



# *Blended Learning User Guide*

## *For Trainers*

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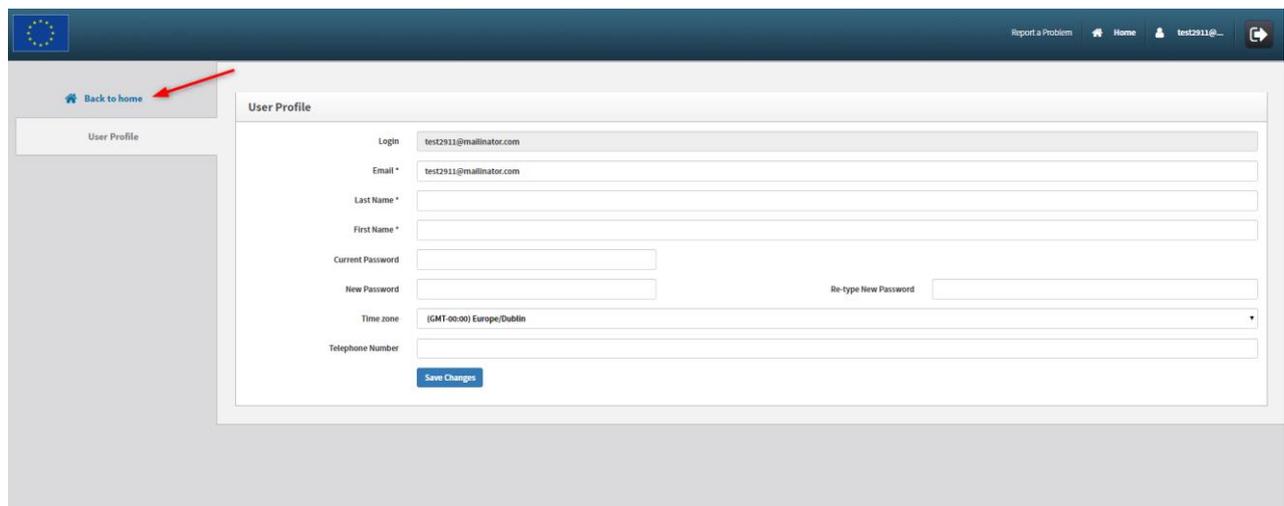
## 1 Introduction

Welcome to this user guide, which is designed to tell you all about the Online Linguistic Support (OLS) platform, and help you use it to train your participants. This OLS website includes online language courses that are accessible to Higher Education students, trainees, European Voluntary Service (EVS) volunteers and Vocational Education and Training (VET) students.

## 2 Access and Connection to the OLS Platform

In order to access the OLS platform as a Trainer, the Erasmus+ and European Solidarity Corps Coordinator at your Institution needs to enter your email address in the system. This triggers an automated activation email containing your login and an access button which will take you to the page where you will be asked to create your password.

Once you have created your password, fill in your profile page, click on 'Save Changes' then go to 'Back to Home'.



The screenshot displays the 'User Profile' page of the OLS platform. At the top left, there is a 'Back to home' link with a red arrow pointing to it. The main content area is titled 'User Profile' and contains the following fields:

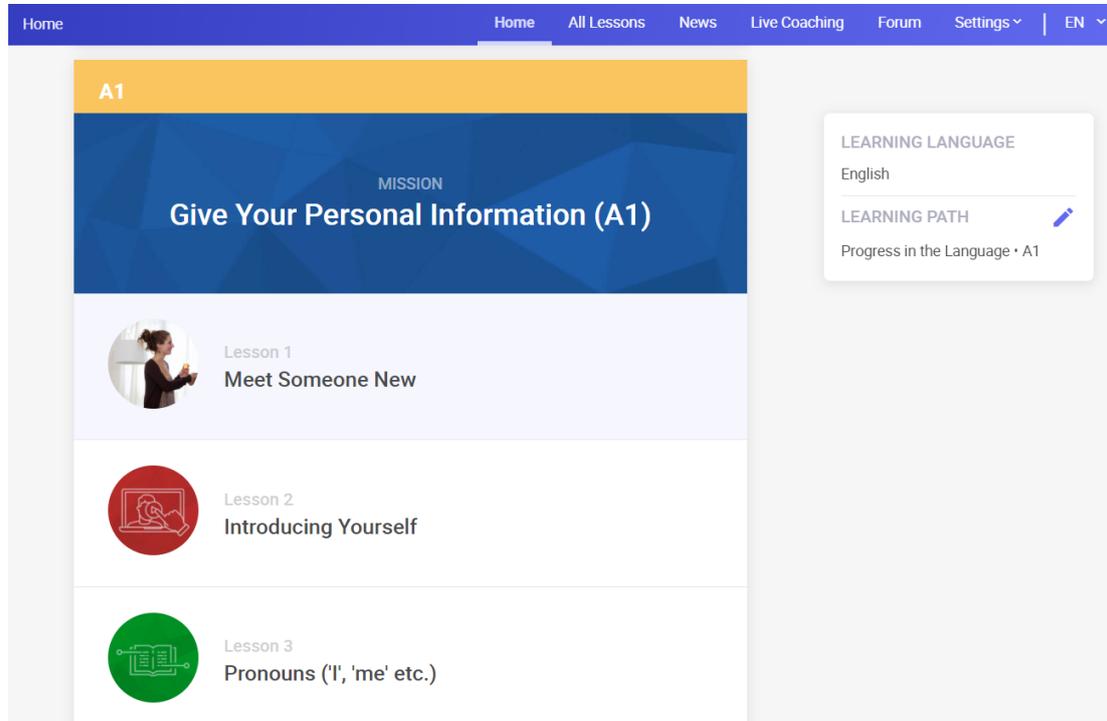
- Login: test2911@mailinator.com
- Email: test2911@mailinator.com
- Last Name: [Empty field]
- First Name: [Empty field]
- Current Password: [Empty field]
- New Password: [Empty field]
- Re-type New Password: [Empty field]
- Time zone: (GMT-00:00) Europe/Dublin
- Telephone Number: [Empty field]

A 'Save Changes' button is located at the bottom of the form.

Each time you log in to the OLS platform, you will be taken to this access page. This page contains more information on the OLS platform, and helpful files for you to download or watch.

### 3 Navigating the OLS Language Course

On the OLS Language Course home page, you can access study activities and other tools, such as your profile, history, scores and different help options.



**Please note:** Some features on the platform are only available in certain learning languages, so your home page may vary from one language course to another. To familiarise yourself with the study activities that you can access in your learning language, please refer to [the following document](#).

## 4 Available Activities

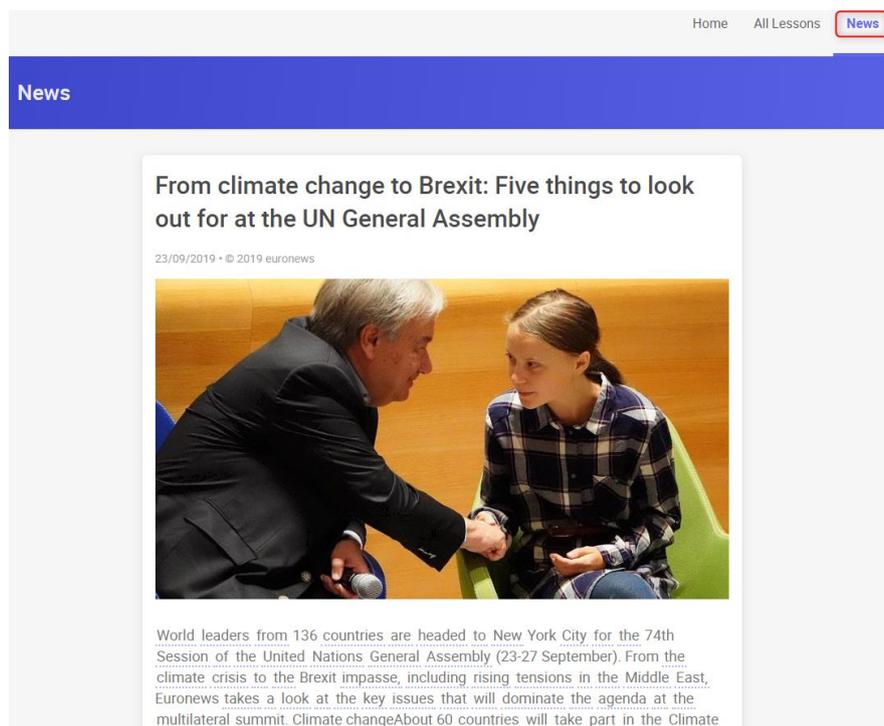
Depending on the learning language, up to five types of activity are available to you. You can freely browse through them to suit your objectives and your level. The available activities include:

- The **News** section
- The **Vocabulary** section
- The **Grammar** section
- The **Argumentation** courses
- The **Professional** courses
- The **MOOC** Library
- The **Forum**

### 4.1 The News Section

#### What is the 'News' section?

The **News** section enables your students to develop their comprehension skills by reading international news. New articles and videos are regularly posted and feature the latest in news and current affairs. Browse these articles and click on underlined words for a definition and translation.



Home All Lessons **News**

**News**

**From climate change to Brexit: Five things to look out for at the UN General Assembly**

23/09/2019 • © 2019 euronews



World leaders from 136 countries are headed to New York City for the 74th Session of the United Nations General Assembly (23-27 September). From the climate crisis to the Brexit impasse, including rising tensions in the Middle East, Euronews takes a look at the key issues that will dominate the agenda at the multilateral summit. Climate change About 60 countries will take part in the Climate

Videos are available with subtitles in your learning language. Click on the words in the subtitles for their meaning. Some videos also come with a quiz. The **Quiz** option enables your students to check if they have understood.

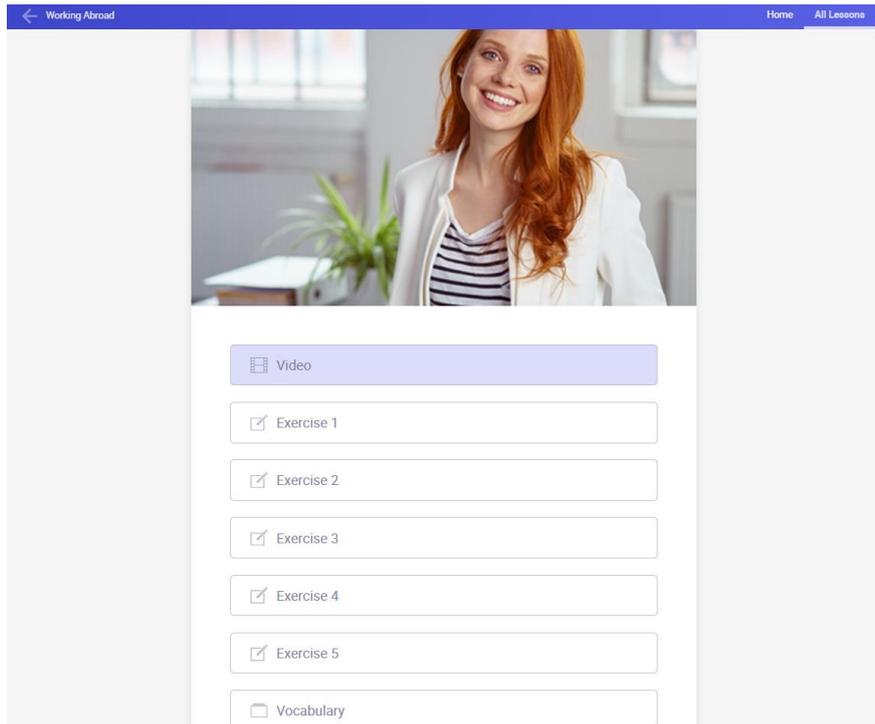
### How can I use it...?

In Class	Flipped Classroom	After Class	Differentiation
News articles could be used as an ice-breaker, or as a starting point for a debate.	Your students could read an article at home, complete the quiz, and then prepare a short presentation on the article that they read to their class.	An article and the accompanying quiz could be given as a homework task, based on a theme that you have studied in your lesson.	Students can filter the news articles based on their language level (easy, medium or difficult) to ensure that it is appropriate for them. You could recommend the student complete a certain article based on an area of vocabulary deficiency by choosing the articles by 'category', e.g. politics, health, food etc.

## 4.2 Vocabulary

### What is the 'Vocabulary' section?

In the vocabulary section, when your students click on a theme, they will see an animation in which key words and expressions have been highlighted. Each animation is made up of a group of exercises that allow for quick revision and practice of the target vocabulary.



For each animation, there are three exercises:

- **Comprehension exercises**, which check their understanding of the conversation,
- **Dictation and spelling** exercises focused on the spelling of key words in the conversation, and
- **Pronunciation exercises**, which help them correctly pronounce the words and sentences they have learnt. These exercises require the use of headphones equipped with a microphone.

The **Vocabulary List** tab gives your students access to a list of the vocabulary, including words and phrases, that your students studied in the lesson. It also provides a definition of each word or phrase, and your students can save certain words or phrases by clicking the 'star' on the left-hand side of each word.

The purpose of the **summary test** is to check that your students have properly acquired the words and expressions that they studied in the lesson. At the end of the test, they will receive their score as well as the corrections to any questions they answered incorrectly. After completing the summary test, they can go back over the vocabulary list of the lesson they have been tested on. They will notice that a "V" is inserted next to words they answered correctly during the test and an "X" next to words they had difficulty with.

**How can I use it...?**

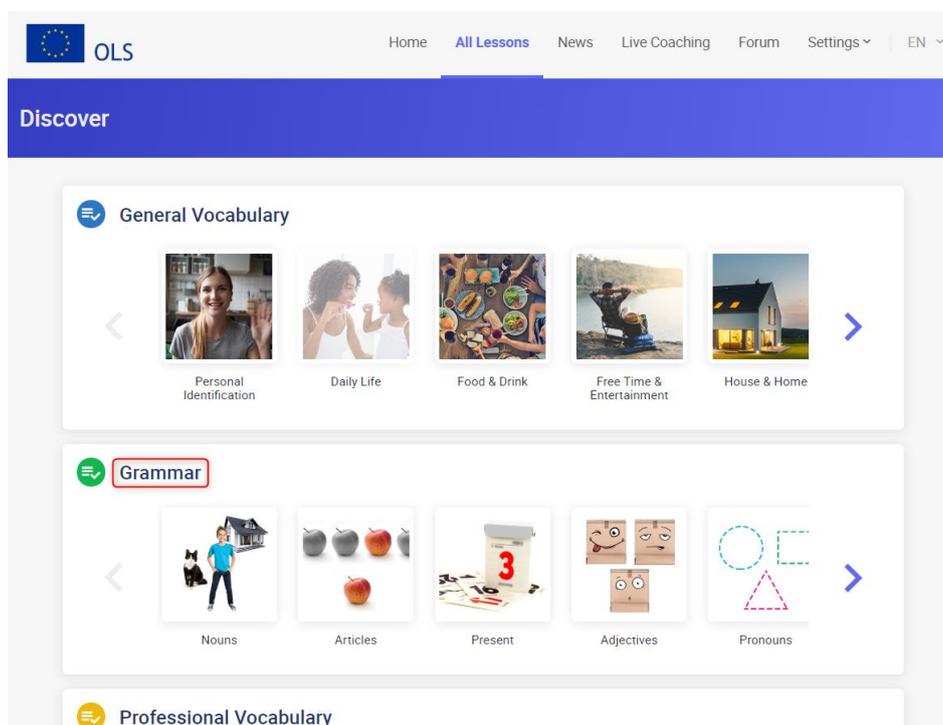
<b>In Class</b>	<b>Flipped Classroom</b>	<b>After Class</b>	<b>Differentiation</b>
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<p>The comprehension exercises could be used as a listening or reading comprehension activity in class.</p>	<p>Your students could complete the comprehension exercises at home, and bring their 'starred' vocabulary list to class to practice the new vocabulary they have learnt.</p>	<p>The dictation and spelling exercises would work well as a homework task, to consolidate the new vocabulary that they have learnt. The students could also complete the summary test to check what they have learnt.</p>	<p>The students could complete the same theme at a different level, for example 'Food and Drink' at level A1, A2 or B1. Your students also have the ability to generate their own vocabulary list based on their needs and language level.</p>
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### 4.3 Grammar

#### What is the 'Grammar' section?

To choose a specific lesson, click on its title or image. Depending on the learning language, your students can choose grammatical topics such as different tenses, adjectives, articles or word order.



Click on the title of a section to access it. The grammar rule for this lesson will then be displayed. Each grammar rule is followed by different exercises to practice the grammar rule in a communicative context. You can access these exercises by clicking on the numbers that appear in the menu bar.

### How can I use it...?

In Class	Flipped Classroom	After Class	Differentiation
You could display the grammar rules page to the class (either using a projector or as a printed page) which would then be the grammatical 'presentation' stage of your lesson.	Your students could read the grammar rules page before class and then you could focus on practicing that structure during the lesson.	The grammar exercises would work very well as a homework task. The students could choose how many to complete based on their needs and level.	The students could choose the particular grammatical structure that is appropriate for their level, e.g. in English, the Present Simple for A1, the Present Perfect for A2, the Present Perfect Continuous for B1 and so on. The students could complete and reattempt the exercises as they need, depending on their language level and prior knowledge.

## 4.4 Argumentation Courses

### What is the 'Argumentation' section?

The **Argumentation** module is a course designed to train your students in articulating their ideas and supporting arguments. It is based on real-life examples, enabling them to study commonly used expressions on topics such as work, marriage, politics, entertainment, etc. This module is exclusively available from the B1 (intermediate) level up to the C1 (advanced) level.

Here are our recommendations for how to complete these modules:

- **Watch the video:** Immerse yourself in the language and choose to work on it with or without subtitles. Click on words to display the meanings of new expressions in the animation.
- **Expand your vocabulary:** The "Vocabulary List" provides a list of key words as well as their definitions, allowing your students to expand their knowledge of the language.
- **Check your understanding:** Test your new knowledge by trying out the comprehension and vocabulary exercises.
- **Give an opinion on the theme in question:** The "Follow-Up" section is designed for teachers and groups of learners in order to stimulate debates and the exchange of ideas.

## How can I use it...?

<u>In Class</u>	<u>Flipped Classroom</u>	<u>After Class</u>	<u>Differentiation</u>
You could watch the video as a class either projected onto the screen or on individual student computers. Alternatively, it could be used as a listening comprehension activity or to introduce the theme of your lesson.	Your students could watch the video and complete the exercises before class, leaving them plenty of time to practice arguing and debating their case in class. The 'Follow Up' section is specifically designed for this.	The 'Follow Up' section could be given as a written homework task to complete after class.	Students from level B1–C1 can generate their own vocabulary list from the text in the video depending on their language level, and use the new words they have learnt in their debate or presentation.

## 4.5 Professional Courses

### What is the 'Professional Courses' section?

The **Professions** module is intended for participants who obtained a minimum B1 level in their first language assessment. It provides more specialised themes, focused on the professional world, and includes themes such as 'banking', 'job courses', 'correspondence' and 'meetings'. The vocabulary and activities within these modules have been purposefully adapted for the professional world.

The screenshot shows a website interface with a blue navigation bar at the top containing the following links: Discover, Home, All Lessons, News, Live Coaching, Forum, Settings, and EN. Below the navigation bar, there are three main content sections:

- Grammar:** A horizontal carousel with five categories: Nouns (illustrated with a person and a dog), Articles (illustrated with apples), Present (illustrated with a calendar showing the number 3), Adjectives (illustrated with faces), and Pronouns (illustrated with geometric shapes).
- Professional Vocabulary:** A horizontal carousel with five categories: Environment (illustrated with wind turbines), Education (illustrated with books and pencils), Work Skills (illustrated with a person at a desk), Job Seeking (illustrated with hands holding papers), and Academic Skills (illustrated with a graduate).
- MOOCs:** A horizontal carousel with five categories: a person speaking, two people talking, a group of people eating, a person on a boat, and a house at night.

Each lesson is accompanied by comprehension exercises, dictation and spelling exercises. This section is based on the same structure as the aforementioned "vocabulary" module which is explained above.

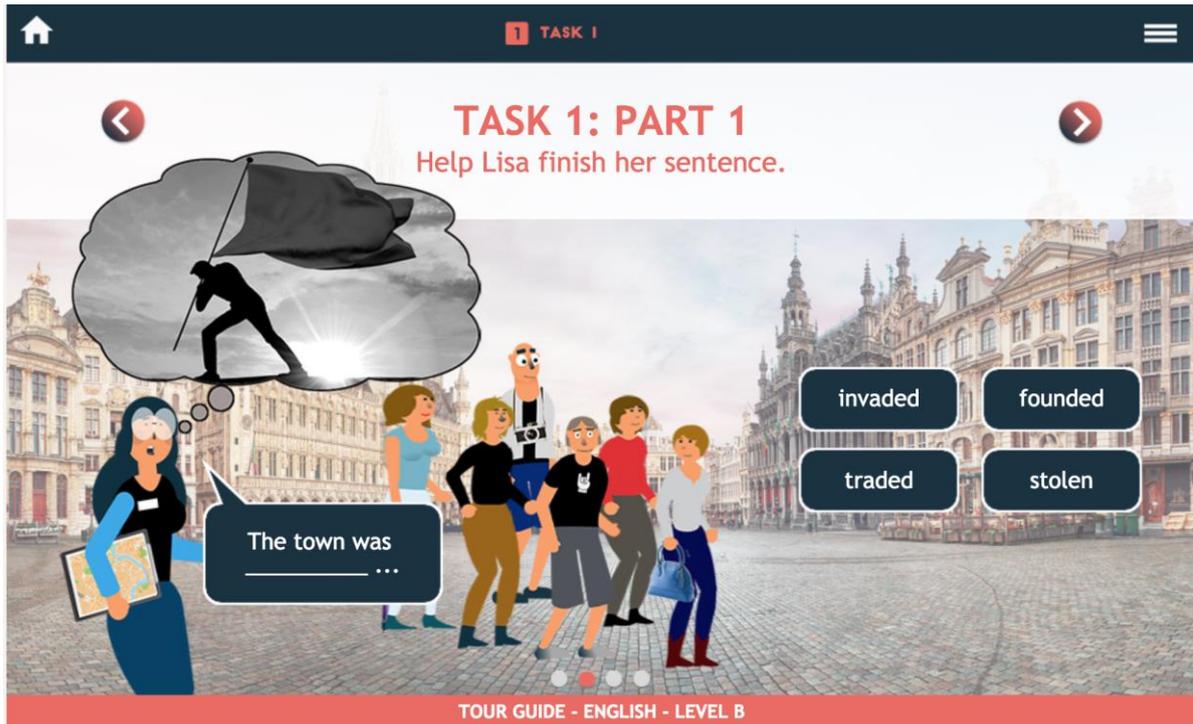
**How can I use it...?**

In Class	Flipped Classroom	After Class	Differentiation
The comprehension exercises could be used as a listening or reading comprehension activity in class. Alternatively, the animation could be viewed as a class to introduce the topic and set the theme of the lesson.	The students could complete the listening comprehension questions at home and then focus on more practical speaking tasks during their lesson.	The spelling and dictation exercises would work especially well for a homework task to consolidate the vocabulary learnt in class.	Students from levels B1–C1 can generate their own vocabulary list from the text in the video depending on their language level, and use the new words they have learnt in their debate or presentation.

**4.6 MOOCs**

**What are MOOCs?**

**MOOCs** are educational, interactive, 30-minute e-lessons with videos, designed by native-speaking tutors of the language. General MOOCs focus on day to day language that can be put into practice as soon as they leave the classroom. VET (Vocational and Educational Training) MOOCs are focused on the professional world and specific professions such as a baker, a receptionist or a tour guide.



During the 30-minute MOOC, the learners discover the language in a semi-guided way and use this language to complete a final task. Some examples of final tasks include: a receptionist being able to take a phone call, or an Erasmus+ or European Solidarity Corps student registering at the Town Hall.

**How can I use it...?**

<u>In Class</u>	<u>Flipped Classroom</u>	<u>After Class</u>	<u>Differentiation</u>
The videos could be viewed as a class, and the exercises done either in pairs or at a whole class level.	The first few sections of the MOOC could be completed at home, including the exercises in the MOOC, and the 'final task' completed in class as a speaking exercise.	Students could complete a MOOC as a homework task, linked to the theme that you have studied in that lesson.	With literally hundreds of MOOCs to choose from, you could choose the relevant level (A, B or C) on the same theme, or choose a theme which interests them and responds to their needs as a learner.

**4.7 Forum**

**What is the 'Forum' section?**

The **Forum**, which is accessible from the home page, is a space for the exchange of ideas with other participants and a tutor, in the learning language. Your students can share their knowledge and

experiences, help other participants, and propose new topics for debate. To ensure that the entire OLS community can benefit from their questions and responses, we ask your students to submit their questions in their learning language (or in English for a level A speaker).

### How can I use it...?

<u>In Class</u>	<u>Flipped Classroom</u>	<u>After Class</u>	<u>Differentiation</u>
The students could complete a group writing task, working together to draft a forum post. In the same vein, they could also try a group editing task, and edit their peers' written posts.	The students could use the 'Language Help' section of the forum to ask questions about certain aspects of language (grammar, for example) while they complete their homework.	You could set a writing task for your students to complete on the forum to allow them to have the opportunity to interact with native speakers and other students.	Some parts of the Forum are organised in terms of level, so you can go to the section that corresponds to their level.

## 5 Learning to Learn

As the OLS platform is designed as an online language support tool, you will find that your students will probably spend a lot of time working on it at home or in their own time. As trainers, we know that it is important to give our students learning strategies in order for them to make progress on their language learning journey. Below is a list of language strategies that would be useful for you to share with your students as they use the OLS platform.

### 5.1 General Language Learning Tips

- Try learning vocabulary by putting post-it notes around the home. Put post-it notes on furniture, electronics, food and other stuff around your house or apartment.
- Change the language on all your electronic devices and social media pages so that every time you write an email, post a photo or look at a website, you are practicing the language!
- When you learn a new word, try and use it in a full sentence right away! The more you practice the word in context, the more you will be able to use it in real-life situations.
- Find a TV series in the language that you are studying and watch it with the subtitles in your learning language. This is great for your listening practice, and also helps you learn some new phrases to sound more conversational.
- Read the newspaper in your learning language every day. Choose one or two articles that interest you and read one very quickly to get the general gist. After that, focus on 2-3 facts in the article like dates, names and numbers. This will really help your reading comprehension!
- Go to the cinema in your learning language! Even if you don't understand everything that is being said, watching films is a great way to learn new vocabulary and be fully immersed in the language.

- Buy a ticket and go to the theatre in your learning language! Watching a play at the theatre is a great way to improve your listening comprehension and immerse yourself into the culture of the language you are studying.
- Practice your writing every day by keeping a diary or blog in the language you are learning. You could choose one experience to write about every day, or write reviews of restaurants you have visited, or books you have read. This is a great way to improve your writing.
- Join your local library for direct access to lots of books and magazines in your learning language. Most of the time it is free, or only costs a small amount to join. Some libraries even have conversation classes or meet-up groups where you can practice the language.
- Try to learn associated words with verbs or nouns. For example, with the verb "look" there are many prepositions that go with it, like "look up", "look over" and "look around" which all mean different things.
- For new nouns, which in English are either countable or uncountable, try and use colour-coding to remember the difference, e.g. green for countable and blue for uncountable.

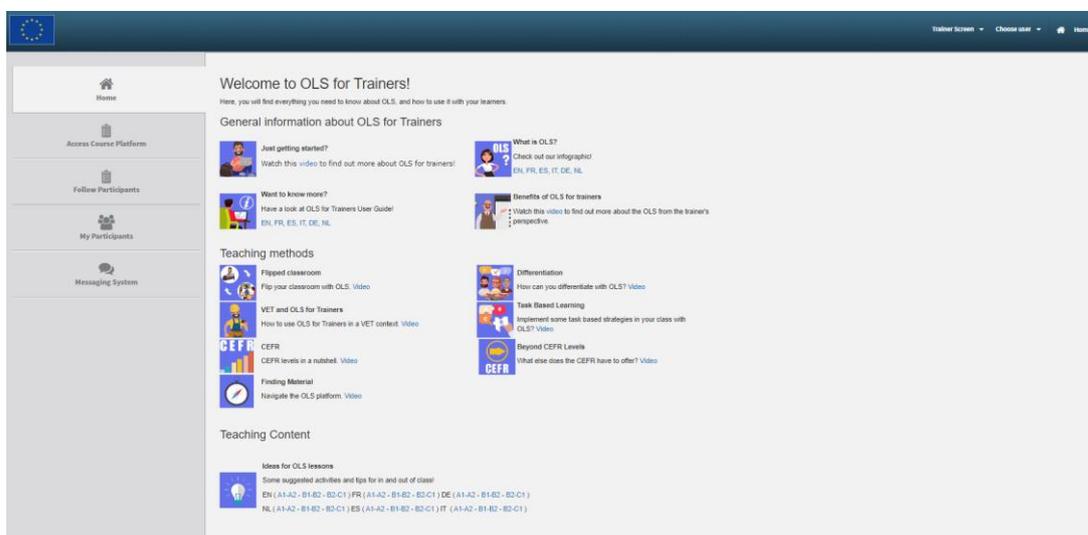
## 5.2 Listening Comprehension Tips

- Don't worry if you don't understand every single word when you are listening. This is totally normal! Instead, focus on the questions and the general meaning of the text.
- Don't try to translate the text into your own language as you listen. Instead, listen carefully and ask yourself 'can I visualise this?' as you listen.
- Pay attention to the type of text that you are listening to. Is it a radio broadcast? A conversation? Understanding the genre will help you to understand the meaning a lot better.
- Pay attention to the context and situation of the text. Are they in a bank? On holiday? Understanding the context and environment will help you understand the meaning a lot better.
- When the text is finished, try to predict what will happen next. How will the conversation continue? What will happen in the next part of the story? Doing this will help you to check that you have understood the general meaning of the text.
- As you listen, pay attention to the tone of the speaker's voice. Are they angry? Happy? Confused? Sad? This will help you to understand the general meaning and situation of the text.
- As you listen, try to think of a good title for the text. This will help you understand the overall meaning and help you to concentrate while you listen.
- Pay attention to the first word of a sentence as this gives you a clue to the meaning of the whole sentence. For example, if you hear the sentence start with 'if', then it is showing that the speaker is unsure, but if you hear 'when' then the speaker is sure.
- Listen to the words that connect sentences together. If the connector is a word like 'but', 'however' or 'nevertheless', this suggests opposition. If you hear words like 'and', 'also' or 'furthermore', this tells you that there is continuity and agreement.
- Pay attention to the register the speakers use, which means how formal or informal the text is. Are they short, simple words like they are talking to a friend or colleague, or are they using long, formal sentences like they are talking to a boss or client?
- Pay attention to the ends of words as you listen. For example, the ending '-less' means without, like the word 'homeless', while '-ism' means a belief system, like the word 'feminism'.

- If you are unsure of the grammatical tense you are listening to, pay attention to the ends of the words. Whenever you hear the '-ed' sound at the end of a verb, you know that it's in the past. If you hear '-ll', you know it's in the future.
- Pay attention to the start of words, as they often have helpful prefixes. For example, 'un', like in unnecessary, means 'not' or the 'opposite of', while 'pre-' means before.
- Look for words you know from other languages. There are many words, such as "computer" or "sport", which are the same or similar in many languages.

## 6 Navigating OLS for Trainers

On the OLS Trainer homepage, you will find different tabs for you to navigate through the OLS course platform, manage your classes and follow your participants. There are also materials to assist you with using OLS for Trainers.



### 6.1 Your participants

The “Follow Participants” tab displays participants from your Beneficiary institution who have received an OLS online course licence from your institution’s coordinator. In order to follow one or more participant(s), you need to click on “FOLLOW”. This will automatically send an email to the participant informing them that you, as a Trainer, are following their language learning progress. Upon clicking the “FOLLOW” button, it will turn into an “UNFOLLOW” button, enabling you to stop following your participant(s).

The screenshot shows the 'Follow Participants' page. On the left sidebar, the 'Follow Participants' button is highlighted with a red box. The main content area displays a table of participants invited from the beneficiary institution/organisation. The table has columns for First Name, Last Name, Login, and Follow. The first row, for Pierre Paul (login: bla5@mailinator.com), has a red box around the '+ FOLLOW' button.

First Name	Last Name	Login	Follow
Pierre	Paul	bla5@mailinator.com	+ FOLLOW
Paul	Jacques	bla4@mailinator.com	+ FOLLOW
Vic	De	s2vde@mailinator.com	— UNFOLLOW
erika	ghezzi	s2egh@mailinator.com	+ FOLLOW
Max	LaMenace	max01@mailinator.com	+ FOLLOW
Antoine	Désir	adbeta20190502@mailinator.com	+ FOLLOW
Claire	Lacroix	alt-v34-en-5@mailinator.com	+ FOLLOW
Victoria	De Clercq	s2web4@mailinator.com	+ FOLLOW
Benjamin	Defrenne	bentest2@mailinator.com	+ FOLLOW
Fanny	Lavisse	alt-v34-fr-cll-6@mailinator.com	+ FOLLOW

Participants invited by another Beneficiary institution will have the choice of accepting or rejecting the “follow” request. To invite a participant from another Beneficiary institution, insert their email in the Email search bar and click “Search participant”. Once the participant has been found, click on the “Follow” button.

The screenshot shows the 'Follow Participants' page with the search bar highlighted. Below the table, there is a section titled 'Invite participants from another beneficiary institution/organisation' with an email input field containing 'ama@student@mailinator.com' and a 'Search Participants' button. Below this, a new row is shown in the table for Ama Student (login: ama@student@mailinator.com) with a '+ FOLLOW' button.

First Name	Last Name	Login	Follow
Ama	Student	ama@student@mailinator.com	+ FOLLOW

A message will be sent to the mobility participant allowing them to accept or reject your “follow” request.

If the mobility participant cannot be found on OLS, an error message will appear: “Sorry, no user matches the email you entered”.

The screenshot shows the 'Follow Participants' page. On the left is a navigation menu with options: Home, Access Course Platform, Follow Participants, My Participants, and Messaging System. The main content area is titled 'Follow Participants' and contains two sections:

**Invite participants from my beneficiary institution/organisation**

First Name	Last Name	Login	Follow
Pierre	Paul	bl45@mailinator.com	+ FOLLOW
Paul	Jacques	bl44@mailinator.com	+ FOLLOW
Vic	De	c2w6@mailinator.com	- UNFOLLOW
Wilka	ghezzi	c2w6@mailinator.com	+ FOLLOW
Max	Lafrenne	max12@mailinator.com	+ FOLLOW
Antoine	Deir	ad8ta2010002@mailinator.com	+ FOLLOW
Claire	Larrieu	ak v24-en-5@mailinator.com	+ FOLLOW
Victoria	De Clercq	c2w6@mailinator.com	+ FOLLOW
Benjamin	Delfrene	ben102@mailinator.com	+ FOLLOW
Fanny	Lavisse	ak v34-4-05@mailinator.com	+ FOLLOW

Below the table is a search form for participants from another institution:

**Invite participants from another beneficiary institution/organisation**

Email:

This login/email is not found in the OLS. Please try with another email.

## 6.2 Following Your Participants

The “My Participants” tab provides you with the following information for you to monitor your students’ progress on the platform and to help you with your teaching:

- *Name*
- *First Name*
- *Login*
- *Mobility start date*
- *Mobility end date*
- *Assessment language*
- *LA1 result*
- *Course language(s)*
- *Total time spent on platform*
- *Number of tokens (Live coaching)*
- *Number of Live MOOC subscriptions*
- *Number of tutoring session subscriptions*
- *A “See Progress” button*
- *An “Unfollow” button*

To access details about their activity on the OLS course platform, simply click on the “See Progress” button in blue.

See Progress	Last Name	First Name	Login	Mobility Start Date	Mobility End Date	Assessment Language	LAI Result	Course Language(s)	Total Time Spent on Platform	Number of Tutorials	Number of Low MOOC Subscriptions	Number of Tutoring Session Subscriptions	Action
See Progress	test	test	gammal_fm@mailinator.com	01/02/2019	29/02/2020	French	A1	French	09 days, 03:27:00	28	0	0	UNFOLLOW
See Progress	Moh	Ma	Ma2@mailinator.com	01/06/2019	31/09/2019	English	A1-	English	09 days, 00:04:23	23	0	0	UNFOLLOW
See Progress	Vic	De	LiVde@mailinator.com	01/06/2019	31/12/2019	English	A1	English	09 days, 00:00:00	11	0	0	UNFOLLOW
See Progress	Test	Test	test_testing_xxxxx@mailinator.com	01/06/2019	31/12/2019	English	A1-	English, French, German, Danish, Italian, Spanish, Polish, Czech, Greek, Portuguese, Swedish, Bulgarian, Croatian, Hungarian, Romanian, Slovak, Finnish, Estonian, Latvian, Slovenian	09 days, 05:36:07	17	0	0	UNFOLLOW
See Progress	Test	Test	gjhvz176132@mailinator.com	01/06/2019	30/06/2020	English	A1-	English	09 days, 00:20:00	30	0	0	UNFOLLOW
See Progress	Anna	Student	annastudent@mailinator.com	01/11/2019	31/09/2020	French	A1-	French, German	09 days, 00:11:05	33	0	0	UNFOLLOW
See Progress	Anna	Student	annastudent@mailinator.com	01/06/2019	30/11/2019	English	A1-	English	09 days, 00:13:07	15	0	0	UNFOLLOW

### 6.3 The “Learner Report” Tab

Upon clicking on the “See Progress” button, another tab called “Learner Report” will appear. It contains detailed information about your learner’s activity on the OLS course.

German French

TIME SPENT: 0h 01m

LAST CONNECTION: 29/11/2019 10:23

LATEST LANGUAGE ASSESSMENT: French - 25/11/2019

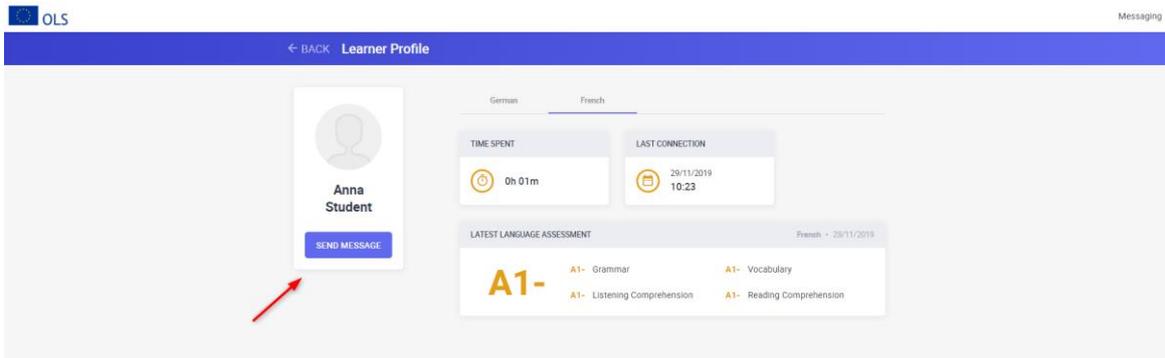
**A1-**

- A1- Grammar
- A1- Listening Comprehension
- A1- Vocabulary
- A1- Reading Comprehension

## 7 The Messaging System

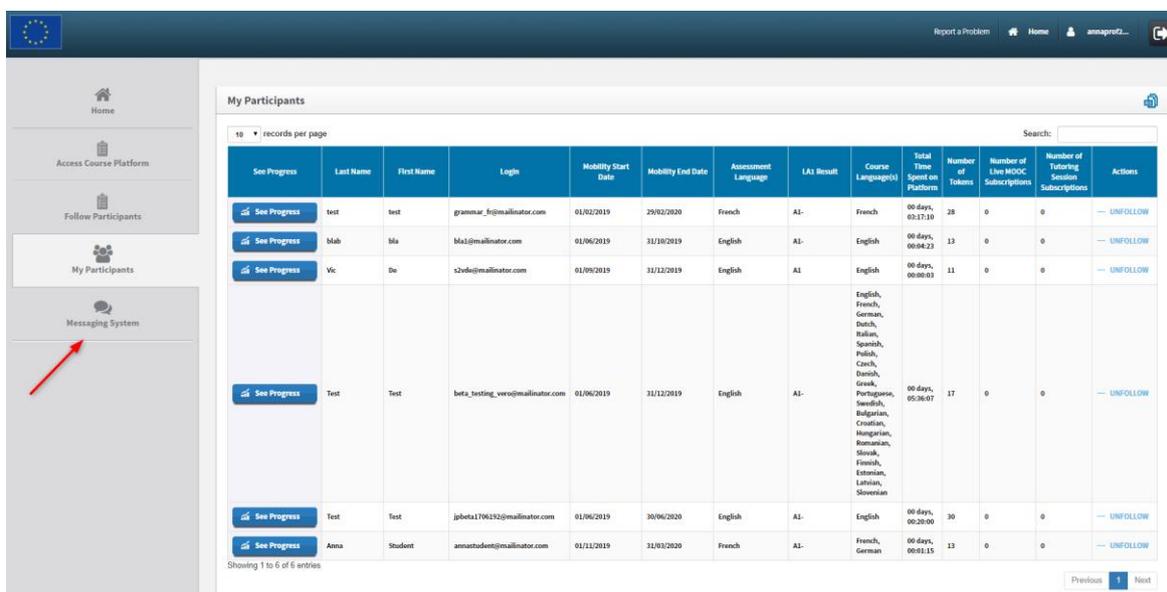
The messaging system enables you to interact with your participants by sending them motivational messages or addressing their questions.

You can send a message to the participant by clicking on the “SEND MESSAGE” button on the “Learner Report” page. Please note that a conversation can only start if you send a message to the learner first. The learner cannot initiate a conversation.

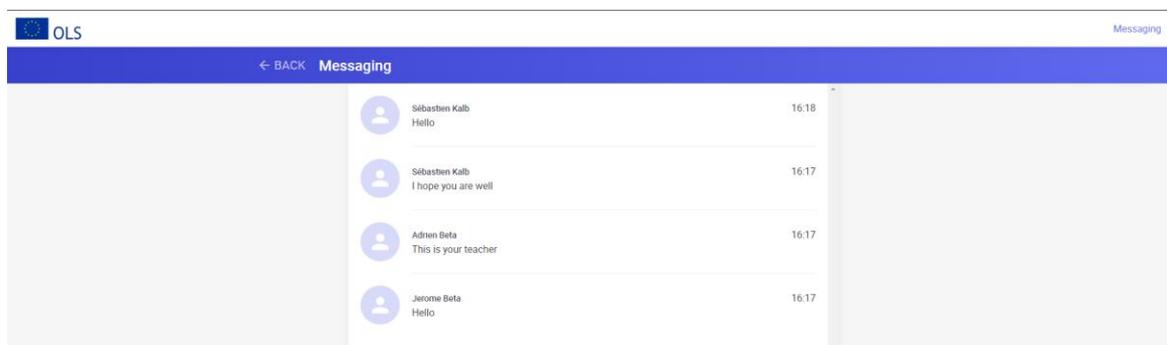


You will receive an email notification each time a participant sends you a message through the messaging system. The participant will also receive an email notification and/or an app notification each time you send them a message.

You can see conversations with the participants whose progress you follow in the “Messaging system” tab.



Upon clicking on the “Messaging system” tab, you will be redirected to the messaging page where all the conversations are listed.



## 8 Support

### 8.1 Interface Language

If you want to view the OLS platform in another language, you can change the interface language by clicking on the drop-down menu at the top of the page.

### 8.2 Help

From your home page, you can access help features that will give you detailed information about the platform. We recommend that you take advantage of the guided tour which presents all the various features of the OLS language courses.

You are also able to control your history and closely follow your progress in the different lessons, view your statistics and edit your profile.

**We hope you have a successful learning experience with your OLS language course!**