

## Europe and Language Competences - Școala gimnazială Mătășaru, România

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"Europe Web Walking" strategic partnership was focused on a main activity which was a treasure hunt including other related tasks. The hunt has been done virtually or physically. During the development of the game students have produced the hunt themselves and have chosen the monument or landscape or something else which was the "wonder" that other students had to discover. For this reason they have prepared any sort of game/task such as crosswords, games, arcrafts, PPT presentations, mysteries, clues, puzzles, songs, drawings, posters, photos, quizzes. They operated using Google Earth, and all the 2.0 web tools. During this activity they had done tasks that helped them to get in touch with other cultures, learning languages, food. They surfed the internet to get info about similar proverbs in the different towns or other tasks. They have learned other countries songs, through Skype calling. And more and more activities have been carried out.

Each country had to prepare a treasure hunt. When the students visited that country, they had to hunt and find the Wonder. So during the students mobility (mobility happened in six countries) apart from solving the hunt, they have shared experiences, did races, teamed games. They did workshops about challenges to overcome with speed of intuition and how to manage a treasure hunt. Students' performances were organized during each mobility. The "nine wonders e-book" was created at the end of the cycle of treasure hunts.

During the transnational project meetings teachers participated in treasure hunts managed by students. A cook book was created, such as calendars made by photos to landscapes taken from the students during the mobilities. Through a competition of photos or drawings of students, the EWW website logo was chosen among the best productions. In each school an Erasmus corner was created.

There were four project meetings for the project management. In the teachers' mobilities the following activities were prepared: Erasmus + conference to explain the roles of the partnership; Discussion on "EWW website" organization and implementation, workshop on stereotype, Workshop – How to manage a treasure hunt. What is a web quest. Open source software to create a web quest.- Project evaluation questionnaire and final report discussion – Final international Conference "Best practices in Erasmus+ KA2 Strategic Partnerships".

-Joint staff training event "the impact of ICT on learning": experiences from Europe ; Joint staff training event "Web tools integration into Teaching and Learning"; Joint staff training event "Role of English as a common language in European integration".

After each mobility or project meeting a report has been done by the coordinator country. During the last meeting all the countries have presented their outcomes and it was done the project evaluation questionnaire and the final report discussion. New teaching methods were tested and shared; the project was presented during official occasions (Open Days, School Festivals).

The impact on the students is related to the improvement of their cognitive skills, ICT and foreign language skills, emotional competences and other capabilities concerning also life-competences such as supporting cooperation, integration and contribution to mutual respect to fight prejudices.

The impact on the teachers is related to the education and training field, in terms of improvement of the quality teaching, making the school a suitable environment for effective learning and creating awareness through European dimension by sharing curriculum.



### Common Framework for Europe Competence

	1	2	3
<b>Knowledge A</b>	<ul style="list-style-type: none"> <li>I have basic knowledge of the geography of my own country</li> <li>I have basic knowledge of the geography of the partners' countries</li> <li>I have a general idea of the history of my own country</li> <li>I have a general idea of the history of Europe</li> </ul>	<ul style="list-style-type: none"> <li>I have an idea of the variation within Europe per partner country: natural condition, population, language, EU-membership etc.</li> </ul>	<ul style="list-style-type: none"> <li>I understand concepts as: democracy, citizenship, human rights and other important declarations.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>I can collect and organize general information on the partners' countries.</li> </ul>	<ul style="list-style-type: none"> <li>I can collect and organize information on current affairs in the partners' countries.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain roughly the history of European integration and comment on it.</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>I am aware of the principles of democracy in the partners' countries.</li> </ul>	<ul style="list-style-type: none"> <li>I can share knowledge about my own country and Europe with my classmates.</li> </ul>	<ul style="list-style-type: none"> <li>I can share knowledge about my own country and my partners' countries with the pupils of the partner schools.</li> </ul>
<b>Knowledge B</b>	<ul style="list-style-type: none"> <li>I know how friends in other countries communicate with each other, about which topics and can join in</li> </ul>	<ul style="list-style-type: none"> <li>I know how daily life in a family in at least one of my partners' countries is structured.</li> </ul>	<ul style="list-style-type: none"> <li>I know how family and friendship relations in another country work.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>I am aware of the diversity of languages in the partners' countries.</li> <li>I know basic expressions of the working language English in our project.</li> </ul>	<ul style="list-style-type: none"> <li>I try to learn basic words and expressions in the language of at least 1 partner (apart from English).</li> </ul>	<ul style="list-style-type: none"> <li>I can express my own opinions and feelings, and communicate about them with my partners in the project language.</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>I can get in touch (virtually or really) with persons from the partners' countries.</li> </ul>	<ul style="list-style-type: none"> <li>I can show respect (verbally and non verbally) for the opinion of my partners from a different cultural background.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about how stereotypes and discrimination work, in a multicultural group of partners.</li> </ul>

<b>Knowledge C</b>	<ul style="list-style-type: none"> <li>I know sites (monuments, places of interest etc.) of common heritage in my own country</li> <li>I know sites (monuments, places of interest etc.) of common heritage in my partners countries</li> <li>I know expressions (traditions, culture etc.) of common heritage in my own country</li> <li>I know expressions (traditions, culture etc.) of common heritage in my partners countries</li> </ul>	<ul style="list-style-type: none"> <li>I can find and compare with my partners information from our countries on price level or protection of consumer rights.</li> </ul>	<ul style="list-style-type: none"> <li>I can find and compare with my partners information from our countries on our national attitude towards selected international topics.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>I can use e-mail to present myself, talk about my hobbies and ask my partners to do the same</li> </ul>	<ul style="list-style-type: none"> <li>I am able to use the internet for chats, forums and searches within the common project with the partners.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to behave, when I am in a partners' country, according to general rules of conduct.</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>I show interest and respect for my partners.</li> </ul>	<ul style="list-style-type: none"> <li>I am aware that the <u>behaviour</u> of my partners could be different because they have different norms and values than I have myself.</li> </ul>	<ul style="list-style-type: none"> <li>I exchange my opinions about the <u>partners countries</u> with them and learn about different points of views.</li> </ul>
<b>Knowledge D</b>	<ul style="list-style-type: none"> <li>I recognize that I am constantly learning outside of the school environment</li> <li>I recognize that meeting my partners, is learning me basic things about their countries</li> </ul>	<ul style="list-style-type: none"> <li>I understand that informal learning is important for my formal education.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use basic aspects of my international informal learning to support my formal learning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>I understand that working in a project is important for my future as a global citizen</li> </ul>	<ul style="list-style-type: none"> <li>I participate actively in programs virtually, related to the project, or work face to face</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use basic aspects of my international informal learning to support my formal learning.</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>I am willing to cooperate in a team with my partners on the project topics.</li> </ul>	<ul style="list-style-type: none"> <li>I am able, when working in a team, to help solve simple problems and make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>As a result of <u>international cooperation</u> I am able to take opportunities to be creative and develop ideas, that are valuable for myself.</li> </ul>

There were 3 measurements of Europe competence: first in December 2015, second in October 2016, third in June 2017.

We selected 63 students involved in different activities of the project (mostly, local activities) and 6 teachers involved in the project.

The results:

**Students involved in project - 63**

	1			2			3		
	I	II	III	I	II	III	I	II	III
<b>Knowledge A</b>	31	20	12	21	29	33	11	14	18
Skills	43	31	13	14	20	31	6	12	19
Attitude	36	25	11	21	27	34	6	11	18
<b>Knowledge B</b>	44	29	19	12	18	26	7	14	18
Skills	51	38	23	6	15	25	6	10	15
Attitude	26	11	4	30	40	43	7	12	16
<b>Knowledge C</b>	41	29	18	16	23	28	6	11	17
Skills	42	28	19	14	22	27	7	13	17
Attitude	27	17	13	29	34	36	7	12	14
<b>Knowledge D</b>	40	28	17	25	30	36	8	15	20
Skills	41	24	18	17	24	27	5	15	18
Attitude	38	20	14	19	29	33	6	14	16

We can see many improvements for the students involved in the project. Participating in many local activities and solving different treasure hunts provided by partners, they have improved the knowledge about partner countries and the EU in general and have developed different skills and abilities.

**Teachers involved in project - 6**

	1			2			3		
	I	II	III	I	II	III	I	II	III
<b>Knowledge A</b>				2	2		4	4	6
Skills				2	2		4	4	6
Attitude				2	2	1	4	4	5
<b>Knowledge B</b>	2	1		1	2		3	3	6
Skills	2			1	3	1	3	3	5
Attitude	2			1	2		3	4	6
<b>Knowledge C</b>	2	1		1	2	1	3	3	5
Skills	2	1		1	2	1	3	3	5
Attitude				2	2		4	4	6
<b>Knowledge D</b>	1			2	3	1	3	3	5
Skills				2	2	1	4	4	5
Attitude				2	2		4	4	6



### Second measurement

Partic- ipants	Level		A1 1	A1 2	A2 1	A2 2	B1 1	B1 2	B2 1	B2 2	C1 1	C1 2	C2 1	C2 2
YES	Primary	Spoken interaction		2	2									
		Spoken produc- tion		3	1									
	Second- ary	Spoken interaction	0	0	4	10	4	2						
		Spoken produc- tion	0	0	11	6	2	1						
NO	Primary	Spoken interaction	1	1										
		Spoken produc- tion	2											
	Second- ary	Spoken interaction	2	1	1									
		Spoken produc- tion	2	1	1									

All 6 students of primary school (participants or not involved in the project) were A1.1, both for spoken interaction and spoken production. The second measurement indicates a low progress for students not involved in the project and an improvement for those participating in project activities.

There was also a small improvement for students of secondary level not involved in the project activities,

When it comes about the students involved in project activities, we can see a real improvement, according to the charts. The students participating in transnational mobilities have the greatest improvement, but the students participating in local activities have good results too.

**5 teachers****First measurement**

Level		A1 1	A1 2	A2 1	A2 2	B1 1	B1 2	B2 1	B2 2	C1 1	C1 2	C2 1	C2 2
Primary	Spoken interaction	1	1										
	Spoken production	1	1										
Secondary	Spoken interaction	1				1		1					
	Spoken production	1			1		1						

**Second measurement**

Level		A1 1	A1 2	A2 1	A2 2	B1 1	B1 2	B2 1	B2 2	C1 1	C1 2	C2 1	C2 2
Primary	Spoken interaction			1	1								
	Spoken production			1	1								
Secondary	Spoken interaction				1				1		1		
	Spoken production			1				1		1			

We can see improvements in teachers' language competence, as they participated in transnational mobilities. In some cases, the progress is impressive, teachers who previously barely knew to say "hello" being able, at the end of the project, to understand a simple speech and to express their point of view in a conversation.



Figure 1 Primary Level – Participants – First measurement

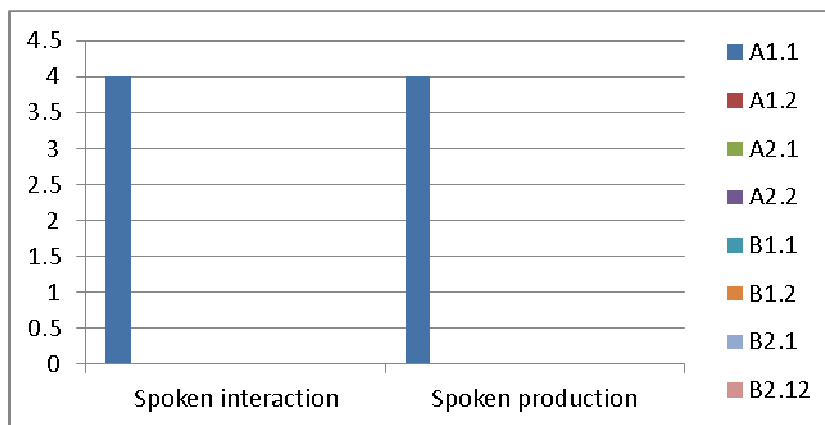


Figure 2 Primary level – Participants – Second measurement

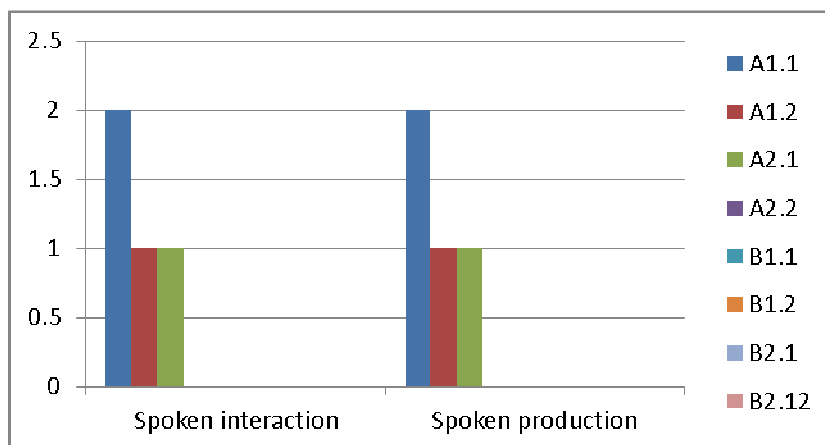
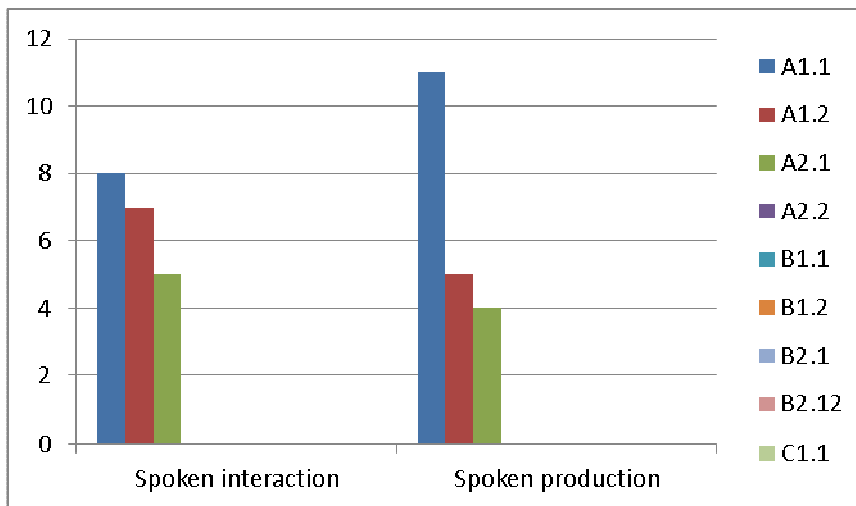




Figure 5 Secondary level - Participants - First measurement



Secondary level - Participants – Second measurement

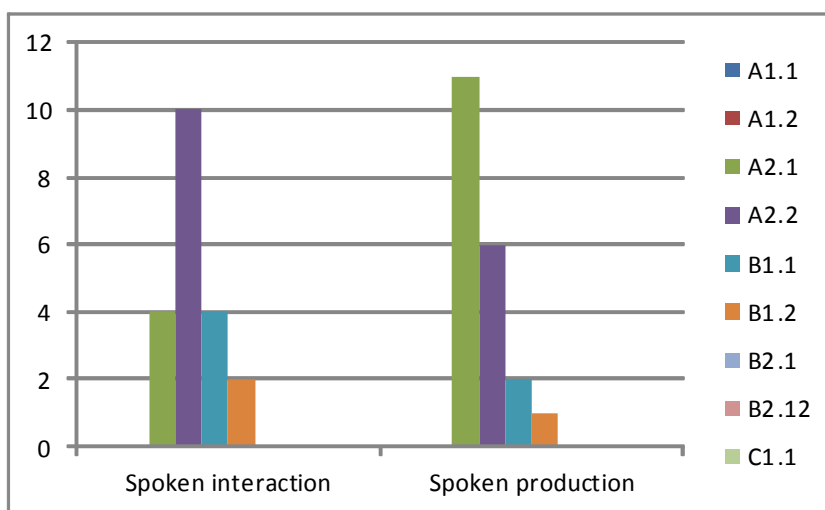


Figure 7 Secondary level - Non-participants - First measurement

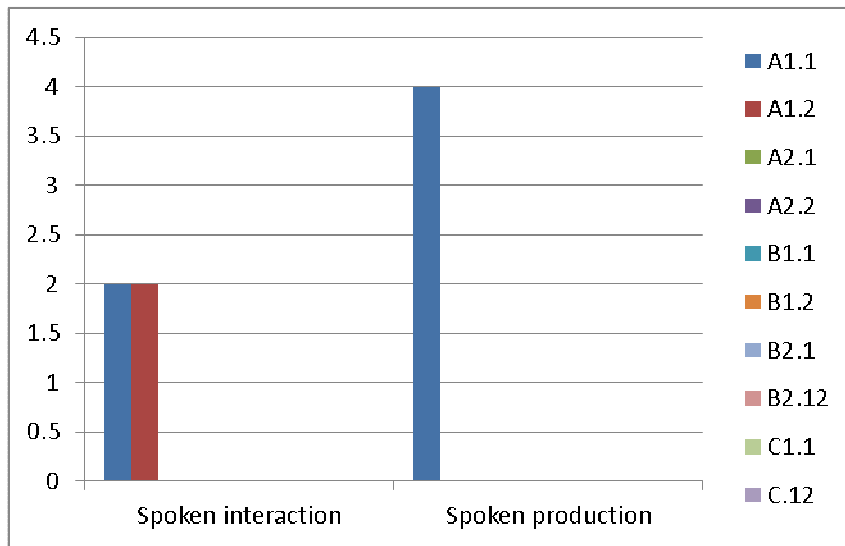


Figure 8 Secondary level - Non-participants - Second measurement

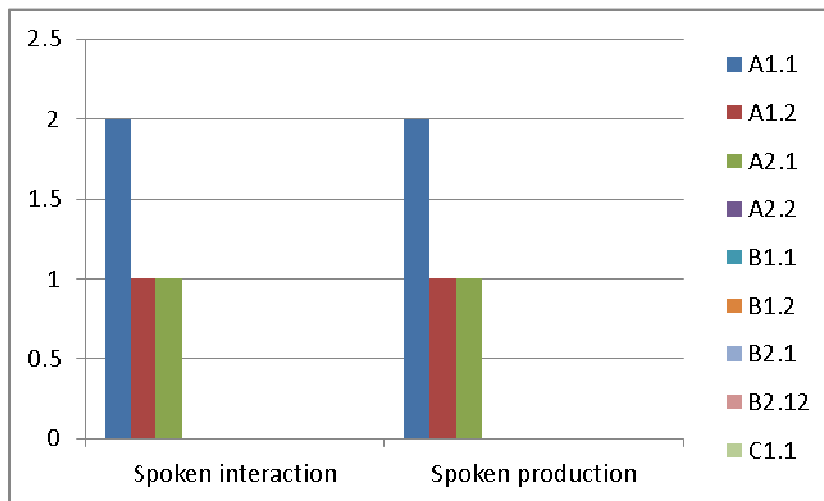


Figure 9 Teachers - First measurement

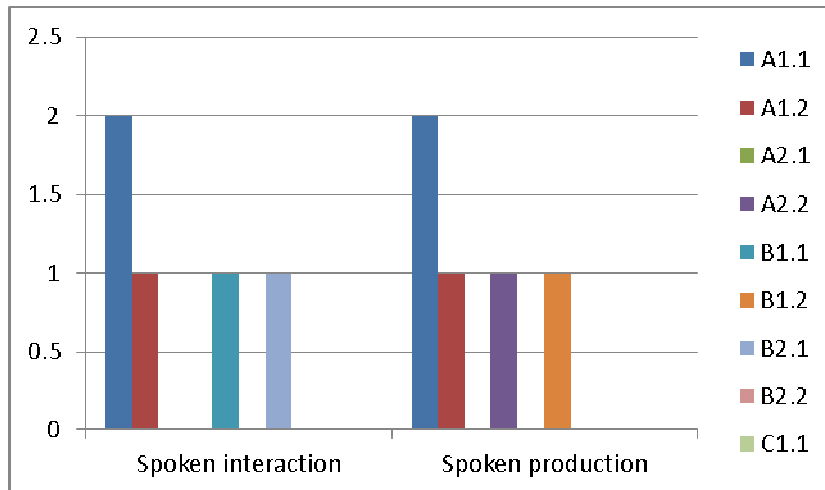


Figure 10 Teachers - Second measurement

