

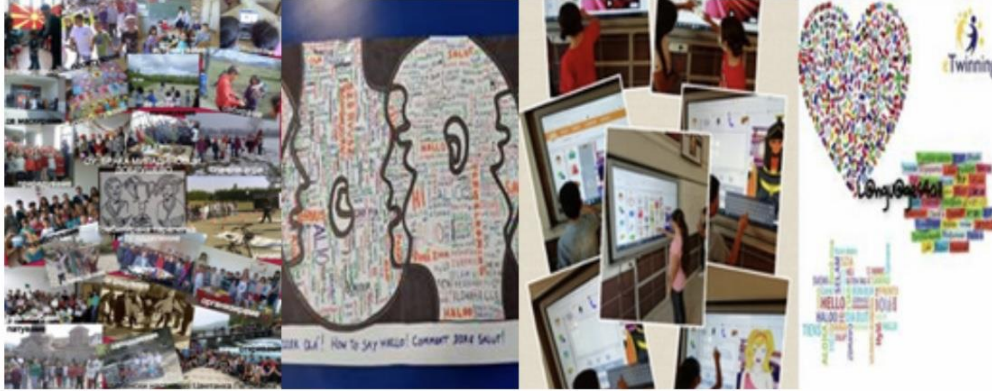
## **L@NGU@GES4ALL!**

Fatma KUL, Nihal KÖROĞLU ÇEVİK, Avadanii MONICA, Lucinda CUNHA,  
Marianne GEES, Perihan ZEYBEK, Nurcan SAĞLAM

### **ABSTRACT**

Foreign languages are a fundamental part of the school curriculum, but teachers sometimes have difficulty motivating students to study and use them. Speaking one or more foreign languages not only improves oral and written skills in the mother tongue but also favors the development of critical and creative thinking and personal growth. Learning a language is never a waste of time, but a long-term investment in our intellectual abilities. With this project, we encouraged the motivation and interest of students in their own and foreign languages, assessing the usefulness of handling more than one language to achieve communication, knowing the language of each project partner, and improving our linguistic skills and digital through collaborative activities of a playful nature. L@NGU@GES4ALL consisted of 87 teachers from 28 different countries. It was a project that aimed to motivate students for studying foreign languages, to enjoy studying grammar and vocabulary in a foreign language, to be aware of different cultures and try to speak their basic common words, to enhance students' ICT skills with collaborative tasks, to learn how to express themselves through different types of media – web and graphic design, digital photography, video storytelling, etc; Various activities were combined with the usage of web 2 tools and this activity let students engage in every process of the Project. This amazing project provided a great opportunity not only to enrich our students and teachers' English communicative skills but also to empower digital competencies due to the variety of tools we used throughout the project. It helped our school to disseminate the great advantages of eTwinning in our schools by getting other teachers involved and by attracting the attention of other students from different classes. Students transmitted their enthusiasm even during school closure due to covid lockdown allowing parents to have an even better idea of what the project was about.

**Keywords:** Foreign languages, Linguistic skills, Collaborative activities



## Introduction

Foreign languages are a very important subject in the school's curriculum, but with the facilitated access to the new technologies, students are less motivated to learn in a common school. We, as a teacher, need to create new and interesting tools to motivate our students. English is the universal language. It is spoken by 1 in 5 people as a native language, a second language, or as a foreign language, and every computer or game, or app is in English, so students need to develop their speaking and communication skills. Our aims with this project were to motivate students and give them a goal to achieve using interesting, enjoyable, and digital tools to work with and challenge them with meaningful activities.

Since it has been widely accepted that e-Twinning projects have many benefits for students and can enrich their lives, became a key to teaching by using different approaches in order to produce significant and meaningful learning that developed students' capabilities in reflective thinking and participation, learning to learn, problem-solving, critically and collaboratively engagement. The innovation consists of a successful combination of different research topics by using innovative



pedagogical methods and technology that prepared students for the 21st Century demands. Involvement in activities through which they had to contribute and take a decision, think of unconventional solutions, and collaborate. The project showed an overall positive growth in students' learning and facilitated the acquisition of a wide range of knowledge related to the use of English, Digital Literacy, Language, and Communication. Curriculum integration is an approach to teaching and learning that intentionally brings together knowledge, perspectives, and skills from diverse disciplines. The competencies are acquired and developed in a progressive manner through interactive and cumulative processes leading to both specific competences and transdisciplinary competencies.

In our project, we worked with 87 teachers, and 498 students aged from 10 to 16. We started with drawings to improve 21st-century skills. We did research and prepared a presentation with flipped learning. We improved our design skills. We have developed the skills of using technology. We have developed cooperation and communication skills through our common work. We carried out our project in school while the school was open and in online lessons during the distance education process. In order to learn the value of tolerance, they said greetings in different languages on the European Language Day. The students said words and sentences and we combined them into a video. Our students made suggestions to determine the logo and poster. The most chosen would become the representatives of our project. Our students wrote a collaborative poem to improve their writing skills. All of the works attracted the attention of the students and they learned a lot from our project.

The entire project promoted collaboration and cooperation between partners. Communication between teachers was constant, practically daily by messaging, weekly through monthly chat meetings, or monthly by videoconference. The students communicated through the forum, internal messaging, chat, and also by videoconference. On a monthly basis, we planned collaborative activities such as videos to commemorate the European Day of Languages, collaborative word clouds, role-plays, ebooks, tongue twisters, and interactive games ... until the final multilingual dictionary. In all these activities, the students worked asynchronously from their own computers using collaborative tools. Videoconference sessions were also scheduled in which we shared presentations on traditions of our countries or held contests (Quizizz). These were carried out live among all the partners. The students progressively achieved the objectives, developing a positive

attitude towards language learning and the use of information and communication technologies.

### **Literature Review**

According to the findings of a fairly recent study (Okal, 2014) Terminologies like bilingualism, trilingualism, and multilingualism appear as additional languages are spoken by people. The capacity to talk in multiple languages fluently and naturally is referred to as multilingualism. The Latin words “multi,” which means numerous, and “lingua,” which means language, are the roots of the English word “multi.” Humans who speak multiple languages frequently exhibit a broad variety of observable linguistic knowledge. There are other situations in which three languages are functionally differentiated. Triglossia, a distinct functional distinction between two languages, is typically the result of this propensity. Other multilingual nations in Africa could possibly exhibit triglossia.

It is more difficult and time consuming to read and comprehend a fairly irregular orthography, like English, than it is to learn to read a relatively regular orthography, like German. Children that use conventional orthographies are already close to the barrier by the end of first grade. Only around 40% of words and nonwords are correctly read by English students. Children in England need roughly 4 years to read at a level comparable to their German peers. The statistical organization of spelling-to-sound relationships and the methods used to teach reading in various nations must be taken into consideration by current connectionist models. ( F.Hutzlera, J. CZieglerbc, C.Perryde, H.Wimmera, M.Zorzif, 2004)

According to L. Hulea (2014) it is believed that learning serves as a bridge between rational cognition and the outside world. Practical skills like perceptual interpretation, awareness, and acute sensitivity impact a learner’s ability to express themselves in a foreign language. There is a psychological threshold associated with the self-perception that people who speak a new language develop. It is difficult for artistic output to happen as soon as that limit exists. The degree to which educators are eager to have an impact on teaching and learning determines, in great part, the linguistic proficiency of those who study a foreign language. This viewpoint contends that teachers must evaluate their own roles, comprehend them, and assess their degree of adherence to them. Teachers must have a strong command of the language and the ability to communicate effectively with those who are learning the foreign language in order to fulfill their function as communicators.





## Objectives

Our students are into learning foreign languages. Our aim was to motivate students by using interesting and enjoyable materials via digital tools and applications. We targeted to support language learning by motivating students through using a variety of activities, to learn more than one foreign language and, other languages and make them desire to learn more, to provide a safe online platform to practice with foreign pals, to make them socialize and gain self-esteem while using their foreign languages, to improve their digital competences, to learn how to work in groups and contribute the group works with their individual ones. To reach these goals, authentic, creative, digital, and unique materials were used, appropriate to their age. All the activities were student-centered. We used project-based, task-based, CLIL, internet-based, and, game-based approaches. Individual/pair/local/mixed group works were key features. In the activities, students introduced themselves by creating an avatar, shared New Year wishes, prepared many posters, prepared videos on meeting people, and created sign language videos which enable them to express themselves and, use their foreign languages via a digital tool. Preparing a collaborative digital dictionary, collaborative New year traditions, and creating collaborative poems provide them to work collaboratively with foreign partners and gain self-esteem in a safe online platform. Tongue twister, Sign language video, and word clouds enhance their creativity by working in a local group or in pairs. Producing games in languages improved their digital skills in game-based learning. The students were actively involved in all activities.

The main objectives of the project were to motivate students to study foreign languages and improve language skills in mother tongues and foreign languages to experience different learning methodologies, give an approach the learning the grammar and vocabulary of a foreign language in a fun way, to provide students with opportunities for personal growth and development of social and communicative skills, to

learn to use different digital tools to improve learning, to facilitate that students can use the language in real contexts of communication with students from other countries. The center's COVID protocols prevented us from sitting in pairs or groups; however, this did not stop us from working as a team using collaborative digital tools as we did with project partners. The students were fully involved in the project from the beginning interacting with their European partners and showing interest in all the proposed activities.

Our collaborative activities had the aim to emphasize linguistic diversity, and the importance of learning a language and convey a greater intercultural understanding among our students. Students created and exchanged different games, quizzes, puzzles, and more with their partners. Our students made a meeting video using both their native language and English at the same time. While making a video, the students should use sentences and words. Colleagues sent congratulatory messages to colleagues on the occasion of the Winter Holidays. They wrote wishes, insert a link to a virtual card that was created or a video that said good wishes to the partner, and an image. Students created an interactive game via Quizizz with the words which have been used in the project so far. They ask for the English meaning of a word in their own language. The collaborative game was multiple-choice, so the students should write options and let them highlight the correct option in red. When all the partners added their questions, they collected them in Quizizz. Each country has its own sign language. So, we created two e-books entitled "Hands that speak", because they really do! To the first e-book, we added videos with our students saying words or small sentences in international sign language and/ or in other languages (like "Hello", "Goodbye", "Thank you", "Nice to meet you", etc.). In the second e-book, we would add different sign language dictionaries because each language has a different one.







## Methods

The focus of the project has been multidisciplinary and interdisciplinary because, in addition to the session dedicated to the project within school hours, the students have also carried out activities in the subjects of natural sciences, social sciences, English, artistic education, and education in values. All the students have been integrated into the project and have been reaching the objectives of the different subjects, the four language skills in English, and the key competencies and skills. In addition to the general objectives of the project (to know the problems related to the environment, interact in the English language and collaborate with foreign partners to achieve a common goal, develop imagination and creativity, raise awareness about the daily use of energy, water and sustainable development, improve critical thinking and develop problem solving skills, use web 2.0 tools effectively, promote the feeling of European citizenship) the students have achieved the following objectives: to recognize actions for the conservation and improvement of the environment and proposing actions for its care, to obtain information through the observation and experimentation of facts and phenomena in their environment recognizing the changes caused by their interactions, to recognize some actions that favour their sustainable and equitable development, act according to habits of responsible consumption of energy and other resources, to use different representations and artistic expressions and start in the construction of visual and audio-visual proposals, to get started in the use of information and communication technologies, to participate in work teams doing the part of the task that corresponds to them to achieve common objectives, All the activities have been carried out during school hours except those referring to the virtual book with the measures taken at home. The project has allowed students to create their own knowledge through research and inquiry.

As the project was developed in cooperation with different colleagues

in the schools, we addressed other areas of the curriculum: “Citizenship and development” and “Information and communication technologies”. We sought to show, value, and highlight qualities that students should cherish to become full citizens. The use of technology made it possible to improve students’ digital skills and make them aware of issues related to safety, responsibility, and respect in digital environments. They became aware of the project’s netiquette and were instructed to adopt a critical, reflective, and responsible posture in the use of digital technologies, environments, and services, in order to develop their sense of community and proactive citizenship. “Aprendizagens Essenciais” (document from the Portuguese Ministry of Education) also highlighted the strategic competence of students and the ability to use technological literacy to communicate and access knowledge in context, namely, “contributing to interdisciplinary group projects and tasks that apply to a real context and experiences and daily life of the student, using computer applications” – fully achieved with the project. We tried to develop: language skills in terms of reading and writing, listening and interaction, and oral production; digital skills; intercultural and sociolinguistic competence; interpersonal skills, collaboration, creativity, and critical thinking.

## **Results**

We implemented post-surveys for our students at the end of the project. The results gave us ideas about the impact of our project on the students and the ways to follow for our future project activities. With Web 2 tools, we improved our students’ technology use skills, their ability to make presentations and public speaking skills, their collaboration, and communication skills by designing, and their writing skills by writing stories and songs. Improve their language skills by introducing themselves in English. At the end of our project, we evaluated our project with a teacher, student, and parent survey. With the evaluations we made, it was seen that our project reached its goals.

It is clear to everyone that this project has had a huge impact on pupils. The questionnaires students filled out at the end of the project showed very positive results (posted on TwinSpace). In face-to-face classes, pupils also shared their opinion, expressing their desire to participate in more eTwinning projects like this one. We could see that students were taking more responsibility for their own learning; became more aware of the importance of communication to develop healthy relationships; became aware of the importance of equity among students from different ethnic and social backgrounds and were more tolerant; strengthened their knowledge as European citizens; and developed their English language skills. In regard to our work as teachers, we were able to



develop tasks with the students we would never dream of doing were it not for this project. we learned about other languages and cultures and new web tools, we were able to experiment with new methods of working with our students and got to know them better (and sometimes even their families, because they were young). Creating bonds with teachers from other countries was also very important to developing eTwinning and Erasmus projects in the future. Our schools benefited immensely because we shared our work with other Schools and shared with all the school community the work we were doing via Facebook and Blog. We believe this project made changes and improved the teaching-learning process. Teachers increased the use of modern and innovative teaching methods and tools. It helped us build a European dimension in our school and strengthen our European citizenship and knowledge of the European Union and other educational systems. This project had many successful results. We would highlight the book we created with pupils saying sentences in sign language. Students knew nothing about it and it was fantastic to see how fast and eagerly pupils learned and were sending videos in which they used sign language.

### **Students' Acquisitions**

As it has been recognized that e-twinning projects have many benefits for learners and can enrich their lives. All of this has become the key to learning using a variety of approaches to provide meaningful and meaningful learning that has developed students' reflective thinking and participatory abilities, and the ability to learn, learn, solve problems, and critically. The innovation lies in the successful combination of different research topics using innovative pedagogical methods and technologies that have prepared students for the demands of the 21st century: the skills they need both now and in the future, participation in activities through which they were supposed to contribute, come up with non-standard solutions and collaborate. This project showed an overall positive increase in student achievement and contributed to the acquisition of a wide range of knowledge related to the use of English, digital literacy, language and communication. Curriculum integration is an approach to teaching and learning that intentionally integrates knowledge, perspectives and skills from different disciplines. Competencies are acquired and developed gradually through interactive and cumulative processes leading to both specific and transdisciplinary competencies. The regulatory component of the National Curriculum, with reference to the requirements set out in the National Education Law and other educational policy documents, establishes eight key competencies. Competencies are defined as a combination of knowledge,

skills and attitudes appropriate to the context. Key competencies are those competencies that are necessary for all people for self-realization and development, active citizenship, social integration, and employment.

This project had a great impact on students, on teachers' professional development, and also on the educational community. The project in which students participated was related to their daily lives, so the motivating factor was very high. In addition, sharing their creations with other project partners, and seeing how students from the other side of the continent learned Arabic and had the same difficulties and problems that they had when trying to speak Turkish, Arabic, English, or Polish, encouraged them to continue and improve. The teacher exchanged application of new methodological strategies and ICT tools had a very positive influence on our work as teachers. The evaluation was done through anonymous Google Forms for both the students and the teachers involved. It was also assessed explicitly in class using a Quizizz questionnaire. The project was disseminated mainly on Twinspace, but also on the school's official Facebook page, on blogs, and on social networks (Twitter, Instagram, Facebook...) so we disseminated the project during an online training session for the new etwinners in partner countries. The students presented our project as a good example of a project with success criteria and also on the school board in front of the school staff.

### **Acquisitions Related To Project Visibility**

At the beginning of our project, we prepared a project, presentation, and survey for our teachers. According to the plan, we aimed to improve our students' technology, presentation, collaboration, and design skills. We implemented post-surveys for our students at the end of the project. The results gave us ideas about the impact of our project on the students and the ways to follow for our future project activities. With Web 2 tools, we improved our students' technology use skills, their ability to make presentations and public speaking skills, their collaboration and communication skills by designing, and their writing skills by writing stories and songs. Improve their language skills by introducing themselves in English. At the end of our project, we evaluated our project with a teacher, student, and parent survey. With the evaluations we made, it was seen that our project reached its goals. With our project, we disseminated the information on our school's website, Facebook group, and blog.

The project had a very direct involvement of our students who were highly motivated, active, and interested in carrying out the activities.



The evaluation was carried out through sharing and filling in the Google forms provided in the project (both for the teacher and for the students) before starting the project and afterward. Our participation was total. We contributed our dissemination in the “Dissemination” section on Twinspace. The project was disseminated in the school (The art teachers also collaborated with us), in the “eTwinning” corner (a visible place for the Educational Community) exposing different works, making it known at the Faculty meetings and School Council, on the center’s web portal, on the school’s English blog, on the digital newsletter posted on the website, on the national blog “Approaching classrooms. Collaborative teachers ”and in the CLIL course for bilingual and university teachers of the Junta de Extremadura“ Teachers who advise ”where the partners presented our eTwinning project. The results of the evaluation were satisfactory. The objectives set in the project were achieved. Besides all the partners who disseminated our project at their schools, some of them presented it at a conference, webinars or radio shows. The students valued it very positively and the teachers as well. Participation was quite high in all activities. The students learned by far. Sharing creations with other children from different schools and interacting helped them to continue and improve. The teaching exchange, application of new methodological strategies, and ICT tools had a very positive influence on enjoying the experience.

### **Conclusion**

A vital part of lifelong learning is interaction with various cultural backgrounds. Children who read multiple languages interact with individuals and cultures that are significantly dissimilar to their own. The obstacles that are frequently at the heart of anxiety and mistrust of others are lowered by this exposure. These skills are further deepened by educating about the syntactic foundations of language. Studying a foreign language improves pupils’ English language proficiency.

A broad number of other things can be better understood and appreciated by expanding one’s knowledge of a foreign language. Numerous professions, including commerce, advertising, education, law, medical, engineering, and the army, are made possible by language education. More work options are available to students who have studied a foreign language, both locally and abroad.

The project allowed us to know part of the linguistic diversity of Europe and to work on different aspects of mother and foreign languages in line with our curriculums. Thus, the activities planned for each month were related to the curricular aspects that we intended to work

on at that time (vocabulary, grammar, phonetics, syntactic-discursive structures ...). In addition, we tried to cover other areas of knowledge (geography, history, artistic education ...) from a multidisciplinary perspective. The main key competencies that have been promoted are digital competency and competency in linguistic communication, without forgetting other competencies such as learning to learn, cultural awareness and expressions, or social and civic competency. The entire project has promoted collaboration and cooperation between partners. Communication between teachers has been constant, practically daily by messaging, weekly through monthly chat meetings, or monthly by videoconference. The students have communicated through the forum, internal messaging, chat, and also by videoconference. On a monthly basis, we have planned collaborative activities such as videos to commemorate the European Day of Languages, collaborative word clouds, role-plays, ebooks, tongue twisters, and interactive games ... until the final multilingual dictionary. In all these activities, the students have worked asynchronously from their own computers using collaborative tools. Videoconference sessions have also been scheduled in which we have shared presentations on traditions of our countries or held contests (Quizizz). These have been carried out live among all the partners. The students have progressively achieved the objectives, developing a positive attitude towards language learning and the use of information and communication technologies.

Technology has been a fundamental part of the project. Practically all the activities carried out have required the use of computer equipment and different programs and applications. From Canva for logo and poster design, Mentimeter and Tricider for voting and word clouds, Padlet and Lino.it for creating collaborative walls, Flipgrid for recording and sharing videos, Ourbox for creating digital books, Google tools (youtube, google docs, forms, drive ...), Quizizz and Flippity for quiz games, Genially, Mosaically, etc. The students had laptops at their disposal and all the classrooms were equipped with a projector and an interactive whiteboard. Regarding data protection, all families have authorized the use of their children's images on the Twinspace platform and web spaces associated with the project. We have avoided using personal data in the creation of profiles in the different applications and we have used our own images or under a Creative Commons license as far as possible. Exceptionally, we have cited the source of the images that were not of our authorship or whose free use was allowed.



## **Awards**

23 partners received EQLs and also one of the partners got a national award of "Collaboration "from Belgium.

## **Suggestions**

Learning a different language opens the doors to new cultures and new people from different countries. In a bilingual world, knowing a second language can give you an unfair advantage. Speaking more than one language can improve your chances of being hired or moving up in your work. Being bilingual can also aid in the development of your native tongue. Combine French, Italian, Polish, Turkish, Arabic, and Spanish! Learning new languages is an amazing benefit in a globalized world. This project highly proved that students should learn at least one foreign language to catch up with the developing world and enrich their mindset. Schools have an important role for the students to teach them the importance of learning different languages. Some creative and enjoyable activities that are related to their daily lives can be implemented in the course books used at their schools to improve their four skills. It will be beneficial for the students if the schools are well equipped to organize online meetings with their peers from different countries to practice their target language. They can use these types of equipment to create interactive games to foster their four skills and learn new words permanently with joy. Students should join more eTwinning projects or Erasmus + projects as these projects have great chances to learn a language in an inspiring, collaborative and international way. Moreover, students become more motivated and gain the self-confidence to use the target language if the teachers apply project-based or task-based teaching in their classes. In a nutshell, it is highly recommended that students should learn different languages to connect to the world. It will be easy through using project-based and task-based learning methods in teaching English.

## **REFERENCES**

- A. Nowek(June 15, 2022), The effects of multilingualism, <https://www.expatica.com/education/language-learning/multilingualism-108148/>
- B. Okal ..(2014) Benefits of Multilingualism in Education, Universal Journal of Educational Research 2(3): 223-229, 2014 DOI: 10.13189/ujer.2014.020304 <http://www.hrpub.org>
- Charlemagne, THE ADVANTAGES OF A MULTILINGUAL EDUCATION, <https://www.socdem.org/en/why-our-school/the-advantages-of-a-trilingual-education/>
- F.Hutzlera, J. CZieglerbc, C.Perryde, H.Wimmera, M.Zorzif(2004) Do current connectionist learning models account for reading development in different languages? Cognition, Volume 91, Issue 3, April 2004, Pages 273-296 <https://www.sciencedirect.com/journal/cognition>

- L. Huleaa(2014) The Double Role of Foreign Languages Teachers, Procedia - Social and Behavioral Sciences 191 (2015) 2342 - 2345
- M.Baker (June 22, 2022 )Why You Should Learn a Second Language and Gain New Skills, Middlebury Language Schools /Language Schools Blog <https://www.middlebury.edu/language-schools/blog>
- Why You Should Study a Foreign Language, Academics / School of Humanities and Sciences / Department of World Languages, Literatures, and Cultures /