



Language learning and social media: 6 key dialogues

Final Report

Public Part

Project information

Project acronym: LS6

Project title: Language learning and social media: 6 key dialogues

Project number: 505107-LLP-1-2009-1-LU-KA2-KA2NW

Sub-programme or KA: KA2

Project website: <http://www.elearningeuropa.info/languagelearning>

Reporting period: From 01/01/2010
To 30/12/2012

Report version: V1

Date of preparation: January 2013

Beneficiary organisation: University of Luxembourg

Project coordinators: Dr. Katerina Zourou, Prof. Charles MAX

Project coordinator organisation: University of Luxembourg

Project coordinators' telephone numbers: (+352) 46 66 44 9634 (K. Zourou), (+352) 46 66 44 9413 (C. Max)

Project coordinators' email addresses: katerinazourou@gmail.com ; charles.max@uni.lu

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© 2009 Copyright Education, Audiovisual & Culture Executive Agency.
The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

Executive Summary

Project objectives

Focusing on "language learning and social media" at the heart of the network, the 14 partner institutions with national, European and international reach examine the following six key dimensions of this combination:

1. Language learning, social media and social inclusion (Key Dialogue (KD) 1)
2. Language learning, social media and development of language resources (KD2)
3. Language learning and teaching through social media in new EU countries: the case of Romania, Latvia and Poland (KD3)
4. Language learning, social media and multilingualism (KD4)
5. Language learning through social media: evolution of teaching practices (KD5)
6. Language learning and teaching in formal and non formal contexts through ICT (KD6)

Two new key dialogues have been added, initiated by the project partnership:

7. New Key dialogue 7 "Social media and interculturality in language education"
8. New Key Dialogue 8: "socializing and language learning in 2.0 communities"

Special emphasis is placed on under-explored areas such as new EU countries, informal learning and disadvantaged youth.

Activities result in public debates broadcast live, public forum discussions with experts, policy making reports, selection of good practices, comparative studies, annual reports on the state of innovation in each area of activity, three award winning competitions, training sessions for teachers with few or no ICT skills, and scientific publications in peer-reviewed journals and conference proceedings.

Target audience

The target audience consists mainly of teachers, e-learners (actual and potential) of all ages and independently of the level of language skills and learning objectives, parents, stakeholders including e-learning & e-teaching bloggers and experts in general, media and press companies, publishers, research groups in the field, language learning and teaching institutions, networks and associations.

Composition of the consortium

A set of key players supports the work on the 6 key dialogues: internationally recognized media companies, a scientific publisher and a pan-European e-learning portal, a network of social partners, universities, vocational training institutions and public bodies.

General approach of the network

There are two key components of the network's approach:

- 1) to trigger interaction between key players and the wider public and
- 2) to enrich this interaction by field analyses and data-driven research, allowing the exchange to be rooted in extensive documentation.

This is achieved through enhanced interaction with people who would not benefit from exchange if the network approach were less inclusive, and more importantly it is about linking this exchange to evidence-based data collected through our activities (field studies) allowing us to build a multi-perspective, solid understanding of the added value of social networking tools for language learning.

Concrete measures in this direction are detailed in the section 1 of this report.

Major results/products achieved to date.

At Key Dialogue level

- Finalization of all activities of the 6 Key Dialogues (see section 3 for details).
- Exploration of two new dimensions, KD7 and KD8, in conjunction to the main 6 KDs.

Across Key Dialogues:

- A cross-country perspective is forged through field analyses (for KD1, KD2, KD4, KD7 and KD8: all European countries; for KD3: focus on LV, PL, RO). Studies and publications are released in EN, FR, DE and in less widely used less taught languages such as LV, PL, RO.
- Cooperation enabled and materialized between different types of institutions (media, universities, VET institutions, public bodies) working on the same topic and producing quality output together.
- Networking with key players and stakeholders leading to mainstreaming of practices

Plans and prospects for the future after the official end of the project,

Eager to pursue the activities of the network beyond its end, the consortium plans to sustain results/benefits by the following methods:

- The maintenance of the website, "incrusted" in the pan-European portal elearningeuropa.info
- New knowledge sharing and production constellations through new partnerships involving network members and external institutions (e.g. public bodies, language associations, research and R&D groups, policy makers).
- Maintenance of the Twitter, Mendeley and LinkedIn accounts as powerful social networking tools after the end of the project
- Exploitation of output (publications, webinar recordings, field studies, research papers) developed within the network in new lifelong learning contexts (e.g. as part of learning materials in VET and university curricula).

Website

<http://www.elearningeuropa.info/languagelearning>



http://twitter.com/languages_web2 (almost 2000 followers)



<http://www.linkedin.com/pub/language-learning-and-social-media/25/67/550> (800 contacts)



<http://www.mendeley.com/groups/542561/language-learning-social-media/papers/> (web 2.0 public shared library, 140 members)



<http://vimeo.com/ls6network> (video channel with 25 public videos)

Table of Contents

1. PROJECT OBJECTIVES (AND ASSOCIATED RESULTS).....	6
2. PROJECT APPROACH	9
3. PROJECT OUTCOMES & RESULTS.....	11
4. PARTNERSHIPS	18
5. PLANS FOR THE FUTURE	19
6. CONTRIBUTION TO EU POLICIES	21

1. Project Objectives (and associated results)

1st objective: to implement an inclusive and participatory approach to the building of an understanding of the added value of social media for language learning in Europe

Associated result: concrete ways of networking, with the aim of fostering interaction between different types of players, are being implemented. This does not simply mean bringing together key players with a long tradition in ICT for language learning and teacher training, developers of educational content and public bodies. The network's real challenge is to engage a dialogue (crucial for the network, therefore included in its title) between experienced key players and target groups, stakeholders and the wider public.

Four instruments materialize this approach:

- 1) Public debates (webinars) followed by public forum discussions open for a long time, thus expanding opportunities for flexible, sustained interaction with end users and the public in a lifelong learning perspective.
- 2) The expert-novice interaction around every Key Dialogue, through expert moderated forums and events, thus fostering knowledge sharing and providing an opportunity for the public to meet and discuss with experts, either in a live debate broadcast internationally or in the forum.
- 3) Synthesis of the results of every Key Dialogue into a highly condensed set of "key points and recommendations", ready for use by stakeholders and policy makers who seek accurate information on a given topic, available in EN, FR, DE, LV, PL, RO, ES.
- 4) Regular social media presence (through Twitter, LinkedIn, Mendeley and Vimeo) to bring about prolonged exchange through social networks, far from using them as one way information channels.



Fig. 1: Structure of every Key Dialogue

2nd objective: to shed light on the phenomenon of language learning with social media through evidence-based cross-country and cross-language field studies

Associated result: social media are considered as enablers of lifelong learning that can be used as tools bridging formal and informal learning contexts. The network promotes an evidence-based approach to understanding the role, functions and learning perspectives enabled (or obstructed) by these tools.

Collection of raw data (field studies) and their analyses into publications (comparative studies, state-of-the-art reports) support findings and results. Publications take the form of self-published in-house studies and papers in scientific journals or well known conference proceedings, thus gaining recognition and validity and increasing the impact of network activities.

These evidence-based studies cover all European countries in some cases:

- the KD2 study *Language learning: resources and networks* or focus on well identified sets of countries when the network believes that there is lack of data in this particular field:
- the KD5 study on new EU countries entitled *Social media and language learning: beliefs, attitudes and uses in Latvia, Poland and Romania* ;
- the KD6 study on disadvantaged youth entitled *Informal language learning through ICT: perceptions and practices of young people with fewer opportunities*;
- the KD8 study: *Young people with fewer opportunities learning languages informally: perceptions and uses of ICT and social media*, and
- the KD8 study: *Teaching with social media in classroom settings: Top ten practices from teachers around Europe*.

Moreover, a cross-language approach covering all ages is adopted, giving greater visibility to comparable data in Europe. In addition to the three studies mentioned, a video compilation has been created (within KD8) of European professionals and students using social media to socialize and to learn languages. In this video, which is also based on a research protocol, the network adopted an up-to-the-minute approach, in line with social media practices, thanks to sophisticated editing of the video and its availability through a web 2.0 video depository. This approach really triggered public interest (the video has been accessed over 15.000 times, it has been embedded in numerous external websites, and has been viewed all around the world.



Fig. 2: geographic coverage of the video "using social media for language learning", plus number of loads for the top 3 countries



Fig. 3: the video, available at <http://vimeo.com/channels/195600>

3rd objective: to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background; to encourage tolerance and respect for other peoples and cultures

Associated result: active citizenship is fostered through the multiplication of modes of communication and temporalities that give Europeans the opportunity to contribute to debates and to play an active part in the understanding of complex phenomena dealt with by each Key Dialogue. More precisely:

-multiple modes of communication: face-to-face (during public debates) and also online (public forums, live broadcast events, social networking technologies and award winning competitions).

-multiple temporalities: public debates fixed in a place/time zone that are also recorded and made publicly available for re-use at any time; prolongation of the expert-novice dialogue through extended periods of moderated forum discussions (2 month duration) in which experts are available to answer questions by members of the public who missed the more direct contact of a face-to-face event broadcast live, or who are seeking more answers.

The consortium puts in place different tools and formats that may be adapted to the requirements of special needs and disadvantaged groups in order to facilitate their participation (e.g. a tutor-supported questionnaire distributed to disadvantaged young people, KD6; telephone interviews with language producers, KD2; an online competition for language teachers using social media in their classroom practice, KD8, etc.)

Regarding increased participation in lifelong learning by people of all ages, this has also been achieved through a careful analysis of informal language learning practices developed by learners with fewer opportunities (KD8). An online publication and an award given to the top practice selected by a jury among all European interviewees, aimed to valorize these practices and to make them widely known.

The three award winning competitions i) informal learning practices supported by social media, ii) informal learning practices among people with fewer opportunities, and iii) competition for teachers using social media in classroom setting attracted a big audience (see KD8 below).

Finally, our approach to tolerance and respect for other people and cultures involves giving space for different opinions to be voiced (through the public nature of webinars and forum discussions) and seeking to understand different approaches, thus bringing people to interact who would not otherwise exchange views on a specific topic.

4th objective: to reinforce the contribution of lifelong learning to social cohesion, intercultural dialogue and linguistic diversity

Associated result: by exploring the role of social media in social cohesion and social inclusion (KD1), multilingualism (KD4), disadvantaged youth in an informal learning approach (KD6) and interculturality (new KD7), the network contributes to a deeper understanding of the interaction between culturally and linguistically diverse groups.

Moreover, linguistic diversity is enhanced through:

a) valorisation of several languages including less taught and less widely used less taught (LWULT) languages (e.g. public forum discussions with the option of posting in several languages and getting feedback in the user's language, especially in LWULT languages, see in particular the KD3 forum in PL, LV, RO, EN and FR).

b) translation of materials into LWULT languages, aiming at a bigger impact in these countries (e.g. the KD3 study in LV, PL, RO); translation of important documentation (key points and recommendations) into EN, FR, DE, ES, LV, PL, RO; the special issue of eLearning Papers journal (KD1) containing summaries of contributions in 21 European languages

c) conducting interviews and field studies in the language of the country, involving translation into those languages. For example, field studies of KD2 in DE, EN, FR; KD3 in LV, PL, RO; KD6 in EN, FR, DE, IT, HU, NL)

5th objective: to develop professional skills, thus to strengthen the cross-sectoral approach of lifelong learning

Associated result: the development of digital literacy and skills in vocational learning contexts is one of the network's objectives. The importance of social media in transforming language teaching practices is taken into consideration seriously. Training sessions are organised within KD3 for language teachers with little or no IT skills in three new EU countries (RO, PL, LV). Materials are made available free of charge to any interested European:

<https://sites.google.com/site/teachertrainingwithsocialmedia/>

2. Project approach

Management and Coordination

The LS6 network functions according to an organizational structure consisting of the network coordinator, the steering committee (who are responsible, together with the network coordinator, for compliance with quality deliverables, dates of delivery and compliance with quality assurance) and work package coordinators (who monitor processes and outcomes at the level of each work package).

Regular meetings (plenary meetings with all members, meetings of steering committee members, work package coordinators, or work package members) take place through the videoconferencing system owned by the network. These meetings serve to monitor progress, identify challenges, opportunities and obstacles to the processes and are aimed at producing results useful to the accomplishment of deliverables.

A password protected Moodle space facilitates communication between partners, provides small group working spaces and serves as a dynamic repository of all working documents. Regular project updates (feedback on project progress and upcoming deadlines) are also delivered by the network coordinator and WP coordinators to partners. Network templates and logos, minutes of meetings and decisions taken are also made available. This password protected space is also used as a space for sharing interesting information, events and updates on activities outside the network that are of interest to the team.

An Internal Cooperation Agreement, as a consolidated document regulating procedures, types of cooperation and deadlines is available on the Moodle space, agreed by all partners at the beginning of the project.

A sustainable quality assurance approach

Cooperation in quality assurance is promoted through the specific approach implemented by the quality management work package of the network. It is coordinated by an external quality expert ("critical friend") and the network coordinator. In terms of quality, the project is assessed on achievement of the planned results, the definition and review of key milestones, the quality of the resulting products and deliverables, and the quality of coordination and leadership processes.

Elements of the quality approach correspond to:

- Roles and Interactions for Quality Project Work
- Quality Culture
- Quality of Processes
- Quality of Deliverables
- Tools and indicators

Quality indicators were set collectively for the network's activities at the beginning of the project (sorted by quality assurance purpose and type of activity). In the case of necessary updates of the quality indicators, these are subject to discussions by partners and the external evaluator at the plenary meetings.

Communication Strategy

The **digital** communication means deployed by the network, by type ("pull" or "push" technology), are briefly presented below. Mixing the two types of communication tools and especially by favouring "pull" technologies due to their higher interactivity and openness to exchange and collaboration, has been considered fundamental to a network that encourages the use of digitally supported **networking** technologies.

More traditional tools, e.g. push technologies that reflect a unidirectional approach to dissemination, are materialized through targeted e-mail campaigns and the bi-monthly newsletter of elearningeuropa, in which network activities are highlighted.

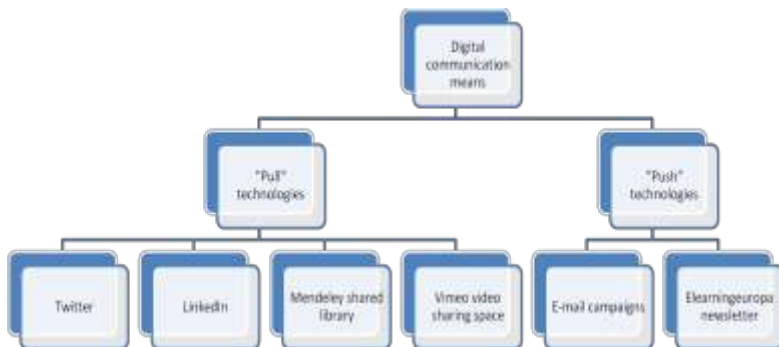


Fig. 4: digital communication channels

The network's communication strategy agreed by all partners encompasses a communication and dissemination approach based on a set of interlinked activities aimed at informing and influencing the network target groups. It includes:

- definition of the objectives of the Communication and Dissemination Strategy.
- identification of target groups and the means to reach them
- tools to implement the communication and dissemination strategy
- functions of each tool, purpose, frequency, links between them
- Communication and Dissemination Strategy monitoring indicators
- tasks for the network coordinator and for partners at regional, national and European levels

Successful implementation of the Strategy is the responsibility of all network partners. The Network Coordinator checks that programmed activities are carried out and coordinates dissemination events at EU level. All network partners report every six months on their communication activities and impact on local, national and international level.

Openness to new challenges: adoption of two new Key Dialogues

We see the LS6 network as a dynamic body attentive to the rapidly changing web 2.0 landscape and its potential for language teaching and learning. Network members engaged in the exploration of two new dimensions:

The Key Dialogues 7 "Social media and Interculturality in language education" (<http://www.elearningeuropa.info/en/book/social-media-and-interculturality-language-education>) and 8 "Socializing and learning languages in web 2.0 communities" (<http://www.elearningeuropa.info/en/book/socializing-and-learning-languages-web-20-communities>) are examples of this evolutionary approach to web 2.0 challenges.

In addition, 20 extra dissemination activities took place, not foreseen in the initial communication plan, within the available margins of the budget, and covered a wide range of events, such as regional and national meeting workshops, policy advising meetings, pan-European (i.e. EUROCALL, EPAL, EIAH, GERFLINT) and international conferences (EU-China conference on Multilingualism, 2011 and 2012).

3. Project Outcomes & Results

The LS6 network kick-off meeting was held in Luxembourg on 18-20 February 2010. It was the first opportunity for all network members to meet in person and to discuss forthcoming network activities in detail.



Fig. 5: kick-off meeting photos

The kick-off meeting was also a unique opportunity to discuss preliminary understanding(s) of the potential of social media for language education and to assess convergences and divergences of approaches and methods of handling the topic.

Key dialogue 1: Language learning, social media and social inclusion

The aim of the activities is to assess, understand and make recommendations on how to use social media to enable the physical and virtual promotion of social inclusion in relation to language learning.

The focus points of this key dialogue are the following;

- Identifying what it is understood by social inclusion or exclusion when dealing with social media,
- Identifying the target group that can be helped, and how this can be done,
- Detecting means by which language learning and social media could contribute to social inclusion.

For realization of the abovementioned objectives, a series of network activities was developed in 2010.

- A webinar entitled **"Rethinking social inclusion through Web 2.0. What's in store for language education?"** The webinar took place online on the 28.4.2010. Invited speakers were Prof. Gráinne Conole (The Open University, UK) and Prof. Ruth Hillman (Åbo Akademi, Finland).

The webinar held at the University of Turku, was also broadcast live. Approximately 60 persons attended the event remotely, and the recording is available at <http://mediaserver.utu.fi/UTU/?luento=Debate>



Fig. 6: picture of the webinar

- A special issue of the *eLearning Papers* journal was released in April 2010, featuring guest editors Christine Develotte and Fred Dervin. The topic of the special issue was **Technology Enhanced Learning against social exclusion** and was a part of activities during the 2010 European Year for Combating Poverty and Social Exclusion.

All selected papers of the special issue can be downloaded free at: <http://elearningpapers.eu/en/paper/technology-enhanced-learning-against-social-exclusion> (the journal also contains summaries in 22 European languages).

- **A forum discussion** involving the expert speakers of the webinar, open for two months after the webinar, was an opportunity to expand the exchange between the public and experts that was launched at the webinar and to involve stakeholders who were unable to join the live webinar.
- **Key issues and recommendations** for promoting the use of social media in language learning and teaching and boosting social inclusion synthesize findings from the special issue, the webinar and the forum discussion. They are translated in 7 European languages and are available at: <http://elearningeuropa.info/en/book/social-inclusion>



Fig. 7: forum discussion available on <http://www.elearningpapers.eu/en/forums/social-inclusion-social-media-and-future-language-education/forum-social-inclusion-social-med>

Prof. Fred Dervin gave an interview about activities of this key dialogue in the *Absolutely Intercultural* Podcast available at: <http://www.absolutely-intercultural.com/?p=822>

Key dialogue 2: language learning, social media and development of language resources.

- Is web 2.0 the future of language learning or just another method among many?
- Is the influence of web 2.0 resources on learning practices being overrated, as happened with media in the 70s?
- How do language resources evolve together with communities in social media applications?

These are some of the questions this key dialogue dealt with.

The key aspects tackled involved defining the essential qualities of second language teaching and learning through use of social media, as there are strong tensions between the very nature of web 2.0 - horizontal, relatively uncontrolled, offering no pedagogical support - and formal education, which on the contrary seeks to get learners to follow clearly identified paths, with a progression in the difficulty of content covered and a high level of pedagogical support.

These kinds of controversy in understanding the roles and needs of key players in the field of development of language resources enhanced by social media were highlighted throughout this key dialogue. The range of network activities that were developed in 2010 within key dialogue 2 is briefly described below.

- **A study published on July 30, 2010 with the title "language learning: resources and networks"**

The research study was co-produced by two media companies (Deutsche Welle, Radio France Internationale) and two research groups (University of Grenoble III, University of Luxembourg). This study is expected to contribute to shedding



Fig. 8: EN and FR versions of the study available at: <http://elearningeuropa.info/en/book/language-resources-0>

some light on the changing landscape triggered by web 2.0. and emerging technologies on language resources, materials and methods. Ten good practices were identified, demonstrating the way educational content in languages is influenced by emerging and social networking technologies in Europe.

➤ **A webinar with the topic "Language resources and Web 2.0 – the latest hype or new perspectives?"** was held on October 1st, 2010.

The live debate focused on the challenges and controversies of social media and their role in the development of language resources and in empowering language learning communities. The webinar was broadcast live through the Elluminate virtual room, and the main panelists of the event were: **Marie-Noëlle Lamy**, Professor of Distance language learning



Fig. 9: picture of the webinar

at the UK Open University; **Regine Haschka-Helmer**, CEO of Palabea.net, an international community platform that connects people around the world who share the same interest in learning languages and discovering different cultures; **Kirsten Winkler**, one of the most renowned connectors in the online education space and a thought leader of the edu-change movement. KirstenWinkler.com was awarded "Best new Blog" at the Edublog Awards 2009 and is one of the reference sites in the industry often referred to as "The TechCrunch of Online Education"; and **Linda Rath-Wiggins**, a project manager with Deutsche Welle in the New Media Department.

The webinar has been attended by 110 online participants + 50 participants in the auditorium

The full recording of the webinar is available at: <http://tinyurl.com/3uudkn7>



A series of post-webinar interviews with face-to-face participants is displayed on our Vimeo space <http://vimeo.com/ls6network> (picture on the right).



A forum discussion, involving the expert speakers of the webinar, open for two months after the webinar, was an opportunity to involve stakeholders who were unable to join the live webinar.

Key points and Recommendations were drawn at the end of the key dialogue and based on findings gathered through the study, the webinar and the forum discussion.

Fig. 10: The forum discussion: <http://elearningeuropa.info/en/forums/language-learning-social-media-and-development-language-resources/forum-language-learning-soc>

Formatted: Bullets and Numbering

Key dialogue 3: Language learning and teaching through social media in new EU countries: the case of Romania, Latvia & Poland.

- The first activity of this key dialogue consisted of a **study entitled "Social media and language learning: beliefs, attitudes and uses in Latvia, Poland and Romania"** and was written in five languages (EN, FR, LV, PL, RO). The study was developed from a basis of approximately 60 interviews conducted with people with varying degrees of computer use and familiarity with web 2.0 technologies. The 5 versions are available at: <http://www.elearningeuropa.info/en/directory/Social-media-and-language-learning%3A-beliefs%2C-attitudes-and-uses-in-Latvia%2C-Poland-and-Romania>
The study was an attempt to answer queries on the mixed research methods (interviews, questionnaires and cross-country quantitative data) that can be used in respect of current uses of the Internet and Web 2.0, the perception of social media as a distinct form of the Internet, and people's beliefs concerning the use of social media for learning languages.
- **A webinar** was held in Riga in February 2011 will serve as a platform for exchange around the evolution of practices in teaching and learning with social media in new EU countries, with a special focus on the three countries. Recording of the webinar is available: <http://tinyurl.com/67d6gbt>
- **A forum discussion**, involving the expert speakers of the webinar, open one month before and month after the webinar, was an opportunity to expand the exchange between the public and to involve stakeholders who were unable to join the live webinar. The originality of the forum discussion of this key dialogue was its plurilingual dimension: contributions were rich in EN but also in LV, PL and RO, enabling culturally-rooted discussions.
- **Key points and Recommendations** were drawn at the end of the key dialogue and based on findings gathered through the study, the webinar and the forum discussion. The exchange are accessible at: <http://elearningeuropa.info/en/forums/language-learners-and-social-media-what-happening-latvia-poland-and-romania/forum-language-le>
- **Training sessions** were organized in the three countries. In Constanta, in Riga, in Czestochowa and Warsaw, the sessions were targeted to language teachers with little or no ICT skills. Materials were exclusively created for the needs of the participants. 25 participants benefited from training free of charge in every country that covered the following topics:
 1. Using online resources - images, videos, podcast (Flickr, Youtube, TeacherTube)
 2. Creating presentations (280Slides, Prezi, WordCloud)
 3. Online polls (Survey Monkey, Doodle)
 4. Social bookmarking (Delicious, Diigo)
 5. Online Communications -Computer Mediated Communication (Skype, WiZiQ, Wallwisher, Voicethread)
 6. Mindmapping (Freemind, Map42)
 7. Working in the cloud - colaborative working (Evernote, Dropbox, Scribd)All training materials are available in EN, LV, PL and RO at the wiki space designed for this activity: <https://sites.google.com/site/teachertrainingwithsocialmedia/>





Figure 12: Pictures from training sessions in the 4 locations

Key dialogue 4: Language learning, social media and multilingualism.

The aim of this key dialogue is to analyse, understand and make recommendations on the essential quality of language learning, social media and multilingualism.

- A **webinar** was held in Luxembourg, June 14, 2011, entitled "Where languages collide: How multilingual literacy makes social media real" Invited speakers were **Claire Kramsch**, UC Berkeley and **Pilar Lacasa**, University of Alcalá. The recording can be found here. The webinar addressed the following questions: How do social media rely on multiple languages ? Is there media literacy without multilingualism? How do users bridge languages and contents in multiuser contexts?
- A debate on the potential of social media as vehicle and/or obstacle for multilingual practices took place at the **EU-China Multilingualism Conference**, to which our network was invited. A video was created and publicly shared for this event <https://vimeo.com/23682328>
- **Key points and recommendations** were produced in line with the results of this key dialogue.
- A series of videos with randomly selected participants at the International fair Expolangues 2012 on assets and barriers in use of social media in multilingual practices was carried out and shared publicly on a dedicated Vimeo channel: <https://vimeo.com/channels/283249>

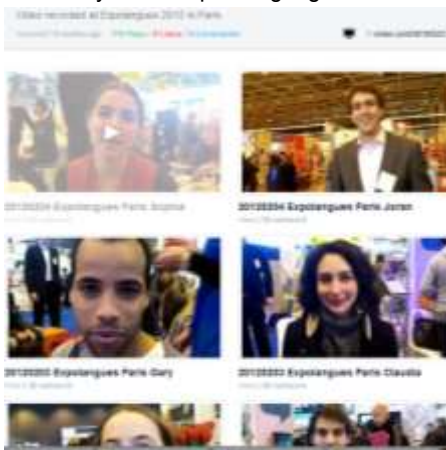


Fig. 12: Video interviews with Expolangues visitors

Key dialogue 5: Language learning through social media: evolution of teaching practices

- The **special issue of the peer reviewed journal ALSIC** published a selection of highly scientific articles on the topic "Social media and language learning: (r)evolution? Médias sociaux et



Fig. 13: Alsic's special issue website

apprentissage des langues : (r)évolution?"

<http://alsic.revues.org/2399>

- A **webinar** on "Teacher training in the age of Web 2.0: The current situation & future perspectives", was organized by the Institut Français d'Education (IFE), ex-INRP. The webinar was chaired by Prof. Christine Develotte with invited guests Melinda Dooly, Autonomous University of Barcelona, and Mirjam Hauck, Open University, UK. In addition videos with the three researchers explore poignant insights and thoughtful opinions on social media in the field of language teaching and teacher training. The direct link of the Vimeo channel that hosts the **expert videos** is <http://alsic.revues.org/2399>
- A **forum discussion** expanded the webinar.
- **Key points and recommendations** synthesized results of this Key Dialogue <http://elearningeuropa.info/en/node/69153>



Fig. 14: Poster of the webinar

Key dialogue 6: Language learning and teaching in formal and non formal contexts through ICT

- The webinar on "Empowering future language learning: formal and informal language learning through social media" was held at the Premises of PAU Education in Barcelona, on June 28, 2012 with invited experts Stylianos Mystakidis, Pere Arcas and Pierre-Antoine Ullmo.
- The webinar will be followed by a **forum discussion** and the **key points and recommendations** on the same topic (PUT HERE URL OF THE KD).

- The **award winning competition on ways of using social media informally** has been one of the most popular activities of our network (fig. 16). Based on a video competition where project members interviewed learners in different European countries, the top practice (by Ms. Claire Apostolidou, Greece) was determined by a combination of votes of an ad hoc jury of teachers and e-learning experts



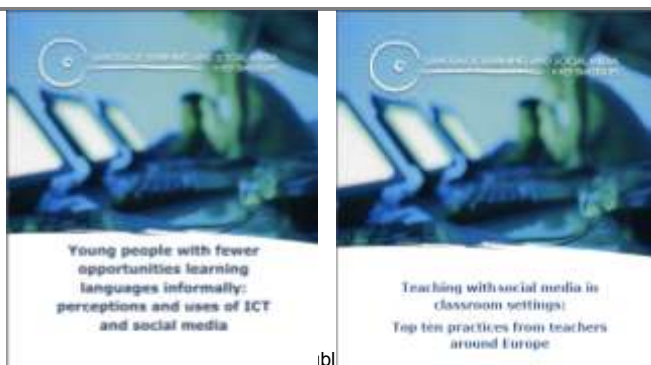
Fig. 16: Vimeo channel <https://vimeo.com/channels/346803>

and "likes" by users on their favorite video. The Vimeo channel hosting the videos is <https://vimeo.com/channels/272633> and the dedicated page <http://elearningeuropa.info/en/book/competition-social-media-informal-language-learning-and-use>

- A study on **informal language learning practices of 258 young people with fewer opportunities from six European countries** (DE, NL, FR, HU, IT, UK) who were recruited in six youth centres, members of the umbrella institution Y.E.S. Forum, was carried out by means of a questionnaire-based survey. The publication "Young people with fewer opportunities learning languages informally: perceptions and uses of ICT and social media" (fig. 17a) is available for free <http://bit.ly/U1tWD>
- The award winning competition for language **teachers who use social media in their classroom practice** also proved a very popular network activity. Ten best practices were displayed in a dedicated space of our website <http://bit.ly/qAJNb6> (Top winner: Ms. Ceri Anwar James). They were also compiled in the publication « **Teaching with social media in classroom**

settings: Top ten practices from teachers around Europe", freely downloadable: <http://bit.ly/z1SVBI>

- The three winners of the award winning competitions were awarded their prizes at a public ceremony coinciding with the celebration of the European Day of Languages in Warsaw, September 2012.



New Key dialogue 7: "Social media and interculturality in language education"

Three extra deliverables have been designed and proposed for inclusion in our LS6 network. Though they differ in content, they are quite complementary in helping us to understand what social media are and how they can help us improve our understanding of intercultural issues in language learning.

- The webinar "Give interculturality a chance - Can social media make a difference?" took place on June 29, 2011 <http://elearningeuropa.info/en/book/social-media-and-interculturality-language-education>
- The publication entitled "Clarifying the concept of Social media: a comparison of media discourse in England, Finland, France and Greece" is planned for spring 2013.
- The publication "jeunesses web 2.0" (Youth web 2.0) by Laure Endrizzi about the way social media are used for boosting and working on intercultural education in formal and informal language learning contexts has been published <http://bit.ly/zV4ttZ>



Fig. 13: Poster of the webinar

New Key Dialogue 8: "socializing and language learning in 2.0 communities"

- The Symposium entitled "Web social et communautés autour des langues étrangères: la part de l'informel et du formel" was hosted during the international conference EPAL (Échanger pour Apprendre En Ligne / Learning through online exchanges, 23-25 June 2011). At the symposium network members and external experts were invited to tackle the issue of web 2.0 language learning communities in bridging the formal and informal learning spheres. A vimeo shared library hosts the recorded presentations <https://vimeo.com/channels/218407/> In addition, proceedings of the conference are available online and include the three presentations http://w3.u-grenoble3.fr/epal/dossier/06_act/actes2011.htm
- Cooperation with web 2.0 start-ups that run web 2.0 language learning communities with the aim of knowledge sharing and expertise building. Several research publications have been published in the area of web 2.0 language learning and socialization. <http://elearningeuropa.info/en/book/socializing-and-learning-languages-web-20-communities>

4. Partnerships



1. University of Luxembourg (team leader)

Coordinators: Prof. Charles Max, Dr. Katerina Zourou



2. Institut Français de l'Éducation- ENS Lyon

Local coordinator: Prof. Christine Develotte



3. P.A.U. Education

Local coordinator: Anna Schmitthelm



4. Radio France Internationale (RFI)

Local coordinator: Lidwien van Dixhoorn



5. Autonomous University of Barcelona

Local coordinator: Dr. Eulalia Canals Formons



6. Warsaw School of Social Sciences and Humanities

Local coordinator: Sylvia Maciaszczyk



7. University of Latvia

Local coordinator: Dr. Dina Šavlovskā



8. University Ovidius Constanta, Romania

Local coordinator: Prof. Monica Vlad



9. College of Foreign Languages, Czestochowa, Poland

Local coordinator: Dr. Malgorzata Kurek



10. ADALSIC

Local coordinator: Françoise Demaizière



11. Y.E.S. Forum

Local coordinator: Carsten Mohr



12. University of Turku

Local coordinator: Adjunct Prof. Fred Dervin



13. Deutsche Welle

Local coordinator: André Moeller



14. Université Stendhal Grenoble III

Local coordinator: Prof. François Mangenot

A network composed by various partner profiles

Three main types of institutions, a) universities and vocational training centres, b) media companies and publishers and c) social partners work together, mixing skills and sharing expertise.

Broad linguistic and cultural variety

Institutions are located in 8 European countries, and partners working in those institutions have diverse linguistic and cultural backgrounds, thus contributing to the multi-perspective approach of the network.

Establishing partnerships with groups outside the LS6 network

e.g. with 17 LinkedIn communities that we participate in, such as EU-TELL, EUROCALL, Languages and the Media, Media Professionals worldwide, EFQUEL, Web 2.0 Innovations in Learning and also through our Mendeley and Twitter networking tools

A network of 13 Associate partners

Worldwide (e.g. Agence Universitaire de la Francophonie) and pan-European networks (e.g. ECML/CoE; EAQUALS), public bodies (e.g. CIEP Paris), outstanding extra-European partners (e.g. University of California, Berkeley; Columbia University) support the LS6 network through their dissemination channels.

5. Plans for the Future

Sustaining project results beyond the project's lifetime

The partners' commitment to pursuing network activities of the network at their own cost was expressed at the closing meeting held in Warsaw, in September 2012. These activities include:

- Maintenance of the website, part of the pan-European portal elearningeuropa.info
- Maintenance of Twitter, Mendeley, Vimeo and LinkedIn accounts as powerful social networking tools after the end of the project. The objective is to foster opportunities for participatory learning with target groups through social media and to continue interaction at worldwide level (the statistics on coverage of the Vimeo space, fig. 14, are just one example of the network's impact).
- Exploitation of training curricula created within the KD4 in new lifelong learning contexts (e.g. as part of learning materials in VET and university curricula). Interest has been expressed by all the KD4 partners.



Fig. 14: Locations of users visiting our **Vimeo** video sharing space and countries with biggest numbers of loads and plays. Top country: USA.

Exploiting the results in new directions

Involvement in the activities of the LS6 network has been instrumental in more in-depth investigation of the dimensions of social media use not initially foreseen in the project. For instance, social media as a powerful tool of engagement with target audience has emerged as a concept and as a practice through our high involvement in five (5) social media applications: twitter, LinkedIn, Mendeley, Vimeo and a blog.

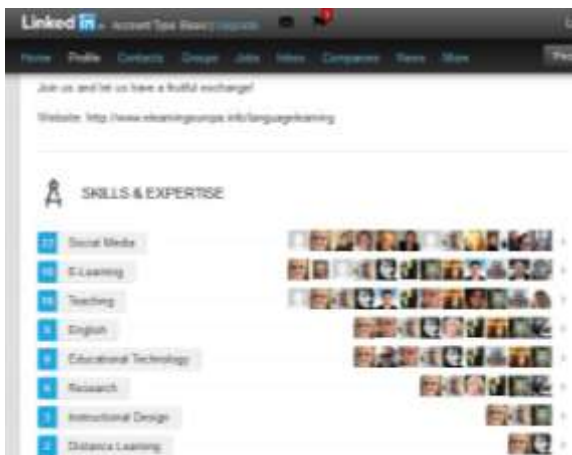


Fig. 15: Endorsements of the LS6 network on various fields of expertise (from LinkedIn).

Using these tools for the communication needs of the project led us first to very encouraging results regarding adoption by users: **twitter (~2000 followers), LinkedIn (~800 connections), Mendeley (140 members) and Vimeo (more than 25 videos available, 62.000 loads and 5500 plays).**

The wish soon emerged to exploit the know-how we developed with these tools in new directions. A new project proposal on **"improving web strategies and maximizing the social media presence of LLP projects"** has been submitted to the LLP KA4 action, bringing together existing LS6 members and new ones. The proposal was funded and the 2-year project **Web2LLP** started

in January 2012, as an extension of the LS6 network in the direction of social media for communication and dissemination purposes.

Two other proposals for funding in the area of social media for lifelong learning were submitted by project members at the time of the preparation of the LS6 network final report. New knowledge sharing and production constellations are sought between group members and externals (public bodies, language associations, R&D groups and policy makers).

Opening new directions in field investigation

Evidence based research in the field of social networking technologies in language learning and teaching is, we believe, crucial in building a solid understanding of attitudes, stances and practices. Members of the partnership will continue to engage in field investigation and research production. The most outstanding examples are the preparation of a special issue of the peer-reviewed journal *Le français dans le monde-Recherches et Applications* (co-editors: Laurent Puren et Christian Ollivier, expected in 2013) to which project members contribute, the preparation of a book by Palgrave MacMillan expected in 2013 that gathers evidence based chapters by international experts (co-editors Marie-Noëlle Lamy and Katerina Zourou) and an expert seminar at the 2013 edition of the EPAL conference (Echanger Pour Apprendre En Ligne), University of Grenoble, June 2012.

All these initiatives are anchored in the wish of project members to pursue the activities initiated by the LS6 network, and to develop further research topics and also partnerships.

6. Contribution to EU policies

Hereafter we indicate the contribution of the LS6 network to the key EU objectives and priorities in relation to the role of education and training in the implementation of the Europe 2020 Strategy ("ET 2020").

— Strategic objective 1: Making lifelong learning and mobility a reality

The LS6 network explores the establishment of flexible learning pathways supported by social networking technologies, as well as learning frameworks that are better adapted to learners' needs in a lifelong learning perspective. Our activities seek to establish greater openness towards non-formal and informal learning and to make learning more attractive in general and more inclusive in particular. New forms of learning and teaching that are both meaningful to learners and engaging are being investigated. Mobility is also an issue due to the great impact of social networking tools on learning through customized mobile devices.

— Strategic objective 2: Improving the quality and efficiency of education and training

We believe that the key to improvement of quality and efficiency of education and training lies in the field analyses and scientific publications produced by the network of partners. Evidence-based studies are promoted, as a way to gain a better understanding of the evolving web 2.0 landscape in language education. These evidence-based studies also include comparative analyses in different European countries, allowing cross-fertilization of data and identifying relationships through local contexts. Finally, policy making is enhanced through evidence-based research (studies, publications and communications to the scientific community) that the LS6 network publicly shares and translates into many European languages with the aim of increasing mainstreaming into policies.

— Strategic objective 4: Enhancing innovation and creativity, including entrepreneurship, at all levels of education and training

Acclaimed for their creative, participatory and engaging character, social media are analysed from the point of view of their added value in language education. Innovative by comparison with static Internet technologies, do they bring this innovative element to language learning contexts? The LS6 network explores this question in relation to its activities.

In terms of partnerships, we develop partnerships between education and training providers and businesses, research institutions and social partners, with the aim of promoting a well-functioning knowledge triangle. Partnerships that are aimed at different levels are crucial to valorisation of network outcomes:

- between knowledgeable and less knowledgeable individuals in Europe;
- between key players and institutions and individuals eager to adapt, transform and learn from good practices identified in different contexts;
- between policy making structures and findings from field analyses;
- between members of the consortium and associate members.

Information provision and awareness raising are fundamental to our approach. Results are both tangible and intangible: Tangible results are listed in the deliverables. Additionally, intangible results correspond to:

- changes in attitudes to emerging technologies;
- upgrading skills of teachers with few or no IT skills;
- attitudes of coaches of people with less opportunities in respect of systematizing non formal learning and
- awareness of the potential of collective construction of knowledge through sharing and exchange.

