TRABAJO DE INVESTIGACIÓN

The implementation of Project-based and Task-based learning methods as means of educational inclusion for migrant teenagers in an EFL Classroom and its academic impact.

Trabajo de Investigación para optar al grado de Licenciado en Educación y al Título de Profesor de Inglés para Educación Básica y Media.

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Abstract

The aim of this action research is to describe how the implementation of two active methodologies combined inside an EFL classroom can become a mechanism for cultural as well as for educational inclusion for migrant students. The study focuses on exploring and comparing the perception of Venezuelan, Colombian and Chilean students before and after an educational project of cultural awareness and appreciation. The participants in this study are teen students at a High School in Chile. The data collection instruments were: a conducted survey based in a Likert scale format; including two open-ended questions. The results were analysed by comparing and contrasting the answers from a pre and post survey, as well as by analysing the answers of the questions under categories of analysis. The results show an improvement regarding the academic performance in the English classroom, as well as a rise in foreign cultural awareness and appreciation.

Key Words: *Active methodologies, Inclusion, academic performance, culture, Project-based Learning, Task-Based Learning.*

Introduction

The migration process in Chile is a phenomenon that has become relevant in recent years due to the large number of foreign residents in our country. Migration to Chile has increased since the nineties and especially since 1995 (Arias, Moreno, & Nuñez, 2010). The number of migrants began to increase in 2001 and positioned Chile as one of the main destinations for Latin American migrants. This phenomenon could be a result of the increase in border security in some European countries and the United States after the September 11 attacks in New York (Godoy, 2007; Santander, 2006; Stefoni, 2005).

Since 2005, thousands of migrants arrived in Chile looking for better economic opportunities. According to the Chilean Immigration department, the permanent visa requirements grew up from 2005 until the last national census in 2017. This corresponds to the migration from (Biblioteca del Congreso, 2018) South American countries to Chile for a variety of reasons like political and social issues in different countries like Venezuela or Haiti.

According to the National Institute of Statistics (2018), the number of foreigners residing in Chile corresponds to the number of people who, during the census applied in 2017, declared that they had been born in another country. This demonstrates that the immigrant population in Chile has expanded in the last 15 years. Although the migratory phenomenon is not new in the country, it is important to point out that the percentage of the immigrant population has grown over time. In the 2002 Census, 1.27% of the population was immigrant whereas in April 2017, fifteen years later, this number had increased to 4.35%. The same census shows that 66.7% of the resident immigrants arrived to this country between 2010 and 2017.

The great majority of foreigners who arrived in Chile intend to settle for an indefinite period of time and regulate their situation once they are in the country, and this leads to demographic and economic variation. This phenomenon has become a social, cultural and political challenge for the country since Chile needs to provide public health, education, housing and justice services in order to guarantee the welfare of the people who come to reside in the country. Making this migratory process inclusive has meant changes in the legislation on immigration issues.

The Chilean Educational System is challenged to provide for effective adaptation of immigrant students in order to support the inclusion process. As a way of facing this issue, Chile has put into effect laws that aim to ensure inclusion and improve the quality of education at a school level. The following documents and laws were made to improve the teaching-learning process of students at school: Decreto N° 83, Diseño Universal de Aprendizaje (DUA), Ley General de Educación (LGE), and Standards for Teacher Performance. The content of these documents will be dealt with in more detail in the theoretical section of this study.

1. Theoretical Framework

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), Educational inclusion means to guarantee equal opportunities for all in education, including all ethnic, cultural, religious, race or disability groups. On the other hand, integration is related to take the diversity existent nowadays and make them part of the society. However, when people receive an impolite treatment because of their origin, ethnicity or race is considered as an act of segregation, which means that they are separated according to their skin colour, ethnic group or any other aspect related to their characteristics as individual.

The Chilean society of this century is characterized for having a rich cultural diversity, which means that there are varied cultures interacting in the same geographic space. Through cultural diversity it is possible to appreciate, modify or affect the different cultural expressions of people, country or region by other cultural expressions from other territories due to various factors. Chilean society has been living in a multicultural environment for several years now and it is so because of the arrival of foreign people in Chile; for this reason, it is important to achieve a multicultural society. The concept of interculturalism aims to describe the interaction between two or more cultures in a horizontal and synergistic way. This assumes that no one is above another and every single person is treated equally.

The Chilean Educational System is ruled by LGE, which states the different parameters that regulate the implementation of the national curriculum. Based on this law, different documents have been published in order to have a broader point of view regarding how to address Chilean education. And, since this research aims to clarify how to include migrant students into the national classrooms, the followings documents help to provide an idea of how and to what extent this process can be implemented:

- General Law of Education (2009)

- Decree N° 83 (2015)

- Universal Learning Design (2016)

- Guiding Standards for English Teaching Programmes (2014)

Also, it is necessary to specify and provide a definition for the expressions that are relevant for this study, which are:

- Inclusion

- Cultural diversity

- Multiculturalism

- Interculturalism

- Social inclusion

These documents and terms will be analysed and discussed in the following sections.

1.1. General Law of education (2009)

The General Law of Education, n° 20370, is the latest norm that aims to restructure the educational system in Chile. This law, which replaced the Organic Constitutional Law of Teaching, was promulgated by President Michelle Bachelet in 2009. This law entitles the rights and the duties for educational communities, which are mentioned in Chapter 1 of Article 1 (MINEDUC, 2015).

This new law not only promotes the principles and the obligations of Chilean schools, but also includes several changes in the national educational system. Some of the principles of this law are quality of education, equity, diversity and intercultural contents. In addition, this law has changed the duration of primary and secondary education. After this law, the primary education cycles changed, lasting from 1st to 6th grade, and the cycle of secondary education moved from 7th to 4th grade (MINEDUC, 2015).

The General Education Law promotes duties to the parents, Chilean community and Government, with the aim to collaborate and contribute towards education all over the country. According to that, the Chilean Government has duties such as creating optimal educational environment, to provide economic conditions for schools and all social elements needed for optimum education like inclusion for students and basic tools for their schools. In addition, the Chilean government also has the duty to promote a preschool education at all levels and financial support. Likewise, this law encourages parents to contribute to the national education by expressing their ideas and helping schools when needed.

Furthermore, one of the most important aims of this law is to generate equal education not only for Chilean people but for every person that lives in the country. This last statement not only applies to Chilean people, but to those whom were forced to leave their homeland because of

difficult life conditions, such as: war, hunger, or economic issues. The Chilean education system should offer an effective integration process for students who come from abroad (Berrios-Valenzuela & Palou-Julían, 2014). According to the General Law of Education: "education must ensure all students, regardless of their conditions and circumstances, achieve the general objectives and learning standards are defined in the manner established by law". In addition, just as defined in the Law of Education (Govierno de Chile, 2009), the duty of the state is to guarantee a secular education, respecting all religious expressions, thus allowing the entire population to have access to socially inclusive and equal educational environment. Therefore, this effective integration process should be designed in a way which does not discriminate any kind of religious, nationalistic and cultural differences.

1.2. Decree N°83 (2015)

This decree is based on the considerations of diversity and aims to cater for all the students with special educational needs, it considers the autonomy of the educational establishments, promoting and appreciating the cultural, religious, social and individual differences of the population, which are part of the school community.

Principles and definitions which point the criterions and orientation of curricular adaptation. It is important to highlight these principles because they address the main parameters to have into consideration regarding how to implement a curricular implementation when it comes to students with educational needs, in this research case, how Chilean curriculum can be adapted in order to favour education inclusion towards migrant teenagers:

- *Equal opportunities:* To develop consciousness about diversity and curricular adaptation as tools for access and participation.

- *Equity education quality*: It is a curricular adaptation which allows the appropriateness and relevance.

- *Educational inclusion and value of diversity*: The system has to promote and favour the access, presence and participation of every student, respecting and valuing the individual differences that exist within a group of students.

- *Flexibility in educational response*: The system has to provide flexible educational responses, equivalent quality education to every single student, favour the access to the school and ensure the permanency of all the students in the school system.

The criterions and orientations of curricular adaptations are supported by the general Law of Education (2009), which establishes that "education has to aim at and secure that all students, independently of their condition or circumstance, achieve the general objectives and have the same opportunities as the other children".

On the other hand, regarding the educational field, Decree number 83 incorporates the universal design of learning, whose aim is to promote inclusive teaching practices, constituting the first step to respond to individual differences in the learning process of every student. To determine the individual needs of the students, schools need to apply an individual diagnostic evaluation. This individual diagnostic evaluation is the process of collecting and analysing relevant information in the different learning dimensions, and also to identify different factors of the educational and family context which intervene in the teaching-learning process. Curricular adaptations need to be built on the basis of this individual diagnostic evaluation.

In the implementation of Decree N°83, the participation of students with special needs must be granted, in order to achieve the basic learning contents in the school curriculum:

- *Plan and register of the curricular adaptations*: Once the curricular adaptations for the student have been defined, it is necessary to elaborate a corresponding curricular adaptation plan, having the following in consideration (MINEDUC, 2015):
  - *Establishment Identification*
  - *Student Identification*
  - *Individual and educational needs*
  - *Type of curricular adaptation*

In addition to this, the educational system has to take other considerations when applying a curricular adaptation; for example, the adaptation has to consider the subjects to which it will be applied, the methodological strategies to be used in the classroom and also the time of application as well as monitoring time. This may involve human resources as well as material resources. Another aspect to consider in the curricular adaptation process, are the strategies and evaluation instruments used for the measurements, which are defined in the teacher's lesson plan.

The evaluation, grade and promotion of students with special needs are determined according to the obtained achievement in relation to the learning objectives established in the individual curricular adaptation.

1.3. The Universal Learning Design (2016)

This document pretends to design products and environments able to be used for all people, and hopefully as much as possible, without the need of making curriculum adjustments.

The Universal Learning Design and the curricular adaptation design are supported on the Decree N°83, promulgated by the Chilean Education Ministry in 2015 (Otecadmin, 2018). The decree approves the criterions and orientations of the curricular adaptation which must be applied to students with educational needs from kindergarten to 8th grade.

The Universal Learning Design is a strategy created to teach to the diversity existent in the society. Its aims is to increase learning opportunities, through the design and implementation of activities and the class development, which must be capable of covering the kinaesthetic, the visual and auditory learning styles at least.

This design aims for a change in education which should not only focus on the specific knowledge domain, but also on the domain of the learning process itself. In addition, this design shows a new way of covering diversity in the Chilean culture, proposing in a certain way a new inclusion system in the Chilean classroom where the role of the school is crucial. The school has to accept and adapt to this new diverse society, so that it can recognize, accept and value diversity, making the learning process favourable to education and social inclusion.

Educational inclusion is centred on the methods to improve the presence, learning and participation of the students. When it comes to presence, the General Law of Education states that every student is granted access to quality education, to a school and its curriculum. The mentioned document also emphasizes that the learning domain is the main objective of education, therefore the ULD lays out that every student should achieve the best possible learning outcome considering its needs, characteristics and interests.

Finally, in relation to participation it states that every student should have the opportunity to participate in the learning experience offered by the school, coexist and feel part of the educational community.

The text mentions that a unique student model does not exist, emphasizing the fact that, students can learn together, even if they do not have the same interests or needs. In order to include all students, the teaching practices have to recognize and be prepared to adapt to the immense variety of existing students, considering that there is not only one style of learning, and so, education and schools need to cater equally for all educational needs of the students.

1.4. Guiding Standards for English Teaching Programmes (2014)

Guiding Standards for Teaching Programmes are a set of documents developed by Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CEIP), and their first set of volumes were published by Ministerio de Educación (MINEDUC) in 2012, in which school subjects such as Mathematics, Language and Communication, History and Social Sciences, Biology, Physics, and Chemistry are addressed . Nevertheless, in July of 2014, new volumes were published in order to expand the coverage of the Chilean Schools' subjects in Elementary as well as in High School. Among the new editions, Guiding Standards for English Teaching Programmes were created, providing a set of standards in which future students of English Teaching Programmes, as well as universities must follow when preparing future teachers as a means of improving the efficiency and impact of the teaching inside Chilean classrooms (CEIP, 2014).

Among different criteria in which the document was elaborated, it varies from the teacher relation with the national school curriculum and its goals, in other words, to the level of commitment the teacher possesses towards the improvement of Chilean education; however, some of the criteria presented in the document correlates with the goals set on our project, meaning that the standards are set and focused on the characteristics of the students and methods of learning. These criteria explain that teachers must pay attention to the needs of the students as wells as what motivate them when studying. The relevance of these criteria for the project is considered as an impediment when taking into consideration some of the other one described in the document as suits fit with the investigation.

The different standards that are presented in the document are divided into two categories that progressively define and emphasize the knowledge the future teacher must acquire in order to

produce efficient classroom teaching practice. The two categories in which the document is divided

are:

1. *Teaching Disciplinary Standards:* The necessary competences are defined in this section regarding the use of the English Language. Among the ten competences that are described in the section, some of them correlate with the implementation of our project and also help us clarify in what manner we, as teachers, should act when implementing it.

2. *General Pedagogical Standards:* In this section, different competences that teachers need to acquire and implement during the adequate developing of the teaching process are expressed (Centro de perfeccionamiento, experimentación e investigaciones pedagógicas, 2014). The document shares information regarding the standards to both elementary and High school, this means that despite its division, the standards are explained in order to help teachers become aware of what is necessary when teaching children or teenagers.

1.5. Definitions

Inclusion:

Inclusion relates to the process of facilitating the overthrown of barriers that imped the presence, participation and achievements of people and learners (UNESCO & The Global Education 2030 Agenda, 2017). Inclusion addresses different situations in where people are inserted in, the two aspects that are going to be discussed in this document are inclusion regarding culture and education.

1.5.1. Cultural Inclusion:

When inclusion is discussed, especially cultural inclusion, it is said that it addresses the participation, access and rights from one person within a cultural context; being ensured by mixing entrepreneurial practices in order to solve the difficulties that a person can face (UNESCO, 2017).

Three terms are necessary to define in order to have a better understanding of how to approach cultural inclusion, these are: cultural diversity, multiculturalism, and interculturalism. The first one deals with acknowledging the different identities and groups within a society (UNESCO, 2002). Multiculturalism refers to the acceptance and acknowledgement of different cultural aspect of an ethnic group in order to be preserved and consumed by them and others (Kymlicka, 2012); so when multicultural education is discussed, it is address that it should favour tolerance and acceptance towards cultural differences (Rodríguez Morales, 2018). A term that is usually confused with the previous one is Interculturalism, but this last one is not a synonym of Multiculturalism but a step up regarding cultural interaction. Interculturalism deals with not only acceptance and acknowledgement towards other cultures, but to how culturally diverse people interact with each other in order to build a whole (Giménes Romero, 2003).

1.5.2. Social inclusion:

Social inclusion can be described as a broad term due to the amount of topics that are discussed when explaining this term, however, the process of social inclusion considers not only the political participation of culturally diverse groups, but also their political and educational participation (Lloréns, 2011). When it comes to social inclusion in education, the process should focus on two functions: a preventing and a healing function (Organizacion de Estados Americanos para la educación, la ciencia y la cultura, 2003).

Preventing functions refers to the guidelines that must be implemented in order to prevent students from dropping out of school due to the lack of access to it, acceptable educational conditions when it comes to equality in education, providing sufficient resources to the institutions in order to achieve equality; and finally, the acquisition of basic competences to rise social and cultural capital.

The healing functions tend to compensate the different starting that some people may experience, this means, proving pedagogical resources in order to compensate the deficiency in previous learning periods.

1.6. Active Learning Methodologies

Active methodologies can be defined, as a communicative interaction that moves from the teacher to the students, student – student, student – teaching materials and student – environment; this process enhances the responsible involvement of every member and instrument, improving their satisfaction and enrichment (Calvo, 2007).

According to this definition, it is understood that the students are the protagonists of their own learning process which means that the students have the opportunity to choose something specific that they want to learn and how to process the learning. In addition, the active methodologies of learning - teaching, favours study and team work in the classroom, respecting the values of students and their cultures. Therefore students show more interests and are more motivated in learning which results in more active and more real life related situations. Thus, the teacher's role changes from traditional habits to more like a facilitator and guide in students' knowledge acquisition. In other words, the role of the teacher changes radically when using active methodologies, since the teacher stops being the centre of the class and changes his/her role to be a teacher guide or mentor of the students, guiding them in the right direction in search of knowledge and necessary skills to contribute to society.

Classrooms where active methodologies are applied, students find opportunities to develop their personal skills while participating in reading, writing, presentations, debates and teamwork. Students develop their ability to learn and teach themselves while helping others. "Within context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing" (Bonwell & Eison, Active Learning: Creating Excitement in the Classroom, 1991, p. 5). These activities facilitate students' theoretical knowledge to practical learning and apply acquired knowledge to real life situations.

On the other hand, active methodologies promote inclusion since they canalize students to show more interest and motivation in learning process which results in participating in group activities, developing communication skills and promoting respect. "Active methodologies are focused on the student and make him/her an active part of the teaching-learning process by connecting him/her to his/her nearby reality, achieving great motivation" (ProFuturo, 2018).

Task-Based Learning:

Although there is not a single definition of Task-based learning (TBL), it mainly focuses on using prior knowledge with the aim of achieving a particular goal. In this approach, learners are active during all process whereas teachers act as knower who only puts students on track if something goes wrong. According to Richards and Rodgers (2004), ''engaging learners in task work provides a better context for the activation of learning process'' (p.223). The popularity of TBL has increased due to the effectiveness on promoting real communication and meaningful exchanges among students. Since tasks are goal oriented activities, tasks should be designed to facilitate students' involvement in meaningful achievable activities.

Van der Branden (2006) defined a task as ''an activity in which a person engages in order to attain an objective, and which necessitates the use of language'' (p.4). It can be understood from this definition how important the effective use of language for meaningful communications is. Therefore, language is the tool of communication in order to perform tasks needed for real life situations. Bonces & Bonces believe (2010) that ''the task is currently the most effective means of promoting second language acquisition in the classroom'' (p.166). Since TBL is a student centred approach, using TBL in classrooms allow students to play a more active role in their own learning where learners feel more comfortable which results in expressing and sharing more effectively.

In addition, in TBL, lessons are planned with different sequences of related tasks with the aim of reaching an outcome (Willis & Willis, 2007). The most logical way to integrate TBL approach in the classroom is to organize lessons from topics to tasks. For instance, the teacher can set up different kinds of tasks after deciding what topic is exactly going to be studied. It makes more sense for students to relate when lessons are relevant to their real lives. Moreover, TBL facilitates the inclusion process in the classroom because it aims to bring students together and make meaningful discussions or group activities. The task based learners discuss and share while getting ready for tasks and while performing the tasks is a good example of inclusion since it brings them to create something together. In conclusion, TBL approach is a very effective way of engaging students in goal-oriented activities with meaningful use of language.

It was decided to take into consideration Project-Based Learning (PBL) and Task-Based Learning (TBL) due to their similarities, and because these learning methods enhance educational inclusion inside the classroom, allowing the students to improve upon their grades and to develop necessary abilities and skills that traditional methods do not stand in favour; such abilities and skill are: teamwork, leadership and using critical thinking to solve problems of real life. These methodological approaches allow us to expose inclusion as a necessity in the Chilean society of the 21st century and demonstrate that English subject can be a tool to make that inclusion real among young people.

Project-Based Learning (PBL):

Project Based Learning is an educational approach that is based on learning activities and tasks based on real situations that represent challenges for students to solve problems. These activities generally reflect the types of student learning styles (auditory, kinaesthetic, visual, etc.) and the work that people do in the everyday world outside the classroom. PBL usually involves groups of students working together to achieve a common goal (Goodman, 2010).

PBL teaches students not only the content established in the curriculum, but also the development and enhancement of important skills so that students can function as adults in the future. These skills include oral and written communication, organization, research, self-assessment and reflection skills, group participation, leadership, and critical thinking, all in order to be a contribution to the society.

The performance is evaluated individually and takes into account the quality of the product at the end of the activity carried out, the understanding of the content and the contributions that each person make to the continuous development of the project. PBL allows students to reflect on their own ideas and opinions, and make decisions that affect the results of the project and the learning process in general.

There are several reasons why the PBL is a useful tool within the classroom, which is the fact that the projects place the students in the need to use the acquired knowledge and develop their social skills to achieve the goal of the project. In addition to this, it allows students to be part of their own learning process, which makes learning more effective and meaningful for students.

PBL has several characteristics by which it is considered a useful method of work, such as the organization to find the solution to a problem, teamwork, the development of critical thinking, encourage the analysis of problems, among other skills that encourage the development of the student in his/her daily life, being inside and outside the classroom.

As Goodman stated (2010), when a teacher decides to implement this method of working with the students, it must be assumed that this methodology brings changes in the roles that interact inside the classroom. For example, the teacher is no longer considered the only source of knowledge in the classroom; instead of that, the learning process is made by working team, using the educational technique of team work, giving the opportunity to students to assume a role of teacher and help their peers in the development of a project. On the other hand, teachers must assume their new role as a guide to the learning process of students, encouraging them to think critically and work in a team with their peers, being a mentor and an adviser to their students.

2. Methodological Framework

2.1. Participants

Context of the Study

This study took place in a Chilean subsided school in Padre Hurtado, Santiago, where two investigators of this research study were doing their professional practicum. The required permission of the participants to take part on the process of collecting data was approved by the principal of the school and the parents directly (See appendix 6.1).

The age range of the participants varies between 17 and 19 years old. The students live in Padre Hurtado and Maipú, all of them near the school place. It is a mixed course of 36 students, of which 16 are male and 20 are female. Within the course, there are 4 students who have a foreign origin (Venezuela, Colombia, United States and Argentina) and maintain permanent residence in Chile. In general, the students have well developed academic results as far as grades are concerned, the general average of the course grades during the first semester of 2018 was a 5.7, while the average of the second semester radically changed, increasing to an overall average of 6.4. Also, there is a respectful environment among the students and with the teachers.

The pre-service teacher had to earn the trust and attention of the students by the implementation of TBL and PBL methodologies according to their necessities and concerns. This process affected the dispositions of the students about the English class, and improved their perception of cultural inclusion and their academic performance.

2.2. **Sampling procedure**

The process of selecting the sample procedure occurred at the time of entering the establishment due to the professional practice of two of the members of this action research. In Altair educational centre, the research was developed when a course that fulfil the necessary requirements to develop the inclusion project through the implementation of new working methodologies was found. The selected course was a 12th grade, which happened to be divided by genre and having four students of foreign origin, corresponding to the nationalities of Venezuela, Colombia, Argentina and the United States.

The reason for selecting this group of students occurred because the grade was assigned to one of the researchers in his professional practice. The course consisted of thirty-six students, in which twenty-six of them participated in the process of the study. The difference between the amount of students enrolled and those that took the survey happened because one student withdrew from the school before the process of the study took placed, three of them did not attend the establishment the day the pre-project occurred; due to that reason, they could not participate in the post project survey. Finally, students who were part of the pre and post survey, had to submit a signed authorization letter from their parents to participate. Twenty-six students arrived on the days designated for the entrance survey and the post-project survey with their letters signed by their parents.

2.3. **Materials**

Among the different types of instruments that are helpful when collecting data, it was decided that using a Likert scale type of survey would fit best according to the study conducted. In other words, in order to collect information about the perception of the students during their first semester, before the project was implemented, and the perceptions of the students during the final stages of it, the instrument would provide evidence on the effectiveness of the project compared to what they had been accustomed to in the past. In addition to that, open-ended questions were added so as to help the students expand their answers and to provide further information regarding their perceptions on whether their interest towards the English classes had changed thanks to the implementation of the project.

The Likert scale is one of the most popular rating scales when it comes to measuring attitudes, perceptions and opinions, due to its effectiveness. Likert Scales are often presented as a five or seven-points scale in which participants have to score their level of agreement or disagreement according to a specific topic (Bertram, n.d.). However, despite its wide application, the Likert scale has received some criticism, two issues that we considered important during the process of creating our instrument. Some important aspects to keep in mind are: Selected items in the scale may suffer from response style bias (i.e. culture plays a decisive role when selecting an item); secondly, Likert items may lack accuracy when addressing agreement or disagreement intensity (Dolnicar, Grün, Leisch, & Rossiter, 2011).

Taking into consideration the disadvantages stated, the Likert scale that was created has only four items to select from instead of five to seven items to select from. This change was incorporated on the basis of the suggestion of one of the validators of the instrument (see appendix 6.2-6.3).Nevertheless, it could have been chosen to use a binary answer format, best-to-worse

scaling system, or correction for response style; however, there is no evidence that a correction method could prevent a contamination in the response style of the students due to cultural bias or lack of accuracy when analysing the items (Dolnicar & Grün, 2009).

Students also answered two open-ended question in both the pre and post project surveys. Open-ended questions are used in surveys where a set of response options are not included, allowing the participants to provide detailed information regarding a specific topic by using their own words (Züll, 2016). Despite the disadvantage of being tedious to analyse, they provide an effective counterpart when it comes to the problem of response style bias due to the individual nature of the results (Reja, Manfreda, Hlebec, & Vehovar, 2003).

2.4. **Research Design**

The study analyses both Quantitative data and Qualitative data, making this study a mixed method design research. In this action research, the data collected from a pre and post-project Likert Scale survey is approached by using quantitative method to analyse measurable data of the perception of the students. Quantitative method helps measuring the incidence of various opinions in a chosen sample in the likert Scale.

Then, the data gathered from an open question is analysed in a qualitative manner. The open question are helpful to this study by acknowledging the different points of view and opinions of students.

Combining both Likert scale and open-ended questions gives as result a mixed research approach, taking methods of collecting data from quantitative and qualitative research, providing a better understanding of the investigated phenomenon (Halcomb & Hickerman, 2015).

The type of this investigation is exploratory and descriptive, with the aim of expressing the external and internal characteristics of the students as well as their perceptions and the cultural environment in an EFL classroom.

2.5. **Procedure**

Before the implementation of the Project based learning and task based learning methodologies, the students did not participate in the English classes and showed some discomfort when being consulted for the respect of their cultures (in the case of foreign students) and they did not work in teams to achieve some goals proposed by the teacher. At the time of the pre-survey, the students commented that their perception of the subject of English changed radically from one semester to the next due to the fact that in previous semester they did not have the permanent challenge of using the language in the classroom.

At the time of the implementation of the new didactics in the classroom by the use of PBL and TBL, students showed a better disposition to the subject because they were constantly exposed to the language and work in teams to solve problems and problems related to the inclusion and identity of students as adolescents of the 21st century.

Our research began to be implemented by giving students small tasks like team organization, making drafts in order to work as a team (TBL), aiming at a greater and common goal among them, developing activities in pursuit of a final project based on academic results and improving their performance in this regard (PBL). For this, we carried out various tasks such as an intercultural fair project, presenting social issues video tasks that were complementary to pursue the greater goal that was the inclusion of all students equally in the school and English classroom.

By teaching students that teamwork, collaborative work and by assigning small class objectives to class that benefited a larger objective, it facilitated the inclusion of all and participation in the subject. The students recognized that step by step work as a team within the tasks involved in the project, were important within their learning process, collaborating in

such simple tasks as the investigation of a specific topic, the creation of material of the task and the presentation of a final product.

The intervention project consisted on the application of an intercultural day, with the objective of knowing and valuing the cultural diversity existing in the world and especially in Chile. Because of that, an intercultural fair was developed, where students had to exhibit a stand about a designated country and its cultural heritage (See appendix, 6.4).

To carry out this project, the students had to follow instructions and do different tasks class to class in order to deliver a final project based on the tasks previously done (see appendix 6.5):

- In the first class, students were divided into groups and they chose the country they were going to build their intercultural fair stand, making a brainstorming about the different cultural aspects that they knew about the chosen country.

- In the second class, the students had to expand their previous brainstorming of the selected countries by researching in depth about it. As a result of this new research process, they had to present a written draft with the main aspects they wanted to highlight of the culture of the selected country. The teacher served as a guide and mentor for this stage process, answering the questions of students and providing examples to them.

- In the third class, the students created the information material of the stand (paper locks, decorations and pamphlets or souvenirs) in which information about the

countries and their culture was given. In addition, the students practiced the pronunciation of their scripts written by them with the help of the teacher, who provided examples, instructions and vocabulary before.

- Finally, in the fourth class, the students had to present their stands about their countries. The pedagogic exhibition was held in the schoolyard as an open exhibition for teachers, students and parents of the establishment.

The students were evaluated by the use of a rubric made by the teacher, according to their progress class to class and the final result of their presentation, taking into account their pronunciation and information given in the exhibition (See appendix 6.6).

2.6. **The Study**

Objectives

General Objective:

- To identify the impact of a project-based and task-based methodology procedure in a multicultural English language classroom as a means for cultural inclusion and EFL academic results

Specific Objectives

- To plan and implement a project based and task-based methodology procedure in a high school multicultural context

- To analyse and compare the perception of the students on how this experience favours their cultural inclusion

- To categorize and compare the perception of the students regarding their academic learning performance.

Hypothesis

- Experiencing Project-based and Task-based methodologies in a multicultural EFL classroom will favour the perceptions of cultural inclusion and academic performance of Immigrant and Chilean students.

Purpose of the Study

The aim of this study is to explore and compare the perceptions of the students in a High School regarding the inclusion experience in the EFL classroom. This study also aims to identify how a project-based and task-based learning methodology can impact the academic results of the students.

This research follows and exploratory and descriptive approach. It is characterized by important authors by claiming that this research takes place when the objective is to examine a topic or a research problem not sufficient studied, meaning that it has not been studied enough or there are a lot of doubts regarding the topic. This happens, when the literature review showed that there are only non-investigated articles and vaguely related ideas with the research problem or when it is wanted to be address using a different point of view (Sampieri, Collado, Lucio, 2013).

In our case, the implementation of active methodologies in the English class in order to favour the inclusion of foreign students, is a topic which has not been extensively investigated, so it may be classified as an unexplored field inside the educational area. This field requires to be investigated because they are useful to become comfortable with relatively unknown phenomena, to get information about the possibility to carry out a complete research regarding a particular context, to investigate about new problems, to identify concepts or promising variables, to establish priorities to future researches, or to suggest statements and postulates (Sampieri, Collado, Lucio, 2013).

In this way, it is intended to give an answer to our hypothesis, and thus, to contribute with ideas, concepts, assertions, new postulates and information to future researchers, giving knowledge to the educational area.

Beside the exploratory approach our research follows a descriptive approach as well, in which the researchers aim to explain in detail different aspects of a context such as a phenomenon, situations and events even if they are related or not (Sampieri, Collado, Lucio, 2013).

Our research describes a certain group of students that belongs to a certain social/cultural group. They are also part of a specific educational establishment and it describes development

inside a specific class, implementing an active specific Project methodology. In that manner, it is expected to describe this unique context and give and answer to our inquisitiveness.

The authors also claim that "like exploratory researches are fundamentally useful to discover and foreshadow, the descriptive researches are useful to accurately show the angles or dimensions of a phenomenon, event, community, context or situation" (Sampieri, Collado, Lucio, 2013. p. 80). By using this approach, it will be accurately described what is expected to measure as well as what or from whom the necessary data will be collected to carry out this research.

On the other hand, the project is a mixed research design, which means a mixed methodological design that combines research processes, recollection and analysis of data, integration and discussion in order to make inferences regarding their relation of the study and to get a higher understating of the participant and their environment (Sampieri, Collado, Lucio, 2013).

In this research project, the numerical data is going to be collected through the implementation of a pre and post Likert scale survey. After this implementation, the results gathered will be showed, analysed and compared using graphs. On the other hand, both surveys contains two open-ended questions, which after their application, the answers gathered are going to be analysed qualitatively by grouping the answers in levels of agreement. Combining both approaches, it is expected to have a broader perspective of the phenomenon under study; in other words, a deeper understanding of it and knowledge of the internal and external factors that influence it.

3. Results

3.1. Quantitative Comparison

In this section it is going to be shown the results of the Pre and Post-Project survey applied to the students. First, the two general results of each survey, with their respective items in both instances of intervention will be analysed individually, and, compare their results of each item accordingly and separately. As a result of the surveys, the pre-survey and the post-survey, it could be identified the context in which students were involved along with their perceptions. Therefore, by knowing their perceptions, it may be adapted in the classroom according to the corresponding level of learning and as a mean to the cultural inclusion the lessons, classroom activities and teaching methodologies.

Chart 1:

Pre-Project Survey

	Me sentí a gusto en la clase de Inglés"	Tuve una buena experiencia trabajando con mis compañeros"	Trabajé con compañeros que pertenecen a otras culturas"	Sentí que mi cultura fue respetada/valorada dentro de la clase de Inglés"	Tuve la Oportunidad de hablar en inglés durante las clases"
■ Muy de Acuerdo	11	11	12	17	5
■ De Acuerdo	11	10	8	8	10
■ En desacuerdo	4	4	6	0	7
■ Muy en Desacuerdo	0	1	0	1	4

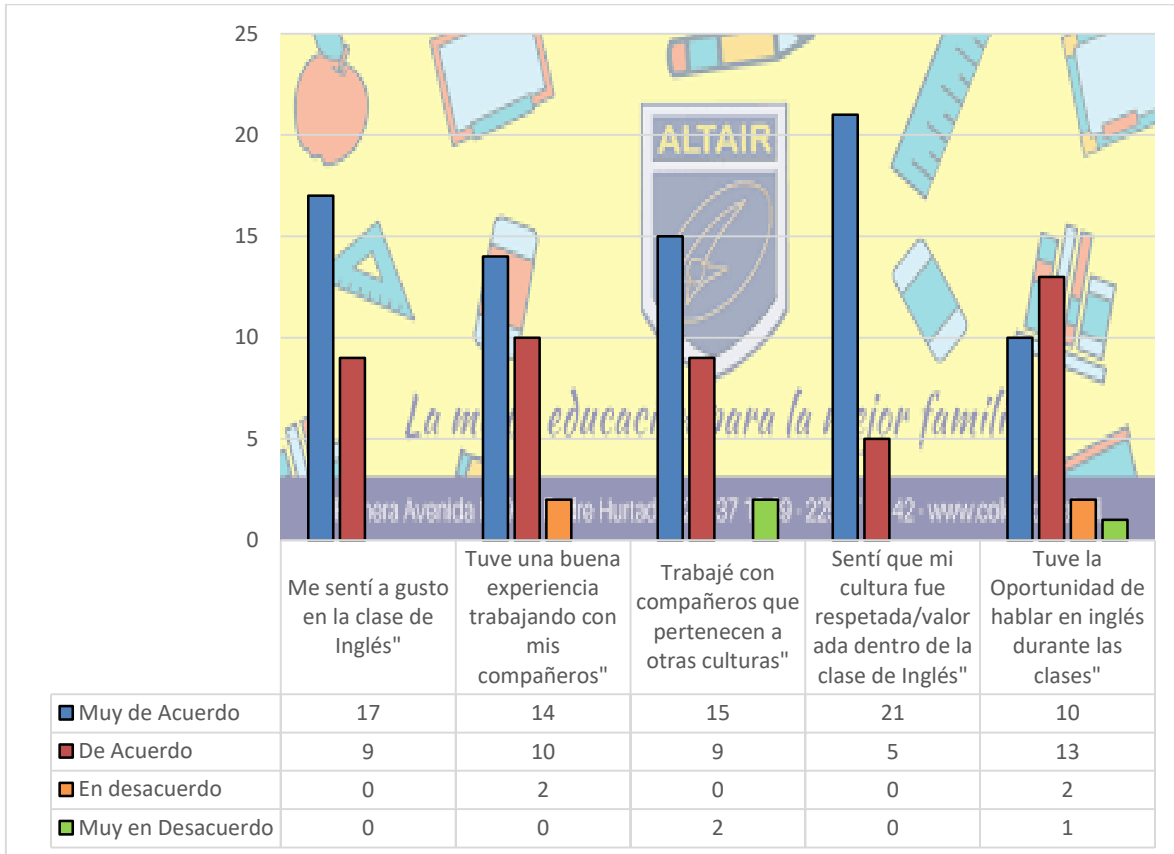It is shown the overall results obtained in the pre-project survey by statement. The five statements in the survey and the amount of students that chose each item are illustrated in order to analyse their point of views regarding their previous experience in the English classroom during their first academic semester of 2018. In the graph, it can be appreciated that the statements "*I felt comfortable during the English Lessons*" and "*I had a good experience working with my classmates*" obtained 11 votes out of 26 participants each one of their strongly agree items. On the other hand, statement "*I felt that my culture was respected/valued inside the English Classroom*" obtained one of the highest scores in the survey, gathering 17 votes out of 26 for the item "strongly agree". In the statement, "*I had the chance to speak in English during the English Lessons*", 15 out of 26 students selected the items that reflects a good level of agreement "strongly agree" and "agree"; however, the other 11 students voted for the items that represent a low level of agreement.

Chart 2:

Post-Project Survey

	Me sentí a gusto en la clase de Inglés"	Tuve una buena experiencia trabajando con mis compañeros"	Trabajé con compañeros que pertenecen a otras culturas"	Sentí que mi cultura fue respetada/valor ada dentro de la clase de Inglés"	Tuve la Oportunidad de hablar en inglés durante las clases"
■ Muy de Acuerdo	17	14	15	21	10
■ De Acuerdo	9	10	9	5	13
■ En desacuerdo	0	2	0	0	2
■ Muy en Desacuerdo	0	0	2	0	1

In this chart, it is indicated the overall results obtained in the post-project survey. The five statements in the survey and the amount of students that chose each item are illustrated in order to analyse their opinions regarding their experience in the English classroom during the second academic semester of 2018. The first statement "*I felt comfortable in the English lessons*", the 26 participants of the survey agreed and strongly agreed on being in an adequate environment in the classroom during English lessons. Then, the third statement "*I felt that my culture was respected/valued inside the English Classroom"* had the same average as the first statement, 26 of
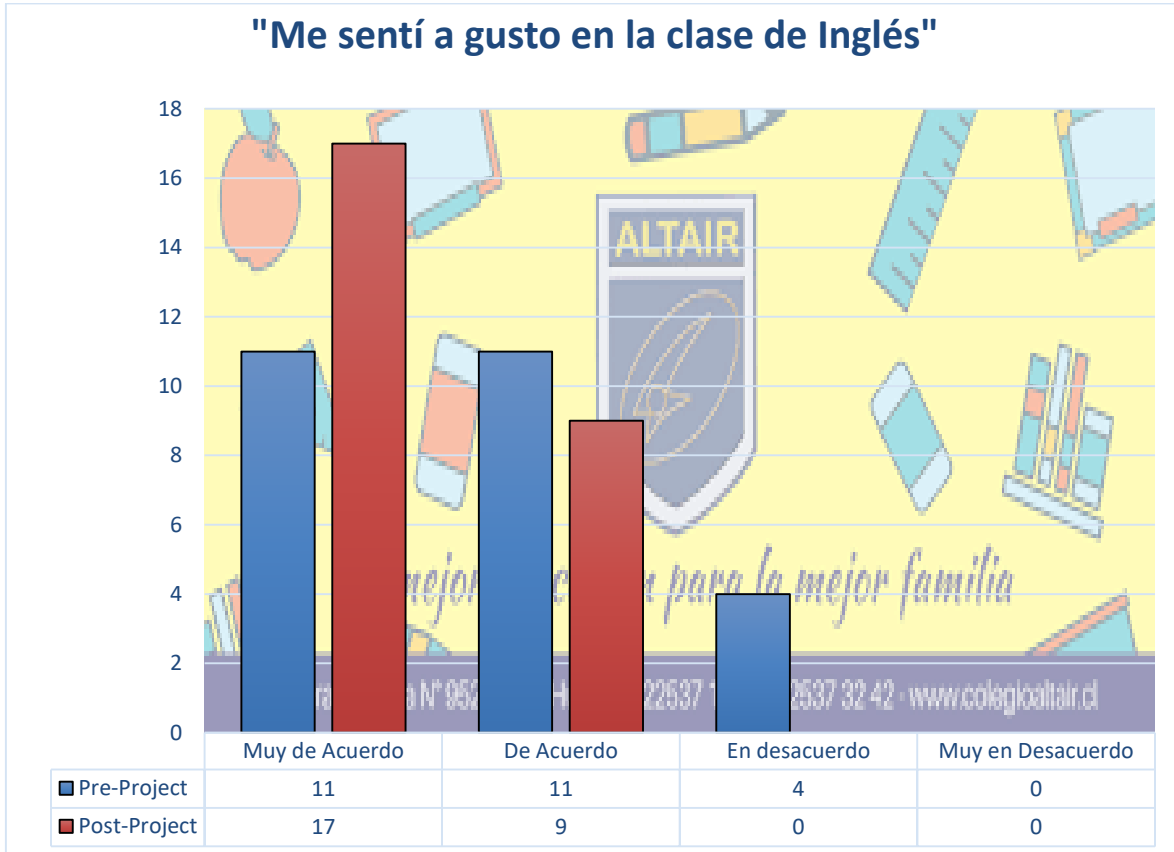
the participants agreed and strongly agreed on the fact that their culture/values was respected in the English classroom.

Analysing the data gathered in the graph of post-project survey, taking in consideration the 5 statements in the survey, only 6 votes were in disagreement and only 1 was "strongly disagree".

Chart 3:

Comparison Pre and Post Surveys

Statement N°1

"Me sentí a gusto en la clase de Inglés"

	Muy de Acuerdo	De Acuerdo	En desacuerdo	Muy en Desacuerdo
Pre-Project	11	11	4	0
Post-Project	17	9	0	0

In statement N° 1 "*I felt comfortable during the English lessons*" of the pre-project survey, according to the information from the graph, it is shown that 11 out of 26 students selected the item "strongly agree", however, in the results of the post-project survey, 17 out of the 26 participants voted for the same item. Likewise, the item "agree" gathered 11 votes whether its post-project counterpart gathered 9 out of 26. The graph also display a low level of disagreement, being the "disagree" item that recollected only 4 votes out of 26 and in its pre-project version,

nevertheless obtained 0 votes. The same happened in with "strongly disagree", where no student

voted for this item in the pre nor the post-project version.

Chart 4:

Statement N° 2

"Tuve una buena experiencia trabajando con mis compañeros"

	Muy de Acuerdo	De Acuerdo	En desacuerdo	Muy en Desacuerdo
Pre-Project	11	10	4	1
Post-Project	14	10	2	0

Pre-Project   Post-Project
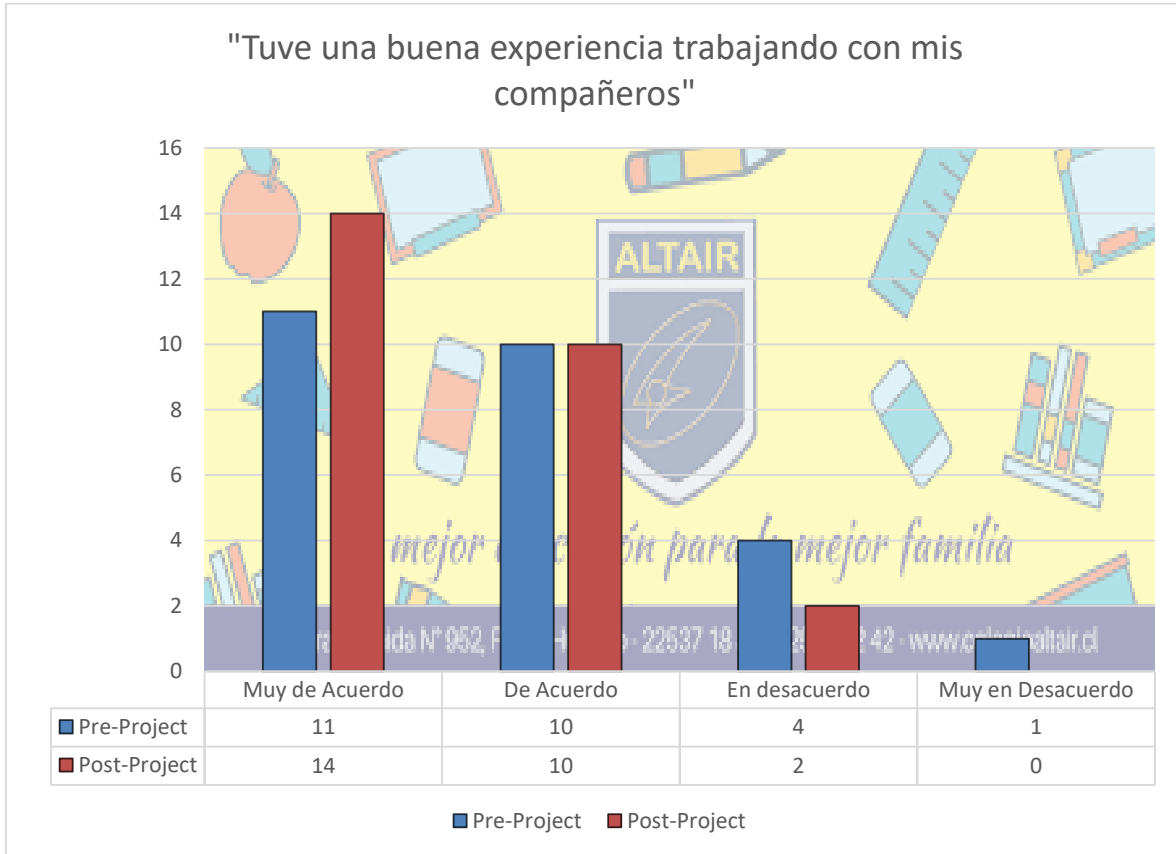
As TBL and PBL implies, team work is one of the key elements during the process of learning. One of the two items that address the level of agreement shows an increase when compared with the results of the pre-project answers. The item "strongly agree" obtained 14 votes out of 26, when the results of the pre-project were 11 out of 26. On the other hand, the level of disagreement reflects a low results; the item "strongly disagree" obtained 1 vote in the pre-project survey, and 0 in its post-project counterpart. It is interesting to notice that the item "agree" gathered the same results in both pre and post-project survey, 10 out of 26 votes.

Chart 5:

Statement N° 3
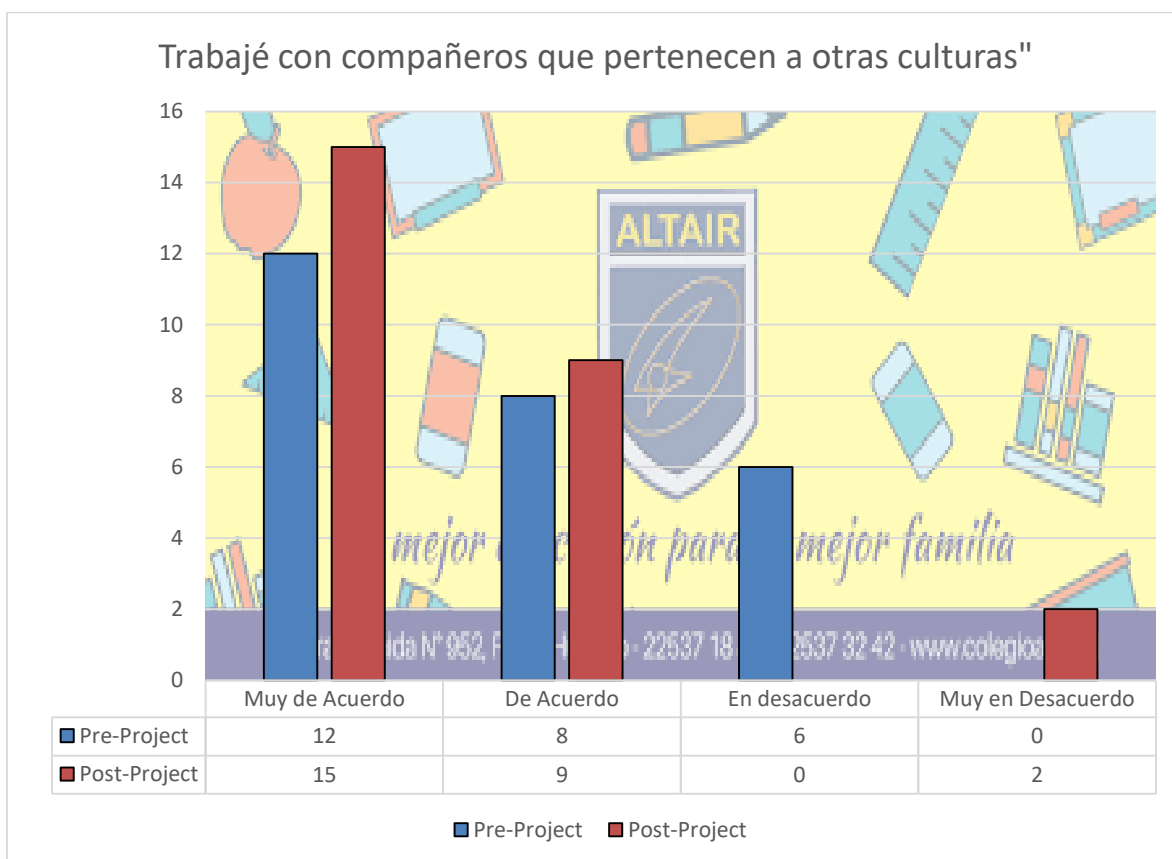
According to the results of statement "*I worked with classmates from other cultures*", before this project was conducted, 20 out of 26 participants strongly agreed and agreed on working with students from other cultures; whereas only 6 votes were selected in the pre-project survey in disagreement; on the other hand, no student voted for this item in the post-project version. However, in the same instance, two participants voted for "strongly disagree"; but, in the pre-project survey, the same item recollected 0 votes.

Chart 6:

Statement N° 4

Sentí que mi cultura fue respetada/valorada dentro de la clase de Inglés"

	Muy de Acuerdo	De Acuerdo	En desacuerdo	Muy en Desacuerdo
Pre-Project	17	8	0	1
Post-Project	21	5	0	0
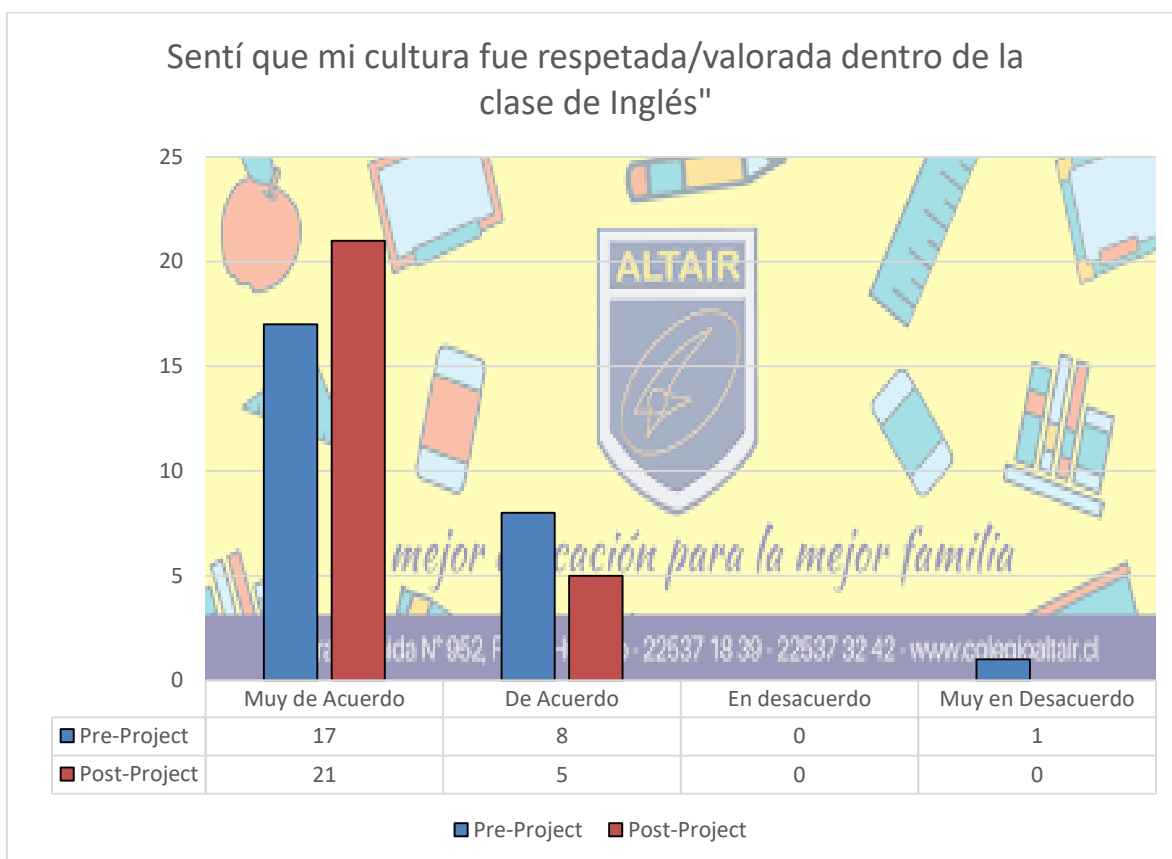
According to the results of statement 4, before the project was conducted, the 17 out of 26 participants were strongly agreed, 8 of students agreed when asked if their culture was respected during English class which is exactly the half of the students.

On the other hand, the number of answers changed after the project was implemented with 21 students strongly agreed and 5 of them agreed and there was 0 disagreement, which is worth of noticing.

Chart 7:

Statement N°5

Tuve la Oportunidad de hablar en inglés durante las clases"

	Muy de Acuerdo	De Acuerdo	En desacuerdo	Muy en Desacuerdo
Pre-Project	5	10	7	4
Post-Project	10	13	2	1

Pre-Project   Post-Project
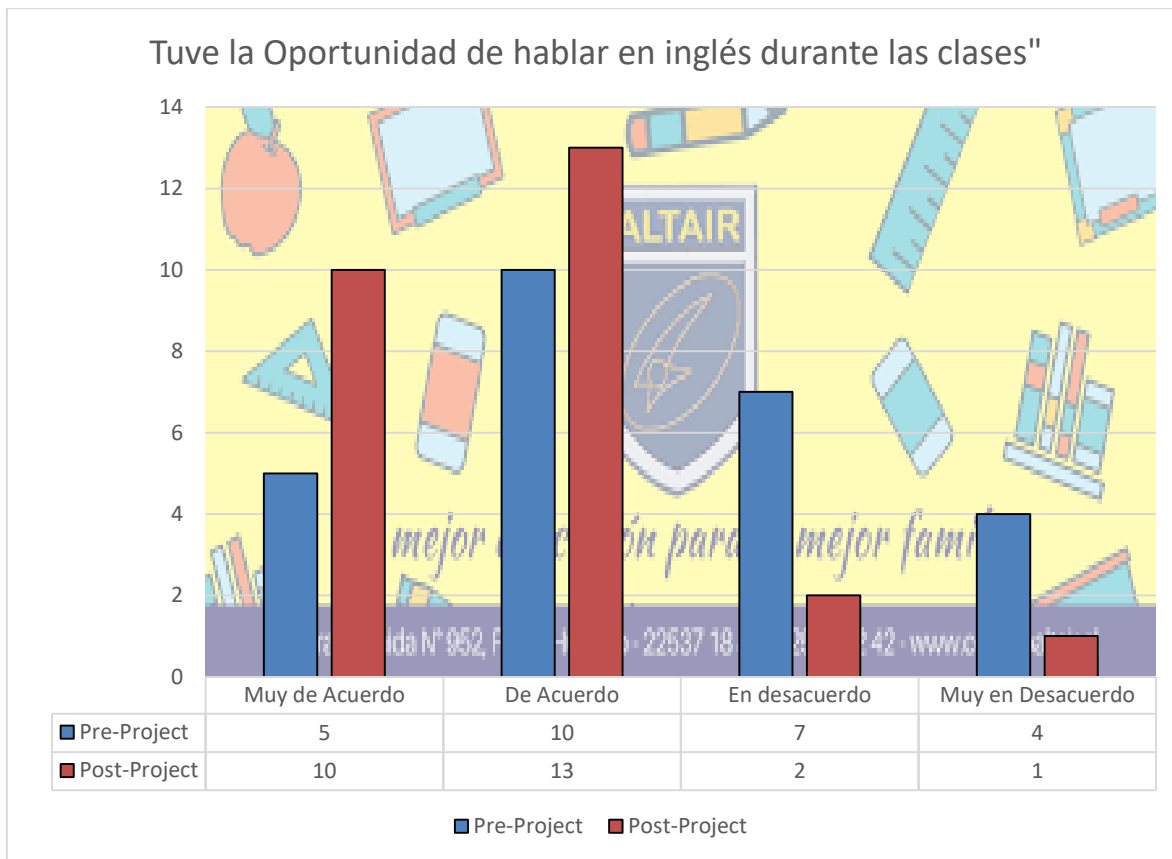
In statement 5 of the pre-project survey, the item "strongly agree" gathered 5 answers in its pre-project version and 10 in its post-project counterpart. On the other hand, after project was implemented, 23 out of 26 of the participants agreed or strongly disagreed that they had the opportunity to speak in English during the lessons.

The graph displays that there was an increase in the oral interaction in the English lessons during the second semester of 2018. In comparison with the first semester results, there was a low disagreement level on the English speaking performance.

3.2. Qualitative analysis

This analysis is based on the answers given by 12th year students in a pre-survey applied by researchers at the beginning of the second semester of 2018 (See appendix 6.2). The first open-ended question that students were asked to answer was if they felt included within the English class and in what way they were made to feel included.

From all the surveys, 22 of the answers about this topic during the first semester of this year indicated that they felt included because of the school environment; nevertheless, the low diversity of evaluation styles did not favour an inclusive environment or participation in the classroom. These 22 students referred to the English lessons as not relevant compared with Mathematics or Language and Communication. The same 22 students also mentioned that the previous teacher cared about the classes and clarified doubts but did not always pay attention to the opinions of the students regarding evaluations or participation within the class, since there were no instances to develop critical thinking or to participate.

On the other hand, there was a second question in the survey, which refers to the academic performance of students during the first half of the present year. In general terms, the students mentioned that their average was not bad, but they thought that with a different style of evaluation, their academic performance could have improved considerably, since they were only given written tests of grammar content. There were 18 students who mentioned that the evaluation style of the teacher did not suit them, thus it made them uncomfortable to just memorize and not apply English to the real use of the language in a real context.

After applying the new methodologies of work in the classroom (PBL and TBL), and the project proposed by the research professor was implemented, and which was the implementation

and presentation of an intercultural fair (See appendix 6.6), the students were submitted again to a survey, in which the same questions were asked in order to compare their opinions regarding their perception of inclusion and their academic performance during the second half of the year.

Compared to the first semester, the perceptions of inclusion within the classroom improved in relation to the first semester answers. The students responded in the surveys that their opinions were considered and valued that they were challenged to work in teams with people whom they usually did not work, providing them an opportunity to improve their relationship, especially with students from other countries. However, one of them stated that he "did not feel included or excluded due to his low interest in the subject". Also, the same student acknowledged that the pre-service teacher showed interest in their opinion about the class.

Regarding to the second question, related to the academic performance of the students in the subject, all of them answered that their academic performance during the second semester improved in comparison to the previous semester in the English class. Most of the participants commented on the fact that the different forms of assessment and the use of English in the classroom helped to improve their academic performance. One of the participants stated that "it is easier to understand the activities when the teacher constantly helps me and explains every detail of the activity".

4. Conclusion

It can be concluded from this research that the effectiveness of Project-Based Learning and Task-Based Learning methodologies favour inclusion with migrant students and improve the academic performance for both Chilean and foreign students. The implementation of these active methodologies as a tool for inclusion in a multicultural EFL classroom allowed students to develop different skills like leadership, team work and communication. Moreover, these methodologies had a positive impact on the 12th grade students as there was an increase of inclusion of diverse cultures and a notable improvement in their academic performance.

As pre-service teachers and researchers of this investigation implemented this project at the intercultural fair in the school which allowed the students to investigate and learn from cultures outside their country of origin to create an atmosphere of tolerance and respect among the Chilean and foreign students. The project was successfully achieved the objective of valuing other cultures and improved student's academic results.

The students accomplished a positive change within the cultural aspect in the English lessons. Most

of the students felt that their culture was respected and was taken into consideration in the classroom, at the same time, they were allowed to give their opinion regarding the topics given by the teacher. The students felt that they were part of their own learning process by organizing team works with the intention of achieving a common goal which resulted in better academic performances.

During the implementation of these methodologies, students were able to improve their academic performance from an average of 5.7 out of 7 in the first semester to a 6.4 out of 7 in the second semester of 2018. These active methodologies also allow the students to create a respectful environment among all the students and develop social skills that they will use in the near future.

Finally, it is necessary to take into consideration the social and cultural context of the educational establishment where the research was carried out. The applied methodologies may not necessarily have a quick or positive result in other environments. For that reason, the success of such an implementation could vary on socio-cultural context. Nevertheless, the study revealed that such kind of implementations are applicable in Chilean schools.

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6. Appendix

6.1. Carta de consentimiento informado

Estimado/a Apoderado/a:

A través de esta carta queremos invitar a su pupilo/a participar del proyecto de investigación acerca de la inclusión con estudiantes migrantes en el aula y como el inglés es una herramienta para favorecer dicha inclusión, a cargo de los investigadores Jose Ignacio Herrera, Santiago Henríquez, Abdullah Torun y Fabián Echeverría, docentes en formación de la Universidad Católica Silva Henríquez. El objeto de esta carta es informarle sobre una encuesta que se realizará en el curso 4to medio, con el fin de conocer las percepciones de los alumnos sobre la inclusión en el aula. Para poder realizar dicha encuesta, debemos preguntar por su autorización ya que su pupilo/a es menor edad.

¿En qué consiste la participación en el estudio?

Los estudiantes deberán responder 2 encuestas breves de 8 preguntas cada una, las cuales son 6 preguntas en una escala de 4 opciones y 2 preguntas abiertas. La primera encuesta preguntará sobre sus percepciones sobre la clase inglés dentro del primer semestre con respecto a algunos aspectos de la clase, mientras que la segunda encuesta se enfocará a las percepciones de los estudiantes dentro del segundo y actual semestre académico.

¿Cuánto durará su participación?

La respuesta del cuestionario dura alrededor de 25 minutos.
Este mismo cuestionario será completado por los estudiantes que quieran participar, y cuenten con autorización por parte de los apoderados.

¿Qué riesgos corren los estudiantes al participar?

No hay riesgos para los estudiantes en participar de este estudio, ya que preguntaremos cosas relacionadas con sus percepciones y apreciaciones sobre la clase de inglés de manera anónima, sólo indicando su nacionalidad.

Se despide atentamente
Profesores en práctica, Colegio Altaír
Jose Ignacio Herrera & Santiago Henríquez

6.2. Pre-Project survey

País de origen del Encuestado:

Anexo. Formato Encuesta Inicial.

UNIVERSIDAD CATOLICA SILVA HENRIQUEZ - PEDAGOGIA EN INGLÉS

Encuestadores: Fabián Echeverría/Santiago Henríquez/José Ignacio Herrera/Abdullah Torun.

Instrumento de recolección de información: Likert Scale Survey

Colegio: Colegio Centro Educacional Altair

Curso: 4° Medio

Conteste la siguiente encuesta teniendo en cuenta la información y las indicaciones dadas por la(s) persona(s) a cargo. El instrumento consta en una escala de Likert y 2 preguntas abiertas.

Las respuestas entregadas en este documento serán anónimas y serán utilizadas con fines investigativos. Lo único que se les solicita es que anoten su nacionalidad.

- *Totalmente de acuerdo*
- *De Acuerdo*
- *En desacuerdo*
- *Totalmente En Desacuerdo*

	Muy De Acuerdo	De Acuerdo	En Desacuerdo	Muy En Desacuerdo
Me sentí a gusto en las clases de inglés.				
Tuve una buena experiencia trabajando con mis compañeros.				
Trabajé con compañeros que pertenecen a otras culturas.				
Sentí que mi cultura fue respetada/valorada dentro de la clase de inglés.				
Tuve la oportunidad de hablar en inglés durante las clases.				

¿Se te sentiste incluido en las clases de inglés? ¿De qué manera?

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¿Cómo consideras que fue tu rendimiento académico durante el segundo semestre del año 2018?

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6.3. Post-project Survey

Encuesta

Conteste la siguiente encuesta teniendo en cuenta la información y las indicaciones dadas por la(s) persona(s) a cargo. El instrumento consta en una escala de Likert y 2 preguntas abiertas.

Las respuestas entregadas en este documento serán anónimas y serán utilizadas con fines investigativos. Lo único que se les solicita es que anoten su nacionalidad.

Para cada enunciado marque la alternativa que más se acerque a su opinión usando los siguientes criterios:

- *Totalmente de acuerdo*
- *De Acuerdo*
- *Ni En Acuerdo/Ni En Desacuerdo (NA/ND)*
- *En desacuerdo*
- *Totalmente En Desacuerdo*

País de origen del Encuestado:

	Muy De Acuerdo	*De Acuerdo*	*NA/ND*	*En Desacuerdo*	*Muy En Desacuerdo*
Me sentí a gusto en las clases de inglés en el segundo semestre.					
Tuve una buena experiencia trabajando con mis compañeros en el segundo semestre.					
Trabajé con compañeros que pertenecen a otras culturas en el segundo semestre.					
Sentí que mi cultura es respetada/valorada dentro de la clase de inglés en el segundo semestre.					
Tuve la oportunidad de hablar en inglés durante la clase en el segundo semestre.					

¿Se te sentiste incluido en las clases de inglés? ¿De qué manera?

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¿Cómo consideras que fue tu rendimiento académico durante el segundo semestre del año 2018?

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6.4. Unit Lesson

Unit Lesson Plan

Grade Level: 12th A   Unit Name: Knowing cultures

Unit Summary: The name of the unit is predictions about future

Standards/MINEDUC: →The students have to use the communicative skills to express ideas and facts in a coherent manner. →Show interest in develop skills and knowledge in order to apply them in a real life situation.

Can-do-statements: → Students can investigate about a country. → Students can recognize different cultures around the world. → Students can make and perform an oral presentation using about different countries.

Materials: stands, cardboard, pencils.

Resources: evaluation rubric, scripts.

Lesson 1
Objective: Students will know the use of simple present. Function: Talk about countries and cultures Skill: Writing and speaking Lexis: verbs, vocabulary related to culture. Grammar: Simple present Time: 90 minutes Activities: Make a brainstorming and take notes.

Lesson 2
Objective: Students will know how to write a script. Function: Research Skill: Reading and writing. Lexis: dances, food, flags and traditions. Grammar: Simple Present. Time: 45 min. Activities: Read information and write a script.

Lesson 3
Objective: Students will recognize the structure of future Simple present.
Function: Talking about traditions
Skill: Writing and speaking.
Lexis: parties, symbols.
Grammar: Simple present.
Time: 90 minutes.
Activities: Work in teams. Select the information to make a stand about the chosen country.

Lesson 4
Objective: Students will make the materials for a stand
Function: team discussion.
Skill: Writing and speaking.
Lexis: traditions.
Grammar: Simple present.
Time: 90 minutes.
Activities: To create and practice a final script about the chosen country.

Lesson 5
Objective: Students will expose in a stand about countries.
Function: Presentation and evaluation.
Skill: Speaking.
Lexis: traditions and representative facts of countries.
Grammar: Simple present.
Time: 90 min.
Activities: team presentation in an intercultural fair.

Evaluation: summative, formative, graded activity.

6.5. Evaluation Rubric

Oral Evaluation and workshop rubric. Read the following statements to understand what aspects will be evaluated in the activity.

Name:_____

Grade::_____ Date_____

.
Requirement: 60%   **Total Score**: 42 points   **Approval Score**: 25 points to mark 4.0

Aspect of Evaluation / Points	Very Well (7)	Well (5)	Sufficient (3)	Insufficient (1)
Class Work	Student works every class.	Student works in most of the classes.	The student barely works during the English class.	The student does not work during the class.
Accuracy	Student gets focus on the topic. Clear explanation.	Student has some deviations from the main topic.	Student has many deviations from the main topic.	Student does not focus on the main topic.
Pronunciation	Student develops a good pronunciation.	Student has 2 or 3 pronunciation mistakes.	Student has 4 or 5 pronunciation mistakes.	Student uses Spanish or has more than 5 pronunciation mistakes.
Fluency	Student speaks in fluent English during the activity.	Student speaks with some troubles during the activity.	Student speaks with difficulties during the activity, taking long pauses.	Student speaks pause and forget what to say during the activity.
Use of English	Student uses different grammatical resources seen on class.	Student uses some grammatical resources seen on class.	Student uses a few grammatical resources seen on class.	Student does not use any grammatical resources seen on class.
Deadline	Student presents the activity on the accorded time.	Student presents the activity one day late.	Student presents the activity 2 days late.	Student presents the activity 3 or more days late.

Obtained Score:

60

Final Mark:

6.6. Project: Intercultural Fair

6.6.1.Guidelines

BREVE DESCRIPCIÓN GENERAL DEL PROYECTO

Con el fin de reconocer la importancia de la diversidad cultural en nuestras vidas, sociedad y educación se pretende celebrar en el establecimiento el día de Interculturalidad el 31 de octubre, con los estudiantes de I° a IV° medio, mediante una exposición de stands de diferentes países, con el objetivo de comunicar y mostrar un ambiente de respeto y hermandad con países latinoamericanos, anglosajones y del resto del mundo.

FUNDAMENTACIÓN DEL PROYECTO

Vivimos en una sociedad en que la diversidad y las diferentes culturas están presentes en la vida cotidiana en general. Parece difícil comprender el mundo moderno sin entender el papel que las mismas cumplen. La en la sociedad chilena del siglo XXI. Es por esto que debemos promover una cultura inclusiva y multicultural dentro del colegio, para aproximarse y comprender la complejidad y globalidad de la realidad contemporánea, para adquirir habilidades sociales que le permitan desenvolverse en la vida cotidiana y para relacionarse con su entorno, con el mundo del trabajo y del estudio. Diversas culturas se han incorporado en la vida social de los chilenos, por ende fomentar el respeto y el conocimiento de las mismas.

Este proyecto nace desde la necesidad de crear un ambiente inclusivo con nuestros estudiantes extranjeros y combatir la xenofobia, alentando un ambiente de respeto y participación igualitaria por parte de todos los estudiantes, tanto chilenos como extranjeros.

OBJETIVO/S DEL PROYECTO

1. Conocer y valorar la creciente multiculturalidad en la educación y sociedad chilena.

2. Desarrollar una presentación del proyecto, tanto en español e inglés con el fin de promover el respeto y la diversidad cultural.

ACTIVIDAD/ES (Descripción general. Lo específico desarrollar en anexo)

Realizar stands de muestras culturales de diferentes países de habla hispana, inglesa u otro idioma, en donde se presenten características históricas, geográficas, gastronómicas, literarias y culturales de dichos países.

META/S QUE SE PROPONE ALCANZAR (sea específico/a)

1- Fomentar un ambiente de respeto e igualdad en una sociedad multicultural.
2- Desarrollar habilidades sociales para reducir la discriminación.
3- Que la comunidad educativa reconozca la existencia e importancia de la multiculturalidad.

RECURSOS (Descripción general)

Recursos relacionados con la disposición de stand expositivos.

OTROS ASPECTOS QUE DESEE MENCIONAR

NOMBRE PROFESOR/A RESPONSABLE

José Ignacio Herrera y Santiago Henríquez, Profesores de inglés.

FECHA DE PRESENTACIÓN DEL PROYECTO

31 de octubre del 2018

PLANIFICACIÓN DE ACTIVIDADES DEL PROYECTO DE TRABAJO (Recuerde que un proyecto puede tener varias actividades)

Nombre del Coordinador del Proyecto	Nombre de otros co-responsables del Proyecto
• José Ignacio Herrera y Santiago Henríquez.	• Departamento de Inglés.

1. PREPARACIÓN de la feria científica

ACCIÓN Actividades que estimen hacer para lograr el Objetivo.	Cómo Formas de cómo se piensa realizar la actividad.	Recursos Qué ocupará para realizar la actividad y quién lo aportará.	Cuándo En qué fecha o período se estima que se realizará la actividad.	Dónde En qué lugares o espacio físico se realizarán las actividades.	Quién Quién es el responsable de que se realicen las distintas actividades y quiénes participan.
Definir países de los stands.	Los profesores en conjunto con los cursos definen que países expondrán dentro del día intercultural.	-pauta de evaluación -recursos varios según proyectos de curso	Octubre	-	Profesores de Inglés de enseñanza media.
Invitación a padres y apoderados	Redactar, imprimir y entregar una invitación para 2 apoderados por alumno	fotocopias	Del 23 al 26 de octubre	-	Departamento de Inglés.
Preparar destalles y ornamentación	Afinar detalles del día intercultural.		30 y 31 de octubre	-	Departamento de inglés.

2. Día de la feria científica

ACCIÓN Actividades que estimen hacer para lograr el Objetivo.	Cómo Formas de cómo se piensa realizar la actividad.	Recursos Qué ocupará para realizar la actividad y quién lo aportará.	Cuándo En qué fecha o período se estima que se realizará la actividad.	Dónde En qué lugares o espacio físico se realizarán las actividades.	Quién Quién es el responsable de que se realicen las distintas actividades y quiénes participan.
Preparación de los stand	Los estudiantes preparan los stands según las instrucciones dadas por los profesores, llevando una mesa y dos sillas por grupo.	Mesas y sillas	31 de octubre primer bloque (9:00 a 10:00 hrs)	- Iº medio a IV, patio central.	Profesores de asignatura
exposiciones	Se abren las puestas a los apoderados y los alumnos comienzan sus exposiciones. los profesores de inglés evaluaran los stand y los profesores de asignatura, según horario, quedan a cargo del funcionamiento de los stand y orden de los estudiantes. (reemplazar a profesores de inglés)		31 de octubre segundo bloque (10:15 a 11:45 hrs)	Posiciones ya establecidas	Inspectoría invita a los apoderados a las exposiciones Profesores de asigatura según horario (cubrir a profesores de ciencias)
Orden y limpieza	Los estudiantes deben dejar todo cual estaba con la supervisión de los profesores de asignatura		8 de octubre de 12:00 a 12:45 hrs	-	Profesores de asignatura según horario

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6.6.2.Photographies