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TRABAJO FIN DE MÁSTER

TANDEM LANGUAGE LEARNING THROUGH TELECOLLABORATION: AN

INNOVATIVE BILINGUAL PROJECT

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Abstract

This paper offers an innovative bilingual project of two academic years to be fulfilled in the bilingual sections in the third and fourth cycle of secondary education in Spanish education system and in its equivalent, which is the second cycle of secondary education in British education system. It is based on creating a community for language learning between Spanish and British students through telecollaboration. In this project, students of both countries work in groups on the same tasks dealing with themes of International Days in the target language, correct and evaluate each other's works. At the end of the second year, there is a final task "the bilingual party"; firstly, Spanish students host British students in Spain for one week and perform a bilingual party with songs, poems, short plays or sketches, riddles, and games in English. Secondly, British students host Spanish students in England for one week and perform the bilingual party in Spanish.

Keywords: Bilingualism, Innovation in Education, Tandem Language Learning, Telecollaboration, International Days, Interculturality, Task-Based Instruction.

Resumen

Este trabajo ofrece un proyecto bilingüe innovador de dos años académicos para ser realizado en la sección bilingüe en el tercer y cuarto ciclo de la educación secundaria del sistema educativo español y en su equivalente que es el segundo ciclo de la educación secundaria del sistema educativo británico. El proyecto está basado en crear una comunidad para el aprendizaje de idiomas entre los estudiantes españoles y británicos mediante la Telecolaboración. En este proyecto, los estudiantes trabajan en grupos en las mismas tareas con los temas de los días internacionales en la lengua meta, corrigen y evalúan los trabajos entre ellos. Al final del segundo año, hay un proyecto final "la fiesta bilingüe"; en primer lugar, los estudiantes españoles reciben a los estudiantes británicos en España durante una semana y realizan una fiesta bilingüe con canciones, poemas, obras teatrales de corta duración y obras de sketch, acertijos y juegos en inglés, en segundo lugar, los estudiantes británicos reciben a los estudiantes españoles en Inglaterra durante una semana y realizan la fiesta bilingüe en español.

Palabras Clave: Bilingüismo, Innovación en Educación, Aprendizaje de Idiomas en Tándem, Telecolaboración, Días Internacionales, Interculturalidad, Enfoque por Tareas.

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"The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done—men who are creative, inventive, and discoverers. The second goal of education is to form minds which can be critical, can verify, and not accept everything they are offered."

Jean Piaget

(Ripple & Rockcastle, 1964, p. 5)

1. Introduction

Promoting language learning has been one of the prime concerns of the European Union. The Council of Europe has been intensively working on Language Policy Programme over the past six decades "for the development of policy and guidelines to promote linguistic diversity and plurilingualism, and of reference instruments for policy planning and standards" (the Council of Europe and Language Education). For this purpose, European Centre for Modern Languages was founded. After more than twenty years of research in 2001, the Modern Languages Division of the Council of Europe published the "Common European Framework of References for Languages: Learning, Teaching, Assessment" (CEFR) to be used as a reference "for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency" (CEFR, the Council of Europe) and designed the European Language Portfolio (ELP) together with it. In 2018, CEFR Companion Volume with New Descriptors was released. With all these exhaustive works, The Council of Europe aims to help the citizens of European member states learn at least two foreign languages efficiently in order to be prepare them for the needs of a globalized world.

Foreign language teaching/learning is frequently confined to coursebooks and classroom environment. Despite the development in information and communication technology and new methodologies that suggest their usage for educational purposes, there are still some foreign language teachers who use the traditional methodologies and make use of coursebooks as the only teaching materials. Harmer (2007) states the disadvantages of using coursebooks in foreign language classes by saying:

> Many of them rely on Presentation, Practice and Production as their main methodological procedure (see Chapter 4, A2), despite recent enthusiasm for other teaching sequences. Units and lessons often follow an unrelenting format so that students and teachers eventually become demotivated by the sameness of it all. And in their choice of topics, coursebooks can sometimes be bland or culturally inappropriate. (pp. 181-82)

For this reason, in this paper, I have designed this innovative bilingual project through telecollaboration which is motivating and culturally appropriate since it is based on tasks dealing with universal themes. The main objective of this innovative bilingual project through telecollaboration is to encourage foreign language teachers to use the Information and Communication Technology (ICT) with the integration of online tandems through

telecollaboration projects into classroom instruction. Kern et al. (2004) also states that the telecollaboration gives foreign language teachers the opportunity to

> … use the Internet not so much to teach the same thing in a different way, but rather to help students enter into a new realm of collaborative enquiry and construction of knowledge, viewing their expanding repertoire of identities and communication strategies as resources in the process. (p. 21)

This telecollaboration project consists of two academic years to be fulfilled in the bilingual sections of Spanish-British partner schools; in the third and fourth cycle of secondary education in Spanish education system and in key stage 4, which is the second cycle of secondary education in British education system. The aim of this telecollaboration is to create a tandem language learning community where native speakers of different languages exchange their mother tongues with their partners in order to learn each other's languages. This tandem language learning community is established between Spanish and British students to improve their language skills in their target languages. They teach their mother tongues to their partners while they learn their target languages from their partners.

In the following pages I will describe more in detail the bilingual project itself. In the second chapter, I will talk about the theoretical background of this innovative bilingual project; the methodology, approaches and techniques used in its creation considering second language acquisition hypothesis and the theory of multiple intelligences. In the third chapter, I will focus on its legal framework considering Spanish education laws. In the fourth chapter, I will present the distribution of tasks dealing with the topics of several "International Days" observed at United Nations in two academic years; the key stage 4 in British education system and the third and fourth cycle of compulsory secondary education in Spanish education system. Because of the excessive length of the project, I will only demonstrate two lesson plans of each trimester of these two academic years. I will also enumerate the main and specific objectives of this project. In the fifth chapter, I will talk about the assessment. In the chapter of conclusions, I will argue over the pedagogic advantages of tandem language learning through telecollaboration in comparison to traditional (classroom) language learning settings.

2. The Theoretical Background

In this project, I chose the topics of "International Days" as a part of the Syllabus Design since there is an international environment and thus the themes should be international (universal). I have designed my syllabus following the task-based instruction (Willis, 1996; Nunan, 2004). It is completely student-centred and requires their active participation. The structural framework of this approach is formed by three activities in each lesson: pre-task, task,

and post-task. These activities are necessary to provide students with the knowledge they are going to need for the tasks. The tasks, where students use the acquired knowledge in order to produce oral and written texts, are appealing and challenging, addressing different intelligent types considering Gardner's (2011) Theory of Multiple Intelligences. They also support the final task which is the most important and complex of all since it requires students' all previously acquired knowledge and skills.

In this project, Piaget's theory of constructivism is followed as the main approach to education:

> The first principle of constructivist education inspired by Piaget's theory is to cultivate a sociomoral atmosphere in which mutual respect is continually practiced. This translates into practices that promote child autonomy and reasoning. The Piagetian constructivist teacher promotes a feeling of community in the classroom, makes it possible for children to make classroom rules and many decisions about life in the classroom, conducts discussions about social and moral issues, promotes conflict resolution, and consults children about what they want to learn. Activity time allows children to pursue chosen projects, including physical-knowledge activities and group games. Subject matter is taught through projects where curriculum is integrated (DeVries, 2000, p. 204).

2.1. Telecollaboration

Telecollaboration is fast becoming a key instrument in foreign language education. Undoubtedly, it is one of the most commonly used computer-based language teaching tools of the twenty-first century. There have been many ways to refer to telecollaboration such as e-tandem (O'Rourke, 2007), online intercultural exchange (O'Dowd, 2007; Thorne, 2010), and internet-mediated intercultural foreign language education (Belz and Thorne, 2006). As defined by O'Dowd (2011):

> In the context of foreign language education, 'telecollaboration' refers to the application of online communication tools to bring together classes of language learners in geographically distant locations to develop their foreign language skills and intercultural competence through collaborative tasks and project work. (p. 342)

The adoption of Information and Communication Technology for educational purposes is a way to contribute to develop students' digital competences in order to prepare them for the information age. In terms of second language acquisition/learning, the use of ICT gives the possibility to "make language learning settings more socially interactive, collaborative, communicative and student-centred" (Kern, & Warschauer, 2000).
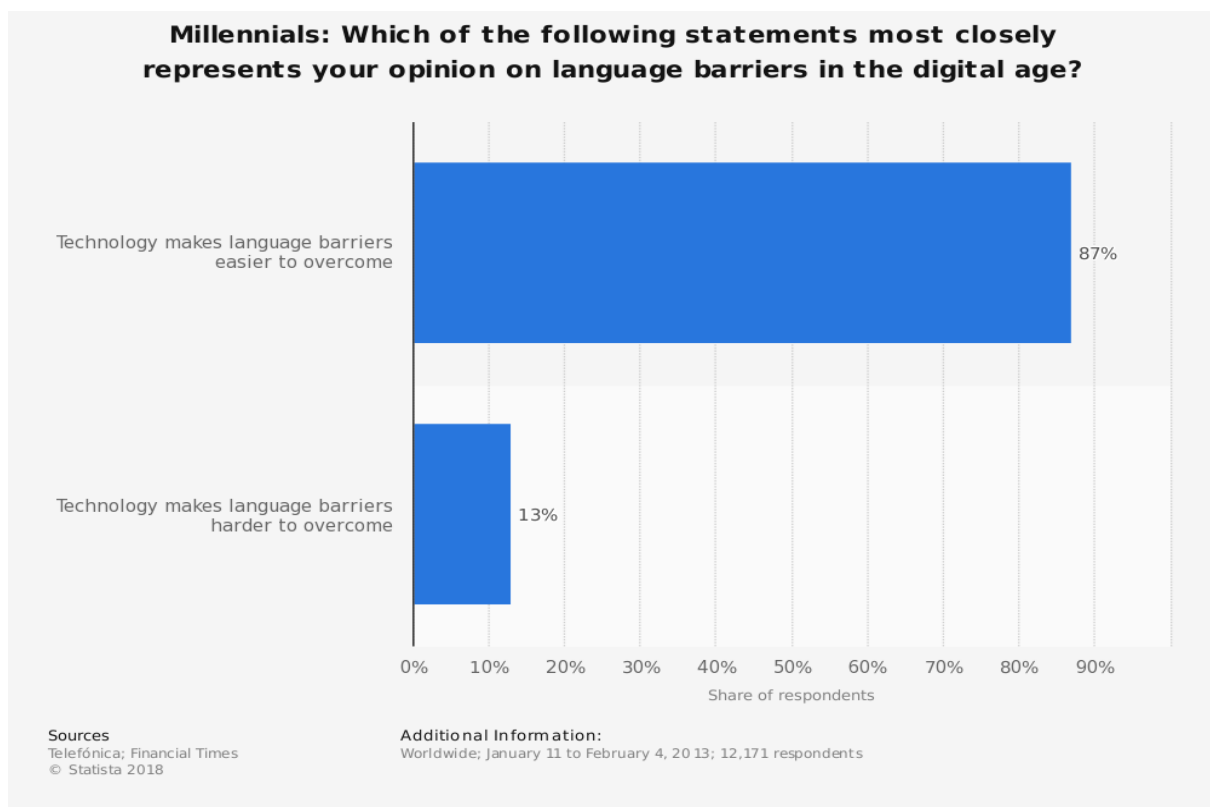
Stephen Krashen (1982), a renowned scholar and professor emeritus for his eminence in second language acquisition at University of Southern California, proposed the affective filter hypothesis which accounts for the influence of affective factors on second language acquisition. It refers to affective variables which influence the language acquisition both positively and negatively such as motivation and mindfulness or boredom, self-confidence or fear and anxiety. When the filter is high, it causes a mental block which prevents the learner from using the received *input*. Hence, the acquisition does not take place.

Krashen implies that language teachers should lower students' affective filters by creating a comfortable language learning environment where students are motivated dealing with stimulating tasks. The lower is their affective filter, the higher is their self-confidence and the greater is the sense of fulfilment (Lin, 2008, p. 115).

The image below is taken from the webpage Statista.com which shows the results of a survey among learners between 18 and 30 years of age. In this globally conducted survey which took place in 2013, they were asked whether technology makes language barriers easier or harder to overcome. The %87 of the participants believed that technology makes it easier to overcome language barriers. The results demonstrate that the ICT plays an important role in facilitating language learning. They are also vital tools to motivate language learners and lower their affective filters.

Figure 1: Statista.com 2013.

Millennials: Which of the following statements most closely represents your opinion on language barriers in the digital age?

Technology makes language barriers easier to overcome — 87%

Technology makes language barriers harder to overcome — 13%

Share of respondents

Sources
Telefónica; Financial Times
© Statista 2018

Additional Information:
Worldwide; January 11 to February 4, 2013; 12,171 respondents

2.2. E-Tandem Language Learning

This project is primarily based on an online tandem through telecollaboration in which English and Spanish learners will exchange their languages since they teach each other their mother tongues and learn their target languages from its native speakers. Brammerts (2001) reports that "language learning in Tandem occurs when two language learners with different native languages communicate with one another sharing the common objective of learning from each other" (p. 10, translation by d'Atri, 2002). Therefore, the use of the Internet is the cheapest way to meet foreign language learners with the native speakers of their target languages or, sometimes, to meet those learners of one target language from different countries to improve their language skills. Means (2013) asserts that

> learning technology researchers too, see the Internet not just a delivery medium but also as a potential means to enhance the quality of learning experiences and outcomes. One common conjecture is that learning a complex body of knowledge effectively requires a community of learners. (p. 4)

Two distinct principles of e-tandem language learning are **reciprocity** and **learner autonomy** (Brammerts 1996; Brammerts and Kleppin (eds), 2001). English students teach their mother tongue to Spanish students and vice versa. Students take both teacher and student role in the language learning process and contribute to each other's learning. Brammerts (2006) assures that "both learn from but also with one another, which applies to language competence, their cultural background and other skills and strategies." (p. 3). Students help each other in the completion of the tasks in the target language and, at the end of each task, they correct and evaluate each other's works. They are given freedom to decide when, where and how to learn. Those decisions are mostly about their learning goals depending on their individual needs and learning strategies to be applied accordingly. So, they realize that they are responsible for their own learning (Little, 1991).

2.3. Competences and Telecollaboration Goals

Communicative competence consists of the set of productive and receptive skills which permit the individual interact effectively with the others. Canale and Swain (1980) adapted this term "to refer to the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use" (p. 6). It is important to emphasize that this project is based on **interaction** and **communication** as the mainstay of teaching-learning process. It's because the language is both **the medium of communication** and **learning objective**; the vehicle and the object of
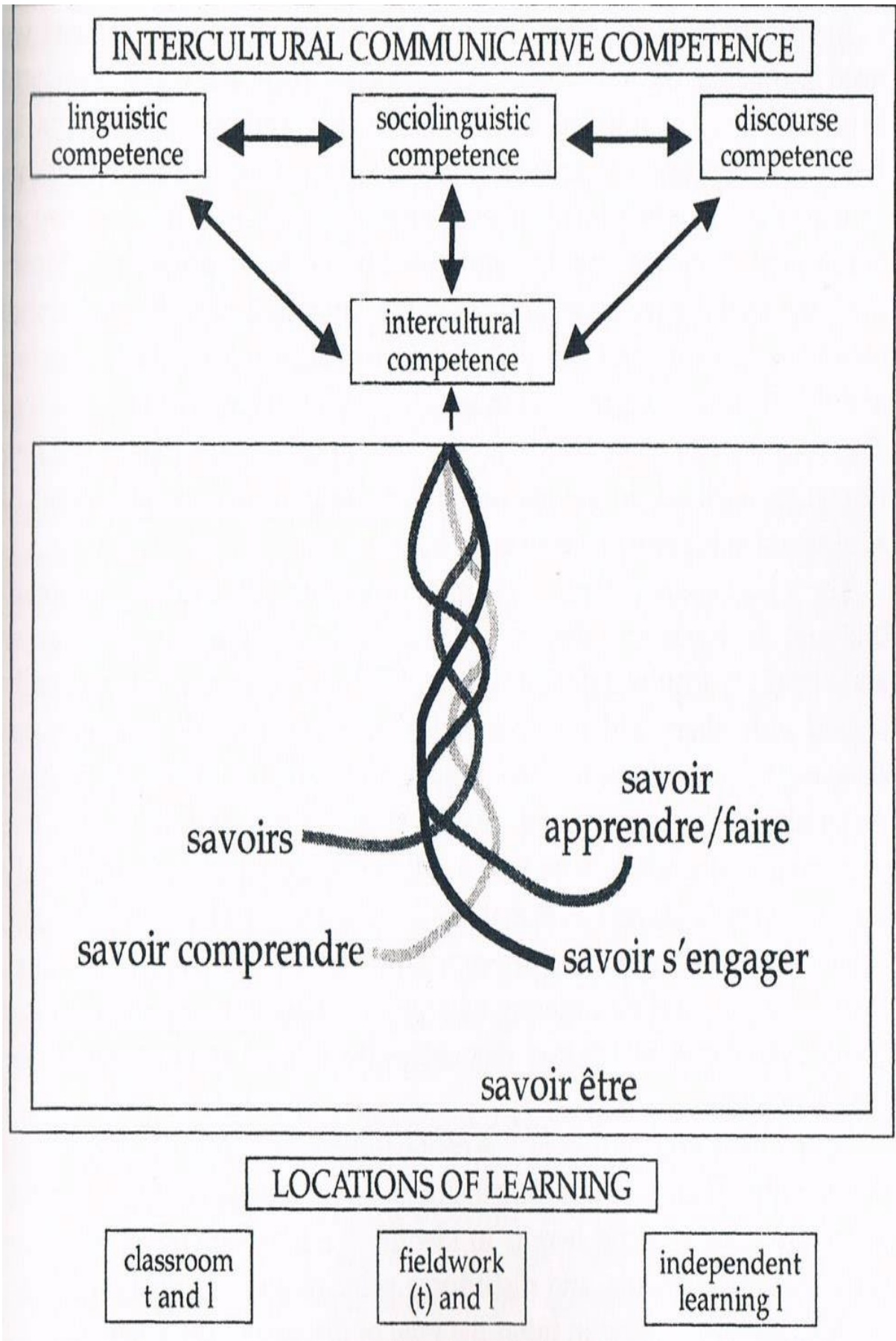
instruction (Long, 1983, p. 9) and both the process and product of the instruction (Seedhouse, 2004, 2009).

This virtual exchange not only facilitates the learning of the target language, but also develops their communication strategies, digital competences and online literacy skills. Besides, in this project, the interaction takes place in an intercultural environment since students are from different countries with different cultural backgrounds. It also gives students the opportunity to develop their **intercultural communicative competence.** The list below shows various alternative terms used to refer to the intercultural communicative competence. (Sinicrope, Norris and Watanebe, 2007, p. 3).

transcultural communication	international communication	ethnorelativity biculturalism
cross-cultural communication	intercultural interaction	multiculturalism
cross-cultural awareness	intercultural sensitivity	pluralingualism
global competitive	intercultural cooperation	effective inter-group
intelligence	cultural sensitivity	communication
global competence	cultural competence	international competence
cross-cultural adaptation	communicative competence	

In addition to the alternative terms used to refer to the intercultural communicative competence, different definitions have been proposed. Deardorff (2006) defines it as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (p. 247). According to Byram (1997); the intercultural communicative competence embodies these five features: *savoirs;* the knowledge, *savoir apprendre/faire;* the skills of discovery and interaction, *savoir comprendre;* the skills of interpretation, explanation, and relation, *savoir s'engager;* the critical cultural awareness, and *savoir être;* the attitude of openness and curiosity.

Figure 2: Byram´s Intercultural Communicative Competence Model (1997, p. 73).

INTERCULTURAL COMMUNICATIVE COMPETENCE

| linguistic competence | ⟷ | sociolinguistic competence | ⟷ | discourse competence |

intercultural competence

savoirs

savoir apprendre/faire

savoir comprendre

savoir s'engager

savoir être

LOCATIONS OF LEARNING

| classroom t and l | fieldwork (t) and l | independent learning l |

Figure 3: Framework for the goals of Telecollaboration 2.0. (Helm and Guth, 2010, p. 74)

New Online Literacies	ICC	Foreign Language Learning
Operational: The 'technical stuff'		
Computer literacy Information literacy New media literacies	*Savoir apprendre/faire*: skills of discovery and interaction *Savoir comprendre*: ability to interpret a document or event from another culture, to explain it and relate it to one's own	Spoken production Spoken interaction Written production Reading Listening Codeswitching
Operational: Attitude: the 'ethos stuff'		
Willingness to explore, learn from, participate in, create, and collaborate and share in online communities	*Savoir-etre*: attitude of openness and curiosity	Autonomy Motivation Willingness to communicate
Cultural		
Knowledge of literacy practices and appropriate ways of communicating online Propositional knowledge of topic	*Savoirs*: knowledge of social groups and their products and practices in own and other cultures; knowledge of the processes of interaction	Linguistic knowledge Sociolinguistic knowledge Pragmatic knowledge
Critical		
Critical Literacy Awareness	Critical Cultural Awareness	Critical Language Awareness

3. The Legal Framework

In this chapter, I will enumerate the laws in Spanish educational system which shape the objectives, curriculum and syllabus design, contents, competences and assessment criteria of this innovative bilingual project through telecollaboration.

Common European Framework of Reference for Languages: Learning, teaching, assessment (2001). It establishes the standards a language learner must achieve in different language levels. The preamble to R(98)6 sets the political objectives in the field of modern languages.

Organic Law of Education (*LOE*) 2/2006, passed on the 3rd of May, establishes the educational system in Spain and the modification of the same which is called Organic Law of Education for Improvement of Educational Quality (*LOMCE*) 8/2013, passed on the 9th of December. In this project, the objectives of the compulsory secondary education set in the "Article 23" will be only cited as the correspondent letter.

"**Article 23.** Compulsory Secondary Education Objectives:

Compulsory Secondary Education will contribute to develop students' skills which enable them to

a) Assume responsibly their duties, know their rights and put them into practice in respect for others, practice the tolerance, cooperation and solidarity among people and groups, practice the dialogue securing the human rights as common values of a plural society and prepare themselves for the exercise of democratic citizenship.

b) Develop and consolidate discipline, study, individual and group work habits as a necessary condition for the effective realization of the learning tasks and as a mean of personal development.

c) Value and respect the different sexes and the equal rights and opportunities among them. Reject the stereotypes that involve any kind of discrimination between men and women.

d) Strengthen their affective abilities both personal and their relationship with others in all areas; as well, refuse the violence, any kind of prejudices, sexist behaviours and resolve conflicts peacefully.

e) Develop the basic skills in the use of information sources, in the critical sense, to acquire new knowledge. Acquire the basic preparation in the field of technology, especially in the field of information and communication technology.

f) Conceive scientific knowledge as an integral knowledge which is structured in different disciplines, as well, know and apply methods to identify the problems in various fields of knowledge and experience.

g) Develop their entrepreneurial spirit and self-confidence, participation, the critical sense, personal initiative; the ability to learn to learn, plan, take decisions and assume responsibilities.

h) Understand and express correctly, orally or written, complex texts and messages in Castellano, also in the co-official language of the autonomous community if there is any, and start to learn, read, and study the literature.

i) Understand one or many foreign languages and express themselves in an appropriate way.

j) Know, value, and respect the basic aspects of their own and the others' culture and history as well as the artistic and cultural heritage.

k) Know and accept the functioning of their own and other's bodies, respect the differences, strengthen the habits of corporal care and health, and incorporate physical education and the practice of sport to favour social and personal development. Know and value the human dimension of sexuality in all its diversity. Value critically social habits related to health, the consumption, the care of living beings and environment by contributing to their preservation and improvement.

l) Appreciate artistic creation and understand the language of different artistic manifestations using various means of expression and representation."

Real Decree 1105/2014, passed on the 26th of December, sets the basic curriculum of the compulsory secondary education and high school.

Order ECD/65/2015, passed on the 21st of January, describes the relationship between the competences, contents, and assessment criteria of the primary education, compulsory secondary education and high school.

"**Article 2.** The Key Competences in Spanish Educational System:

For the purposes of this order, the key competences of the curriculum are as following:

a.) Linguistic communication competence

b.) Mathematical competence and basic competences in science and technology

c.) Digital Competence

d.) Learn to learn competence

e.) Social and civic competences

f.) Personal initiative and entrepreneurial spirit competence

g.) Cultural consciousness and expressions competence."

Decree 6/2013, passed on the 31st of January, which modifies the decree 52/2007, passed on the 17th of May, establishes the curriculum of the compulsory secondary education in Castilla y León region.

Order EDU 6/2006, passed on 4th of January, establishes and regulates the creation of bilingual sections in Castilla y León region.

Order EDU/362/2015, passed on the 4th of May, establishes the curriculum and regulates the implantation, evaluation and development of the compulsory secondary education in Castilla and León region.

4. Innovative Bilingual Project Through Telecollaboration

This project is designed for the third and fourth cycle of compulsory secondary education in the Spanish education system and the key stage 4 in the British education system. The age of the students varies from 13 to 15. Their English level is between A2 and B1 according to the Common European Frame of References. It is of the utmost importance that students of the partner school have the same characteristics such as age, language level, hobbies and interests etc.

In bilingual sections of secondary schools in Spain, generally, there are four class hours of English as a second language in a week. In this project, two class hours are destined to classroom activities meanwhile another two class hours to the telecollaboration project each week. "There is a consensus among experts that language learning is enriched by the advent of an ever-growing number of digital and/ or online learning tools that come in different formats and can work as an additive to classroom-based instruction or even replace it where appropriate." (Funk, Gerlach and Spaniel-Weise, 2017, p.27) In this case, this innovative bilingual project is an additive to classroom activities to enhance language learning.

First, teachers provide students with the information on the online tandem, its tutoring, and technical instructions. Matching of learners is done as following: Spanish and English students are divided into equal number of groups so that each group has its own partner group to work with during the trimester. The groups are updated in the beginning of every trimester to exchange the groups. In the beginning of each trimester, teachers send out contact information to each Tandem group for students to present themselves to each other. To do this, students create a personal profile using the webpage https://about.me/ and share their profiles with their groupmates. After the profile presentation, in the first class, students make a short video call via **Skype** in which they present themselves personally.

For the realization of this project, the multimedia room plays an important role. In this multimedia room or language laboratory, the required-equipment or materials are; a computer or tablet, headphones and microphones for each student or, at least, for each group. And, of course, internet connection is a must for communication between partner groups. Highly used programs are Skype, Microsoft Office, Audacity, Dropbox, and Gmail or Outlook. All these programs must be installed in each device beforehand. Teachers create a joint Dropbox folder and send invitations to students for upload of files.

Partner teachers decide about which tasks are carried out synchronously depending on their academic calendars and semester schedules. After coming to an agreement, they reserve the multimedia room of their schools for these dates making sure their availability.

In this telecollaboration project, students are the responsible of making sure that the multimedia room equipment is used properly and the conversations with the partners take place in a supportive, comfortable, pleasant, welcoming and friendly environment.

4.1. Learning Standards

In this chapter, I will enumerate the learning standards of this project based on the learning standards established in the Order 4/2015 for the third and fourth cycle of the compulsory secondary education. The learning standards are divided into four sections based on comprehension and production skills.

Comprehension of oral texts:

- Students should be able to understand the main points and most relevant details of indications, advertisements, messages, and releases.
- Students should be able to understand the essential information in conversations of daily life in hotels, shops, restaurants, libraries etc.
- Students should be able to identify the main points of formal and informal conversations among two or more participants.
- Students should be able to differentiate the descriptions, narrations, points of view and opinions about daily life routines or their own interests in informal conversations.
- Students should be able to understand the questions and commentaries about personal, educational, occupational or personal interest issues in formal conversations or interviews.
- Students should be able to identify the main points of presentations, television programs, news, documentaries etc.

Production of oral texts:

- Students should be able to make presentations using visual aids about personal, educational, occupational or personal interest issues and answer the audience's questions related to the topic.

- Students should be able to manage to communicate correctly in daily life routines, trips, accommodation, shopping and leisure activities following the courtesy rules.

- Students should be able to participate in informal face to face, telephone or other technical media conversations, exchange enough information, express their ideas and points of view, make invitations, offer or ask for things, give or ask for directions, instructions or indications, discuss the steps of a group work activity.

- Students should be able to participate in formal academical or occupational conversations, meetings or interviews, exchange enough information, express their ideas and points of view, ask for repetition in case they need.

Comprehension of written texts:

- Students should be able to identify the instructions, functioning and management of machines or electronic devices with the help of images and the instructions for the realization of the tasks and activities and safety rules.

- Students should be able to understand the main points of advertisements in print media, or on the Internet.

- Students should be able to comprehend the description of people, objects or places, the narration of past, present and future real or imaginary events, the expressions of feelings, wishes, and opinions.

- Students should be able to understand the essential information in a formal correspondence where they are informed about personal, educational, occupational or personal interest issues.

- Students should be able to catch the main ideas of brief journalistic texts in print and digital media.

- Students should be able to understand the specific information on webpages or in search engine or query tools about personal, educational, occupational or personal interest issues.

- Students should be able to understand brief fiction stories, get the idea of the personality of different characters, the relationship among them and the argument of the story.

Production of written texts:

- Students should be able to complete questionnaires related to personal, educational, occupational information and hobbies and interests.

- Students should be able to write notes and text messages to make or respond to commentaries, to give or take instructions in topics related to daily life routines and personal interest.

- Students should be able to write notes, news, brief messages on the social media following courtesy rules.

- Students should be able to write brief reports describing people, situations, objects and places and signalling the principal events in a schematic way with simple and relevant information about common facts and reasons of the actions.

- Students should be able to write informal texts to exchange information, personal experiences, opinions and points of view to maintain the social contact with their partners (foreign friends).

- Students should be able to write formal texts to public or private institutions or business entities giving or asking for information following the courtesy rules.

4.2. Telecollaboration Tasks for the Third Cycle and First Year of Key Stage 4

In the chart below, I present the distribution of the topics of the telecollaboration tasks based on "International Days" observed at United Nations for the third cycle and first year of key stage 4.

	First Trimester
15 September	International Day of Democracy
5 October	World Teacher's Day
17 October	International Day for the Eradication of Poverty
10 November	World Science Day for Peace and Development
25 November	International Day for the Elimination of Violence against Women
3 December	International Day of Persons with Disabilities
	Second Trimester
13 February	World Radio Day
8 March	International Women's Day
6 April	International Day of Sport for Development and Peace

23 April	World Book and Copyright Day
	Third Trimester
16 May	International Day of Light
25 May	Africa Day / Africa Week (from 22 to 25 May)
31 May	World No-Tobacco Day
8 June	World Oceans Day

In the chart below, I will show the course and level, main objectives according to LOMCE 8/2013, the article 23; compulsory secondary education objectives, contents and key competences according to Order 4/2015, tasks and activities to be realized, and attention to diversity in the telecollaboration project for the third cycle of the compulsory secondary education and the first year of the key stage 4.

Course & Level	Main Objectives	General Contents	Activities
Courses: The 3rd Cycle of compulsory secondary education and The 1st Year of Key Stage 4 **Level:** A2	A B E G I L	Comprehension strategies: the use of background information on all types of tasks and topics, the distinction of several types of comprehension (the general meaning, main points, relevant details). Sociocultural and sociolinguistic aspects: social conventions, courtesy rules and register; customs, values, beliefs and attitudes; non-verbal language. Communicative functions: the initiation and maintenance of personal and social relationships. The description of physical and abstract properties of people, objects, places	1. Democracy in the classroom, democracy in the world 2. My teacher 3. Solutions to eradicate poverty in the world 4. Scientific experiments 5. Stop violence against women 6. An accessible world for all 7. Create your own radio station 8. Women in science and literature

		and activities. The narration of past events, description of present conditions and circumstances, and the expression of successive future events. Requesting and offering information, indications, opinions and points of view, advices, warnings and notices. The expression of knowledge, certainty, doubts, surmise, wills, intentions, decisions, promises, order, authorization and prohibition, interests, approvals, appreciation, sympathy, satisfaction, hopes, trust, surprise and their contrasts. The formulation of suggestions, wishes, conditions and hypothesis. The establishment and maintenance of the communication and organization of discourse. Resounding patterns, accent and rhythmic patterns and intonation.	9. Football/basketball/ volleyball match 10. Cover page competition and create your school magazine 11. The importance of light in our lives 12. Presentation of an African country 13. The hazards of smoking 14. A visit to the Oceans World Exhibition/Oceanography or Analysis of the documentary *Oceans* (Perrin, 2009)

Key Competences: Linguistic communication competence. Digital competence. Learning to learn competence. Personal initiative and entrepreneurial spirit competence. Civic and social competences. Cultural consciousness and expressions competence.

Attention to diversity: In case of students with special needs, the possibility of adapting the activities accordingly or solving the situation through group work will be considered. In case of foreign students with different cultural backgrounds, there will be inclusive tasks where they can present their own cultures to their classmates and partners.

In the following pages, I will present two lesson plans of each trimester for the third cycle of the compulsory secondary education and the first year of the key stage 4.

4.2.1. The First Trimester

15 September-International Day of Democracy

Democracy is a system in which citizens have the power on choosing their ideal government by voting. It must be taught in schools at early ages for students to learn its meaning and how it works. In a representative democracy the citizens elect representatives from among themselves. For this reason, in this lesson plan, students practice democracy by voting for their favourite delegate candidates to represent their classes.

Lesson Plan
Task: "Democracy in the classroom, Democracy in the World"
Level: A2
Time: 2 Sessions
Article 23. Compulsory Secondary Education Objectives: (a), (b), (c), (e), (g), and (i) section skills to be developed.
Intelligence types: Linguistic-verbal, interpersonal, and intrapersonal intelligences are addressed.
Aims: To learn the meaning of democracy and its importance, To make use of vocabulary related to democracy, To learn to respect to each other, the freedom of expression and human rights.
Materials needed and classroom management: the multimedia room, a ballot box; individual and group work.

Procedure: in the first session, students give their own definitions of democracy in the target language. Later, they search for a quote in the target language on the Internet about democracy which they like the most. These definitions and quotes are written with the name of each student in a Word document and shared with the partner students. Finally, students make a video call with their partner groups to share their democracy experiences and discuss about the need for democracy in the world in the target language. In the second session, in both Spanish and English classes, volunteers are asked to be the delegate candidates of their own classes. Students prepare a ballot box, a voting cabinet, and voting papers with the names of the candidates in their classes. Partner students are divided into the same number of groups as the number of delegate candidates of the other class. Each group helps its partner delegate candidate prepare his/her discourse in a video call via **Skype** in the target language for the rest of the class to get

their trust and votes. The delegate candidates of each class record their discourses using **Audacity** and send the files to their teachers via e-mail. The teachers play these audio files in their classes so that everybody can listen to them. After listening to each discourse, students vote for their favourite candidate. At the end of the voting, students count the votes to nominate the delegate who is democratically elected to represent the whole class.

25 November-International Day for the Elimination of Violence against Women

Violence against women is the most pervasive breach of human rights which manifests in many forms such as physical, psychological, and sexual abuse. Education plays a significant role in the elimination of violence against women. In this lesson plan, students are informed about the percentage of women who suffered from violence in their countries, the current laws about the prevention and fight against violence against women, and how to act in case of violence against women.

Lesson Plan
Task: "Stop Violence against Women"
Level: A2
Time: 2 Sessions
Article 23. Compulsory Secondary Education Objectives: (a), (b), (c), (d), (e), (g) and (i) section skills to be developed.
Intelligence types: Linguistic-verbal, logical-mathematical, visual-spatial, interpersonal, and intrapersonal intelligences are addressed.
Aims: To learn how to act in case of violence against women, To work on raising public awareness for the elimination of violence against women.
Materials needed and classroom management: the multimedia room; group work.

Procedure: in the first lesson, students make a research about the percentage of women who suffered from violence in their countries, the current laws about the prevention and fight against violence against women, and how to act in case of violence against women. They share their findings in the target language through joint **Dropbox** folder. In the second session, students work in groups with their partners to create infographics to raise awareness for the elimination of violence against women using the **Piktochart** webpage. Students from each country use their

target languages in the infographics. They can use the results of their researches, make a comparison between the percentages of violence cases of each country together with an image related to the topic and more information, for e.g., "In Spain, call 016 for attention to victims of ill-treatment of gender violence." and "En Inglaterra, llamar al 0808 2000 247 para atención a las víctimas de violencia doméstica." Students share their infographics in the joint Dropbox folder. In groups, they make a rating list of other groups' infographics being the one they like the most the first and the one they like the least the last, on a word document with the names of the group members. They share their lists in the joint Dropbox folder. Finally, the highly rated infographics as favourites are printed and posted on the walls of the bilingual section.

4.2.2. The Second Trimester

13 February-World Radio Day

The invention of the radio dates to the late nineteenth century. Since its commercial use in the early twentieth century, it has hitherto been one of the most commonly used communication technologies. In this lesson plan, students learn about what the radio stands for and how it works by creating their own online radio stations.

Lesson Plan
Task: "Create your own radio station"
Level: A2
Time: 2 Sessions
Article 23. Compulsory Secondary Education Objectives: (a), (b), (e), (g), (i), (j) and (l) section skills to be developed.
Intelligence types: Linguistic-verbal, musical-rhythmic, visual-spatial, interpersonal, and intrapersonal intelligences are addressed.
Aims: To learn about what the radio is, how it works, and its terminology, To develop speaking and literacy skills, To use music as a way of self-expression, representation, and communication.
Materials needed and classroom management: the multimedia room; individual and group work.

Procedure: in the first half the first session, students make a research about the radio, the terminology used in radio communication and how it works. In the second half, they work with partner groups and each group creates its own online radio station using the **Radionomy**

webpage. To do this, they create an account on this page and later click on "set a station". In groups, students choose a name for their radio stations and create a logo on the Logo Maker webpage. They write a brief description about them in both languages (Spanish students in English, English students in Spanish). They create a short song list and a one-minute discourse per student to be given between songs in their target languages. Students help their partners with the preparation of their discourses. Finally, students record their discourses using **Audacity** as if they were on air. They send the links of their radio stations together with the names of the group members and the audio files to their teachers via an e-mail. In the second session, the teachers share the full lists of the radio stations with their students and they start to listen to each other´s radio programs. Since one class hour is not enough to listen to all of them, students continue listening to them at home. They give their grades individually from 1 to 10 (being 1 the lowest and 10 the highest grade) to each program in a **Word** document with their names and send their grades to their teachers.

23 April-World Book and Copyright Day

The United Nations organization justifies the creation of World Book and Copyright Day by UNESCO on its webpage as following:

> It was a natural choice for UNESCO's General Conference, held in Paris in 1995, to pay a world-wide tribute to books and authors on this date, encouraging everyone, and in particular young people, to discover the pleasure of reading and gain a renewed respect for the irreplaceable contributions of those, who have furthered the social and cultural progress of humanity.
>
> (Retrieved from: https://www.un.org/en/events/bookday/)

Agreeing with the aims of this day set by UNESCO; in these lessons, students work on various tasks related to reading, books and authors, print media, writing, publishing, copyright and intellectual property.

Lesson Plan
Task: "Cover Page Competition" and "Create a School Magazine"
Level: A2
Time: 2 Sessions
Article 23. Compulsory Secondary Education Objectives: (a), (b), (e), (g), (i) and (l) section skills to be developed.

Intelligence types: Linguistic-verbal, visual-spatial, interpersonal, and intrapersonal intelligences are addressed.
Aims: To make a tribute to books and authors from all around the world, To gain reading habits for self-education or for pleasure, To raise awareness about reading books as a way of social and cultural development.
Materials needed and classroom management: the multimedia room; individual and group work.

Procedure: in the first half of the session, students make a video call where they share their favourite books with their partners in the target language. In the second half, they work in groups with their partners to design a bilingual cover page for the school magazine using **Google Documents** in their target languages. They send their designs to their teachers via e-mail. Teachers show all the cover page designs to their classes. Each class chooses the best cover page design which will later be used as the cover page of their school magazines. In the second session, students individually write a literary text which can be either prose or poetry in their target languages. To do this, they help their partners, correct their works and make suggestions to each other. Since one class hour may not be enough, students are given one week to finish their works. In case they use someone else's work in their texts, they cite them with a credible source on the references in MLA format. Optionally, they can apply for the copyright for their works so that they learn about the copyright ownership process. By the deadline, they send their literary texts to their teachers as an e-mail. Teachers print students' works together with the winner cover page designs in a magazine format and give a copy to each student or post them in A4 paper format on the walls of the bilingual section for students to be able to read each other´s works.

4.2.3. The Third Trimester

25 May-Africa Day/Africa Week (from 22 to 25 May)

Africa Day is celebrated as the commemoration of the liberation of Africa from colonial imperialists. The main aim of this lesson plan is to make students learn about the treasures of the forgotten continent; Africa and to support the social, cultural, and economic development of African countries.

Lesson Plan
Task: "Presentation of an African Country"

Level: A2
Time: 2 Sessions
Article 23. Compulsory Secondary Education Objectives: (a), (b), (e), (g), (i) and (j) section skills to be developed.
Intelligence types: Linguistic-verbal, visual-spatial, interpersonal, and intrapersonal intelligences are addressed.
Aims: To prepare a presentation of African country they choose, To value and respect African culture; customs and traditions, languages, and cuisine, To support the social, cultural, and economic development in African countries.
Materials needed and classroom management: the multimedia room; group work.

Procedure: in the first session, students work in groups with their partners to make a presentation of an African country which should be different from other groups' choices. In the first half, students search for information about the selected country on the Internet for e.g. the capital city, language, population, currency, customs and traditions, and cuisine. They make some suggestions about possible strategies for the development of the selected countries and try to find solutions to their problems if they have; for e.g. the lack of educational institutions, poverty and hunger, statelessness, and transportation. In the second half, students share the results of their researches with their partners in their native languages through a video call or an e-mail if they wish. In the second session, each group use the gathered information together with some visual aids related to them and make a presentation of the selected country in their target languages. They can prepare their presentations either using **Google Presentations** or the **Padlet** platform. Finally, they present their presentations to their colleagues and comment on each other's works.

8 June-World Oceans Day

Oceans form about %71 of our planet. They can be considered as the lungs of the Earth since they generate nearly %70 of the oxygen in the atmosphere. They regulate the climate and weather conditions. They are also the habitat of countless creatures some of which are still unexplored. In these lessons, students discover the wealth, beauty, and promise of ocean creatures and habitats.

Lesson Plan

Task: "A Visit to the Oceans World Exhibition or Oceanography" or "Analysis of the documentary *Oceans* (Perrin& Cluzaud, 2009)"
Level: A2
Time: 3 Sessions
Article 23. Compulsory Secondary Education Objectives: (a), (b), (e), (f), (g), (i), and (k) section skills to be developed.
Intelligence types: Linguistic-verbal, visual-spatial, naturalistic, interpersonal, and intrapersonal intelligences are addressed.
Aims: To learn about the ocean life through a documentary, an exhibition or oceanography,   To value the artistic creations about the oceans and support the organizations which care and save the ocean life.
Materials needed and classroom management: the tickets to the exhibition/oceanography and cameras or mobile phones with the same function or the classroom, a DVD player and projector, loudspeakers, and the DVD of the documentary *Oceans* (Jacques Perrin et al., 2009) in the target language; individual and group work.

Procedure: there are two options to be done depending on the teachers' choice in this lesson plan. The first option is to organize a visit to "the Oceans World Exhibition" or a local "Oceanography". The visit corresponds to two sessions. Before the visit, students are informed about the photography contest and that the owner of the winner photo will be given a prize. Therefore, students are asked to bring their cameras or mobile phones with the same function with them. After the visit, students send one of their favourite photos taken this day with their names to their teachers through an e-mail. In the third session, in groups, they share their photos and experiences with their partners in a video call or an e-mail in their native languages. Those photos students sent to their teachers are posted on the social media pages of their schools anonymously. At the end of the week, the owner of the photo which gets the highest number of likes is given a photography book for beginners in the target language as a prize.

If the teachers opt for an indoor activity instead, as an alternative to the first one, the second option consists of using the classroom as a cinema in order to watch the documentary *Oceans* (Jacques Perrin et al., 2009) in the target language. Two sessions are needed to watch the documentary since it lasts 104 minutes (1h 44mins). In the first two sessions, students replace the chairs, prepare the necessary devices and check their functioning and the teachers

run the CD of the documentary in target language of their classes. After watching it, students in groups share their opinions about it with their partners in a video call or an e-mail in their mother tongues.

4.3. Telecollaboration Tasks for the Fourth Cycle and Second Year of Key Stage 4

In the chart below, I present the distribution of the topics of the telecollaboration tasks based on "International Days" observed at United Nations for the fourth cycle and second year of key stage 4.

	First Trimester
20 September	International Day of Peace
16 October	World Food Day
16 November	International Day for Tolerance
1 December	World AIDS Day
10 December	Human Rights Day
18 December	World Migrants Day
	Second Trimester
27 January	International Day of Commemoration in Memory of the Victims of the Holocaust
21 February	International Mother Language Day
21 March	World Poetry Day
30 April	International Jazz Day
	Third Trimester
3 May	World Press Freedom Day
21 May	World Day for Cultural Diversity for Dialogue and Development
5 June	World Environment Day
	Final Project

In the chart below, I will demonstrate the level, main objectives, content and activities to be realized in the telecollaboration tasks for the fourth cycle of the compulsory secondary education and the second year of the key stage 4.

Grade & Level	Main Objectives	Content	Activities
Course: 4th Cycle of compulsory secondary education and 2nd Year of Key Stage 4 **Level:** B1	A B E G I L	Comprehension strategies: the use of background information on all types of tasks and topics, the distinction of several types of comprehension (the general meaning, main points, relevant details). Sociocultural and sociolinguistic aspects: social conventions, courtesy rules and register; customs, values, beliefs and attitudes; non-verbal language. Communicative functions: the initiation and maintenance of personal and social relationships. The description of physical and abstract properties of people, objects, places and activities. The narration of past events, description of present conditions and circumstances, and the expression of successive future events. Requesting and offering information, indications, opinions and points of view, advices, warnings and notices. The expression of knowledge, certainty, doubts, surmise, wills, intentions, decisions, promises, order, authorization and prohibition, interests, approvals, appreciation, sympathy, satisfaction, hopes, trust, surprise and their contrasts. The formulation of suggestions, wishes, conditions and	1. Peace in the world 2. Healthy diets 3. Bullying again or against bullying 4. AIDS and its prevention 5. Do we know our rights? 6. A day without migrants 7. Analysis of a Holocaust movie 8. My mother language 9. The power of poems 10. Jazz: a music genre 11. Freedom of expression in press media 12. Cultural diversity unites humanity 13. Save the planet 14. The bilingual party

		hypothesis. The establishment and maintenance of the communication and organization of discourse. Resounding patterns, accent and rhythmic patterns and intonation.	

Key Competences: Linguistic communication competence. Digital competence. Learning to learn competence. Personal initiative and entrepreneurial spirit competence. Civic and social competences. Cultural consciousness and expressions competence.

Attention to diversity: In case of students with special needs, the possibility of adapting the activities accordingly or solving the situation through group work will be considered. In case of foreign students with different cultural backgrounds, there will be inclusive tasks where they can present their own cultures to their classmates and partners.

In the following pages, I will present two lesson plans of each trimester for the fourth cycle of the compulsory secondary education and the second year of the key stage 4.

4.3.1. The First Trimester

16 November-International Day for Tolerance

Role-play can help children learn techniques for coping with bullying. Salmivalli (1999) reports that role-play can also be used in order to explore feelings associated with different participant roles (p. 456). How does it feel to be a reinforcer or an assistant of the bully? Why is it so difficult to take sides with the victim and support him/her in the presence of others? As has been described by Cowie and Sharp (1994), role-play also gives opportunities for examining personal experiences of bullying, motivation to bully, the consequences of bullying, etc. For this reason, in this lesson plan, students work on a short movie where they explore feelings associated with different participant roles in bullying.

Lesson Plan
Task: "Bullying Again or Against Bullying"
Level: B1
Time: 2 Sessions
Article 23. Compulsory Secondary Education Objectives: (a), (b), (c), (d), (e), (g), and (i) section skills to be developed.

Intelligence types: Linguistic-verbal, visual-spatial, bodily-kinaesthetic, interpersonal, and intrapersonal intelligences are addressed.
Aims: To raise awareness about bullying and empathize with the ones who suffer from it, To make students gain assertiveness and tolerance to others, To develop their problem-solving skills.
Materials needed and classroom management: the multimedia room, cameras or mobile phones with the same function; group work.

Procedure: in the first session, students work in groups to prepare a 5- minute short movie about bullying. The general gist of these movies is to raise awareness about the bullying problem in schools. To do this, students decide on the title and setting of their movies: the life of a bullied student, possible consequences of bullying, and/or what to do to stop bullying. In groups, students make the role division and help their partners with the scenario of their movies. When students finish their transcripts, they record a video of their role-play. They use the **Movie Maker** to join or cut the videos they recorded in order to make the movie. Finally, they send their movies to their teachers. In the second session, teachers play both their students' and partner students' videos in their classes. After watching the movies, students give their grades individually from 1 to 10 (being 1 the lowest and 10 the highest grade) to each movie in a **Word** document with their names and share their grades in the joint Dropbox folder.

10 December-Human Rights Day

The Universal Declaration of Human rights sets out fundamental rights inherent in all human beings without any discrimination. These rights, which are universal and egalitarian, should be protected, respected, and fulfilled by everyone. As Kennedy reports, "… the rights of every man are diminished when the rights of one man are threatened" (1963). In these lessons, students work on the Universal Declaration of Human Rights. In the following pages, the Universal Declaration of Human Rights will be cited as UDHR subsequently.

Lesson Plan
Task: "Do We Know Our Rights?"
Level: B1
Time: 2 Sessions

Article 23. Compulsory Secondary Education Objectives: (a), (b), (c), (d) (e), (g), and (i) section skills to be developed.
Intelligence types: Linguistic-verbal, visual-spatial, interpersonal, and intrapersonal intelligences are addressed.
Aims: To learn about the Universal Declaration of Human Rights,   To know their rights and put them into practice,   To respect the others' rights, fight against the breach of human rights.
Materials needed and classroom management: the multimedia room; individual and group work.

Procedure: in the first session, students read the UDHR which was proclaimed by the United Nations General Assembly in Paris on the 10th of December 1948 in their target languages. In partner groups, they make a list of key words describing the UHDR in their target languages. They create a bilingual word cloud using the word list on the **Word Art** webpage. In the second session, students individually write a maxim about human rights in their target languages. They help their partners with their maxims. They share their word cloud designs and maxims in the joint Dropbox folder. At the end of the session, students vote for the best word cloud and maxim to be finally printed and hanged on the walls of the bilingual sections of their schools.

4.3.2. The Second Trimester

27 January-International Day of the Commemoration in Memory of the Victims of the Holocaust

The Holocaust is generally defined as a genocide during the World War II in which Nazi Germany murdered millions of European Jews between 1941 and 1945. It is a clear example of how the discrimination and hate to the different can cause to human lives. "No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite." (Mandela, 1994: 542). The education stands for teaching love, respect, and tolerance to each other. The aim of this lesson is to learn from the past so that history does not repeat itself. In these lessons, students watch a movie related to the Holocaust and analyse it in the aspects of the breached human rights.

Lesson Plan

Task: "Analysis of a Holocaust Movie"
Level: B1
Time: 3 Sessions
Article 23. Compulsory Secondary Education Objectives: (a), (b), (d), (e), (g), (i), (j), and (l) section skills to be developed.
Intelligence types: Linguistic-verbal, visual-spatial, interpersonal, and intrapersonal intelligences are addressed.
Aims: To analyse a movie about the holocaust in order to determine which human rights are breached, To practice the tolerance to others and respect others' human rights.
Materials needed and classroom management: the multimedia room, a DVD player, and the DVD of the selected movie; individual and group work.

Procedure: in the first two sessions, students watch one of these movies in their target languages: *Schindler's List* (Spielberg, 1993), *The Pianist* (Polanski, 2002) or *Life is Beautiful* (Benigni, 1997). In the third session, students share their opinions about the movie in their native languages in a video call via **Skype**. They work in groups to discuss about the breached human rights in the Holocaust. Finally, they make a list of them in a **Word** document in their target languages and share them in the joint Dropbox folder.

21 March-World Poetry Day

Poetry is one of the oldest literary forms which has a very long history. Throughout history, it has had different definitions. One of the most cited definitions is Thomas Gray's quote: "Poetry is thoughts that breathe, and words that burn." (Krieger, 2002, p. 124). In this lesson plan, students learn about the poetry genres and forms, literary terms such as rhetorical devices; schemes and tropes, and the poetic diction by analysing and writing poems.

Lesson Plan
Task: "The Power of Poems"
Level: B1
Time: 3 Sessions

Article 23. Compulsory Secondary Education Objectives: (b), (e), (g), (i), (j), and (l) section skills to be developed.
Intelligence types: Linguistic-verbal, interpersonal, and intrapersonal intelligences are addressed.
Aims: To value the national and international poetry and its creations, To learn about literary terms and devices related to the poetry, To inspire students to write poetry as a way of self-expression, representation, and communication.
Materials needed and classroom management: the multimedia room and the book *Civilization's Quotations: Life's Ideal* (Krieger, 2002); individual and group work.

Procedure: in the first half of the first session, students individually give their own definitions of poetry in their target languages. Later, they read the quotations about poetry in the book *Civilization's Quotations: Life's Ideal* (Krieger, 2002, pp. 124-126). In groups, they decide on one quotation which defines the poetry the best. In the second half, they share their favourite poems both in English and Spanish with their partners. In the second session, students read the definitions of the most commonly used rhetorical devices in *A Handbook of Rhetorical Devices* (Harris, 2002). In groups, they analyse the rhetorical devices used in a poem they choose. In the third session, students individually write their own poems. Partner students help each other write them. At the end of the session, students send their definitions of poetry, favourite quotations about it, and their poems to their teachers in an e-mail. Teachers share all the poems with their students. They make a list of their five favourite poems after reading all of them and send their lists to their teachers.

4.3.3. The Third Trimester

21 May-World Day of Cultural Diversity for Dialogue and Development

As its name indicates, World Day of Cultural Diversity for Dialogue and Development celebrates not only the world's wealth of cultures, but also the crucial role of intercultural communicative competence necessary for peace, tolerance, and development. Intercultural communicative competence plays and important role in achieving all of these: to be aware of one's culture, to experience others' cultures, and to understand and value cultural differences. In other words, it is to be open-minded as a global citizen, to respect other cultures and to the different. In these lessons, students present their cultures to each other and learn about the similarities and differences between Spanish and English cultures.

But, what do we really know about the culture? The figure 4 below portrays different cultural aspects divided into two sections; the surface and deep culture. Later, they discuss about the surface and deep culture matters.

Lesson Plan
Task: "Cultural Diversity Unites Humanity"
Level: B1
Time: 2 Sessions
Article 23. Compulsory Secondary Education Objectives: (a), (b), (e), (g), (i) and (j) section skills to be developed.
Intelligence types: Linguistic-verbal, interpersonal, and intrapersonal intelligences are addressed.
Aims: To develop students' intercultural competences, To represent their cultures to each other, to value and respect each other's culture, To learn about the similarities and differences between Spanish and English cultures.
Materials needed and classroom management: the multimedia room; individual (in case of foreign students) and group work.

Figure 4: The Iceberg Model of Culture (Marsden, 2015).
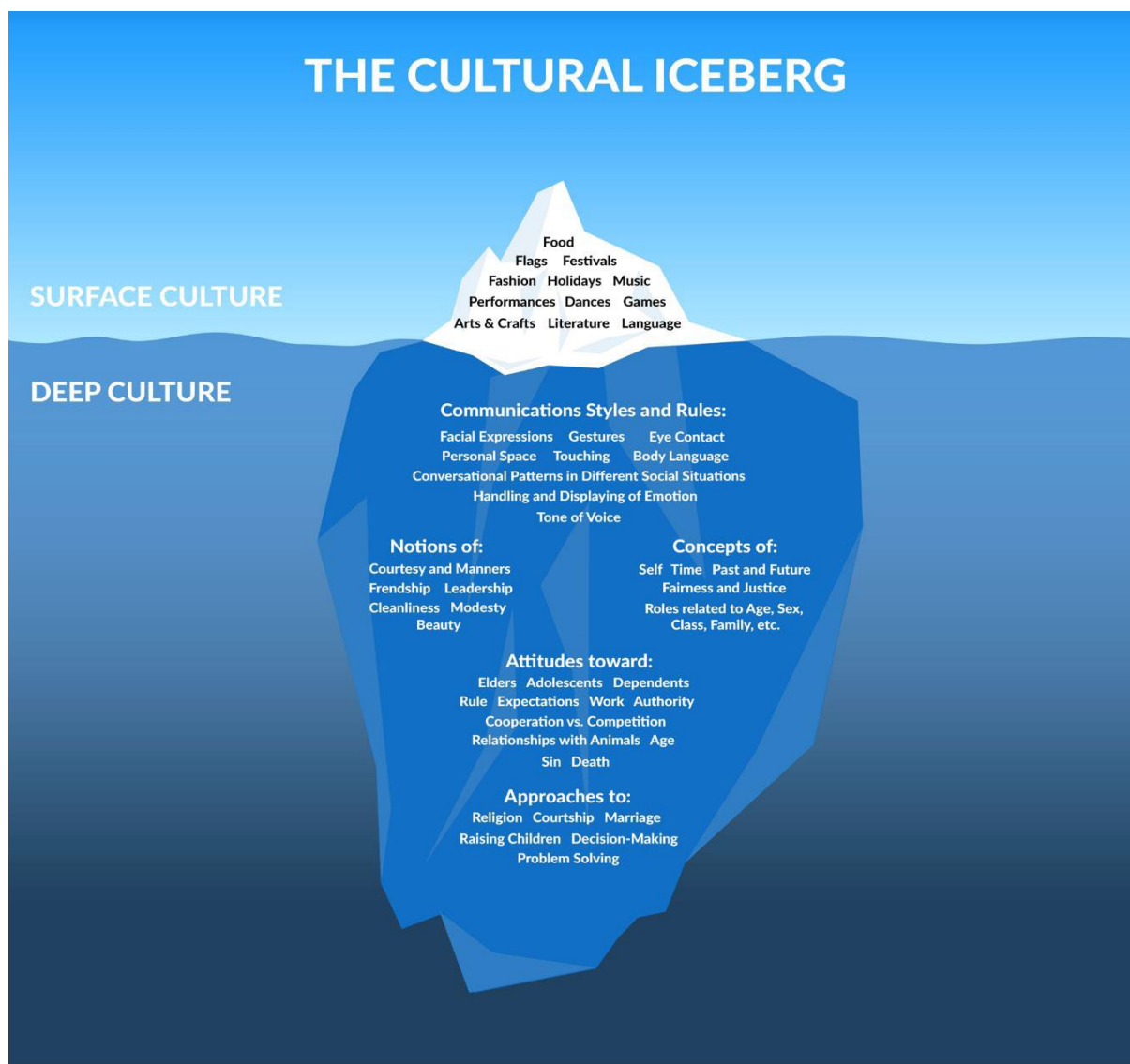
Procedure: in the first session, students work in groups to prepare a presentation of cultural activities in their countries. In case there is a foreign student, s/he individually prepares a presentation of her/his own culture for the rest of the class. To do this, students use Microsoft PowerPoint placing images, videos, and songs related to each topic they want to mention in their presentations. In the second session, they send their presentations to their teachers and share them both with their colleagues and partners. In groups with their partners, students find out the similarities and differences between Spanish, English, and the foreign student's cultures. They use Canvas to make a list of them and share them with their teachers, colleagues, and partners. At the end of the class, students discuss about the surface and deep culture matters of the picture in the figure 4.

5 June-World Environment Day

World Environment Day is celebrated worldwide to raise public awareness and action to protect our planet. Each year, the celebrations focus on a current environment problem and propose a different slogan. Some of the issues are the global warming, plastic pollution, food waste, illegal animal trading, and air pollution etc. In this lesson plan, students create infographics to raise public awareness about environment problem issues and work on a sustainable project to find solutions to these problems.

Lesson Plan
Task: "Save the Planet"
Level: B1
Time: 2 Sessions
Article 23. Compulsory Secondary Education Objectives: (b), (e), (f), (g), (i), and (k) section skills to be developed.
Intelligence types: Linguistic-verbal, logical-mathematical, naturalistic, interpersonal, and intrapersonal intelligences are addressed.
Aims: To raise awareness about environment problem issues, To develop students' naturalistic intelligence.
Materials needed and classroom management: the multimedia room; group work.

Procedure: in the first session, students, in partner groups, decide on a current environment problem issue. In groups, they create infographics using slogans and images related to these problems. Since they use their target languages, the infographics are bilingual. Later, they send them to their teachers. The teachers print these infographics and hang them on the bilingual sections of their schools. In the second session, partner groups do brainstorm to find possible solutions to the problem they dealt in their infographics. They decide on how to present these solutions; as a text, poster or presentation. Finally, they send their works to their teachers, share them with their colleagues, correct and comment on each other's works.

4.4. The Final Task

In the beginning of the third trimester, teachers announce the celebration of the bilingual party in June and organize the reception of the partner students. Students decide on the groups they want to take part in. They can participate in different groups at the same time if it does not

affect their performances. During this trimester, students work on the group activities for the bilingual party as well as the telecollaboration tasks. Here are some recommendations:

Group 1. Event organization: this group will be responsible of the preparation of the invitation cards for the partner students and posters of the bilingual party. They will also manage the order of the appearance of each group and the presentation of the show on the stage.

Group 2. Music is life: this group will perform songs in both Spanish and English languages and play musical instruments in the bilingual party. They will be responsible of the sound system control and the sound effects of the theatre play.

Group 3. Theatre time: this group will perform a short play on the stage. First, they choose a playscript or write one. They make the role division and, finally, act it out.

Group 4. Poetry slam: this group will read their own poems or favourite poems in the target language.

Group 5. Brain teasers: this group will prepare a presentation of riddles for the audience in the bilingual party.

Group 6: Guess the country game: this group will prepare a game which consists of giving clues about a country for the audience to guess it.

Group 7: Taboo game: this group will prepare a taboo game in both languages in which a player tries to get the audience to guess words using verbal clues without using the taboo words.

Lesson Plan
Task: "The Bilingual Party"
Level: B1
Time: 2 Sessions
Article 23. Compulsory Secondary Education Objective(s): (a), (b), (e), (g), (i), and (l) section skills to be developed.
Intelligence types: Linguistic-verbal, bodily-kinesthetic, interpersonal, and intrapersonal intelligences are addressed.
Aims: To develop students' oral communication skills and pronunciation, To promote students' role-play abilities such as the posture, gestures and mimics, intonation, and visual contact, To overcome the stage-fright to speak in public.
Materials needed and classroom management: assembly hall; group work.

Procedure: students perform the bilingual party.

5. The Language Assessment

Nunan defines the language assessment as "a process of collecting information about what a learner can do in the target language" (1991, p. 47). The assessment is a necessary approach to find out what and how well students are learning in the classroom. For an appropriate second language assessment, the set of learning standards or goals must be clear. The assessment helps teachers judge their students' learning or students self-assess their learning. Both teachers and students are involved in the assessment process.

There are many kinds of classroom assessment techniques such as the learner-centred, teacher-directed, mutually beneficial, formative and summative, content-specific, and ongoing (also called continuous) assessment (Angelo and Cross, 1993, pp. 4-7). Learner-centred assessment focuses on observing and improving learning rather than teaching. In teacher-directed assessment, teachers decide what to assess, when to assess, how to assess and respond to the gathered information through the assessment. In mutually beneficial assessment, students strengthen their understanding of course content and self-assessment skills while teachers observe and improve their teaching skills.

Formative assessment provides teachers with the information about the quality of students learning; what, to what degree, and how well they are learning without the intention of grading them. Brown states that "most of our classroom assessment is formative assessment: evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process" (2003, p. 6). Being a type of formative assessment, the ongoing (continuous) assessment consists of a "feedback loop" where teachers apply practical assessment to get quick feedback from students on their learning. Teachers use this feedback to show students the results of assessment and make them suggestions for the improvement of their learning. Finally, they check the quality of their suggestions by assessing how well the feedbacks worked.

Summative assessment provides information and feedback that sum up those after they have been completed. Exams, term papers, projects and portfolios are some types of summative assessment. Rubrics which are based on learning standards and assessment criteria are common tools used in summative assessment. Content specific is a useful technique to respond to the needs of the subject matter, teachers, and students; bearing in mind that each class has its own dynamic, in other words, chemistry.

Formative assessment refers to a set of activities to improve instruction and learning while summative assessment refers to a set of activities to classify students into groups for

advancement and certification purposes. Formative assessment decisions involve making changes in teaching/learning task, the teaching materials or syllabus, providing feedback to students, and placing students into different levels to facilitate instruction and learning (Bachman and Damböck, 2018). On the other hand, summative assessment decisions are made to send students who advance to the next level, to keep those who do not in the same level and to certify students who have actually achieved to obtain the correspondent level of language ability in the certification (Bachman and Damböck, 2018). Formative assessment is made before, during and after the teaching/learning processes whereas summative assessment takes place after the teaching/learning processes.

Performance-based assessments require students to apply their knowledge and skills on the preestablished activities and tasks either individually or in groups. Their works are evaluated focusing on the assessment criteria. Performance assessments give the teachers the possibility to monitor students in the learning/teaching process thanks to the direct observation of students' skills and competences.

5.1. What to assess

The process of data collection in this project is very practical since the students share their works with their teachers, colleagues, and partners in a joint folder or sometimes via e-mail. The oral texts are collected from students' conversations in video calls, voice records, role-plays, videos etc. while written texts are gathered by means of infographics, posters, word documents, presentations, e-mails, etc.

All these gathered data will be assessed according to the assessment criteria set up for each course; the third and fourth cycle of the compulsory secondary education in the Order 4/2015. The assessment criteria break down into four sections based on comprehension and production skills. In the following pages, I will present the assessment criteria of this project according to the Order 4/2015.

Comprehension of oral texts:

- Students will be able to identify (the general sense), gist, main points and most relevant details of (brief or medium length) clearly (well) organized oral texts, either transmitted on live or by technical media, articulated at medium speed, in a formal, informal or neutral registration, (about concrete or abstract aspects of general topics), about daily routine topics (in current or less common situations) or about own interest in a personal, public, educational and occupational areas as long as acoustic conditions do not distort the message and it can be listened again.

- Students will be able to choose and know how to apply the most appropriate strategies for the comprehension of the general sense, gist, main ideas and points or most relevant details of oral texts.

- Students will be able to make use of sociocultural and sociolinguistic aspects of related to daily life (routines, study, work, and leisure habits and activities), life conditions (social environment, habitat, social and socioeconomic structures), interpersonal relationship (generational, among men and women, in educational, occupational, and institutional areas), actions and behaviours (gestures, facial expressions, tone of voice, visual contact) respecting courtesy rules for the comprehension of oral texts.

- Students will be able to differentiate sound patterns, accentual and rhythmic patterns, and intonation of common use, and recognize general communicative meanings and intentions related to the same.

Production of oral texts:

- Students will be able to produce comprehensible oral texts both in face to face conversations and in telephone or other technical media conversations, in a formal, informal or neutral registration where they exchange information, ideas, and beliefs, justify the reasons for actions and plans in a simple but efficient way and develop hypothesis.

- Students will be able to choose and know how to apply the most appropriate strategies to produce brief or medium length monologues or dialogues with a clear and simple structure exploiting the available resources and limiting the expressions to the same; drawing upon the simplifying method or restart with a new strategy when the communication fails.

- Students will be able to carry out the required functions for communicative purposes using the repertoire of the exponents of those functions and habitual discursive patterns to initiate and conclude the oral text adequately, organize the information in a clear way and develop it through examples or summarize it.

- Students will be able pronounce and intone the words in a clear and comprehensible way, with some errors which do not interrupt the communication.

- Students will be able to maintain the rhythm of the speech fluently to transmit a comprehensible message when the interventions are equally brief, long or regular, although they make pauses, hesitate or rephrase.

Comprehension of written texts:

- Students will be able to identify (the general sense), gist, main points and most relevant details of brief or medium length written texts, either in print or in digital format, in a formal, informal or neutral registration about daily routine topics (in current or less common situations) or about own interest in a personal, public, educational and occupational areas.

- Students will be able to choose and know how to apply the most appropriate strategies for the comprehension of the general sense, gist, main ideas and points or most relevant details of written texts.

- Students will be able to use the different sociolinguistic aspects related to daily life (routines, study, work and leisure habits and activities), life conditions (habitat, socioeconomic structure), interpersonal relations (generational, or in educational, occupational and institutional areas), and social conventions (attitudes and values) for the comprehension of written texts, as well as the cultural aspects which allow to obtain information and ideas from the texts (for e.g. historical or literary texts).

- Students will be able to identify the most relevant communicative functions of written texts and their repertoire of the most common exponents as well as frequently used discursive patterns related to the organization and amplification or restructuring information.

Production of written texts:

- Students will be able to write brief or medium-length comprehensible and coherent texts about their personal interests and daily life issues in a formal, informal or neutral registration, using the cohesion resources adequately together with correct orthography and punctuation, showing a practical usage of expressions, frequently used structures, and general and specific lexicon.

- Students will be able to choose and know how to apply the most appropriate strategies to produce brief or medium length written texts (for e.g. rephrasing structures by means of other texts with similar communicative characteristics and purposes or drawing up a previous draft), to incorporate their acquired sociocultural and sociolinguistic knowledge related to interpersonal relationships and social conventions in personal, public, educational, and occupational areas, eliciting and giving relevant and necessary information, adjusting the expression adequately to the addressee, the communicative purpose, subject treated, and textual support, expressing opinions and points of view with courtesy rules.

5.2. When to assess

In this project, the assessment is an ongoing process. In the beginning of each course, the initial assessment is carried out to know students' level in the target language. During each trimester, the progress assessment is carried out in which both teachers and students assess their progress in learning/teaching the target language. Teachers use the assessments to make suggestions to their students to improve their skills. By last, final product assessment is carried at the end of each class to evaluate students' works for grading purposes. The average of these grades forms the final grade at the end of each trimester.

5.3. How to assess

The assessment of this project mostly depends on the individual teacher's decision. However, in this chapter, I will suggest some assessment types and tools.

Initial assessment: In the third and fourth cycle, Spanish students take the A2 key and B1 preliminary exams for schools of Cambridge Assessment English. In the first and second years of key stage 4, English students take the A2/B1 DELE (Diploma de Español como Lengua Extranjera) exam for schools of Instituto Cervantes. The initial assessment not only provides teachers with the information of their students' levels in the target language, but also gives the opportunity to compare the results of the first exam with the second exam to find out how much each student progressed in the target language.

Self-assessment: the European Language Portfolio (ELP), which is a practical tool for students to self-assess their learning process, was developed by the Language Policy Programme of the Council of Europe "to support the development of learner autonomy, plurilingualism and intercultural awareness and competence; to allow users to record their language learning achievements and their experience of learning and using languages." (https://www.coe.int/en/web/portfolio)

Peer assessment: students individually assess the individual or group works of their colleagues and partners. For e.g. "Students give their grades individually from 1 to 10 (being 1 the lowest and 10 the highest grade) to each group's radio program in a **Word** document with their names and send their grades to their teachers." or "Students make a list of their five favourite poems after reading all the poems written by their colleagues and partners.".

Group assessment: in groups, students assess the individual or group works of their colleagues and partners. For e.g. "In groups, they make a rating list of other groups' infographics being the one they like the most the first and the one they like the least the last, on a word document with the names of the group members."

Final product assessment: teachers prepare assessment scales or analytic or holistic rubrics to assess students' speaking or writing skills in the target language. To do this, first, teachers must decide about which aspects will be scored and their weight in the final score. They set the descriptors and their correspondent scores.

In the following pages, I will show some examples of assessment scales or rubrics which can be adopted by teachers for grading purposes in this project. For e.g. this rubric below deals with five different aspects related to written texts; content, organization, grammar, vocabulary and mechanics.

Figure 5: Assessing writing descriptive text.

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Figure 6: Cambridge English Assessing Writing Performance – Level B1.

Cambridge English

The Assessment Scales

The B1 Assessment Scales are divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. Descriptors for each criterion are provided for bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate at each band. The descriptors for band 3 and above generally indicate performance of at least B1 level.

B1	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

6. Conclusion

Telecollaboration is the best way of adopting Information and Communication Technology to the second language classroom instruction to improve students' language skills, intercultural communicative and digital competences and online literacies. Bringing together foreign language learners through computer-mediated communication, telecollaboration gives the opportunity to interact with peers in other parts of the world in collaborative online projects. Thanks to its contributions to the students' motivation, the use of ICT makes the language barriers easier to overcome.

Learning a foreign language in Online tandems helps learners overcome problems or challenges that exist in more traditional (classroom) settings, such as lack of time, motivation or cultural or infrastructural limits (Funk, Gerlach and Spaniel-Weise, 2017, p.12). In a traditional classroom, there is rarely enough time to practice speaking in the target language because of the large number of participants. The solution to this problem is undoubtedly the integration of online tandems into classroom instruction. Online tandem language learning leads to the authentic language input and its practice. In contrast to traditional classroom environment which "is an insufficiently rich learning environment with regard to opportunities for apprenticeship into the diverse and complex forms of linguistic behaviour that both index and constitute intercultural competence" (Belz, 2007, p. 157), online tandems give the opportunity to develop students' intercultural communicative competences.

Another advantage of the integration of online tandems to classroom instruction is that it is teacher-led. Vega and Sneesby (2017) report that

> Self-directed Tandems tend to place responsibility on the learners by relying on them for the selection of conversation topics, ensuring adequate functioning of technical equipment, organising times and dates, finding ways of motivating themselves and evaluating their own improvements. (p. 245)

Teacher-led tandems, in which teachers occupy of all the responsibilities listed above, are undoubtedly timesaving for the learners. They have more time to attend to online tandems being the active participation the only responsibility instead of dealing with all the tasks a self-directed tandem requires. In comparison to self-directed tandems in which learners would lack feedback, teacher-led tandems provide students with regular feedback to better monitor their achievements (Vega and Sneesby, 2017, p. 245).

On the other hand, there are few schools which has the bilingual section in Spanish language. Hence, it is difficult to find partner schools of native speakers of English at the same age group who are willing to attend a two-year telecollaboration project. Another critical aspect

of this tandem project is that both schools have different academic calendars and semester schedules. Therefore, teachers must agree with each other about the adaptation of the telecollaboration project to their academic calendars.

In conclusion, I have discussed the advantages and disadvantages which this telecollaboration project holds over traditional classroom environment. It is my hope that it will soon be possible for this innovative bilingual project through telecollaboration I have developed to be used on a wide scale, providing a new learning opportunity for language learners from different backgrounds. "There has been a lack of examination of the options which telecollaborative instructors are confronted with when designing tasks for their learners" (O'Dowd and Ware, 2009, p. 174). Further investigation is required to measure up the effectiveness of the communicative tasks in this innovative bilingual project in second language learning/teaching field.

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