

**Trabajo Fin de Máster**  
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“Your First Week in Zaragoza”  
A Project-Based Learning Unit to Raise Awareness  
about Immigration among 4th Year of ESO  
Students

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## **Abstract**

The present end-of-master dissertation aims at designing an innovative English didactic unit for students in the 4<sup>th</sup> year of Secondary education based on two main necessities identified during the periods of school placement in the Master's: a rather traditional approach to teaching English, which leads to lack of motivation among students, and the rare percentage of cultural diversity in the school. Two innovations are proposed to deal with these necessities, which entail a change in the methodology of teaching English by dealing with a topic which is far from students' every day's experiences: cultural diversity and, more specifically, immigration. The methodology used to cover this topic is Project-Based Learning, while the principles of today's predominant approach in language teaching are incorporated: Communicative Language Teaching. These innovations are complemented by the implementation of Cooperative learning. The final outcome of the project is to create a video with useful information and resources for new immigrants arriving in Zaragoza. Students collaborate with the organization "Distintos en la Igualdad" to create this product, which is published in the association's YouTube channel as well as in other digital platforms.

**Key words:** Project-Based Learning, Communicative Language Teaching, Cooperative learning, Secondary education, cultural diversity, immigration.

## **Resumen**

El objetivo de este trabajo de fin de máster es diseñar una unidad didáctica innovadora para la asignatura de inglés en el cuarto curso de educación secundaria. La unidad se basa en dos necesidades observadas durante los dos períodos de prácticas del máster: el uso de una metodología tradicional, lo que disminuye la motivación de los estudiantes, y el escaso porcentaje de diversidad cultural entre los alumnos del centro. Por ello, se presentan dos propuestas que tienen como objetivo cambiar la metodología en el aula de inglés tratando un tema con el que los estudiantes no están muy familiarizados: la diversidad cultural y, concretamente, la inmigración. La metodología sugerida es el Aprendizaje Basado en Proyectos, cumpliendo al mismo tiempo con los principios característicos del enfoque comunicativo. Estas innovaciones se complementan con la implementación del Aprendizaje Cooperativo. El resultado final de este proyecto es la creación de un vídeo informativo con recursos útiles para los inmigrantes que acaban de llegar a Zaragoza. Asimismo, los estudiantes colaboran con la asociación "Distintos en la Igualdad" para elaborar dicho producto, que se publicará en el canal de YouTube de esta asociación, así como en otras plataformas digitales.

**Palabras clave:** Aprendizaje Basado en Proyectos, enfoque comunicativo, Aprendizaje Cooperativo, educación secundaria, diversidad cultural, inmigración.

## **1. Introduction**

Nowadays, English plays a preponderant role in society because it is the primary language used to communicate all around the world. It has emerged as a lingua franca, given the fact that it is a practical tool used by millions of people (Nagy, 2016), who do not share a native language, in different fields and contexts. Therefore, learning English implies enriching both our personal and professional lives because it allows us to approach other cultures and to communicate with other people. Furthermore, it is often an advantage for professional promotion.

Richards (2006) states that the global demand to learn English has brought with it an enormous necessity for adequate and effective language teaching materials and resources as well as a high-quality English teaching. Current curricula for teaching a second language point to Communicative Language Teaching (henceforth CLT) as the framework of reference. The principal objective of CLT is to teach learners communicative skills to make them master the language both in a fluent and accurate manner. The focus is not on linguistic forms, as it used to be the case in many prior methods, but on making learners negotiate meanings and interact in a meaningful way, thus, providing better opportunities for learning the language.

Nevertheless, several researches claim that CLT principles are not always adequately applied in the EFL classroom. Teachers' perspective and understanding of this approach is sometimes translated into teaching mostly speaking, doing role-plays and forgetting about grammatical forms (Anani, Monfared and Safarzadeh, 2016). In contrast other teachers tend to focus only on grammar activities and repetition drills (Cerezo, 2007 as cited in Criado and Sánchez, 2009, p. 8). Therefore, there seems to be a gap between CLT theory and practice. Concretely, in Spain, where the legislation advocates the development of CLT and the communicative competence, some challenges found by Primary and Secondary teachers regarding CLT implementation are connected with considering it as an "umbrella term" (Garrote, Alonso and Galetti, 2018, p. 57).

Inadequate implementation of CLT affects students' learning as well as their motivation towards learning a second language. Classroom activities that are still oriented towards only grammatical forms and repetition drills do not provide students with any challenge or final goal, their learning is not meaningful or purposeful. Furthermore, learners do not have an active role in their learning, nor they have the chance to be

autonomous or develop their critical thinking and creativity. All these issues, originated by a traditional approach to teaching, can decrease students' motivation and interest for the subject. Ellis (1994, as cited in Gömleksiz, 2010, p. 1) suggests that a negative attitude like this one can be an obstacle to learning a language. For this reason, a teaching methodology such as CLT, previously explored by the teacher to be adequately implemented, is fundamental to engage students in learning English and to increase their motivation.

An important part of CLT is setting a real context while encouraging the development of communicative skills. This context could be related to the cross-curricular contents appearing in the curriculum which aim at teaching students' fundamental values as well as at developing the interpersonal, intrapersonal or social civic competences. Nonetheless, in some schools, students can be isolated from these aspects and, consequently, from diverse social issues which may be relevant to help them learn and grow with a well-rounded education, putting them in contact with people living different realities and make them learn from each other. As a matter of fact, Vygotsky (1978) claimed the importance of learning through social interaction. Using English, this learning (framed in a real context) can be encouraged and CLT plays a significant role in it.

Diverse methodologies adjust to the necessities previously commented. They can apply CLT principles in class while working themes related to discover other social issues and contexts which learners are not familiar with. This is the case of Project Based Learning or Project Based Language Learning (from now on PBL or PBL). In this dissertation, it is more adequate to refer to PBL as the methodology used, because PBL is the implementation of PBL in a foreign language class. This is complemented by the teaching method of Cooperative Learning. The didactic unit proposed in this dissertation has as its cornerstone the implementation of both methodologies in order to overcome those limitations and difficulties presented.

The project's name is "Your First Week in Zaragoza" and is aimed at 4<sup>th</sup> year of Secondary education students in a catholic and state-funded school of Zaragoza. The topic developed along the unit is cultural diversity, more specifically immigration and its main issues. With this proposal, it is expected that students will get to know a reality that differs from theirs, approaching them to the multicultural society we live in. During the unit, students collaborate with a real association called "Distintos en la Igualdad" to create the

final product: an information video to provide newcomers to Zaragoza with basic resources.

This dissertation is structured as follows. Firstly, the purpose and objectives are explained. Secondly, the justification, theoretical framework used to design this project and the methodology are presented. Then, the didactic proposal is commented in detail. Lastly, the main conclusions about this dissertation are presented, followed by the references and the section of appendices.

## **2. Purpose and Objectives**

This Master's dissertation consists in designing a didactic unit that responds to specific necessities identified during the Master's, regarding the educational context. Concretely, these needs were identified during the two school placement periods.

The main purpose of this unit proposal is to elaborate an innovative approach to learn English that promotes learning values related to cultural diversity and tolerance towards other cultures and people. To do this, the proposal presents a unit that follows PBL and Cooperative Learning methods because students in this school were not familiar with them.

One objective of this unit is that students learn how to work in cooperative groups, performing each one of them a different role that requires them to be responsible and autonomous so as the whole group successfully completes the final product.

Through this methodology, another aim is that students are able to develop their communicative skills and to learn both the linguistic and non-linguistic aspects of English following the CLT approach established in the curriculum. Therefore, interaction, communication and negotiation of meaning for a real purpose are encouraged among students, being some of the most relevant elements in this unit.

Generally speaking, this didactic proposal intends to make students enjoy these innovative methodologies and to increase their motivation. Therefore, this is another objective that must be achieved while learning the specific contents selected for the project and using the language in a functional manner.

Apart from that, the main theme of the unit deals with cultural diversity, more specifically with immigration and related concepts. With these matters, the principal aim

is to raise awareness among students in this classroom towards these topics, promoting values such as tolerance, respect, solidarity and equality.

Another objective is to make students learn and reflect about the specific difficulties that some immigrants might face when arriving in a new city, being able to search for information to provide them with the resources needed.

Finally, the last objective to mention is that learners are expected to develop their critical thinking and creativity by elaborating a final product that has a real purpose in society and by making decisions and discussing strong and weak points along the unit. Also, this critical thinking is prompted with the self-reflection and self-evaluation activities as well as with the thinking routines designed for the different lessons.

### **3. Justification, Theoretical Framework and Methodology**

#### **3.1. Justification**

The design of this unit plan comes from two main aspects observed during the placement periods of the Master's degree. The educational center in which these placement took place is the state-funded and catholic school Santa María del Pilar (Marianistas) in Zaragoza. Located on the banks of Canal Imperial (Paseo Reyes de Aragón 5), the students' profile is influenced by the school's catholic ideology and by the context of the neighborhood where it is situated (Casablanca), in which, according to recent surveys there is only a 6,15% of immigrant population. In addition, the families in this school are of an upper-medium socioeconomic status. Thus, there is a low percentage of cultural diversity among students, with only four students from other countries, out of 1603, according to the data in the school's *Documento Organizativo de Centro*. These issues were examined in the first school placement's assignment (appendix 1.1.).

The methodology used in Secondary classrooms in this school for teaching English is rather traditional. Students are used to working with the book as well as with some extra activities. This approach to teaching and learning promotes individual work and a focus on forms and grammar contents rather than on the functional use of language and the development of the communicative skills, which are key CLT elements. This methodology seems to decrease students' motivation and interest in the English subject, as shown in the results of a questionnaire which was delivered to the students as part of a research project created for the Master's subject "Innovation and Classroom Research for



EFL” (appendix 1.2.). This study focused on students’ perspective towards the English language and on students’ motivation in the English classroom. Concretely, it was intended to show which type of motivation, following Dörnyei’s (1994) framework for motivation, prevailed. The research confirmed that students’ levels of intrinsic and extrinsic motivations were equally low. In addition, students’ perspectives on their EFL classes are widely explained in the second school placements’ assignment (appendix 1.3.). The focus of this portfolio is on analyzing interaction in the classroom, on the materials used and on elaborating a reflection about the implementations and teaching practices.

Based on these two critical aspects of the teaching context (a limited perspective on cultural diversity and a somewhat traditional approach to foreign language teaching), the present unit incorporates innovative methodologies to teaching English as well as the topics of immigration and cultural diversity. Both of them are integrated in a project that puts students in contact with an association for helping immigrants, thus, giving them the opportunity to be helpful and to use English as a tool to communicate and interact with people from other contexts.

As mentioned before, the methodology chosen to elaborate this didactic proposal is PBL. After finishing the project, students are expected to be more prepared and willing to understand and embrace people and cultures that are different from theirs. These are essential aspects that are mentioned in the Aragonese curriculum for Secondary education, in section 6 “Objetivos generales de la Educación Secundaria Obligatoria”, in the section 11 “Elementos transversales” and when the key competences are explained. Special attention is paid to these matters in the theoretical framework part of this paper.

In order to explain why these innovations were selected, the *5 why’s deep* structure presented by Clark (2009) is going to be used now.

**Why this?** As previously commented, students and teachers in the current education context are still following a rather traditional approach in their EFL classes. Thus, the implementation of new and innovative teaching methodologies allows students to learn English in a different and more beneficial way. In addition, PBL facilitates the application of CLT.

**Why now?** Nowadays English is the lingua franca and it is fundamental that students start using the language in a functional and contextual way from the beginning

of their education. PBLL provides a context in which learners are able to use the language for a purpose, focusing on the negotiation of meaning and efficient communication rather than on isolated linguistic forms. Moreover, as concerns the main topic of the lessons, it is significant because migration is commonplace; only in 2019, 272 million of people around the world were migrants (IOM, International Organization for Migration). Thus, the society we live in is increasingly multicultural.

**Why here?** As regards the school, using PBLL to teach English is a significant innovation that can bring many advantages for both learners and teachers. Motivation and interest in the subject can be raised because they are presented with a challenge they must solve in groups, thus, developing their communicative skills. Concerning the final product, it has a real use in society. It helps students identify the necessities and limitations that other people might have, and it is really useful for these people, who are immigrants in a new city, Zaragoza.

**Why in this way?** In this case, the proposal integrates PBLL, Cooperative Learning and topics related to the social civic competence and other cross-curricular contents. Selecting PBLL along with these two other aspects can be beneficial and enriching for students and for the context of English teaching. Cooperative Learning is consistent with the foundations of PBLL, and of CLT, because it fosters students' interaction and negotiation of meaning. Furthermore, they can learn other fundamental abilities such as working in groups, being responsible and self-competent as well as developing their critical and creative thinking. These are crucial elements for their future. The same happens with the topics dealt with along the unit. Students are expected to learn values such as tolerance, respect and solidarity.

**Why is this innovation?** By working in a project and completing a final product, students are participating in their own learning processes. They are encouraged to experience a more significative and purposeful learning. First, they are going to experience the communicative use of language, because with this proposal they are prompted to use it in a variety of functional ways. Besides, as previously mentioned, they develop their communicative skills by interacting among them, negotiating meanings and communicating in a natural and purposeful manner. The communicative competence is clearly developed. Apart from that, they are encouraged to develop other skills such as autonomy, self-reflection and self-competence, creativity and critical thinking, that are good for their transition into young adults. Also, the cooperative work engages students

into a project that must be carried out by everyone and that requires responsibility and dedication for each member in the team. These aspects are also targeted because students are going to collaborate with an organization, external to the school and the learners' lives. With "Distintos en la Igualdad" students can easily understand the use of English as a tool to discover other realities while they support the organization's cause. It is worth mentioning that when this specific project proposal was explained to the organization, they were willing to participate and to connect students with members of "Distintos en la Igualdad" (appendix 2), as a bridge to sharing experiences among cultures. For these reasons, this specific organization was selected from the beginning.

### **3.2. Theoretical Framework**

For the development of this proposal, several didactic models and principles have been taken into consideration. The central methodology adopted is PBL, as previously explained. Yet, emphasis has also been made on the use of Cooperative Learning in order to encourage students' autonomy and responsibility, to foster interaction, communication and negotiation of meaning among them and to make them learn how to work in groups to achieve a final purpose, among others.

Another specific innovation for this classroom is that learners deal and are in contact with relevant topics such as cultural diversity and migration, with the purpose of raising their awareness about a reality that differs from their own. Nonetheless, to design a learning sequence that is effective for learning the L2, it is necessary to explore key learning and methodological models such as Second Language Acquisition (henceforth SLA), Communicative Language Teaching and English Language Teaching (ELT from now on). Besides this theoretical framework, the Aragonese Curriculum has been used as a point of reference to design this project.

#### **3.2.1. Learning Theories: Second Language Acquisition**

This unit plan includes principles related to general learning theories that are worth mentioning here. They relate to feedback and teachers' role, the concept of scaffolding and the students' role. In this topic, Vygotsky, Piaget and Bruner are mentioned, among others.

Vygotsky's theory of **Zone of Proximal Development** (ZDP) refers to the gap between what a learner can achieve alone and "through problem solving under adult guidance or in collaboration with more capable peers" (Wood and Wood, 1996, as cited in Rintaningrum, 2008). The role of the teacher is fundamental to facilitate students' learning, giving feedback and supporting understanding.

Piaget claims that **learners** play an important and active role in his own learning. Related to it, Aljohani (2017) mentions that "the learner needs to be proactive in how they learn, taking new information, and shaping it to their understanding" (p. 98). That is, the role of the student is also crucial in his or her learning, they need to actively get involved in it.

Keeping these ideas in mind, Bruner formulates the concept of *scaffolding* along with Wood and Ross (1976). *Scaffolding* is explained as a process in which the teacher controls the elements and contents to be learned that are beyond the student's knowledge (p. 98). It is a helping process carried out by the teacher to facilitate the learning.

These learning models apply to language learning and acquisition. Concerning SLA theories, Krashen plays a preponderant role because he elaborated a series of five hypotheses within the name of the **Monitor Model**. Three of these hypotheses are relevant for this dissertation because they relate to key elements in this proposal: interaction and communication, learners' role and input provided.

In the **Acquisition-Learning Hypothesis**, Krashen (1985) distinguishes between acquiring and learning a language. Acquisition of language is the result of interaction and meaningful communication whereas learning happens when the learner focuses on form and the linguistic rules of the language (as cited in Mitchel, Myles and Marsden, 2013, p. 41-42). Interaction and communication are emphasized in this topic as well.

**The Affective Filter Hypothesis** establishes a relationship between the "affective filters variables [of learners] and the process of second language acquisition" (Mitchel, Myles and Marsden, 2013, p. 45). That is, language acquisition varies depending on learners' view towards that language, including factors such as students' level of motivation or interest. Students' role and attitude is crucial to learn.

In the **Input Hypothesis**, Krashen formulates the concept of *comprehensible input* as "L2 input just beyond the learner's current L2 competence" (Mitchel, Myles and Marsden, 2013, p. 44). Input that is far beyond the learner's L2 knowledge is not useful

because it is not going to be acquired by the learner yet. Upon this last idea, Long (1983) constructed his **interaction theory** which stated that interaction and negotiation of meaning make input comprehensible to second language learners (as cited in Ellis, 1991, p. 3).

### 3.2.2. Communicative Language Teaching

As a result of these principles, several approaches and methods to teaching emerged. Concretely, the students' and teachers' roles, the aspects of interaction and communication and Krashen's *comprehensible input* lead to the communicative approach to teaching.

This approach influences the current trend in language teaching: Communicative Language Teaching. Richards (2006) defines CLT as “a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p. 2). Its main goal is developing the learners' communicative competence. Learning a language involves many different elements that are key in CLT.

Brown (2007) mentions the following seven features as the main aspects of the CLT approach (p. 46-47), considered to develop this didactic proposal: **Overall goals**, meaning that both “the organizational aspects of language (grammatical, discourse)” and “the pragmatic aspects (functional, sociolinguistic, strategic)” are integrated. This is related to the second aspect **relationship of form and function**, which refers to the fact that organizational language forms are elements that help learners but they are not the central focus; “language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes”. CLT emphasizes the importance of both students' **fluency and accuracy**, which are regarded as “complementary principles underlying communicative techniques”. Besides, there is a **focus on real-world contexts**, thus, activities in the CLT class must “equip students with the skills necessary for communication in those contexts”. **Autonomy and strategic involvement** concern making students reflect about their own learning processes, to help them become “autonomous learners capable of continuing to learn a language beyond the classroom and the course”. Finally, the **teacher roles** and **student roles** are widely considered. In CLT, the teacher is a “facilitator and guide...an empathetic “coach” who values the

students' linguistic development". In the case of students, they are "active participants in their own learning process".

As previously commented, these CLT seven characteristics have been considered to design this unit plan, aiming at deeply develop the communicative competence and introducing the innovative methodology of Project Based Learning, explored in the following section.

### 3.2.3. English Language Teaching

#### **Project-Based Learning**

PBL is defined as "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge" (PBL Works). As a result, there is a final product, that demonstrates the integration of the new knowledge within it. However, this product is not the most important part. The objective in PBL is that students learn through the project and not at the end of it. As Sommer (2013) says, it is "a vehicle through which students learn" (p. 3).

Apart from that, in PBL there are eight basic elements that must be taken into account: The Gold Standards (as cited in Gil, 2020, "Design of Learning Activities for EFL" class notes). These elements are: 1) **key knowledge, understanding and success skills (KUD)**, which refer to what students need to know, understand and be able to do along the project; 2) **a challenging problem or question**, which is presented at the beginning of the project to engage students; 3) **sustained inquiry**, referring to the investigation that students have to do to achieve the final goal; 4) **authenticity**, meaning that the project must be as real as possible: the materials used, the final product, the presentation, etc.; 5) **student voice and choice**, as Sommer (2013) explains, students engage in the content and adapt it to their needs, interests and strengths; 6) **reflection**, both on students' and teachers' behalf, they need to reflect diverse aspects to execute the project; 7) **critique and revision**, students receive feedback provided by the teacher and the rest of their classmates to keep learning; 8) **public product**, students have to present their work at the end of the project. As Sommer (2013) claims, they produce higher quality works this way. Furthermore, also following Gil's (2020) class notes ("Design of

Learning Activities for EFL”) PBL integrates the following seven stages: **Activation**, **Discovery**, **Deepening**, **Planning**, **Creation**, **Publishing** and **Assessment**.



Figure 1. Seven stages in Project-Based Language Learning notes (Gil’s 2020 class notes)

Even though PBL was not specifically designed for the teaching of foreign languages, it provides room for incorporating many of the key features of CLT (Dooly 2013). PBL is a more precise concept to talk about PBL in language teaching. In PBL, students can integrate both form and function during the development of the project and consequently, focus on fluency and accuracy as well. In addition, learners’ autonomy is promoted given the fact that they need to reflect along the project about their abilities, weaknesses, learning processes, etc. There are different goals or success criteria that cover different fields (pragmatic, linguistic forms, topics) and, besides, the project has authenticity as one of its standards, which relates to the CLT principle about focusing on real-world contexts. Finally, the teacher role is that of someone who provides feedback,

monitors learners to make them improve and facilitates their learning while students actively participate in the project.

### **Cooperative Learning**

Brown (2007) mentions Cooperative Learning as a CLT-related approach, given the fact that, among other characteristics, “students work together in pairs and groups, they share information and come to each other’s aid” (p. 53). Like CLT, in Cooperative Learning students have an active role in their learning processes, which in this didactic approach is encouraged through group work.

Kagan (1994) defines this methodology as “a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal”. He establishes four basic principles for this approach (as cited by Dotson, 2001):

- 1) **Positive Interdependence**, which refers to the fact that when a member in the group achieves a goal, the rest of the group does. There is a positive correlation among the team members.
- 2) **Individual Accountability**. All students in a team have a role to perform, and consequently, they are all responsible for the group’s performance and contribution to the class.
- 3) **Equal Participation**, meaning that each member in the group shares the same responsibility and input.
- 4) **Simultaneous Interaction**, which happens when the class time is mostly dedicated for students’ interaction, in their groups or with the whole class.

To summarize, as Brown (2007) indicates, in Cooperative Learning students are a team in which all members must work together to successfully achieve a final goal. Furthermore, he adds that this approach has many advantages. One of them is that it promotes intrinsic motivation (Dörnyei, 1994), that is, the rewards are internal and students learn for the sake of curiosity and interest. Another benefit is that the instruction is learned-centered, thus, students participate actively in the process of decision making and their autonomy and critical thinking skills are improved.

Brown (2007, p. 52) mentions Learner-Centered instruction as another approach to CLT in which students are the main focus of the class. The teacher designs the project to



give control to students and to help them develop their creativity. Learners' self-worth and sense of competence are also encouraged.

### **Language Support**

Students develop their linguistic skills while they are working in their projects by interacting, negotiating meaning and communicating. Nonetheless, it is essential that they are provided with tools that facilitate their understanding of L2 input and to support oral and written production.

Gibbons (2014) establishes a series of techniques for providing scaffolding to second language learners. To begin with, he introduces the concept of *message abundance*, which can be defined as a strategy to give students more than one opportunity to access input or information (p. 45). That is, to support learners' learning process, they need to be exposed to multimodal resources: visual, spoken, written, etc. In other words, information should be provided in a variety of ways. Apart from that, when exposed to this new information, Gibbons (2014) states that learners also must have the chance to use that new information. Swain (2000, 2005) refers to this new information as *comprehensible output* (as cited in Gibbons, 2014, p. 25). To push students' output, Gibbons (2014) mentions pair and group activities such as presenting in small groups something that has been done or learned to the rest of the class, jigsaw reading, paired problem-solving or picture prompt activities, among others (p. 26). This way, the use language has a context and a function.

#### 3.2.4. Legal Framework

The Aragonese legislation establishes a series of principles and elements that must be taken into consideration in this dissertation to guide the teaching proposal. To integrate all these elements in the lesson plans, Scott's (2001) theories have explored. As he states, "the work of transforming the curriculum into classroom activities relies on careful, layered planning" (p. 26) and that is how this project has been designed.

### **Methodology**

In the section of *Orientaciones para facilitar el Desarrollo de estrategias metodológicas que permitan trabajar por competencias en el aula*, the Aragonese competence-based Curriculum mentions the following points, referring to the implementation of PBL and Cooperative Learning:

1. *“Las metodologías activas han de apoyarse en estructuras de aprendizaje cooperativo, de forma que, a través de la resolución conjunta de las tareas, los miembros del grupo conozcan las estrategias utilizadas por sus compañeros y puedan aplicarlas a situaciones similares”* (ORDEN ECD/65/2015, p. 7003)
2. *“El trabajo por proyectos, especialmente relevante para el aprendizaje por competencias, se basa en la propuesta de un plan de acción con el que se busca conseguir un determinado resultado práctico”* (ORDEN ECD/65/2015, p. 7003)

Both didactic approaches are supported by the curriculum, arguing that they are active methodologies relevant for the competence-based teaching that must be implemented in class.

Apart from that, in section 12 of the ORDEN ECD/2016, it is mentioned that the methodology must be related to the contents and that has to include aspects connected with the learners' implication on their own learning processes, with their own learning that must be based on active methodologies and with the influence of families, teachers and other agents (p. 12, art. 12.2).

### **Cross-Curricular Contents**

The curriculum establishes a series of cross-curricular contents that aim to achieve various aims. These can be found in section 11 *“Elementos transversales”* (ORDEN ECD/2016, p. 11):

- Effective equality among people and end of discrimination due to any personal or social circumstance: *“Se impulsará el Desarrollo de los valores que fomentan la igualdad efectiva...la no discriminación por cualquier condición o circunstancia personal”*
- Values such as justice, equality and respect are to be encouraged: *“Se fomentará el aprendizaje...de los valores que sustentan...la justicia, la igualdad...el respeto”*

- Elements related to the development and reinforcement of the entrepreneurial spirit, creativity, autonomy, initiative, group work, self-confidence and critical thinking: *“El currículo incluye elementos orientados al Desarrollo y afianzamiento del espíritu emprendedor...la creatividad, la autonomía, la iniciativa, el trabajo en equipo, la confianza en uno mismo y el sentido crítico”*

## **General Objectives**

Among the objectives established in the curriculum for Secondary education (ORDEN 16/2016), “objective i” in section 6 establishes that it is part of the learning process to know, value and respect other cultures and lives as well as the cultural and artistic heritage: “conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de la de los demás, así como el patrimonio artístico y cultural” (p. 6).

## **Competences**

The subject of English as a foreign language is mentioned in the curriculum as contributing to the different competences. In this section of the dissertation, the Digital Competence and the Social and Civic Competence are standouts, because they play an important role in the development of the didactic unit’s main themes.

## **3.3. Methodology**

The present didactic proposal has been elaborated following the General Methodological Principles established in the Aragonese Curriculum for Secondary education, appearing in section 12 of the document. In addition, the Methodological Principles for teaching English, also appearing in the curriculum, have been considered.

### **3.3.1. Project Based Language Learning**

The main teaching methodology proposed to carry out this unit is **PBL** as it is a project carried in the second language class. Students elaborate a project in groups in which they deal with the topic of cultural diversity, but concretely, with the question of immigration.

The project is made up of seven lessons, which last 50 minutes each. Following the definition of PBL, learners respond to an authentic problem that leads to the final product. The problem presented is the lack of information and resources that immigrants may experience when arriving in Zaragoza, an issue that can make their arrival more complicated and lead to other difficulties. To tackle this problem, the final product is a video with useful information and resources for newcomers in Zaragoza. Students produce this video for a local association that works with immigrants in the city; so, the project has real context and a relevant purpose.

### **The Gold Standards**

The PBL's Gold Standards are applied in this project as follows. Firstly, students need to know and understand how a video like this one is created. For that purpose, the success criteria are presented in lesson 1, so students know what they need to do along the project and what they will be able to do at the end. This conforms with the first standard: **key knowledge, understanding and success skills**.

Furthermore, the **language needed** and development of the different communicative skills are presented and practiced through diverse activities and tasks along the project. The new grammar, which are the modal verbs, is introduced in lesson 3 through a video which is similar to what they need to do as the product. In an inductive way, they must infer the uses of each modal verb appearing. As regards the vocabulary, it is presented in lesson 2 through an article that they must read and, later on, answer to vocabulary questions. In order to process this vocabulary, there is a Bingo game.

The **challenging problem** is introduced at the beginning, in lesson 1, through several photos in order to spark students' minds and after that, through a video and a letter requesting for help from "Distintos en la Igualdad". This way, it is intended to look for students' emotional responses.

The **sustained inquiry**, or investigation, is facilitated along the project with the use of ICTs, in which students can search information, as well as through different activities, such as expert groups in which information web pages about the topic are provided by the teacher.

The **authenticity** of the project falls on the fact that students are doing their final product for a real audience and that they are collaborating with an organization throughout the unit.

Moreover, **students** have **voice and choice**, because they are the ones who decide how the final product looks like or who is going to perform each role in their groups, after the presentation of the success criteria and information along the unit. This question is related to the **reflection** standard. The unit is designed with diverse activities that are oriented towards reflecting about the activities, the learner's own learning processes, the creation of the product etc. For instance, there is a One Minute Paper activity after lesson 3, a final questionnaire in lesson 7 and activities to think about what has been learned in previous lessons or their initial knowledge about a topic, such as a See-Think-Wonder chart, a Knew-Wonder-Learned chart or a i-Link activity. Besides, the teacher provides continuous **feedback** to students when they are working in groups, as he or she observes them, and also there are various activities that are corrected by the teacher with suggestions and other online activities, such as a Socrative quiz, that sends automatic corrections or feedback to students.

Lastly, the **final product is public** because it is uploaded on the organization YouTube channel and shared on their social networks as well as in the school's. Students are also encouraged to share and upload the video in their personal accounts.

### **Stages in Project Based Learning**

The first one is **activation**, because the challenge is presented and the teacher's aim is to activate and establish students' previous knowledge with the first activity in which they must reflect about the migration photos they see and the STW chart.

The **discovery** stage spans over lessons 2 and 3 because there are many grammatical and lexical elements to present. In lesson 2, students are introduced to the unit's vocabulary with a video and an article in which the important words are highlighted and are discovered with several questions and a Bingo game. Also, the web pages to look for the information are facilitated by the teacher to do the expert groups' activity. In lesson 3, students discover two elements; firstly, a similar video to what they need to do in the final product and secondly, the grammar forms, presented with the video and a Power Point presentation, and practiced through a role play.

Stage 3, **deepening**, coincides with lesson 4. There is an initial Socratic quiz to review the grammar contents discovered in the previous lesson and after that, the topic of migration presented in lesson 2 is reviewed with an i-Link activity in which students have to retrieve information from their minds and connect it.

The **planning** stage starts in lesson 5 with a planning chart in which students write what they are doing to create the video, how and who is doing it. In addition, they write down the steps they have been doing. As part of the video, in this stage they start planning the script with an initial mind map and a first draft that is collected by the teacher to give feedback and review it.

Lesson 6 is **creation and publishing** stage. Students correct the first draft of the script and write the final copy. After that, they begin to create the video, with the help of the different tools provided along the unit: the success criteria checklist, the planning chart, the script, etc. Then, they send the video to the teacher and, if it complies with the criteria, it is sent to the organization to publish it.

The last stage, **assessment and celebration of learning**, occurs in lesson 7, in which there is an initial Talking chips activity to discuss about the result of the final product in the groups, a final questionnaire to reflect about different aspects of the project and a final invitation from the organization to celebrate the work at *La Casa de las Culturas*.

### 3.3.2. Communicative Language Teaching

In this PBL proposal, the key principles of CLT are complied.

The project integrates both the linguistic forms and the functional use of the language, with the activities in lesson 2 and 3 to discover the language and with other activities, such as the expert groups or the talking chips in which the language is functional. Therefore, with these activities there is both focus on **accuracy and fluency** and a **relationship between form and function** is established along the unit, specifically, in the final product which integrates both.

The tools used to present the language are real materials found online and, in addition, the unit has a **real-world aim and context**, which is to help the association to facilitate immigrants' arrival in Zaragoza. Through the **reflection tasks**, such as the One

Minute Paper, students develop autonomy and become self-conscious about their strengths and weaknesses, which helps them think about what decision to make in a strategic way. Finally, the **teacher** acts as a **facilitator and guide** providing students with the needed resources and feedback as well as presenting the different activities and tasks, guiding them during the whole learning process. By contrast, **students** participate in their learning in an **active** way, making decisions, planning the creation process with the different charts and group discussions, and reflecting about themselves.

### 3.2.3. Cooperative Learning

In this case, students work in groups of 4 people to develop the final video. Considering the principles of Cooperative Learning, the roles that are necessary to create this product are presented in lesson 1, with a Power Point presentation and distributing cardboards to each group. It is important to explain students that each one of them needs to successfully perform a role to accomplish the different goals; for instance, there needs to be **positive interdependence**. Moreover, learners are required to respect the principles of **equal participation** in the project and **individual accountability**. The activities planned to promote these principles include expert groups, planning charts, researching information, elaborating the script, etc. All lessons have activities to work in groups and to make interaction possible, which complies with the principle of **simultaneous interaction**.

### 3.2.4. Scaffolding

This unit plan includes a number of techniques to scaffold both language and learning. First, the materials are presented using multimodal resources such as written texts, visuals or video. Presenting language in several ways makes the lessons more dynamic and the different language skills are practiced equally.

The principle of *message abundance* (Gibbons, 2014) is upheld as follows. The language grammatical forms are presented in a video but later, they are written in the Power Point. The activities have the written instructions, but they are also presented through teacher talk. Furthermore, small icons or images appear in the sheet of papers to facilitate understanding, such as the STK and KWL charts or the expert groups and planning charts. That is, the same information is provided through different sources in every lesson.

In order to **scaffold language**, there are several ways to make students notice the functional language they can use as well as the vocabulary contents they are required to learn.

Language's contents are presented in lesson 2, with the highlighted words in the article and the Bingo game, and lesson 3, with the notes and questions appearing in the EdPuzzle and the sentences in the PowerPoint with the modal verbs highlighted.

Functional language is also supported in different ways. For instance, in lesson 2, the teacher suggests some expressions to interact in the expert groups and give opinions; in lesson 3, the role play cards include language and expressions students can use to perform their characters; in lesson 7, the teacher writes expressions for the talking chips discussion in the blackboard. The variety of sources to present the language and to explain the activities, give instructions and facilitate learning is aimed at covering each student's needs, English level and intelligences.

## **4. Unit Plan Proposal**

### **4.1. Theme and context**

The unit plan proposal has been designed to be implemented at the state-funded and catholic school Santa María del Pilar (Marianistas) in Zaragoza. The school is located in Paseo Reyes de Aragón 5, next to Casablanca neighborhood. This is an educational establishment with students from Pre-school through to higher Secondary Education, with a total of 1603 students. Most families are of upper-medium socioeconomic status and the majority of parents are university graduates and have a high cultural status (see appendix 1.1). This fact is also reflected in the students, as their educational level tends to be both average and beyond average in most of the cases, and most of them plan to study at university. Normally, these students come from the city center and Romareda, Montecanal and Casablanca neighborhoods. For these reasons, which are the school's location and the socioeconomic status, the percentage of immigrants among students is rare, around 4 out of 1603.

The school implements several projects and celebrations along the academic course that adhere to the values and beliefs of the center. Some of the principles they are interested in promoting among students and their families are respect, critical spirit, gratitude, justice, truth, peace and solidarity among the students and families. To do that,



they carry out different activities like Solidarity Week or Peace Day as well as voluntary service, spiritual retreats, collaborating with food banks, nursing homes, special education centers, etc. Most of these activities are prepared by school workers who are part of the *Sin Fronteras* project. Aside from that, other important projects in which the school is immersed is the BYOD (Bring Your Own Device) project which, in this case relates to the use of ICTs at school. The school has their own tablets that are used by students in Secondary education, but they can also bring their own laptops and tablets to the classroom. In addition to that, teacher and students are used to communicate through Google Classroom.

The class for which the project is designed is in the 4<sup>th</sup> year of Secondary education and it is a heterogeneous group of 24 students who are around 15 years old. All of them are from Spain and their average level of English is around B1 of the CEFRL. Students in this classroom are used to working in a rather traditional way, given the fact that they mainly use the book during the English class completing it with some extra activities. Thus, this approach promotes individual work and, concretely, a focus on forms and grammar contents rather than on the development of the communicative competence.

All these factors explained above have been crucial to shape both the main themes and the methodologies for this project. Firstly, the topics of immigration and cultural diversity were chosen because the school context does not mirror today's multicultural society. Moreover, several sections of the curriculum stress the importance of working these topics. Furthermore, the school values are in line with the principles that are encouraged in this unit, such as tolerance, solidarity or respect; thus, the topic made sense. In addition, during the project students collaborate with an association, which also fits with the school's projects and ideologies, given the fact that it collaborates with many other agents that are external to the center.

As concerns the main methodology suggested, PBL is consistent with the communicative principles and can be an advantage to prompt students' motivation and interest for the subject. In addition, students work in cooperative groups of four students to create the final product. Cooperative Learning also fits with CLT features, promoting interaction, positive interdependence, autonomy and responsibility, among others.

This unit is called "Your First Week in Zaragoza". Through PBL methodology and the Cooperative Learning, students are challenged to create a final video with

resources and information for new immigrants in Zaragoza. The audience is real and the product is uploaded in the organization's YouTube Channel.

The project is elaborated at the beginning of the academic course for three reasons. Firstly, students begin to be familiar with working in teams as soon as possible, which will be helpful for their future projects and professional careers. Moreover, several contents from the previous year are reviewed at some points in the unit, thus, students may find them easier to remember at the beginning of the course. Finally, it is crucial to set a positive and healthy class environment at the onset of the course and this can be achieved by working in groups and by setting initial rules that must last until the end of the academic year. These initial rules, named *brain teaching initial rules* (as cited in Gil, 2020), are presented in the first class of the academic year so it is expected that learners already know them. Nevertheless, the implementation of this project is a perfect opportunity to review and practice them.

#### **4.2. Contribution to Key Competences**

The key competences considered to elaborate this didactic unit appear in the Aragonese legislation, in *Orden ECD/2016 de 26 de mayo*. More specifically, this can be found in the section of *Contribución de la materia para la adquisición de las competencias clave*, in the curriculum to teach English as a Foreign Language. The key competences developed in this unit plan are the following:

**Competence in Linguistic Communication (CCL).** This competence is the most salient in this unit plan. Learners are in contact with the language from the beginning in different ways, which allows them to practice the four languages skills, adapting them to the communicative purpose. Students develop both oral and written abilities through different activities and learn how to use them depending on the context. The oral skills are developed when they interact with each other in a functional way, to make themselves understood, as well as when they create the voiceover for the videos, in which they must pay attention to the register and the audience, adapting language to the purpose of informing the audience. In the written discourse, they also have to adapt their language to the purpose and situation. Learners are to write a script, paying attention to the language and other elements. They also need to write in order to plan the product, to organize ideas

and to make decisions. This way, they are fostering communicative abilities and attitudes that help them construct knowledge and to interact with others.

**Digital Competence (CD).** The digital competence is targeted from the beginning of the project, both as materials and tools provided by the teacher to carry out the different activities as well as tools used by students to complete the different tasks and to create the final product. The teacher uses ICTs to present and to give students the materials. In addition, these materials expose students to English used in real contexts, in which the language is functional. Digital competence contributes to this unit plan because students can use ICTs to search for useful information and to communicate with the teacher, receiving and giving feedback. Moreover, the digital competence facilitates the communication between *Distintos en la Igualdad* and the classroom, through the e-mail and the videos. Therefore, students learn to use ICTs as a communication platform and as an information source to complete their tasks and final product.

**Learning to Learn (CCA).** As established in the curriculum, learners develop this competence when they are able to reflect about strategies and techniques that allow them to improve their own learning process. In this unit, students work in groups and individually to reflect about their own learning. Some activities encourage the reflection of knowledge (STW and KWL charts, i-Link activity, etc.) and others prompt reflection about themselves and their classmates (checklists, One Minute Paper, final questionnaire, etc.). Other activities are aimed at giving students feedback and corrections to make them improve and develop their own learning strategies, such as the Socratic quiz, the correction of the script's first draft, the oral performance of the role play activity, etc.

**Social and Civic Competence (CSC).** This specific competence plays an important role in this project as the unit is an opportunity to communicate and to establish relationships with other people outside the school using English. In addition, through this unit I expect to raise awareness among students about other people's cultures and realities. This way, as stated in the curriculum, students learn to respect and value the social reality in which we live.

**Sense of Initiative and Entrepreneurship (CIEE).** This unit plan requires to create a final product in groups in which students need to decide and carry out different strategies to successfully accomplish it. Even though, they are guided by the teacher, they must organize themselves in their groups, decide who is performing each role and why, decide how are they going to do it, examine their own ideas critically, etc. They need to

have initiative to take risks and to elaborate their products in their own best way. To sum up, the unit plan requires learners to be responsible and assume a specific role for the correct functioning of the groups and the creation of a successful final product.

**Cultural Awareness and Expression Competence (CCEC).** The contents and activities of this learning unit can help develop this competence in an indirect way, given the fact that students learn about the life stories and needs of people from other cultures. Although the specific contents of this project do not deal with the expression and knowledge of new cultures, learners are exposed to other cultures when they contact people from the organization. In addition, students share part of their culture to these newcomers in the city. In other words, there is a cultural exchange of information, values and customs between the learners and the people in “Distintos en la Igualdad”.

#### **4.3. Objectives and Contents**

The objectives established for this learning unit have been created taking into account two elements. In the first place, Bloom’s taxonomy (as cited in “Didactic Resources for Teaching Subjects in English” class notes) has played a preponderant role in the design of the objectives. That is, the objectives cover activities that engage cognitive skills divided into LOTs (Low Order Thinking skills) and HOTs (High Order Thinking skills). Apart from that, these objectives have been shaped considering the evaluation criteria stated in the Aragonese curriculum for the 4<sup>th</sup> year of Secondary Education, for the subject of English as a Foreign Language. All of them can be found in the appendix 3 of this paper.

The contents covered along this learning unit are in the appendix 4. It was important to set contents that were meaningful for the project’s final product as well as related to the unit’s topics. As the final product of the project is composed by a written text, which is a script, and a video, special attention has been paid to Block 4 (“Written texts’ production: expression and interaction”) and to Block 2 (“Oral texts’ production: expression and interaction”). Furthermore, the grammatical and lexical contents have been selected from Block 1 (“Oral texts’ comprehension”).

#### 4.4. Sequencing of Activities

The lesson plans elaborated for this learning unit can be found in the appendices section, specifically in appendix 5.

The learning unit begins with the **activation** lesson. In this session, the challenge of the project is introduced with the presentation of the problem. The main aim is to look for the students' emotional response and that is why a video is sent to students by "Distintos en la Igualdad" in which an immigrant living in Zaragoza talks about the difficulties he or she found when arriving in the city. Consequently, the organization also sends an email to students asking for help: they are asked to create videos with resources for newcomers to the city. By using these authentic materials, the emotional response could be more effective as well as engaging.

Besides, in order to activate students' knowledge about the topic of migration and immigration, the initial activity consists in showing three pictures of people migrating and completing a STW (See, Think, Wonder) chart based on their previous schemas. This activity has the added benefit that it requires sharing the ideas they have written down with the whole class, there is time for interaction in which the teacher is able to see students' knowledge and opinions about the given topic.

In addition, the students discover the different roles they must perform in their cooperative groups with the distribution of cardboards. It is the students' choice to decide who performs each task, thus, they start to have a voice in the project and take the initiative. Finally, through a checklist provided by the teacher, each group discovers the success criteria needed for the final product's creation. This way, they become aware of what they are expected to do during the project from the beginning and they can start planning some elements, such as who is explaining each part of the video, how is it going to be structured, and so on. Students' autonomy and initiative is prompted with this tool as well.

As regards the second lesson, the **discovery** stage, there are activities that integrate the different language skills. In this stage, learners receive comprehensible input, following Krashen's (1982) theory.

To start with, they discover the terms of migration, emigration, immigration and information related to it through a YouTube video projected in class. The video is presenting new input to students in both oral and written discourse; thus, it is important

to work with it so they can process it. Therefore, they do two activities to achieve this goal. Firstly, they must carry out a +1 Routine, in which, after watching the video they are required to retrieve this new information from their brain and to write it down in the sheet of paper. They have to work individually and push output but, later on, as they pass the paper to their group mates, they work in cooperation to write down as much information as possible; this way, with this little exercise, they are also learning how to work cooperatively. The teacher observes the different groups to see if students have doubts or questions. The second activity aimed at processing the new input is a KWL (Knew, Wonder, Learned) chart. This activity is individual, and it requires students to reflect about their previous knowledge and their learning process. In addition to that, their critical thinking and creativity is prompted because they have to wonder about the topic. The different ideas are shared with the whole class, encouraging interaction and allowing the teacher to know students' thoughts and to solve doubts.

After this activity, students practice their reading skills with an article named "The 5 Biggest Challenges for Immigrants". At this point, students are exposed to the difficulties immigrants have to face and they discover new vocabulary related to this topic. To start with, the vocabulary words are highlighted as a way of providing scaffolding. In addition to that, students have to answer individually a series of comprehension and vocabulary questions. These vocabulary questions try to make students discover the meaning of the highlighted words in the texts in four different ways: with a list of synonyms; by providing the definitions of the words; by integrating some words in a sentence, that is, showing a different context in which the word can appear; through images. Students need to look for the highlighted words in the text that match the synonyms, definitions, sentences and images in the exercises. Scaffolding is provided in this way, with different type of exercises. Following the article, there is a brief Bingo game to keep processing the new words. In this case, as they have been learning the words individually, now they have to work in groups, thus, interaction is encouraged and the process of integrating the new input is more dynamic and entertaining as it is a challenge.

The final activity in this lesson consists in a jigsaw activity, a kind of activity mentioned in the theoretical framework as adequate to provide comprehensible input (Gibbons 2014). In groups, students explore each of the five different difficulties presented in the article (language, education, job, housing and health services) and work the vocabulary. They need to complete a final chart with specific information about how

to help immigrants overcome those difficulties and about the topics. Here, the aim is to process the input through negotiation of meaning, interaction and purposeful communication with the rest of the classmates but after that, in their cooperative groups to start making decisions about the contents of the project and to be responsible about the topic they have to explain to their own groups to complete the chart. Responsibility and autonomy are encouraged.

Lesson 3 also corresponds to the **discovery** stage. In this case, the input presented is focused on linguistic forms, concretely grammar. The session starts with an EdPuzzle video, taken from YouTube and called “Your First Two Weeks in Canada”. Following Gibbons’ (2014) concept of *message abundancy*, students receive the input through oral but also written discourse, as the subtitles in the video can be turned on. This video has been chosen because it is similar to what students must do in their final products: it is an information video for newcomers in Canada. Therefore, it is another way of showing students what they are expected to do. Scaffolding is given in this video with questions and notifications that pop up along the video that mark the language contents: modal verbs, conditionals and present and futures verb tenses. Thus, the modal verbs are the new input and the rest of language contents appear to activate students’ knowledge. To focus on modal verbs and infer their uses, the teacher presents a series of sentences appearing in the video. Students can see the modal verbs in context, in an authentic source. Then, the teacher asks students to infer the uses of each modal verb and writes the correct responses in the blackboard. By doing this, interaction with the whole class is once more promoted. In addition to that, this has the added benefits that the teacher can observe students’ comprehension of the input and that learners are inferring the uses of the modal verbs in an inductive way. Learning in this inductive way is beneficial for students because they are pushed to reflect and they actively participate in their own learning and in the class, they have a voice.

The final step to effectively integrate this input is to practice it. In order to do that, students have to do a role-play activity in their cooperative groups. By making students practice modal verbs on their own, they are forced to make themselves understood and to negotiate meaning. Another benefit of this activity is that students can put themselves in the role of an immigrant, thus, empathizing with their situation and making them reflect about their needs and how can they help them with their videos. Scaffolding is given as follows. To develop their roles and introduce the context, they are given role cards with

the situations they must perform. Moreover, they have sentence stems they can use to build their conversation. At the end of the lesson, several groups perform their role plays in front of the whole class. This way, students can receive instant feedback and correction from the teacher. Finally, after this session, students have to do a One Minute Paper reflection activity for homework in order to give the teacher feedback about the procedure of the lesson but also to inform him or her about the effectiveness of the activities to learn the new contents and to reflect about their own learning processes.

Concerning the **deepening** stage, lesson 4, it has two main parts which are oriented towards reviewing and deepening the knowledge or input presented in the previous lessons. For this reason, students review and process the input with a Socratic quiz. The responses to this quiz are evaluated by the teacher to be part of the final mark but also to provide students with feedback about their responses, to make them notice their gaps and mistakes.

The second part of the lesson is aimed at reviewing the topics of migration, emigration and immigration learned in lesson 2. As the focus of this stage is on connecting and extending knowledge, students do an i-Link activity. They are provided with a sheet of paper with three puzzle pieces. The instructions are explained by the teacher and also written in the paper so as to follow the concept of *message abundance* mentioned by Gibbons (2014). Students write down within the puzzle pieces everything they remember about each topic and after that, they link the pieces, making their own connections and retrieving information and input from their brains. The aims of this activity are to make learners reflect on what they have learned as well as to help them connect ideas. The teacher collects these activities to check students learning process at this point of the unit and give them feedback, if needed. The rest of this session is devoted to the final product's parts and elements. They begin to think about their products and its elements and they spark their minds, developing their creativity and initiative.

From this point on, the cooperative groups must begin to shape their final products. Lesson 5 is called **planning** and starts with a planning chart. In groups, they must record what they are going to do and how they are going to do it. The chart's objective is to help students' structure and organize ideas. They must actively engage in this process.

In addition, they need to have their roles established at this point of the unit and they must be responsible and carry them out in an adequate way. As one of the principles



of Cooperative Learning, students must equally participate to achieve their goal, they are a team, there is a positive interdependence.

After the planning chart, the groups plan the script of the video. They create a DIN A3 mind map with the main ideas they want to include in their videos. This way, learners select relevant ideas and information and make decisions; they are autonomous, and they communicate with each other to decide how to do their products. To show students how can they do the mind map, the teacher projects an example of WAGOLL (What a Good One Looks Like). This way, they have an idea about how to start doing their mind maps in a successful manner. Moreover, they can start selecting the information they are going to include in their videos.

At the end, the groups do their first drafts. In order to make students know what they need to do in this first composition, that is, to provide scaffolding, they are given a checklist with the success criteria. Furthermore, they are encouraged to perform their roles and to work cooperatively. As homework, they must send the script to the teacher, who corrects it and gives feedback to each group for the final writing, which is part of the final mark.

The following step is **creation and publishing**, in lesson 6, which starts with a revision of the script in the groups. Students pay attention to the teacher's correction and the feedback. It is important to give learners some time for this step, to make them notice their weaknesses and mistakes and reflect about them in their groups. Consequently, the outcome of the final script will be more successful. Owing to this, they have ten minutes to review their drafts in their cooperative groups. After that, the students elaborate the final script, paying attention to the feedback given by the teacher.

The rest of the lesson is dedicated to making the video. Roles must be accomplished, paying attention to what it is needed and learning to be competent as well as responsible. The planning charts elaborated in previous lessons, along with the checklist and feedback provided by the teacher are useful at this point because they capture all the ideas along the unit. Furthermore, they can retrieve information and organize their ideas. It is probable that the videos are not finished during the lesson's time. Therefore, the groups can finish them at home. Then, the groups send them to the teacher to correct them and gives students feedback, if needed. This revision is one of the most important ones, although, the revisions have been carried out along the whole unit as part of the critique and revision standard of PBL.

The final step is to send the videos to “Distintos en la Igualdad”, who will upload them in the YouTube channel they created for this project, apart from other digital platforms. Making the products public is a requirement in every project. Students are doing their products with a purpose, addressing a real audience and, therefore, as established by Sommer (2013) the products will probably have a higher quality.

Lesson 7, the last one, is called **assessment and celebration of learning**. At this point, it is important to reflect about the whole process and final creation of the product, as well as the achievement of the learning outcomes and the input learned. In addition to that, students need time to reflect about their own learning processes and their own work as well as their classmates’ work. The teacher’s role and their general views about the project are also reviewed. For this purpose, the following activities have been selected.

In their cooperative teams, students do a Talking chip discussion to talk about the strengths and weaknesses of their products as well as the improvements they would include. This way, apart from self-assessing the products, they interact with each other and their critical thinking is also encouraged. As a way of providing them with scaffolding, the teacher writes in the blackboard expressions they can use to discuss this topic. The ideas mentioned are recorded by the writer in a sheet of paper that is given to the teacher. This way, the teacher knows students’ thoughts about their own work.

After that, learners complete a Google form questionnaire that must be completed individually. Here, they are expected to answer and give their opinion about four aspects: their own work, their cooperative groups, the project as a whole and the teacher’s role. This is a significant part of PBL, in which students must reflect and be critical with themselves and with the others. It is helpful for learners, because they develop their critical thinking, and for the teacher, because he or she receives feedback that can be useful to improve the learning unit.

Finally, the last step in the project is the celebration of learning. This is a fundamental step because students’ effort and work must be recognized. Therefore, “Distintos en la Igualdad” sends a video to the class in which they express their gratitude to students and invite them to an event. It takes place in *La Casa de las Culturas* and consists in a small lunch in which the videos are presented to the audience. The groups also explain the process of creating it. People from the organization and *La Casa de las Culturas* are invited along with their families. In addition, students can bring their families and any other people in the school. The fact that students present their products in front

of an audience is also worth mentioning because, this way, they develop communicative skills and use language in a functional way.

#### **4.5. Materials**

The materials created for this unit plan can be found in the appendix 6 of this dissertation. All of them have been selected and designed to follow the basis of CLT.

To begin with, Richards (2006) mentions that CLT activities should “mirror the real world and use real world or ‘authentic’ sources as the basis for classroom learning” (p. 50). For this reason, this learning unit includes a fair amount of authentic materials that present the language in real world contexts and situations. For instance, all the activities created to present the language contents have been taken or adapted from real world sources in which the English language is a tool to share information. Thus, there are several YouTube videos or an article adapted from an online newspaper that were found online.

Other type of materials created for the project are the thinking routines and tools to reflect about different aspects and elements along the unit. Firstly, in order to activate students’ previous schemas and to retrieve information from their brains, there are materials such as STW or KWL chart and the i-Link puzzle. These three activities are intended to help students deepen into their learning processes. That is, as concerns the STW and KWL, these have the aim to activate students’ knowledge about the topics and to make them wonder what they do not know. Students’ creativity and critical thinking is developed. Regarding the i-Link activity, it is chosen to facilitate students deepening into new concepts and to help them connect ideas through visual elements. These are tools to use during the learning process. In addition, they work in groups, which is a key element for CLT activities (Brown, 2007), because this way, they also interact and communicate.

Nevertheless, there are other materials that allow students think about their final results, their classmates work, their thoughts about the activities or the project, the teacher’s work, etc. This is the case of the One Minute Paper, which is aimed at making students reflect about the activities in the discovery stage and their own learning until that moment. It is also the case of the final questionnaire, which allows learners to assess their own and classmates’ work, the teacher role and the whole project with a series of ranking and open-ended questions. Besides, these materials require students to make “efforts to

communicate effectively” as cited by Mitchell, Myles and Marsden (2013), in order to make themselves understood. Functional language is encouraged with this type of materials, because as students are giving their opinion, they try to use language the best way they can to communicate their ideas, there is a purpose in communication.

Furthermore, ICTs and EdTech are fundamental. All the activities and materials used to present and explain different aspects by the teacher are intended to be uploaded on Google Classroom. The use of laptops and tablets during the lessons facilitate the learning and gives the teacher many opportunities to create multimodal and appealing materials. Therefore, the teacher uses ICTs and other tools to present materials that can be motivating and engaging for students, with different colors, sizes and images. This factor is useful for scaffolding, because the hints given to students are presented in different ways (images, font sizes, etc). Moreover, the idea of message abundance presented by Gibbons (2014) is facilitated with the use of ICTs.

To sum up, with the creation and adaptation of this project’s materials, the aims are to increase students’ motivation and interest, to facilitate their learning process, to adapt to every students’ needs and intelligences and to make learners enjoy the project at the same time they are learning and developing their skills.

#### **4.6. Evaluation**

The present didactic unit follows the principles and criteria appearing in the Aragonese curriculum with regards to its evaluation. More specifically, the criteria have been chosen considering the evaluation principles, criteria and standards established in *Orden ECD/2016 de 26 de mayo*. The specific evaluation criteria for this unit can be found in the appendix 7 of this paper.

As it has been mentioned before in this paper, the evaluation of this project is formative and summative. In other words, the focus of the assessment is both on the development of the project and on the outcome of the final product. In keeping with this, students are informed of the evaluation criteria from the beginning.

Through **formative assessment**, students are allowed to reflect about their learning processes, decisions, strengths and weaknesses along the whole unit and in specific exercises. Moreover, it allows the teacher to provide students with feedback and to receive

feedback him or herself about the outcomes of the unit, through different tools and activities and carrying out observation tasks.

In order to encourage students' reflection about their previous knowledge on various topics, they need to complete STW and KWL charts. These activities, apart from activating their knowledge, are adequate to allow students assess their knowledge about a topic. Moreover, the students share their ideas with the whole class, which allows the teacher to notice students' knowledge and learning processes and to provide them with feedback. The i-Link activity in lesson 4 is also used in this sense, because, apart from facilitating learners' deepening about a topic, they are able to assess their knowledge about it, meaning that they can notice their gaps and if they have really understood the concepts. In addition to that, the talking chips discussion can be beneficial in this sense. Although it is an activity used to encourage interaction and equal participation, it can be useful for students to notice their weaknesses and strengths as well as to assess their final product and work.

**Summative assessment** is applied at the end of the unit to evaluate the outcome of the final products, assessing to what extent it meets the success criteria. Through several activities, the four language skills are part of this summative assessment and constitute a percentage of the final mark. In addition to that, this final mark is also composed by the outcome of the final product and other activities used to encourage students' critical thinking and self-reflection.

As stated in the curriculum, several tools are created for the teacher to accomplish the evaluation and assessment task and also for students to prompt self-evaluation, self-reflection and peer evaluation tasks. For the final video there is a rubric (appendix 8) that takes into account the success criteria showed in the checklist given to the groups in lesson 1. The rubric was selected because it allows to evaluate different aspects of the final video and because these aspects are evaluated according different levels of performance. Therefore, the rubric grades the different criteria into Fails (0-4), Needs Improvement (5-6), Meets Expectations (7-8) and Above Expectations (9-10).

The four language skills (speaking, reading, writing and listening) are assessed through different activities (appendix 9.1.) that take place along the unit. To evaluate the writing, speaking and listening skills, the teacher has three checklists (appendix 10). The checklists have been selected as tools to evaluate given the fact that they allow to establish different criteria that students must accomplish. As the percentage of the language skills

in the final mark is 10% each, it was considered that it was not necessary to evaluate the levels of performance of each criterion. Besides, the language skills are integrated in the rubric of the final product. Therefore, the checklists serve to assess if students have complied with several aspects that are relevant to develop each skill. As concerns the reading skill, it is evaluated by correcting the answers to comprehension questions, which are 1 point each out of a total of 10. The integration of grammar and vocabulary are evaluated in the four skills activities and the final product.

Finally, the percentages of each material of the summative assessment are the following ones (appendix 9): 10% each language skill (speaking, reading, writing and listening), 50% the final video of the project, and 10% the activities used as formative assessment. These percentages can be seen in detail in appendix 9. As the main methodology of the unit is PBL, the final product of the project must define the highest percentage of the final mark and that is why it is a 50% of the grade. In addition, the rubric includes many different aspects and elements that are graded depending on their level of performance. Thus, as it contains many elements, it is worth that the video constitutes half of the final mark. As regards the rest of percentages, each skill counts the same because all of them are equally important to develop the communicative competence. Besides, some students can be better at some skills than others, therefore, it is a way to be fair with every student. However, if one student wants to achieve the highest mark, he or she has the chance to do so with the 10% left that constitutes the elaboration of some of the formative assessment activities: One Minute Paper, Google Form questionnaire and Talking Chips' report (appendix 9.2.). It is important that, apart from doing the reflection activities previously mentioned, they have a significance. This is why they are part of the final mark in this unit. If students demonstrate deep and serious reflection in these activities, then they obtain the mark. This is also a way of evaluating the development of their critical thinking, initiative, creativity and responsibility, which are key elements in this project.

## **5. Conclusion**

The main objective of this Master's dissertation was to identify several teaching necessities and gaps during the master in order to propose some innovations and

improvements. During the school's placement periods, certain gaps were identified which had to do with the methodology implemented in the school and its context.

To begin with, **the main theme** selected for this unit is cultural diversity, concretely, immigration. The school's percentage of immigrants is rare and, therefore, students are not used to deal with this reality that is part of our multicultural world. The curriculum establishes cross-curricular themes and competences that are related to being in contact with other cultures and people as well as to promote values such as tolerance, equality, respect and solidarity. The projects carried out in this school also encourage these values. Therefore, these topics make sense in the school's context. Dealing with them aims at raising awareness among students about other people's realities, cultures and difficulties. The use of the English as a tool to communicate among people from all around the world, as a lingua franca, is also a key matter in dealing with these topics.

The classroom in which the unit is intended to be implemented works in a rather traditional way, focusing on linguistic forms and repetitive exercises rather than on the functional use of language. This is a reflection of the real world because, as explained in the introduction of this dissertation, the development of the CLT principles and the communicative competence in the real EFL classroom seems to be a pending issue in some cases. Therefore, it is important to encourage **methodologies** that have CLT as its cornerstone. The principal teaching method of this unit plan is PBL, which perfectly adjusts to CLT. In addition to that, Cooperative Learning is also selected because it complements PBL. Consequently, the features of CLT are incorporated into this classroom with the objectives of presenting these methodologies to students that may increase their motivation.

**The challenge** of the project is to create a final video that responds to a series of necessities found by immigrants when they arrive in a new city. The challenge approaches students' lives because the video is for an association in Zaragoza. Therefore, students' engagement must be higher due to the responsibility they have and the authenticity of the project.

**The activities** designed to elaborate this project follow the CLT approach and most of them are designed to be done in the cooperative groups, following Brown's (2007) criteria. This way, interaction is constantly promoted along the unit. Many of these activities have been taken or adapted from real sources to show students uses of the language in context, which is also a CLT principle mentioned by Richards (2006).

Furthermore, **students** are encouraged to reflect about their own learning and to be autonomous throughout the development of the project with activities known as thinking routines that facilitate activation of previous knowledge, processing new input, self-reflecting about gaps and limitations in the learning processes, organizing ideas, etc. To summarize, students actively participate and this is fundamental for the proper development of the project.

**The teacher's role** is that of a guide and facilitator of the learning process. Several techniques are implemented in this unit to support understanding among students. These strategies follow Gibbons' (2014) ideas. Learners are provided with multimodal sources (written, oral, audiovisual, etc.) to engage each student with his or her strengths and abilities. In addition, one piece of information is presented in different ways, based on Gibbon's (2014) concept of *message abundancy*.

**Language support** is also important in this unit. The specific language of the unit and the functional language are highlighted by the teacher in different manners. For instance, the grammar presented in the unit is worked in an inductive way, presenting the words in context and then, making students notice and practice them. The functional language is suggested by the teacher writing in the blackboard, giving students cardboards with suggested expressions and so on.

Finally, there are several **improvements** that must be highlighted, and which should be included in future implementations of this unit plan.

In the first place, the unit plan should be more adapted for students with special needs. In this case, the class for which the proposal is designed does not have any learner with special needs, but this is a significant issue to keep in mind when planning to use this unit in other contexts. Each school and classroom is different, so the unit would need other adaptations and activities in a different context.

Secondly, the unit plan should guide students more closely in the creation process of the video (lesson 6). The amount of time dedicated to this purpose is rather short and it is probable that in a normal situation students would need more time to finish and to reflect about how to produce their videos. Therefore, in future occasions, the project could be designed to be implemented along more lessons, even though this is only an assumption because the unit plan has not been implemented



Thirdly, the scaffolding provided and language support must be aspects to pay more attention to. It is true that the unit presents ways of language support and scaffolding but they are all very similar, such as written instructions, highlighting words, giving written expressions and through teacher talk, small icons, etc. These techniques may not be very innovative and, perhaps, for future implementations of this unit, more theoretical framework about these topics should be researched, contrasting ideas of diverse authors and adapting the most adequate ones for the school and the classroom in which the unit plan is carried out.

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Legislation:

Orden ECD/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón.

Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato.

## 7. Appendices

### Appendix 1. *Assignments used as evidence of the necessity of improvement*

1. “Memoria del Prácticum I: Análisis de documentos y acercamiento al centro educativo”: <https://bit.ly/30Zv4Hi>



This assignment consists in a report explaining the context of the school in which the first placement period took place. More specifically, the assignment contains a presentation of the school context, a journal describing the most relevant activities carried out each day, analysis of different documents of the school and a final conclusion with ideas and thoughts about the experience.

2. “Motivation in the EFL Classroom: A Research among Secondary Education Students”: <https://bit.ly/31cSUzF>



This assignment has two main objectives. Firstly, to carry out a research among students of Secondary Education in three different schools, regarding their opinion about English language nowadays and their motivation in the English classroom. Secondly, to elaborate a poster presenting the whole research and discussing the results. In order to develop the research, a Google form was sent to students. The results were analysed following Dörnyei’s (1994) theory about intrinsic and extrinsic motivation.

3. “Portfolio del Prácticum II”: <https://bit.ly/2NgWeRO>



The assignment presented above was elaborated during the second school placement period of the master. This portfolio is divided into three parts: an analysis of the materials used to implement the classes, a reflection on the whole teaching experience and a final analysis and discussion regarding interaction in the EFL class.

**Appendix 2. E-mail with the organization “Distintos en la Igualdad”**

URL to the e-mails: <https://bit.ly/2UZlSPd>



Distintos en la Igualdad is an organization that bets high to foster knowledge about traditions and beliefs of people from different cultures living in Zaragoza. As explained in their webpage, knowledge about other cultures is the basis of coexistence, mutual respect integration and acceptance. Concretely, they consider that explaining and getting closer to cultural differences is a key element to prevent intolerance and violent behaviors. Their purpose is to make people reflect about the positive and negative aspects of those differences, reflecting and learning to value and respect each person will to choose and live his or her culture. This is a basic right in a democratic society.

Moreover, Distintos en la Igualdad works with diverse immigrants' associations in Zaragoza and carries out activities and workshops to make people closer to different cultures living and coexisting in the city.

Source: [http://distintosenlaigualdad.org/qui\\_index.html](http://distintosenlaigualdad.org/qui_index.html)

### **Appendix 3. *Specific Objectives***

- Identify and understand the topic of migration, immigration and emigration and its reasons and its difficulties through the YouTube videos and an article about the immigration challenges.
- Select and interpret information from different sources about resources for immigrants in Zaragoza to write it in a group chart.
- Deconstruct stereotypes and preconceptions about immigrants and immigration by doing the different activities, tasks and final product of the project.
- Understand English language as a tool to communicate and interact with people from other cultures and places.
- Use of different ICTs and technological devices to carry out the different activities prepared as well as the final video.
- Detect and discuss strengths and weaknesses in the group activities that conduct to plan the final video of the project.
- Organize the work in cooperative groups through the tracker and the planning chart.
- Carry out a group role in a successful and efficient way in order to successfully create the final product.
- Write a script for the final video after following the different steps of the writing process.
- Create a final informative video that contains all the information parts and elements established in the checklist.

- Assess their own learning processes as well as the groups' work and the teachers' role during the development of the project through the assessment tools provided during the unit.

#### Appendix 4. *Specific Contents*

<b>Block 1. Oral texts' comprehension</b>
<p><i>Abilities and comprehension strategies</i></p> <ul style="list-style-type: none"> <li>- Understanding general and specific information in different oral texts</li> <li>- Use of comprehension strategies: Activating previous knowledge about the topic</li> </ul> <p><i>Sociocultural and sociolinguistic aspects</i></p> <ul style="list-style-type: none"> <li>- Customs and traditions</li> <li>- Principles, beliefs and attitudes; critical attitude towards pre-concepts and stereotypes</li> <li>- Valuation of the foreign language as an information, communication and understanding tool among cultures</li> </ul> <p><i>Communicative functions</i></p> <ul style="list-style-type: none"> <li>- Description of objects, places and activities</li> <li>- Description of current situations</li> <li>- Expression of different types of modalities: suggestions, advices</li> </ul> <p><i>Syntactic-discursive structures</i></p> <ul style="list-style-type: none"> <li>- Tense review: present simple and present continuous; will and be going to</li> <li>- Modality: ability (can, be able, could); positive deduction (must); obligation (must, have to); advice (should); possibility (may)</li> <li>- Condition (if, unless); types: zero, first conditional</li> </ul> <p><i>Common use lexicon</i></p> <ul style="list-style-type: none"> <li>- Housing, home and environment (neighborhood, city); job and occupations; health and self-care; education and studies; language and communication; cultural diversity and migration</li> </ul>

## Block 2. Oral texts' production: expression and interaction

### *Abilities and comprehension strategies*

- Oral production of descriptions, narrations and facts' explanations
- Spontaneous participation in communication situations in the classroom
- Use of communication strategies
  - o Planification: Produce a clear message; adequate use of digital resources
  - o Execution: Use of previous knowledge; express the message clearly, coherently and adequately structured; use and locate linguistic resources

### *Sociocultural and sociolinguistic aspects*

- Linguistic registers (formal, informal)
- Valuation of the foreign language as an information, communication and understanding tool among cultures
- Interest about establishing contact with speakers of other languages

### *Communicative functions*

- Description of objects, places and activities
- Expression of different types of modalities: suggestions, advices
- Personal information exchange, opinions, points of views and advices

### *Syntactic-discursive structures*

- Tense review: present simple and present continuous; will and be going to
- Modality: ability (can, could); positive deduction (must); obligation (must, have to); advice (should)
- Condition (if, unless); types: zero, first conditional

### *Common use lexicon*

- Housing, home and environment (neighborhood, city); job and occupations; health and self-care; education and studies; language and communication; cultural diversity and migration

## Block 3. Written texts' comprehension



*Abilities and comprehension strategies*

- Understanding general and specific information of adapted texts
- Messages' interpretation: principal and secondary ideas' identification
- Use of comprehension strategies: Use of previous knowledge; deduction of meanings from the context

*Sociocultural and sociolinguistic aspects*

- Social conventions and linguistic registers
- Principles, beliefs and attitudes; critical attitude towards pre-concepts and stereotypes
- Valuation of the foreign language as an information, communication and understanding tool among cultures

*Communicative functions*

- Description of people, objects, places and activities
- Description of current situations
- Expression of different types of modalities: suggestions, advices

*Syntactic-discursive structures*

- Tense review: present simple and present continuous; will and be going to
- Modality: ability (can, could); positive deduction (must); obligation (must, have to); advice (should)
- Condition (if, unless); types: zero, first conditional

*Common use lexicon*

- Housing, home and environment (neighborhood, city); job and occupations; health and self-care; education and studies; language and communication; cultural diversity and migration

**Block 4. Written texts' production: expression and interaction**

*Abilities and comprehension strategies*

- Creative texts' composition (descriptions, narrations, instructions)
- Use of production strategies
  - o Planification: Activate and coordinate general and communicative competences; use and locate linguistic resources

- Execution: Use of previous knowledge; express the message clearly, coherently and adequately structured; writing texts from guided activities and models; writing clear messages; reflect and apply self-correction and self-evaluation strategies

*Sociocultural and sociolinguistic aspects*

- Linguistic registers
- Principles, beliefs and attitudes
- Valuation of the foreign language as an information, communication and understanding tool among cultures

*Communicative functions*

- Description of objects, places and activities
- Description of current situations
- Expression of different types of modalities: suggestions, advices

*Syntactic-discursive structures*

- Tense review: present simple and present continuous; will and be going to
- Modality: ability (can, could); positive deduction (must); obligation (must, have to); advice (should)
- Condition (if, unless); types: zero, first conditional

*Common use lexicon*

- Housing, home and environment (neighborhood, city); job and occupations; health and self-care; education and studies; language and communication; cultural diversity and migration

## Appendix 5. Sequencing of Activities: Lesson Plans

### Lesson 1: Activation and discovery

Activities	Materials and Resources	Aims
<p><u>I. Activation and presentation of the challenge</u></p> <p><b>1. Images about migration and a chart (15')</b></p> <ul style="list-style-type: none"> <li>- Ss see a series of images about migration.</li> <li>- Ss fill in a <b>STW chart</b> (See, Think, Wonder).</li> <li>- Ss <b>share their ideas</b> with the class and T writes those ideas in the blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint with images about migration</li> <li>- STW activity</li> </ul>	<ul style="list-style-type: none"> <li>- To introduce the topic of migration and its reasons and difficulties</li> <li>- To make Ss reflect about the question of migration</li> <li>- To activate Ss previous schemas on the topic of migration</li> <li>- To check Ss knowledge and questions about migration and its issues</li> </ul>
<p><b>2. A request for help (15')</b></p> <ul style="list-style-type: none"> <li>- Ss watch a <b>video</b> sent by “Distintos en la Igualdad”. An immigrant in Zaragoza presents the organization, explains his/her experience and difficulties when arriving in the city. Finally, he/she asks Ss for help.</li> <li>- Ss receive an <b>email from the organization</b> to present the challenge.</li> </ul>	<ul style="list-style-type: none"> <li>- Video “Distintos en la igualdad”</li> <li>- Organization e-mail asking for help</li> </ul>	<ul style="list-style-type: none"> <li>- To look for students’ emotional response</li> <li>- To present Ss the organization “Distintos en la Igualdad”</li> <li>- To make Ss aware of immigrants’ difficulties in their own city</li> <li>- To present Ss the challenge of the project</li> </ul>
<p><u>II. Discovery of the group roles and formation of groups</u></p> <p><b>3. Creation of the groups (10')</b></p> <ul style="list-style-type: none"> <li>- T presents <b>the 5 different group roles</b>.</li> <li>- Ss arrange into groups of 4 people.</li> <li>- T provides each group with roles’ <b>cardboards</b>. Ss distribute the roles and write their names in the cardboards.</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint presentation</li> <li>- Roles’ cardboards</li> </ul>	<ul style="list-style-type: none"> <li>- To present group roles to Ss</li> <li>- To let Ss create their own groups</li> <li>- To encourage Ss’s autonomy by making them decide their groups</li> <li>- To make Ss decide their roles</li> </ul>
<p><b>4. Presentation of the success criteria (10')</b></p> <ul style="list-style-type: none"> <li>- Each group is given a <b>checklist</b> with the success criteria for the final product. The checklist will be collected by the teacher in the last lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Checklist</li> </ul>	<ul style="list-style-type: none"> <li>- To present Ss the success criteria of their final products</li> <li>- To help Ss to start planning the video</li> </ul>

<ul style="list-style-type: none"> <li>- T gives them some time to read the checklist carefully and ask questions or doubts.</li> </ul>		<ul style="list-style-type: none"> <li>- To guide Ss and make them aware of what they are expected to do</li> </ul>
<p><b>FORMATIVE ASSESSMENT:</b> In this lesson of activation, the teacher checks Ss previous schemas about the topic when students share their ideas about the images at the end of the first activity. To make it more visual, these ideas are written in the blackboard.</p> <p><b>SCAFFOLDING PROVIDED:</b> Firstly, Ss receive scaffolding through teacher talk, which provides Ss with the instructions of what they need to do and feedback too. Apart from that, through written discourse scaffolding is provided. For instance, the questions appearing in the STW chart are scaffolding in the sense that ask questions to Ss to explore their previous knowledge.</p>		

## Lesson 2: Discovery

Activities	Materials and Resources	Aims
<p><u>III. Discovery of vocabulary related to migration and its difficulties</u></p> <p><b>1. Video about migration and Think Chart (15')</b></p> <ul style="list-style-type: none"> <li>- In their cooperative groups, Ss do a +1 <b>Routine</b> activity.</li> <li>- Ss are complete a <b>KWL Think Chart</b>. The ideas will be shared in class.</li> <li>- T collects the +1 Routine paper to evaluate listening skill.</li> </ul>	<ul style="list-style-type: none"> <li>- YouTube video “What is migration? Immigration and emigration”</li> <li>- Sheets of paper for the +1 Routine</li> <li>- KWL chart</li> </ul>	<ul style="list-style-type: none"> <li>- To explore and differentiate the concepts of migration, emigration and immigration</li> <li>- To help Ss retrieve information from their memory</li> <li>- To interact with Ss and to make Ss interact with each other</li> <li>- To discover the reasons why people migrate</li> <li>- To make Ss practice their listening skills</li> </ul>

<p><b>2. Reading an article and vocabulary game (15')</b></p> <ul style="list-style-type: none"> <li>- Individually, Ss read an article about the <b>difficulties</b> that new immigrants face when arriving in a city.</li> <li>- Ss answer comprehension and vocabulary questions. Ss can finish it as homework, then send it to the teacher.</li> <li>- In groups, Ss play <b>vocabulary Bingo</b>. T gives each group a cardboard with the words. T takes papers with the definitions from a box.</li> </ul>	<ul style="list-style-type: none"> <li>- Copies of the article about immigration difficulties</li> <li>- Reading comprehension and vocabulary questions on Google Drive</li> <li>- School tablets and other technological devices</li> <li>- Bingo cardboards and papers with the definitions</li> </ul>	<ul style="list-style-type: none"> <li>- To discover and learn vocabulary related to immigrants' difficulties</li> <li>- To make Ss practice their reading skills</li> <li>- To engage Ss to interact and communicate</li> </ul>
<p><b>3. Expert groups' activity (20')</b></p> <ul style="list-style-type: none"> <li>- Ss do an <b>expert groups</b> activity. Each Ss in their original groups chooses one of the difficulties: <ul style="list-style-type: none"> <li>o Language</li> <li>o Education</li> <li>o Job: securing work</li> <li>o Housing</li> <li>o Health care</li> </ul> </li> <li>- SS arrange <b>into expert groups</b> according each of the difficulties chosen. Each expert group investigates how and in which places can new immigrants find information about these topics and where to go in Zaragoza. Ss are given a list of webpages to search this information online.</li> <li>- Back in their original groups, Ss findings are recorded in a <b>DIN A3 Tracker</b>. This chart is saved for future lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint with useful webpages</li> <li>- DIN A3 tracker with 5 columns to fill in</li> </ul>	<ul style="list-style-type: none"> <li>- To engage Ss to interact and communicate</li> <li>- To work collaboratively in their expert groups</li> <li>- To search for information in the webpages provided</li> <li>- To complete a tracker in cooperation about immigrants' difficulties and how to overcome them in Zaragoza</li> </ul>
<p><b>FORMATIVE ASSESSMENT:</b> Firstly, the teacher collects the Plus One Routine activities to evaluate them and to check Ss' understanding of the topics. Also, the reading comprehension questions are evaluated as well as the KWL chart to check Ss learning.</p>		

**SCAFFOLDING PROVIDED:** In the article, important words are highlighted in order to introduce the vocabulary. The vocabulary questions help students understand the words. After that, the Bingo game helps them to familiarize and learn the new words. Also, so as to provide Ss with places and webpages to look for information for the expert groups' activity, the T present a PowerPoint with URLs.

### Lesson 3: Discovery

Activities	Materials and Resources	Aims
<p><u>IV. Discovery of the language needed and the elements of the final video</u></p> <p><b>1. EdPuzzle activity “Your first two weeks in Canada” (25’)</b></p> <ul style="list-style-type: none"> <li>- Individually, Ss complete an <b>EdPuzzle activity</b> in which the focus is on the specific language they should use in their final videos (conditionals, present and future tenses, modal verbs).</li> <li>- T projects a <b>PowerPoint presentation with sentences</b> appearing in the EdPuzzle video containing <b>modal verbs</b>.</li> <li>- T asks Ss to identify their uses and share with the whole class. T writes the uses in the blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>- EdPuzzle video</li> <li>- School tablets and other technological devices</li> <li>- Modal verbs’ PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>- To provide Ss with an example of what they are expected to do in their final products</li> <li>- To make Ss notice the specific language</li> <li>- To present modal verbs</li> <li>- To make Ss infer the uses of the modal verbs</li> </ul>
<p><b>2. Role play activity (25’)</b></p> <ul style="list-style-type: none"> <li>- In their cooperative groups, Ss pair up and do a <b>role play activity</b> to practice modal verbs.</li> <li>- A pair from each group must do their performance in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Role play cards</li> </ul>	<ul style="list-style-type: none"> <li>- To practice modal verbs’ uses in context</li> <li>- To engage Ss with immigration difficulties</li> <li>- To receive instant feedback of Ss comprehension of the input</li> <li>- To give Ss instant correction and feedback based on their performances</li> </ul>
<p><b>4. Homework: Feedback activity</b></p> <ul style="list-style-type: none"> <li>- At the end of this lesson, the T tells Ss to do a <b>One Minute Paper</b> activity at home.</li> </ul>	<ul style="list-style-type: none"> <li>- One Minute Paper (Word document or PDF to send to the teacher by email)</li> </ul>	<ul style="list-style-type: none"> <li>- To know Ss opinions about their groups’ work</li> </ul>

		- To check Ss feedback and learning
<p><b>FORMATIVE ASSESSMENT:</b> The EdPuzzle activity helps the teacher to see Ss answers. Besides, during the role play activity, the teacher walks around the classroom observing Ss performances, taking notes for him or herself and giving Ss feedback when needed. During the role play performance in front of the class, the teacher checks Ss learning and gives feedback. Apart from that, the teacher receives feedback form Ss with the One Minute Paper task.</p> <p><b>SCAFFOLDING PROVIDED:</b> In the EdPuzzle activity, there is scaffolding with the questions and sentences that pop up, which help Ss notice the specific language. With the PowerPoint presentation, the teacher gives Ss sentences with the modal verbs and they should try to identify them in an inductive way. Besides, in the role play cards, Ss are introduced to a situation and they have examples of sentences they could use during the conversation.</p>		

### Lesson 4: Deepening

Activities	Materials and Resources	Aims
<p><u>V. Deepening: review of the grammar presented</u></p> <p><b>1. Socratic quiz to review grammar contents (10')</b></p> <ul style="list-style-type: none"> <li>- The lesson starts with a <b>Socratic quiz</b> to review the modal verbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Socratic test</li> </ul>	<ul style="list-style-type: none"> <li>- To review the modal verbs learned in the previous lesson</li> </ul>
<p><u>VI. Deepening: exploring the contents presented about migration</u></p> <p><b>2. i-Link puzzle activity (15')</b></p> <ul style="list-style-type: none"> <li>- Ss do an <b>i-Link activity</b>.</li> <li>- T collects the papers to check Ss learning process.</li> </ul>	<ul style="list-style-type: none"> <li>- Sheet of paper with the i-Link activity</li> </ul>	<ul style="list-style-type: none"> <li>- To make Ss reflect on what they have learned</li> <li>- To check Ss understanding about the topic of migration and the questions related to it</li> <li>- To help Ss connect the topics they have been learning</li> </ul>
<p><b>3. Parts and whole thinking: Video elements (25')</b></p> <ul style="list-style-type: none"> <li>- In their cooperative groups, Ss have to complete a “Parts and whole thinking” chart.</li> </ul>	<ul style="list-style-type: none"> <li>- Parts and whole thinking chart</li> </ul>	<ul style="list-style-type: none"> <li>- To make Ss deepen in the final video parts and elements</li> <li>- To help Ss start thinking about their products</li> </ul>

**FORMATIVE ASSESSMENT:** With the Socratic test, the teacher gets to know Ss' learning process and acquired knowledge. Also, Ss are automatically evaluated by the app and they get to know their results. Apart from that, the i-Link activity serves as a tool for the T to check Ss learning and deepening in the topic of immigration and the rest of the topics.

**SCAFFOLDING PROVIDED:** In the last activity, T tells the students to remember the video they watched in lesson 3. They can check it if they want to, as they have the link, in order to see the elements that it has and to complete the chart.

### Lesson 5: Planning

Activities	Materials and Resources	Aims
<p><u>VIII. Planning chart</u></p> <p><b>1. Planning chart (15')</b></p> <ul style="list-style-type: none"> <li>- In groups, Ss complete a planning chart.</li> </ul>	<ul style="list-style-type: none"> <li>- Planning chart</li> </ul>	<ul style="list-style-type: none"> <li>- To make Ss start planning the video</li> <li>- To help Ss structure and record their work</li> <li>- To encourage Ss to be responsible and carry out the roles established</li> </ul>
<p><u>IX. Planning the script of the video: pre-writing and drafting</u></p> <p><b>2. A mind map (20')</b></p> <ul style="list-style-type: none"> <li>- Ss complete a <b>DIN A3 mind map</b> provided by the T, in which they all must write the main ideas to include in each part of the video.</li> </ul>	<ul style="list-style-type: none"> <li>- School tablets and other technological devices</li> <li>- Din A3 paper for the mind map</li> <li>- Markers, pencils, color pens, etc</li> <li>- Din A3 paper from lesson 2</li> </ul>	<ul style="list-style-type: none"> <li>- To guide Ss work towards the final product</li> <li>- To make Ss reflect about the process and steps of writing</li> <li>- To help Ss in the process of making decisions</li> <li>- To help Ss select relevant ideas and information</li> </ul>
<p><b>3. First draft (15')</b></p> <ul style="list-style-type: none"> <li>- T provides Ss with a <b>checklist</b>, so Ss know what it is expected from them in the written product (language, parts, etc).</li> <li>- In their cooperative groups, the content writer does <b>the first draft</b> of the script in a Word document with the help of the rest of the group.</li> </ul>	<ul style="list-style-type: none"> <li>- Checklist</li> <li>- School tablets and other technological devices</li> </ul>	<ul style="list-style-type: none"> <li>- To encourage Ss perform their roles and work cooperatively</li> <li>- To write the first composition of the final written product for the video</li> </ul>



		- To make Ss select and organize information
<u>X. Planning the script of the video: composing</u> <b>4. Writing the script</b> - At home, Ss must complete the script and send it to the teacher before the next lesson. T corrects the scripts and gives them back to Ss with feedback.	- School tablets and other technological devices	- To complete the first draft of the final script  - To provide Ss with feedback to complete the final writing
<p><b>FORMATIVE ASSESSMENT:</b> In the first place, the teacher walks around the classroom and observes Ss doing the activities. He or she takes notes and gives feedback to them whenever is needed. Apart from that, the teacher corrects the scripts, which helps Ss know how they are doing it.</p> <p><b>SCAFFOLDING PROVIDED:</b> The planning chart is designed so Ss know what they must include in their final product. Then, the checklist given by the teacher to do the script serves as scaffolding. Also, the checklist in activity 3 is helpful for Ss.</p>		

## Lesson 6: Creation and Publishing

Activities	Materials and Resources	Aims
<u>XI. Creation: checking the scripts</u> <b>1. Correction of the scripts: revising and editing (30')</b> - The groups check the T feedback and corrections in their scripts. - Then, they write the final script.	- School tablets and other technological devices	- To make Ss notice their mistakes  - To provide Ss with feedback  - To encourage Ss to successfully perform their roles  - To engage Ss in the process of writing a new version of their work
<u>XII. Creation: videos</u> <b>2. Creating the videos (20')</b> - In their cooperative groups, and with the help of the <b>planning chart</b> and the <b>checklist</b> from lesson 1, Ss start making their videos. - If they can't finish on time, they finish their videos at home and send them to the teacher.	- School tablets and other technological resources	- To create the final product of the project  - To provide Ss with enough feedback and help to successfully complete their tasks

<p><u>XIII. Publishing: sending the videos to “Distintos en la igualdad”</u></p> <p><b>3. Publication of the videos</b></p> <ul style="list-style-type: none"> <li>- T will send the video to the organization “Distintos en la igualdad”, who will <b>upload the videos in the YouTube channel</b> created for this project”.</li> <li>- T, Ss and the organization must also publish their work in their social networks as well as in the organization’s and school’s webpages.</li> </ul>	<ul style="list-style-type: none"> <li>- School tablets and other technological resources</li> </ul>	<ul style="list-style-type: none"> <li>- To celebrate Ss work</li> <li>- To make Ss aware of the importance of their final products</li> </ul>
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**FORMATIVE ASSESSMENT:** The teacher revises the final videos once they are completed.

**SCAFFOLDING PROVIDED:** At the beginning of the lesson, Ss check the teacher feedback to keep doing their writings. Also, the planning chart and the checklist from previous lessons serve as scaffolding in this case.

### Lesson 7: Assessment and Celebration of learning

Activities	Materials and Resources	Aims
<p><u>XV. Assessment: final results</u></p> <p><b>1. Talking chips activity (20’)</b></p> <ul style="list-style-type: none"> <li>- Ss start with a <b>Talking chips discussion:</b> strengths, weaknesses and improvements of their products. T writes in the blackboard some expressions they can use to discuss in their groups.</li> <li>- The ideas will be recorded by the content writer in a sheet of paper that will be collected by the teacher so as to know students’ thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>- Talking chips</li> <li>- Talking chips PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>- To help Ss notice their strengths and weaknesses in their final products</li> <li>- To encourage Ss critical thinking</li> <li>- To make Ss reflect about possible improvements and suggestions</li> </ul>
<p><b>2. Learning process assessment questionnaire (15’)</b></p> <ul style="list-style-type: none"> <li>- Ss do a <b>Google form questionnaire</b> to evaluate their own work, the work of the whole group, the project and the teachers’ work.</li> </ul>	<ul style="list-style-type: none"> <li>- Google form Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>- To receive feedback about the teachers’ role</li> <li>- To receive feedback about the work of each Ss and the whole groups</li> <li>- To help Ss realize their own strengths and weaknesses</li> </ul>


<p><u>XVI. Celebration of learning and final products</u></p> <p><b>3. Invitation to celebrate (15')</b></p> <ul style="list-style-type: none"> <li>- Ss receive and watch a video from “Distintos en la igualdad”. They are thanked and invited to an event to celebrate this project in “La Casa de las Culturas”.</li> <li>- The rest of the class, T plays some of the final products to the whole class and they share ideas and thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>- Video-invitation from the organization “Distintos en la Igualdad”</li> </ul>	<ul style="list-style-type: none"> <li>- To celebrate Ss effort and work</li> <li>- To show Ss the importance of their work</li> </ul>
<p><b>FORMATIVE ASSESSMENT:</b> To start with, in the Talking Chips activity, Ss are able to assess their own work in a way that they identify weaknesses and strengths. In addition, in the Google form questionnaire, Ss knowledge and procedure during the project are assessed.</p> <p><b>SCAFFOLDING PROVIDED:</b> Through teacher talk, Ss are given examples of different expressions they can use to carry out the Talking chips activity.</p>		

## Appendix 6. Materials

### LESSON 1: Activation and Discovery

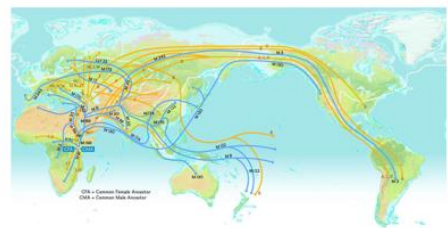
#### 1.1. Power Point Presentation with Images about Migration

1. Look at the following images 

2. Complete a chart: “I see, I think, I wonder” 



Source: National Geographic photos <https://www.nationalgeographic.com.es/> The Migrant Project <https://www.themigrantproject.org/>



## 1.2. See, Think, Wonder Chart

### **I SEE...**

What do you see?



### **I THINK...**

What do you think is going on?



### **I WONDER...**

What does it make you wonder?



### 1.3. E-mail from “Distintos en la Igualdad”: a Request for Help In

Gmail - English Project: "Your First Week in Zaragoza"



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#### English Project: "Your First Week in Zaragoza"

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4thyearstudents@marianistas.es

Good morning class:

My name is Timna and I am the coordinator of the organization "Distintos en la Igualdad" in Zaragoza. I suppose that you have just watched our presentation video and you know some things about us now.

We have been working in Zaragoza since 2009 with the purpose of integrating newcomers in the city. Many of these people, when they arrive, do not know what they must do or where should they go to in order to get a job, find a place to live, sign up for their children's education, access to the health service, etc. They need resources. Moreover, many of them do not know the language, could you imagine being in that situation? However, many of them understand and talk English.

For these reasons, we are asking for your help. We know that you are really good English students and that you will be willing to help us. We would like you to create a video with detailed information and resources that future inhabitants of our city will need. Don't worry, your teacher and us will be helping you and giving you the materials needed during these two weeks. You will be working in groups.

Your final videos will be uploaded to the YouTube channel we have created and, more importantly, they will be really useful for newcomers. Besides, at the end of the project, we promise you to do a big celebration!

Thank you very much guys! I hope to hear from you very soon.

Kind regards,  
Timna.

**Distintos en la Igualdad**

Zaragoza, España

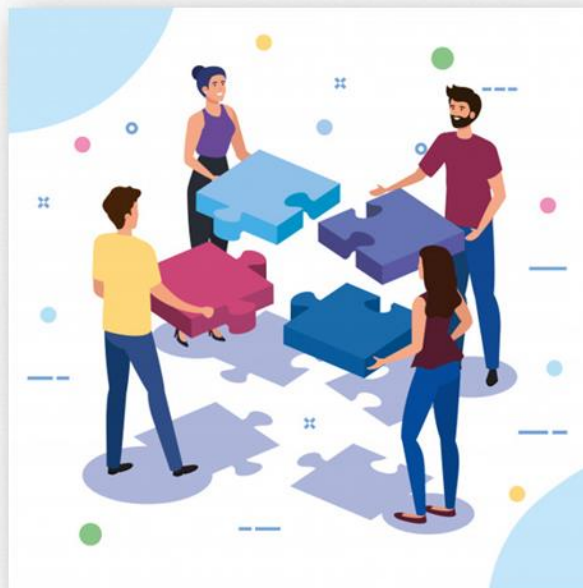
Móvil: +34 655 437272 y +34657508604

<http://www.distintosenlaigualdad.org>

[distintosenlaigualdad@gmail.com](mailto:distintosenlaigualdad@gmail.com)

## 1.4. Presentation of the Roles: A PowerPoint and Cardboards

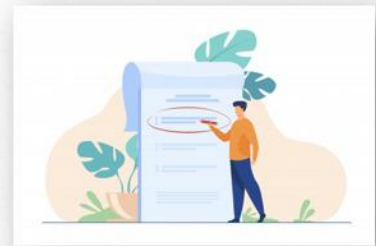
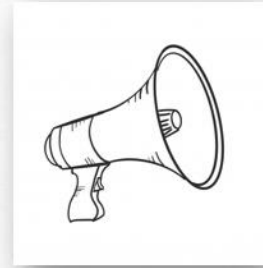
# Roles for the project



## LEADER AND ORGANIZER

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- **ORGANIZE** the different tasks in the groups
- **MAKE SURE** that everybody does his or her work
- **KEEP TIME IN MIND!**
- **EXPRESS** your ideas and concerns to the teacher



## VIDEO DESIGNER

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1. **DESIGN** an original and creative final video
2. **MAKE SURE** that it is appealing for the audience
3. **DECIDE** which images, clips, music (if any) you will include
4. **THINK** of an appropriate font, size and color for the subtitles and titles





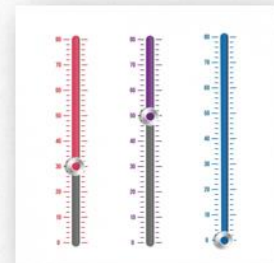
## CONTENT WRITER

1. **RECORD** all the ideas and suggestions in the Think Charts, Planners, etc. provided by the teacher.
2. **WRITE** the final script for the video, after following the writing steps explained
3. **USE** clear and good handwriting, with different colors and sizes (if needed)



## VIDEO EDITOR

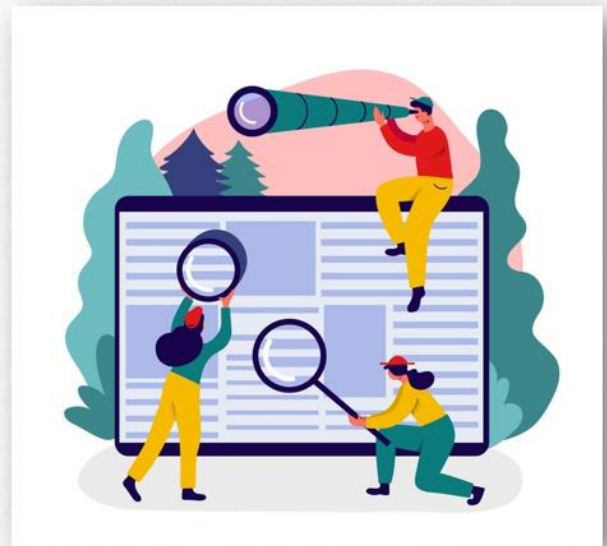
1. **CREATE** the final video of the project
2. **JOIN** the different clips and images
3. **INCLUDE** voiceover, subtitles and titles



# RESEARCHERS (ALL OF YOU)

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1. **LOOK** for relevant and useful information
2. **ORGANIZE** this information to create the final product
3. **USE** the different planners provided by the teacher
4. **USE** your own devices to research and the classroom's tablets



Any questions?

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LET'S DO IT!

English Project: "Your First Week in Zaragoza"

# LEADER

Your name:



## YOUR FUNCTION IS...

**As the leader, you are in charge of organizing the different tasks in the group. You have to take time into account as well as to make sure that every member in the group is successfully doing his or her job. Also, you are in charge of talking to the teacher whenever is needed.**

English Project: "Your First Week in Zaragoza"

# VIDEO DESIGNER

Your name:



## YOUR FUNCTION IS...

**You are the one in charge of designing the final video. That is, you need to decide which images and clips will be used and in which order. Also, you will decide how the subtitles will be incorporated (font, color, size) as well as the main titles.**

English Project: "Your First Week in Zaragoza"

# CONTENT WRITER

Your name:



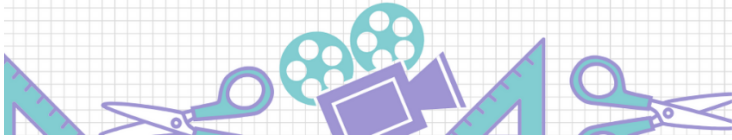
## YOUR FUNCTION IS...

**Your role consists in recording the ideas and suggestions that are made by the members of the team in the different group activities: Think Charts, Planners, Talking Chips, etc. Also, you will be the one who writes the final script for the video, with the help of the rest of the team.**

English Project: "Your First Week in Zaragoza"

# VIDEO EDITOR

Your name:



## YOUR FUNCTION IS...

**As the video editor, your role is to create the final video of the project. You need to join the different clips and images that will be used for the final product. Also, you have to include the voiceover and the subtitles that, in your groups, have written in the previous scripts.**

Apps you could use: iMovie, Movie Maker, Aurasma, etc.

English Project: "Your First Week in Zaragoza"

# RESEARCHERS

Group name:



## YOUR FUNCTION IS...

**All the members in your team must perform this role. Your function is to look for information about the given the topic in each of the tasks. Also, you have to organize this information in order to create the final product. You will be helped by the different planners provided by the teacher and you can use your own devices and classroom's tablets.**

## 1.5. Project Checklist

# Your project checklist

## Informative video for new immigrants arriving in Zaragoza

### 1. THE VIDEO MUST EXPLAIN... [VIDEO LENGTH: 13' MINIMUM]

Introduction with a brief presentation of the city (1')



Introduction mentioning the main migration difficulties when arriving in the city (1')



- Information about the places where immigrants can learn Spanish in Zaragoza and how to (2')



- Information about school and education (2')



- Information about job and employment (2')



- Information about housing (2')



- Information about health services (2')



Final summary.... (1')



- Highlighting the most important information

- Welcoming newcomers to Zaragoza

### 2. THE VIDEO SHOULD CONTAIN...

Images or video clips



Voiceover



English subtitles



### 3. EACH MEMBER IN THE GROUP...

- Has successfully performed his or her role
- Appears talking in the video for at least 2 minutes
- Has participated in the process of researching information



### 4. THE SCRIPT OF THE VIDEO...

- Has followed all the stages of writing
  - Pre-writing
  - Drafting and composing
  - Revising
  - Editing
  - Publishing
- Has been elaborated by all members in the group
- Has been written by the writer
- Has all the parts that the video must include
- Shows a great amount of vocabulary and grammar learned in the unit



### 5. THE FINAL PRODUCT...

- Adjusts to the allotted time (13' minimum)
- Informs the audience with relevant and useful content
- Includes voiceover from all members in the group
  - (with) great intonation
  - (with) clear pronunciation
  - (with) fluency



## LESSON 2: Discovery

### 2.1. Video “What is migration? Immigration and emigration”: +1 Routine and KWL Chart

Link to YouTube: <https://bit.ly/2zRzMvG>



# +1 ROUTINE

1. After watching the video, write down everything you remember
2. Pass this paper to your teammates. They must add other ideas they remember



.....



.....



.....



.....



.....



.....



# KWL CHART

Topic:

**K** I already **knew** that...

**W** I want to know...

**L** I learned that...

## 2.2. Reading an Article: “The 5 Biggest Challenges for Immigrants”. Comprehension questions and Vocabulary Bingo

### The 5 biggest challenges for immigrants

Moving nations comes with some big challenges



Source: Chinatown in Toronto by allenayuan / Wikimedia Commons / CC BY-SA 4.0

#### 1. LANGUAGE: Difficulty speaking and learning it

Imagine arriving to a country, unable to speak the official language. Try getting a job, making friends, or even completing basic tasks like buying food or filling out forms. To address this, many refugees and immigrants take classes, but finding the time between jobs and caring for kids can be difficult. Especially difficult if you weren't literate in your native tongue to begin with.

#### 2. EDUCATION: Raising children and helping them success in school

One of the biggest obstacles refugees and immigrant parents report is raising their children in a new, unfamiliar culture. Parents often find that their children are quickly influenced by the country's culture, which may be at odds with their own culture. Additionally, kids tend to pick up the country's language much faster than their parents. This throws off the parent-child dynamic, and you know that kids, especially teens, are going to use this to their advantage.

With regards to school, parents often feel disappointed to see their children struggling to keep up in class, and many parents report bullying and discrimination as a result of cultural differences. Kids are often placed by their age rather than by their ability, and for

those who are unable to speak the official language, it's virtually impossible to keep up. To add further insult to injury, parents may not have the education or language skills to assist their children, and they may not be able to communicate with faculty to address the problem.

### 3. JOB: securing work

While most immigrants are happy to take whatever job is available when they first enter the country, finding a job, and slowly moving up the ladder, is incredibly difficult. Even if you ignore undocumented immigrants who face additional challenges securing work, trouble speaking the language is a major problem in positions you might not expect like labor. Immigrants who are educated and who formerly had strong jobs back home, find it frustrating that they can't obtain the same jobs here. Employers typically prefer work experience within the country, and certifications from other countries usually don't transfer. That's why it's not uncommon for your taxi driver to have formerly worked as an educator or engineer.

Additionally, immigrants are easy victims for discrimination and exploitation in the workplace. Some employers recognize the sense of urgency and desperation among these groups to keep their jobs, so they will have them take the less desirable and even dangerous roles. Undocumented immigrants, particularly, assume they have no rights, and workers who can't speak the language are easy targets.

### 4. HOUSING

I don't have to tell you that safe, affordable housing is expensive. So imagine trying to obtain that with low-paying jobs. For that reason, large families often choose to live together, creating stressful, noisy environments that are hardly conducive to studying or resting.

Again, immigrants fall victim to exploitation, this time from their landlords. In Utah (U.S.), for instance, I worked with a group of Karen refugees from Myanmar who were forced to live in apartments known by the landlord to have bedbugs. Once, one of those bugs was spotted, the families would be forced to pay an expensive fee to have them removed, and the landlord would attempt to charge them additional fees or threaten to kick them

out. Unable to speak English and unfamiliar with our laws, many of the families complied- even though it was clearly a scam.

#### 5. HEALTH: Access to health care services

Migrants struggle with challenges regarding access to health care, and also face the additional barriers of lack of familiarity with local health care services and limited acceptability to publicly and privately funded health care programs.

Migrants are on the move -- but their health care might not follow. Their migratory lifestyles bring them out of their provider networks, reducing access further. Undocumented workers remain ineligible for coverage. Fear of deportation and contact with governmental agencies makes access to health care even more complicated for undocumented migrants.

Text adapted from: <https://www.globalcitizen.org/en/content/the-7-biggest-challenges-facing-refugees-and-immig/>; <https://www.migrantinician.org/issues/migrant-info/health-problems.html>

### Comprehension and vocabulary questions (Google Drive):

Link to the document on Google Drive: <https://bit.ly/2CsRp5X>



## COMPREHENSION QUESTIONS

Name:

Group name:

1. Download this worksheet to your device
2. Answer the questions
3. Send the document to the teacher

Answer the following questions. Use the dictionary, if needed.

1. When learning a language, what can be especially difficult to immigrants?
  
  
  
  
  
  
  
  
  
  
2. Compare your own experience learning English in your country (at school, academies, etc) with the one that is presented in the text. Are there any similarities?
  
  
  
  
  
  
  
  
  
  
3. What causes that some immigrants' children struggle at school?
  
  
  
  
  
  
  
  
  
  
4. The author implies that... (underline the correct answer)
  - a. Children do not have the education and language skills to success at school
  - b. Parents do not have the education or language skills to help their sons
  - c. Parents and children have the education but not the language skills to assist their children
  
  
  
  
  
  
  
  
  
  
5. According to the text, what do immigrants find frustrating about finding a job?

6. What are the reasons why immigrants can be easy victims for exploitation in the workplace? Why some of them work in places that are less desirable or for which they do not have the certifications?
  
7. What causes that large immigrant families choose to live together in stressful and noisy environments?
  
8. In your opinion, how could it be solved the problem mentioned by the writer of scamming immigrants in their apartments?
  
9. Regarding health care services, who remain ineligible for its coverage?
  
10. What does hinder the access to health care services for immigrants?

## VOCABULARY QUESTIONS

1. Look for a synonym of the following words in the text:

- Get a promotion
- Work
- Price
- Work documents
- Able to pay for something

2. Look for the word that better adjusts to the following definitions:







- The language or one of the languages that is accepted by a country's government, is taught in schools, used in the courts of law, etc
- Not having any documents to prove that you are living or working in a country legally
- A person or organization that employs people
- The action of forcing someone to leave a country, especially someone who has no legal right to be there or who has broken the law
- The act of using someone unfairly for your own advantage
- To be going somewhere; to be travelling
- A rule, usually made by a government, that is used to order the way in which a society behaves

3. Try to explain the underlined and highlighted terms with your own words:

- Compare these health insurance plans to ensure that you have adequate **coverage** for your needs
- Louis speaks 3 languages. Apart from his **native tongue**, which is French, he speaks fluent English and Spanish.
- My grandfather learnt how to write and read two years ago. He is a **literate** now, but before, he was an illiterate.
- Until 1986 most companies would not even allow women to take the exams, but such terrible **discrimination** is now disappearing.
- She's claiming that her detention by the police was a violation of her human **rights**.

- Globalization has brought millions of unskilled, **low-paid** workers.
- The police are warning of a repeated phone **scam** in which they ask for a tax pay

4. Look for a word in the texts (among the highlighted ones) that corresponds to each of these images:

<p>A)</p> 	<p>B)</p> 
<p>C)</p> 	<p>D)</p> 
<p>E)</p> 	<p>F)</p> 



**Bingo cardboards:**

BULLYING	CULTURAL DIFFERENCES	RIGHTS	LABOR	EMPLOYERS
LITERATE	SCAM	LANDLORD	AFFORDABLE	LAWS

OFFICIAL LANGUAGE	DEPORTATION	APARTMENTS	LOW-PAYING	WORK EXPERIENCE
UNDOCUMENTED	EMPLOYERS	RIGHTS	SCAM	FEE

COVERAGE	CERTIFICATIONS	NATIVE TONGUE	DISCRIMINATION	WORK EXPERIENCE
UNDOCUMENTED	ON THE MOVE	RIGHTS	OFFICIAL LANGUAGE	MOVING UP THE LADDER

OFFICIAL LANGUAGE	DEPORTATION	HEALTH CARE SERVICES	EXPLOITATION	LAWS
LITERATE	RIGHTS	CULTURAL DIFFERENCES	FEE	SCAM

HEALTH CARE PROGRAMS	DEPORTATION	LANDLORD	AFFORDABLE	BULLYING
NATIVE TONGUE	LABOR	RIGHTS	HEALTH CARE SERVICES	ON THE MOVE

DISCRIMINATION	DEPORTATION	EMPLOYERS	APARTMENTS	COVERAGE
WORK EXPERIENCE	EMPLOYERS	CERTIFICATIONS	LOW-PAYING	FEE

**Cardboards for the Teacher with the Vocabulary definitions:**

**Official language:**  
**The language or one of the languages that is accepted by a country's government, is taught in schools, used in the courts of law, etc.**

**Literate:**  
**Able to read and write.**

**Native tongue:**

**The first language you learn.**

**Bullying:**

**The behaviour of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do.**

**Discrimination:**

**Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.**

**Undocumented:**

**Not having any documents to prove that you are living or working in a country legally.**

**Employers:**

**A person or organization that employs people.**

**Work experience:**

**The jobs that someone has had, or the type of work they have done, in the past.**

**Landlord:**

**A person or organization that owns a building or an area of land and is paid by other people for the use of it.**

Deportation:

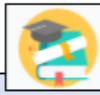
The action of forcing someone to leave a country, especially someone who has no legal right to be there or who has broken the law.

### 2.3. Export Groups: PowerPoint with Web Pages and DIN A3 Tracker



*Expert groups:* some useful sources you can look at online

- Cáritas Diocesana Zaragoza: “Guía de recursos para inmigrantes”
- Casa de las Culturas, Ayuntamiento de Zaragoza
- Gobierno de Aragón ([www.aragon.es](http://www.aragon.es)): Guías de Recursos para Inmigrantes
- Ayuntamiento de Zaragoza: “Guía práctica de recursos de Zaragoza para inmigrante”



**Expert groups**

**LANGUAGE**

**EDUCATION**

**JOB**

**HOUSING**

**HEALTH CARE**

WHAT ARE THE DIFFICULTIES FOUND BY IMMIGRANTS REGARDING THIS TOPIC?

HOW COULD THESE DIFFICULTIES BE SOLVED? Explain your suggestions, ideas, etc.

WHERE CAN IMMIGRANTS FIND SOLUTIONS TO OVERCOME THE DIFFICULTIES? Write down places in the city, webpages, etc.

HOW ARE YOU GOING TO FACILITATE THIS INFORMATION TO NEW IMMIGRANTS?

Other observations, questions, doubts to share or to ask the teacher:



## LESSON 3: Discovery


### 3.1. EdPuzzle Activity: Video and PowerPoint Presentation

Link to the EdPuzzle video: <https://bit.ly/3ejkzm3>



edpuzzle

Your First Two Weeks in Canada  
Maria Lahuerta



Immigration, Refugees and Citizenship Canada / Immigration, Réfugiés et Citoyenneté Canada

00:00 / 06:22

The video player interface includes a play button, a refresh button, a progress bar with a blue playhead at the start, a volume icon, and a full-screen icon. The video content shows a large, illuminated sign that reads 'Welcome to Canada' in English and 'Bienvenue au Canada' in French. The sign is set against a dark background with recessed lighting.

# “YOUR FIRST TWO WEEKS IN CANADA”

Lesson 3: Grammar contents

EdPuzzle

<https://edpuzzle.com/media/5ee11236f9e7133f067acc02>

edpuzzle

Search content

Maria Lahuerta



Immigration, Refugees and Citizenship Canada

Canada

# The language of the video

- ◆ This video will explain some of the key things you should do.
- ◆ If you are not sure what to bring, visit the Government of Canada website.
- ◆ The visit won't be very complicated.
- ◆ If you want to leave the country, you will need to show your identification card.
- ◆ If you are not sure if you are eligible to apply, check with them.
- ◆ Be sure to carry these cards at all times. They will need to be presented at a hospital.

# The language of the video

- ◆ This video will explain some of the key things you should do → FUTURE TENSE
- ◆ If you are not sure what to bring, visit the Government of Canada website → ZERO CONDITIONAL; PRESENT TENSE
- ◆ The visit won't be very complicated → FUTURE TENSE
- ◆ If you want to leave the country, you will need to show your identification card → FIRST CONDITIONAL
- ◆ If you are not sure if you are eligible to apply, check with them → ZERO CONDITIONAL
- ◆ Be sure to carry these cards at all times. They will need to be presented at a hospital → PRESENT AND FUTURE TENSE

# THE MODAL VERBS

- ◆ This video will explain some of the key things you **should** do.
- ◆ The first hours at the airport **may** be confusing.
- ◆ To **be able** to work in Canada... it's important that you visit a Service Canada Centre.
- ◆ You **should** consider open a Canadian bank account.
- ◆ You **can** get an application at a doctor's office.
- ◆ If you are travelling, you **must** show this card.
- ◆ To open a bank account, you **must** go to a bank.
- ◆ Relations with the police in Canada **may** be different than in your home country.

## 3.2. Role Play Activity

In pairs...



### Character 1

Your name is Timna and you have just arrived to Zaragoza to live here. You are visiting the "Centro de Información para Trabajadores Inmigrantes" because you are looking for a job.

You are talkative and you like to meet new people. Also, you are a graduate in Marketing and you have 10 years of experience in your country.

You could say...

**I would like to know.../I was looking for.../Could you help me with...?/ I need some advice...**

### Character 2

You work in the "Centro de Información para trabajadores Inmigrantes in Zaragoza" helping immigrants to find a job. You interview people in order to know their previous job experiences, their strengths and abilities and their motivations. Your job is also to give them advices.

You could say...

**I would recommend you to.../ You should do.../ You must.../ You have to.../ If I were you...**





### Character 1

You work in the "La Casa de las Culturas" in Zaragoza. Your job is to help immigrants with anything they may need. You know information about where to learn Spanish, how to get a job, a house, etc. You provide immigrants with the resources needed to find that information.

You could say...

**I would recommend you to.../ You should do.../**

**You must.../ You have to.../ If I were you...**

### Character 2

You have just arrived in Zaragoza to live and to build a life. However, you want to improve your Spanish. You are visiting "La Casa de las Culturas" to ask for information and resources. Your idea is to attend to Spanish class and you need to do an exam to know your current level.

You could say...

**I would like to know.../I was looking for.../Could you help me with...?/ I need some advice.../ Should I...?**

## LESSON 4: Deepening

### 4.1. Socrative Quiz: Modal Verbs

Link to the quiz: <https://b.socrative.com/teacher/#import-quiz/48501759>



Name \_\_\_\_\_

Date \_\_\_\_\_

## MODAL VERBS

Score \_\_\_\_\_

1. Those who want to apply for a job \_\_\_\_\_ go to the City Hall offices.

- (A) must
- (B) are able to
- (C) may
- (D) could



2. You \_\_\_\_\_ matriculate at the Spanish course next month.

- (A) shouldn't
- (B) can
- (C) may
- (D) could



3. She is looking for a house. She \_\_\_\_\_ search for apartments online.

- (A) may
- (B) have to
- (C) should
- (D) must



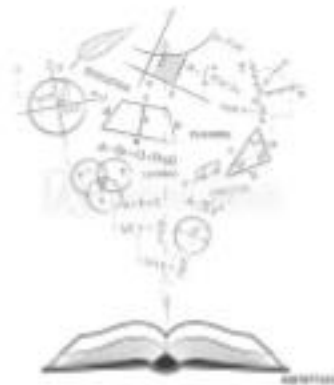
4. Samuel and his brother \_\_\_\_\_ speak French. They are from the north of France.

- (A) can
- (B) could
- (C) must
- (D) should



5. The teacher told my parents that I \_\_\_\_\_ take maths next year, because I had very good grades in maths this course.

- (A) am able to
- (B) should
- (C) can't
- (D) may



6.



You \_\_\_\_\_ look for information about health services in the country. You could be very ill someday.

- (A) are able to
- (B) may
- (C) can
- (D) should

7. Immigrants \_\_\_\_\_ register in the City Hall once they have arrived. It is compulsory.

- (A) can
- (B) could
- (C) have to
- (D) must



8. My parents \_\_\_\_\_ have a better job if they knew the official language.

- (A) should
- (B) may
- (C) must
- (D) could



9. This weekend, we \_\_\_\_\_ visit towns nearby to know more about where we live.

- (A) can't
- (B) must
- (C) may
- (D) must not



10. If you don't know what to do, you \_\_\_\_\_ go to that event in La Casa de las Culturas. It seems very entertaining.

- (A) could
- (B) may
- (C) must
- (D) can



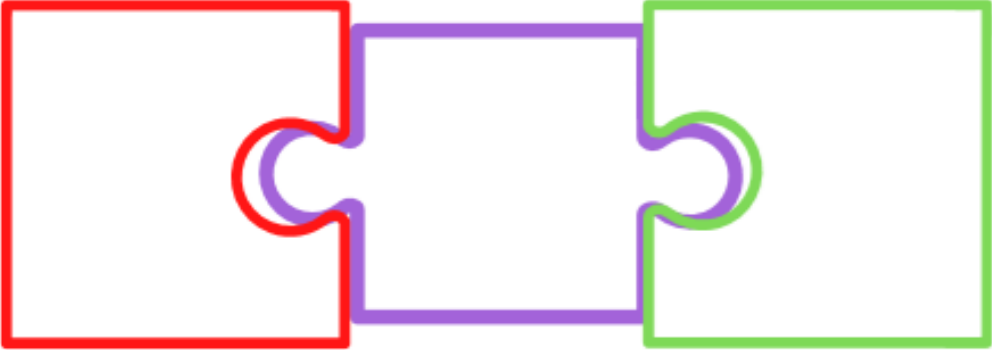
## 4.2. i-Link Puzzle Activity

NAME \_\_\_\_\_

**I-LINK**

STEPS you must follow:

- Use the puzzle piece that is in the right side and write down everything you remember about the topic of IMMIGRATION
- Take the puzzle piece in the left side and write down everything you remember about EMIGRATION
- Now use the puzzle piece in the center. Write down everything you remember about MIGRATION. How do this topic connects the other two topics?



The diagram shows three interlocking puzzle pieces arranged horizontally. The leftmost piece is outlined in red and has a semi-circular protrusion on its right side. The middle piece is outlined in purple and has a semi-circular indentation on its left side that fits into the red piece's protrusion, and a semi-circular protrusion on its right side. The rightmost piece is outlined in green and has a semi-circular indentation on its left side that fits into the purple piece's protrusion.

### 4.3. Parts and Whole Thinking Activity

**What is the final product? (The whole)**

**Smaller parts that make up the whole**

--	--	--	--	--

**What would happen if the part was missing?**

--	--	--	--	--

**What is the function of the part?**

--	--	--	--	--

**How do parts work together to make the whole what it is?**

## LESSON 5: Planning

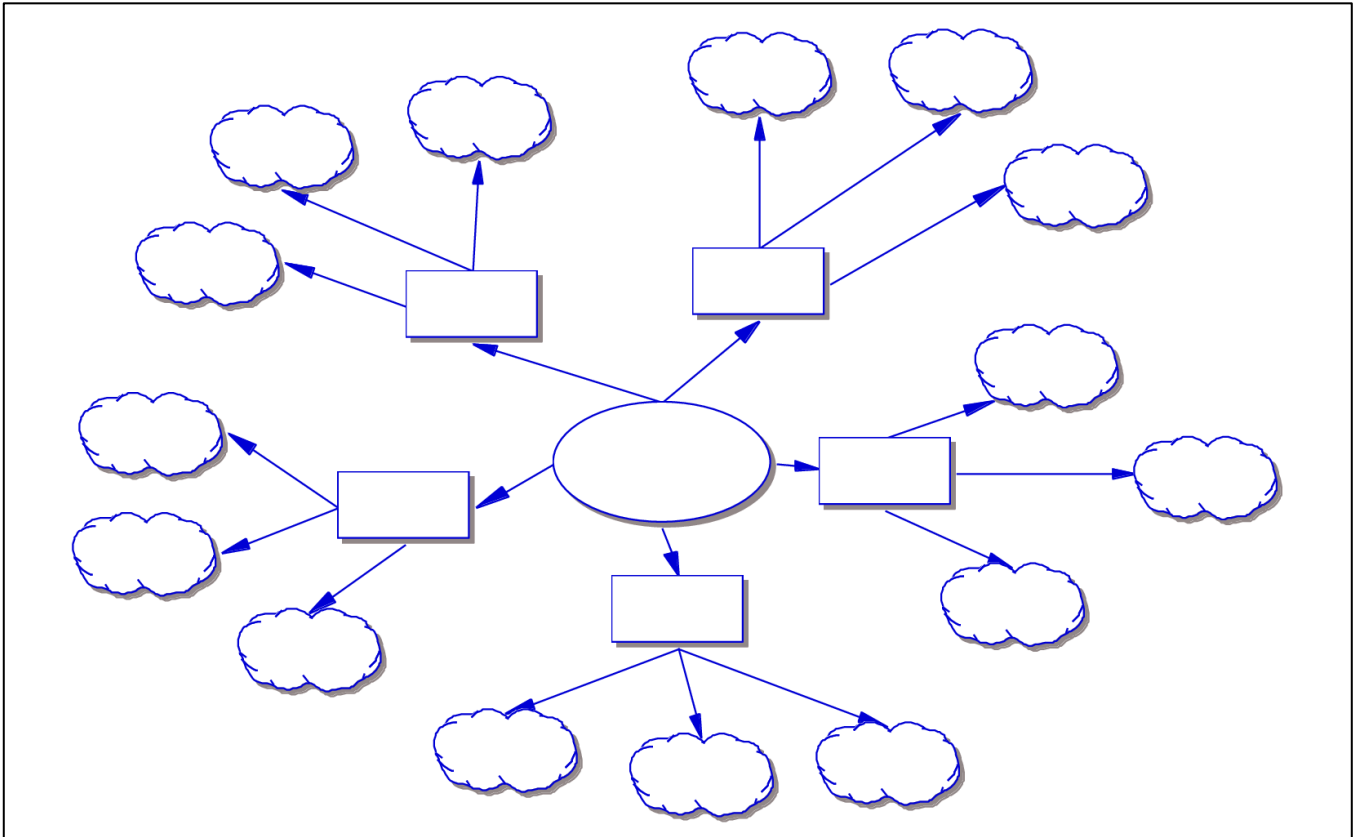
### 5.1. Planning Chart

GROUP NAME:

PLANNING CHART	SCRIPT	IMAGES AND VIDEOS	SUBTITLES	RECORDING VOICES
WHO IS GOING TO DO IT?				
WHEN ARE YOU GOING TO DO IT?				
WHAT ARE YOU GOING TO DO?				
HOW ARE YOU GOING TO DO IT?				

STEPS RECORDER:

## 5.2. A Mind Map WAGOLL



Source: <http://e-commercewordpress.com/concept-map-template.html>



### 5.3. Checklist for the Script



## Script writing CHECKLIST

Did we...?

- Include an introduction
- Include a final summary and farewell
- Include information about learning Spanish
- Include information about education
- Include information about jobs
- Include information about housing
- Include information about health services
- We all have a part to explain
- Use modal verbs
- Use the present or future tense
- Use conditionals
- Use the vocabulary learned
- Follow the different writing steps

## LESSON 7: Assessment and Celebration of Learning

### 7.1. Talking Chips Activity: Power Point Presentation and Talking Chips

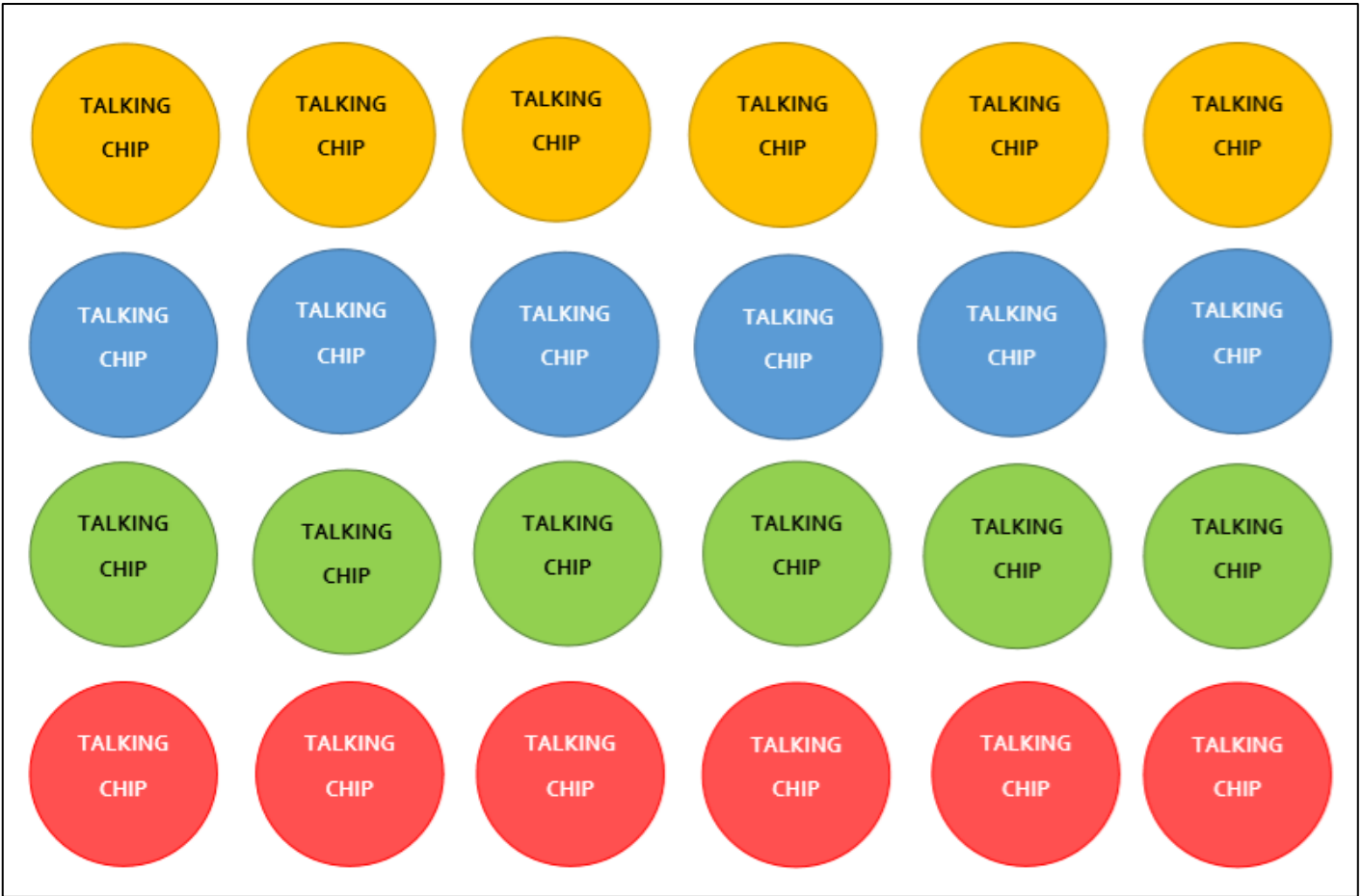
# Talking chips

Lesson 7

## Steps

- Each group member is given a marker or chip (a pen or pencil works)
- To talk, place a chip/marker in the center of the table. An individual cannot talk again until everyone has placed her or his chip in the center of the table.
- When all the chips have been used, the chips are retrieved, and anyone can talk again if they place her/his chip in the center again.
- Steps 2 and 3 are repeated until the end of the discussion time

*Kagan, S. 1994. Cooperative learning, San Juan Capistrano, CA: Kagan Cooperative Learning.*



## 7.2. Final Questionnaire (Google Form)

Link to the questionnaire: <https://forms.gle/ctLiMuFDmnhX1Loh9>





## Final Questionnaire

Answer to the following questionnaire regarding the whole project. You have to rank each sentence or question from 1 to 4.

\* Required

Name \*

Your answer \_\_\_\_\_

Email \*

Your answer \_\_\_\_\_

## **Appendix 7. Evaluation Criteria**

1. The student can identify general and specific information in internet videos and videos specifically sent to them, recognizing common and related lexis and expressions (Crit.IN.1.1.) (Est.IN.1.1.1.). Contribution to key competences: CCL-CD-CSC-CCEC
2. The student can produce average level oral messages in which they describe information, applying planification and execution strategies and using common and related lexis and expressions, selecting necessary information for the audience and showing a positive and confident attitude towards the use of English as a tool to communicate (Crit.IN.2.1. – Crit.IN.2.2.) (Est.IN.2.1.1. – Est.IN.2.1.2.). Contribution to key competences: CCL-CD-CAA-CSC-CIEE
3. The student can understand essential and detailed information in an e-mail, an article, a web page and other brief texts, recognizing common and related lexis and expressions and showing a positive and confident attitude towards the use of English as a tool to access information (Crit.IN.3.1. – Crit.IN.3.2.) (Est.IN.3.1.1. – Est.IN.3.2.1.). Contribution to key competences: CCL-CD-CAA-CSC-CCEC
4. The student can produce coherent and clear texts by writing a script, applying planification and execution strategies, using related lexis and expressions, selecting necessary information for the audience and showing a confident and hardworking attitude towards the use of English (Crit.IN.4.1. – Crit.IN.4.2.) (Est.IN.4.1.1. – Est.IN.4.1.2.). Contribution to key competences: CCL-CD-CAA-CSC-CIEE

**Appendix 8. Rubric for the final product**

<b>CATEGORY</b>	<b>4 - Above Expectations</b>	<b>3 - Meets Expectations</b>	<b>2 - Needs Improvement</b>	<b>1 - Fails</b>
<b>Organization</b>	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent and all the parts are included.	Includes essential knowledge about the topic. Subject knowledge appears to be good and includes all or most of the parts,	Includes essential information about the topic but there are 1-2 factual errors. Not all the parts are included.	Content is minimal, there are several factual errors.
<b>Research</b>	The group members developed questions about the assigned topic, consulted at least 3 reference sources and developed excellent information based on their sources.	The group members consulted at least 3 reference sources and developed enough information based on their sources.	The group members consulted at least 2 reference sources and developed some information based on their sources.	There are fewer than two sources used. Information is not relevant for the topic of the video.
<b>Teamwork</b>	Students discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of discussions are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	The group does not discuss AND/OR some team members do not contribute a fair share of the work.
<b>Duration of the video</b>	Length of the video adjust to the allotted time (13-15 minutes)	Length of the video almost adjust to the allotted time (10-12 minutes)	Length of the video does not adjust to the allotted time (9 minutes)	The video exceeds or doesn't meet the allotted time (less than 9 minutes or more than 15 minutes)
<b>Images or videos</b>	Relevant images and videos are included. Images and videos create a distinct atmosphere or tone that matches different parts of the information.	Adequate images and videos are included. Images and videos create an atmosphere or tone that matches some parts of the information.	An attempt was made to use significant images and videos. They do not match or match a little the information.	No images and videos are included.
<b>Voiceover</b>	The pace (rhythm, intonation, pronunciation and fluency) voice punctuation) fits the story line and helps the audience really understand the information.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm, pronunciation and fluency) is relatively engaging for the audience.	Tries to use pacing (rhythm, pronunciation and fluency), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the information to the story line or the audience.

<b>Use of English</b>	Grammar and vocabulary were correct and contributed to clarity, style and information development.	Grammar and vocabulary were usually correct and errors did not detract from the information.	Grammar and vocabulary were typically correct but errors detracted from the information.	Repeated errors in grammar and vocabulary distracted greatly from the information.
<b>Subtitles</b>	All subtitles are accurate, legible and draw the viewer's attention.	Most subtitles are accurate, legible and draw the viewer's attention.	Some subtitles are accurate, legible and draw the viewer's attention.	Few (less than 75%) subtitles are accurate, legible and draw the viewer's attention.
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

Adapted from: <http://rubistar.4teachers.org/index.php>

## Appendix 9. Evaluation Tools and Percentages

### 1. Evaluation of the four language skills

Task	Tool	Percentage
Speaking: voiceover in the video	Checklist	10% 1'25 points each criterion
Reading: article about immigrants' difficulties	Comprehension questions	10% 1 point each question
Writing: final script for the video	Checklist	10% 0'8 points each criterion
Listening: +1 Routine	Checklist	10% 1'25 points each criterion

### 2. Evaluation of the final product and reflection activities

Task	Tool	Percentage
Final Video	Rubric	50%
Reflection activities	One Minute Paper Google Form questionnaire Talking Chips report	10%

**Appendix 10. Checklists for Writing, Speaking and Listening Evaluation**

## CHECKLIST FOR THE SCRIPT

- Follows the instructions
- Done by all members
- Written by the content writer
- Has an introduction
- Has a final summary
- Has a welcome message
- Use of modal verbs
- Use of conditionals
- Use of verb tenses (present, future)
- Use of related vocabulary
- Includes all the parts
- The information is relevant



## CHECKLIST FOR THE SPEAKING

- Informs the audience
- Makes pauses
- Has great intonation
- Has a clear pronunciation
- Speaks fluently
- Adjusts to the allotted time
- Audience is engaged
- Shows confidence

## CHECKLIST FOR LISTENING

- Understands the concept of MIGRATION
- Adds more information about the concept of MIGRATION
- Understands the concept of IMMIGRATION
- Understands the concept of EMIGRATION
- Uses examples to explain the concepts, as seen in the video
- Mentions the 4 reasons why people migrate
- Mentions at least 2 reason why people migrate
- Connects ideas