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ЦЕНТЪР ЗА РАЗВИТИЕ НА ЧОВЕШКИТЕ РЕСУРСИ

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TEACH WITH PURPOSE!

Backward-Design and Performance Assessment in Project Based Language Teaching and Learning for Diverse Classrooms – Report on Existing PBLL Best Practices and Teachers' Training Needs Analysis

Partners:

EDUCATIONAL COOPERATION

EXPERIENTIAL TRAINING CENTER

UNIVERSITÀ DEGLI STUDI DI PADOVA

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Work package 2

ACTIVITY 1 - Report on existing PBLL best practices and teachers' training needs

REPORT ON BEST PRACTICES IN PROJECT – BASED LANGUAGE LEARNING

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About the project

The objectives of the **Teach with Purpose! Backward-Design and Performance Assessment in Project-based Language Teaching and Learning for Diverse Classrooms project, Contract 2024-1-BG01-KA220-SCH-00025539, Erazmus plus program,** focus on supporting effective and inclusive pathways to language teaching and learning that are coherent with the development of the competences of primary school students from migrant, minority and refugee backgrounds. It will enhance teachers' capacity to integrate and apply supportive, interdisciplinary and participatory methods and practices for teaching and assessment, and improve students' multilingual skills, critical thinking, autonomy, teamwork, social skills and other 21st century skills.

Project activities include data collection, development and piloting of two methodological frameworks: one for project-based language learning in elementary schools aligned with the backward design approach, and one for performance assessment. Model lessons, instruments and visual resources will be developed. All tools will be widely piloted and feedback from teachers and experts will be taken into account. All resources will be part of an open and user-friendly online teacher training platform.

The two innovative methods will form the basis of resource tools and training programs to build the capacity of primary school teachers to structure meaningful and engaging learning pathways. The open teachers' training resources will provide reliable and valid teaching and assessment training to ensure that target students are supported, successful, motivated and integrated in the learning process and beyond. Partners' professional capacity will be enhanced and awareness of quality education for all will be raised.

BEST PRACTICES

This document contains a description of 24 best practices in project-based language learning, collected from Bulgaria, Romania, Italy, and Türkiye. The primary aim of the document is to provide comparable data, which will be analyzed and used for the development of a methodology and a training program. These tools will be based on the backward-design approach and will support the effective implementation of a project-based environment for language learning.

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BULGARIA

BEST PRACTICE 1

Title of the Best Practice		Dictionaries. Spelling Dictionary – creating a spelling dictionary featuring words with peculiar spelling that second-graders need to memorize, presented in the form of a leporello booklet – a book format with a spatial design consisting of folded sheets without binding, arranged in an accordion-like shape.
Summary of the Practice	Brief description	This practice involves students working in small groups to create a leporello booklet – The Second-Grader's Spelling Dictionary, using the language they are being taught – Bulgarian. The project aims to enhance communication skills, focusing on correct written and spoken expression according to spelling and pronunciation rules, as well as teamwork in small groups, while also reinforcing fluency in the language.
	Highlight the core idea of how the project-based learning method is applied to language teaching.	In addition to developing and reinforcing pronunciation and spelling skills, the practice aims to create a practical product that students can continue to use after the project. Working on this dictionary encourages active student participation and fosters a deeper understanding of spelling rules and vocabulary tailored to their needs at this stage of learning. Main Goals and Ideas of the Project 1.Reinforcing Spelling Rules: Students apply spelling rules in practice as they select and write words for the dictionary. This encourages them to focus on specific spelling nuances and to understand when and how

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		these rules are applied. 2.Teamwork and Communication: By working in groups, students practice collaboration, active listening, and joint decision-making. This develops their social and communication skills, builds confidence in expressing themselves, and fosters openness to the opinions of others within the group. 3. Creative Thinking and Practical Product: The project involves creating a tangible, real-world product, helping students connect their knowledge to practical applications. The leporello booklet is an engaging and interactive format that encourages creative thinking and aesthetic design. Project-Based Learning (PBL) is a method that places students at the center of the learning process through active and practical tasks, encouraging them to learn through experience. In the case of the second-grader's spelling dictionary, PBL is applied in the following way: Design from Outcome to Task: The teacher clearly defines the final product (a leporello booklet serving as a spelling dictionary), and the students work toward achieving this goal, which is a core principle of PBL. They learn spelling rules and words with a clear and practical purpose – to create a dictionary that will be useful to them in the future. Designing from Goal to Process: The teacher outlines the stages of work, explaining spelling rules, organizing teams, and suggesting methods for collecting words. Over time, however, students take on greater responsibility for creating the dictionary, enabling them to learn through their own exploration and practice. Active Engagement with Text and Language: Students actively engage with the language by selecting words, analyzing their

		spelling, and composing dictionary entries. The process of creating their own dictionary promotes active involvement with text and fosters a deeper understanding of spelling rules. This practice makes learning more engaging and meaningful for children, as they see the real-world benefits of their knowledge and actively participate in creating a product that represents their collective effort.
Context and Background	Institution/Organization	This practice has been implemented in a Unified School in Bulgaria (grades I – X), aimed at bilingual students aged 8-9 years of Roma origin, with basic or limited proficiency in the Bulgarian language. Many of these students have illiterate parents, and education is not a major priority for their families. The goal was to improve communication skills – both written and oral – as well as spelling. Students, divided into small groups (of two), create a leporello booklet – a Spelling Dictionary with Bulgarian words for second graders. This approach enhances teamwork, as well as the ability to express one's own opinion and accept the opinions of others.
	Target Group	
	Setting	
	Goals	
Project Structure and Design	Project Duration	The project lasted for three weeks.
	Driving Question/Theme	The main idea of the project is for students to improve their knowledge of the spelling and pronunciation features of the Bulgarian language by creating a real product – the leporello booklet, ensuring that the knowledge they gain is retained in the long term.
	Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	Project Stages: Step 1: The teacher introduces the students to the concepts of "dictionary" and "spelling dictionary" and aims for them to understand the importance of their project. Students examine different dictionaries, after which the teacher assigns the practical task: creating a leporello book – a dictionary of spelling peculiarities in the Bulgarian language.

		Step 2: Divided into groups by the teacher, students search for specific words with spelling peculiarities in the provided spelling dictionaries. They also research online to decide which words to include in their dictionary. They discuss and decide which words to include in the final product and how to make it aesthetically pleasing. Step 3: Once the words are selected, each group works on a set number of pages for the booklet. Students follow the rules for group work. Then, with the teacher's help, they assemble the pages to create the finished leporello spelling dictionary with Bulgarian words. Step 4: The class presents their completed product – the leporello booklet – to their classmates from other classes and teachers. During the presentation, students take on specific roles, with each one responsible for a particular task. The presentation includes the following: they announce the project's theme, explain the term "dictionary" and the need for its use in everyday life, show a short video summarizing their creative work, display the completed booklet, and allow everyone to view it personally to assess the quality of the project's execution.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	The project aimed at improving the speaking and writing skills of second-grade students in Bulgarian. They learned the spelling peculiarities of many words, incorporating them into the spelling dictionary they created in the form of a Leporello booklet. During the discussions, they also worked on correct pronunciation. In the process of creating the final product – the dictionary booklet – students worked in groups to discuss which words to include. They used alphabetical order together and mastered arranging words in that order. At the end of the project, they presented their completed dictionary to teachers and students at the school, improving their

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		presentation skills.
Role of the Teacher	Teacher/Facilitator/Coach	The teacher supported the students' work by guiding them in selecting words for the dictionary, leading the discussions, explaining spelling rules and peculiarities, encouraging and supporting teamwork and sharing. The evaluation of the students' work was positive.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The students worked in small groups of two, discussing among themselves which words should be included in the dictionary, with each one presenting and defending their arguments. They independently managed their time, planned and carried out the tasks involved in creating the dictionary, and selected the presenters for the project, with guidance from the teacher.
Resources and Tools	Materials Used	The students conducted online research to identify words that are commonly misspelled and selected them in a way that made the booklet they were creating both useful and practical. They used dictionaries from the school library during the discussions and group work. During the presentation of the final product and the process of its creation, the students created a short video clip to provide a clearer visual representation of their work.
	Digital Tools	
Outcomes and Impact	Student Achievements Skills Developed Challenges	The students developed their research skills and improved their ability to work in small groups. They faced some difficulties, which they overcame through mutual effort. These difficulties included: 1.Lack of understanding of the meaning of more complex and unusual words – for example, shipwreck survivor, cave, etc. 2.Their native language being a significant barrier to the correct pronunciation of many Bulgarian words – pronunciation difficulties inevitably lead to spelling mistakes.

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		3.Limited vocabulary – when attempting to express their opinions during discussions, students often couldn't find the appropriate word in their active vocabulary and would recall the word as it is in their native language. 4.Underdeveloped long-term memory – they quickly forgot more difficult words and those with more complex spelling rules. The difficulties in understanding the meaning of some words were overcome using the principle of visualization – a pictorial dictionary was used. The teacher created a board with new words and added several words daily, explaining their meanings. Throughout the entire project, and even afterward, the teacher frequently asked students to recall the meanings of the words on the board to help them retain them longer, and some of these words were even incorporated into their active vocabulary. Efforts to improve students' long-term memory involved conducting many exercises and repetitions, as well as playing word games and word puzzles. One of the most interesting and favoured games by the students was "Chain" – the first participant says a word of their choice, and each subsequent participant chooses a word that begins with the last letter of the previous word. Another favourite activity for the students was the games in the online app Kahoot, where the teacher developed new games daily to help students memorize words with spelling peculiarities. Each student participated with a mobile device – a phone or tablet, logged into the app, chose a profile picture, and played the game. The game had a time limit for each question and began once all students had successfully logged in. Besides providing correct answers, students were also required to answer quickly. After each question, the app displayed a temporary ranking, showing who

		answered correctly and how quickly. At the end of the game, the final ranking was revealed, which was highly anticipated by the students and accompanied by appropriate music. In this way, students not only had fun and competed but also retained new words and their spelling rules. Working on the project helped students develop their critical thinking skills. They improved their spelling, learned important spelling rules, and became proficient at arranging words in alphabetical order.
Reflection and Lessons Learned	Success Factors	Key factors for the success of the project were the students' motivation, the clear guidance and support they received from the teacher, and the use of game-based methods.
	Challenges Faced	A challenge was working in groups, but by the end of the project, strong teams were formed, and they eagerly began planning the next tasks they would tackle.
	Recommendations for Improvement	In the future, it would be beneficial to more precisely determine the scope of the work or extend the project's duration, as well as to provide more structured guidance in smaller, manageable steps.

BEST PRACTICE 2

Title of the Best Practice		Noun. Let's create a forest of nouns.
Summary of the Practice	Brief description Highlight the core idea of how the project-based learning method is applied to language teaching.	This practice involves students working in teams to solve real-life problems related to the study of the Morphology section of the Bulgarian language - the language in which they are taught at school. The project's goal is to improve communication skills, encourage independent thinking, critical thinking, and problem-solving skills. It helps students develop strong interpersonal skills as they work together to achieve a common goal. At the same time, they acquire knowledge

		about nouns, learn to distinguish them from other parts of speech, and become familiar with common nouns and proper nouns. They improve their skills in spelling proper names. They also recognize diminutive nouns in the flow of speech and develop skills in transforming common nouns into diminutive forms.
Context and Background	Institution/Organization Target Group Setting	This practice was implemented in a Unified School in Bulgaria, aimed at bilingual students aged 8-9 years of Roma origin, with basic proficiency in the Bulgarian language. Some of their parents are illiterate, and education is not a priority for their families. The main goals of the practice are to acquire knowledge about nouns and involve students in a project related to deepening their knowledge of the Bulgarian language, as well as expanding their knowledge about the flora and fauna of Bulgaria, professions, and natural phenomena, as these are named with words that, as parts of speech, are nouns.
	Goals	1.Acquiring knowledge about nouns: Students apply what they have learned in practice as they create a forest of nouns. This encourages them to focus on specific knowledge and reflect on when and how it is applied. 2.Teamwork and communication: By working in groups, students practice collaboration skills, listening, and joint decision-making. This helps develop their social and communication skills, builds confidence in expressing themselves, and accepting others' opinions in the group. 3.Creative thinking and practical product: The project involves creating a real, tangible product, which helps students connect knowledge with practical use. The forest they create is interesting and engaging, promoting creative thinking and aesthetic design. Project-based learning (PBL) is a method that places students at the center of the learning process through active and practical tasks,

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		encouraging them to learn through experience. In the case of the second graders creating a forest of nouns, PBL is applied as follows: Designing from the result to the task: The teacher clearly defines the final product (a forest of nouns), and students work towards achieving this goal, which is a fundamental principle of PBL. They learn to recognize nouns with a clear and applicable objective—to create a product (the forest) that can be useful and applied later. Designing from goal to process: The teacher outlines the work stages, explains the concept of a noun as a part of speech, organizes teams, and provides students with ways to distribute the nouns. Over time, however, students take more responsibility for creating the product, which helps them learn through their own research and practice. Active engagement with the text and language: The children actively work with language by selecting nouns, reflecting on the rules for proper nouns and common nouns. The process of creating their own product stimulates active engagement with the language and a deeper understanding of nouns as parts of speech. This practice makes learning more interesting and meaningful for children, as they see the real benefit of their knowledge and actively participate in creating a product that represents their collective effort.
Project Structure and Design	Project Duration	The project lasted five weeks and was fully connected to the theme "Noun."
	Driving Question/Theme	
	Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation	Step 1: The students reinforced their knowledge of nouns as a part of speech and discussed what their project would include, as well as the goals of their collaborative work. Step 2 and Step 3: In their work, the students used printed materials, cutting out words that represent nouns. They then colored the types of

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	Step 4: Presentation/Sharing	nouns – common and proper – in different colors, marking proper nouns with a symbol they created to indicate the capital letter. They made cardboard trees representing the four seasons in Bulgaria, using different materials (paper, fabric, leather, seashells, bark, buttons, sequins, seeds) to decorate the leaves, fruits, and colors specific to each season. In each element of the appliqué on the crown of the trees, they attached a word that, as a part of speech, is a noun. They grouped the words so that on the spring tree, they attached only nouns referring to plants. On the summer tree, they placed nouns representing various animals. The group of words related to natural phenomena were placed on the autumn tree, and the words referring to professions were attached to the winter tree. For the group of nouns referring to the days of the week and months of the year, the students made two more trees, reflecting the current season during their work. Step 4: The students invited their classmates and peers from a nearby small village to take a walk in the forest of nouns they had created. They presented each tree to their guests, first explaining how to identify nouns in speech.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	The project focuses on the correct reading, writing, and pronunciation of singular nouns, in which the vowel "Ь" drops in the plural form. The students developed the skill to convert common nouns into proper nouns and learned how to correctly determine the type, gender, and number of nouns. During the project, the students held group discussions, learning to accept and respect the opinions of their classmates, as well as their ideas during the creative process and the creation of the actual products.

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Role of the Teacher	Teacher/Facilitator/Coach	The teacher acted as a facilitator. The teacher provided knowledge and guidance for more in-depth exploratory activities and language work. The teacher assisted the students in creating the trees and grouping the nouns within each of them. The assessment was based on group collaboration and knowledge of the noun as a part of speech, as well as determining its grammatical categories. The teacher guided the students to search for nouns that have special spelling and meanings that spark interest.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The students worked in smaller groups, where they searched for nouns, cut them out from paper materials, and colored them according to the accepted requirements for the type of noun. Larger groups were formed to create the trees representing the seasons—spring, summer, autumn, and winter—using different colored materials to match the characteristics of each season. Group discussions were organized to determine the words as parts of speech.
Resources and Tools	Materials Used Digital Tools	The students used the Bulgarian language textbook for 2nd grade, as well as additional materials from the internet – printed children's poems, fairy tales, information about some modern professions, and rare plant and animal species, which they found information about on Wikipedia.
Outcomes and Impact	Student Achievements Skills Developed Challenges	The students acquired knowledge about nouns as a part of speech and developed the skills to distinguish them from other parts of speech. They began to determine their grammatical categories. They enriched their active vocabulary with new words and expanded their knowledge of the plant and animal world. Significant progress was observed in terms of pronunciation and reading skills. Their interest in searching for more information related to natural phenomena was sparked. The students developed research and artistic skills and gained a better

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		understanding of living nature. They also improved their skills in the aesthetic design of the product they were creating. The challenges they faced were related to properly managing their time while completing the tasks and handling the materials they gathered. The teacher played a key role in helping them overcome these challenges.
Reflection and Lessons Learned	Success Factors	The success of the students was largely due to the exploratory work of finding nouns that they needed to cut out. Discovering scientific information about plants, animals, and natural phenomena also sparked their interest. Connecting language work with artistic activities was a real enjoyment for them. Teamwork was beneficial, as it helped them realize that they could solve tasks faster together, and that there were more ideas when they collaborated. Despite the well-defined requirements, the research work led them to find more and more interesting words, which the students wanted to understand in terms of meaning and apply in creating their group tree. As a result, time became insufficient. Therefore, when planning for the next time, it would be wise to consider the duration of the project work.
	Challenges Faced	
	Recommendations for Improvement	

BEST PRACTICE 3

Title of the Best Practice		Related words and root word. Making a tree of related words. Acquire knowledge and skills to form related words; build skills to identify the root of a word by making a related word tree.
Summary of the Practice	Brief description	This practice involves students working in groups of three, divided into two main stages: 1) making tree appliqués; 2) placing the tree root (root word) and its fruit (cognate words).

		The practical work gives the opportunity to better master the knowledge of the structure of words in the Bulgarian language, including the main part of the word - its root and the formation of related words from it. Team work leads to improved communication skills among students, as well as expanding the vocabulary of words in a language other than the mother tongue, namely Bulgarian. The students' creativity and thinking are stimulated, as well as their insight into orthographic and spelling norms.
	Highlight the core idea of how the project-based learning method is applied to language teaching.	1.A creative activity to produce a product based on which the new knowledge of root word and related words will be formed. 2.Formation of the concepts of word root and related words; distinguishing the root as the most important meaningful part of the word; recognizing and finding related words by their common root. 3.Apply spell checking rules to words. 4.Teamwork - encouraging collaboration and communication between students, developing patience, tolerance, respect and mutual support.
Context and Background	Institution/Organization	The practice was carried out in a United School in Bulgaria (I - X grade)
	Target Group	The target group is third grade students (9-10 years old) whose mother tongue is Romani, and the knowledge and use of literary Bulgarian is a challenge for them and for the teachers who teach them.
	Setting	
	Goals	The main goal of the applied practices in the educational process is to gradually make education one of the priorities in their lives. The specific goal of this project is to develop and expand the vocabulary of the third graders, to master the basics of the structure of words in the Bulgarian language; to search and find related words; to

		learn teamwork and cooperation skills.
Project Structure and Design	Project Duration	The project lasted three weeks.
	Driving Question/Theme	The main idea of the practice is the introduction of the topic of the structure of language: related words and the root of the word - new knowledge for third graders to make sense of through practical work combined with research.
	Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step3: Production/Creation Step4: Presentation/Sharing	Step 1: Divide the students into groups and assign them the task of making a fruit tree applique Step 2: Conduct a talk about the fruits that trees bear, cutting them out of paper and distributing them by species. Step 3: The teacher writes related words by type on the cut-out fruits and mixes them; Step 4: Assign each group the task of separating and sticking words close in meaning that contain the same parts (cognates) and, after discussing among themselves, determining which is the common part in each word (root word). They are given a sheet of paper on which to write it and stick it in the appropriate place on the appliqué (at the tree root location); Step 5: Introduce the third graders' new topic, "Related Words and Word Roots," after presenting each group's product; Step 6: Assign a research activity to each group: guided by a pre-written root, have students search for and find related words to write, explain, and place on new trees. Step 7: One representative from each group shares the product of their collaborative activity with the class
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	This project aims to develop the speaking, reading and spelling skills of third graders in Bulgarian language. The object of the project are also the consolidation of spelling rules for

		vowels and consonants. Through the activity, third graders learn that checking words with complex spellings can be accomplished using cognates. Vocabulary is enriched with words that are new to the students and whose meanings were previously unknown to them. Skills in using the word according to its meaning and specific linguistic context are improved. In order to acquire the language skills that are the goal of this practice, students engaged in group discussions and debated the statements made by the participants.
Role of the Teacher	Teacher/Facilitator/Coach	The teacher guided the overall activity of the students by supporting every step of the project. Starting from explaining the purpose of the upcoming stages, going through forming the groups, assigning the tasks to everyone. She provided materials and gave guidance for the implementation of the tasks. Supported each third grader linguistically by clarifying the meaning of concepts and participating in group discussions about where cognates should be placed. She introduced new knowledge and through practical work helped to consolidate it. Encouraged exploration in searching for and finding new cognate words. Encouraged communication and teamwork in groups.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The students worked in groups and actively contributed to the project. They participated in the talks and group discussions guided by the teacher. They showed cooperation and good communication with each other. They helped each other in searching for related words and identifying their root.

Resources and Tools	Materials Used Digital Tools	For the purpose of the project, students were provided with materials for scaffolding, a board of sample cognates and a dictionary from which to select the necessary words. For clarity in learning the new material and for successful completion of the project, a video lesson on "Related Words and Word Root" was observed.
Outcomes and Impact	Student Achievements	The students mastered the basic knowledge of word structure, understood how to identify the root and find related words. They learned the meaning of new words to use in their speech.
	Skills Developed	Through this project, communication, cooperation and respect skills among third graders were improved. Their thinking and research activities were stimulated.
	Challenges	The challenges the students faced during the project came mainly from their insufficient vocabulary of words in Bulgarian. They found it difficult to pronounce most of them, as well as not understanding their lexical meaning. The lack of a well-developed long-term memory makes it difficult to remember spelling rules, which leads to misspellings of words. In order to overcome these difficulties, frequent repetition of the learned rules and language tasks related to their application are applied. Speech communication in Bulgarian is provoked, they are stimulated to tell stories from their everyday life, as well as to make retellings of studied texts. Errors in students' speech are corrected as they occur and correct pronunciation is required. For easier understanding of the meaning of Bulgarian words, visual material is used - boards and illustrations from the Internet.
Reflection and Lessons	Success Factors	An important factor that contributed to the success of the current

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Learned		practice was the active participation of the students and the contribution of each of them to its realization. Receiving the teacher's support, they worked confidently, put in diligence and thought activity.
	Challenges Faced	The language barrier was the main challenge for the third graders. Often serious difficulties were encountered due to the fact that their thinking activity was in their mother tongue (Roma) and they were required to express their thoughts in Bulgarian.
	Recommendations for Improvement	In the future, the teams could be formed on the basis of student performance: in each group there could be higher-performing students as well as lower-performing ones. In this way, students who are having more difficulty will be incentivised to put more effort into achieving the end goal.

BEST PRACTICE 4

Title of the Best Practice		"Parts of speech in the Bulgarian language" - noun, verb, adjective, personal pronoun and numeral - summary. Students are divided into teams and given certain tasks to complete. There will be 5 projects to be completed by 5 teams in the class. Each project will be a board or booklet made by the students - their choice. Students will divide the tasks among themselves. They will look at the English language textbook or another subject, a text of their choice from the internet or a favourite book and give examples of the parts of speech they are preparing the project for, including a clear definition and/or the questions they are finding. When students are ready, teams go to the front of the board and present their projects. Discuss with the class during the presentation of each project. The interaction and activity of all students is observed.

Summary of the Practice	Brief description	This practice aims to attract the attention of all students and make them active participants in the educational process. By participating in this project, students will feel satisfied and happy because they will contribute to their class. They have created something and they have created it together as a team. Last but not least, this practice manages to promote better teamwork in the class. In the implementation of PBL in the language learning of Grade 4 students, the aim is to combine traditional language skills with active learning methods through practice. The process of working on this project involves both grammar rules and the creative aspects of language, such as creating the texts for the students' projects and presenting each team's ideas. The PBL method in language teaching for Grade 4 not only stimulates students to learn, but also encourages them to use the language in real, practical situations. They not only acquire knowledge, but also apply it, work in teams and develop their communication skills, which is a major goal in modern education.
	Highlight the core idea of how the project-based learning method is applied to language teaching.	
Context and Background	Institution/Organization	This practice has been implemented in a United School in Bulgaria (grades I - X), targeting bilingual primary school-age IV students from Roma backgrounds and basic or lower proficiency in Bulgarian. Many of them have illiterate parents, and education is not a particular priority for their families.

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	Target Group Setting	The students who participate in the project are primary school age students in grade IV . Typically, children in this age group have a basic knowledge of the Bulgarian language but are still in the process of developing more advanced language skills. Pupils with different **backgrounds and profiles** (including children with different ethnic backgrounds or language levels) have participated in the project, which necessitates the requirement for a differentiated approach to the use of PBL methods. Students work in a real learning environment and develop their competences.
	Goals	**Language proficiency**: students develop skills in using the Bulgarian language in a variety of contexts by working on grammar, vocabulary, syntax and spelling. They learn to create texts, identify parts of speech and use them correctly in sentences. **Interdisciplinary knowledge**: projects often involve gathering information on different topics, such as history, culture or literature. This gives students the opportunity to link their knowledge of the language to other subject areas and to see how the language can be used in different contexts. In this case, students gain knowledge and skills in a variety of subjects as they are not limited in their choice of textbook from which to take part-of-speech words for their projects. **Teamwork skills**: project-based learning is highly suited to the development of social skills as students work in groups, discussing ideas, sharing tasks and co-creating outcomes. This teaches them to communicate effectively, collaborate and respect the opinions of others. **Creativity and Critical Thinking**: In the process of working on the project, students not only learn new facts, but also use critical thinking to analyze and interpret the information gathered, and also apply

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		creative approaches to the production of the products - in this case a board or booklet. **Self-assessment and reflection**: students learn to analyse and evaluate their own work as well as that of others. This develops skills of self-awareness and reflection on the learning process.
Project Structure and Design	Project Duration	The project lasted **for four weeks**, which gave enough time for students to research a topic, work in teams, create a project and present it. Depending on the progress of the group and the complexity of the assignment, the time may vary, but four weeks is an optimal period to achieve good results.
	Driving Question/Theme	The main question that guided the project was: **"How do parts of speech affect sentence structure?"** The project focuses on learning and identifying different parts of speech (nouns, verbs, adjectives, pronouns and numerals) and their role in building correct and meaningful sentences. Students explore how different parts of speech are used in the context of texts, and how their correct application leads to clearer and more expressive communication.
	Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step4: Presentation/Sharing	The project is structured in four main phases, each of which has its specific tasks and objectives. Each step is not only important for the final product, but also for the students' overall acquisition of language skills. **Step 1: Study** **Goal:** Gather information and study the parts of speech. Students begin by learning basic theoretical material about the parts of speech (nouns, verbs, adjectives, personal pronouns and numerals) using their textbooks and other resources (favourite books or a text of

		their choice from the internet). They explore examples of each part of speech found in the texts. This stage also includes observations about the way each part of speech changes the meaning and structure of sentences. **Resources:** textbooks, internet, books, analysis texts. **Step 2: Working together** **Goal:** Work in groups to share ideas and coordinate tasks. Students are divided into 5 groups, each group focusing on one part of speech. Here they discuss the theoretical knowledge they have gathered during the study and begin to plan how they will demonstrate their part of speech in practice. The students divide up the tasks, with each participant contributing to the group work (e.g., collecting examples, preparing the texts for the articles, helping to make the booklet or board). Teamwork also includes the opportunity to exchange ideas about how to present the information in an interesting and accessible way. **Resources:** group discussions **Step 3: Create a product/project** **Goal:** Produce a final product that demonstrates understanding and application of the parts of speech - noun, adjective, verb, personal pronoun and numeral In this stage, students create the final product of the project. It details the different parts of speech with examples from texts, sentences and visual elements (e.g., speech maps). They also prepare a brief explanation of each part of speech and its importance for correct sentence construction. The product should be well structured and include both theoretical explanations and practical examples. **Resources:** paper/ cadastre, markers, pencils and/or other materials for

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		creativity and colouring. **Step 4: Submit/Share** **Goal:** Present and discuss the project to the class. In the last stage of the project, students present their projects to the class. This includes an oral presentation of the project and an explanation of the importance of parts of speech in constructing grammatically correct sentences. Each team presents their part of the project, explaining why they have chosen particular examples and what they have learned during the project. After the presentation, other students can ask questions, discuss the results and give feedback. **Resources:** boards, booklets.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	Students actively participate in group discussions, present their projects to the class and discuss how parts of speech affect sentence structure. This process develops their skills in expressing ideas and using language orally. They create their products - boards or booklets in which they apply the rules of the parts of speech by writing example sentences and/or expressions using different grammatical structures. They also read texts and give examples, analyse their grammar and structure, identifying different parts of speech in context. During group discussions and project presentations, students listen carefully to their classmates to understand and respond to the information presented, which is important for developing listening skills.
Role of the Teacher	Teacher/Facilitator/Coach	The teacher has set clear goals and guidelines a few days before the project starts. He has encouraged the use of **resources** such as different text materials, examples and has set guidelines for the proper study of parts of speech. The teacher encourages students to use a variety of

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		sources for information, including books, textbooks, and Internet resources. The educator assists in clarifying important grammatical concepts. Encourages students' independent thinking and analysis of texts. Practices with students giving examples and clarifying ambiguities that may arise when learning parts of speech. The teacher plays an important role in the evaluation and feedback process. He regularly discusses the progress of the students during the different stages of the project. As project leader, he provides specific advice to improve projects, such as: ➢ How to use different parts of speech correctly in texts. ➢ How to improve the syntax and grammatical structure of written sentences. ➢ How to improve the exposition of ideas during presentations. Through the application of PBL in teaching, the teacher successfully develops the students' language skills. It provokes their thinking and ability to analyze and synthesize the most important parts of speech. A better level of students' knowledge and skills on the subject is noticed.
Student-Centered Approach	Student Roles and Responsibilities	The students worked in 5 groups. Each student had a specific task to be responsible for. Spokespersons for the teams were chosen. The details of the presentation of the projects were clarified. The class size was 20 students. The students were divided into 5 teams of 4 students each.
	Collaboration	Each student knew what they were responsible for and put effort into their project assignment. The teacher monitored the creative process and provided assistance to students who were struggling.
	Independent Learning	Project-based learning gives students opportunities for **independent learning and inquiry**, which is important for developing their research and critical skills. Students have the opportunity to **research**

		the topic in their own way using a variety of sources of information. They can use **textbooks, internet resources or books**. This allows students to acquire independent learning habits and learn to select and analyze information.
Resources and Tools	Materials Used Digital Tools	Textbooks, internet resources and books were used in the project. The main learning materials used by the students include **the Bulgarian language textbooks**, as well as additional **guides** and **exercise books** that contain examples of parts of speech, grammar rules and exercises to consolidate and summarise what they have learned. Students also use **books** and various **literary texts** to serve as examples of the correct use of parts of speech in the context of spoken language. For example, they read short stories or poems and analyse how the author uses the parts of speech. This helps them in selecting accurate words and/or expressions for their projects. During the presentation of the finished products - booklets and boards, the class was connected via Zoom video link with a school in another location, the aim being to share pedagogical experience and enrich the knowledge of the other students.
Outcomes and Impact	Student Achievements	By actively using new terms and examples related to the parts of speech, students learn new words and expressions, which enriches their vocabulary and helps them express themselves more clearly and accurately.
	Skills Developed	The project gives them the opportunity to **improve their grammar skills** by focusing on parts of speech and their use in the context of sentences. Students learn how to build more complex sentences and use verbs, nouns, adjectives and other parts of speech correctly.
	Challenges	The project work encourages them to use the language actively in oral

		presentations, which greatly improves their **speaking** skills. This also develops their confidence in speaking in front of an audience. By analyzing their own texts and those of their classmates, students learn important **editing skills** and learn how to make corrections as well as **self-evaluate** their own work and the work of others. Throughout the project, students actively analyze and **evaluate information**, as well as consider different options for solving the problems. They learn to formulate arguments and make informed decisions based on logic and evidence. The project often involves tasks that require **creativity** and **problem thinking**. Students must overcome various difficulties related to searching for information, finding examples and creating a final product that develops their **problem-solving** ability. Students learn to work **in teams**, coordinate their efforts, allocate tasks and communicate effectively with each other. Working in groups encourages the development of social skills such as **listening, cooperation** and **conflict resolution**. Together they create a product, which stimulates their **creative thinking** and helps them express themselves.
Reflection and Lessons Learned	Success Factors	One of the main factors that contributed to the success of the practice was the strong **motivation of the students** by the teacher to actively participate in the process. When the project involves tasks that are of personal interest or that allow them to be creative, students are more engaged and willing to invest time and effort in completing the tasks. For example, if the project is related to something topical or related to their everyday reality, students are more motivated to learn and present their results. Clear and **structured guidance** provided by the teacher is also a key

		factor for success. The teacher should clearly explain the aims of the project, provide the stages of work and provide resources and examples to help students complete their tasks. When students receive constant **feedback** and support, they feel more confident in completing assignments and in their ability to handle difficulties. Successful teamwork is also a crucial factor for project success. When students work in small groups, they can exchange ideas, solve problems together and support each other's development. Well-coordinated teamwork encourages **cooperation** and builds important social skills.
	Challenges Faced	One of the main challenges in implementing project-based learning is the **limited time** students have to complete the project. Often, assignments require more time for research, teamwork, and presentation of results. If the project is not well planned and timed, students may feel overwhelmed or fail to complete tasks on time. In these cases, it is important to develop a **realistic schedule** that leaves enough time for each step of the project. In some cases, students may encounter **weak group dynamics** that manifest themselves in conflicts, unequal distribution of tasks or lack of communication within the team. This can hinder effective collaboration and slow down group progress. The teacher should closely monitor group work and help when needed by suggesting strategies to improve collaboration, such as role rotation or clear instructions for task distribution.
	Recommendations for Improvement	To cope with time constraints, it is important that projects are planned **in more detail** and broken down into smaller steps with clear deadlines. Teachers can use **timing tools** or **calendar plans** to help students organize their assignments efficiently. It is also possible to

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		allow extra time for certain stages of the project if the student needs more time to work. In order to prevent problems with weak group dynamics, the teacher can introduce **structured group tasks** and provide **clear roles and responsibilities** for each team member. Assigning tasks according to each student's strengths can improve the effectiveness of teamwork. In addition, it is important to encourage **open communication** and to resolve conflicts early on if they arise. It is important that the teacher provides ample **opportunities for feedback** throughout the project. This includes regular consultation with students on their work, corrections and guidelines for improvement, which will help students to better navigate the project and improve the quality of their work.

BEST PRACTICE 5

Title of the Best Practice		Do and learn with “Go Green” A project for inquisitive students, where the Latin maxim “Non schole sed vitae dicimus” – “It is not for school, but for life what we learn” is confirmed and children gain new knowledge about ecology by learning through experience. This practice is part of the resources of https://prepodavame.bg/tag/dobri-praktiki/ and is presented with the agreement of the owners of the web site.
Summary of the Practice	Brief description	American philosopher John Dewey’s idea of experiential learning is based on the idea that the student does not read or listen to the experiences of others, but uses his own knowledge to make discoveries and experiments. In this way, learners acquire new skills and change the way they think.

		Young people prepare themselves for the real challenges in life. The potential for learning through adventure is much broader (and deeper) than "learning" in the narrow sense, which refers only to conscious learning. It aims at learning in the real world, learning on the move, learning through personal experience, meeting specific personal needs, increasing motivation and confidence. Well-organized experiences involve sufficient group interaction in which feedback, confrontation and encouragement are invariably present.
	Highlight the core idea of how the project-based learning method is applied to language teaching.	As the ability to learn from experience increases, students become increasingly able to take the responsibility for their own learning and development. Increased learning ability combined with increased self-confidence makes them more independent, more motivated to improve themselves and more sensitive to the possibility of others assisting (or hindering) their own development process. The ability to learn from experience is the most important skill that creates opportunities for future development and improvement, as well as achieving personal goals, feeling a sense of belonging to a group, increased confidence, getting along with others, going beyond established boundaries, better organization, listening, taking action, taking risks, having fun, helping others, taking responsibility, discovering new abilities, trusting, valuing achievement. Learning through adventure is an extremely powerful tool for impact. It has its own uniqueness. One of the hallmarks of adventure learning is optimism and positive thinking. Adventure points to new possibilities and unknown horizons. Main project objectives and ideas: -introduction to phenomena, processes and conditions related to ecology;

		-raising students' awareness of phenomena, processed and conditions related to ecology and, above all, water, the source of life; -improving English vocabulary; -problem solving; -developing critical thinking; -teamwork; -organization of time and work; -written and oral communication; -presentation skills.
Context and Background	Institution/Organization	The practice was carried out in 40 "Louis Pasteur" School in Sofia.
	Target Group	Students in 4th grade, but can be adapted for other primary grades as well as 5th and 6th grades.
	Setting	
	Goals	Students independently plan and execute learning tasks in order to improve their academic performance; Developing 4C skills (communication, collaboration, critical thinking and creativity) including English; Overcoming the fear of making mistakes and building strategies to learn from them; Formation of self-assessment skills – students assess their own work and that of their classmates according to criteria set by the teacher; Increasing motivation and engagement in the learning process.
Project Structure and Design	Project Duration	The project is implemented all year round.
	Driving Question/Theme	The main idea of the practice is to stimulate self-learning in a creative way, building objective self-assessment and forming skills for giving effective feedback.
	Steps of the Project: Outline the key phases or steps of the project.	<u>Step 1: Preparation</u> At the beginning of this multi-stage project, the student's knowledge

	Step 1: Research Step 2: Collaboration Step3:Production/Creation Step4:Presentation/Sharing	of ecology is tested through a quiz. This gives not only an idea of their current level, but also of possible areas of interest and of topics that need to be looked at more closely. “Armed” with this information, the teacher (she) draws up her action plan. As teacher’s first steps in achieving these goals, she chooses to present the new information to the children in a presentation format so as to build on the students’ knowledge and grab their attention. The students are involved in some of the preparation of the units, and during the lesson itself they engage in discussions on the topic of water in the world around us. During this part of the unit, students also “visit” the virtual Museum of Water in Lovech, which further intrigues them. <u>Step 2: Making a board for Water Day – March 22 and other mini projects</u> Students work in teams, developing critical thinking and collecting information about the rivers in Bulgaria, about water in all its forms and as part of the human body. The class also participates in the “No Plastic Bags” campaign with a focus on recycling, where they make cloth bags. The culmination of the “Go Green” project is the play “How Water Becomes Clean?” which the students prepare independently from a pre-selected script related to the purification of water from bacteria. The 4th graders divide the roles and takes among themselves, design the costumes and sets for the different scenes, choose the music, come up with choreography for the dances in the play and preparer invitations, stickers and branded T-shirts. The activity requires a range of skills, which the students have developed gradually during the Learning for the Nature Club sessions and, of course, during their

		lessons in the other different subjects. The play has been presented successfully to pupils from other classes, parents and teachers. Alongside the topics and discussions in the Learning for Nature Club, students are supported in their English classes. Together they alsos conduct lessons on environmental topics and prepare presentations. The students participate in an Erasmus programme and present the project to an international audience in Cyprus. This completes an extensive series of activities that help 4th graders to gain a good understanding of the importance of water and the dangers of pollution of drinking water. Children are ready to look for practical solutions to the problem, want to lead a greener lifestyle and develop a positive attitude towards possible changes. <u>Step 3: Self-assessment and performance evaluation</u> At the end of each month, the students report on their performance and evaluate it themselves according to the previously clarified criteria.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	This project aims to develop the speaking, reading and spelling skills of 4th graders in English, as well as strengthen their interest in conservation and all natural resources. To acquire the language skills that are goal of this practice, students engage in group discussions and debate the statements made by the participants.
Role of the Teacher	Teacher/Facilitator/Coach	Motivates students by showing them the projects of their classmates from other schools and their achievements; Enables students to realize that learning, and more specifically learning by doing, is fun and enjoyable; Also motivates them with the opportunity to participate in an international appearance, presenting their own projects.

Student-Centered Approach	Student Roles and Responsibilities	Students' academic progress while learning by doing is definite. The opportunity to receive information about their mistakes and correct them themselves helps them to use them to consolidate their knowledge.
	Collaboration	Mutual support and effective feedback skills are also tangible. Students congratulate each other on achievements, take an interest in and follow each other's work, and help each other with questions and comments. Students are extremely impressed by the positive reactions of the foreign partners to whom they present their projects.
	Independent Learning	
Resources and Tools	Materials Used	Various materials according to the project they develop.
	Digital Tools	
Outcomes and Impact	Student Achievements	Overcoming the fear of making mistakes and building strategies to learn from them.
	Skills Developed	
	Challenges	
Reflection and Lessons Learned	Success Factors	An important factor that contributed to the success of the current practice was the active participation of the students and the contribution of each of them to its realization.
	Challenges Faced	To ensure that each student's interest and active participation in the project is maintained, it is important that they are given assignments that match their abilities, talents and interests. This applies not only to putting the play on stage, but also to the preparation of the dramatization itself. The responsibilities and tasks are many and varied enough to keep students motivated, cooperative and actively involved. The presentations, the field trip to the Water Museum, the preparation of products and the preparation of a play contribute to the imperceptible formation of knowledge and skills in the students. Equally important are learning by doing and cross curricular links
	Recommendations for Improvement	

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		(between English, music and art) that help students develop a range of competences.

BEST PRACTICE 6

Title of the Best Practice		Organizing an Electronic Student Portfolio with Seesaw. Using the interactive platform Seesaw and a range of additional digital tools to create inspiring and exciting experiences that accompany the learning process. This practice is part of the resources of https://prepodavame.bg/tag/dobri-praktiki/ and is presented with the agreement of the owners of the web site.
Summary of the Practice	Brief description	The Seesaw platform is particularly suitable for students. Easy to manage, designed for use by young children, and accessible from any device (computer, tablet, phone), the platform offers many appealing activities for students and opportunities for educators. The free version allows for the creation of a virtual classroom managed by two teachers, where up to 80 posts can be uploaded. Students, using their profiles, can draw using a whiteboard, annotate with a pointer, write text and add images, upload photos, make audio and video recordings, and, not least, view and comment on their classmates' posts. Seesaw closely resembles a school-specific Facebook, making it especially attractive for children. The platform also allows for the activation of a public class blog where selected posts are shared. This blog can be connected to blogs of other students from anywhere in the world, enabling children to mutually follow and comment on the tasks and projects they complete. The electronic portfolio serves as a student diary of academic

		progress, with an option to be saved as a PDF file, becoming a lifelong keepsake.
	Highlight the core idea of how the project-based learning method is applied to language teaching.	A creative way to stimulate independent learning, foster objective self-assessment, and develop skills for providing effective feedback. The project explores the idea of assessing children's overall development. With the help of the portfolio, learning becomes their own—they organize it themselves and track their progress independently.
Context and Background	Institution/Organization	The practice was implemented at the Fifth Primary School "Mityo Stanev" in Stara Zagora.
	Target Group	The target group consists of primary school students but can also be adapted for middle and high school students. Students independently plan and execute their academic assignments to improve their academic performance.
	Setting	
	Goals	Developing 21st-century skills (communication, collaboration, critical thinking, and creativity) and digital literacy in children; Overcoming the fear of making mistakes and building strategies for learning from them; Forming self-assessment skills—students evaluate their work and that of their classmates based on teacher-defined criteria; Increasing motivation and engagement in the learning process.
Project Structure and Design	Project Duration	The project is implemented throughout the year.
	Driving Question/Theme	The main idea of the practice is to creatively stimulate independent learning, foster objective self-assessment, and develop skills for providing effective feedback.
	Steps of the Project: Outline the key phases or steps of the project.	<u>Step 1: Preliminary Preparation:</u> Obtaining informed parental consent for active use of Seesaw profiles by students. Parents decide which device their children will

	Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	use to work with the platform at home and have the opportunity to continuously monitor their activity. Presenting the idea to students beginning foreign language education. Demonstration of some Seesaw capabilities on an interactive whiteboard during class. Students are shown how to draw, upload photos with comments, make short recordings, watch them together, and are informed that active class participation will allow them to use these tools at home. The final part of the preparation involves activating a virtual classroom and providing all students access to it. This can be done via QR code or link sent by email. <u>Step 2: Building a Student Portfolio with Seesaw:</u> Once the virtual classroom is ready and accessible, the teacher discusses with students the number and type of learning evidence each should collect in their profile (lesson readings, presentations, projects, homework, written assessments, regular tasks, etc.). Frequency and evaluation criteria are also established. When the interaction guidelines in the virtual classroom are clarified with everyone, the assignment process begins. Other useful digital tools like Wordwall, for creating various engaging learning tasks, and Quizizz, for creating formative assessment quizzes and providing summarized analysis, are also used. A crucial part of portfolio work is providing regular feedback from the teacher, helping children improve their achievements and correct mistakes. Daily monitoring of learning evidence and guidance for further work on tasks are provided as needed. For example, if a student records reading a text and mispronounces some words, these are highlighted in a comment, encouraging them

		to redo the recording with correct pronunciation. Similarly, errors in grammar exercises are pointed out for the student to reconsider and find the correct answers. Classmates also provide feedback through observations, questions, and responses. Classroom discussions focus on constructive "warm" comments and emphasize the importance of a positive attitude and belief in peers' abilities when evaluating others' work. A student with special educational needs also participated, collecting learning evidence in Seesaw. Special differentiated tasks were prepared for them, with regular encouraging feedback provided. Some of the students' achievements were shared on the class public blog, where they received authentic reactions and comments from their peers at Bridgeway Elementary School in the USA. Step 3: Self-Assessment and Evaluation of Achieved Results: At the end of each month, students report their achievements and evaluate them according to the pre-established criteria. They can generate attractive certificates for outstanding work, created by the teacher using Canva and uploaded to the platform. During the monthly period, each child is required to collect evidence for: three correct readings of a text from the textbook and answers to teacher-posed questions in the comments; one project, such as a narrated video or audio recording with relevant images; five quizzes completed with excellent results; active engagement in regular exercises on the material. If all evidence meets the required level, the teacher awards the student an excellent grade in the diary. If tasks are partially completed or do not meet criteria, the grade corresponds to the

		achievements. Notably, if a student has not uploaded completed assignments to the electronic portfolio, they must complete them during class and are graded after being questioned about their tasks by classmates and the teacher.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	The project aims to develop speaking, reading, and spelling skills in foreign languages for third-grade students. To acquire the targeted language skills, students participate in group discussions and debates on statements made by participants.
Role of the Teacher	Teacher/Facilitator/Coach	The teacher: Motivates children by showcasing the fun aspects of the Seesaw portfolio—starting with drawing and animation tools and engaging them to create simple products, such as narrating while drawing; Gradually introduces tools, beginning with the easiest and adding new ones weekly or monthly; Pre-discusses the types of learning evidence to be presented each month, sets deadlines, and defines clear and specific criteria for self-assessment and teacher evaluation; Reflects on student portfolios at the beginning of each lesson—commenting on who uploaded tasks and what is happening, motivating children to record their learning activities; Activates the student blog and connects it with another class blog (preferably from an English-speaking country) whenever possible, so students have an authentic audience.
Student-Centered Approach	Student Roles and Responsibilities	The academic progress of children working with Seesaw is evident. The ability to receive feedback on mistakes and correct them helps reinforce their knowledge. Testing in class can be stressful for students, but completing tasks at home in a calm environment yields

		much better results. The student portfolio helps them relax and encourages speaking and reading without fear of failure.
	Collaboration Independent Learning	Mutual support and effective feedback skills are also apparent. Students congratulate each other on achievements, follow each other's work, and help with questions and comments. They are particularly impressed by positive reactions from their American peers—they enjoy being listened to and praised.
Resources and Tools	Materials Used Digital Tools	For the purposes of the project, students used: An interactive whiteboard or computer with a multimedia screen and internet, and for home use—a digital device (computer, tablet, or phone) with internet access; The interactive platform Seesaw.
Outcomes and Impact	Student Achievements Skills Developed Challenges	The project helped students: Overcome the fear of making mistakes and develop strategies for learning from them.
Reflection and Lessons Learned	Success Factors Challenges Faced Recommendations for Improvement	A key factor contributing to the success of this practice was the active participation of students and their individual contributions to its implementation. Virtual reality occupies a significant part of contemporary young people's daily lives. Using attractive digital tools in the learning process positively affects students' motivation and engagement while promoting more conscious and responsible online behavior. Seesaw creates conditions for parents to also be seriously involved in the learning process. They sometimes assist with tasks—recording, deciphering difficult words, providing ideas and feedback, etc. Since they have constant access to the virtual classroom, parents are well-informed about what their child is learning and how they are progressing.

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ITALY

BEST PRACTICE 1

Title of the Best Practice		LET'S IMAGINE OUR CITY
Summary of the Practice	Brief description Highlight the core idea of how the project-based learning method is applied to language teaching.	This practice involves the pupils of the second primary class in the realization of a model of an imaginary city in which different cultures coexist.
Context and Background	Institution/Organization Target Group Setting Goals	The project involved second grade children (7-8 years old) from a comprehensive school among whom there were native and non-native speakers from different countries. The aim is to improve knowledge of one's own environment and culture and to learn about those of others. Practice in real contexts respect for others and perceive the diversity of languages and traditions as a value. To actively collaborate in the realization of a shared product by taking responsibility for roles.
Project Structure and Design	Project Duration Driving Question/Theme Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	The project lasted 12 weeks. The pupils follow the planning and feasibility study to create a model divided into 3 groups: one group prepares the model, another the monuments and buildings, the third prepares documents and narrates with ebooks.

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Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	The project focused on improving students' speaking and reading skills. Students learned architectural vocabulary and technical language by reading tutorials (regulative text) in Italian.
Role of the Teacher	Teacher/Facilitator/Coach	The teacher guided the planning and prepared the tutorials. These are the guiding questions to help students to define the project: To begin with: What is the project idea, the project theme? Where did the idea come from, how and when? Why do you consider it an authentic theme? What disciplines and how does it relate to them? What other ideas were evaluated and why were they discarded? How was the group formed? How much time was set for the project? Did you have difficulties understanding the project idea? For the conception phase: What are the characteristics of the product? From what user and needs analysis did the characteristics arise? Did you learn new things during this time? Were you able to realize a prototype or will you do so at a later stage? What roles did the group members play? Was it difficult to describe the concrete and detailed characteristics of the product? For the planning phase: Did you find the available learning environment useful for developing the product with the indicated characteristics? When you lacked classroom resources (e.g. experts), did you make use of online resources? What did you learn in this phase? Did each member of the group know what their tasks were or did you assign them to each other as you went along? Did you have to redefine resources more than once during the planning phase or was the first time sufficient? Did you change roles while planning? For the Execution phase: Did you make use of the project plan? Did you have a specific product to realise? Were you able to keep to the

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		planned schedule? Was it necessary to readjust the main activities set out in the feasibility study? What, if any, were the impediments to carrying out some or all of the activities? What learnings did you develop during this phase? Did you have to make changes to the features envisaged in the conception phase? How did the result meet (or not) the group's expectations? What were the relationships between the group members - how interdependent was their work? What were your concerns or anxieties? What were the prevailing feelings among the team members? What were they satisfied or even enthusiastic about? For the closing phase: Did you have all the elements available to make the presentation? What do you expect to be evaluated on? What issues emerged that might suggest improvements for future projects? Did you archive the files, documents and artefacts so that others can easily find them in the future? Have you produced adequate documentation so that others in the future can use your work either as a case study or as a starting point for further development? What emerges from a comparison with the project plan? For the assessment, the teacher prepared the instruments of authentic assessment, i.e. checklists and rubrics. For simple performance measurement, the teacher prepared checklists, which provide a list of the important elements into which the performance (or product) to be assessed is broken down and for each of these a tick box for the declaration of absence or presence. Rubrics, finally, are the typical tools for assessing complex performance, and it has been prepared for assessing learning to learn competence and the final presentation.
Student-Centered	Student Roles and Responsibilities	

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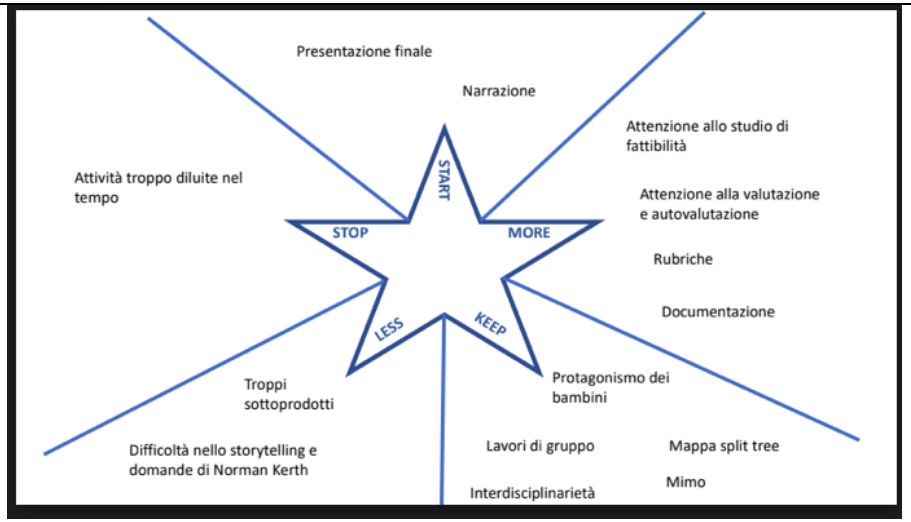
Approach	Collaboration Independent Learning	Students worked in groups to assign roles, execute the tutorial indication, and prepare their presentations.
Resources and Tools	Materials Used Digital Tools	Students used Google suite (docs) and Book Creator.
Outcomes and Impact	Student Achievements Skills Developed Challenges	Students improved autonomous work and collaboration. They reflected on issues about culture integration and its evidence in the human environment. It was difficult for the teacher to create a clear tutorial and assess their improvement.
Reflection and Lessons Learned	Success Factors Challenges Faced Recommendations for Improvement	PBL requires very specific and detailed planning and clear guidance for the students, especially in the early grades.

BEST PRACTICE 2

Title of the Best Practice		'CONNESSI E SICURI' - CONNECTED AND SECURE
Summary of the Practice	Brief description Highlight the core idea of how the project-based learning method is applied to language teaching.	This practice involves the pupils of the fourth primary class in the in-depth study of the topic 'Children can have smartphones'.
Context and Background	Institution/Organization Target Group Setting Goals	The project involved fourth grade children (8-9 years old) from a comprehensive school. The aim is to make the children aware of the risks of social networks and surfing the net in general and to bring the children's voices to a training evening for parents on net safety entitled "Connected and safe? Yes Thank You"
Project Structure and	Project Duration	The project lasted 14 weeks.

Design	Driving Question/Theme Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	From the initial question, the pupils began to converse and question each other in agora, identifying some possible ideas that were developed into work tracks. In groups (islands) the children wrote the interview text for the parents and analyzed the answers. In a second stage, they invented and performed fantastic texts whose protagonists were computers and mobile phones, often hypothesizing science fiction scenarios where technology has the upper hand over nature and humanity. They then devised slogans, again for the island, which they also represented graphically using various techniques. At the end of these activities, a class ppt was constructed to collect the various works, which was presented to the parents during the participative interclass. They then moved on to the realization of the mime, with the choice of music, the construction of the choreography, the various moments, the choice of costumes and stage instruments, focusing above all on the message to be conveyed to the audience.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	The project focused on improving students' speaking, reading and writing skills. The students learnt how to discuss a topical issue, based on sources and by searching for witnesses, constructed interviews, learnt how to interview witnesses, wrote slogans, invented fantastic texts, translated their texts using other languages (mime, choreography, music).
Role of the Teacher	Teacher/Facilitator/Coach	The teacher guided the work of the pupils through the different stages, monitored the work of the groups. She provided tools for self-assessment and monitoring of work.



For assessment, the teacher prepared rubrics for communication, writing and social skills. Here is an example of a checklist for self assessment of the work in a group.

Siete riusciti a finire il lavoro?			
Avete lavorato bene insieme?			
Tutti hanno partecipato?			
Sei stato ascoltato?			
Hai ascoltato i compagni?			
Siete stati gentili e vi siete aiutati?			
Ti piacerebbe lavorare ancora con questo gruppo?			

She then collected the ‘children's voices’ in a storytelling product.
https://express.adobe.com/page/sOA6atvMFlBnH/

<table>
<tr><td rowspan="3">Student-Centered Approach</td><td>Student Roles and Responsibilities</td><td rowspan="3"><table>
<tr><th>Attività
Cosa dobbiamo fare?</th><th>Risorse umane
A chi possiamo chiedere aiuto?</th><th>Risorse materiali
Cosa ci serve?</th><th>Prodotti intermedi
Cosa produrremo in queste attività?</th></tr>
<tr><td>In assemblea, ideiamo le domande per l'intervista</td><td>Compagni, maestra, altri insegnanti</td><td>Testo dell'intervista da proporre ai genitori</td><td>Interviste</td></tr>
<tr><td>Nell'isola, ideiamo e creiamo slogan</td><td>Compagni dell'isola, compagni di classe</td><td>Cartelloni, pennarelli, pastelli</td><td>Slogan</td></tr>
<tr><td>Nell'isola, elaboriamo rappresentazioni grafiche che rappresentano gli slogan</td><td>Compagni dell'isola, compagni di classe</td><td>Fogli, cartelloni, pastelli, pennarelli</td><td>Rappresentazioni grafiche</td></tr>
<tr><td>Nell'isola produciamo testi fantastici sul tema affrontato</td><td>Compagni dell'isola, maestra</td><td>Fogli, occorrente per scrivere</td><td>Testi fantastici</td></tr>
<tr><td>Ascoltare vari brani musicali per scegliere quello adatto.
Scegliere i movimenti da fare (coreografia).
Scegliere i costumi.
Scegliere i ruoli tra noi compagni.
Costruire attrezzi di scena (telefonini, fasce colorate, striscioni.
Fare le prove del "Mimo".</td><td>Maestra, compagni, altri insegnanti</td><td>Musica (computer, cd player), luogo dove provare, costumi, materiale per costruire attrezzi di scena (polistirolo, cartelloni, carta crespa, colori adatti, cucitrice)</td><td>Coreografia</td></tr>
<tr><td>Aprire "learningapps". Studiare le app di esempio. Ideare app che aiutino a riflettere sul messaggio</td><td>Maestra, compagni</td><td>Computer, app</td><td>App</td></tr>
<tr><td>Imparare a fare una ppt.
Scegliere tra le rappresentazioni grafiche fatte, tra gli slogan e i testi fantastici.</td><td>Maestra, compagni</td><td>Computer, tablet, ppt</td><td>Ppt</td></tr>
</table>
Students worked in groups to discuss and prepare their presentations. They reflected on their work and on what they had prepared.</td></tr>
<tr><td>Collaboration</td></tr>
<tr><td>Independent Learning</td></tr>
<tr><td rowspan="2">Resources and Tools</td><td>Materials Used</td><td rowspan="2">Students used Popplet, Google suite (docs), adobe and Book Creator.</td></tr>
<tr><td>Digital Tools</td></tr>
<tr><td rowspan="3">Outcomes and Impact</td><td>Student Achievements</td><td rowspan="3">Students improved autonomous work and collaboration. They reflected on issues about digital literacy and cyber security.</td></tr>
<tr><td>Skills Developed</td></tr>
<tr><td>Challenges</td></tr>
<tr><td rowspan="3">Reflection and Lessons Learned</td><td>Success Factors</td><td rowspan="3">PBL requires the careful management of group work, the involvement of all children, and the need to work on social skills in negotiating choices, involving the whole group, and respecting the opinions and sensitivities of others. This was perhaps the most critical issue, since the project involved translating the message they wanted to give with a mime and not all the pupils wanted to participate in the mime.</td></tr>
<tr><td>Challenges Faced</td></tr>
<tr><td>Recommendations for Improvement</td></tr>
</table>

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BEST PRACTICE 3

Title of the Best Practice		ENDANGERED ANIMALS
Summary of the Practice	Brief description	This practice involves the pupils of the fifth primary class in the study of the topic "Endangered animals". The driving questions were: "Endangered animals. What can we do? How can we raise awareness in our community?"
	Highlight the core idea of how the project-based learning method is applied to language teaching.	
Context and Background	Institution/Organization	The project was implemented in the school year 2021/2022 and it was the first step of an even bigger project called "Etwins band". The students participating were two 5th grade classes of a school located in Ferrara for a total of 40 kids. This is a PBL method project and not PBLL because we were not able to find any with goals specific to language acquisition.
	Target Group	
	Setting	
	Goals	
Project Structure and Design	Project Duration	The project lasted 2 months.
	Driving Question/Theme	
	Steps of the Project: Outline the key phases or steps of the project.	In this PBL project the first step was called ideation and the students (divided in groups of 3, maximum 4 people) defined the idea of the project filling in a split tree map and sharing it with the whole group. The map was evaluated with a checklist. The second phase was called planning. Every group had to draw their idea, choose the materials and write important details for the production. During this phase the teachers evaluated the social skills of the students. The third phase was production. Students created their prototypes exploring the materials given to them and trying to find solutions to any problem they encountered. They analysed the movements and wrote a code related to the features of the animal. Students, at the end, choose the best idea and created the final version.

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		During the final phase, sharing, each small group shared their product with the whole group. During a meeting held online due to covid they showed their robots to the community. It was an opportunity to share the experience and test the products also noting what needed to be changed. In this last phase the evaluation was all about their digital skills.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	It was not a project regarding specifically the learning of the italian language but it was multidisciplinary and it involved teachers of science, history and italian.
Role of the Teacher	Teacher/Facilitator/Coach	The teachers supported the project helping the students work with all the materials provided and creating occasions for them to evaluate themselves.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The students were divided into groups made up of a minimum of 3 and maximum of 4 people. Two classes were involved in the project for a total of 40 kids. They all worked in a big communal space in the school being able to see and interact with each other. Most of the work was done in small groups but there were occasions to share it with all the other groups. The students had the opportunity to self-evaluate using questions by Norman Kerth: -What did we do well that we could forget if we don't talk about it? -What did we learn? -What causes confusion in us?
Resources and Tools	Materials Used Digital Tools	Genially was used to create an e-book regarding endangered animal species during the preliminary activities. They used a split tree map and a work sheet created by the teachers for ideating and planning. To produce the robots they used recycled materials and legos.
Outcomes	Student Achievements	

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and Impact	Skills Developed	The students developed skills regarding problem solving, critical thinking, planning, auto evaluation, coding and collaboration.
	Challenges	
Reflection and Lessons Learned	Success Factors	The only thing mentioned was that the students should be familiar with the PBL method from the first grades of school to work easily in this kind of project.
	Challenges Faced	
	Recommendations for Improvement	

BEST PRACTICE 4

Title of the Best Practice		Building the school museum
Summary of the Practice	Brief description	This practice involved children to create the school museum in which they collect documents that tell the story of their school.
	Highlight the core idea of how the project-based learning method is applied to language teaching.	
Context and Background	Institution/Organization	The project involved second, third and fourth grade children (7-8-9 years old) from a school in the city of Turin, in the North part of Italy. The aim is to increase their knowledge of the past of their village, but also of the institution 'school', by involving the territory, their families and local institutions in the search for sources and testimonies.
	Target Group	
	Setting	
	Goals	
Project Structure and Design	Project Duration	The project lasted 13 weeks.
	Driving Question/Theme	The pupils follow the planning and feasibility study to setting up the museum: doing historical research, finding documents, objects, testimonies, reconstructing environments. They then had to design the visit route and the layouts. Finally, they had to propose a calendar when the museum could be visited, advertise its opening and guide the visit to the museum.
	Steps of the Project: Outline the key phases or steps of the project.	
Language Integration	Language Skills Targeted	The project focused on improving students' speaking, reading and writing skills. Students in particular, about speaking, learn how to prepare an interview and
	Vocabulary and Grammar	

and Objectives	Language Activities	how to interview parents, grandparents, experts. They learn how to present a museum tour. For reading they have to read a lot of sources and synthesize them. For writing this project requires them to work on reconstructing facts from authentic sources, but also to use language to make formal requests, write emails or letters (use of space, publicizing an event, contacting experts and institutions)
Role of the Teacher	Teacher/Facilitator/Coach	The teacher distributed the tasks among the three classes, helped in planning the work and organising the exhibition, suggesting where to find sources, providing ideas.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The students work in heterogeneous groups according to age in some phases of the work (interviews, preparing and guiding visits) and in homogeneous groups according to age in researching and reading sources, organising knowledge for the definition of the visit plan).
Resources and Tools	Materials Used Digital Tools	Students used Google suite (docs) and Canva.
Outcomes and Impact	Student Achievements Skills Developed Challenges	In addition to implementing language skills, the project enabled the students to become aware of the changes in the environment and in particular in the school environment, but also of the difference in resources available to students in the past compared to today. Furthermore, it allowed a generational exchange and a sharing of experiences around the school theme, as well as a connection with the local area.
Reflection and Lessons Learned	Success Factors Challenges Faced Recommendations for Improvement	PBL enabled a strong involvement of the context and a recognition of the school and the children as agents of change https://innovazione.indire.it/rvi/vuoi-costruire-il-tuo-museo-scolastico-

BEST PRACTICE 5

Title of the Best Practice		Design and create a Wikipedia entry dedicated to the Lungosavena Park
Summary of the Practice	Brief description	The pupils of the primary school 'Raffaello Sanzio' discover how Wikipedia has no entry for the neighbourhood park closest to their school. The pupils acquire documents, carry out a series of targeted explorations of the park area, carry out surveys (resources), then decide to write an encyclopaedic entry for the Wiki and publish it on the Internet (process).
	Highlight the core idea of how the project-based learning method is applied to language teaching.	
Context and Background	Institution/Organization	The pupils of the primary school 'Raffaello Sanzio' in Bologna, a school well connected to the territory. The project involved fourth grade children (9 years old). The aim is to involve school and territory in the enhancement of a natural resource.
	Target Group	
	Setting	
	Goals	
Project Structure and Design	Project Duration	The duration of the project is unclear.
	Driving Question/Theme	The groups of pupils engaged in the research acquire data from the area, process it and pass it on to the group engaged in assembling the draft of the encyclopaedic entry to be included in Wikipedia. The activity takes place partly outside the school building and partly inside. The outdoor environment offers opportunities for discovery (libraries, museums, parks, cultural centres, urban network, civic facilities) that generate a succession of undivided knowledge, skills and competences. The families of the pupils in the classes involved also support the research during extracurricular hours by making their own resources, time, cultural and material available in the children's learning paths. The part of the activities that takes place inside the school building, on the other hand, makes use of the plexus IT infrastructure. The groups conduct research using collaborative and cooperative methodologies, supported by computer tools, both fixed and mobile, school-
	Steps of the Project: Outline the key phases or steps of the project.	

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		owned or personal, and by infrastructures made available by the school or available locally (e.g. laptops, multimedia boards, tablets, printers, scanners, plexus LAN, storage servers, computer labs, support and learning ateliers, fast Internet connection, etc). At the end of the project, the impact of the product on the social fabric is assessed through a debate held in a town assembly to which local administrators and pupils, accompanied by their parents and teachers, are invited. During the assembly, a preview of the product realized is presented so that its publishability can be assessed.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	The project focused on improving all students' communicative skills during the process.
Role of the Teacher	Teacher/Facilitator/Coach	Teachers work alongside the classrooms playing tutoring, supporting, guiding and guiding roles, interpreted according to active methodologies.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The students work in homogeneous groups created with TEAMUP plugin https://mediaspace.unipd.it/media/Come+creare+gruppi+in+Moodle+-+presentazione+del+nuovo+plugin++Team+Up+che+permette+la+creazione+di+gruppi+automatica+in+base+alla+risposte+a+un+questionario/1_64f8yqqu/335063262 Great emphasis was placed on participatory design in which everyone shared a detailed Design Brief and a final product prototype (evaluation criteria for the encyclopaedic entry). The teams negotiated the various stages of the work and documented their reflections and updated their design according to the problems they encountered. Great importance was given to the strategies used to overcome the critical points.
Resources and Tools	Materials Used Digital Tools	Applications such as AudioBoo, Bambuser, Qik, Rehearsal Assistant, for taking notes. To collect notes and media files in a shared space, use e.g. DropBox7, Google Docs, Flickr, video sharing sites, smartphone applications.

		Other supporting technologies: DropBox, Corkboard.me (online noticeboard)
Outcomes and Impact	Student Achievements	The PBL approach has increased student achievement, as noted by teachers (based on evaluations) and students themselves. It increased pupil motivation, increased collaboration, increased use of technology.
	Skills Developed	
	Challenges	
Reflection and Lessons Learned	Success Factors	The teachers noted that this approach to teaching promotes innovation and flexibility.
	Challenges Faced	
	Recommendations for Improvement	

BEST PRACTICE 6

Title of the Best Practice		Let's have a school party
Summary of the Practice	Brief description	The students of a second class want to organise a party at school. They collect proposals of activities they would like to carry out, ask permission via e-mail from the class referees and the headmaster, write the notice for the parents and manage to have a party at school.
	Highlight the core idea of how the project-based learning method is applied to language teaching.	
Context and Background	Institution/Organization	The school is embedded in a pluriethnic context with the presence of many students who do not speak Italian in a family context because they are second-generation foreigners.
	Target Group	
	Setting	
	Goals	
Project Structure and Design	Project Duration	The project lasted three weeks. The pupils started to come up with ideas for organising a school party. In homogeneous groups they did surveys to collect data on their peers' preferences for activities to do at the party. In groups they wrote emails to school contact persons and parents, learning how to write formal and informal emails. Finally, they made the party.
	Driving Question/Theme	
	Steps of the Project: Outline the key phases or steps of the project.	
Language Integration	Language Skills Targeted	The project focused on improving all students' communicative skills during the process.
	Vocabulary and Grammar	

and Objectives	Language Activities	
Role of the Teacher	Teacher/Facilitator/Coach	Teachers work alongside the classrooms playing tutoring, supporting, guiding and guiding roles, interpreted according to active methodologies.
Student-Centered Approach	Student Roles and Responsibilities	The students work in homogeneous groups, they propose the theme and the stages of the project, they adjust in their choice of preferences, and resolve the issues that arose.
	Collaboration	
	Independent Learning	
Resources and Tools	Materials Used	Google suite
	Digital Tools	
Outcomes and Impact	Student Achievements	The PBL approach has increased student motivation and enthusiasm for school activities, language activities and cooperation.
	Skills Developed	
	Challenges	
Reflection and Lessons Learned	Success Factors	The teachers noted that this approach to teaching promotes collaboration
	Challenges Faced	
	Recommendations for Improvement	

ROMANIA

BEST PRACTICE 1

Title of the Best Practice		Project Title: CLIL for Young European Citizens (CLIL4YEC) Project No. 2019-1-IT02-KA201-063222, Erasmus+ Program - Call 2019 - Key Action 2 Strategic Partnership – KA201.
Summary of the Practice	Brief description	The main aim is to promote the use of Content and Language Integrated Learning (CLIL) in Primary School, in order to develop European citizenship, Environment Preservation, Basic Financial Education, three relevant issues for a better European integration and wellness. In this project, CLIL moves a step forward, from integration of language

		learning and curricular subjects to cross-curricular and intercultural education for European Citizenship and the development of key competences and basic skills. In this field CLIL can open up new possibilities for Primary Education, e.g. virtual exchanges and on line peer-to-peer collaboration across countries and cultural spaces, monitored by teachers and families.
	Highlight the core idea of how the project-based learning method is applied to language teaching.	The project focuses on three topics: European citizenship (the main institutions and their role, the relevance of an inter-cultural approach, basic common rights, mobility, etc.), Environment (every-day actions for environment protection and preservation, main European programs against environmental pollution, the role of the removable energies, etc.), Basic Financial Education (the purpose of the money, the value of an object, and the value of the work, basic elements about the circular economy linked to environmental preservation, the basic concepts of marketplace, of the banks' activities, etc.). Moreover, the complex use of digital media can help increase the digital competence of Primary School teachers and pupils.
Context and Background	Institution/Organization	The project has been implemented in Romania, Spain, Italy, in the following schools: Todi Educational Direction, Terni Educational Direction, Italy Gardunha and Xisto School Group, Portugal Alexandru Davila Secondary School, Romania CEIP LAS VAGUADAS, Spain
	Target Group	Primary School's Teachers; Primary School's Pupils; Parents & Families of Primary School's Pupils; Trainers of Primary School's Teachers; Universities, Language Schools and other organization that specialize in

		training Primary School's Teachers.
	Setting	The project has been defined by the already established partnership between Applicant Organization, 7 organizations that participated to the previous Erasmus+ Project "CLIL for European Children " (2015-2018), 2 new partners from Spain, a country where CLIL has been used since a long time. The partners are representative of both primary and tertiary education in four countries (IT, PT, RO, ES).
	Goals	The primary goals of the CLIL project are: 1) the use of CLIL in Primary School to promote European, Intercultural and Global Citizenship and raise awareness of social and historical issues among schoolchildren through comparison and multiple perspectives; 2) the use of CLIL in Primary School to increase schoolchildren's awareness of environmental sustainability issues, pollution and climate change from the local to the global perspectives; 3) the use of CLIL in Primary School for the development of key competences and basic skills in the Economy/Finance/Entrepreneurship area as impacting on local and global living; 4) specific methods, materials, tools and best practices to involve families and other stakeholders (museums, town councils, banks, etc.) in developing CLIL approaches on the above mentioned topics with schoolchildren. Though several communities of CLIL practice have identified best practice across the primary education curricula, the innovative part of this survey is to bring together in one shared platform / publication those CLIL practices that can be used to address cross-curricular topics such as European, intercultural and global citizenship, sustainable environmental education and financial education. Thus, global competences of schoolchildren will be developed through CLIL and can be used by

		subject content teachers and foreign language teachers in CLIL environments. Since primary education teachers and primary education curricula are new to the dimensions of global and intercultural citizenship education and financial education, the expected impact on teachers' practices and learners' learning will be high as they will engage with an emergent competence development.
Project Structure and Design	Project Duration	The project ran from 2019 to 2022. The implementation period in the pilot schools lasted 1 year
	Driving Question/Theme	The theme that guided the project was the teaching of the subject's financial education, environmental education and civic education in English using CLIL methodology and project- based learning
	Steps of the Project: Outline the key phases or steps of the project.	Step 1: Research Research studies on the teaching of CLIL and PBL on civic education, environmental education and financial education topics were combined with examples of successful practical experiences in primary classes, in the 4 countries. The data were obtained from direct interviews with teachers from CLIL for YEC partner schools, through focus groups, by email, through online questionnaires (Google Forms survey)2, between February and March 2020, in English and their mother tongues (Italian, Romanian, Spanish and Portuguese). Step 2: Collaboration This step consisted of: - training a group of teachers in the field of CLIL methodology and project-based learning (PBL) - the collaboration of these trained teachers for the realization of 18 PBL lesson plans on the 3 themes: civic education, ecological education, financial education - piloting these 18 PBL lessons by teachers from the 4 countries

		Step 3: Production/Creation This step consisted of making the following final products: 1. Teachers' Guide to Teaching CLIL Using PBL 2. Compendium of online resources for CLIL teaching 3. Guide for parents to understand CLIL 4. Online course for teachers who want to use CLIL in the classroom 5. 18 lesson plans, piloted, in final form Step 4: Presentation/Sharing This step makes available to all those interested, on the project website, the resulting materials, as well as videos and photos from the activities. It also involves the dissemination of these materials in conferences, workshops.
Language Integration and Objectives	Language Skills Targeted	The language skills targeted were mainly speaking, listening and reading
	Vocabulary and Grammar	There were specific vocabulary points. There was no emphasis on grammar.
	Language Activities	The linguistic activities in which the students were involved were: group discussions, debates, interviews.
Role of the Teacher	Teacher/Facilitator/Coach	The teacher acted as a facilitator, guided and coordinated the students, set deadlines, provided real-time feedback, helped them with presentations, supported them with recommendations. The assessment was based on a combination of language use, knowledge of content and group collaboration.
Student-Centered Approach	Student Roles and Responsibilities	The students worked in groups, they divided/chose their roles/responsibilities. Each had specific tasks. They collaborated, shared ideas. They managed their time, their progress, they gave feedback on their work.
	Collaboration	
	Independent Learning	
Resources and Tools	Materials Used	The students used Google Forms to do research, PowerPoint for presentations, Keynote or similar software, the virtual exchange platform
	Digital Tools	

		for collaboration with partner students from other countries
Outcomes and Impact	Student Achievements Skills Developed Challenges	The students showed an improvement in vocabulary, confidence in free expression, they proved a good assimilation of new knowledge, for example, notions of financial education, they showed the development of teamwork skills. The challenges that arose were those of time management, which were overcome with the help of the coordinating teachers.
Reflection and Lessons Learned	Success Factors Challenges Faced Recommendations for Improvement	A success factor was the novelty of this project for most students in Romania, but also the innovative part that determined a high degree of motivation and involvement of students, the use of digital applications. The challenges they faced were related to time management, meeting deadlines. A welcome improvement would be to set deadlines for each task, permanent guidance.

BEST PRACTICE 2

Title of the Best Practice		C4C – CLIL for children Project number: 2015-1-IT02-KA201-015017 Erasmus+ STRATEGIC PARTNERSHIPS (KEY ACTION 2)
Summary of the Practice	Brief description	The project C4C – CLIL for children (www.clil4children.eu) is funded by the European Commission under the Erasmus+ program, Key Action 2 – Strategic Partnerships for a period of 3 years, from 2015 to 2018. The consortium, represented by organizations active in research and/or teacher training and primary schools from Italy, Portugal, Romania and Poland, will develop methodologies and materials with the aim of

		improving the use of Content and Language Integrated Learning (CLIL) in primary school using Open Educational Resources (OERs).
	Highlight the core idea of how the project-based learning method is applied to language teaching.	The purpose of this project is to make recommendations to teachers regarding the use of the CLIL methodology in primary school, to support the knowledge of the characteristics of the CLIL approach, the advantages of implementing CLIL in primary school, main rules of effective use of CLIL in primary school with suggestions on actions to be taken and what to avoid, and finally challenges for teachers in applying CLIL.
Context and Background	Institution/Organization	The project has been implemented in Romania, Spain, Italy, in the following schools: Educational Direction, Todi (Italy), Didactic Direction Aldo Moro, Terni (Italy), Szkola Podstawowa nr 199 im. Juliana Tuwima, Lodz (Poland), Alexandru Davila Secondary School, Pitesti (Romania), Gardunha and Xisto School Group, Fundão (Portugal).
	Target Group	Primary School's Teachers; Primary School's Pupils; Parents & Families of Primary School's Pupils; Trainers of Primary School's Teachers; Universities, Language Schools and other organization that specialize in training Primary School's Teachers.
	Setting	The practice took place in primary schools in the 4 countries involved in the project, IT, PL, RO, PT
	Goals	The use of CLIL in primary school will lead students to use language intentionally, process information effectively,

		negotiate understanding and build knowledge. This approach also helps to strengthen general cognitive and learning abilities such as creative and critical thinking; Develop a greater understanding of the intercultural dimension as a result of the CLIL methodology and will be more likely to see the bigger picture in terms of the relationship between language and society; Exposure to alternative perspectives and concepts helps to build knowledge, awareness and understanding of the intercultural dimension. CLIL can develop intercultural communication skills, lead to increased knowledge about other European countries, regions or minorities.
Project Structure and Design	Project Duration	The project ran from 2015 to 2018.
	Driving Question/Theme	A major purpose of CLIL teaching is to help learners learn to work independently to solve their problems and develop their own knowledge and skills. Through the interactive and cooperative nature of the activities, CLIL enhances self-confidence, increases self-esteem, builds student independence and teaches organizational skills. Through favorable learning conditions (the use of learning strategies and study skills common to content and language), CLIL teaches students how to learn and thus teaches them independence in study.
	Steps of the Project: Outline the key phases or steps of the project.	Step 1: Research Research studies have been carried out on the use of the CLIL methodology in the teaching of English in the countries participating in the project, through questionnaires, surveys Step 2: Collaboration The consortium, represented by organizations active in

		research and/or teacher training and primary schools from Italy, Portugal, Romania and Poland collaborated on the development of methodologies and materials with the aim of improving the use of Content and Language Integrated Learning (CLIL) in primary school using Open Educational Resources (OERs). Step 3: Production/Creation As a result of the collaboration, the following products were obtained 1. State of art report about use of CLIL methodology in primary schools 2. Census of OER (Open Educational Resources) to be used for CLIL in primary schools 3. Guidelines on how to develop CLIL materials in primary schools 4. Guidelines on how to use CLIL in primary schools 5. CLIL materials for teaching (teaching science, mathematics, geography) in English. These will be materials on paper (lesson plans) 6. Guide addressed to teachers on how to use CLIL methodology in primary school 7. E- course addressed to teachers on how to use CLIL methodology in primary school. Step 4: Presentation/Sharing This step makes available to all those interested, on the project website, the resulting materials, as well as videos and photos from the activities. It also involves the dissemination of these materials in conferences, workshops.

Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	CLIL involves a new educational approach based on integrated language and content learning. The foreign language is acquired through subject-specific content provided in such a way as to encourage learning. Particular attention is paid to learning skills as they are essential for linguistically and communicatively effective learning. Young learners are able to learn foreign languages easily if this is done in a natural environment where the emphasis is not on the structure or grammar of the language, but on using it in different contexts drawn from real life to solve tasks related to the subject of learning.A CLIL lesson can provide natural opportunities for students to build knowledge at their own pace.
Role of the Teacher	Teacher/Facilitator/Coach	In the process of communicative language teaching, teachers will consider the use of authentic materials and communication activities to provide real-life contexts, the use of activities that require frequent interaction among students for the exchange of information and problem solving, the balanced use of fluency and accuracy activities, the use of socio-cultural awareness activities regarding the use of language.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The use of CLIL in primary school will lead students to use language intentionally, process information effectively, negotiate understanding, and build knowledge. This approach to learning has its origins in socio-constructivist and cooperative teaching/learning methods and activities.

Resources and Tools	Materials Used Digital Tools	The students used Google Docs to do research, PowerPoint for presentations, Zoom for practicing their speeches in small groups.
Outcomes and Impact	Student Achievements Skills Developed Challenges	CLIL offered alternative ways of approaching language learning, which reduced student exclusion and greatly helped ordinary students, leading to increased student motivation, thus bringing additional benefits to learning. Through interaction, the students built on the already existing knowledge, while discussing and comparing it with new content and new language knowledge. At the same time, they have become aware of what they still have to do. For language learning especially, interaction provided an opportunity for both acquiring and improving it.
Reflection and Lessons Learned	Success Factors Challenges Faced Recommendations for Improvement	A success factor was the innovative element of this CLIL methodology, the use of authentic materials and communication activities to provide real-life contexts, the use of activities that require frequent interaction among students for the exchange of information and problem solving, the balanced use of fluency and accuracy activities, the use of activities to raise awareness of socio-cultural aspects regarding the use of language.

BEST PRACTICE 3

Title of the Best Practice		CAMPSCLIL for teaching arts and music in primary schools Erasmus+ Programme – Key Action 2 – KA220 – School Education - https://camps.pixel-online.org/
Summary of the Practice	Brief description	The CAMPS project has developed a greater and more solid awareness of the importance of the CLIL methodology for primary schools, as language studies have increasingly demonstrated that languages can be learned more easily at a younger age, and it seems that the same is true for languages learned/taught through the CLIL methodology.
	Highlight the core idea of how the project-based learning method is applied to language teaching	Content and Language Integrated Learning (CLIL) plays an important role in language education, both as a feature of language teaching and learning and as a motivator for more active content learning. While CLIL is currently structurally implemented in secondary schools, most of the literature and related experiences focus on high school students, with much less attention being paid to primary schools. Across Europe, primary schools are encouraged to use the CLIL methodology, but CLIL is generally not part of the regular school curriculum, is not compulsory and there is a lack of teacher qualifications in this regard.
Context and Background	Institution/Organization	Municipality of Guadassuar (Spania) ; LEND (Lingua e nuova didattica) (Italia); IC Pier Cironi (Italia); Universal Learning Systems (Irlanda); EuroEd (România); Pixel (Italia); Alqueria / Xano Channel (Spania)
	Target Group	Primary School Teachers who will be able to improve their skills in teaching through new methodologies; Primary School Students who will acquire new language skills while learning on arts and music topics; CLIL Experts who will have new material to test and used; Schools Directors who will share and implement new teaching

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		methodologies in their schools.
	Setting	The practice took place in primary schools in Romania, Italy, Spain.
	Goals	The specific objectives of the project are: Provide primary school teachers with reliable but accessible methodological training that provides them with knowledge and experience with CLIL so that they can create a simple disciplinary input in English. To provide teachers with easy and effective access to CLIL-based teaching tools, in the form of CLIL video lessons in English, focused on arts and music, to be used in their daily teaching practices. To promote the insertion of the CLIL methodology at the primary school level by providing exemplary and motivational case studies.
Project Structure and Design	Project Duration	The project ran for a period of 2 years, between 2022-2024.
	Driving Question/Theme	Language studies have increasingly proven that foreign languages can be learned more easily from an earlier age, and this seems to be the case for foreign languages learned/taught through the CLIL methodology. That is why this project was started, in order to develop a greater and solid awareness of the importance of the CLIL methodology for primary schools.
	Steps of the Project: Outline the key phases or steps of the project.	Step 1: Research Research studies have been carried out on the use of the CLIL methodology in the teaching of English in the countries participating in the project, through questionnaires, surveys. Step 2: Collaboration The partners collaborated in the development of the following materials -Development of an E-Learning Course to give teachers the necessary competences to apply the CLIL methodology in class -Creation of videos on specific topics where to apply the CLIL methodology -Recording of interviews from experts in the field of CLIL

		-Creation of motivational videos to help teachers to get to know the positive aspects of the CLIL education Step 3: Production/Creation The main project deliverables are: -An Online Training Course accessible from a dedicated E-learning platform which makes use of digital solutions to enhance the accessibility and usability by primary school teachers -A collection of video lessons on specific Arts and Music topics being taught in English by native speaker's elementary school teachers -A database of case studies with which the project partners will collect direct experiences of CLIL experts, Primary school teachers, Primary school decision-makers, and policymakers in the field of education, with reference to the application of CLIL in primary schools Step 4: Presentation/Sharing The results of the project, the products obtained were presented at the conferences, were uploaded on the project website, were disseminated during the meetings with the teachers.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	On the one hand, the students have accumulated knowledge in a certain field, for example arts, music, and on the other hand, they have also improved their communication skills in English. In the music lessons for primary school children, they had many positive results, both in terms of language acquisition and musical development. Here are some potential benefits: - Improved language skills -Combining language learning with music education has given students more opportunities to practice and improve their language skills in a meaningful context. - Improved Musical Knowledge-CLIL has helped students develop a deeper

		understanding of musical concepts, techniques, and terminology as they engage in this subject in a second language. Increased motivation and engagement, integration of language and music made lessons more enjoyable and challenging, leading to higher levels of motivation and engagement among students.
Role of the Teacher	Teacher/Facilitator/Coach	The teacher coordinates, presents the student's tasks, supports the discussions, facilitates the understanding of the concepts, verifies the knowledge of the tools, performs the evaluation.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The students worked in groups, discussed and agreed on the main elements of the project, on the information to be used, searched for materials, made presentations. They were responsible for managing their own progress.
Resources and Tools	Materials Used Digital Tools	Students used PowerPoint and video for their presentation, and Zoom for practicing their speeches in small groups.
Outcomes and Impact	Student Achievements Skills Developed Challenges	Developing critical thinking skills: analyzing, discussing, and creating music in a second language encouraged students to think critically and solve problems, strengthening their cognitive skills. Cultural awareness and appreciation, the exploration of music from different cultures fostered a broader understanding and appreciation of global musical traditions, while strengthening language learning. Increased creativity and self-expression. CLIL in music lessons provided students with opportunities to express themselves artistically through composing, performing, or responding to music, promoting their creative development. Improving confidence and self-esteem, successfully learning and performing music in a second language has increased student's confidence and self-esteem.
Reflection and Lessons Learned	Success Factors Challenges Faced Recommendations for Improvement	CLIL in Art and Music offered an integrated and multidisciplinary approach that combined language development with artistic exploration and creation, helping the harmonious development of students, ensuring success.

BEST PRACTICE 4

Title of the Best Practice		Avenor College, Bucuresti PBL – An alternative, interactive and authentic approach to learning
Summary of the Practice	Brief description	This practice represents the use of the PBL method in teaching at Avenor College in Bucharest. Avenor College in Bucharest is a private educational institution. At this college the PBL program is introduced into the curriculum
	Highlight the core idea of how the project-based learning method is applied to language teaching.	The basic idea is the alternative, interactive and authentic approach to learning. The college wanted a space where students sit at the same table with teachers and seek to identify problems in everyday life for which they can come up with tangible solutions. Together they establish a question to guide their investigation and then build a product that highlights the ideas.
Context and Background	Institution/Organization	The practice was implemented at Avenor College in Bucharest, in the fourth and fifth grades.
	Target Group	The students of the fourth and fifth grades, as well as the teachers from Avenor College, the parents of the students.
	Setting	Primary and secondary level
	Goals	PBL sees learning as an ecosystem. This type of learning bridges the gap between school subjects. A content studied in mathematics becomes useful in solving a real situation. Students get to propose homework to study for a period of 6 to 8 weeks, choose the way of working and reflect on the final product obtained.
Project Structure and Design	Project Duration	PBL activities are carried out every school year, for a duration of 6-8 weeks.
	Driving Question/Theme	Each guided inquiry starts from a question-problem, the working atmosphere being based on the art of argumentation, curiosity, intense collaboration and creativity.

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	Steps of the Project: Outline the key phases or steps of the project.	Step 1: Research Research is the first step, the one that puts students in search, arouses their curiosity Step 2: Collaboration When we measure the impact of this way of teaching and learning, we look at how students get to behave in real life situations. Collaboration, teamwork plays a decisive role. Step 3: Production/Creation The results do not come to the surface immediately, but are consolidated over time by the way each child manages to apply the knowledge acquired to each discipline, and especially to make connections that lead to innovation. Step 4: Presentation/Sharing The final product is presented in the week before the end of the schoolwork. For example, the first pilot project in the 4th and 5th grades, within the school theme "Codes and Senses", ended with the double event Forest Day, a guided walk in the Băneasa forest, in 2 stages for the entire Avenor community. The second premiere for our school was the development of two 100% transdisciplinary themes in the virtual learning space. That is, 10 PBL projects.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	In a PBL context, the working atmosphere is based on curiosity, critical and creative thinking, collaboration. Students test different options, look for solutions and argue their ideas. Project-based learning makes students' voices heard. Inside the classroom, but also in the community.
Role of the Teacher	Teacher/Facilitator/Coach	The PBL professor reinvents himself as a specialist in transdisciplinary. He always works as a team. The lesson plan is modified as many times as needed, depending on what the students discover at each step. The PBL teacher acts more like a mentor, helping students to think for themselves.

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		The PBL team of teachers seeks to teach life lessons, useful from kindergarten to high school.
Student-Centered Approach	Student Roles and Responsibilities	Children contribute to building a learning portfolio (individual or class, depending on the specifics of their age) and learn a new language, that of digital literacy, by collaborating synchronously or asynchronously in common documents or by building infographics with the help of platforms such as Canvas or Google Slides. Moreover, we are intensively practicing a protocol built by Harvard researchers (Project Zero), namely the feedback scale.
	Collaboration	
	Independent Learning	
Resources and Tools	Materials Used	Students used Canvas or Google Slides
	Digital Tools	
Outcomes and Impact	Student Achievements	In less than a month, several teachers and students have borrowed this tool characteristic of performance management sessions for Romanian, English or other lessons. Together they have developed a common language of learning in which the voice of the students is heard and everyone has the opportunity to discover alternative paths in the world of knowledge.
	Skills Developed	
	Challenges	
Reflection And Lessons Learned	Success Factors	The success factor is the fact that each PBL assignment ends with an original, well-defined and tangible product, presented to an authentic audience (colleagues from the school, teams of teachers or professionals in a certain field, parents) depending on the predetermined purpose and the problem-situations aimed at being solved.
	Challenges Faced	
	Recommendations for Improvement	

BEST PRACTICE 5

Title of the Best Practice		SPECTRUM School, Constanța- Project Based Learning
Summary of the	Brief description	The practice involves carrying out projects in a team or individually,

Practice		at the choice of the electors of the SPECTRUM School, Constanta
	Highlight the core idea of how the project-based learning method is applied to language teaching.	The school management decided that each student should carry out a project of their choice in one of the nine subjects studied. It is not mandatory to include the teaching of a foreign language. It does not require language acquisitions, the purpose being more focused on stimulating students' motivation, developing personality and self-confidence, self-education and developing research-related skills.
Context and Background	Institution/Organization	This practice is implemented at the SPECTRUM School in Constanta
	Target Group	In grades III, IV, a project from the discipline of Natural Sciences is mandatory. For grades V, VI, VII it is mandatory to have a project from the following subjects: Physics, Chemistry, Biology, Mathematics, Computer Science, Romanian Language, English Language and other foreign languages studied, History, Geography, Drawing and Music, Physical Education.
	Setting	Primary school- grades III, IV Secondary school-grades V, VI, VII
	Goals	The core of these activities is to stimulate students' motivation, to contribute to the development of personality and self-confidence, self-education and the development of research-related skills.
Project Structure and Design	Project Duration	Starting from the conviction that each child has an innate educational potential that only needs to be discovered and activated, the management of the SPECTRUM School in Constanta decided that each student should carry out a project of their choice in one of the nine subjects studied, according to the format specified below.
	Driving Question/Theme	

	Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	The student does the research, looks for information, explains the theory, writes the project in at least 3 pages, make a video, a leaflet and receive a score for each stage.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	Project-based learning: -encourages higher-level cognitive abilities -arouses students' interest in studying -motivates the student -helps the student to prepare individually -develops the social side of the student -develops the student-teacher-parent relationship -gain practical knowledge
Role of the Teacher	Teacher/Facilitator/Coach	The computer science teacher must teach the students how to use the movie maker, how to prepare a leaflet. The teacher has the role of coordinating and guiding throughout the project, evaluating and providing feedback.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The student must choose the theme of the project to be found in the curriculum. The student who did not choose a project will receive a project in the second week of October from the commission made up of the head professors. If the student does not complete his project, he will be penalized with a grade of 2. Presentation of the project by the end of the first semester. Primary school students will prepare a short video (min 2 min – max 4 min).

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		Secondary school students will prepare a video and a leaflet.
Resources and Tools	Materials Used	
	Digital Tools	Students used movie maker, YouTube.
Outcomes and Impact	Student Achievements	Students showed significant improvement in speaking fluency and confidence when using English in presentations. They also developed research skills Some students initially struggled with time management but overcame this with peer support and teacher guidance.
	Skills Developed	
	Challenges	
Reflection and Lessons Learned	Success Factors	One key success factor was the use of digital tools, movie maker. This method is a success factor because it offers another strategy through which the atmosphere in the classroom will be one creative.
	Challenges Faced	
	Recommendations for Improvement	

BEST PRACTICE 6

Title of the Best Practice		PBL at Transylvania College -The Cambridge International School, Cluj-Napoca https://transylvania-college.ro/school-life/primary/
Summary of the Practice	Brief description	Transilvania College is a private educational institution with students aged from 6 to 19 years old, students from primary to high school. This institution has integrated the PBL into curriculum. This educational unit believes in a holistic education, one that is not just about studies, but about developing the social, emotional and mental well-being of the child, preparing children with the essential skills and understanding to take the next steps in their learning. For the teachers of this school, the skills, as well as the understanding and knowledge are essential to develop them in these formative years.
	Highlight the core idea of how the project-based learning method is applied to language	Transylvania College, uses Project-Based Learning (PBL), a dynamic approach where, by coming up with relevant questions to inform their

	teaching.	learning, students delve into authentic and complex challenges over a long period of time. By integrating PBL into our curriculum, students develop critical thinking, creativity, problem-solving, and communication skills. This practical method allows them to tackle real-world problems, ensuring that they are better prepared for life beyond the classroom.
Context and Background	Institution/Organization	The PBL practice is implemented in primary classes, in secondary and high school education at Transylvania College, Cluj-Napoca.
	Target Group	Primary /Secondary/High School's Teachers; Primary /Secondary/High School's Pupils; Parents & Families of Primary /Secondary/High School's Pupils;
	Setting	Primary classes, in secondary and high school education at Transylvania College, Cluj-Napoca.
	Goals	The well-being of students, teachers and parents is fundamental for Transylvania College. He wants to: - Enthusiastic, confident, happy children and students - children who feel appreciated and motivated - Parents who feel empowered and confident The purpose of Transylvania College is: "Transylvania College perfects the community that connects and cares for the academic and emotional well-being of each child." The goal of implementing PBL was to improve English communication skills and cultural awareness by involving students in projects related to global environmental issues, everyday life, encouraging the use of mathematical knowledge in a real context, but also developing collaboration, problem-solving and presentation skills.
Project Structure	Project Duration	The students learned how to effectively manage a family budget to

and Design	Driving Question/Theme Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	cover all necessary expenses and save money, they learned how to manage a monthly budget, plan expenses and save. Research and collaboration activities: • Creating a fictitious budget for a family. • Identification and classification of necessary and optional expenses. • Using spreadsheets (Excel or Google Sheets) to make graphs and graphs of expenses. The product was • Analysis of different economic scenarios and their impact on the budget.
Language Integration and Objectives	Language Skills Targeted Vocabulary and Grammar Language Activities	The project helped improve students' speaking and writing skills. The students learned vocabulary related to financial education and practiced elements of mathematical calculation, presenting the family budget, practicing persuasive language by writing proposals and giving presentations in English.
Role of the Teacher	Teacher/Facilitator/Coach	The teacher acted as a facilitator, guiding the students through linguistic research and practice activities. The teacher also gave regular feedback on the use of language, how to calculate maths and helped the students with their presentations. The assessment was based on a combination of language use, knowledge of content and group collaboration.
Student-Centered Approach	Student Roles and Responsibilities Collaboration Independent Learning	The students worked in groups, established roles and tasks according to their abilities, conducted research, prepared their materials, presentations. They were responsible for managing their own time progress and held discussions among colleagues to provide feedback

		and improve their work.
Resources and Tools	Materials Used Digital Tools	Students used Google Docs for collaborative writing, Excel and Google Sheets for to make graphs and graphs of expenditure, analysis of different economic scenarios and their impact on the budget.
Outcomes and Impact	Student Achievements Skills Developed Challenges	The students showed a significant improvement in fluency and confidence in speech when they used English in presentations. They also developed mathematical calculation skills, financial and economic skills, learned to manage time better. Some learned to use Excel with the support of colleagues and the guidance of teachers.
Reflection and Lessons Learned	Success Factors Challenges Faced Recommendations for Improvement	A key success factor was the use of digital tools, which facilitated collaboration. However, some students have felt overwhelmed by the use of new applications such as Excel. The support of colleagues in the team and the effective guidance, at every step from the teacher, led to success.

TURKIYE

BEST PRACTICE 1

Title of the Best Practice		Transformative CPD Model for ELT Teachers through Collaborative Communities of Practice (CoPs) / A LARGE-SCALE SUSTAINABILITY in LANGUAGE EDUCATION: The English Together project, started in 2020, is a collaborative effort between the Turkish Ministry of National Education, the British Council, and the Sabancı Foundation. Its primary objective is to enhance English language education in Turkiye by establishing a transformative and sustainable Continuing Professional Development (CPD) system for a

		nationwide impact. Communities of Practice (CoPs) and Project-Based Learning (PBL) are complementary, since CoPs (we preferred Professional Development of Communities (PDCs) instead of CoPs in Türkiye) provide a structured and collaborative platform where teachers can enhance their ability to effectively plan, implement, and evaluate PBL. In the context of this project, CoPs, conducted through local monthly meetings across the country, have fostered a robust culture of shared knowledge and experience tailored for ELT teachers. The collaborative environment within CoPs has not only allowed ELT teachers working in the same district to gain insights into best practices but also to acquire practical tools for designing meaningful, student-centered PBL activities together. CoPs created within the project have actively modeled the teamwork, interdisciplinary integration, and authentic problem-solving approaches that are central to PBL, directly inspiring teachers working at different levels – primary to upper secondary – to replicate these dynamics in their classrooms. By facilitating mentoring, resource sharing, and continuous professional growth, CoPs have become a cornerstone of the project's effort to empower ELT teachers in embedding PBL into their teaching practices effectively.)
Summary of the Practice	Brief description Highlight the core idea of how the project-based learning method is applied to language teaching.	The English Together project is a comprehensive Project designed to enhance the professional development of English Language Teaching (ELT) teachers in Turkiye. It involves establishing Communities of Practice where teachers engage in peer learning, mentorship, and collaborative problem-solving to refine their teaching skills and methodologies. The practice focuses on creating a sustainable and scalable model of professional growth that fosters innovation and consistency in English language education. The English Together Project has established Communities of Practice (CoPs) for ELT teachers across Türkiye for 35.000 ELT teachers and in CoPs teachers have collaboratively designed and implemented activities

		using innovative and effective methodologies such as Project-Based Learning (PBL), active learning, peer learning etc. The CoPs have provided a supportive environment for teachers to share experiences, discuss challenges, and develop innovative strategies to enhance student engagement and learning outcomes. First, ELT teachers are trained to design and implement student-centered activities that promote active engagement, critical thinking, and the practical use of English in meaningful contexts. The core idea of how the PBL method is applied to language teaching in this project has been lying in its focus on real-world learning scenarios and meaningful projects that require active use of the target language. Teachers in CoPs learned how to work in teams to complete tasks such as creating presentations, conducting surveys, or developing creative projects. These activities are designed to improve communication, collaboration, and critical thinking skills while reinforcing vocabulary, grammar, and fluency in authentic contexts. Those teachers have experienced a REAL PBL atmosphere in COpS and they had a chance to take it to their classes.
Context and Background	Institution/Organization	The English Together Project was carried out across state primary and secondary schools in Türkiye, targeting 80.000 ELT teachers working at all levels from primary to upper-secondary and all students within the national education system.
	Target Group	The Project primarily focused on students aged 7–18, with varying levels of English proficiency, typically ranging from beginner to upper-intermediate. The students came from diverse socio-economic and cultural backgrounds, including those from rural and underserved areas, where access to English education and exposure to the language outside of school was significantly limited.
	Setting	The teachers working in nearby state schools met regularly and discussed and reflected on their teaching practice within the CoPs. The educational

		settings ranged from urban schools with access to advanced resources to rural schools with limited technological infrastructure. These collaborative sessions facilitated the exchange of ideas, allowing teachers to develop contextually relevant teaching materials and experiment with various pedagogical approaches in their classrooms. The activities implemented by both the facilitators and participating teachers encompassed a diverse range of methodologies, including Project-Based Learning (PBL), differentiated instruction, task-based learning, inquiry-based learning, flipped classroom approaches, cooperative learning strategies, gamification, communicative language teaching (CLT), and technology-enhanced learning, all tailored to address the specific needs of their students and local teaching environments.
	Goals	The primary goals of our project include fostering language fluency, enhancing students' cross-disciplinary knowledge, and cultivating essential skills such as critical thinking, creativity, and teamwork. The program also sought to bridge gaps in educational equity by promoting innovative teaching practices and empowering teachers to adapt their methods to diverse classroom settings, ultimately creating a more inclusive and effective learning environment.
Project Structure and Design	Project Duration	The English Together project was officially launched on December 9, 2020, and aimed to be implemented over a four-year period. The goal was to reach over 37,000 English teachers and approximately 16 million students across Turkiye within this timeframe.
	Driving Question/Theme	The central theme guiding the project was to enhance the English learning experience of students in state schools by empowering teachers through continuous professional development. This involved introducing new classroom practices and fostering environments where all students feel comfortable to communicate and actively participate in the learning process.
	Steps of the Project: Outline the key	Step 1: The project began with an in-depth analysis of the current state of

	phases or steps of the project.	English language teaching in Turkiye. This involved extensive discussions with Ministry leaders, teachers, academics, and external consultants to ensure all stakeholders could contribute to the design of the project. The aim was to create a sustainable and contextually appropriate continuing professional development model for English language teachers. Step 2: A community-based approach was adopted, placing teachers at the centerof systematic change. Professional Learning Communities (PLCs) – then used as Professional Development Communities (PDCs) – were established, enabling teachers to work together, reflect on their teaching practices, identify challenges, and collaboratively find solutions. This peer-learning model was designed to improve classroom performance and empower teachers to confidently apply new teaching methodologies. Step 3: Teachers participating in the project engaged in creating engaging extracurricular materials and applying new communicative language teaching methodologies in their classrooms. They also developed a Continuing Professional Development e-book, consisting of ten chapters with scenarios and tasks specific to Turkish context. This resource was made available through the Ministry of National Education's online platform - ÖBA. Step 4: Best practice examples from the classrooms of PDC participants were identified, shared, and promoted on a national scale through the Ministry's Learning Management System (EBA - ÖBA) and other channels. Additionally, webinars and training sessions were conducted to disseminate knowledge and successful practices among a broader audience of English language teachers across Türkiye. This structured approach aimed to create a sustainable and supportive network for English teachers, ultimately enhancing the quality of English language education in Türkiye.

Language Integration and Objectives	Language Skills Targeted	The English Together project aimed to enhance students' proficiency in all four primary language skills: speaking, listening, writing, and reading. The project emphasized practical, real-world applications of these skills, encouraging students to communicate effectively in meaningful contexts.
	Vocabulary and Grammar	The activities integrated vocabulary and grammar learning into engaging and context-based tasks. Students focused on functional language for discussions, collaborative tasks, and presentations. Grammar instruction included key structures such as question formation, verb tenses, and modal verbs, which were tied to the thematic areas of the tasks. Vocabulary acquisition was naturally embedded within the context of the projects, making learning more relevant and memorable.
	Language Activities	Students engaged in dynamic and interactive tasks that not only developed their language skills but also nurtured their creativity, critical thinking, and collaboration. These activities included: ● Debates and Discussions: Exploring real-world topics allowed students to practice structured arguments, develop fluency, and enhance their analytical thinking. ● Collaborative Task Work: Working in groups to design, create, and present outcomes, such as posters, presentations, or written narratives, fostered teamwork and communication. ● Role-Plays and Simulations: Students practiced authentic communication by simulating real-life situations like interviews or daily interactions. ●Research and Report Writing: Tasks required students to gather information, analyze it, and present findings, building their academic and written communication skills. ● Storytelling and Narratives: Activities encouraged students to express themselves creatively by crafting and sharing stories tied to specific themes. ● Technology-Enhanced Activities: Digital tools and platforms facilitated

		engaging and interactive learning experiences, from quizzes to collaborative digital projects. By embedding language learning into context-rich, student-centered activities, the English Together project provided an engaging environment where students could naturally develop their language skills while working collaboratively and creatively.
Role of the Teacher	Teacher/Facilitator/Coach	The teacher played a multifaceted role as a facilitator, mentor, and coach, ensuring the success of the project and supporting students throughout the learning process. Teachers guided students in conducting research and engaging in meaningful language practice activities, fostering their ability to explore and analyze topics within authentic contexts. Additionally, they provided regular, constructive feedback on students' language use, offering specific suggestions to enhance their speaking, writing, and overall communication skills. Teachers also supported students in preparing and delivering presentations, helping them organize ideas effectively while boosting their confidence in public speaking. Assessment in the project was holistic, focusing on a combination of factors such as the accuracy and fluency of language use, the depth of content knowledge demonstrated, and the quality of group collaboration and teamwork. Teachers encouraged students to take ownership of their learning while maintaining a supportive and inclusive classroom environment. Through this balanced approach, teachers ensured that students not only improved their English proficiency but also developed critical thinking, creativity, and collaborative skills.
Student-Centered Approach	Student Roles and Responsibilities	Students and teachers were aimed to have active roles throughout the Project. Teachers were involved in brainstorming and selecting themes for activities, conducting research, and organizing their findings. During

		execution, students participated in collaborative tasks, produced creative outputs, and showcased their learning through presentations. Both the teachers and the students were also encouraged to take ownership of their learning, demonstrating initiative and responsibility in completing their tasks.
	Collaboration	Collaboration was the cornerstone of this project. Both the teachers and the students in the classes worked in pairs and small groups to exchange ideas, discuss topics, and support each other in achieving shared goals. Group discussions and brainstorming sessions fostered teamwork and mutual understanding. Peer feedback sessions allowed all the participants to refine their work and improve their language skills through constructive input from their classmates, promoting a sense of community and shared learning.
	Independent Learning	The English Together project fostered a culture of independent learning and inquiry for both teachers and students. Facilitator teachers and participants in the Professional Development Cycles (PDCs) and Communities of Practice (CoPs) were encouraged to take initiative in conducting research, exploring innovative teaching strategies, and applying their insights creatively within their professional contexts. This process empowered teachers to refine their practices and adapt them to meet the diverse needs of their classrooms. In the classroom, students were provided with significant opportunities to engage in self-directed learning. They were given the autonomy to select resources, design their approach to tasks, and take ownership of preparing and delivering their final projects. This independence not only allowed students to explore their interests within the project themes but also helped them cultivate essential skills such as critical thinking, time management, and problem-solving. By prioritizing active engagement and self-directed inquiry, the English Together project positioned both teachers and students at the heart of the

		learning process. This approach not only enhanced language development but also promoted confidence, creativity, and lifelong learning skills across all participants.
Resources and Tools	Materials Used	The English Together project adopted a variety of traditional and modern resources to enrich teaching and learning. Teachers and students utilized textbooks, worksheets, and curated lesson plans alongside multimedia tools such as videos, infographics, and digital presentations. Materials developed collaboratively by teachers within Professional Development Cycles (PDCs) and Communities of Practice (CoPs) were specifically designed to address the diverse needs of their classrooms, ensuring practical relevance and creativity.
	Digital Tools	Given the challenges posed by the COVID-19 pandemic, all teaching activities, including PDC sessions, were conducted online. This transition required the extensive use of digital tools to ensure smooth collaboration, communication, and delivery of content. Some of the key tools included: ● EBA (Education Information Network): A comprehensive platform provided by the Ministry of National Education for accessing lesson plans, educational videos, and resources. ● Zoom and Microsoft Teams: Used for virtual PDC meetings, webinars, and classroom activities, ensuring continuous interaction despite physical distancing. ● Google Workspace (Docs, Sheets, Slides, and Drive): Facilitated collaborative planning, document sharing, and co-creation of projects among teachers and students. ● Canva: Empowered students and teachers to create visually engaging presentations, posters, and digital content. ● Padlet: Served as a collaborative space for brainstorming, idea sharing, and organizing project outputs.

		● Kahoot and Quizizz: Interactive quiz platforms that made learning engaging and fun, while assessing comprehension in real-time. ● Mentimeter: Enabled teachers to conduct live polls, quizzes, and interactive Q&A sessions, fostering student participation. ● Edmodo: Provided a secure platform for classroom management, discussions, and assignment submissions. ● Jamboard: Supported virtual brainstorming and collaborative whiteboard activities. ● Flipgrid: Allowed students to record and share short video responses, encouraging creative expression and peer feedback. The shift to an entirely online environment during the pandemic highlighted the adaptability and resilience of the project. These interactive tools ensured that learning remained engaging and collaborative, empowering both teachers and students to thrive in a digital context. The integration of diverse digital platforms not only supported the project's goals but also equipped participants with essential 21st-century digital skills.
Outcomes and Impact	Student Achievements	The English Together project led to notable improvements in students' English language skills. Through engaging activities and enhanced teaching techniques introduced in Professional Development Communities (PDCs), students demonstrated significant progress in speaking, listening, reading, and writing. Classroom practices emphasized increased Student Talk Time (STT) and reduced Teacher Talk Time (TTT), creating an interactive and communicative environment. Students gained confidence in using English and showed improved participation during tasks such as group discussions, project presentations, and peer interactions.
	Skills Developed	In addition to language development, the project fostered key 21st-century skills among students: ● Critical Thinking: Activities introduced during PDC meetings encouraged

		students to analyze problems, evaluate solutions, and reflect on their own learning processes. ● Collaboration and Teamwork: Pair and group work activities helped students learn from each other, develop interpersonal communication skills, and build stronger relationships with peers. ● Autonomy and Self-Confidence: By engaging in interactive and student-centered tasks, students became more self-reliant and confident in expressing their ideas. ● Problem-Solving: Practical tasks required students to overcome challenges creatively, enhancing their ability to think outside the box. ● Digital Literacy: The use of digital tools for presentations, research, and collaborative work improved students' familiarity with technology, which is essential in modern learning environments.
	Challenges	Despite its success, the project faced several challenges: ● Technological Barriers: In rural areas, limited access to technology and stable internet connections posed challenges. This was mitigated through alternative offline resources, flexible schedules, and teacher-led accommodations. ● Adapting to New Teaching Techniques: Some students struggled initially with interactive and student-centered methods. Teachers provided scaffolding and differentiated support to help students adapt and succeed. ● Pandemic Restrictions: During the COVID-19 pandemic, all PDC meetings and classroom activities transitioned online. Teachers and students adapted by leveraging platforms such as Zoom, EBA (Education Information Network), and digital collaboration tools. Online mentoring and interactive sessions ensured that the quality of learning remained high. The English Together project not only improved students' language proficiency but also empowered them with essential life skills, preparing

		them for future academic and professional challenges while fostering a lifelong love for learning.
Reflection and Lessons Learned	Success Factors	Several factors contributed to the success of the English Together project, creating a robust and sustainable model for English language education: ● Student-Centered Approach: The emphasis on interactive, collaborative, and communicative learning environments significantly increased student engagement and motivation. ● Professional Development Communities (PDCs): Teachers actively participating in PDCs gained access to peer support, innovative teaching techniques, and a platform to reflect on and improve their practices. ● Effective Use of Technology: Digital tools, such as EBA, Zoom, and interactive platforms like Kahoot and Padlet, allowed for seamless online collaboration, even during the COVID-19 pandemic. ● Strong Partnerships: The collaboration between the Ministry of National Education, the British Council, and the Sabancı Foundation provided strategic guidance, high-quality training materials, and consistent support to facilitators and participants. ● Continuous Monitoring and Feedback: The project incorporated reflection forms, surveys, and online mentoring to ensure real-time evaluation and continuous improvement.
	Challenges Faced	Despite its success, the project encountered several challenges: 1) Technological Inequities: Teachers and students in rural areas faced limited access to devices and stable internet, creating disparities in engagement and outcomes. 2) Time Constraints: Both teachers and students struggled to balance project tasks with their existing workloads and curriculum demands. 3) Adapting to New Methodologies: The shift from teacher-centered to student-centered approaches required significant adaptation from both

		educators and learners, which initially posed difficulties. 4) Pandemic-Related Disruptions: Transitioning to an entirely online format during COVID-19 demanded quick adaptation to virtual platforms, which some participants found challenging. 5) Group Dynamics: Encouraging consistent collaboration among students and teachers with varying levels of motivation and experience occasionally posed difficulties.
	Recommendations for Improvement	To build upon the successes of the project and address its challenges, the following recommendations can be made: 1) Increase Access to Technology: Investing in infrastructure and resources for underprivileged schools to ensure equitable access to digital tools and platforms. 2) Flexible Scheduling: Developing time management strategies and allow flexible timelines for project implementation to accommodate participants' existing commitments. 3) Motivation and Support: Introducing new incentives for participation, such as certifications or recognition, and providing continuous mentoring to sustain engagement. 4) Localized Adaptations: Customizing activities and materials to better align with the unique needs of different regions and student demographics. By addressing these recommendations, the English Together project can continue to evolve as a model of excellence, enhancing the teaching and learning of English in diverse educational settings.

BEST PRACTICE 2

Title of the Best Practice		Poster Activity: The Richness of Our Language
Summary of the Practice	Brief description Highlight the core idea of how the project-based learning method is applied to language teaching.	The project was designed as a process that combines project-based learning with language teaching. At the beginning of the activity, students were presented with a children's poem. They identified unknown or figurative words within the poem, transforming selected five words into a creative sentence that served as the project's slogan.After forming the slogan, students created posters based on it, learning the process of poster-making. This activity helped students understand word meanings, metaphorical language, slogans, and posters while enhancing their emphasis, intonation, and interpretation skills.The project contributed to students' vocabulary enrichment, creative thinking, problem-solving, aesthetic appreciation through visual design, and effective use of language.
Context and Background	Institution/Organization	The practice is implemented in schools across Turkiye as part of the "Richness of Our Language" initiative of the Ministry of Education. Melih Taş is one of the teachers implementing this project in his class.
	Target Group	The activity targets 2nd-grade students (aged 7-8), including both native and non-native Turkish speakers.
	Setting	The activity took place in a public primary school.
	Goals	The primary aim of the project was to help students identify unfamiliar words and engage in a creative process using these words. During group activities, students asked each other questions to learn the meanings of the words and exchanged information through paired dialogues. This process not only enhanced students' language skills but also supported their collaboration, communication, teamwork, creativity, and analytical abilities.
Project Structure and Design	Project Duration	The project was completed in approximately one week to ten days.
	Driving Question/Theme	The project revolved around the theme: "Discovering the richness of the

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		Turkish language and helping students experience its depth."
	Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	Step 1: At the beginning of the project, students were presented with a poem. They read the poem and identified words that were unfamiliar or carried figurative meanings. During this process, the teacher guided the students through the analysis and interpretation of the poem. Step 2: Students worked in pairs to learn the meanings of the words they had identified and used these words to create new sentences. Following this, the teacher provided information about the definition and characteristics of a slogan, initiating a slogan-creation process. Brainstorming sessions were conducted to gather slogan suggestions from the students, and the class collectively decided on a final slogan. Step 3: Students designed individual posters to illustrate the slogan they had created. Step 4: Students presented their posters to their classmates and explained the meanings of the visuals they used, guided by questions from the teacher. All posters were displayed on the classroom board, increasing the visibility of the project's outcomes.
Language Integration and Objectives	Language Skills Targeted	The project focused on developing students' speaking, listening, reading, and writing skills. During poetry reading activities, students explored how emphasis and intonation affect meaning and learned how punctuation can change meaning. Students expanded their vocabulary by identifying unfamiliar words and created slogan sentences through writing activities.
	Vocabulary and Grammar	The project aimed to enrich students' vocabulary by teaching them the meanings of unfamiliar words. Additionally, it focused on how familiar words could be used in different contexts. During poetry reading activities, students were shown how poetic language conveys figurative meanings and how grammar rules contribute to different interpretations.
	Language Activities	Students participated in a variety of language-focused activities throughout

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		the project: Reading: Reading and analyzing poetry Speaking: Learning and sharing word meanings through pair and group discussions. And presenting their posters to classmates, thereby improving their expression skills Writing: Creating slogans and designing posters
Role of the Teacher	Teacher/Facilitator/Coach	During the project, the teacher played the role of a guiding facilitator. In the poetry reading and analysis phase, the teacher helped students identify unfamiliar words and supported them with guiding questions. Feedback was provided to ensure students correctly understood the meanings, thereby making the learning process more effective. In the presentation phases, the teacher adopted a supportive attitude to ensure students felt comfortable. During the presentations, the teacher asked guiding questions such as, “Why did you choose this color?” or “What is the reason for selecting this visual?” to deepen students’ thoughts and enrich their explanations. This approach helped students improve their presentation skills and gain confidence. Additionally, the teacher intervened in a motivating manner when students felt stuck or faced difficulties, making it easier for them to express their thoughts. The feedback and guidance provided throughout the process contributed significantly to the successful completion of the project.
Student-Centered Approach	Student Roles and Responsibilities	Although the project was planned by the teacher, students actively participated in selecting words, completing assigned tasks, and presenting their work. Throughout the process, they individually shaped their projects and brought them to completion.
	Collaboration	During the project, students collaborated by asking each other about the meanings of words. In the slogan creation phase, they shared their ideas during class brainstorming sessions and reached a consensus on a final

		slogan. They also actively participated in paired work and peer feedback, supporting each other's learning processes.
	Independent Learning	Students were given the opportunity to design their posters individually at home. During this phase, the teacher maintained communication with parents to provide support, answering questions about material selection or implementation details via WhatsApp to ensure the process ran smoothly. This individual work phase contributed to the development of students' independent learning and creative thinking skills.
Resources and Tools	Materials Used	Various materials and tools were utilized in the project. A smartboard was used to project the poem, and a whiteboard was used for writing and organizing words in the classroom. During the poster-making phase, stationery materials such as cardboard, poster board, and colored markers were preferred. Students used dictionaries to learn the meanings of words. Dictionary use, a skill taught to students throughout the year, was practiced during this project.
	Digital Tools	In the poster design process, some students drew their visuals themselves, while others used printed images from the internet. Additionally, it was noted that students might have searched for examples online to inspire their poster designs. This process encouraged students to use technology as a supportive tool in research and design activities.
Outcomes and Impact	Student Achievements	During the project, students learned new words and discovered how to use familiar words in different contexts. They developed skills such as conducting research, reading poetry, designing posters, creating slogans, and delivering presentations. Moreover, they made significant progress in explaining their work and expressing themselves. Throughout the project, students had the opportunity to enhance their confidence by presenting their individual work to their classmates.
	Skills Developed	In addition to language skills, students developed critical thinking, problem-

		solving, creative thinking, teamwork, presentation, and self-expression abilities. Collaborative activities throughout the project allowed them to experience peer support and share their ideas effectively.
	Challenges	Students struggled with understanding the use of words in different contexts and grasping figurative meanings. Some students faced difficulty constructing grammatically correct sentences during the slogan creation process, while others experienced challenges with drawing or visualizing their ideas during poster design. Additionally, some students had trouble expressing themselves during presentations. To address these challenges, the teacher slowed down the process, giving students time to think and explaining the use of words in different contexts with examples. Detailed examples were provided during the slogan creation phase, and students were guided step by step. For students who struggled with drawing, feedback from parents was gathered, and the teacher offered guidance to create drawings within their abilities or use appropriate visuals found online. For students who were shy or struggled to express themselves, guiding questions were used to facilitate communication and create an environment that encouraged speaking.
Reflection and Lessons Learned	Success Factors	One key factor contributing to the project's success was the use of materials appropriate for the students' age group. Children's poems, being easier to understand, facilitated comprehension and encouraged active participation in the activities. Additionally, the project avoided monotony by including engaging activities such as brainstorming and poster design, which stimulated students' creativity and encouraged enthusiastic involvement. Viewing the process as a form of play also boosted students' motivation and eagerness to participate.
	Challenges Faced	The project faced some challenges with students whose native language was not Turkish. These students struggled to understand the figurative meanings

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		of Turkish words and required teacher support during the slogan creation and poster design phases. Students from non-Turkish-speaking households also found it difficult to practice language usage in context, which affected their comprehension.Similar challenges were observed among native Turkish-speaking students, who sometimes had difficulty understanding word meanings and visualizing their ideas during poster design. In such cases, the teacher provided additional examples to explain the contextual use of words and helped clarify students' thoughts.
	Recommendations for Improvement	Based on this experience, it is recommended to prioritize simpler poems that align with students' vocabulary levels during the selection process. Conducting poster design activities in the classroom could allow the teacher to intervene immediately and facilitate peer learning. Furthermore, implementing poster design as a group activity could enhance collaboration and help overcome individual challenges. Increasing the number of in-class activities would provide the teacher with more opportunities to guide students and ensure a more effective execution of the project.

BEST PRACTICE 3

Title of the Best Practice		"I Drew It, My Mom Sewed It, and It Became My Hero"
Summary of the Practice	Brief description Highlight the core idea of how the project-based learning method is applied to language teaching.	This project aims to develop students' creative thinking, active participation, communication, and creative writing skills while supporting effective language use. It also seeks to establish an educational connection between the student and their family, extending the learning environment beyond the school. This approach offers a comprehensive learning experience designed to strengthen students' academic and social skills.
Context and Background	Institution/Organization	This practice was implemented in a public school in Istanbul, Turkiye, by classroom teacher Kübra Göktaş.

	Target Group	The project was conducted simultaneously with four different 2nd-grade classes within the same school. It involved 7-8 years-old primary school students, including both native Turkish speakers and non-native speakers, as well as their families. Additionally, a pilot version of the project, with adjustments, was implemented for kindergarten students.
	Setting	The project was carried out in a primary school setting where elementary school students were being educated.
	Goals	The primary aim of the project was to enhance the speaking and writing skills of 2nd-grade (7-8 years-old) primary school students, both native and non-native Turkish speakers. Another goal was to extend the learning environment beyond the school boundaries by encouraging active parental involvement in the educational process. Through a project-based learning approach, fostering students' collaboration and communication skills was also a key objective. These goals were approached holistically to support the students' academic and social development.
Project Structure and Design	Project Duration	The project lasted a total of 5 weeks.
	Driving Question/Theme	The key question underlying the project was: "How do students feel when they write their own books?" This question aimed to explore students' emotional and linguistic experiences during the writing process, serving as a guiding framework for the project.
	Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	Step 1: Students conducted research to learn the basics of storytelling. With the guidance of their teacher, they explored traditional fairy tale heroes and analyzed them. By examining successful story examples, students found inspiration to design their own characters. Step 2: In groups, students brainstormed to design the characters for their stories and completed the drawing phase. After the drawings were finalized, students collaborated with their families to bring their characters to life using fabric and other materials. This phase enhanced collaboration and

		interaction both among students and between students and their families. Step 3: Students wrote original stories featuring the characters they had created. During the writing phase, they exchanged ideas through group work, with the writing process organized under the teacher's guidance. All the students' stories were compiled into a book format, which was prepared as a collective class project. Step 4: Students presented their characters and stories to their classmates, introducing their heroes and conveying the main messages of their stories during their presentations. The completed book and 3D characters were also showcased to other classes at the school, with visual and written content shared during an exhibition event. This phase contributed to the development of students' communication and presentation skills.
Language Integration and Objectives	Language Skills Targeted	The project focused on developing speaking, listening, writing, and reading skills.
	Vocabulary and Grammar	The primary language goal of the project was to enhance students' narrative skills. This goal aimed to improve their expressive abilities and effective use of grammatical structures during the creative writing process. The project provided students with opportunities to develop their grammar and vocabulary through creative writing activities. Collaborative tasks carried out during the project supported their speaking skills, while the presentation phases encouraged them to express themselves confidently. Additionally, reading and listening skills were integrated throughout the story-writing process, adopting a holistic approach to language learning.
	Language Activities	
Role of the Teacher	Teacher/Facilitator/Coach	The teacher acted as a guiding facilitator in the project. During the writing activities, the teacher assisted students in effectively using narrative techniques, monitored their storytelling language, and supported the development of their language skills.

		In the book creation process, the teacher contributed to the editing of students' stories and organized the compilation of these stories into a complete book. The teacher maintained regular communication with parents, encouraging their active involvement in the project and fostering stronger student-parent collaboration. Structured tasks were assigned to facilitate group cooperation, and motivational support was provided throughout the process. During the preparation for presentations, the teacher offered feedback to help students improve their presentation skills and guided them effectively. To address challenges arising from language barriers faced by foreign students and their parents, the teacher provided additional guidance and support, ensuring the process was inclusive for all participants.
Student-Centered Approach	Student Roles and Responsibilities	Students played an active role in all phases of the project, including character design, story writing, and presentation preparation. They took responsibility at every stage of the process.
	Collaboration	Students combined group and individual work, developing both their collaboration and independent learning skills. During the character design and drawing phase, they worked in groups and collaborated with their families to complete and transform their designs into tangible products through sewing and crafting. This process not only strengthened the students' collaboration skills but also encouraged parents' active participation in the project, fostering a sense of belonging among families. The story-writing phase was carried out both in the classroom and at home, involving individual and group work over an extended period. This allowed students to enhance their writing skills in different settings and collaboratively. At the conclusion of the project, the books and characters created by the students were presented as a collective class product. This shared

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		achievement fostered a sense of belonging among all participants.
	Independent Learning	Students extended the project beyond the school environment by continuing their work at home, creating a natural learning environment that transcended the boundaries of the classroom.While developing their characters and stories individually, they showcased their creativity and reflected their uniqueness. This process highlighted students' individual talents, allowing the project outcomes to gain diversity and richness.
Resources and Tools	Materials Used	Fairy tale books, which hold an important place in the culture, waste materials used for crafting the characters, and internet resources for research were the primary materials used in the project. These resources supported students' work with a creative and sustainable approach.
Outcomes and Impact	Digital Tools	Video editing programs were utilized to prepare and visualize the presentations. Additionally, online meetings were held via Zoom to strengthen communication and collaboration with parents and students throughout the process. These digital tools enhanced the efficiency of the project activities and contributed to building strong connections among participants.
	Student Achievements	Students had the opportunity to improve their writing skills and enhance their grammar proficiency during the story-writing phase. In the presentation stages, they reinforced their speaking skills and gained confidence in using the language. The project provided an interdisciplinary working environment, enabling students to collaborate and experience peer support. Additionally, by participating in structured work processes, they developed time management skills. This experience significantly contributed to their academic and personal growth.
	Skills Developed	In addition to language skills, students developed critical thinking, problem-solving, and teamwork competencies. Collaborative activities throughout the process allowed them to showcase their creativity and fostered a sense

		of responsibility. These skills supported students in effectively taking on roles during both individual and group work.
	Challenges	During the project, some parents were reluctant to participate, unlike their children, which hindered the progress of the process. Additionally, the task of having the book professionally printed by a publishing house posed a significant time management challenge for the teacher. To overcome these obstacles, additional planning was undertaken. Extra meetings were held with reluctant parents to address their concerns and encourage them to collaborate with other parents. Furthermore, school administrators provided necessary support throughout the process, contributing to the successful progression of the project.
Reflection and Lessons Learned	Success Factors	The excitement of both students and parents about the final product played a significant role in the project's success. The fact that the product would participate in a national competition in Turkiye further boosted motivation. Additionally, the teacher's high level of enthusiasm and the support provided by school administrators ensured the effective execution of the project and positive outcomes.
	Challenges Faced	During the project, challenges were encountered in involving non-Turkish-speaking parents and students due to language and communication barriers. To address these issues, collaborative efforts were organized, encouraging other parents to provide support to those who did not speak Turkish.
	Recommendations for Improvement	To ensure greater parent participation, it is recommended to organize an informative meeting at the beginning of the project titled "The Benefits of Project-Based Learning." During this meeting, the advantages of the project-based learning approach, such as improving children’s language skills, collaboration abilities, creative thinking capacity, and sense of responsibility, as well as increasing their motivation, can be clearly explained.

		To address potential questions like "How does this activity contribute to academics?" specific skills to be gained during the project (e.g., writing, presenting, time management, teamwork) can be illustrated with concrete examples. Additionally, the impact of the final products (e.g., the book and characters) on student development can be highlighted in detail. This approach is expected to increase parents' interest and support for the project, leading to a more efficient and participatory process.

BEST PRACTICE 4

Title of the Best Practice		Our National Culture
Summary of the Practice	Brief description Highlight the core idea of how the project-based learning method is applied to language teaching.	This practice offered a learning experience that integrated project-based learning methods into language teaching. As part of the project, students conducted research on traditional foods and cultural elements, gathering information that they expressed in written and spoken form using their language skills. The core idea of the practice was to enrich students' learning processes by grounding language teaching in real-life contexts. Students interviewed their elders, researched traditional recipes, wrote these recipes, and presented them in class. They also wore traditional costumes and showcased historical artifacts, fostering a connection with cultural heritage. This process enhanced students' fundamental language skills, including speaking, listening, reading, and writing. It also contributed to critical thinking, inquiry, research, and intercultural learning. By integrating language teaching with cultural awareness and interdisciplinary learning, the project aimed to provide a meaningful learning experience.
Context and Background	Institution/Organization	The practice was implemented by teacher Şemsi Eylül Dirican at a public primary school in Turkiye.

	Target Group	The practice was carried out with 3rd-grade students aged 8. While the majority of the students were proficient in Turkish as their native language, the project also included students from diverse linguistic and cultural backgrounds.
	Setting	The practice was conducted in a classroom setting at a public primary school.
	Goals	The primary objectives of this project were as follows: To help students recognize their cultural heritage, understand the importance of national values, and learn about these values through tangible examples. To enhance speaking, listening, reading, and writing skills; encourage the use of language in real-life contexts; expand students' vocabulary; and help them establish connections between words and visuals. To support students in developing the ability to conduct independent research, gather information, analyze it, and synthesize this information meaningfully. To foster intercultural learning, raising awareness of different cultures and their characteristics. To cultivate students' ability to question cultural elements, think critically, and connect the past with the present. To improve teamwork, coordination, and communication skills by enabling students to collaborate with their families, teachers, and classmates.
Project Structure and Design	Project Duration	The project lasted one month.
	Driving Question/Theme	The central question and theme of the project focused on exploring national and cultural values. Throughout the project, the following questions were addressed: What elements are part of our national culture? What does our culture consist of?

		Which traditional dishes are part of our culture? What are our traditional clothing styles, and how were they used in the past?
	Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	Step 1: In the initial phase of the project, the concept of "local" was discussed under the guidance of the teacher, with students exploring its meaning together. Students conducted interviews with their elder family members to gather information about traditional dishes and researched the recipes for these dishes. Each student selected a specific traditional dish based on the information they collected and focused on its recipe. Step 2: With the collaboration of teachers and families, students collected old items from their homes that were part of their cultural heritage and obtained preliminary information about these items from their families. Additionally, the preparation and presentation of the traditional dishes were planned through the joint coordination of teachers and families. The support and guidance provided by families and teachers helped students understand the process and actively participate in the project. Step 3: In this phase, students selected one of the traditional dishes and prepared its recipe for presentation in class. The process of cooking and preparing these dishes was carried out by families under the teacher's coordination. However, students were not actively involved in the cooking process. Instead, they took responsibility for researching and presenting the recipes, which allowed them to gain structured knowledge about traditional culture and share it effectively. Step 4: During this phase, the traditional dish recipes prepared by students were read aloud and presented to the entire class. Students brought old traditional items to class with the help of their families and provided the necessary materials for their introduction. With the coordination of teachers

		and families, a classroom exhibition area was created and arranged to reflect traditional culture in an authentic atmosphere. During the presentations, students wore traditional clothing, giving them the opportunity to experience cultural elements firsthand. The introduction of old traditional items was carried out collaboratively by teachers and students, with the teacher asking students questions about the items. These questions were designed to compare the past uses of the items with contemporary examples, aiming to help students recognize cultural heritage while developing critical thinking skills.
Language Integration and Objectives	Language Skills Targeted	The language skills targeted in the project were speaking, writing, reading, and listening. The following activities were conducted to develop these skills: Speaking: Students actively utilized their speaking skills during interviews with elder family members. They also practiced speaking while presenting traditional recipes in class and introducing traditional items and dishes during the final event. Writing: Students developed their writing skills by preparing the recipes for traditional dishes. Guidance was provided to ensure the recipes were written accurately, clearly, and comprehensibly. Reading: The prepared recipes were read aloud and presented by students in the classroom. This process helped enhance their reading skills and provided them with experience reading in front of an audience. Listening: Students actively used their listening skills by following the teacher's instructions throughout the project, paying attention to explanations about traditional concepts and the use of old items, and responding to questions during discussions.
	Vocabulary and Grammar	The project aimed to enhance students' vocabulary and strengthen their grammar skills. During the process, students had the opportunity to learn

		and actively use words they had not encountered or used before. For example, they learned new words like “peştemal” (a traditional towel) and explored its meaning and usage. Additionally, students learned how words can be used in different contexts and developed the ability to interpret multiple meanings of a word (e.g., “önlük” meaning apron). Activities in the project enriched their understanding of vocabulary by providing concrete examples, such as visual materials demonstrating how socks were hand-knit in the past. Through this approach, students learned vocabulary not only in a theoretical context but also from cultural and historical perspectives, contributing to their development in both grammar and vocabulary knowledge.
	Language Activities	As part of the project, students participated in various language-focused activities, giving them the opportunity to develop their language skills. These activities included: Conducting Interviews: Students conducted interviews with their elder family members to gather information about traditional dishes and cultural elements. During this process, they practiced effective communication and question-asking skills. Researching and Writing Recipes: Traditional dish recipes were researched and written by students. This activity contributed to the development of their written expression and accurate information transfer skills. Presenting Recipes: Students presented the recipes they had prepared in the classroom, practicing public speaking and enhancing their verbal communication skills. Introducing Dishes and Items: Students introduced traditional dishes and old cultural items with their teachers, providing an opportunity to convey learned information and practice using appropriate language for their audience.

Role of the Teacher	Teacher/Facilitator/Coach	During the project, the teacher took on guiding and directing roles to ensure the process progressed successfully. By providing support and coordination to students and families at various stages, the teacher fulfilled the following roles: Guidance and Direction: The teacher guided students through every stage of the project, offering proper direction during the research, writing, and presentation phases. Coordination: The teacher facilitated communication between students and families, coordinating collaboration and organization for the project. By encouraging family participation, the teacher ensured a holistic execution of the process. Presentation Support: The teacher supported students during their classroom presentations, providing feedback and motivational guidance to boost their confidence. Information Sharing: The teacher shared information on topics as needed, particularly regarding traditional culture and language skills, to support students' learning processes.
Student-Centered Approach	Student Roles and Responsibilities	Students actively took on roles in planning, execution, and presentation stages of the project. During the planning phase, they conducted research on traditional dishes and old items, and interviewed their elder family members. In the execution phase, they compiled the information they gathered, prepared traditional recipes, and completed project materials. In the presentation phase, students shared their prepared recipes and information about traditional items in the classroom, showcasing what they had learned.
	Collaboration	Teacher-Family Collaboration: The teacher maintained constant communication with families, coordinating the planning and execution of the project. Families actively contributed by selecting and preparing

		traditional dishes and providing old items for the project. Family-Student Collaboration: Families shared knowledge about traditional dishes and old items with their children, guiding them to understand and complete project tasks. Teacher-Student Collaboration: The teacher guided students throughout the project, supporting their research, writing, and presentation processes. The teacher also provided necessary directions to help students achieve the project goals.
	Independent Learning	Students were given various opportunities to develop their independent learning skills during the project: Under the teacher's guidance, students explored and discussed the meaning of the concept of "traditional." They developed their own interpretations and were encouraged to analyze the reasons behind the differences in traditional clothing, considering cultural, historical, and geographical factors through the teacher's guiding questions. Students were tasked with researching and selecting traditional recipes. They independently combined the knowledge they gathered from their families, experiencing a self-directed learning process.
Resources and Tools	Materials Used	School textbooks, kitchen utensils, old items, traditional clothing, and traditional dishes.
	Digital Tools	Recipes for traditional dishes that students could not learn from their elder family members were accessed through online research.
	Student Achievements	Presentation Skills: Students improved their public speaking skills by presenting the traditional dish recipes they prepared and introducing old cultural items under the teacher's guidance in the classroom. Research Skills: The process of gathering information about traditional concepts, recipes, and old items strengthened students' research abilities. Analytical Skills: Students enhanced their ability to analyze by evaluating

		the information they collected and comparing the past with the present. Communication Skills: Through interviews, class discussions, and presentations, students improved their ability to communicate effectively and express their ideas clearly.
Outcomes and Impact	Skills Developed	The project not only enhanced students' language abilities but also contributed to the development of several key skills: Inquiry Skills: Students cultivated curiosity by questioning topics like traditional concepts, clothing, and dishes. Critical Thinking: By exploring connections between the past and the present, students strengthened their critical thinking abilities. Analytical Skills: Students developed analytical skills through the evaluation and comparison of the information they gathered. Research Skills: Students improved their ability to access information and use reliable resources, especially through internet research and interviews. Responsibility: By taking on active roles at every stage of the project, students learned to assume responsibility and complete tasks independently. Intercultural Learning: Non-Turkish-speaking students contributed to the project by introducing dishes and traditions from their own cultures. This supported cultural integration in the classroom and helped students learn about different cultures.
	Challenges	Access to Local Knowledge: Due to the young age of the families, students had difficulty in accessing sufficient information about local food and culture. This situation was solved by reaching older people (such as grandparents) or by doing research on the internet.
Reflection and Lessons Learned	Success Factors	Visuality and Experience: Preparation and presentation of local dishes, tasting activities, students' wearing local clothes and experiencing cultural elements one-to-one gave the project a visual and applied learning dimension. These elements increased students' motivation and enriched the

		learning process. Research and Presentation Process: Students conducting interviews with their elder family members, researching traditional recipes, and presenting their findings in class ensured a student-centered approach and enhanced their research, communication, and presentation skills. Family Involvement: Active participation by families, including providing traditional items, preparing dishes, and guiding their children, significantly contributed to the project's success. Teacher's Guidance and Coordination: The teacher's planning, coordination among all parties, and clear guidance ensured the process ran smoothly and effectively.
	Challenges Faced	Limited Traditional Clothing: Due to the limited availability of traditional clothing, students could only wear the outfits for a short time. With just one girl's and one boy's outfit, not all students could experience wearing them for longer periods. Engaging Families: Initially, involving families in the project and coordinating their participation posed a challenge. To address this, the teacher became more actively involved in the process, which helped improve planning and organization and increased family participation.
	Recommendations for Improvement	Greater Involvement of Students: Students could play a more active role in preparing traditional dishes. For example, they could participate in cooking at home with their families, experiencing and learning about the preparation process firsthand. This would help them develop responsibility and hands-on learning skills. Expanding Presentation Spaces: Presentations of traditional dishes and clothing could be organized in larger spaces instead of the classroom. This would allow for a more comprehensive event, offering a richer experience for both students and the audience.

		Incorporating Traditional Music: Adding traditional music to the presentation events could enhance the cultural atmosphere, making the experience more enjoyable and immersive. Using Cultural Clothing: Students could wear outfits representing their own cultural backgrounds during presentations. This would highlight cultural diversity and allow students to express their identities more strongly. Clarifying Event Content: The event could focus solely on traditional dishes. This would sharpen the cultural focus of the activity and align it more closely with its purpose. Excluding non-traditional foods would allow students to better explore regional flavors and deepen their cultural awareness.

BEST PRACTICE 5

Title of the Best Practice		Reading Circle
Summary of the Practice	Brief description Highlight the core idea of how the project-based learning method is applied to language teaching.	This practice is designed based on the integration of project-based learning methods into language teaching. Second-grade students gather weekly for the "Reading Circle" activity, held in the schoolyard, where they read books together. This method ensures active participation by assigning students various roles. In the Reading Circle method, students take on roles such as connector, questioner, section expert, illustrator, researcher, and character analyzer, allowing them to engage deeply with the books. This practice aims to help students develop a habit of reading, foster a love for books, and enhance their reading comprehension skills. Additionally, it contributes to the development of social and communication skills through group work.
Context and Background	Institution/Organization	This practice was implemented in a public school in Turkiye.
	Target Group	The practice involved 2nd-grade primary school students aged 7–8. The participating students were native Turkish speakers, and their language

		proficiency was appropriate for their age group's developmental level.
	Setting	The project was conducted in a primary school educational setting. Students participated in activities held in both the classroom and the schoolyard.
	Goals	Purpose and Goals of the Project The Reading Circle project aimed to contribute to children's Turkish language development, critical thinking skills, and creative expression abilities. The specific goals included: Developing children's reading habits. Improving Turkish language skills (reading, writing, speaking, listening). Enhancing critical thinking and analytical abilities. Providing opportunities for children to express themselves creatively and confidently. Enriching vocabulary to enable more fluent language use. Strengthening collaboration and communication skills through group work. Simultaneously fostering artistic and analytical thinking.
Project Structure and Design	Project Duration	The project was carried out over a total of 12 months.
	Driving Question/Theme	The project was shaped around the central question: "How can we create an effective reading model to enhance children's Turkish language skills, critical thinking abilities, and creative expression capacities?"
	Steps of the Project: Outline the key phases or steps of the project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	Step 1: Students select a book and prepare according to their assigned roles. All students read the book thoroughly and collect data relevant to their roles. Roles: Researcher: Investigates the time, place, date, or cultural elements in the book. Connector: Relates an event or situation in the book to their own life. Section Specialist: Analyzes a specific section of the book and develops positive/negative critiques.

		Illustrator: Decides which part of the book to illustrate. Questioner: Focuses on creating new questions about the book. Character Analyst: Works on researching and analyzing the characters in the book. Step 2: The Reading Circle group comes together, and each student shares their insights based on their assigned role. Group members exchange ideas, ask questions, and discuss critiques. Students support each other's roles, gaining diverse perspectives and enhancing teamwork skills. Step 3: Each student produces an output aligned with their role. Outputs by Role: Illustrator: Draws a scene from the book. Researcher: Organizes findings and prepares a report. Connector: Expresses the connection they made with their life through writing or speaking. Questioner: Prepares questions about the book and analyzes them. Section Specialist: Writes critiques of a specific section of the book. Character Analyst: Prepares a written analysis of the book's characters. Step 4: Students present their materials and findings either within their group or to a larger audience. Each student presents according to their role: Researcher: Explains the time and setting of the book. Illustrator: Shares their drawings and describes the scene they depicted. Connector: Discusses the connection they made between the text and their life with the group. Questioner: Presents their questions about the book and engages in dialogue to explore answers. Section Specialist: Describes the section they analyzed and enriches their presentation with insights.

		Character Analyst: Evaluates the characters in the book from various perspectives based on the content.
Language Integration and Objectives	Language Skills Targeted	Contributions to Language Development Vocabulary Development:By reading books of different genres, children learn various words and idioms. And They achieve lasting learning by understanding and using unfamiliar words during presentations. Critical Thinking and Comprehension: The Section Specialist role encourages children to think deeply about the content of the book and analyze it critically. The Connector role helps children relate the text to their own lives, enhancing their ability to comprehend and interpret the text meaningfully. Creative Thinking and Expression: The Illustrator role motivates children to interpret the text artistically. While expressing their ideas and creativity, children learn to use Turkish effectively and uniquely. Presentation and Communication Skills: Each role allows children to share their thoughts and speak effectively within a group. Presentations strengthen public speaking skills. Reading and Writing Skills: The reading process improves reading speed and comprehension skills. The Researcher role helps children develop their ability to gather information from written sources and organize it systematically.
	Vocabulary and Grammar	The project included various activities to enhance students' vocabulary and reinforce grammar usage: Students were introduced to a wide range of words and idioms by reading books of different genres. They researched and learned unfamiliar words, achieving lasting learning

		by using these words in their presentations. The use of words and idioms from the books strengthened students' expressive skills and boosted their confidence in language use.
	Language Activities	Throughout the project, students participated in the following language-focused activities: Group work and discussions Book analysis and reporting Preparing and answering questions Presentations and oral expressions Writing critiques and interpreting texts
Role of the Teacher	Teacher/Facilitator/Coach	In the Reading Circle project, the teacher played several critical roles to deepen students' engagement with books and guide the process effectively. Guidance Role Book Selection: The teacher selected books appropriate for the students' age group, level, and interests, ensuring the content supported language development. Introducing Roles: The teacher clearly explained the roles to be undertaken in the Reading Circle (e.g., illustrator, connector, questioner, researcher, section specialist) to help students understand their responsibilities. Role Modeling: By selecting a book and demonstrating each role with concrete examples, the teacher provided clear guidance on how students should work. Organizer Role Scheduling: The teacher created a timeline to ensure the project progressed smoothly throughout the year, planning when books would be read and when analyses would be completed.

		Managing Group Dynamics: To ensure Reading Circle sessions were productive and collaborative, the teacher facilitated group work and supported effective communication among students. Task Monitoring: The teacher regularly tracked whether students completed tasks aligned with their roles. Motivator and Supporter Role Encouragement and Feedback: The teacher motivated students by evaluating their work and providing positive and constructive feedback on their presentations and analyses. Addressing Questions: The teacher offered guidance when students encountered challenges, clarified uncertainties, and provided necessary directions. Analysis and Evaluation Role Presentation Evaluation: The teacher listened to students' presentations prepared according to their roles, providing feedback on language use, depth of analysis, and creativity. Monitoring Language Development: By evaluating students' progress in reading, writing, speaking, and critical thinking throughout the project, the teacher offered additional support tailored to their needs. Inspirational Role Instilling a Love for Reading: By sharing their own reading experiences, the teacher aimed to foster a love for books and a reading habit in students. Sparking Curiosity: The teacher initiated discussions about books and their content to spark students' curiosity and encourage deeper thinking. By assuming these roles, the teacher acted as both a leader guiding the process and a source of inspiration in students' journey toward language development and a love for books. At the end of the project, students demonstrated significant progress in both individual skills and collaborative

		abilities.
Student-Centered Approach	Student Roles and Responsibilities	In the Reading Circle project, students played active roles during the planning, execution, and presentation phases: Planning Phase:Students prepared for the roles they would undertake in the project (illustrator, connector, questioner, researcher, section specialist, character analyst). They conducted individual planning related to their roles and participated in book selection. Execution Phase: Students read the selected books and produced analyses and creative outputs based on their roles. Each student fulfilled their responsibilities, making individual contributions to the project. Presentation Phase: In the final phase of the project, students shared their prepared materials within their groups and with a broader audience, developing their presentation skills.
	Collaboration	During the project, students engaged in collaborative activities and experienced shared learning: Group Work and Discussions: Students gathered in Reading Circle groups to exchange ideas and share their analyses of the books. Paired Work: Certain roles collaborated closely, such as researchers and section specialists, who shared their findings to conduct in-depth analyses. Peer Feedback: During presentations and discussions, students provided feedback on each other's work, supporting language development and enhancing their critical thinking skills.
	Independent Learning	Students analyzed and interpreted the book individually based on their assigned roles. Researchers delved into historical and cultural details, connectors related the book to their own lives, and illustrators created visual representations. This process helped develop students' critical thinking and inquiry skills.
Resources and Tools	Materials Used	Age- and level-appropriate books were selected for each student. These

		books offered a rich vocabulary, literary expression, and grammatical structures to support Turkish language development. Students in the researcher role utilized online resources to learn about the places, dates, and cultural contexts mentioned in the books. Students in the illustrator role used digital drawing applications or traditional art supplies to depict scenes from the books. During Reading Circle discussions, students shared ideas in face-to-face or online meetings. This process, conducted in fluent, effective, and correct Turkish, enhanced students' oral communication and persuasive speaking skills.
	Digital Tools	Collaboration Tools: Students used tools such as Google Docs, Microsoft Teams, and Padlet to share research notes and ideas, enabling effective group work. Presentation Tools: Students utilized digital tools like PowerPoint and Canva to visualize and present their content. Research-Oriented Digital Resources: Platforms such as EBA (Education Informatics Network), Turkish digital libraries, and online encyclopedias provided students with access to information. Communication Tools: Students engaged in discussions via platforms like Zoom, WhatsApp, or Google Meet. These activities improved their Turkish oral expression and debate skills.
Outcomes and Impact	Student Achievements	Language Development: Strengthened reading comprehension skills and enriched vocabulary. Improved written and oral expression skills, enabling them to express their emotions and thoughts more effectively. Reinforced critical thinking and text analysis abilities. Project Work: Successfully fulfilled their assigned roles by taking responsibility.

		Learned to share ideas and fostered team spirit through collaborative work. Gained confidence and improved communication skills through presentations and discussions.
	Skills Developed	Critical Thinking: Improved their ability to analyze, interpret, and critique texts. Problem-Solving: Learned to address challenges when interpreting book content and conducting research. Teamwork: Developed skills in collaboration, idea exchange, and taking active roles within a group. Presentation and Communication: Enhanced their ability to express ideas effectively and developed presentation skills.
	Challenges	While the reading circle supports students' Turkish language development, some difficulties may arise. These difficulties include language and expression difficulties, difficulties in comprehending books, problems in group co-operation and passive participation. As a solution, text analysis and interactive tasks can be done to improve students' language skills, intra-group communication can be strengthened and active participation of all students can be encouraged.
Reflection and Lessons Learned	Success Factors	Student Motivation: Students' interest in the project increased their active participation, supporting their language development. Guidance: The teacher's guidance helped students better understand the texts and improve their Turkish language skills. Group Work: Discussions and collaborative thinking from different perspectives strengthened language skills. Creative Tasks: Interactive and creative tasks reinforced students' use of the language.
	Challenges Faced	Time Management: It was challenging for students to dedicate sufficient time to reading and analyzing the books, which could limit their language

		development. Balancing Group Participation: Combining different ideas and ensuring balanced participation within groups was difficult, as some students tended to remain passive. Book Selection and Difficulty Level: The language level of the selected books was challenging for some students, leading to comprehension difficulties. These challenges could hinder students' language development but were overcome with proper guidance and effective time management.
	Recommendations for Improvement	Provide More Reading Time: Allowing students more time for reading and setting weekly reading goals can help overcome time constraints. Adjust Book Levels: Books should be adapted to the students' reading levels. Offering more options that align with their interests could improve engagement. Encourage Balanced Participation: Structured role assignments and methods requiring all students to participate actively can engage passive members. Use Digital Tools: Digital platforms or applications, such as online discussion forums, can enhance students' interaction with the books and allow them to share their thoughts more easily. Introduce More Creative Tasks: Adding interactive and creative tasks, such as digital presentations or video projects, can encourage students to use Turkish more effectively.

BEST PRACTICE 6

Title of the Best Practice		2nd Grades Kitchen Project
Summary of the Practice	Brief description	While children work on the kitchen-related topics, they advance their academic achievements. Additionally, their social and emotional development is supported through experiences gained in the market and the classroom.
	Highlight the core idea of how the project-based learning method is applied to language teaching.	
Context and Background	Institution/Organization	Renkli Orman Primary School, relevant class teachers, and subject-specific teachers
	Target Group	2nd-grade children (ages 7–8) whose native language is Turkish
	Setting	Classroom, market, grocery store, restaurant visits, local festival visits
	Goals	The aim of the project is to ensure that children enhance their academic achievements while working on kitchen-related topics. Additionally, it aims to support their social and emotional development through experiences gained in the market and the classroom. This project is conducted with second-grade children every year at their school.
Project Structure and Design	Project Duration	4 quarters
	Driving Question/Theme	Why do you think there is a kitchen in our classroom? What does the kitchen remind you of? What tasks are there in the kitchen? Have you taken on any responsibilities in the kitchen so far? What are they? What tools and equipment are used in the kitchen? What does cooking skill provide us?
	Steps of the Project: Outline the key phases or steps of the	1.It has been observed that children are interested in meeting their shelter and basic needs every year. Therefore, a project related to the kitchen has

	project. Step 1: Research Step 2: Collaboration Step 3: Production/Creation Step 4: Presentation/Sharing	been preferred. 2.Scenario: Classroom teachers will start the project based on a summer homework assignment (Summer Activities Booklet) using the recipes written by the children. A list of kitchen utensils in the classroom will be made and compared with the available kitchen utensils to identify deficiencies. Thus, writing and reading activities will also begin. 3.Weekly recipes will be requested from the children. Mathematics acquisitions will be worked on before cooking with scales and similar measuring tools in the classroom. 4.Weekly market visits are conducted, allowing children to work on skills such as addition, multiplication, currency units, and weight measurements. 5.Towards the end of the second quarter, options for the project's final product (Project output) are developed, and these are narrowed down to two before a final decision is made. 6.The meals prepared are consumed by the children in class in the eating area. 7.At the end of each quarter, evaluations regarding the progress of the project are conducted (rubrics can be used). 8.Detailed studies related to ecology and participation have been planned. For the ecology component, activities such as waste reduction, healthy eating, consuming vegetables/fruits in season, and composting are carried out. 9.For the participation component, class circles will be used to decide on preferred recipes, select the cuisines to be explored, and determine flexible points in the project flow.
Language Integration and Objectives	Language Skills Targeted	Various interdisciplinary goals have been set
	Vocabulary and Grammar	Cooking techniques, table arrengement and presentation, table manners, food-related music, and cuisine from other cultures.

	Language Activities	Writing skills, preparing/reading recipes, making lists, measuring, creating charts, standard and non-standard units of measurement, healthy living, seasonal awareness, learning the names of seasonal vegetables and fruits, observation, colors and patterns, music and instruments from different cultures, fine motor skills, meeting people outside of school, designing websites, typing recipes on computers, menu design, preparing invitations, consuming seasonal products, composting, weight units, vegetable and fruit names, cooking techniques and terminology, vocabulary related to kitchen and nutrition, improving social interaction and communication skills through market visits and engaging with the school environment, and practical applications of everyday life activities.
Role of the Teacher	Teacher/Facilitator/Coach	The project begins with a structured plan. The classroom teacher is responsible for assigning tasks and overseeing the general flow of the project. They are in charge of identifying and procuring missing materials, organizing visits to the market, facilitating meal preparation, and continuing the project in the forest setting. The class moves together during market visits and meal preparation (tasks are divided among children during the cooking process).
Student-Centered Approach	Student Roles and Responsibilities	Children will work individually (at home) to collect recipes. During shopping and meal preparation, they will either volunteer or be assigned to groups as determined by the class teacher.
	Collaboration	Group and individual work.
	Independent Learning	Children will research a recipe of their choice, present it to the class, negotiate with vendors at the market, observe price variations, find substitutes for unavailable ingredients when cooking dishes from other cultures, use leftover ingredients to prepare meals, and purchase items at the market.
Resources and Tools	Materials Used	Setting up a kitchen in the class dining area (stove, oven, pots, etc.), market

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		bags, caps, gloves, aprons, bulletin boards/whiteboards for writing recipes and lists in the project area, various cookbooks, documentaries, cooking shows, and a chef.
	Digital Tools	Canva and PowerPoint for preparing presentations.
Outcomes and Impact	Student Achievements	They learn new vocabulary related to the subject, and the new structures. They enhance reading proficiency and attain a superior comprehension. Children develop their writing skills by both practicing dictation and writing original recipes and paragraphs. They also enhance their mathematical abilities, presenting competencies, and communication capabilities.
	Skills Developed	Critical thinking, creative thinking, problem-solving, reflective thinking, teamwork, and research skills.
	Challenges	Managing the budget effectively, dealing with some physical difficulties in the kitchen, and monitoring time to complete the product on schedule.
Reflection and Lessons Learned	Success Factors	Learning by doing and experiencing.
	Challenges Faced	These vary each year.
	Recommendations for Improvement	Project plan forms are updated annually to identify and address challenges and difficulties, leading to continuous improvement.