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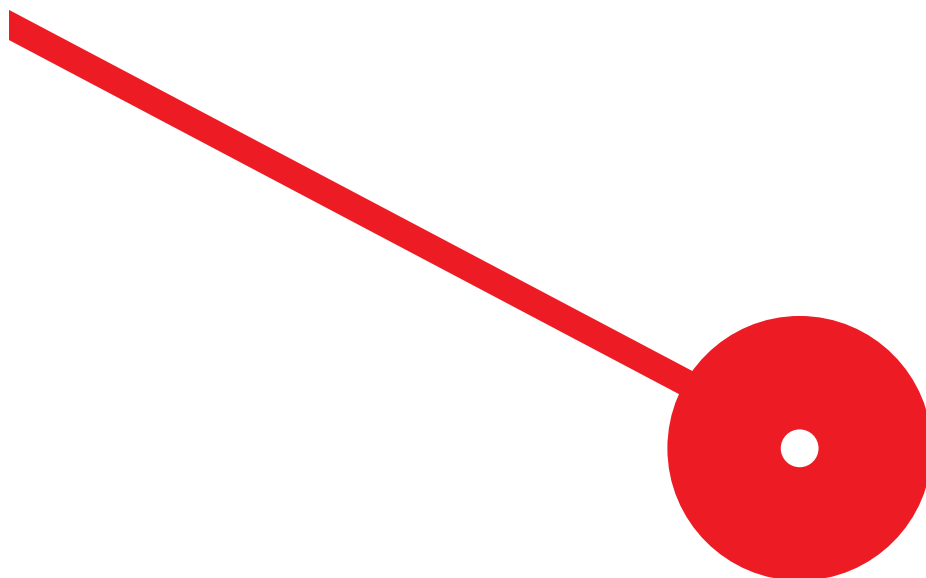
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ÁREA DE ESPECIALIZAÇÃO

Introduction of ICT tools and TPR methods during foreign language classes

Julia Kolacka

2023/2024



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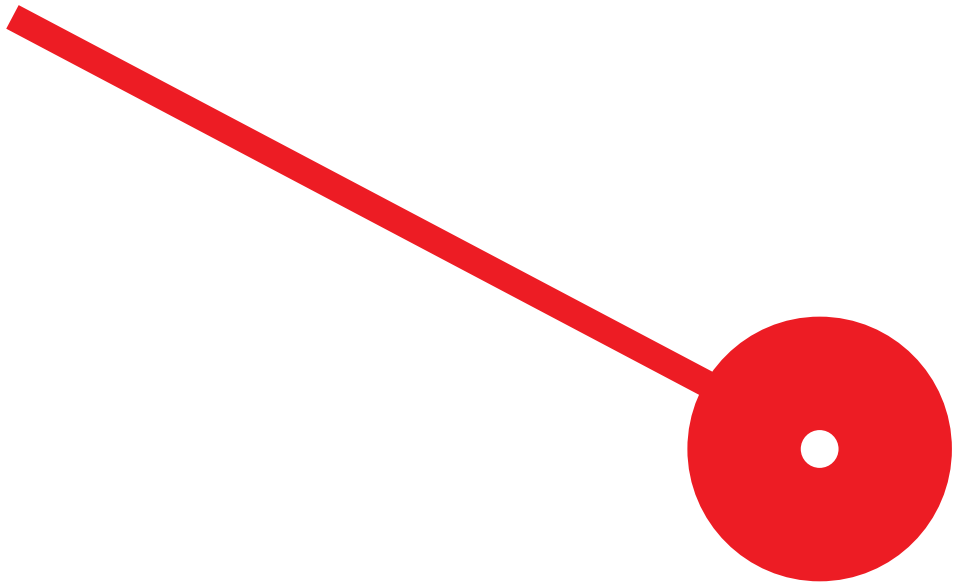
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Introduction of ICT tools and TPR methods during foreign language classes

Julia Kolacka

Project Work presented to Instituto Superior de Contabilidade e Administração do Porto / Porto Accounting and Business School to obtain the Master's Degree in Intercultural Studies for Business, under the supervision of Professor Marco Aurélio Ribeiro Lamas

....



Dedication

I dedicate this work to my parents, without whom I would not be here. To my dad, who showed me that dreams have no expiration date, and my mom, who showed me that strength is a woman.

*One day the mountain that was at your feet will be far behind your back. But who you became during the climb will stay with you forever.
(Brianna Wies, 2020)*

Acknowledge

Those two years of study were undoubtedly some of the most difficult. Living in a foreign country, studying, working, and being on your own. The realization that you couldn't meet your friends and cry into your mother's shoulder was most overwhelming. However, without a doubt, these two years have taught me some important things. First of all, I know how much influence I have over my life and that everything I want to achieve is within reach. These two years of education have taught me tremendous perseverance and strength. Although there were many hard days, there were also days that stuck with me forever. I am extremely grateful for this life-changing opportunity and even honor to study in Portugal, to learn about the culture but most of all to meet people who will stay in my heart forever. The biggest thanks go to my Mom, who was constantly by my side despite the miles that separated us. I know that I could and can always count on her. I thank her first and foremost for raising me to be a strong woman and showing me that no matter how difficult things are in life I am capable of pulling through anything. I also thank my friends who were always ready to cheer me up and support me, showing me that I am not alone. Thank you to all the people close to me who participated in the process of creating this work. All my family, my boyfriend, and all the people I ran into on my way. I would like to thank all the professors who showed incredible patience and understanding every day. In my entire career as a student, I have not encountered such professionals which made my experience even better. My main thanks to Professor Clara Sarmiento, who showed me a new system of learning, and her words,, be creative,, I will remember for a lifetime. Biggest thanks to Professor Marco Lamas, my supervisor, who made sure this work was worthy of presentation. Thanks also to the lecture he gave, at the highest level I expected. Finally, I want to thank my dad. Despite the absence of his presence for more than 10 years, I always felt like he was close to me. I thank my dad for these beautiful 11 years, during which he taught me to enjoy life, to have fun with life and to always collect moments not things. My Dad passed on to me the desire to explore the world and showed me not to be afraid of it. I am happy to live the life that my Dad would surely have chosen for me. I am extremely grateful for these two years of hard but most beautiful moments in my life.

Resumo:

Nos últimos anos, a integração da tecnologia na educação alterou significativamente a trajetória anteriormente escolhida e mudou para sempre a direção em que as línguas estrangeiras são ensinadas, particularmente no domínio do ensino da língua inglesa. Este projeto foi dedicado ao papel multifacetado da tecnologia no ensino do inglês como segunda língua ou língua estrangeira, considerando o enorme potencial que a tecnologia tem para melhorar os resultados da aprendizagem, o envolvimento dos alunos e, claro, a expansão contínua do acesso ao ensino de línguas mais simples possível.

A implementação da tecnologia no ensino do inglês, mas também de qualquer outra língua, não se baseia apenas na substituição dos métodos de ensino tradicionais por ferramentas digitais; utiliza a tecnologia para criar experiências de aprendizagem dinâmicas e interativas. Através da análise de textos acadêmicos, este projeto isola as várias ferramentas e plataformas tecnológicas, como as aplicações de aprendizagem de línguas, as oportunidades oferecidas pela inteligência artificial, os ambientes de aprendizagem baseados em jogos e as ferramentas de colaboração em linha, que têm sido utilizadas eficazmente para facilitar a aquisição de línguas e o desenvolvimento da proficiência. Além disso, este projeto explora o compromisso pedagógico e os desafios colocados pela integração da tecnologia no ensino de línguas estrangeiras. O projeto que se segue também discute o nível de literacia tecnológica entre os professores, bem como estatísticas que falam da utilização da tecnologia por instituições públicas. Tirando partido das oportunidades que a tecnologia proporciona, os professores podem criar materiais didáticos envolventes e personalizados que vão ao encontro das diversas necessidades e preferências dos alunos. Em suma, o projeto desenvolvido permite aproveitar o potencial da tecnologia para mudar a realidade do ensino das línguas. Apela a uma mudança de abordagem que combine uma pedagogia inovadora com os avanços tecnológicos. O projeto implementa tanto a prática como a teoria, analisando diversas investigações e redefinindo-as para criar um ambiente de aprendizagem moderno adaptado às necessidades do mundo atual.

Palavras chave: Ensino, Tecnologia, Tecnologia artificial, em linha

Abstract:

In recent years, the integration of technology into education has significantly altered the previously chosen trajectory and forever changed the direction in which foreign languages are taught, particularly in the field of English language teaching. This project has been devoted to the multifaceted role of technology in the teaching of English as a second or foreign language, considering the enormous potential that technology has for improving learning outcomes, student engagement as well as, of course, the continuous expansion of access to the simplest possible language education. Implementing technology into the teaching of English but also any other language is not just based on replacing traditional teaching methods with digital tools; it uses technology to create dynamic and interactive learning experiences. Through the examination of scholarly texts, this project isolates the various technological tools and platforms, such as language learning apps, the opportunities afforded by artificial intelligence, game-based learning environments and online collaboration tools, that have been used effectively to facilitate language acquisition and proficiency development. In addition, this project explores the pedagogical engagement and challenges posed by the integration of technology in foreign language teaching. The following project also discusses the level of technology literacy among teachers as well as statistics that speak to the use of technology by public institutions. By taking advantage of the opportunities that technology provides, teachers can create engaging and personalized learning materials that meet the diverse needs and preferences of students. In summary, the project developed enables the potential of technology to be harnessed in changing the reality of language teaching. It calls for a change in approach that combines innovative pedagogy with technological advances. The project implements practice as well as theory by analyzing diverse research and redefines it to create a modern learning environment adapted to the needs of today's world.

Key words: Teaching, Technology, Artificial technology, online

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List of abbreviations

OOP- Object-oriented programming

L2- Second Language

L1- First language

EFL- English as A foreign Language

CMC- Computer-mediated communication

ICT-Information and communication technologies

TELL-Teaching English Language Learners

SEL-Social emotional learning

SEL SKILLS-self-awareness, self-management, social awareness, relationship skills,
and responsible decision-making

EdTech- CMI (Educational technology)- aids the instructor in instructional management
without actually doing the teaching.

CMI-Educational technology

TPR -Total Physical Response

ESL-English as a second language

SEO-Search Engine Optimization

SWOT-strengths, weaknesses, opportunities, threats: a way of considering all the good
and bad features of a business situation or a company

INTRODUCTION

Today's world is developing in a speedy way. New technologies dominate our daily lives. Workplaces are developing rapidly. Especially after the shutdown and crisis caused by the war and the COVID-19 virus, we hear references to the development of artificial intelligence from everywhere these days. Children as young as six are learning to use technology, and many already have their own electronic devices at this age. In today's world, we cannot forget learning a language, which is the key to a better life. Without a doubt, we see a strong dominance of English and the ability to communicate in this language is an essential skill. In addition to English, the dominant languages are German, Spanish, or even Chinese, which are rapidly gaining in popularity. English has also become a compulsory language in many workplaces and knowing an additional language guarantees a higher salary, for example. This is why it is so important to learn a foreign language, which could prove crucial to our future. With technology developing so rapidly, learning anything has never been easier. The Internet has many applications and one of them is the use of the thousands of multimedia materials available. Old ways of learning have been replaced by modern ones. Learning from books by reading and doing assignments is something that has long gone out of fashion. Today's learning is based on using students' creativity and engaging them in the material being discussed. Technology, of course, has its positive and negative sides. However, the right use of technology can improve people's lives and support them in their resolutions.

Recent research shows how widely technology is used. For example, a new model of language learning has emerged, which is based on the use of artificial intelligence that will have a dialogue in a foreign language with a living being who sits on the other side of the screen. However, I believe that when learning a language, it is the teacher who is the key element, which is why I decided to go out of my way to address all the complications that arise when learning a foreign language and create a project that addresses various problems. The described project combines the use of technology in the process of learning a foreign language. Considering how big a role learning plays in our lives, I decided to carry out a project that would focus on foreign language learning. The task of this project is to make a key survey of the available research that will clarify how big a role technology plays in schools and public institutions. How technology can be applied to language learning. To carry out language learning activities, which will be a key element described and researched in this project. In today's world, technology permeates

virtually every aspect of human life, profoundly shaping social structures, economic systems and individual experiences. The rapid pace of technological progress observed in recent decades has revolutionized the way people communicate, work, learn, and interact with the world around them.

This project aims to explore the multifaceted impact of technology in the modern era, analyzing its impact on different spheres of human activity and endeavor. And to carry out a project that aims to develop language competence among young people/children through designed online lessons. The digital age characterized by rapid connectivity and innovation needs to be critically analyzed in terms of the impact of technology on individuals, communities, and global dynamics. From the proliferation of smartphones and social media platforms to the emergence of artificial intelligence. The digital revolution has ushered in a new era of endless possibilities and challenges. This project delves into the complex interaction between technology and society, shedding light on how technological advances have changed cultural norms, economic paradigms, and ethical frameworks. By analyzing case studies and theoretical perspectives, this work aims to explain the complex relationship between people and the technological tools they create. It will also explore the transformative potential of new technologies, such as virtual reality, and the opportunities they offer in the context of language teaching. In addition, the ethical issues and policy implications of the widespread adoption of these technologies will be critically assessed, addressing concerns about the loss of virtual communication. Nowadays, the demand for language learning has increased significantly, influenced by several changes, such as international travel, the proliferation of online schools and the desire for flexible living. These changes are particularly evident in the system of language teaching by teachers. They are the ones who are increasingly turning to online platforms and digital tools to provide effective language teaching to their students. Such rapid technological advances have forever changed the way we learn and teach languages.

The project I am leading provides a basis for exploring the role of technology in online language teaching, analyzing its potential to enhance learning, increase access to language education, and support intercultural communication. Using digital tools and online platforms, language teachers can create engaging, interactive, and personalized content using everything technology has to offer. As a result, learning a foreign language has never been easier. The integration of technology into online language teaching continues to open up new opportunities for collaboration, cultural exchange, and real and robust

language practice. Such extensive multimedia resources, the possibility to create virtual classrooms, and a variety of communication tools help students interact with authentic language materials and interact with target language speakers from all over the world. It is on these aspects that the following project focuses. It combines all the possibilities that technology gives us and translates them into a business project. Of course, I am mindful that while technology offers many advantages in online language learning, it also brings with it challenges and problems, which I will address in later chapters of this thesis. Issues such as the limitation of face-to-face relationships, losing oneself online and lack of contact with peers are issues that will be discussed in detail in the following sections.

This introduction serves as a starting point to explore the multi-faceted relationship between technology and online language learning. This project not only explores current trends, challenges, and opportunities presented by technology but also puts into practice the day-to-day research conducted to design and develop a profitable enterprise. In this project, I focus on how technology can be used to improve language learning outcomes and enable students to achieve language proficiency goals. The resulting research aims to develop the project so that it is financially beneficial and becomes a business model that will be profitable. I firmly believe that through rigorous research, innovative pedagogical approaches and the effort behind the creation of this project, it will be possible to push the boundaries of online language teaching and create transformative learning experiences for students around the world.

CHAPTER I - LITERATURE REVIEW

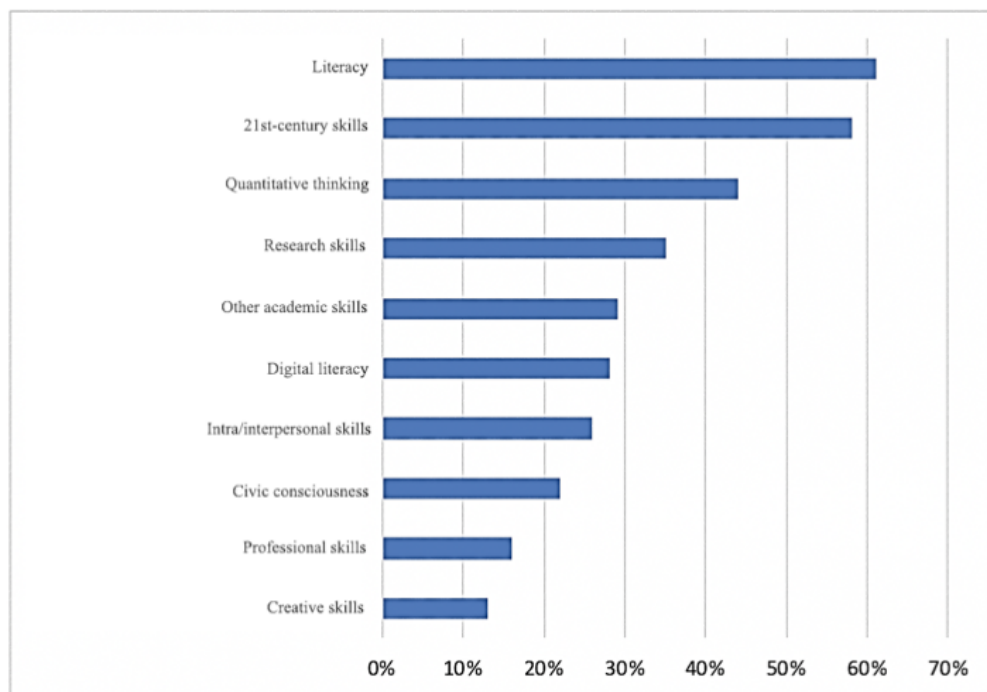
1 Modern Technologies in Education

To turn theory into practice, it is necessary to reflect on the underlying issues and refer to existing research to develop the issues. The first study I considered came from a paper entitled, "The use of Modern Technologies by foreign language teachers: developing digital skills. *Linguistics and Culture Review*" (Biletska et al., 2021. P. 16-27) which considered the importance of technology in the context of foreign language teaching and analyzed the ways in which everyday education technology and technology functionality are implemented. Based on the data, access to technology was very limited in the past. A technological boom is estimated to have occurred during the first half of the 21st century, when technology used in education started to gain a lot of popularity. Moreover, at a rapid pace, the whole world started to benefit from technological advances and the use of technology in everyday teaching became something common and normal. What we are dealing with here is the term 'normalisation', i.e. the moment when technology surrounds us and permeates our whole life. It is important to bear in mind that technology brings with it positive changes, but also negative ones. In today's modern world, there is a strong industrialization. Therefore, it is important to find the right balance in the use of the products that technology gives us. Here, personalization will be an important issue, because this is what can save us in replicating the same patterns and mechanisms in foreign language teaching. Classes should be carefully designed and personalized to the student's skills and expectations. As the study shows personalization and adaptation of learning platforms is effective. (Biletska et al., 2021. P.17) The study shows the following educational skills, which have been labeled "modern" are: reading and writing, quantitative thinking, interpersonal/intrapersonal skills, civic awareness, professional skills and 21st-century competencies. The term digital competence in English was also explained. Such digital competencies include the ability to use digital technologies for a variety of tasks, including any standards that must be applied when using intercultural communication. These competencies have been defined to include and define a specialized vocabulary and a dictionary of English that translates its specialized terms into the language used online.

What are the activities of the competencies implemented in working with digital multimedia? There is nothing more important in digital media than to navigate it carefully. The ability to analyze a variety of information that appears in different formats. In such a

situation, it is necessary to train the desired competencies to be used in the multimedia world. (Biletska et al., 2021. P.17) Telecommunications competencies, on the other hand, are linked to the effective and secure use of the tools that modernity gives us. Digital competencies are divided into four main groups: digital linguistic competencies, digital technical competencies, digital multimedia competencies, and telecommunication competencies. The competencies presented include the knowledge, strategies and skills needed to solve problems in the digital world, such as communication, information selection or writing, with digital support. (Biletska et al., 2021. P.19)

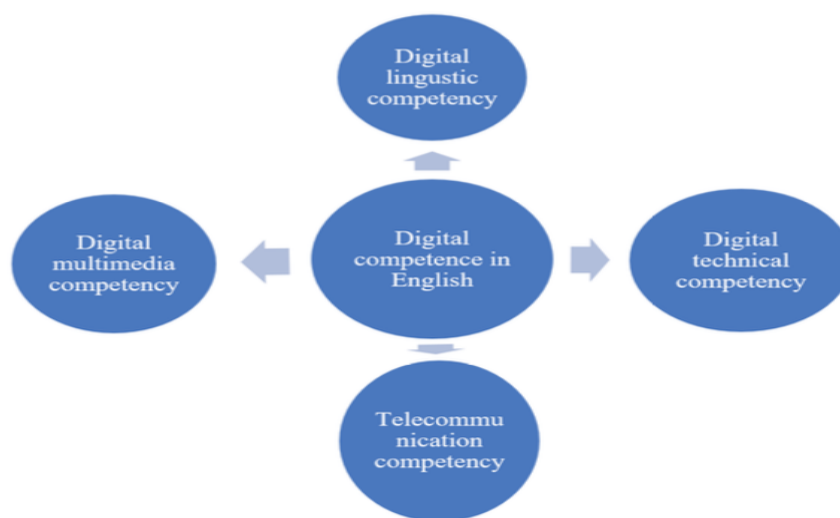
Figure 1 Competencies necessary for professional activity in the 21st century



Source:(Biletska et al., 2021)

A very important skill is also the ability to code, which teaches abstract, logical and structured thinking. It promotes autonomous and innovative thinking and 'computational thinking', which helps students to solve problems more effectively. It also makes it possible to record the results of mastering object-oriented programming (OOP) and provides interaction in the educational process. New digital tools can be effective in conveying information, but inappropriate choice or overuse can make it difficult for students to focus on developing their most important skills.

Figure 2 Components og digital competence



Source:(Biletska et al., 2021)

It can also hinder their process of understanding and assimilating the material. In order to effectively integrate digital technologies into an English language learning course, it is important to consider several recommendations. (Biletska et al., 2021. P.19)

(Figure 2) When creating and developing an online course, it is important to:

- To gradually introduce technological changes into the educational process.
 - Planning the time to create and deliver an effective course should be based on the tools available, as well as personal knowledge of effective content management.
 - Integrate technology into the course, rather than just treating it as an additional tool.
 - Online activities should complement the objectives of the lesson and only be a creative addition.
 - When choosing tools, it is important to select those appropriate for the course, analyze the resources available, and check that the proposed tools will work for the audience.
- (Biletska et al., 2021. P.18). In conclusion, using digital tools is a new facility that can make classes interesting and practical. However, poor management of this content can do more harm than good. Therefore, it is important to find oneself in this and to know how to use digital tools efficiently so that they do not negatively affect the language classes as well as the main product, the learners' knowledge. In defining course objectives, the

teacher should focus on the creation of online assignments and social interactivity. The online assignments should be challenging enough to give learners the opportunity to use the knowledge they have already acquired, but also to adequately engage

With the topics given during the teaching. (Biletska et al., 2021.P.18)

Students and teachers should change their roles in the classroom. We have definitely moved beyond the rigid teacher-student relationship years ago; this teacher has a leadership role and stands between the student and the knowledge. The teacher is supposed to show the student how to acquire knowledge using his or her own potential, so implementing this practice in the classroom is very important for the formation of the student's character. The pupil who replaces the role of the teacher feels important and listened to, which has a positive effect on his or her willingness to continue learning. Active methodologies focus on the student's approach to education and on greater student involvement in the lesson. The traditional model of teaching is based on the fact that the teacher was the main agenda, and he/she had the most important role. The students instead were more passive and only received information. In the active learning approach, more emphasis is placed on the active involvement of the learner. Other skills such as critical thinking, collaboration, creativity and problem solving are then developed.

The main goal of this approach is to making learning more meaningful. (ISLA Gaia, n.d.,) Such methodologies aim to change the traditional model of classroom teaching and treat the student as central to the learning process. When implementing such a methodology, various techniques are used: problem-based analysis of situations, critical and reflective approaches, and technologies that support the development of communication skills.

In addition, teamwork, leadership, respect for others, and critical judgement are reinforced.

The teacher also has an important role here, but not the most important one. The teacher has a mediating and facilitating role in the learning process. The teacher has to initiate, build, challenge and support the student in understanding and reflection in order to create reality. The student is to be encouraged to take an active stance, to learn independently and to develop curiosity. All things are designed to develop the student's critical and constructive approach. Any active methodology should involve a process consisting of observation, analysis, research or reflection (ISLA Gaia, n.d.,). It is important to help the student become familiar with the interactive elements as well as the various platforms, so that they do not feel overwhelmed by the information around them. When creating an

online course, teachers should take on roles such as organizer, prompter, participant, mentor, consultant, and researcher, instead of the traditional roles of supervisor, corrector, and evaluator. One of the more popular tools has become, Flashcards, -which help students learn the material in a fun and easy way. Combining these techniques with digital technology speeds up and improves the learning process. The pedagogical challenges facing future language teachers must be in line with their new skills and technologies. What is also important is not only to teach students but also to educate new teachers in the context of gaining knowledge of interactive content topics. (Biletska et al., 2021. P.21)

1.1 Technology in teaching speaking and its effects to students learning English

Description of the study:

Three focus groups, which were named FGDs, took part in the study. Each group had 21 participants. The groups were divided sequentially by student age. The first group was first-year students, the second group was second-year students, and the third group was seniors. The study was conducted during foreign language classes at the University of Sothern Mindanao, Kidapawan City Campus in the Philippines. (Sosas, 2021).

The study covered the topic of foreign language teaching in terms of developing student speech using digital tools. It examined in detail the way English was taught by the aforementioned groups and how the methods implemented helped students learn and develop their skills, but also struggle with their weaknesses. Many issues related to language learning were addressed. Differences that concerned the teaching of English to students by native and non-native English teachers were elaborated on (Sosas, 2021).

Method od study:

The impact of L1 use on EFL learners' L2 speaking skills was investigated. Also, attention was paid to how the L1 is perceived in the process of L2 oral learning. Each group was taught by different teachers while maintaining the same level towards each student. An important note is that the students were selected without regard to gender, liking or other criteria (Sosas,2021). During the study, the rules of the study were carefully explained to the respondents. Also, group discussions were held. Data was collected using a recorder and collected in a special document. It was decided to conduct the study in the classroom because this is the subjects' natural environment. During the study, instructors used digital

devices and described the effect the technology used had on the development of language competence among the subjects. Communication through social media was used to build better relationships with the students and continuously improve their competence. (Sosas, 2021)

Video and Skype conferencing were used to catch up with the students by not shown up for previous classes. The following methods were used during the study:

- 1) Email correspondence to implement the functionality of language into their speech
- 2) Practicing speech instead of using old-fashioned teaching methods.
- 3) Video applications to work on language fluency
- 4) Storytelling to integrate technology
- 5) Storytelling and TV to motivate and encourage students
- 6) ICT
- 7) Smartphones as a way to deal with overcoming the fear of speaking
- 8) Multimedia learning materials

Observations:

1. When teaching, it is useful to introduce role play. It adds variety to the learning process as well as being an important method that facilitates pupils' interaction as well as using language practice in practice.
2. Role-playing is popular in foreign language teaching and has a positive effect on speaking skills.
3. using technology when teaching a foreign language is a popular technique.
4. the implementation of CMC when teaching pronunciation and conversation, improves oral skills.
5. ICT complements basic teaching, develops reading, writing and listening skills in a foreign language.

6 Digital tools such as the Internet, podcasts, videoconferencing, videos and a variety of speech recognition software are among the most effective tools to improve speaking in a foreign language and to improve already existing skills.

7 E-portfolios are a new technology that increases lexical richness in students and allows them to use their foreign language speaking skills.

8 Blogging is also one of the more effective ways to improve language skills.

9 Storytelling- is considered an innovative way to improve language skills. Storytelling carried out in the classroom with the test groups is found to have slightly improved pupils' skills. Storytelling allows pupils to use their own creativity and imagination and describe things in their own way using their own vocabulary.

10. voice laboratory, i.e. learning to speak and articulate the voice. The language lab is designed to integrate computer technology and the art of storytelling by combining texts, images and sounds. This creates a creative way of communicating stories.

11 In addition, digital storytelling has slightly improved as well as developed speaking skills in English. Through storytelling, which forces the learner to use their own voice as well as their own words.

12 Cartoons, through which pupils can become familiar with sound and image as well as attracting attention. At the same time, they develop pupils' motivation to develop their speaking skills.

13. ICT enhances skills as well as motivation to learn by making the audience curious about their potential.

14. the use of multimedia as classroom materials has been identified as one of the more effective in improving the skills acquired during foreign language learning.

15 It was noted that there is a significant difference between students who use tools such as Whatsapp for their learning.

16 It was acknowledged that learners who learn English as their second language report greater language proficiency and exhibit greater confidence in developing their speaking skills.

17 It was acknowledged that the use of technology significantly improves the fluency and coherence of speaking, expands lexical resources, grammatical range, accuracy, but also pronunciation. In addition, we can also speak here of using technology to improve fluency, accuracy and work on language complexity.

18 It was summarized that the Internet, podcasts, video conferencing, videos, speech recognition software, TELL, blogging are considered some of the best tools that can be used for learning a foreign language. (Sosas, 2021)

Summary

During the study, it was possible to develop more confidence in the students and reduce their uncertainty when learning the language. Students previously was afraid in themselves, especially when using English as their second language. The students admitted that implementing technology into their learning helps them build confidence as well as gain a desire to learn. More specifically, the implementation of technology in education promotes motivation. Technology develops language competence, boosts self-confidence and forms better language habits. (Sosas, 2021)

2 Using of ICT

ICT is a really wide topic, and it is not restricted just to education topic. Moreover, ICT is not as specific as we can think so. Here are some components given that are highlighted. (Rouse, 2023) When it comes to talking about ICT, there are some main areas: Cloud computing, software, Hardware, Transactions, Communications technology, Data, Internet access. (Awati and Pratt, n.d.)

Possibilities

-ICT in business

ICT is not only the future for education but also for other fields. One category is Business, which has also found the application of ICT. The implementation of ICT in business has helped to reorganize the company internally and externally. Above all, thanks to the advancement of technology, companies are now able to create networks between departments within their companies and between their employees. This helps in sharing information, coordinating activities, performing operations, and networking between departments. Moreover, new information technologies help to improve the delegation of tasks,

as well as their coordination. (Carnoy, 2004) Communication is not just limited to the same building, but extends to communication between continents, for example: ICT in education. The impact of ICT in education is invaluable. Above all, ICT has reorganized the way we teach. ICT has been analyzed in three parts:

- Changes in the management of the education sector
- Changes in the working process in education
- Changes in the education of teaching staff and students

The most impressive ICT tools that facilitate the teaching and learning process are identified. (Carnoy, 2004)

1.BlackBoard

One of the more popular tools, greatly facilitating the teaching process. With this tool, teachers can manage tests, keep track of classroom results, organize learning content as well as submit assessments. By using BlackBoard, teachers do away with writing everything on paper. Students can look at their materials and documents at any time, which makes it easier for them to work on their knowledge. Everything is available in one place without the need to download a million apps. (Jindal, n.d.)

2.Google

It is a tool to facilitate easier communication between teacher and student. It is the so-called virtual classroom. This term has also become very popular. With this tool, the class integrates, uses interactive tasks. Google classroom makes it possible to show slides, run games, show youtube content, share the screen. By working in this way, we increase motivation during language learning. In google classroom, you can also create a folder with materials, which is assigned to each individual student. (Jindal, n.d.)

3. Trello

Trello is well known in the It world as this is the application that major companies use. This programme has also found its way into the field of learning and education. Trello is the ideal application for planning all the events that happen in every student's life. It is here that the teacher can use special boards to record any tasks. In the boards, there is the possibility to create cards where questions can be asked, answered and discussions can be created on burning questions. In this way, pupils can easily keep track of and check

what is happening in their school life and what assignments or tests are waiting for them. (Jindal, n.d.)

4. Microsoft Teams

Microsoft teams are now well-known all over the world and have a wide range of applications. For example, in large companies that need to ensure that their responsibilities are well managed. Especially during the pandemic, Microsoft teams found its application. This programme allowed teachers from all over the world to connect with each other in an easy and fun way. The programme helps to create receiving channels to which each student is assigned. It is an innovative formula with unlimited possibilities. Nowadays, it is a cool way to catch up or to stay in touch with your teacher. (Jindal, n.d.)

Challenges

Information and communication technologies (ICT) have already changed forever how education works, offering both opportunities and challenges. While ICT enables quality enhancement in the context of education, improves access to education and makes learning more engaging and personalized, it should not be forgotten that it also brings with it some risks and challenges. Here are some of the key challenges posed by ICT in education. (Saha, 2023)

1. Infrastructure and connectivity issues:

limited access to technology:

Many schools, especially in countries developing at a slightly slower pace, do not yet have the necessary technological infrastructure (including computers, internet connectivity and software) to allow easier access to new technology.

2. Inconsistent Internet connectivity:

Unreliable or slow internet connections that can hinder the effective use of online resources and platforms for learning, causing suspensions or cessation in internet access. (Bisong, Nkanu, Imoke, & Akpo, 2023)

3. Lack of digital skills and abilities:

Lack of teacher training:

Many teachers still lack adequate training to effectively integrate ICT into their teaching methods and use it correctly. (Simin, Thanusha, Logeswary, & Annreetha, 2016)

Limited digital literacy among students:

Not every student has the necessary skills to be able to handle the digital technologies necessary to navigate digital content, use online resources and tools for learning without problems. (Simin, Thanusha, Logeswary, & Annreetha, 2016, P. 38)

Resistance to change:Some teachers and students may have a negative attitude towards the adoption of new technologies, leading to a slower integration of ICT into the educational process. (Simin, Thanusha, Logeswary, & Annreetha, 2016, P.38)

4. Quality of online content and resources:

Lack of high-quality online learning materials:

The amount of online educational resources available does not guarantee their good quality, accuracy or usefulness during the learning process. (Simin, Thanusha, Logeswary, & Annreetha, 2016, P.48)

Difficulties in assessing the credibility of online information:

Students may find it difficult to distinguish between what is reliable and what belongs to unreliable information sources. (Simin, Thanusha, Logeswary, & Annreetha, 2016, P.48)

5. Concerns about cyber security and privacy:

Vulnerability to cyber-attacks:

Educational institutions that choose to use ICT may be vulnerable to cyber-attacks that result in the leakage of sensitive data and disrupt learning. (Simin, Thanusha, Logeswary, & Annreetha, 2016)

Privacy issues:

The storage of personal data as well as information shared by students through educational technology platforms may raise privacy and data protection concerns. (Bisong, Nkanu, Imoke, & Akpo, 2023)

6.Equality and accessibility:

The digital divide:

The digital divide refers to the difference between those who have regular access to ICT and are willing to use it and those who do not, this may be due to socio-economic differences, geographical location or even disability. (Dr. Prakash, 2022)

Accessibility for students with disabilities:

Not all ICT solutions and tools have been adapted to be accessible to students with certain disabilities, leading to limitations in participation in ICT-based learning. (Dr. Prakash, 2022)

7.Cost implications:

High cost of technology:

Acquisition and maintenance of ICT tools, a variety of software and technical support services are prohibitively expensive for smaller and larger educational institutions, especially for those with limited financial resources. (Bisong, Nkanu, Imoke, & Akpo, 2023)

Training and professional development costs:

Investing in teacher retraining in the context of using ICT infrastructure can also be very expensive. (Bisong, Nkanu, Imoke, & Akpo, 2023)

8.Pedagogical challenges:

Overemphasis on technology:

Over-exploitation of ICT capabilities can result in neglecting traditional teaching methods, as well as overloading students with excessive digital content. (Dr. Prakash, 2022, P. 219)

Difficulties in adapting the curriculum:

Designing the curriculum to effectively incorporate ICT without compromising learning outcomes and objectives can be challenging for teachers. (Dr. Prakash, 2022, P.220).Tackling these challenges is not easy and requires a comprehensive approach, which takes into account policies, investment in infrastructure and training, collaboration

between stakeholders and continuous monitoring and evaluation of ICT initiatives in education. If we realize the full potential of ICT and put it into practice, ICT can revolutionize education and create more inclusive, engaging and personalized digital learning content for all students.

2.1 Future predictions about using technology in education

There is no doubt that education is developing at a rapid pace, and we are constantly seeing new developments that improve the whole learning process. We can see how education has changed over the last few years, education has also been heavily influenced by covid, which has brought a number of major changes.

And what changes are in store for the future?

Analyzing several sources, a few key predictions and trends can be identified.

1. Personalized and adaptive learning:

Artificial intelligence and machine learning:

Artificial intelligence has currently taken over our world, it appears that in the future we can expect to see even more in the use of the technology. It is through AI that better and more catchy content can be created. (Vedpathak & Mithari, 2024, p. 756)

Adaptive learning platforms:

Modern learning platforms estimate and then adapt the student's level of difficulty and select appropriate content for learning materials based on student performance and feedback. (Vedpathak & Mithari, 2024, p. 756)

2. Online and blended learning:

Increased use of online platforms:

As I mentioned earlier, the COVID-19 pandemic changed teaching forever and accelerated the adoption of online learning platforms and tools, making them an integral part of the education world. (Shabbir, 2024)

Blended learning models:

Hybrid method teaching combines traditional teaching with online learning so that we can approach education more flexibly and personalize it better. (Shabbir, 2024)

3. Gamification and digital learning environments:

Gamified learning experiences:

Many teachers have come to the conclusion that in order to increase the motivation of students. They need to encourage them in some way therefore, badges, points and scoreboards have been used which can increase student engagement and motivation.

Virtual and augmented reality:

Virtual and augmented reality technologies enable the creation of more interesting learning experiences. (Shabbir, 2024)

4. Lifelong learning and professional development:

The shift towards lifelong learning:

So much access to technological facilities and the rapidly changing nature of work require students to continuously learn and develop their competencies.

Microlearning and short courses:

Microlearning, which involves delivering material in small batches and creating short courses tailored to specific skills and competencies. (Shabbir, 2024)

5. Collaborative and project-based learning:

More and more emphasis is being placed on group collaboration and this will continue to be the case in the future, group work and projects will become more and more common and test and stressful exams will slowly fall out of use.

Project-based and experiential learning:

Project-based and experiential learning that involves solving real-world problems and engaging in practical activities. (Shabbir, 2024)

6. Social and emotional learning (SEL):

Emphasis on SEL skills:

The use of social and emotional skills such as empathy, resilience, and self-regulation will be increased to shape better student competencies. (PositiveAction, 2023)

7.Global and cultural competence:

Promoting global and cultural competence

In the future, there will be a greater emphasis on developing students' self-awareness and understanding of the global and cultural. (Vedpathak & Mithari, 2024, p. 756)

8. Educational technology and infrastructure:

Investment in EdTech:

It is clear that investment in educational technology infrastructure will be increased in the future due to its widespread use. This will make, the integration of technology into teaching. (Day & Payne, 1987)

9.Equality and inclusion:

Emphasis on equality and inclusion:

More emphasis will be placed on creating content that is accessible to all, including students with disabilities and marginalised students. (Vedpathak & Mithari, 2024, p. 753)

By listening to future trends, we will be able to effectively transform education systems. Working together, we will succeed in innovating and investing in the necessary resources, infrastructure and professional development opportunities. By implementing these trends, education systems can become more flexible and inclusive. All these changes will undoubtedly facilitate the learning process.

3 Intercultural Competence in Foreign Language Teaching

People are motivated to learn foreign languages by various things, one of the key motivations is the desire and desire to communicate with speakers of their own languages. When learning a foreign language, on the whole, we don't delve so deeply into what motivates us. We start learning as very young children and so we go through our lives unaware of what drives us to learn a language. This issue is extremely interesting because as small children we receive free education in elementary schools and only in our adult life it turns out why we needed a foreign language. A lot of us go abroad to look for better development opportunities, some go to study and still others meet a partner for whom they learn a foreign language. Only when we delve more deeply into the motivators in life that drive us to learn a foreign language, only then can we actually motivate ourselves

to learn it. English is often referred to as the lingua franca. According to research in the field of communication psychology, interaction can only work when participants share a common worldview shaped by socialization. By noting the growth of cross-cultural communication and the evolution of our cultures, our need to acquire the tools we need to understand and interpret cultural meanings has increased and is increasingly becoming essential. Not only do we need to know the foreign language but also its entire culture. Knowledge of the culture of the target language and also the ability to apply this knowledge in everyday communication create intercultural communicative competence (ICC). If we want language learning to be effective, ICC needs to be integrated into the language learning process. Language education should combine not only aspects of everyday life, but also cultural, social, political and scientific knowledge. Learning about the culture of the language being taught also creates a strong motivation to learn it by familiarizing oneself with various aspects of the language.

3.1 Intercultural communication competence (ICC)

To understand the concept of ICC, we must first understand communication itself. What is communication? Communication is an integral part of our daily lives, but nevertheless further our understanding of the processes that occur during it is limited. The term encompasses a variety of issues however, we can assume that it is any activity aimed at expressing thoughts, emotions or exchanging information. Basically, communication is about influencing the people we communicate with using signs to convey a message to them, which requires both a sender (communicator) and a receiver (interpreter). The basic mistake that blurs the lines between communication is that we think everyone perceives the world the same way we do. Each person creates his or her perception through his or her knowledge, skills and experiences. Our shared cultural knowledge is crucial in understanding communication, making it easier for individuals of the same cultural group to interact. For non-native speakers, however, this is more difficult, as they lack this common knowledge that allows them to move freely in the same world. It is important to keep in mind that language is shaped by culture, language proficiency requires understanding not only the language but more importantly the culture behind it. Our intercultural competence includes understanding our own culture, but also seeing that our language culture is perceived quite differently by others, understanding the target culture from its perspective and being aware of how we perceive the target culture. (Habiňáková, 2015, p. 253)

3.1.1 Intercultural skills and attitudes

Communicative competence includes grammatical correctness, sociolinguistic awareness (understanding the social context of language), discourse competence (using language in context) and strategic competence (dealing with real communication situations). In addition, intercultural competence includes such skills and attitudes as

- The ability to recognize cultural differences.
- The ability to create an appropriate strategy to communicate with people from different cultures.
- The ability to compare one's own culture to a foreign culture without judgment.
- Refuting stereotypes
- Tolerating ambiguity and interpreting messages effectively.
- Defending one's own point of view and accepting another position.
- Being open to new experiences, people and ideas.

Cultural knowledge is often relational, acquired through socialization in one's own groups. What is crucial is to constantly work on building students' awareness of how their perceptions are shaped by their social identities. Cultural knowledge encompasses social interactions, institutions, distinctions and international relations as perceived by both one's own culture and foreign cultures. (Habiňáková, 2015, p.254)

3.1.1.1 Teaching Culture: Key Principles

As we learn from the article, traditional language education focused mainly on the dry transmission of information about the people of the target country and their attitudes, with assumptions about the nature of culture and language ignored. Today, new approaches to teaching culture include:

- Establishing interculturalism: Learning a language involves communication between cultures.
- Teaching culture as an interpersonal process: Instead of presenting established cultural facts, teachers should focus on the communication process and strategies for understanding differences.
- Teaching culture as difference: Cultures are increasingly diverse, so teaching should emphasize their complexity, and go beyond established stereotypes.

- Crossing disciplinary boundaries: Teachers should expand their knowledge by incorporating insights from fields such as sociology, ethnography and sociolinguistics. (Habiňáková, 2015, p.255)

Cultural content

Cultural content in foreign language education includes not only topics such as basic greetings and courtesy phrases but also non-verbal communication and complex cultural references. Studies conducted emphasize that students should be prompted to engage with the target culture, addressing stereotypes and gaining both unconscious and conscious knowledge. By this we mean not only understanding social identity, interactions, belief systems, political institutions but also national history. (Habiňáková, 2015, p.255)

The role of teachers

The role of the teacher in supporting ICC is crucial. Traditionally, language teachers are seen as authorities, imparting knowledge that is used by the student. However, in teaching ICC, teachers are not expected to be omniscient experts on the target culture. Instead, they should act as cultural mediators, motivators and guides, making it easier for students to navigate the various spheres of education and cultural life. Teachers must find the golden mean between helping students adapt to a foreign culture while encouraging them to maintain their own cultural identity. Teachers should also try to promote critical thinking and autonomy, preparing students to analyze and interpret cultural information outside the classroom. Not only do we need to focus on shaping students but also on shaping teachers without forgetting that they are the ones who impart key knowledge to our children. To support teachers in this role, teacher education should focus on understanding intercultural communication, the relationship between language and behavior, and effective methods for teaching culture. Personal experience of the target culture is also invaluable. Initiatives such as Erasmus can provide future teachers with first-hand cultural knowledge. Children, too, should benefit from ventures such as student exchanges, as they learn the language by their own example and their own rules. The teaching process must evolve to meet the needs of a changing society, preparing students to communicate effectively in different social contexts. (Habiňáková, 2015, p.255-256)

CHAPTER II – INTRODUCTION TO PROJECT

4 Introduction- Introduction of ICT tools and TPR methods during foreign language classes

This project is the continuation of several months of hard work. I've always seen that I need a big goal in life that I can work towards. This project is my dream, which I have been working on intensively over the past few months, but which started much earlier, 6 years ago. It was then that I realized what direction I wanted to push my life in and what I was fighting for. This project is not only my proposal for a master's project, but also my idea of myself. To cite „*You will learn more in an hour of action than in decades of pondering.*„ (Randolph, 2019,p.409). By creating this project, I could learn a lot and got my experience. I would say that I agree with the quotation, and I am more than sure that working on something is much better than just thinking about it. That Is why I developed my project into an action. I've been through thousands of ideas in my life, but I knew from a young age that I dreamt of something of my own that I could manage and that would depend on my decisions. To quote „*The reality is that for every good idea there are a thousand bad ones. An sometimes it's hard to judge which is which.*„ (Randolph, 2019, p.16) I haven't figured out whether my idea is good or bad, but it is something of mine that gives me enormous satisfaction. As well as not only for me, but also for my clients/students whom I can influence and pass on my knowledge. I follow the principle, "From dream to concept to reality" (Randolph, 2019, p.16). And so it was from a dream that a concept was created, which is my current reality. I have developed my project, which is the idea for my future activities.

This work describes a project that is in development and that will continue to grow, gradually. To quote „*Ideas clarify slowly, gradually, over weeks or months. It may even happen that you don't realize for a long time that you have come up with one.*„ (Randolph, 2019, p.17) And just as the author of this quote says, this was the case for me. Before choosing my studies, I was extremely frustrated that all my peers had chosen the path they wanted to follow in life. I, at that moment, had not yet chosen it. After a few years, I realized that this path chose me. Because what I am doing now is my life path and the dream I am following. The idea for this project came from a love of learning and languages, it sounds a bit ironic given that I was always behind with all material and learning took me long hours. However, I managed to turn my disadvantages into advantages and today I am happy to use this knowledge and build my own business on it.

By learning from my example, I want to create a learning concept that will change the way you think about learning but also show that learning a foreign language does not have to be frustrating and time-consuming. This is how this project came about. Out of a passion for language and teaching it. The project combines all the features that are important to me when learning something new. I want learning to be effective, enjoyable and non-invasive.

4.1 What is the Project about

The project focuses on creating online classes to teach foreign languages. I am focusing on two languages English and Spanish. Those two languages are going to be my languages of focus but in future I would love to have in my offer more languages taught by different people. The classes are conducted with Polish students via the Skype platform. Classes are taught by me or other people (workers). The idea is to hire people/teachers who have experienced living abroad, studying abroad, participating in Erasmus, travelling. I want this language school to be really cultural friendly and also, I want to share not just knowledge about languages but also share knowledge about those specific subjects. Also, it will make my project more attractive and so far, I did not find this kind of idea anywhere. The philosophy of the classes is based on the implementation of ICT, artificial intelligence and TPR to encourage students to learn the language and increase their competence. While teaching foreign languages I am going to use innovative ideas and offer new style of teaching. I want to push education forward and attract people with new concept of teaching and learning. As I described earlier, a foreign language is a powerful tool these days.

4.1.1 Project concept

This project was built on the three foundations of language/education, technology, and culture. First of all, language because language learning is what this project is based on. The project presents my concept of learning a language in an enjoyable and undemanding way. My philosophy is to learn a foreign language that will actually come in handy whether at universities abroad or while living abroad. In this project I move away from the old-fashioned teaching of a foreign language, which only focuses on repeating the same rules all the time. The foreign language I teach is one that will come in fatally handy when communicating with people from all over the world. Technology, which serves as the second foundation in this project. Technology is very important these days because I

have it every step of the way. I want to break down language barriers and show that education can be fun and you can like the process. Thanks to technology, in my classes I can use games, multimedia materials, videos, music and create my own style of teaching. And, of course, the last foundation is culture. First of all, the project was created by me because I needed to learn English myself to go on Erasmus. That's how I started. And I know that many people are now in the same place where I was once. Many people want to live or study abroad. I know that learning a foreign language will be more reliable if it is taught by a person who has had such experience. That is why in the future I want to hire teachers who have themselves participated in Erasmus, studied abroad or lived abroad. This is not only a way to learn a foreign language, but also to transfer knowledge to my clients in this area.

4.1.1.1 My own experience that helped me develop the project

I would like to spare this part to describe a bit of my experience that my project is pretty based on. Development of this project would not be possible without all these things that I have learned over a few years. First of all, the knowledge that was necessary in this project was the knowledge that I could reach during my Erasmus projects. I participated in 3 Erasmus project. One was in Murcia in Spain where I spent 6 months learning Spanish, next was in Porto in University of Porto and another was in Italy that took one week and based on participating in some workshops. The title of this workshop was „communication-key to entrepreneurship,„. Those ERASMUS things showed me totally different life that I was not familiar with. I met extraordinary people and had to cope with daily life abroad without my parents by my side. After my ERASMUS in Porto, I decided to start my master in Polytechnic of Porto and It was one of the best decisions ever. I struggled a lot but this period in my life is going to stay with me forever. That is why I want to share this experience and knowledge with others. I strongly believe that there are a lot of these kinds of young people like me who want to constantly develop their skills, travel, and make their lives interesting. Moreover, daily I spend my time looking for some courses, workshops, or scholarships I can apply for. I am so conscious of the possibilities that we have right now, and I really would like to make young people aware that they do not have to have a crazy amount of money to be able to go abroad or take part in exact events. I participated in one workshop that was organized by one of the universities in Poland. Also, I won a scholarship to participate in one year of study at the University of Salamanca. The course was organized by a company from Miami. Another thing worth

pointing is my work experience. Since 2019 I have worked in Greece during the summer season where I work as a representative. It is an amazing thing because I can learn how to treat clients and how to deal with a lot of issues. Consequently, more and more young people are just bored with their life, and they want something new. Nowadays, people prefer to travel and meet people in their very first stage of life to sitting in their hometown with the same people and doing the same things. By right of lack of education in this area, I wanted to create my outlet of sources where young people can go and take some knowledge. First I made online, chit-chat,, with people that are interested in this topic. I described my story and told them how to do the first step. Secondly, I created an Instagram page where I put some sources and brochures about ERASMUS. Thirdly I made TikTok account where I shared my work in Greece with people. I described my work and showed how to apply and do this same. In future I plan to do my own podcast that I am going to record with other Erasmus people ad share our own experiences with future Erasmus teenager.

4.1.1.2 Reason for the Project

After analyzing the language courses that are currently on the market, as well as researching current teaching techniques, I decided to create language classes ideally designed to suit the needs of others. I am committed to ensuring that every student gets a class that is tailored to their preferences and tastes. Every student needs personalized learning and that is the focus of this project. It delivers personalized activities that are tailored to the student's abilities, competencies, interests and preferences. Still a lot of young people don't know about possibilities or projects they can participate in. With this project I can share the knowledge and match together all those things like teaching foreign languages, explaining for example how to apply to universities all over the world or how to get your first job abroad. Also with those topics business will gain attractiveness because people would prefer to study with somebody who experienced something similar to what they want to experience in future.

4.1.1.3 Project name

I have to concepts. Firstly, I created the name that is going to be used among the polish society as I want to start first in Poland. I called this business,, NauczajMnie,, what in English means ,, TeachMe,, Moreover, thinking about launching my services into international labor I created different name so I chose a name in English that would not only

be catchy but also easy to remember. The project is called, LearnMe, and it refers to what the project does, which is to teach language. Of course, I am aware that name can be change through the process but for now I picked the most adequate name for this business and name that will be the foundation of this project.

4.1.1.4 Specifics of the project:

The main intention of this project is to learn a language by applying developed technology and using its potential. My project is not just about learning a language. The philosophy of this project is to teach a language in the most enjoyable way. This project moves away from outdated methods of teaching, i.e. using only books, repeating the same old rules, memorizing 1000 vocabulary words, and practicing grammar over and over again. With this project, I want to show and prove that learning can be fun and does not have to be tiring and painful for our bodies. I am keen to motivate the youngest students, but also the older ones, as well as to show them how they can use technology for their own use and language learning.

4.1.1.5 Cultural Aspect:

*My project focuses on educating students of different cultures and nationalities. The project was carried out among Polish pupils, but also Ukrainian pupils. In addition, the project focused on children with certain disabilities that hinder their education.

*In future I want to develop new idea. That is teaching other languages by using people from all over the world like natives.

*In the project, I used my knowledge of going abroad, scholarships, internships, European trips or even applying to universities abroad. In order to promote this idea, I created a web account dedicated to sharing news and experiences in the context of going abroad. Thanks to my students, I was able to quickly increase the reach of my account.

*In addition, I carried out online consultations for my students whom I taught English in order to prepare them for their school-leaving exams.

4.1.1.6 Project infrastructure

Each class takes around 60 minutes, albeit some classes are divided into 30 minutes, 45 or 50 minutes. The duration depends on the skills and possibilities of each student. Classes are face to face or organized in small groups up to 6 people. Every class is projected by considering the possibilities and advantages of the student. Generally, the classes go with the implementation of 6 crucial topics.

- Reading
- Speaking
- Playing
- Listening
- Vocabulary
- Grammar

The classes are conducted, based on those 6 topics. I make sure that each lesson is succinct in these issues and develops them one by one, paying attention to developing the children's language skills in such a way that no step is missed. Every minute of class is carefully devised. At the very beginning of class, listening is introduced to help the pupil become familiar with the topic in class. In addition, by listening the student can acquire new vocabulary and grammar. Between 10 and 15 minutes are devoted to listening. The sources used to carry out this part are mainly YouTube, from which I can identify several channels that I use in almost every class.

- *BBC Learning English
- *Steve and Maggie
- *Ellii
- *Easy English
- *Learning English Tv Series
- *English Singing
- *English Panda
- *easySpanish
- *ListenES
- *FluentU Spanish

*VideoEle

*Hola Spanish

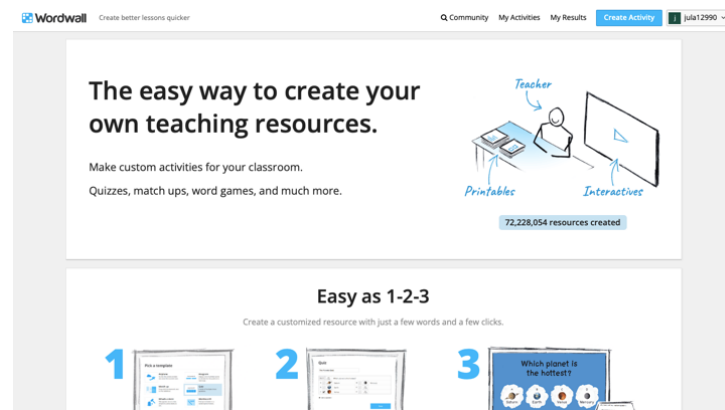
*Tu escuela de español

During classes I use interactive websites which help me to make the classes more interesting. The sites I use most often are:

1) Wordwall

¹Thanks to this platform, I can develop thematic issues. There are up to 35 patterns available on the platform, which can be used to create games. It is an easy and fun way to learn vocabulary. The application is based on as many as 43 languages. The website is relatively young, as it was developed in 2006 in London. It came about because of a teacher who placed word boards on a blackboard to link them to definitions. The website is based on the use of a programming language and technology. It is a tool that I have often used in my project because it is a lot of fun and very easy to use.

Figure 3 The main page of the website



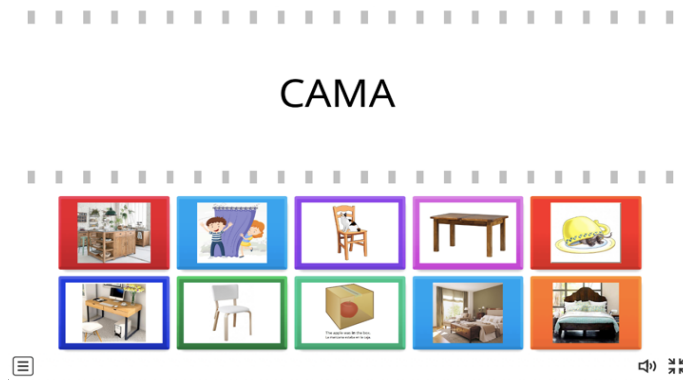
Source: Photos

from

Website Wordwall

¹ <https://wordwall.net/about>

Figure 4 The example of game on the website Wordwall.

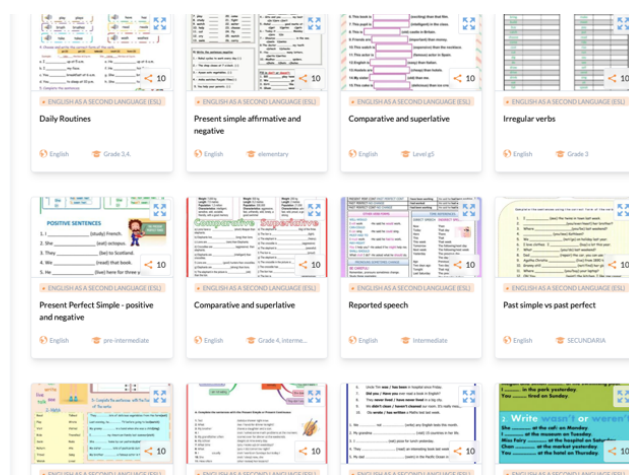


Source: Photos from Website Wordwall

2) Liveworksheet

Another site that I use quite often. It is a site with interactive worksheets. The worksheets can be completed online or saved as a PDF. Also, you can create them yourself or use the thousands of available worksheets. In addition, when you have completed everything, the site checks and displays the right and wrong answers.

Figure 5 The page with worksheets



Source: Photos from website Liveworksheet

Figure 6 The main page of Liveworksheet



Source: Photos from website Liveworksheet

3) British Council

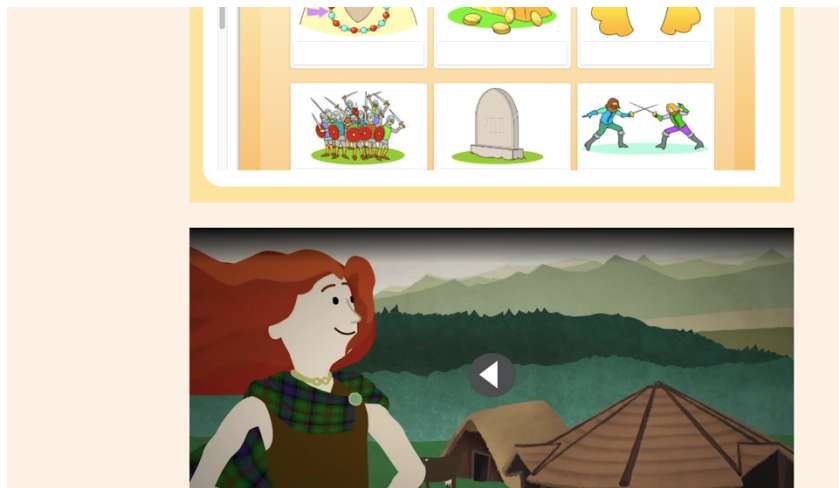
This site is already very widespread, and the number of users is steadily increasing. This site helps me, especially in the context of children's learning. There are several different tabs on the website. Something I really appreciate is the bookmark with songs and short videos, for which there are also specially developed games and activities.

Figure 7 The main page of website British council kids



Source: Photos of website British Council

Figure 8 The example of game



Source: Photos of website British Council

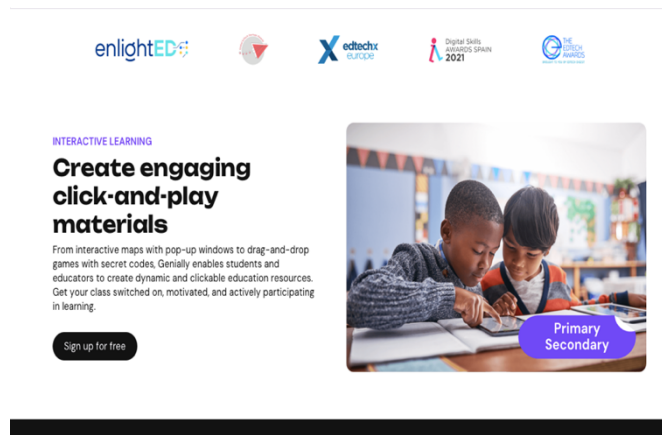
This is a great help because you can immediately repeat the vocabulary from the story or song. The website is also divided into age groups children-young people-general. This makes it slightly easier because if I am working with children, I use the page specifically for children, and if I am working with teenagers, I can use the page that has slightly more difficult content for teenagers.

4) Genially

Genially is a website that allows you to create interactive presentations. It has also been used to create so-called "escape rooms". It's super fun because we are smuggling in a topic and the child doesn't feel overwhelmed by too much material. The website is one of the best tools and has been around since 2015. It is relatively young but already very successful.²

² <https://genial.ly/education/for-schools/>

Figure 9 The main page of Genially



Source: Photos of website Genially

Figure 10 The example of activity

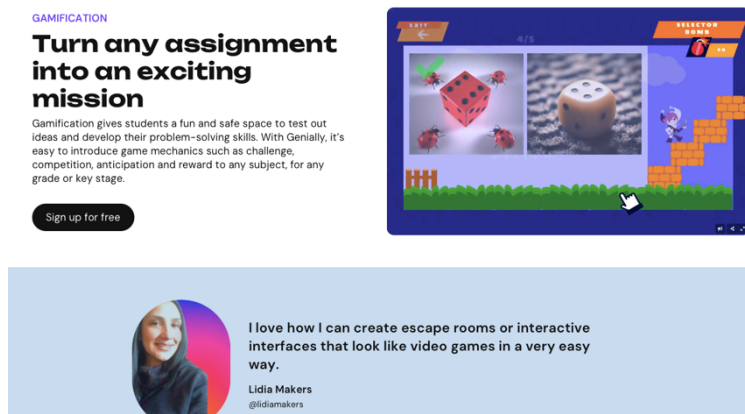
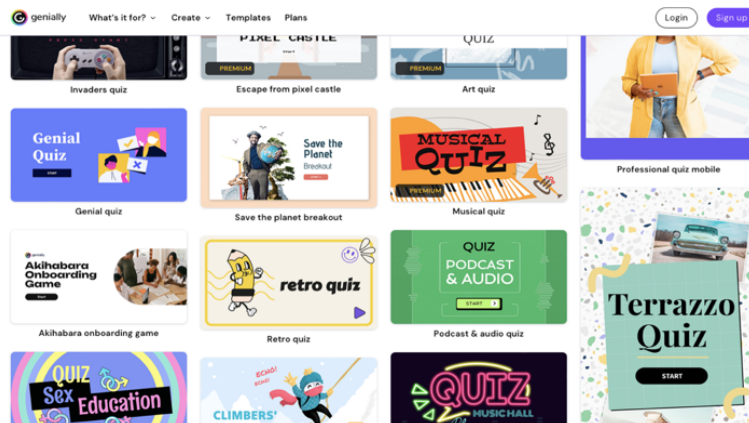


Figure 11 The choice of games



Source: Photos of website Genially

5) Kahoot

This website is also very popular. Nowadays, almost everyone uses this site and thanks to it, education has become easier than ever. On this website we can create quizzes. Quizzes can be played by one person or even by the whole class creating a bit of competition. Thanks to modern technology, we link the computer to the phone where the answers to a given question are displayed. This makes the game more interesting and a little more complex.

6) Quizzes

A similar site to Kahoot is Quizzes, which is based on a similar concept. However, on this site everything is displayed on one screen, funny pictures pop up after each question and children collect lifebuoys for each good answer, which I can later exchange for something

7) Quizlet

The last site is the Quizlet site, which is my right hand, and I use this site almost every day. It is an intelligent technology that allows us to create fiches with words. On the site you will find different learning modes. I often make sets with vocabulary for the children during my classes and we repeat them together in class. The children are very happy especially when there is a big cup at the very end congratulating them for learning all the vocabulary.

4.1.1.7 Main concepts and assumptions

I have taken three concepts into account in the design to make my project stand out. As there is a lot of competition in the language school environment at the moment, I decided to implement new solutions that are just starting out in the market. The first thing my project is based on is the use of ICT. By implementing ICT, a startup enters the world of modernity. I wanted to create a modernized place that provides services online with the latest technological trends. Therefore, my project is based on ICT, which offers great opportunities for development. ICT has been used in the following ways in my project. Below we can see what fields ICT is divided into, I used Artificial Intelligence, Human-

Table 1. Categories of ICT disciplines

ICT-Specific disciplines	ICT-Intensive disciplines	ICT-Supportive occupations
<ul style="list-style-type: none"> • Artificial Intelligence • Computer Science • Computer Engineering • Computational Science • Database Engineering • Computer Graphics • Human Computer Interaction • Network Engineering • Operating Systems • Performance Engineering • Robotics • Scientific Computing • Software Architecture • Systems security 	<ul style="list-style-type: none"> • Aerospace Engineering • Bioinformatics • Cognitive Science • Digital library science • E-commerce • E-financial services • Genetic Engineering • Information Sciences • Information Systems • ICT mediated Instructional design • Knowledge Engineering • Multimedia design • Telecommunications transportation 	<ul style="list-style-type: none"> • Computer Technician • Help desk technician • Network Technician • Professional ICT trainer • Security specialist • Systems Administrator • Web service Administrator • Web Identity designer • Database Administrator

Computer Interaction, e-commerce, Cognitive science in my project. The use of these disciplines is crucial in my project. (Corrocher, Malerba, & Montobbio, 2003). I have implemented ICT in my project through a variety of digital materials. Each class is based on the use of different resources to replace old-fashioned education with these modern methods. I am very keen that what I do is in line with me.

Source: (Corrocher, Malerba, & Montobbio, 2003)

I can personally say that I love technology, so using it in my work is really fun for me. In addition, children much prefer activities that are interesting. In addition, in such a fast-changing world it's important to move with the times. In my language classes, I use several steps according to which I implement ICT. First of all, my main tool is YouTube, which helps me with issues of developing listening skills. Thanks to You Tube, I can play different songs, videos or fairy tales in English and Spanish, and I usually start classes with that. Thanks to sites such as Wordwall, Kahoot or Liveworksheet, I can practice the practical part of the topic I am covering with the students. At the end of the class, I implement Quizzes or Quizlet to reiterate new topics that have come up in class. Thanks to ICT, the class keeps to its proper rhythm, in addition to being carefully directed by me so as not to overthink anything. Most importantly, such classes bring more fun, develop creativity and build interest.


The second concept of this project concerns the use of TPR. This is a relatively new teaching method and is only just being disseminated and implemented in the classroom. The method was developed by James Asher. This method is now used worldwide by ESL teachers. It involves implementing the language being taught first and foremost. In the first class, the native language is allowed to explain some basic principles to the student. It is also the moment to tell the student that in the following classes, we will only communicate using the language taught, e.g. English. The first lesson is ideal for introducing the 2 basic topics, I don't understand, and 'Can you please repeat? This is also what I do when I teach my own classes. When I teach 7–12-year-olds, in the first lesson I announce that we will only use English, if they don't understand something then they can use one of these two phrases. (Kawasaki, 2020). The question may arise as to how a child is supposed to understand us if they have never been exposed to English before. And this is where the TPR method comes in. This method consists of showing everything. That is, learning a language by association. Each of us had to learn our mother tongue. How did we learn our language? Well, our parents showed us everything. When we were just 2 years old, nobody gave us a textbook and said learn the topics from 1 to 20 and you will be able to speak. One by one we associated everything. First we used, „meow," and then the cat. „Hauu," and then there was dog. That's why the TPR method goes back to these basic elements using them in learning a foreign language. So when teaching English lessons, when a child asks what the word, „Ball," we can easily show this word using our

hands. The same would be true for the word,, Football," just stand up and show the football game. Young children absorb everything very quickly, so we only need to show the same word 2 or 3 times, and our pupil will be able to remember it. (Kawasaki, 2020). The last concept is to use your knowledge to educate young people about going abroad. I decided to implement this aspect because of the high level of competition. I wanted to stand out and come out with something new. I noticed that there is still a lack of readily available knowledge on the internet and how to apply for a scholarship or even an internship. What is involved in going abroad to study. How to deal with all this, etc. As I have a wealth of experience in this subject, I decided to pass on this knowledge in some way. During this project, I led a workshop where I talked about different ways to go. One of the topics was the subject of summer jobs. Here I talked about how I managed to get a job in Greece as a junior resident and then a resident. Through this, one person also managed to get a job and go to Greece for the 2024 season. I also used Instagram in this regard. On Instagram, I made friends with people interested in the subject. I managed to connect with a person who was interested in studying abroad and going abroad to work. My task was to describe the whole process of how the application looks like. Also, I talked about my experiences of going to study and learning a foreign language. In addition, as part of this project, I have started an Instagram account with posts about Erasmus as well as my experiences with it. In the future, I would like to launch my own podcast which will be taxed on this topic. For episodes, I would like to invite people who have also participated in Erasmus and talk with them about their experiences. One more distribution channel was the Grecos Blog, where I posted about Greece and my work and Tik tok as well. There I had the opportunity to share short videos that were supposed to describe my work. I shared videos from hotels, office, and from our work at the Airport. What is worth telling you is that one of my TikTok got like 16,000 views.

Figure 12 The post on the blog

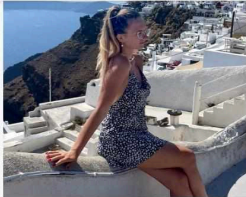
Every Greek lover dreams of attending a real Greek wedding at least once in their life. Preferably somewhere high in the mountains, to the accompaniment of cicadas and Greek wine, dancing until dawn.

Did you know that you can experience this amazing experience in Crete? I invite you to the town of Kato Karouzanos. This is where you have the opportunity to feel like one of the guests invited by the bride and groom to a grand wedding.



Have you also always associated Greece with Donkeys? Well, you've — come to the right place! A donkey and dancers dressed in hats are waiting for you in front of the entrance gate

Figure 13 The description of my person on the main blog of travel agency



Julia Kofacka

Hello, my name is Julia and I have been in a happy relationship with Greece for 5 years. Our relationship started in 2019. After graduating from high school, I went to Greece and worked as a free time animator. I managed to visit several islands and get to know Greek culture from the inside. I am currently working as a resident on one of my favorite islands, Crete. I live in Portugal, but during the season I change the ocean for the sea, and hot Galão for deliciously cold Freddo cappuccino. If, like me, you are a lover of the Greek atmosphere and you eat tzatziki by the pound, read our blog and get to know this amazing Greek world better.

Source: My collection

CHAPTER III – PROJECT DEVELOPMENT

5 The beginning and development of the Project

This project took off a very long time ago. It started from my head up to the present day. At first, the idea was crawling and was tested by me on various levels, then it was implemented, however on a very small scale. From September 2023 onwards, the project started to grow on such a scale that I could say that it was making some kind of profit. However, in addition to creating the project, I also worked at a language school, so that I could afford to develop it slowly but thoroughly.

September 2023

September was not yet a month of 100 % work as I was finishing my contract in Greece and therefore conducted business on a small scale. However, despite everything, I can say that September turned out to be a breakthrough month due to the amount of calls I received from new potential clients. Because I had already been exposed to this type of business before, a lot of people started recommending me. This fact surprised me incredibly, because in 2023 at the end of February/beginning of March I could barely cope with my daily duties. She felt that I was not showing myself in my work and studies and that people were not happy with my work. The amount of phone calls I got in September totally reversed my mindset.

In September I conducted

21 hours of classes

11 pupils

October was definitely a better month because things started to pick up.

In October I managed to conduct

77 hours of English lessons

18 pupils

November was another good month because in November I conducted

82 hours of language classes

20 pupils

I gained two new students in November.

December was a weaker month because it is a month with many breaks due to Christmas and new year celebrations.

In December I carried out

48 hours

20 students

January was a month that also proved to be less abundant in activities.

In January, I conducted

61 hours of language classes

20 pupils

February turned out to be an exceptionally good month which surprised me positively considering that most of the children had a winter break during this time

In February I conducted

79 hours of English classes

20 pupils

March was a better month than April but not by much

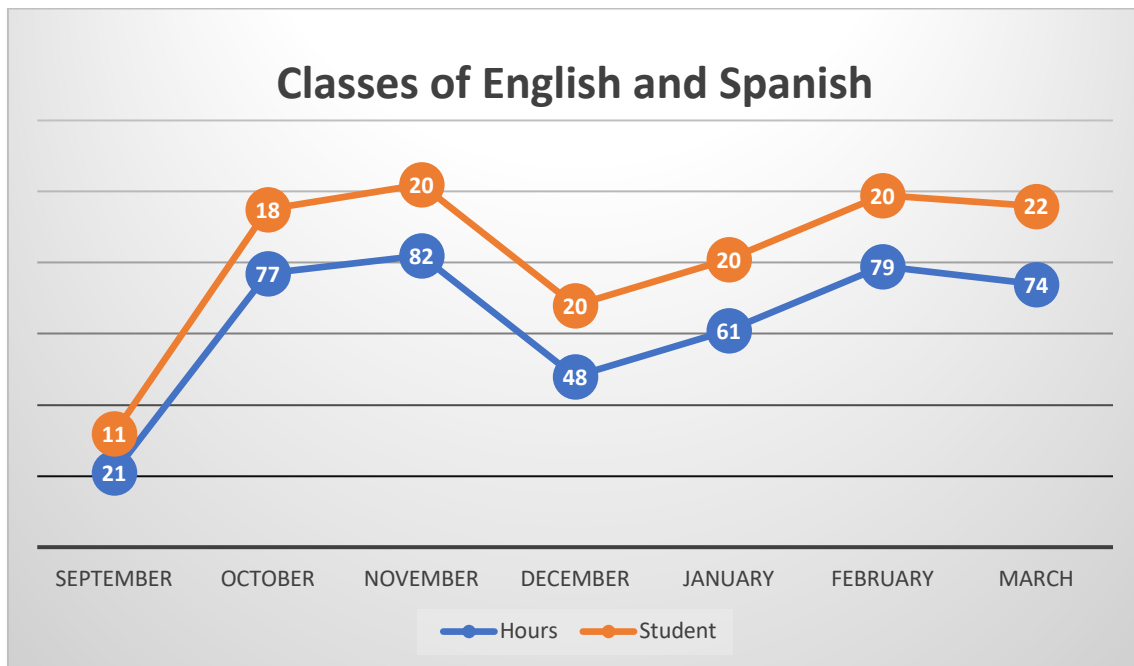
In March I conducted

74 hours of classes

22 pupils

There were two new pupils in April

Figure 14 Classes conducted by me



Source: My own collection

6 SWOT analysis

During the development of this project, I was guided by a few key principles. I answered the questions that are crucial when creating your own StartUp. Firstly, I developed a SWOT and PEST analysis to have a clear view of all the elements of my project.

Strengths:

What do I do well?

Through the use of advanced technology, I can better teach a foreign language. This is a very important feature as I move away from old-fashioned beliefs about language learning. Learning is carried out in an enjoyable way, which is appreciated by my students.

Online activities

By doing business online we can reach people all over the world while reducing the cost of renting premises.

Customer sympathy

I think my big strength is the way I both approach my clients and how clients approach me. I always put the client first and analyze exactly how to approach a case. I always take myself as an example and ask myself if I would like to be treated in this way and not in another. I often hear from my clients that they appreciate my approach and charisma. Also, often clients appreciate my flexibility, even though it is sometimes difficult I treat every client as if they are the only one.

Staying ahead of the competition

Although the competition does not sleep and the market is huge and constantly growing, I believe that my idea has several characteristics that make it unique. First of all, age. I am a relatively young person, which makes me more creative, and I have a different approach to many things, which makes it easier for me to reach out to younger people. Another thing is that my project is based on a large use of ICT as well as TPR, which are relatively new concepts and not yet used on such a large scale by other companies. What is also important in my idea is that I focus on developing a concept related to Erasmus and the fast angle I am running this project too. There is still a lack of a clean way to

access this knowledge in the market. My clients pay attention to this because they know that my qualifications are based on real experiences

A lot of experience and knowledge

A big advantage is my experience and knowledge. This project is the result of my dreams and hard work. I have spent the last six years working on what is developing today. Nothing is the result of chance, and this is appreciated by the people who work with me. Through numerous trips I have learned the language that is used. In addition, I have a lot of experience in the context of studying abroad, travelling and Erasmus. This makes people trust me and my knowledge is acquired and not learned.

Weaknesses:

What Can I improve?

What needs to be improved is the integration of technology into the learning process so that there is neither too little nor too much. When using technology, it is important to implement it carefully; every minute of the lesson should be carefully considered.

Social media engagement

Today, social media is chasing success. Practically, if your company does not have social media accounts it does not exist. I believe this is something I should improve significantly. (Tritama & Tarigan, 2016, p. 10)

Lack of experience in formal matters

Although I have a lot of experience in running issues, I still lack experience in legal issues. Running a business is not only about providing services but also managing income and payments. Keeping records, filing everything on time. If you don't have this knowledge, you know that you must employ someone, which of course also generates costs. No land-based business, no close contact with clients

Opportunities

Developing new technologies

Opportunity to acquire more knowledge in the use of technology, to develop the concept of ICT as well as training in the use of TPR.

Expand knowledge of Erasmus, increase interest among young people in going abroad. Assistance in applying to universities and colleges around the world. Increased need for modern teaching methods. Increased interest in language learning. Increased activity in social media

Threats

Threat from competitors. Given the rapid development of the so-called, language-on-demand, the old method of teaching may be under threat. In such a fast-paced and modernized world, people will want face-to-face contact. They will move away from online interactions and instead choose live ones. Employees who will not be trustworthy and will work on short term employment. High price competition.

Competition

Although my project is characterized by a few things that make it stand out from the competition, the market is very abundant and changing rapidly. Therefore, it is common to anticipate the next move of the competition.

6.1 Business Objectives

In any idea, it is important to specify the goals you are aiming for. When setting my goals, I followed the S.M.A.R.T. principle. According to this principle, I made a list of my goals that I would like to achieve. According to the S.M.A.R.T. principle, goals should be specific, measurable, achievable, relevant, and time bound. Opening an online language school that focuses on the use of technology can present me with many opportunities, the question is how to use them. Therefore, in response to this question, I have developed some potential business goals for myself:

1. Reach: By expanding access to online language education, the project can open up to a global audience, breaking down geographical barriers. This will make it possible to attract students from different countries but also different cultures.

2. Accessibility: Providing flexible learning methods that can be accessed anywhere and anytime. To be compatible with different devices (computers, tablets, smartphones) and operating systems.

3. Quality of education: Access to high quality language education that is combined with interactive, engaging and personalized content. Use of technology to enhance the learning experience by implementing multimedia and virtual reality.

4. Adaptation: Selecting appropriate learning paths that are tailored to the individual needs of each learner, taking into account different levels and learning styles. Implement methods to monitor progress and adapt content accordingly.

5. Expertise: Hire experienced language teachers to spread their knowledge and use them to design ideal curricula, create content and provide effective instruction.

6. Continuous improvement: Continuous evaluation and improvement of activities, my curriculum and teaching methodology based on feedback from students, clients. Improving knowledge of advances in educational technology and language learning research to remain competitive and innovative in the market.

6.1.1 Competitors

As I mentioned earlier, the competition in this field is not the smallest and is growing all the time. I have taken the pioneers in the Polish market and worked out what they are about.

***Tuttlo**

Tuttlo is a language school that bases its activities on the Internet. It presents its clients with the idea of language, on demand. The company's founders have carefully considered their customers' needs and translated them into the services they provide. We are already familiar with this type of business model, such as UBER³ or BOLT⁴, which listen to their customers and deliver what the customer needs at any given time. The customer needs transport at a given moment, so he orders it on the app and within five minutes a car with a designated driver picks him up. Tuttlo's school does the same, when a customer wants to order lessons at a given time, they log on to the panel and select one of the thousands of native speakers available. Lessons last 20 minutes and are conversation-based. This is a forward-looking model and the company itself is gaining a lot of popularity. Although

³ American company based in San Francisco, California. The developer of the Uber mobile app, which is used to order car transport services by matching passengers with drivers using the app

⁴ Mobile applications designed, inter alia, to mediate the organization of car-based passenger transport and to mediate the delivery of food by cyclists in large cities.

the company was founded in Poland, it is planning its entry into the Spanish market. However, there are also a few points worth noting here. First of all, people appreciate learning with the same teacher, they feel more comfortable when they can go through the learning process with someone they trust and know. A lot of people prefer extended lesson times. Not everyone wants to learn for only 20 minutes. And not every client will base their learning solely on conversations.

*Preply

Preply is another platform for finding tutors from around the world. Although Preply started on the Ukrainian market, thanks to investors from America, it has entered more foreign markets which has helped the company to make it to Forbes' list of top 30 startups. Company provides the opportunity to learn more than 50 languages anywhere and any-time. However, like its predecessor company, it does not give the customer the needed trust and sense of belonging to teacher, and the company operates in a mass manner, focusing on the largest possible distribution of its services.⁵

*Novakid

Novakid was founded by IT experts, and quickly dominated foreign markets. The company offers language courses for children between the ages of 4 and 12. The learning system is divided into different levels, which are adapted to the student's abilities. Multimedia materials as well as mini games are used during the lessons. A reward system is also used and there is a strong emphasis on communication and dialogue. Novakid also relies on a worldwide search for lecturers, and lessons last 40 minutes and are divided into stages using presentations and games.⁶

⁵ Source:https://preply.com/en/classes/english?_gl=1*4h6rhs*_up*MQ..&gclid=Cj0KCQjwlt-KxBhDMARIsAG8KnqUauBoxZ3vcp8vu1QXjYRj0mjZWuysfr05MWBqF5e5xN8SK6xT5gQgaAnAgEALw_wcB

⁶ Source:https://www.novakid.pl/?link_id=a5e20e8f0d8b1db58a8b822b8ac0d51812bf9197017fce756883a87e5c0db0fc

Table: Competitors /Source: Research done by me

The name of the company:	SpeakUp	British Council	LingaNova	Early Stage	Edoo
The kind of offered course:	Full-time classes/Online classes Just English From beginnings to advance Specialized courses including business language	Educational organization, language courses and certificates.	English and other languages. Full-time classes/Online classes, Specialized courses including business language	For kids and teenagers. Just English Different age groups.	Diverse languages. 3 plans for learning Full-time classes/Online classes. Just online classes
Price and subscription model:	Subscription-paid courses. Different packages depending on the number of classes. Prices vary depending on the course chosen	Courses tend to be more expensive due to reputation and quality of teaching. Prices vary depending on the level and type of course.	The cost of the courses depends on the form and number of lessons. The school offers flexible pricing packages	Prices set individually/ emphasis on long-term curricula. Offers tailored to parents seeking quality instruction for their children.	Prices from 12 euro per 45/60 minutes. Prices depend on chosen program.
The quality of teaching:	High quality teaching, modern methodologies, individual approach.	High quality teaching. Professional teachers.	Balanced courses, well suited to the needs of individual as well as corporate students.	Recognized as one of the best language schools for children. Creative approach to teaching and interactivity.	Individual approach, flexible approach.
Technology and teaching methods:	Modern technology for online teaching, learning platforms with access to video lessons of texts and interactive exercises.	It has its own e-learning platform and mobile apps/online classes.	Differentiated teaching methods. Blended learning (combination of classroom and e-learning).	Interactive materials and tools tailored to children's needs, educational apps, language games, traditional classroom methods	Online classes, in-person classes, 45 minutes or 60 minutes
Local availability:	Stationary schools in major cities in Poland and an extensive range of online courses.	Mainly in larger cities, widely available online courses	Locally in major cities and online courses	Focused on stationary courses in selected cities/expanding online offerings.	online offer
Exam offerings and certifications:	Prepares for Cambridge exams (FCE, CAE) and TOEFL	Prepares for IELTS, Cambridge exams, and other	Courses to prepare for various certificates including business certificates	Less emphasis on exams more on learning to speak	Less emphasis on exams more on learning to speak

What does my project offer?

First of all, I focus on reaching children and young people and this is my main target, in addition, my activities are focused only on the Internet and at the moment do not plan to enter the stationary market. My company focuses on active learning and the use of technology. In addition, I plan to employ all people of the same nationality who reside in other countries. What I haven't noticed among the competition is culturalism. A lot of companies teach the language for a certificate or offer a variety of job preparation courses. My project encourages students to learn the language in order to communicate or get along abroad. Thanks to the analysis, I know what to base my marketing strategy on and what to use when recalculating my project.

6.1.1.1 Target Audience

When creating your own Startup, it is important to find the right customer group to target. I have written down some of my own predispositions as to how I see my customers.

- 1) Children- first and foremost, my project focuses on reaching children and their parents. Due to the fact that I am developing key concepts related to children's learning in this project, this is the area I focus on the most. When I say children I mean, the age group between 7 years and 10 years, as well as early teenagers, the group between 10 years and 13 years. Based on my experience, I know that the age group between 9 and 12 is the group I work best with. It is also a group of children that develops at a fast pace, so children in this group easily absorb the knowledge that is imparted to them.
- 2) Teenagers - the next group of clients are teenagers, which is the age group from 14 to 18. As I have experience of working with 18-year-olds who are taking their main exam. Teenagers are a group that is very easy to work with and comfortable. Also due to the fact that I want to develop my project towards Erasmus, teenagers are a target that may be interested in this topic. I am keen to work with teenagers who are open to new experiences and willing to learn and gain knowledge.
- 3) Language enthusiasts- As my business is not focused on learning a language in a bookish way, I am keen to attract clients who do not expect this. I would like this

group of my clients to be encouraged to learn in a fun way by imparting not only knowledge but also various tidbits that go beyond book knowledge.

6.1.1.2 Marketing plan

My main segment is children and teenagers. If you are talking about the following age groups, you also need to take into account their parents because children exert a lot of influence on their parents. To begin with, I analyzed marketing strategies for children 8-13 years old. I thought about where children are most likely to be found and there are two places, elementary school and the Internet. At first, I will start marketing from elementary schools. First of all, I would like to send my company's offer to elementary schools and conduct a few-minute language workshops among them, during which children will be able to see what my company offers. During such workshops I will also give the children leaflets with a description of our offer, which they will be able to pass on to their parents.. Another thing is to post flyers on the main bulletin boards in schools and like places where children hang out, playgrounds, elementary schools, playrooms. Also in the future I would like to focus on buying billboard advertising. I would like to find a place to advertise in front of the elementary school building or somewhere near the public facilities. Children also have to get to school somehow, and of course they go by bus, so I would also like to place billboard advertising on the buses. Also, children spend a lot of time on the Internet. The most popular platforms are Tik tok and, of course, Youtube, so I would like to start advertising on these platforms as well. On Tik tok I would like to publish short videos explaining the simplest issues, but I would also like to show how a foreign language makes it easier to travel and move around the world. I would like the content to be not only educational, but also motivating. On Instagram, on the other hand, I would like to reach teenagers, as teenagers spend a lot of time on Instagram. As for marketing tailored to teens, here I would like to focus on high schools. Due to the fact that teenagers have education in school, here I want to show older students what a foreign language gives them. I would like to show them my travels, experiences of erasmus and equal trips so that children see that my business is not just dry learning, but also the knowledge of traveling and conquering the world. As for parents, here marketing also needs to be thought out differently, as the parent will be more analytical about the choices for their child. First of all, a website where the advantages of using my company are highlighted, as well as an explanation of what my project provides and what problems it solves. I want parents to see the real effect of my services and that their children will greatly benefit

from it. Here I also thought about posting flyers, but in places where adults are present. I'm also going to write to several beauty salons and ask them to put up their business cards, since many women spend a lot of time in such places. I am also considering using google ads to promote my brand and increase its visibility.

Examples of some of the platforms:

Instagram

Instagram is now a powerful promotional tool. Every major company has an Instagram account and promotes its business dynamically on it. Posts, reels or short videos are uploaded on Instagram, as well as „Instastories,, uploaded as a variety of activities on the profile. On Instagram, it is the views and likes that count. A nice feature is that, if you have a company account, you can control the number of views and how your corner grows. The more viewers you have, the greater the number of future customers. Along with Instagram goes Canva, which is used for everyone to design their posts and arrange them in creative ways. It seems that Instagram is an app for posting events from our lives, however, it turns out that Instagram is a powerful tool for promoting your own business. Used well it can guarantee huge success. Currently, I have started uploading educational content to Instagram and in the future, I would like to focus on recording short humorous videos to communicate interesting vocabulary in a foreign language or grammar rules. I would like to run 3 accounts on instagram, one dedicated to teaching English, one under Spanish and a third where I would like to publish content related to going and participating in Erasmus. I'm only going to run these two distribution channels because I would like to focus on them well and make sure I develop them well. Then if I see the right results then I will move onto Tik Tok, which has also become very popular in a very short time.

Facebook

Facebook is my tool to help me connect with customers. Due to the fact that Facebook is connected directly to messenger, I will have the opportunity to be in constant contact with my clients and respond to what they write to me relatively quickly. Getting clients. To get the attention of clients I want to create leaflets that I am going to leave in some places where for example my friends and family work. Thanks to that I will expand the interest of my business.

Figure 15 The leaflet visualization



Source: My Project/my collection

6.1.1.3 Business model canvas

When researching the marketing strategy for my project, I used the Business Model Canvas⁷, which is an invaluable tool for anyone planning their business.

1.Customer Segments – Who is your customer?

As I described previously, I focus on kids and teenager, and this is my prior customer segments. As my activities are designed to be perfect to satisfy kids and teens. (Cali, 2020). First of all, as I mentioned earlier, my product is mainly aimed at children and teenagers I believe that my design focuses on the needs, preferences and behaviors of these age groups. Here is the breakdown of each segment:

⁷ An excellent tool to create a business model and present your ideas.

1. Children (3-12 years old):

Needs: Children have a need to engage in interactive and educational experiences that are age appropriate. I primarily emphasize creativity and play-based learning.

Preferences: Creative and interesting colorful visuals, game-based learning and content featuring characters or stories they are familiar with from cartoons and movies.

Behavior: I know from experience that, children have shorter attention spans and are very sensitive to any stimuli. They require a lot of monitoring.

Marketing approach: Marketing aimed at this audience. It should emphasize fun, safety and educational value. Messages should appeal to both the child's curiosity and the parents' desire.

2. Teenagers (13-18 years):

Needs: Teens are striving for greater independence and discovering their own identity. They require products and services that satisfy their growing need for self-expression, social interaction and skill development.

Preferences: Teens are attracted to trends, social media influence and peer recommendations. They prefer personalized, relevant content that aligns with their interests and values.

Behavior: This group is among the more active online, with a strong presence on social media platforms. They are more independent in their decision-making. Therefore, the content provided to them must also go hand in hand with their needs.

2.Value Propositions – What makes you better than others?

What stands out among the competition are:

Personalized learning experience - Advanced technology enables that allows you to create lessons taking into account each student's fluency, pace and learning style, providing a more effective and enjoyable learning experience. (Cali, 2020). Interactive and engaging content: interactive exercises, multimedia resources factors that make learning a language fun and immersive, helping to keep you motivated and interested in a long time. Access to authentic resources: Students have access to a wide range of authentic language materials, such as videos, and podcasts, which provide real context and help students develop

practical language skills. Real-time feedback and assessment: Constant contact with student's parents and the students themselves reporting on what students have learned in recent classes. Global availability: Thanks to online learning, I have wider access and can easily reach different environments. In addition, by working with people all over the world, I can constantly expand my business.

3. Channels – How will you communicate your value proposition?

*Social media (Tiktok, instagram)

*Website

*Google ads

*Newsletter (email)

4. Revenue Streams – How will you make money?

The Money will be made by selling online classes during which kids and teens are taught foreign language. These are the four key questions I asked myself while creating the project. I realize that in the meantime everything can change, but with these answers I can make a plan and go through the process with some basics and knowledg

In summary, the integration of advanced technologies in language learning offers a modern approach to language learning. Digital tools such as language learning apps, virtual reality, artificial intelligence and online platforms create interactive environments that cater to different learning styles. These technologies not only increase engagement, but also provide personalized learning experiences, allowing students to practice and improve at their own pace. In addition, technology enables access to authentic language resources and real-time communication with native speakers, which is crucial for developing fluency and cultural understanding. However, successful implementation requires thoughtful integration and balance between traditional methods and technological innovations to ensure that students gain both linguistic competence and the ability to apply their skills in real-world contexts. As technology continues to evolve, its role in language education will undoubtedly increase, making language learning more accessible, effective and enjoyable for students around the world. Hiring people from all over the world to teach languages greatly enriches the language learning experience. In addition, people who live in a given language environment on a daily basis have more experience in teaching a language because they themselves have trained the necessary qualities to learn a language and know what the realities of learning a foreign language are like for simply getting along.

Limitations:

The project was sometimes difficult to complete and continue. First of all, limited time, that is, a combination of school, learning and project implementation. Sometimes one of the things had to suffer in favor of the other.

Also, the long process of gaining a reputation and creating a personal brand, which also involved learning the client and how to deal with him.

Little margin for error. When working with other people, you have to know what to say because one negative opinion carries long-term consequences.

Continuous training and learning. This project involves constant learning of new issues. Also, while learning a foreign language, I myself have to constantly train myself in this area to improve my competence. The current world is changing so fast that keeping up with certain things is becoming increasingly difficult

Future plans and development:

I would like this project to turn into something great. I currently have 20 clients who are my regular customers and want to work with me. First of all, I would like to focus more on marketing to expand the business and also to let more people know about what I do.

By November I would like to gain another 10 people as potential clients and before the end of the year I would like to reach 35/40 clients.

In the first part of next year, I would like to double the number of clients and by the end of next year, I would like to reach the number of clients at the level of 160-200 potential clients. After reaching this scale and these goals, I would like to start entering the foreign market. My target is Germany because of the short distance and the large network of contacts among family and friends I have in Germany. I would like to hire non-German speakers to teach German at the native speaker level. Of course, such classes will be more expensive however I know that for some such learning seems to be more effective.

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Appendix I – [The examples of active methodology types]

	Active methodology
1	Flipped classroom
2	Problem-based learning
3	Gamification
4	Rotation by seasons
5	Design Thinking

Appendix II – [The examples of active methodology types-developed]

	Active Methodology
2	Learning by teaching.
3	Team-based learning
4	Game-based learning
5	Problem-based learning.
6	Maker learning
7	Peer instruction
8	Presentation of movies
9	Presentation of songs
10	Oral assessment
11	Thematic debates.
12	Design Thinking
13	Playful-pedagogical dynamics
14	Dramatizations
15	Escape Room
16	Socio-emotional education
17	Case study
18	Group exercises
19	Dialogue exhibitions.

20	Gamification
21	Mentoring groups and facilitation groups
22	Reflective groups and interdisciplinary groups
23	Just-in-Time Teaching
24	Commented reading
25	Round tables
26	Immersive methodologies
27	Methodology of the Three Hundred
28	Pedagogy of problematization
29	Plenaries
30	Portfolio
31	STEM Practices
32	Problematization: Margueres Arch
33	Aronson's Puzzle
34	Critical report of experiences
35	Laboratory rotation
36	Rotation by workstations.
37	Flipped classroom, flipped learning
38	Seminars
39	Socialization
40	Jigsaw Technique.
41	World cafe

Appendix III – [Example of Leaflets]

An example of a flyer, which was described in the chapter with marketing. An example of a flyer that will be posted in elementary schools.



Appendix IV- [Example of business cards]

