SLOVENSKI STANDARD
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Storitve učenja jezikov - Zahteve

Language-learning services - Requirements

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Services de formation en langues — Exigences
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Language-learning services — Requirements

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Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular, the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights. Details of any patent rights identified during the development of the document will be in the Introduction and/or on the ISO list of patent declarations received (see www.iso.org/patents).

Any trade name used in this document is information given for the convenience of users and does not constitute an endorsement.

For an explanation of the voluntary nature of standards, the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT), see www.iso.org/iso/foreword.html.

This document was prepared by Technical Committee ISO/TC 232, *Education and learning services*.

This second edition cancels and replaces the first edition (ISO 29991:2014), which has been technically revised.

The main changes to the previous edition are as follows:

— minor changes to align with ISO 29993;

— changes in terminology to reflect the new scope and title of ISO/TC 232, 'Education and learning services'. When originally developed, ISO 29991:2014 was aligned with the scope and title of the TC at that time, which encompassed learning services outside formal education.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

The objective of this document is to set minimum requirements for language-learning services. This document uses the term 'learning services' rather than 'training' in order to encourage a focus on the learner and the results of the learning process, and to emphasize the full range of options available for language learning.

The aims of the document are

a)   to improve transparency and enhance the credibility of the language-learning services market;

b)   to protect consumers by preventing prejudicial practices;

c)   to improve the quality of language learning for all interested parties.

Entities interested in using this document will include language-learning service providers of all kinds and any size, as well as associations or consortia of language-learning service providers.

This document is necessary because although in some countries the quality control of language-learning services is well established, the standards applied vary greatly, and in many other countries there is limited or no regulation.

This document incorporates the broad interdisciplinary expertise of various organisations involved in standardization – quality assurance, educational technology, programme evaluation, second language acquisition and applied linguistics, at both national and international levels.

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Language-learning services — Requirements

1   Scope

This document specifies requirements for language-learning services. These include any language-learning services that are addressed to language learners themselves as well as to interested parties who are acquiring the services for the benefit of learners. The key features of any such service are that the goals of learning are defined and evaluated, and that it involves interaction with the learner. The instruction may be delivered face-to-face, be mediated by technology or be a blend of both.

In cases where the language-learning services are provided by an organization that delivers products (goods and services) or other learning services in addition to language-learning services, this document only applies to language-learning services.

2   Normative references

There are no normative references in this document.

3   Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

— ISO Online browsing platform: available at https://www.iso.org/obp

— IEC Electropedia: available at http://www.electropedia.org/

3.1
assessment
<language-learning services> gathering of language data to determine the language ability of an individual language learner or group of learners

3.2
authentic material
<language-learning services> material not originally produced for language-learning purposes but for purposes of real communication

3.3
award
<language-learning services> designation given by a language-learning service provider to a learner, in order to indicate a level of performance or attainment, or the completion of a learning programme

3.4
blended learning
combination of face-to-face learning with e-learning

[SOURCE: ISO/IEC 2382-36:2019, 3.1.5, modified.]

3.5
competence
<language-learning services> ability to apply knowledge and skills to achieve intended outcomes

[SOURCE: ISO/IEC 17024:2012, 3.6, modified.]

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3.6
continuous professional development
ongoing intentional enhancement of professional knowledge or of professional competence

3.7
curriculum
<language-learning services> plan of study prepared by the language-learning service provider which describes the aims, content, learning outcomes, learning and teaching methods, and assessment processes

3.8
e-learning
learning facilitated by information and communications technology

[SOURCE: ISO/IEC 24751-1:2008, 2.18]

3.9
evaluation
<language-learning services> systematic gathering of information in order to make decisions about possible adjustments to the language-learning service

3.10
language-learning service
processes or sequence of activities designed to enable language learning

3.11
language-learning service provider
LLSP
organization or individual providing language-learning services, including any personnel involved in the provision of the language-learning service

3.12
learner
<language-learning services> person engaged in language learning

3.13
learning
<language-learning services> acquiring knowledge, behaviour, skills, values, preferences or understanding in the language domain

3.14
learning environment
classrooms, multimedia rooms and other physical spaces used for language learning, as well as furniture and equipment they contain

3.15
sponsor
<language-learning services> organization or individual that acquires language-learning services on behalf of learners, provides financial or other support for them, or has a vested interest in the outcome of the language learning

Note 1 to entry: Sponsors include corporations, government agencies and persons.

3.16
teacher
person whose job is to provide instruction and facilitate learning, whether in an educational institution or professional training environment

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4 Determining language-learning needs

4.1 Designated and qualified LLSP personnel shall determine the learner's or sponsor's language-learning needs.

4.2 Where relevant and available, national or international frameworks for proficiency in language learning shall be referred to when determining the learner's and sponsor's needs.

NOTE   See Annex A for examples of national and international frameworks.

4.3 The needs analysis shall include:

a) the assessment and analysis of the learner's language-learning needs, including:

i) the desired language skills (e.g. reading, writing, listening, speaking), the desired level of competence in the language and the time frame, i.e. the goal of the language learning;

ii) the purposes for which and contexts in which the learner needs to use language outside the course (e.g. socially, in the domain of work or study);

b) assessment of the learner's existing level of competence in the language being taught using techniques such as internal tests, third-party tests or self-assessment;

c) reference to the LLSP's definition of language competence levels (see 3.4);

d) identification of other aspects of the learner's background and situation which may bear on the learner's language-learning needs (e.g. age, first language, cultural, educational and professional background, language-learning history, literacy level, cognitive and physical abilities).

4.4 Information shall be provided showing the equivalence of the LLSP's definitions of language competence levels with a widely known national or international scale and indicating how these competence levels relate to the goals of instruction.

NOTE   See Annex A for examples of scales of proficiency for language learners.

4.5 Information about learners' relevant education and training history and prior learning, including language qualifications and credentials awarded to them, shall be obtained and used with the legitimate consent of the learners.

4.6 The specific aims, wishes, goals and requirements of sponsors commissioning the language-learning service shall be determined.

4.7 Where relevant and feasible, learners shall be provided with the support they need in understanding their own language-learning needs and goals.

4.8 Where relevant and feasible, learners or sponsors should be consulted as to how they expect the language skills, competences and awareness developed as a result of the language-learning service to transfer to the learners' work-related tasks and responsibilities, and about what the sponsor will consider to be indicators of success.

4.9 An agreement shall be reached between the LLSP and the learner or sponsor on the findings of the needs analysis, and on the nature and intended goals of the language-learning service that would best meet the learner's or sponsor's needs.

4.10 Learners or sponsors shall be given information about the available learning services that correspond to their needs, including about aspects such as outcomes, certificates as applicable, scheduling, teacher selection, class size, curriculum, method and cost.