event website - also as a possible language classroom simulation
--	--	--

Appendice 6 (p. 185)

Examples of use in different **domains** for descriptors of online interaction and mediation activities (**A1 level**)

ONLINE INTERACTION

SITUATION & ROLES - **EDUCATIONAL**

A1

DESCRIPTOR

Can **write very simple messages and personal online postings** as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.

ACTIVITY

in a **Q&A section** of a school **learning platform** - also as a possible language classroom simulation

Appendice 6 (p. 185)

Examples of use in different **domains** for descriptors of online interaction and mediation activities (**B1 level**)

ONLINE INTERACTION

SITUATION & ROLES - **PUBLIC**

B1

DESCRIPTOR

ACTIVITY

Can make **personal online postings about experiences, feelings and events** and **respond individually to the comments of others in some detail**, though **lexical limitations** sometimes **cause repetition** and **difficulty with formulation**.

as a **forum contributor** to an **events website** connected to a public / cultural festival

Appendice 6 (p. 185)

Examples of use in different **domains** for descriptors of online interaction and mediation activities (**B1 level**)

ONLINE INTERACTION

SITUATION & ROLES - **EDUCATIONAL**

B1

DESCRIPTOR

Can make **personal online postings about experiences, feelings and events** and **respond individually to the comments of others in some detail**, though **lexical limitations** sometimes **cause repetition** and **difficulty with formulation**.

ACTIVITY

in an **online forum for students studying the same subjects**

Appendice 6 (p. 185)

Examples of use in different **domains** for descriptors of online interaction and mediation activities (**B2 level**)

ONLINE INTERACTION

SITUATION & ROLES - **PERSONAL**

B2

DESCRIPTOR

Can **participate actively in an online discussion**, stating and responding to opinions on **topics of interest at some length**, provided **contributors avoid** unusual or **complex language** and allow time for responses.

ACTIVITY

in a **critical discussion** of arts or **music** with friends online

Appendice 6 (p. 185)

Examples of use in different **domains** for descriptors of online interaction and mediation activities (**B2 level**)

ONLINE INTERACTION

SITUATION & ROLES - OCCUPATIONAL

B2

DESCRIPTOR

Can **participate actively in an online discussion**, stating and responding to opinions on **topics of interest at some length**, provided **contributors avoid** unusual or **complex language** and allow time for responses.

ACTIVITY

during a **staff committee meeting held online to discuss working conditions**, or as a participant in an online focus group meeting

Appendice 6 (p. 185)

Examples of use in different **domains** for descriptors of online interaction and mediation activities (**B2 level**)

ONLINE INTERACTION

SITUATION & ROLES - OCCUPATIONAL

B2

DESCRIPTOR

Can **recognise misunderstandings** and **disagreements** that arise in an online interaction and can **deal with them**, provided that the **interlocutor(s) are willing to cooperate**.

ACTIVITY

in **inter-departmental chat in a large corporation**

Q2

**Come organizzare attività
didattiche per favorire
l'interazione online?**

6

**Reperire risorse, strumenti e mezzi
per favorire l'interazione online**

Come favorire l'interazione online

- ▶ le **attività** per l'interazione online **non** possono essere **artificiali**
- ▶ il “corso di lingua” **non** basta
- ▶ è necessario fare “entrare in classe” il **parlante reale**
- ▶ occorre introdurre momenti di apprendimento “**non-formali**” della lingua (**imparare «oltre le quattro mura»**)

Come favorire l'interazione online

- ▶ uscire dall'**isolamento didattico**, instaurando contatti con docenti di altri Paesi europei
- ▶ acquisire competenze di base per l'uso delle **ICT per docenti di lingue**
- ▶ implementare progetti di '**tandem linguistici**'
- ▶ favorire occasioni individuali di **uso della lingua**, mediante **app** e **siti** appositi

Aprirsi verso chi si occupa di lingue in Europa



EUROPEAN CENTRE FOR
MODERN LANGUAGES
E C M L
C E L V
CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

Language teacher
competences

Migration and language
education

Sign languages

Plurilingual education

New media in language
education

Mobility and intercultural
learning

Evaluation and
assessment

Employment and
languages

Early language learning

Content and language
integrated learning

Languages of schooling

CEFR and ELP

European Centre for Modern Languages of the Council of Europe

The ECML is a unique institution whose mission is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently. Our vision: A Europe committed to linguistic and cultural diversity... [Find out more about the ECML](#)

Centro Europeo di Lingue Moderne - ECML (www.ecml.at)



- ▶ Ente del Consiglio d'Europa a Graz, che si occupa di tematiche plurilinguistiche e multiculturali
- ▶ Promuove la “**Giornata Europea delle Lingue**” (26 settembre)
- ▶ Favorisce progetti per lo sviluppo di **ambienti di apprendimento linguistico** (vedi progetto EOL: <http://eol.ecml.at/>)
- ▶ sostiene la cooperazione tra le **associazioni di docenti** di lingue di tutta Europa (cliccare [QUI](#) per l'elenco)
- ▶ Stimola all'uso delle **tecnologie educative per docenti di lingue** (ICT –REV <http://ict-rev.ecml.at/>)

Giornata Europea delle Lingue



Celebra con noi la Giornata Europea delle Lingue!

Su iniziativa del Consiglio d'Europa, Strasburgo, la Giornata Europea delle Lingue è stata celebrata il 26 settembre di ogni anno a partire dal 2001.

La Giornata

- Cos'è la Giornata Europea delle Lingue?
- Perché una GEL?

Partecipare

Chi può partecipare?
Come partecipare?

Fatti e svaghi linguistici



Mostra di più...

2017's 'most innovative event' is "**Let's promote diversity – the European Day of Languages**" from Poland! The event received 1702 votes and was organised by **Szkola Podstawowa nr 1 w Żarach**. Congratulations to the winners!

See the events which received the most votes in 2017!



Progetto EOL – matrici linguistiche

	NANO : learner	MICRO : class	MESO : schools	MACRO : system
1. Language and languages operational dimension	1.1. Supporting language skills	1.2. Strengthening communicative skills	1.3. Setting up school communication policy based on languages	1.4. Fostering global language awareness
2. Valuing languages ethical dimension	2.1. Sensitizing learners towards languages	2.2. Evaluating and assessing	2.3. Setting up whole-school language policy	2.4. Ensuring and widening language diversity
3. Interculturality experience dimension	3.1. Learning with others	3.2. Implementing a sensitive approach to languages and cultures	3.3. Developing international networks	3.4. Enhancing interconnections for inclusion
4. Enriching curricula curricula based dimension	4.1. Valorizing language biographies and repertoires	4.2. Teaching languages for learning – interdisciplinarity	4.3. Ensuring cross curricular continuity	4.4. Promoting collective intelligence
5. Everyday languages existential dimension	5.1. Enriching language repertoires according to personal and vocational purposes	5.2. Using all learning fields	5.3. Exploring linguistic landscape	5.4. Building multilingual environment

Associazioni di docenti di lingue in Europa

Online directory of language associations/organisations

This fully searchable directory is intended to facilitate collaboration between professionals from different language teacher associations and other language organisations as well as across different languages, regions and countries. The directory which has a mainly European focus has been compiled by the Language Associations and Collaborative Support (LACS) network, coordinated, among others, by representatives of the International Federation of Language Teacher Associations (FIPLV), the International Federation of French Teachers (FIPF) and the International Association of German Teachers (IDV).

All languages



All countries



All thematic areas



Search

Free text search

357 item(s) found

Selezionare le ICT più appropriate per interagire online



[HOME](#) > [PROGRAMME](#) > [PROGRAMME 2012-2015](#) > [ICT-REV AND MOREDOTS](#) > [ICT](#)

Inventory of ICT tools and open educational resources

This website presents a web inventory of online, interactive materials with a search engine filtering tools according to language skills, type of interaction, principal functions, etc. In addition, a MOODLE workspace for learning more about using online tools in the classroom is available.

[OVERVIEW](#)

[INVENTORY OF ICT TOOLS](#)

[SUGGEST A NEW WEB TOOL](#)

FILTER

Principal functions

- Audio record/edit/share
- Blogging
- Bookmarking
- Citation manager
- Course management
- File sharing/syncing
- Flashcard
- Game app
- Graphic organizer
- Image sharing
- Marking software
- Mind mapping
- News aggregator
- Note taking
- Podcast aggregator
- Polling
- Question/answer management
- Quiz maker
- Screen recording
- Slide presenting
- Social networking
- Story creation

- Translation tool
- Url shortener
- Video record/edit/share
- Videoconferencing
- Virtual pinboard
- Virtual worlds
- Vocabulary
- Website creator
- Wiki
- Word cloud creator

Filter

SEARCH A KEYWORD

Search

Type of Interaction

- Group/pair work - classmates
- Group/pair work - outsiders
- Individual work
- Presenting

Skills

- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Grammar
- Pronunciation
- Intercultural

Content

- You supply
- Website/other users supply

Investire sull'autoformazione nelle ICT per docenti di lingue



ICT4LT Home

Contents

Glossary

Resources

Search ICT4LT

ICT4LT Help

Contact Us

 Blogger



INFORMATION AND
COMMUNICATIONS
TECHNOLOGY
FOR LANGUAGE
TEACHERS

<http://www.ict4lt.org/en/index.htm>

Contents of this page

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- [News and announcements](#)
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- [Other ICT training resources on the Web](#)
- [ICT "can do" lists and Questionnaire](#)
- [Monthly statistics of visits to the ICT4LT site](#)
- [The ICT4LT project team](#)
- [Bibliographical referencing: how to refer to ICT4LT](#)
- [Feedback and blog](#)
- [Disclaimer](#)

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General information, list of site contents

The ICT4LT website is a collection of training modules in **Information and Communications Technology (ICT) for Language Teachers**. It was initiated with funding provided in 1999-2000 by the European Commission and has been regularly updated ever since.

Implementare progetti di 'tandem linguistici'

≡ WIKIPEDIA

🔍 Search Wikipedia

Tandem language learning

Page issues



Tandem language learning is a method of [language learning](#) based on mutual [language exchange](#) between tandem partners (ideally each learner is a native speaker in the language the proponent wants to learn). Many [language schools](#) in the world, organised as TANDEM International,^[1] as well as many universities implement this approach.

Tandem linguistici in università



www.esnpolimi.it/site/tandem-project



MILANO ABOUT US ESNCARD ACTIVITIES SERVICES AND PROJECTS INFO

Home · SERVICES and PROJECTS

TANDEM PROJECT

Desideri **imparare una nuova lingua** e fare una **nuova amicizia**? Sei nel posto giusto!

Grazie al **TANDEM PROJECT** troveremo per te uno studente straniero che vuole imparare l'italiano così che possiate sentirvi e trovarvi autonomamente per conoscervi e dialogare. In questo modo non solo avrete la possibilità di confrontarvi con un madre lingua, ma anche di conoscere una nuova cultura e trovare un nuovo amico/a.

Clicca sul link sottostante e loggati con il tuo account Facebook così da poter utilizzare la web app PAPAYA sviluppata dai nostri amici di ESN Modena.

IMPORTANTE: seleziona correttamente l'università "Politecnico di Milano" durante la registrazione.

Do you wish to **learn Italian** and start a **new friendship**? You are in the right place!

Thanks to **TANDEM PROJECT** we'll find for you an Italian student who wants to learn your language or improve his/her English. You will get his/her contact so that you can manage to meet, get to know each other and have some chat! In this way you not only have the opportunity to speak with a mothertongue but also to get even closer to italian culture and make a new friend.

Click on the link below and sign in your Facebook account so that you can use the web app PAPAYA developed by our friends of ESN Modena.

IMPORTANT: choose correctly the university "Politecnico di Milano" in the registration procedure.

Tandem linguistici con app per scambi one-to-one o in gruppo

<https://hellotalk.com/>



Tandem linguistici con app per scambi one-to-one o in gruppo

<https://hellotalk.com/>



About

HelloTalk Web

Italiano ▾

Il Centro Scambio Linguistici Perfetto

Impara una lingua, esplora nuove culture e fai amicizia con persone in tutto il mondo



Comunità Mondiale

I madrelingua ti insegnano la loro lingua, mentre tu insegni loro la tua. Milioni di membri stanno usando la potente idea di HelloTalk per esercitarsi con oltre 100 lingue.



Testo, voce e video

Chatta con i partner linguistici usando testo, registrazioni vocali, chiamate vocali, videochiamate e anche scarabocchi! Qualunque sia il tuo mezzo di comunicazione preferito, ce l'abbiamo.



Strumenti Linguistici Intuitivi



Momenti

Tandem linguistici con app per scambi one-to-one o in gruppo

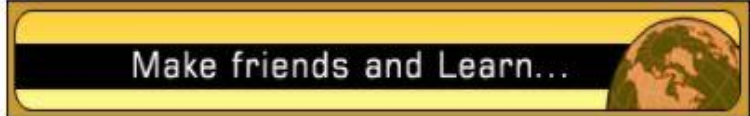
<http://tandem.net/>

The image shows a screenshot of the Tandem website homepage. The layout is divided into several sections:

- Top Left:** The Tandem logo, consisting of two overlapping speech bubbles and the word "tandem".
- Top Center:** A navigation menu with the following items: "LEARN A LANGUAGE", "FIND A TANDEM", "BECOME A TUTOR", "FIND A TUTOR", "BLOG", and "ENGLISH" (with a small UK flag icon).
- Top Right:** A vertical dropdown menu listing countries with their respective flags: UNITED STATES, BRAZIL, FRANCE, GERMANY, ITALY, MEXICO, JAPAN, and RUSSIA. At the bottom of the dropdown is a link that says "SEE MORE COUNTRIES".
- Center:** Large white text that reads "SPEAK ANY LANGUAGE". Below this, there is a subtitle "Practice languages with native speakers".
- Bottom Center:** A blue button with white text that says "GET THE APP".
- Background:** The background features four photos of diverse young people: a smiling man in a white checkered shirt against a pink wall, a woman with long curly hair wearing a yellow beanie against a blue wall, a woman with curly hair in a patterned orange jacket against a white brick wall, and a woman with her hair in a bun wearing a plaid shirt against a teal wall.



Welcome, Guest! - Sign up



Français English Español Deutsch 简体中文 繁體中文 日本語 한국어 العربية

Seleziona lingua Powered by Google Traduttore

- Home
- Penpals
- How to
- Search
- Word Games
- Edit Your Data
- Member
- Notepad
- Club Library
- Bulletin Board
- Translations
- Text Chat
- Voice Chat
- Lesson Plans
- FAQs
- Jobs
- Help
- About Us
- Contact Us

Your Language Exchange Online Community

Over 3 million members from over 133 countries, practicing 115 languages!

Find a partner at the online community and practice your second language ([any language](#)) with a native speaker who is learning your language. We host your online practice with [lesson plans](#), [text chat rooms](#) and [more](#).

New Users

- [What](#) is a language exchange?
- [Why](#) do a language exchange?
- [How](#) to do a language exchange?
- [Learn more](#) about this site
- [Sign up as a member](#) - it's free!

Features

- [Penpals](#) - International penpals for exchange of language and culture!
- [Language Teachers](#) - Find a language teacher to suit your unique learning needs.
- [Edit Your Profile](#) Members: view/edit your account.
- [Email Inbox](#) View your emails and reply.

Your Language Exchange Partner

Native language:	<input type="text" value="- All -"/>
Practicing language:	<input type="text" value="- All -"/>
Country:	<input type="text" value="- All -"/>
Age	From: <input type="text" value="Optional"/> To: <input type="text" value="Optional"/>
	<input type="button" value="Search"/> Advanced search

MyLanguageExchange.com is doing "extraordinary things online."

"Top 101" websites
- PC WORLD magazine

My Language Exchange is **"taking off, worldwide."**



Chat Companion

Lesson Plan:

-- Choose a lesson plan --

Timer:

Interval:

20

Restart

Lesson Plans

Nothing to talk about? Practice using a lesson plan!

1. Meet your partner(s) in a text, voice or video chat room of your choice. Or meet up in person.
2. Open this page and select a lesson from the drop-down menu above.
3. Make sure your partner(s) selects the same lesson.
4. Do the activities together.
5. Use the timer above. It helps you to change languages at regular intervals.
6. Use the convenient multi-language dictionary at the bottom.

Lesson Plan:

-- Choose a lesson plan --

-- Choose a lesson plan --

- 1 (Chinese, simp.) Books
- 1 (Chinese, trad.) Books
- 1 (Deutsch) - Bücher
- 1 (English) - Books
- 1 (Español) - Libros
- 1 (français) - Les livres
- 1 (Japanese) - Books
- 1 (Korean) - Books
- 2 (Chinese, simp.) A Dinner
- 2 (Chinese, trad.) A Dinner
- 2 (Deutsch) - Ein Abendessen
- 2 (English) - A Dinner
- 2 (Español) - Una cena
- 2 (français) - Un souper
- 2 (Japanese) - A Dinner
- 2 (Korean) - A Dinner
- 3 (Chinese, simp.) Friends
- 3 (Chinese, trad.) Friends
- 3 (Deutsch) - Freunde



Lesson Plan:

2 (Deutsch) - Ein Abendessen ▾

Timer:

Interval:

20 ▾

Restart

Einführung (Gesamtzeit: 5 Minuten. Timer: 5)

Aufgabe

Kurzvorstellung. Nenne deinen Namen, erzähle woher du kommst und warum du diese Sprache lernen willst.

Tipp

Falls es einfacher für dich ist, kannst du dies auch in deiner Muttersprache tun.

Aufwärmübung: 20 Fragen (Gesamtzeit: 10 Minuten. Timer: 10)

Aufgabe

Eine Person sucht sich etwas (Werkzeug, Essen, usw.) aus einem der Bilder aus dem Bilderset Nr. 1 aus. Alle anderen müssen die richtige Lösung herausfinden, indem sie Fragen stellen, die mit Ja oder Nein beantwortet werden können. Versuche, die richtige Antwort mit weniger als 20 Fragen zu erraten. Wenn jemand die richtige Antwort errät, wird das Spiel wiederholt und eine andere Person denkt sich einen Begriff aus. Wechsle zwischen den beiden Sprachen ab.

Tipp

Es ist besser, mit allgemeineren Fragen zu beginnen, um dann immer gezielter zu fragen. Normalerweise darf die Person nur mit "Ja" oder "Nein" antworten. Wird es zu schwierig, darf die Person auch Tipps geben.

Aktivität: Rangliste erstellen (Gesamtzeit: 20 Minuten. Timer: 10)

Aufgabe

In Gruppenarbeit sollen die folgenden Dinge, die bei einem Abendessen schief gehen können, in eine Rangliste von 1 bis 10 gebracht werden. 1 steht für die peinlichste Situation, 10 für die am wenigsten peinliche.

1. Du kommst zu spät zum Essen.
2. Du kannst dich an einen der Namen nicht mehr erinnern.

Imparare/praticare le lingue in gruppi di apprendimento

<https://www.duolingo.com/>

duolingo

Lingua sito: italiano ▾

Accedi



Impara una lingua. Gratis. Per sempre.

Cominciamo



Inglese



Francese



Tedesco



Introducing Duolingo Clubs!

Luis  18  17  9  5  4  843

Hi everyone, I'm excited to introduce Duolingo Clubs!

Clubs connect your friends and family to help you accomplish language goals together. It's like having gym buddies, but for your brain!

We know that language learning is inherently social. Up to this point, you've been able to follow fellow learners and see their progress on a leaderboard. But is there an even better way to connect online and stay motivated? We think so, and we've created Clubs to do just that.

Starting today, you and up to 15 others can join a Club. You can help (and compete with) one another as you track team progress, cheer each other on with custom emoji and phrases, and compete for leaderboard positions – all while learning!

The Mixer

[Sign Up](#) | [Login](#) | [Home](#) | [Lessons](#) | [Blog](#) | [Webmaster blog](#) | [About](#)



The Mixer is a free virtual language exchange site using Skype by Dickinson College

Login by
username/email
address *

The Mixer is designed to connect language learners around the world so that everyone is both student and teacher. Signup for free to find a language partner. Help them practice your native language while they help you practice theirs.

ABOUT THE MIXXER

The Mixxer hosted by Dickinson College is an entirely free non-profit website hosted by Dickinson College. The site is open to anyone looking to practice a with a native speaker in exchange for help with their own. Once registered, users can contact potential language exchange partners via live chat on the site. Members can practice speaking with the language partner via Skype or improve their writing by submitting a writing sample and asking for corrections from native speakers. Those using the writing function are asked to return the favor by correcting short samples in their native language. Our guidelines are very simple. Members are here to practice a language (this is an educational site, not a dating site), and everyone agrees to be respectful and courteous to all users at all times. Welcome to our community where everyone is both teacher and learner.

TEACHERS

Teachers - Are you a professional teacher? If so, you can connect your students with native speakers via written posts or Skype during or after class hours

Interested? Sign up then email me at bryantt@dickinson.edu requesting teacher permissions. I'll just need something to verify you're a teacher and not a spammer. :)

Voice chat per scambi linguistici

<https://www.mylanguageexchange.com/VoiceChat.asp>

Use voice chat to practice speaking the language you are learning with a native speaker anywhere in the world. We provide free, helpful guidelines and tips on [how](#) to do a language exchange, as well as free [lesson plans](#) designed by an [expert](#) in language exchange learning. The activities are fun so you can easily "break the ice" with your new learning partner and get effective practice.

Voice Chat Programs

Note, the voice chat room service on our site has been discontinued by our providers. Instead, we recommend you use one of the following free downloadable voice chat programs. But of course, you can use any chat program you want. It is only necessary that both you and your language exchange partner use the same voice chat program.

Skype is a free downloadable, real-time voice and text chat communications program. We recommend it, because

- It has perhaps the best voice quality available anywhere (very important for foreign language practice!). The quality is better than that of telephones and is perhaps the best of any Internet voice program.
- It works with any firewall.
- It is available in 17 languages: Danish, Dutch, Estonian, English, Finnish, German, French, Hebrew, Japanese, Korean, Russian, Polish, Portuguese, Romanian, Simplified Chinese, Spanish and Swedish.
- It is very easy to install and use.

Using Skype, you can have private simultaneous voice and text chat with up to four other people. Skype requires a Windows 2000 or XP computer, Mac OS X or Linux computer or a Pocket PC.

For more information or to download a free copy of Skype, please visit the Skype website [here](#).

Paltalk is a free downloadable program that enables simultaneous voice and text chat. We recommend Paltalk because of its good voice quality. Also, it only requires a Windows 98 or later PC.

Paltalk System Requirements

- Windows 98/ME/NT4/2000/XP/2003
- 166MHz processor with 16MB of RAM
- Internet connection (28.8kbps minimum)
- Full-duplex sound card required (for Audio)
- Microphone/Speakers/Headset (for Audio)

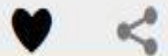
[Download Paltalk](#).

Skype in classe

<https://education.microsoft.com/skype-in-the-classroom/overview>

Home > Skype in the Classroom > Panoramica

Skype in the Classroom



Skype in the Classroom è una community online che consente a migliaia di insegnanti di ispirare la prossima generazione di cittadini globali attraverso l'apprendimento trasformativo su Skype.

Skype in classe

<https://education.microsoft.com/skype-in-the-classroom/overview>



Ci sono cinque modi entusiasmanti per portare il mondo nella tua classe:



Viaggi Virtuali



Lezioni Skype



Collaborazioni
Skype



Mystery Skype



Guest Speakers

Cerca per argomento, fascia d'età e località

FILTRA PER +

Mystery Skype

<https://education.microsoft.com/skype-in-the-classroom/mystery-skype>

Home > Skype in the Classroom > Mystery Skype

SKYPE



Mystery Skype

Il quiz globale che fa conoscere ai bambini la geografia, la cultura e le somiglianze e le differenze di come vivono i bambini in tutto il mondo.

INIZIA



Guarda il video



canzone GoNoodle

Consulta la **Canzone Mystery Skype GoNoodle** - un ottimo modo per convincere i tuoi studenti a buttarsi nel divertimento di una partita di Mystery Skype!

Altre Info >



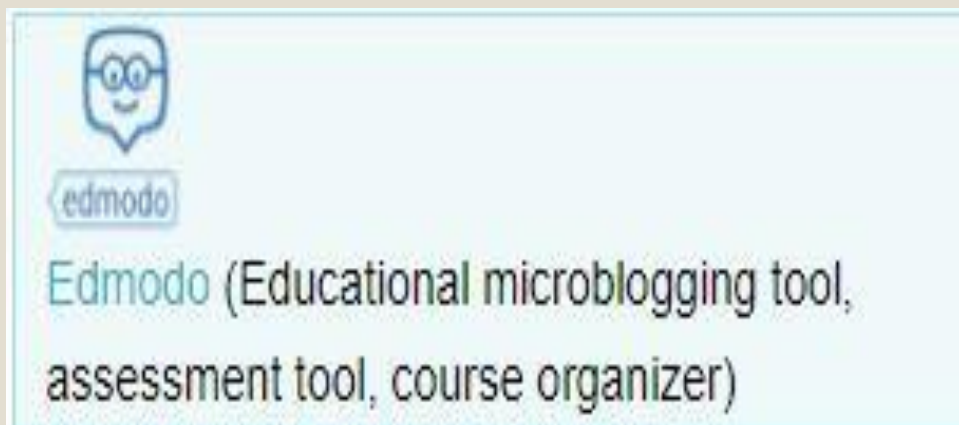
Aderisci a Mystery Skype

Vuoi partecipare al gioco globale? Puoi iscriverti alla lista delle aule partecipanti in tutto il mondo dalla pagina del tuo profilo.

Aderisci ora >

Gestire interazioni online su semplici piattaforme educative

www.edmodo.com



<https://it.padlet.com>



<https://flipgrid.com/>



FLIPGRID

Flipgrid

[Educator Login](#)

[Resources](#)

Sign up. It's FREE!

Where social learning happens.



Enter a Flip Code

to go to your Grid



A Grid is your classroom. Add Topics to Grids to spark a discussion. Need help getting started? [Explore the Innovation Station](#) for GridTips and more!



3 days and 5 hours

of total engagement time across your Grids!

Engagement Fact

That's how long it took for the Apollo 11 mission to reach the moon!



6 Grids

[+ New Grid](#)

Grid Name

Flip Code

Last Response

Engagement

Grid Activity



BERGAMO-NEW YORK BILIN...

2 topics 54 videos

[pnrjdb](#)

Apr 20, 2019

59 hrs

Active

Share

Actions



Sweden and Italy Gridpals

6 topics 28 videos

[fr3h10](#)

Dec 14, 2018

18 hrs

Active

Share

Actions



Trovare classi per progetti e penpals

<https://www.etwinning.net/it/pub/index.htm>



Scopri

Progetti

Sviluppo professionale

News



Let's start eTwinning!



eTwinning, la
community delle scuole
in Europa

eTwinning offre una piattaforma per lo staff (insegnanti, dirigenti scolastici, bibliotecari, ecc...) delle scuole dei paesi partecipanti per comunicare, collaborare, sviluppare progetti e condividere idee; in breve, partecipare alla più entusiasmante community europea di insegnanti.

[Entra nella Community eTwinning](#) >

Trovare classi per progetti e penpals

<https://www.englishclub.com/tefl/viewforum.php?f=1>

EnglishClub

Learn

Teach

MyEC

Store

Search Grammar Vocabulary Pronunciation Listen Speak Read Write Guest 7 Secrets More

EnglishClub.com
Common English Idioms new! 600 idioms + meanings, notes
example sentences, quizzes, answers
MATT ERREY



TEFL Forum
Discussion for teachers of English

Search...

Quick links FAQ

Register Login

Board index < Teacher Discussion < School Projects

School Projects

Moderator: Susan

New Topic Search this forum...

Mark topics read • 93 topics 1 2

TOPICS	REPLIES	VIEWS	LAST POST
Native English speaking penpals wanted for my Thai highschool students by zoelouise » Wed Jan 31, 2018 4:12 pm	0	421	by zoelouise Wed Jan 31, 2018 4:12 pm
Looking penpals for my students by sevimevzat » Wed Oct 09, 2013 5:19 pm	13	28649	by ttyenglisy Mon Jan 29, 2018 4:23 pm
American school would like penpals from all over the world! by kwilliams » Fri May 04, 2007 3:22 pm	63	162758	by archer Mon Dec 18, 2017 12:06 am
A platform for class preparation by conrado » Wed Dec 06, 2017 3:02 pm	0	486	by conrado Wed Dec 06, 2017 3:02 pm

Trovare classi per progetti e penpals

<https://schoolsonline.britishcouncil.org/partner-school>



A teacher working with partner school in Nigeria.

Why partner with a school?

School partnerships are a great way to bring international education to life for young learners, and the benefits of doing joint projects with international schools are wide-reaching. For students, partnerships can help develop their core skills and an appreciation for cultural diversity; and for teachers, international collaboration is a useful way of growing professionally and sharing knowledge and teaching best practice with an international audience.

Trovare classi per progetti e penpals

<https://schoolsonline.britishcouncil.org/search-schools>

[Log in](#) | [Register](#) | [Calendar](#)



United Kingdom

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SchoolsOnline

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[+ Search for schools](#)

Region

- Any -

Type of School

- Any -

School Gender

- Any -



[Search](#)

Select any filter and click on Search to see results

[User login](#)

Username *

Password *

[Create new account](#)

[Request new password](#)

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[Navigation](#)

Fare progetti con altre scuole nel mondo

<http://www.epals.com/#/connections>



CONNECTIONS

COLLABORATIONS

SIGN UP

LOG IN



Collaborative Projects for Your Classroom

Classrooms love our popular
Taste of Culture Experience!
Check out this and other projects
to awaken global learning.

LEARN MORE >

HIDE ✕

Find Connections

Search Keywords...



...dopo aver messo in contatto le proprie classi

<http://www.epals.com/#/findPenPalsPage>

Find Pen Pal Partners

Search Keywords...



Pen Pal Exchange
Connect your students with other classes from around the world to exchange messages

SHOW ME AS INTERESTED
IN FINDING PEN PALS

Filters

Clear All



7291 Results // Filter or Search to Refine Results

Sort by

Latest Activity



COUNTRY



STUDENT AGE RANGE



3 - 19

LANGUAGE(S) SPOKEN



AVERAGE CLASS SIZE



Bongsoo K



인천광역시, INCHE...
KOREA, REPUBLIC ...



SUBJECTS
English/Language Arts

AGES
14-16

LANGUAGES
English

INVITE

Lise M. K



SKÆLSKØR
DENMARK



SUBJECTS
English/Language Arts, ...

AGES
7-16

LANGUAGES
Danish, English

INVITE

Bruce W



SAN ANTONIO, TE...
UNITED STATES



SUBJECTS
Social Studies

AGES
11-13

LANGUAGES
277

INVITE

Mariani R



JAÚ, SÃO PAULO
BRAZIL



SUBJECTS
English/Language Arts

AGES
11-13

LANGUAGES
English

INVITE

Mélanie M



CORNWALL, ONTA...
CANADA



SUBJECTS
Language Learning, So...

AGES
14-16

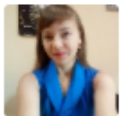
LANGUAGES
Spanish, French, English

INVITE

Julia A



BALASHIHA
RUSSIAN FEDERATI...



SUBJECTS
English/Language Arts

AGES
8-19+

LANGUAGES
Russian, English

INVITE

Partecipare a progetti online

<http://www.globalschoolnet.org/gsnpr/>



GlobalSchoolNet.org
Linking Kids Around the World!

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[Home](#) > [Collaborate Now](#) > [Find Partners Or Projects](#)



[Browse/Search Projects](#)

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[Join our Hilites List](#)

[Project Guidelines](#)

[Contact Us](#)

[FAQs](#)

[Back to Collaborate Now](#)



iPoPP - the International Projects or Partners Place - is where educators and youth from around the world can find global learning projects and partners.

GlobalSchoolNet and **eLanguages** have joined forces to offer educators iPoPP, a state-of-the-art, worldwide e-learning platform, for multi-lingual, project-driven collaboration. iPoPP gives educators a supportive community and easy-to-use tools that embrace the constructivist learning methodology, project-management principles, and future thinking strategies.

7

Conclusioni

Q3

Perché introdurre attività di interazione online nelle classi?

Per evitare la noia...



Per impegnare gli studenti in «attività» più motivanti...



Affinché la routine non crei «effetti collaterali» ...



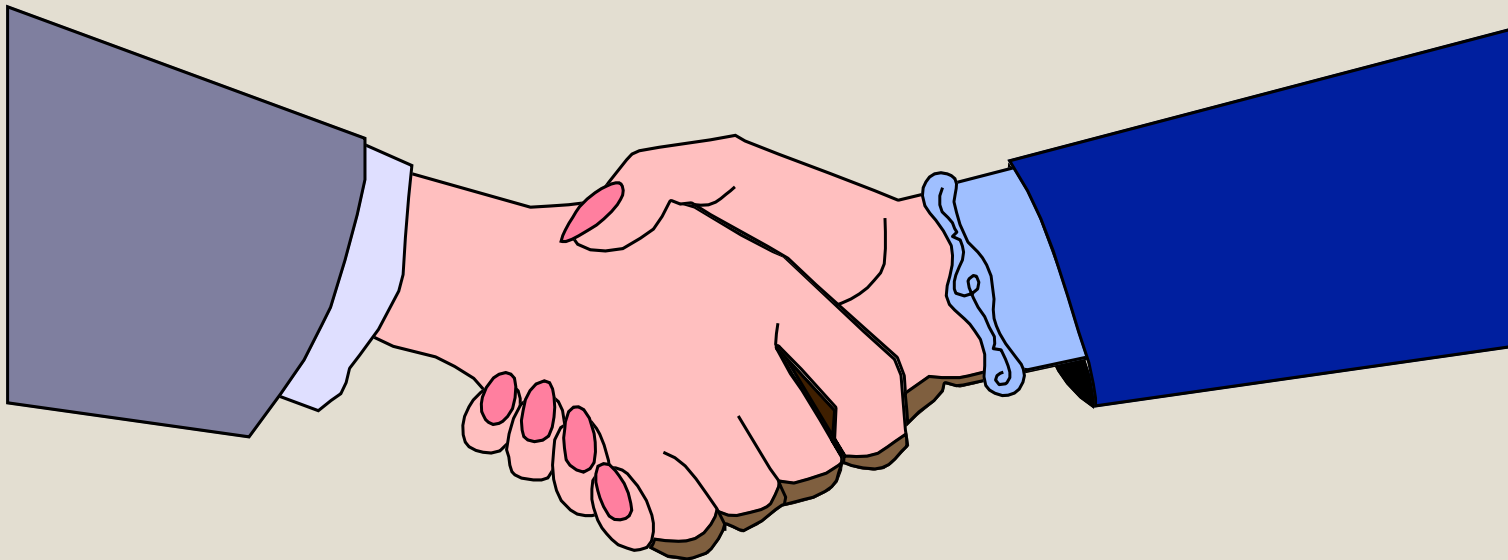
Per creare contatti efficaci dentro e fuori la scuola



...e per essere tutti più «vincenti»!



Grazie per la (paziente) attenzione!



galimber@yahoo.it

**Attilio Galimberti – IIS Greppi
Monticello Brianza, 20 maggio 2019**