FACULTAD DE EDUCACIÓN DE PALENCIA

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Intercultural exchange through an e-Twinning project

TRABAJO FIN DE GRADO

Degree in Primary Education. Specialized in Foreign Language (English)

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ABSTRACT/RESUMEN

This document introduces an intercultural exchange project through the e-Twinning programme. It was designed to be implemented in San Jose school, located in Palencia. Moreover, it presents the school context, the Y3 group and to conclude the designed and implemented e-twinning project.

En este documento se presenta un proyecto de intercambio cultural a través del programa e-Twinning. Fue diseñado para llevarlo a cabo en el colegio San José, ubicado en Palencia. Además, se muestra el contexto de la escuela, el grupo de tercero de Educación Primaria y para concluir el proyecto de hermanamiento electrónico diseñado e implementado.

KEYWORDS/PALABRAS CLAVE

Interculturalism, e-Twinning, cultural exchange, KS2-Y3, Digital competence, e-Twinning Guidelines, Spanish curriculum, Skype, ICT´s, e-Learning, project; creativity, motivation, innovation, values; flowers, landscapes, tree, environment; didactic unit, European Quality Label, Lifelong learning programme (LLP), National Support Service (NSS).

Interculturalidad, e-Twinning, intercambio cultural, Segundo ciclo- 4º de Primaria, competencia digital, orientaciones para el desarrollo de un proyecto e-Twinning, Currículum Español, Skype, TIC´s, aprendizaje electrónico, proyecto; creatividad, motivación, innovación, valores; flores, paisajes, árbol, medioambiente; unidad didáctica, Sello de Calidad Europeo, Programa de Aprendizaje Permanente, Servicio Nacional de Apoyo.

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1. INTRODUCTION

In this work it is reflected an intercultural exchange through an e-Twinning project for 3rd year of Primary Education with a Turkish school situated in Istanbul (Turkey).

This proposal refers to the intercultural importance in the Educational System, setting out from the theoretical basis for a better understanding of the intercultural learning evolving.

Every day, it is an increase observed in social and cultural diversity in every school, causing an integrative and inclusive curriculum so that all children have a quality education.

With this project everything related with interculturalism is reproduced. The Final Degree Work is divided into different sections.

In the first section, it is presented the theoretical foundation, where it is reflected the main theoretical basis of Interculturalism. Moreover it reflects several International, European and National basis in order to sustain and perform the e-Twinning project. Besides, in this section it is presented the interculturalism through Information and Communication Technologies (ICT´s), due to the fact that new technologies have an important role in the development of the intercultural communication between different cultures.

In the second section it is presented the designed and implemented e-Twinning project where it is reflected the school and class context, the goals, the contents, and the methodology: Task-Based Language Learning Approach, Assessment of Learning and the Results that we obtained with the project in this real class (KS2-Y3).

To conclude, it is important to emphasize that a truly multicultural society is the one that gives meaning to certain values such as respect and equality within a coexisting community. It is therefore important, to educate children from school to respect the "different ones" because schools are the most important socialization spaces after the family.

2. GOALS

The main goal of this project is to create awareness of the importance of the intercultural education in schools, through cultural exchanges with other schools at European level and at the same time, developing digital competence.

The general objectives that have guided me to perform this work are:

> ➢ Analysing the importance of intercultural education in Primary Education since its inception.
>
> ➢ Knowing innovative virtual platforms that include the whole educational community in active and inclusive participation for a quality education.
>
> ➢ Promoting cultural and educational exchange through the implementation of an e-Twinning project, and also promoting the use of new technologies.

3. JUSTIFICATION

As a future English teacher I consider very important the cultural exchange through the use of digital competence in the 21st century schools and therefore I chose this topic : Intercultural exchange through an e-twinning project.

Otherwise, I want to emphasise, that my stay in the Netherlands the first term of this year has had a good influence in the improvement of my teaching skills to be more open minded and to transfer intercultural knowledge to students.

I have had the great opportunity to visit different schools that have been working through the e- twinning program during many years and they continue working with it.

During my stay at Utrecht University a teacher in charge of the e-twinning programme came to the University for a Talk about her experience with many projects connecting school from all over Europe. It made me wish to participate in one of them in my future as a teacher.

I also had the opportunity of living with people from other countries and there were foreign people in the class too. These all together helped me to develop my personal and professional knowledge, at the same time that I improved my English level.

So, for that reason, I wanted to give the students this chance through this project, because not all of them can have this kind of exchanges in their lives.

Once I came back to Spain and I began my internship in San Jose School, I realized that they had not done any projects with this program yet, which made me reconsider the idea of incorporating them into the school through a simple project and a specific group. The fact that the school had an e-twinning program in their PGA although they haven´t prepared one yet took me to suggest one myself.

For this reason, once the project was approved by the school and the National Admission System of e-twinning, I carried it out at San José School, which is located in Palencia city and particularly in Primary the third in a class formed by 24 students.

At the beginning of the school practice I had several doubts, as for instance, if there were computers and a whiteboard available in the classrooms.

Each class has a digital whiteboard; teachers and students were getting used to them so this was another interesting project to increase the work with ICT´s.

It is said that projects which are carried out through new technologies tend to have a very positive impact on students, but as teachers we have to inform them about this tool.

I have chosen this project to work on it, because I believe it is a very important and interesting tool in the 21st Century schools.

According to the abilities of an English teacher, we have to describe the competences that we are going to follow.

The intercultural exchange is one of the best experience that a person can have in her or his life.

The main goal of the project sets with the basic competences related with our Bachelor Degree, which stands that we, as a Primary Educational Students:

- Design, plan and evaluate teaching-learning procedures.
- Deal with learning languages situation in multicultural contexts.
- Reproduce about the concrete work in a class, in order to improve and innovate the teaching process.
- Know and apply ICTs in classroom. Distinguish audiovisual information that contributes in learning, civic education and cultural richness[1]

4. THEORETICAL FOUNDATION

4.1 Theoretical basis of the Intercultural education

Intercultural education is a concept that is now widely used in every school. Due to these exchanges students realize about the richness that these cultural exchanges give us.

This sort of education is intended to achieve and develop equity and inclusion, responding to each student equally, encouraging and transversely working values such as respect for another culture, tolerance of other cultures, and making them participant of this Education based on equal opportunities and justice.

The intercultural education should be encouraged and promoted through various programs and educational resources in every school.

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[1] (Universidad de Valladolid, 2014) Through this web page http://www.feyts.uva.es/sites/default/files/taxonomias/CompetenciasGeneralesGEP.pdf completed information can be read (Consulted on 10th April).

[2]According to Aguado (1995) Intercultural Education is : "Educational approach based on respect and appreciation of cultural diversity. It addresses each and every member of society as an overall, proposes an integrated model of performance that affects all aspects of the educational process."

[3]According to the NCCA (National Council for Curriculum and Assessment) "Intercultural Education is a kind of education which respects, celebrates and recognises the normality of diversity in all areas of human life.

It sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches all of us. It is education, which promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built".

The word "interculturalism" describes the credence that we all become enriched through the contact with other cultures, in fact people from other cultures learn from the others through this exchange.

According to Walsh (1998) "interculturality means "between cultures".

Interculturalism is a procedure that includes a relationship process, learning among people and promoting mutual respect, beyond their cultural and social differences.

As such, multiculturalism tries to break with the hegemonic history of a dominant and subordinate culture and, thus, strengthen the traditionally excluded identities to build, in everyday life, a coexistence of respect and legitimacy among all society groups"

It is very important that each school encourages equal opportunities, promoting exchanges between different cultures and values among students. With these things it is pretended to foster educational equity so that all students have the same opportunities and cultural experiences internationally.

On the other hand, it is essential to avoid the exclusion and social discrimination through this practice. Seeing through this practice as from two very different cultures together we can mediate between cultures and empathize with encouraging communication between them.

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[2] (AGUADO, 2005)
[3] (NCCA, 2005)

Intercultural education is still a mainstay in schools work because diversity in classrooms is significantly increasing every year. Thereby students must be aware of the reality that exists in daily life to know how to respect and coexist in the society.

Education is continually evolving and therefore we cannot anchor ourselves in the past. Students need to develop a cross-cultural attitude and stay in touch with other cultures which will have a very positive effect in the development of human values as well as developing the skills to work in a multicultural society where they enrich the other culture and vice versa.

[4] As I said before, in order to develop an intercultural education in our schools it is important to develop a transcultural attitude.

An attitude is how we react to something or someone and it is expressed by our emotions and our principles.

Regarding the different types of attitudes in relation to the intercultural education we can find a wide range of them, for instance:

- Ethnocentrism: It is the belief that their own culture is one of the most important or that the main cultural features are superior to those of the others.
- Cultural relativism: it is a variety of attitudes that respect other cultures. With this attitude all is analyzed according to the guidelines that govern each culture.
- Universalism: it is an attitude that is supported in the cultural similarities. It is a very positive attitude where each person is treated in an equal way.
- Transcultural attitude: it is an attitude when a person is able to adapt to another culture avoiding the stereotypes of the other culture. People that develop this attitude succeed in daily life because they can extract benefits from the different cultures and they will be opened to enrich themselves with the values and the norms from other people of different cultures.

But to develop a transcultural attitude in children it is not enough only with the knowledge of the other cultures, children must also have a real contact with them.

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[4] (Endt-Meijling, 2004)

The main step is to have a positive attitude to accept another culture. In this process people can exchange different points of view or similitudes.

According to the connection between different cultures or similarities, we have to develop empathy to know what the others think and to develop communication between them.

This transcultural attitude is significant to work it in the classroom, in which the child develops different values such as respect, tolerance and empathy and one of the important things of this process is the communication between the different countries.

Children have to develop a transcultural attitude from their early years. Sometimes it is difficult because of the different languages. In spite of these difficulties we have to improve other languages in schools to advance the communication and to make the intercultural exchange possible. Many schools have introduced a second language in some classes of Primary and Secondary Education (Dutch, French, Italian)

Teachers should transmit a wide range of contents and abilities to make them become cultural citizens, due to the globalize world where we live.

[5]On several occasions the political sphere refers to the important role of teachers to adapt education to the continuous changes, highlighting the cultural aspects, the values, and the encouraging and use of the new technologies in schools.

Some measures are taken by the European Union that refers to the development of communicative competence in schools:

In March 2000, the European Council emphasized that people are the most important asset in Europe and we have to invest in them.

In November 2006, the council declared that: "The motivation, skills and competences of teachers, trainers, other teaching staff and guidance and welfare services, as well as the quality of school leadership, are key factors in achieving high quality learning outcomes…[and]…the effort of teaching staff should be supported by continuous professional development and by good cooperation with parents, pupil welfare services and the wider community" (2006).

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[5] (Hannu Takkula, 2008)

In 2005, The Commission New Framework Strategy for Multilingualism referred to the importance of learning different languages and of the good training of bilingual teachers.

The European Commission performed several projects about the language teaching as well as "Content and Language Integrated Learning" (CLIL). The main lines of this document set that:

"Schools in which the teaching of certain subjects in the curriculum may be offered in a foreign, regional or minority language have existed in Europe for several decades. Before the 1970s, this type of provision was mainly available in regions that were linguistically distinctive (because they were close to national borders or used two languages, etc.) or in the largest cities. This initiative concerned very limited numbers of pupils who were growing up in a somewhat unusual linguistic or social context. The aim was to turn them into bilingual children by enabling them to acquire proficiency in languages comparable of that to native speakers" (CLIL, 2006:7).[6]

4.2 The intercultural competence in the Educational System.

Interculturalism has been increasing in Spain for some years. Immigrant families bring their children to schools as it is a right for any child.

The school is the most important context where the intercultural education can be promoted by the teachers and the educational community. (Mata, 2010)

Based on the knowledge of cultural differences and similarities, we contribute to the development of intercultural competence, and due to this students are enriched by knowing their own culture and respecting the others.

However, for direct contact with the intercultural reality, students should experience and interact with the world that is around them. Starting with the intercultural conflicts into the class and solving the differences between them, promoting values such as respect, valuing other traditions and cultures and being aware of the diversity to enrich us.

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[6] (Hannu Takkula, 2008)

Otherwise, we live in a multicultural society where the number of immigrants is increasing continuously.

Therefore, it is very important to remark that from the twenty-first century the school has an educational answer based on interculturalism.

According to [7]Delors (1996) intercultural education has to be conducted through four key lessons that are learning to be a person, learning to understand the world around us, learning to live together, living together respecting and valuing different cultures and traditions and finally learning to do.

From a positive vision of diversity, a successful intercultural education is important, and therefore the exchanges with other cultures and viewpoints make interaction which enriches both cultures in all aspects.

Interaction is a very important aspect in the intercultural education, which is the meeting and the contact between people who bring different cultures. The interaction encourages feedback leading to the creativity and flexibility among different people.

Therefore, to carry out this type of education in classrooms we must start by removing all barriers that prevent us from the flow interaction and promoting resources or projects that integrate this competence every day.

4.2 INTERNATIONAL, EUROPEAN AND NATIONAL BASIS IN EDUCATION.

To carry out the intercultural project, I required International, European and National legislation.

Despite of e-Twinning being a European project, it is important to contrast different basis to develop the different steps according to the law.

[8]Most language teachers usually work with the intercultural competence in several classes. For that reason, internationally and according to the Universal Declaration of

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[7] (UNESCO, 2002)
[8] (General Assembly, 1992) (Jefatura del Estado, 2006)

Human Rights and the Convention on the Rights of the Child (Article 28 and 29) t every child has the right to education, taking possible measures for each child and each of their needs.

Another important thing to be appointed is to promote the international cooperation to dynamize education and the new teaching methods. In my case, it has been developed an intercultural project which works using new teaching methods to perform attractive and cooperative classes such as the e-Twinning program that encourages the use of ICTs at school. Children are being aware of the important role of learning other languages to communicate with other children, through e-Twinning.

At European level according to Educational Initiatives and policies of the European Union and agreeing with the common framework of languages we can see several similarities regarding the development of cultural exchanges as well as values that respect cultural diversity. I have resorted to these sources to build on its realization because the project carried out is directly related to the field of language learning through cultural exchange.

According to the Committee of Ministers and the educational policies of the European Union, cooperation should be encouraged at the national and international level through information exchanges by making good use of Information and Communication Technologies (ICT´s).

All of this will be possible if knowledge of languages has a good communicative exchange, where different countries collaborate and cooperate in learning languages making it a mutual enrichment and not an obstacle.

An important principle to note is that the common European Framework of Languages and European Educational policies mark the encouragement of cultural values such as respect and tolerance to agree on an effective communication.

These values should be worked with their families and at school level because if the effort is made, the student will be aware of the importance and richness of exchanging different cultures for their personal and professional development, which will be an effort along of our lives to the full development of the communicative competence.

[10]According to Izquierdo, there are different stages in the educational policies of the European Union. It is important to start considering Articles 118 and 128 of the "Treaty of Rome", although the issue of cooperation in general education is not considered until Moreover, in 1974 the Council of Ministers recognized the right of all citizens to education.

Within this first phase it should be mentioned that the first Education Action Programme of the European Community was approved on 9th of February in 1976.

In the second phase, the European Community Program for intervention (2000-2006) was approved.

On the other hand, and on the third phase the reference is made to "foreign language teaching as an effective mobility of citizen's instrument by member states." It is essential that students study at least two foreign languages.

The fourth phase refers to extending the principle of equal opportunity in education.

The fifth phase speaks of the right of everyone to be provided with an adequate training for an occupation.

According to the LOE (2006), Compulsory Educational Law, there is an objective that says:

"*Training in the respect and the recognition of the linguistic and cultural plurality of Spain and multiculturalism as a society rich element."*

As in the other European and International documents, legislation in force also has features concerning the multiculturalism construction from the educational system.

So right from the preamble of the LOE (2006) refers to the promotion of cultural values eliminating discriminatory acts to obtain a communication and social understanding.

Another point to keep in mind when giving an innovative educational response is the diversity attention, according to the LOE (2006) it is considered a "fundamental

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[9] (Language Policy Unit, Strasbourg, 1971)Through this web page
http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf   complete information can be read (Consulted on 14th March)

[10] (Izquierdo, 2007)

principle that should govern all basic education, with the aim of providing every student with everything required to their characteristics and educational needs "[11]

4.3 Interculturalism through Information and Communication Technologies (ICT´s)

Nowadays education cannot be based only on transmission of knowledge, because we are a society that is constantly evolving and we need an education where both cultural diversity and new technologies converge.

[12]Because of the ICT's there is a closer relationship between the school and the socio-cultural realities by the increasing use of social networks, and the implementation of flexible and dynamic models of training (De Haro, 2010).

These days ICT's perform a vital role in schools, as well as innovation involves the approach of different countries, with very different cultures to exchange different languages and cultures and as a result, the performance of tasks in common.

The new information and communication technologies have important benefits in education that are described below:

Firstly the development that makes interpersonal education, where there is a communication between different cultures using ICT´s.

Secondly it decreases the social problems between pupils as they have to work collaborating and cooperating with the rest of the class to achieve the tasks.

Thirdly pupils adopt responsibilities to organize their work through digital projects and therefore they become more independent.

To conclude, another important benefit is that ICT´s are good tools to help and support children with special needs.

However , ICTs are being integrated in many different teaching programs; to carry out intercultural education it is needed not only people who work in the net but also the necessary tools and technologies to manage different projects.

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[11] (Jefatura del Estado, 2006)

[12] (Olivencia, 2013)

Furthermore, virtual communities were established to carry out an active and inclusive participation of the full educational community. With these virtual communities active participation is encouraged in which the entire school community is involved , and because of virtual platforms there is a flexible direct relationship between the center and families.

Currently, we can find a lot of programmes in our country to be develop in schools.

For instance, [13]"Educative Platform Helvia", [14]"E-culturas" and [15]" Includ-ed" this kind of programs´ main aim is to achieve a digital alphabetization and increase inclusive education where children can exchange different cultures and points of view.

 In addition, there are several platforms to work in Europe, for instance we can speak about the e-Twinning program, this program promotes the development of intercultural projects in which teachers and students collaborate and cooperate from many different countries around Europe.

On the other hand, we find e-Pals program since 1996.This program promotes collaborative learning in learning communities all over the world, where communication skills and collaboration with other schools are being developed. It should be noted that most of these programs are based on teaching e-Learning (Electronic-Learning) which is a kind of education through the Internet network. According to several studies, it is said that programs that are based on Electronic Learning involve a range of benefits that are very useful to work with in schools.

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[13]Through this web page http://www.juntadeandalucia.es/averroes/helvia/sitio/index.cgi?wid_seccion=2&wid_item=24 completed information can be read .(Consulted on 13th April)

[14] Trough this web page http://www.e-culturas.org completed information can be read.(Consulted on 9th May)

[15]Through this web page(http://utopiadream.info/red/tiki-index.php) completed information can be read (Consulted on 11th March)

4.4 Life Long Learning programme: e-Twinning.

The "e-Twinning" is an enterprise that encourages the founding of one school twinning project, through the collaboration of the network of Internet with a minimum of two or more schools from different European countries, which work on the same project through collaborative learning, and using Information and Communication Technologies (ICT). e-Twinning is a very good tool to exchange information through the internet with other schools, exchanging different cultures with the opportunity to see different points of view from all around Europe and learn together in several learning projects.

This Programme started in 2005, following the e-learning program, and it is also integrated in Comenius programme. It is coordinated by the National Agencies of the Lifelong Learning Programme.

Otherwise, the Central Support Service (SCA) where e-twinning is organized in Europe is located in Brussels. However, the National Support Service is located in the National Institute of Educational Technologies and Teacher training of the Education Ministry.

There are more than 7100 members and 13900 are teachers in Spain. There are 700 projects that are active nowadays. Both the number of these projects and members are increasing every day.

The e-twinning project is offered for every grade, subject and country in Primary and Secondary Education. The most usual languages that schools use are English and Spanish, being Spanish more frequent now, but the language will usually depend on the teacher´s project.

There are 33 countries registered in the platform of e-Twinning, and it is increasing every year. This is the list with the name of the countries that participate on e-twinning projects at the moment:

Germany	Austria	Bulgaria
Belgium	Cyprus	Croatia
Denmark	Slovakia	Slovenia
Spain	Estonia	Finland
France	Greece	Hungary
Ireland	Iceland	Italy
Latvia	Lithuania	Luxembourg
Malta	Norway	The Netherlands
Poland	Portugal	The United Kingdom
The Czech Republic	Republic of Macedonia	Romania
Switzerland	Sweden	Turkey

Teachers can use this kind of tool for a wide variety of outcomes. There are several things that can be done, but these are ideas that can be used by teachers, as for instance: to share information with teachers from other countries and compare it with them. Secondly, to work on a project with another school that follows the same didactic unit and do a final task together. Thirdly, as a platform where our students do several projects through collaborative learning. Finally, as a tool where you can take some ideas for inspiration or also as a networking where students use ICT´s.

To participate in e-Twinning, teachers should visit the website of the Central Support Service (http://etwinning.net) or the National Support Service (http://etwinning.cnice.mec.es). [16]

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[16] Through this web page http://etwinning.net completed information can be read (Consulted on 2nd March,2014)

5. PRACTICAL PART

5.1 The e-Twinning project: "FLOWERS EVERYWHERE"

5.1.1 PROYECT PROCESS

The purpose of this project was held during the period of my internship, in San Jose School that is a State-subsidised school, located in Palencia.

It is a school that began five years ago with bilingualism, and therefore, they considered it would be very interesting to introduce an e-Twinning project for the first time, to encourage English language in a different way.

Thanks to my experience in Utrecht, which is a multicultural city, I was even more conscious about the importance of meting different people with different thoughts, cultures and points of views for our personal development as world citizens.

Furthermore, that opportunity of knowing other ways of life and another educational system had already opened my eyes and I wanted to put it into practice with pupils, giving them the great opportunity to connect them to other cultures where they can interact through the English language.
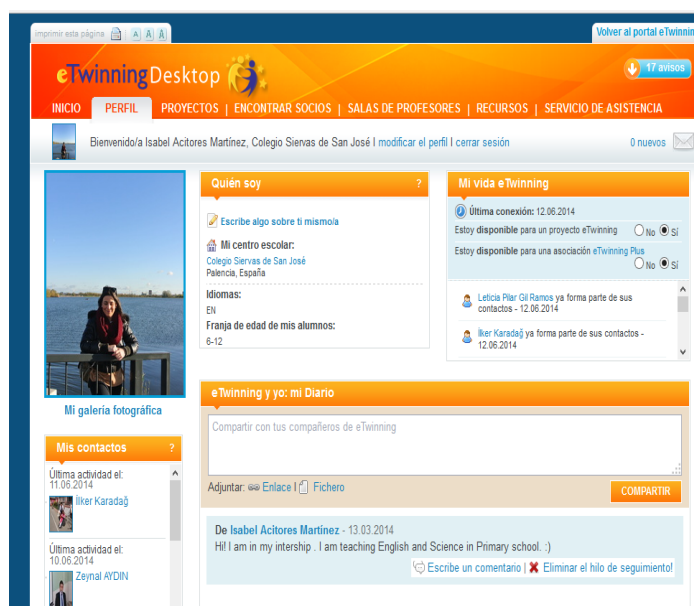
Before starting with the project, I share my proposal with the headmaster and my mentor and asked for permission to do the project. I was told that it was a good initiative and that I could carry it on. I also talked to my university mentor who also approved this initiative.

I felt excited as I was given the opportunity of developing a project of these characteristics and that entail a big responsibility for me. And trying this new proposal in the school could imply continuing with it the following years.

As I already mentioned at the beginning, I decided to do an e-Twinning project after the experience I had gone through in The Netherlands where lots of schools are working on it and the benefits for pupils and for schools were quite a lot. When you take part in the e-Twining platform you can access a wide range of educative opportunities, where you can share information, culture, projects where teachers can foster creativity and imagination in their pupils through their own projects or joining other projects from schools all over Europe.

Firstly, we did de pre-registration where you have to fill in your User name, password and your email address.

Secondly, when the previous data was accepted we filled up a full registration with all the school details and our profiles as English teachers. In the e-twinning profile you can upload a personal photo to show to the other teachers. Moreover, you have to put your project ideas and your personal information about your interests.

Once you are registered on the page, you can start writing your own project or you can also join other projects from any part of Europe. This is my profile once I registered on the platform, which is accessible for every teacher who is interested in the implementation of projects with me, once I add them to my contact list.

In my case, I thought about joining a project that was already on line in e-Twinning. But finally, I did my own project in order to focus it on the teaching unit that we were going to work with in class. The project was carried out in the third grade of primary education. In this class my mentor taught English and Arts and Crafts, so I did expend many hours with this class.

The title of the e-Twinning project is "Flowers Everywhere", taking the advantage of the season where we were, "Spring", and because it has a direct relation with the didactic unit we were developing "Landscapes".

It was a project where several subtasks were developed related to typical flowers in different landscapes around Europe and which final product we will be exchanging with schools from other countries.

Before the project was started, the main subtasks and the final task were developed for a better understanding and organization with the other school.

Once I had everything clear, I uploaded the project to the e-Twinning platform.

In that moment teachers from all over Europe that belong to e-Twinning , could see my project. The following chart is the description of the project "Flowers everywhere" in the e-twinning desktop.

Information

It´s almost spring and we have a vast range of flowers in our countries. Flowers are beautiful and we have different kinds of them in each country. In this project, children will create their own paper flower and write messages for children in the partner schools. The message will tell the children something about what the flower is like and children will receive flowers from each of the partner schools. Finally, one spring flower will travel to each of the partner schools, and we will build a big tree with many different flowers from each country.

Subjects:
     Art, Foreign Languages, Natural Sciences

Languages:
     EN

Pupil's age:
     8-9

Tools to be used:
     Mail, Other software (Power point, video, pictures and drawings), Web publishing, e-Mail, Skype.

Aims:
     To know different kinds of flowers in Europe. To develop simple knowledge about plants. To make connections between children around Europe.

Work process:
Schools agree to post (paper) flowers to the other partner schools. Each flower will be designed by a child and will be decorated, as they like, on one side and the other side will hold information. This information will be at the back. On the leaves of the flower and the centre side we will include words and pictures about the child, and pictures about the school and location (town / village / country / weather / landscape). The flowers will be put into an

envelope and posted to each school at the end of March 26th March 2014. They will travel across Europe. Each school will receive many flowers from different countries. They can use these to find out about the children in other countries and to decorate their school. Schools can add photos of the process in Twin space, about how children made the flowers or the different landscapes where we can see these flowers.

Expected results:

Each school will receive flowers from the other schools giving information about the location and the children who made them. Children can use this to further their interest in other European countries. They will realize about the other different flowers knowing other cultures and knowing other children.

After uploading the project you have to wait for the approval of the National Support Service (NSS) and the Central Support Service (CSS). The project was approved the third of March in 2014.

Once it was approved, I had the same day a teacher from Turkey who was very interested in the project. It was her first time in e-Twinning, so it was easy to understand her, because we were in the same situation.

I explained her the main lines of the project by e-mail and she agreed to join it.

Our partner school is called Topkapi School, located in the city of Istanbul (Turkey). Fortunately, she is also an English teacher of Y3 in a class form with 24 children as mine. That was an advantage in order to work together.

We agreed on the implementation of each task and the main goals through emails even during the project process.

Although no more schools joined, and having in mind the time factor, we began developing our project even though children would only receive flowers from one country either Turkey or Spain. It was a great opportunity of exchanging flowers and other characteristics of each culture, making it easier to develop this project, as we had not much time for it.

Ultimately we agreed on the days for the development of the different tasks and the date of delivering the typical flowers by mail to get them the same day.

Afterwards, when the teacher from Istanbul and me were prepared to begin with the project, the NSS gave us the e-Twinning Label that is a certificate given to all eTwinning and it can be downloaded by project partners from the Desktop.

Illustration: e-Twinning Label

5.1.2 CONTEXT

The e-Twinning project was performed in a subsided-state school, located in Palencia. The school San José is a bilingual centre, of one line per class, from Early Years to Secondary Education.

- **ECONOMIC AND CULTURAL REALITY OF FAMILIES.**

It is important to consider the social and the cultural environment of the students in order to develop an e-Twinning project, since these projects involve the use of different digital media which not everyone has at homes, so we were more limited in the development of this when we programmed it. The school is located in a neighbourhood of medium cultural level and medium-low socioeconomic status.

Family economics is medium-low and families in most cases are from Palencia, although currently the number of students from other countries is increasing due to immigration.

Furthermore, it should be noted that most families have not had access to higher education, so they are families with low academic training.

- **THE GROUP KS2-Y3**

Group description

It is a group consisting of 24 students. There are 9 girls and 15 boys, with ages between 7 and 8 years old.

The knowledge of the group and the main features to the completion of the project is very interesting for students to know their tastes, their motivations and the tasks design. According to their attitudinal level, they are a very talkative group of students but with a high degree of class participation group.

One of the most positive things in this group is that as they have been together from the very beginning of their time at school, at the age of 3, they have developed close relationships. There are not special conflicts. It should be noted that some children do not have digital tools at home, so this project was a very positive breakthrough for them, both personally and as an academic exchange.

The main needs and interests were taken into account when programming the e-twinning project.

5.1.3 GOALS

General Goal:

- ✓ Performing a didactic proposal to connect the use of ICT and active methodologies with the e-twinning project for teaching English language that attends to the importance of the culture exchange and meaningful development for the students.

Specific Goals:
- ✓ Promoting cultural exchanging between European countries through the use of ICT.
- ✓ Encouraging a collaborative work through a common network between both countries.
- ✓ Motivating students through the design and development of intercultural activities promoting cooperative work between them.
- ✓ Identifying and learn the characteristics of other European cultures characteristics by developing various tasks.
- ✓ Developing their own personal autonomy through an individual research using new technologies.
- ✓ Encouraging communication skills through small conferences and exhibitions with the other country and the rest of the class.

5.1.4 CONTENTS

To achieve the different objectives we have to perform the following contents:

- Established connections between Spanish and Turkish children through creative flowers.
- Landscapes and flower´s vocabulary.
- Being environmentally friendly through the research about different flowers around us.
- Researching information about a typical flower.

- Working with information and communication technologies.
- Using English languages as a mean of communicate with other pupils.

5.1.5 METHODOLOGY: Task-Based Language Learning Approach

The methodology followed to work in the classroom with this intercultural exchange project was based on Task Based Learning Language, so first we are going to focus on the meaning of a task .

There are many definitions of "Tasks", but for a better understanding of this approach we will follow several definitions:

According to Numan (1989) a task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form".

According to Willis (1996) a task is "an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome".

Through working with tasks children are dealing with real situations through a second language to communicate with the others.

In order to follow the Task-Based Language Learning, teachers have to organize lessons through different task with a connexion between all of them for the development of the Final Task.
 Children begin with little tasks towards the final task.
According to Richards and Rodgers (2004), Task-Based Learning is an approach that uses tasks as the main unit for planning and instruction. Language is meaningful so that learners engage in tasks and thus learning takes place.

The task-based approach arises when teaching English as a foreign language in the 70s. Task-based approach according to Newmark and other authors focus on the communicative approach adapting to the needs of children.

This task-based approach includes the idea that students from their previous knowledge gained throughout their lives, connecting with a new knowledge build their own learning significantly.

In this process, teachers are the facilitators and motivators to do the different tasks. The motivation is a very important agent to work with this kind of projects.

In addition, teachers in this process organize the lesson and they have to organize how children work (in groups, in pairs or individually).

Meanwhile, students have the main role in this learning process; they are an active part in the class. Moreover, several tasks in this project are done in pairs, which are good tools for students to adapt and respect their classmates, sharing different ideas and using motivation to engage conversation between them.

The lessons development that this methodology follows, begins from a singular topic that it doesn´t necessarily have to be one of the textbook; it can be a topic which is interesting for the class, which will generate a big motivational environment.

Through this kind of approach children see the English language as a mean to communicate with other children from a different country and not as an end.

As I mentioned before, teaching a foreign language through an intercultural project is very motivational for children, so I have to describe in the theoretical foundation the main concept of motivation.

For this purpose I have compiled a set of definitions from several authors:

[17]According to Vigotsky (1988),. motivation is what induces a person to implement an action. Here the teacher's role is to induce grounds on student learning and develop behaviours to apply voluntarily for class assignments. School motivation is not a technical or particular method of teaching, but a cognitive factor present in every act of learning, which determines the student's way of thinking and thus the resulting learning type

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[17] (Docencia e Innovación en la Universidad del Siglo XXI, 2012)

[18] Piaget (1896 -1980) as Mendoza (2005) refers, "is interested in finding out how changes in child behaviour reflect changes in thinking, resulting in an increased ability to acquire and use knowledge about the world. He argues that cognitive development occurs in a number of stages, and that all people go through the same stage in the same order. For Piaget knowledge is not passively absorbed from the environment, is not processed in the mind of the child, or when the mature stems, but is constructed by the child, through his mental structures interaction with the environment."

[19]According to Maslow motivational theory, "motivation is the pulse that humans have to meet their needs". Maslow classifies the main necessities in a pyramid. There are five levels. In the base we can observe the survival necessities. In the second level, security and protection necessities; in the third level, membership necessities; in the fourth the acknowledgement necessities and in the last level self-fulfilment necessities.
The main aim of this theory is that you cannot have the upper necessities since you don´t satisfy the previous necessities.
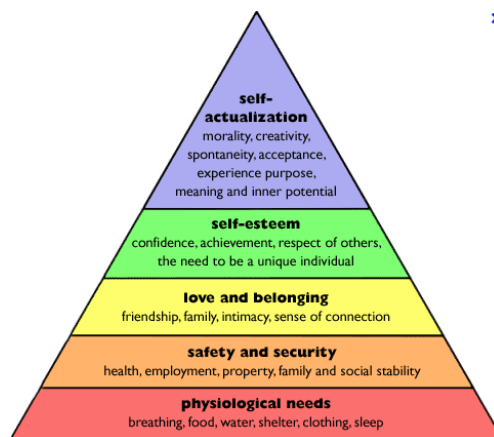
Illustration: Abraham Maslow, Hierarchy of Needs

With all of this, we will reach the conclusion that the role of motivation is not easy, but it is necessary in education; according to the degree of motivation that the student has it will determine their performance.

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[18] (Mendoza, 2005)
[19] (Mollá, 2013)

Thereby as teachers, we should lead the student through the development of a wide range of knowledge following the motivational principles for higher quality learning. Accordingly, we have to take into account both types of motivation, extrinsic and intrinsic, furnishing children with autonomy making them see and know that the important thing is learning much more than pass or fail an exam.

5.1.6 PROJECT DESIGNED AND IMPLEMENTED

This e-Twinning project was developed from the didactic unit of "Landscapes" which belong to the English subject. The English subject was timetabled three hours a week so we carried on with this unit for two weeks and a half.

Each lesson was scheduled for one hour, and also it had specific objectives related with a particular task to reach the final task.

Each task of the unit will require from students to work contents related with other subjects, such as Science, Arts and Crafts and History rather than learning only English. Interdisciplinary teaching increases motivation and learning in pupils, because they apply a diversity of abilities to work on the project; it is more dynamic because they interact with their classmates, their teachers and the other school partners from Turkey.

Moreover, children became more environmentally friendly and also learnt the importance of flowers in our daily life, as well as other plants, because they performed different tasks where they were in contact with Nature. And last but not least, the importance of language to communicate with the other countries.

 The student realized the importance of English to communicate with their twinned school, so it is something that motivated them to learn more every day.

To continue with the project process, it is presented the description of the whole work done, implemented and descripted, and in addition the full template (Annex 3):

LESSON 1: Starting the Unit " Landscapes"

 Date: 06/03/2014

The first lesson started with a big countryside picture. First of all, pupils pointed to the different parts of the landscape, and at the same time they learnt new specific

vocabulary related with different landscapes. (mountain, summit, hill, forest, windmill, road, rock, field, fence, waterfall, river, lake, sea, ocean, pond, reservoir, bush, bridge, valley, different words from dry landscapes and forest).

Secondly pupils learnt the prepositions of place in class. This task is connected with the previous one, due to pupils has to develop tasks where they describe the place of living things in a landscape. In this task children had to stand up and followed the teacher instructions. At the beginning, the teacher explained the task, performing the prepositions around the teacher´s table; for example, she said behind the table, and children had to go behind their table. It was a very good activity because they were learning at the same time that they played. Pupils need to develop kinaesthetic competence to express their feelings and emotions at the same time they learn English.
After studied different vocabulary related with landscapes, I showed them several pictures about landscapes in different countries of Europe, for instance: Ireland (green land), Holland (tulip fields), Turkey (seashore), Spain (landscapes in Castile and Leon).

The main task of this lesson was a "Guessing game", where they drew in a chart six different pictures related to the vocabulary studied that day, and using different colours. I wrote the six words and the six different colours on the blackboard and they had to draw the pictures in the squares, after that, they could start playing in pairs asking questions and guessing which square they had placed each pictures in.
 For instance: -Is there the mountain in the green square? –Yes, there is or –No, there isn´t. Pupils reviewed the Simple Present with this task and the landscape vocabulary.

LESSON 2: Carry on with the Unit "Landscapes"

Date: 10/03/2014

The second lesson was related with landscapes with water. The main task of the lesson was a "Brainstorming" to know their previous knowledge about the topic.
Afterwards, they listened to a sound track from their student´s book where they had to point to the correct landscape they listened to and put them in the correct order. It is a task to encourage their listening skills. Pupils pay much more attention when they do

listening activities, because it is a new voice for them, and they have to be focus on it to solve the activity.

The main task of this lesson was the "Pictionary game". Pupils had to draw a landscape using the key words studied in class and they had to guess where each element should be placed in the landscape, using the right preposition of place.

In this task pupils developed their creativity and speaking skills and also they had reviewed the prepositions of place.

LESSON 3: First Lesson e-Twinning project

Date: 11/03/2014

This was the day when we clearly started the e-twinning project. The project was explained through a power point presentation, with a variety of pictures about both countries, as not everybody knew where Turkey was situated. Children and teachers were excited because it was their first time with this programme.

I showed pupils different landscapes of our region "Castile and Leon", to introduce them the topic "Flowers everywhere", and using also some of the pictures and vocabulary previously worked the first two lessons. After we showed the presentation and introduced the main task, pupils had to look for information about a typical flower from our country or region. They had to look for information in Internet; then they had to select the most important data and finally they had to summarize the information to refill their Flower research sheet. In the Flower´s research they had to write the flower´s name, the flower´s description, and finally they had to draw or stick a nice flower´s picture on the paper. To conclude the lesson, we placed a big green tree to stick the flower´s from Topkapi School (Istanbul), in the corridor.

LESSON 4: e-Twinning project

Date: 13/03/2014

The e-twinning project was taking shape. Children started with a show and tell of their Flower´s research to the rest of the class.

Afterwards, the main task was explained. In order to understand better what do pupils had to do, I showed them a flower´s map in the digital board. Each child chose one typical flower and summarized the information in his or her flower. That day I delivered each of our Spanish students the name of one of the Turkish student´s. They were very happy to have a new friend from this country, but they started to be excited as they wanted to know more about them.

Children were working on their flowers during the lesson and at the same time teachers were checking and helping with their mistakes. The whole group was very motivated to make the best flowers ever, and to write it in a correct way. With this task, children developed several competences and they were aware of the English importance to communicate with the other country. At the end of the lesson, I put every flower into a big envelop and I sent it by airmail to Turkey.
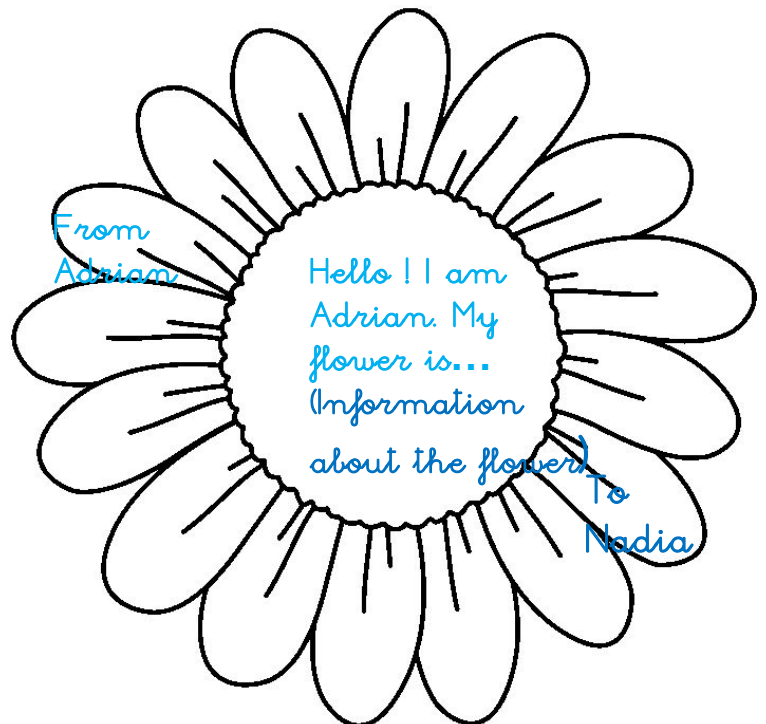
LESSON 5: Connexion with Topkapi School through Skype.

Date: 17/03/2014

The lesson began with a videoconference from San Jose School with the Turkish school through Skype. (http://www.skype.com/es/)

For that videoconference a student from the fifth year of Primary Education, from San Jose school prepared an oral presentation about his experience living for 4 years in Turkey. He was speaking about the typical things that we could find in Istanbul (Main monuments, coins, bridges, important people, Turkish history, typical costumes, typical clothes), and pupils from both schools were attended and asking questions. Moreover a girl from Topkapi School (Istanbul), prepared also a presentation about Spain because she has family in the south of our country and she came to visit frequently. Pupils were very concentrated and they understood mostly everything that was said about both countries. During the conference pupils learnt many words in English but also in Turkish and in Spanish, they learnt about the greetings in both languages and several words related with our topic "Flower´s everywhere"/ "Çiçekler her yerde".

After that, each student made a picture of something related with Turkey, writing their corresponding name in English.

- *Pictures made by Spanish students after the videoconference with Skype*

LESSON 6: Carry on with the Unit.

Date: 18/03/2014

In this lesson we were carrying on with the unit, and waiting for our flowers from Turkey. Firstly we were reviewing the different landscapes that pupils learnt the previous lessons.

Secondly we introduced the rainforest landscape, as a new landscape for them. First of all, they learnt the different rainforest layers. After that, pupils listened to different sounds of animals and plants through a soundtrack, and they had to find out and

recognize the different layers of the rainforest. The main task of this lesson was creating a rainforest mural with the animals and the typical plants they could find on it, writing the different layer´s name.

- *Rainforest murals made by students of Primary the third.*

LESSON 7: Our flower´s from Turkey arrived!

Date: 20/03/2014

At the beginning of the class children saw several pictures from Turkish children working with their flowers to send us. Moreover, pupils saw a video of a girl from Istanbul dancing typical Spanish dances. The teacher from Istanbul sent us all of these pictures to show us how they were working and learning about our culture. Children were very excited and looking forward to know also about their flowers.

That day we received the flowers from Turkey.

Firstly, the flowers were delivered to each student. They were very emotive and enthusiastic with their new Turkish friend. Afterwards, each child had to show and tell their flower to the rest of the class and stick the flower on the corridor´s tree. It was their favourite activity as at last they met their new friend from Turkey, through the different tulips.

It was quite exciting for the children as they are not used to received ordinary mail they can touch and ripe to open. We usually receive everything through e-mail now or by Internet. Through this project we encourage the ICT´s but also the traditional connexion method which is "mail". It was amazing to receive the Turkish envelope with all this beautiful flowers. Pupils learnt the real history about tulips (Lale: tulip in Turkish) in

Turkey, and this made them realize that the first tulips were originally cultivated in the Ottoman empire, and they were imported to Holland in the 16th century.

LESSON 8: The end of the project

Date: 24/03/2014

At the end of the project children did the Final task (Annex 4). The final task was an individual task, and it consisted in a reading test related with everything studied in class about the Turkish culture, where students have to find out the main words studied and related with landscapes and the Turkish culture.

To conclude the project, I delivered them a questionnaire (Annex 2) to have a quantitative assessment sheet from them, about their thoughts and feelings after having worked on this project. It consisted on several questions and they had to answer according to what they had learnt during the whole project.

5.1.7 EVALUATION

To assessed pupils during the project I had made different assessments, because there were a wide range of criteria that we had to take into account when we are observing and at the same time assess them.

Firstly, I did an Evaluation grid (Annex 1) with all the criteria's that I have to follow to assess them. In this grid, I established different levels according to their development skills, behaviour and content acquisitions.

I observed many different things, in order to know if students were achieving the different English contents, for instance:

If they were able to: answered the different activities correctly in class, explained the flower´s research to their classmates (Show and Tell), made a mural with the main parts of the rainforest and remembered the main words that they had studied in class related with the Turkish culture.

In relation to their skills, I divided it in fourth different levels according to their speaking, writing, reading and listening skills.

Related with the speaking skills, I had assessed them how they have to answer the different teacher´s question and how they have to respond in each subtask.

Moreover, I evaluated the way they kept a conversation with their classmates in some activities.

The reading skills that I assessed were: if students were able to read the key words of the different task, what they learnt in the different tasks, and in the final task, where they showed their capacity of pronounce with a correct intonation and rhythm.

Listening skills: In those criteria I evaluated if they had understand most of the contents learnt in class through visual supports, gestures, and explanations.

And finally, the writing skills: I observed if students were able to collect the significant data from different sources to make their research. (Flower research sheet).

With this subtask, I observed if they use the correct writing skills, using capital letters, writing the flower name…

On the other hand, in the assessment sheet I include several criteria to assess their behaviour during the project. It was assess if students respected their classmates

opinion; if they could work in pairs, having a good behaviour and respecting each other; if they participated actively, sharing different opinions with the class and finally if students asked questions in order to solve their doubts, which demonstrates their interest for the subject.

Moreover, when the project had been finished a questionnaire was delivered to each child (Annex 2) to assess their opinion about this innovative project , and to evaluate if they remember what we had been learning in class related with the Turkish culture.

From my point of view, and after finishing the unit I had observed that the behaviour in class improve significantly. At the beginning of the unit, most of pupils were very chatty and some of them distracted, but pupils gradually paid more attention with the different tasks they had been developing.
In general lines, every child carried on with each task without problems, which means that the unit had been performed according to their level.

The most significant and positive point for me was their attitude; they were very enthusiastic about working with another school sharing a project.
All of them were able to follow the class which means that the non-verbal language and the gestures to express the different contents were appropriate for them.
To conclude, I think this unit was successful for the class because we use an innovative tool that encouraged and implemented their creativity, their positive knowledge of the Turkish culture and they became aware about the importance of the English language to communicate with other countries.

At the end of the unit I had deliver a questionnaire (Assessment of learning) to each student to assess their process. The questionnaire (Annex 2) is formed by 7 questions about their interest for the project, to assess their thoughts about this kind of projects and the most significant about the other culture for them.

5.1.8 RESULTS

Graphic 1: "Level of the student´s satisfaction through the implementation of the e-twinning project".

Level of Satisfaction

Satisfied   Unsatisfied

5%

95%

First Graphic Interpretation:

After children accomplished their questionnaires we obtain several positives results as we can see in the main graphic. Most of the children in this class approved the carrying out of e-Twinning projects and only the 4.7% didn´t like the project. For that reason we observe a high level of motivation and desire to continue working on exchange projects collaborating and cooperating with other schools.

Graphic 2: "Interest from the students in keeping up with e-twinning projects".
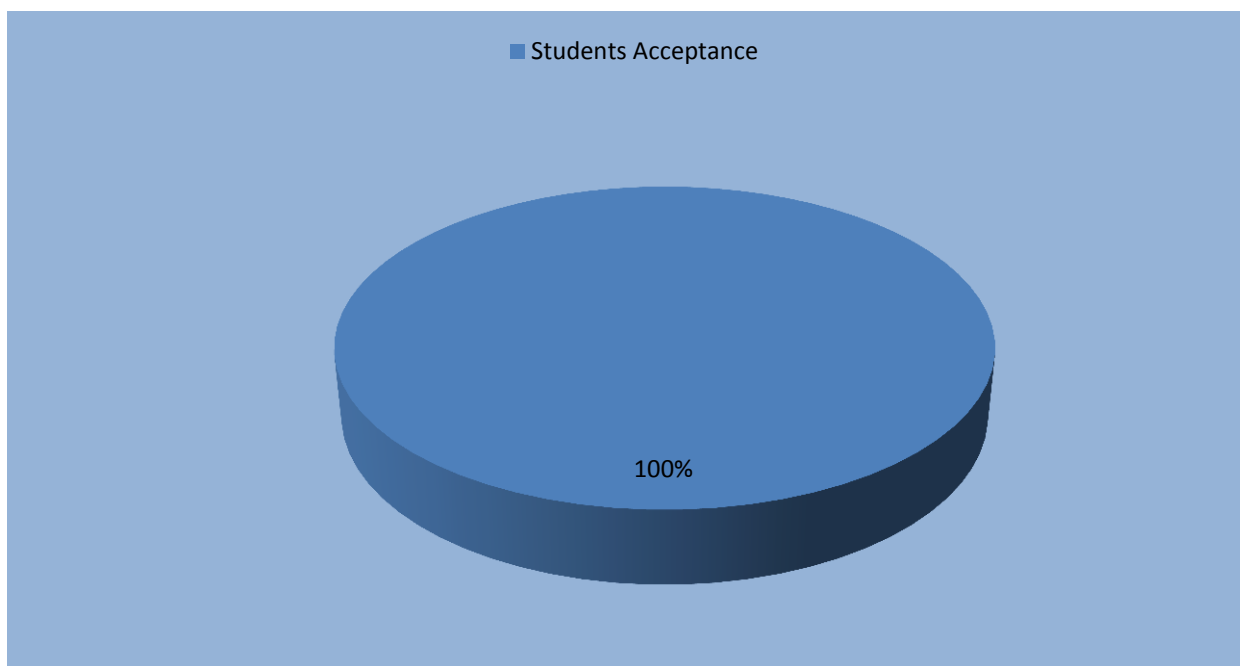
Second Graphic Interpretation:

Once children carry out the questionnaire we saw that the whole class would like to do more e-Twinning projects in their school life.

Graphic 3: "Identifying words of Turkish culture through the comprehension of a text. (FINAL TASK)"

Ability of student comprehension

13%

29%

58%

Good

Medium

Low
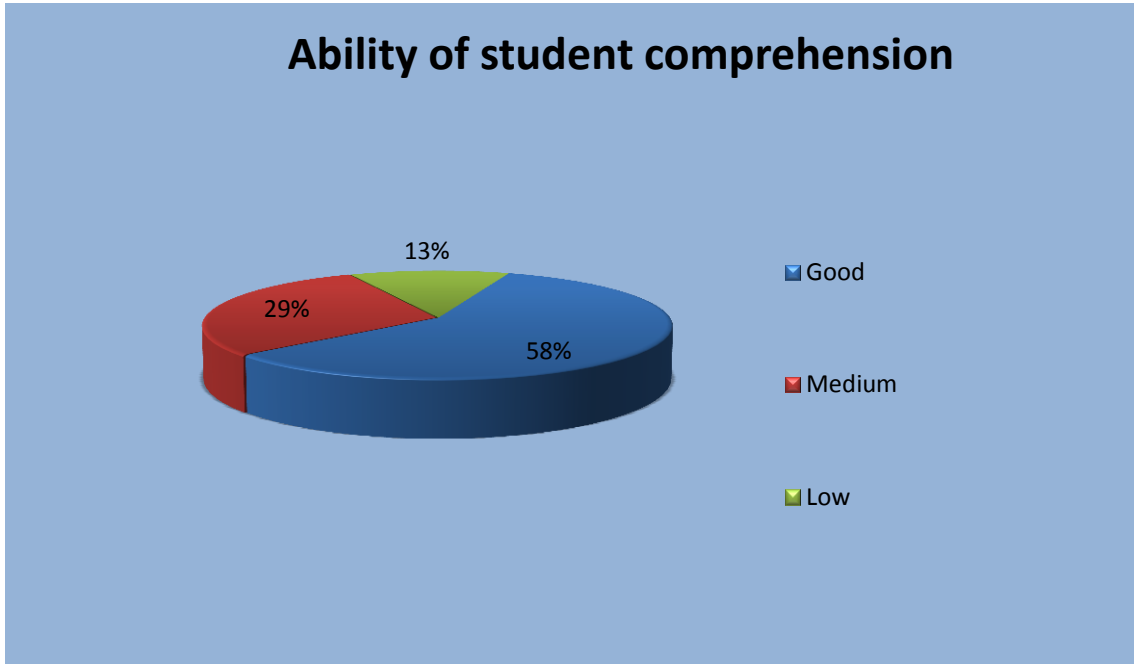
Third Graphic Interpretation:

More than half of the class (58%) achieved very good results in the final task. However, a third of the class (30%) also reflected their expertise in understanding the text, nevertheless with some difficulties. And finally there is a small group (13%) who has had major difficulties and problems in understanding what is being asked and in comprehending the text about the Turkish culture. According to this graphic we can see an important percentage of children who had been developing the task in the correct way without problems of understanding and therefore, we could say that the innovative projects help to achieve good results in class.

Graphic 4: Final results of the class acquired through the
Evaluation Grid.
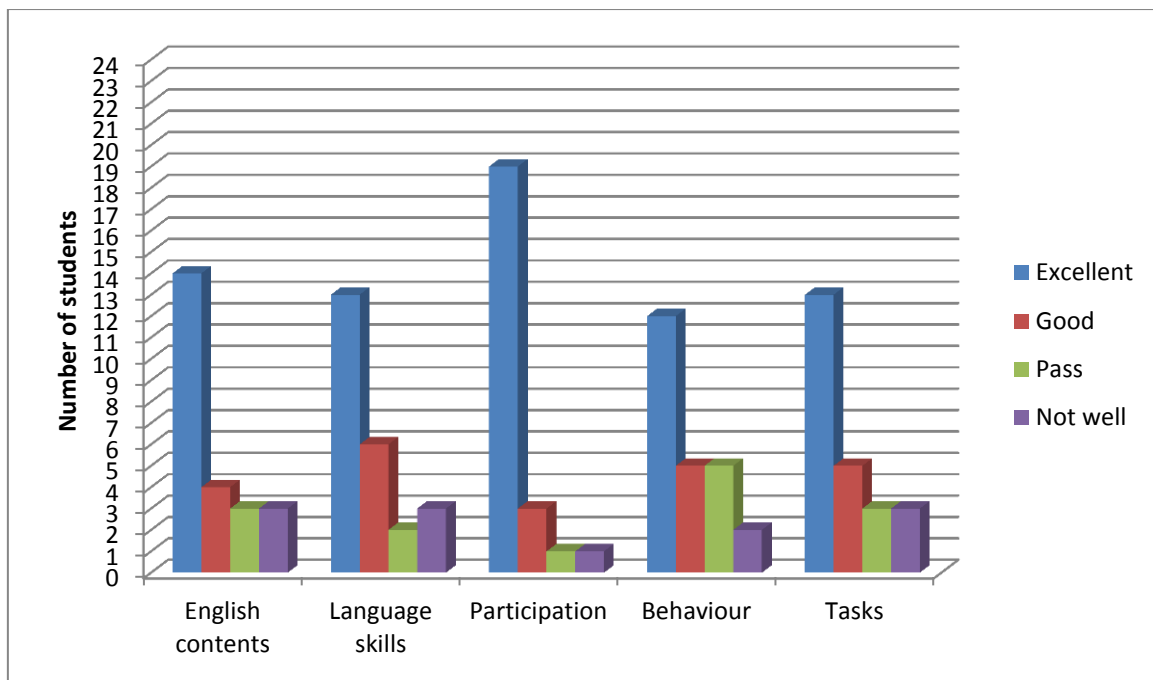
Fourth Graphic Interpretation:

This graph reflects the results achieved by the class in general terms. There have been high pupil percentages that have achieved the expected results in contrast to a few students that had got difficulties.

However we observed that due to the e-twinning project and the encouraging of creativity, there is an intensely increase of the participation and motivation in class, promoting the acquisition of the contents and also the interest in learning English, as an essential tool to communicate with the others and not as an end.

6. CONCLUSIONS

The main aim of this Final Grade Work was to give us the chance to demonstrate our knowledge associated to our Bachelor degree. For this reason, we chose a topic according to our concerns.

After the completion of the project, and having had the opportunity of implementing an educational innovation proposed during my internship in a real school, I observed the great benefit that intercultural projects in schools involves, being a great tool for teaching languages.

This project has been presented to the European Quality Label, because it was the first time that San Jose school performed this innovative programme in Primary Education, and for that reason they wanted to continue with this type of project, in order to continue developing the digital competence through intercultural exchanges.

One of the things that I was positively impacted with this project was the development of the student attitude facing the subject. I refer to their change in attitude in the subject from the beginning to the end of the project. It succeeded capturing their interest in learning English and the introduction of new vocabulary in a second language.

We have been aware of the important role that these projects involve in education, and thanks to the development of collaborative tasks with another school, it helps pupils to be more motivated.

However, when e-Twinning project was introduced in the class, children were aware about the importance of learning other languages, as an essential tool to interact with children from another country.

When the children were given the opportunity to collaborate in the same project with students from a European school, motivation and interest in learning arose from the first day.

On the other hand, conducting an e-Twinning project entails a contribution to learn something from the other countries where pupils cooperate and collaborate with a European School that brings new opportunities for learning.

Taking the advantage of this programme and the intercultural exchange, students develop an intercultural competence, respectful values, as well as positive skills to respect different points of view and to lead to consensus.

Finally it should be noted that pupils improve their intercultural awareness, and also they became open-minded participating and sharing wide information with the other country, that it is a benefit and advantage for them in their future as citizens belonging to a multicultural world.

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8. APPENDIX

ANNEX1: EVALUATION GRID

Student Name:******
Class: 3^{rd of} Primary Education

	1	2	3	4
English contents				
The student identifies the different part of the countryside landscape.				
The student names a wide range of flowers typical in Spain.				
The student identifies different parts in the dry landscape				
The student identifies the different parts of the plants.				
The student names the basic needs of the plant.				
The student recognizes the different layers in the rainforest landscape				
The student identifies main vocabulary related with the Turkish culture.				
The student understands the meaning of the main prepositions and adverbs of place.				
The student understands the main differences between the landscapes in our country.				
The student identifies the typical flowers in Turkey.				
The student recognizes the main monuments of the Turkish culture.				
Language skills				
Speaking:				
The student answers correctly the teacher questions.				
The student keep an easy talk with their classmates.				
The student has self –confidence to speak about his/her flower to the rest of the class				
Listening:				
The student understand the teacher´s speech through the help of the slides show,				

The student recognize the different				
Reading:				46
The students are able to understand the key words of the different text they read.				
The students read simple sentences with the correct intonation and pronunciation.				
Writing:				
The student collects different data from different sources				
The student organizes the information according to the example chart.				
The student organizes the information in a word map according to the contents learnin class.				
Participation (Interaction)				
The student participates in class.				
The student respect the turns of the classmates and rise the hand.				
Behaviour (Interaction)				
The student respects the class rules.				
The student has good manners				
TASKS				
The student performs the prepositions of place around their desk.				
The student points to the different parts of the landscape in the picture.				
The student shows and tells his or her work to the class.				
The student draws and summarizes the information of his/her flower.				
The student underlinse the key words from the Turkish culture in the text.				

LEGEND**1: Excellent 2: Good 3: Pass 4: No pass**

ANNEX 2: QUESTIONNAIRE

"FLOWERS EVERYWHERE"

1. Do you like the project?

   _____

2. Describe the project with three words.

   _____

3. Have I learned a lot about the Turkish culture?

   _____

4. Write 3 words related with the Turkish culture.

   _____

5. Do you like the topic of the project?   "Flowers everywhere".

   _____

6. Where can you find flowers?

   _____

7. Would you like to do more projects like this?

   _____

UNIT 6: Landscapes and habitats. (ANNEX 3) **Name: Isabel Acitores Martínez** **Class: 3rd Primary Education – English (Literacy)**	**Subject information:** Subject: English (Literacy) Specific topic: Landscapes
General information: Name school: San José Class 3rd course of Primary Education Date & time: 5/03/2014 Duration of lesson: 60minutes	**Materials**: Smart board, CD of the book Richmond, Student´s book and Activity book by Richmond Publishing. Different pictures of landscapes in Castile and Leon. Castile and Leon maps. Turkey map. A big tree to stick the flowers from Turkey. Flashcards. Laptop. Overhead Projector, Digital Board, Questionnaire, Slide show
Cognitive learning objectives: • Describe the physical landscape pictures • Identifying places where water is. • Identifying living things in a dry landscape • Literacy: contrasting fantasy and reality • Describe different kind of flowers in our Spanish landscapes. • Identifying main features of the Turkish culture. • Identifying different landscapes in our region with the typical flowers. • Learning about other cultures related with their landscapes. • Learning vocabulary related with the rainforest. • Classifying the main landscapes parts. • Follow the teacher's instructional speech.	**About the unit/ Where this unit fits** This unit about LANDSCAPES takes place in the English subject during the second cycle of the 3rd of Primary Education in San José School. This course only has three hours per week so we are going to carry on with this unit during two weeks and a half. In this unit we are going to introduce the *e-twinning project* as an innovative and creative activity in the school. Working with a Turkish school about flowers and different landscapes. With this transversal project we want to encourage the intercultural competence through the study of this two different countries with many different things Our students are going to be aware about the culture, traditions and exchanging different types of flowers with them.

Affective learning objectives:	The final task is a text related with everything we have seen in the unit. They have to be aware of the different vocabulary saw in class and to identify the main characteristics of the Turkish culture.
• Work individually	
• To be aware of the differences and respect them.	
• To learn how to work in pairs.	

Language used in the unit:

Word level:

- Specific vocabulary: mountain, summit, hill, forest, windmill, road, rock, field, fence, waterfall, river, lake, sea, ocean, pond, reservoir, bush, bridge, valley, different words from dry landscapes, forest and weather.

- Prepositions of movement over: in the middle, between, next to, on the top, at the bottom, behind.

Sentence level:

- Present simple tense in affirmative, negative and interrogative form: 'there is, there are'.

Text: Descriptive

Expectations:

At the end of this unit all the children must:

- Identify different things in each landscape.
- Name different landscapes.
- Name a vast range of flowers typical from our region.
- Identify typical flowers from Turkey.
- Identify main vocabulary about the Turkish culture.
- Point the different layers in the rainforest landscape.

At the end of this unit most of the children should:

- Explain the different things that we can see in each landscape depending on the weather.

- Describe a flower typical of Castile and Leon.

- Name different things about Turkish culture.

- Explain the different landscapes they can see in their worksheets, using the specific words worked in class.

At the end of this unit some of the children could:

- Use the correct prepositions and connectors during their 'show and tell'.

- Complete a word map with the new words they had been studying in class.

Overview of (smart)board or PowerPoint:

It is beneficial for the students to watch a previous presentation with many photos. It is very useful for they knowledge and to contrast different pictures apart from the student´s book.

In order to control the behaviour of the class it is very useful some tools like the traffic light that means:

Red: To be in silence

Yellow: Share information with your partner

Green: You can ask the teacher or share information with your partners

(http://www.primaryresources.co.uk/other/flash/traffic.swf)

Evaluation of the unit, feedback from the mentor teacher:

- It is very important to explain clearly what they have to do for homework.

- Explain each task little by little. It is very important use the blackboard although the smart board it is also important. Because they use to pay more attention if you explain the unit in both of

them.

- Play the listening twice to understand in a better way what they are listening at this moment.

- Show them different words which are similar than the words studied in class. For instance: The difference between country and field. Use your own drawings in the blackboard to explain them what is the difference. In this case "The fence".

- It is also important respect the space of time. We have to be aware of the time.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	- To recognize the different landscapes. - To describe the physical landscape. - To distinguish the differences between natural and artificial things in the landscape.	- Landscape vocabulary. - Prepositions of place: On top of, next to, at the bottom, between.	- Observe different landscapes in our country. - Play a guessing game.	Point the different parts of the landscape in the student book: hill, valley, river, forest, lake, rocks, road, windmill, house, and field. Classify the words in a chart.
2	- To recognize places with water and dry landscapes. - Identify living things in a dry landscape.	- Dry landscape vocabulary. - Places where there is water. Structures: There is and there are.	- Listen and identify places where there is water. Activity 3 - Draw a landscape.	Make activities of the activity book related with the lesson. Activity 5 and 6.

			- Pictionary game	
3	- To recognize different landscapes in our region and different flowers in each city.	- The basic needs of plants: water, air, soil, sunlight and nutrients. - Castile and Leon landscapes	- Fill a report about a typical flower searching information on internet. - Stick the tree in our corridor.	Fill the flower´s report.
4	- To identify different flowers in our country.	- Main features about different flowers in Castile and Leon.	- Present their flower´s research. - Choose and make a flower with their names and a little description of it to send it to Turkey. - Send the flowers to Turkey.	Write the main information of the flower. Decorate the flower with the name of the Turkish children. Talk about the flower in public.
5	- To recognize different features of the Turkish culture.	- Main monuments in Istanbul. - Main costumes in Turkey.	- We have a meeting with a student of Primary the 5th who has been living in Istanbul and also a Turkish girl speak about Spanish culture, during the Skype video conference from our school with Topkapi School in Istambul.	Make a poster with a picture related with the talk of Turkey. Learn different words from both cultures as " Lale" " Tulipán".

			- Listen to the meeting and make a poster about something related with the Turkish culture.	
6	- To identify different parts of the rainforest.	- Rainforest vocabulary: forest floor, understory, canopy, emergent, leaves, layer, plants. - Phonetics:/v/ and /b/	- Listening about the different rainforest layers. - Make a rainforest mural.	Recognize the different layers in the picture. Make a rainforest mural and describe the different parts on it
7	- To identify typical flowers from Turkey.	- Tulips and its history in Turkey.	- Deliver the different flowers to the students and stick it in our tree.	Understand the history of the tulips in Turkey. Show and tell their Tulips from Turkey.
8	- To identify a vast range of words studied in class. - To assess what they have learn with the project filling a questionnaire.	- All that they have been studying in class.	- Final Task: A walk around Istanbul. Narrative text. - Questionnaire	Underline with red the words that they already know of the unit, count them.

Lesson 1

Learning objectives	Learning outcomes	Evidence for Assessment
Acquire and develop social skills that encourage participation in group activities by adopting a responsible behaviour, constructive and supportive, and respecting the basic values of democratic functioning. Know and appreciate the important contribution of English to communicate with the others	• To recognize the different landscapes. • To describe the physical landscape. • To distinguish the differences between natural and artificial things in the landscape.	• Pupils can identify different landscapes • Pupils can work in pairs • Pupils can describe the physical landscape. • Pupils can fill out the chart about landscapes • Pupils can ask simple questions in order to guess the picture. • Pupils can draw a landscape. .

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
We are going to use public and private speech in order to develop their thought. Public speech: The teacher tells to students the different parts of the landscape, using verbal and non-verbal language. Private speech: Pupils will improve their language skills when they have little conversations with their classmates.	

Outline of leading activities
Give six different words related with landscapes. Children distribute individually their pictures in the chart and play a guessing game in pairs. Know the parts of the landscape and recognizing at class. Contents Activity 1: draw six pictures with six different colours and try to guess where is each picture in the chart . (GUESSING GAME).

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY
Beginning (warming up)		
5'	Wait until all the students are sitting at their desks. Starting the class saying good morning and asking about something interesting of their lives related with the unit to introduce it.	Everybody has to sit Down properly and take out the book on their desks to start the lesson. Put away the materials of the previous lesson.
5'	Explain to the students the title of the new unit. Show them some photos about the different mountain landscapes and they can guess what each element in the picture is.	Follow the instructions that the teacher is giving. Answer the teacher's questions about landscapes. Make any questions if there are some doubts.
Middle		
15'	Firstly, Listening from the CD book the first exercise and guess which each picture is according with the explanation. Secondly we will check it.	Firstly they are going to listening twice and pointing which picture is it. Secondly they have to describe each picture to her or his partner. .
5´	Explain the students that they have to draw different pictures to play a guessing game in groups.	Draw a chart with six small squares, and draw a different landscape element in each one. Use six

		different colours in each square.
20'	When they finish the chart they can start playing the game using different structures of the present tense like: there is, there are, there isn´t there aren´t, and interrogative; for instance: Are there…? Is there…?	Start playing the game with your partner.
End (evaluation, summary, planning for next lesson)		
7'	Time is up. Explain clearly what they have to do as homework.	Write the homework in the blackboard. Take out the English books and be prepare for next lesson or the brake.
5'	Sing "Clean up song" and ask for a big English kiss to say goodbye. Congratulate for the lesson.	Answer the teacher with a greeting and be prepare for next lesson.

Lesson 2		
Learning objectives	Learning outcomes	Evidence for Assessment
• Acquire and develop social skills that encourage participation in group activities by adopting a responsible behaviour, constructive and supportive, and respecting the basic values of democratic functioning. • Know and appreciate the important contribution of science and research to improve the quality of life and safety of human beings.	• To recognize places with water and dry landscapes. • Identify living things and non-living things in a dry landscape.	• Pupils can identify living and non-living things in a dry landscape. • Pupils can work in pairs. • Pupils can recognize places where there water is. • Pupils can noun places related with water. • Pupils can draw a landscape.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
We are going to use public and private speech in order to develop their thought. Public speech: The teacher tells to our pupils dry landscapes and landscapes with water, using verbal and non –verbal language emphasizing some words. Private speech: Pupils will improve their landscapes knowledge playing a Pictionary game.	

Outline of leading activities

Identify the living and non-living things in the dry landscape and recognize places with water.

- Contents Activity 2:

- Listen and identify places where there is water. Activity 3

- Draw a landscape.

- Pictionary game

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY
Beginning (Warming up)		
5'	Wait until all the students are sitting in their desks. Starting the class saying good morning and asking about something related with the lesson we have seen the last day.	Everybody has to sit down properly and take out the book on their desks to start the lesson. Put away the materials of the previous lesson.
5´	Start the lesson with a brainstorm about places with water.	Children have to write in the blackboard several places related with water. Follow the teacher instructions to write the words in the blackboard.
Middle		
15	Firstly put the CD in the laptop. Explain the exercise and stop it in each picture to get a better comprehension. Check it the exercise with the children and solving the children questions.	Follow teacher's instructions and select the correct exercise according to the listening. Check the exercise and ask for the words that they cannot understand.
10´	Explain how to play the "Pictionary game". Divide the class in pairs to carry on with this activity.	Children must follow the different instructions given from the teacher. They have to draw something related with water and the other children have to guess what it is.
10´	Explain the activities 5 and 6 from the activity book. Give enough examples to understand what they have to do and solve their questions about the exercises.	Do the activities in ten minutes following the teacher steps and having into account the different features of the dry landscape and the landscapes where is water.

		Close the book when they finish.
10´	Check both exercises from the Activity book in the digital board, trying to make them participate in class.	Check their exercises in order to understand the new vocabulary and participate rising their hands when they want to say the answer.
End (evaluation, summary, planning for next lesson)		
5´	Time is up. Explain clearly what they have to do as homework.	Write the homework in the blackboard. Take out the English books and be preparing for next lesson or the brake.
	Sing "Clean up song" and ask for a big English kiss to say goodbye. Congratulate for the lesson.	Answer the teacher with a greeting and be prepare for next lesson.

Lesson 3:

Learning objectives	Learning outcomes	Evidence for Assessment
Acquire and develop social skills that encourage participation in group activities by adopting a responsible behavior, constructive and solidary and respecting the basic principles of democratic functioning.	To recognize different landscapes in our region and different flowers in each city. Identify the basic needs of plants: water, air, soil, sunlight and nutrients	1. Identify different landscapes in Castile and Leon. 2. Be able to fill out the report with the main flower´s features. 3. They can search and summarize information about typical flowers in our region. 4. Pupils are able to draw their own flower. . 5. Pupils can identify the basic needs of plants.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
There are two discourse clearly differentiate: Public speech and private speech. Public speech appear in every single moment when the teacher speaks, because is when he is giving information and knowledge to the kids. Private speech is incorporate in the kids when they are filling the report of their flowers.	

TIME	TEACHER ACTIVITIES	STUDENTS ACTIVITIES
Beginning (Warming up)		
5´	Wait until all the students are sitting in their desks. Starting the class saying good morning and explaining the e-twinning project with Turkey.	Everybody has to sit Down properly and take out the book on their desks to start the lesson. Put away the materials of the previous lesson
Middle		
10´	Explain to the students the project with a presentation. In the presentation they will see different landscapes from Castile y Leon and the most typical flowers in our region.	Children listening to the explanation of the teacher and ask for questions about the different landscapes in our region.
10´	Explain the main activity step by step to research about one typical flower in Castile and Leon on Internet.	Children have to search for important information about one flower that they like the most and write a report of I following the different steps the teacher give them.
30´	Help them to search information and to solve their questions about how to do it.	They can start in the computers room to search information about the flower they want to discover things of it.
End (evaluation, summary, planning for next lesson)		
5´	Time is up. Explain clearly what they have to do as homework.	Write the homework in the blackboard. Take out the English books and be prepare for next lesson or the

	brake.

Lesson 4

Learning objectives	Learning outcomes	Evidence for Assessment
Acquire and use correctly a specific vocabulary in oral and written language. Explain, express and represent facts, concepts and processes of the natural environment. Identify, consider and resolve questions and problems of the flowers.	- To identify different flowers in our region. - Develop oral and written skills with a specific vocabulary. - To identify different landscapes in Castile and Leon.	1. Identify different flowers in our region 2. Be able to fill out their flowers with the main features. 3. They can work individually with a good atmosphere. 4. Pupils are able to create their own flowers with details. 5. Pupils can shows and tell their typical flower.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
There are two discourse clearly differentiate: Public speech and private speech. <u>Public speech</u> appear in every single moment when the teacher speaks, because is when he is giving information and knowledge to the kids. Nor only with that there is public speech, but also with the reports, because the kids are going to be able to discriminate that information which is not related with the flower that there are looking for. <u>Private speech</u> is incorporate in the kids when they are filling the flower or speaking about it.	- Good and property handwriting - Eyes contact and turn taking. - Face expressions and affect displayers (smile and surprise). - Body movements .

TIME	TEACHER ACTIVITY	STUDENT ACTIVITIES
Beginning (Warming up)		
5´	Wait until all the students are sitting in their desks. Starting the class saying good morning and start with the presentation of their flower´s research	Everybody has to sit Down properly and take out their flower research. Put away the materials of the previous lesson.
Middle		
15´	Check the different presentation of the children. Improving their pronunciation and their skills to speak in public.	Present their reports to the rest of the class.
20´	Explain the steps to make their own flower in the smart board and help them with it. Deliver the names of the children from Turkey to each children of the class.	Children choose one flower and draw it in a white paper. Then they have to write a little description about it. And in the petals they have to put his or her name and the name of the children they are going to send the flower. Then they can decorate it as they want.
5´	Pick up all the flowers and put in a big envelop to send it to Turkey. Check that children put the correct information.	Finish the flower and put it in the envelop to send it.
10´	Ask for volunteers to present their flowers to the rest of	Children can show to the rest of the class their flowers

	the class. And asses their participation and their work.	and speak about it.
End (evaluation, summary, planning for next lesson)		
5´	Time is up. Explain clearly what they have to do as homework.	Write the homework in the blackboard. Take out the English books and be prepare for next lesson or the brake.

Lesson 5

Learning objectives	Learning outcomes	Evidence for Assessment
Acquire and use correctly a specific vocabulary in oral and written language. Explain, express and represent facts, concepts and processes of the natural environment. Identify, consider and resolve questions and problems of the flowers	- To recognize different features of the Turkish culture. -To have a videoconference with Topkapi school (Istambul).	-Pupils can identify main monuments from Turkey. -Pupils can say some words in Turkish. -Pupils can draw a mural about Turkey. -

Discourse/Text targeted	Language targeted- Non-verbal L Targeted

Outline of leading activities
The leading activity is to make a mural in pairs about something related with Turkey, after the videoconference with Topkapi school.

LESSON 5

Time	Teacher Activities	Student Activity
Beginning (Warming up)		
5´	Wait until all the students are sitting in their desks. Starting the class saying good morning and present what we are going to do in this class.	Everybody has to sit Down properly and take out their flower research. Put away the materials of the previous lesson.
Middle		
20´ 5´	Present the children who is going to talk to the class and explain that they are going to listening a student from Primary the fifth speaking about his experience in Turkey. After the meeting we express gratitude for the interesting conference. And children can make questions about his experience there.	Children pay attention to the explanation and they can ask questions in English related with the topic. They can participate asking him questions.
20´	Explain the next activity. They have to draw in a paper something related with the previous explanation.	Follow teacher instructions Draw a mural writing in English what it is and where can we find it.
5´	Check what they have done and stick the pictures in the corridor.	Hand in their pictures to correct the mistakes and stick the pictures in the corridor.
End		
5´	Time is up. Explain clearly what they have to do as homework.	Write the homework in the blackboard. Take out the materials and be prepare for next lesson or the brake.

Lesson 6

Learning objectives	Learning outcomes	Evidence for Assessment
Acquire and use correctly a specific vocabulary in oral and written language. Identify, consider and resolve questions and problems about rainforest landscape	- To identify different parts of the rainforest. - To recognize the main animals and plants in each layer.	- -Pupils can identify main layers in the rainforest. - -Pupils are able to difference the sound /v/ and b/. - Pupils can classify words with the sound /b/ and /v/ in a chart. - -Pupils can draw a rainforest mural.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted

Outline of leading activities
The leading activity is to make a rainforest mural with the main parts of it.

LESSON 6

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
Beginning (Warming up)		
5´	Wait until all the students are sitting in their desks. Starting the class saying good morning and explain that we are going to carry on with the lesson until the flowers from Turkey arrive to our school.	Everybody has to sit Down properly and take out their flower research. Put away the materials of the previous lesson.
Middle		
15´	Explain the exercise 15 and 16. Put the CD and go little by little with it. In this activity the teacher has to explain different new	Children listen to the CD and select the correct answer, listening different noises of animals and trees. Complete the exercise 16 with the correct words learnt in the

	words related with the rainforest. Attend to the children in case they have problems or questions.	previous exercise.
20´	Clarify that each student has to make a rainforest mural identifying the different layer´s and specifying each one. Also they have to describe what things we can find in each layer. Help them in case they have questions and check it in order to improve their knowledge. If they don´t finish it they will do it for homework.	Children have to make a rainforest mural with the different elements and layers.
15´	Put the rainforest song and translate with them into Spanish.	Listening to the rainforest song and translate into Spanish. Trying to sing it and performing it in class. http://www.youtube.com/watch?v=yrcU514z6nM
End		
5´	Time is up. Explain clearly what they have to do as homework.	Write the homework in the blackboard. Take out the English books and be prepare for next lesson or the brake.

Lesson 7

Learning objectives	Learning outcomes	Evidence for Assessment
Acquire and use correctly a specific vocabulary in oral and written language. Identify, consider and resolve questions and problems about the flowers from Turkey.	- To identify typical flowers from Turkey. - To identify the history from the Turkish flowers.	- -Pupils can identify typical flowers from Turkey. - Pupils be able to understand the text of their Turkish flowers. - Pupils can say Tulip in Turkish and also other words.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted

Outline of leading activities
Teacher delivers the flowers from Turkey to each pupil. The main activity is show and tell their flowers from Turkey Pupils stick their flowers from Turkey in the blossom tree.

LESSON 7

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY
Beginning (Warming up)		
5´	Wait until all the students are sitting in their desks. Starting the class saying good morning and tell to the class that we have receive the flowers from Turkey.	Everybody has to sit down properly and listen carefully the teacher´s explanation. Put away the materials of the previous lesson.
Middle		
15´	Read the letter from Turkey and translate into Spanish.	Children have to listen carefully and try to understand the letter from Turkey. Children understand the history of the tulips in Turkey.
20´	Deliver the flowers for each child in order of their names and stick it with them in our e-twinning tree.	Children receive the flowers showing to the rest of the class and translate what they have to do.

15´	Give to the class a questionnaire to evaluate the whole project.	Students have to fill the questionnaire and give it to the teacher
End		
5´	Time is up. Explain clearly what they have to do as homework.	Write the homework in the blackboard. Be preparing for next lesson or the brake.

Lesson 8

Learning objectives	Learning outcomes	Evidence for Assessment
- Comprehend a narrative test and identify the key words learning in class.	- To identify key words about Turkish culture.	- Pupils can identify key words that they learnt in class. - Pupils be able to understand the final task. - Pupils can answer the questionnaire.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted

Outline of leading activities
Teacher delivers the final task to each pupil and then the questionnaire.   The leading activity is to underline the main words they had learnt in the previous lessons.

LESSON 8

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY
Beginning		

5´	Wait until all the students are sitting in their desks. Starting the class saying good morning and explain that there are going to do the final task of the unit.	Everybody has to sit down properly and listen carefully the teacher´s explanation. Put away the materials of the previous lesson.
Middle		
5´	Deliver the final task to each student and explain what they have to do is read little by little the text, trying to understand what they read and underline the main words that they know from the project with red.	Children have to listening the teacher and ask if they have questions or doubts.
20´	Control de behaviour of the children and help them if they have questions about the activity	Every student have to underline the words that they know and put the number of words behind the text.
5´	Gather up every task and speak with the class about what words they have underline in the text.	Respond and give the task to the teacher
5´	Explain that there are going to do a self-assessment about the e-twinning project. There are seven different questions where they have to answer each one according with their feelings, learning or difficulties. Deliver the questionnaires	Listen to the teacher and ask rising their hand if they don´t understand the questions.
20´	Control the class behaviour and help the children in case they have questions.	Answer the questionnaire individually.
End		
5´	Collect all the questionnaires and tidy up the class.	Take out the materials and be prepare for next lesson or the brake.

ANNEX 3. FINAL TASK

Underline with red the words you already know and count them.

A walk around Istanbul

Narod is a girl who studies in Topkapi school, that is located in the beautiful city of Istanbul.

She gets up at 8 o´clock in the morning, because she has to cross a big bridge to go to the Asian part of the city. Do you know that Istanbul is the only city located on two continents?

While Narod goes to school with his father by car, she can see many beautiful places! Just at the blue Mosque, Narod always counts the six towers of the Mosque and also she can see the Topkapi Palace that was built by Sultan Mehmet to mark his power in the city. In the past people used swords to fight. They were very long and pointed!

Narod loves the tulip fields, there are colourful tulips everywhere!

At school they are making paper tulips to send to San José School, located in Palencia.

After school Narod usually goes with her dad to the Grand Bazaar to buy a Kebab which costs 4 Liras.

Narod is excited because she wants to see the typical flowers of Spain and meet her new friend from Spain.

Total words I have found in the text: ☐ words

ANNEX 4: EUROPEAN QUALITY LABEL DOCUMENTS.

**ANEXO I – MODELO DE INSTANCIA PARA CENTROS E INSTITUCIONES
MODALIDAD A: Sello Europeo 2014 para las iniciativas innovadoras en la
enseñanza y el aprendizaje de lenguas**

1. DATOS DEL ORGANISMO O INSTITUCIÓN
**Denominación (Tipo de organismo: centro público, privado, concertado,
institución, ONG,...):**

Dirección completa:
    Calle:
    Código postal y localidad:
    Provincia:
Teléfono: **Fax:**
Dirección de correo electrónico:

2. DATOS DE LOS AUTORES o AUTORAS
Nombre y Apellidos del/la coordinador/a y/o persona de contacto:
NIF:
Correo electrónico:

**Cargo y especialidad (si se trata de una persona profesional de la
educación):**

**Representante legal (en caso de no ser la persona que coordina la
experiencia presentada):**

Profesorado participante:
Nombre y Apellidos/NIF

**3. TÍTULO DE LA EXPERIENCIA PRESENTADA (en español y en su caso,
los idiomas elegidos):**

Idiomas en los que se trabaja la experiencia:

En   **, a**   **de**   **de 2014.**

(Firma del representante legal y sello de la institución)
Firmado:

ANEXO II DATOS DE LA EXPERIENCIA
MODALIDAD A: Sello Europeo 2014 para las iniciativas innovadoras en la enseñanza y el aprendizaje de lenguas

1. INFORMACIÓN RELATIVA AL DESARROLLO DE LA EXPERIENCIA
      TÍTULO DE LA EXPERIENCIA PRESENTADA (en español y en su caso, las
      lenguas elegidas):

      Lenguas de trabajo:

      Nivel educativo/formativo (Educación Primaria, Secundaria, Formación
      Profesional, etc.):

      Número y perfil de las personas participantes:

      Fecha de inicio y final de la experiencia:

      Lugar donde se ha realizado:

      Producto final elaborado:

      Plan de difusión del proyecto y grado de difusión conseguido:

2. JUSTIFICACIÓN DE LA ADECUACIÓN DE LA EXPERIENCIA A LAS PRIORIDADES EUROPEAS Y A LOS CRITERIOS EUROPEOS DE SELECCIÓN, A SABER:

    1. Las lenguas para favorecer la inclusión social:

    2. Lenguas y deporte:

3. **Carácter global de la iniciativa:**

4. **Valor añadido que aporta:**

5. **Aspectos innovadores- capacidad de motivación:**

6. **Originalidad y creatividad del proyecto:**

7. **Dimensión europea:**

8. **Capacidad de transferirse:**

ANEXO III. MODALIDAD A: Resumen iniciativas/ Nº palabras: 1.540- 1.550 máximo.

NIVEL EDUCATIVO EN EL QUE SE ENMARCA EL PROYECTO: Marcar con una X

INFANTIL/ PRIMARIA ☐   **PRIMARIA** ☐   **ESO/BACHILLERATO** ☐

FP ☐   **ADULTOS/EOI** ☐   **ENSEÑANZAS UNIVERSITARIA** ☐

ENSEÑANZAS ARTÍSTICAS ☐

ENSEÑANZAS PROFESIONALES DE ARTES GRÁFICAS Y DISEÑO ☐

ENSEÑANZAS DEPORTIVAS ☐

FORMACIÓN PROFESORADO ☐   **VARIOS NIVELES** ☐

Título de la iniciativa:

Coordinador/a:

Institución:

Personas destinatarias:

Contexto:

Descripción:

Objetivos:

Desarrollo:

Metodología:

Evaluación:

Resultados:

Conclusiones: