Let’s learn English through culture and literature

Project/sequence GUIDELINE

v.1

Project/sequence GUIDELINE
1. Preface
2. The project/sequence
   2.1. The context
   2.2. Objectives, contents and assessment criteria
   2.3. Activities
   2.4. Evaluation
   2.5. Class management and methodology
3. Final thought

Marta Gomà Martí  mgoma9@xtec.cat

1. Preface

This project is intended to be developed with students who are taking “Anglès III”. The goal of this project is that students by being introduced to the English-speaking countries (UK, Ireland, Canada, Australia, South Africa, US and New Zealand) learn English language in context, that is to say, by being exposed to cultural traditions, real facts, history and main literary references, the students learn not only their common language (English) but also different cultural traits. At the end of the project, the students will have created a portfolio with all the tasks of the project (oral presentations, compositions, papers, among others).

2. The project/sequence

2.1. The context

The students who take part in this project are between 30 and 60 years old, some of them are retired and some others still work. Most of the students are women and they are eager to continue learning English so that they get more knowledge of this language.
The school is located in a small town in the surroundings of Barcelona and its students have not finished the compulsory education. However, the school also offers some courses for immigrants who wish to have a working knowledge in Catalan as well as an ICT course. Finally, the school also offers a preparatory course for people who wish to take vocational studies.

Apart from that, this project has been designed due to the fact that the students of Anglès III need to develop a better command of the reading, writing, listening and speaking competences and this projects offers this opportunity to them by showing different language approaches, that is to say, it offers a new and fresh way to get in contact not only with the English language but also with the culture of the English-speaking countries. The students who take Anglès III have already taken Anglès II, Anglès I and Anglès Inicial in the same school though the working knowledge of the language is quite low in all the skills and this project has also been designed to cover such needs and to improve the level of the language so as to reach the desirable level of the Common European Reference for Languages A2.

The methodology used in this project will be the Project-based approach because it has been proved that if the students learn how to work cooperatively and collaboratively the learning results are better and they learn the target language in a more contextualized way, they learn what is important and relevant according to their own needs. The type of activities will be carried out in groups, pairs and some of them individually because it is good to offer the students a wide variety of activity types.

The project will be developed between the 2/10/15 and the 23/12/15 and the lessons will be developed on Tuesdays and Thursdays from 16:30 to 18:00.

2.2. Objectives, competences, contents and assessment criteria

a. Objectives:

- Comprendre globalment converses en altres variants geogràfiques o registres de la parla.

- Intervenir en discussions habituals i/o properes en llenguatge estàndard, respectant les convencions socials, si l’interlocutor/a articula la parla amb claredat.

- Realitzar exposicions o presentacions breus, senzilles i coherents, preparades prèviament, sobre temes propers, explicant les idees principals amb força precisió i fluïdesa.

- Expressar o demanar opinions, conviccions o punts de vista, sobre temes coneguts o d’interès, i argumentar-los.

- Utilitzar estratègies verbals i no verbals i exercitar habilitats comunicatives empàtiques i assertives per facilitar i millorar la comunicació oral.

b. Competences:

Communicative: Linguistic and audiovisual communication and Cultural and artistic competence

Methodological: Data processing and digital competence

Learning to learn

Template adapted from Sonia Guilana • Marta Gomà Martí •

mgoma9@xtec.cat

images source my.englishclub.com
Personal: Autonomy and personal initiative

Competence in processing information and use of ICT

c. Contents of the curriculum (Continguts del currículum):

<table>
<thead>
<tr>
<th>Competència pragmàtica</th>
<th>Competència discursiva</th>
<th>Competència lingüística</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funcions i aspectes sociolingüístics</strong></td>
<td><strong>Organització del discurs i tipus de text</strong></td>
<td><strong>Lèxic i aspectes semàntics</strong></td>
</tr>
<tr>
<td>Iniciació al reconeixement de les varietats lingüístiques del territori on es parla la llengua d’aprenentatge (dialectals, geogràfics i socis principals (fonètics i lèxics).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Connectors d’ús freqüent per enllaçar frases o idees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Expressar opinions o valoracions de forma argumentada: fer comparacions i proposar alternatives, elaborar de prediccion, expressar dubte, formular valoracions sobre fets probables o imposibles des de la perspectiva del discurs oral.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Estratègies verbals d’interacció oral per iniciar, mantenir i acabar el discurs oral, d’acord amb la situació comunicativa: demanar la paraula, cooperar amb l’interlocutor/a, acomiadarse i deixar un petit resum de la situació o l’equivalent en la llengua d’aprenentatge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organització del discurs i tipus de text</strong></td>
<td><strong>Lèxic i aspectes semàntics</strong></td>
<td><strong>Morfosintaxi</strong></td>
</tr>
<tr>
<td>- Expressions i vocabulari d’ús freqüent referit a temàtiques d’interès personal o general, i domini d’un repertori lèxic relacionat amb la major part de temàtiques quotidianes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Noms, pronoms determinants, qualificadors, adverbs, preposicions i verbs. Conjuncions de coordinació i de subordinació. Combinacions pronominals més freqüents. Perifrasis verbals, verbs irregulats d’ús més freqüent i verbs regulars, en present, passat i futur.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lèxic i aspectes semàntics</strong></td>
<td><strong>Morfosintaxi</strong></td>
<td><strong>Ortografia i aspectes gràfics</strong></td>
</tr>
<tr>
<td>- L’oració simple activa, passiva i reflexiva. Els diferents tipus d’oracions (copulatives, declaratives, imperatives i exhortatives). L’oració composta (oracions coordenades i subordinades).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Elements lingüístics i discursius (morfosintàctics, lèxics i connectors ...) per a la cohesió del discurs oral.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Morfosintaxi</strong></td>
<td><strong>Ortografia i aspectes gràfics</strong></td>
<td><strong>Fonètica i fonologia</strong></td>
</tr>
<tr>
<td>- Elisions, enllaços fònics, emmudiments, sonoritzacions i ensordiments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Patrons de ritme, entonació i accençació de paraules i enuncis. Dicció i ritme de les frases...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Template adapted from Sonia Guilana
mgoma9@xtec.cat

•Marta Gomà Martí •

images source my.englishclub.com
d. Assessment criteria (Descriptor d’avaluació de la dimensió comunicativa)

<table>
<thead>
<tr>
<th>Comunicació oral</th>
<th>Comprensió lectora</th>
<th>Expressió escrita</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participar en situacions de comunicació habituals i en converses curtes, amb la col·laboració d’una persona interlocutora, utilitzant estratègies d’interacció oral d’acord amb la situació comunicativa.</td>
<td>3. Llegir, comprendre i obtenir informació de textos escrits, sobre temes habituals o propers, amb l’ajut del context i del suport visual i icònic.</td>
<td>5. Planificar l’escrit d’acord amb la situació comunicativa i a partir de la generació d’idees i la seva organització.</td>
</tr>
<tr>
<td>2. Comprendre l’essencial de converses senzilles, articulades amb claredat i certa lentitud en llengua estàndard, contextualitzades i sobre temes coneguts, per satisfer necessitats bàsiques.</td>
<td>4. Desenvolupar estratègies de comprensió de textos per obtenir informació i interpretar-los.</td>
<td>6. Escriure textos curts i senzills sobre necessitats personals i situacions de la vida quotidiana seguint les convencions i formats adequats a cada tipus de text, i utilitzant frases senzilles connectades amb elements de cohesió bàsics.</td>
</tr>
</tbody>
</table>

2.3. Activities

NAME OF THE ACTIVITY: Introduction to the project:
TIMING: 5 minutes
RESOURCES: Podcast created by the teacher
PROCEDURE: the students listen to the following podcast created by the teacher.
DYNAMICS: The students individually listen to this podcast and then they comment on it in pairs.

Images source my.englishclub.com
NAME OF THE ACTIVITY: The life of Charles Dickens  
TIMING : 15 minutes  
RESOURCES: Video from Youtube about Charles Dickens  
PROCEDURE: The students listen and watch this video about the life of Charles Dickens  
DYNAMICS: The students listen and watch the video about Charles Dickens. After, they comment on it in pairs and afterwards they fill in the reading comprehension questions.

NAME OF THE ACTIVITY: Edgar Allan Poe  
TIMING : 15 minutes  
PROCEDURE: The students watch the video about Edgar Allan Poe  
DYNAMICS: The students listen and watch the video about Edgar Allan Poe. After, they comment on it in pairs and afterwards they fill in the reading comprehension question.

NAME OF THE ACTIVITY: William Shakespeare: Romeo and Juliet  
TIMING: 3 hours (2 days per 1h and 30 m)  
RESOURCES: Movie “Romeo and Juliet”  
PROCEDURE: The students watch the movie the first day and they write in groups a summary of the film in the second day  
DYNAMICS: The students in groups of three watch the movie and take notes of the most relevant items. The second day, they write a summary in groups of three of the film. Once finished, they exchange their summaries with other groups and they have to write which relevant information is missing.

NAME OF THE ACTIVITY: Walt Whitman: A treasure hunt  
TIMING: 1 h and 30 m  
RESOURCES:Walt Whitman treasure hunt and a pdf copy distributed to each student  
PROCEDURE: The students complete the treasure hunt in pairs  
DYNAMICS: The students are given a pdf copy of the treasure hunt and they do all the tasks. When they finish, each couple presents the results of their search in front of the class. The treasure hunt can be seen here: [https://drive.google.com/a/xtec.cat/file/d/0B_pxDOpFMe7eVndmQjZHRXZLQXc/view?usp=sharing](https://drive.google.com/a/xtec.cat/file/d/0B_pxDOpFMe7eVndmQjZHRXZLQXc/view?usp=sharing)

NAME OF THE ACTIVITY: Lord Byron: A treasure hunt  
TIMING: 1h and 30m  
RESOURCES: Copy of the treasure hunt for each student  
PROCEDURE: The students get in groups of three and they work in the treasure hunt  
DYNAMICS: The students in groups of three complete the tasks of the treasure hunt and once they finish, they present their results in front of the class. The treasure hunt can be seen here: [https://drive.google.com/a/xtec.cat/file/d/0B_pxDOpFMe7eeWxZZWZGeEi0TFk/view?usp=sharing](https://drive.google.com/a/xtec.cat/file/d/0B_pxDOpFMe7eeWxZZWZGeEi0TFk/view?usp=sharing)

NAME OF THE ACTIVITY: Alexander Pope: Solitude  
TIMING: 1h  
RESOURCES:Copy of the poem Solitude  
PROCEDURE: Students get in pairs and they are given a copy of the poem. They have to guess the meaning.  
DYNAMICS: The students get in pairs and they start looking for the possible meaning of the poem. When they finish, they write down what according to them does the poem mean and they exchange their views with another pair.
NAME OF THE ACTIVITY: William Butler Yeats: An oral exposition
TIMING: 1h and 30m
RESOURCES: Website http://www.poetryfoundation.org/bio/william-butler-yeats, notebook (pc)
PROCEDURE: The students gather in pairs and they prepare an oral presentation about the poet
DYNAMICS: The students gather in pairs and they prepare an oral presentation about the poet explaining the most important facts of his life and works. The presentations will also be done in Powerpoint and uploaded in the school’s website.

2.4. Evaluation

Once the project comes to an end, it will the time to assess the results and check if the proposed activities have contributed to enhance the students’ command of the English language, which is the paramount objective of the project, as well as checking if the students have acquired new knowledge and competences to be used in their academic and professional lives. The assessment of the project will be carried out during the last month of the academic year, in which the teacher will assess the performance of the students through evaluation rubrics to check if the students have worked as they were required to, that is to say, in groups, in pairs and individually, and if the students have enhanced their ability to work and collaborate in groups in order to fulfil the proposed tasks.

Moreover, the teacher will assess the students using the formative and summative evaluation when they finish certain tasks which are important and specific to show they have acquired or not the competences, especially oral competences, required and established as objectives to achieve. The tools to assess the results of the project are:

- Evaluation rubrics elaborated by the teacher to assess the acquisition or not of the specific competences
- Notes regarding the attitude of the students throughout the development of the project on the teacher’s behalf
- Papers elaborated by the students during the project from a qualitative point of view
- Participation of the students in the tasks and during the lessons

Apart from that, the evaluation criteria which is to be used to assess the project and the achievement of the objectives is the following:

- Command of the ICT devices on the students' behalf to do the assigned tasks
- Students’ attitude during the development of the project
- How the students have worked in groups
- Use of English to communicate with the classmates and the teacher
- Autonomy shown to carry out tasks
- How the students make decisions to face a task
- Use of the previous knowledge to carry out a task

In addition to this, the teacher will also be assessed according to his/her participation in the project following these criteria:

- Assistance to specific AICLE/CLIL training, English language courses
- How does he/she has worked with other teachers from other subjects
- Motivation shown in class
- Group work with the other teachers
- Ability to solve problems in class
- Methodological exchanges with other teachers who are also involved in AICLE/CLIL projects

The evaluation of the activities of the final project will include:

- **Initial evaluation**: the students will be introduced to the project (activities, tasks, topics) and assessment. They will write an initial evaluation questionnaire to show the command of language they have as well as what they know about the main topics of the project.
- **Formative evaluation**: during the tasks, the teacher will takes notes on how the students work their attitude and
organisation of the work to be carried out.

- **Summative evaluation**: once the tasks are finished, the teacher will assess them according to the items described in the evaluation rubrics designed by them

- **Self-evaluation**: the students, after each task, will be given a self-evaluation questionnaire in order upon their learning practice. In addition to this, this questionnaire will be taken into consideration by the teacher in order to give marks in the summative evaluation.

- **Co-evaluation**: in the group tasks, the students will have a questionnaire in which they will have to assess their own work as well as the work of the other classmates. This questionnaire will be also taken into account by the teacher to give marks in the summative evaluation.

2.5. Class management and methodology

As Isabel Pérez (2014), quoting Marsh, reveals in her website, CLIL methodology makes reference to learning situations “in which some subjects or a part of these subjects are learnt through a foreign language with a double objective: learning of contents and learning of a language”.

In other words, the main objective of the CLIL methodology is two-faced because it is required that the students are to become competent in the acquisition of the specific contents of one or more subjects and also of the foreign language in which these contents are being taught. In addition to this, using this methodology emphasis is being put in the specific communicative competence, so much for the teacher who takes part in the project and on the students, who need to make an effort and put into practice all the abilities and linguistic competences previously acquired to understand and acquire the contents taught in this foreign language.

On the other hand, Pérez (2014) also makes reference in her website, quoting Navés and Muñoz, to what does for the students means learning subjects in a foreign language, “learning subjects such as History and Natural Sciences in a different language from their own. CLIL turns out to be very beneficial for the learning of other languages (French, English…) as well as for the subjects taught in these languages. The CLIL emphasis in the “problem solving” and “know-how” makes the students feel motivated to solve problems and even do things in other languages”.

In other words, CLIL methodology puts challenges to students due to the fact that the tasks that are to be carried out by the students are motivating because of their applicability, that is to say, since they have to look for and select information to carry out certain activities, the students have to select the most important information according to the students point of view and the needs of the task. Frequently, the students need to add previous knowledge and information so that they can give form to the information with which they need to work: when they manipulate it, the students feel motivated because they see that they are doing something tangible.

One of the objectives of this project is that the students improve their knowledge and competences in the foreign
Let's learn English through culture and literature

language but so that this becomes true, the tasks to be developed need to be manipulative because, in this way, the students realize that what they are doing can be extrapolated to the real world because the students themselves are creating the information.

The CLIL principles according to Isabel Pérez are:

. The language is used to understand the content but also the language has to be learnt as a means of understanding and communicating.
. The subject determines the type of language to be learnt
. Fluency is more important than grammatical and linguistic precision in general terms

Besides, the activities that appear in this project in order to achieve the specified objectives are the following:

● Group activities: groups of students of 3-4 people for activities that need group cooperation (looking for information, oral presentations, projects)
● Individual activities
● Pair activities: for activities such as oral presentations, looking for information and small papers
● Self-evaluation activities: in those the students, each one individually, will assess his/her own performance and contribution in the tasks and his/her contribution to the group activities. These activities will be also used as self-thought tasks so that the students can decide which aspects need to improve to acquire in a better way the contents and which activities can be improved.
● Peer- evaluation activities: the students, in pairs, is going to assess the work of other classmate and will put forward solutions to items that he/she considers that can be improved.

Finally, the strategies that will be run-in in this project to reach the established objectives are the following:

● Build up group activities to improve the communication skills not only in the foreign language but also in the students mother tongue and also to improve the group work.
● Promote the communication in the foreign language through oral activities (oral presentations) or interventions in class
● Improve the communication and the work of the teachers who take part in this project through specific CLIL training courses as well as supporting them and giving them the resources they need.

In order to assess the performance of the group work, an evaluation rubric has been created and can be downloaded here:  https://drive.google.com/a/xtec.cat/file/d/0B_pxDOpFMe7edVAVwSFVNalN1Zm8/view?usp=sharing

Bibliography

“CLIL - Content and Language Integrated Learning- What is CLIL?”. Available in

Template adapted from Sonia Guilana
mgoma9@xtec.cat

•Marta Gomà Martí•
images source my.englishclub.com
http://www.isabelperez.com/clil.htm


“Principios del AICLE / CLIL”. Available in http://www.isabelperez.com/clil/clicl_m_2.htm

3. Final thought

The teacher will prepare some revision dossiers just in case any student needs some reinforcement on any grammar, reading, writing or speaking topics from the project.