

## Case study 16: Language

- **Description:** Efe is 11 years old and comes from Turkey. He does not know Bulgarian, he knows that he will not continue his education in Bulgaria and stubbornly refuses to speak the language. Communication takes place in English, as far as he understands and responds, or through google translator directly in Turkish.
- **Key words:** language, translator, communication, understanding

### Tool 1

1. **Title: Free online tool for early detection of speech and language pathology in children**



2. Using this tool, you can recognize speech disorders to help parents, teachers in kindergartens and elementary schools. The goal is early detection of speech disorders in children. The app offers various interactive options to test and practice speaking skills.

#### 3. Instructions / Methodology / Recommendations how to use the tool

The online language and speech therapy app is free and can be downloaded freely from Google Play, so teachers, parents and caregivers of

children with speech problems have easy access.

#### 4. Interpretation of the results

The results established by teachers and parents after working with the tool serve as input information for narrow specialists in this field - speech therapists and psychologists. As professionals, they interpret the obtained results and give feedback to educators and parents.

#### 5. Key words: online tool, speech, language, pathology

#### 6. Links for more information:

<https://speechpathologytools.eu/index.html>

<https://play.google.com/store/apps/details?id=com.softqnr.SpeechPathologyE&pli=1>

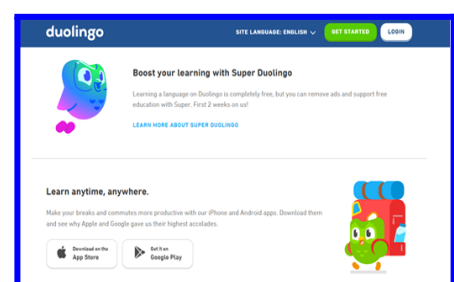
### Tool 2

#### 1. Title: Duolingo

2. Using this tool, problems with short-term and long-term memory, lack of attention and momentary concentration can be detected.

#### 3. Instructions / Methodology / Recommendations how to use the tool

The application offers different courses from language pairs, and depending on the main language, the number of foreign languages in which there are prepared courses for this main language is different. The lessons are broken down into small and easy-to-understand



"portions" and make it feel like you're playing a game.

**4. Interpretation of the results**

If when working with this tool it turns out that the student is not able to cope with the current exercises, it is possible that he has a problem with short-term and/or long-term memory. These issues are not related to the child's culturally diverse background, but rather to their mental health. It is possible that the student refuses to learn the local language using this tool or progresses too slowly. This may be due to a fear of rejection or a feeling of alienation from the environment. Therefore, the trainer should choose an alternative tool.

**5. Key words:** online tool, beginners, Interactive learning, native pronunciation

**6. Links for more information:** <https://www.duolingo.com/>

**Tool 3**

**1. Title: Starfall**

2. Using this tool, difficulties in pronouncing sounds, words, phrases, as well as reading related text can be detected.

**3. Instructions / Methodology / Recommendations how to use the tool**



The learning approach of the site is recognising letters and providing beginner level e-books and it has a great job of introducing reading basics. The presentation of each topic is clean, and the site has enough repetition. Each activity has a printout page which is helpful for complete the lessons offline.

**4. Interpretation of the results**

The site provides opportunities to practice sounds, word recognition and reading comprehension of online books. Songs, rhymes and other games can also be found here. If the student does not show interest in the palette of possibilities of this tool or finds it too difficult, it is possible that he does not want to fit into the new environment for a number of reasons - family, upbringing, introversion. It is the turn of the teacher to establish contact with the family and choose another tool for inclusion.

**5. Key words:** online tool, letter, sound, word, recognition, language

**6. Links for more information:** <https://www.starfall.com/h/index-grades123.php>

**Tool 4**

**1. Title: Flashcards**

2. Using this tool, problems with short-term and long-term memory, lack of attention and momentary concentration can be detected.

**3. Instructions / Methodology / Recommendations how to use the tool**

Flashcards support learning and help to remember new words, concepts, etc. more easily. They are usually identified with traditional playing cards. They have two sides, with the image on one side and the new word on the



other. This is a fast and effective "offline" way to memorize unknown words from a foreign language.

**4. Interpretation of the results**

If with the help of this tool the student fails to quickly and long-term memorize new words from the foreign language, it is possible that there is a lack of attention or momentary concentration. If, after consultation with a psychologist, these conditions are not confirmed, it is very likely that he does not want to study because he is afraid of failure or feels rejected and not accepted by the new environment.

**5. Key words:** offline, card, word, image, foreign language

**6. Links for more information:** <https://www.cram.com/>, <https://quizlet.com/en-gb>

## Tool 5

**1. Title: Tandem**

**2.** Using this tool, difficulties in pronouncing words, grammatically correct sentence formation, how and listening comprehension problems can be detected.

**3. Instructions / Methodology / Recommendations how to use the tool**

It relies on the natural way of learning the language - talking to people whose native language is the one you are looking for, giving you the opportunity to help each other through chat, conversations and video connection. After agreeing on the type of conversation (chat, video, etc.), you have the option to choose the topics you will talk about.

**4. Interpretation of the results**

Reluctance to talk to strangers shows that students are nervous about this type of communication. This fact may stem from fear of failure or from difficulties in adapting to the new environment. Therefore, the teacher must be flexible in the use of the toolkit and open to contact with the child's family.

**5. Key words:** online tool, language, speaking, pronunciation

**6. Links for more information:** <https://www.tandem.net/>

