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Implementation Booklet



LES APPRIMEURS

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I. Introduction

A. Project Overview

a) Description of the overall project

The BiblioLingua project is firmly grounded in Europe's multilingualism approach, focusing on improving language acquisition skills through innovative approaches and digital tools. It offers adapted digital reading solutions and access to European literature in the public domain to secondary school students. Its core objectives include promoting multilingualism, fostering inclusivity through diverse, innovative teaching methods, and enhancing essential competencies like literacy, language and digital skills. By addressing literacy challenges and aiming at a more inclusive learning environment, the project wants to empower all students to thrive.

b) Objectives and goals of the Implementation Booklet

The BiblioLingua Implementation Booklet is a resource that will allow educators to enhance their teaching methodologies in foreign language education. It aims to provide teachers with insights and practical approaches for using digital tools and ebook adaptations of classic European literature.

Through this booklet, educators will gain a deeper understanding of inclusive teaching practices, especially for students with specific learning needs. The booklet also empowers teachers to navigate and use the BiblioLingua online platform effectively.

This resource is the result of practical observations and feedback from various testing phases, ensuring that it offers real-world, applicable strategies for classroom implementation.

B. Language Learning and Acquisition

a) France



Enhancing the foreign language proficiency of French pupils is a top priority, recognising its crucial role in fostering global citizenship, personal development, and career prospects both nationally and internationally.

Announced in December 2022, a comprehensive plan has been introduced to support the learning of English and other modern languages throughout compulsory education. By 2025, the objective is to ensure that at least 80% of students achieve the required proficiency level (at least A2) in English by the end of Year 3 (ages 14-15). These initiatives, initially targeting English, will be extended to encompass all modern languages, setting a standard applicable to all pupils.

Enhancing the overall proficiency level in English represents a significant endeavour, not only facilitating further academic pursuits and professional integration but also contributing to a broader mastery of diverse languages.

However, according to the EF EPI (EF English Proficiency Index), the world's largest study of English language skills which integrates results from 2.2 million people in 113 different countries and regions, France is at 43rd place on 113.

b) Belgium



Language learning in Belgium is a critical aspect of both employment and cultural engagement. In Belgium, about half of the population can communicate in at least two foreign languages, showcasing a higher linguistic proficiency compared to the European average (Blondin & Chenu, 2013).

However, regional differences are notable: English proficiency is reported at 52% in Flanders (Dutch-speaking), 42% in Brussels (Dutch and French-speaking), and 17% in Wallonia (French-speaking) (Vandeghinste et al., 2021). School education reflects this linguistic diversity, with a significant percentage of students learning English at various educational levels.

According to these numbers, there is a clear gap between Wallonia and the rest of Belgium. Those percentages highlight the need for adaptable teaching materials that address the different proficiency levels and learning styles of students. These trends underline the importance and challenges of language education in a multilingual society like Belgium.

c) Italy



Following Article 5 of Legislative Decree No. 59/2004, Italy provides for the compulsory teaching of English from the first year of primary school (6 years old pupils), while Article 9 of the same decree provides for the compulsory teaching of another Community language (Spanish, French, German) in secondary school, in addition to the teaching of English.

In Italy, the CLIL (Content and Language Integrated Learning) methodology is applied only by school choice.

The hours of teaching the first foreign language as a compulsory subject vary from 39 to 114 hours per year in almost all educational systems/pathways.

In secondary school, more than 90% of students study two or more foreign languages. According to 'Key data on teaching languages at school in Europe', edition 2023, in Italy, the most studied language is English, while the second most studied language is French.

The minimum level generally varies from A2 to B1 for the first language and A1 to A2 for the second in almost all educational systems.

In general, the teaching is delivered by a specialised teacher in the classroom or by an external specialised teacher. The specialised teacher is both a foreign language teacher and a teacher of certain non-language subjects in their classes.

d) Spain



The Spanish education system incorporates language learning from an early age. Spanish is a compulsory subject in schools, and students typically study it throughout their educational journey.

Spain has great diversity in terms of languages and culture. Indeed, some regions in Spain, such as Catalonia and the Basque Country, have bilingual education programs where subjects are taught in both Spanish and the regional language.

As for English, it is a compulsory subject in the Spanish education system, starting from primary school. Mostly, students' levels and improvement are monitored thanks to the proficiency exams like the Cambridge English exams.

Some of the challenges that Spanish learners face when learning other languages might be the pronunciation of sounds that do not exist in their native language and differences in grammatical structures, such as word order and verb conjugations.

e) Slovakia



It is compulsory to use the Slovak language during the whole learning process in elementary schools for all Slovak citizens. In general, the whole education is acquired through the Slovak language. The second compulsory language is English, which is highly popular among Slovaks and extremely important. The English language is taught from an early age and formed throughout the educational mandatory process. Students' level and knowledge are monitored by grades and the final report card, which is given to our students at the end of each school year. Older students have a compulsory final exam at the end of their secondary education. Passing this specific exam proves their level B1, B2, or even C1 according to The Common European Framework of Reference for Languages (CEFR).

Some problems that Slovak learners usually face when acquiring the English language are a different word order within sentences and numerous grammatical tenses. The Slovak language has just three verb tenses - past, present, and future. English has twelve of them. The different sounds are also challenging for us to pronounce. Sounds like "th" or a schwa sound is uncommon for Slovaks, but the overall pronunciation is quite good and neutral.

f) Estonia



In Estonia, learning English is a fundamental aspect of education and personal development. English is widely recognised as a global language, and proficiency in it opens up opportunities for international communication, education, and career advancement.

In Estonia, students typically learn at least two foreign languages, with English being the primary choice for most. The national curriculum allows for various foreign languages, such as Russian, German, and French, to be studied as the first language. Additionally, students can choose a second foreign language based on their interests and school offerings. By the time of graduation, pupils should have achieved the level of an independent user (B- level according to the Common European Framework) in at least two foreign languages (Ministry of Education and Research, 2022).

The significance of teaching English as a foreign language in Estonia is multifaceted. It not only facilitates global communication but also provides access to a wealth of information, literature, and cultural exchange. Proficiency in English is highly valued in the job market, as many international companies operate in Estonia, and English is often the language of business.

While learning English in Estonia, students may encounter various challenges. Pronunciation differences, grammatical nuances, and the use of idiomatic expressions can pose difficulties.

C. Inclusion in Language Teaching

a) Understanding inclusion in education

Equity and inclusion have become the heart of the 2030 Agenda as unequal distribution of resources and opportunities persists. Equity refers to actions aimed at ensuring equality. Instead, inclusion can be more difficult to define. Let's try together!

UNESCO sees inclusion as a process that helps overcome barriers that limit student attendance, participation and achievement. Inclusive education is considered a process of strengthening the capacity of the education system to reach all students. It is about improving learning environments but also about providing opportunities for all students to succeed in their learning experiences. A range of resources (e.g. teaching materials, special equipment, additional staff, new teaching approaches or other learners) can provide support in the learning task.

Recently, in 2006, the UN Convention on the Rights of Persons with Disabilities (CRPD) concretised existing human rights obligations towards persons with disabilities. It calls on State parties to work towards developing an inclusive education system at all levels (Article 24) so that "all students with special needs may have access to (...) inclusive, free and compulsory primary and secondary education, (...) general tertiary education, vocational training, adult education and continuing education" in order to take an active part in the social, cultural and economic life of tomorrow.

Indeed, inclusive education promotes flexibility and accessibility of content to all individuals. Accessible and flexible curricula can be the 'key' to creating 'schools for all'. Along with these programmes, a flexible teaching-learning methodology should be introduced. Specifically, inclusive education should include the creation of a customised learning pathway for each student with a disability and/or SLD.

Within this framework, there are already guidelines for a more inclusive classroom, such as reasonable accommodation (AR), Universal Design for Learning (UDL) and any other changes in the environment that are necessary to enable a person with a disability (or learning difficulty) to perform properly.

In conclusion, the definition of an inclusive educational system is based on the principle that every student should be supported according to their educational needs, regardless of whether or not they have special needs. In practical terms, an inclusive classroom embraces all possible solutions and means put in place by the education system to ensure the success of the individual student's pathway and to meet their every need.

b) Strategies for all learners

In the dynamic world of education, inclusion is a fundamental principle, echoing the sentiment that "education is strongest when it embraces diversity" (GEM Report UNESCO, 2020). It is, therefore, crucial to take the diverse learning needs of students into account and to recognise that "children have different learning speeds [and that] they need curricula that are flexible, creative, and relevant" (GEM Report UNESCO, 2020). With this in mind, the BiblioLingua project takes measures to ensure that its materials are inclusive and answer the needs of all students. That is why, during the creation process, partners have developed strategies to ensure the inclusion of students with special needs.

Addressing Diverse Learning Needs

What strategies were concretely carried out for learners with special needs?



- **Level 1 Easy-to-Read:** Our ebooks offer different reading levels, including a simplified "Level 1" option tailored to support learners who may require additional assistance.
- **Customisation features:** Understanding the diverse preferences of learners, our ebooks offer customisation features such as adjustments of the font size, voice speed, theme, font, and the possibility to highlight the text, empowering students to personalise their reading experience.
- **Automatic voice:** Using technology, our ebooks feature automatic voice functionality, allowing students with visual impairments or reading difficulties to access content through audio narration.
- **Pedagogical dossiers:** In addition to the ebooks themselves, our materials are supplemented with pedagogical dossiers containing glossaries and explanations of key concepts, characters, and themes, among others. These resources serve as valuable aids for students struggling with comprehension or vocabulary acquisition.
- **Innovative lessons:** To foster inclusive learning environments, our lessons incorporate innovative exercises designed to engage all students regardless of their abilities. These exercises promote active participation, critical thinking, and collaboration, ensuring that every student feels valued and included.

Feedback from the Testing Phase

The feedback we gathered during the testing phase of BiblioLingua materials reflects an overall positive response from both students and educators, indicating a successful integration of inclusive practices. Here are key insights from the feedback:

- **Engagement and accessibility:** Learners with special needs, including deaf and autistic students, found the BiblioLingua materials engaging and accessible. According to students, deaf pupils appreciated the opportunity to engage with their peers using the same materials, while autistic students liked having the independence to explore the materials on their own.
- **Positive learning experience:** Teachers noticed a positive change in the classroom dynamic when using BiblioLingua materials. Students, including those with special needs, showed enthusiasm and willingness to participate in literary activities, which was a refreshing change. The inclusion of interactive elements and multimedia made learning more enjoyable and helped students engage with the content on a deeper level.
- **Inclusive practices in action:** Teachers liked BiblioLingua for its inclusive design, which answers the needs of students with disabilities. The lesson plans and innovative activities ensured that all students, regardless of their abilities, felt included and valued in the learning process. Teachers expressed appreciation for the opportunity to implement inclusive practices in their classrooms.

The feedback from the testing phase confirms the importance of inclusive practices in education and the success of BiblioLingua materials in meeting the diverse needs of students. Integrating these strategies in the classroom is not just about addressing specific needs; it's about creating a learning environment where all students, regardless of their backgrounds or abilities, have the opportunity to succeed.

D. Importance of digital skills

a) Recognising the role of digital skills in modern education

The United Nations' sustainable development agenda for 2030 places a strong emphasis on quality education for all, with digital technologies playing a crucial role in achieving this objective. Digital tools have significantly impacted the education sector, particularly with the widespread adoption necessitated by the COVID-19 pandemic. They have transformed education from mere knowledge provision to collaborative learning, mentorship, and assessment (Haleem et al., 2022). Students now benefit from lighter, more versatile tools such as tablets and ebooks, which not only facilitate learning but also make the process more interesting. However, these devices cannot be used to their fullest without the necessary digital skills from both students and teachers.

The significance of digital literacy skills is underlined by the growing integration of technology in education over the past 15 years (Team, 2023). With computers, tablets, and the internet becoming prevalent tools in schools and universities, students proficient in digital literacy navigate learning platforms with ease and confidence. On the contrary, those lacking these skills may face obstacles in using educational technology effectively, potentially slowing down their academic progress.

b) Benefits of using online material for language learning

A study conducted in August 2020, called "Using Online Resources Technology for Foreign Language Learning: Strategies, Impact, and Challenge" (Saud et al., 2020) identified various strategies employed by students to optimise their use of online resources, such as searching for meanings and synonyms, assessing language proficiency, practising writing, engaging in grammar exercises, and accessing

teaching materials. Students reported that these activities were highly interactive and enriched their learning experiences, not only in terms of content and language acquisition but also in their proficiency with technology. However, certain challenges were encountered by some students, including technical issues, lack of skills, and disinterest in the material.

The definite advantage of online materials is their multitude and the possibility for every person to find something for themselves. Moreover, the use of online resources in education makes it possible to involve pupils who cannot participate in physical classes. Taking a BiblioLingua example, pupils can work on the same material, a part of them in class, a part of them at home. The variety of resources is also important: our project not only offers illustrated ebooks in three levels of difficulty, but also automatic text reading that can be a big help in pronunciation exercises, pedagogical dossiers and lesson plans, available online and ready to print, as well as glossaries with words that can be difficult to understand on each level.

II. Practical Language Learning Strategies

A. Creating ebooks for Language Teaching: Teachers' advice

a) Planning your ebook content

The following chapter deals with planning the right content when creating an ebook for language teaching. It approaches the level and age group of the learners and the process of choosing suitable pieces of literature and visuals to design the future ebook.

The most important step to take into consideration is the level and age of readers. Other crucial factors might be their previous experiences with learning a language, their cultural background, characters, and special needs. Secondly, the vital step is choosing the right piece of literature. Knowing the level and age group of students helps with a suitable choice, so it is crucial to pick a book that can have an impact or share a message relevant to our readers. It is necessary to read and study the original story in detail; however, it should be taken into consideration that the texts in some books are long and descriptive. Perfect knowledge of the story helps to delete unimportant details and characters and point out the main protagonists, main events, and messages within the plotline. All the mentioned steps help to create a clear and comprehensible ebook suitable for your learners. Planning the content also involves choosing the visuals that fit the story and audience. The pictures must be chosen concerning the copyrights and must illustrate the story.

b) Selecting appropriate language levels

When creating an ebook for teaching English, selecting the appropriate language level is crucial for ensuring the material is effective and engaging. Here are some

essential tips for teachers on how to choose the right level of English for their ebooks.

Tips for selecting the right level:

First, know the proficiency level and age group of your target audience. Consider factors such as their previous language learning experience, cultural background, and interests. It is important to familiarise yourself with language proficiency frameworks, such as the CEFR for European languages, to guide your selection of appropriate language levels. This approach ensures consistency and helps learners understand their progress.

Next, clearly define the language objectives for each ebook. Specify the skills and knowledge learners should gain, ensuring that the content aligns with the targeted language level. Additionally, be mindful of cultural sensitivity when selecting topics and language. Choose content that is relevant and respectful of diverse cultures, and avoid using colloquial expressions that may be culturally specific.

Finally, seek feedback from students, fellow teachers, or language experts during the ebook creation process. Use their insights to make adjustments and improvements to better meet the needs of learners. By following these guidelines, teachers can create effective and engaging ebooks that cater to the appropriate language level of their students.

c) Adapting content

Adapting content while creating an ebook in English involves several steps to ensure clarity, coherence, and accessibility for the target audience. Here are some points to consider:

Know your audience. Understand the demographics, language proficiency level, and specific needs of your target readers.

Simplify language. Use clear, concise language appropriate for your audience's proficiency level. Avoid complex sentence structures.

Visual elements. Incorporate visual aids such as illustrations to enhance comprehension. (Bidilică, 2023)

Chunking information. Break down content into manageable sections to improve readability. If needed, you can use headings, subheadings, and bullet points to organise text and guide readers through the ebook.

Cultural sensitivity. Be mindful of cultural differences.

Quality Assurance: Thoroughly review and proofread the ebook to check for errors in grammar, spelling, and formatting. Test interactive features and multimedia content to ensure they function as intended across different devices and platforms (Renard, 2021).

d) Enhancing ebooks with multimedia content

Enhancing ebooks with multimedia content enriches the learning experience by providing dynamic and interactive elements such as videos, audio clips, animations, and interactive quizzes. This multimedia approach not only captivates readers but also reinforces understanding through multiple sensory channels, making the learning process more engaging and effective. In the BiblioLingua project's case, we principally used the images to illustrate the slides of the ebooks. As the images were not the most important part of the project's approach, each slide does not have a corresponding image, but rather some slides in the ebook do. According to the

teachers' opinions after the first phase of testing, the illustrations are an interesting and engaging addition to the story that helps to understand the story better. Here also lies the importance of choosing a good picture, so the illustration can also function as an additional explanation in case the text is not clear enough. It also stimulates pupils' imagination, helping them better see the story. Another multimedia type of content is the automatic audio, already mentioned in the previous section.

B. Customising the learning experience

a) The art of differentiation: personalising language learning

In language learning, there is no "one-size-fits-all" method: students all have varying proficiency levels. Differentiation strategies are therefore crucial in the classroom setting, ensuring that each student can engage with the content at a level that is challenging yet achievable for them.

Understanding differentiation

Differentiation refers to "**learning experiences in which the approach or method of learning is adjusted to meet the needs of individual students, focusing on the 'how' of personalised learning**" (Culatta, 2016).

Here are common differentiation strategies that can easily be applied (Steele, 2021):



- **Grouping students** based on language proficiency allows for tailored instruction to meet the specific needs of each group. In a group where students share similar proficiency levels, teachers can focus on delivering content and activities that are precisely aligned with the group's abilities. In comparison, a group with different proficiency levels promotes collaborative learning environments where students of different proficiency levels work together. This approach fosters peer support and allows students to learn

from one another, creating a dynamic classroom atmosphere that celebrates diversity in language skills.

- **Varying delivery methods** offer flexibility in how content is presented, answering the diverse learning preferences and enhancing engagement. BiblioLingua's ebooks, pedagogical dossiers and lesson plans incorporate a large range of delivery methods, from visuals and hands-on activities to using technology in the classroom. By incorporating those diversified methods, teachers can accommodate different learning styles and preferences.
- **Adjusting levels** in the classroom is essential for meeting diverse student abilities. This method ensures every student is engaged and challenged at an appropriate level, fostering a productive learning environment.
 - o **Beginner:** Start with the simplest level of activities to ensure understanding, enhancing these tasks for advanced students to refresh basics and add complexity.
 - o **Intermediate:** Present more challenging activities to those ready for a higher level. Introduce tasks to the whole class, allowing students to progress at their own pace and ensuring beginners are included.
 - o **Advanced:** Develop specific, more challenging tasks for advanced students who complete work quickly, and encourage collaboration among advanced learners to deepen their engagement and understanding.

BiblioLingua's Multilevel Ebooks

The BiblioLingua project provides ebooks in 3 proficiency levels, answering the different learners' needs:

Level 1:

The level 1 ebooks of BiblioLingua are designed for A1 learners and align with the "European Standards for Making Information Easy to Read and Understand".

Concretely, the ebooks use straightforward language, simplified grammar and shorter sentences to facilitate understanding. Activities accompanying level 1 content are designed to reinforce basic language competencies, vocabulary acquisition and basic sentence structure.

Level 2:

Going beyond the basics, the level 2 ebook is adapted for A2 learners by introducing more nuanced vocabulary, grammar structures and past tenses. While still maintaining accessibility, level 2 ebooks and activities aim to challenge learners, encouraging them to expand their linguistic skills.

Level 3:

Created for intermediate to advanced learners (B1 – B2), level 3 is more faithful to the original text. It integrates new characters and enriched vocabulary. Activities accompanying level 3 content are designed to foster linguistic fluency, critical thinking, analysis, and practical application of language skills in authentic contexts.

In conclusion, the integration of differentiation strategies in ebook materials has proven essential in meeting the diverse needs of learners in the classroom. By providing adapted content across various proficiency levels, educators ensure that each student engages with the material at a level adapted to their abilities. This approach enables all students to access the same content while progressing at their own pace.

b) Examples and case studies

Each learner has a unique way to interact with didactic materials and books: some may be more dynamic and open to any kind of support; others may need more time to feel comfortable in their learning process or may need adapted materials.

The first and main reason for the adaptation of the material at different levels is the presence of a difficulty that can be disability or dyslexia. The aim of teachers should always be to produce materials and look for books in the theoretical framework of the Universal Design: the construction of materials and documents in the rules and respect of the accessibility of all is the most valuable task of a teacher.

Bibliolingua project's materials were born with the idea of being "flexible": people surfing the platform are willing to find good materials already adapted for different necessities. The project's aim is also to make educators and teachers aware of how to change and/or produce accessible tasks for their students.

During the testing phase of the project, the ebooks were checked by the teachers in order to understand if they could fit the target group (secondary school students) needs. These feedbacks were not only useful for the improvement of the project's result itself, but also in order to receive some suggestions about how to use them in the classroom.

Here you can find the suggestions of the teachers who participated in the testing phase:

- It is useful that each part of the ebook is available independently: teachers can feel free to use the text and/or images together or not, to activate the audio or to read only the text.
- The ebook can be read with the whole class or just with one student, or it can be provided as homework.

- The possibility of downloading the text is useful for modifying it as required: adapting it to alternative augmentative communication texts (thanks to software such as SymWriter), adding accompanying images or using colours in the text: for example, each character can have a specific colour to identify it. Usually, the latter method is used for simplifying texts for people with intellectual and learning disabilities.

Regarding deafness and autism, in particular, the adaptation of the content may require more competences from the teachers' side, for example, knowing Sign Language.

Hearing allows people to naturally interiorise an oral language and its rules, to learn more and more words, and to receive information even in an unintentional way. Deaf people naturally learn a language when it is a Sign Language (which is visual), but they learn as a second language all the oral ones. That way, they need adapted texts and specific support from their teachers/educators.

Good practices, in general, suggest stimulating vocabulary and grammar through practical exercises and through personal interests' involvement in the activities. If correctly used by teachers, books are great mediators: like art, they can move our feelings and impressions, by consequence, they improve our way to communicate with others.

C. Context of Testing

The BiblioLingua project aims to develop students' language skills through pedagogical activities. Indeed, the tools developed and created by the consortium aim to enable teachers to engage in more inclusive and targeted practices.

In this context, the partners carried out a testing phase to assess the quality of the materials: they tested the ebooks and the related pedagogical dossiers and lesson materials available in the library of the project website. The resources created are aimed at both teachers and students in the secondary school age groups and are meant to provide different supports:

- **The ebooks** are available in three language levels (A1, A2 and B1). To allow involvement in learning and practising a new language, all ebooks are available in English and some in the national language (Italian, French, Slovak, Estonian and Spanish).
- **The pedagogical dossiers** seek to provide both teachers and students with information on the cultural, historical and linguistic background of the reading experience they have just engaged in.
- **The lesson materials** intend to provide teachers with ideas and inspirations on how to lead language lessons based on the reading experiences of the ebooks.

In agreement with the consortium, the ebooks on which to carry out the testing phase were decided in advance in order to receive a greater overview of feedback and suggestions. The different international contexts in which it took place, including classes with students with disabilities, deafness and/or SLD, are outlined below.

- **Istituto dei Sordi di Torino - Italy**

The testing took place in the private school called "Scuole dell'Arca". The testing phase was conducted with 7 students (some with disabilities – autism and deafness) aged between 11 and 14 years old who were supported by 7 teachers specialised in disability.

- **Tartu Raatuse Kool - Estonia**

The partner conducted the testing phase at its school with 4 teachers and 105 students between 10 and 14 years old of all levels.

- **Babel - Spain**

The partner involved two teachers to implement the ebooks and complementary lesson materials and pedagogical dossiers in their classrooms with 60 students between 13 and 17 years old.

- **Zakladna skola - Slovakia**

The partner conducted the test phase in its own school. They involved 75 students between 10 and 14 years old and 4 teachers.

- **Logopsycom - Belgium**

The testing phase was managed by 1 teacher and 9 students between 14 and 16 years old.

D. Testing BiblioLingua's ebooks in class

a) Experiences and classroom insights

Testing BiblioLingua's ebooks in the classroom provides valuable insights into their effectiveness and engagement levels. Teachers' first-hand experiences provide valuable context and practical examples that resonate with learners.

Students were quite enthusiastic about the ebooks and especially the interactive activities in the lesson packs. Teachers had only little difficulty with students' comprehension of the book, particularly with some keywords and comprehension aspects of the characters. They were such environmentally friendly classes that there was no need to waste paper which was also another good example for students. Since students at these ages (10-13) are usually tech-savvy and talkative, activities such as online mind maps, online games, and interactive activities that need speaking or acting as well as games capture their attention.

However, a negative aspect of online activities is the possible lack of internet and digital device access. Teachers should be prepared for these kinds of obstacles and come up with plan Bs, even if those plans are traditional and not as environmentally friendly as aimed before.

b) Testing findings and analysis

All of the participating teachers and students gave feedback about ebooks and their tests. Teachers had to give feedback about the quality of the content, language, graphic design and whether the books were inclusive and accessible for everybody. Furthermore, if they had any thoughts for improvement, they had an opportunity to

share their ideas. Also, students' feedback about reading ebooks in lessons will be added as the last part of the analysis.

18 teachers answered a questionnaire about ebooks and also gave their feedback. 13 (72%) teachers out of 18 considered the content of ebooks to be at its highest level. Some of the teachers added ideas about how to make the content better or more attractive to readers. For example, the possibility of changing fonts or turning words into capital letters in the whole platform (maybe with the addition of an accessibility toolbar) would be useful for teachers whose students are autistic. This option was already possible to use during the testing phase. Furthermore, the teachers working with severely autistic pupils, who can read only images of the augmentative alternative communication, proposed to translate the text of level 1 ebook also in their native language. Levels 2 and 3 of the ebooks were found more convenient than level 1 in terms of students' understanding of the text.

The quality of the language used in ebooks was also rated highly. 12 teachers out of 18 thought that the vocabulary in ebooks was appropriate and would not change anything. Some teachers thought that the language used was not as challenging as it should be, especially for A2-level students.

Also, the quality of graphic design was rated highly, but there were also some ideas on how to improve the ebooks. For example, it was suggested to use more pictures at A1 level to make the ebooks more attractive. By doing this, it would be easier for younger students to understand the book better. In addition, it was recommended to add an extra folder with all the pictures/images with the possibility to download them to prepare extra speaking activities. The pictures are complementary; they help students' imagination of the characters more correctly, and teachers can generate possible new pop-up questions and small activities using the pictures.

The last question about the quality of ebooks was about the content being inclusive and accessible. This is where teachers had ideas on how to improve the ebooks because many of them work with students with special needs. For example, the platform of ebooks is well-balanced but students with autism are still not able to read it. It was suggested to make the text bigger, change the font and add a better text-to-speech option. The platform already has the option of changing the font.

Students also got an opportunity to give feedback about using ebooks in lessons. During the lessons, students were able to use their own devices to read ebooks, and they also had an opportunity to use school laptops and tablets to do the reading. Students were excited to have a literature-themed English lesson. It was also well received to have an opportunity to listen to ebooks. Students found the texts easy to read; many were even eager to try out higher levels and felt they were able to read them, too. It was found that reading ebooks gave students positive feelings towards reading. They were more engaged and motivated in the learning process. Reading was fun, and new information about the book was welcomed. The material received a favourable response from students.

The teachers recommended that it might be a good idea to give some background information about the ebooks or discuss them in all before jumping into the tasks in the lesson packs to check students' understanding of the ebooks or complete the gaps in their minds.

c) Challenges and how to overcome them:

This part deals with challenges and how to overcome obstacles and problems that may occur within testing created ebooks during the lesson.

The lack of motivation to read

When there is a lack of motivation to read the given ebook, it is recommended to prepare some curiosities about the author or the book. You can present these facts as curious gossip or even scandalous information to your learners, and they may be more eager to read.

Understanding the story

Reading the ebook requires focus and understanding of the text. If there are some unknown words, it is always good to explain the vocabulary in advance. In this way, teachers avoid misunderstanding the story from the learners' side, and learners can fully enjoy the reading by understanding it correctly.

Weak or no Wi-Fi connection in the classroom

Occasionally, something unusual can happen at school and you might face difficulty with a weak or no Wi-Fi signal. The solution to this obstacle is to prepare in advance. You might want to print the pages of the ebooks for learners ahead of time and use them as a backup plan for your lesson.

Reading comprehension

Reading the story that a given ebook provides is not just about reading the text itself. It includes a message or a moral meaning for the readers. They should absorb it and think about it. To check whether your learners understand the meaning, ask them a few review questions about the story after reading. Questions need to be prepared earlier.

When students forget the storyline

Class time passes quickly, and sometimes, there is not enough time to cover reading and other activities. In this scenario, there is a need to continue in the next

lesson and also cover the activities created for the ebook. The learners tend to forget easily what the story is about.

In such a situation, it is recommended to have your students reread the story quickly or have someone who remembers retell the story in their own words to the class.

This way should be fully prepared for activities.

Unclear instructions and timing

Sometimes students might encounter problems with understanding the instructions. Teachers should always ask students questions to see if they understand the task and set the timing for better discipline and workflow management.

Reluctance to cooperate with classmates

Sometimes, it is difficult to organise groups to work together on an activity. To deal with these challenging moments in your classroom, try to organise students according to their good relationships in class. Unfortunately, this is usually only possible when you know them. It is not always possible when you are testing in a new class, but you can see it through their reactions, mimics, and their body language.

Students' feedback on the ebook

Children and teenagers can fully express their opinions these days, but sometimes, the way they do it is not constructive, and some learners are too shy to speak up.

The best way to overcome these challenges is simply to explain what constructive feedback with supporting arguments is.

To overcome the shyness of students, teachers can ask them to fill in an anonymous questionnaire about the ebook, lesson pack activities, etc. The questionnaire must be prepared before the lesson.

E. Testing BiblioLingua's pedagogical dossiers and lesson materials in class

a) Experiences and classroom insights

During the testing phase, teachers were asked to implement the ebooks, complementary lesson packs and pedagogical files in their classes. The majority of respondents used pedagogical dossiers and lesson materials intended for A1 and A2 level readers. The availability of downloadable files for the ebook text, pedagogical dossier, and lesson plan is highly appreciated by teachers. This feature allows for easy management and adaptation according to specific teaching needs.

As to the teachers, the pedagogical dossier was seen as useful for providing general information about the topic, serving as a valuable tool to introduce the issue in class. Some students found the pedagogical dossier less interactive compared to the ebook, resulting in a perception of it being more boring. However, they appreciated its length, considering it suitable for their age, with longer texts and less complex language styles typically found in books. Students generally understood the content but found it a bit challenging for their age. They expressed the need for more information about the characters and suggested allocating more time to discuss it. Students showed interest in learning about the book and the author. Overall, pedagogical files were considered useful, offering valuable information, and genre discussions were suggested for older students or those with higher intellectual and linguistic levels. The files are especially beneficial for teachers who work with autistic students.

Students highly appreciate the interactive and enthusiastic activities, including, for example, acting, board games and online games, which are considered the most

positive aspects of the lesson packs. Some students suggested repeating the activity with different levels.

Teachers have positively commented on activities such as character analysis, story retelling, and diary entries as effective ways to reinforce critical thinking in the classroom. Several students highlighted the positive experience of trying new lesson planning methods, particularly using Canva for creating book covers, with excellent results.

Implementing these lesson packs in mixed classrooms presents challenges, as teachers note that students with special needs may require additional time and assistance, particularly for tasks involving analysis, critical thinking, and abstract concepts.

Overall, students expressed enjoyment of the ebooks and activities included in the lesson packs. Acknowledging the inevitable differences in age, level, needs, and interests among students, it was emphasised that consistent results may not be achieved each time. However, the ebooks and lesson packs were generally found interesting, especially when teachers provided sufficient support during implementation.

b) Testing findings and analysis

The following section describes how the pedagogical dossiers and lesson materials were important or useful in the testing process. It also talks about various positive impacts they can have on learners if they use pedagogical dossiers and lesson activities connected to ebooks.

Pedagogical and lesson materials

Pedagogical and lesson materials are key packages for teachers to prepare and deliver high-quality lessons for learners. These materials are mainly intended for

teachers to use in planning the lesson and to help them find out all the important information. They will tell us everything about the book, the author, genre and explain vocabulary.

Using smartphones while reading ebooks and doing activities

One very positive thing is that learners can use their smartphones for some activities. This is great because learners love to use their smartphones in the classroom. Using them occasionally for learning purposes can add extra glam to a lesson. Unfortunately, this is not always possible. The use of smartphones in schools varies and some schools or even states have strict rules in this regard. In this situation, it depends on the school and the rules of the particular institution.

Engaging activities

The activities are a great motivation for learners when trying to understand the story accurately and actively. Most students enjoy teamwork, group tasks, and the kinds of creative activities that the BiblioLingua project offers. These activities increase the motivation and interest in reading different ebooks again.

Improving students' critical thinking

Nowadays, it is believed that critical thinking skills at the average level are not as good as they used to be. Reading more classical literature or worldwide famous stories, which The BiblioLingua project offers, can help with this issue. In addition, story-related activities help to think creatively and in depth, and also help to see a story from many different perspectives.

Different levels

The uniqueness of this project is that you can fully divide your class into three different levels and work with it. Students with special needs can finally read books within their abilities and try more difficult levels later.

Overall testing feedback

The general reactions were positive or neutral. The learners were happy to be able to read some classical literature in the English language. The whole process was new to them, and students like to try new things. Learners with special needs ended up participating fully because it was easy for them to read and absorb the ebook according to their level.

Sharing the value of literature among young learners

Nowadays, teenagers lack the desire to read. Most of them simply no longer see the value in reading serious literature. This trend is now getting worse year by year. This evaluative article - "*Can Teenagers be Motivated to Read Literature?*" by Professor Salomi Papadima-Sophocleous from Cyprus University of Technology, proves this claim. The BiblioLingua project is a useful tool to address this modern problem. Thanks to this project, a teacher can easily provide young learners and teenagers with classical literature and improve their English fluency.

c) Challenges and how to overcome them

In classrooms where students' levels and needs are mixed, it can be challenging to have them all on the same page. Time is limited, and students might be slower than expected. Although students are expected to come to class having read the ebook and to be prepared for the activities in the lesson packs, this is not always the case. Therefore, some brainstorming, recap of the ebook content, or even rereading or scanning the ebook might be needed, even though teachers will lack some time to implement all the activities in lesson packs.

Pedagogical files contain fundamental and valuable information about the book, its writer, and its components. However, depending on the intellectual or linguistic development of the students, there will be sections that students will have trouble

perceiving. The information given about genre in the pedagogical files might initiate a new era in language classes and draw students' interest in literature in a positive scenario. Yet, until they are introduced to literary devices, genres, and some vocabulary, it might be considered challenging for the students.

The design and content structure of the pedagogical files are well-organised and easy to follow. Lesson packs are clear in terms of activity names, explaining the procedure, etc. However, in most cases, teachers will need to be well-prepared as they require good knowledge of the ebooks. Additionally, teachers will need to prepare materials to implement the activities in the lesson packs. That is why teachers should not ignore leaving spare time before the classes for preparation.

The section "Assumed knowledge" in the lesson packs contains ideal topics/themes that students at the foreseen level should know. However, teachers should be realistic enough to predict that some students will not have that assumed and necessary knowledge. As many teachers have experienced, group activities are the most favored by students, as well as games and competitions. However, group activities may take longer or shorter depending on the dynamics of the groups and their members. If group work lasts shorter than expected, a further discussion or presentation should be spontaneously integrated into the lesson. In the opposite case, one of the next tasks can be delayed to the next class or given as homework to avoid skipping any task in the flow.

Technical problems with devices, internet connectivity, or accessing digital materials may occur at any moment. Although these problems are not created or wished by teachers, they are responsible for finding solutions. Some solutions or precautions teachers can use are conducting a thorough technical check before the class, providing alternative offline materials, and having a backup plan in case of technical issues. Overall, teachers must be prepared for unpleasant surprises.

Not all students may have access to personal devices, leading to inequality in participation. To solve this issue, explore options for providing devices within the school, negotiate with local libraries for access, or encourage a bring-your-own-device policy. Ensure that lessons can be adapted for different devices and accessibility needs.

If teachers are facing a limited feedback mechanism for continuous improvement, they might attempt to establish a feedback loop involving teachers, students, and other stakeholders. Additionally, regularly gathering feedback on the effectiveness of the materials and using this information for continuous improvement can be a turning point.

Suppose students have access to tablets, phones, or any technological gadgets of their own in the classroom. In that case, they may get distracted and prone to checking other applications or websites instead of focusing on their tasks. In this case, teachers must be alert, walk around the classroom, and monitor their students constantly. They can also use a louder and more energetic voice for students to pay more attention to the class.

Finally, teachers might not be trained enough or keep up with technology as much as their students do. To prevent a lack of monitoring for students' complete dedication to the lesson and their cyber security, teachers should be offered comprehensive training on digital tools and classroom management techniques.

III. Conclusion

A. Lessons learned from BiblioLingua testing

During the first testing phase across multiple educational institutions, valuable insights were gathered regarding the effectiveness and suitability of the BiblioLingua materials. Across the board, the response was largely positive, with both students and teachers expressing enthusiasm for the engaging and interactive nature of the resources. Several suggestions for improvement appeared, and each of them was adequately addressed and applied.

One consistent theme was the need for enhanced clarity in instructions, particularly for activities requiring specific linguistic or technical knowledge. During the update phase, clearer directions were added, which facilitated smoother implementation and maximised the effectiveness of the learning materials.

Furthermore, while the provision of supplementary materials, such as pedagogical files, was appreciated, concerns were raised regarding their complexity for certain learner groups. We simplified these materials without compromising their depth or quality.

Moreover, addressing technical issues was crucial to ensuring that the materials are accessible and effective for all users.

BiblioLingua materials were seen as valuable tools for fostering student engagement, participation, and language acquisition skills. Incorporating the feedback received was instrumental in enhancing the effectiveness and accessibility of the materials, advancing the goal of providing quality education for all learners.

B. BiblioLingua's potential impact on foreign language teaching

BiblioLingua, with its innovative approach to language learning and extensive testing feedback (the partnership tested its resources with more than 450 pupils and 25 teachers), holds significant promise for changing foreign language teaching in educational settings. By using digital technologies and incorporating multimedia elements into its resources, BiblioLingua has the potential to impact language education in several ways.

One of the primary strengths of BiblioLingua lies in its ability to answer to diverse learning needs and preferences. The inclusion of interactive activities, audiovisual content, and downloadable materials allows for a more personalised and engaging learning experience. This adaptability enables educators to adapt their teaching methods to suit the individual requirements of their students, fostering a more inclusive and effective learning environment.

Moreover, the integration of technology into language teaching through platforms such as BiblioLingua, a free, accessible platform, facilitates greater accessibility to learning resources. With the widespread availability of digital devices and internet connectivity, students from various socio-economic backgrounds can access high-quality language learning materials regardless of geographical location or financial constraints. This democratisation of access to education has the potential to narrow the gap in language proficiency levels among students and promote greater equity in education. In the Creation Manual, we have also provided a user guide for teachers on how to create, integrate and translate their own ebooks. Therefore, using an online platform not only benefits the pupils, but also the teachers. This, we hope, will enlarge the digital skills of both above mentioned groups.

Furthermore, BiblioLingua's emphasis on European literary texts from the public domain and culturally diverse content enriches the language learning experience.

Indeed, it exposes students to various language proficiency, languages different from the ones they learn at school, diverse cultural contexts, as well as the concept of cultural heritage. By engaging with literature from various countries and cultures, students gain a deeper understanding of language as a means of communication and cultural expression. This exposure broadens their perspectives, fosters intercultural competence, and instils a lifelong appreciation for language and literature. Having a multilingual platform and additional resources translated into all the languages of the partnership makes learning a second or third language much more engaging and positively challenging.

In conclusion, the BiblioLingua project provides innovative, accessible, and engaging resources that answer the diverse needs of students. Through its integration of digital technologies, multimedia content, and European literary texts, BiblioLingua not only enhances foreign language acquisition but also promotes critical thinking, digital literacy, and intercultural understanding. As educators continue to implement these resources and adapt their teaching practices, BiblioLingua can empower students to become confident, proficient, and culturally aware language learners. A good illustration of this, as well as a proof of BiblioLingua's success, could be one of the testimonials from the testing:

"At the beginning of the testing, some students were a bit shy and stressed about publicly speaking in English. With the activities, they soon overcame this, and all wanted to participate."

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