



# eTwinning

POLYGLOTTAL PERSPECTIVES ON THE BOOK

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# Project concept

- **Aims:** Rediscovery of reading by means of ICT technology
- **Subjects:** Languages, Literature, Arts, Social Sciences, Philosophy, Political Education
- **Language:** English, yet German, Italian, Spanish and French are welcome
- **Age of pupils:** 13 – 19
- **Tools:** Twinspace, Internet, E-Mail, Chat, digital camera, Videos, Blogs, Power Point

# Polyglottal Perspectives on the Book

eTwinning Project  
Beate Vollmer,  
Albert-Schweitzer-Gymnasium,  
Marl, Germany, twinned with  
Istituto D'Istruzione Superiore,  
Atessa, Italy  
March – Oct. 2009

## STAGE I (March – April)

Creating awareness of pupils' attitudes towards books

## STAGE II (April – May)

Pupils exchange experiences with books

## STAGE III (May – June)

Pupils' creative dialogue with books

## STAGE IV (June – July)

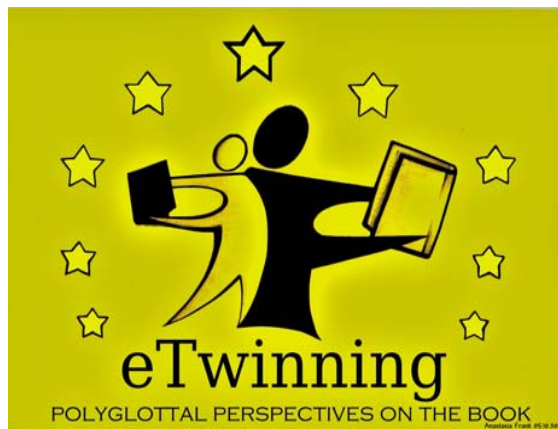
Activities in connection with books

## STAGE V (July – August)

Reading partnerships

## STAGE VI (Sept. – Oct.)

Evaluation of the project



# **I. Use of ICT technology**

1. Use of the Internet for research work on authors, books, events
2. Pupils' creation of text documents with pictures, photos
3. Communication among students and with teachers via chat, mail
4. Pupils designed their own folder (Passion for Poetry)
5. Lively debates on the forum on various issues

# **I. Use of ICT technology**

6. Arrangements for reading partnerships
7. Feedback on individual contributions on forum in each folder per stage
8. Coordination of work by means of the twin blog
9. Use of the bulletin board for announcements
10. Use of the calendar to inform about events

## II. European Dimension

1. Personal contacts established
2. Discovery of similar literary tastes
3. Curiosity aroused about cultural differences in literary likes and dislikes
4. New forms of communication tested on the forum including the ubiquitous use of emoticons

## **II. European Dimension**

5. Realization of one's own cultural heritage
6. Interest created in different national literary heroes
7. English as a common denominator to express one's European identity

### **III. Integration into the school curriculum**

1. Promotion of intercultural learning in various ways:

- 1.1. Widening of pupils' communicative and social skills: exchanges on the forum, chat (Writing / Speaking)
- 1.2. Increased knowledge of different types of text forms and production of these texts: e. g. interviews, diary entries, letters, reports, comments, reviews (Reading / Writing)

### **III. Integration into the school curriculum**

- 1.3. Promotion of reading
- 1.4. Critical assessment of project contributions: nurturing a constructive feedback culture (Writing)
- 1.5. New insight into European partners' values and codes of conduct
- 1.6. Improvement of language proficiency
- 1.7. Specific skills: methods of writing, of organizing a project: cooperative learning, teamwork: reliability and responsibility

### **III. Integration into the school curriculum**

2. Different types of learning possible: autonomous and cooperative
3. Support of interdisciplinary forms of learning: language teaching and the arts
4. Expansion of media literacy

## **IV. Innovation and Creativity**

1. Rediscovery of reading as a pleasure in itself, not just for school / testing purposes
2. Media literacy was increased and book consumption raised
3. Perception sharpened on the critical assessment of books
4. Pupils realize that each of them can contribute something according to their own talent and skills

## **IV. Innovation and Creativity**

5. Teachers can pay more attention to each individual pupil and can encourage cooperative learning in smaller groups
6. Shared interest in reading has widened pupils' knowledge on books and reading habits in Europe
7. Encounter with European etwins has motivated the use of the second language
8. Gain in self-confidence when the individual contribution is being appreciated

## **IV. Innovation and Creativity**

9. Pupils had a wide range of choice to find their channel of expression
  
10. The project tasks inspired students to creative work and motivated them to many discussions on the forum, to consider future project work together

## **V. Sustainability and Transferability**

1. The same project can be repeated with different pupils or in another language
2. Individual stages of the project can be turned into an eTwinning project
3. Individual project contributions can be used to 'decorate' the school building
4. There could be established a regular second-hand book sale

## **V. Sustainability and Transferability**

5. The International Literacy Day could be celebrated regularly with different competitions
6. The school library could win more readers
7. Reading as a rewarding past time activity could become fashionable
8. Readers lose their loneliness when they can share their experience with other contemporaries and engage in lively debates about books

## **V. Sustainability and Transferability**

9. The capacity to concentrate on one activity only is enhanced and will help in every learning process
10. Friendships may have been formed which will last longer than the project duration
11. New ideas have been developed for further projects

## **VI. Results**

1. Pupils have renewed their interests in books since they have been able to share their reading experience via modern ICT means
2. Nurturing a culture of readers
3. Increased awareness of the importance of books as a cultural treasure
4. Boost of pupils' confidence in language use and improvement of their communicative skills

## **VI. Results**

5. Creation of a new community of European readers
6. Renewed interest in one's European neighbours and their attitude towards life
7. eTwinning provides new and more creative methods of learning on an international basis
8. Intercultural exchanges on teaching techniques and project work

## **VI. Results**

9. Inspirational quality of project work on regular school lessons
  
10. Insight into the literally liberating effect of literacy