

# Developing linguistic confidence through international student-led networks

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**8<sup>th</sup>** Future of English  
Language Teaching  
Conference



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# Overview and objectives

1. The **profile** of post-pandemic learners
2. The **methods** of student-led collaborations
3. **Mentoring** student-led networks
4. Students' **active** engagement
5. **Phases** of developing linguistic confidence
6. Educational **sustainability** and its benefits



Global citizenship and international collaborations





Sustainable Cities -  
Class Debate



Our qualifications

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# CEFR

		A1	A2	 B1	B2	C1	C2
UNDERSTANDING	<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

		A1	A2	 B1	B2	C1	C2
SPEAKING	<b>Spoken Interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.



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2019-2020  
'GOLD' COLLA



GOLD International Kids Magazine

# 'GOLD' International Network



Dear 'GOLD' readers,

We are grateful to all of you - our talented students, their supportive families and devoted teachers - who have inspired us on the way of exploring global educational values.

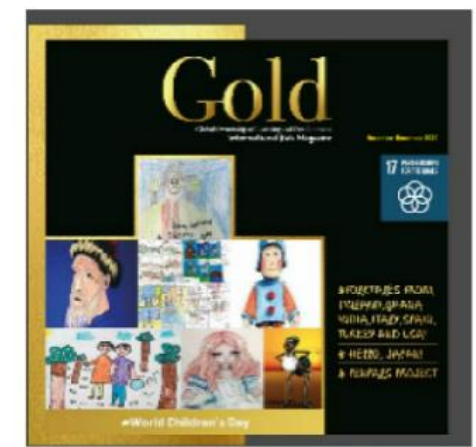
The collaborations of 'GOLD' within the past two years have reflected that we are a growing educational community which aims at making this world a better place to live.

Many thanks go to 'GOLD' partner schools which despite all unprecedented obstacles contributed passionately to educational initiatives to make every learner feel valuable and unique.

Aligned with the Sustainable Development Goals, every issue of 'GOLD' is a benchmark of quality and equity in education no matter where it takes place.

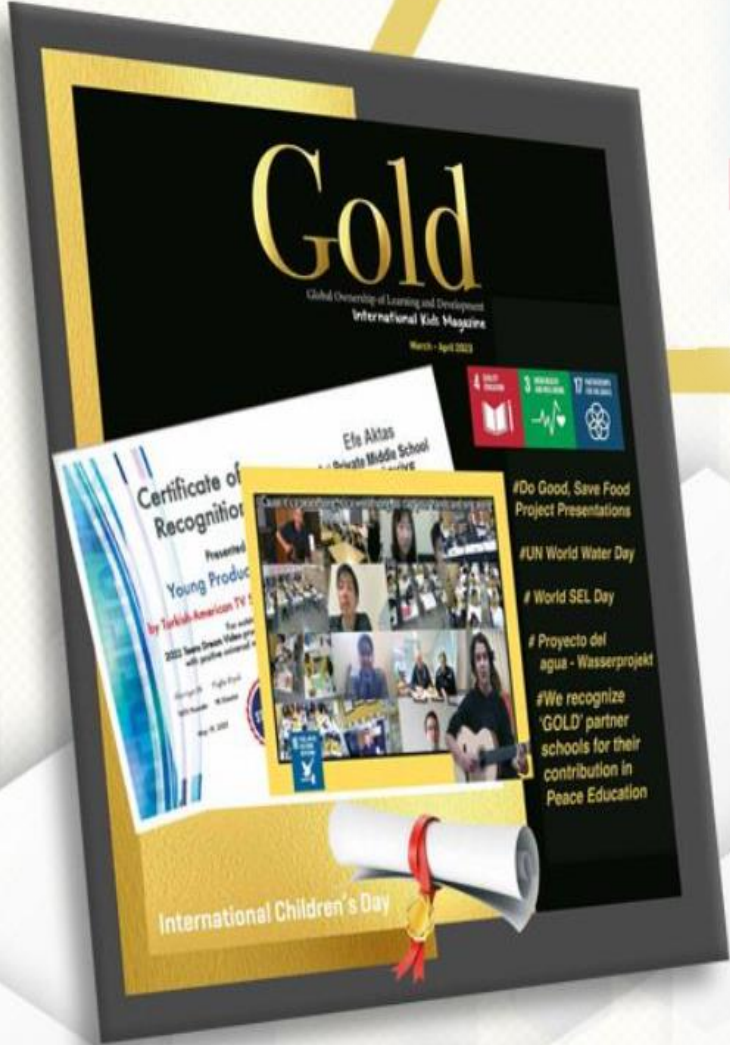
We welcome you to explore the journey of 'GOLD' issues and celebrate mutual success!

[Click on the covers to read 'GOLD' issues.](#)



# 'GOLD' International Online Kids Magazine

17 PARTNERSHIPS  
FOR THE GOALS



(Mart - Nisan 2023)

**GOLD MAGAZINE  
NEW ISSUE IS OUT!**  
(March - April 2023)

ISSUE  
SAYI  
**14**



tıklayınız



# 'GOLD' International Network



ariokullari.k12.tr/media/international/MayJune22/

<https://www.ariokullari.k12.tr/media/international/MayJune22/>

Click on the covers to read 'GOLD' issues.

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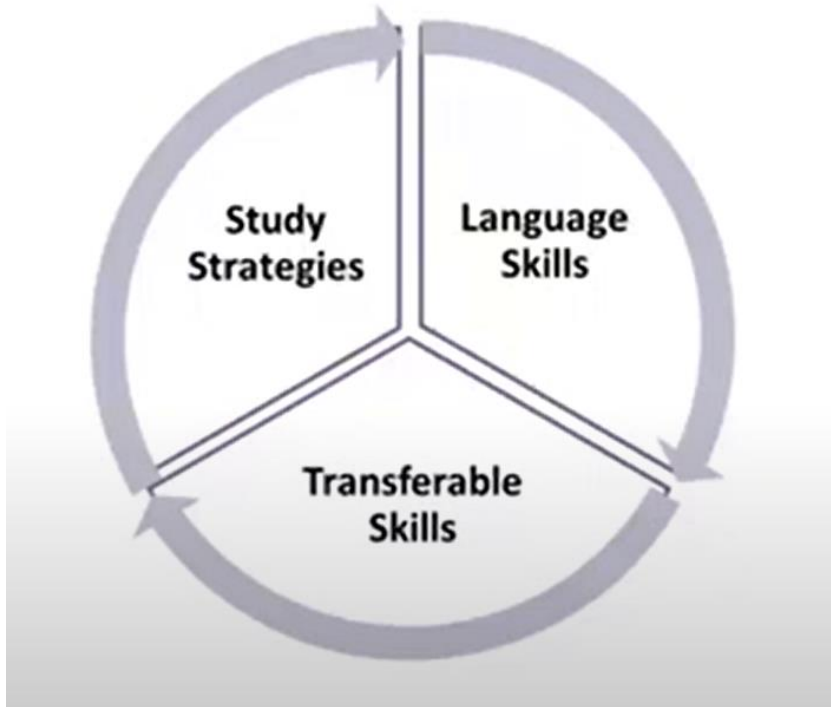


# UN Mother Tongue Day

3 GOOD HEALTH AND WELL-BEING



# Methodology



- Online **questionnaire**
- Individual **interviews** and informal talks
- **Parental** involvement
- Self-assessment (**'can-do'** statements)
- Observation
- **E-portfolio**



Wellbeing - a sense of happiness, satisfaction, and meaning which emerges from the dynamic interplay of personal characteristics and socio-contextual factors (Mercer, 2021, p. 7)





What's next? Global  
Citizenship







Learn with the world, not just about it.

[Translate](#)  
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## iEARN Projects Align to the UN Sustainable Development Goals

iEARN projects connect youth to change the world! See how iEARN projects align with the UN Sustainable Development Goals to improve the quality of life on the planet.

[READ MORE](#)

### SUSTAINABLE DEVELOPMENT GOALS

<b>1</b> NO POVERTY 	<b>2</b> ZERO HUNGER 	<b>3</b> GOOD HEALTH AND WELL-BEING 	<b>4</b> QUALITY EDUCATION 	<b>5</b> GENDER EQUALITY 	<b>6</b> CLEAN WATER AND SANITATION 
<b>7</b> AFFORDABLE AND CLEAN ENERGY 	<b>8</b> DECENT WORK AND ECONOMIC GROWTH 	<b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE 	<b>10</b> REDUCED INEQUALITIES 	<b>11</b> SUSTAINABLE CITIES AND COMMUNITIES 	<b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION 
<b>13</b> CLIMATE ACTION 	<b>14</b> LIFE BELOW WATER 	<b>15</b> LIFE ON LAND 	<b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS 	<b>17</b> PARTNERSHIPS FOR THE GOALS 	



**K-12 GLOBAL PROJECTS FOR  
LEARNERS OF ALL AGES**



**MULTILINGUAL  
PROJECTS**

  
**ALIGNED WITH THE  
U.N. GLOBAL GOALS**

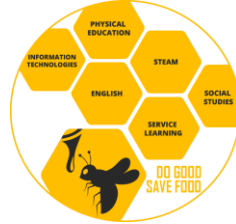
*Learn with the world.*









## Do Good, Save Food!



How we produce and consume food is the single biggest threat to nature today. It's a major driver of the emergence of infectious diseases, unhealthy diets are the biggest cause of non-communicable diseases and 1.9 billion people are obese or overweight. In schools we need to raise food awareness to stay healthy, reduce food waste and save the environment for a better future. The project aligns with UN Sustainable Development Goal No: 2 (Zero Hunger), Goal No: 3 (Good health and well-being), SDG 4 (Quality Education), and addresses local and global communities of students, teachers and parents to promote healthy eating habits, raise food waste awareness and ensure SEL through service-learning. Partner schools plan concrete, cross-curricular activities that reflect school cultures and meet the needs of sustainable development of school communities. The project promotes inquiry-based learning and student-initiated action.



LANGUAGE	AGE	SUBJECT	CATEGORY	GLOBAL GOALS
ENGLISH GERMAN	PRIMARY (5-11) MIDDLE (12-14)	MATHEMATICS TECHNOLOGY SCIENCE SOCIAL STUDIES	  	  
DATES		FACILITATOR(S)		
AUGUST 2022 - MAY 2023		EKATERINA BOZDOGAN		

**17** PARTNERSHIPS  
FOR THE GOALS







# iEARN Virtual Project Exhibition

17 PARTNERSHIPS FOR THE GOALS



## SESSION ONE VPE Presenters



Ekaterina Bozdogan  
Cristina Presas  
Irina Rovn  
Sayuri Hasegawa  
Haruka Shimazaki  
Sinem Manbir



Mai Okada



Mari Sekine



## SESSION ONE VPE Guest Hosts

Beren & Ela



## SESSION TWO VPE Presenters

GEORGIA & MOROCCO  
Eliso Abramishvili & Amina Chloucki



TALKING KITES AROUND THE WORLD



## SESSION ONE VPE Presenters

TURKEY & SPAIN  
Ekaterina Bozdogan & Cristina Presas



DO GOOD, SAVE FOOD



## SESSION ONE VPE Presenters

TURKEY  
Sinem Manbir



DAFFODILS AND TULIPS



## SESSION TWO VPE Presenters

UNITED STATES  
Aisha Scott



HELLO WORLD LEARNING CIRCLES: NEXT STEP



## SESSION TWO VPE Presenters

Aisha Scott

Eriko Katsumata

Eliso Abramishvili

Amina Chloucki

Grace Nabudlwa



## SESSION ONE VPE Presenters

JAPAN  
Mai Okada



GOMI



## SESSION ONE VPE Presenters

BELARUS & JAPAN  
Irina Rovn & Sayuri Hasegawa, Haruka Shimazaki



TEDDY BEAR PROJECT



## SESSION ONE VPE Presenters

JAPAN  
Mari Sekine



GIRL RISING



## SESSION TWO VPE Presenters

UGANDA  
Grace Nabudlwa



FINDING SOLUTIONS TO HUNGER



## SESSION TWO VPE Presenters

JAPAN  
Eriko Katsumata



MACHINTO





# GlobalCoLab Network

globalcolab.net



GLOBAL CO LAB NETWORK  
ENGAGING THE NEXT GENERATION

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ABOUT US

INITIATIVES

RESOURCES

NEWS

SUPPORT US



## The Global Co Lab Network

Engaging the next generation

WATCH OUR ANNUAL OCTOBER CELEBRATION HERE!

JOIN OUR SDG HUBS!

VIDEO CHANGEMAKER CHALLENGE NOW OPEN!

WATCH "A PEACE OF SCIENCE" DOCUMENTARY

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<https://www.youtube.com/watch?v=yvVCfHrrHiA>

The Global Co Lab Network, the Co Lab, empowers youth ages 13-35 with a focus on the United Nations Sustainable Development Goals (SDGs). It does this with an annual global video contest, Teens Dream, and virtual teen-led weekly gatherings, SDG Hubs that now number twelve, addressing racial justice,

DONATE



Putting it into action...

Every learner  
engaged





Putting it into action...

Every learner's  
voice  
counts





# Phases of developing linguistic competence

Phase 1: Introduction

Phase 2: Research topic and methods

Phase 3: Local research

Phase 4: Action goals & community action

Phase 5: Research presentations

Phase 6: Reflections and evaluation

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**Q & A**

If you have any questions, please  
feel free to email me:

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# References:

- **'GOLD' Issues:** <https://www.ariokullari.k12.tr/media/international/MayJune22/>
- **iEARN Project Book:** <https://iearn.org/pages/iearn-project-book>
- **How to join iEARN:** <https://us.iearn.org/join>
- **iEARN Virtual Project Exhibition:** <https://us.iearn.org/news/may-2023-virtual-project-exhibition>
- **GlobalCoLab:** <https://www.globalcolab.net/>
- **Hubs Promo Video:** <https://www.youtube.com/watch?v=yvVCfHrrHiA>
- **TakingITGlobal:** <https://www.tigweb.org/>