

ERASMUS + 2014 - 2017



SITUATION IN THE PARTNER SCHOOLS

Learners in our schools not only lack motivation and their communication skills in foreign languages are very low, but ignore that competences in foreign languages are among the most needed competences in the job market. So, it appears judicious to awaken our pupils' interest and motivation by offering them more challenging language lessons on the one hand, and on the other hand permit constructive exchanges of good practices between European teachers, and promote the incorporation of innovative digital teaching methods in the teachers' daily pedagogical practices.

NEEDS WE INTEND TO ADDRESS

- lack of motivation and interest in learning foreign languages
- lack of self-esteem and self-confidence
- early school drop out

OUR CONCRETE OBJECTIVES

Our partnership is a learners-focused project in the first place. So the major goals of our project are, on the one hand, to enhance our learners' motivation and investment in learning foreign languages, to allow them to develop their skills related to oral communication, and thereby raise their chances for a better professional inclusion in the future. On the other hand, this project will offer our learners an opportunity to learn about other European cultures, and thus, foster their European citizenship.

APPROACH TO ACHIEVE OUR OBJECTIVES

We will :

- ensure our learners access to innovative learning and methods , offer them the opportunity to be active and more inventive, to learn by doing, as they will be using new technologies while making E-presentations, interviews, exhibitions and short movies;
- put our learners in authentic situations amongst other Europeans of their age to discover European cultures in native place and to introduce their own culture in native place, build friendships, broaden their cultural horizons and foster tolerance;
- give our learners the possibility to attend language classes, but not only, in an informal way by organizing language camps around Europe. This will allow them to meet and interact with other European learners of their age and acquire competences in oral communication, mainly in English but not only, as French and Spanish will also be introduced during language camps, and gain self-confidence;
- give teachers the ability to acquire new skills and develop new competences, learn how to use specific techniques, tools and modern practices in teaching, in order to make their classes more engaging and more challenging for their learners, offer them the possibility to observe classes abroad and be able to compare, grant them the opportunity to practice foreign languages and get familiar with European cultural diversity;
- promote exchange of practice and know-how, first, between European teachers, then between local teams to develop team work in the partner schools.

IN WHAT WAY IS OUR PROJECT INNOVATIVE?

First, teaching with new technologies will make learning more attractive to our pupils, which will raise their concentration and make them more active. Second, they will learn to use new materials and equipment and become autonomous. As a result, they can use internet by themselves and learn before and after school.

Besides, learning a language by having direct contact with pupils and teachers from the country in which the language is spoken, will make it easier as well as giving the learning a touch of deeper language reality from a cognitive perspective. At the same time the understanding of differences and similarities in a multitude of cultures would grow and our pupils will more easily adapt to other European cultures.

COOPERATION AND COMMUNICATION

Means of cooperation and communication among adults:

Partners are more accustomed to yahoo and messenger, so in the beginning cooperation and communication will happen among all project partners via Yahoo : a Yahoo group was created in October 2013:

<https://groups.yahoo.com/neo/groups/I-TALC/info>

and has been used as a communication means between partners since.

Skype conferences will also be organized with all partners every two months so as to follow up the undertaking of the activities and outline the next step in the project.

[What's up messages](#) and [Viber calls](#) will also be used for more specific needs.

All national coordinators will open an E-Twinning account , learn how to use E-Twinning portal in order to progressively make it one of the principal means of communication between partners involved in this project.

Means of cooperation and communication among learners:

A Facebook group : <https://www.facebook.com/itec.comenius.7>

has already been created and will be available for learners of the different partner schools from September 2014. It will enable them to get in touch with each other and start building friendship links, share experiences and later publish pictures of local as well as language camp activities.

Skype conferences will be organized between groups of learners every three months so as to allow them to communicate with their European counterparts and exchange about each other's country and culture. For instance a French class will prepare a report about traditions or festivals in Macedonia, and a Macedonian class will do the same about France. Then, the two classes will exchange the e-presentations and watch them. After, they will meet on Skype and have a discussion about what they learnt about each other. Each involved class will have a Skype meeting on the same basis with a different partner every three months.

An ICT workshop will be organized in Lithuania in October 2014. Participants will become familiar with various digital and ICT teaching materials and learn how to incorporate them in their practices.

Purpose and frequency of project meetings:

Two teachers or a teacher and the principal / headmaster, and the project coordinator will participate in the transnational project meetings:

There will be four transnational project meetings in total:

- First transnational project meeting will take place in Greece beginning of September 2014. National

coordinators and their headmasters/principals will all meet in person for the first time (only some attended the preparatory visit in Creta). The project coordinator will explain what is expected from every partner at all stages of the project and remind everyone about the importance of ensuring a balanced budget. Then, the team will finalize the organization and functioning of the project website, make the first common questionnaire, establish the order in which the e-presentations about each other's' countries will be made, elaborate the planning of the Skype meetings for classes for each year of the project and finalize the organization of the first language camp for pupils.

- Second transnational project meeting in Romania in May 2015 to evaluate the first year (activities, ICT workshop benefits and the first language camp) and write the first mid-term evaluation report. Improvements concerning project activities, communication, implementation of the project or budget and time management will be decided if necessary.

- Third transnational project meeting in Turkey in May 2016 to evaluate the activities of the second year and write the second mid-term evaluation report. Improvements concerning project activities, communication, implementation of the project or budget and time management will be decided if necessary.

- Fourth and final transnational project meeting in France in May 2017 to evaluate the whole project and its impact and write the final evaluation report.

The sustainability of the project will also be discussed and planned during this final meeting. The closing ceremony to disseminate the project's results and outputs will be organized. Visitors and local partners will make speeches, perform traditional folk dances and give interviews to local press and media. Then, everyone will attend a farewell party, taste European traditional dishes and drinks and dance to European traditional folk songs.

EXPECTED RESULTS DURING THE PROJECT AND ON ITS COMPLETION

By using ICT in teaching foreign languages and developing pedagogical methods in a comparative context, all the partners will learn from each other's' experience and put together new methods to be used by each other. Developing pedagogical digital methods to meet didactical needs from learners is top priority. As everybody in Europe and soon all over the world, are getting used to using computers more and more in daily work, it is important to get familiar with methods how to learn a language and how to teach a language by e-learning.

Meetings of the pupils, the sharing of the know-how and experience (teachers visitors will give classes during language camps and project transnational meetings) exchanges amongst adults and learners will allow everyone to get familiar with the European school systems and school curriculums and get familiar with the local way of life.

PREPARATION

Before starting the project activities with learners, a transnational project meeting will take place in September 2014, coordinators and principals will meet and discuss how plans are to be realized, who will do what locally and at the European level, what results are we looking for and how we will transform our discoveries into a daily pedagogical practice for the benefit of our learners.

In October 2014, and ICT workshop for teachers will take place in Lithuania. Participants will become familiar with diverse ICT and digital teaching materials and learn how to incorporate them into their daily pedagogical practice. Then go back home and share their new skills with their local teams.

All project partners will translate the project into their national language and disseminate it as widely as possible, promote the project at the school and local community levels, discussions with teachers, meetings with parents, local authorities and local partners, hanging of small posters that sum up the project, flags of the partner countries in the hall, news bulletin on the schools website to inform that a European partnership will start.

Each partner school will gather their team, share responsibilities and examine the immediate tasks to be done, plan the integration of the project activities in the curriculum, plan the use of the extra class hour to be

used for the implementation of the project, check if they have all the necessary equipments to undertake the activities, check internet connection, inform the target groups about Erasmus+, present the project to them and explain clearly all scheduled activities, establish the small groups and prepare lists with who will do what concerning learners duties, establish the mobility selection criteria for learners and inform them about it, sign parental agreements in which parents express their acceptance for their children to take part in the project activities, to be photographed and filmed so that the photos and films may be exhibited in public places and published on Internet, invite parents and motivate them to take part in certain local activities, define where ERASMUS corner will be situated, establish internal modalities of communication and information proper to the school and establish the local meeting plan.

Learners involved will learn how use a digital camera, a video camera, a smartphone or a tablet as they will need to take pictures, shoot short videos and type interviews, how to use ICT tools to make e-presentations and short films.

Before each language camp :

- Linguistic preparation before language camps: pupils in each partner school prepare a short video with the most common and useful idiomatic expressions in their national language and upload it on the project website one month before the visit so that the other visitors can learn and practice those expressions during the extra class hour devoted to the project activities in preparation of the visit. This will facilitate contact and give our learners a first taste of languages they don't usually use.
- Learners visitors will do research on internet with their teachers to find out and learn some cultural facts about the hosting country in general and the region where the language camp will take place in particular so as to be ready for the visit.
- Learners to participate in the language camp will exercise more to make sure they master the use of all digital equipment and ICT skills necessary to take pictures, shoot short videos and type interviews during activities.

The partners will make sure the project website necessary for the implementation and dissemination of the partnership will be ready and function on time and that all national coordinators have their login and password.

THE PROJECT MANAGEMENT

The budget control will be ensured through:

- a correct anticipation of the necessary communication costs and expenses of equipment needed to undertake activities locally, during transnational project meeting and language camps,
- a saving budget money (e.g. establishing in due time the persons who will participate in the transnational project meetings and language camps and book their travel tickets as early as possible to get the best and the most economic transportation option (home, airport, partner countries and back),
- a strict evidence of the expenses (bills, invoices, etc.) will be permanently checked by the burser or the accounting department and the principal.

Each partner will establish a budget control every year and make sure they will not run out of the budget.

The overall project expenses will be under control and checked during the first and second mid-term evaluation - changes will be decided and measures will be taken in case of need.

Time management will be ensured through :

- respect of the timeline of the project activities,
- a time echelon to realize expected products,
- a weekly /monthly to "TO DO" lists,
- the use of the "FORTE" method to plan the activities (formulates the list of weekly tasks, observes and estimates the necessary time, reserve time for unexpected tasks, trace priorities, evaluate the degree of task achievement),
- establish activities and deadlines,
- judicious programming of the moment when the activities are to take place as far as the human resource is concerned (taking into account also the unpredictable situations that might occur as well as the time

necessary to solve these situations),

- each partner team will have monthly team meetings locally to make sure all activities will be done on time. (national coordinator reminds the team members what they have to achieve in the period to follow to prevent delays, overlapping of tasks that depend on previous ones),
- permanent communication between the project coordinator and national coordinators (it ensures quick solving of tasks, including the unpredictable ones).

The project coordinator shall supervise the undertaking of the activities and mobilities according to the established plan over the three years of the project. Partners supplied the coordinator with their school calendar 2014-2017 including holidays and busy periods at school such as final examination periods etc. All these elements were taken into consideration when we planned the project activities.

MONITORING AND EVALUATION OF THE QUALITY OF THE PROJECT'S ACTIVITIES AND RESULTS

The monitoring and evaluating processes of the quality of the activities and of the results are necessary, beneficial and useful to the good development of the project because they can correct project implementation when there are deficiencies of any nature preventing the achievement of proposed objectives.

The evaluation of activity quality and of project results will be achieved at three levels:

- At partnership level during transnational project meetings by the project coordinators of each partner school,
- At school level, three times a year, by the principal, the project coordinator and the project team,
- At the level of each activity (after each activity by each teacher involved and learners concerned by the activity).

Concretely, monitoring will be achieved through:

- Regular discussions and exchanges amongst national teams (every month)
- Regular discussions and exchanges between national coordinators and the project coordinator (every two months via Skype)
- Discussion and exchanges between coordinators during transnational project meetings,
 - SWOT analysis-periodical analysis of activities both at the level of each school and at the level of transnational meetings (Strengths, Weaknesses, Opportunities, Threats)
- Analysis of the activities records within the project diary at the level of each school and correspondence check between the diary and the timeline activity,
 - Direct observation of activities performed at the level of each school and during language camps and transnational project meetings.

As far as the evaluation of the quality of the project activities and results is concerned, the following instruments will be considered:

- The analysis of the portfolios of the activities in the project at school level, by the principal and national coordinator who will utter value statements,
- The teachers will observe the learners' behaviour, attitude and ability to communicate during group activities throughout the project,
- Measurement of the level of participation (time allotted, number of teachers, of learners, number of emails, number of achieved products etc.)
- Direct observation of the learners' and teachers' involvement and interest throughout the activities,
- Analysis of activities / impact of activities by means of questionnaires,
- After language camps teachers as well as pupils, will be asked to give their feedbacks about activities offered during the camp. This will help us improve the organization and the quality of the activities during the following language camps.

More specifically, learners' assessment will form an integral part of our partnership. We consider it as an essential tool for improving the quality of our teaching. It will be performed by foreign language teachers and will take a variety of forms and will use different assessment instruments and methods, formative or summative, and results can be used to decide upon improvements.

We will use these tools to evaluate :

Pupils' performances

- The ability of learners to interact more freely and spontaneously with the other European pupils during the language camps,
- The ability of learners to speak fluently in a more authentic and spontaneous way (use of idiomatic expressions), they will be recorded for evaluation.
- The ability of learners to perform short sketches, interviews, role-plays, news and weather forecast presentations,
- The ability of learners to improvise on simple everyday life situations.
- Participation of learners during foreign language lessons.

Evaluation of local activities

- Questionnaire to be filled in by parents about any noticeable changes regarding their kids enthusiasm for foreign languages thanks to the new way of doing such classes.

Evaluation of activities during transnational project meetings and language camps

- Ability of learners to express themselves spontaneously in a good language,
- Feedbacks about lessons,
- Questionnaires to evaluate activities offered during language camps, this to operate changes for the meetings to come next,
- If pupils interact more freely with the other European pupils.

Other

- Feedbacks from regional schools that will use produced lessons from the website of the project.

MEASURES FORESEEN TO HANDLE PROJECT RISKS

So far all partners have been very cooperative, answered the coordinator's emails promptly, supplied him with all the necessary information and documents on time and already uploaded all necessary documents on the ECAS portal. They were available and showed high interest during the preparation exchanges that took place.

Those who attended the preparatory visit in Creta got on well with each other and did good job while preparing the project. The Skype meeting we had with those who could not attend the preparatory visit went on well and everyone was very cooperative. All partners agreed to work as one team, respect the initial plans, be punctual at all stages of the partnership, pay attention to the budget management and support each other to make our partnership as successful as possible for the benefits of all learners as well as teachers involved.

By having regular contacts and discussions with all partners together, conflicts – if any – will be solved through dialogue and mutual respect.

Based on previous experience certain risks such as :

- a weak implication of learners in the project activities,
- conflicts that can occur due to non-abidance to the deadlines by some partners,
- delayed communication of details about departure / arrival concerning transnational meetings,
- too many adults from the same country travelling from the very first transnational meetings, which can bring about serious budget disruptions for the concerned partners.

So, to prevent this, we will establish from the beginning very clear rules, maintain communication at regular intervals with all partners to find out how activities are being undertaken so as to react in case of difficulties. Partners who go beyond the planned number of mobilities will be asked to be careful and manage their budget in a way that they can have enough money to finance all planned mobilities. We will insist on the mutual respect between partners and do all we can to solve any arising difficulty through dialogue. In case of need we shall inform the principal of the concerned partner school and seek their support to solve the problem. **In case of extreme disfunctioning the coordinator shall inform the partner's national agency and seek their assistance to solve the case.**

HOW TO ASSESS WHETHER THE PROJECT REACHES ITS OBJECTIVES AND RESULTS

We will check if there is:

- Any growing number of pupils who speak more during foreign language classes, and the quality of their spoken language,
- Any growing number of learners who speak spontaneously during language camps,
- Any growing number of pupils becoming friends on the Facebook page of the project (to be accessible for pupils from September 2014), the frequency and the quality of the exchanges amongst pupils via this means will also be used as an evaluation means,
- Any growing number of pupils willing to travel to European countries and elsewhere in the world,
- Any growing number of teachers willing to join the project,
- Any other teachers interested in using new technologies in their classes,
- Any improvement as regards to the spoken skills of the teachers during project meetings,
- Any growing number of teachers willing to learn foreign languages,
- Any growing number of teachers and school staff interested in Erasmus+ programmes,
- Satisfaction questionnaire for teachers involved in the project.

PLANNED ACTIVITIES

During the preparatory visit in Creta all partners agreed on the following activities and bind themselves to realize their tasks within time and date.

YEAR ONE

First transnational project meeting in Greece beginning of September: National coordinators will meet discuss the whole project again, then work more specifically on the activities to take place during the first year. They will also decide on the organization of the project website, make the first common questionnaire, finalize the organization of the first language camp and establish the order in which the e-presentations will be made.

The first common questionnaire will be submitted to learners, teachers and parents in in November 2014. It will give us an idea about the starting situation and everyone's expectations.

End of September 2014 each partner will organize a meeting in their school with teachers, parents and local authority and inform them about the partnership.

Short-term joint staff training events

In October 2014 a five-day ICT workshop will be organized for teachers in Lithuania. It will be monitored by an educational technology expert. Participants will become familiar with a variety of ICT tools and acquire the necessary skills to make innovative lessons using digital teaching materials and ICT. (a detailed description of the workshop, including activities and objectives is attached to this E-FORM)

One extra class hour will be devoted to the project in each partner organization. It will be used to help learners involved acquire some basic digital skills necessary for the achievement of project activities and to learn how to use internet for learning and researching purposes. Later on, it will be used to help learners develop their spoken skills and improve their pronunciation.

Each class group will also create a Class Wikispace to use locally. This hour will also be used sometimes to make e-cards and short e-messages to send to the other European learners on specific occasions.

Learners in every partner school will make an Erasmus+ poster to promote the partnership by end of November 2014.

Then, arrange an Erasmus+ corner by mid-December 2014. This corner will be kept up to date through the three years of the project.

Learners in every partner school will prepare a quick spoken e-presentation in English about their school and city and uploaded on the project website by end of January 2015.

The first ten-day language camp will be organized for learners in Macedonia in March 2015. (a detailed description is attached to this E-form).

The second transnational project meeting in Romania in May 2015 : Visitors will attend some local classes and learn about Romanian school system. Then, each visitor team will give one lesson (prepared at home)

totally made with digital materials to one of the local classes and get their feedbacks.

Teachers will meet and evaluate the first year of the project, decide on improvements if necessary, and elaborate the organization of the logo competition.

YEAR TWO

E-messages, e-cards, e-presentations and all activities related to the Wikiclass will go on. New activities will be introduced :

A local logo competition from September to December 2015, then a logo competition on the European level from February to April 2016. The winner will receive an Erasmus prize that will be made at home by the Macedonian pupils and become the official logo of our partnership.

From September 2015 on learners search internet in English, make a five-minute e-presentation in English about another partner countries, then, meet on Skype an exchange about them.

The second ten-day language camp will be organized in Czech Republic in March 2016.

The third transnational project meeting will take place in Turkey in May 2016 and will include the same activities as the second one. Teachers will make the second common questionnaire, then evaluate the second year of the project

YEAR THREE

The second common questionnaire will be submitted to learners, teachers and parents.

The third ten-day language camp will be organized in Spain in March 2017. (same programme as the second one with new improvement if necessary).

The fourth transnational project meeting will be organized in France in May 2017. (same activities as during the previous one+ evaluation of the project and its impacts, then discuss and decisions upon the sustainability of the partnership's results and outcomes.

A closing ceremony will be held to disseminate the project and its results. Then, visitors and locals attend a farewell party. (details in the implementation plan attached)

Partners alternatively write a report about each meeting. The coordinator will write the first and second mid-term reports and the final evaluation report. All results and outcomes will be uploaded on the project website.

TARGET GROUPS WITH FEWER OPPORTUNITIES

Learners aged 11 to 15 years-old, from underprivileged families with low opportunities for learning foreign languages, travelling and self educating. These pupils often lack motivation and ignore the importance of foreign languages in the labour market. Therefore, our partnership will primarily focus on these learners.

HOW TO SUPPORT THESE GROUPS

These learners have very poor knowledge and do not master the basic know-how required from them at this stage of their scholarship. Besides, they lack self-confidence and have very low self-esteem. So, we decided, to use collaborative learning in small groups through activities carefully adapted to their abilities and possibilities.

On the one hand, we will first make a preliminary assessment and rate learners' comfort / ability level on a number of skills. Based on the results we will purposefully create groups that blend abilities and backgrounds. To ensure that learners become productive we will widely use icebreakers and team-building activities. Moreover, we will incorporate learning activities around the use of new technologies to facilitate the group work processes. Finally, we will choose assignment topics or tasks that are related to the real world, and can be connected to our learners' lives and have them complete tasks that involve using and developing skills that they will likely use in their future professional lives. As a result, our learners will feel at ease, think differently about their personal image.

On the other hand, we will develop an ELP model to support and improve the learning and teaching of languages. This will encourage learners to take responsibility for their learning, help them to understand their individuality and to achieve personal goals within the group. ELP will also help them see the progress

they make and increase their satisfaction.

18 Romanian learners are hearing impaired. These latter may fear not to be accepted by the other learners, so they will have more therapy classes to help them overcome their anguish. These learners read lips very well and can also speak but they may not always understand the other learners and will need a translation in sign language, so during the meetings these learners will be individually assisted by their teachers.

LEARNING / TEACHING / TRAINING ACTIVITIES INCLUDED

THE ICT WORKSHOP: (Short-term joint staff training event)

Today learner groups in the partner schools are more heterogeneous than before (in terms of mother tongue, gender, ethnicity, faith, ability). So, teachers are required to use the opportunities offered by new technologies, to respond to the demand for individualized learning and to assist pupils to become autonomous life-long learners.

Thanks to this workshop teachers will become familiar with a variety of ICT tools (eg Evernote, Blendspace) and two digital skills training approaches: the creation of digital stories (Storybird, Storyjumper) and a web quests. They will learn how to create innovative lessons using different kinds of new technologies such as pictures, learning object, video, flash animation, gif animation, sounds, etc. They will learn how to use smart phones and tablets, create innovative lessons using cloud technologies and to implement a flipped classroom model, the most promising model in future classroom.

By exchanging ideas and experiences among European teachers to be put into the pedagogical daily practice, new methods can be developed to the benefit of the learners' didactical situations. Besides, the use of ICT improves the atmosphere of class cooperation, memorization, understanding, self-learning and increase motivation to learn.

THE LANGUAGE CAMPS (Short-term exchanges of groups of pupils)

The three meetings that are planned will first expose all learners involved in them to a rich and colorful linguistic environment. They will interact with other European learners and develop communication skills, not only in English but also in less spoken languages, French and Spanish. (Languages are the most important factor that allow people to understand each other). Then, they will get to know their European neighbours and learn from them and about them and accept differences as a wealth. Here, our project aims at conveying messages of friendship, tolerance and mutual respect. Besides, cultural interactions will enable learners to broaden their cultural horizons and value the richness of cultural pluralism. Finally, It will help them gain their self-esteem and build their self-confidence, thus reconsidering their scholarship in a more positive way.

IMPACT ON SCHOOLS AND LEARNERS

This partnership will increase our pupils' motivation to learn and use foreign languages. They will communicate in different contexts, which will help them develop their communication skills in connection with different situations and language registers. Besides, it will help them develop team work spirit, organization competences, sense of responsibility and self-discipline. Working in a co-operative but non-competitive environment will have an impact on their social competences and allow them to have more confidence in themselves and high up their self-esteem, particularly pupils who come from underprivileged families. Moreover, it will offer them an opportunity to make new friends, develop mutual trust, learn about other cultures in Europe, understand that people can be different but alike, foster tolerance and build their European citizenship. Finally, they will be aware that thanks to the European programmes they can continue their learning or self education all through their lifetime.

Impact on teachers :

Teachers will acquire and develop new skills and competences to be used in their everyday practice. Besides, travelling, cultural interactions, exchanges and cooperation will improve their foreign language competences and will give a new dimension to their profession. Moreover, they will get more satisfaction from their work because their pupils will be more active in their learning.

Impact on participating organizations:

The integration of the project into the partner schools' curriculum will, first, help improve the schools' climate

and team work. Besides, the project will improve the relationship between the school and families and enhance parents trust in the school's potential to ensure good quality education to their children. Moreover, it will improve the image and prestige of the partner schools within local communities. Furthermore, it will encourage other teachers to get involved in ERASMUS+ and start challenging European partnerships that will improve the quality of teaching and offer better opportunities to learners. Finally, the project will create an opening towards a wide use of ICT and active teaching methods in class and consolidate the European dimension at school by adopting and applying European educational directives and recommendations.

IMPACT ON LOCAL REGIONAL NATIONAL AND EUROPEAN LEVELS

In social disadvantaged areas it is very important to focus on young people's education and develop innovative teaching methods that will help them pass their education and get a diploma to be socially integrated.

Presenting the project results and outcomes to the public will interest parents, local partners and people from the area, and give them a personal experience of a European partnership.

Cooperating with local municipalities will get the local authorities to support European programmes.

The results of our partnership will be shared via the website of the project. So local, regional, national and international communities will get free access to them, even use them and realize how enriching Erasmus+ partnerships can be for both learners and teachers.

HOW TO MEASURE THE PREVIOUS IMPACTS

We will measure them :

- by submitting a questionnaire to pupils, families and teachers in November 2014 to measure their expectations and a second one in February 2017 to evaluate their satisfaction,
- thanks to the feedbacks on the project website from local and regional schools that will use our produced lessons in their classes,
- thanks to the number of visitors to the project website,
- thanks to the number of pupils who will become friends of the facebook page of the project,
- thanks to the linguistic abilities, the ICT competencies, the willingness to communicate with other European learners, the attitude of participants during language classes, local and common workshops, Facebook discussions, the quality of materials made by students)
- by measuring the spirit of initiative, of volunteering, of interpersonal and social relationships, of the desire for permanent learning to become active citizens (direct observation, analysis of activities).

At teachers level :

- by measuring the desire to use modern methods and strategies implemented at European level, to be actively involved within the partnership (the number of curriculum integrated activities, the quality of activity portfolios),
- by measuring the willingness to use ICT during classes, the interest in enhancing student motivation for ICT (number of hours of ICT use, number of student made products using the ICT, participation in common workshops in order to make the project products),
- by measuring the willingness to refine foreign language competencies (email discussions, during the transnational meetings, during teaching/learning/training activities),
- by measuring the quality and the European dimension of teacher training (results of project activities),
- by measuring the degree of development of teacher-learners relationships (direct observation).

At organization level:

- by measuring the degree of consolidation of the European dimension within the school,
- by measuring the degree of promotion of the school image within the community (number of articles in the local press or media),

At community level:

- by measuring parent implication (number of parents participating in the project activities directly/indirectly such as the intercultural events, Erasmus Day...),

- by measuring the community interest (presence of representatives of local authorities when they are invited to attend the project events or celebrations).

DISSEMINATION AND USE OF RESULTS

At school level the dissemination of the project results will be realized for:

- Learners who are not involved in the project so that they can be aware that a European partnership is going on in their school and explain what benefits it brings to the learners who are involved in order to awaken their interest in European programmes.
- Learners involved in the project so that they can appreciate the work they have done and be proud of themselves.
- All the school teachers so that they can be informed, appreciate and promote their colleagues' work within the community (family, relatives, friends)

At local/regional/national level, dissemination will address :

- Parents, so that they find out about Erasmus+ programmes and their benefits. Those who are more curious may even find out about the various possibilities offered to the learners in Europe. Parents will also appreciate the school initiative and promote the school image at home, within their family, amongst their friends and local inhabitants, at their workplace.
- Local authorities will be informed about the partnership and will be asked to invite visitors to the Town Hall for a friendship drink, to value the project by publishing an article about the visit in the city's website and magazine, and to show their support to European programmes in general.
- Education authorities locally and at the national level to promote the school.
- All people interested in teaching and learning foreign languages, teachers around Europe / the world so that they can profit from our experience, and give them a taste of European partnerships.
- Anyone who is interested in starting an Erasmus+ partnership and needs to find out about previous experiences and learn from them before they can start their own project.
- Teachers in other local and regional schools will be asked to download lessons from the project website, use them with their pupils and give us their feedbacks. This aims at valorizing the project activities through the exchange of good practice.

WHO IS RESPONSIBLE FOR THE DISSEMINATION WITHIN THE PARTNERSHIP? AND HOW TO PROCEED?

All partners will ensure maximum transparency and visibility of the project in their institutions. They will all have an active role in promoting the project and they will fully exploit their network of contacts in their local community as well as at national and European levels.

Within the project frame, the French school will design the structure of the project website, the Greek school will build it, and the Lithuanian school will be in charge of the interactive materials. Non-interactive lessons, reports, e-presentations, pictures, videos and other recordings will be uploaded by national coordinators or any other school member with enough ICT skills (national coordinators will have a login and a password).

A link to the project website will be created on all partner schools' websites, a RSS Feed will be installed on them so that the project diary could be visualized and diffused as widely as possible.

National coordinators will also regularly publish information about the project activities in their respective schools' websites.

Learners too, will make presentations of the local activities they were part of and they will present them on different social networks used by them and on the project Facebook page as this latter will be devoted solely to the learners.

All produced lessons, materials, reports and synthesis will be published on the project website.

After each transnational project meeting, each language camp and the ICT workshop, one visitor team will write a report and make an e-presentation about the activities they took part in and their impact. This duty has already been distributed amongst partners. The coordinator will write the first, the second mid-term reports and the final evaluation report. Learners too will make e-presentations about the activities they were part of locally and during language camps, and will present them on different social networks used by them and on the project Facebook page.

All produced reports, e-presentations, videos, recordings and synthesis will be presented in each of the partner schools and uploaded on the project website.

DISSEMINATION ACTIVITIES

Learners together with their teachers will organize an Erasmus+ corner in all partner schools and use it to inform about the project. Publications will be updated regularly.

An Erasmus plaque will be ordered and placed there too.

All produced lessons, materials, reports, presentations, interviews, synthesis, pictures, films will be regularly published on :

- each partner school's website,
- project website,
- Facebook page of the project,
- Yahoo group page of the project,
- YouTube.

(Parents will be asked their permission to publish pictures and videos of learners who will be involved in the project activities locally and abroad).

Links to the project website will be put on each partner school's website.

One seminar « Erasmus Day » will be organized by each partner to promote the project results and impacts.

Information about the project will be periodically presented in the school meetings, parents' committees and students' councils and schools' board of directors.

Information will be posted on the partner schools' own websites and school newspaper if any.

A poster describing the project : the partners involved, objectives, activities and scheduled results and outcomes will be found in each partner's local municipality hall so as to inform people from the surroundings.

Temporary photo exhibitions will be organized in the school and town libraries and during the « school open doors ».

Interviews will be given to local press and media during each transnational project meeting and language camp.

Flags of partner countries will be shown at each partner school during the three years of the project, and beyond if possible.

An Erasmus day will be organized every year by each partner school to promote the project results. Local authorities and families will be invited to exchange about the project around a friendship drink.

Each partner will look for 5 schools in their area / region and invite them to download the E-lessons from the project website and use them with their pupils.

A Yahoo group was created in October 2013: <https://groups.yahoo.com/neo/groups/I-TALC/info>

and has been used as a communication means between partners since.

A temporary project website has already been created : <http://i-talc.wikispaces.com/>

A Facebook page : <https://www.facebook.com/itec.comenius.7>

Another professional website will be created and will be used as the official project website to disseminate the results of our partnership. It will be designed by the French partner, constructed by the Greek partner and the Lithuanian partner will be in charge of the interactive materials. Non-interactive lessons, reports, e-presentations, pictures, videos and other recordings will be uploaded by national coordinators or any other school member with enough ICT skills (national coordinators will have a login and a password).

Each partner will open an account on the E-Twinning desktop by end of May 2014 at the latest so that communication amongst partners can be done through this portal.

The links to all the project's results will also be published on EST database.

OPEN ACCESS TO THE PROJECT'S RESULTS

The project website will be available beyond the three years of the project. Each partner will invite 5 schools in their region to download lesson for free and use them with their pupils and leave their feedbacks on the website.

All the products will be found on the project website, links to them will be put on the partner schools' websites.

We shall promote the products on YouTube , Yahoo group and Facebook.

We will disseminate the project products as widely as possible as we will use the feedbacks as one of the

evaluation means for the quality of the results.

SUSTAINABILITY

The results of our partnership will be a permanent part of our daily language teaching methods.

- All the skills acquired will be used in other class and future school projects so that other learners can profit from them.
- Teachers will go on informing other teachers and learners about the possibilities offered by Erasmus+ projects and their benefits and try to convince them to join them and get involved in European cooperation activities.
- Partners will develop E-twinning partnership between classes and continue cooperating via the E-Twinning portal.
- Money will be raised to finance other language camps in the future for other learners.
- ICT skills acquired by learners will be used to develop, class blogs and organize a press club, or issue a school newspaper or magazine,
- Learners will go on making e-cards and e-messages on different occasions and festivals and send them to their new friends around Europe.
- Learners will have the courage to continue their studies in European acknowledged institutions and to continuously develop their own skills in the spirit of European citizenship.
- Friendship between learners will continue through Facebook page. Teachers will also go on communicating and exchanging good practices, uploading new lessons on the project website.

IMPLEMENTATION

During the preparatory visit in Crete all ideas and suggestions of partners were discussed. Those who attended made a selection of activities and prepared a first draft of the project which was discussed via Skype with the other partners. Necessary improvements were made, then all partners agreed on the following activities and bind themselves to realize their tasks within time and date.

Communication between teachers, documents, reports and presentations related to the partnership will be made and disseminated in English. Partners may also translate some of these documents and reports into their national language for a wider dissemination within their local community.

Activities and lessons during language camps and transnational project meetings, and communication between learners will happen mainly in English but not only, as Spanish and French may also be used.

Each partner school will create a special page on their school website dedicated to the dissemination of the project, a link to the official project's website will be put on it.

The official project website will be created by end of October and will be used to implement and disseminate the results of our partnership. It will be designed by the French, constructed by the Greek and the Lithuanian partners and will be kept updated by all partners as each national coordinator will be given a password.

Each partner will look for 5 schools in their country to download E-lessons, use them with their pupils and leave us their feedbacks.

Communication continue via the Yahoo group but each partner will open an account on the E-Twinning desktop by end of May 2014 at the latest so that communication amongst partners can be done through this portal.

The links to all the project's results will also be published on EST database.

FIRST YEAR

First transnational project meeting beginning of September 2014 in Greece. National coordinators will meet in person (only some attended the preparatory visit in Crete) and discuss the whole project again. The project coordinator will explain again what is expected from all partners at all stages of the project. Then, the team of coordinators will more specifically finalize the organization and functioning of the project website, make the first common questionnaire, establish the order in which the e-presentations about each others'

countries will be made and finalize the organization of the first language camp.

Romanian partner will write a report about this meeting and will upload it on the project website when possible.

End of September 2014 each partner will translate the project into their national language and make it available for the school and local community and local authorities. They will also organize a meeting in their school with teachers, parents and local authority and inform them about the partnership.

Short-term joint staff training events:

In October 2014 a five-day ICT workshop will be organized for teachers in Lithuania. Teachers from each partner organization and the coordinator will attend it. It will be monitored by an educational technology expert. It aims at permitting teachers to acquire the necessary skills to be able to make innovative lessons using digital teaching materials and ICT: participants will become familiar with a variety of ICT tools (eg Evernote, Blendspace) and two digital skills training approaches: the creation of digital stories (Storybird, Storyjumper). They will also learn how to use pictures, video, flash animation, smart phones and tablets, implement flipped classroom model and be able to place and share all created materials on the project website. (A detailed description of the workshop, including activities and objectives is attached to this E-FORM)

Czech partner will write a report about this meeting and upload it on the project website.

The first common questionnaire will be submitted to learners, teachers and parents in the partner schools in November 2014. Then, each partner school will make their local synthesis of the questionnaire in December 2014, and send it to the Turkish partner who will prepare an over-all synthesis in January 2015 and send it to all partners, then upload it on the project website. It will give us an idea about the starting situation and everyone's expectations.

One extra class hour will be devoted to the project in each partner organization. In the beginning it will be used to help learners involved acquire some basic digital skills necessary for the achievement of project activities, and to learn how to use internet for learning and researching purposes. Later on, this class hour will be used to help learners develop their spoken skills and improve their pronunciation : different oral activities will be offered to learners such as improvisations on social situations, interviews of celebrities, job interviews, presentation of weather forecasts, acting of short comic sketches and day to day conversations. Each class group will also create a Class Wikispace (it is free of charge, works like a blog, learners will have a login and a password). Their teachers will regularly ask them to give a spoken point of view on different modern topics (learners will have to record themselves and upload their homework on the wiki. During the class learners will listen together to the recordings and exchange on them. At this stage, teachers will help learners acquire pronunciation rules /skills and supply them with appropriate idiomatic expressions required to improve their spoken skills and enrich their vocabulary.

This hour will also be used sometimes to make e-cards and short e-messages to the other European learners on specific occasions.

Learners in every partner school will make an Erasmus+ poster to promote the partnership by end of November 2014. Then, arrange an Erasmus+ corner by mid-December 2014. This corner will be kept up to date through the three years of the project.

Learners in every partner school will prepare a quick spoken e-presentation in English about their school and city and uploaded on the project website by end of January 2015.

The first ten-day language camp will be organized for learners in Macedonia in March 2015. (a detailed description is attached to this E-form).

The Romanian partner will write a report about this meeting and upload it on the project website.

The second transnational project meeting will take place in Romania in May 2015 : Visitors will attend some local classes and learn about Greek the school system. Then, each visitor team will give one lesson (prepared at home) totally made with digital materials to one of the local classes and get their feedbacks.

Teachers will meet and evaluate the first year of the project, decide on improvements if necessary, and

elaborate the organization of the logo competition.

The Spanish partner will write a report about this meeting and upload it on the project website.

The coordinator will write the first mid-term evaluation report.

SECOND YEAR

E-messages, e-cards, e-presentations and all activities related to the wikiclass will go on. New activities will be introduced :

A local logo competition will be organized in each partner school from September to December 2015: each partner school will organize a logo contest locally: learners involved design and create logos for the project. Then, a vote will be organized via the school's website in order to choose two best logos. Finally, each partner organization will send their two selected logos in January 2016 to the Greek and Lithuanian partners so that they can organize the logo competition on the European level from February to April 2016: learners in all partner organizations will vote for the logo they like best via the project website.

The partners in charge of the competition will prepare a presentation of the results to be shown to all partners during the second transnational project meeting in Turkey in May 2016. The winner will receive an Erasmus prize that will be made at home by the Macedonian pupils in a local crafts workshop. IT will become the official logo of our partnership and will appear on all project documents and website.

From September 2015 on learners in one partner school, organized in small groups will also search internet in English and gather various pieces of information related to history, culture, food, traditions, inhabitants, political system, famous people etc. about another partner country. They will use all gathered information to make a five-minute e-presentation in English about the other partner country and upload it on the project website. The other partner country will do the same about the first one. Then, learners in both concerned partner schools will watch the e-presentation made about their country. Finally, learners of the two partner schools will organize a Skype meeting to exchange about the two e-presentation that were made. This same activity will be done about a different partner country every three months. By the end of the partnership each partner would have made an e-presentation about each of the partners involved in the project.

The second ten-day language camp will be organized in Czech Republic in March 2016 (same programme as the first one but with improvement if necessary).

The Greek partner will write a report about this meeting and upload it on the project website.

The third transnational project meeting will take place in Turkey in May 2016 : visitors will attend again some local classes and learn about the Turkish school system. Then, each visitor team will give one lesson (prepared at home) totally made with digital materials to one of the local classes and get their feedbacks.

The winner of the logo competition will be rewarded a prize during this meeting, and their logo will become the official logo of the partnership.

Teachers will meet, make the second common questionnaire, then evaluate the second year of the project. If necessary, improvements will be decided again.

The Macedonian partner will write a report on this meeting and upload it on the project website.

The coordinator will write the second mid-term evaluation report.

THIRD YEAR

The second common questionnaire will be submitted to learners, teachers and parents in the partner schools in February 2017. Then, each partner school will make their local synthesis of the questionnaire in March 2017, and send it to the Turkish partner who will prepare an over-all synthesis in April 2017 and send it to all partners, then upload it on the project website. The questionnaire will be one of our evaluation means.

The third ten-day language camp will be organized in Spain in March 2017. (same programme as the

second one but with new improvement if necessary).

The fourth and last transnational project meeting will be organized in France in May 2017. During this meeting:

Visitors will attend again some local classes, learn about the French school system. Then, each visitor team will give one lesson (prepared at home) totally made with digital materials to one of the local classes and get their feedbacks.

Teachers will meet, evaluate the project and its impacts and discuss and decide upon the sustainability of the partnership results and outcomes.

The Lithuanian partner will write a report about this meeting and upload it to the project website.

The coordinator will write the final evaluation report.

A closing ceremony will be held to disseminate the project and its results. Visitors, including their headmasters or principals, French learners, teachers, administration, families, local authorities, education headquarters representatives, colleagues from local and regional schools, local and regional press and media will also be invited. An Erasmus wall that portrays all project activities, results, outcomes and benefits will be built together by all locals and visitors. A Short e-presentation about the partnership and a short film about the language camps including learners interviews will be shown to the audience. Delegations will give short speeches. Then, interviews will be given to local and regional press and media. Finally, a farewell party will be organized. Participants will taste different traditional dishes and drinks from the partner countries and dance to different European traditional folk songs. Each partner will perform a national traditional folk dance in national traditional costume.

SUMMARY

Innovative Technologies for Active Language Class is a three-year ERASMUS+ strategic school partnership. It involves eight secondary schools from Czech Republic, France, Greece, Lithuania, Macedonia, Romania, Spain and Turkey. All the latter cater for pupils of diverse ethnic and cultural origins. Most of these learners come from underprivileged families with low opportunities for learning, travelling and self educating. They often lack motivation and ignore the importance of foreign languages in the labour market. Therefore, our partnership will primarily focus on these learners.

On the one hand, we first intend to enhance our learners' motivation and investment in learning foreign languages and allow them to develop their oral communication competences. On the other hand, we want to offer them an opportunity to meet their European neighbours, discover European cultures in native place, put forward their own culture, broaden their cultural horizons, and thus, build their European citizenship.

To implement our partnership and hit our objectives we have shared tasks amongst us according to each other's experience and expertise. We agreed to compare our teaching methods, exchange our practices and combine our know-how. Besides, a five-day ICT workshop will be organized for teachers as early as October 2014. Three teachers from each partner organization. They will learn how to use a variety of ICT tools (eg Evernote, Blendspace) and two digital skills training approaches: the creation of digital stories (Storybird, Storyjumper). They will also learn how to use pictures, videos, flash animation, smart phones and tablets, implement a flipped classroom model and place and share all created materials on the project website. Moreover, four transnational project meetings will be organized. These meetings will offer teachers the possibility to observe classes abroad and be able to compare, and grant them the opportunity to give innovative classes themselves to local learners and get their feedbacks. Finally, they will practice foreign languages and get familiar with European cultural diversity.

As regards to our learners, we will first make preliminary assessments and rate pupils' comfort/ability level on a number of skills. Based on the results we will purposefully create small groups that blend abilities and backgrounds, and incorporate team-building activities carefully adapted to their abilities and possibilities. Then, we will have them complete tasks that involve using and developing ICT and oral communication skills that they will likely use in their future professional life. Besides, we will incorporate learning activities around the use of new technologies to facilitate the group work processes. Moreover, we will choose assignment topics or tasks that are related to the real world, and can be connected to our learners' lives. Finally, they will participate

in three ten-day language camps which will be organized in three different partner countries. These meetings will put them in authentic communication situations amongst other European learners of their age, offer them extraordinary opportunities to develop team spirit and gain sense of responsibility, enlarge their cultural horizons, make new friends and foster tolerance.

To ensure the efficiency of our strategy, various evaluation tools will be developed and used. Communication between partners via Skype and E-twinning space will be frequent to ensure the best follow up of the partnership activities. To disseminate our results we will create a Facebook page, a Yahoo group, publish articles in the local and regional press. All produced lessons and materials will be shared freely on the project website so that learners and language teachers in Europe and all over the world can use them and leave us their feedbacks. To sustain our partnership and its results we have agreed to continue our cooperation beyond the three years of the project via the E-twinning portal.

As a result, this partnership will not only help our learners (about four hundred) to develop spoken skills in foreign languages and build their European citizenship, but will raise their future social inclusion opportunities as well. Teachers involved (around fifty) will be given the opportunity to develop their language skills and learn how to incorporate innovative digital and ICT teaching tools in their practices and make their classes more engaging and more challenging for their pupils.