
Language learning services outside formal education — Requirements

*Services d'apprentissage de langues en dehors de l'éducation
formelle — Exigences*



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Published in Switzerland

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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).

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For an explanation on the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the WTO principles in the Technical Barriers to Trade (TBT) see the following URL: Foreword - Supplementary information

The committee responsible for this document is Technical Committee ISO/TC 232, *Learning services outside formal education*.

Introduction

The objective of this International Standard is to specify requirements for language learning services outside formal education. This International Standard 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.

This International Standard is intended to set minimum requirements for language learning services. The aims of this International Standard 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.

This International Standard is necessary because, while 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 International Standard incorporates the broad interdisciplinary expertise of various organizations involved in standardization: quality assurance, educational technology, programme evaluation, second language acquisition and applied linguistics, at both national and international levels.

Language learning services outside formal education — Requirements

1 Scope

This International Standard specifies requirements for language learning services outside formal education. These include any language learning services that are addressed to language learners themselves, as well as to interested parties that 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 can be delivered face-to-face or mediated by technology, or it can be a blend of both.

Entities interested in using this International Standard will include language learning service providers of all kinds and sizes, as well as associations or consortia of language learning service providers.

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 International Standard only applies to language learning services.

This International Standard is not specifically aimed at schools, colleges and universities which provide language learning as part of a formal educational system but may be useful to them as a tool for reflection and self-evaluation.

2 Terms and definitions

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

2.1

assessment

<language learning services> gathering of language data to determine the language ability of an individual language *learner* (2.12) or group of learners

2.2

authentic material

<language learning services> material not originally produced for language *learning* (2.13) purposes, but for purposes of real communication

2.3

award

<language learning services> designation given by a *language learning service provider* (2.11) to a *learner* (2.12), in order to indicate a level of performance or attainment, or the completion of a *learning* (2.13) programme

2.4

blended learning

combination of face-to-face *learning* (2.13) with *e-learning* (2.8)

[SOURCE: ISO/IEC 2382-36:2008, 36.01.05, modified]

2.5

competence

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

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