

Transforming European Learner Language into Learning Opportunities



TELL-OP Intellectual Output 05

Learning Scenarios across
CEFR levels (A2, B2)



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01 Introduction

This is the first release (release 1) of Intellectual Output 5 of TELL-OP. The title from the proposal is: “Specification of learning scenarios across CEFR levels (A2,B2)”, the output type is a study/analysis and the Work Package title is: “TELL-OP learning scenarios across CEFR levels (A2,B2)”. The original description in the application for this output stated:

This analysis will serve as the basis for a deeper understanding of the learning backgrounds in TELL-OP, i.e. Higher Education(HE)and Adult language learning) and their combination with education types (formal vs informal) and CEFR Levels (A2 and B2). Part of this analysis will be made available on our website.

This analysis will provide an in-depth understanding of the learning contexts, learner types and proficiency levels of the learners the TELL-OP application will be prepared to cater for. Based on these descriptions, this output will also give an in-depth overview of the learning scenarios and showcase possible learner types (i.e. personas) across the involved countries for each of the scenarios included in the TELL-OP project.

In particular, this analysis and presentation of learning contexts covered within TELL-OP will make a significant contribution towards better understanding and personalizing the decision-making by the different target groups of learners.

02 Defining the scope of TELL-OP

TELL-OP seeks to enhance the quality of both European formal and non-formal adult and HE language learning by using ICT-assisted analysis of learner language on mobile devices. The TELL-OP consortium is thus interested in finding existing Natural Language Processing (NLP) Open Education Resources (OER) that can suit the needs of language learners across different European languages (i.e. English, German & Spanish), different learning scenarios (i.e. Adult & HE education) at two proficiency levels (i.e. A2 and B2) and streamline these services by carrying out an exchange of good practices and evidence-based research that is focused on learners’ needs. This analysis will serve as the basis for a deeper understanding of the learning backgrounds in TELL-OP and will be explained and defined in detail in the following.

02 — 2.1 Adult and HE language learning in TELL-OP

In the TELL-OP project, we are interested in adult second/foreign language learning, either in formal learning settings (such as Higher Education) or in non-formal settings (‘self-learning’). It should be noted that school pupils who learn English at kindergarten, elementary school or high school, or children/teenagers who decide to learn a foreign language via an m-learning device in their spare time are not included. Consequently, the learners we are interested in in the TELL-OP project are at least young adults. Since adult learning is obviously very different from child learning in many respects, this will have to be addressed by the TELL-OP project

(see, e.g. Mackey et al. 2012; Llanes et al. 2013; Service et al. 2014). For example, while it is often easier for children to learn a foreign language rather spontaneously and unconsciously, adults, on the other hand, can compensate by using more conscious and efficient learning strategies and can be claimed to have inherently different learning principles from non-adult learners.

Knowles (1980) identifies six principles of adult learning:

- Need to know: Adults need to know the reason for learning something.
- Foundation: Experience (including error) provides the basis for learning activities.
- Self-concept: Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction.
- Readiness: Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives.
- Orientation: Adult learning is problem-centered rather than content-oriented.
- Motivation: Adults respond better to internal versus external motivators.

Following Knowles's principles, the TELL-OP project will follow the principles of androgogy and cater language learning strategies, tasks and methods to meet the needs of HE and adult language learners, being aware of the benefits as well as the drawbacks and difficulties that adult language learning brings about.

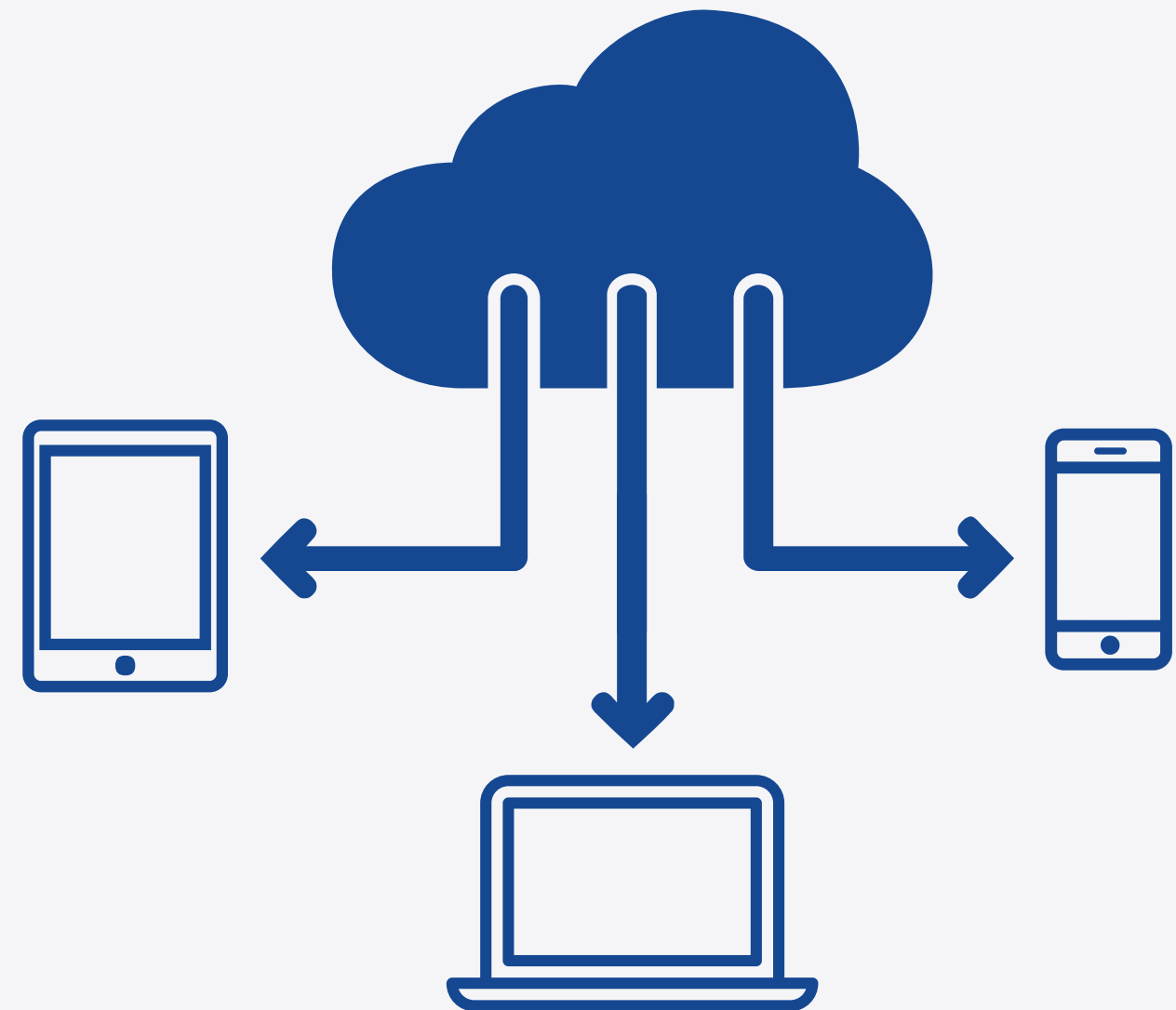
02 — 2.2 Education types in TELL-OP: Formal, informal vs. non-formal language learning in adult and HE education

Within the target learner group of adult learners we are interested in in the TELL-OP project, we differentiate between two different groups of learners within a HE- and adult language learning situation: 1) adult language learners who learn a foreign language in an education or training institution (e.g. in a language school, a university, etc.) in a structured manner that will lead to some sort of certification, and 2) adult language learners who decide to learn a foreign language on their own by using a mobile learning device in their spare time, yet also in a structured manner provided by an e-learning language course and also leading to a certain self-set goal, although not certified. Clearly, there is a demand for mobile learning (see, e.g. Duman 2014) and TELL-OP will provide opportunities for the use of OERs that are adapted to mobile ubiquitous learning and based on evidence-based good practices across the targeted proficiency levels (A2 and B2 in the case of TELL-OP; see Section 1.3) and in the targeted languages (i.e. English, German and Spanish, see Section 1.4).

Non-formal learning is a loosely defined term covering various structured learning situations, such as swimming sessions for toddlers, community-based sports programs and conference style seminars, which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities.

These form the three styles of learning recognized and supported by the OECD.[1] In the context of the TELL-OP project, we define the learning context of group 1 as “formal learning” and group 2 as “non-formal” learning. So, “informal learning” will not be considered in TELL-OP, because incidental learning, as specified by the European Commission as “learning resulting from daily life activities related to work, family or leisure, which is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification, does not fall within the scope of TELL-OP, because “informal learning may be intentional but in most cases it is non-intentional (or incidental/random)” (EC 2001). So, all learners targeted in the TELL-OP project have formulated some learning goals they want to reach as well as specified time frames during which these goals should be reached.

We will, consequently, not target adult learners who describe their formal or non-formal learning in an unspecific manner or without a clearly formulated target proficiency level in mind (i.e. we will not include learners who claim that they had, for instance, “always wanted to know some Spanish”, but rather include learners who specify their goals clearly, e.g. “to be able to hold a conversation on everyday topics” or “to be able to read the news”, etc.). Having clearly formulated goals in mind will enable us to only include learners whose intrinsic and extrinsic motivation is high and who we can therefore expect to be successful in their language learning. Table 1 summarizes the main characteristics of the two education types included in TELL-OP:





Education Type	Description
 Formal learning	<p>Learning typically provided by an education or training institution, structured (in terms of objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learners' perspective. Thus, the key-features of formal adult and HE learning in TELL-OP are:</p> <ul style="list-style-type: none"> • a prescribed learning framework • an organized learning event or package • the presence of a designated teacher or trainer • the award of a qualification or credit • the external specification of outcomes <p>In TELL-OP this refers to learning languages with a controlled and embedded use of m-learning elements at Universities and professional/ training/ business schools.</p>
 Non-formal learning	<p>Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives learning time or learning support – even if these are not declared or formulated explicitly) and leads to a self-set proficiency level. Non-formal learning is intentional from the learner's perspective. Thus, the key-features of non-formal learning as specified in TELL-OP are:</p> <ul style="list-style-type: none"> • the timing of the learning is set by the learners themselves • the specification of the learning outcome is specified by the learners themselves • the learning framework is self-set by the learners • there is no teacher present during the learning • feedback is exclusively provided by the m-learning device • the extent to which the learning is either individual or social is decided by the learners themselves • there is no qualification or credit awarded <p>In the framework of TELL-OP, this refers to learning languages without being connected to a course or instructor at the individual's own pace, however with a certain goal in mind.</p>

Table 1: Education Types in TELL-OP (cf. European Commission 2001; adapted from Salpaus 2007)

02 — 2.3 Proficiency Levels in TELL-OP: A2 and B2 in the CEFR

The TELL-OP project does not target learners across all proficiency levels, but only includes learners who aim at two distinct different proficiency levels, following the Common European Framework of Reference for Languages (CEFR; Council of Europe 2009): (1) basic users who have just accomplished the A1 level and want to reach the A2 level, and (2) independent users who have just accomplished the B1 level and target the B2 level. In characterizing their proficiency levels, we follow the descriptions and categorizations of the CEFR, because it is the most widely accepted and most influential proficiency scale in Europe. The CEFR characterizes the two proficiency levels that are targeted in the TELL-OP project as the “Waystage” level (A2) and as the “Vantage” level (B2), situated within a six-point scale, as illustrated in Figure 1.

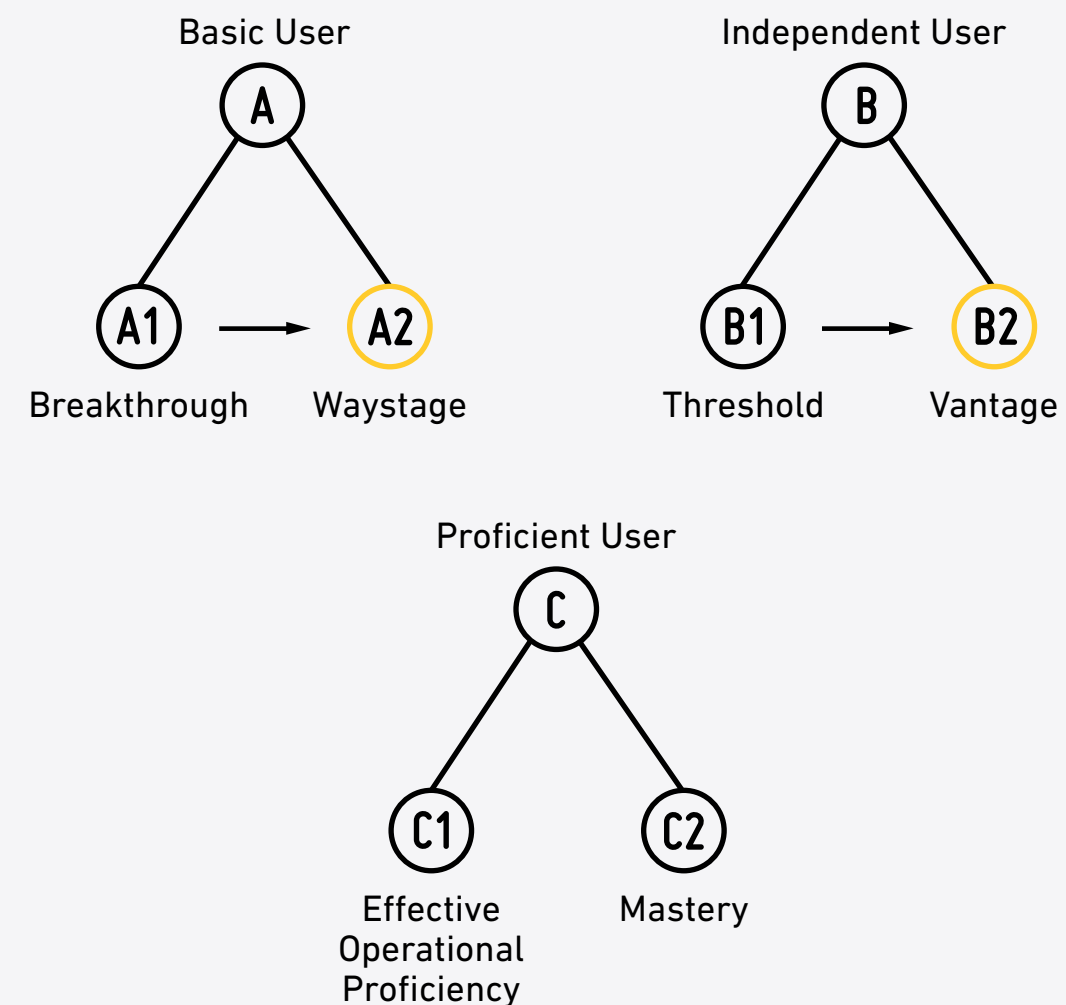


Figure 1: Proficiency Levels in TELL-OP based on the CEFR (Council of Europe 2009: 23, emphasis added)

The global descriptions of these six competence levels that are described in the CEFR is shown in Table 2, the descriptions for A2 and B2 are emphasized in bold:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2: Common Reference Levels in the CEFR (global Scale) (Council of Europe 2009: 24; emphasis added)

For each of the five basic competences (viz. range, accuracy, fluency, interaction and coherence), the CEFR gives more detailed descriptions. For A2 vs. B2, the learners are characterized in the CEFR as follows, illustrated in Table 3:

	Range	Accuracy	Fluency	Interaction	Coherence
B2	Has a sufficient range of lan-guage to be able to give clear des-criptions, express view-points on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conver-sation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confir-ming compre-hension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.

Table 3: Common Reference Levels: qualitative aspects of spoken language use (Adapted from Council of Europe 2009: 28)

As it becomes clear from these descriptions, learners at the A2 and B2 levels differ greatly on all levels. Thus, the TELL-OP project will have to take into consideration these differences across competences, for example, through different sorts of tasks within competences or different foci regarding the expected learning outcomes.

02 — 2.4 Language Learning Context in TELL-OP: Foreign-Language (FL) versus Second-Language (SL) learning

In addition to the factors mentioned above, teaching a language greatly depends upon the context in which it is being taught. When defining the learning scenarios, TELL-OP needs to differentiate the language learning context of each of the target languages (viz. English, German and Spanish) in the five countries included in the TELL-OP project (viz. Belgium, Germany, Spain, Turkey and the UK). Here, we have to differentiate between foreign-language learning contexts (FL) and second-language learning contexts (SL) (cf. Ellis 1994; Housen et al. 2011; Mukherjee and Hundt 2011). For example, learning Spanish in Spain with a lot of exposure to the target language outside the language course is very different from learning Spanish in the UK without much exposure outside the classroom or learning course. The languages and learning contexts that will be covered in the context of TELL-OP are the following:

- EFL: English as a foreign language (in Belgium, Germany, Spain and Turkey)
- ESL: English as a second language (in the UK)
- SFL: Spanish as a foreign language (in the UK)
- SSL: Spanish as a second language (in Spain)
- GFL: German as a foreign language (in Belgium and Turkey)
- GSL: German as a second language (in Germany)

So, another area that will need attention within the TELL-OP project is the question of different types of input and differences in the functional range of usage by learners in different learning contexts: While in EFL settings the target language input is mainly restricted to the language learning settings, the types of target language input is much more varied in ESL settings, where the target language is not only the language of instruction of the learned language, but there are many more settings in which the target language is used, including the language of everyday life, shopping, work life and even family life.

The TELL-OP project will thus have to differentiate clearly – both in theoretical considerations as well as in the compilation of different learning tasks or the analysis of findings – these different learning processes between FL and SL learning processes. Generally speaking, the more exposure to the language and the greater the frequency of such exposure, the quicker the language will be learned, so we can expect faster progress in the SL learning contexts. Consequently, one of the goals of the FL language teacher is to provide as many opportunities for students to hear and interact with the target language as possible. Some points we will thus have to consider within TELL-OP:

- The rate of learning the target language is faster in SL learning than in FL learning
- More repetition and review must be built into FL learning
- Grammar is needed in both SL and FL learning contexts
- In SL contexts, students both 'pick up' or acquire language AND learn it; TELL-OP needs to be aware of the benefits as well as the drawbacks of this

- In FL environments students mostly learn language, although they can ‘pick up’ some terms; TELL-OP needs to be aware of the benefits as well as the drawbacks of this

02

2.5

Scope of TELL-OP: Languages, Countries and Proficiency levels combined

The combinations of all the above mentioned learning parameters and learner characteristics that will be included in the TELL-OP project in the five participating countries according to all the parameters mentioned above (see Sections 1.1-1.4) are summarized in Table 4:

Partner	Country	EFL	ESL	SFL	SSL	GFL	GSL
University of Murcia		B2			A2		
Université Catholique de Louvain		B2				A2	
Bath Spa University			B2	A2			
Justus Liebig University		B2					A2
Meliksah University		A2 B2				A2	

Table 4: Learners and learning contexts covered in the TELL-OP project

Thus, TELL-OP includes the following learning contexts:

- **English:**

TELL-OP includes EFL at the A2 level in Turkey, B2 level in Belgium, Germany, Spain and Turkey and ESL at the B2 level in the UK

- **Spanish:**

TELL-OP includes SFL at the A2 level in the UK and SSL at the A2 level in Spain

- **German:**

TELL-OP includes GFL at the A2 level in Belgium and Turkey and GSL at the A2 level in Germany

The resulting learning scenarios and sample personas for each country will be outlined in Section 3.

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03 Scenarios and Personas

Following the scenarios and learning contexts outlined in section 2, Table 5 gives a breakdown of all Scenarios covered in TELL-OP. For each scenario, we applied the language learning context, proficiency level and country involved and developed three (hypothetical) personas in order to gain a better understanding of what our personalized learning features would look like. All scenarios and personas are presented below.

Scenario (general description of learning context applicable to all countries involved)	Personas (specific descriptions of TELL-OP learners in countries/in to which the scenarios apply)
Formal – A2 – FL	A2 – GFL – Belgium A2 – GFL – Turkey A2 – EFL – Turkey A2 – SFL – UK
Formal – A2 – SL	A2 – SSL – Spain A2 – GSL – Germany
Formal – B2 – FL	B2 – EFL – Spain B2 – EFL – Belgium B2 – EFL – Germany B2 – EFL – Turkey
Formal – B2 – SL	B2 – ESL – UK









Scenario (general description of learning context applicable to all countries involved)	Personas (specific descriptions of TELL-OP learners in countries/in to which the scenarios apply)
Non-Formal – A2 – FL	A2 – GFL – Belgium A2 – GFL – Turkey A2 – EFL – Turkey A2 – SFL – UK
Non-Formal – A2 – SL	A2 – SSL – Spain A2 – GSL – Germany
Non-Formal – B2 – FL	B2 – EFL – Spain B2 – EFL – Belgium B2 – EFL – Germany B2 – EFL – Turkey
Non-Formal – B2 – SL	B2 – ESL – UK

Table 5: Learners and learning contexts covered in the TELL-OP project

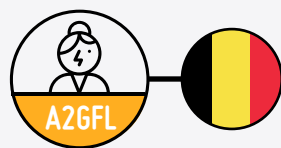
SCENARIO 1

Formal A2 – FL

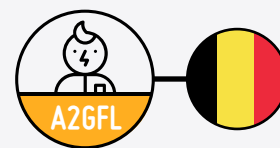
Scenario 1: Formal A2 – FL

 Education type	<p>Learning is provided by an education or training institution, such as a University, a professional school or a language school —→ In adult and higher education this refers to learning languages with a controlled and embedded use of m-learning elements at Universities and professional/ training/ business / language schools.</p>
 Learning parameters	<p>Learning is intentional, structured in terms of learning time, learning styles, teaching methods, learning support, examinations, homework assignments and/or task types, as specified by the education institution; a teacher is always present.</p>
 Proficiency level	<p>Learners want to target the A2 level, i.e. they are basic users on the way to becoming independent users.</p>
 Learning goals	<p>Learning goals and objectives are clearly specified as well as certified by the education institution (e.g. reaching level A2 by the end of the course)</p>
 Learning context	<p>In a foreign-language learning context, the target language is not spoken by the majority of people living in the country where the course is taken. Outside the classroom, there is not much official exposure to the target language apart from the learners' private activities (e.g. internet, TV, music in the target language).</p>
 Motivation	<p>Intrinsic as well as extrinsic motivation is high, because the learner wants/has to take this language course and has to pass an exam / needs to reach a set goal by the end of the course.</p>
 Obstacles to their success	<p>Possible distractions, for example, despite being in a formal learning context, the learners might not be able to fully focus on language learning as they might also have other courses to deal with.</p>
 Unique assets	<p>Formal learning institutions have huge experience with conducting language courses at the A2 level.</p>

Scenario 1
Formal A2 – FL



Name: Catherine
Age: 22
Lives in: She is sharing a flat on the campus in Louvain-la-Neuve with 3 other students but goes back once a month to her parents who live in Jumet, Belgium.
Language level proficiency: A2 (GFL) – FORMAL



Name: Philippe
Age: 20
Lives in: He is sharing a flat on the campus in Louvain-la-Neuve with 9 other students but goes back to his parents every weekend in Tournai, Belgium.
Language level proficiency: A2 (GFL) FORMAL

Education and experience

Catherine is starting a Master in European Studies in Louvain-la-Neuve. She had English and Dutch courses during her Bachelor studies and has reached a B2 level in both languages. She intends to work at the European Institutions – or for the State – and would like to master the 3 national languages. She therefore started to learn German at the Language Institute of Louvain (ILV) which offers courses in the university study programs but also extra courses outside these programs.

Philippe's mother has Italian origins. She can't speak Italian but she understands it quite well. His father is Belgian and speaks only French. His parents own a real estate business in town and rarely need to use foreign languages. Philippe wants to become an English teacher so he has decided to study modern languages in Louvain-la-Neuve and has chosen German as one of two languages in his curriculum. He is now in his first year. He only had 2 years of German at secondary school and reached a weak A2 level, mainly receptive. He studied in the USA for a year to learn English, his level in this language is B2+.

Roles and responsibilities

As she is ambitious and wants to pursue a great business career, she needs to quickly improve her German skills.

Philippe failed his German exams in January. His parents put some pressure on him and strongly encouraged him to find a solution to pass his first year. If he doesn't, he will have to stop studying and start working.

Technical skills

Catherine uses her iPhone all the time. She has downloaded a lot of apps and checks her emails and notifications whenever it is possible. She believes she has a high level of technical skills, can use software to make presentations, mind-maps and all sorts of digital tasks.

He doesn't have a high level of technical skills. He only uses the family computer for schoolwork or to play videogames. He's got a smart phone on which he checks his emails and notifications from social media. However, he knows how to use an e-learning platform because teachers and students use one at university.

Subject domain skills and knowledge

She is a real businesswoman and is very interested in European politics. She likes negotiating and fighting for her ideas.

Philippe is the team leader everywhere. He is very sociable and likes partying more than studying. For him, being a teacher means the possibility to manage a team and bring projects to an end.

Motivation and desires

Catherine is highly motivated to improve her skills. She would like to apply for an internship next year at the European Institutions in Brussels.

Philippe is highly motivated to pass this first year at uni and be allowed to study languages and ultimately also teach them.

Goals and expectations

To reach an A2 level in all skills (and possibly a B2 level in the long run). She is a beginner at the moment but has high expectations. She wants to get quick results.

To reach a B1 level in all skills. He would like to revise grammatical structures of the language as well as to learn A1 to B1 vocabulary. Moreover, he wants to practise speaking, since his level in speaking is quite low.

Obstacles to their success

Being ambitious, Catherine is involved in a lot of associations. Also, she wants to get very quick results, she is a bit impatient.

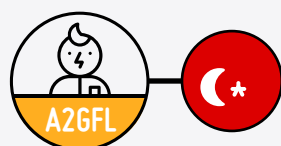
Philippe is a very busy person. He can't really attend private tuition classes and he doesn't have many opportunities for practising German outside of class. Also, he doesn't dare to speak in German for fear of making mistakes.

Unique assets

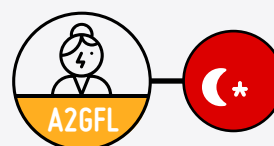
She is very determined and conscientious. She knows two Germanic languages already.

He is very sociable. He loves having responsibilities and learning autonomously.

Scenario 1
Formal A2 – FL



Name: Ahmet Sever
Age: 19
Lives in: Istanbul, Turkey.
Targeted language proficiency level: A2, German



Name: Candan Koçak
Age: 22
Lives in: Kayseri, Turkey.
Targeted language proficiency level: A2, German

Education and experience

Ahmet has been studying in the department of International Trade. He is a sophomore, and has just started to learn German. He has been studying German for 3 months and in addition to the regular classes he wants to add more to his language.

Candan is a law student in Kayseri. She is a senior student and this is her last year in the university. She wants to pursue an academic career. However, recently she has noticed that German is very important for Turkish law students along with English. She has taken basic level German course formerly, now she wants to develop it one step further. Thus, she is now continuing a private German course for six hours a week.

Roles and responsibilities

He lives in the university's dormitory. He is a hardworking student and spends approximately two hours for his courses each day. He is playing basketball at the school team.

She lives with her grandparents in Kayseri. Sometimes she helps her grandmother in cooking and cleaning. As she is a senior student, she studies very hard for her classes to make sure that she graduates this year.

Technical skills

He is very much into technology. He owns all generations of Iphone and waits for the next one impatiently. He has hundreds of followers on Facebook of which he is very proud and regularly tweets about his daily routines.

She is a very active blogger. She has her own blog where she publishes her short stories and travel memories. Therefore, she is really good at using web services. She is also interested in preparing slide shows by using both PowerPoint and Prezi. She has an android based phone and uses many different types of applications.

Subject domain skills and knowledge

He has graduated from high school with a high GPA and is interested in language learning. He generally talks to the foreign students to improve his German and English.

She expresses that she loves English but has some hesitations about German. Because of the teachers' attitudes (vocabulary memorization and form focused instruction) in the German classes she has taken, she seeks new ways to learn it.

Motivation and desires

He wants to have a good position in his future career and he knows the importance of speaking a foreign language for his goal. His main motivation is marketing and he wants to work for an international trade company. German is specifically important for him because he wants to work for a German car company.

She wants to become an academician, and to do this she needs to improve her German. Because, law of criminal procedures in Turkey has been taken from Germany. Therefore, for an academician in the field of law, it is very important to have an acceptable level of German for reading and understanding the articles, journals and books in the field.

Goals and expectations

He is studying German for two hours a week for three months. However, he wants to improve his speaking skills and start communicating with German native speakers.

She studies German six hours a week but she thinks that the private course itself is not enough. She is also searching on the internet to improve her German.

Obstacles to their success

His departmental courses sometimes interfere with his language courses. Because of the clashing class hours, he misses some German classes. Therefore, he needs a more flexible learning environment.

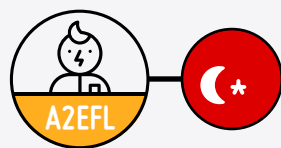
Her main obstacle is the limited time period. She has been a little bit late to start learning. Now she is a senior student, and thus, she is also dealing with all of the graduation projects and an honors thesis.

Unique assets

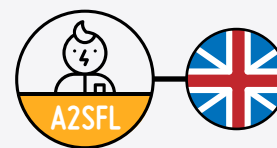
He is an autonomous learner. He wants the freedom of learning at his own pace. He downloads some applications (vocabulary games, online courses etc.) to his computer and phone. He enjoys using technology while learning.

She is a very active and outgoing person and this helps her a lot. She likes to communicate with people, and especially on Facebook she tries to practice her German.

Scenario 1
Formal A2 – FL



Name: Furkan Yilmaz
Age: 18
Lives in: Sivas, Turkey.
Targeted language proficiency level: A2, English



Name: Charlie Bennett
Age: 27
Lives in: Bristol, UK.
Language level proficiency: A2

Education and experience

Furkan is a student in the intensive English program, which is compulsory to take before he starts his studies in his department. His department is computer engineering, which is English medium so he wants to improve his English to understand the school subjects and pursue his studies in his department in the following year.

Charlie went to sixth form in Bristol and completed his A-levels with the subjects Math, Chemistry and English. Charlie has never been out of the UK but has met many people from foreign countries online. During his education in Bristol he also took French and German classes but never completed these successfully.

Roles and responsibilities

He is a student and his parents live in another city. He works part-time in an IT company and he has to live on his own budget.

Charlie does not have many responsibilities, he plays a lot of video games and does not leave the house very often. He lives with his mother and younger sister. His mother and sister do everything for Charlie.

Technical skills

He is proficient in using his personal computer and mobile phone. He has a high level of technical skills. He listens to podcasts in English and reads short stories in English. He likes playing games on his smart phone and also he downloads some mobile applications like Turkish-English dictionaries and basic vocabulary builders to practice his English.

He is very proficient with computers and technology savvy. He uses technical devices at least 15 hours a day. He also engages in social media and owns a smart phone and tablet, which his mother has bought for his birthday.

Subject domain skills and knowledge

His level of education is average. He started reading graded readers in English and watches some online lessons on his mobile phone.

Charlie is a very smart person as far as computers are concerned. He is also very interested in natural sciences and computer sciences. However, he does not enjoy reading a lot.

Motivation and desires

He wants to do his graduate studies in the United States. That's why he wants to improve his English and get a high score in the TOEFL exam.

Online he has met a girl from Spain who is playing the same computer game. Her English does not suffice for a basic conversation. . He would like to be able to communicate with her on a very basic level first. He wants to visit her in Spain for a few months and he wants to do a Spanish course while he is there.

Goals and expectations

To become fluent in English within two years.

To be able to communicate successfully on a basic level with his Spanish friend online and to be able to communicate in Spain in case he would visit her there.

Obstacles to their success

His part-time job keeps him busy, so finding enough time to study can be difficult.

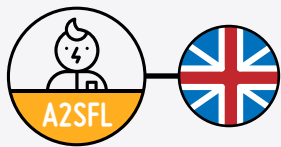
Charlie is not a very social person and he is very impatient, which explains why he was not very successful in the completion of his German and French classes in the past.

Unique assets

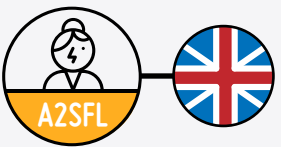
He is good at using his mobile handsets and uses some applications on his mobile phone to be more familiar with terminology used in the computer-engineering field.

He is a very fast learner and is rather a visual learner who memorizes things very quickly.

Scenario 1
Formal A2 – FL



Name: James Wilson
Age: 63
Lives in: Cambridge, UK.
Language proficiency level: A2



Name: Jenny Jenkins
Age: 21
Lives in: Bath, UK
Language level proficiency: A2

Education
and experience

James Wilson is just about to be a retired engineer. His highest educational degree is a Master of Science in general engineering which he completed in Cambridge. Up until now he has been a very busy man traveling from England to a lot of different locations around the world in order to pursue his job. He never needed to communicate in another language for his job other than English. However, he does have some basic knowledge of Arabic, because of his various visits to the United Arab Emirates.

Ever since Jenny went to kindergarten she has been a very difficult child to deal with for her parents. Her parents had high hopes for her and want her to become a doctor. Since Jenny has received very bad grades in school, she received home schooling from her father for 5 years. Nevertheless, she does not have many interests.

Roles and
responsibilities

James is a father of three children whom are all grown up by now. However, his youngest child (22) decided to take on a different path and study a different course of studies in Cardiff. In order to do that, she needs financial support from her father. He stays in contact with his children regularly. He is divorced and has to pay alimony to his wife every month.

Since she completed her basic education last year she has been working at cafés to ear some extra money because her parents do not want to support her laissez-faire life style anymore and quit her monthly allowance since she did not try to apply at a university.

Technical skills

James is in love with new technologies and owns any kind of technical device. His children had to show him how to use them at first, but he adopted very quickly and likes to stay informed on the newest updates. However, he does not engage on social media.

Jenny owns the newest iPhone, Tablet, and an Apple Computer. She uses these devices many hours a day and also engages in social media with her friends.

Subject domain
skills and knowledge

He is a very technology savy person and reads the news daily. He also likes to educate himself further on any kind of topic. He knows a lot about different topics.

Jenny has still not found out what would interest her and what she would like to do as a job in the future. She has a lot of common sense but did not specialize in any topic. Her home schooling resulted in average grades in her diploma.

Motivation
and desires

In order to keep himself busy during his retirement he would like to do a Spanish course. He has always been inspired by the Arabic influence on the Spanish language and culture. Since he already knows quite a large amount of Arabic vocabulary, he thinks that he will be able to learn Spanish quickly due to the Arabic influence on the Spanish vocabulary.

Since Jenny did not engage much with other people in her childhood due to her home schooling, she spends many hours on social media platforms to meet new friends. She has a lot of friends on Facebook already. However, she does not make any interesting experiences to be able to post them on Facebook like her friends. Therefore, she wants to travel to South America soon with a prospect of staying there, away from her parents.

Goals and
expectations

He wants to learn more Spanish in the next three months in order to get to an A2 level. He would like to obtain another certificate that he can add to his wall of certificates.

To be able to communicate in Spanish in order to make new acquaintances in South America and to find a job there and to build a new life there.

Obstacles to
their success

He has had a busy schedule up until now. However, it will be very difficult for him to keep his mind occupied. He always needs a challenge in his life and he will feel unchallenged very quickly and will therefore not be able to concentrate. He needs pressure to complete his work.

Jenny quits very easily if she doesn't get it her way and she is used to get anything she needs without doing much for it.

Unique assets









He is very dedicated and learns very quickly. For his age is a very good and fast learner, who can learn in any kind of situation.

Her parents will support her trip to South America, even though they are very worried about her. They will support her financially and they will even arrange a Spanish course for her once she picks a country.

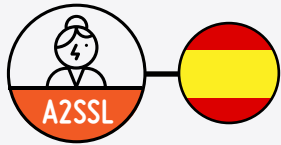
SCENARIO 2

Formal A2 – SL

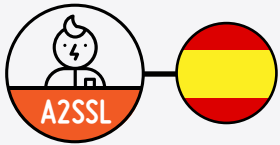
Scenario 2: Formal A2 – SL

 Education type	<p>Learning is provided by an education or training institution, such as a university, a professional school or a language school.</p> <p>→ In adult and higher education this refers to learning languages with a controlled and embedded use of m-learning elements at universities and professional / training / business / language schools.</p>
 Learning parameters	<p>Learning is intentional, structured in terms of learning time, learning styles, teaching methods, learning support, examinations, homework assignments and/or task types, as specified by the education institution; a teacher is always present.</p>
 Proficiency level	<p>Learners want to target the A2 level, i.e. they are advanced basic users on the way to becoming independent users.</p>
 Learning goals	<p>Learning goals and objectives are clearly specified as well as certified by the education institution (e.g. reaching level A2 by the end of the course).</p>
 Learning context	<p>In a second-language learning context, the target language is not only the language of instruction but it is also used in non-instructional settings: including the language of everyday-life, shopping, work life and even family life. The amount of input is thus much richer in second-language settings.</p>
 Motivation	<p>Intrinsic as well as extrinsic motivation is high, because the learner wants/has to take this language course and has to pass an exam / needs to reach a set goal by the end of the course. Moreover, he needs the language to get by in the country he is staying in.</p>
 Obstacles to their success	<p>Possible distractions such as not having enough time to devote to the course, struggling to keep up, being distracted by family responsibilities.</p>
 Unique assets	<p>Formal learning institutions have extensive experience with conducting language courses at the A2 level.</p>

Scenario 2
Formal A2 – SL



Name: Francesca Milano
Age: 18
Lives in: Valencia, Spain.
Target Language level proficiency: A2 (Spanish - SSL) FORMAL



Name: Heinrich Schumacher
Age: 21
Lives in: Cartagena, Spain. Heinrich lives with three students in a shared flat.
Target Language level proficiency: A2 (Spanish - SSL) FORMAL

Education and experience

Francesca has just finished high school. She has been to English academies since she was eight years old. Her parents value greatly the varied knowledge of languages.

Roles and responsibilities

As she is still unemployed and hasn't chosen any degree to study yet, she does not hold any responsibility at home. Her parents have sent her during the summer to an intensive A1-A2 Spanish course in Spain to improve her language skills.

Technical skills

Francesca uses her smartphone every day for social media. She barely pays attention to anything other than her phone.

Subject domain skills and knowledge

She is fluent in English, and is able to produce some words in Spanish due to Italian being her mother language.

Motivation and desires

Francesca is doing the course because her parents had made her to. She wants to finish it as soon as possible.

Goals and expectations

She wants to finish the course with the least amount of effort possible.

Obstacles to their success

Francesca's main obstacle could be her complete lack of motivation towards the course. She's not doing it because she likes Spanish, but rather because her parents made her do the course.

Unique assets

She has a Spanish friend that helps her with the homework and with the more complex features of the Spanish grammar.

Heinrich is studying Engineering back in Germany. He received an Erasmus scholarship for Cartagena, Spain, but he only knows the most basic aspects of the language.

He must balance the time he spends at the university in class with assisting to a course in basic Spanish to be able to keep track with the lessons.

Heinrich uses social media constantly to keep contact with his online friends. He also loves online videogames and computers, everything related to IT; he even builds his own computer.

He has fairly good skills in English, he keeps some friends in the United States with whom he regularly plays and communicates.

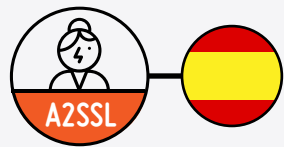
Heinrich really loves Spain, and he is considering staying there in order to finish his degree. Thus, he really needs to finish the Spanish course in order to improve his language skills.

He wants to reach A2 level in Spanish as soon as possible.

With his classes, his flat-mates, his videogames and his computer, he can get easily distracted, preventing him from focusing on the Spanish course.

He is quite smart; he picks up the basics of the language very quickly. He is also quite competent when it comes to the pronunciation of the language.

Scenario 2
Formal A2 – SL



Name: Katherine Williams
Age: 56
Lives in: Valencia, Spain.
Target Language level proficiency: A2 (Spanish – SSL) FORMAL



Name: Ayse Gülsen
Age: 38
Lives in: Hungen, Germany. Married with 4 children.
Language level proficiency: A2 (German – GSL) FORMAL

**Education
and experience**

Katherine has worked for more than thirty years in a high school teaching the English language. She travelled to Spain for an early retirement.

Ayse became a mother quite early and did not finish her education as she had to take care of her children. Her children are aged 21, 18, 15, and 4. All of them, except for their youngest child, were born in Turkey. Ayse moved to Germany with her husband and her three children 10 years ago. Ayse does not speak any other language(s) besides Turkish. She lives in her Turkish community and at home they only speak Turkish as well.

**Roles and
responsibilities**

She has enrolled into a course of basic Spanish to keep her busy.

She is responsible for her 4 children since her husband is working full time in an IT company. However, her children are old enough and help her out to take care of the youngest.

Technical skills

Katherine barely uses her smartphone aside from contacting her two children back at England. She does not know how to use a computer.

Ayse has very low technical skills. She does not own any electronic devices besides an old Nokia phone. She is a kind of technophobe. At home she only watches Turkish TV.

**Subject domain
skills and knowledge**

Her three decades of experience in teaching English mean an advantage when understanding the morphological and syntactic features of a language. She is a really good listener.

Her level of education is quite low and she does not read at all. However, she is not illiterate.

**Motivation
and desires**

Katherine is convinced that doing a Spanish course and thus socialize with different people will keep her busy and distracted from her retirement.

She was never able to help her children at school but they nonetheless picked up German very quickly. Her husband speaks German and he had to help out the children. She wants to be able to help her youngest child at school or to participate in school meetings with teachers.

**Goals and
expectations**

She wants to learn as much as possible in order to get to the next level (B1).

To become more proficient in German within two years (when her youngest child will start primary school).

**Obstacles to
their success**

Katherine is only taking the course as a distraction. She does not dedicate enough time to the language outside class.

Managing the household and taking care of the youngest children. Ayse is a slow learner and does not pick up language quickly.

Unique assets

Her children are very supportive and help her with her classes and homework whenever they can. She is fast at acquiring the basic morphosyntactic features of the language.

Her husband and their three older children already speak German.

Scenario 2
Formal A2 – SL



Name: Joel Depaz
Age: 36
Lives in: Grafenwöhr, Germany. Married with two children.
Language level proficiency: A2 (German - GSL) FORMAL



Name: Marina Rabov
Age: 25
Lives in: Berlin, Germany. Marina is single and has no children.
Language level proficiency: A2 (German - GSL) FORMAL

**Education
and experience**

Right after high school Joel joined the military. He is bilingual in English and Spanish. So far he has been stationed in Germany twice and once in Italy. In total he has spent 3 years in Germany but did not have much contact with Germans. His level of German is very basic.

In Russia Marina went to university to study fashion design. Soon she will finish her Bachelor degree. She received an offer to work for a designer in Germany. She has already traveled to Germany and many other countries. After her trip to Germany she was motivated to learn German and started learning it online through her mobile devices. Also she speaks English fluently.

**Roles and
responsibilities**

Joel is a US soldier stationed in Grafenwöhr Germany. His wife is German and his children speak both English and German since they spent most of their time with their mother. Joel and his wife have twins who are 5 years old. His wife is a housewife but wants to continue her career. Joel works every day from 5:30-16:00.

She signed up for a German course online to improve her German before taking her new job in Germany. Her employer in Germany asked her to improve her German if she intends to stay in Germany for a long period of time.

Technical skills

Joel is a technology 'nerd'. He always fixes the computer at home and loves to explore new technology. He owns an iPhone and a tablet. However, he does not engage in social media. Joel started using DuoLingo to learn some German vocabulary.

Marina engages daily with social media and maintains a blog about her fashion designs. She has good technical skills and owns an iPhone, a laptop and a tablet. Marina has tried out many different language learning apps to learn English and German.

**Subject domain
skills and knowledge**

His level of education is intermediate.

Marina is a pretty good writer. She maintains a blog and has her own website. In contrast to her German language skills her English language skills are very advanced.

**Motivation
and desires**

His wife wants to stay in Germany since she does not see a perspective for herself in the US. Joel wants to support his wife and stay with her and the children in Germany. He will retire from the military in 4 years. Their children will go to a German primary school and Joel wants to support his children as well.

Marina wants to live and work in Germany for a longer period of time. She can also imagine staying in Germany. She has traveled to Germany several times and likes European fashion.

**Goals and
expectations**

To become fluent in German within four years.

She wants to be fluent in German within one to two years.

**Obstacles to
their success**

Joel has never really learned a foreign language. He works long hours and likes to spend time with his wife and his children after work.

Marina will have to improve her German language skills quite quickly.

Unique assets









His wife can support him. The military offers free German courses for soldiers (levels 1, 2, and 3 only). He has excellent skills to work in a team and he is very disciplined.

Her parents are quite wealthy and she does not have to worry about money. Additionally, she has a lot of free time. She has a lot of experience with learning through mobile devices.

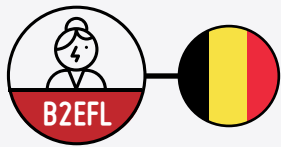
SCENARIO 3

Formal B2 – FL

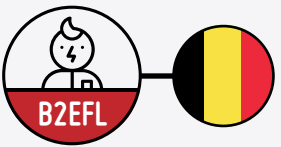
Scenario 3: Formal B2 – FL

 Education type	<p>Learning is provided by an education or training institution, such as a University, a professional school or a language school.</p> <p>→ In adult and higher education this refers to learning languages with a controlled and embedded use of m-learning elements at Universities and professional/ training/ business / language schools.</p>
 Learning parameters	<p>Learning is intentional, structured in terms of learning time, learning styles, teaching methods, learning support, examinations, homework assignments and/or task types, as specified by the education institution; a teacher is always present.</p>
 Proficiency level	<p>Learners want to target the B2 level, i.e. they are higher level independent users on the way to becoming vantage users.</p>
 Learning goals	<p>Learning goals and objectives are clearly specified as well as certified by the education institution (e.g. reaching level B2 by the end of the course).</p>
 Learning context	<p>In a foreign-language learning context, the target language is not spoken by the majority of people living in the country where the course is taken. Outside the classroom, there is not much official exposure to the target language apart from the learners' private activities (e.g. internet, TV, music in the target language).</p>
 Motivation	<p>Intrinsic as well as extrinsic motivation is high, because the learner wants/has to take this language course and has to pass an exam / needs to reach a set goal by the end of the course.</p>
 Obstacles to their success	<p>The learners might encounter distractions from their learning as the majority will also be enrolled in other courses. Other learners might be distracted by their job and/or family responsibilities.</p>
 Unique assets	<p>Formal learning institutions have huge experience with conducting language courses at the B2 level.</p>

Scenario 3
Formal B2 – FL



Name: Lucie
Age: 19
Lives in: She is from Bastogne, Belgium. She is sharing a flat in the centre of Namur with 3 other students.
Language level proficiency: B2 (EFL) - FORMAL



Name: Samuel
Age: 18
Lives in: He is from Wavre, Belgium. He lives with his mum and his younger brother.
Language level proficiency: B2 (EFL) – FORMAL

Education and experience

Lucie is fresh out of secondary school where her major subjects were maths and modern languages (English & German). She likes English very much and went twice on a 2-week language stay in Dublin. She watches TV series with subtitles.

Samuel started studying modern languages at university. He has chosen to study English and Dutch in Louvain-la-Neuve. He doesn't know yet what he wants to do later but he definitely likes learning languages and communicating with people. He had 4 years of English at secondary school (and 6 years of Dutch).

Roles and responsibilities

This year, she started studying Economics at the university of Namur. She is following a business English course that covers all types of business topics. She needs to get good marks so as to meet the requirements to go on an Erasmus programme.

Samuel is a first-year student living with his family. He is very busy with the scouts and has started his studies with enthusiasm. English seems to be a bit difficult so he has decided to do some extra work to make it easier for him at the end of the year.

Technical skills

Lucie has got a smartphone and a tablet. She uses these devices mainly to get the news, surf the internet, or go to social networks. She used a tablet for learning purposes during her stays in Dublin and liked it. This year she also uses one to bring documents to class without printing them. She thinks that technical skills are important in business today but she doesn't think she has a high level of these types of skills.

He is not really keen on new technologies. Yet, he sees that all his friends use a smartphone or a tablet on a daily basis. Besides, his older brother has had to follow some training on technologies for his job, so he is aware that technologies are useful for the future. Still, he doesn't believe he has a high level of these skills at all.

Subject domain skills and knowledge

She can easily understand different varieties of English thanks to the series she watches in English. She loves cinema and knows a lot about its history, film directors, etc.

Samuel is a communicative person. He has been going to scouts since he was little and is now part of the staff. He loves preparing games and activities for young people and also organizing events and meetings between troops from all over the world.

Motivation and desires

She definitely wants to enrich her business vocabulary in order to be selected for the Erasmus stay in year 3 of her bachelor studies. Moreover, she hopes to practice her vocabulary abroad in her traineeship. She is ready to find some extra classes in addition to her English course - or anything that can help her improve her skills quickly.

Samuel is very good at Dutch but has not practiced English much out of school. This year, he has to reach an advanced level of English in grammar and vocabulary to pass his exams. He also wants to improve his listening skills so as to follow lectures in the language more easily and take better notes.

Goals and expectations

To communicate fluently in the business world before going abroad on the Erasmus programme.

To be able to follow lectures in English more easily and to master advanced grammar so as to pass his exams.

Obstacles to their success

She would like to get high marks in all subjects, which doesn't leave much study time for English. She doesn't have any practical technique to activate the vocabulary she studies.

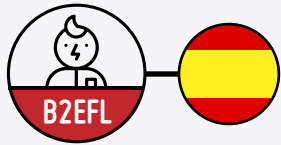
Samuel is very busy with all his activities and cannot follow extra classes. Pronunciation is for him a difficult aspect of the language.

Unique assets

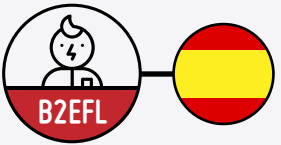
Understanding English represents no real problem to her. She can guess the meaning of vocabulary in context quite easily. She doesn't need help for receptive skills, she is quite autonomous.

He is a smart learner, understands quickly and is a visual type of learner. He loves communicating with people.

Scenario 3
Formal B2 – FL



Name: Jon Goikoetxea
Age: 22
Lives in: Bilbao, Spain.
Target Language level proficiency: B2 (English - EFL) FORMAL



Name: Luis González
Age: 34
Lives in: Madrid, Spain. He lives with his girlfriend.
Target Language level proficiency: B2 (English - EFL) FORMAL

**Education
and experience**

Jon is studying Journalism. He has always been good at languages during his school years. Although he is fairly proficient in English and French, he does not have any certificate that proved his level. Now he needs that certificate in English if he wants to go to England in an Erasmus scholarship.

**Roles and
responsibilities**

He is taking a course offered by his University specifically for future Erasmus students in B2 English.

Technical skills

He loves computers and manages a blog and a website about movies and TV shows. He also uses his smartphone for social media.

**Subject domain
skills and knowledge**

Jon can keep a fluent conversation in English, and he also speaks French and a little of Euskera. He is also an excellent writer.

**Motivation
and desires**

Jon needs the course done in order to be able to go to England as an Erasmus student.

**Goals and
expectations**

He thinks that in a couple of months he will be able to reach the B2 level.

**Obstacles to
their success**

Jon is sometimes too confident about his abilities in English, which may lead him towards easy mistakes that may prevent him from passing the exam.

Unique assets

He is a really good writer, and his blogging and social activities keep him in contact with the English language on a daily basis.

Luis has a degree in Hispanic Philology. He has been working in an academy for foreign students to learn Spanish for almost ten years. He complements his small payday with private classes to high school students. He is quite fluent in English because of his contact with foreign students at work and the TV shows and movies he usually watches.

He works very hard every day in order to get enough income to pay his rent. His girlfriend also works, but he needs a better job to improve their lifestyle. He has found one in a private bilingual school, but he needs a B2 certificate in English in order to be able to sign the contract. He is doing a preparation course for the B2 exam.

He uses his computer and smartphone on a daily basis, for social media and for browsing TV shows and movies.

Luis is quite a fast and resourceful learner. He is able to find an alternative way of expressing ideas if a particular word does not come to mind. He also is a good reader and listener.

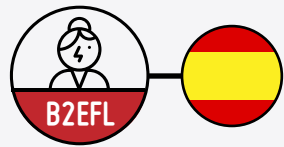
His current job is paid depending on the amount of students he has each month. As the number of foreign students learning Spanish is not consistent each month, Luis depends largely on his girlfriend's work and the private classes. He needs a more secure and consistent job, and the private school's offer is perfect for him.

He is taking the course only for the exam, for he thinks his English level is good enough for him to pass the B2 exam. He also needs to pass it as soon as possible, so he hopes that in six months he might have the certificate at hand.

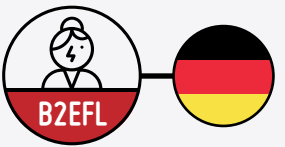
While he is taking the course he needs to keep working, which leaves him with little time to study at home.

He can practice the speaking and listening at work, speaking to his students in the academy.

Scenario 3
Formal B2 – FL



Name: María López
Age: 25
Lives in: Oviedo, Spain. She lives with her parents.
Target Language level proficiency: B2 (English - EFL) FORMAL



Name: Anne Meyer
Age: 20
Lives in: Gießen, Germany. Single, with no children.
Language level proficiency: B2 (English) FORMAL

**Education
and experience**

María dropped high school when she was 16. She has been working in restaurants and bars ever since to pay for her own expenses, but the work never lasts longer than six months and it is worse paid with the passing of time.

Anne has just finished her A-levels with Ethics and German as her major subjects. Her first language is German. She learned English at school for 9 years and additionally learned Spanish for 5 years at school too. She has been to several English speaking countries with her parents. However, her level of English is still quite low.

**Roles and
responsibilities**

Her mother is unemployed, although her father works in the industry sector. She needs to work in anything to help support her family.

Anne has to find a job to finance her studies since her parents are not able to support her. Additionally, her parents asked her to pay a rent and to help manage the household. Therefore, she has to find a job to work at night or during the weekends.

Technical skills

She has a smartphone which she uses daily, mainly for social media. She does not own a computer.

She owns an iPhone and is familiar with social media. However, her computer skills are not very good because her parents do not own a computer.

**Subject domain
skills and knowledge**

She never really liked English, but she sees its importance now, thus she studied hard in night school to advance her English language level. She is also taking English courses to prepare for the exam.

Her level of education is quite high and she enjoys reading novels.

**Motivation
and desires**

The prospect of a future better job drives her to put all her effort into the preparation for her exam.

Her A-level grades in English were not sufficient to be admitted to study psychology at the University of Gießen. Most texts in psychology are written in English. She is therefore required to participate in an English course and to obtain a B2 certificate.

**Goals and
expectations**

She hopes to pass the B2 exam in one year maximum.

To improve her English level within six months. Especially to improve her English reading skills.

**Obstacles to
their success**

She has a lot of pressure over her preparation. She sees that dropping high school was a mistake and gives her best to her classes. However, she still has to work for hours when she is not in class.

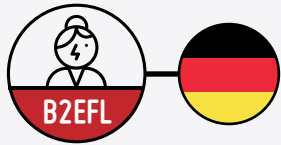
Managing the household, earning money and studying for her English class might be quite challenging at times.

Unique assets

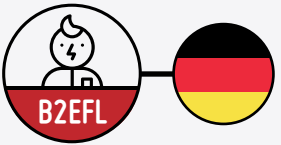
María has quite a bright mind, she is capable of acquiring the most complicated aspects of the English language faster than most of her classmates.

She is a quick and good learner. She is mainly a visual learner and has an excellent short-term memory.

Scenario 3
Formal B2 – FL



Name: Paula Peters
Age: 27
Lives in: Munich, Germany. Single, one child.
Language level proficiency: B2 (English) FORMAL



Name: Thomas Friedrich
Age: 22
Lives in: Hamburg, Germany. Single, with no children.
Language level proficiency: B2 (English) FORMAL

Education
and experience

Paula has had 10 years of school, including primary and secondary school, in Germany. She has never left the country. Ever since she left school she has worked as a cashier in a grocery store. She was a bad student and her grades were always low. She did not like going to school. She had 5 years of English in school. This was the only subject she liked because the teacher always supported her.

Thomas completed his A-levels with Math and Biology as his majors. Additionally, he enrolled at the university of Hamburg to study.

Roles and
responsibilities

She is a single mother with one child aged 4. She has to work every day while her child is at kindergarten. In the afternoon she spends time with her child, feeds her, bathes her, and takes her to bed.

His only responsibility is to go to class and finish his assignments on time.

Technical skills

Her technical skills are average. She owns an iPhone and a small laptop. She knows how to operate these devices but has to ask other people quite often when a problem crops up. She mainly uses her phone to text, call, and play games. The laptop is hardly ever used.

He has excellent technical skills. He owns an iPhone and a tablet. He is also familiar with social media and uses Facebook and Instagram daily.

Subject domain
skills and knowledge

Paula is not very educated but she reads English articles and watches English movies once in a while to practice her English. Especially when her daughter stays with her father every second weekend she gets the chance to catch up on her reading.

Thomas is very intelligent. His level of education is very high. He is interested in Mathematics and Physics because it does not require much writing. His level of general knowledge is also very high.

Motivation
and desires

In kindergarten Paula talks to the other mothers who speak to their children in English even though German is their only native language. They do so to make sure their children find it easier once they enter school. Paula wants her child to have this privilege as well. Therefore, she wants to talk to her child in English instead of German for her daughter to have the same advantage.

On campus, Thomas has met a girl who is a foreign exchange student from Canada. He would like to be more fluent in English and also be able to send text messages to her in an appropriate manner. Luckily his iPhone has the autocorrect version. However, he is never sure which version is the right one and it takes him a while to reply to her text messages. It is embarrassing for him because she already asked him why it says that he is typing but it takes ages for the message to arrive.

Goals and
expectations

To become fluent in English within 2 years.

He would like to better his writing skills as well as reading skills as soon as possible.

Obstacles to
their success

Paula's budget is quite low each month due to a lot of expenses. She cannot afford to go to an English class. She also has to work and bring her child to kindergarten every day. Also she has a hard time focusing and paying attention to details.

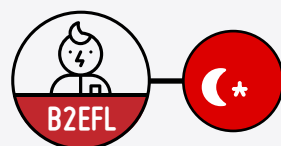
Thomas is dyslexic. He has always had trouble reading and writing. He is still traumatized from his school time where language teachers would talk about his bad writing skills in front of everybody.

Unique assets

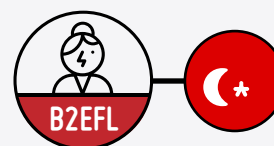
She is a visual learner and enjoys working in teams. Having someone who studies with her would make it a lot more efficient.

Thomas is a good and quick learner. He is more of an oral learner. His ability to learn quickly will help him acquire the language faster. Also he does not need to worry about money since his parents finance his studies and his apartment. Therefore, he has a lot of time to study.

Scenario 3
Formal B2 – FL



Name: Kayhan Ortaç
Age: 27
Lives in: Ankara, Turkey.
Targeted language proficiency level: B2, English



Name: Özge Kaplan
Age: 20
Lives in: Kayseri, Turkey.
Targeted language proficiency level: B2, English

Education and experience

Kayhan is a PhD student and a research assistant at the Department of Architecture at Ankara University. He wants to become a faculty member after finishing his PhD. However, he has to pass an English exam to have the position. He had English courses during his B.A. and studied at the prep school as well. His level of English is still not enough to take the required score from the exam. Therefore, he attends an English language course for three days a week.

Özge is a second year student in the department of Political Science and International Relations and taking some English courses in her department. She's been learning English for a long time but she doesn't feel secure about her English. She wants to have a high command of English to understand the global issues in politics and to be more successful in her field.

Roles and responsibilities

He is married and has two children. His wife is a public school teacher; therefore, he is also responsible for all the household chores and taking care of the babies. In the department he deals with the administrative jobs as well as preparing his courses. He teaches six hours a week. The most time consuming job is writing his dissertation.

Her parents live in the same city. Her father is a businessman and owns a company so sometimes she helps her father at work. She also takes care of the housework.

Technical skills

He is a technology expert. Along with the architectural programs like AutoCAD, he is really good at using Photoshop and other design programs. He can effectively use Microsoft Office programs. He is actively using the social media, especially Twitter. He owns an iPhone and a personal computer.

She is moderately proficient in using her personal computer and mobile phone. She has an average level of technical skills using the popular language learning apps like Babbel, Busuu, Duolingo, etc.

Subject domain skills and knowledge

His level of English is not bad but not good enough. He likes to read a lot especially in his field.

She reads online newspapers and books both in Turkish and English. She attends some social and academic activities related to her field.

Motivation and desires

He has been working as a research assistant for the last 5 years, and becoming a faculty member is the reason behind doing his PhD. After writing his dissertation, the only necessary part is English. Therefore, he is highly motivated to get the necessary score.

She wants to be a diplomat in the future. That's why, being proficient in English is important for her.

Goals and expectations

He knows the general structures and has a relatively good knowledge of vocabulary. The problem is that he is bored of trying all these different learning methods. However, he still attends a language course for three days (9 hours) in a week. He is also trying to practice English with his mobile phone with the applications that he has.

To become fluent in English within three years.

Obstacles to their success

During the weekdays, he cannot focus on language because during the day he tries to finish his dissertation and in the evenings he takes care of his children. Another obstacle is shyness. He does not feel comfortable while communicating in English with others.

Sometimes it becomes challenging to find time to study as she helps her father at work and does chores at home. And also she has to study for her departmental courses.

Unique assets









He is a visual learner and likes to use dictionaries with visuals. He also thinks that learning with videos can be a great help for him.

She is good at studying on her own and uses some applications on her mobile phone to keep up with the latest developments in local and international politics. She's a visual learner and she can remember images easily.

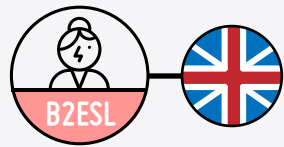
SCENARIO 4

Formal B2 – SL

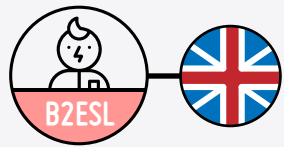
Scenario 4: Formal B2 – SL

 Education type	<p>Learning is provided by an education or training institution, such as a University, a professional school or a language school.</p> <p>→ In adult and higher education this refers to learning languages with a controlled and embedded use of m-learning elements at Universities and professional/ training/ business / language schools.</p> <p>It is likely that the learning will be recognized through some form of accreditation, this might be through a traditional approach such as a submitted assignment or essay, via the development and submission of a e-portfolio of evidence of demonstration of achievement of the learning outcomes, or via digital badges for the achievement of specific competencies.</p>
 Learning parameters	<p>Learning is intentional, structured in terms of learning time, learning styles, teaching methods, learning support, examinations, homework assignments and/or task types, as specified by the education institution; a teacher is always present. The teacher structures the learning intervention, provides support and guidance, and undertakes any formal recognition of learning.</p>
 Proficiency level	<p>Learners want to target the B2 level, i.e. they are advanced independent users on the way to becoming vantage users.</p>
 Learning goals	<p>Learning goals and objectives are clearly specified as well as certified by the education institution (e.g. reaching level B2 by the end of the course).</p>
 Learning context	<p>In a second-language learning context, the target language is spoken by the majority of people living in the country where the course is taken. Outside the classroom, there is plenty of exposure to the target language, which along with the learners' private activities (e.g. internet, TV, music in the target language) helps the learner develop his/her language skills faster.</p>
 Motivation	<p>Intrinsic as well as extrinsic motivation is high, because the learner wants/has to take this language course and has to pass an exam / needs to reach a set goal by the end of the course.</p>
 Obstacles to their success	<p>Possible distractions could include the learner not having enough time to participate in the formal learning offerings. Not finding the learning sessions motivating. Struggling to keep up.</p>
 Unique assets	<p>Formal learning institutions have huge experience with conducting language courses at the B2 level.</p>

Scenario 4
Formal B2 – SL



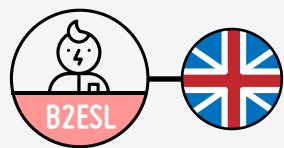
Name: Anna Rossi
Age: 26
Lives in: She is from Italy. She is currently living in Cork, Ireland.
Target Language level proficiency: B2 (ESL) - FORMAL



Name: Francisco Ibanez
Age: 37
Lives in: He comes from Spain, he is living in London during an intensive course in English financed by the multi-national where he works.
Target Language level proficiency: B2 (ESL) – FORMAL

Education and experience	Anna has recently finished her degree in Industrial Engineering. She studied English in high school, but she didn't like the subject quite much. She avoided studying the language during her university years.	Francisco graduated with impressive scores in Business. He studied English for several years after high school, but he stopped as he started working. He likes being up-to-date, so he regularly reads foreign press through social media.
Roles and responsibilities	Anna is really interested in an MA offered at Cork university; however, a B2 level in English is required for her to apply. Thus, she flew to Ireland in order to improve her English through a course in Cork.	The multi-national where he works has offered him a new position in their international sector. However, he needs at least a credited B2 level in English in order to get the raise. The company offered him an intensive course in London.
Technical skills	She handles mobile devices quite fluently, using her smartphone and laptop everyday mostly for social media. She sometimes uses them to play videogames.	Francisco is a tech enthusiast. He always tries to buy the latest and most advanced piece of technology he can afford. He uses his smartphone, tablet and computer every day, browsing a wide variety of apps in all of his devices.
Subject domain skills and knowledge	She gets really frustrated when facing English. Although she is quick at acquiring the basic grammar and syntax of the language, she struggles with the vocabulary and the more complex structures.	His language acquisition skills are not anything out of ordinary; however, he is a committed worker and doesn't stop until he has reached his objective.
Motivation and desires	Anna is really interested in doing that specific MA, so her motivation helps her overcome her struggles with the language.	He thinks the raise is the opportunity of his career, so he will put all his efforts in passing the B2 exam.
Goals and expectations	She expects that by doing the English course in Cork her language skills improve faster than in her home country. By the end of the course, she hopes to have acquired enough level to pass the B2 exam.	To improve his writing, listening and speaking skills, which he has not practiced for years.
Obstacles to their success	Her dislike towards the language during the years prior to the MA makes it difficult for her to study at the beginning. Also, her frustration with the vocabulary makes her develop slower than her partners.	He is still working while doing the course, so he cannot practice at home as much as he would like to in order to reach the desired level. He finds it extremely difficult to write in English.
Unique assets	Anna picks up the basic features of the English grammar quite quickly, and she understands the syntax almost instantaneously. She is more confident when facing fixed structures than discerning the nuances of the different words and expressions.	Years of reading Anglophone press have helped him with the acquisition of English grammar. His commitment to the task also helps him in improving his skills faster than his course partners.

Scenario 4
Formal B2 – SL



Name: Juan
Age: 23
Lives in: He lives in Manchester, UK. He flies back to Spain once a month to visit his family.
Target Language level proficiency: B2 (ESL) - FORMAL

Education
and experience

Juan has recently finished a degree in Art History. Although he has passed his English courses in high school, he never paid too much attention to the subject, which he considered “boring” and “useless”. During his years in university he did not try to improve his English.

Roles and
responsibilities

The lack of available work in his country and the economic situation his parents are enduring have forced him to move to England looking for a job. Now he has found one in a small private museum in Manchester, but he needs to reach at least the B2 level as quickly as possible if he wants to sign the full contract. The museum is providing the preparation while he works for half the salary.

Technical skills

He is familiar with mobile devices at a user level. He uses his computer and his smartphone in a daily basis, mostly for social media and eventually for computer games.

Subject domain
skills and knowledge

Juan is an introvert, shy person. He considers socializing difficult yet obligatory. He found in Art his true passion, and loves it in all its forms, above everything else.

Motivation
and desires

Juan never considered learning English as “crucial” during his high school years, thus he never paid the necessary attention towards learning the language. He needs now desperately to keep the job in the museum in Manchester in order to be able to send some money back home. He puts now all his efforts in acquiring B2 level as soon as possible.

Goals and
expectations

To acquire the B2 level in English in order to be able to sign the contract.

Obstacles to
their success

Juan’s part-time job at the museum does not let him put much more time in his English training than the time he spends in the classroom. His introvert personality makes socialization with other people hard for him, thus becoming an obstacle in practicing speaking. The financial problems his family is enduring also distract him from the task.









Unique assets

He is fast in acquiring listening and reading skills, and he excels at writing. However, he finds the speaking really challenging.

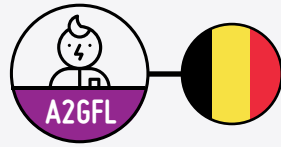
SCENARIO 5

Non Formal A2 – FL

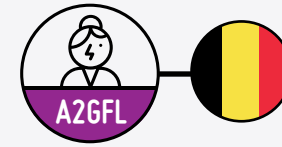
Scenario 5: Non-Formal A2 – FL

 Education type	<p>Learning is not provided by an educational institution or training center. Learners rely on resources that they can access via their mobile devices such as tablets and mobile phones.</p> <p>→ Adult language learners or students at higher education learn the language at their convenience and pace. They do not go to a school or training center to learn the language at a fixed time or day.</p>
 Learning parameters	<p>Learning is intentional and structured in terms of learning objectives and amount of time needed to complete an activity, but learners set the time of learning. Learners decide on the specifics of what they want to learn and get automated feedback for their performance through the mobile application.</p>
 Proficiency level	<p>Learners want to target the A2 level, i.e. they are at an early basic user stage and aim to reach a level where they can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment); can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate basic need.</p>
 Learning goals	<p>Learning outcomes are very clearly specified for each activity, and learners choose what they would like to study. There is no deadline for the completion or certification at the end of a level.</p>
 Learning context	<p>In an EFL environment, learner exposure to the target language is very limited, and learners find ways to expose themselves to the language through their own resources, such as using online mobile applications, watching TV in the target language, hosting international guests and travelling abroad.</p>
 Motivation	<p>It is intrinsic because they mostly want to learn the target language for non-professional reasons as A2 is not a sufficient level to do business in the target language, etc...</p>
 Obstacles to their success	<p>No external obligations to learn the language, individual pace and convenience to learn, having other obligations and duties, long time intermissions.</p>
 Unique assets	<p>Most of these people do not have time to attend a regular language course but have all the technology and skills to learn on their own.</p>

Scenario 5
Non-Formal A2 – FL



Name: Laurent
Age: 48
Lives in: Gembloux, Belgium. He is divorced and has a son, Thomas, who is currently living in Berlin, Germany.
Language level proficiency: A2 (GFL) NON FORMAL



Name: Sophie
Age: 29
Lives in: Mons, Belgium. She has got a boyfriend but lives on her own.
Language level proficiency: A2 (GFL) NON FORMAL

Education and experience

Laurent is a French-speaking Belgian. He works for the Belgian Railways. He has got an A2 level in English (that he reached through English classes at school and thanks to his travels). He started learning German last year because his son announced he wanted to live in Germany with his girlfriend. He has been following evening classes once a week in Gembloux since then and has reached an elementary level in the language.

Roles and responsibilities

He lives on his own and works full time. He is very busy since he plays table-tennis twice a week and is in charge of his sports association.

Technical skills

Laurent does not have a very high level of technical skills; he can use word and excel (for his table-tennis association database) and is moderately proficient on the Internet. He has got a smart phone but doesn't surf on the internet with it.

Subject domain skills and knowledge

His level of education is average. He is very sociable and loves communicating with new people. He likes travelling very much. He reads a lot about sports and likes watching live sports on TV.

Motivation and desires

He would like to be able to speak German with his son's girlfriend and her family. He will try to take this opportunity to travel round Germany on his own.

Goals and expectations

To have an intermediate level in German – specifically in speaking – so as to spend some time in the country and get by. He wants to be able to hold a conversation with locals as well as to read and listen to the news.

Obstacles to their success

It is not common to find cheap German courses near Gembloux. He liked going to group classes but only 3 people wanted to take the second level of the course so it did not start. Also, he doesn't have time to follow group classes 3 hours a week. Therefore, he would like to find a nice alternative to a group course.

Unique assets

He is good at understanding German and is a kinesthetic learner. He needs 'hands on' experiences to improve his skills.

Sophie is a French-speaking Belgian. She finished studying Economics two years ago. During her studies, she learned English and had the opportunity to join the Erasmus programme and spend 3 months in Prague where she could practice the language and become quite fluent (B2). At secondary school she learned Dutch for 4 years but hasn't practiced since then. She had no German at school but started to learn the basics on Wallangues.be at the beginning of this year.

Sophie is currently looking for a job and would like to start a career in business in Belgium. She wants to master the 3 national languages of the country so as to get more job opportunities. Therefore she needs to learn some German.

She has a good level of technical skills and owns a smart phone and a tablet. She uses a web platform on her computer and on her tablet to study German. She likes social media and can also use Word, Excel and Powerpoint.

She has got a degree in Economics and is very sociable and creative. She loves communicating with people. She is very good at marketing and would like to find a job in this area.

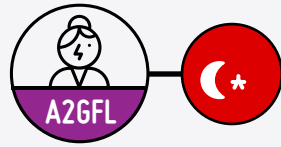
She wants to have the possibility to use languages in her job and to communicate with international customers or suppliers. She would love to have travel opportunities. For her, learning German means a possibility of getting a better job.

To have an upper-intermediate level in German so as to communicate easily in the business world. She needs basic knowledge in German but also business vocabulary as she wants to be particularly fluent in business situations.

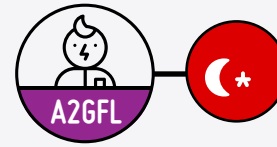
As she is looking for a job, she has time to study but might find a job soon and, as a consequence, lose this study time. This is the reason why she is very interested in e-learning. It also looks quite inadequate to her to follow classes in a group since she wants to learn German for a specific purpose.

She is very motivated and good at languages. She is determined and needs quick results.

Scenario 5
Non-Formal A2 – FL



Name: Yasemin Yilmaz
Age: 25
Lives in: Yozgat, Turkey.
Targeted language proficiency level: A2, German



Name: Yusuf Erkek
Age: 21
Lives in: Antalya, Turkey.
Targeted language proficiency level: A2, German

Education and experience

Yasemin graduated from university and started working in a local company as a secretary. She got married a little time after graduation and her husband is a Turkish- German who lives in Germany. She is planning to move to Germany next year and wants to know enough German to survive when she arrives; however, she studied German only when she was at high school and for a very limited amount of time.

Roles and responsibilities

Right now, she lives with her family and takes care of the family. She is too busy dealing with the office documents, answering e-mails, and non-stop phone calls.

Technical skills

She is a very active user of the social media, especially Facebook and Instagram. She has regular Skype meetings with her husband almost every day and they text to each other by using Whatsapp. In addition, she is good at using Word and Excel, as well as the other office programs. She owns an Iphone and an Android tablet. Online shopping, especially buying clothes is also among her hobbies.

Subject domain skills and knowledge

She is a well-educated person. She is very good at managing and organizing. She reads newspapers from the internet and follows political discussions on Twitter.

Motivation and desires

She misses her husband a lot; therefore, she wants to go to Germany as soon as possible. She also wants to be able to communicate in German when she arrives.

Goals and expectations

She took regular grammar based German courses up to four hours while at high school. She remembers some structures and communicates at a very basic level. She wants to improve her speaking skills in order to be able to communicate with people. She has decided to take some German courses; however, in Yozgat she could not find a language school.

Obstacles to their success

She has to work for long hours sometimes including the weekends. She also helps her mother in household chores.

Unique assets

She likes the idea of improving her foreign language skills and searches the internet for it. She has downloaded some apps to her iPhone and sometimes tries to use them but she thinks their interface is not user-friendly.

Yusuf is a high school graduate. He studied Tourism at high school where he learned how to serve in different departments of a hotel. In addition, he studied English for a full academic year and can use it to communicate in his job and daily interactions. He also studied German as his second foreign language when at high school but it was very limited.

After he finished high school, he started working as a receptionist at a five-star hotel in Antalya, Turkey. He has been at the same hotel for the last three years. Initially, most of the hotel customers were from English and Russian-speaking countries but the hotel has decided to work with German travel companies and the customer profile has changed. As he can speak English, in most cases he can do his job without any problems, but sometimes the hotel guests speak only German. He needs to be able to serve all hotel guests.

He has friends from all over the world with whom he communicates via Skype and Facebook. He loves to play computer games and spends a lot of time with his PlayStation outside work. He had IT classes at high school and is able to use Microsoft Office programs well. He is an Android fan and has a lot of applications that he uses for different purposes.

He finished high school and does not have plans for further education. He does not like to read or study. He also does not have any specific career plans. He has good rapport with his colleagues at work and guests who stay at the hotel.

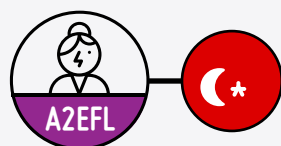
He regrets that he did not take his German lessons seriously at high school. In order to serve the German speaking hotel guests he needs to improve his German as soon as possible. He is not really interested in studying. So he is not planning to attend a language course but still wants to find a way to improve his German.

He wants to improve his German so that he can serve the hotel guests who do not speak English. He wants to be able to communicate with them for their basic needs and answer their questions related to their stay at the hotel.

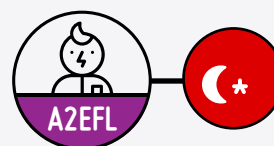
He was not a good student and that's why he did not even plan to go to university. He does not like studying. Also, he has to work long hours especially during the high summer season. So he does not have a lot of time to spare for learning something new. When he has time, he prefers to play his PlayStation.

If he can find something that is doable without a big challenge he likes it. Anything digital feels like a computer game for him.

Scenario 5
Non-Formal A2 – FL



Name: Handan Kale
Age: 38
Lives in: Kars, Turkey.
Targeted language proficiency level: A2, English



Name: Yusuf Peker
Age: 55
Lives in: Adana, Turkey.
Targeted language proficiency level: A2, English

Education and experience

Handan studied Business Administration at university and right after she finished the school she got married and now has three children.

During his time, there was no legal obligation to go to school. After finishing primary school, he helped his family in the furniture shop. Along the years, the business has grown bigger and become one of the leading furniture companies in the country. He and his brothers run the company now. After the age of 40 he decided to continue his education. He finished the 3-year secondary school, then the 3-year high school, and is now studying Sociology at Open University. He has different kinds of hobbies, such as climbing, travelling, riding his motor-bike and learning English. He does not have to learn it, because he can hire the best translators but he wants to learn it. Because of the Open University English exams, he had to study English with a tutor and completed the A1 level course successfully but now he wants to continue learning English.

Roles and responsibilities

Because of her husband's business and her involvement in international dialog activities they host foreign visitors and visit other countries. As the mother of three children who study in a school where there is language focus, in the evenings she also helps her two children with their homework in all subjects including English. Her children are Grade 1 and Grade 3.

As he is one of the owners of a leading furniture company in the country, he does not have a lot of time for himself. He has to attend company meetings, visit their agencies in the country and different parts of the world. He is also actively involved in social responsibility projects.

Technical skills

She took computer literacy courses when she was at the university. She is good with her iPhone, Tablet and laptop. She uses them for different purposes. She is good at social media and loves to communicate through Twitter and Facebook.

He loves his iPhone and iPad. As he has a driver, whenever he gets in the car he either starts reading from his iPad or does something with his iPhone.

Subject domain skills and knowledge

She is educated and is good at both productive and receptive skills. She tries to read a daily newspaper and magazines as well as books when she has time after helping her children with their homework.

As his studies did not include face-to-face learning after primary school, he did not develop his productive learning skills much, but he loves reading and tries to read as much as he can.

Motivation and desires

She wants to be able to communicate in English with people who visit them at home and whom they visit when they travel.

He hosts a lot of non-Turkish speaking visitors and travels a lot. He wants to be able to communicate with his visitors and with the people he interacts with when he travels.

Goals and expectations

When she was at university she studied in a Turkish-medium program, but took 3/4 hour English courses during the first two years. She remembers some but she is not beyond A1 level as it is.

As their company has agencies in different countries (more than 30) he has to interact with the managers who mostly do not speak Turkish. He wants to be able to communicate with them at social level. For example, when they go for a dinner he wants to be able to socialize with the people around the table without the help of a translator. Also, when he has foreign visitors he wants to be able to host them again without a translator's help. He does not aim to learn English at a level when he can do business in English.

Obstacles to their success

Very easily distracted with other family-related responsibilities and may not be able to concentrate regularly.

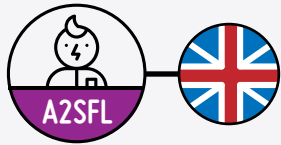
Even though he loves technology and his technological tools, as a digital non-native he may be easily frustrated with complicated instructions or apps. He does not have a lot of time to spare for learning English.

Unique assets

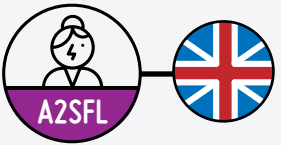
She is adamant and wants to find a way to learn this language. She is more kinesthetic and learns better when she can physically do things.

When he is learning, he needs to hear and see.

Scenario 5
Non-Formal A2 – FL



Name: Joseph Brown
Age: 21
Lives in: London, UK, with his parents.
Language level proficiency: A2



Name: Maria Garcia
Age: 18
Lives in: Cheshire, UK.
Language level proficiency: A2, SFL, NON-FORMAL

Education
and experience

Joseph was born in the UK, he attended a local comprehensive school and studied 10 GCSEs and three A levels (in Science subjects). He did a GCSE in French and got a B.

Roles and
responsibilities

He lives at home and has two younger sisters.

Technical skills

He is technically efficient and regularly uses his laptop and iPad for work and leisure. He is currently doing a part-time job at a local DIY store.

Subject domain
skills and knowledge

His level of education is reasonable, he doesn't read a lot but watches a lot of movies, including those in foreign languages movies.

Motivation
and desires

He wants to take a gap year and travel around South America.

Goals and
expectations

To become proficient enough in Spanish to enable him to travel around South America.

Obstacles to
their success

His job is tiring and long hours, it doesn't pay well. There is a time constraint to his learning opportunity as he plans to go to South America in six months' time.

Unique assets

He is a good aural learner and has good study skills.

Maria's parents are Spanish, they moved to the UK when she was three. She has some basic understanding of Spanish and visits her relatives in Madrid usually once a year.

She has just completed her A levels, she did Chemistry, Biology and Maths and wants to do Chemistry at university. She has secured a place at Sheffield university, but has deferred this for a year.

Maria has a very good technical competence, she has a laptop, an iPad mini and a smart phone. She uses these extensively for both her studies and to keep in touch with friends. She uses social media extensively; including Facebook, Twitter and LinkedIn. She also uses Skype to keep in touch with friends around the world.

She works part-time at a local pub.

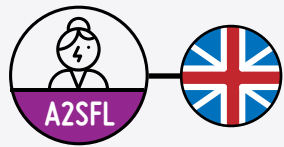
She would like to improve her Spanish, particularly as she has just started dating a Spanish boy who lives in Madrid, who she met on the dating site, match.com. She would also like to be able to communicate better with her family and friends in Spain.

She would like to become more proficient at Spanish.

Maria finds studying difficult and is easily distracted.

She is a very bubbly person, has a lot of friends and finds it easy to communicate with people.

Scenario 5
Non-Formal A2 – FL











Name: Sylvia Hill
Age: 45
Lives in: Southampton, UK. She is divorced with two children, 15 and 17, both living at home.
Language level proficiency: B2

Education and experience	Sylvia’s parents are Spanish, they moved to England before she was born. The first language is English, but her parents spoke both English and Spanish at home.
Roles and responsibilities	She went to school in the UK and has 9 O’levels (English, Maths, French, Spanish, History, Geography, Biology, Chemistry and Art) and three A levels (English, History and French). She went on a two-week exchange to Paris during her A levels. She has had many holidays in both France and Spain.
Technical skills	She is a mother, but also has her own restaurant business. When the children were younger she had a number of French and Spanish au pairs. Her restaurant employs five full-time staff and three part-time who help at the weekend.
Subject domain skills and knowledge	She does not have a very high level of technical skills; she can use Word and Excel and is moderately proficient on the Internet. She does not engage with social media and does not own a smart phone or any tablets.
Motivation and desires	Her level of education is average; she does however read a lot – both fiction and non-fiction.
Goals and expectations	She would like to retire in Spain, in the village where her parents were from, near Murcia. Her level of Spanish is reasonable, but she would like to be fluent and hence has been taking a number of online Massive Open Online Courses in Spanish, she also reads elPaís most days. She watches a lot of Spanish TV online and Spanish movies via Netflix.
Obstacles to their success	To become fluent in Spanish within five years
Unique assets	Her children and her business keep her very busy, so finding time to study is challenging.

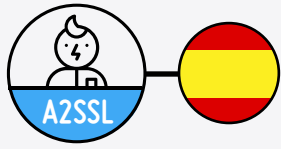
SCENARIO 6

Non Formal A2 – SL

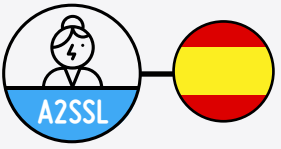
Scenario 6: Non-Formal A2 – SL

 Education type	<p>Learning is not provided by an educational institution or training center. Learners rely on resources that they can access via their computers or mobile devices such as tablets and mobile phones. Reliance on existing free resources and specialized language learning sites. Learner primarily works independently, although may interact with other learners when participating in specialized language learning sites.</p> <p>→ Adult language learners or students at higher education learn the language at their convenience and pace. They do not go to a school or training center to learn the language at a fixed time or day.</p>
 Learning parameters	<p>Learning is intentional and structured in terms of learning objectives and amount of time needed to complete an activity, but learners set the time of learning. Learners decide on the specifics of what they want to learn and get automated feedback for their performance through the mobile application.</p>
 Proficiency level	<p>Learners want to target the A2 level, i.e. they are at an early basic user stage and aim to reach a level where they can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment); can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate basic need.</p>
 Learning goals	<p>Learning outcomes are very clearly specified for each activity, and learners choose what they would like to study. There is no deadline for the completion or certification at the end of a level. However the individual may have a particular timetable they are working to, for example if they want to learn a certain amount of the language before going on holiday.</p>
 Learning context	<p>In an EFL environment, learner exposure to the target language is very limited, and learners find ways to expose themselves to the language through their own resources, such as using online mobile applications, watching TV in the target language, hosting international guests and travelling abroad.</p>
 Motivation	<p>It is intrinsic because they mostly want to learn the target language for non-professional reasons as A2 is not a sufficient level to do business in the target language, etc...</p>
 Obstacles to their success	<p>No external obligations to learn the language, individual pace and convenience to learn, having other obligations and duties, long time intermissions.</p>
 Unique assets	<p>Most of these people do not have time to attend a regular language course but have all the technology and skills to learn on their own.</p>

Scenario 6
Non-Formal A2 – SL



Name: Ahmed Kalil
Age: 43
Lives in: Cartagena, Spain. Ahmed lives with five other immigrants.
Target Language level proficiency: A2 (Spanish - SSL) NON FORMAL



Name: Dana Tafur
Age: 27
Lives in: Cádiz, Spain. She lives with her husband, her mother and her two daughters.
Target Language level proficiency: A2 (Spanish - SSL) NON FORMAL

Education
and experience

Ahmed was born in Morocco. He speaks fluent French and Arabic. He came to Spain looking for work, but his knowledge of Spanish is scarce, so he must improve it quickly if he wants to have a better chance to have a job in the country each month.

Roles and
responsibilities

He works in a watermelon field, with many other immigrants. Little by little he is acquiring the basics of the language to keep improving it further.

Technical skills

He owns an old mobile phone that allows him to call and text.

Subject domain
skills and knowledge

His survival instinct forces him to acquire quickly the basic aspects of the language.

Motivation
and desires

Ahmed needs to speak a better Spanish than his coworkers if he wants to have access to job opportunities before them.

Goals and
expectations

Ahmed hopes to have acquired at least an A2 level (more or less, for he is not familiar with the CEFR levels) in a couple of months, and keep improving afterwards.

Obstacles to
their success

He has to work all day with people that barely have any skills in Spanish, thus his opportunities for practicing are scarce.

Unique assets

Ahmed's will to survive in the new world keeps him focused on every aspect of the language that might be useful for him. He is a fast learner.

Dana has a degree in French which she completed in Morocco. She and her family moved to Spain searching for new opportunities, to thus send some money to her husband's family in Morocco.

While her husband works in the agricultural sector, she must stay at home with her daughters and her elderly mother, being a full-time housewife.

Dana uses her smartphone for communicative purposes only, and she does not have the time nor the interest for computers.

She knows the intricacies of learning and teaching a language, so picking up the basic syntactic features is not a problem for her. Also, knowing French helps in the understanding of the Latin languages.

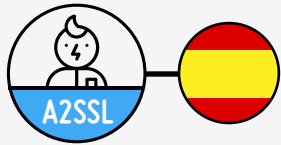
Dana needs to speak at least basic Spanish to move around her neighborhood: do the shopping, talk to her neighbors and teach some of that Spanish to her daughters for them to adapt to the country.

She hopes to be able to maintain basic conversations quickly by watching soap operas and talking to her neighbors.

Her mother's health and her daughters force her to stay at home almost all day. She cannot thus practice the language as much as she should.

She is smart and driven. She uses what she knows in French to help her understand more easily the intricacies of the Spanish language. Her daughters will probably learn the Spanish language before her and can thus support her as well.

Scenario 6
Non-Formal A2 – SL



Name: Jacques Duval
Age: 33
Lives in: Madrid, Spain. Jacques lives with his girlfriend.
Target Language level proficiency: A2 (Spanish - SSL) NON FORMAL



Name: Agnieszka Kaufmann
Age: 26
Lives in: Frankfurt, Germany. Single, with no children.
Language level proficiency: A2 (German - GSL) NON FORMAL

Education and experience

Jacques is a writer. He has a degree in English, but he never paid too much attention to Spanish. He met his girlfriend Lucía in an interview about his books. They are currently living in Spain, and Jacques is starting to learn Spanish.

Roles and responsibilities

He is trying as hard as he can to learn the language while writing his new novel. His girlfriend helps him as much as she can when she's not working.

Technical skills

Jacques hates technology. He writes in an old typewriter and uses his old mobile phone to call and to send SMSs.

Subject domain skills and knowledge

He excels at writing and reading in his mother tongue, and he is picking up fairly quickly the basics of the Spanish language.

Motivation and desires

Jacques wants his future possible children to be bilingual, so he wants to speak some Spanish to be able to communicate with them seamlessly.

Goals and expectations

He wants to be able to hold a basic conversation without problems, and then improve to higher levels of proficiency in Spanish.

Obstacles to their success

Jacques does not like learning from teachers. He insists in self-teaching by talking to as many Spanish people as possible, but his improvements are slow in comparison with a more organized class.

Unique assets

His girlfriend supports him and helps him with his task, showing the basics of Spanish language and culture.

For 26 years Agnieszka has lived in Poland with her single mother. Her mother remarried a German engineer and they moved to Frankfurt. Agnieszka's first language is Polish. She has had 9 years of school, including primary and secondary school, and worked at a beauty shop in Poland. English and German were her compulsory subjects at school. However, she did not practice her German language skills after leaving school. She did not visit a German speaking country either, nor did she have contact with native speakers of German.

To find a new job in Germany and to be integrated into German society. Supporting her mother to better her German skills.

Agnieszka spends several hours a day on social media platforms such as Facebook, Twitter, and Instagram. She maintains her own website to promote her beauty tutorials in English. She also owns an iPhone and a tablet.

Agnieszka's level of education is quite low. She does not like reading at all. She enjoys making videos for her beauty tutorials.

She wants to learn German to work in a German beauty store. She also wants to publish some of her YouTube tutorials in German.

To become fluent in German within the next couple of years.

She has been out of school for quite a long time now and has not practiced her German.

Agnieszka's level of English is quite high. Agnieszka prefers to study alone on mobile devices. Agnieszka has a lot of time to learn German. She is not under pressure to find a job since her stepfather earns enough money. She likes to research for information online and to share her knowledge of cosmetology online.

Scenario 6
Non-Formal A2 – SL



Name: Ahmed Moustafi
Age: 36
Lives in: Gießen, Germany. Married, 2 children.
Language level proficiency: A2 (German - GSL) NON FORMAL



Name: Murat Güsel
Age: 45
Lives in: Wiesbaden, Germany. Married, with 5 children.
Language level proficiency: A2 (German - GSL) NON FORMAL

**Education
and experience**

In Syria Ahmed worked for a phone company. He quit school very early and got married. He decided to move to Germany and started a beginner's German course. Before moving, he had never been to a country other than Syria.

Murat moved to Germany two years ago. His brother moved to Germany 10 years ago and has told him about the opportunities in Germany. Murat never went to school. He worked on his father's farm and as a street vendor before he came to Germany.

**Roles and
responsibilities**

Ahmed came to Germany as a refugee from Syria. His family will join him soon. His wife is 5 months pregnant and they have a 3 year old daughter. Currently, he has a 1€/per hour job as a janitor/building worker. However, he is looking for a better job to support his family.

Murat has a big family and his wife does not work. Murat works as a taxi driver now because his level of German is very basic. Most of his customers are American, German, or Turkish.

Technical skills

Ahmed has excellent technical skills. However, he does not own any computer/mobile devices.

Murat owns a work phone and uses a navigation system on daily basis. However, his technical skills are average. He does not own any personal technical or mobile devices.

**Subject domain
skills and knowledge**

Ahmed's level of education is quite low. He knows a lot about technology and mobile devices.

His level of education is quite low. His receptive skills are a lot better than his productive ones.

**Motivation
and desires**

Ahmed would like to work at a phone company again. Therefore, he has to better his German language skills. Especially his speaking skills if he wants to work in sales again.

While he understands German speakers quite well, he cannot reply to them as he wishes to. Thus, he would like to be more proficient and be able to communicate with his customers. There have been customer complaints that he did not get the directions right because of misunderstandings. His English is better than his German skills because the majority of his customers are Americans from the military base. He, therefore, speaks to his customers in English whenever there are misunderstandings.

**Goals and
expectations**

To improve his German language skills. Especially, his reading and speaking skills.

Murat would like to catch up on his productive skills in German. His receptive ones might well be near A2 now. He would like to be able to write the addresses as the customers say them and he wants to make small talk with his customers.

**Obstacles to
their success**

Ahmed does not like to read or write at all. His wife will be joining him soon with their children. Also his wife will give birth in a few months. He wants to learn German as quickly as possible. He is under a lot of time pressure.

Murat has a very busy schedule working overtime to support his wife and their five children. His low level of education, his age, and limited opportunities to participate in a German class, might make it difficult for him to learn German.

Unique assets









He is very motivated and dedicated. He wants to learn German step by step to provide a better life for his family in Germany.

Murat has an excellent voice and a good speaker in his mother tongue. He likes to make use of intonation patterns to make his speech more vivid. Also, he is an oral learner rather than a visual one.

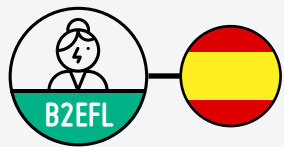
SCENARIO 7

Non Formal B2 – FL

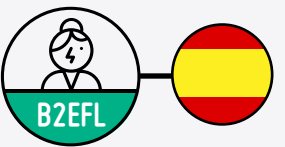
Scenario 7: Non-Formal B2 – FL

 Education type	<p>Learning is not provided by an educational institution or training center. Learners rely on resources that they can access via their mobile devices such as tablets and mobile phones.</p> <p>→ Adult (+18) language learners learn the language at their convenience and pace. They do not go to a school or training center to learn the language at a fixed time or day.</p>
 Learning parameters	<p>Learning is intentional and structured in terms of learning objectives and amount of time needed to complete an activity, but learners set the time of learning. Learners decide on the specifics of what they want to learn and get automated feedback for their performance through the mobile application.</p>
 Proficiency level	<p>Learners want to target the B2 level, i.e. they are advanced independent users on the way to becoming vantage users and aim to reach a level where they can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization; they can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party; they can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.</p>
 Learning goals	<p>Learning outcomes are very clearly specified for each activity, and learners choose what they would like to study. There is no deadline for the completion or certification at the end of a level.</p>
 Learning context	<p>In a foreign-language learning environment, learner exposure to the target language is very limited, and learners find ways to expose themselves to the language through their own resources, such as using online mobile applications, watching TV in the target language, hosting international guests and travelling abroad.</p>
 Motivation	<p>It can be intrinsic for those who mostly want to learn the target language for non-professional reasons. For others, it can be extrinsic as they want to reach that level for a particular reason (job, moving abroad, need to communicate with relatives, etc.)</p>
 Obstacles to their success	<p>No external obligations to learn the language, individual pace and convenience to learn, having other obligations and duties, long time intermissions.</p>
 Unique assets	<p>Most of these people do not have time to attend a regular language course but have all the technology and skills to learn on their own.</p>

Scenario 7
Non-Formal B2 – FL



Name: Sonia Gálvez
Age: 39
Lives in: Vigo, Spain. Sonia lives with her husband and her four children.
Target Language level proficiency: B2 (English - EFL) NON FORMAL



Name: Natasha Ivanova
Age: 58
Lives in: Sevilla, Spain. Natasha lives with her husband. Her children are all studying abroad.
Target Language level proficiency: B2 (English - EFL) NON FORMAL

Education
and experience

Sonia finished a degree in Law. She works as a lawyer for a bank in her city. She studied English at high school, but she is retaking her contact with English through online courses. She is married to a successful businessman, who is constantly travelling in order to deal with his clients worldwide.

Natasha came to Spain as a refugee several years ago. She raised three children while her husband worked. She never got to study in her home country. Now her children are all studying in different parts of Europe, and she finds herself at home with lots of free time.

Roles and
responsibilities

She has to raise four children, two of which are in the teenage years. She has to balance her family life with her work life. She has hired an English Erasmus student to take care of her children while she is at work, in order for them to be in contact with the language as soon as possible.

Now that her children are all gone from home, she does some housekeeping every day and spends all the time she can with her husband when he's not working. Through English grammar books, she is little by little improving her skills in English. She is now with a B2 level English grammar book.

Technical skills

Sonia uses her smartphone every day for working purposes mainly, and sometimes to navigate through social media. She owns a laptop but she only uses it for work.

Natasha is not really comfortable around technology, for she feels that it's something too modern for her. She uses her mobile phone for calling and texting purposes only.

Subject domain
skills and knowledge

She is smart and driven, so she can acquire the language fairly fast. She is also a very good speaker.

She has been studying the English grammar books for a while now, so she is used to the method, in which she feels quite comfortable.

Motivation
and desires

She knows the importance of the English language in society, so she aims for a B2 level in English.

She is happy that she has found an activity that makes her feel good. She is even toying with the idea of trying to do the First certificate exam. Passing such exam would give an enormous amount of confidence.

Goals and
expectations

She wants to pass the B2 level exam in the near future, whenever she feels she is prepared.

Natasha thinks that maybe when she finishes her current book, she might try to pass the exam.

Obstacles to
their success

Sonia's main obstacle is her family. Although her husband helps her in any way he can, because of his work he is away from home for long periods of time, so the main weight of the responsibility lies on Sonia.

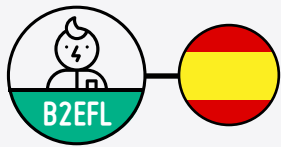
She has no one to practice with. The only audio exercises she hears are those that come with the books.

Unique assets

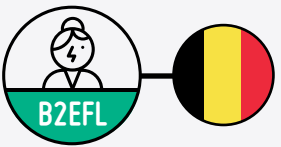
She is driven and smart, so she picks up the complex aspects of the language quite quickly. She is also a very good speaker.

She is really motivated, for she thinks she is able to do the exam, maybe even passing it. She is eager to study further the language.

Scenario 7
Non-Formal B2 – FL



Name: Mario Castell
Age: 39
Lives in: Barcelona, Spain. He lives with his parents.
Target Language level proficiency: B2 (English - EFL) NON FORMAL



Name: Li Na
Age: 25
Lives in: Brussels, Belgium. She is married to an engineer who works at the European institutions in Brussels.
Language level proficiency: B2 (EFL) NON FORMAL

Education
and experience

Mario has a degree in Romanic Philology. He works as a freelance translator. He speaks a wide variety of languages. He loves traveling.

Roles and
responsibilities

When he is not working as a translator, he frequents several websites of language exchanges. He keeps contact with a lot of friends abroad.

Technical skills

He uses his computer on a daily basis, whether for work, or for social media, or keeping contact with his friends.

Subject domain
skills and knowledge

Mario is quite proficient at writing, listening and speaking. He can speak French, German, Italian, English, Catalan and Spanish quite fluently, and he knows a few words in Japanese.

Motivation
and desires

Mario loves learning different languages. He wants to know as many as he possibly can. With his preparation for the B2 exam, he wants to formalize his knowledge in the language.

Goals and
expectations

He believes he could pass the exam in a couple of months of self-preparation.

Obstacles to
their success

Mario does not like formal classes. This could be a problem for him if he fails to understand the exercises on the exam and what is expected of him.

Unique assets

His love for languages gives him the unique advantage of being sincerely motivated when acquiring every aspect of the targeted language. His friendship with people around the world also gives him a way of practicing the language that other language learners don't have.

Li Na is Japanese. She has been learning English for 15 years, since the beginning of secondary school and during her studies as a nurse in Tokyo. She is quite fluent in English. She hasn't travelled much so far.

She will be staying here in Belgium for a few years and arrived a year ago. She speaks English with the other expats she meets and is learning some French to get by in the country.

Li Na has a good level of technical skills. She owns a smart phone on which she has downloaded quite a lot of apps that she uses on a daily basis. She loves social media and used e-learning in Japan to learn English.

She has got a nursing degree and loves children.

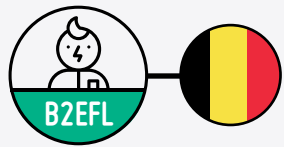
She has been in Belgium for a year and decided as soon as she arrived to follow French classes so as to be able to get by and live her own life in Brussels. She has the possibility to improve her level of English too and thinks she can meet people while learning. She would like to communicate with more nuances when she engages in a conversation with natives.

To have an advanced speaking and listening level in English. Writing is not so important but she would like to increase her level of vocabulary.

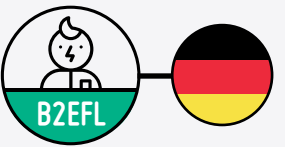
Learning grammar is not a problem since she has time for it, but practising the language is more difficult and learning vocabulary is often boring.

She is very fluent and doesn't dare to speak. She has got a lot of time to study as she doesn't work and she's interested in all types of topics.

Scenario 7
Non-Formal B2 – FL



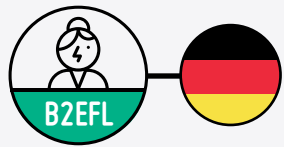
Name: Alain
Age: 66
Lives in: Namur, Belgium. He is married with two children, aged 38 and 35, and both have children aged 12, 10 and 8.
Language level proficiency: B2 (EFL) NON FORMAL



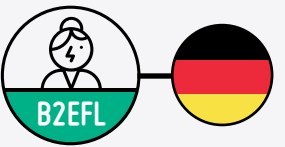
Name: Frank Heinrich
Age: 35
Lives in: Amberg, Germany. He is married with no children.
Language level proficiency: B2 (English) NON FORMAL

Education and experience	Alain's first language is French. He learned English for 3 years at secondary school and then practiced it on some occasions during his career as an accountant. He can understand general conversations as well as business English. He speaks quite fluently not accurately. He finds English speaking films and series very difficult to understand.	Frank has lived in Germany since he was born. His first language is German. Besides German he has some basic knowledge of French and intermediate knowledge of English, two foreign languages he learned at school. He went to school in Germany and achieved his A-levels with Math and Chemistry as his major subjects. He studied at University to become a Math and Chemistry primary school teacher . He never participated in an exchange program, nor did he visit an English-speaking country in his life.
Roles and responsibilities	Alain used to work in a team in accounting. Now that he is retired, he and his wife have more time to look after their grandchildren.	He is responsible for many students since he is the only teacher in his school who has the the subject combinations of Math and Chemistry. Also, he is financially responsible for his wife who is having trouble finding a job.
Technical skills	Although he had to use some specific software for his job, he does not have a very high level of technical skills; he can use word and excel and is moderately proficient on the Internet. He does not engage with social media and does not own a smart phone or tablet.	He has a very high level of technical skills and uses computers daily. Also he owns a smart phone and tablet. He is familiar with social media.
Subject domain skills and knowledge	He has got a degree in accounting and likes reading literary classics as well as travelling in Europe.	His level of education is high, however, he does not enjoy reading a lot.
Motivation and desires	Alain would like to travel with his wife round Europe. Though he understands general English, he would like to be more accurate so as to hold interesting conversations with locals when he travels. He would also like to help his grandchildren, who have started English classes, with their homework. Last year he decided to start an evening course once a week and has tried to read articles from the BBC website every week since then.	He wants to move to Australia with his wife with the hope that she'll find a new job there. She has found a new company which is opening soon and she speaks English fluently since she grew up bilingually (German/English). Also, he would like to be able to talk to his wife's mother who only speaks English.
Goals and expectations	To improve his grammar skills so as to be more accurate when speaking. To easily understand authentic audio documents (films, TV, etc.).	To become fluent in English within three years.
Obstacles to their success	Learning English has always been very difficult for him so he is afraid of giving up after a while if the activities are too challenging. Moreover he doesn't like writing and he is quite weak at understanding people or any audio input.	He is a genius in natural sciences but does not have much of a talent as far as language skills are concerned. His wife needs a lot of support and attention. School work also keeps him very busy.
Unique assets	He is a visual learner.	He has a great sense of logical thinking and is good at remembering grammar rules.

Scenario 7
Non-Formal B2 – FL



Name: Jane Newman
Age: 65
Lives in: Bonn, Germany. Divorced, with 4 children.
Language level proficiency: B2 (English) NON FORMAL



Name: Sina Steinhauer
Age: 23
Lives in: Berlin, Germany. Single, no children.
Language level proficiency: B2 (English - EFL) NON FORMAL

Education
and experience

Jane has completed her A-levels and a Bachelor degree in Biology. She has worked for 40 years as a secretary for a Professor at the University of Bonn. Jane has traveled to the US several times with her ex-husband.

Roles and
responsibilities

Jane enjoyed talking to native speakers during her stays in the US. Occasionally she had to coordinate meetings with foreign exchange students from different countries.

Technical skills

Jane's technical skills are very basic. She used MS Office on a daily basis. However, she never owned an iPhone. She would like to get one now.

Subject domain
skills and knowledge

She has extensive knowledge in the field of Biology. Additionally, she has excellent organization skills. However, she neglected her foreign language skills in the past 40 years. Her level of education is very high.

Motivation
and desires

Jane wants to learn English to retire at Pompano Beach in Florida. She will be moving there alone since her children are staying in Germany. She does not want to feel lonely though and wants to improve her English language skills in order to make new friends in Florida.

Goals and
expectations

To "refresh" her English language skills within one year.

Obstacles to
their success

Jane has been out of school for a long time now. In her daily life and during her employment as a secretary she did not need to speak English very often. Her age could also be an obstacle.

Unique assets

Jane has a lot of time since she is retired. She is very motivated and independent. Her children are adults and are live all over Germany. Her children encourage their mother to pursue her dream of moving to Florida. Despite Jane's age she still is eager to learn and is also open to new technologies.

Sina has had 10 years of education, including primary and secondary school, in the German school system. She had 5 years of English as a foreign language in school. She speaks French and Italian fluently and has spent a year abroad in France as an au pair.

Sina works at a bakery and has to wake up very early every day. At work they have foreign customers as well.

Sina has a good level of technical skills. She owns an iPhone and uses different apps on a daily basis. She also uses language learning apps for French and Italian.

She has both excellent receptive and productive skills. She is a good language learner and she loves to learn new foreign languages.

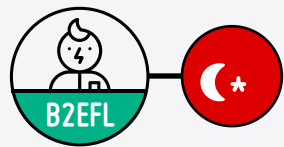
Sina has met her boyfriend in France where she was also an au pair. He is American and she wants to visit him now and better her English.

Sina wants to improve her speaking skills to be able to communicate smoothly with her boyfriend.

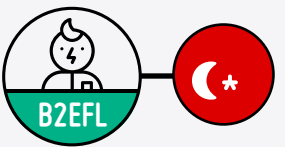
She has not practiced her English skills since she left school.

Sina is a fast learner and she likes to communicate. She is very open and extrovert.

Scenario 7
Non-Formal B2 – FL



Name: Alptekin Korkmaz
Age: 38
Lives in: Istanbul, Turkey.
Target Language level proficiency: B2, English



Name: Fatih Kerim
Age: 54
Lives in: Kayseri.
Target Language level proficiency: B2, English

Education
and experience

Alptekin graduated from the department of Economics. During his education he had an intensive English course and his level of English is intermediate.

He studied civil engineering at an English-medium university and has his own construction company in Kayseri. Even though when he finished his university Education he had a good level of English, as he has been working locally for about 30 years he lost most of his English language skills.

Roles and
responsibilities

He is a manager in a private international bank and travels a lot to do business with the bank's clients both home and abroad. He usually keeps in touch with his international clients. He attends meetings once a month and creates reports about his clients and he carries out other related tasks.

He runs a construction company, and sometimes he has to stay in the office until midnight. He also visits the construction sites very often and has meetings with his engineers and workers. He also has a big family and is even a grandfather.

Technical skills

He is proficient in using his tablet and mobile phone for online bank services. He is quite familiar with mobile applications and language learning websites like Livemocha, Busuu, etc.

He is an engineer with a lot of skills and good at technology. He uses advanced level computer programs and does not need much technical help.

Subject domain
skills and knowledge

His level of education is high. He always reads online newspapers and magazines in Turkish and English to learn more about the recent developments in national and world economy.

He studied at a prestigious university in Turkey and had excellent education. He reads his daily newspaper and tries to finish a book every month.

Motivation
and desires

He wants to communicate better with his clients and get promoted in his position so that he can make more money.

He wants to bring his English back but does not want to spare extra time for it.

Goals and
expectations

To be fluent in English and get promoted within two years.

Now he travels to US to visit his son who is studying at university there and wants to be able to communicate with people he meets and go beyond social talk, which he was able to do long time ago.

Obstacles to
their success

As he always travels, he can't find time to take a course in a typical classroom and he prefers to use technology to brush up his English. Sometimes he has difficulty to express himself especially when he is talking about a very complicated issue with his clients.

He is very busy with his business and does not have much time to learn English.

Unique assets

He has an aptitude for managing people and deals with their problems. He always follows the latest trends in his field and tries to improve himself professionally. He is an auditory learner.

He would like to find a way to re-learn English without sparing time for it. He wants to download audio files and listen when he is jogging in the morning or take his phone out when travelling and do something with it to learn English.

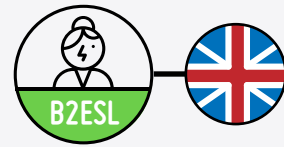
SCENARIO 8

Non Formal B2 – SL

Scenario 8: Non-Formal B2 – SL

	Education type	Learning is not provided by an educational institution or training center. Learners rely on resources that they can access via their computer and mobile devices such as tablets and mobile phones. → Adult (+18) language learners learn the language at their convenience and pace. They do not go to a school or training center to learn the language at a fixed time or day. They need to fit in their learning with other work and life commitments.
	Learning parameters	Learning is intentional and structured in terms of learning objectives and amount of time needed to complete an activity, but learners set the time of learning. Learners decide on the specifics of what they want to learn and get automated feedback for their performance through the mobile application.
	Proficiency level	Learners want to target the B2 level, i.e. they are advanced independent users on the way to becoming vantage users and aim to reach a level where they can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization; they can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party; they can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.
	Learning goals	Learning outcomes are very clearly specified for each activity, and learners choose what they would like to study. There is no deadline for the completion or certification at the end of a level.
	Learning context	In a foreign-language learning environment, learner exposure to the target language is very limited, and learners find ways to expose themselves to the language through their own resources, such as using online mobile applications, watching TV in the target language, hosting international guests and travelling abroad. Also they may participate in specialized language learning sites or communities. They may also converse in the foreign language with colleagues and friends via social media sites such as Facebook or Twitter. They also listen to movies in the target language and read relevant papers or sites in the language.
	Motivation	It can be intrinsic for those who mostly want to learn the target language for non-professional reasons. For others, it can be extrinsic as they want to reach that level for a particular reason (job, moving abroad, need to communicate with relatives, etc.).
	Obstacles to their success	No external obligations to learn the language, individual pace and convenience to learn, having other obligations and duties, long time intermissions.
	Unique assets	Most of these people do not have time to attend a regular language course but have all the technology and skills to learn on their own.

Scenario 8
Non-Formal B2 – SL



Name: Anita Patel
Age: 48
Lives in: London, UK.
Language level proficiency: B2



Name: Giota Konstantinolis
Age: 22
Lives in: Athens, Greece.
Language level proficiency: B2, ESL, NON FORMAL

Education and experience

Anita runs her own business, making jewellery. She has lived in the UK since she was 20. She is originally from India. Hindi is her first language. She started learning English at school.

Giota is working as a hairdresser. Her parents are Greek and she speaks Greek fluently. She left school at 16 with 6 GCSEs and has been working ever since. She has learned English at school but did not practice after entering work life.

Roles and responsibilities

She is a mother and has four children, who are 10, 14, 17 and 20. The 20 year old is at university in Bath, the other three live at home with their parents. Her husband is an engineer and works away from home a lot.

Giota shares a flat with two other girls who also work at the hair salon. She looks after her sister's daughter three afternoons a week.

Technical skills

She uses her laptop extensively for her business and has a website, although she paid to get this developed. She also uses her mobile phone extensively. However, she does not use social media extensively; except Facebook to keep in touch with her family and Skype for calling relatives back in India.

Giota is technically competent at using technology and has a laptop, although it is quite old.

Subject domain skills and knowledge

She has had various jobs, including working in shops as a sales assistant and working as a waitress in restaurants. She started her jewellery business six years ago.

Giota is naturally good at languages. She did French GCSE and has a good level of Greek as her parents speak it in the house.

Motivation and desires

Despite having lived in the UK since she was 20 her English is not as good as it could be and she would like to improve it and feels it would help with her business.

She would like to work in England and set up her own hair salon and realizes for this she needs to improve her English.

Goals and expectations

She would like to become proficient at English.

She plans to learn English online through the use of free resources and videos online. She has also joined a social media language site.

Obstacles to their success

She is very busy with her business, which is doing well and bringing up her children. She is also a governor at a local secondary school.

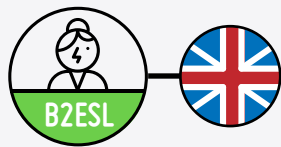
She works long hours and looking after her sister's daughter is time consuming so she has little spare time. She also has a lot of hobbies and interests which means she is out three or four nights a week.

Unique assets

She is hard working and has good study skills.

She has a talent for learning languages quickly and is good at studying.

Scenario 8
Non-Formal B2 – SL



Name: Anita Patel
Age: 48
Lives in: London, UK.
Language level proficiency: B2

Education
and experience

Grace is originally from Beijing. She moved to the UK to do a degree when she was 18. She studied English at school.

Roles and
responsibilities

Grace has a part-time job in a garden centre and also does volunteer work at a local old people's home three times a week. She is active in the local Chinese community.

Technical skills

Grace is reasonably proficient at using technology but is not a great fan of social media. She prefers learning with others.

Subject domain
skills and knowledge

Grace is naturally inclined to science and did a degree in Biology at Newcastle university.

Motivation
and desires

She would like to improve her English as she would like to stay in the UK and work.

Goals and
expectations

She plans to learn English with three other Chinese friends, by meeting three evenings a week. They are using a shared text book and set of multimedia resources.

Obstacles to
their success

Grace is very busy with her work and volunteer work.

Unique assets

She is naturally good at languages and is good at studying.



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