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## Language Learning Through the Internet: Nine Years of Experience

**Abstrakt (Nauka języka przez Internet: 9 lat doświadczeń).** Projekt „lernu!” to darmowa strona internetowa, dostępna w wielu językach, promująca naukę esperanto. Od 2002 r. odwiedziło ją ponad 10 milionów osób i zarejestrowało się 100 tysięcy użytkowników, którzy korzystają z 14 dostępnych kursów językowych oraz przypisanych do nich ćwiczeń, gier, słowników i opisów gramatycznych. Na stronie zamieszczony jest działający online system egzaminujący oraz multimedialna biblioteka z książkami, muzyką, nagraniami i filmami. Społeczność skupioną wokół „lernu!” wspiera wbudowany system komunikacyjny, spełniający funkcję komunikatora, forum dyskusyjnego czy tablicy ogłoszeń. Międzynarodowa sieć wolontariuszy dostarcza informacji zwrotnych uczestnikom strony oraz, wykorzystując specjalne oprogramowanie tłumaczeniowe, dba o jej aktualizację w 37 wersjach językowych. Doświadczenie zdobyte w projekcie „lernu!” przyczyniło się do powstania E@I – organizacji non-profit zajmującej się projektami interkulturowymi poświęconymi nauczaniu języka i technologiom internetowym.

**Abstract.** “Lernu!” (www.lernu.net) is a multilingual web-based free-of-charge project for promoting and teaching Esperanto. Since 2002, more than 10 million visitors and 100,000 registered users have profited from the site’s 14 proposed courses and the accompanying exercises, games, dictionaries and grammatical overviews. There is also an on-line examination system and a multimedia library with books, music, voice-narrated stories and videos. The on-line user community is supported by built-in communication services such as instant messenger, discussion forums and news. An international network of volunteers provides human feedback and takes care of the website’s 37 language versions, by means of a dedicated translation software. Experience acquired with “lernu!” has given rise to E@I, an NGO running intercultural projects related to language learning and internet technologies.

### Introduction

“Lernu!” is a multilingual, web-based, free-of-charge on-line language-learning environment located at www.lernu.net. It provides language resources and a dozen courses, remotely assisted by voluntary language tutors, and supports a community

of users, many of whom are former students who later became language tutors for newcomers. After nine years of existence, the community now counts more than 100,000 registered users from all over the world and there are 150,000 page views on every day. The language taught by “lernu!” is Esperanto, but the model has already been reused for another website teaching Slovak and a similar project for German is currently being prepared.



### Motivation

Traditional second language learning faces some barriers that are inherited to the way languages are being taught in classrooms: The context of language instruction is usually artificial, as the students mostly come from the same language background and therefore do not feel a real urge to study and exercise the new language during the course – their only motivation may be extrinsic, based on the fact that language lessons are a part of the prescribed curriculum. Another result of alienation from the natural medium in which the language is used is the lack of good, socially relevant models. The students can often talk in the new language only to their teacher, who may himself be only limitedly fluent speaker. At last but not at least, every teacher has his own, rather limited range of methods and tools available to him and used by him, while every student may need a different approach to achieve best results.

The advent and worldwide adoption of the internet has brought new possibilities into the field of language learning. In the virtual space, it is now possible to create a natural multilingual context that is accessible from any physical location. Indeed, students may feel more attracted to language learning if they have easy access to an environment where its usage maybe observed in natural circumstances and where they can meet other students and do their first attempts at using the newly acquired knowledge in practice. The fact that these interactions happen by means of standard tools of internet communication already known to the students (web browser, e-mail, chat, discussion forum...) is another advantage. Also, an internet-based course may apply an individual approach to every student and can offer a much wider range of tools and materials to assist language learning than what a single human teacher could supply.

According to the creators of “lernu!” (Fettes & Petrović 2003) an optimal language learning site should be:

- intercultural: closely tied to on-line communities and networks of fluent language users, encouraging learners to develop interests and abilities that are internally motivated,
- interactive: putting learners in direct contact with fluent language users,

– an integrated learning environment: providing a wide range of aids to learning (e.g. vocabulary, grammar, pronunciation, phraseology; reading, listening, writing, speaking).

## Learning Esperanto

Esperanto is the most widely spoken constructed international auxiliary language, published by Ludwig Lazarus Zamenhof in 1887. Estimates say there are between 10,000 and 2,000,000 speakers of Esperanto who live in about 115 countries of the world. With the exception of about a thousand native speakers (mostly children of international couples that use Esperanto as a common language), all speakers have acquired Esperanto as a foreign language through a more or less formal education process. This makes the instruction of Esperanto a crucial element for the language's flourishing and survival – much more important than in the case of national languages that are being transmitted from one generation to another as mother tongues. Publications about instruction of Esperanto are numerous (e.g. Kováts 2009) and ILEI (International League of Esperanto Teachers) is one of the most active Esperanto organizations and in operational relations with UNESCO.

Instruction of Esperanto through traditional classroom methods often suffers from weakness, because of the diaspora and cross-national character of the Esperanto language community. Although there are official courses of Esperanto at some universities, most in-class courses are organized by local Esperanto groups and taught by enthusiastic amateurs. Their publicity is often poor and almost always limited to a particular area, because joint teaching activities run together by several groups within a region or a country are rare. Moreover, because Esperanto is not the language of any nation, the international culture that it bears can only be observed in interpersonal communication and during gatherings of Esperanto speakers – there is not any particular country or region where the language would be spoken on a daily basis and could easily attract the attention of prospective students.

Parallel to Esperanto's objective of connecting people across linguistic borders, internet connects people across geographical borders and is considered by many Esperantists as a means of overcoming many of these traditional barriers that had been hindering its spread through instruction in the first century of its history. This observation holds true also for the instruction of other languages, although in the case of Esperanto these new opportunities are particularly significant. Internet language learning can provide an informal and individualized learning experience, students can profit from an international network enabling immediate contact with fluent speakers as well as fellow students from all over the world, and various resources and teaching approaches may be collected and combined and be easily found by users in a central and well publicized place accessible from anywhere in the world.

## Origin of lernu!

The “lernu!” website was launched on the 21st of December 2002 by an international group of five young Esperanto speakers. The idea was conceived during an “Esperanto@Internet” seminar in April 2000 and further developed during a second seminar in October 2001. The creation has been made possible due to monetary support from the US-based Esperantic Studies Foundation (ESF), which has been the main sponsor of “lernu!” until today. The core team of developers has seen gradual changes over the nine years of the project’s existence and none of the founders is active anymore today, but the continuity of the project has been guaranteed by the non-governmental organization E@I (Education@Internet) that formed around “lernu!” in 2005 and has since then produced also many other educational projects, including adaptations of “lernu!” for the study of other languages.

## Multilingualism

The current version of the website comes from 2006, when it underwent major design changes and adaptations to catch up with the progress of technology. When accessed, the home page [www.lernu.net](http://www.lernu.net) automatically opens in a language preferred by the user’s browser, which is indicated by “www” changing to the ISO code of that language, i.e. “en.lernu.net” for English. Multilingualism is one of the characterizing features of “lernu!” and it is it what makes the website accessible to students of many different mother tongues. Language learning is a challenging process and if the medium of instruction is itself a foreign language, chances that the student will succeed are lower than if instruction is carried out in his mother tongue. Furthermore, individual language versions may, to certain extent, provide additional explanation of and make the user pay more attention to specific language phenomena that may be found difficult by speakers of his language but not by others. The website’s content is created originally in Esperanto (working language of the core team), from which it is being translated into other languages using a dedicated translation environment. At any moment, the user may change the language in which he uses the website by using the language selection box situated at the top right of any page. Currently, 36 translations of “lernu!” into national languages are available, although 9 of them do not achieve the limit of 75% translated text chains and therefore appear in the list in gray letters.

## Structure

The home page of “lernu!” features a welcome text with links to information for beginners and FAQ in the middle; a short embedded YouTube movie presenting

Esperanto with subtitles in the selected language to the left; the main menu that gives access to all parts of the website at the top; a side menu that consists of collapsible boxes that contain the interactive elements such as dictionary or chat to the right; lists of edited recent Esperanto news and an automatic list of latest postings by user in the forum at the bottom.

Some of the sections of the website, accessible through the main menu, are:

- Introduction (Language presentation);
- Courses (4 levels, For children, Samples);
- Learning (Dictionaries, Phrasebooks, Grammar, Exercises, Games, Virtual lessons, Exams);
- Communication (Users, Messages, Postcards, Forum);
- Library (Stories, Proverbs, Jokes, Music, Films);
- Help & About (Meetings, Guestbook etc.);
- My lernu! (My profile, User settings, Study plan, Results).

The last submenu is available only to registered users of the website. Registration is free and has recently been simplified to request only a user name, e-mail address and password, although users may provide more information and create a profile for themselves at any later moment.

The screenshot displays the lernu.net website interface. At the top, there is a navigation menu with the following items: Main Page, Introduction, Courses, Learning, Community, Library, Help Pages, About lernu!, My lernu!, and Register. The main content area is divided into several sections:

- Parto 01 - Esperanto estas ling.:** A video player showing a scene with a play button overlay.
- Welcome to lernu!:** A green header section with a welcome message and a link to "How to begin first".
- Support lernu!:** A section with a message: "lernu is able to operate thanks to your support."
- Log in:** A form with fields for "Username:" and "Password:", a "Remember me" checkbox, and a "Log in" button. Below the form are links: "I can't log in. Help!" and "I want to register."
- Recent Esperanto news:** A list of news items, including "New Zealand Esperanto Association - National Convention" and "Australian Esperanto Course: January 8-21, 2012".
- Latest forum postings:** A list of forum posts, including "Auge y 'caida' del esperanto." and "Kiam aperos Harry Potter en Esperanto?".
- VORTARO:** A dictionary widget for "Eo-Polski" with a search input field and an "Eki" button.

## Courses

The learning resources at “lernu!” include courses, exercises, games and exams. There are currently 14 courses. The majority of them are basic or intermediate level, but there are also some courses that have advanced-level material. Most of the courses available on the site were created internally at “lernu!”, with content written by members of the project’s team. “lernu!” also offers versions of some classic courses, originally published as books, such as “Gerda Malaperis” and “La Zagreba Metodo”, as well as a course that is based on the exercises found in the “Fundamento de Esperanto”, a book by which Zamenhof codified the linguistic foundations of Esperanto in 1905.

“Lernu!” is aware that different students have different learning styles, and learn most effectively using different methodologies. Because of that, the courses at “lernu!” follow multiple instructional methods. For example, in some courses, the student learns words and grammar, and then reads a text and answers questions (Ana Pana, Ana Renkontas). In other courses, they read Esperanto sentences with accompanying translations, to learn Esperanto grammar by means of examples, rather than through rules (Vojaĝu kun Zam). There are also courses that follow the direct method: students learn the grammar using examples and pictures, with few explanations (Bildoj kaj Demandoj). “Lernu!” is especially proud of “La Puzlo Esperanto”, in which the student drags around roots and affixes to construct Esperanto sentences. This course is a fun and interactive way of showing students how word building works in Esperanto, and how Esperanto grammar is fundamentally different from the grammars of many other languages.

The content of each course varies, but most of them contain a text to be read, a vocabulary learning section, fill-in-the-blanks exercises, and reading comprehension questions that relate to the text. Although Esperanto is written using a phonetic alphabet, many courses at “lernu!” have sound files that students can use to hear the correct pronunciation and improve their ability to understand spoken text. Some courses have listening exercises, and one course, “Mi estas komencanto”, is primarily based on speaking and listening.

Most of the exercises in the courses are corrected automatically. However, the exercises in three courses (“Ana Pana”, “Ana Renkontas” and “Kio okazas”) are corrected by a tutor. Tutors are volunteers who already master the language and contribute to the project by giving advice to new students. In many cases tutors once were themselves students at “lernu!”, but some tutors are also retired people or Esperantists living in remote regions who use “lernu!” as an effective tool to find people who want to learn Esperanto and assist in teaching them. Students can choose a tutor who speaks their native language (when possible). The students not only receive corrections for the exercises they have completed, but can also communicate with the tutor to ask questions and get more detailed explanations of issues that concern them. “lernu!” now has more than 100 tutors, who are of all ages and live all over the world.

Many courses offer an informal self-evaluation test at the end, to allow students to measure their comprehension of the contents of the course. In addition, there are several serious exams that users can use to evaluate their progress in the language. These exams are given in Esperanto only, and test grammar, listening comprehension, reading comprehension, and vocabulary. Another exam tests knowledge of the Esperanto movement. Students can receive a diploma after successfully passing an exam.

The screenshot shows the Lernu! website interface. At the top, there is a navigation menu with links like 'Dosiĉero', 'Modifi', 'Vidi', 'Historio', 'Legosignoj', 'loj', and 'Helpo'. Below this is a search bar and a 'Google' logo. The main content area is titled 'Ana Pana' and includes a 'Parto 1 - Saluton! - Text' section. The text describes a person named Ana and their address. A dictionary pop-up window is visible over the text, showing the word 'loĝi (loĝ-i)' with the definition 'to live, to dwell, to reside'. The right sidebar contains a 'Support Lernu!' section, a 'THE DICTIONARY VORTARO' section, and a 'My corner' section with various notification icons.

## Interactive Tools

“Lernu!” offers not only courses, but also resources to support language learning. Some of these resources make use of the interactivity that is possible on the web. The site offers many dictionaries (bi-directional, between Esperanto and many other languages). The dictionaries are continually improving and expanding, thanks to the work of the volunteers who translate the site.

The dictionary at “lernu!” is unique among on-line Esperanto dictionaries. When a user looks up a word, the dictionary’s algorithm breaks the word apart into its component roots and affixes, and gives a definition for each element of the word. For beginners, it isn’t always obvious which part of the word is the root and which part is an affix. For example, few dictionaries would contain a word like “birdeto” (little

bird), because it's clear to an experienced speaker that the meaning is bird/et/o – “little bird”. Beginners may not immediately see that, and spend time searching fruitlessly for the root word “birdet/” in their dictionary. With the “lernu!” dictionary, however, a beginner can input the word “birdeto” and immediately see the form “bird/et/o”, with definitions for “birdo” and “-et-“.

Almost all texts at “lernu!” are “clickable”. That means that a user can click on a word, and a translation appears in a hover box (according to the language currently selected in the dictionary). Using this tool, it is very easy to check the meaning of a word, without typing it into the dictionary or searching for it in a paper dictionary. The user simply clicks, and instantly sees the translation.

To supplement their studies, students at “lernu!” can practice their new knowledge with the many different exercises found at lernu! Some exercises are linked to courses, but there are many other exercises on the topics of grammar, vocabulary, and so forth. Users can use the exercises to practice only those parts of the language that they find most problematic. There are many language-learning games available at “lernu!”, which students can use to practice the language in a fun atmosphere. The exercises and the games are available at several levels; both beginners and advanced speakers can benefit from them.

## Language Resources

“Lernu!” offers several descriptions of Esperanto grammar. There are two grammars available on the site. The first is a concise grammar, which is translated into each site language. The concise grammar describes basic topics of Esperanto grammar. The second is for higher-level students who are ready to learn the grammar in more detail. The detailed grammar is available only in Esperanto, and is an abridged version of the PMEG (Plena Manlibro de Esperanta Gramatiko), originally prepared for “lernu!”. It has become so popular that it has been published in print in the meantime (Wennergren, 2010). In addition to the grammar guides, there is also a page that has detailed descriptions of common difficulties in Esperanto grammar.

In the “lernu!” library there are many texts that students can use to practice reading. There are many stories from the book “Vere aŭ Fantazie” by Claude Piron. For some of those texts there is a sound file, so students can not only read the story, but also listen to it and improve their ability to understand speech. For beginners, there are several texts that have a phrase-by-phrase translation, to help the student see more clearly how ideas in their language are translated into Esperanto. There are also writings (both in Esperanto and in other languages) about Esperanto history and culture, information about Esperanto publications, and summaries of Esperanto books, to inform students about the vast quantity of Esperanto literature that's available. The library doesn't just contain text; short films and music can also be found there.

The screenshot shows the lernu.net forum interface. At the top, there is a navigation bar with links like 'Dosiero', 'Modifi', 'Vidi', 'Historio', 'Legosignoj', 'Ĵoj', and 'Helpo'. The browser address bar shows 'en.lernu.net/komunikado/forumo/index.php'. The main content area is titled 'Forum' and contains a welcome message in Esperanto, followed by a table of topics. The table has columns for 'Topics', 'Threads', 'Messages', and 'Last message'. Below the table, there are sidebar widgets: 'Support lernu!', 'THE DICTIONARY VORTARO', 'My corner', and 'THE INSTANT MESSENGER TUJMESAĜILO'. At the bottom right, there is a link for 'LLM in Int. Business Law'.

Topics	Threads	Messages	Last message
<b>In Esperanto</b>			
<b>Viewpoints</b> A place for exchanging viewpoints and opinions on various topics.	918	18455	2011-11-17 7:05:02
<b>Sandbox</b> In the sandbox you can freely test various capabilities of the forum.	135	1372	2011-11-14 17:11:00
<b>News</b> A place for all sorts of news about Esperanto - events, meetings and so on.	498	2501	2011-11-17 20:34:23
<b>Questions</b> A place for your questions about Esperanto as a language: grammar, terminology, help with translation etc.	1047	10041	2011-11-18 1:32:00
<b>About other languages</b> A place for those who want to discuss other languages apart from Esperanto.	297	4431	2011-11-17 13:20:58
<b>Humour</b> A place for your jokes and amusing stories.	429	4414	2011-11-17 22:29:58
<b>About the website</b> This is a place for your questions, ideas, critiques of the page.	266	1737	2011-11-03 17:56:36
<b>About everything else</b> Here you can discuss any topic in Esperanto.	1226	15484	2011-11-18 0:18:03
<b>In other languages</b>			
<b>In English</b>			

## Communication

Part of the success behind “lernu!” is that it is not just a learning tool, but also a communications tool. It is difficult to learn a language without having an opportunity to practice it, so at “lernu!”, users can communicate with each other in many different ways. Users can contact one another with private messages, to practice writing in a relaxed atmosphere. They can send e-cards, to congratulate other users on birthdays or holidays, or simply to say hi. There is also an instant messenger, that users can use to chat with other users who are on the site at the same time.

Many users use the “lernu!” forums to discuss various topics. There are some forums in different languages that beginners can use to ask questions about the language, talk about the difficulties they are having, and get advice from experienced Esperanto speakers who also speak their native language. But most of the forums are in Esperanto, and the users use them to practice the language in a fun way. Sometimes the users use the forums to talk about the language itself, but usually they talk about various topics, including world politics, history, and favorite TV series. The forums are also frequented by experienced Esperanto speakers and several members of the “lernu!” team, who ensure that there is always an experienced speaker keeping an

eye on the discussions, who can answer complicated or difficult questions about the language.

There are also “virtual lessons” at “lernu!” In the virtual lessons, students meet with a tutor in a virtual classroom, which looks like a chat room, but with a web page visible at the side. The tutor guides a lesson; students can communicate with the tutor and with other students, just like in a real classroom. The tutor guiding the lesson can show the students various web pages as needed, to illustrate points and give examples. Virtual lessons are available at different levels, and are taught in several languages (both national languages and Esperanto, according to the level of the students).

Since 2008, physical meetings of “lernu!” users called Summer Esperanto Study attract 100 to 200 people every year for a week of intensive study and the possibility to personally interact with other users and creators of the website.

### Statistics

Since November 1, 2004, when current counting began, “lernu!” has been visited by almost 10 million unique visitors who have made a total of 189 million hits (page views). Currently, there are 170,000 visitors and 4 million hits monthly.

Although registration in “lernu!” is free and required only to access the communication tools, there are now more than 108,000 registered users and 50 new users register every day. Thousand users log in on any single day and in the last three months, around 20,000 users have logged in. Traffic generated by anonymous users can only be measured as the number of unique visitors, of which there are about 6,000 every day.

62% of users indicate in their profile that they are beginners in Esperanto, 29% have a basic knowledge, 7% think they master Esperanto at a medium level and 2% of users call themselves fluent speakers.

Most of the registered users use “lernu!” in English (25%), followed by Spanish (12%), Portuguese (9%), French (6%), Russian (6%), Simplified Chinese (6%), Hungarian (6%), German (5%), and other languages.

Most users come from the United States (13%), followed by Brazil (9%), Hungary (6%), Germany (4%), Russia (4%), France (4%), Spain (4%), Poland (3%), and other countries.

User of “lernu!” are relatively young: 42% of users are in the age category 16–25 and 35% of users are between 26 and 40 years old. There are 15% of users in the age group 41–60. Five per cent of users are above 60 years old and three per cent are under 15 years old. The median age of “lernu!” users is 27 years.

An analysis of the statistics of “lernu!” and a survey of 112 users have been performed by Christophe Chazarein (Chazarein 2011).

## Experience

The creation and running of the website has naturally brought both negative and positive experience. Following are some remarks by the creators collected in 2003, soon after the project was launched:

### Negative experience

- Due to technical limitations and compatibility issues, it was difficult to implement truly interactive courses and exercises.
- It needs a lot of effort to make balance between attractive and functional design (in means of space, heaviness etc.).
- People used the instant messenger mostly for chatting and not for communication about language issues.
- Only 15–30% of people who began a course finished it.
- People do not feel like reading clarifications and help pages.
- Some parts of the website were left unnoticed in the first period.
- It is not always easy to rely on volunteers when constant and instant reaction is needed (tutoring).

### Positive experience

- Unexpected number of people volunteered to translate the website into their language and the translations were ready very soon.
- Even without advertising, the website's popularity was growing.
- 15–30% of people who began a course finished it.
- Users regularly and actively participated in virtual lessons.
- Some of the users after several months became tutors for beginners.
- Personal contact between tutors and users was very appreciated.

## Related Projects

Although it originated as an idea by a bunch of enthusiasts and has always been largely relying on the voluntary support of advanced users and other active members of the Esperanto community, as well as limited external funding, “lernu!” has now been existing for almost nine years and is one of the most complex free-of-charge language learning internet sites in the world.

The success of “lernu!” has inspired E@I, a non-governmental organization founded in 2005 which has since then been in charge of the website, to draft a project for a similar website aimed at on-line instruction of Slovak and to successfully apply for funding for it from the Education, Audiovisual and Culture Executive Agency of

the European Union (EACEA). In spite of European Union's declared support for multilingualism and in spite of the interest of the government of Slovakia in promotion of Slovak language and culture, at the moment of creation there was no other similar project in existence and the only feasible way for a foreigner to achieve an A1 or A2 level knowledge of Slovak was to attend a summer school offered on a commercial basis by the Comenius University in Bratislava. Since its completion in 2011, Slovake.eu ([www.slovake.eu](http://www.slovake.eu)) proposes free-of-charge content and tools similar in kind to those of "lernu!" to foreigners living in Slovakia, partners in mixed marriages, inhabitants of border regions, ethnic Slovaks abroad, Slovakists and Slavists, immigrants, students, tourists and all other interested people. Moreover, many tools have been improved and new features created during the development of Slovake.eu, most of which are going to be introduced also in "lernu!" in the future (see the paper of Bala).

An important byproduct of "lernu!" is the Translation area ("Tradukejo" in Esperanto) which was originally created as an application through which volunteers can help translating the interface of "lernu!" into their languages. A dedicated translation area is still being used today for both "lernu!" and Slovake.eu, but a new project has been started at <http://tradukejo.ikso.net/> that aims at providing such translation area as a generic service for anyone needing to organize multilingual and possibly collaborative translation of a text, and in the future also for owners of website who want to

Dosiero Modifi Vidi Historio Legosignoj Itoj Helpo

E@I tradukejo

tradukejo.ikso.net/projektoj/1/en?d=pri\_ecxel/index.php

La tradukejo de E@I (beta) Bonvenon, blahma. Eŝaluti.

Serĉi inter ĉenoj... Ĉiuj ĉenoj

Komenco / La hejmapaĝo de E@I / Tradukado (Esperanto -- Angla)

Ĉiuj (1574)

- arangxoj (20)
- broŝuro (532)
- dvd (92)
- filmo\_eo\_estas (643)
- libera (39)
- pri\_ecxel (99)
  - dokumentoj.php (1)
  - estraro.php (26)
  - index.php (11)
  - kontaktoj.php (41)
  - membroj.php (9)
  - membretraĵoj.php (11)
- projektoj (57)
- stano.marcek (5)
- strukturo (27)
- subteno (13)
- eraro.php (3)
- index.php (4)
- kontaktoj.php (7)
- novajxoj.xml.php (33)

#litero\_I - Esperanto

La litero "I" indikas ke la organizo okupiĝas pri komunikiloj kiel Interreto. En pli vasta konteksto enhavas ankaŭ vortojn: Interkulturo, Informo, Ideo, Inspiro. La signo "@" indikas la sinergian efikon de tiuj ĉi du konceptoj, kiu necesas por atingi facilan kaj rapidan internacian komunikadon.

Allaj lingversioj: [ca](#) [cs](#) [da](#) [de](#) [en](#) [eo](#) [es](#) [fa](#) [fi](#) [fr](#) [ga](#) [hr](#) [hu](#) [it](#) [ja](#) [ko](#) [lt](#) [nl](#) [oc](#) [pl](#) [pt](#) [ru](#) [sk](#) [sv](#) [tr](#) [vi](#) [zh-cn](#) [zh-tw](#)

Stato: tradukita Redakti

The letter "I" indicates that the organisation is concerned with communication tools like the Internet. In a wider context, it also conveys the words Intercultural, Information, Idea and Inspiration. The "@" sign shows the synergetic effect of these two concepts, which is necessary to attain simple, fast international communication.

Tradukis Anonima je 2006-06-30 00:54:08 | [Montri komentojn](#) (0)

#litero\_E - Pola

Litera "E" informuje, że organizacja zajmuje się Edukacją. W szerszym pojęciu można powiedzieć, że znaczy także Esperanto, Europa itd...

Allaj lingversioj: [bg](#) [ca](#) [cs](#) [da](#) [de](#) [en](#) [eo](#) [es](#) [fa](#) [fi](#) [fr](#) [ga](#) [hr](#) [hu](#) [it](#) [ja](#) [ko](#) [lt](#) [nl](#) [oc](#) [pl](#) [pt](#) [ru](#) [sk](#) [sr](#) [sv](#) [tr](#) [vi](#) [zh-cn](#) [zh-tw](#)

Stato: tradukita Redakti

Tradukis Anonima je 2006-06-30 00:54:08 | [Montri komentojn](#) (0)

provide their content in many languages. In order to be available for translation, texts in “lernu!” and similar projects are not stored directly in the source code of web pages, but they are stored in a database and requested from a page dynamically by means of the associated ID. This makes it possible that at any moment, a translation into the required language is taken (if available) and that it is the most up-to-date version of that text chain. An administrator can manage access of users to the translation area or its specific parts and all changes in the translation are tracked and displayed in a fashion similar to that of a wiki. Distinguishing feature of the translation area is the possibility to quickly (by one click on a language code) look up an already existing translation of the source text chain in another language, which may provide the person searching for a proper translation into their language with an idea about what solutions have been adopted by other translators in their languages. This feature is particularly of help for close languages, such as Czech and Slovak, where texts may be copied and modified, instead of translated again from the source language (e.g. Esperanto or English).

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