

Curriculum integration in „Eco-Games in my Curriculum”

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	Curriculum info	Project activities
STRUCTURES	<p>The Foreign Languages curriculum in Romania aims at structuring the learning process in high school by profiles and was elaborated following:</p> <p>A. rational practice of language. By developing the skills of reception and production, the student will be able, within the limits of acquired knowledge, to decode and produce, both orally and in writing, correct and appropriate messages functionally and communicatively.</p> <p>B. training and development of communication and interaction skills. The student will be able to use consciously and functionally appropriate ways and techniques of interaction (oral and written) in various communicative contexts.</p> <p>C. development of intellectual work techniques for lifelong learning. The student will learn to use strategies and study techniques through which to capitalize on knowledge and skills acquired through the study of other disciplines, from a cross-curricular perspective, to use information from tables, diagrams, to use dictionaries and other types of reference works, other sources of information, including the Internet.</p>	<p>Since the partner countries are Turkey, Romania, Italy, France, the coordinators chose English as a „lingua franca” (communication language).</p> <ul style="list-style-type: none">➤ The forum discussions and monthly meetings of the project helped students develop their use of English both in writing and in speaking.➤ The collaborative projects created inside the extensive eTwinning project built the students communication and interaction skills.➤ Also, the meetings for the collaborative work have improved students’ interdisciplinary mindset and made them use online dictionaries and other sources of information from the Internet in order to conceive the joint product.

KEY COMPETENCES

The current curriculum builds, on the basis of the acquisitions acquired by the end of secondary education, communication skills derived from a broad European consensus and contributes to the development of **key competences** in four of the eight key competence areas identified at European level:

- (2) Communication in foreign languages,
- (5) “Learning to learn”,
- (6) Interpersonal, intercultural, social and civic competences,
- (8) Cultural awareness.

These key competences were cultivated throughout the entire project:

- Always being exposed to **foreign language communication**, the students were able to grasp the importance of using various means to communicate with people from another country.
- **Diversified methods** were put into practice to learn multiple ways of learning, especially through game play
- Interpersonal, intercultural, social and civic competences were acquired through **mutual understanding and tolerance** while working together and sharing our experiences.
- And of course, cultural awareness was realized from knowing and understanding that cultures are different and accepting that difference. Being **sensitive and open to cultural differences** made this project even more interesting. Exploring a different culture while participating in an eTwinning program was like treasure hunting.

As for the **values and attitudes promoted** there are:

- ✚ Manifestation of flexibility in the exchange of ideas and in teamwork in different communication situations
- ✚ Awareness of the role of the foreign language as a means of access to the international labor market and to the heritage of universal culture
- ✚ Willingness to accept differences and to show tolerance by critically addressing cultural differences and stereotypes
- ✚ Developing interest in discovering specific cultural aspects, by receiving a variety of texts in the modern language and by relating to the civilization of various European cultural spaces.

- Thankfully, this project taught our students how to be **flexible** when exchanging ideas and **responsive** to the needs of the team.
- **Language and culture** walk hand in hand and there was so much to learn from this project experience that we need to master not only English but many other languages that could help us make personal and professional progress.
- **Cultural differences were accepted and stereotypes debunked** especially during the final common product, since they are all children and have the same needs regardless of the nationality.
- When discussing in the **forum about ways to protect the environment in our countries**, students learned a lot about different cultural aspects related to the countries involved in the project.