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ENACT Impact Report

Communities, Languages, and Activities App (ENACT)

14 October 2022

Key Action 2 Strategic Partnerships for Higher Education
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CULTURA ✧ SÄÄTIÖ



UAB
Universitat Autònoma
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1. INTRODUCTION

In this impact report, we outline the target groups of participants we engaged with directly through activities organised as part of the ENACT project and indirectly through other dissemination activities and our web app.

We have produced 17 impact case studies and success stories, which can be accessed on our project website: <https://www.enacteuropa.com>

A research report further demonstrating impact can also be found on the project website. We will continue to update our Impact pages and make research outputs available as they are published.

Our ENACT web app was shortlisted as part of the HundrED 2022 best 100 innovations. More details can be found here: <https://hundred.org/en/innovations/2-the-enact-app>

1. Social cohesion and understanding through two-way knowledge exchange (culture, language, digital skills) between
 - a. host-migrant communities in local languages
 - b. young-senior members of migrant communities in heritage languages
2. Inclusive HE systems (local learning ecologies approach)
3. Innovative task-based digital pedagogy for learning and online (virtual) exchange between communities

This project had three main aims and carried out multiple activities to achieve them:

Aims	Project activities	Participants
1. Social cohesion: two-way exchange between migrant* and host community members (*migrants, refugees, and asylum seekers)	Co-production workshops 4 sessions each (about 10 hrs in total) – May-Dec 2021 UK, Spain, Finland, Turkey	Community members in intercultural or intergenerational pairs
2. Inclusive HE systems	30-hr facilitator training (online) March 2021	HE students, HE staff, NGOs UK, Spain, Finland, Turkey
3. Task-based pedagogy and implementation in virtual exchange	VE between Turkey and UK Fall 2020, Fall 2021 2 models	HE students from UK and from Turkey as part of their undergraduate or postgraduate programmes

With these activities we aimed to achieve direct impact on the following groups participants, and participating organisations:

- 1) 40-80 members of the migrant communities in 4 EU countries (immigrants, refugees, asylum seeker)
- 2) 40-80 members of the host community in 4 EU countries (general members of the society, and HE home students and staff)
- 3) 20-40 HE students in 4 EU countries
- 4) 4-12 HE staff
- 5) 4-8 members of the non-profit organisations
- 6) 5 project partners (HE institutions and non-profit organisations).

We also envisioned wider impact on other target groups and relevant stakeholders:

- 1) any citizens of the EU or beyond who wish to learn digital skills, languages, and cultural activities, and
- 2) any HE institutions and non-profit organisations in the EU and beyond who wish to establish inclusive HE systems.

The materials used in the project (including the web app, and other training and user guidelines) are freely available for any other group to employ to further digital competence, and language and cultural skills of any citizens. These people will continue benefit from engaging with existing OER, creating new OER, and interacting with people from other cultures in the online community.

Other relevant stakeholders include a broad spectrum of people across the EU and beyond, such as:

- language teachers,
- other educational and digital skills providers working with migrant communities,
- cultural institutions in EU countries,
- umbrella refugee organisations at all levels, such as UN High commission of refugees, and brother organisations,
- educational and cultural authorities in the countries of origin of migrant communities.

Our project promo video describing how we achieved these aims with users describing project impact can be accessed here: <https://www.youtube.com/watch?v=9pg5mfN9MyY>

ENACT web app www.enacteuropa.com



<https://www.youtube.com/watch?v=9pg5mfN9MyY>



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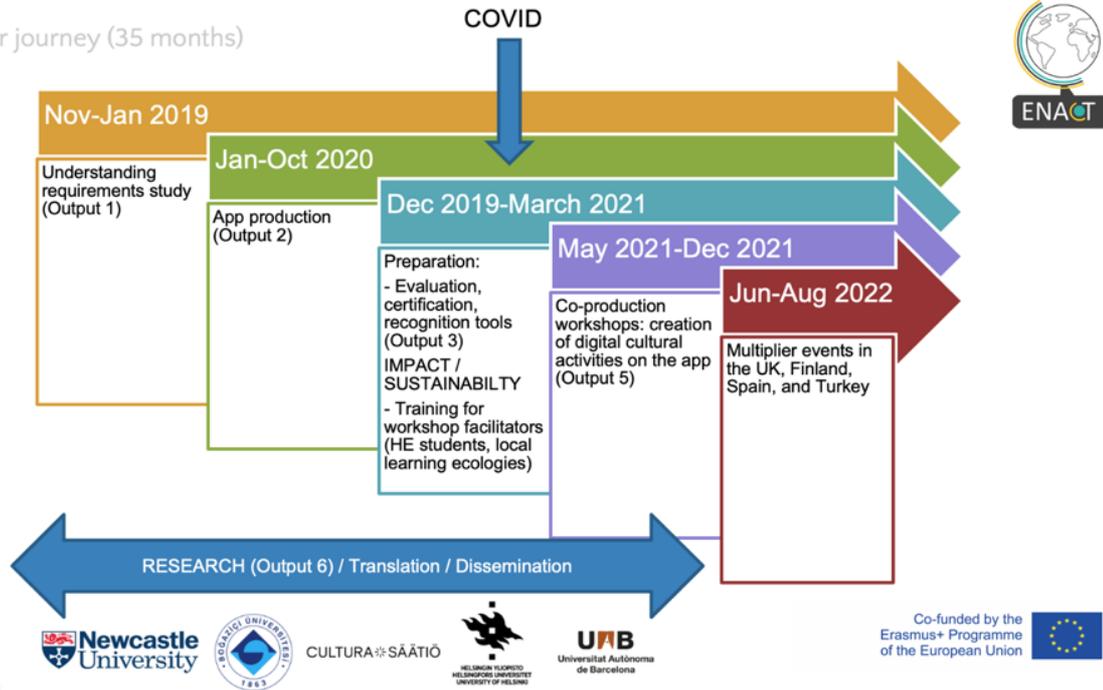


At a national level in each EU partner country, the project aimed to influence decision-making, share good practice in how learning organisations carry out training in the area of digital skills and plan delivery to be inclusive of the groups targeted in the project. At European and international levels, the project aimed to contribute to the objectives of the digital competences, migrant integration, linguistic and cultural diversity, and inclusive HE systems agendas through its exemplification of European collaboration among HE institutions and non-profit organisations, delivery of intergenerational and intercultural training around digital skills, and certification systems for digital, linguistic, and cultural competences as well as recognition of HE students' community work.

At all levels we expect the project to contribute to international understanding and cultural awareness, providing a motivating and enjoyable way of learning about other languages, and cultural activities.

To achieve these impacts, our project activity timeline was as follows:

Our journey (35 months)



In this impact report, we first provide an overview of the number of beneficiaries we reached through direct project activities, through the project website, and on social media. We then summarise the main impacts on our target groups drawing on data collected through the certification, recognition, and evaluation systems developed by the project team (see Output 3 report), and research activities we carried out (Output 6). In this section, we will report on impacts in relation to the following:

On migrant and home community participants,

1. digital competences
2. knowledge of and/or attitudes towards other cultures, languages, and cultural activities
3. language learning gains
4. user evaluations of the web app (engagement, creation and online community interfaces)

On HE students, HE staff, and NGO staff

5. Higher Education (HE) students' community involvement in their academic results
6. participant evaluations of the training events for co-production workshop facilitators

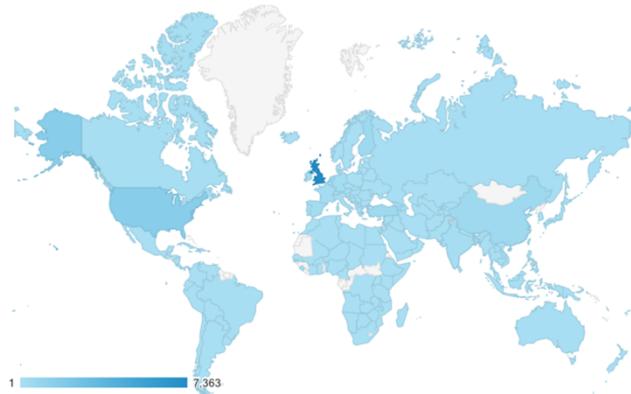
On the project partners

2. Target audiences reached

2.1 Website user statistics (Google Analytics) and number of activities produced on the ENACT web app

Global reach: 1 Feb 2020 – 1 October 2022

<https://www.enacteuropa.com>



119

cultural activities so far, from 26 countries in 22 languages



7,363 users
from

161
countries



568

User accounts created on the ENACT web app

2.2 Anticipated and achieved number of participants who directly engaged with our project activities and workshops

	Anticipated numbers at project application	Number of participants
members of the migrant communities (Migrants, refugees, asylum seekers)	40-80	186
members of the host communities	40-80	55
HE students	20-40	127
HE staff	4 to 12	12
members of the non-profit organisations	4 to 8	4
project partners		5
additional citizens to join the online learning community on ENACT web app	200	568

	Attendance certificates (total number)	Digital skills recognition (total number)
members of the migrant communities (Migrants, refugees, asylum seekers)	63	35
members of the host communities	28	30
HE students, staff, and NGO staff	109	55

These numbers include the HE students who participated in the virtual exchanges implemented at UNEW and UAB.

● Results

Virtual exchange models: curriculum-embedded



Global online co-creation – synchronous app use

(Newcastle and TED Universities, 2020)

International groups meet online to plan and then co-create their activity on Zoom



Co-create locally, share globally – asynchronous app use

(Newcastle and Gazi Universities, 2021)

Students co-create their cultural activities in their local groups (in-person),

their international partners explore them on ENACT,

international groups meet on Zoom to share further



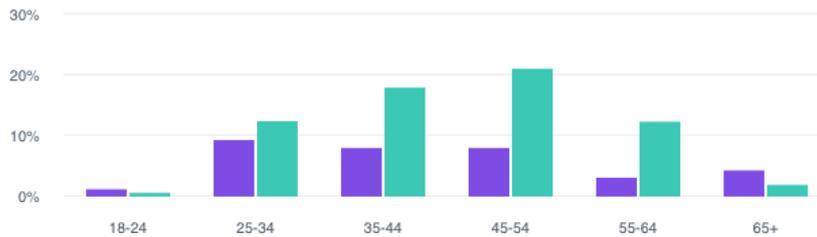
2.3 Social media statistics

2.3.1 Facebook

Audience

Age and gender

Men 34.00%
Women 66.00%



Facebook: 153 likes & 165 followers

Location

Towns/cities

Countries

United Kingdom	65
Turkey	26
Spain	10
United States	10
Finland	5
Germany	4
Honduras	4
Japan	4
Brazil	3
Italy	3

2.3.2 Twitter

235

Twitter followers

Newcastle MP and shadow minister Chi Onwurah Tweeted about the project following her participation in our multiplier event.



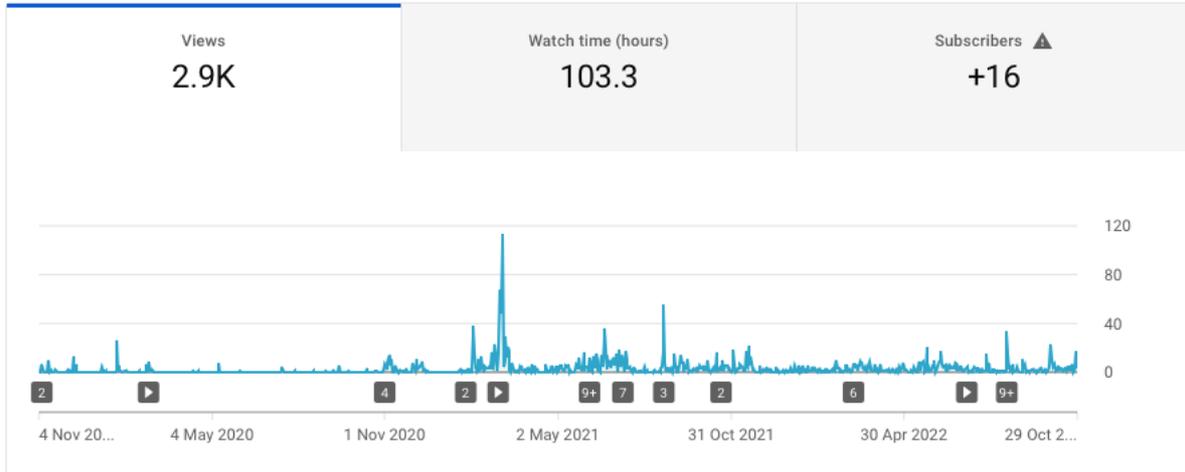
2.3.3 Youtube

108
Youtube video files uploaded
16
Subscribers
2923
Views

Channel analytics

Overview Content Audience Research

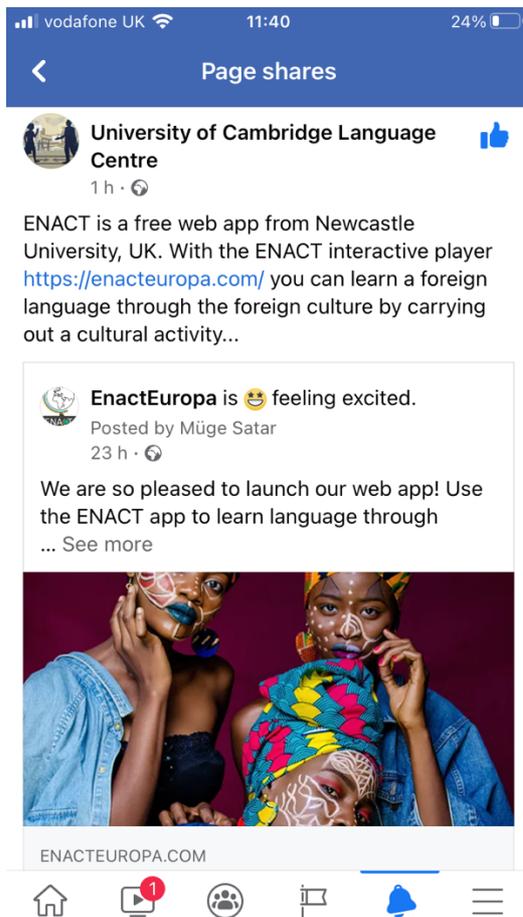
Your channel has had 2,923 views so far



Your top content in this period

Content	Average view duration	Views
<p>1</p>  <p>ENACT user guide 1 Mar 2021</p>	3:39 (16.9%)	242
<p>2</p>  <p>ENACT - Learn Language Through Culture 22 Oct 2021</p>	1:51 (52.1%)	236
<p>3</p>  <p>ENACT how to learn language through culture 26 Jan 2021</p>	2:07 (32.5%)	209

2.3.4 Examples of other organisations sharing our social media posts



2.3.5 Dissemination summer intern report (2022)

Through funding from the Newcastle University careers service, we secured 140 hours of summer internship. Our undergraduate student who engaged with dissemination activities over summer 2022 reported the following:

“The main goal that I had as ENACT’s intern was to improve the project’s presence across various social media platforms. As the content that ENACT produces is of an academic nature, the demographic that I had to target was small. Although this limited my ability to significantly grow our follower count, my aim was still to increase the number of accounts we were reaching overall and create a coherent pattern of content.

I ensured that across Twitter, Facebook, Instagram and TikTok, every platform has the same profile picture, a similar description, and a linktree which refers users to all our other platforms and our app. This was an easy way to create a cohesive look.

It was important to me that ENACT had a range of content, such as after-school club posts, reels of me trying out the activities, information about endangered languages, and

information about learning a new language. Every single post across every platform was accompanied by a photo or video.

On Instagram, our follower count increased by 20, we received 619 new likes, our posts reached 11,401 new accounts, and our most liked post achieved 50 likes. On Facebook, our follower count increased by 10, and our posts reached 5,420 new accounts, and received 293 more engagements (likes/comments/shares). On Twitter, our follower count increased by 23. Unfortunately, Twitter does not provide the same insights onto user engagement as the other platforms do. I also created an ENACT TikTok account, which currently has 84 likes.

Overall, I am pleased with these numbers, as this was my first time running any social media accounts that are not mine. I would encourage you to continue posting as much as possible, especially videos, as these perform best.”

2.4 Participants we indirectly engaged with through dissemination activities

In our various dissemination events, we engaged with the following target audiences:

- Community members
- Teachers
- Academics
- Policy makers/Education managers

Number of participants reached through dissemination via in-person and virtual presentations: 3188

Number of participants reached through dissemination via (e)print media: 5240

8428
**total number of target audiences reached through
dissemination activities**

3. Impact on migrant and host community members

3.1 Digital competences

One of the objectives of the ENACT project is to support participants from migrant and host communities and those involved in intergenerational exchange improve their digital skills during the process of co-creation of, and engagement with, high-quality Open Educational Resources (OER). With the support for content creation design provided by the ENACT web app, its users either record, edit and upload their own videos or link to existing videos about a cultural activity. They need to either take and edit their own photos and audio or find and use freely available resources online. They also need to add interactivity to videos using the web app interactive video editor, link audio to text and photo, and add interactivity for pre-task and post-task stages. All these require a certain level of digital skills that are very useful, if not essential, in today's technology driven world. Here we report on an international dataset from all project partners.

ENACT Results



Digital skills certification system

Competence area 1: Information and data literacy 1.1 Browsing, searching and filtering data, information and digital content
To articulate information needs, to search for data, information and content in digital environments, to access and navigate between them. To create and update personal search strategies

Proficiency Levels	Foundation		Intermediate	
	1	2	3	4
<p>At basic level and with guidance, I can:</p> <ul style="list-style-type: none"> • identify my information needs, • find data, information and content through a simple search in digital environments, • find how to access these data, information and content and navigate between them. • identify simple personal search strategies. 	<p>At basic level and with autonomy and appropriate guidance where needed, I can:</p> <ul style="list-style-type: none"> • identify my information needs, • find data, information and content through a simple search in digital environments, • find how to access these data, information and content and navigate between them. • identify simple personal search strategies. 	<p>On my own and solving straightforward problems, I can:</p> <ul style="list-style-type: none"> • explain my information needs, • perform well-defined and routine searches to find data, information and content in digital environments, • explain how to access them and navigate between them. • explain well-defined and routine personal search strategies. 	<p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • illustrate information needs, • organise the searches of data, information and content in digital environments, • describe how to access to these data, information and content, and navigate between them. • organise personal search strategies. 	
<p>ENACT</p> <p>At basic level and with guidance, I can:</p> <ul style="list-style-type: none"> • identify on a device (computer or iPad) which applications/programs to use for specific digital needs (such as recording and editing videos) and access them • search for material (e.g. text, images, video, audio) I need for my task online and select suitable ones to use 	<p>At basic level and with autonomy and appropriate guidance where needed, I can:</p> <ul style="list-style-type: none"> • identify on a device (computer or iPad) which applications/programs to use for specific digital needs (such as recording and editing videos) and access them • search for material I need for my task online and select suitable ones to use 	<p>On my own and solving straightforward problems, I can:</p> <ul style="list-style-type: none"> • explain to a friend how to find material for their tasks online and give tips to choose suitable ones • use key words to find the exact material I need 	<p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • illustrate to a friend how to find material for their tasks online and give tips to choose suitable ones • use key words to find the exact material I need and describe this process to a friend 	

min score = 9
max score = 36



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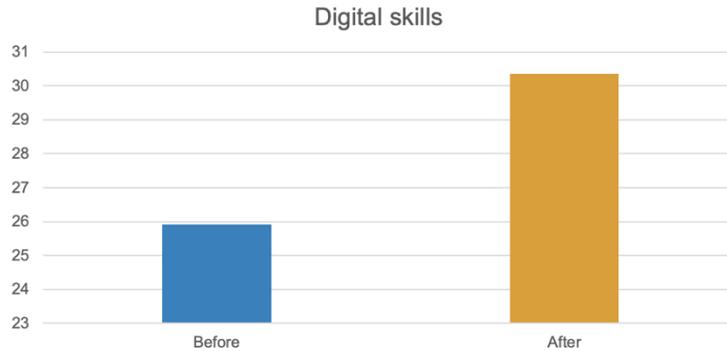
We asked our participants to respond the Digital skills self-assessment questionnaire at the beginning and after the completion of ENACT co-production workshops. The questionnaire involves 9 items tapping into the digital skills the ENACT App aims. The participants are asked to assess themselves on a 4-point scale increasing from the basic level “a” to proficient-level “d”. These ratings were numerically coded from 1 to 4 for each item in the questionnaire, making the score range from 9 to 36. The recorded responses from the participants are reported below based on education, gender, age group, background, and country. In total, 91 participants responded the questionnaire.

Education	Number of participants
Primary	1
Secondary	7
College/vocational	11
Undergrad	49
Post-grad and above	23
Missing	-
Total	91
Gender	Number of participants
Female	66
Male	21
Non-binary/prefer not mention	4
Missing	1
Total	91
Age group	Number of participants
10-15 years	3
16-24 years	30
25-40 years	37
40-59 years	16
60 and above	4
Missing	1
Total	91
Background	Number of participants
Migrant	46
Home participant	44
Missing	1
Total	91
Partner country	Number of participants
Turkey	16
Finland	17
UK	34
Spain	24
Total	91

ENACT Results



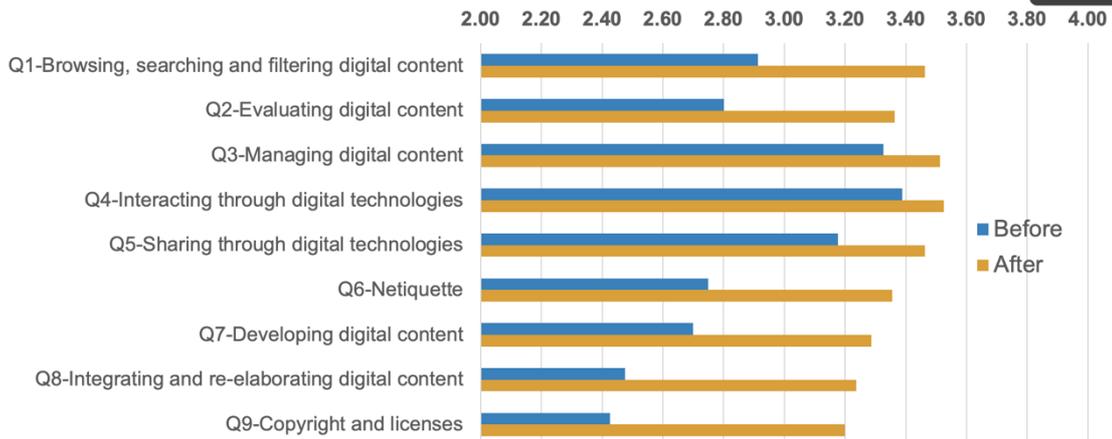
Digital skills development (N=80)



Mean
Before = 25.91
After = 30.36

ENACT Results

Digital skills development per item (N=80)



Some participants missed to fill the questionnaire either before or after the workshops. Therefore, the numbers of participants are reported separately for before and after the workshops as pre- and post-workshop assessments.

	Pre-workshop mean	Number of participants	Post-workshop mean	Number of participants
Education				
Secondary	27	6	31.8	5
College/vocational	20.67	9	26.17	6
Undergrad	25.87	38	28.57	42
Post-grad and above	28.3	20	27.21	14
Gender				
Female	25.86	57	28.45	47
Male	24.67	18	27.44	18
Non-binary/prefer not mention	25	2	33	2
Age group				
10-15 years	27.67	3	34.5	2
16-24 years	26.18	22	28.73	26
25-40 years	25	35	27.75	28
40-59 years	27.62	13	29	7
60 and above	18.75	4	25.25	4
Background				
Migrant	24.56	39	26.44	34
Home participant	26.58	38	30.24	33
Partner country				
Turkey	22.09	11	26.92	12
Finland	28.29	14	25.22	9
UK	25.52	29	29.12	26
Spain	25.96	24	29.5	20

When observed holistically, the above table indicates that the pre-workshop means across the different demographic factors are descriptively lower than the post-workshop means showing an increasing level of self-assessment in digital skills. These numbers are not compared statistically with inferential purposes since the individuals' data do not match pre- and post-workshop assessments in one-to-one correspondence for all demographic factors. Besides, the numbers falling under the levels of the categories show variations in numbers. Therefore, the demographic categorisations are presented inly in descriptive numbers without any inferential statistics tests.

When examined categorically, educational background emphasizes the highest self-assessment level for participants within the postgraduate degree category while collage/vocational school degree participants report the lowest levels of digital skills in the pre-workshop questionnaire. The increase from pre- to post-workshop also appears in this group by 5.5 points. The participants with secondary school degrees follow them with

around 4.8 points increase from pre- to post-workshop, preceding the undergraduate degree participants with 2.7 points. The means for the post-grad and above participants appear to drop slightly from pre- to post-workshop, which could be stemming from the number of participants dropping from the pre- to post-test. This could also be related to the fact that this group reports the highest self-assessment in digital skills in the pre-workshop stage, indicating a higher baseline digital skill level.

In order to examine the impact of the ENACT workshops on the digital skills self-assessment data from pre- to post-workshop, we conduct paired samples t-test on the data from the individuals who have responded the questionnaire both before and after the workshop experience, excluding the “only pre- or post-workshop” responses. Therefore, data from 54 participants fit this criterion. The paired-samples t-test indicated that the participants reported significantly higher levels of digital skills assessment in the post-workshop ($M = 29.46$, $SD = 6.16$) than in the pre-workshop ($M = 25.94$, $SD = 7.4$), $t(53) = 3.52$, $p < .001$, Cohen’s $d = 4.77$.

3.2 Knowledge of and/or attitudes towards other cultures, languages, and cultural activities (Languaculture)

The ENACT project aims to shorten the bridge between culture and language, yet clearly there are a lot of challenges in doing so. In other words, certifying gains in intercultural competence (IC) during a short series of workshops or training cannot be the same as certifying gains of someone engaging with the web app over a longer period of time. For this reason, before presenting the tool created for the ENACT app, we review the existing EU outputs, materials, and frameworks that could have been adapted for the project. An evaluation of the review outcomes is also presented before outlining the tool created for the ENACT workshops.

Here we report on an international dataset from all partners:

- Here is where I draw/drew the line
- Flower power/garden images
- Interviews with the participants as part of the two tools above
- Comments on the web app in relation to what is learned for language and culture

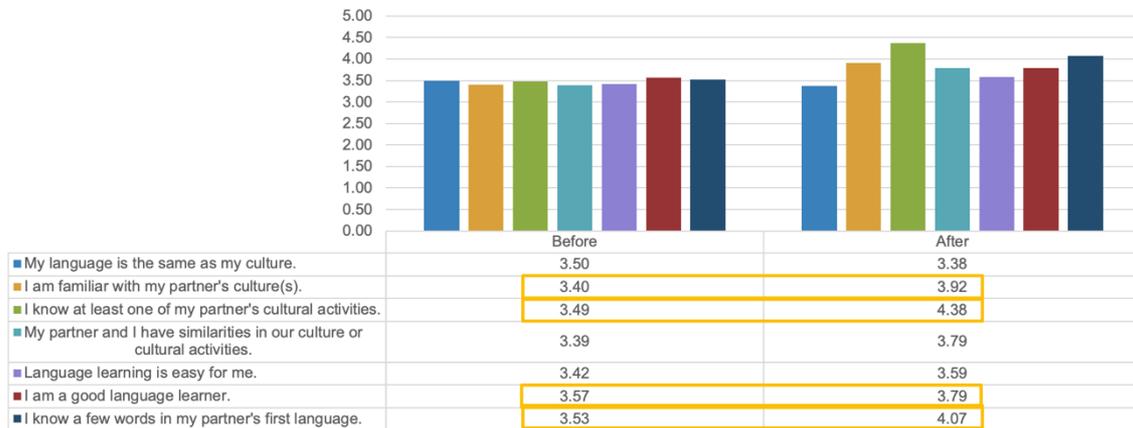
Overall, the data demonstrates that engaging in the ENACT workshops had a positive impact on participants in terms of their definition of language and culture; their awareness of other languages around them; and their perceptions and attitudes towards other languages and cultures. Participants reported a greater awareness of other languages, in some cases learning about particular languages such as Catalan for the first time while using the app. They were able to feel more confident and interact more effectively with their partners and understand more about their partners’ languages and cultures, and this will hopefully have a longer-lasting impact on them, increasing their cultural awareness and encouraging them to have an improved perception of language learning in the future.

3.2.1 Quantitative findings

Results



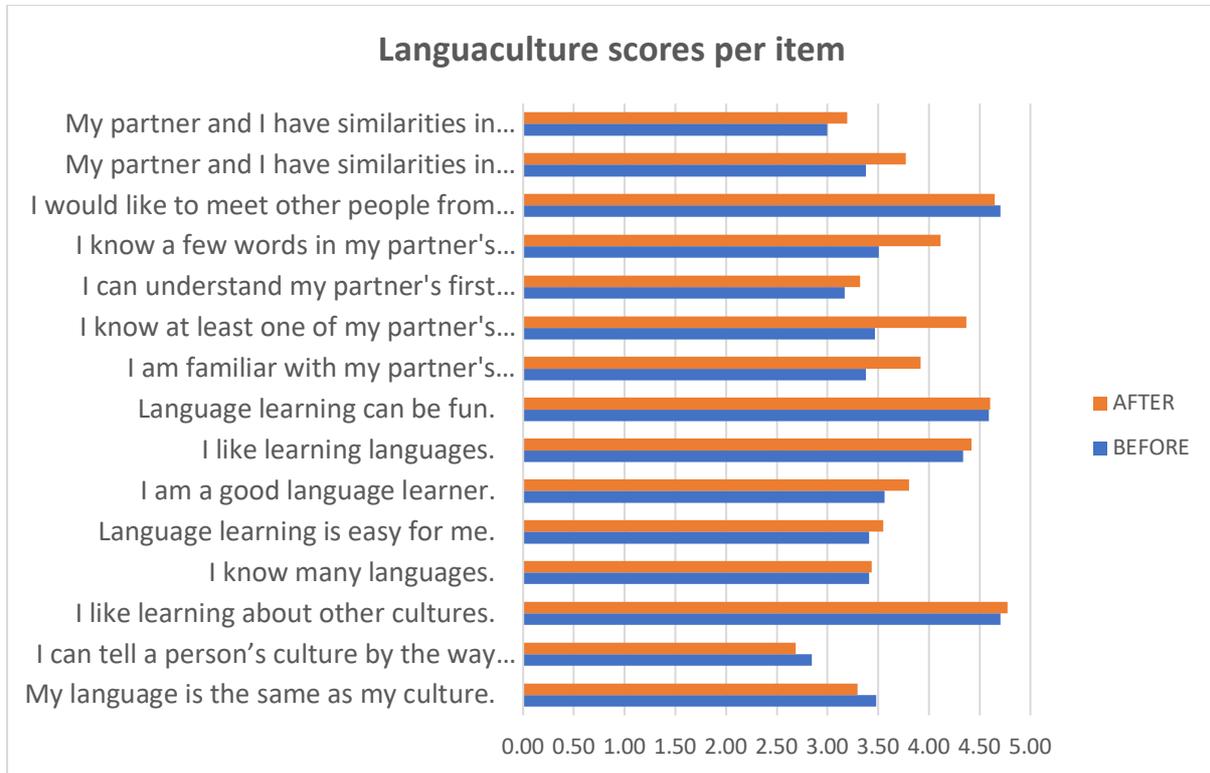
Languaculture (awareness of other languages and cultures)



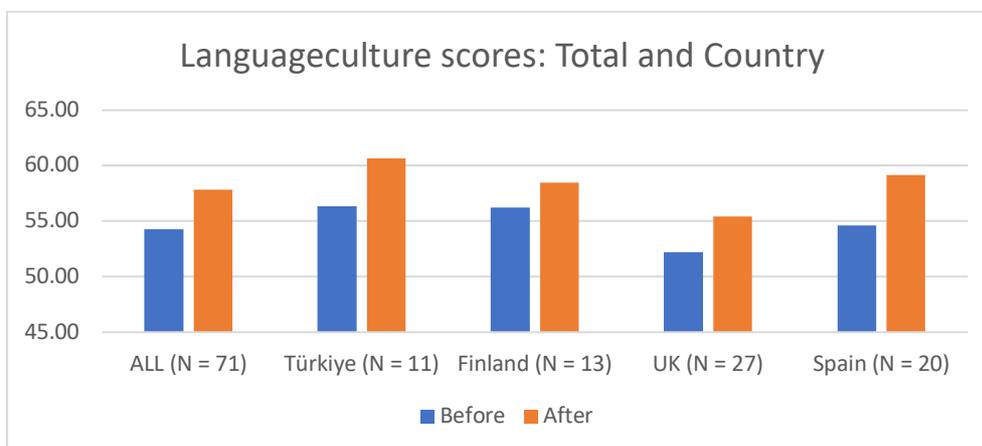
Here is where I draw (pre-)/drew(post-) the line statements demonstrating change in languaculture:

	BEFORE	AFTER
My language is the same as my culture.	3.48	3.30
I can tell a person's culture by the way they dress.	2.85	2.69
I like learning about other cultures.	4.70	4.77
I know many languages.	3.41	3.44
Language learning is easy for me.	3.41	3.55
I am a good language learner.	3.56	3.80
I like learning languages.	4.34	4.42
Language learning can be fun.	4.59	4.61
I am familiar with my partner's culture(s).	3.38	3.92
I know at least one of my partner's cultural activities.	3.46	4.37
I can understand my partner's first language.	3.17	3.32
I know a few words in my partner's first language.	3.51	4.11

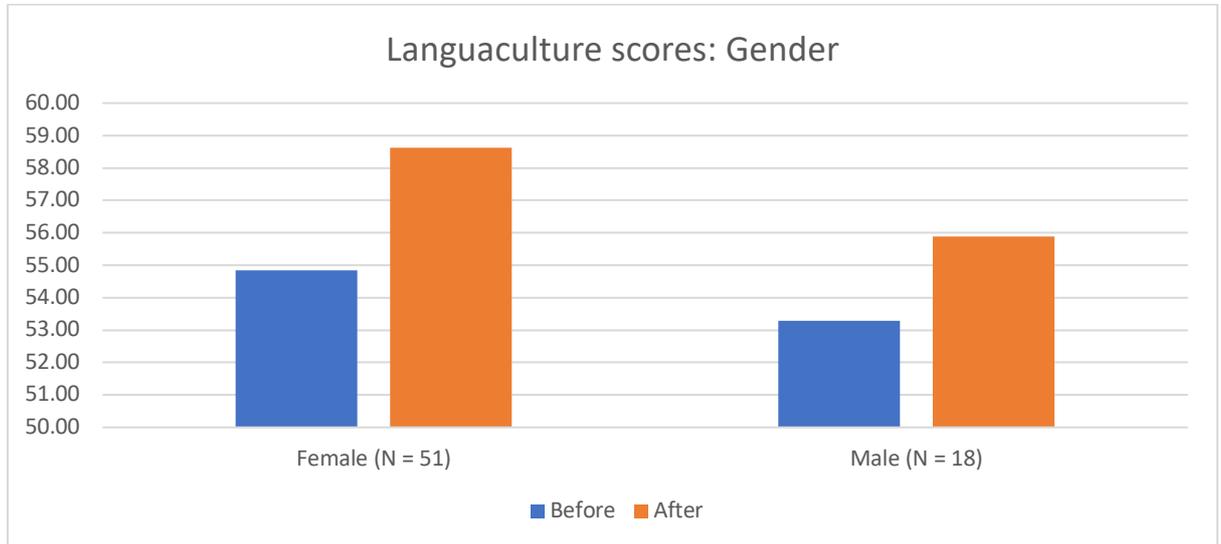
I would like to meet other people from my partner's culture(s).	4.70	4.65
My partner and I have similarities in our culture or cultural activities.	3.38	3.77
My partner and I have similarities in our languages.	3.00	3.20



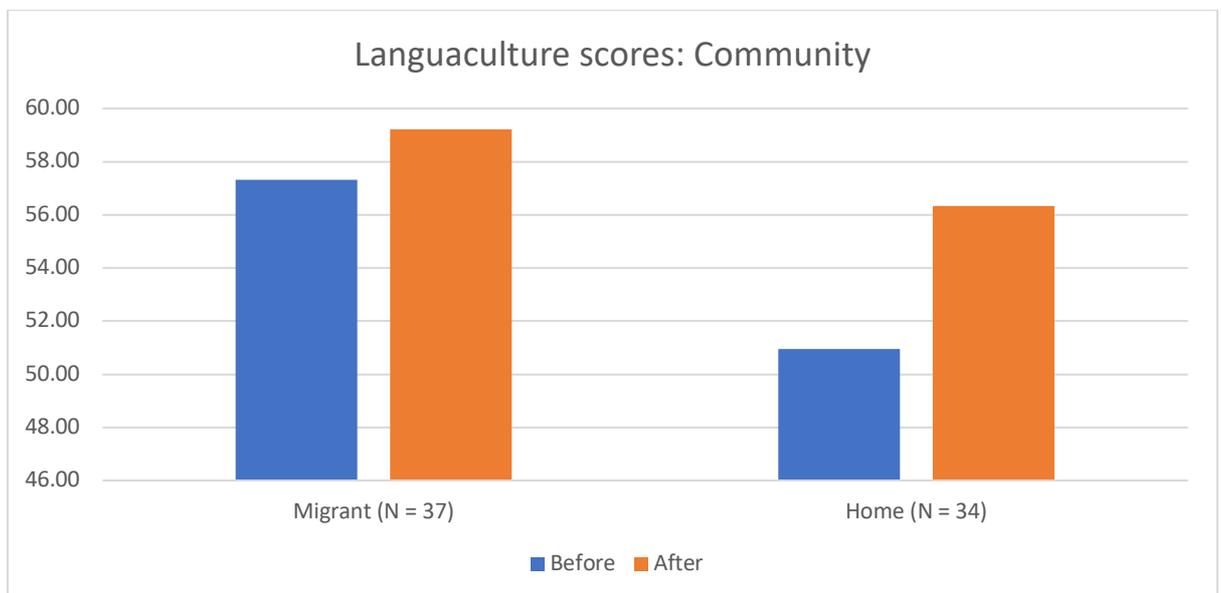
Country	Before	After
ALL (N = 71)	54.27	57.83
Türkiye (N = 11)	56.36	60.64
Finland (N = 13)	56.23	58.46
UK (N = 27)	52.22	55.41
Spain (N = 20)	54.60	59.15



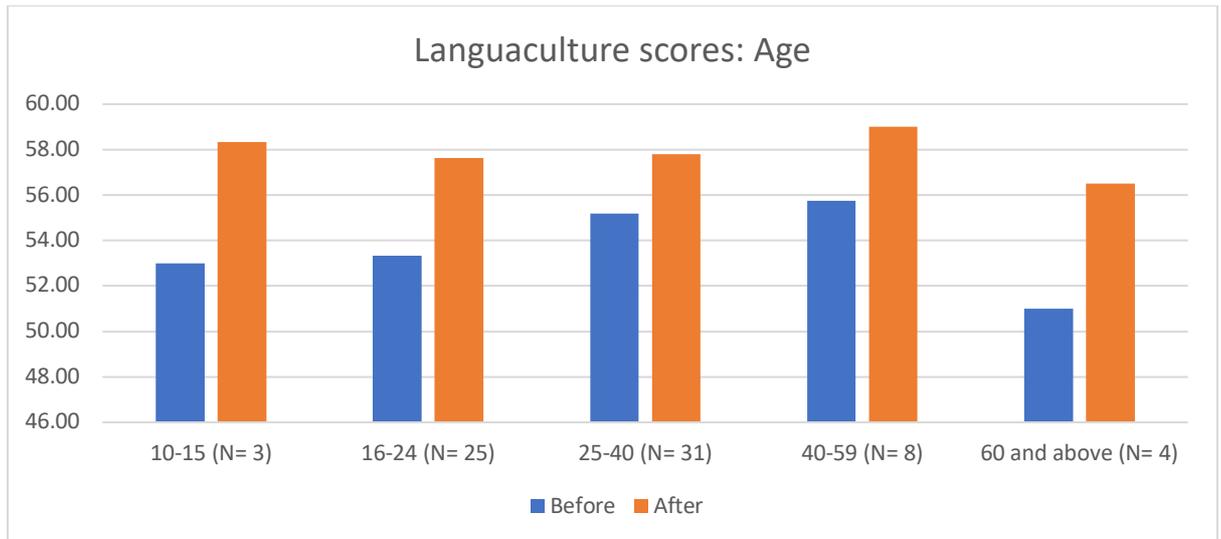
Gender	Before	After
Female (N = 51)	54.84	58.63
Male (N = 18)	53.28	55.89



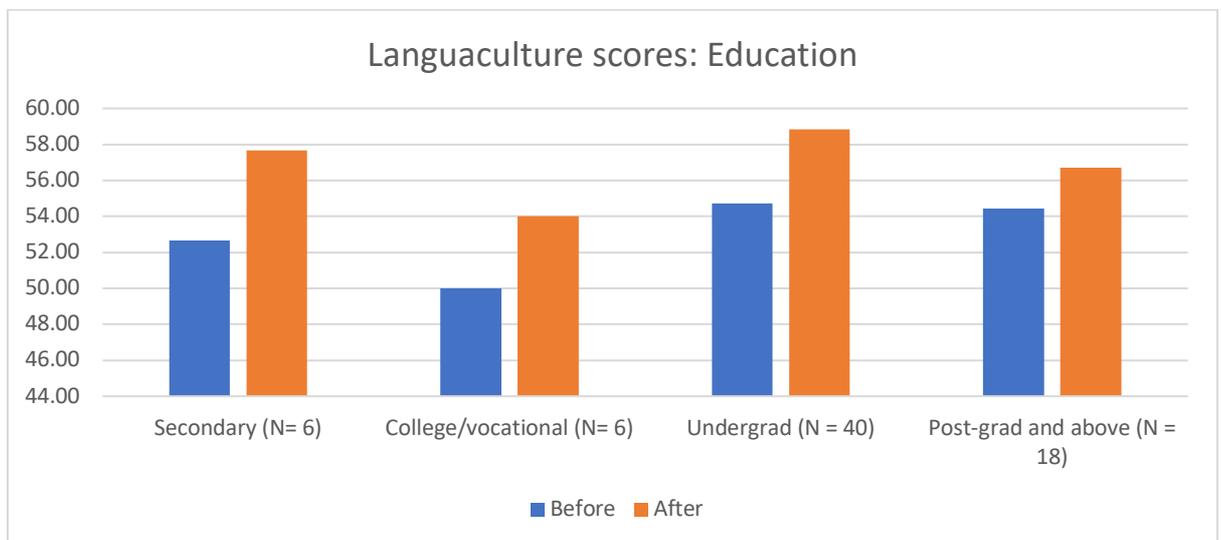
Community	Before	After
Migrant (N = 37)	57.32	59.22
Home (N = 34)	50.94	56.32



Age	Before	After
10-15 (N= 3)	53.00	58.33
16-24 (N= 25)	53.32	57.64
25-40 (N= 31)	55.19	57.81
40-59 (N= 8)	55.75	59.00
60 and above (N= 4)	51.00	56.50



Education	Before	After
Primary (N= 0)		
Secondary (N= 6)	52.67	57.67
College/vocational (N= 6)	50.00	54.00
Undergrad (N = 40)	54.73	58.85
Post-grad and above (N = 18)	54.44	56.72



3.2.2 Heritage languages and cultures (impact on intergenerational migrant families)

● Results

Co-construction of heritage languages and cultures: parent-child interactions

- It is arguable that the ways in which parents chose the contents of their ENACT activities were informed by their own experiences of their heritage cultures. Previous studies showed that parents feel that they might lack opportunities to share their languages and cultures with their children.
- Our study shows that **digital activities** such as the ENACT co-production workshops could act as **catalysts for cultural and linguistic exchange**. They can enable the creation of a structured space for adults and children to share their understandings of heritage languages and cultures.
- Implications for families, community schools and heritage language education providers

3.2.3 Impact on change in definitions of culture

Data from BU, UH and UAB demonstrated participants' changing perceptions and definitions of culture.

Participant BU commented: "Ben kesinlikle böyle sitelerin de faydalı olduğunu düşünüyorum. Sonuçta hani mesela bir anda da izleyerek, bir şey deneyerek kelime veya hani birçok kelime öğreniyorsun ve bence bu çok daha kafada kalıcı kelimeler oluyor. Hani deneyimleyerek bir şey öğrenmek kesinlikle daha iyidir, bizim için yani, yeni bir dil öğrenen kişi için. Türkçeden ziyade biz hani İngilizceyi de kullandık ya, bence bu daha da bir artı oluyor bizim için. Bu yüzden bence gayet güzel ve kullanılabilir bir site yani şuan, öyle." [I definitely think (web)sites like this are useful. After all, for example, you learn words or many words by watching and trying something at a time, and I think these are much more memorable words. You know, it is definitely better to learn something by experience, for us, that is, for a person who is learning a new language. We used English rather than Turkish, I think this is a plus for us. That's why I think it's a very nice and usable site, right now, it is.]

At UH, several people started reflecting on the fuzziness of the boundaries between different cultures, and many found similarities between their original and the target community's culture. For example, Alexandra said: "It was a little challenging to figure out what kind of traditions are actually connected to the Russian culture because many traditions are borrowed from other cultures." Lena commented: "Actually, Russian and Finnish cultures have many similarities."

From the workshops and Co-production workshops held by the Barcelona team, a few people had a tough time with the definition of culture, as many of them had lived in different places around the world. For example, our participant UAB172021 said “Pero ¿Cuál es mi cultura? ¿El lugar en donde nació, en donde viví pequeño o en donde estoy ahora? Siempre he aprendido cosas de los lugares en los que he estado y eso es la cultura, ¿verdad?” “What is my culture? the place where I was born, where I lived when I was a child or where I am now? I've always learned things from the places I've been living and that's culture, right?”

Nevertheless a few responses were given instantly by the participants that lived most of their lives in one country. For example; our participant UAB202021 said: “yo creo que mi cultura es del lugar de donde uno nació, la que le dejan a uno sus padres, de como hacen las diferentes cosas la gente de tu país de nacimiento” “I think that your culture is the place where you were born, the culture your parents had and left you, the way people do different things in the country in which you were born”.

Once the participants finished the workshops, in some cases their definition of culture was different.

UAB362022 “ Yo creo ahora que la cultura, está relacionada con las cosas que sabes de tu país y de los países que has visitado[...]como que somos todos en general un conglomerado de culturas” “I think now that culture is related to the things you know about your country and the countries you've visited [...] It's like we are all, in general, a conglomeration of cultures”.

UAB202021 “No sé qué tanto ha cambiado mi definición de cultura [...] pero ahora creo que estoy más relacionada con otras culturas [...] me explico, no creo que una sola cultura viva en alguien, por ejemplo; yo ahora hago cosas como la gente de aquí, eso no quiere decir que mi cultura haya cambiado, solo que me voy adaptando [...] Ahora entiendo más la cultura de mi pareja, aunque hayamos decidido hacer la actividad sobre mi cultura, he aprendido mucho de ella, de este país, palabras [...] eso me hace más ¿multicultural? No lo sé.” “I don't know how much my definition of culture has changed [...] but now I think I am more connected to other cultures [...] I mean, I don't think that only one culture lives in someone, for example; now I do things like the people here, that doesn't mean that my culture has changed, just that I am adapting [...] Now I understand my partner's culture more, even though we have decided to do the activity about my culture, I have learned a lot from her, from this country, words [...] that makes me more multicultural? I don't know.”

3.3 Impact on awareness of other languages around them: Flower power

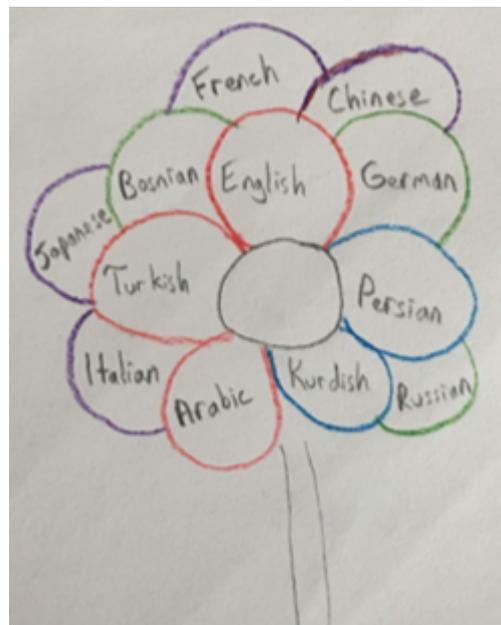
The flower garden activity was designed to ascertain participants' awareness of other languages around them, by asking them to note in different colours the languages that they knew how to speak, understood, and had heard and seen. They completed this exercise at the start of the workshops and again in the final workshop. This was working on the hypothesis that over the course of the workshops, participants would be aware of their exposure to other languages,

primarily Catalan from the St Jordi rose activity, and their partner’s language, but also languages from activities they engaged with on the web app.

One participant from BU demonstrated their increased awareness of both Japanese and Vietnamese, which they were directed to engage with on the web app by trying the origami and edible toy activities in those languages.

Participant BUAYE explained: “Japonca dili eklenebilir yapraklardan birine yani origamide kelimeler güzeldi. O Vietnam hangi dil, tam oalrak bilmiyorum hangi dili konuştuklarını ama o da yapraklara eklenebilir, çiçeğin yapraklarına.” [The Japanese language can be added to one of the leaves, namely origami, the words were beautiful. What language is that Vietnamese, I don't know exactly what language they speak, but it can also be added to the leaves, the petals of the flower.]

Their amended flower from the final workshop (below) shows they have included Japanese on the outer petals but have not added Vietnamese.



BUAYE flower 2

Each of the participants completed a flower in the initial workshop and amended the flower in the final workshop. At UNEW several examples were extracted for further analysis.

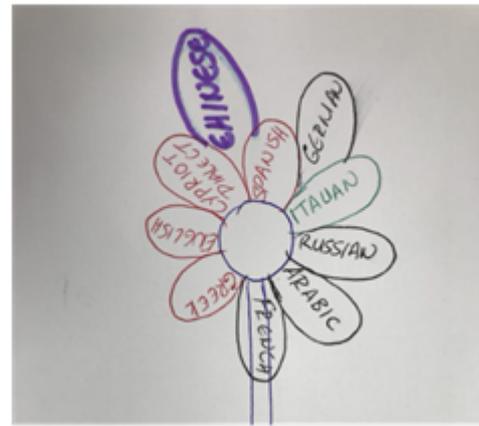
UNEW2109 and UNEW2110:

UNEW2109 was a native English speaker with a Welsh background, though she didn’t actually speak Welsh. UNEW2110 was a speaker of the Greek Cypriot dialect. The pair worked together on a Welsh daffodil activity, with UNEW2109 sourcing the vocabulary items and sound files from a family member who spoke Welsh as a first language.

Their flowers were analysed and the data is shown in the table below:



UNEW2109 flower 1



UNEW2110 flower 1

	Flower 1				Flower 2			
	<i>Speak</i>	<i>Understand</i>	<i>Heard</i>	<i>Seen</i>	<i>Speak</i>	<i>Understand</i>	<i>Heard</i>	<i>Seen</i>
UNEW 2109	English	Spanish	Welsh	Polish	English	Spanish	Welsh	Polish
English (Welsh)	French		Italian	German	French		Italian	German
	Mandarin			Japanese	Mandarin			Japanese
				Arabic				Arabic
								Catalan
	<i>Speak</i>	<i>Understand</i>	<i>Heard</i>	<i>Seen</i>	<i>Speak</i>	<i>Understand</i>	<i>Heard</i>	<i>Seen</i>
UNEW 2110	English	Italian	Russian	Chinese	English	Italian	Russian	Chinese
Greek Cypriot	Greek		German		Greek		German	Welsh
	Cypriot		Arabic		Cypriot		Arabic	Catalan
	Spanish		French		Spanish		French	Finnish
								Swedish
								Turkish

The participants were asked about the additions to their flowers during the final workshop.

UNEW2110: “Yes, so I added the Catalan, because of the language from the first video that we watched, and I mean I knew about them, but when we started doing the flower it goes, you know the language that you speak the language that you know but don’t speak.

And yeah Catalan, for some reason it didn’t cross my mind, I mean I speak Spanish but yeah like I deleted them from my mind.

Then it goes Welsh and I know that hearing it and the UK Welsh people speak different language, but again I took the official language of the country. But through the cultural activity with Ashley that she has a background in. Now I remember it I saw from some

videos that we watched in Vietnamese. Again, I know that the country has a different language, but when I'm thinking of Asian people or whatever immediately the language that comes to my mind, is Chinese maybe. it's the biggest country.

And there were the same in the same line goes Japanese like with mummies and Turkish from your cultural video and again Turkish or similar topic. And it's a country close to embark yeah for some reason. yep and then the two other languages is Swedish and Finnish, but I don't know why I just did it just came to my mind, now that we're putting languages. I mean, it's because, especially with these, then I know that Swedish people they can talk English, at the same time. So maybe that's why I forgot about them, but I don't think I've ever heard anyone speaking Swedish or Finnish, I have here and they are very difficult, I mean my head. But I don't think I've ever heard anyone talking, you know Swedish.”

UNEW2109: “**And so I added Turkish as well from your activity. I also added Catalan as well, and then Russian because I think another activity that we watched was in Russian.** And, and then I also added Greek and Cypriot dialect as well [*these do not seem to appear on her second version of the flower but the quality of the zoom screenshot is poor*] and yeah I didn't think about again I didn't think about like Finnish and Swedish, but they are also languages, but I could have written down as well, I think.”

ENACT researcher: “You remember hearing UNEW2110 speak any Cypriot, Greek Cypriot?”

UNEW2109: “**I remember she taught us a few words, at the very beginning, but it all seems quite distant. I remember, we were doing something like with our mouths like me to make a particular sound, but I can't remember.** That was something I'd not heard before, it was the first time, I would have never remembered that.”

UNEW2111 and 2112

UNEW2111 was a native English speaker, while UNEW2112 was a native Farsi speaker. They produced an activity in Farsi together. Their original flowers showed a good range of languages, and the table (below) show UNEW2111 added six extra languages, including Farsi, while UNEW2112 added three extra languages in the “heard/seen but not understood” category.



UNEW2111 flower 1



UNEW2112 flower 1

	<i>Speak</i>	<i>Understand</i>	<i>Heard</i>	<i>Seen</i>	<i>Speak</i>	<i>Understand</i>	<i>Heard</i>	<i>Seen</i>
UNEW 2111	English	German	Japanese	Irish	English	German	Japanese	Irish
English	French	Italian	Dutch	Welsh	French	Italian	Dutch	Welsh
	Spanish		Greek/ Cypriot	Arabic	Spanish		Greek/ Cypriot	Arabic
								Spanish
								Catalan
								Turkish
								Vietnamese
								Japanese
								Farsi
	<i>Speak</i>	<i>Understand</i>	<i>Heard</i>	<i>Seen</i>	<i>Speak</i>	<i>Understand</i>	<i>Heard</i>	<i>Seen</i>
UNEW 2112	Farsi	Arabic	Russian	Gaelic	Farsi	Arabic	Russian	Gaelic
Farsi	English		Chinese	Welsh	English		Chinese	Welsh
	Arabic		Dutch		Arabic		Dutch	Turkish
	French		Italian		French		Italian	Vietnamese
			Japanese				Japanese	Catalan

The participants explained their additions, particularly mentioning Catalan, which they both added after completing the St Jordi activity together. UNEW2111 made an important point about the differing perceptions of “knowing” a language, and if learning six words through engaging in an activity could be defined as “knowing” the language or simply now recognising or being aware of the language:

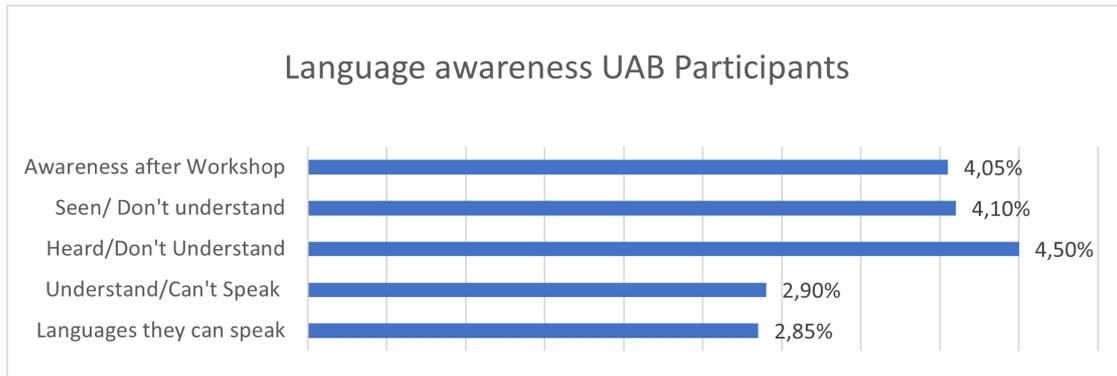
UNEW2111: “We watched the rose video for Catalan, yeah because, **for the sake of six words, I would still say I don't speak Catalan. But I have seen Catalan and I've heard Catalan, so I think I can add it.** Also now **Farsi I'm not sure I've ever seen it, well if I'd seen Farsi written I didn't know that's what it was, and so now, I can say that I've seen it and I've heard it and I don't understand it** apart from “sip” [attempt at one of the Farsi words on the activity].

[On the app there's] an introductory video and you learn a bit more about it, and then do the activities, but I would say, for learning, for me it doesn't really work because **I can remember quite a lot of words from Farsi because we did it** but some of the videos we watched like the Catalan one, I still can't remember any words from so for learning for me, not great.”

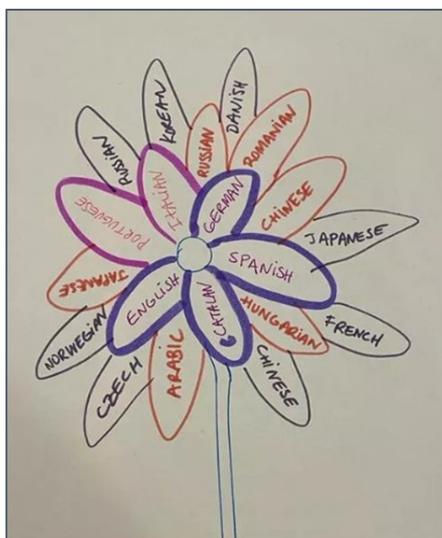
Our Barcelona team held 10 workshops in total, which gave them enough data to analyse the awareness their participants had from the beginning of the workshops and at the end of them. As explain at the beginning of this chapter, the participants were first asked to draw a petal per each language they could speak, understand but couldn't speak, heard but do not understand and finally seen and do not understand. In the final session of the workshop, they were asked again to rethink about their answers regarding the languages they were surrounded by and add

as many petals or flowers, not attached to the original one but instead as flowers growing in their language garden.

We have compared this data out of our 20 participants in the workshops, and as seen in the following graphic the average of languages added in each flower increased by four, which some of them told us was related to the use of the activities in the app.



Our participant UAB252021 said: “yo voy a poner el de la primera actividad que vimos en turco, porque me gustó mucho como suena. Nunca he estado en Turquía, pero me puedo animar a ir...” [I'm going to draw one petal from the first activity we saw in Turkish, because I liked the sound of it. I have never been in Turkey, but I may be encouraged to go....] we can see her flower in the following picture.



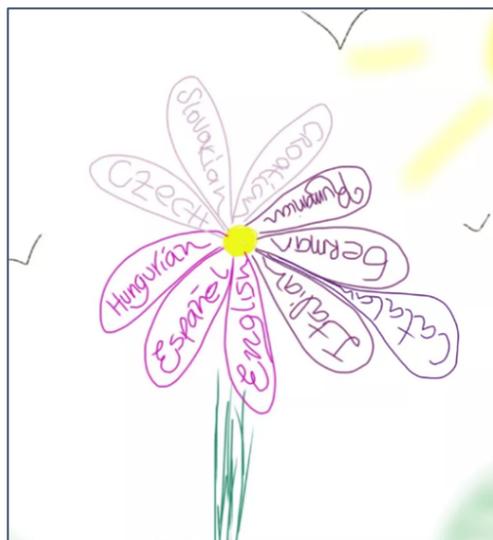
Flower UAB252021



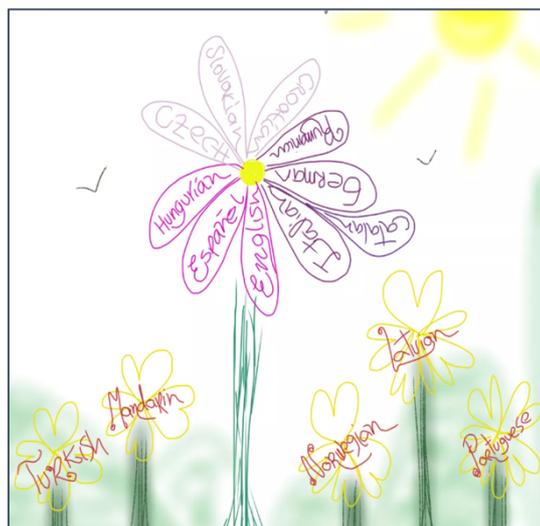
Garden UAB252021

Another participant did the same once she saw that the activities in the app open her eyes to knew languages she had never heard before. “me agrada mucho estar en contacto con otras lenguas, como la actividad en turco, pero me gusto más saber que el video que vi para aprender, practicar su lengua está relacionado con su cultura. ¡Al final es lo que me interesa, sabes!” (UAB262021) [...I really like to be in contact with other languages, like the Turkish

activity, but I liked even more to know that the video I watched to learn, to practice their language is related to their culture. In the end, that's what interests me, you know!...]

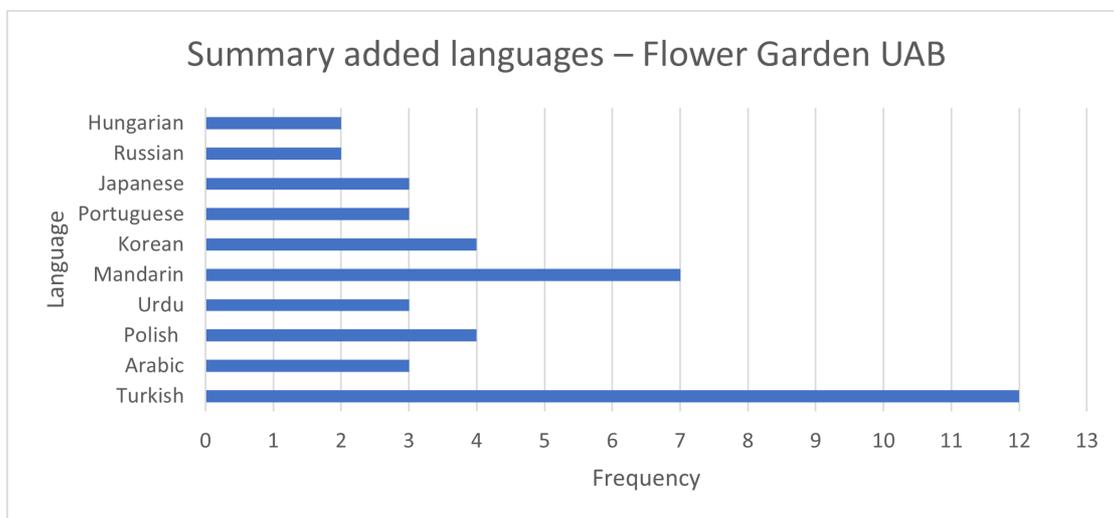


Flower UAB262021



Garden UAB262021

On average, twelve of our participants added Turkish as a “new” language into their flower garden, nevertheless other languages were also added in their gardens as we can see in the following graphic.



As a summary, the most added languages were Turkish, Mandarin, Korean and Polish. Although other languages were added, we are certain these three first languages are related to the activities the participants interacted with on the app, as most of them continuously said when drawing the garden, that they wanted to draw a petal or a flower with the name of the language they practiced in the first workshop session.

UAB292021 “...Yo voy a poner la del turco y la del origami, ¿qué lengua era? Lo voy a mirar...” [I'm going to draw one for the Turkish one and the origami one, which language was it? I'm going to check it up...]

UAB392021 “...*La de Ruso, como que escuchas cosas, pero nunca te pones y dices a ver como es... esa actividad la hicimos al principio, ¿verdad?...*” [...The Russian one, you kind of hear things, but you never get into it and say; let's see what it's like... we did that activity at the beginning, didn't we? ...]

UAB372021 “...*A mí es que la actividad de origami me ha gustado mucho, no me ha salido como en el video, pero igual voy a dibujar el pétalo...*” [...I really liked the origami activity, it didn't come out like in the video, but I'm still going to draw the petal...]

3.4 Impact on languaculture: changes in attitudes/perception towards other cultures and languages

Qualitative comments were analysed from participants across the partner universities regarding their attitudes and perceptions towards other cultures and languages.

Data from BU

One participant's (BUIOK) response to the question about languages he recognizes but does not understand: “Mesela ülkemde Fula diye bir dil var. Ondan sonra yani, okulda Rusça ve Almanca çünkü bazı arkadaşlar, ben yani uluslararası bir okula gittiğim için bazı arkadaşlar Rusça konuşuyorlar, Almanca ve ben çok merak ediyordum, yani konuşmak isterdim ama konuşamıyorum bilmediğim için.” [For example, there is a language called Fula in my country. After that, I mean, Russian and German at school because some friends, I mean some friends speak Russian because I went to an international school, German and I was very curious, so I would like to speak but I can't because I don't know.]

Another participant, BUAYE, commented: “Ben de Rusçayı biraz anlayabiliyorum sokakta. Bir de bu Balkan ülkelerinde ben, Balkanlara da gitme imkanım oldu. Orada da birbirine benzer diller, yani konuştuklarında anlayabiliyorum da az çok artık, hangi ülkelerde olduğunu ama tabii ki kelimelerin manalarını yükleyemiyorum.” [I can understand a little bit of Russian, too. And in these Balkan countries, I had the opportunity to go to the Balkans. There are similar languages, that is, I can understand them when they speak, more or less, in which countries they are, but of course I can't load the meanings of the words.]

Data from UH

Many participants were happy to be able to engage in a cultural activity with a target language community member, so that they could practice their language skills without having to engage in “formal learning”. The participants valued the opportunity to speak Finnish casually, without the focus being on their language proficiency and its development. Enact was found as a fun way to do this, as Olga puts it: “ENACT is like TikTok, but for people who want to study languages” and “The app is a kind of direct democracy because it allows everyone to produce their cultural artefacts”.

Data from UNEW

Different participants reported different changes in their attitudes and perceptions. The intergenerational pairs shared a common culture through their heritage and family, but both partners did not have an equal understanding or experience of that culture, or equal knowledge of the heritage language. This meant that as they created an activity together, the child partner was learning more not only about their shared language and cultural heritage, but about their parent's personal history and attitudes towards their shared cultural heritage. Together, they learnt about other cultures and languages through engaging in the activities on the web app, such as the Catalan St Jordi festival, or origami in Japan.

Examples of their change in attitude and perception of other languages and cultures included:

UNEW2101: "I hadn't a clue what Catalan was before that, I thought it was like some sort of dance or some sort of thing, I didn't know it was a language... because I didn't know it was a language and but now that I know that it's a language and I guess, I was surprised that it, how much kind of a mix between Spanish and French it is because I got lots of French words and lots of Spanish words."

The participants were also asked to complete an anonymous "final thoughts" survey on the overall experience of taking part in the ENACT project, and again, there were comments which reflected a positive change in attitudes and perceptions towards other languages and cultures as a result of being part of the project:

"I liked learning in a relaxed atmosphere, I really enjoyed talking to people from different countries with different cultures"

"Learning new words and using those words [was difficult] but learning their culture was very good idea."

"The association of vocabulary presentation and reinforcement through matching it is a good way to build confidence and curiosity in discovering more about the language."

"I liked how it was very simple to learn other cultures and languages."

"I really enjoyed talking to people from different countries with different cultures."

Data from UAB

During the co-production workshops held by the Barcelona team we could notice changes in the perception of culture and language throughout the different participants. Not only did they acknowledge the languages that they were surrounded by, but also the different cultures that nowadays are immersed in our daily lives. Data from our first co-production workshop training week showed the change in perception about culture and how much they liked to learn about it together with the language.

UAB022021 "*...I have been able to learn different ways of understanding culture and my knowledge has expanded. Likewise, I have asked myself some things that perhaps I would never have questioned, such as what culture is [...] and what association it has with language.*"

UAB042021 “...Getting in touch with different people from different cultures always helps, but by participate personally and do such cultural activity yourself gives you a completely different experience...”

UAB062021 “...I gained cross-cultural communication skills by discussing language and cultural issues with members from different cultures...”

In an early stage of the project, during our co-production workshops training week, we could notice the change on perceptions the participants had, as well, regarding their culture and their partner’s culture value. This data comes from the portfolio the participants from the Autonomous University of Barcelona did.

“Although we are in a culture, many times we are not aware of it, and we do not value it as it deserves. In this week I have seen that cultures must be valued; it is the greatest source of wealth that we have” OC

“My partner and I we were talking about the culture questions, and through our discussion and sharing, I became more open-minded and respectful for diversity, intercultural understanding, cultural expression and intercultural etc. And I also had embraced the idea that one can be multi-cultured.” TLi

“By attending this training and interacting with participants from different countries and cultures, I have become more confident, and I am more courageous in expressing my views and ideas because I have learnt the importance of diversity and that everyone is equal and important.” XT

Throughout the following co-production workshops, one of our amins was to see if this changes in perception we saw in the training week, were going to be visible as well. Pairing a Spain-based participant with a migrant participant helped us to see the pre-conceptions they had about the other persons’ culture, as well as the change it could have, regarding attitudes and awareness, using our here is where I draw the line survey. Some of the comments they made showing these changes are included.

UAB302021 “...Conocer otras culturas [...] cambia la forma de ver el mundo, no toda la gente piensa igual, ve la vida de otra manera y tiene otras herramientas para resolver problemas. [...] Una vez aprendes un idioma es más fácil aprender sobre la cultura del otro, esta actividad me ha confirmado eso...” [Knowing about other cultures [...] changes the way you see the world, not all people think the same way, they see life differently and they have other tools to solve problems. [...] Once you learn a language it is easier to learn about the culture of others, this activity has confirmed this for me.]

UAB292021 “...Yo creía que las estaciones existían en todos los lugares del mundo, pero no es así, nunca me lo hubiese cuestionado. mi pareja me ha enseñado eso jen su país no hay! y la concepción que tenía de su cultura ha cambiado, no solo por lo de las estaciones, pero porque no creía que tuviésemos cosas tan similares...” [...I thought that seasons existed everywhere in the world, but they don't, I would never have questioned it. My partner has

taught me that, in her country there are none! and the conception I had of her culture has changed, not only because of the seasons, but because I didn't think we had such similarities in our cultures...]

UAB392022 “...A lo mejor volviendo a lo que hablábamos el primer día, acerca de conocer una cultura, conocer su lenguaje [...] Conocer otro lenguaje es conocer también un poco de la cultura. Porque bueno, sí es una forma, es una parte de la cultura, de la manera en que se expresa la gente de otros lugares. Y es como conocimiento y eso es lo que siento ahora, que tengo más conocimiento. ¡Eso me gusta!...” [...Maybe going back to what we were talking about on the first day, about knowing about a culture, knowing its language [...] To know another language is also to know a bit of their culture. Because, well, it is a form, it is a part of the culture, and a way people from other places express themselves. And it's like knowledge, and that's what I feel now that I have more knowledge. I like that!...]

UAB232021 “...Pienso que personalmente, es como que de cierto modo te lleva a como expandir tu conocimiento, pero de una forma en la que [...] Me explico, hay palabras en inglés que por ejemplo no existen en español o en catalán, y de cierto modo ahora tienes la habilidad de expresar este pensamiento que de otra forma no podrías por que no existe en tu idioma nativo. Entonces de cierto modo intentar que tu capacidad de razonamiento se expanda, a través del lenguaje de esa cultura. Es una de las cosas que más valoro de este taller...” [... I think personally, it kind of leads you in a way to kind of expand your knowledge, but in a way in which [...] I mean, there are words in English that for example don't exist in Spanish or Catalan, and in a way now you have the ability to express this thought that otherwise you wouldn't be able to, because it doesn't exist in your native language. So, in a way you are trying to expand your capacity of reasoning, through the language from that culture. This is one of the things I value the most about this workshop....]

4. Language learning gains

Impact on participants language learning gains were explored after engagement with the cultural activities on the ENACT web app (a focus on vocabulary learning), and during co-production of cultural activities using conversation analysis. Impact was overwhelmingly positive, which can be seen in the following figures. Once published, our research manuscripts focusing on these impacts will be available on our project website.

Although the language isn't

Although the language isn't the same, it's lovely to share St George (our patron saint) with the people of Barcelona. I wish we could celebrate St. George's day in the sunshine like them.

Image:

[Log in or register](#) to post comments

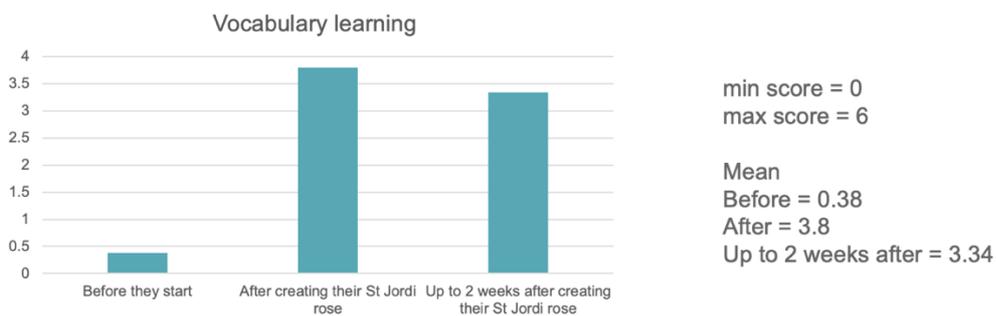
Creating 'Rosa de Sant Jordi' & Learning Catalan

this was really enjoyable! I

this was really enjoyable! I learned that some words in Portuguese are similar to Spanish in their spelling, however, some of the vowels seem to be pronounced differently. Often the 'e' sounds more like an 'a'!

ENACT Results

Learn vocabulary (N=28)



Paired samples t-test results indicated that for the ENACT group, there was also a statistically significant difference between the pre- ($M = 0.38, SD = .69$) and post-test scores ($M = 3.80, SD = 1.67$), $t(27) = -11.50, p = .001$ as well as the pre- ($M = 3.45, SD = 1.11$) and delayed post-test scores ($M = 3.45, SD = 1.11$), $t(27) = 4.00, p = .001$.



● ENACT Results

Vocabulary learning

Form: spelling, pronunciation, syntax

Meaning: memorable (multimodal & multilingual)

Use: in context, meaning-focused, outcome-oriented task

<https://enacteuropa.com/?q=node/103> (Turkish carpet)

What I have learnt about the language is that they **use different letters**. Well, they use like signs (I don't know the name) in the top of the letters. I would like to know the reason and how the **pronounce** them.

<https://enacteuropa.com/?q=node/58> (Origami - Japanese)

I've learnt **what words are used** to describe the process of making origami, such as "kami" or "oru". Moreover, I was able to learn some new Kanji **while reading the subtitles** of the video. It was really interesting to **learn new vocabulary and sentences** while engaging in a fun activity. I am sure that **I will now remember the words better** than if I would have only read a text or listened to an audio file.

<https://enacteuropa.com/?q=node/79> (Sant Jordi)

I have learnt a lot about the festival of San Jordi, and it really makes me want to visit Barcelona and experience it myself.

Very well made activity video, **even though I don't speak a word of Spanish, it was very easy to follow it. And the outcome was beautiful! :)**



CULTURA SÄÄTIÖ



Co-funded by the
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of the European Union



● Results

Language learning (while creating activities together)

- Language learning gains in enact workshops:
A conversation analytic perspective

University of Helsinki

Anna Sundqvist, Lari Kotilainen & Salla Kurhila

- ENACT workshop environment creates needs for using certain linguistic elements
- ENACT offers various resources for conveying meaning
 - e.g. the object of the activity, the laptop, notes, their own bodies, and their co-participants
- ENACT provides a multifaceted ecosystem that both motivates and supports learner agency



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5. User evaluations of the ENACT web app (engagement, creation and online community interfaces)

We produced an evaluation form of the web app that participants will complete following the co-production workshops to evaluate the engagement, creation, and online community interfaces of the web app. We used materials evaluation tools used in other projects, such as Linguacuisine (<https://linguacuisine.com>), and CSLW (www.cslw.eu). At UNEW, this was carried out in collaboration with the School of Computing Science.

The web app was built using task-based language pedagogy and with two understandings towards interculturality: culture as facts and information; and culture as semiotic practices.

● ENACT Results



Linguaculture: Culture as facts and information

As an online repository (OER): since an ENACT activity focuses on **material productions, things that are tangible and easy to talk about.**

- Objects: St Martin's Lantern, Evil eye, Welsh daffodil, Mardi Gras mask
- Festivals: Maschera di Carnevale, religious celebrations (Christmas, Yalda)
- Arts & crafts: paper-cutting, calligraphy
- Food & drinks: Teas, coffees, dumplings
- Dances: Hoyo hoye (Eritrean), Chobi (Iraq), Halay (Turkey)
- Sports & games: Cricket, playground games

● ENACT Results



Linguaculture: Culture as semiotic practice

Seeing culture as a 'symbolic system' captures the subjective nature of **culture with attention on the individual and their personal trajectory.**

e.g. making a scarecrow

Telling others about personal experiences as a person in the UK who grew up in a farm



We asked the users for feedback with an online form with both numeric and open-ended questions about the usability and usefulness of the ENACT app. In total, 91 participants filled out the form. The feedback was generally very positive; the numbers and text answers show that the users were content with the app.

The first part of the feedback form focused on engaging with the activities created by others. We were especially interested in the participant’s views on the different (pedagogical) steps of the app: the introduction and the vocabulary section before the activity, and the vocabulary test after the activity. In addition, we asked about their opinions on the interactivity of the content.

The steps were all seen as important for learning. The questions, alternatives, and the answers can be seen in the following tables:

What did you see as the main goals of the introduction before the actual activity?	Number of participants
get me motivated to learn about the activity	60
learn about the context of the activity	54
no benefit / waste of time	0

What did you think of the vocabulary section before the activity?	Number of participants
very useful	15
useful	36
somehow useful	32
not useful	1

What did you think of the test after the activity?	Number of participants
helped me learn and remember new words	51
helped me reflect on my learning	44
made me return to the content to reinforce my learning	43
waste of time	0

The participants were also asked about their thoughts on the interactivity of the content in the ENACT app. The results show that the interactive content is more engaging (43 participants chose the option “the interactivity made me more engaged”) and benefits the learning process (63 “interactivity helped me learn more” answers). A minority of participants reported drawbacks of the interactivity, with 6 participants preferring the non-interactive option and 10 choosing the alternative “the interactivity just made the activity longer”.

In the second part of the feedback form, we gathered feedback about the creation process: how well is the app suited for creating own activities. This part also shows positive overall scores. Especially, the level of clarity of the instructions given during the activity creation process was seen as sufficient:

level of clarity of the instructions given to guide you through the activity creation process	Number of participants
very satisfied	26
satisfied	30
neutral	6
not satisfied	3
Total	91

However, creating different content types was seen as challenging by some users. While third (33/91) of the participants did not report problems with any of the content types, the interactive videos (30 users) and the virtual tour 360s (21 users) were seen as the most challenging. The rest of the content types were relatively easy, with less than 20 % of the users reported experiencing problems with them: image pairs (15 users), image hot spots (13), course presentation (12), image sequencing (5), and single choice set (3). On the other hand, the various content types were also seen as the app's strength. As shown in the following table, the users mainly were “very satisfied” or “satisfied” with all of them:

How satisfied are you with the use of...	very satisfied	satisfied	neutral	not satisfied
– an Interactive Video or a Virtual Tour 360 to give users an idea of what your activity is all about?	27	38	16	1
– Image Hotspots or Course Presentation to teach key vocabulary for your activity?	34	33	11	1
– Interactive video or Course Presentation to demonstrate how to do the activity?	32	36	10	1
– Image pairing (and optional Image Sequencing or Single choice set) to test how much users learned about your activity?	40	28	11	0

- App evaluation form: qualitative data

On the whole, the users indicated that the app provided sufficient structure for creating language learning tasks. Aspects that were highlighted were: the fact that it was simple, intuitive and concise. This was indicated to be of importance for users who were not accustomed to creating language learning the activities (“anyone [was] create a learning activity regardless [sic] of their experience”). As one participant put it, “making the activities [was] quite enjoyable once I got into the flow of the creative process”. On the other hand, this simple step-by-step workflow was also mentioned as potential hinderance since the users could not move back and forth in the steps. Having to complete each step implied having the entire task structure very carefully planned beforehand and it was stated that re-

doing parts of the tasks was somewhat complicated. The lack of options of specific language texts was also mentioned (e.g. no possibility of using pinyin).

Others pointed out how having access to instructions, especially video-narrated ones, helped them to understand better how to create the activities. At the same time, it was brought out that there were some more technical aspects that were a bit difficult to navigate for some of the users. For instance, the uploading of videos and adding hotspots to them required more sophisticated digital knowledge than all of the users felt comfortable with. Other problems were exacerbated by the context in which the participants were working. In cases where the Internet connection was not optimal, the users expressed frustration in the speed and agility of uploading content and getting the task sequences saved.

Some other points for improvement had to deal with the limitations of the types of activities that could be created. "The structure seems to be more suited to explaining fairly simple things and teaching basics in languages, which can feel limiting." Users suggested other types of activities such as spelling games or links to external social media related to the task such as a drawing board, to have 'fill in the blank' type of activities as well as activities that helped the learner understand the grammar and not just learn vocabulary. Limitation of task types was also mentioned regarding the post-task activity. "Limited options [...] may not fit every type of activity." Including a 'mini' quiz on cultural aspects was also suggested. Finally, there was a call for the website and app to be "a bit more modern to make it more appealing to younger generations". As one Turkish user put it, the site was a bit "*amatörceydi*" (amateurish).

There were several aspects which the users highlighted that indicate that this language learning app unique. For several users, learning languages this was a 'new experience' for them and even helped them to reflect on how to be better language learners. "[...] *tekrarın önemini bir görmüş oldum. Etkinliği yaparak ve kelimeleri kullanarak öğrenme*". (I have seen the importance of repetition. Learning by doing activity and using words). The users mentioned many specific features of the app that they felt were positive: being able to learn in a relaxed atmosphere, getting to interact with people from different countries with different cultures, being able to take part in the creative end of these types of learning activities and getting the chance to share their own 'beautiful mother tongue' and cultures with others.

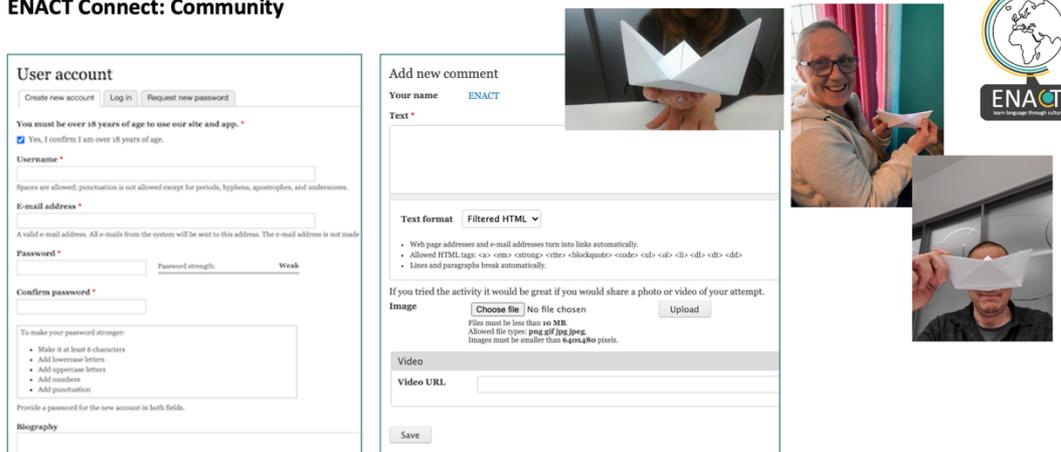
Apart from learning about language and culture, users also felt they had progressed in their abilities to create online content. "Even [if] we are not the expert of computer, we can still create interactive websites which make us a sense of achievement. I am so glad that I have an opportunity for joining this activity. Its experiences inspire me to think of the roles of learners and designers. Thank you :=)".

6. Participant engagement with the online community

We collected a range of data directly on the web app to evaluate participant engagement with the online community. Please see the policies section of the web app for details: <https://enacteuropa.com/?q=policies>

Users actively uploaded their own re-enactment of the cultural activities they engaged with. They also left many comments which can be found on the comments section of each activity on the LEARN interface of the web app: <https://www.enacteuropa.com/?q=all-content>

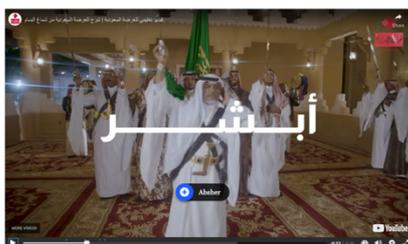
ENACT Connect: Community



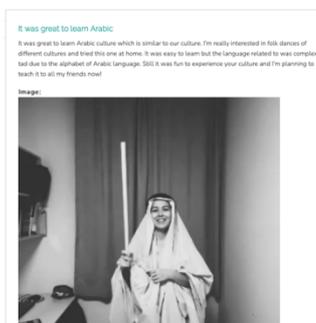
We used social semiotics (Bezemer & Kress, 2016) to explore participants transformative engagement with the OER by qualitatively exploring the transformative processes in their re-enactments of the cultural activities and on their comments on the web app. We observed that participants demonstrated various instances transformation, transduction, and mimesis in user responses. Their responses involved written comments, or audio-visual comments in the form of pictures/videos of their appropriation of the cultural activity.

Cultural representations of users on the ENACT web app

Interculturality: culture semiotic practices: re-enactment



- Something I do
- Signs chosen for re-enactment as the essence of the dance: key object (sword) and clothes
- Missing: movement (apt mode chosen: image not video)



7. Participant evaluations of the learning, teaching, and training events: impact on HE students, HE staff, and NGO staff

We ran co-production workshops in all partner countries to produce the Open Educational Resources (OER), in other words, the cultural activities you find under the LEARN tab. To facilitate the co-production workshops, we ran a 2-week online training for higher education students, higher education staff, and staff from Non-governmental organisations.

Our training content is freely available on

Canvas: <https://canvas.instructure.com/courses/4121803>

The training requires 12 hours of synchronous attendance on Zoom and 18 hours of asynchronous self-study on Canvas.

This facilitator training was an essential component of our inclusive higher education system model:

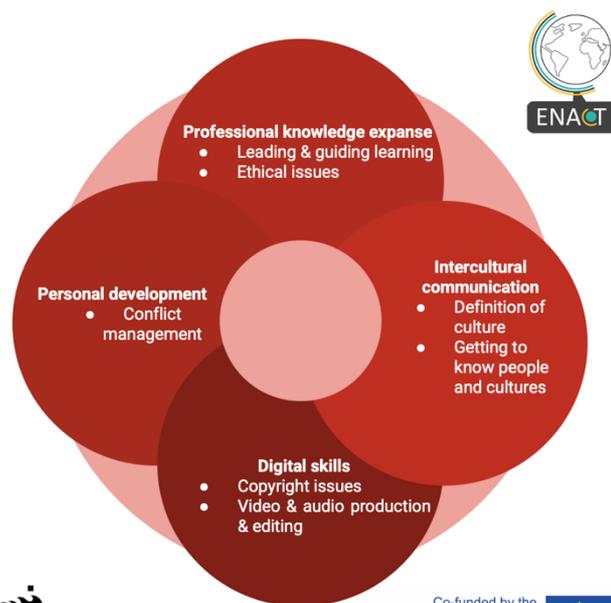
Results

Inclusive higher education systems (Boğaziçi University)

- Promoting Collaborative Service Experience via ENACT App in Higher Education: Turkey Case Study

Elifcan Öztekin, Sumru Akcan, Belma Haznedar

main areas of ENACT involvement for facilitators



To evaluate the training and understand impact on participants, we asked all participants (C1: HE students, C2: HE staff, C3: NGO staff) to keep a **multimodal portfolio** with daily entries (Appendix 6). This involved:

- anecdotes (photos, short video recordings, short texts)
- to be collated in a simple form (e.g. on an app on their phones)
- guided by a few questions to help them reflect on their gains and intercultural experiences

- and asking them to give examples, and as much detail as possible related to what happened, when, how they felt, what they thought, etc

We also used Likert-scale questions to obtain **general evaluations of the training**.

1. Please rate your overall satisfaction with this training.
2. Please rate your satisfaction with this training in terms of international collaboration opportunities.
3. How valuable was this training to develop your transversal skills?
4. How valuable was this training to develop your team working skills?
5. How valuable was this training to develop your research skills?
6. How valuable was this training to develop your field-specific skills?

7.1 Targets of the LTTA

We aimed to recruit 5-10 HE students, 2-3 HE staff in each partner HE institution (up to 40 students and 12 staff in total), and 2 members of non-governmental organisations in each partner country (8 in total) who wish to engage with immigrant groups in their community by facilitating co-production workshops, and develop their digital skills, intercultural communication skills, and other relevant transversal skills, such as creativity, and translation. These characteristics will be identified through self-reports. All participants will be volunteers. HE students will facilitate the co-production workshops (IO 5), take part in a training event (C2), provide linguistic support (IO 4), and contribute to dissemination (E1-4).

7.2 Participant numbers achieved

50 trainee attendance certificates
22 digital skills competence certificates

	HE students	HE staff	NGO / school staff
BU	10	4	1
CF	N/A	N/A	1
HU	8	3	N/A
UNEW	10	3	2
UAB	7	2	-

7.3 Data Summary

Type	Amount	Stored at
Digital skills	52 responses (both pre and post)	On Teams > LLTA folder > data
Flower power	21 responses	https://padlet.com/mdooly/jeuixlkrf6hejiig
Flower garden	2 responses	https://padlet.com/mdooly/flowergarden
Here is where I draw the line - pre (what do you think about language and culture)	35 responses	On Teams > LLTA folder > data
Here is where I drew the line - post (what do you think about language and culture – part 2)	12 responses	On Teams > LLTA folder > data
New activities created on the app	23	List of pairs who worked together: On Teams > LLTA folder > data
Co-production recording	1 from Simin (UNEW) and Ülla (UH) – 72 minutes	On OneDrive folder for enacteuropa Newcastle account: direct link to the video
Trainee portfolios	18 responses	On Teams > LLTA folder > data
Training evaluation survey	16 responses	On Teams > LLTA folder > data
Web app feedback survey	8 responses	On Teams > LLTA folder > data
3 & 5 March responses	Responses from the participants in the live session	On Teams > LLTA folder > data
Understanding relationships and conflict management	8 responses	On Teams > LLTA folder > data
What do you think? 2 March session, Culture and interculturality questions	28 responses	On Teams > LLTA folder > data

7.4 Evaluation

1) Co-production scenarios: [See 5 March activity on Canvas](#)

Scenario 1 - Where both participants create their own activities and give each feedback:

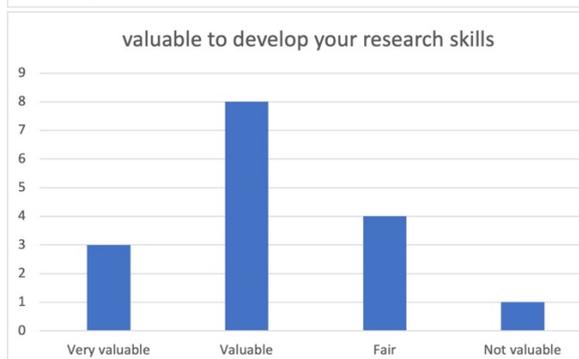
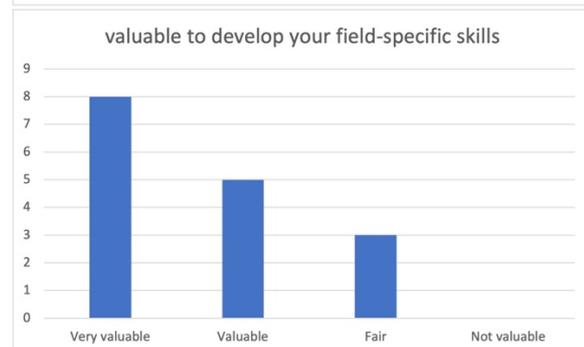
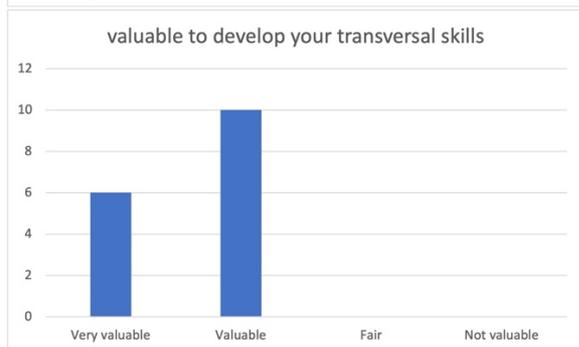
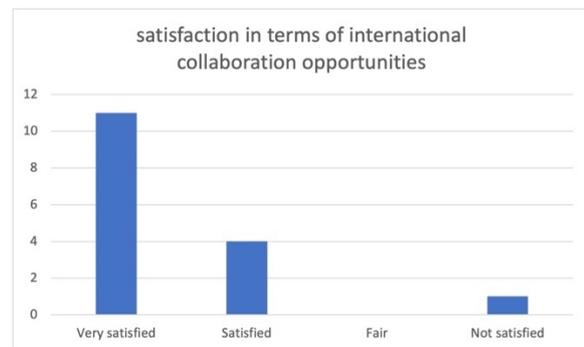
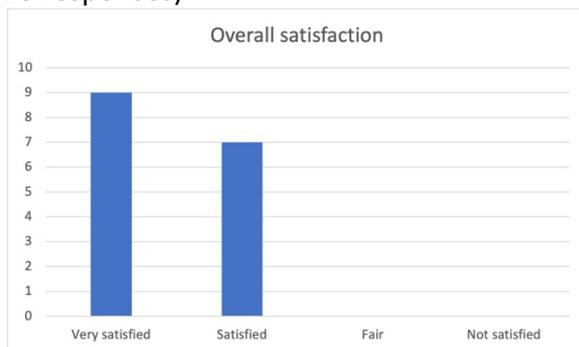
There was **lots of silence when this was carried out online without facilitation**.

If you will choose this option, it would be best to facilitate the pair closely to ensure they give each other comments and help each other with materials creation frequently. Encourage them to try out each others' activities as well.

- 2) **Training evaluation survey:** if we have the opportunity to re-run the training, especially with some of the trainees in Barcelona, we can focus more on the **research elements, ethics, facilitation, and field-specific skills**. There are lots of good ideas in the portfolios.

"I really enjoyed meeting so many people from all around the world, and feel like I have learnt a lot throughout this training. Thank you."

(16 responses)



3) Feedback on email from one of the workshop facilitators (18/11/2021)

From you, I learned that being organized is the key to doing multiple projects simultaneously. Your dedication, care and passion for the ENACT project gave me a first-hand example of how to carry myself during my own research. I learned a lot during the project, not only about an app but about the lives of people from different cultures and languages. I was terrified to be in charge of a session, but you and your team gave me the confidence to do it.

4) Comments from the portfolios

Transversal skills:

“I saw the leaders from different countries make utmost of their expertise to serve for the project.”

“By attending this training and interacting with participants from different countries and cultures, I have become more confident and I am more courageous in expressing my views and ideas because I have learnt the importance of diversity and that everyone is equal and important. For example, basically every session, each of us has the opportunity to express our views with the group and to be critical of the views of others, no one judges you and they care what you think.”

“I start to think critically and innovatively, because I got the chance to communicate with different people from different culture background, I gain different cultural view life view and world view. Also developed my communication skills, especially in English.”

Field-specific skills:

ICC: “This project has increased my pre-existing interest in cultural studies. ... from this project, I see how people from academy can help the communities in their own way and make good things happen.”

“I feel in a very multilingual world when I was in the training. It looks that everyone can speak more than 2 languages, which encourages me to learn more as well.”

“I feel like I picked up some good advices on conflict management.”

“First about education, specifically about foreign language teaching, this project makes me have more confidence in task-based language tacking method, as a language teacher to be, I definitely will deploy this method in my own teaching, because it makes language learning so much fun and interesting instead boring traditional ways, and that is something we really need in China foreign language class.”

Team work and research skills:

“Being part of a team can: 1) offer you different perspectives. 2) work efficiently. 3) more sources. 4) better know each other and be friends 5) learn from each other.”

“As a research student, I think I am familiar with research ethics and procedures. This training offers more about how to use digital resources ethically, which is a good complement of my current knowledge.”

“As for the ethics and procedures, I have learned lots of things about privacy issues. In the digital era, most of us might be unaware of the digital ethics but I think this training taught us a lot.”

“As long as there are not any participants under 18, I do not see an ethic issue here. However, it is important to obtain the written consent of each participant to take part in the study.”

Overall evaluation of the training:

“I would suggest at the end of the project. I guess, perhaps a video record of a mock facilitating can be provided at the end of the training. As a result, we as facilitators can have an overall understanding on the data collection produce and what may come up.”

“The best part of the training is to collaboratively work with a partner that you have met new.”

“Creating the cultural activities that make me more aware of the multilingual and multicultural situation in today's society, and the importance of developing a multilingual and multicultural student. There is a good way to do it is we combine the culture and language learning.”

“The platform is simple and easy to understand, so even novices can learn to use it quickly. The content is well designed, with clear introductions and guidelines for each section, but it is difficult to say exactly what the learning user will get out of it.”

Best aspects of the training: “How to foster peer-collaboration, and the skills of being a good facilitator of my own workshop, data collection procedure and use of tools, participation assessment, etc.”

5) Quotes from trainee comments on the app

<https://enacteuropa.com/?q=node/135>

While Yao was teaching me about Chinese embroidery, I learned the vocabulary items for the activity and how to pronounce them, too! :)

<https://enacteuropa.com/?q=node/103>

What I have learnt about the language is that they use different letters. Well, they use like signs (I don't know the name) in the top of the letters. I would like to know the reason and how the pronounce them.

What I have learnt about the culture is that carpets are handmade and they need a lot of experience to be able to do it.

<https://enacteuropa.com/?q=node/89>

I really enjoyed this multifaceted activity. I got to learn something from the Vietnamese culture, about which I had been mostly clueless up to now.

I also liked listening about the historical development of the toy "To He" and learning relevant words and phrases in Vietnamese while engaging in the cultural activity myself.

<https://enacteuropa.com/?q=node/79>

I have learnt a lot about the festival of San Jordi, and it really makes me want to visit Barcelona and experience it myself. The activity looks nice and easy to do, with a very beautiful outcome, I enjoyed making it. Great intro videos, with the story about the dragon and the princess for background.

<https://enacteuropa.com/?q=node/4>

I have learnt about the culture that the lantern, denglong, represents merit and joy and there is a festival dedicated to denglong shows that people watch with their families during the Chinese New Year. As for the language, this is the first time that I hear Chinese with a purpose of understanding. There are a lot of unfamiliar sounds and the script requires visual memory.

8. Impact on project partners

Finally, in this section, we report on impact on 5 project partners: HE institutions and non-profit organisations). These organisations:

- contributed to their internationalisation vision, and capacity building of their members,
- established initial contact to be nurtured in future projects targeting inclusive HE systems,
- advanced teaching and research synergies,
- gained international visibility through project activities.

Feedback from each partner in relation to the impact of their participation in this project is as follows:

Universitat Autònoma de Barcelona

ENACT app has been integrated as course work in two classes taught at the Faculty of Education, Universitat Autònoma de Barcelona: 1) Teaching of English as a Foreign Language; 27 students year 1; 25 students year 2; 2) Plurilingual Education in School Centres (256 students)

ENACT app has been used for materials development within a Spanish-ministry backed research project on integration of heritage language communities through community service learning programmes at the UAB and volunteer language teaching programmes.

Materials from the courses and the outreach programme were (15 June 2022) presented at the Multiplier Event, attended by the Head of the Foreign and Heritage Languages Unit at the Catalan Ministry of Education and the Coordinator of the research area in digital languages and multimodal literacies, of Centro de Estudios del Lenguaje en Sociedad (CELES) in the School of Humanities of the National University of San Martín (Argentina).

Newcastle University

Project activities were submitted as part of University's successful application to become a University of Sanctuary.

The project contributed to career progression for early career staff (Ahmed lecturer to SL, 2020; Sara Lecturer to SL, 2022; Muge Lecturer to Reader, 2022).

Visibility: Paul & Muge were invited to give talks at various in-person and events (e.g. Paul in Oxford, Muge in the USA).

We were invited to write an article about the app for the FLTMag and Babel Magazines, and to participate in other international projects as a result of dissemination activities (H2020 – submitted; Erasmus, to be submitted in 2023).

ENACT app has been implemented in teaching as a tool for virtual exchange (MA in Applied Linguistics and TESOL) and as part of a placement module in MA International Development.

We strengthen relationships with NGOs (Action Foundation and NEST), Walking With, City Council, Tyne & Wear Museums and various schools in the area (Schools of Sanctuary). We have applied for an internal impact fund to continue to work with these organisations using the ENACT web app.

Capacity building: the project provided invaluable experience as PI (project management).

Some partners knew each other as part of previous projects or experience: created synergies and cemented relationships between other project members who has not worked with each before. Explored and identified shared teaching and research interests, which will potentially lead to future collaborations.

ENACT has enabled two new PhD projects in which students have designed their own materials and collected data on their use.

ENACT has enabled a new book project for which we have already signed a contract with Bloomsbury Publishing: 'Cultural Tasks for Digital Language Learning'.

Cultura Foundation

Cultura Foundation was very proud to be working together with four leading European universities. This gave us the opportunity not only to take part in the activities of the project, but also to get an idea of the scientific and academic value of such projects. We were really appreciated to share with partners our own skills and abilities, especially in facilitating and community building. Working with the UH team during the ENACT project has allowed us to network with the wider academic community.

ENACT was the first EU-funded project Cultura participated in and we got large confidence and practical knowledge on working with EU-level operations. Now Cultura received its own EU project grant called Agents of Change: Mediating Minorities (Creative Europe). The coordinator of the new project also coordinated ENACT and was thus able to transfer the expertise gained with ENACT to the new project.

University of Helsinki

For the UH team, the most important aspect of the project was strengthening international and domestic connections. As we study multilingual interaction and second language learning, close ties with the immigrants and immigrant organisations are essential. The ethnographic approach requires knowing the studied environment thoroughly, so close collaboration with Cultura Foundation has benefitted the research immensely. Via Cultura, we were able to contact migrant communities with which we usually have no contact. Cultura also has the contacts and means of informing the stakeholders about the research. Working with Cultura enhances information flow between the university and the field, increasing the potential for the social influence of the research.

The app was integrated in UH coursework: Many students who participated in the online practice sessions (spring 21) and facilitated the workshops in the autumn of 2021 reported

that interaction with the students from other countries and universities was interesting and exciting.

For the researchers and the research assistant as individuals, the project gave international contacts and valuable experience in international collaboration. For Lari Kotilainen, the ENACT was the first international project in which he acted as the principal investigator, which may have contributed to the fact that he was appointed as a university lecturer at the University of Helsinki in August 2020.

Boğaziçi University

The project activities addressing social communication and integration of communities in a school environment has created an invaluable initiative for future projects at the school we cooperated with.

We established relationships with the Ministry of Education Provincial Unit in Istanbul for further dissemination of the ENACT as well as future collaborations as possible partners.

The involvement of senior undergraduate students in our undergraduate degree program has provided our students with a unique experience of helping communication cross—culturally and internationally via digital contexts. We addressed various personal and professional skills throughout their project involvement and their reflections before and after the project reflect that their gains are in line with our expectations.

The ENACT App is a potential curriculum content for our department's service learning course, which is a compulsory module aiming at the students' social and communicative skills to improve through community service practice with relation to various social issues. The syllabus contents developed as part of our involvement in the ENACT project are considered to be integrated into this service learning course in our undergraduate program in English language teaching department.

As the researcher team, we have gained invaluable experience in managing and working for outcomes in an Erasmus+ project. Representing researchers from early-career to very highly-experienced stages of experience, we also gained experience in researching a very relevant and dynamic issue in our context as a team.