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Trabajo Fin de Máster

THE INTEGRATION OF MIGRANT STUDENTS' LANGUAGES AND CULTURES IN THE CLASSROOM

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TABLE OF CONTENTS

ABSTRACT AND RESUMEN	6
DEFINITION OF KEY CONCEPTS	7
1. INTRODUCTION	9
2. THEORETICAL FRAMEWORK: MIGRATION, INTEGRATION AND INCLUSION ..	11
2.1. Migration movements	11
2.1.1. Migration and immigration in Europe	13
2.1.2. Migration and immigration in Spain	17
2.1.3. Migration and immigration in Andalusia	21
2.2. Programmes and action protocols for the education and integration of migrant students.....	23
2.2.1. UNITED STATES	23
2.2.2. CANADA.....	24
2.2.3. EUROPE	25
2.2.3.1. COUNCIL OF EUROPE	26
2.2.4. SPAIN.....	30
2.2.5. ANDALUSIA.....	32
2.3. Approaches and methods of language teaching for migrant students ...	36
2.4. Inclusion and preservation of migrant students' languages and cultures in the classroom.....	43
3. DIDACTIC UNIT: WORLDWIDE RESTAURANT	47
3.1. Justification	47
3.2. Contextualization	48
3.3. Interdisciplinarity and Cross-curricular Issues	48
3.4. Objectives.....	49
3.5. Competences and 21 st Century Skills.....	51
3.6. Contents.....	52
3.7. Attention to diversity	53

3.8. Materials	53
3.9. Summary Chart	54
3.10. Lesson Plan: Step by Step	56
3.10.1 Session 1.....	57
3.10.2. Session 2.....	61
3.10.3. Session 3.....	68
3.10.4. Session 4.....	73
3.10.5. Session 5.....	78
3.10.6. Session 6.....	79
3.11. Reinforcement and Extension Work.....	82
3.11.1. Reinforcement Work.....	82
3.11.2. Extension Work	86
3.12. Evaluation.....	88
4. CONCLUSIONS	92
5. REFERENCES	94

LIST OF TABLES

Table 1: Immigration by citizenship, 2019.....	14
Table 2: Main countries of citizenship and birth of the foreign/foreign-born population, 1 January 2020.....	15
Table 3: Main countries of citizenship and birth of the foreign/foreign-born population, 1 January 2020.....	16
Table 4: Foreign population according to nationality and city of residence, 2020.....	22
Table 5: Rubric for written texts.....	91
Table 6: Rubric oral presentations.....	91

TABLE OF FIGURES

Figure 1: Immigrants from outside EU and emigrants to outside EU, 2013-2019.....	13
Figure 2: Distribution of immigrants by citizenship, 2019.....	15
Figure 3: Age structure of the national and non-national populations, EU, 1 January 2020.....	16
Figure 4: Immigrants by sex, 2019.....	17
Figure 5: Evolution of population in Spain, 8 th June 2020.....	18
Figure 6: Foreigners of the General Regime according to the geographic area of nationality as of June 30, 2020.....	20
Figure 7: Foreigners according to legal framework and autonomous community of residence as of June 30, 2020.....	21
Figure 8: Mediation activities and mediation strategies.....	42

ABSTRACT AND RESUMEN

ABSTRACT

This MA Dissertation addresses the integration of the languages and cultures of migrant students in the classroom, with the aim of showing that their languages and cultures are not sufficiently included and of taking a step further by making them present in the classroom together with the other languages and cultures. To meet these objectives, the theoretical framework revises the migratory movements in Europe, Spain and Andalusia, the integration measures, teaching approaches and methods that have been proposed by the authorities, and the measures and notions that have been created for the inclusion and preservation of these languages and cultures. Furthermore, a didactic unit is designed with the aim of working on these languages and cultures in the foreign language class, as well as of improving students' communicative competence.

Key words: migrants, integration, inclusion, preservation, languages and cultures

RESUMEN

El siguiente trabajo abordará el tema de la integración de las lenguas y culturas de los estudiantes migrantes en la clase, con el objetivo de mostrar que sus lenguas y culturas no están lo suficientemente incluidas y de dar un paso más allá haciendo que estas estén presentes en la clase al igual que las demás lenguas y culturas. Para cumplir estos objetivos, se explicará en el marco teórico los movimientos migratorios en Europa, España y Andalucía, las medidas de integración, los enfoques y métodos de enseñanza que han propuesto las autoridades, y las medidas y nociones que se han creado para la inclusión y preservación de esas lenguas y culturas. Por otra parte, también se propondrá una unidad didáctica cuyo objetivo es trabajar esas lenguas y culturas en la clase de la lengua extranjera, así como mejorar la competencia comunicativa del alumnado.

Palabras clave: migrantes, integración, inclusión, preservación, lenguas y culturas

DEFINITION OF KEY CONCEPTS

Multilingualism

Multilingualism has been considered a complex phenomenon and it has been studied in different disciplines such as linguistics, sociolinguistics, psycholinguistics and education. Therefore, many definitions of multilingualism can be found. According to Cenoz (2013), multilingualism can be both an individual and a social phenomenon since it can refer to the ability of an individual or to the use of languages in a society. That is why, individual and societal multilingualism are not separated. People in multilingual communities are more likely to speak more than one language rather than an individual living in a monolingual society.

Kemp (2009) states that a multilingual is a person who has 'the ability to use three or more languages, either separately or in various degrees of code-mixing. Different languages are used for different purposes, competence in each varying according to such factors as register, occupation, and education' (p. 15). However, Cenoz (2013) affirms that the Council of Europe defines multilingualism as 'the presence in a geographical area, large or small, of more than one 'variety of language'; in such an area individuals may be monolingual, speaking only their own variety' (p. 5). This difference between definitions is what made a lot of researchers start using the concept of plurilingualism.

Plurilingualism

According to Piccardo (2017), the concept of multilingualism does not capture the complexity of linguistic and cultural diversity. That is why the concept of plurilingualism was introduced and has become a pillar for language education in Europe. The author declares that plurilingualism

focuses on the relationships between the languages an individual speaks, the underlying linguistic mechanism and cultural connotations, the personal linguistic and cultural trajectory as well as the persons' attitude toward language diversity, stressing openness, curiosity, and flexibility. (p. 2)

In addition, Alford and Kettle (2020) state that the European Centre for Modern Languages of the Council of Europe use plurilingualism to refer to the language capabilities of the individual. Therefore, 'plurilingual and pluricultural competence is defined as the language communication and cultural interaction skills of a social player who, at various levels, masters several languages and has experience of several cultures' (p. 170).

Intercultural Education

An important characteristic of education is the diversity present among individuals. Aguaded-Ramírez (2017) claims that this diversity exists and that intercultural education should exist into it. However, the author criticises that intercultural education should not exist as a pedagogical idea for the cultural minority students, but as a 'pure humanistic educational ideal' (p. 327).

Aguaded-Ramírez (2017) defines intercultural education as an 'education focused on the difference and cultural diversity, rather than an education for those who are culturally different' (p. 327). Moreover, it aims to form every citizen in understanding, knowledge and respect for different cultures, in developing the capacity to communicate and interact with people from different cultures and in building positive attitudes to the diversity of cultures.

In addition, the author also adds to the previous definition that intercultural education is:

An educational approach from which we can address issues relating to the treatment of cultural diversity in education, beyond the established limits by races, ethnic groups or nationalities, considering diversity as a valuable force and a mutual enrichment, not as a weakness to overcome. Intercultural education involves an educational practice that should promote the optimal development of all students and the entire educational community, in addition to the intercultural relation, contribute to the elimination of prejudice and stereotypes; providing meaningful education with quality for all, and encourage, ultimately, a more just and united society, which would allow students to form in the recognition, respect, and estimation of cultural diversity. (p. 327).

1. INTRODUCTION

One of the most important characteristics of the world we live in is its diversity. This diversity is not only due to the different countries, nationalities and ethnic groups that define the world, but also to the mixture and coexistence between them. That is to say, in every country the coexistence of different nationalities can be found, which is mainly caused by the phenomenon of migratory movements. This coexistence and diversity also have a consequence in schools since students who come from different places can be found in the same school and even in the same classroom. Therefore, the topic of interest of this MA dissertation is how to integrate and encourage that diversity in the classroom by including the cultures and languages of migrant students within the subjects taught in the curricula, which will be the subject of English as a Foreign Language in this case.

The reasons why I have chosen this topic are varied. In the first place, one of my reasons is purely personal. As a migrant student in Spain, I have always found interesting the process I went through from day one until now in my journey of learning Spanish and English and how I became more proficient at those languages than at the first languages I acquired. This aspect made me realized that it can be a result of always focusing in those languages in school without having an opportunity to also improve your mother tongue in the actual classroom. In the second place, academically speaking, I think that this topic should gain more interest since it is not a subject normally discussed, especially in the Master's Degree. I would have appreciated it if there was at least a small section that teaches future teachers how to deal with a classroom full of diversity and students from different places and how to integrate their cultures and languages along with the languages and cultures already studied in the classroom.

That being said, this dissertation will be divided into two main parts: the theoretical framework and the didactic unit. The theoretical framework will consist of four parts that will address several matters. The first section will be discussing the migration movements, starting with a general overview and, then, focusing on the migratory movements in Europe, Spain and Andalusia. In this section, several data, tables and figures will be displayed in order to show the importance of these movements.

The second section will focus on the programmes and action protocols for the education and integration of migrant students, which will show the amount of great resources that are available both for teachers and students. In addition, in order to classify better these resources and compare them, the section will be divided into five parts, which will explain the programmes and resources used in the Unites States,

Canada, Europe (in which the measures of the Council of Europe will be presented), Spain and Andalusia.

In the third section, the approaches and methods of language teaching to migrant students will be explained, focusing on the action-oriented approach proposed in the *Common European Framework of Reference for Languages* and in the concept of mediation, which is an importance aspect addressed in the *Companion Volume* and by many authors. Finally, the fourth section will pay attention to the inclusion and preservation of migrant students' languages and cultures in the classroom, focusing on the concept of intercultural education.

Regarding the didactic unit, it will receive the title of *Worldwide Restaurant* and it is divided into eleven parts: justification, contextualization, interdisciplinarity and cross-curricular issues, objectives, competences and 21st century skills, contents, attention to diversity, materials, lesson plan, reinforcement and extension work and evaluation. Although all of its parts are relevant, the importance falls in the lesson plan, which will be constituted by six sessions. Every session will provide a series of activities which will focus on bringing together the languages and cultures present in the classroom, developing in this way the intercultural education and the integration of migrant students' languages and cultures in the classroom.

As can be seen, the objective of this MA dissertation is very clear. All the information and sections displayed will have as a goal the explanation and the encouragement to go a step forward toward an intercultural education that could bring together all the communities, languages, cultures, etc. that characterises every school. After all, schools are a clear reflection of the society we live in.

2. THEORETICAL FRAMEWORK: MIGRATION, INTEGRATION AND INCLUSION

The theoretical framework of this MA dissertation will discuss the different important aspects that best explain the topic of integration and inclusion of migrant students in the classroom. Therefore, a series of subjects, which go from migratory movements to the preservation of migrant students' languages, will be addressed in different subsections.

In the first subsection (Section 2.1.), the history of migration and immigration movements will be described, followed by detailed information and statistics about migratory movements in Europe, Spain and Andalusia, since they are the main territories that are of interest for this dissertation. The second subsection (Section 2.2.) will be explaining the main educational programmes, measures and action protocols that have been used for the education and integration of migrant students, paying attention to the ones used in the United States, Canada, Europe, Spain and Andalusia. In the third subsection (Section 2.3.), the approaches and methods used in language teaching for migrant will be analysed, starting from the Grammar Translation Method and finishing with the Action- oriented approach from the *Common European Framework of Reference for Languages*. In addition, the important concept of mediation will also be discussed in this section. Finally, the fourth subsection (Section 2.4.) will describe the ways in which migrant students' languages and cultures are included and preserved in the classroom, bringing the attention to important phenomena such as plurilingualism, multilingualism and intercultural education.

2.1. Migration movements

According to the *Spanish Commission for Refugee Aid* (CEAR)¹ (2016, p. 4), migrations have turned into a demographic process that can occur in any region, historical moment and to any human being since its origins. The number of migrant people has been increasing gradually, especially in the last 15 years, and the characteristics of migration movements have been also adapting to the new contexts and changes. Nonetheless, this growth of migration movements is not only the result of the globalization and connection between countries, but of different reasons such as armed conflicts, violence, poverty, etc; which results in a forced displacement that leaves people with no other choice than to leave their homeland. In this way, these population movements have turned into a decisive component that influences the structure of every country.

¹ CEAR: *Comisión Española de Ayuda al Refugiado*.

As stated before, migration has gone a long way. As Marsella and Ring's (2003) explain, the early migration waves started when hunters wandered first across Africa to Europe and Asia and then from the Bering Strait to North and South America, although Marsella and Ring (2003) place the first migrations 7 million years ago in Africa and 1 million years ago from Africa to China and Southeast Asia. Later on time, explorers and travellers started to cross oceans in order to find and colonise undiscovered lands pursuing wealth and power, which led to a great period of migration that took place when Europeans were promised a world of possibilities in America. This had as a consequence a series of forced migrations that obliged American Indian tribes to surrender and move to other unwanted lands filled with diseases.

The 19th and 20th centuries witnessed two periods filled with migratory movements, from which Marsella and Ring (2003, p. 5) underline two. The first one refers to the thousands of Jews who migrated due to the programs of the 19th century Russia and the devastation that occurred in Europe between 1930s and the post World War II period. These waves of migration maintained a pattern in Jew people's history, starting with their exodus from Egypt during biblical times to the times of the Inquisition in the 15th century Spain. The second one is considered the largest migration in human history since more than 50 people, who came from Ireland, Italy, Russia, Poland Hungary, Slovakia and the Scandinavian nations, migrated between 1850 and 1930 from Europe to the United States, Canada and South America.

Apart from these migrations, millions of Europeans were deported and relocated in World War II, millions of Pakistanis and Indians were obliged to leave in 1948 due to British colonial rules, millions of Mexicans crossed (and still do) the United States border looking for a better life, or the massive migrations from China, Japan and other Asian countries that helped build the American West or worked in the fields of Hawaii.

Brief summary of migration history shows that this phenomenon has always been relevant to the lives of millions of people, who have been (and still are) forced to migration or have been saved by it. In any case, migration has been important in the past and the present and that is why I will consider in section 2.1.1. the numbers of migrant people, especially school-age children, who can be found in Europe, Spain and Andalusia.

2.1.1. Migration and immigration in Europe

Europe has always been a migrant continent, which results in the multiculturalism and multilingualism that characterise this continent nowadays. To understand this multiculturalism the European Union statistics on international migration that Eurostat² (2021) offers will be discussed.

Eurostat (2021) declares that migration in Europe is affected by “a combination of economic, environmental, political and social factors; either in a migrant’s country of origin (push factors) or in the country of destination (pull factors)” and, in consequence, the pull factors have a greater effect on migrants, who are divided into national and non-national citizens, a distinction which will be used in this section.

In 2019, 4.2 million people migrated to one of the European Union (EU, hence forth) Member States and 2.7 million people migrated from an EU Member State. However, these numbers also include migration movements between different countries of the EU, so they do not represent the movements to/from the European Union as a whole. Figure 1 shows that 2.7 million migrants were estimated to migrate from non-EU countries to the European Union and 1.2 million migrants moved from EU Member States to countries outside the European Union.

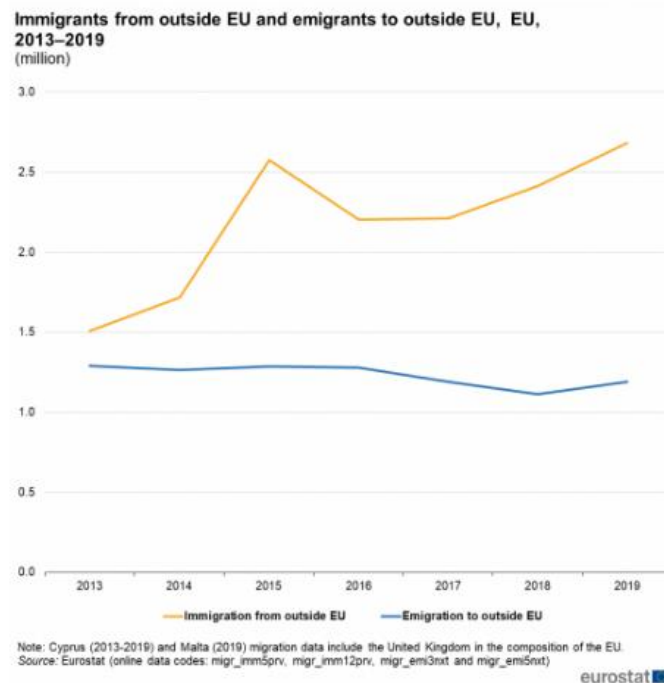


Figure 1: Immigrants from outside EU and emigrants to outside EU, 2013-2019 (Eurostat, 2021)

² The link to the article consulted from the Eurostat will be provided in the bibliographical references.

Table 1 and Figure 2, in which Eurostat makes a differentiation between national and non-national migrants, show that in 2019 the country with the largest number of migrants was Germany with 886.3 thousand, followed by Spain with 750.5 thousand, France with 385.6 thousand and Italy with 332.8 thousand. However, these countries also reported a great number of emigrants: Germany (576.3 thousand), France (299.1 thousand), Spain (292.2 thousand) and Romania (233.7 thousand). Therefore, in 22 countries of the EU there was more immigration than emigration, but for Bulgaria, Croatia, Latvia, Denmark and Romania, in which the number of emigrants surpassed the number of migrants.

Immigration by citizenship, 2019

	Total immigrants		Nationals		Total		Non-nationals					
	(thousand)	(thousand)	(%)	(thousand)	(%)	Citizens of other EU Member States		Citizens of non-EU countries		Stateless		
						(thousand)	(%)	(thousand)	(%)	(thousand)	(%)	
Belgium	150.0	19.0	12.7	130.1	86.7	66.9	44.6	63.1	42.1	0.0	0.0	
Bulgaria (*)	37.9	23.6	62.1	14.4	37.9	0.9	2.4	13.4	35.4	0.0	0.0	
Czechia	105.9	4.2	3.9	101.7	96.1	32.1	30.3	69.7	65.8	0.0	0.0	
Denmark	61.4	19.1	31.1	42.3	68.9	22.1	35.9	20.0	32.6	0.2	0.3	
Germany (*)	886.3	155.9	17.6	727.4	82.1	.	.	.	.	1.1	0.1	
Estonia	18.3	7.3	39.8	10.4	57.0	3.7	20.4	6.7	36.6	0.0	0.0	
Ireland	85.6	24.1	28.1	60.4	70.6	.	.	.	.	0.0	0.0	
Greece	129.5	34.1	26.3	95.4	73.7	.	.	.	.	0.0	0.0	
Spain	750.5	84.5	11.3	666.0	88.7	122.4	16.3	543.2	72.4	0.4	0.1	
France	385.6	131.4	34.1	254.2	65.9	65.3	16.9	188.9	49.0	0.0	0.0	
Croatia	37.7	9.9	26.2	27.8	73.8	2.3	6.1	25.5	67.6	0.0	0.0	
Italy	332.8	68.2	20.5	264.6	79.5	55.2	16.6	209.3	62.9	0.0	0.0	
Cyprus	26.2	4.9	18.6	21.3	81.4	.	.	.	.	0.0	0.0	
Latvia	11.2	4.6	40.8	6.6	58.9	0.7	5.9	5.9	53.0	0.0	0.0	
Lithuania	40.1	20.4	50.9	19.7	49.1	0.8	1.9	18.9	47.1	0.0	0.1	
Luxembourg	26.7	1.5	5.7	25.1	94.1	16.4	61.5	8.7	32.6	0.0	0.0	
Hungary	88.6	33.3	37.6	55.3	62.4	10.5	11.8	44.8	50.6	0.0	0.0	
Malta	28.3	1.5	5.2	26.9	94.8	.	.	.	.	0.0	0.0	
Netherlands	215.8	48.5	22.5	166.0	76.9	82.6	38.3	82.8	38.4	0.5	0.2	
Austria	109.2	10.0	9.1	99.2	90.8	66.9	61.3	32.2	29.5	0.1	0.1	
Poland (*)	226.6	111.9	49.4	114.8	50.6	.	.	.	.	0.0	0.0	
Portugal	72.7	26.4	36.3	46.3	63.7	.	.	.	.	0.0	0.0	
Romania (*)	202.4	161.3	79.7	40.8	20.2	.	.	.	.	0.0	0.0	
Slovenia	31.3	3.8	12.0	27.6	88.0	3.0	9.7	24.5	78.3	0.0	0.0	
Slovakia (*)	7.0	4.5	64.6	2.5	35.4	1.7	24.4	0.8	11.0	0.0	0.0	
Finland	32.8	8.6	26.2	24.1	73.5	6.1	18.7	17.9	54.7	0.0	0.1	
Sweden	115.8	17.6	15.2	97.8	84.5	23.3	20.1	73.5	63.5	1.0	0.9	
Iceland	9.9	1.8	18.7	8.0	81.3	6.3	63.4	1.8	17.8	0.0	0.1	
Liechtenstein	0.7	0.2	23.5	0.6	76.5	0.3	37.8	0.3	38.7	0.0	0.0	
Norway	48.7	6.4	13.1	42.3	86.9	19.6	40.2	22.6	46.4	0.1	0.3	
Switzerland	145.1	24.0	16.5	121.1	83.5	79.6	54.8	41.5	28.6	0.0	0.0	

Note: The individual values do not add up to the total due to rounding and the exclusion of the 'unknown' citizenship group from the table. Germany, Ireland, Greece, Cyprus, Malta, Poland, Portugal and Romania are not displayed because no detailed data by individual country are available.

(*) Provisional.

(*) Estimate.

(*) Break in series.

Source: Eurostat (online data code: migr_imm1ctz)

Table 1: Immigration by citizenship, 2019 (Eurostat, 2021)

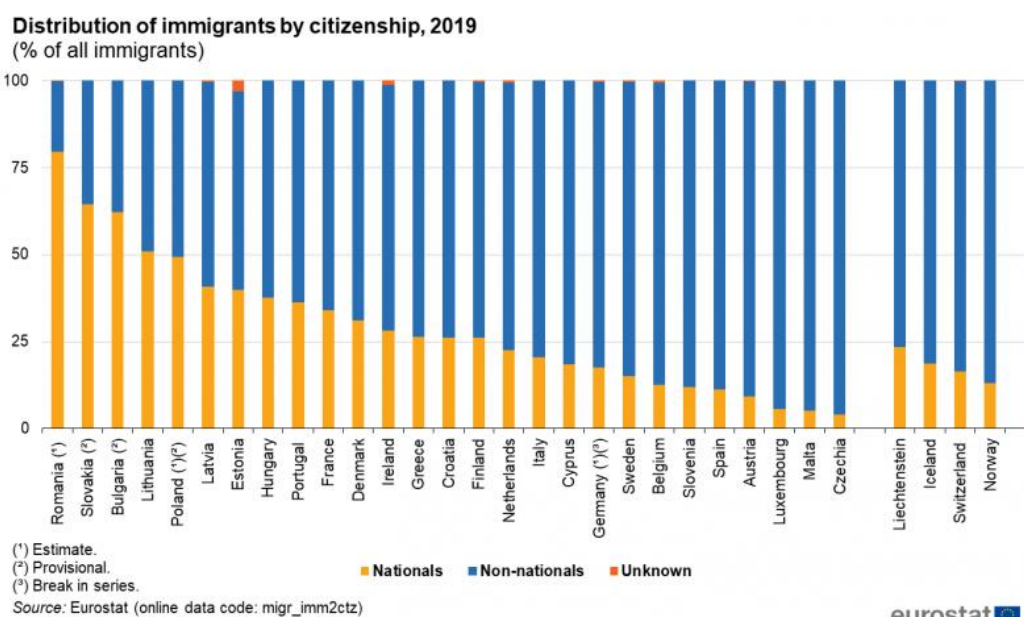


Figure 2: Distribution of immigrants by citizenship, 2019 (Eurostat, 2021)

More recently, on 1 January 2020 it was registered that there was 23 million persons with a citizenship of a country outside the EU residing in an EU Member State, which represents 5.1% of the EU population. Moreover, the people who were living in an EU country with the citizenship of another EU country ascended to 13.5 million people. If these figures are further analysed, Germany had the largest number of non-nationals (10.4 million), followed by Spain (5.2 million), France (5.1 million) and Italy (5.0 million). In Table 2 and Table 3, the five main groups of foreign citizens and foreign-born residents that live in some European Union countries can be seen.

Main countries of citizenship and birth of the foreign / foreign-born population, 1 January 2020

(in absolute numbers and as a percentage of the total foreign/foreign-born population)

Belgium						Bulgaria					
Citizens of	(1000)	(%)	Born in	(1000)	(%)	Citizens of	(1000)	(%)	Born in	(1000)	(%)
France	169.6	11.8	Morocco	226.0	11.2	Russia	26.7	25.1	Russia	33.2	17.6
Netherlands	158.9	11.0	France	188.0	9.3	Turkey	19.1	18.0	Turkey	16.7	8.9
Italy	155.2	10.8	Netherlands	131.2	6.5	Syria	13.9	13.0	Syria	14.6	7.7
Romania	103.7	7.2	Italy	119.0	5.9	Ukraine	7.6	7.1	Germany	14.1	7.5
Morocco	80.5	5.6	Turkey	101.7	5.0	United Kingdom	4.1	3.9	United Kingdom	12.9	6.8
Other	769.7	53.5	Other	1260.5	62.2	Other	35.1	32.9	Other	97.3	51.5
Czechia						Denmark					
Citizens of	(1000)	(%)	Born in	(1000)	(%)	Citizens of	(1000)	(%)	Born in	(1000)	(%)
Ukraine	143.1	24.4	Ukraine	136.8	25.6	Poland	40.8	7.6	Poland	41.9	5.8
Slovakia	121.3	20.7	Slovakia	110.1	20.6	Syria	34.9	6.5	Germany	37.0	5.2
Vietnam	61.8	10.5	Vietnam	47.7	8.9	Romania	32.4	6.0	Syria	35.3	4.9
Russia	36.0	6.1	Russia	35.3	6.6	Turkey	28.4	5.3	Turkey	33.0	4.6
Poland	21.8	3.7	Poland	20.7	3.9	Germany	26.1	4.9	Romania	29.5	4.1
Other	202.6	34.5	Other	183.0	34.3	Other	374.4	69.7	Other	539.3	75.3
Germany						Estonia					
Citizens of	(1000)	(%)	Born in	(1000)	(%)	Citizens of	(1000)	(%)	Born in	(1000)	(%)
Turkey	1325.1	12.7		-	-	Russia	84.0	42.1	Russia	115.9	58.4
Poland	771.3	7.4		-	-	Recognised non-citizen	71.4	35.7	Ukraine	25.0	12.6
Syria	755.0	7.3		-	-	Ukraine	11.3	5.6	Belarus	10.4	5.2
Romania	708.3	6.8		-	-	Finland	4.8	2.4	Latvia	6.1	3.1
Italy	588.7	5.7		-	-	Latvia	4.6	2.3	Finland	6.0	3.0
Other	6249.6	60.1		-	-	Other	23.7	11.9	Other	34.9	17.6
Ireland						Spain					
Citizens of	(1000)	(%)	Born in	(1000)	(%)	Citizens of	(1000)	(%)	Born in	(1000)	(%)
Poland	132.6	20.6		-	-	Morocco	760.7	14.6	Morocco	752.2	10.8
United Kingdom	117.4	18.3		-	-	Romania	665.9	12.7	Romania	587.1	8.4
Lithuania	41.2	6.4		-	-	United Kingdom	300.6	5.8	Colombia	431.1	6.2
Romania	27.3	4.2		-	-	Italy	267.7	5.1	Ecuador	411.9	5.9
Latvia	21.8	3.4		-	-	Colombia	261.2	5.0	Venezuela	311.8	4.5
Other	303.0	47.1		-	-	Other	2970.8	56.8	Other	4502.7	64.4

Table 2: Main countries of citizenship and birth of the foreign/foreign-born population, 1 January 2020 (Eurostat, 2021)

France						Italy					
Citizens of			Born in			Citizens of			Born in		
(1000)	(%)		(1000)	(%)		(1000)	(%)		(1000)	(%)	
Algeria	559.8	10.9	Algeria	1397.4	16.4	Romania	1145.7	22.7	Romania	979.1	15.9
Portugal	537.2	10.5	Morocco	1019.5	12.0	Albania	421.6	8.4	Albania	478.3	7.8
Morocco	504.3	9.8	Portugal	614.2	7.2	Morocco	414.2	8.2	Former Soviet Union	448.2	7.3
Italy	228.0	4.4	Tunisia	427.0	5.0	China	288.9	5.7	Morocco	442.4	7.2
Tunisia	216.2	4.2	Italy	315.4	3.7	Ukraine	228.6	4.5	China	222.4	3.6
Other	3092.1	60.2	Other	4748.2	55.7	Other	2540.6	50.4	Other	3591.1	58.3
Latvia						Lithuania					
Citizens of			Born in			Citizens of			Born in		
(1000)	(%)		(1000)	(%)		(1000)	(%)		(1000)	(%)	
Recognised non-citizen	197.9	76.0	Russia	113.8	48.0	Ukraine	21.4	32.5	Russia	48.3	31.7
Russia	40.9	15.7	Belarus	41.3	17.4	Belarus	15.6	23.7	Belarus	36.0	23.6
Ukraine	5.5	2.1	Ukraine	32.4	13.7	Russia	12.3	18.7	Ukraine	25.7	16.8
Lithuania	3.1	1.2	Lithuania	13.9	5.8	Poland	1.5	2.3	United Kingdom	8.0	5.2
Belarus	2.3	0.9	Kazakhstan	5.6	2.4	Latvia	1.3	2.0	Latvia	5.5	3.6
Other	10.8	4.1	Other	30.0	12.7	Other	13.8	20.9	Other	29.1	19.1
Luxembourg						Hungary					
Citizens of			Born in			Citizens of			Born in		
(1000)	(%)		(1000)	(%)		(1000)	(%)		(1000)	(%)	
Portugal	95.1	32.1	Portugal	73.3	24.3	Ukraine	30.3	15.2	Romania	210.4	35.4
France	47.8	16.1	France	43.2	14.3	Romania	22.2	11.1	Ukraine	72.2	12.2
Italy	23.0	7.8	Belgium	21.3	7.1	China	19.7	9.8	Serbia	43.0	7.2
Belgium	19.8	6.7	Italy	19.0	6.3	Germany	18.3	9.2	Germany	37.9	6.4
Germany	12.8	4.3	Germany	16.7	5.5	Slovakia	10.6	5.3	Former Soviet Union	27.6	4.6
Other	0.0	33.0	Other	128.2	42.5	Other	98.6	49.4	Other	202.9	34.2
Netherlands						Austria					
Citizens of			Born in			Citizens of			Born in		
(1000)	(%)		(1000)	(%)		(1000)	(%)		(1000)	(%)	
Poland	155.9	13.5	Turkey	198.0	8.3	Germany	200.0	13.6	Germany	237.8	13.5
Germany	79.5	6.9	Suriname	178.8	7.4	Romania	123.5	8.4	Bosnia and Herzegovina	170.5	9.7
Syria	79.5	6.9	Morocco	172.2	7.2	Serbia	122.1	8.3	Turkey	159.6	9.1
Turkey	77.0	6.7	Poland	155.2	6.5	Turkey	117.6	8.0	Serbia	144.4	8.2
United Kingdom	47.9	4.2	Germany	122.0	5.1	Bosnia and Herzegovina	96.6	6.6	Romania	128.8	7.3
Other	715.1	61.9	Other	1573.6	65.6	Other	813.7	55.2	Other	919.4	52.2

Table 3: Main countries of citizenship and birth of the foreign/foreign-born population, 1 January 2020 (Eurostat, 2021)

Apart from the figures and the citizenship of the migrants, it is also relevant to address the gender and age of these migrants. As stated by Eurostat (2021), the foreign citizens are younger than the national population, showing a great proportion of young working age adults with an average of 36 years, opposite to the 45 years of the national population. In Figure 3, the age structure of national and non-national residents divided between males, on one side, and females, on the other side can be seen.

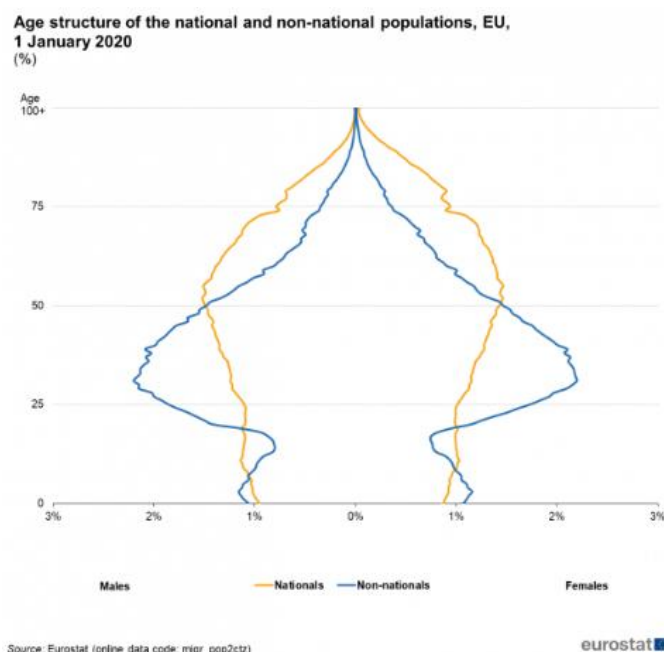


Figure 3: Age structure of the national and non-national populations, EU, 1 January 2020 (Eurostat, 2021)

Regarding the gender of the migrants, in 2019 there were more men (54%) than women (46%). As shown in Figure 4, the highest number of male migrants (77%) was reported in Croatia, whereas the highest number of female migrants (53%) is found in Cyprus.

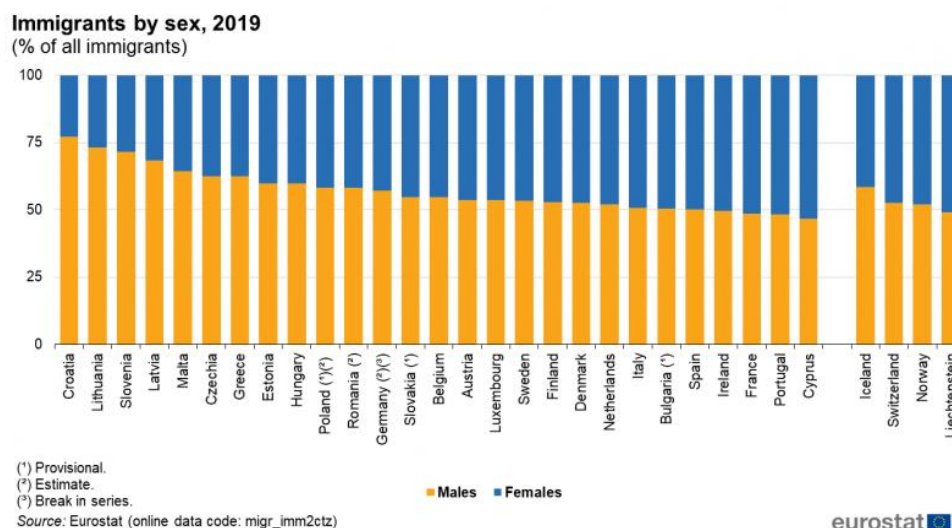


Figure 4: Immigrants by sex, 2019 (Eurostat, 2021)

As can be seen, the European continent presents a relevant amount of migratory movements in all of its countries. The reason why all these information and statistics are important is to show the diversity that characterises Europe and, therefore, its schools. Since the existence of this diversity is very obvious, the Council of Europe have been providing the best measures possible to improve the coexistence of several languages and cultures, especially in schools, which will be explained later on. In addition, the previous information on Europe's migration also demonstrates how migratory movements are very common in Spain, which will be analysed in Section 2.1.2.

2.1.2. Migration and immigration in Spain

As describes in Section 2.1.1., Spain is one of the main countries that showed a greater number of migratory movements. This is due to the fact that Spain has traditionally been a country of emigration. However, it has recently become a country that mostly receives migrants, which results in the diversity that characterises it. To understand this diversity and migratory movements, the data provided by the *Atlas Nacional de España* (2019), the *Instituto Nacional de Estadística* (2020) and the *Portal de Inmigración* (2020) will be discussed in this section.

As the *Atlas Nacional de España* (2019) states, from the 60s to the 80s Spain was mainly a country of emigration since 2 million people from Andalusia, Galicia, Castilla-La Mancha, Castilla y León, Extremadura, Valencia and Murcia left the country and settled in Germany, France and Switzerland. They started to return to their country in 1975. The migratory movements of the Spanish population have also left a meaningful internal migration³ from 1975 until the first half of the 20th century. This migration was mainly caused by a strong productivity in some areas like mining basins, regions of intensive agriculture or tourist settlements. In addition of that, the movements of young generations from the rural areas to the big urban concentrations have to be also taken into account. However, this internal migration has lost importance and influence since the second half of the 20th century. Nowadays, migration to Spain is more frequent. Hence the importance of this topic for this MA dissertation.

At the time when migration to Spain was starting to increase, it was not expected that Spain could grow its population up to 40 million inhabitants. However, migration has favoured the countries' demographic expansion throughout the years, making it increase by 392,921 people during 2019, as shown in figure 5. With this growth, which was the highest one since 2008, Spain surpassed 47 million residents for the first time.

Evolución de la población en España	
Año	Población residente a 1 de enero
2012	46.818.216
2013	46.727.890
2014	46.512.199
2015	46.449.565
2016	46.440.099
2017	46.527.039
2018	46.658.447
2019	46.937.060
2020 ^(*)	47.329.981

(*) Datos provisionales

Figure 5: Evolution of population in Spain, 8th June 2020 (Instituto Nacional de Estadística (INE), 2020, p. 1)

³ Internal migration: also known as domestic migration, it a type of migration in which the change of usual residence happens within the same country.

In less than 20 years, Spain added almost four and a half million migrants to its population, which is 9.9% of its total population, due to several factors. Among these factors, the following can be mentioned: the economic development that Spain has shown since 1993 due to the growth of jobs related to tourism and construction and the consequent creation of 900,000 positions, from which 40% was occupied by migrants; the cultural linguistic identity that Spain has with Ibero-America; the attraction to the way of life in Spain, especially for people coming from the United Kingdom; and the geographic proximity to the African continent given the terrestrial borders with Morocco, the closeness between the south of Spain and the Maghreb and the nearness between the Canary Islands and the west of Africa (*Atlas Nacional de España*, 2019).

Concerning the number of migrants and the places they come from, the *Portal de Inmigración* (2020) states that the number of resident migrants in Spain, that is to say, foreigners with a valid residence card, reaches 5,801,946 people on 30th June 2020. This number of migrants is divided between foreigners of the EU Free Movement Regime⁴ and foreigners of the General Regime⁵. The first ones constitute 3,501,088 people (60.3%) and the groups that registered the highest numbers are from Rumania (1,074,868 people), United Kingdom (366,468 people), Italy (340,745 people), Bulgaria (199,836 people), Germany (177,336 people), Portugal (174,784 people), France (172,215 people) and Poland (103,623 people). However, in the case of EU citizens' relatives, the largest groups are from Morocco (61,095 people), Colombia (58,406 people), Venezuela (49,605 people), Belgium (42,040 people), Dominican Republic (35,594 people) and Sweden (33,697 people). The number of migrants of the General Regime constitutes 2,300,858 people (39.7%) and the groups with the highest numbers are from Morocco (756,848 people), China (222,997 people), Ecuador (131,224 people), Venezuela (87,030 people), Ukraine (85,640 people), Pakistan (82,776 people), Colombia (80,668 people) and Bolivia (71,393 people), among others. As Figure 6 shows, the African group represents 44% of the total of foreigners, followed by Central and South America (28.4%) and Asia (19.4%).

⁴ The EU Free Movement Regime applies to citizens that are national of countries of the European Union, of other states that take part on the Agreement on the European Economic Area (Iceland, Liechtenstein and Norway) and of the Swiss Confederation. These citizens are the ones to whom correspond a registration certificate, just as for their relatives and the relatives of Spanish citizens who are national of third countries, to whom a family card of the European Union citizen is issued.

⁵ The General Regime applies in a general way to national people of third countries, to whom a residence card is issued, unless they are a European Union citizens' relative. In this case, the EU Free Movement Regime applies to them.

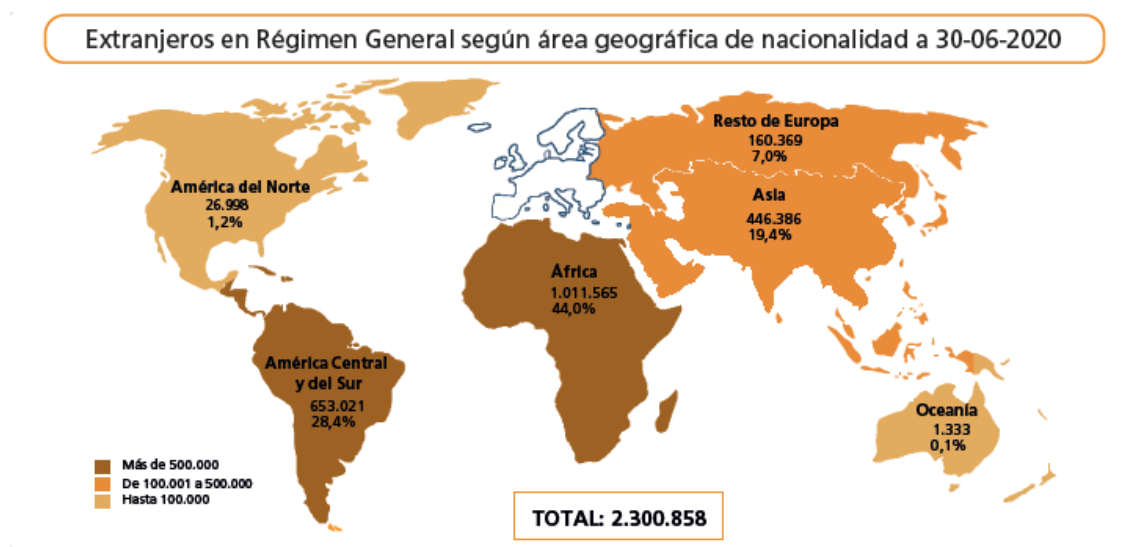


Figure 6: Foreigners of the General Regime according to the geographic area of nationality as of June 30, 2020 (*Portal de Inmigración*, 2020, p. 11)

With regard to the gender and age of the migrants, the *Portal de Inmigración* affirms that 47.9% of the total of migrants are women, from which the following nationalities can be highlighted: Ukrainian, Venezuelan, Colombian, Polish, German, French, British and Chinese. As for the age, the average is 39.3 years old. However, there is a relevant variation depending on the type of migrants since 83.7% of the foreigners of the EU Free Movement Regime are 65 years old, whereas the average age of foreigners of the General Regime is 35.1. In addition, out of the total of 419,306 migrant children under the age of 10, 67.6% are residents of the General Regime.

Finally, the autonomous communities with the higher number of migrants will be examined. Generally speaking, the number of foreigners of the EU Free Movement Regime is higher than the one of the General Regime in the whole Spanish territory, except from the Region of Murcia, Basque Country and Autonomous City of Melilla. As Figure 7 shows, Catalonia, the Community of Madrid, Andalusia and the Valencian Community hold the 66% of the total of migrants; making Barcelona and Madrid the cities with the highest number of foreigners, followed by Alicante, Valencia, Malaga and Balearic Islands. In addition, it is important to know that one of every 2 British people resides in Alicante, Malaga and Balearic Islands.

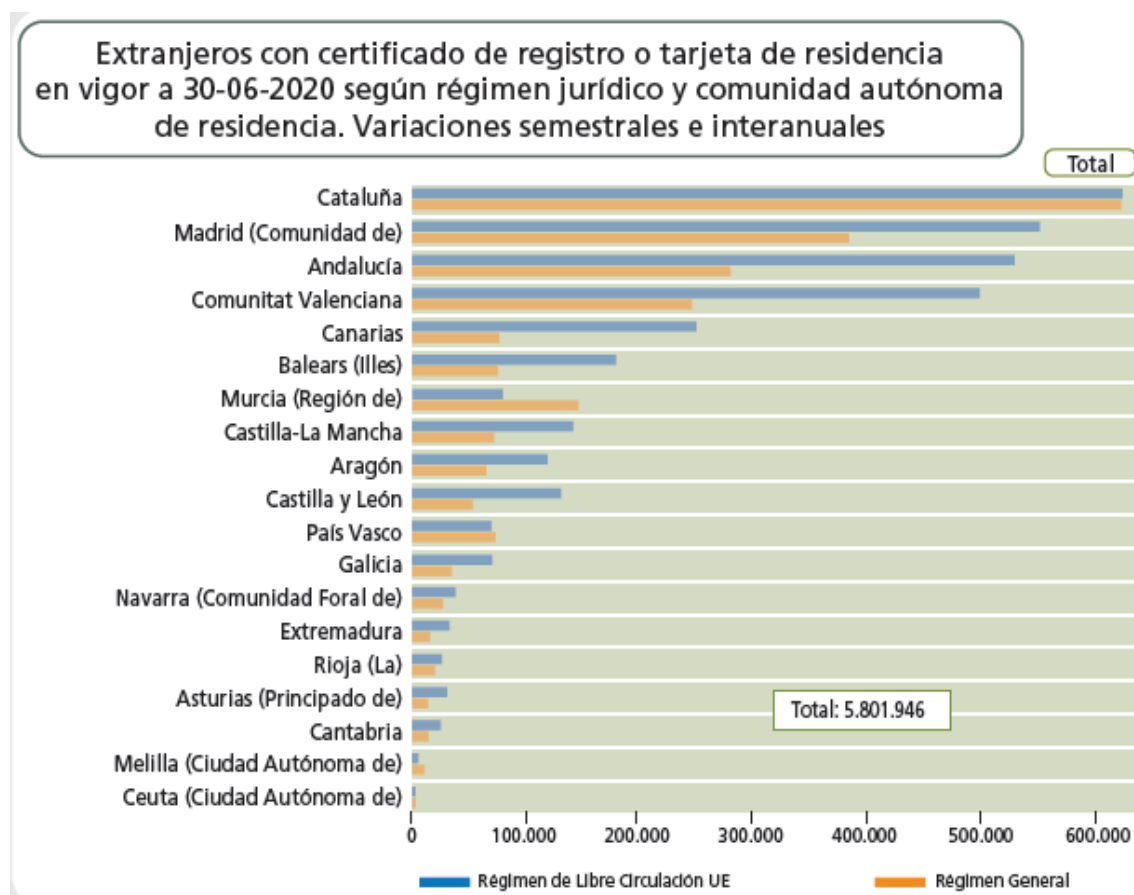


Figure 7: Foreigners according to legal framework and autonomous community of residence as of June 30, 2020 (*Portal de Inmigración, 2020, p. 3*)

As already seen, Spain shows a great diversity among its citizens since its foreign population come from very diverse nationalities, which are distributed among all the autonomous communities of the country. Among these autonomous communities, the one that is of interest for this dissertation is Andalusia, which counts with one of the highest number of migrants, as will be seen in Section 2.1.3.

2.1.3. Migration and immigration in Andalusia

As stated in the previous section, Andalusia occupies the third place on the list of autonomous communities with the highest number of migrants. This section provides more details about the migration movements taking into account the information from the *Instituto de Estadística y Cartografía de Andalucía* (https://www.juntadeandalucia.es/institutodeestadisticaycartografia/badea/informe/anual?CodOper=b3_1334&idNode=10018).

The registered population of the autonomous community on 2021 is 8,465,236; from whom 707,125 people are migrants, that is to say, 8.13% of the Andalusian population are foreigners (see <https://acortar.link/O4vmo>). In Table 4, the distribution of the number of migrants according to their nationalities and Andalusian city of residence can be observed. The cities that hold the highest numbers of foreigners are Málaga (270,206) and Almería (154,595), followed by Sevilla (76,287), Granada (65,155), Cádiz (49,470), Huelva (47,380), Córdoba (22,512) and Jaén (16,413).

Regarding the migrant nationalities residing in Andalusia, the main ones are Moroccan (155,579), British (81,631), Rumanian (78,356), Chinese (22,768) and Colombian (20,965). Therefore, Andalusia is one of the autonomous communities that most experience the existence of a diversity that is relevant in all aspects and obviously in education as well.

Lugar de residencia									
Nacionalidad	Almería	Cádiz	Córdoba	Granada	Huelva	Jaén	Málaga	Sevilla	Andalucía
Europa	58789	18837	9666	26057	24535	4229	161331	24134	327578
Alemania	1467	1802	135	1415	368	117	9662	868	15834
Francia	1469	1142	258	1334	228	166	7068	1626	13291
Italia	1687	2178	414	2066	262	195	13710	2489	23001
Portugal	467	803	144	392	1888	124	1977	1201	6996
Reino Unido	15931	5415	1010	5758	961	746	49884	1866	81631
Rumanía	23820	2657	5311	8848	15164	1948	11574	9034	78356
Polonia	411	470	111	329	1726	73	2266	497	5883
Bulgaria	2415	266	162	343	1701	126	3629	476	9118
Rusia	3275	490	189	1207	130	230	7458	1502	14481
Ucrania	1543	631	461	551	978	180	11788	1706	17838
África	77837	14409	4218	20586	17281	7049	42404	15319	199103
Argelia	790	415	279	441	605	593	786	1132	5041
Marruecos	61236	12169	2719	16442	12863	5143	34463	10544	155579
Nigeria	690	220	171	206	136	37	2275	1046	4781
Senegal	5850	812	148	2482	908	475	2091	844	13610
América	14587	12444	6749	14667	4254	3587	47292	28490	132070
Cuba	354	573	196	447	191	125	1828	911	4625
República	415	558	137	539	160	229	842	869	3749
Argentina	1850	982	267	1693	143	199	7599	1040	13773
Brasil	802	1020	401	1110	535	253	4221	1606	9948
Venezuela	1054	1095	741	1477	531	377	5438	3309	14022
Bolivia	673	1145	175	2183	157	177	1424	1835	7769
Chile	201	174	77	310	38	40	850	376	2066
Colombia	2796	1753	1132	2342	955	825	7367	3795	20965
Ecuador	3112	261	504	786	300	268	1449	868	7548
Paraguay	260	529	659	271	57	195	7713	1989	11673
Uruguay	129	165	37	114	47	41	1104	193	1830
Asia	3322	3674	1827	3728	1289	1483	18852	8160	42335
Pakistán	1370	362	330	360	168	552	1299	503	4944
China	1341	2249	1052	2195	878	728	8643	5682	22768
Oceanía	34	60	21	95	9	9	270	65	563
Apátridas	26	46	31	22	12	56	57	119	369
TOTAL	154595	49470	22512	65155	47380	16413	270206	76287	702018

Table 4: Foreign population according to nationality and city of residence, 2020 (*Instituto de Estadística y Cartografía de Andalucía. Explotación del Padrón municipal de habitantes del INE*) (<https://acortar.link/hGID5>)

These figures show that Andalusia is a community full of diversity. As already seen, all the Andalusian cities have a significant number of migrants. Therefore, it is important to bear in mind that this diversity is also present in Andalusian schools and should be taken into account when developing the curriculum.

2.2. Programmes and action protocols for the education and integration of migrant students

The constant growth of the migrant population in our country, as seen in section 2.1.2., has been of a huge significance not only in the total population of the country but also in the number of students from other countries who are of school-age but have no knowledge of the languages taught in our schools. As a consequence, it has been necessary to carry out a set of educational measures in order to face this diversity and multicultural reality and to be able to meet the educational expectations of the students and of the society in general. Therefore, this section will go through the main educational measures, programmes and action protocols that have been used, starting with the ones that stand out in some countries outside Europe, followed by the ones proposed in Europe, continuing by the ones in Spain and finishing by the ones in Andalusia.

2.2.1. UNITED STATES

The information that will be conveyed in this part is taken from Ramos Calvo (2003: 3-4, 9-11). In this article, Ramos Calvo (2003) gives us an overview about the programmes and methods used in the United States to teach English to migrant students. Traditionally, the most used educational programme throughout compulsory education was *submersion*, also known as *sink or swim*, which consisted of placing the students in classes taught in English and with English speaking classmates. This programme did not include any special support for these students to understand what the teachers were explaining. Therefore, the majority of them were left behind compared to their English speaking classmates and had to drop out of school. For this reason, two new systems were applied: *English as a Second Language (ESL) pullout* and *transitory bilingual education*. The first one was used in primary and secondary schools and consisted of taking out the students from their normal classrooms in order to be taught basic English during 45 minutes by a teacher specialised in the acquisition of second languages. After that period of time, they returned to their normal classrooms where everything was taught in English. The latter involved the separation of the students according to their English level and, in every classroom, a teacher specialised in the acquisition of second languages would teach language, maths, social sciences and natural sciences in the native language of the students, but s/he would use English to explain art, music, physical education and English as a second language.

The country created an educational law in 2001 called *No Child Left Behind*, which put the emphasis on two aspects of the migrant students' education. The first aspect refers to the quick acquisition of English, which limited the linguistic assistance to just three years. The second aspect refers to the improvement of the students' academic results and the importance of the responsibility that teachers and schools have in these results. These two aspects forced teachers to accelerate artificially the process of English acquisition and, as a result, this acceleration had a negative impact on the students' academic progress. As a consequence, in an attempt to mend this situation, the *Sheltered Instruction Observation Protocol* (SIOP) was created with the intention of offering a guide to the teachers to prepare their lessons taking into account the needs of the students. The SIOP consisted of 30 indicators grouped in three categories: planning of the lesson, instruction and revision/evaluation. This protocol has a solid theoretical framework. However, it would not have been efficient if teachers did not have the necessary preparation and knowledge about language acquisition, second language teaching techniques and multicultural education.

2.2.2. CANADA

Lasagabaster (2006) explains how the reception and integration of migrant students was carried out in Canada, especially the case of Toronto, which is considered one of the cities with the largest ethnic diversity in the world as well as the best example due to the success of its educational policy. Given the multilingual and multicultural situation of the country, *The Ontario Curriculum, Grades 1-8: English As a Second Language and English Literacy Development -A Resource Guide-* (Ministry of Education , 2001) was created in order to provide some programmes and procedures that support students whose mother tongue is not English. Therefore, teachers have to use this guide in conjunction with the rest of official documents that make up the curriculum policy.

The main educational measure for migrant students is to put them in classes formed by English speaking students. However, there was an exception to this situation which consisted of *reception classes*, that is to say, classes where students are put depending on their age and they either are visited by specialist language teachers to teach them English as a second language or they are taken out of these classes to receive lessons of English. In any case, all migrant students in Canada go through four stages during their linguistic development in English in order to achieve the objectives of the curriculum quickly. The first stage involves the familiarisation with the English sound and characteristics as well as the use of visual aid and nonverbal language and the production of simple messages. The second stage requires the use of

English in familiar activities and contexts. Therefore, the students would be able to understand and use some expressions with confidence. In the third stage, students have more capacity to understand and produce longer sentences in most contexts as well as participate in academic activities. In this stage, they use more vocabulary and write different types of texts. The fourth stage is the longest stage and it is the one in which students use English with a level similar to the one of native speakers. Although their academic language is still developing, they are able to use the vocabulary correctly and use their reading and production abilities in order to explore more complex concepts.

Apart from the procedures mentioned before, the figure of *student-ambassador* that is present in several schools in Toronto will be mentioned since it is an interesting measure. The *student-ambassador* is a student that helps a new migrant student in his/her integration by showing the school, explaining the schedule and even helping with the lesson if they share the same classroom. In addition the *student-ambassador* sometimes shares the same mother tongue as the migrant student, which makes the communication easier.

Finally, it is necessary to highlight a characteristic of the Canadian educational system that distinguishes it from the other systems around the world. This peculiarity consists of giving importance to languages, other than English and French, which are present in the school community. Therefore, more than 25 different languages are taught in Toronto and, although they can be imparted during school hours, it is more common to be taught at extracurricular hours. As a consequence, this educational policy entails a positive attitudinal change not only in the minority of students that speak those languages but also in native English speaker, resulting in the development of a multilingual and multicultural environment and in the strengthening in the migrant students' language and culture.

2.2.3. EUROPE

Since the increase of ethnic, cultural and linguistic diversity in Europe, the urge to provide a successful education and integration to migrant students has been one of the greatest challenges for educational systems all over the continent. This aspect has become of a prominent importance to the Council of Europe given its concern to defend human rights and to promote social cohesion and inclusion and respect for diversity. Therefore, in Section 2.2.3.1. the measures the Council of Europe offers in its official website (<https://www.coe.int/en/web/portal/home>) will be described.

2.2.3.1. COUNCIL OF EUROPE

According to the *Council of Europe Language Policy Portal* (<https://www.coe.int/en/web/language-policy/home>), 'languages are a fundamental aspect of people's lives and the democratic functioning of society'. This is the reason why the Council of Europe has been working for decades to gather a series of resources that can be used not only by education authorities and professionals of member states, but also by all Europe's citizens that need them. This is why the Council of Europe created the Language Policy Programme (<https://www.coe.int/en/web/language-policy/language-policies>) with some important objectives, such as, promoting language learning, securing and strengthening language rights, increasing mutual understanding and contributing to social cohesion. Nonetheless, for the sake of this topic, the focus will be put on the specific measures that concentrate on the linguistic integration of migrants, which the Council of Europe divides in three: adult migrants, adult refugees and young migrants. In this case, the ones that interest us the most are the measures for young migrants.

The majority of children and teenagers from migrant backgrounds normally need help to acquire the language of schooling. Therefore, although they make a rapid progress in developing informal conversational skills, they take much longer to become proficient in the academic language that is used in the rest of school subjects. In order to achieve successful results, it is necessary for the educational authorities and teachers to take into consideration the whole school programme. This is why the Council of Europe has decided to address this challenge by developing a range of resources, some of which will be presented next.

The first important resource is *Extracts from Conventions, Recommendations, Resolutions related to Education and Integration of children and adolescents from a migrant background* (Council of Europe, 2018a). It is a document compiled by the Language Policy Programme that contains a collection of texts from the Council of Europe conventions, recommendations, resolutions and reports, which were developed mainly by the Committee of Ministers (CM), the Parliamentary Assembly (PACE), the Congress of Local and Regional Authorities (CLRA) and the European Commission against Racism and Intolerance (ECRI). Some examples of this recommendations and resolutions are the following:

Resolution (70) regarding school education for the children of migrant workers, in which the Committee of Ministers recommends:

6. To promote, after a period of adaptation appropriate to each child, full integration into normal classes in order to develop mutual understanding. (p. 6)

Recommendation 1093 regarding the education of migrants' children, in which the Assembly:

8. Affirming that intercultural education is the only way of making use of the valuable asset represented by the presence of young migrants in schools;
9. Pointing out that the aim of intercultural education is to prepare all children, indigenous and migrant, to life in the pluricultural society; [...]
11. Considering that the success of intercultural policy depends to a large extent on a teacher training policy centred on the intercultural approach. (pp. 16-17)

Resolution 129 regarding the education of migrant workers' children, in which the Conference demands the authorities in the member states:

16. To ensure that children of primary school age are put into mixed classes as early as possible and do not remain for long in classes composed of foreign pupils with the same mother tongue;
17. To recognise the mother tongue of foreign children as a first foreign or at any rate as an optional subject within secondary education;
18. To ensure that teaching aids in the mother tongue of migrant children are geared towards the actual situation of the migrant families. (pp. 25-26)

The second main resource is *The linguistic and educational integration of children and adolescents from migrant backgrounds* (Little, 2010). This concept paper was launched at the intergovernmental conference held in Geneva in November 2010 and it was written in consultation with many experts from different Council of Europe member states, in addition to six supporting studies. The document is divided into 4 chapters: the first one summarises the Council of Europe's general policy concerning the linguistic integration of migrants and presents the concept of plurilingual and intercultural education as a fundamental part. The second chapter tries to determine the challenges that member states have to confront. In the third one the author explains the two main tools that support language learning of migrant children, which are the *Common European Framework of Reference for Languages* (Council of Europe, 2001)) and the European Language Portfolio. Finally, the fourth chapter introduces the different dimensions of educational integration that are addressed by other supporting studies. Despite the fact that all the aspects addressed in the concept paper are relevant, the concept of plurilingual education, the *Common European Framework of Reference for Languages* (CEFR) and the European Language Portfolio (ELP) will be discussed since they are the three main tools that support the teaching and learning of second and foreign languages and have been adapted to give focus to the special

attention that migrant students need in order to be proficient in the language of schooling.

The concept of plurilingualism has been acquiring more relevance in the Council of Europe's approach to language learning and, together with intercultural education, it recognises that all languages and cultures that exist in the school receive an active role in contributing to a quality education for all students, especially for those whose language of schooling is different from the language they use at home (Little, 2010).

The CEFR draws a difference between multilingualism and plurilingualism. The first one consists of the knowledge of a number of languages or the concurrence of distinct languages in a given society and it can be achieved if we encourage students to learn more than one language or if we increase the languages offered in schools and educational systems. On the other hand, plurilingualism refers to learners who are able to communicate in two or more languages at whatever level of proficiency and states that the learner's linguistic experience in cultural contexts extends from the language of the home to the one of society and of other people, thus s/he constructs a complex communicative competence in which all experiences and knowledge of languages and cultures can interact, instead of keeping them in separated mental compartments (Council of Europe, 2001, p. 4). In this way, the CEFR expresses the importance of implementing plurilingualism as follows:

From this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve 'mastery' of one or two languages, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place. This implies, of course, that the languages offered in educational institutions should be diversified and students given the opportunity to develop a plurilingual competence. Furthermore, once it is recognised that language learning is a lifelong task, the development of a young person's motivation, skill and confidence in facing new language experience out of school comes to be of central importance. The responsibilities of educational authorities, qualifying examining bodies and teachers cannot simply be confined to the attainment of a given level of proficiency in a particular language at a particular moment in time, important though that undoubtedly is.

(Council of Europe, 2001, p. 5)

In addition, in Little's Concept Paper (2010) it is pointed out that all the languages present in a school have to be taken into account, including every students' language repertoire, the official main language, migrant languages as part of students' repertoire or as part of the school syllabus and foreign languages as subjects taught. This is why, the author affirms that the languages that form part of the students' repertoire but are not included in school are relevant since they can be developed by the school through various approaches in order to reinforce the students' identity,

which is something that needs the implementation of plurilingual and intercultural education and is considered as 'one of the positive characteristics of European societies' (p. 10). Moreover, it is important to mention that the Council of Europe has designed some tools to promote plurilingualism, particularly the European Language Portfolio, which will be explained later.

The *Common European Framework of Reference for Languages* 'provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe' (Council of Europe, 2001, p. 1). It also details comprehensively what language learners have to learn to do so that they use a language for communication as well as what knowledge and skills have to be improved in order to be able to act effectively. In addition, the CEFR discusses the cultural context in which language occurs and outlines the levels of proficiency that measure the learners' progress at every stage of learning. Following Little (2010), the CEFR mainly consists of the following six aspects. It contains three principal dimensions: language activities, the context in which they take place and the competences on which effective communication relies on. Language activities are separated into four types: reception (reading and listening), production (written and spoken), interaction (written and spoken) and mediation (interpreting and translating). It distinguishes four domains of language use: personal, public, educational and occupational. It differentiates between general language competences and communicative language competences. It establishes six common reference levels: A1, A2, B1, B2, C1 and C2, for which a set of descriptors is used in order to indicate the learner's proficiency at each level. Finally, these levels were determined by the judgements of foreign language teachers from four educational areas: lower secondary, upper secondary, vocational and adult.

The European Language Portfolio 'is a document in which those who are learning or have learned one or more languages can record and reflect on their language learning and intercultural experiences, whether gained at school or outside school' (<https://www.coe.int/en/web/portfolio/introduction>). According to Little (2010), it was designed as a companion work to the CEFR in order to mediate its communicative and action-oriented approach to learners, reason why it is directly correlated to the CEFR's levels. The ELP is a personal document composed of three elements: language passport, language biography and dossier. The language passport registers the learner's linguistic identity, recapitulates the language learning process and the intercultural experience, and indicates the self-assessment of language(s) proficiency. The language biography provides the learner with a reflexion about the learning process and progress as well as the engagement with the cultures related to the languages. The dossier is the part that allows the learners to choose and keep the

materials that helped them in their learning process in order to exemplify and establish their achievements and experiences.

The European Language Portfolio has four main objectives: to help learners give a structure, sense and clarity to their process of learning and using other languages, to encourage learners to acknowledge their efforts so as to expand their language skills, to offer a register of the linguistic and cultural skills that they have acquired, and to support learners develop and exercise their autonomy and independent language learning (Little, 2010, p. 23).

The third resource that the Council of Europe has developed is a Platform as well as a considerable number of guides and studies, some of which are:

- *Platform of resources and references for plurilingual and intercultural education*: it is a platform open for member states to use according to their needs to promote equal access to a quality education. It provides definitions, descriptions, examples and studies.
- *Guide for the development and implementation of curricula for plurilingual and intercultural education* (2016)
- *Framework of Reference for Early Second Language Acquisition* (2009)
- *Languages of schooling: focusing on vulnerable learners* (2010)
- *Professional development for staff working in multilingual schools* (2010)
- *Cooperation, management and networking: effective ways to promote the linguistic and educational integration of children and adolescents from migrant backgrounds* (2010)
- *Migrant pupils and formal mastery of the language of schooling: variations and representations* (2010)
- *Approach to specific needs of disadvantaged learners* (2009)

2.2.4. SPAIN

Just like the rest of Europe, Spain also had to experience a revolution in its classrooms due to the arrival of migrant students that made the groups more heterogeneous. This heterogeneity, together with the coexistence of different cultures, the lack of knowledge about the language of schooling and the different rhythms of learning, has forced the country to rethink about education and, hence, elaborate a series of educational measures in order to provide schools with the principle of equity and help migrant students' social inclusion and personal development. As a result, according to Ausín Villaverde and Lezcano Barbero (2014), there are a set of programmes that Spain uses to implement an adequate response to

the situation mentioned before. These programmes are classified by the authors from the most important to the basic, some of which will be explained summarily below.

The Teacher Training Plan⁶ considers the development of training offers for teachers in order to be aware of intercultural and inclusive education as well as the educational intervention and linguistic learning for everyone involved with migrant students. This training is oriented towards the methodology and didactics for language teaching, the strategies for the reception, the cultural keys, the interculturality, etc. It also can be extended when needed through conferences, meetings and/or congresses. This plan is usually developed by each school individually.

The Framework Plan for Reception and Inclusion⁷ consists of a general document from the organization and planning of the educational institutions and it makes reference to every aspect of educational attention from the point of view of inclusive education. That is to say, this document compiles the general criteria for the process of incorporation and permanence of students from foreign origin in the educational system. Moreover, it also takes into account the emotional aspect, not only the academic aspect, in order to avoid the possible emotional shock of arriving to a completely new social and cultural environment. This plan is prepared by the competent educational administrations in each autonomous community. For example, the Department of Education of the Basque Government developed the following practical guide to include migrant students and their families: https://www.euskadi.eus/contenidos/documentacion/inn_doc_esc_inclusiva/es_def/djuntos/escuela-inclusiva/plan_acogida_c.pdf.

The Language Support Programme⁸ aims to promote the learning of the communicative and linguistic competences needed for the correct inclusion and promotion in the educational system as well as to recognise the culture and language of the autonomous community in which the student resides. The programme should be developed, as a general rule, within the normal classroom through organizational formulas, groupings (individual work, small group, large group and individualized attention for those who require it) and varied and flexible intervention programmes. On an exceptional basis, specific activities, such as split courses or flexible groups, may be proposed. (for more information, see <https://www.juntadeandalucia.es/organismos/educacionydeporte/consejeria/sobre-consejeria/planes/detalle/33426.html> and <https://www.juntadeandalucia.es/temas/estudiar/primaria-eso/integracion.html>)

⁶ In Spanish, it receives the name of 'Plan de formación para el profesorado'.

⁷ In Spanish, it receives the name of 'Plan marco de acogida e inclusión'.

⁸ In Spanish, it receives the name of 'Programa de apoyo lingüístico'.

The Host Tutor and/or Coordinator of Interculturality has main purpose of attending the specific needs derived from the insertion of these students in the educational system as well as being the referent for everything relates to intercultural education. This person is responsible for the coordination, management and dynamization of actions related to interculturality and educational inclusion in collaboration with the rest of the teaching team. This tutor or coordinator may have specific training and s/he is chosen by the headmaster of the school.

The Intercultural Mediation Programme⁹ is the programme through which schools have a person who promotes coexistence among pupils from different cultures, fostering in this way social cohesion, by acting as an intermediary to facilitate communication between them. Among the action of the intercultural mediators, we should highlight: support in the reception of students, raise awareness, develop training and counselling, and involve the family in the school community. Moreover, one of the main objectives of this programme is to provide school staff with knowledge about the cultures of origin of migrant students, favouring in this way the integration process. The following link (<https://ssm.cordoba.es/servicios/mediacion-intercultural>) presents an example of Intercultural Mediation Programme offered by the city hall of Córdoba.

The Host Mentor Student is another important person in the process of welcoming foreign students since it refers to the classmates from the class in which they are enrolled. This person is practically the same as the figure of *student-ambassador* that we already mentioned when explaining Canada's resources (see Section 2.2.2.). Therefore, this student can develop a function of closeness, proximity and integration by playing the role of a guide during leisure time and the moments of interpersonal relations with the newly arrived classmate(s) as well as being the guide that show them the school's premises.

2.2.5. ANDALUSIA

As describes in Section 2.1.3., Andalusia is one of the autonomous communities with the highest number of migrants. The social transformations that took place made it necessary to propose a new concept of school. Andalusia obviously also makes use of the previously mentioned programmes, plans and resources that Spain offers for all the autonomous communities. Nonetheless, Andalusia has designed come other resources such as the *Plan de Fomento del Plurilingüismo en Andalucía* (2005), which is a document that offers a methodological renovation to reinforce language learning,

⁹ In Spanish, it receives the name of 'Programa de mediación intercultural'.

and the *Plan Estratégico de Desarrollo de las Lenguas en Andalucía* (2016), which includes main objectives as the improvement of the communicative competence, the increasing of the number of students with a level of proficiency in other languages and the improvement of the teaching and learning methodologies.

In addition, the Andalusian Department of Education¹⁰ from the Andalusian Regional Government decided to publish a resource guide entitled *Guía Básica de Educación Intercultural* (Cruz del Pino et al., 2011) in order to distribute the different programmes that the autonomous community offers to the educational institutions.

In order to achieve coherence in its approach, the guide divides the programmes related to the attention of migrant students into three plans: the reception, the learning of Spanish as a lingua franca and the maintenance and preservation of the culture of origin. The first one is composed by the Framework Plan for Reception and the Intercultural Mediation Programme, which have been previously explained. The second one is constituted by the Temporary Classroom of Linguistic Adaptation Programme (ATAL),¹¹ the Extracurricular Activities for Language Support Programme (PALI),¹² and the Virtual Spanish Classroom (AVE).¹³ The third one comprises the Culture of Origin Maintenance Programme during school hours, the Culture of Origin Maintenance Programme during extracurricular hours, the Arabic Language and Moroccan Culture Programme (PLACM)¹⁴ and the Romanian Language, Culture and Civilisation Programme. Since the first group (Framework Plan for Reception and the Intercultural Mediation Programme) has already been explained (see Section 2.2.4.), this section will focus on the rest of programmes.

The Temporary Classroom of Linguistic Adaptation Programme (ATAL) belongs to the Language Support Programme and it adopts a different name depending on the autonomous community: *Aula D'acollida* in Catalonia, *Aula de Enlace* in the Community of Madrid, *Aula Aliso* in Castilla y León and ATAL in Andalusia (<https://www.juntadeandalucia.es/organismos/educacionydeporte/consejeria/sobre-consejeria/planes/detalle/59497.html>). These classrooms exist in primary and compulsory secondary education stages and they have specific teachers who conduct language teaching programmes for migrant students who do not have the necessary linguistic competence in the language(s) of schooling to be able to carry out their studies in any subject. Although in theory the ATAL should be carried out in the regular

¹⁰ It is known in Spanish as 'Consejería de Educación'.

¹¹ Programa de Aula Temporal de Adaptación Lingüística (ATAL)

¹² Programa de Actividades Extraescolares de Apoyo Lingüístico (PALI)

¹³ Aula Virtual de Español (AVE)

¹⁴ Programa de Lengua Árabe y Cultura Marroquí (PLACM)

classroom, in practice two approaches are applied: the inclusive one, in which the teacher works with migrants in the regular classroom, and the segregationist one, in which the teaching process is developed outside the regular classroom due to special circumstances (Níkleva, 2012).

The main objectives of this programme are a) to facilitate specific attention to migrant students in order to acquire linguistic and communicative competences; and b) to allow for the integration of these students in the school and social environment in the shortest possible time and with the guarantee of progress in the regular classroom. Finally, the students can remain in the programme for a maximum of one school year, although they can stay up to two school years if they meet certain circumstances, such as sickness, absenteeism or lack of previous education.

The Extracurricular Activities for Language Support Programme (PALI) is designed to enhance the learning that the students acquire in the previous programme. The process and the objectives are practically the same, with the difference that the students, in this case, attend lessons in the afternoon during two, three or four hours a week. The extracurricular activities are carried out by the schools' teaching team, especially in the areas of Spanish language and literature and Languages, or by monitors hired by the schools. The groups in this programme are normally formed by a minimum of 5 students and a maximum of 12.

The Virtual Spanish Classroom (AVE) (<https://ave.cervantes.es/>) is a didactic resource provided by the *Instituto Cervantes*, which offers courses to learn Spanish online. This resource aims to facilitate the learning process for migrant students by means of courses organised at different levels and under the supervision of a tutor from the school. These courses offer the four levels of the *Instituto Cervantes'* curriculum: beginner, intermediate, advanced and proficiency. Each level requires between 120 and 150 hours of work and it is organised into courses and these into units.

The main objectives of this resource are a) to learn to get on appropriately in Spanish in different situations; b) to study the Spanish language by working on all the competences and to know the socio-cultural reality of the Spanish-speaking world; and c) to discover its enormous richness and diversity.

The culture of Origin Maintenance Programme during school hours consists of developing specific actions for the maintenance of the cultures of origin of migrant students that promote the knowledge and appreciation of these cultures by the entire educational community. Within its main objectives, the following can be found: a) to promote the learning of the culture of origin, so that the migrant students do not lose

the richness that this entails; and b) to spread information of each and every one of the cultures present in the school.

This programme can be carried out by the teachers or by the members of the *AMPA*. However, its most important aspect is the attempt of converting the curriculum in a universal one, instead of a curriculum centred around the European culture.

The Culture of Origin Maintenance Programme during extracurricular hours is a programme of extracurricular activities that are offered to both native and migrant students in order to promote the recognition and appreciation of the cultures that coexist in the school. This programme is carried out in the afternoon for two hours a week and it proposes the following objectives: a) to promote the positive values of other cultures among all the school's students; and b) to favour the integration of migrant students by avoiding the cultural shock through the recognition and appreciation of their cultures of origin.

The Arabic Language and Moroccan Culture Programme (<https://www.educa.jccm.es/es/sistema-educativo/orientacion-convivencia-inclusion-educativa/convivencia/programas-lenguas-culturas/programa-ensenanza-lengua-arabe-cultura-marroqui-placm>) is developed in the autonomous communities through the cultural cooperation agreement between the Government of Spain and the Government of the Kingdom of Morocco. It is carried out by qualified Moroccan teachers, who are given a timetable and the schools where they would work.

The main objectives of this programme are the following: a) to teach the Arabic language and Moroccan culture to Moroccan students attending Spanish primary and secondary schools, as well as to non-Moroccan pupils who wish to do so; b) to provide Moroccan students with the training that enables them to safeguard their identity, to live their own culture and to have confidence in themselves, leaving aside the negative aspects that may be created by the effects of immigration; and c) to promote intercultural education.

The Romanian Language, Culture and Civilisation Programme (<https://www.educa.jccm.es/es/sistema-educativo/orientacion-convivencia-inclusion-educativa/convivencia/programas-lenguas-culturas/programa-ensenanza-lengua-cultura-civilizacion-rumana-elco>) is a programme of extracurricular activities is taught by teachers from the Romanian Embassy in Spain and, although it is in an experimental phase, it is currently being developed in several schools of Andalusia.

As described in Section 2.2., all countries have seriously taken the changes of society and they have developed the necessary measures to face the challenges of the educational system. The educational field is of a great relevance since it is one of the places where growing teens create a system of values. Therefore, the fact that the authorities has decided to treat multicultural aspects in the classroom has been really significant due to the positive influence it has, not only on the people involved, but also on the entire society. Nonetheless, although these measures have been working properly for decades, it was also necessary to select the methods and approaches in which languages can be taught in order to achieve optimal results when teaching new languages to migrant students. This topic will be considered in the next section.

2.3. Approaches and methods of language teaching for migrant students

The methodology of foreign language teaching has undergone constant progress and evolution, especially since the second half of the 19th century. This process has been accelerated in recent years due to the development of different methodological proposals within some approaches like the communicative approach. According to García González (1995), over the years new theories have been demonstrating their possible application, their effectiveness in practice and even their advantages and disadvantages of their theoretical proposals when confronted with the reality of teaching and the specific classroom problems.

As far as teaching languages to migrants is concerned, several approaches have been followed by the majority of countries. In the case of Spain, those approaches have been used to teach not only Spanish to foreign students, but also English to both migrant and non-migrant students since it is usually taught as a foreign language in the majority of Spanish educational institutions. Thus, the methods used to teach English as a Foreign Language¹⁵ will be explained below, focusing at the end on the most successful ones and including the approach proposed by the Council of Europe in the *Common European Framework of Reference for Languages* (Council of Europe, 2001) and its *Companion Volume* (Council of Europe, 2018b)

The Grammar Translation Method, based on the teaching of classical languages, consists of literal translation of texts and the learning of the rules of the languages. It focuses on the written language, especially on literature; hence oral skills are not taken into account. The target language is learnt by studying and memorising grammar rules in an organised and systematic way since the aim is for the students to comment texts

¹⁵ From now on, English language will be addressed since it is the subject that will be mainly taught in the didactic unit.

and translate them accurately. For this, it is not necessary to use the target language orally in the classroom as the explanations are given in the learner's native language. Although this method has some advantages, its effectiveness started to be questioned when the migratory movements of the 19th century laid out the necessity of teaching a language in a quick way to a large number of people (García González, 1995, p. 440; Ramos Calvo, 2003, p. 5).

That is how the Direct Method was born, whose influence has survived to the present day. This method supposed a radical change from the previous approach due to its idea that the process of learning a second language should be carried out in the same way as in the case of the mother tongue, since in both cases the learner has to acquire the language in order to be able to communicate and integrate in the new society. Therefore, in the classroom everything is exclusively taught in the target language, insisting on the oral skills and not on the grammar. The classroom procedure is based on imitation and repetition of sentences in a game of question-answer between the teacher and the students. However, the fact that this method does not follow any specific system and that there is a dispersion of materials and contents is what the structuralist methods were trying to avoid (García González, 1995, pp. 440-441).

In this way, the different structuralist methods, also known as the Audio-lingual Method, started gaining relevance. Based on behaviourism, this method consisted of a scheme of imitation, repetition and memorisation of basic structures and dialogues, which are gradually made more complex, and a strong emphasis on correct pronunciation. This is due to the assumption that the process of learning a foreign language is essentially a process of forming mechanical habits, reason why the activities are fundamentally exercises of repetition, insistence, transformation, substitution, etc., based on working with drills with given structures. Therefore, the focus of this method is put on materials like textbooks or audiovisual aid. Despite its advantages, this approach are not very motivating, especially for students who need to be able to communicate quickly, and it does not take into account the particular characteristics and needs of each learner or group, which resulted on students not being able to get on adequately in the street. Nonetheless, important aspects of this method, especially its type of activities, still appear nowadays in many teaching materials with a communicative approach (García González, 1995, p. 441; Ramos Calvo, 2003, p. 5).

As a reaction to the structuralist methods, the Communicative Approach emerged with the aim of developing the communicative competence. This approach is based on three main principles: communication (activities that encourage interaction), tasks (involving students in work related with their own interests and experiences),

and meaning (activities requiring the actual use of the target language). In other words, students should learn by doing and should use the target language from the beginning of their process of learning by, for example, solving logic problems or participating in classroom discussions. For this purpose, texts, recordings and authentic materials are often used, as well as activities that try to imitate the reality outside the classroom. For all this, this approach has been considered very useful for the teaching of migrant students.

Nevertheless, some problems started to appear when it came to putting into practice this approach since some courses and methods emerged under the label of 'communicative' without being actually communicative. These courses continued giving relevance to grammar and, sometimes, they limited the learning to the repetition and memorisation of communicative formulas. Because of all of this, other methods were developed within the communicative approach, of which we can point out the task-based approach (García González, 1995, p. 442; Ramos Calvo, 2003, p. 6; Arroyo González and Rodríguez Correa, 2014, pp. 330-332).

The Task-based Approach is considered as opposed to traditional and grammar-centred methods; however, it does not deny the importance of linguistic competence, but it focuses mainly in authentic communicative competence. This approach consists of letting the learners select the contents based on their interests in order to carry out a task, which is the ultimate goal of the process and the main element of the planning of the class. This task should reproduce communicative processes that are developed in real life, such as, filling in documents, calling to ask for information, etc. Therefore, the learner is required to understand, manipulate, create and interact with other people by using the target language. Despite the difficulty that results from the elaboration and preparation of the whole process, this approach is really adequate for the teaching of migrants since it covers satisfactorily their particular communicative needs (García González, 1995, p. 443; Arroyo González and Rodríguez Correa, 2014, p. 333).

As already seen, the communicative approach introduced new changes in the language teaching paradigm by presenting relevant concepts such as the authenticity of situations and resources used and by placing the learner and communication at the centre of the learning process.

Based on Piccardo (2014), these changes resulted in the creation of the conditions for the appearance of the CEFR since it took the advances of the communicative approach to the next level. In this way, the CEFR proposed an approach that links teaching and learning, objectives and evaluation, the individual and the

social, and the classroom and the outer world. This approach receives the name of Action-oriented Approach and it is described in the following terms:

The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give their full meaning. We speak of 'tasks' in so far as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result.

The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent. (Council of Europe, 2001, p. 9)

In other words, the CEFR states that speech acts have meaning only when they are actions executed in a social context. This is confirmed by Piccardo (2014), who states that indeed social actions always have a purpose other than language and that learning is built around action since learners' actions involve an activation of competences in order to fulfil a specific goal.

This is why learners have to take into account the goal and task they have to complete as well as be mindful of their needs, strengths and weaknesses. Nonetheless, the learner is not alone in this process since actions have a social nature and, as a consequence, the cooperation of others is needed so that tasks can be completed. For this reason, the CEFR describes the learner as a 'social agent' (p. 9), a concept that refers to the interaction between individuals as well as between the individual and the external context. Thus, all these aspects of the action-oriented approach would be what complete the communicative approach.

The CEFR describes any form of language use and learning as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individual and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished.

The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (Council of Europe, 2001, p. 9)

In the previous paragraph we find some key concepts related to the action-oriented approach, which are general competences, communicative language competence, domains and language activities. In the first place, the general competences of an individual include knowledge (*savoir*), skills and know-how (*savoir-faire*), existential competence (*savoir-être*) and ability to learn (*savoir apprendre*). Secondly, the communicative language competences consist of the linguistic competence, the sociolinguistic competence and the pragmatic competence.

As for the domains, which we have mentioned in the previous section, they involve the public domain, the personal domain, the educational domain and the occupational domain. Lastly, the language activities are the ones that activate the learner's communicative language competence and they require for modes: reception, production, interaction (both oral and written in the three cases) and mediation. This last mode was not fully elaborated in the CEFR, although it gave mediation an important position in the action-oriented approach and emphasised the role of the mediator as an intermediary between interlocutors. However, the Companion Volume gives mediation a great relevance, reason why it will be explained in this section.

According to Piccardo et al. (2017, 2019), mediation is a crucial concept in the contact between the individual and the social in language use and learning and it has been broadly studied in psychology, pedagogy and social sciences. As previously seen, it was presented in the CEFR as the fourth mode of communicative language activities, in which production refers to self-expression and interaction requires a construction of discourse to achieve understanding, whereas mediation presents an extra element: the construction of new meaning, that is to say, new knowledge, new concepts and new understanding. Hence, mediation normally implies reception, production and interaction. However, in opposition to them, mediation considers language not only as a means of expression but also as the main channel to access the unknown or help others to do so.

Piccardo et al. (2017, 2019) state that mediation can mean many things. However, the attention will be paid to the idea of mediation that the CEFR provides us with:

In both the receptive and productive modes, the written and/or oral activities of **mediation** make communication possible between persons who are unable, for whatever reason, to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies.

(Council of Europe, 2001, p. 14)

As for the *Companion Volume*, it states the following ideas:

[...] Also, in many cases, when we use language it is not just to communicate a message, but rather to develop an idea through what is often called 'linguaging' (talking the idea through and hence articulating the thoughts) or to facilitate understanding and communication.

[...]

Although the 2001 CEFR text does not develop the concept of mediation to its full potential, it emphasises the two key notions of co-construction of meaning in interaction and constant movement between the individual and social level in language learning, mainly through its vision of the user/learner as a social agent. In addition, an emphasis on the mediator as an intermediary between interlocutors underlines the social vision of the CEFR. In this way, although it is not stated explicitly in the 2011 text, the CEFR descriptive scheme *de facto* gives mediation a key position in the action-oriented approach, similar to the role that other scholars now give it when they discuss the language learning process. (Council of Europe, 2018b, p. 33)

As far as the role of the mediator is concerned, the *Companion Volume* affirms that, in mediation, the user or learner adopts the role of a social agent that creates bridges to help construct and transmit meaning, whether it is within the same language or from one language to another (cross-linguistic mediation). As for the role of language, mediation pay attention to processes such as the creation of space and conditions to communicate and learn, the collaboration to create new meaning, the encouragement to create and comprehend new meaning, and the transmission of new information in a proper form. In addition, the context in mediation can be social, pedagogic, cultural, linguistic or professional (Council of Europe, 2018b, p. 103).

Piccardo and North (2017) identify four types of mediation: linguistic, cultural, social and pedagogic. Linguistic mediation includes intralinguistic¹⁶ and interlinguistic¹⁷ dimensions as well as the flexible use of distinct languages in multilingual classrooms or in everyday life. Cultural mediation is required in linguistic mediation in order to facilitate understanding since it is a key element of cultural awareness, which is applied within a language or across languages and cultures in a society. Social mediation requires playing the role of intermediary and, although the CEFR narrows it to helping others to communicate, in social mediation the mediator acts like a bridge that fill the gaps and overcome misunderstandings between people who are unable to understand each other. Lastly, pedagogic mediation is the procedure by which parents and teachers intend to mediate knowledge, which together with the ability to think

¹⁶ Intralinguistic: it is related to the aspects within a single language.

¹⁷ Interlinguistic: it is related to the aspects involving two or more languages.

critically for oneself constitutes cognitive mediation; however, the time spent in the classroom organizing work, keeping students on task and solving problems comprises relational mediation.

As already seen, mediation involves many different aspects, but according to the *Companion Volume* they all share some characteristics, which stress the fact that the types of mediation cannot be separated from each other in practice. In addition, the *Companion Volume* also offers us the ways in which mediation tends to occur by presenting them in scales divided into two main groups, differentiating between mediation activities and mediation strategies, which are presented in the following figure.

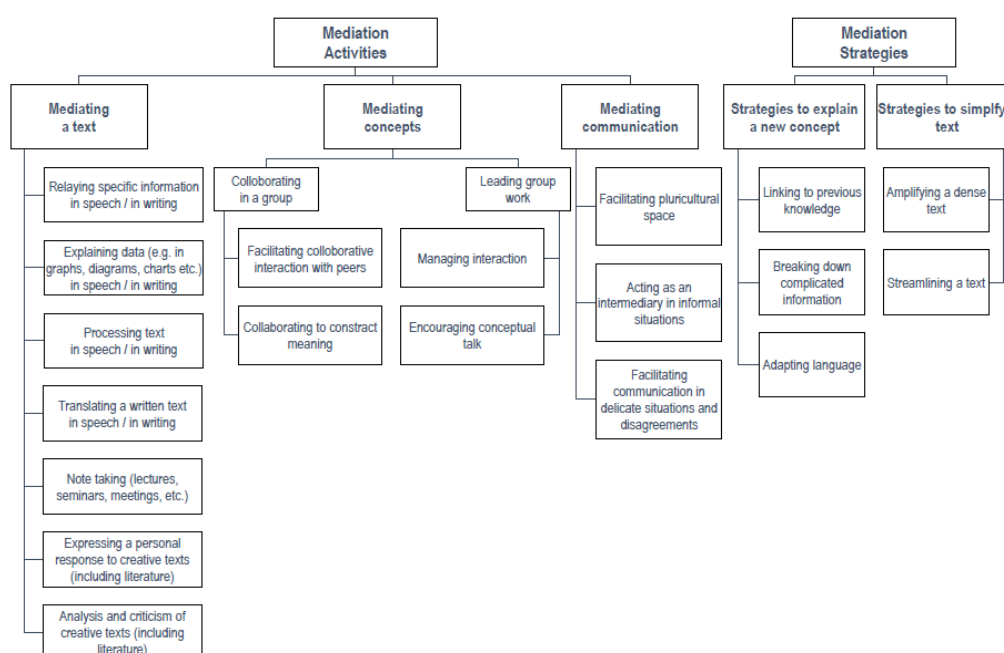


Figure 8: Mediation activities and mediation strategies (Council of Europe, 2018b, p. 104)

Moreover, it is important to mention that mediation is an everyday phenomenon in public, academic and professional life as well as in nowadays' globalised world. Also, although some second language learners have partial competences¹⁸, as migrants they often find themselves playing the role of mediators between their host community and their native community. This situation can also be present in a classroom with migrant students. That is why the concept of mediation is so relevant and has been acquiring more and more attention.

¹⁸ Partial competence: it refers to language learners who have a good or native-like knowledge in some parts of the language system, but lacks in some other part.

2.4. Inclusion and preservation of migrant students' languages and cultures in the classroom

As shown by the migratory movements in Section 2.1., diversity is one of the defining characteristics of humanity and therefore of our societies. Similarly, since schools are institutions that reflect society, they are no stranger to the phenomenon of diversity and have to deal with it. Hence, classrooms are not and have never been homogeneous since diversity has always been present in society. However, it is important to take into account that this diversity and change in society and schools is not motivated only by the arrival of people from different countries and with different languages. It is also motivated by the global changes that provoke the need to revise the ways of teaching and learning processes in order to respond to new social needs. In this way, a perspective that considers differences as a human characteristic and diversity as something valuable that allows improvement at an individual and social level has to be adopted.

Nonetheless, in Spanish classrooms we can notice that not enough attention is paid to the preservation and inclusion of the languages and cultures of migrant students, as these are put aside in order to focus more on improving their competences and use of both the language of schooling, in this case Spanish, and English as a foreign language.

Without doubt, focusing on these languages is not a negative aspect since it is necessary for these students to be proficient at them in order to be able to complete their educational career as well as integrate in the school and in their new society. The problem comes when teachers try to implement those two languages and do not take into account the students' mother tongues and cultures in their everyday life in the classroom.

According to Nawaf Yousef Alzayed (2015), there are studies that show that speaking the mother tongue at home is not sufficient to maintain the heritage languages:

While immigrant parents should certainly do everything they can to learn the host language, they should also be encouraged to continue speaking their native language at home with their children. Teachers and schools administrators can play a key role in helping make this happen by providing information, support and language resources. At the very least, parents can be reassured that their children will have a better chance at academic success when a home language is maintained. (p. 264)

Nevertheless, the contribution of the teachers that the author suggests might seem insufficient. For this reason, among others, this dissertation will try to provide a didactic unit that involves the use of the students' mother tongue and culture in the classroom for the sake of preserving their languages and cultures. In addition, it would be beneficial and enriching for all the students since it would help in the process of learning other languages and cultures. This will also have as a consequence the teaching of tolerance, openmindedness and acceptance towards others. These ideas can also be seen in European and Spanish educational systems, as they also support the concept of preservation and inclusion, by coming across some phenomena and measures they have taken, such as plurilingualism (see Section 2.2.3.1.) or intercultural education, which will be explained next.

Apart from the phenomenon of plurilingualism, the concept of intercultural education is also relevant since it is considered the path to achieve an inclusive education by many authorities, especially in Andalusia. According to Níkleva (2012), inclusive education aims to favour the development and the cohesion of all members of the educational community. Therefore, it encompasses all linguistic and cultural diversity, all ethnic groups and all students with special educational needs. From the main characteristics of inclusive education, the following ones can be highlighted: a) the diversity of all members of the educational community is considered a valuable feature that contributes to enriching the whole group and favouring social cohesion; b) it seeks equity for all learners and it recognises their right to be valued equally; c) the classroom is conceived as a learning community where students can learn from each other; d) it prioritises methodologies that opt for autonomous learning and the development of 'learning to learn' strategies; and e) it promotes the comprehension of the individual differences and the value of every student (Níkleva, 2012; Arroyo González, 2013).

As can be seen, inclusive education advocates positive attitudes towards linguistic and cultural diversity and promotes interaction, adaptation and integration. Thus, as a consequence of implementing an inclusive education, the notion of intercultural education emerged in order to, as said before, achieve that inclusive education.

Based on Aguado Odina (2004), intercultural education has become a recurrent notion used in the pedagogical field and it is associated to movements of reform, renewal and improvement of teaching. Also, interculturality as an educational proposal is linked to exchange, mutual enrichment and cooperation between people and groups. Hence, the connotations related with the notion are positive and take part of a new, active, open and transformative school. This is due to the fact that intercultural education proposes an educational practice that places the cultural differences of

individuals as the focus of educational reflection. It intends to respond to the cultural diversity that characterises societies by respecting and valuing cultural pluralism as an educational richness and resource.

In addition, the *Instituto Cervantes* states that interculturality is a type of relation established intentionally between cultures and it advocates the encounter between them based on mutual recognition of their values and ways of life. This does not mean that it aims to merge the identities of the involved cultures into a single one; it rather pretends to reinforce them creatively. The concept also includes the relationships that are established between people belonging to different ethnic groups within the borders of the same community. Besides, in the field of language teaching, interculturality is materialised in a cultural approach that promotes an interest in understanding the other in his/her language and culture. At the same time, learners build their knowledge of other cultures through discursive practices in which they create meanings together.

As far as the principles of intercultural education are concerned, the following ones can be focused on: a) advocacy for equality, which involves the critical analysis of the inequalities of all learners; b) reinforcement at school and in society of the values of equality, respect, tolerance, pluralism and cooperation; c) fight against racism, discrimination, prejudice and stereotypes through the training in values and positive attitudes towards cultural diversity; d) improvement of the personal, social, cultural and academic self-concept of all students; e) it is addressed to all students in order to develop their intercultural competences; f) it has positive expectations about the abilities and potential of all students; g) it involves cooperative teaching methodologies, appropriate didactic resources and active communication among all learners; h) it plans didactic strategies for learning more and better, which helps improve relationships and coexistence with others; and i) it requires teachers trained to work with diversity.

To sum up, both plurilingualism and intercultural education play an important role in the inclusion of the languages and cultures of migrant students. However, their promotion and implementation in the classroom is not adequately developed in order to achieve optimal results. The so-called intercultural programmes are far from responding to the principles, objectives and strategies of intercultural education. Besides, the efforts of teachers and other professionals that try to implement intercultural practices and resources are undervalued and not reinforced.

In general, when there is a visible presence of migrants or ethnic groups, there is no concern for providing quality education for all. The objectives for the attention to cultural diversity prioritise respect, tolerance, cooperation, positive self-concept and acceptance, but they do not entail the achievement of academic objectives for all students. In the majority of cases, plurilingualism and interculturality are promoted by festivals, exhibitions or cultural weeks, rather than being included in the curriculum. For all this, the didactic unit of this dissertation will be focusing on the actual implementation of migrants' languages and cultures within the normal curriculum.

3. DIDACTIC UNIT: WORLDWIDE RESTAURANT

In this section, the didactic unit of this MA dissertation will be presented and described. The lesson plan, with the title of *Worldwide Restaurant*, consists of 11 subsections in which its characteristics and sessions will be displayed. Thus, the subsections start with the justification, which will introduce the general aims and the reason of the title, followed by the contextualisation, which will present the type of high school and class in which the didactic unit would be developed. Then, the interdisciplinarity and cross-curricula issues will be discussed, followed by the objectives of the lesson plan, which will be divided into stage objectives, foreign language objectives and didactic aims. After that, the competences and 21st century skills will be presented, followed by the contents, which will be divided into comprehension / production strategies, linguistic exponents, communicative function and socio-cultural and sociolinguistic function. Next, the attention to diversity and the materials that will be used will be described. Afterwards, the activities of the didactic unit, which will be divided into 6 sessions, will be presented; followed by the activities for reinforcement and extension work. Finally, the evaluation criteria, which will be divided into evaluation criteria and assessment learning standards and the evaluation and assessment tools, will be displayed.

3.1. Justification

The title of this didactic unit is *Worldwide Restaurant* and it is mainly aimed at integrating and including foreign students' linguistic and cultural background within the lessons of the foreign language they learn in school, which is English. As mentioned in the theoretical framework in Section 2.4., the Spanish educational system current syllabi do not give much importance to the inclusion and preservation of migrant students' languages and cultures. Therefore, this lesson plan intends to improve that by offering the students the opportunity to work with other languages and cultures while learning a foreign language. I would be fostering the notion of plurilingualism, to which the Council of Europe gives a great relevance, and the intercultural education, which is already implemented in a large number of schools and high schools in Andalusia. Furthermore, this didactic unit is also aimed at encouraging all students to learn other languages and about other cultures, especially the ones of their classmates so that the coexistence and understanding between each other would be better.

The reason why the title *Worldwide Restaurant* was chosen is because the lesson plan consists of a series of activities related to food and recipes around the world, especially from the countries the students are from and English speaking countries. In the same way, the activities also work the communicative situation of

being at a restaurant so that they can acquire a basic communicative situation that they would need in the future. Thus, the didactic unit is based on *Objectives 1* and *3* from the *Royal Decree 1105/2014*, *Objective b* from *Decree 111/216* and *Objective 10* from the *Order of July 14th 2016*.

3.2. Contextualization

This didactic unit is thought to be taught in the 2nd term of the 4th grade of Compulsory Secondary Education, approximately at the beginning of March. It is divided into 6 sessions, 55 minutes each.

As far as the background information is concerned, the class has 25 students, of whom 15 are girls and 10 are boys, with a curricular level of an A2.2. Moreover, out of those 25 students, 3 are Moroccan and 2 are French. One of the students has ADHD, for whom some educational support will be provided, which will be described in Section 3.7.

The classroom is a typical one from a public High School in Andalusia that is located in an area of a middle socioeconomic class. The classroom is divided into individual tables so that it can help the mobility of the students when doing group work. It has a digital board and a blackboard as well as internet connection, which will allow students to do activities that require the use of the internet. In addition, in order to do these activities the students will need their mobile phones and they will be informed by the teacher when to bring them. In the case of students who do not own a mobile phone, they could pair with a classmate or ask the teacher to borrow a computer from the ones available in the High School.

3.3. Interdisciplinarity and Cross-curricular Issues

This didactic unit takes into account the aspect of interdisciplinarity through contents, especially vocabulary, from the subject of French since two of the students are French. In addition, in the subject of French, the students would also be learning the vocabulary that is used from this language in this lesson plan, which helps connect and bring the two subjects together. The contents about French can also be seen in the activities focused on traditional dishes from other countries, such as, Activity 2 in Session 2.

Regarding cross-curricular issues, this lesson plan obviously includes intercultural education and Andalusian culture. Intercultural education can be seen throughout the whole didactic unit. However, Andalusian culture can be especially seen in Activity 4 in Session 2 or Activity 3 in Session 4. Since the students are asked

about Andalusian food, they will show the knowledge they have about the culture that surrounds them.

3.4. Objectives

In this section, the objectives from the legal documents will be developed and, then, the didactic aims of the lesson plan will be listed.

As far as the legal documents are concerned, objectives are divided into stage and foreign language objectives. In the first place, the stage objectives are found in the *Royal Decree 1105/2014* from the *Boletín Oficial del Estado* (Sec. I; pp. 176-177) and the ones that will be worked with are:

- To assume their duties responsibly and to practice tolerance, cooperation and solidarity among individuals and groups (objective a).
- To develop and consolidate discipline, study and individual or group work habits as a necessary condition to fulfil effectively the learning tasks and personal development (objective b).
- To comprehend and be able to express in one or more foreign languages appropriately (objective i).
- To know, value and respect the basic aspects of one's own and others' culture and history, as well as the artistic and cultural heritage (objective j).¹⁹

Second, it also has to be taken into consideration the stage objectives listed in the *Decree 111/2016* from the *Boletín Oficial de la Junta de Andalucía* (Núm. 122; pp. 30), particularly objective b: to know and appreciate specific elements of Andalusian history and culture, as well as its physical and natural environment and other peculiar facts of our Community, in order to be valued and respected as a special heritage in the Spanish and universal culture.²⁰

In the third place, foreign language objectives are found in *Order July 14th 2016* from the *Boletín Oficial de la Junta de Andalucía* (Núm. 144; pp. 212-213). The ones that will be worked with are the following:

- To listen and comprehend specific information from oral texts in several communicative situations, adopting a respectful, tolerant and cooperative attitude (objective 1).
- To express and interact orally in ordinary communicative situations accurately, practising dialogues as a way to solve conflicts (objective 2).

¹⁹ The translation of these objectives has been made by the author of this MA dissertation.

²⁰ The translation of this objective has been made by the author of this MA dissertation.

- To read and comprehend several texts from an adequate level to the capacities and interests of the students, in order to extract general and specific information, complementing that information with other resources to acquire new knowledge with a critical thinking (objective 3).
- To write short texts with diverse purposes about different topics using adequate resources of cohesion and coherence (objective 5).
- To develop autonomy in learning, habits of discipline, study and work as well as reflection on one's own learning process and to transfer to the foreign language knowledge and communication strategies acquired in other languages (objective 7).
- To develop the ability to work in a team, rejecting discrimination against people on the basis of sex or any other personal or social condition, in order to strengthen social skills and affective capacities necessary to solve conflicts and to reject stereotypes and prejudices of any kind (objective 8).
- To use adequately learning strategies and other available resources, including ICT and audiovisual resources in order to get, select and present oral and written information in a foreign language (objective 9).
- To value and appreciate the foreign language as a means of communication, cooperation and understanding between people of different origins and cultures, fostering solidarity and respect for human rights, as part of the democratic exercise of citizenship (objective 10).
- To appreciate the foreign language as an instrument to access information and as a tool for learning different contents, in order to express different artistic manifestations and develop the learning to learn competence (objective 11).
- To manifest a receptive and self-confident attitude in the learning process and the use of the foreign language in a creative way, to take the initiative and to participate with critical thinking in communicative situations of the target language (objective 12).
- To know and appreciate specific elements of Andalusian culture in order to be valued and respected by other countries citizens (objective 13).²¹

In the fourth and last place, the didactic aims of this lesson plan will be listed below, together with the objectives mentioned before from the different laws in force so that it can be seen how these didactic aims reflect the previous objectives.

- To manage basic vocabulary about food, recipes and restaurants in the languages spoken by the students in the class.

²¹ The translation of these objectives has been made by the author of this MA dissertation.

(Objective i from the *Boletín Oficial del Estado* and Objectives 3 and 7 from the *Boletín Oficial de la Junta de Andalucía*)

-To be able to use that vocabulary to understand and write recipes.

(Objective i from the *Boletín Oficial del Estado* and Objectives 3, 5 and 9 from the *Boletín Oficial de la Junta de Andalucía*)

-To recognise food from different cultures and to appreciate the cultural background of all the students.

(Objective a, b and j from the *Boletín Oficial del Estado* and Objectives 7, 8, 10 and 11 from the *Boletín Oficial de la Junta de Andalucía*)

-To understand and extract information from a conversation at a restaurant.

(Objective i from the *Boletín Oficial del Estado* and Objectives 1, 2, 3, 5 and 9 from the *Boletín Oficial de la Junta de Andalucía*)

-To write and perform a conversation at a restaurant.

(Objective b and i from the *Boletín Oficial del Estado* and Objectives 1, 2, 5, 7, 9 and 12 from the *Boletín Oficial de la Junta de Andalucía*)

-To be able to act as mediators in both spoken and written situations.

(Objective a and i from the *Boletín Oficial del Estado* and Objectives 1, 2, 8, 10 and 11 from the *Boletín Oficial de la Junta de Andalucía*)

3.5. Competences and 21st Century Skills

In this section, the competences and the 21st century skills will be approached. In the first place, the key competences that will be developed in this didactic unit are the following:

-Linguistic Communication Competence (CLC): as we know, every lesson plan of a linguistic subject develops this competence, especially this one since it focuses particularly on communicative situations.

-Digital Competence (DC): since the students have to work with Mentimeter to develop a vocabulary activity and also they have to prepare a presentation, we can say they would be improving their digital competence.

-Cultural Expressions and Artistic Awareness (CEAA): as we have mentioned before, this lesson plan gives great importance to cultural expression since it make use of a cultural aspect of the students' countries of origin.

Secondly, as far as the 21st century skills are concerned, this didactic unit will foster the following skills:

-Critical Thinking and Problem-solving

-Collaboration, Teamwork and Leadership

-Cross-cultural Understanding

3.6. Contents

The contents of this lesson plan are divided into four different sections: comprehension / production strategies, linguistic exponents, communicative function and socio-cultural and sociolinguistic function. These sections are the ones mentioned in general terms in the *Royal Decree 1105/2014* from the *Boletín Oficial del Estado* (Núm 3, Sec. I., pp. 430-433).

Firstly, comprehension / production strategies are categorised in four blocks and each block has its own strategies:

1-Listening:

- Recognising and identifying vocabulary related to food, recipes and restaurants.
- Listening to and understanding a recipe and a conversation at a restaurant.

2-Speaking and interaction:

- Communicating information in other languages and about other cultures.
- Participating in a role play at a restaurant or supermarket.

3-Reading:

- Reading and understanding recipes and conversations at restaurants.
- Understanding vocabulary related to food, recipes and restaurants.

4-Writing and interaction:

- Writing a recipe of a dish from other countries.
- Writing a conversation whose characters are at a restaurant.

Secondly, the linguistic exponents involved are recycled language, that is to say, vocabulary students already know from previous academic years, such as *recipe*, *restaurant*, *potato (batata)*, *banana (banane)*, *sugar (sucar)*, *cook*, *dessert* or *menu*; and new vocabulary related to the didactic unit's topic, for instance *cauliflower (chou-fleur)*, *spinach (épinards/sabanig)*, *rice (aroz)*, *fry (frire)*, *whisk*, *main course* or *bill (fatura)*. Moreover, students will also use some linguistic structures like *Would you like to drink something?*, *Are you ready to order?*, *I will have...*, etc.

Thirdly, in terms of communicative functions, students will be able to present a foreign dish and its recipe, to handle well communicative situations, to act like mediators and to talk about other cultures and languages.

Finally, as far as the socio-cultural and sociolinguistic function is concerned, students will work with vocabulary and situations related to food and recipes as well as languages and cultures from other countries.

3.7. Attention to diversity

As previously said in Section 3.2., there is an ADHD student in the class. In this case, there will be a series of procedures that will be applied to help the student so that s/he would have a better learning experience. These procedures will consist of a) giving extra time on tests and activities; b) helping with staying organized; c) giving frequent attention and feedback to positive behaviour; d) reducing distractions in the classroom; e) making assignments clear and checking with the students to make sure they understand what they have to do; f) providing extra warning before transitioning from one activity to another since the student may become absorbed in some activities and may need assistance shifting his/her attention; and g) using organizational tools, such as a homework folder in order to limit the amount of things the student has to track.

This didactic unit also takes into account fast finishers and slow learners and, as a consequence, reinforcement and extension work will be provided. For reinforcement work, we will offer the students activities such as a vocabulary crossword, guessing the ingredients of traditional recipes from the students' countries and listening to a conversation and writing down the vocabulary they recognise (see Section 3.10.1). As for the extension work, the following activities will be provided: to list words that are the same in the three languages we have worked with (English, French and Arabic), to write the recipe of their favourite dish and to tell any experience they had as mediator in a communicative situation at a restaurant (see Section 3.10.2.).

3.8. Materials

The materials that will be used are the ones listed below:

- Digital board
- Blackboard
- Mobile phone
- Worksheets
- Apps

3.9. Summary Chart

UNIT: Worldwide Restaurant		Term: 2 nd (21-22)	Grade: 4 th CSE	Nº of sessions: 5 (55' each)
JUSTIFICATION				
With the topic <i>Worldwide Restaurant</i> the intention is to know and appreciate similarities and differences between different languages and cultures, as well as introducing these languages and cultures in the ordinary syllabi. In addition, it is also aimed to work with the communicative competence of the students through communicative situations and oral presentations, as stated in <i>Objective 1 & 3</i> from <i>Royal Decree 1105/2014</i> , <i>objective b</i> from <i>Decree 111/2016</i> and <i>Objective 10</i> from the <i>Order of July 14th 2016</i> .				
CONTEXTUALIZATION				
This lesson plan is thought to be taught in the 2 nd term. The class has 25 students: 15 girls and 10 boys. Also, from those 25 students, 2 are Moroccan and 2 are French. Moreover, one of the students has ADHD, but s/he does not need relevant educational support. The classroom is a typical one from a public High School in Andalusia and has a digital board and a blackboard.				
INTERDISCIPLINARITY		French	Centre of interest: Foreign languages and cultures/Communicative Situations	
Cross-curricular issues		Intercultural education Andalusian culture		
OBJECT. OF STAGE	RD 1105/2014 Decree 111/2016	Decree 111/2016	KEY COMPETENCES	21 st c SKILLS
	a, b, i, j	b		
FL OBJECT.	Order July 14th 2016		CLC DC CEAA	Critical Thinking and Problem-solving Collaboration, Teamwork and Leadership Cross-cultural Understanding Communication and Media Fluency
	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13			
Didactic aims		To get to manage basic vocabulary about food, recipes and restaurant in the languages of the class. To be able to use that vocabulary to understand and create recipes. To recognise food from different cultures and to appreciate the cultures of all the students. To understand and extract information from a conversation at a restaurant. To write and perform a conversation at a restaurant.		

CONTENTS				
Comprehension/ Production strategies	BLOCKS	1	Recognising and identifying vocabulary related to food, recipes and restaurants. Listening to and understanding a recipe and a conversation at a restaurant.	
		2	Communicating information in other languages and about other cultures. Participating in a role play at a restaurant or supermarket.	
		3	Reading and understanding recipes and conversations at restaurant. Understanding vocabulary related to food, recipes and restaurants.	
		4	Writing a recipe of a dish from other countries.	
			Writing a conversation whose characters are at a restaurant	
Linguistic exponents	Recycled language	Recipe, restaurant, pepper (fifil), broccoli, potato (batata), banana (banana), kiwi, pineapple (ananas), sugar (sucar), cook, add, cut, dessert, menu.		
	Vocabulary	Asparagus (asperge), cauliflower (chou-fleur), spinach (épinards/sabaniq), avocado (afocado), rice (aroz), omelette, fry (fire), mix, heat up, whisk, starter, main course, bill (fatura), saucepan.		
	Linguistic structures	Would you like to drink something?; Are you ready to order?; I will have...; How was your food?; Could we have the bill, please?		
	Grammar	This didactic unit does not focus on grammar.		
Communicative function	Presenting a foreign dish and its recipe. Acting sometimes like mediators. Getting on well in communicative situations. Talking about other cultures and languages.			
Socio cultural and sociolinguistic function	Food and recipes from other countries. Languages and cultures from other countries.			

CLASSROOM PROCEDURE /STEP BY STEP PLANNING	
SESSION 1	SESSION 2
- Submit words in Mentimeter (IW, WC; 10') - Chained words (WC; 10') - Choose words and write sentences (PW, 10') - Broken Telephone (GW, WC; 10') - Simon says... (WC; 15')	- Odd one out (PW; 10') - Read the text and answer the questions (IW; 15') - Watch the video and match (IW; 15') - Debate about the video (GW, WC; 15') - Homework: form groups and choose a dish (GW)
SESSION 3	SESSION 4
- Taboo (PW; 10') - Listen to the recipe and correct the mistakes (IW; 10') - Read the recipe and order the steps (IW; 10') - Write the ingredients for your recipe (GW; 10') - Role play: At the supermarket (GW, WC; 15') - Homework: write the recipe of your dish (GW)	- Presentations of dishes and recipes (GW, WC; 25') - Listen to the conversation at a restaurant and choose correct answer (IW; 15') - Read the conversation and fill in the gaps with the sentences (IW, PW; 15') - Homework: write your own conversation (GW)
SESSION 5	SESSION 6
- Write your own conversation at a restaurant (GW; 55')	- Role play: At the restaurant (GW, WC; 40') - Share your experience as a mediator (IW, WC; 15')
DIVERSITY OUTREACH	
ADHD child: s/he will be provided with more time or shorter exercises.	
Reinforcement work	Extension work
- Vocabulary crossword - Choose traditional dishes and guess the ingredients. - Listen to the conversation and write the vocabulary you recognise.	- List words that are the same or similar in the studied languages. What is the reason for the similarity? - Write the recipe of your favourite dish. - Tell your experience as a mediator communicative situation at a restaurant.

Ev CRITERIA KC		INDICATORS / ALS	ASSESSMENT TOOLS
L 25%	1.1 (CLC, DC)	2. Understands what is said in everyday, structured transactions (e.g. in shops, restaurants, hotels, etc.).	- Tasks - Observance - Notebook - Rubric
	1.6 (CLC)	4. Understands explanations and points of view from a conversation in which s/he can be involved.	
S 25%	2.3 (CLC)	2. Copes adequately with everyday situations that may arise during a trip to another country for personal, educational or occupational reasons (accommodation, meals, transport, etc.)	
	2.6 (CLC)	1. Makes short, well-structured presentations with visual support (e.g. PowerPoint) about specific topics.	
R 25%	3.1 (CLC, DC)	1. Identifies relevant information with detailed instructions about how to make a recipe.	MATERIALS
	3.3 / 3.6 (CLC, CEAA)	2. Understands the general meaning, main ideas and relevant information about traditional dishes and about a conversation in a restaurant.	
W 25%	4.1 / 4.6 (CLC, DC, CEAA)	3. Takes notes about relevant information on habitual matters and specific aspects of personal, academic and occupational matters.	- Digital board - Blackboard - Mobile phone - Worksheets - Apps
	4.3 (CLC)	4. Writes recipes and conversations highlighting important aspects.	

3.10. Lesson Plan: Step by Step

In this section, the lesson plan will be presented step by step. That is to say, all the activities of the didactic unit will be presented within different session, making them six sessions in total.²² At the beginning of each session, two tables will be displayed before the activities. The first one consists of a summary of the activities of the session, how the students will be grouped and the time of each activity. The second table will provide the foreign language objectives (see Section 3.4.) that would be achieved in each session as well as the descriptors related to reception, production and interaction from the *Common European Framework of Reference for Languages* (pp. 58–87).

²² All the activities and texts of the didactic unit are created by the author of this MA dissertation.

3.10.1 Session 1

SESSION 1		
ACTIVITY	GROUPING	TIME
1. Submit words from the vocabulary in Mentimeter.	IW, WC ²³	10'
2. Chained words	WC	10'
3. Choose words and write sentences.	PW	10'
4. Broken Telephone	GW, WC	10'
5. Simon says...	WC	15'

SESSION 1
FOREIGN LANGUAGE OBJECTIVES (see Section 3.4.)
Objectives 1, 8, 9, 10 & 11
CEFR DESCRIPTORS (pp. 58–87)
PRODUCTION
'Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.'
'Can use simple descriptive language to make brief statements about and compare objects and possessions.'
'Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.'
RECEPTION
'Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.'

²³ IW: Individual Work / WC: Whole Class / PW: Pair Work / GW: Group Work.

'Can catch the main point in short, clear, simple messages and announcements.'
'Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.'
INTERACTION
'Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.'
'Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.'
'Can understand enough to manage simple, routine exchanges without undue effort.'
'Can write short, simple formulaic notes relating to matters in areas of immediate need.'

Activity 1. How much food vocabulary do you remember? Let's see it with a brainstorming in Mentimeter. Access Mentimeter with your mobile phone and write the words you remember from the vocabulary. You have to use the three languages we have been working with: English, French and Arabic. If you do not have a mobile phone, you can pair up with your classmate or ask the teacher for a computer.



  	Activity 2. Chained words. Let's play chained words! You have to say a word from the vocabulary that starts with the last letter of the word that your classmate has previously said.
	EXAMPLE <i>Asperge</i> (asparagus) → Eggs → <i>Sucar</i> (sugar) → Restaurant → <i>Tuna</i> (tuna) → <i>Aubergine</i> (aubergine) → <i>Épinards</i> (spinach) → Strawberry → <i>Yadif</i> (add) → Fish → Honey → Etc.

   	Activity 3. In pairs, choose words from the previous two activities and make sentences. Then, tell your classmate your sentences and let her/him guess if they are true or false. Even if the word is from other languages, the rest of the sentence should be in English.
	EXAMPLES - Many people don't like broccoli, but I love it. - In many countries, people don't tip the waiters when paying the <i>fatura</i> (bill). - French people normally eats <i>croissant</i> for breakfast, but I prefer it as a snack in the afternoon. - My friend doesn't like having <i>dessert</i>. I think she is from another world. - I put two tablespoons of <i>sucar</i> in my coffee. - In the United States of America, they always have scrambled eggs in the morning. - I can chow down my breakfast in five minutes. - I like to soak my pancakes in honey.

Activity 4. Broken Telephone. Divide the class into two groups. Then, form a row with all the members of your group and pass the information given by the teacher to one another. Pay extra attention to what your classmate is saying to you so that the message arrives accurately to the end of the row. Make sure the other members don't hear what you are saying to the member next to you.



EXAMPLES

1. I want one kilo of *filfil*.
2. I really love *ananas*. It is the best fruit.
3. I can only use flour that is gluten free.
4. Now, add the sugar to the mixture and whisk.
5. You have to heat up the oven before baking the pie.
6. What would you like to order?
7. I don't have a sweet tooth, but I will have the cheesecake for dessert.
8. Can you bring me the *fatura*, please?

Activity 5. Simon says... Let's play Simon says using the vocabulary.



EXAMPLES

1. Simon says to say avocado in Arabic.
2. Simon says to pretend you are eating with a friend in a restaurant.
3. Simon says to pretend you are beating eggs.
4. Simon says to pretend you are asking the waiter for the *fatura* (bill).
5. Simon says to tell a French meal, an Arabic meal, an English meal and a Spanish meal that you like.
6. Simon says to pretend you are baking a *croissant*.
7. Simon says to pretend you are marinating the meat before cooking it.
8. Simon says to pretend you are garnishing your dish.

3.10.2. Session 2

SESSION 2		
ACTIVITY	GROUPING	TIME
1. Odd one out	PW	10'
2. Read the text and answer the questions.	IW	15'
3. Watch the video and complete the activity.	IW	15'
4. Debate about the video. Make groups for next sessions.	GW, WC	15'

SESSION 2
FOREIGN LANGUAGE OBJECTIVES (see Section 3.4.)
Objectives 1, 2, 3, 9, 10, 11 & 13
CEFR DESCRIPTORS (pp. 58–87)
PRODUCTION
'Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.'
'Can explain what he/she likes or dislikes about something.'
'Can cope with a limited number of straightforward follow up questions.'
'Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and because'.'
RECEPTION
'Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.'
'Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.'
'Can understand short, simple texts containing the highest frequency vocabulary,

including a proportion of shared international vocabulary items.'
INTERACTION
'Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.'
'Can participate in short conversations in routine contexts on topics of interest.'
'Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.'

  	Activity 1. Odd one out. In pairs, choose the word that does NOT belong to the group.			
	BETROOT	BAKE	<i>FRES</i>	<i>BATATA</i>
	<i>FILFIL</i>	STARTER	MAIN COURSE	COURGETTE
	<i>CAROTTE</i>	COOK	<i>DESSERT</i>	<i>OMELETTE</i>
	APPLE	BOIL	MENU	PUMPKIN
	<i>FRIRE</i>	MUSHROOM	<i>RESTAURANT</i>	<i>CHOU-FLEUR</i>
	<i>YADIF</i>	BLACKBERRY	MEAL	<i>BANANE</i>
	SOUP	<i>ANANAS</i>	CUCUMBER	KIWI
	SLICE	<i>AVOCAT</i>	<i>FATURA</i>	<i>MANGO</i>

Activity 2. Read the following texts about 4 dishes from different countries and answer the questions. Then, hand over your answers to the teacher in order to be corrected and marked as class work.



BANGERS AND MASH

Bangers and mash is the familiar or colloquial name for sausages (bangers) served with mashed potatoes, a really favourite British and Irish dish. This dish is quick and easy to make and, also, it is a very substantial meal. The sausages can be of various types: pork, beef, etc. or even of different flavours from spicy to fruity. Although bangers and mash is a filling meal on its own, it can be served with green peas, carrots, fresh salad, etc. and we cannot forget about the onion sauce called gravy that goes on top.

Bangers and mash has been ranked as Great Britain's number 1 most popular comfort food, so if you try it, perhaps it would be a hit with the entire family.



CAÇOLET

Caçolet is one of the typical dishes of France, especially in regions of the south like Languedoc. It is a stew very similar to the typical Spanish beans, so

it is made with white beans accompanied by different types of meat. They can be cooked with chicken, pork or even beef. Also, the pieces of meat can also vary, from pork ribs to bacon or Toulouse sausages, among others. In addition, tomato, onion, garlic, carrot and various herbs are added to it.

The truth is that it is a recipe that will vary a lot depending on the area, but you will always find a dish that has been cooked for hours. If you want to try it, do not forget that the most traditional way to cook it is in a clay casserole, hence its name.



PAELLA

Paella is one of the most famous Spanish dishes, up to the point of becoming an international dish. Its name refers to the type of frying pan used to cook the dish. It was born in Valencia thanks to the day labourers who mixed the food they had. Therefore, traditionally in the paella pan they would throw rabbit, chicken, green beans, white beans and all kinds of vegetables.

However, nowadays, it has led to other variations with sauté of onions, green pepper and tomato with squid, clams, mussels, chicken, prawns and langoustines, to which the rice is added in order to be cooked slowly with the seafood broth.



TAJINE

Tajine is one of the dishes that you can find everywhere in Morocco. Like couscous, you can eat it quite cheaply in any restaurant and the quantity is usually considerable enough to share it between two people. This delicacy owes its name to the container in which it is prepared, a North African clay pot with a conical lid. We can find different varieties of this dish, from which we can highlight lamb tajine with vegetables, almonds and plums and seasoned with cinnamon and saffron; or chicken tajine with lemon, olives and a very spicy tomato sauce.

This traditional dish has its own mixture of spices, the aroma of which can be smelled as soon as you lift the lid of the pot. The meat is cooked slowly till tender; however, if you are a vegetarian, you have the option of a tajine made with vegetables soaking with onions and broth, which contains all kinds of spices, such as, ginger, turmeric, cumin and paprika.

Answer the following questions:

1. What can we serve bangers and mash with?

2. How popular is bangers and mash in Great Britain?

3. In which places of France is the caçolet especially typical?

4. Which is the most traditional way to cook the caçolet?

5. What does the paella's name refers to?

6. How was paella created?

7. Which ingredients accompany the chicken tajine?

8. Describe how the vegetarian option of the tajine is made.




Activity 3. Watch the video about what breakfast looks like around the world and, then, complete the activity.

First, watch the following video carefully (without subtitles).

https://www.youtube.com/watch?v=B4cKAoipapU&ab_channel=FoodInsider

Now, watch the video again and match each breakfast with its country.

BREAKFAST	COUNTRY
Sfenj	Turkey
Fry-up	Bulgaria
Tapsilog	United States of America
Shakshuka	Mexico
Natto and Miso Soup	Maldives
Halwa Poori and Chana Masala	England
Mohinga Soup	Morocco
Pancakes	Philippines
Changua	India
Chilaquiles	Mediterranean Region
Kahvalti	Japan
Banitsa	Nyanmar
Mangú	Guyana
Bake and Saltfish	Colombia
Mas Huni	Dominican Republic

Activity 4. Debate. Let's discuss about what we have watched in the video in the previous activity. The teacher will ask some questions about the topic, so feel free to participate and give your opinion.

QUESTIONS FOR THE DEBATE

1. Did you find the video interesting?
2. Have you ever imagined that there would be so many different types of breakfast?
3. Do you have a sweet tooth or do you prefer savoury food?
4. Do you think that the Mediterranean region is accurately represented in the video? Have you ever had shakshuka for breakfast?
5. What is the typical breakfast in Andalusia? Do you prefer the Andalusian breakfast or other countries breakfast?
6. What do you think about the stereotype that French people always have croissant for breakfast?
7. Which breakfasts do you find peculiar from the video?
8. Which breakfasts would you like to try? Or which one did you find interesting?
9. Have you ever tried some of these or other breakfasts in their country of origin?
10. Have you ever been invited by someone from a different cultural to try their breakfasts?

3.10.3. Session 3

SESSION 3		
ACTIVITY	GROUPING	TIME
1. Taboo	PW	10'
2. Listen to the recipe and correct the mistakes.	IW	10'
3. Read the recipe and order the steps.	IW	10'
4. Form groups, choose a dish and write the ingredients for your recipe.	GW	12'
5. Role play: At the supermarket.	GW, WC	12'
6. Homework: Write the recipe of your dish.	GW	-

SESSION 3
FOREIGN LANGUAGE OBJECTIVES (see Section 3.4.)
Objectives 1, 2, 3, 5, 7, 8, 9, 10, 11 & 12
CEFR DESCRIPTORS (pp. 58–87)
PRODUCTION
'Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.'
'Can use simple descriptive language to make brief statements about and compare objects and possessions.'
'Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.'

RECEPTION
'Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.'
'Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.'
'Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.'
'Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.'
'Can understand simple instructions on equipment encountered in everyday life.'
INTERACTION
'Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.'
'Can participate in short conversations in routine contexts on topics of interest.'
'Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.'
'Can communicate in simple and routine tasks using simple phrases to ask for and provide things.'
'Can ask for and provide everyday goods and services.'
'Can ask about things and make simple transactions in shops, post offices or banks.'
'Can make simple purchases by stating what is wanted and asking the price.'

  	Activity 1. Taboo. In pairs, describe or define to your partner the following concepts without using the words below. You can use words from other languages.			
	PEPPER	STARTER	BAKE	CHOU-FLEUR
	FILFIL RED GREEN	MENU RESTAURANT FIRST	OVEN HEAT CAKE	CAULIFLOWER WHITE FLOWER
	FATURA	FRY	ORDER	POTATO
	BILL PRICE PAY	FRIRE OIL FRENCH FRIES	EAT WAITER FOOD	BATATA TORILLA OMELETTE

  	Activity 2. Watch the video about how to make crepes with salted butter caramel and, then, complete the activity.
	First, watch the following video. https://www.youtube.com/watch?v=acYlitB1LH4&ab_channel=Alex
	Now, watch the video again and correct the mistakes in the following recipe. The mistakes are highlighted in bold.
	<u>CREPES AND SALTED BUTTER CARAMEL RECIPE</u> To go with this lovely crepes, we are gonna make a sweet topping called <i>Caramel Beurre Salé</i>, literally translated into sauté butter, which means that we are gonna do a creamy sweet buttery caramel: -Drop two cups of sugar in the pan. -Sprinkle it with oil. -Eat up some cream. -Pour in the cold cream and whisk constantly. -Add half a cup or 2 hundred grams of butter. -To finish, add a pinch of Maldon sea salt, put the mixture in a jar and let it sit in the oven. So now it is time to make some crepes and, better, it is so simple: -Pour one cup of plain flower. -Power in one and a half cup of milk. -Add four fresh eggs. -Sprinkle it with the modern sea salt. -Mix it roughly and try to avoid any lamps. -To cook it, coat the bottom of the pen with butter. -Put a good amount of the mixture in the pan and flip it when necessary. At last, we have the best part. Add the salted butter caramel to the crepes and enjoy!

	Activity 3. Read the following recipe of <i>couscous</i> and order the steps.
	<u>DIRECTIONS</u>
	1. Cover chicken and bake in the preheated oven until no longer pink at the bone and the juices run clear, about 50 minutes. Uncover and continue cooking until an instant-read thermometer inserted into the thickest part of the thigh, near the bone, reads 165 degrees F (74 degrees C), about 20 minutes. Let rest, uncovered, for 15 minutes.
	2. Preheat the oven to 400 degrees F (200 degrees C).
	 3. Combine broth, butter, and remaining spice mix in a large stockpot over medium-high heat. Bring to a boil and add carrots. Reduce heat and simmer until starting to soften, about 10 minutes. Add cabbage and zucchini. Add the chicken drippings from the oven. Cook until vegetables are tender, about 15 minutes.
	4. Bring water to a boil in a saucepan; remove from heat and stir in couscous. Cover saucepan and let stand until water is absorbed completely, about 10 minutes. Fluff couscous with a fork and transfer to a large, shallow bowl. Place chicken in the middle and arrange vegetables around the chicken. Pour 4 to 5 ladles of the broth over the whole dish.
	5. Mix turmeric, salt, cumin, ginger, pepper, cinnamon, and cloves together in a small bowl. Place chicken in a Dutch oven. Sprinkle 1 teaspoon of the spice mix onto the chicken and drizzle with olive oil.

	Activity 4. Form groups of 5 people. Each group should choose a dish from different country; so one group will choose a dish from Spain, another one from UK, another one from France, another one from U.S.A. and another one from Morocco. Then, discuss and write the ingredients that you will need to cook the dish.
	 The groups and their dishes are going to be important for the next sessions, so choose wisely!

Activity 5. Let's go to the supermarket! Imagine that you are in the supermarket with your group and you have to buy the ingredients for your recipe. Some members of the group have to play the role of the salespeople and the rest of the members have the role of the customers. Remember from last unit how you should ask for products at a supermarket or shop. Do not forget to use the other languages we have been working with. If you do not remember some names in English, you can ask for other members help so that they could be your mediator. Have fun buying!



Homework. In groups, write the recipe of the dish that you have chosen. The recipe should include the ingredients needed and the steps that should be followed. Then, make a presentation about your dish and its recipe in order to present it to the rest of the class the following day. The presentations can be made in PowerPoint, Prezi or whatever format you prefer and their duration should be of 5 minutes.

After creating your presentations, upload them to Classroom in order to check them and provide you with feedback.

3.10.4. Session 4

SESSION 4		
ACTIVITY	GROUPING	TIME
1. Presentations of the recipes.	GW, WC	25'
2. Listen to the conversation at a restaurant and choose the correct answer.	IW	15'
3. Read the conversation at the restaurant and put the sentences where they belong. Then, practice.	IW, PW	15'

SESSION 4
FOREIGN LANGUAGE OBJECTIVES (see Section 3.4.)
Objectives 1, 3, 7, 8, 9, 11 & 12
CEFR DESCRIPTORS (pp. 58–87)
PRODUCTION
'Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.'
'Can give a short, rehearsed, basic presentation on a familiar subject.'
RECEPTION
'Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.'
'Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.'
'Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.'

'Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.'

'Can locate specific information in lists and isolate the information required.'

INTERACTION

Activity 1. Let's see the recipe of your delicious dishes! In groups, present the ingredients and the recipe to cook your dish. The rest of the class, please, pay attention to your classmates' presentations.

These presentations will be corrected following the rubric for oral presentations and the marks and feedback will be given to you in the next lesson.



Activity 2. Listen to the following conversation at a restaurant. Then, complete the activity by choosing the correct answer.

Listen to the following conversation without subtitles (mins. 0:15-1:12, 1:45-3:40, 4:24-5:38).

https://www.youtube.com/watch?v=GLACfxlmfT4&ab_channel=Thongnhatnguyen

Choose the correct answer.



1. The customer wants a table for...

- a) 2 people
- b) 1 person
- c) 4 people



2. What does the man order to drink?

- a) Nothing
- b) Water
- c) Red wine



3. What does he have to eat?

- a) T-bone steak
- b) Caesar salad
- c) Lasagna

4. The waitress asks him how he like his meal cooked and he answers...

- a) Rare
- b) Well-done
- c) Medium rare

5. What does the man choose as a side dish?

- a) Chips
- b) Jacket potato
- c) Vegetables

6. What does he choose for dessert?

- a) Cheese and biscuits
- b) Apple pie
- c) Chocolate éclairs

7. What does he order with the dessert?

- a) Café Latte

	b) Orange juice c) White wine 8. How much was the bill? a) 30'64\$ b) 36'74\$ c) 76'34\$
--	--

	Activity 3. Read the following conversation at a restaurant and fill in the gaps with the corresponding sentences down below. Then, practice the conversation in pairs.	
	PUT THE FOLLOWING SENTENCES WHERE THEY BELONG.	
		1. And everything sounds delicious. I really can't decide what to eat. 2. And I'll have the <i>Flamenquín</i> and the <i>Gazpacho</i>.
		3. Waitress, excuse me, could we have the bill, please? 4. Hello, we would like a table for three, please.
		5. We all want to try the carrot cake with some Moroccan <i>atai</i>, please. 6. I'm sure you're going to love it! Ummm... I have heard that the Spanish food is amazing here, especially the Andalusian, so I'll try some dishes. 7. For me, I'll have a glass of white wine. 8. What about you, madam?
CONVERSATION AT A RESTAURANT		
W: Hello, welcome to our 'Worldwide Restaurant'. How can I help you? A: _____ W: Of course, please follow me.		

W: Would you like to drink something?

A: Yes, I'll have water.

B: _____

W: _____

C: I'll have some sparkling water as well, please.

W: Okay, I'll be back with your drinks.

B: Have you seen the menu? There are so many options.

A: Yes, it's amazing. They have food from all around the world.

C: _____

A: Well, I'm sure I'll have one of the French dishes.

B: I'm having doubts between Moroccan and English food, but I think I'll have Moroccan so that I can try C's hometown food.

C: _____

W: Are you ready to order?

A: Yes, we are. I'll have the *Quiche Lorraine* and the *Vichyssoise*, please.

B: The *Bastilla* and the *Bissara* for me, please.

C: _____

W: Excellent choices! I'll be back soon with your dishes.

A, B, C: Thank you!

W: How was your food?

A, B, C: Oh excellent, very tasty.

W: Would you like something for dessert?

A: _____

W: Perfect.

	C: We should ask for the... umm how do you say <i>fatura</i> in English? I forgot.
	A: Oh, you mean the bill?
	C: Yeah, the bill, thank you.
	B: _____
	W: Yes, of course, it would be 50'50 euros.
	B: All right, let me pay this time.
	A, C: Oh thank you!

3.10.5. Session 5

SESSION 5		
ACTIVITY	GROUPING	TIME
1. In groups, write your own conversation at a restaurant.	GW	55'

SESSION 5
FOREIGN LANGUAGE OBJECTIVES (see Section 3.4.)
Objectives 2, 5, 7, 8, 9, 10 & 12
CEFR DESCRIPTORS (pp. 58–87)
PRODUCTION
'Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.'
'Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.'
RECEPTION

INTERACTION
'Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.'
'Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.'
'Can order a meal.'



Activity 1. In groups, write your own conversation at a restaurant. Take into account that the restaurant should be serving dishes from the countries of the dish you have already chosen. It is recommended that you include the vocabulary we have seen from other languages.



You can ask the teacher for help or to resolve your doubts. You cannot use the internet. It should be your own original conversation.



For the next session, each group will do a role play of their conversations and you will have 8 minutes to do it. Before doing the role play, you have to submit the written version of your conversation in order to be marked according to the criteria of the rubric for written texts.

3.10.6. Session 6

SESSION 6		
ACTIVITY	GROUPING	TIME
1. Role play: At the restaurant.	GW, WC	40'
2. Share your experience as a mediator with the class.	IW, WC	15'

SESSION 6
FOREIGN LANGUAGE OBJECTIVES (see Section 3.4.)
Objectives 1, 2, 7, 8, 10, 11 & 12
CEFR DESCRIPTORS (pp. 58-87)
PRODUCTION
'Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.'
'Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.'
'Can give a short, rehearsed, basic presentation on a familiar subject.'
RECEPTION
'Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.'
INTERACTION
'Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.'
'Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.'
'Can participate in short conversations in routine contexts on topics of interest.'
'Can communicate in simple and routine tasks using simple phrases to ask for and provide things.'
'Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.'
'Can ask for and provide everyday goods and services.'
'Can order a meal.'

Activity 1. Are you hungry? Let's go to a restaurant! Each group have 8 minutes to perform their conversation. I hope you enjoy your meal!



At the restaurant

Activity 2. Have you ever been to a restaurant when travelling abroad and you had to become the mediator between the waiter/waitress and your family or friends because they did not know the language? Share your experience with the rest of the class.



3.11. Reinforcement and Extension Work

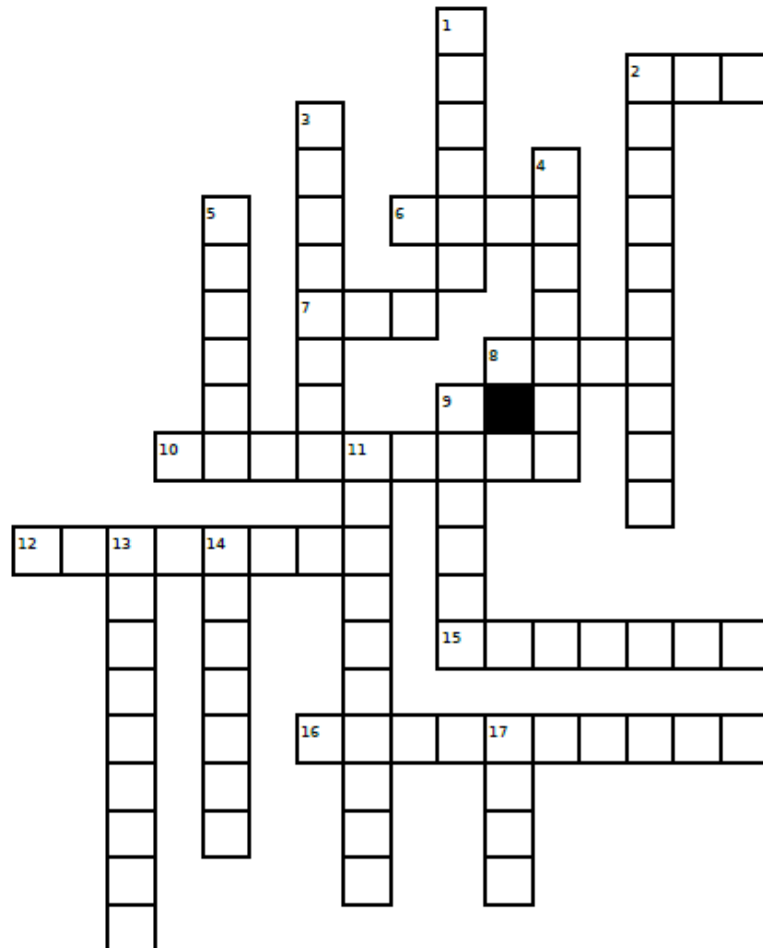
In this section, the activities for reinforcement work and extension work will be presented.²⁴ The activities for reinforcement work are dedicated to those students who need more help, whereas the activities for extension work are dedicated to those students who are fast-finishers.

3.11.1. Reinforcement Work

REINFORCEMENT WORK		
ACTIVITY	GROUPING	TIME
1. Complete the crossword.	IW	15'
2. Choose a dish and guess the ingredients.	IW	15'
3. Listen to the conversation and write down the vocabulary.	IW	15'

²⁴ All the activities and texts in this section are created by the author of this MA dissertation.

Activity 1. Complete the following crossword. Pay attention to the language in which you should write the answers.



DOWN:

1. A large fruit that is yellow and juicy inside and has a thick yellow-brown skin with sharp points on it. (Arabic / French)
2. The biggest part of a meal. (English)
3. A vegetable consisting of green stems with many small green or purple buds on the ends. (English)
4. Sweet food that you eat after the main part of a meal. (French)
5. A man or boy who brings food and drink to your table in a restaurant or café. (English)
9. A written statement showing how much you owe someone for goods or services you have received. (Arabic)
11. A small soft red fruit with a lot of very small seeds on its skin. (English)
13. A vegetable with a smooth dark purple skin and white flesh. (French)
14. A bird kept for its eggs and meat and the sound it makes is called clucking. (English)
17. A food consisting of small white or brown grains that are eaten cooked. (Arabic)

ACROSS:

2. To combine two or more substances so that they become a single substance. (English)
6. To make bread, cakes, etc. using an oven. (English)
7. To use a knife, pair of scissors, or other sharp tool to divide something into two or more pieces. (English)
8. A list of the food that is available in a restaurant, café, etc. (English)
10. A type of light bread with a curved shape that is usually eaten for breakfast. (French)
12. To cut something into flat pieces. (French)
15. A fruit with green or black skin, a very large seed in the middle and pale green flesh that does not taste sweet. It is usually eaten raw in salads. (Arabic)

16. A building or room where meals and drinks are sold to customers sitting at tables. (English / French)

Activity 2. Investigate and choose a traditional dish that you find interesting from every country we have worked with and guess the ingredients.



Activity 3. Listen to the following conversation at a restaurant and write down the words you hear from the vocabulary we have studied in this unit.



VIDEO / LISTENING

<https://www.youtube.com/watch?v=3OXBqIGJzkg>

3.11.2. Extension Work

EXTENSION WORK		
ACTIVITY	GROUPING	TIME
1. List words from vocabulary that have same or similar spelling or pronunciation.	IW	15'
2. Write the recipe of your favourite dish.	IW	15'
3. Writing: Which dishes would you serve in your restaurant?	IW	25'

Activity 1. List words from the vocabulary that have the same or a very similar spelling or pronunciation in the languages we worked with. What is the reason for this similarity?



Activity 2. Write the recipe of your favourite dish. Use the vocabulary that you need for it from all the languages we have worked with.



Activity 3. If you had a restaurant, which dishes from around the world would you serve? Why?



The writing should have 125 words minimum and it will be marked following the criteria from the rubric for written texts.

3.12. Evaluation

This section will be divided into evaluation criteria and assessment learning standards (or indicators) and the marking criteria and evaluation tools used in class.

Firstly, the table below will present the evaluation criteria and assessment learning standards that have been selected from the *Royal Decree 1105/2014* from the *Boletín Oficial del Estado* (Núm 3, Sec. I., pp. 430-433)²⁵ and that are connected with the contents that have been previously mentioned. In addition, each evaluation criterion will be accompanied by the key competences, which have been mentioned in Section 3.5., that belong to it.

EVALUATION CRITERIA / KEY COMPETENCES		INDICATORS/ALS
Listening (25%)	1.1. To identify essential information in short oral texts about food, recipes and restaurants (CLC, DC) ²⁶ .	2. Understands what is said in everyday, structured transactions (e.g. in shops, restaurants, hotels, etc.).
	1.6. To recognise oral vocabulary related to the topics mentioned before as well as related to different languages (CLC).	4. Understands explanations and points of view from a conversation in which s/he can be involved.
Speaking (25%)	2.3. To incorporate acquired sociocultural and sociolinguistic knowledge related to social conventions in personal, public and occupational environments into the production of oral texts (CLC).	2. Copes adequately with everyday situations that may arise during a trip to another country for personal, educational or occupational reasons (e.g. meals)
	2.6. To know and use oral lexical repertoire in order to communicate information and opinions (CLC).	1. Makes short, well-structured presentations with visual support (e.g. PowerPoint, Prezi, etc.) about specific topics.

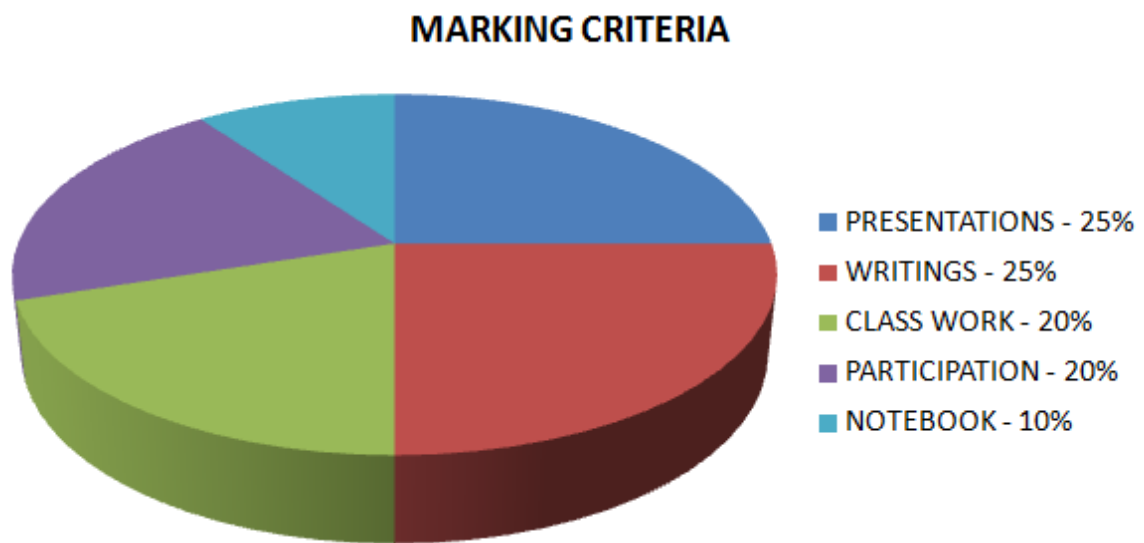
²⁵ The translation of the evaluation criteria and assessment learning standards has been made by the author of this MA dissertation

²⁶ CLC: Linguistic Communication Competence; DC: Digital Competence.

Reading (25%)	3.1. To identify relevant information in written texts related to food, recipes and restaurants (CLC, DC).	1. Identifies relevant information with detailed instructions about how to make a recipe.
	3.3. To know and use for the comprehension of the text the sociolinguistic aspects of everyday life as well as general cultural aspects which allow the understanding of information and ideas (CLC).	2. Understands the general meaning, main ideas and relevant information about traditional dishes and about a conversation in a restaurant.
	3.6. To recognise written vocabulary related to food, recipes and restaurants (CLC, CEAA) ²⁷ .	
Writing (25%)	4.1. To write texts about everyday matters making appropriate use of expressions, structures and frequently used vocabulary (CLC, DC).	3. Takes notes about relevant information on habitual matters and specific aspects of personal, academic and occupational matters.
	4.6. To know and use commonly used written vocabulary related to everyday matters and general topics (CLC, CEAA).	
	4.3. To incorporate the acquired sociocultural and sociolinguistic knowledge related to social conventions in personal, public and occupational environments into the production of written texts by adjusting the expressions for the addressee and the communicative purpose (CLC).	4. Writes recipes and conversations highlighting important aspects about the requested or transmitted information.

²⁷ CEAA: Cultural Expressions and Artistic Awareness.

Secondly, this didactic unit will be evaluated following the next marking criteria:



Finally, regarding the evaluation tools, the following ones are going to be used:

- Tasks: they will be used to see if the students do the activities and the class work asked for.
- Observance: it will be used to check that students participate actively and contribute to pair and group work.
- Notebook: it will be used to verify that they have completed all activities and taken the necessary notes in order to give them a mark for their organisation and work in the notebook.
- Rubric: in this lesson plan two rubrics will be used: one for written texts and another one for oral presentations. See Table 5 and Table 6²⁸.

²⁸ Both rubrics have been made by the author of this MA dissertation.

CATEGORY	2	1.5	1	0.5
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or <u>cliches</u> may be present and detract from the meaning.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.

Table 5: Rubric for written texts

CATEGORY	2	1.5	1	0.5
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.]
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or <u>can not</u> be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Table 6: Rubric oral presentations

4. CONCLUSIONS

The realization of this MA dissertation has been a very enriching process that gave me the opportunity to learn more and discover new facts about migration in general and about the education and integration of migrant students that different territories carry out.

Regarding the conclusions, several ones can be drawn from this dissertation. In the first place, the data about migration shows the great amount of migratory movements that happen almost every year. It can be clearly seen that these movements play a very important role in the world, making every country a diverse place full of different cultures and languages.

In the second place, when starting to investigate this topic, I did not imagine that the authorities of every territory would be that invested in creating and developing a huge amount of programmes, resources, measures, etc. Every country has been working in improving the lives of migrants, especially in what education is concerned. Just in Section 2.2. it can be seen how many resources the educational communities have available and how they should be taken advantage of in order to achieve that integration and preservation of ever culture and language present in the classroom.

In the third place, the overview about the approaches and methods used to teach languages to migrants shows that the approaches have been changing over the course of history trying to find the best way to make foreigners learn other languages. Although many of them did not work so effectively, the latest approaches have proved to achieve some great results, especially the communicative approach and the action-oriented approach. In addition, it is important to mention the relevant role that mediation has always played in communicative situations. Thanks to the *Companion Volume* we get to learn more about the role of the mediator, the types of mediation and the activities that it entails. This acknowledgement of mediation can mark a difference in the development of communicative situations and can give more relevance to the language speakers that often play the role of mediator in their everyday life.

In the fourth place, it is important to mention the concepts of plurilingualism and intercultural education since they are the pillars to achieve the integration of several languages and cultures. At the moment, plurilingualism have already gained importance and it is a much studied subject that helps define plurilingual students and help improve their knowledge about their process of learning languages.

In the fifth place, the didactic unit of this MA dissertation tries to show that it is possible to achieve a classroom in which every student can make use of all the

languages and cultures present in the classroom. The activities displayed in the lesson plan are as varied as possible, although it was not easy to find resources in which languages are studied together. However, it has been an interesting challenge to bring together different activities that integrate and include all the languages and cultures so that students and teachers could realize that it is possible to join those languages and cultures even in the same activity.

Finally, I would like to highlight the fact that adopting a plurilingual or intercultural education in the classroom can only bring positive aspects to the process of teaching and learning. The students will not only be learning about other cultures and languages, but also about respect, open-mindedness, cooperation and understanding. In addition, in the process of teaching others, the teachers would also be learning from their students.

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