To screen vocabulary tools and activities, we designed two sets of criteria or labels:

* **Learner variables**
* **Quality labels**

**What do the learner specific labels mean?**

The set of learner variables is used to screen the more practical characteristics of a tool or activity. It provides information on the learner specific requirements, eg whether the tool is free or not, is restricted to a specific level, is designed to meet new words or to consolidate words, …

The following labels have been used in our screening. You can find an examples of the variables in the document ‘template learner variables’, an empty screening document that you can use freely to screen any new tools or as a basis for an interview / questionnaire with your students in order to find out their learner specific requirements.

* Languages
* Level
* Purpose
* Format
* Feedback
* Own input
* Own decision
* Money
* Interaction

**What do the quality labels mean?**

After deciding which tools are appropriate in a practical sense, it is also worth while considering the quality of these activities and tools: is it easy to use, does it have support or feedback, can a learner add his own words...? We distinguish the following 8 quality labels for labeling the vocabulary learning tools:

• Structure

• Ease of use

• Investment

• Outcome

• Support

• Methodology

• Quality of language

• Perspective

Below, you will find a general definition and a few examples for each label:

**Purpose:** The extent to which the purpose of the learning is met

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| Examples: Targeted purpose(s) of vocabulary learning: five possible phases = choose words, discover the meaning, integrate new words, consolidate words, master wordsConnected with the purpose of your learning: broad or in-depth learning |

**Ease of use:** The extent to which the tool or activity is workable.

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| Examples: Cognitive complexity, interface, layout, instructions, skills needed, language, clarity of task, ease of access (mobility, startup time, materials needed) |

**Investment:** The investment you need to make.

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| Examples: Cost, time investment, effort (setup: download, software, materials, presence of ready-made exercises, randomization..) |

**Outcome:** The extent to which the tool has a learning outcome.

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| Examples:Number of words learned or practiced, perceived intensity of learning (e.g. levels of Bloom: recognition, retention, analysis, application...), receptive vs. productive |

**Support:** The support you get when you learn.

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| Examples:Access to support, pronunciation available, connection to platform/course, feedback and evaluation, demonstration, visual support |

**Methodology:** (Pedagogical) soundness of the applied methodology

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| Examples: Variety in exercises, use of context, activation of the learner, possibility to choose own method, use of repetition, loop learning |

**Quality of language: R**eliability of the exercises with regard to language use?

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| Examples: Spelling, correct inflections, syntax, correctness of translation, accurate language level |

**Perspective:** Information on your progression (micro/meso level).

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| Examples: Information on progress made, visualization of results, benchmarking, number of words (fully/partially) learned |