



Multilanguage Project as a Tool in Personalized Education

Le projet plurilingue comme un outil de formation personnalisée

Galina V. KRUGLYAKOVA

PhD in pedagogical sciences

Associate Professor of Togliatti State University, Togliatti

Olga N. BREGA

PhD in pedagogical sciences

Associate Professor of Togliatti State University, Togliatti

Abstract

Nowadays, there is a growing interest in languages and cultures study, especially among young people, who seek rapid information exchange, which contributes to the gradual effacement of cultural and national boundaries. In this context, multilingual learning in higher education is loaded with special significance. The aim of this study is to consider the didactic prospective of the multilingual project as the basis of students' personalized language training in high school. The methodological foundation for the university project organization is presented, the goal and stages are defined, the video podcast technology application in the project is described, and importance of cultural diversity spread is outlined. The result of the students' collaboration is their video podcasts in English and French about the cultural and intellectual potential of their mother land. Through teamwork, students independently develop from the video podcast planning to its publication on the Internet. The conducted research can be continued in the direction of expanding the project participants number, the thematic and linguistic diversity of video podcasts, and with the tourism concern.

Keywords: multilingual training, personalized training, translator's meta-competence, translator's hard and soft skills.

Résumé

De nos jours, l'apprentissage des langues et des cultures suscite un intérêt croissant, en particulier chez les jeunes, qui recherchent un échange rapide d'informations et de connaissances, ce qui contribue à l'effacement des frontières entre les pays et au rapprochement des peuples. Dans ce contexte, l'apprentissage plurilingue dans les établissements d'enseignement supérieur suscite une importance particulière. L'objectif de cet article est d'examiner la perspective didactique du projet plurilingue en tant que base de la formation linguistique personnalisée des étudiants. Dans ce contexte on présente la méthodologie et les objectifs de ce projet; on définit ses étapes ainsi que les raisons de l'application de la technologie du podcast vidéo dans le projet plurilingue. On souligne aussi la possibilité de promouvoir la diversité culturelle grâce à ce projet. Comme le résultat de la collaboration des étudiants en projet nous envisageons la création des podcasts vidéo (en anglais et en français) sur le potentiel culturel et intellectuel du pays natal. Les étudiants développent leurs capacités de la planification du podcast vidéo, sa mise en oeuvre et sa publication sur Internet. Cette recherche peut être menée à large échelle, de la diversité thématique et linguistique des podcasts vidéo, ainsi que dans le domaine du tourisme.

Mots-clés: formation plurilingue, formation personnalisée, méta-compétence du traducteur, compétences générales et techniques du traducteur.

Project Introduction

At this stage of the development of the world community, integration and deepening of intercultural and interethnic interactions are taking place, which greatly effects the higher education policy priorities. Language policy and Language Education, undergoing changes and promoting the idea of language diversity, is one of the fundamental roles of the European Union. The Council of Europe points out the importance of an integrated approach to teaching and learning languages. Strengthening the prospective of multilingualism and the sustainable development of multilingual competencies is a situation has been existing across world. It requires the innovative strategies and practices of language teaching. A group of experts working on the social dimension of education and training (NESET) focuses on the necessity to develop new innovative approaches and strategies for language teaching in Europe, which aim to support the idea of multilingualism of students: content and language integrated approach; ensuring equal access to high-quality language education for all; using the method of alternating languages to allow students to use several languages in monolingual conditions, and even switch between them in multilingual contexts (NESET).

Current language teaching strategies respond to these trends and there is a revision of the target settings and basic approaches to teaching foreign languages.

The experts of the NESET group focus on improving the overall quality of language education and instilling a culture of plurilingualism. The language repertoire of students may consist of several languages with different levels of knowledge in each, while the competencies in these languages are interrelated and important for the development of plurilingual competencies. In this context, we are talking about the foreign languages as a means of enriching the personality and language development of the individual, for the formation of the ability to use a foreign language in their professional development during life (NESET).

A specific solution enabling efficient implementation of the approach is not only the improvement of students' language competencies, but also the use of foreign languages for the development and enrichment of their personality. The comprehension of culture, history, traditions, art through the study of languages and the enforcement of the historical and cultural potential of any people with the help of various languages and the ability to interact with another culture and understand the peculiarities (Houaria, 2022), in our opinion, are priorities when teaching students foreign languages.

Another, equally important starting point for the global education is the issue of training professionals capable of realising their professional needs in a way that does not compromise the opportunities for developing the professional needs of future generations, which is enshrined by the UN and UNESCO as one of the goals of the 2030 Sustainable Development Strategy. In higher education, this is seen as ensuring the possibility of quality lifelong learning and the development of skills that enable anticipation, teamwork and unconventional decision-making. In this context, it is about developing skills to apply new technologies, analyze and transfer acquired knowledge and skills to new professional situations (Black, 2018: 203-214).

The learning process becomes a mutual partnership between the student and the teacher, each of them facing different challenges. For the student, the challenges of modern learning are expressed in:

- self-organisation and responsibility for their learning outcomes (Siti, 2017: 71-84.);
- keeping motivated to learn new knowledge and skills (Nasri, Shafiee, Sepehri, 2021: 355-389);
- time management (Francis, 2017);
- self-reflection and self-learning skills, which Li Huiyong and a group of colleagues propose to develop through a self-reflection model they have developed (Li, Majumdar, Yang, Ogata, 2020: 330-335).

For the teacher, the challenges are in the rapid digitalisation of higher education and the transformation of the educational process (Frolova, Rogach, Ryabova, 2020: 313-336.).

The importance of digital transformation of education, echoing the Sustainable Development Goals proclaimed by the UN General Assembly (UNESCO), is seen in:

- - organisation of students' independent learning and training activities, based on purpose-designed digital learning resources (Shin, 2020: 29-41).
- personalisation of learning is viewed, for example, by Benhamdi (Benhamdi, 2017: 1455-1477), Li Huiyong (Li, Majumdar, Yang, 2020: 330-335.), by A. Kolesnikov (Kolesnikov, 2022: 151-157).

Considering the above-mentioned challenges and difficulties faced by teachers and students in developing linguistic competences and promoting multilingual education, personalised learning, understood as student-centred learning, plays a crucial role.

Thus, personalised learning is, above all, student-centred learning. In a broad sense, personalised learning approach is understood as specially organised learning activities of students aimed at creating optimal conditions for student's personal development and formation of professional and paraprofessional competences. This approach is characterised firstly by recognising knowledge and skill gaps and defining a system of targets and learning objectives; secondly, by building an personalised pathway to achieve the objective based on background knowledge and skills; thirdly, by defining forms of work and methods of interaction between students and establishing feedback to monitor student learning dynamics; and finally, by using methods that facilitate the development of 'flexible skills' that are in high demand in the labour market.

Personalised learning is a way of providing students with the opportunity to make conscious choices on their learning paths.

There are certain difficulties in implementing personalised learning: "statements about the need to individualise the curriculum and move towards student-centred learning in our educational policy documents remain rhetorical, but practically unrealisable proclamations". (Sazonov, 2023: 35–50). Furthermore, the scientific literature also emphasises that "project work, although it produces excellent results where specific professional skills need to be taught along with theoretical knowledge, cannot, in our view, be regarded as a universal method of teaching in higher education". (Shulezhkova, Maximova, 2019: 108-119).

It is important to develop students' professional and Paraprofessional skills (Tsiuniak, 2020: 166-170) and teamwork skills (Faidah, Hikmawati, Muhammad, Latri, Hardianto, 2023: 51-60). An analysis of employers' requirements for graduates' skills shows that the top five soft skills in this ranking are partnership and cooperation, information analysis and decision-making, communication literacy, planning and organisation, self-development (Chiar, Magali, 2019).

Project Design

The realisation of these statements is the use of video podcast technology in the organisation of students' project activities. Multilingual project "Cross-cultural Togliatti" has been successfully carried out for two years as a pilot study at Togliatti State University within the project activities of students, which is included in the curriculum of all areas of vocational training and is implemented during the academic year from the first to the fourth year. The video podcast is a good tool for language practice, and focuses on building "essential" skills through project activities.

The aim of the multilingual project is to popularise foreign languages and to spread the idea of multilingualism accessibility. The final product of the students' work in the project is the creation of their own video podcasts in foreign languages, e.g. English and French. The topics of the video podcasts correlate with the interests and requests of the students themselves. As part of the growing interest in the cultures and traditions of different countries and nations (Chaal, H.; 2022), it seems logical to choose the corresponding cultural-historical themes for the video podcasts. Students are offered a choice of large research tracks, within which they have the opportunity to develop smaller thematic tracks and create their own video podcasts. For example, "My Little Homeland", "Cultural Points of the City", "Tourism Potential of the Region", "Educational Tracks for the Youth of the City", and "The Economic Cluster of My Region".

The multilingual project "Cross-cultural Togliatti" has, on the one hand, an educational function (broadcasting in foreign languages the cultural and scientific potential of the city in the media environment). On the other hand, its implementation allows shaping students' translation meta-competence, which we understand as synergy of "soft skills" and "hard skills". In this project, students work simultaneously in different mini-teams, on different cultural sites: the same student acts as manager, translator, proof-reader and content designer. This kind of active interaction with each other in the team and also with the client, forms students' hard and soft skills and develops them in different areas. When interacting with the client, students do not receive a finished text to be translated, but only information, so the task at the first stage of the project is for the students to create a coherent text in Russian for further translation into foreign languages. Only after such preparatory work, the students, responsible for the translation, proceed with their work. In addition, while participating in the project, the students are offered not a simulated professional situation, but a real-life experience of translation activities, starting from finding a client to promoting their "product" and maintaining the created translation brand. We emphasise that the personalised approach is embedded in the implementation of the project, where students have the opportunity to determine the direction and course of their own learning and extra-curricular activities.

Particular attention is paid to the issue of implementing personalised learning. Every student can find his or her place and gain experience in broadcasting culture or other interesting information in foreign languages. Team work on the creation of video podcasts, allows even the most immature students to gain confidence in their knowledge and satisfaction from working on the project, using the opportunity to play different roles while working on the creation of the video podcast. The proposed project brings together students from different courses and disciplines, ranging from linguists, for whom the use of foreign languages in speech is common, to technical students.

The need to develop "flexible skills" in interpreting students comes to the fore, which according to research carried out by Russian Youth Union trainers, will determine labour market trends in the future. Paraprofessional competences or "soft skills" are a multi-component concept including many components such as: communication, client orientation,

project, people and self management, working in uncertainty, coaching and mentoring, knowledge management, critical thinking, problem solving, decision-making, reflection, emotional intelligence, etc.

It is important to understand that these components are not necessarily directly interdependent and interdependent and, therefore, their formation is subject to different laws than in the implementation of the principles of continuity and consistency in classical teaching. In addition, according to a number of researchers, soft skills are not easy to form and it is not easy to track their formation, because "it requires regular practical "immersion" and simulation of actual situations" (Daneikin, Kalinskaya, Fedotova, 2020: 109).

Meta-competence, as a basic concept of personal professional readiness, is manifested as "an integrative dynamic quality of an individual, focused on self-development in conditions of productive continuous education and manifested in the ability and willingness to consciously use appropriate strategies of goal-setting, self-organization, self-control and self-regulation based on reflection of results and limits of intellectual activity" (Shershneva, Osipov, 2020: 80).

Continuing with the idea of developing this concept, a translator's meta-competence can be seen as a set of professional, supra-professional and personal competences.

Firstly, the professional competences or hard skills of a language speaker are:

- linguistic competence (knowledge of source and target languages; understanding the structure of languages, their comparative analysis; identifying correlations between languages; developing a conceptual/terminological framework);
- intercultural competence (understanding the cultural specificity of languages; analysis of patterns of interaction between different linguistic and cultural codes; features of thinking in different cultures);
- information competence (intellectual analysis of information (analysis, synthesis, compilation, critical use of sources); ability to adapt information texts and create a secondary information document for translation);
- subject-oriented competence (knowledge in a special field; expansion of the conceptual apparatus in a specific field of knowledge);
- technical competence (use of translation memory and terminology management; ability to work with corpus; selection of appropriate software to facilitate translation).

Secondly, paraprofessional competences or soft skills that can be seen as: competence to provide translation services (interaction with clients when negotiating a contract; interaction with the client when executing the contract; ability to build relationships with clients to further promote their services; readiness to apply time management; adaptability and readiness to work in uncertainty; teamwork skills, ability to reflect the situation).

Thirdly, personal competences, understood as: synergy of critical, analytical and systemic thinking; emotional intelligence, value orientations, development and mobilisation of memory and attention resources, self-criticism, curiosity, etc.

Let us consider the didactic potential of project-based activities in the training of future student translators.

1. Implementation personalised learning as a condition for the development of the student's personality.

2. Development of the students' translation competence, increasing their competitiveness.

3. Expansion of multilingual competence of students by working with several languages (Russian, English, French).

4. The development of soft skills as well as hard skills to meet the needs of today's employers.

5. Gaining real experience of translation and customer interaction.

6. After the client has checked the text of the translation, students contact the client for feedback: they receive an evaluation of the work, clarify the details of further interaction and receive feedback on their work for the translation portfolio.

Further we present methodological approaches to the organisation of students' learning activities during project activities.

1. The project is a teamwork, where everyone is an equal participant and a partner, the common activity of the group is aimed at creating a finished product (a translated text of a certain topic).

2. The theme is offered to students in the form of cultural objects or organisations (libraries, museums, clubs of additional education, etc.), the choice can be any, related to the relevance and priority in each particular case.

3. During the work on the project each participant has an opportunity to change roles, each of the declared roles is fulfilled by each student, which ensures a thorough elaboration of translation competences.

4. The choice of the topic of the mini-project (cultural object) is made independently by the student, depending on his/her interests and preferences. In addition, students can group together to develop a specific theme. The translation of the thematic content is done from different languages (Russian, English, French), which allows students to develop their translation competence and learn how to implement intercultural communication.

5. Project activities help to develop hard skills (translation competence) and soft skills (ability to interact with the client, to present oneself as a competent translator and the product of one's intellectual work - quality translation).

6. The need to interact with other project participants promotes teamwork skills, responsibility and mutual respect.

The forms of interaction between students in a project are also varied: teamwork, e.g. when developing a product concept; work in small groups or pairs when drafting details of a project; individual work when translating or proofreading a translated text.

The video podcast is seen as a special technology, which involves students creating their own video clips on educational topics and then broadcasting them in an online format. The teacher acts as an organiser and moderator of the development of the students' algorithm of video podcast creation activities, while the students independently create the script, select and combine the necessary material, design it and record the videos, with the teacher only regulating or correcting the learning process. Evaluation of the work takes place in the form of students' reflection and exchange of opinions and comments in an online format.

This technology is based on the idea of comprehensiveness of its stages and personalisation of students' learning activities, with a detailed algorithm of their work. Thus, here we highlight: Motivation – Processing – Result – Feedback.

Motivation

- Introducing students to video genres on the Internet: Vlog, “How to do” Video, Tour Video, Tutorials, Challenges, Skits and Sketches, One Day of my Life Videos.
- Choice of genre depending on students' desires, goals: Live action footage with narration or a slide show with commentary behind the scenes, e.g. in a PowerPoint application or ...
- Analysis, identifying the structure of real-life examples of video podcasts, such as those made by amateur bloggers, familiarising themselves with the logic and flow of video and language material.

Processing

- Generating ideas with a choice of video topics: Identifying the target audience and interests of potential subscribers to the video podcast.
- Allocation of roles, e.g. writer, director, actor and/or narrator, cameraman, video editor. Creating a video is particularly motivating as it engages students with different psychological portraits. Moreover, the degree of involvement in the process of creating a video podcast can vary and there is a role for everyone.
- Preparing the technical conditions, from the camera, microphone, entourage, to video editing software. Determining the sequence of shots / planning the content and language of each shot, the music, identifying the locations to be filmed, etc.

Result

- Shooting video, recording audio segments, working in teams to create video and audio sequences.
- Video editing and editing.
- Output of the finished product, its publication on the community page.

Feedback

Discussing the process and results of the video podcast creation / mutual commenting, presented in the form of comments on the videos and questions to the authors based on social media, e.g. in a page or blog format. Discussing the result and planning further work.

Thus, multilingual project activities organised through the use of video podcast technology offer great opportunities to promote the idea of learning languages and cultures for mutual enrichment and development. Learning comes in a flexible way (there is no clear link to the classroom, students choose their own format of communication and interaction), the need to personalise learning (the possibility for students to choose their own language content and develop it from start to finish, improving their language competence), professional and extra-professional competences are formed (working individually, in groups or teams, free choice of roles and experience of changing roles in a team).

In addition, working on the topic, content and editing of the video podcast and publishing it online, can be a solution to the challenges facing language education at this stage through:

1. the implementation of intercultural interaction:
 - promoting multilingual education;
 - establishment of dialogue of cultures and correlation of historical and cultural realities;
2. cognitive development of personality:
 - development of the ability to analyse information content in different languages;
 - correlation of linguistic aspects of different languages;
3. development of educational potential of a personality:
 - formation of valuable and respectful attitude towards culture and traditions of different countries;
 - formation of patriotism and love for their homeland;
4. formation of paraprofessional skills:
 - skills of teamwork, making common decisions, development of personal responsibility;
 - development of creative and leadership skills of students;
5. changing the role of the teacher and forms of student-teacher interaction:
 - mentor of the project, methodological and organisational support of the project team;
 - promotion of language culture, removing the barriers of interaction with other cultures and languages.

A broader implementation of video podcast technology in multilingual education could be the further design and application of this technology for students in different fields of study in collaboration with linguistic students to create thematic video podcasts in different languages.

Conclusion

Based on this experience research, we can conclude about the following. The issue of interculturality and identity in the context of foreign language education stays as prominent as ever. Moreover, current Linguo-didactics issues and innovative approaches deepen this subject. Proposed in the article video podcast project-based tutoring widens the borders of multilingual training expanding educational possibilities in cultural diversity spread, students' personalized language training in high school, independent collaborative development with tourism concern. Further, this study can foster student learning and engage other educators into professional development.

Bibliography

- BENHAMDI, S. "Personalized Recommender System for E-Learning Environment." *Education and Information Technologies* 22(4) (2017). 5 Apr. 2023 <https://doi.org/10.1007/s10639-016-9504-y>
- BLACK, S. "Development, Interest, Self-direction and the Teaching of Information Literacy." *Communications in Information Literacy* 12(2) (2018). 5 Apr. 2023 <https://doi.org/10.15760/comminfolit>.
- CHIARA, S., Magal, C. "Soft skills to enhance graduate employability: comparing students and employers' perceptions". *Studies in Higher Education* 45 (2019). 5 Apr. 2023 <https://www.researchgate.net/publication/331554925_Soft_skills_to_enhance_graduate_employability_comparing_students_and_employers'_perceptions>.
- CHAAL, H. "Culture as a Fifth Skill in FLT Case-study: Master Students at Chlef University." *December Conference: Didactics of the Foreign Language* (2022). 5 Apr. 2023 <https://www.researchgate.net/publication/366723767_Culture_as_a_Fifth_Skill_in_FLT_Case-study_Master_Students_at_Chlef_University>.
- DANEIKIN, Y.V., KALINSKAYA, O.E., FEDOTOVA N.G. "Project Approach to the Implementation of Individual Educational Path in a Modern University." *Higher Education in Russia* 29 № 8/9 (2020). 5 Apr. 2023 <<https://doi.org/10.31992/0869-3617-2020-29-8-9-104-116>>
- FRANCIS, H. "The Role of Technology in Self-Directed Learning: A Literature Review. Surrey, England: ACS Center for Inspiring Minds." *International Journal of English Linguistics*. Vol. 7, no.5 (2017). 5 Apr. 2023 <doi:10.5539/ijel.v7n5p95>.
- FROLOVA, E.V., ROGACH, O.V., RYABOVA, T.M. "Digitalization of Education in Modern Scientific Discourse: New Trends and Risk Analysis." *European Journal of Contemporary Education* 9(2) (2020). 5 Apr. 2023 <https://cyberleninka.ru/article/n/students-media-competence-new-opportunities-to-counteract-information-manipulations-in-network-interactions>>.
- KOLESNIKOV, A.A. "Development of Educational Students' Independence in the digital Environment of Language Education." *Culture of Dialogue: Digital Communications* (2022). 5 Apr. 2023 <<https://elibrary.ru/item.asp?id=48351228>>.
- LI, H., MAJUMDAR, R., YANG, Y., OGATA H. "Design of a Self-Reflection Model in GOAL to Support Students' Reflection." *ICCE - 28th International Conference on Computers in Education, Proceedings* 1 (23 November 2020). 5 Apr. 2023 <https://www.scopus.com/record/display.uri?eid=2-s2.0-85099434115&origin=inward&txGid=dc185238a486e102bdc18837f6961f04>>.
- NASRI, M., SHAFIEE, S., SEPEHRI, M. "An Investigation of Iranian Intermediate EFL Learners' L2 Motivation and Attitude in a Computer-Assisted Language Learning Environment." *Issues in Language Teaching* Vol. 10, no. 1 (2021). 5 Apr. 2023 <doi:10.22054/ILT.2021.62359.614>
- NESET Reviews the Innovative Practices in Europe's Language Education. 5 Apr. 2023 <<https://nesetweb.eu/en/news/neset-reviews-the-innovative-practices-in-europes-language-education/>>.
- SAZONOV, B.A. "Organisation of Educational Process: Possibilities of Personalization of Learning." *Higher Education in Russia* no. 6 (2020). 5 Apr. 2023 <doi: <<https://doi.org/10.31992/0869-3617-2019-29-6-35-50>>.
- SHERSHNEVA, V.A., OSIPOV, M.V. "Metacompetence in the Hierarchy of Competences." *Herald of Krasnoyarsk State Pedagogical University n.a. V.P. Astafyev*, 51(1) (2020). 5 Apr. 2023 <<https://doi.org/10.25146/1995-0861-2020-51-1-186>>.
- SHIN, J. "Self-directed Learning in Music Teacher Education: Perspectives from Pre-service Music Teachers in South Korea." *Malaysian Journal Of Music* 9 (2020). 5 Apr. 2023 <https://ejournal.upsi.edu.my/index.php/MJM/article/download/3241/2551>>.

- SHULEZHKOVA, S.G., MAXIMOVA, A.M. “The Project Method of Teaching and Humanitarian Disciplines - Two Things Incompatible?” *Perspectives of Science and Education* no. 1 (37) (2019). 5 Apr. 2023 <doi: 10.32744/pse.2019.1.8>.
- SITI, Z. “Autonomous Learning Strategy of the Successful Nontraditional Students.” *Journal of English Language Teaching in Indonesia*. Vol 5, no. 2 (2017). 5 Apr. 2023 <doi: <<https://doi.org/10.22460/eltin.v5i2.p71-84>>.>.
- TSIUNIAK, O. “Professional Training of Future Masters of Primary Education to Innovative Activities Through the Prism of a Competence Approach.” *Journal of Vasyl Stefanyk Precarpathian National University* 7 (2020). 5 Apr. 2023 <doi: [10.15330/jpnu.7.1.166-170](https://doi.org/10.15330/jpnu.7.1.166-170)>.
- UNESCO: “Education for Sustainable Development” 5 Apr. 2023 <<https://www.unesco.org/en/education-sustainable-development>>.
- FAIDAH, Y, HIKMAWATI, U., MUHAMMAD, Ir., LATRI, Ar., HARDIANTO, R. “Cooperative of Team Games Tournament to Enhance Learning Outcomes in English Learning.” *Journal of English Language and Pedagogy* 6 (2023). 5 Apr. 2023 <doi: [10.33503/journey.v6i1.2559](https://doi.org/10.33503/journey.v6i1.2559)>.