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The Intercultural Murat:

**A Proposal for Raising Intercultural Awareness in
an ESL Classroom.**

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Abstract

The purpose of the present educative innovation project is proposing a gameboard which will facilitate raising cultural diversity awareness in the classrooms of Compulsory Secondary Education in Saragossa, Aragon, Spain. This project has been designed contemplating the current situation of immigration and its relation to education in the capital of Aragon, considering both the objectives and contents of the English as a Second Language curricula of the subject in second year of Secondary Education. The theoretical framework gathers the context of the current globalised world and the importance of the status of English as a Lingua Franca. Additionally, immigration flows in Spain are analysed as well as the challenges they might involve to education when trying to face cultural diversity in the classrooms. Hence, an analysis on the current cultural diversity in Aragon is performed, specifically focusing the secondary school age population. Lastly, different meanings and theories that try to define and approach interculturality are suggested to propose a way to train it in the classroom.

Keywords: *interculturality, Secondary Education, gamification, ESL, collaborative work*

Resumen

El propósito de la presente propuesta educativa es plantear un juego de tablero que favorezca la sensibilización sobre la diversidad cultural en las aulas de segundo de Enseñanza Secundaria Obligatoria (ESO) de Zaragoza, teniendo en cuenta tanto el contexto actual de la inmigración y su relación con la educación en la capital aragonesa, como el contenido y objetivos del currículo de la materia de Inglés como Primera Lengua Extranjera del curso en cuestión. El marco teórico recoge un contexto global de lo que es el mundo globalizado y lo que implica el estatus del inglés como lengua franca hoy en día. Además, analiza los movimientos migratorios en España y los desafíos que estos pueden suponer a la educación a la hora de tratar con la diversidad cultural en las aulas. Por ello, se realiza un análisis sobre la diversidad cultural actual Aragón, especialmente entre los jóvenes en edad de cursar la ESO, y se presentan distintas concepciones de lo que se entiende por interculturalidad, además de teorías que ofrecen propuestas para trabajarla de manera eficiente en clase.

Palabras clave: *interculturalidad, gamificación, educación secundaria, inglés como lengua extranjera, trabajo cooperativo*

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1. Introduction

It is a fact that the modern world is becoming more and more interconnected with the passing of time, being one of the main reasons and consequences the use of English as a Lingua Franca (ELF). Considering this, and focusing on the curriculum and context in Saragossa, Spain, the present proposal is based on a board game which aims at raising intercultural awareness in the classroom through the English language subject. This is because English as a foreign language facilitates the teaching of cultural diversity since its learning and teaching process allows both: a focus on the content and form at the same time (Marsh, 2012).

Since throughout history diversity has often been considered as a threat that challenges what it is believed to be the “identity of an individual” – or nation – and how this concept tends to separate the I from the Other, it is crucial to educate students in terms of interculturality to help developing global citizens (Jackson, 2020). Aiming at cultivating and developing a critical way of thinking through the teaching and learning process, raising awareness about the importance of respecting other cultures and the need to approach diversity with an open mind, we need to know what the current situation of interculturality is nowadays so that the right steps can be taken to approach it. This is, we need to analyse the situation of immigration and education, especially in Saragossa, Spain: what needs and lacks emerge in an educational context when education faces cultural diversity nowadays.

Therefore, the literature review aims at exploring several sociocultural and economic aspects that affect or emerge from trying to address this multiculturalism from an educational point of view. Firstly, it will briefly introduce the concept of globalisation and its relation to English as a Foreign Language (EFL). Secondly, it will go through the relationship between immigration and education, such as the main reasons for the adaptation of a more intercultural educative approach in Spain and for this country to be characterised by such large number of immigrants who decide(d) to move and remain here. Additionally, it will also focus on the major challenges education has to face up these days when trying to address cultural diversity in this country, especially considering the situation of Secondary School immigrant students in the capital of Aragon. In other words, it will analyse the diverse nationalities of immigrants in their Secondary School years in this city, and the most common explanations for these nationalities to immigrate to Spain.

Once having analysed this context, another key concept that represents the base of this proposal and project is the concept of interculturality itself and its relation to education. This point will be studied in more depth with the help of some approaches and definitions by scholars such as Delors or Bennett, who propose different ways to train or approach interculturality. Lastly, but not less important, it will also explore another main component of this project, gamification, since the whole proposal is based on a game. Therefore, this methodology will also be studied since it is thought to be the appropriate and effective way to approach interculturality. Then the innovative proposal will be presented and explained.

2. Theoretical framework

Introduction: Cultural Globalisation and English as a Lingua Franca (ELF)

Cultural globalisation represents an incessant challenge to the traditional idea of identity –of either an individual or a nation – since it entails a continuous flow of goods, peoples and ideas across the Earth. Globalisation could be regarded as a product of migration, trade, and tourism, but also of the proliferating advances in the field of technology, such as the internet and social networks (Jackson, 2020). These innovations have converted the action of connecting virtually with individuals around the world accessible to merely anyone who has access to an electronic device and the Internet. Subsequently, as social networking sites increase the interconnection of individuals along the surface of the globe: “the demand for individuals who can communicate effectively and appropriately with people who have different linguistic and cultural background becomes even more pressing” (Jackson, 2020, p. 1). This effective communication demanded by enterprises, companies, or nearly anywhere nowadays, does not only imply a mastery of the verbal language itself, but also the understanding of the culture underlying the language in question, since language and culture influence one another, being intertwined. Additionally, education is one of the key factors to achieve this ability: “Not everybody should be a computer programmer or a financial analyst, but only people with enough education to reprogramme themselves throughout the changing trajectory of their professional lives will be able to reap the benefits of the new productivity” (Castells, 1999, p. 4). Overall, globalization could be said to be the ultimate aspect that impacts on an individual’s live, as Castells (1999) puts it:

At the same time, the overwhelming proportion of jobs, and thus of people, are not global. In fact, they are local and regional. But their fate, their jobs, their living standards ultimately depend on the globalized sector of the national economy, or on the direct connection of their economic units to global networks of capital, production and trade. This global economy is historically new, for the simple reason that only in the last two decades have we produced the technological infrastructure required for it to function as a unit on a planetary scale: telecommunications, information systems, microelectronic-based manufacturing and processing, information-based air transportation, container cargo transport, high speed trains, and international business services located around the world. (p. 5)

Hence, English as a Lingua Franca (ELF) could be regarded as a facilitating tool that enables communication among different communities in the contemporary world. This term designates the extended use of English around the world as the utmost way of communication, having the non-native speakers of English outnumbered the actual cypher of native speakers of this language. In other words, ELF is claimed to be “a communicative tool of immense power” (Pakir, 2009, p. 224). Thus, raising awareness of interculturality through this language, which enables and facilitates communication amongst cultures and peoples with different mother tongues, is one of the reasons that give existence to this proposal and to this project.

Immigration in Spain and Education

Migration Flows and Immigrant Arrival

The outstanding intensity of immigrant flows in Spain is what characterises this country, having become, in the last years, the “country with the largest net absolute migration in the European Union” (Módenes, Bayona and López-Colás, 2012, p. 295). Regarding this extraordinary immigration flow, Domínguez-Mujica, Guerra-Talavera and Parreño-Castellano (2012) explain further that the cause of this event was the economic prosperity of the country during the last years of the 20th century and the first years of the 21st century: “Europe’s leading country of immigration between 2000 and 2007, registering over 4.8 million immigrants in seven short years, bringing the total foreign population in 2008 to 5.3 million, out of a total population of 46 million.” (p. 114).

As Uldemolins, Corral, Fernández, Motis, Prieto, and Sierra state in *Integración, inmigrantes e interculturalidad: modelos familiares y patrones culturales a través de la prensa en España (2010-11)*, what is more surprising than the absolute number of arriving immigrants during these years is the quickness in which the process of arriving occurred, being the change on the rate of immigration in Spain incomparable to any other European country, not even to that of the United States of America. Additionally, Spain is often regarded as a(n) (immigrant) receiver country since the number of immigrants has always surpassed by far the number of emigrations (Uldemolins et al., 2013). Recent data taken from the Instituto Nacional de Estadística (INE) shows evidence that support this statement illustrating that, in 2019, 748,759 immigrants arrived from abroad while only 297,368 people left the country (Instituto Nacional de Estadística, 2020).

According to Fernández, Corral, Prieto Andrés, Sierra and Uldemolins (2019), immigrants who arrive in North and West Europe do not often look for the richest areas in economic terms, but for those locations in which “it is easier to find an irregular job which demands precarious workers” (p. 48). Concerning the cultural diversity in Spain, there is a wider presence of some foreign nationalities, which has its reasons: for instance, the Spanish colonial history – immigrants from South America, Morocco and the Sahara –; close relations with countries from the Maghreb; sharing membership in the European Union and being Spain regarded as an economic attraction for countries from East Europe, such as Romania or Bulgaria; and the increasing commercial relations between Spain and some Asian countries such as China (Uldemolins et al., 2013).

Additionally, what makes Spain an attractive destination can be divided into five main categories depending on the cause and nationality:

Table 1.

Reasons to Emigrate to Spain by Nationality.

| Cause | Sub-cause | Country |
|-------|-------------------|--|
| | To look for a job | Bolivia, Romania and Ecuador (90%+), Colombia, |

| | | |
|-------------------|-------------------------|---|
| Work | | Peru, Morocco and the rest of Africa (70%+). |
| | To improve employment | |
| | Job transfer | North America (16%), Peru (11%), Argentina, United Kingdom, Germany and France (8%) |
| Family | Reunification | France (53%), Germany Morocco and North America (40%) |
| Economy | Cost of living | British and Ecuadorians (14%) |
| | Improve quality of life | British, Colombian, Romanian, Ecuadorian or Bolivian (40%) |
| Weather | | United Kingdom (63%), Germany (34%) |
| Retirement | | British (34%), German (11%) |

Source: Own elaboration, taken from Fernández, C., Corral, A., Prieto Andrés, A., Sierra, M., & Uldemolins, E. (2019). *La integración de los inmigrantes en Europa y en España* (p. 49). Madrid: Funcas.

The main reason attracting immigrants is related to employment. As shown above in Table 1, it is what makes the wide majority of Bolivian, Romanian and Ecuadorian (90%+) and a large number of Colombian, Peruvian, Moroccan and immigrants from the rest of Africa (70%+) consider Spain as a country where to look for job opportunities. Another major aspect is the economic one, which is intricately linked to employment, being it the main reason for almost half of the British, Colombian, Romanian, Ecuadorian or Bolivian people who decide to immigrate, aiming at improving their quality of life. Additionally, the family aspect is also critical, being considered by half of the French immigrants and followed by the fourteen percent of German, Moroccan and North American immigrants. Subsequently, due to the raising number of nationalities in the country, the educative context will inevitably need to adapt to the presence of these immigrants' children, as they will now be a part of an educative community which needs to consider students with a distinct linguistic, social and economic background.

Towards an educative intercultural approach

In Spain, the intention to adopt a more intercultural approach in education starts arising in 1980, as a response to both, an educative project implemented by the Council of Europe which aims at analysing and assisting the children of immigrants during a period of five years, according to Rodríguez Izquierdo (2009), and as a conclusive response to the growing presence of immigrant population enrolling in Spanish schools. These schools had had, until then, rather a monocultural dimension, though it is from this moment that educational research starts focusing on the analysis of the design of curricula and the teachers' abilities and competences in order to meet the needs and necessities of every student regardless of their cultural background or ethnic origin (Rodríguez Izquierdo, 2009). In other words, it could be said that intercultural education emerges as a response to the diversity occurring in classrooms, where finding students with different backgrounds, mother tongues, religious beliefs and life values is becoming more common with the passing of time. However, this does not imply that this new influx of cultures and peoples lacks obstacles.

Main Challenges

The relation of the increasing of immigrant flows in Europe and the subsequent rising rate of young immigrants in Spain and education brings about a concerning issue: the groups of students found in classrooms are no longer as homogeneous as they were (Baches Gómez & Sierra Huedo, 2019). This cultural diversity in schools can be taken as an enriching experience yet the individual needs of our students will now be more diverse and come in larger amounts, representing a reality that needs to be faced, becoming a challenge the traditional concept of education. As Baches Gómez and Sierra Huedo (2019) also indicate, it is necessary to organise lessons that imply every student's participation no matter what their cultural and educational baggage is, being this the key to intercultural education.

According to Fernández Batanero (2005), it is a fact that the access to education of every child, no matter what their country of origin is, is key for their development. Education will determine their personality since they are growing and their brains developing; and the learning of the strategies and techniques they will be required in any job in a future. Moreover, and as it was being said in the previous paragraph, it is what will help them or not to integrate themselves in society, since the welfare of a country mostly depends on the education given that the children receive.

The Spanish law of Education states that basic education will be free and accessible to immigrant residents in the country "in both, the Spanish Constitution (1978) and the Organic Law 4/2000 January 11, on the rights and freedoms of foreigners in Spain and their social integration, the right and obligation to education of every child younger than sixteen years old is recognised, regardless of their nationality (Fernández Batanero, 2005). Thus, as mentioned in the Organic Law 4/2000, Article 9: "Every immigrant kid younger than eighteen years old has the same right to education as Spanish citizens do, a right which entails access to a basic and compulsory, free of charge teaching [...] and access to the public system of scholarship and grants".

However, these laws "only provide the mediums and a few facilities for them to access education, there is no consideration of their educational needs whatsoever" (Fernández Batanero, 2005, p. 5), being this the main reason for educators to take every opportunity encountered to help these kids integrate, not only academically but socially.

Additionally, this growing diversity in the classrooms will suppose a major concern of education since it entails different socioeconomic backgrounds, being the income or rate of economic resources of the families much lower in the case of most immigrant students, which will subsequently impact on their needs as individuals and therefore, as students. As Ruiz de Lobera (2004) claims in *Intervención social e inserción de jóvenes inmigrantes*, education means inclusion, but the fact that education is just one part of the whole – being healthcare or access to services other factors to achieve the social integration of an immigrant resident – makes a successful approach to it a determining factor. Along with this argument, it can be said that integration is “the way or conditions in which immigrants get into and start being a part of the receiver society” (García Velasco, 2009, p. 301). That is, integration is seen as a multidimensional concept, since living in a society implies a great number of dimensions involving legislation, residence, education, custody, health, relationships, conviviality and cultural (García Velasco, 2009).

This means, whether the inclusion of an immigrant student in the educative system is successful, if they do not have other factors covered, such as having access to other services or healthcare, their integration process is still far from being accomplished. That is why the aim of education should be to fight to successfully cover its role for that student to have, at least, their needs in this facet met.

Cultural diversity in Secondary School Education in Saragossa, Aragon

Regarding the situation of Aragon, there has been a steady and growing increase in the number of immigrants arriving and remaining in the last fifteen years, as data from *Instituto Nacional de Estadística* (INE) indicates. S.O.S. RACISMO Aragón (2005) asserts: “In Aragon, immigrant population has experienced an exponential growth in the last years, from 12,025 to 96,202 legal residents between 2000 and 2005, which equals 7.6% of the population of the Aragonese community” (p. 31).

Figure 1 shows data retrieved from INE (2021) revealing the flow of immigrants arriving in this autonomous region from the year 2005 to the present time, which has escalated through the years from approximately 90.000 foreign people in 2005 to roughly 161.000 people in 2020:

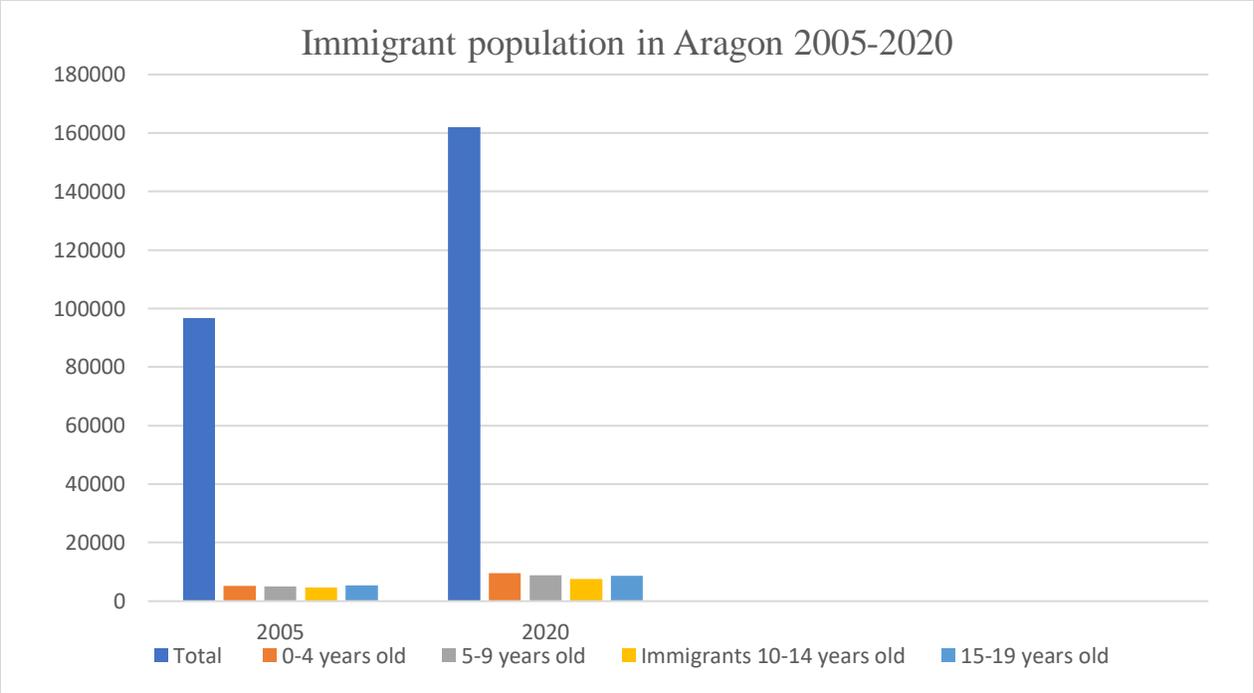


Figure 1. Immigrant Population in Aragon, 2005-2020.

As Figure 1 indicates, the number of total immigrants in Aragon went from 96,848 in the year 2005 to 162,048 in 2020 in Aragon. More specifically, if we separate the total of youngsters into age groups, we can take a closer look at the data: as Figure 2 (INE, 2021) below reveals, in the last fifteen years, the number of immigrant children younger than nineteen years old has almost duplicated:

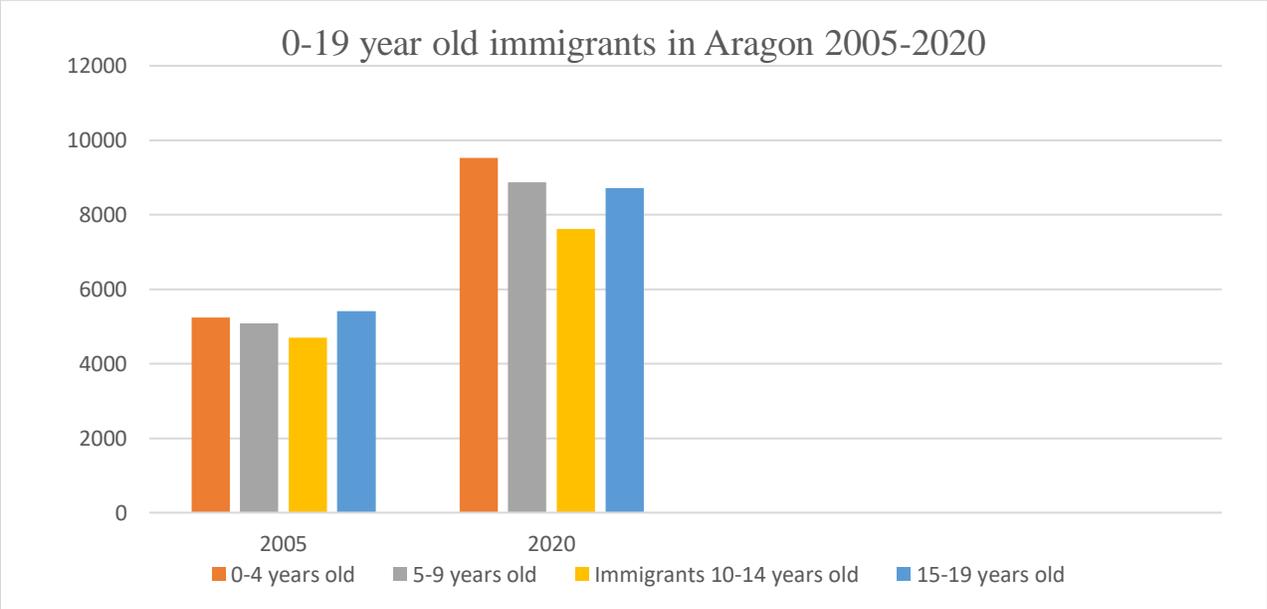


Figure 2. Immigrant Population 0-19 years old in Aragon, 2005-2020.

Figure 2 shows that the number of children ranging 0-4 years old increased from 5,328 toddlers to 9,530 approximately in the last fifteen years. Additionally, the children ranging 5-9 years old escalated from roughly 5,085 to 8,876, while the number of children between 10-14 years old increased from 4,697 to 7,622 and the preteenagers and teenagers aging 15-19 went up from 5,411 to 8,719. Considering this data and the average of immigrant students in schools now, this would represent a huge increase concerning diversity, especially for public schools, as it will be explained later. If we take the age groups supposed to be enrolled in Secondary Schools, that would be approximately 12,530 immigrant children between thirteen and nineteen years old in Aragon.

Focusing now on the situation in Saragossa, from that total of 162,048 approximately immigrants currently remaining in Aragon (Figure 1 above), 119,408 are in the capital (see Table 2 below).

Table 2.

Immigrant population in Saragossa, 2020. Age groups (INE, 2021).

| | ALL AGES | 0-4 | 5-9 | 10-14 | 15-19 |
|-------------------|-----------------|------------|------------|--------------|--------------|
| SARAGOSSA | 2020 | | | | |
| TOTAL | 972,528 | 40,004 | 46,784 | 49,505 | 47,232 |
| IMMIGRANTS | 119,467 | 6,823 | 6,436 | 5,642 | 6,404 |

Table 2 reveals that out of all the population in Saragossa, 119,467 people or 12.28 % of them are immigrants. Additionally, the children aging 10-19 represent the 10% of the immigrants, that is, there must be around 12,046 children enrolled in educative institutions, especially public schools, in Saragossa. With such statistics, measures are expected to have been or to be taken in order to approach this recent multiculturalism that has emerged in the last decades.

Country of Origin

As (Fernández Batanero, 2005) stresses, there can be found several diverse countries of origin from which immigrants come from, but it is not an infinite list, which helps us identify them. Thus, according to the data taken from the INE, in Saragossa, out of the most common nationalities or countries from which immigrants come from, recounting from 2005 to the present time, the ones with a wider presence can be found in Table 3 below.

Table 3.

Most common nationalities to be found in Saragossa, 2020.

| IMMIGRANT POPULATION IN SARAGOSSA, 2020 (INE, 2021) | |
|--|-----------------------------|
| Country of origin | Number of Immigrants |
| Total | 119.230 |
| Romania | 36.974 |
| Morocco | 12.568 |
| Nicaragua | 8.736 |
| Colombia | 5.606 |
| China | 5.480 |
| Algeria | 4.149 |
| Ecuador | 3.601 |
| Bulgaria | 3.327 |
| Senegal | 2.974 |
| Venezuela | 2.541 |
| Pakistan | 2.350 |
| Ghana | 2.260 |
| Honduras | 1.833 |
| Italy | 1.581 |
| Ukraine | 1.561 |
| Dominican Republic | 1.525 |
| Peru | 1.522 |
| Brazil | 1.478 |
| Portugal | 1.402 |
| Gambia | 1.380 |
| Cuba | 1.182 |
| Poland | 1.110 |

As Table 3 indicates, Romanian (31,01 %), Moroccan (10,54 %), Nicaraguan (7,33 %), Colombian (4,7 %), Chinese (4,6 %) are the most common nationalities, followed by Algerian (3,48 %), Ecuadorian (3,02 %), Bulgarian (2,79 %), Senegalese (2,49%), Venezuelan (2,13 %), Pakistani (1,97 %) and Ghanaian (1,9 %).

Uldemolins et al. (2013) explain that the number of Romanians arriving in Spain, consequently resulting in this number of Romanian immigrants in Saragossa, started escalating in 2002, when the Schengen borders were opened, and their citizens would have three months to move to this area in three months' time. Thus, work contracts were signed so that Romanian workers would find a job in the construction and agriculture fields in Spain, and for economic and familiar reasons many of them started emigrating. Regarding Maghrebi population, their arrival is mainly a consequence of proximity to our country, as well as the historic ties. Considering Latin-American countries, sharing the mother tongue with Spaniards is the main reason to immigrate, since it has its legal consequences:

Being part of a linguistic community having a specific language in common reduces the costs associated to migration and limits the risks for the immigrant to enter and

remain in the labour market. Additionally, it is beneficial for the host country and reduces the cost of integration of the immigrant. (p. 112)

Thus, it can be seen how, in some cases, the linguistic factor can be even more important than the economic one, although both are closely tied, followed by the regrouping of familiars once they have settled.

Lastly, Asian immigration arrives in Spain mainly for familiar reasons either to form familiar companies or transnational ones, being the Chinese collective “the biggest volume of Asian familiar companies” (p. 57) and having reached “first position of autonomous immigrant workers” due to the high ratio of self-employed persons (p. 56).

Diversity in the classrooms of Saragossa

The many cultures to be found in Saragossa are remarkably diverse, as the *Federación de Asociaciones de Padres y Madres de Alumnos de la Escuela Pública de Aragón* (FAPAR) asserts, there are five schools in the Aragonese capital in which the number of immigrant students represents 80% of its total. According to this Federation, most of these schools are located in the Casco (the old part of the city center) area and the Oliver neighbourhood (Southern neighbourhood of the city), where there can be found students from sixteen different nationalities together in the same classroom, especially in Primary school. Children arrive with no knowledge of the Spanish language of any kind, which conveys a difficulty of the teaching and learning process for both the student and educators.

Furthermore, FAPAR claims “there is a noticeable preference on public schools by the vast majority of the immigrant families, due to the closeness of these schools to their home, but also for religious beliefs and lack of economic resources to pay, for instance, the canteen or scholar transport”. There is a need to equilibrate the number of foreign students and Spanish ones, which is supported not only by these schools but some organisations such as Caritas, who claim the counter effects of gathering all the immigrant students together brings about the so-called “ghetto-schools” which hardly provide a high-quality education due to a lack of resources to attend the needs of these students (FAPAR, n.d.).

Interculturality in Education

Education is a crucial element for humanity to advance towards a freedom, peace, and social justice; and therefore, it is from within education that the issue of globalization needs to be addressed. Moreover, it allows every individual to develop all their talents and abilities that enable them to be autonomous and reach a personal fulfilment (Delors, 1997). Education is therefore, regarded by Delors, as the key to access the twenty first century, which brings about the requirement of the mutual understanding among people to reach a better comprehension of the current globalised world.

Interculturality vs. the Traditional Idea of “Identity”.

However, dealing with diversity has been such an issue since the beginning of times. Throughout history, as Milton Bennett (1998) puts it, “if we were unsuccessful in avoiding different people, we tried to convert them” (p. 1), that is, it is somehow in the human nature the need to surround by people similar to us, and those with differences are seen as a “threat” to either abolish or convert to our own beliefs. This is, despite the lack of agreement to reach a clear-cut definition for what Intercultural Competence (IC) is, most of the scholars agree that its objective involves the development of competent students willing to engage and collaborate in a global society (Bennett, 1993; Deardorff, 2009; Paige, 1993). This is one reason that gives purpose to the intercultural education: teaching about the importance of tolerance, empathy and respect towards communities that stand by different beliefs and values from one’s beliefs, but also help raising willingness to adapt one’s behaviour to cultural differences, as individuals need to be pro-active and not just “encultured” about the topic.

This argument is also supported by Amin Maalouf, cited in *Principles and Practices for Teaching English as an International Language*, who states that, considering identity as “what prevents us from being identical to anybody else” (Alsagoff, Mckay, Hu & Renandya, 2012, p. 10). However, cultural globalisation does not necessarily imply that identities are being blurred and blended into one (Alsagoff, Mckay, Hu & Renandya, 2012) but rather an urgent call for individuals to learn to respect the upsurging presence of diverse cultures that can be now found virtually anywhere. Scholars like Castells (2006), Bennett (1993), Deardorff (2009) or Paige (1993) claim that it has been empirically demonstrated how culture affects the way people think or act, and how it shapes the mind and thoughts as *culture constructs identity*. According to this, Castells (2006) concludes about a study done at the end of the 1990s “[...] for the world as a whole, 13% of respondents primarily considered themselves as “citizens of the world, 38% put their Nation-State first, and the remainder (i.e. the majority) put local or regional identities first” (p. 58). In other words, a wide number of the population identifies themselves with their country of origin, and the majority not solely with their country but the town, city, or province where they were born or live in.

The problem arises when people are not able to take cultural diversity – differences – as an opportunity for collective and enriching growth but rather as a threat, since tribalization has been accentuated by globalisation. The basic learning areas of intercultural competence involve cultural self-awareness, other people’s culture awareness and several approaches or models to teach to intercultural communication and perception (Deardorff, 2009; Bennett, 1986). Moreover, the chosen method to approach intercultural teaching should not try to avoid confrontation on cultural difference, which is regarded as the main threat or issue of the teaching process. This confrontation should be approached considering the goal in mind: “improvement in the ability to comprehend and experience difference” by describing or positioning the learner to a subjective experience and not just “the objective behaviour of either learner or trainer” (Bennett, 1986, p. 181). This would be the main characteristic of the Developmental Model of Intercultural Sensitivity, which has been proved to create a major change in the perception of the people regarding cultural differences, making them move from an ethnocentric perspective to ethnorelativism as they become more interculturally competent (Bennett, 1993, 2004).

Approaches to Train Interculturality

In the *Handbook of Intercultural Training*, Milton Bennett (1983) claims that the major concern of interculturalists is the concept of ethnocentrism, which separates the Self from the Other. In order to counter ethnocentrism, interculturalists suggest “the need to be sensitive to *the feeling of appropriateness* that accompany the patterns of behaviour of one’s own culture” (Landis, Bennett & Bennett, 1983, p. 249). Appropriateness is what makes individuals feel like their own behaviours, customs or beliefs, simply “feel right”. Equally, if an individual wants to facilitate adaptation to other cultures, awareness, or knowledge of the Other is not enough “one also needs to have a *feeling* for it”:

An American might be aware that Italy has a culture that is different in many respects from that of the United States. He or she might be able to recognize behaviour as more American or more Italian. This American might also be quite knowledgeable about Italian culture, typically its objective culture (e.g., art, architecture, history). She or he might even be knowledgeable about Italian subjective culture and be able to analyse cultural differences in communication style or values. Yet this same person could lack a feeling for Italian culture. Without this feeling for the culture, our American would be limited in the depth of his or her understanding of Italians and in his or her ability to adapt to the culture. (pp. 249-250)

Thus, awareness simply does not mean implication or a willingness to adaptation. Many anthropological frameworks show that intercultural competence necessitates many dimensions or implications on the part of the individual. For instance, most of the literature regards this *competence* as a mixture of simply knowledge, attitudes and skills; while other scholars argue that qualities such as maturity, capability, awareness or understanding are necessary to develop it (Deardorff & Jones, 2012). Overall, most of academia agree that Intercultural Competence is linked to different behaviours such as “interaction behaviour and management, identity maintenance, relationship skills, and uncertainty reduction strategies” (Deardorff & Jones, 2012, p. 3), being *adaptability* the core element and referred to as the appliance of different behaviours or skills depending on the context the individual finds themselves in.

Delors (1997) suggests the need to follow or live by the three following basic elements for society to live in harmony. Firstly, as Delors calls it, there is this “*Learn to know*”, that is, being aware of other cultures, having a certain base of general culture, which will allow the individual to analyse diverse fields derived from it. Secondly, “*Learn to do*”, which implies the acquisition of competences or abilities that will prepare the individual to face different issues and situations, facilitating teamwork and unexpected situations. Lastly, “*Learn to be*”, intricately linked to this so-mentioned autonomy, product of a high-quality education: *learning to be* is a synonym for responsibility, critical thinking, memory, imagination, physical abilities, or easiness to communicate with others. Additionally, these qualities are what give the power of understanding oneself to the individual.

Hence, according to Delors, the objective of education will be to educate our children so that they *learn to know, learn to do, and learn to be*, which are determinant elements of interculturality, or in other words, of educating about the importance of respect and tolerance towards diversity.

According to Nussbaum, cited in Monereo Atienza (2015), “before privilege, status or power, every human being regardless of their culture share the same basic needs and functions” (p. 95). This means, a person *cannot be treated as a mere object*, and this crucial fact needs transcultural consensus since “human beings is a creature needy of a wide range of vital activities” (Nussbaum in Monereo Atienza, 2005, p. 95). To develop this tolerance and validate other cultures’ needs and resources, people are needed to go through what Nussbaum, cited in Gil Belasco (2014), calls *empathic imagination*. That is, thinking about *the Other’s* luck and needs derived from their situation can help develop – not automatically, though, as it will depend on their personal interest and feeling of responsibility – empathy “towards either a human being, regardless of their nationality, or a group of people forming a community or nation” (Gil Blasco, 2014, p. 376).

Another attempt to define IC is cited in Deardorff and Jones’ *The SAGE Handbook of International Higher Education* (2012), approaching the Intercultural Communicative Competence as the sum of five *savoirs*, which need to be attended in order to teach and assess from this perspective: *Savoir*, which refers to the knowledge of the beliefs, customs and aspects of culture entitled or familiar to the cultural native individual; *Savoir être*, referring to the approach of cultural diversity or differences from an open-minded point of view, that is, with curiosity and without ethnocentrism, empathising; *Savoir apprendre*, which refers to the interpretation of other lifestyles, ways of thinking, communicating, and feeling; *Savoir comprendre*, which involves “gaining insight into cultural meanings, beliefs and practices in comparison with one’s own culture”; and *Savoir s’engager*, referring to the engagement and critical thinking and evaluating of both, one’s own and other people’s cultural aspects (p. 288).

Interculturality and Language Teaching

In addition to this classification of the aspects that constitute what Intercultural Communication Competence is, acquiring this competence should be the aim for foreign language teaching, due to the important role language plays in culture, as both are intertwined and affect one another (Deardorff & Jones, 2012).

It is for this reason that using gamification together with cooperative work to cover cultural topics in the English as a Foreign Language (ELF) classroom would facilitate the development of our students’ intercultural competence. This methodology can be used in the classroom with the aim of raising awareness of the importance of cooperation and mutual understanding to achieve an objective – set by the rules of the game. Through team-work or paired work, and the motivation enhanced by gamification, learners are implicitly required to progress from a more ethnocentric worldview towards a more global mind-set, suggesting that intercultural competence is developmental in nature (Bennett, 1993; Berardo & Deardorff, 2012) and that we can get our students to develop it if exposing them to this kind of activities.

Gamification

Gamification is basically defined as the process of “using gaming elements to motivate and engage people in non-gaming contexts” (King, Greaves, Exeter & Darzi, 2013, p. 76) with the aim of motivating and increasing user interaction and activity, “which has been transferred into educational settings once seen its success in the business and commerce field” (Yavuz, Ozdemir

& Celik, 2020, p. 63). Moreover, according to them, the reasons to adopt and use gamification for educative purposes are the increasing of motivation and engagement of learners, being it a useful technique especially in language courses. This is because students in language classes are supposed to have higher levels of anxiety due to having to perform and communicate in a language in which they might not feel too comfortable due to the fear of making mistakes and so to avoid embarrassment.

Some elements that can introduce the game in the learning and teaching process, such as experience points, leader-boards, badges, peer interaction and collaboration, experience points, prizes, or customization, will turn the learner's outcomes into engagement, participation, enjoyment, productive learning experience, motivation, performance, or sense of achievement (Nah, Zeng, Telaprolu, Ayyappa & Eschenbrenner, 2014). Moreover, considering the cooperative learning, by creating a learning environment in which students must accomplish a task by working together, group dynamics are created. This "social" atmosphere together with gaming elements will connect our students both socially and intellectually (Fulton, 2019), since they will have to work together towards a common goal, which will increase the relationship between students.

However, in this context, this methodology is also beneficial regarding the freedom to implement different methodologies and teach through certain topics through the subject of English language, considering its objectives and content of the curriculum in Aragon, passed by the Orden ECD/489/2016, May 26. For instance, Obj.IN.6. states "the development of autonomous and cooperative learning strategies through tasks in the classroom, individual work and teamwork, the usage of every tool as possible (especially Information and Communication Technologies), auto-evaluation, peer-evaluation, with the aim of progressing in the learning and acquisition of the foreign language" (Departamento de Educación, Cultura y Deporte, 2016).

In addition, one of the seven key competencies needed to be acquired is "Awareness and Cultural Expression Competence", which implies "Foreign language – English – helps students to develop their cultural and artistic competence. Cultural manifestations [...] are essential resources for the English teaching and learning process. This competence implies an acquisition of the basic cultural manifestations, students are expected to be able to praise and enjoy them, but also, to develop a critical attitude towards them" (Departamento de Educación, Cultura y Deporte, 2016).

Conclusion

To sum up, according to the fact the English as a Lingua Franca allows communication and understanding between cultures, training interculturality through the teaching of this language as a foreign language can facilitate the process, particularly in Secondary School due to the flexibility of its curricula. This subject enables the education of our students in terms of intercultural competence, especially if elements of gamification and cooperative learning are adopted, bringing about a group feeling when working together towards a goal in common.

Due to immigration being one of the aspects that characterises Spain, there is a need to recognise this cultural diversity in the classrooms, considering the personal obstacles that might be behind every immigrant student. Thus, research shows that some nationalities are more frequent than others in specific places, such as in Saragossa, where the immigrants mainly come from

Romania (31,01 %), Morocco (10,54 %), Nicaragua (7,33 %), Colombia (4,7 %) or China (4,6 %), for instance. This information allows the analysis of the different reasons for the arrival of these nationalities in this country, which facilitates an acknowledgement of these people. Awareness towards diversity is one of the key elements to consider when training interculturality.

Moreover, in order to do so, several elements must be considered according to the approaches of some scholars such as Delors (1997), who suggests the need to live by the *Learn to know*, *Learn to do*, and *Learn to be* in order for society to live in harmony, creating awareness of our surroundings and facilitating friendly interaction between diverse backgrounds. Another proposal is mentioned in *the SAGE Handbook of International Higher Education*, which suggests that in order to approach intercultural and communicative competence five *savoirs* need to be acquired: *Savoir*, *Savoir être*, *Savoir apprendre*, *Savoir comprendre* and *Savoir s'engager*. which pursuit the same goal, creating an awareness and conscience enabling the individual to interact with diversity without judging.

It is crucial to give our students every opportunity for them to develop an intercultural competence and to train our students to be global citizens, since due to globalisation, the world is constantly evolving, moving towards a worldwide interconnection. Additionally, due to the multicultural society Spain has due to the migratory flows and increasing immigrant population in the late nineteenth century, the need to train intercultural competence in schools while students are still young is crucial. This is because, not only they will need to be global citizens in a future but, as analysed, due to the cultural diversity already found in the classrooms, the need for them to be respectful to one another starts when they enrol in Primary School, if not earlier.

3. Educational Innovation: A Proposal

General Description

This educational proposal is based on a board game to be played in English class for students to learn different aspects of the most common cultures to be found in Secondary classrooms in Zaragoza. Through gamification, motivation curiosity towards other customs and lifestyles will be enhanced, as well as creativity, since the aim of the game is to create an informative mural in groups by working out the answers to the questions each group will get by playing the board game. This is what it is expected from this project to train our students in intercultural competence.

One of the boards is divided into numbered squares filled with each of the most frequent nationalities in Saragossa, such as Ecuador, Romania, China, etc. Considering that this proposal is not designed for a specific group of students in a specific school, the board includes two squares to be filled in by the teacher who may decide to use this game, so that they can include other nationalities that have not been considered in this proposal due to their low percentage in INE graphics. The second board will be divided into squares with different questions using curricular content of the English subject for second year of Secondary school, which, as have been studied in previous years, the students are expected to be able to understand and make use of.

Viability and Justification of the Project

Introduction

Since the objective of this proposal is learning cultural facts from the most common nationalities to be found in Saragossa, Aragon, through gamification and cooperative work, the final product of the game will be a cultural mural or *infographic* and the aim is to train interculturality. Thus, there is a need to investigate what the actual situation of interculturality or cultural diversity awareness is in the classrooms of Secondary School in the capital of Aragon. Since this project is aimed at being executed in public schools, due to the high number of immigrant students in comparison to private schools, the survey to analyse the viability of the project will be sent to public high schools. In this way, the study will be done through a diagnostic tool that evaluates quantitative data, that is, through a closed-answer survey. This tool will allow us to investigate and contrast the actual situation of interculturality training at schools and its effectiveness, such as if there has been a positive and noticeable change in the way the minorities are treated in an educative institution and whether this is a consequence of a rise in the number of activities that deal with cultural facts, festivities, and differences.

Methodology

In order to get the answers to the questions at issue, the most effective way will be to use quantitative methodology, and as base-line tool a closed-ended survey, since this kind of methodology enables a general vision of a situation (Creswell, 1997) in an area, which is Saragossa in this case, and not just in a specific educative institution, such as a high school in a certain neighbourhood. Hence, the quantitative investigation modality must follow some criteria, considering a relation of variables, regardless of the amount of implication by the investigator (Rodríguez Gómez & Valldeoriola Roquet, 2014).

Additionally, this type of methodology implies a higher degree of organisation and structuration than the qualitative one. Thus, the aim of this survey will be to analyse and establish a relation between the two variables since, as Creswell (1997) claims in *Qualitative Inquiry and Research Design* “a quantitative method wants to discover the reason *why*, looking for a relation between two variables and with the objective of establishing a connection, cause or cause-effect of such” (p. 15).

In this survey, the aim is to understand the relation between the way interculturality is being approached in the classroom and its effectiveness to facilitate an anticipation to the viability of this project. Also, according to Creswell (1994), the sequential procedure of this method is: first, collecting data; second, analyse it. It is for this that the survey will show some statements to which the respondent will have to mark their level of agreement or disagreement. Once having collected the data, we can analyse and contrast it: *Why is it thought that interculturality training is the way it is? Is it being efficiently approached?*

Tools

A survey which relates two variables has been chosen: the first question will give answer to how appropriately is interculturality being approached at schools from 1 to 5 being 1 “in full

disagreement” and 5 “in full agreement”. The rest of the statements will provide the possible reasons for the most common of the answers.

The questions at issue refer to the attitude of the teachers when training or talking about cultural diversity in ELF class, whether it is a proactive or passive attitude; they also refer to the extent of the usage of activities and readings in current course books that deal with cultural diversity.

The survey was carried out through Microsoft Teams, but due to the issues it implied having to log in or register for responders to answer it, the same survey was launched through Google Forms, specifying in the email that every information provided would be anonymous and confidential, being the participation totally voluntary (see format Appendix I).

Participants

Since this proposal is developed considering public schools in Saragossa, the profile of the participants is Secondary School teachers of EFL subject. Participants are selected randomly (*random sample*) through an email to the secretarial office asking to resend the survey to the teachers of English in their school. Neither gender nor age was considered since the subject matter is *how* is interculturality being approached in their institutions, rather than *who* is approaching it. Hence, this is the reason why the closed-question survey is the right approach to investigate about this issue if the aim is to know the current situation in schools.

Conclusion

The results show that out of the 12 respondents, approximately 75% - almost strongly – disagrees with the fact that interculturality is being approached in an efficient, transversal, and complete manner. However, 50% agree that there has been an increment in the number of project works related to cultural facts and diversity, and over 70 % coincides that there has been an increasing on the number of activities and readings of this kind appearing in coursebooks with the passing of time. Furthermore, more than the 85% claims, to exploit to the full the activities related to this topic when they appear in the course book or workbook. Likewise, the same number claimed to “fully agree” on giving the opportunity to immigrant students of recounting or sharing with the class personal experiences, to give them a voice. To conclude, 75 % of the respondents believe that there has been a positive and noticeable change of attitude towards minorities in their classrooms or schools, being 1/3 of them in full agreement.

Thus, there can be seen that more and more material on diversity is being included in materials and that a wide number of teachers try to give voice to their immigrant students. Moreover, the wide majority of the teachers claim intercultural training to be making a change regardless of not being completely satisfied with the way it is being approached in the institutions where they work.

Specific Objectives of the Project

Considering the impact education has on the training of intercultural competence, there are several objectives that give purpose to this project: to train interculturality, to achieve the objectives marked in the English curricula in Aragon and to correctly use specific contents taken from the curricula at issue.

On the one hand, the main objective is to motivate our students through gamification, making it more attractive to learn about cultural facts about different countries in an attractive and interesting manner, trying to approach difference and possible confrontation within a relaxed atmosphere.

Methodologies for Implementation

The methodologies in which the current proposal is based are gamification and cooperative work. The former will enhance motivation and create a more fun atmosphere to learn anything, regardless of the topic; as Figueroa Flores (2015) puts it “the use of game elements and game design techniques in non-game contexts [...] creates in the users a sense of empowerment and engagement in the way they work through processes and achieve tasks” (p. 38). The latter will bring about a number of benefits to the classroom and the teaching and learning process and it based on either the students working together towards a common learning goal; the students working against each other (competition) towards a goal that only a few can reach; or working by oneself (individual) to achieve goals that are unrelated to the others’ (Laal & Ghodsi, 2012). These approaches are demonstrated to result in a “higher achievement and greater productivity; more caring, supportive and committed relationships; and greater psychological health, social competence and self-esteem” (Laal & Ghodsi, 2012, p. 487).

Furthermore, the use of a collaborative learning style to raise awareness of cultural diversity has been proven to be even more beneficial, as Holt (1993) states, this methodology was initially developed in settings with a wide number of non-English students from different backgrounds. In a culturally diverse classroom, there will be a variety of attitudes expected and projected from one student to another, depending on their individual cultural baggage. Since learning relies on the atmosphere created in the classroom and the rapport between teacher and students, this methodology seemed to be the solution that would help educators relating the directing of the classroom. This way, positive interactions amongst each other were promoted, bringing them together and making them work towards a goal in common and therefore, benefitting from the resources their peers might represent (Holt, 1993).

Considering the implementation of this proposal, whether the classroom is characterised by a wide number of immigrants or not, that the objective does not change. Whether there are only a few or even no students with a different cultural baggage, this proposal aims at creating a friendly atmosphere while working in groups towards the same goal which is both, educating our students about different cultures within a tolerant approach, benefitting the teaching of cultural diversity by doing it in a relaxed and collaborative manner, enhancing the peer-relation amongst them. Subsequently, the discovering of cultural facts is expected to be more welcomed in such collaborative working atmosphere.

Characteristics of the High School

Characteristics of the Teachers Involved

The educative institution for which it is proposed is a bilingual public school located in a middle-class neighbourhood. Most of the students come from middle-class families and there is

not a big number of immigrant students but rather a few – specially Asians and Ecuadorians – who seem to have been raised in the city. However, this does not imply a decrease in the cruciality to execute a project of this kind, but rather an opportunity to reflect on a reality the students may have yet to encounter. Moreover, this educative Centre is supportive of modern methodologies, which means the learning process mostly relies on the autonomy of the learner. Due to the access to electronic devices and Internet in the classrooms, the pursuit of knowledge through an inductive approach and collaborative work is possible. In other words, the students are required to work, discuss form and content, and decide meaning as a team by working in groups and doing research, which is feasible due to the facilities of the school. Hence, the teacher who implements this proposal needs to be supportive of an active approach regarding the learning and teaching process, letting students be the main protagonist but also be willing and capable of acting as a mediator solve any kind of problem.

Characteristics of the Students

This proposal has been planned considering second year students of Secondary education due to several reasons. First, because of their age and capability to comprehend the text and questions, they are expected to be able to execute this task and create a mural in groups successfully. Regarding their age, if it was addressed to younger students, they would probably not have enough strategies or knowledge to complete the task. On the other hand, their age has been considered to be the best to introduce the topic of cultural diversity, since it might be too late to implement in higher courses. They are also expected to work in teams through collaborative learning, helping each other to find information and creating the mural, being able to negotiate meaning and form when answering the questions as a group, as well as to speak for themselves whenever they think the group is not working as it should.

Characteristics of the Educative Community

This project emerges as a response to the analysis of specific data revealing the current situation of immigration and education in Saragossa, Aragon, especially that of children aging 10 to 14 years old. As seen, in the last fifteen years the number of immigrant children in the classrooms has almost duplicated, and it is crucial to take the necessary steps to address the issues this increase in the numbers might result as a consequence. Analysing the most common nationalities found in Saragossa, the board aims at including these countries and questions for students to get closer to these cultures. If the gameboard were to be played in another context, the wheel could be edited in order to include the relevant nationalities.

Overall, the educative community willing to put this proposal into practise is expected to follow an education based on values, supportive of diversity and willing to approach and train it by taking the necessary measures. Furthermore, the school or high school that decides to put this project to test, must consider that the students will need to make use of technology, most suitable to be computers, laptops, tablets, rather than phones, if we are expecting them to work in groups and in class time. Additionally, the educative institution will contact a Non-Governmental Organisations (NGO), such as *Ozanam*, due to its location in the neighbourhood and the fact that they help and deal with immigrant integration of all ages, in order to collaborate, prepare and participate in activities with the community and subsequently, make the experience more meaningful.

Design of the Project

Subjects Related

This project is aimed at being executed in the EFL classroom and therefore, the contents to be learned in English in second year of secondary school need to be considered. That is, in order to create suitable questions through which the students will learn cultural input, especific grammatical content has been selected from the curricula of the year under consideration, so that the questions do not only focus on content but on form as well.

Thus, the questions at issue that have been carefully considered contemplating the contents of the English curricula in Aragon are the following:

Relating social conventions, rules of courtesy and linguistic registers. Greetings, introductions and farewells; apologies and appreciations:

Q.1. What language is spoken in this country? How do you say, “thank you”, “you’re welcome” and “please” in this language? Do they make any gestures?

Q.2. What language is spoken in this country? How do you say “hello” and “goodbye” in this language? Do they make any gestures?

Relating customs (family life, timetables, meals), traditions and celebrations:

Q.3. How many meals a day are there? At what time do they eat these meals?

Q.4. Can you name a tradition or celebration from this country? How is it celebrated?

Q.5. How is Christmas holidays celebrated here? Do they have a different holiday? Describe it.

Relating values, beliefs and attitudes, respect towards other ways of thinking:

Q.6. What is the most common religion of this country? Name two typical celebrations or traditions they celebrate.

Relating description and comparison of physical or abstract features of people, objects, places and activities:

Q.7. What is the tallest building of the capital? Describe it and the area where you can find it.

Q.8. Choose two cities of the country, a big one and a small one. Describe them.

Q.9. What is the capital of the city? Describe it. (how many inhabitants? Is it in the North or in the South...? What tourist spots can you find?)

Q.10. What are three most tourist monuments in the 4th biggest city of this country? Describe them.

Q.11. What is the most common sport played in this country? Name two famous players, a female and a male one.

Relating narration of events in the past, description of present states or situations, communicate intentions or predictions about the future:

Q.12. Who is the most famous female and male singer of the country? Why are they famous?

Q.13. Name a famous female writer and male writer and say why they are well-known. What kind of books did they write? Mention an example.

Give or receive information about menus, shopping, prices, instructions, directions, itineraries:

Q.14. What currency do they use? What is its most typical dish? Is it expensive and luxurious or affordable? (E.g. fish and chips are typical in England, and they are cheap).

Q.15. If you want to travel to the capital of this country, how can you get there from here? (type of transport, direct flights, distance...). Plan a trip/itinerary.

Additionally, since the game board also deals with geographical and cultural facts, it can also be contemplated to be executed in Biology and Geography in a bilingual school as a part of a CLIL approach. CLIL education stands for Content and Language Integrated Learning education, and it is focused on the teaching of the language through a specific topic and content, and the teaching of this specific topic and content paying attention to grammatical structures, contexts in which expressions are used, and lexis.

To sum up, this proposal could be implemented not only in the English as a Foreign Language Class, but also in Biology and Geography due to its interdisciplinary content.

Key Competences to be Developed by the Students

The learning objectives of the subject at issue that this project aims at achieving are taken from the English curricula (Departamento de Educación, Cultura y Deporte, 2016), and are the following:

Obj.IN.1. To comprehend general as well as specific information of oral texts about daily topics or of their own interest, produced in either face to face situations or by technical means.

Obj.EN.2. To communicate and interact in a comprehensible, adequate, and autonomous way, about daily, general or of their own interest topics in different communicative situations derived from specific tasks.

Obj.EN.3. To read and comprehend written texts from a diverse typology and an adequate level considering the students' capacity and interests, with the aim of selecting either general or specific pieces of information, and valuing reading as a source of enjoyment, information, and leisure.

OBJ.EN.4. To write simple texts about well-known topics, either general or of their own interest, with enough cohesion, correction, and coherence, considering the kind of reader and the communicative intention.

OBJ.EN.5. To use their knowledge of the language and the rules of the linguistic usage to comprehend both written or oral texts, to speak and write in an adequate manner, and to reflect on the usage of the foreign language in communicative situations.

OBJ.EN.6. To develop strategies of cooperative and individual learning while doing class tasks, individual or group work; to use all the resources (especially Information and Communications Technology), self-evaluation, peer-evaluation with the aim of progressing in the learning and acquisition of the language.

OBJ.EN.7. To consider the use of the foreign language as a tool to access information, as well as recognising its importance to communication and understanding between peoples from different backgrounds and cultures, with the aim of developing an intercultural awareness without prejudices and stereotypes.

OBJ.EN.8. To develop and show a receptive attitude, effort, interest, and confidence in the capability of learning and using a foreign language.

The grammatical, functional, and lexical aspects that have been selected from the four blocks of the English curricula of second year to design the questions of the game are also expected to be accurately used. Thus, the objectives or aims of the students relating the contents of the subject are the following:

From **Block 1. Comprehension of Oral Texts**

Considering *comprehension abilities and strategies*:

- Comprehend oral messages emerging from the communication that takes place inside the classroom (instructions, explanations, dialogs).
- Comprehend specific information about prices, dates, people, objects, places and activities.

The students are expected to comprehend the questions and information asked, whether they read it directly from the board game or listen to the teachers' instructions.

- Use of strategies of comprehension, such as deducing meaning from linguistic or situational context.

The students might not know the meaning of a word in either the question or the information they search online, in this case, they are expected to deduce meaning before translating.

Considering *sociocultural and linguistic aspects*:

- Social conventions, rules of courtesy and linguistic registers (formal, informal).
- Customs (family life, timetables, meals), traditions and celebrations.
- Values, beliefs and attitudes, respect towards other ways of thinking.
- Regarding of English as a tool to get information and medium to communicate and cooperate among cultures.

They are using English to investigate, learn and cooperate.

- Interest to be in contact with speakers of other languages.

Considering *communicative functions*:

- Greetings, introductions, and farewells; apologies and appreciations.
- Description and comparison of physical or abstract features of people, objects, places, and activities.
- Narration of events in the past, description of present states or situations, communicate intentions or predictions about the future.
- Give or receive information about menus, shopping, prices, instructions, directions, itineraries.
- Different use of modals: intention, capacity, permission, obligation, prohibition.
- Establishment and maintenance of communicative action, organisation of discourse.

This is expected to happen during the game and when working in groups in order to arrange their mural.

Considering *syntactic and discursive structures*:

This is the grammar they are supposed to know and use to comprehend and answer the previous questions.

- Verbs and verb phrases:
 - To be/have got, present simple/present continuous.
 - Past simple of regular verbs; irregular verbs; past continuous, present perfect simple, future forms (will, be going to, present continuous for future actions).
 - Modality: ability, permission and possibility (can, can't), ability in the past (could, couldn't); obligation (must), prohibition (mustn't, can't), polite requests (could), advice (should, shouldn't)
- Noun and nominal phrase, pronouns:
 - Countable, uncountable nouns, compound nouns
 - Quantifiers: many, much, some, any, none; a little, a few, How many...? How much...? Compounds of some, any, and no.
 - Pronouns: subject/object personal pronouns use of it, possessive pronouns, relative pronouns (who, that, which, whose); interrogative pronouns with prepositions (e.g., Who do you live with? What are you talking about?), the genitive case: 's and of-phrase.
- Adjective and adverb:
 - Attributive adjective (adj + noun), position of adjectives, predicative adjectives, common endings (-ed, -ing), comparison, superlative forms, adverbs as modifiers, too + adj., adverbs as post-modifiers.
- Preposition and prepositional phrase:
 - Place relations: position (on, in, at, under, above, between), direction (to, onto, into, up, down), motion (from... to), origin (from).
 - Time relations (at, on, in; duration: for, from...to, until, for, since).
- Simple sentences:
 - There is/there are, there was/there were...
- Complex sentences:
 - Subordination (to- sentences, -ing clauses, Time (when), reason or cause (because)
 - Coordination (and, or, but)
- Other connectors: sequence (first, next, then, after that, finally); additive (also, too).
- Ordinary speaking lexis (reception):
- Activities from daily routine, family and friends; school and work life, cinema, television, books; weather and nature.

From **Block 2. Production of oral texts. Expression and interaction**

Considering *abilities and production strategies*:

- Participation in activities related to the classroom and with personal experiences.
- Linguistic planification and execution (define or paraphrase a term or expression) and paralinguistic and paratextual planification and execution (ask for clarification, help)

| |
|--|
| For <i>sociocultural and sociolinguistic aspects, communicative functions, syntactic and discursive structures, and ordinary speaking lexis</i> , see BLOCK 1. |
| From Block 3. Comprehension of Written Texts: |
| <p>Considering <i>abilities and strategies of comprehension</i>:</p> <ul style="list-style-type: none"> - Comprehend basic written instructions. - Comprehend general or specific information of different texts adequate to their age and level of competence: [...] biographies, descriptions, messages in web forums. <p>For <i>sociocultural and sociolinguistic aspects, communicative functions, syntactic and discursive structures, and ordinary speaking lexis</i>, see BLOCK 1.</p> |
| From Block 4. Production of Written Texts. Expression and Interaction |
| <p>Considering <i>abilities and strategies of comprehension</i>:</p> <ul style="list-style-type: none"> - Writing of simple texts (description, narrations, instructions, a piece of news, biographies [...] about known topics or of personal interest. Caring about the presentation of the written texts, express the message clearly. <p>For <i>sociocultural and sociolinguistic aspects, communicative functions, syntactic and discursive structures, and ordinary speaking lexis</i>, see BLOCK 1.</p> <p>Considering <i>Graphic patterns and orthographic conventions</i>:</p> <ul style="list-style-type: none"> - Appropriate use of discourse markers; capital letters. They are supposed to write down the answers and make a mural or “exposition” of the countries they got, so cohesion, coherence, content, and form are expected to be correctly used. |

Moreover, according to the Spanish Legislation, there is a group of key competences to develop which will determine the individual’s life and which are a combination of knowledge, attitudes, and skills (LOMCE, 2013); being each of them essential to support the rest of the competences’ development. These competences appear in the subject curricula of the subject and course at issue, of which the ones especially pursued and aimed at being developed through this project are *Literacy Competence, Digital Competence, Learning to Learn Competence, Social and Citizenship Competence, and Cultural Awareness and Expression Competence* (Departamento de Educación, Cultura y Deporte, 2016):

Literacy Competence

Literacy implies the ability to interact effectively with other people in an adequate manner. It involves the knowledge of reading and writing, and ability to intonate, by having the skills to interact through communication both orally and in writing (European Commission, 2019). Thus, the present game involves both the reading and oral comprehension of the questions of the board and the reading comprehension of the information during the process of online searching. It also involves an appropriate communication and an accurate use of terms if referring to diversity; therefore, the attitude expected from this competence is an awareness of the power of language

and impact of it on other people, as well as a need to be critical through constructive dialogue, using it in a socially responsible manner. This competence is clearly pursued and aimed at being developed through the proposal since the English subject has to do with developing this knowledge, skills, and attitudes. English is used as a powerful tool to learn successfully receive and produce input; it is required that the students make a correct use of it or use of it to learn about other cultures from a critical mindset.

Digital Competence

This competence involves a responsible engagement with ICT, as well as a critical use of these tools. Additionally, it also requires problem solving and critical thinking related to the online research, collaboration and interaction with classmates when managing the information found, and thus, data literacy (European Commission, 2019). The knowledge it involves is related to the understanding of the ways in which digital tools can help or assist communication, but also innovation and originality while it involves an awareness of their limitations and risks (Departamento de Educación, Cultura y Deporte, 2016). Considering the skills, not only it involves the ability to manage devices, etc. but doing it with the aim of collaborating with others towards a personal, social or commercial goal, which is the designing of a mural by collaborating within the group. Thus, according to the European Commission (2019), the individual should be competent enough to protect and manage information and data and not only to use software in an efficient manner. Throughout this game, the students are required to collaborate and do group work in order to research information, being capable of managing a device such as a laptop or mobile phone, with a common goal, solving any encountered problem and being critical. They also need to be aware of the limitations of these devices, protecting their digital identities and successfully managing the information found.

Learning to Learn Competence

This competence involves the “ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning” (European Commission, 2019, p. 11), which implies successfully handling uncertainty and difficulties, learning to learn, caring for one’s physical and emotional well-being. Moreover, it relies on empathy towards others, managing conflict in an inclusive context (European Commission, 2019). This is a crucial competence to be pursued when implementing this project in a classroom. Even though the proposal is a game, students are being *put to test* by exposing or discovering other way of doing things which will differ from theirs. Some students might have already started to develop this competence and therefore, will receive new information in a “welcoming” way. Other students might feel threatened – as mentioned before, identity is “what prevents us from being identical to anybody else” (Alsagoff, Mckay, Hu & Renandya, 2012, p. 10). It is for this that that is why is crucial to educate students in terms of interculturality to help developing global citizens (Jackson, 2020), considering an approach that will not try to avoid confrontation but rather open discussion or the need for this individual to feel the subjective difference (Bennett, 1986) or burden of being different in a context where *that* difference is not accepted.

Citizenship Competence

The acquisition of a language requires an ability to mediate and comprehend diversity (Departamento de Educación, Cultura y Deporte, 2016); that is, this competence includes understanding the multicultural and socioeconomic dimensions of different societies, involving “critical thinking, integrated problem-solving skills, skills to develop arguments and constructive participation in community activities [...]” (European Commission, 2019, p. 12). The attitude expected from and aimed at developing throughout this project is that of respect for human rights, which will serve as the foundation for a constructive and responsible behaviour towards the rest of the nationalities in the world and not just one’s own.

Cultural Awareness and Expression Competence

This competence involves developing cultural competence and artistic competence; being cultural manifestations essential tools for the teaching and learning of the language (Departamento de Educación, Cultura y Deporte, 2016). It involves being engaged in “understanding, developing and expressing one’s own ideas and sense of place or role in society in a variety of ways and contexts” (European Commission, 2019, p. 14). Even though all the competences are given the same importance, the search for a cultural awareness and expression is the main objective of the present project. It involves a sensitivity towards different languages, behaviours, lifestyles, and how the understanding of these cultural aspects can influence each other and the individuals. This competence requires from the student an understanding of their own identity and cultural heritage as one of the whole. In other words, the main aim is to understand one’s culture within a world full of others, from which different ways to understand *the world* emerge. It is crucial to approach this competence through respect for diversity and a curiosity, having an open attitude towards the world and different ways of expression, engaging in creative processes.

Resources needed

The resources needed to execute this proposal will be a few:

- As human resources, the English teacher, since the game has been designed considering the subject and therefore, the professional at issue must be the mediator. She or he will be needed to regulate the game and act as intermediary while the students organise themselves in the groups by adopting each one a role.
- Students will need access to internet, and therefore, each team will need access to at least one technological device, since the teams are supposed to do online research to answer questions about the countries.
- A projector will be needed to project the board in the class.
- The link to the gameboard on Genially (see format Appendix II):
<https://view.genial.ly/60a8e1df3787a40d4b4f96aa/interactive-content-interculturality>
- The link to the Spinning Wheel with the most common nationalities to be found in Saragossa, which can be edited to add additional countries (See format Appendix III). The most common nationalities in Saragossa will appear in the spinning wheel, so that the teams need to spin it to get a country, and later, throw the dice on the boardgame in order to get a question. The question will apply to the country, and the team will have to do research about it.

However, this game could be done physically if printing the boards. However, the implementation of Information and Communications Technology (ICT) is considered from the beginning to also help develop the digital competence, and for the gamification methodology to be wholly implemented.

Development

Description of the activities

First, the students will be divided into 5 groups – or groups of 5 – and each of them will adopt a role. Roles can be changed every fifteen or twenty minutes, so that they all take different responsibilities throughout the game:

- The “Spinner”. One student will spin the spinning wheel.
- The teacher will have selected the 15 most common nationalities from Table 2 above before the game. However, it can also be printed, or converted into a board to assign countries to the groups by throwing dices) and get a country for their team.
- The “Spokesperson”. Another one will throw the dice, move the token through the board and read the question the team got aloud.
- The “Note-taker”. Another student will be responsible of writing down the country and question they got.
- The “Researchers”. The other two – or the rest of the group – will look for the information while the rest of the groups are throwing their dices.

Once they get all the questions. They should be able to make any grammatical corrections one another, and create an original and unique mural, either online or in a cardboard to be exposed in the classroom with the different facts from the nationalities.

The teacher, meanwhile, will note down the questions and countries each group gets in order to check that the answers they propose are the correct ones.

Steps to Follow, Timing, General Planning

The game will take about three sessions of 50” each, due to the time required for students to do some research, make a draft, do peer-correction and design the final mural. Possible discussions during and after the game need to be taken into consideration, too. Considering this, the steps to follow are shown in Table 4 below.

Table 4.

Timing and Planning of the Project

| First Session | | | |
|---------------|---|---|--|
| Timing | Steps | Aims & Competences | |
| 10” | Explain what cultural diversity is and how enriching it can be. Explain what the game consists of and how much time it will be dedicated: <ul style="list-style-type: none"> - FIRST SESSION: instructions + start game - SECOND SESSION: try to finish the game and the draft. | Making them aware of the objectives of the game. Teach about the importance of respecting other cultures, and | <ul style="list-style-type: none"> • Multilingual • Literacy • Citizenship • Cultural awareness and expression |

| | | | |
|------|--|--|---|
| | - THIRD SESSION: peer-correction of the draft (grammatical aspects) and design a fun final version (photos, fonts, drawings, etc.). | welcoming difference with openness. | <ul style="list-style-type: none"> • Personal, social and learning to learn. |
| 5'' | Explain the different roles to adopt by each component of the group and divide them into groups. | Explain the dynamics and organise the game. | <ul style="list-style-type: none"> • Entrepreneurship |
| 12'' | <p>First round: each group will spin the wheel once and move their token on the board. They will have 12 minutes to note down the questions, do some research and note down the answers in a draft.</p> <p>The students need to be able to successfully manage this information in order to write a useful draft. By taking each their role, they should cooperate and supervise each other.</p> | <p>Get a country, get a question, note down, work in groups and organise themselves.</p> <p>Approach the question with openness, curiosity.</p> <p>Do some research, being aware of the possible limitations of the devices and safely navigate the net.</p> | <ul style="list-style-type: none"> • Literacy • Multilingual • Citizenship • Personal, social and learning to learn • Entrepreneurship • Cultural awareness and expression. |
| 10'' | Each round until the end of the lesson. | <p>Get a country, get a question, note down, work in groups and organise themselves.</p> <p>Approach the question with openness, curiosity.</p> <p>Do some research.</p> | <ul style="list-style-type: none"> • Literacy • Multilingual • Citizenship • Personal, social and learning to learn • Entrepreneurship • Cultural awareness and expression. |

| Second Session | | | |
|--------------------|--|---|---|
| Timing | Steps | Aims | |
| 10-12'' per-round. | Keep playing until they reach the end. | Get a country, get a question, note down, work in groups and organise themselves. | <ul style="list-style-type: none"> • Literacy • Multilingual • Citizenship • Personal, social and |

| | | | |
|--|--|---|--|
| | | Approach the question with openness, curiosity. Do some research. | learning to learn <ul style="list-style-type: none"> • Entrepreneurship • Cultural awareness and expression. |
|--|--|---|--|

| Third Session | | | |
|---------------|---|---|---|
| Timing | Steps | Aims & Competences | |
| 20'' | To finish the game if it has not been finished yet. | | |
| 15'' | Swipe their drafts with other group and correct grammatical errors or mistakes. | Reflect on the use of the language; promoting reflective learning, be critical. | <ul style="list-style-type: none"> • Multilingual • Literacy • Personal, social and learning to learn • Entrepreneurship |
| 15'' | To edit, design either online in a Word document or in a piece of cardboard (to be decided by the teacher/consequences when it is being implemented) a beautiful mural with photos, fun fonts, etc. | Digital skills but also reaching agreements within the group on how to present it. Work on cultural | <ul style="list-style-type: none"> • Mathematical, science, technology and engineering • Digital • Cultural awareness and expression |

Considering the academic calendar according to the 2nd of ESO curriculum, this project would best fit in the last days of the last trimester, as the students would have gone through all the contents and therefore, are expected to be able to apply them to make the Mural.

Evaluation: strategies, tools, and criteria

Considering that this project is based on gamification and collaborative work, aiming at promoting an interest towards and an autonomous learning about other cultures, the evaluation of the project will contemplate attitude, respect and tolerance, curiosity, and teamwork. On the other hand, since the project is thought to be implemented particularly in an EFL classroom, grammatical accuracy needs to be considered as well. The former – the type of engagement – will be evaluated *during* the process, through observation and note-taking in a rubric (see format Appendix IV). The latter will be evaluated through the final murals, which are the *product* of the game. The evaluation of the murals will be done according to another rubric (see format Appendix IV), which will consider originality, grammatical accuracy, appropriate lexis and connectors. Thus, focusing on

the game and leaving certain autonomy to the students is expected to bring about motivation, engagement and a positive attitude towards human diversity and lifestyles.

Moreover, peer-correction is proposed to enhance the learner’s autonomy and engagement. Each team will be assigned and have to correct other team’s mural draft – the answers to the questions – before proceeding to design the final mural and after the teacher has made sure they got the correct answers. Hence, as a team, they will need to reflect on the use of grammar written by their classmates, whether it is accurate or not, and correct what they think might be a mistake. Therefore, a process of reflective learning will be promoted. After peer correction, the teacher will do the final revision with the help of the previously mentioned rubric.

The evaluation criteria are that which appears in the English curricula which, according to the Departamento de Educación, Cultura y Deporte (2016), are:

From Block 1: Comprehension of oral texts:

| Evaluation criteria | Key competences |
|--|---------------------------------|
| <p>Crit.IN.1.1. Comprehend specific and general information from short and simple oral texts, transmitted by voice or technical media, in communicative functions and syntactic-discursive patterns associated to the mentioned functions, recognising ordinary lexis and basic patterns of pronunciation.</p> <p><i>E.g: in order to respond positively to the instructions of the game and being able to approach it, the students need to comprehend short and oral texts; and are needed to put it to practise while communicating during the session.</i></p> | <p>CCL-CMCT-CD-CAA-CSC-CCEC</p> |
| <p>Crit.IN.1.2. Know and use sociocultural and sociolinguistic aspects related to ordinary life (leisure activities, sports), life conditions (family), interpersonal relations, behaviour (non-verbal communication) and social conventions (courtesy, traditions, customs) to comprehend an oral text.</p> <p><i>E.g.: students need to identify customs, social conventions, leisure activities, behaviour from both their own culture and others in order to communicate and understand oral texts – as well as written.</i></p> | <p>CCL-CD-CAA-CSC-CCEC</p> |
| <p>Crit.IN.1.3. Recognise the importance of the foreign language as a tool for communication and understanding between people with different cultural backgrounds, showing a receptive attitude as well as interest, effort, and confidence in their own learning capacity.</p> <p><i>E.g.: students will get to know and learn a lot about different cultures by using and communicating in English, the language which serves as a bridge in this project to unify and gather information from cultures all around the world in a single Mural made by students. Students are expected to see English as a mean to approach other cultures and</i></p> | <p>CAA-CSC</p> |

| | |
|--|--|
| <i>peoples', as well as a tool to gather information from all around the world both during the game and after, once the Mural is finished.</i> | |
|--|--|

From Block 2: Production of oral texts: Expression and Interaction:

| Evaluation Criteria | Key Competences |
|--|-------------------------------|
| <p>Crit.IN.2.1. Produce short oral texts, in an adequate register and simple language, about ordinary topics or of their own interest, using planning strategies and expressing the required communicative functions during the usage of discursive patterns, use of the lexis, basic pronunciation patterns, and organization of the text.</p> <p><i>E.g.: when answering a question or making a comment about the game and cultures, communication in the classroom is expected to be the appropriate in register, style, level, and cohesion.</i></p> | CCL-CMCT-CD-CAA-CSC-CIEE-CCEC |
| <p>Crit.IN.2.2. Participate in simple oral exchanges, managing short sentences, and pronouncing clearly and intelligible, involving sociocultural and sociolinguistic acquired knowledge.</p> <p><i>E.g: Communication should also adequate and respectful. That is, any oral texts within the game should be considerate and thoughtful.</i></p> | CCL-CD-CAA-CSC-CIEE-CCEC |
| <p>Crit.IN.2.3. Show interest, effort and self-confidence in the use of English speaking as a way of communication.</p> <p><i>E.g.: students are required to collaborate within their groups, to share ideas, give advice, help and seek help from their classmates, etc. this communication should be in English.</i></p> | CAA-CSC |

From Block 3: Comprehension or written texts:

| Evaluation Criteria | Key Competences |
|--|--------------------------|
| <p>Crit.IN.3.1. Comprehend general and specific information from short and simple texts, in different styles, about topics of their own interest, using the right comprehension strategies. Identify the main communicative functions and syntactic and discursive patterns, recognising the common lexis and main orthographic aspects.</p> <p><i>E.g.: students are required to write all the answers into a draft to make the Mural. Since this is a language lesson, students need to be careful</i></p> | CCL-CMCT-CD-CAA-CSC-CCEC |

| | |
|---|---------------------|
| <i>when writing their answers, paying attention to all the aspects mentioned before. Moreover, during peer-correction, students need to be aware of grammatical structures, orthography and use of lexis in order to try to improve – correct – their classmates' work.</i> | |
| <p>Crit.IN.3.2. Read in an autonomous way texts which are appropriate for their age, interests, and competencies, using dictionary efficiently and comprehending specific tasks.</p> <p><i>E.g. Students need to do online research on their own, making a responsible and safe use of the devices, reading in an autonomous way and sharing with their classmates what they found, in order to decide how to answer to the question, structure the text, and using a – an online – dictionary when they do not understand a word. Each question is a specific task for them, which they need to answer clearly and coherently.</i></p> | CCL-CD-CAA-CSC-CCEC |
| <p>Crit.IN.3.3. To know and use, sociocultural and sociolinguistic aspects related to ordinary life, life conditions, interpersonal relations and social conventions in order to comprehend a text – showing a positive attitude and of self-confidence in the use of English as a medium to communicate.</p> <p><i>E.g.: Students need to understand what they read to put it to words afterwards by cognitively understanding first the social conventions, sociolinguistic aspects, cultural aspects, life conditions, attitudes of other cultures. This is one of the main objectives of the project.</i></p> | CAA-CSC |

From Block 4: Production of written texts: Expression and Interaction:

| Evaluation Criteria | Key Competences |
|---|-------------------------------|
| <p>Crit.IN.4.1. Produce short and simple texts about their own interests or ordinary topics, using different registers, applying the basic strategies of planification and execution, making a correct use of communicative functions by understanding the syntactic-discursive patterns associated to them, as well as the lexis and main orthographic rules, typography, and punctuation, in order to organise the text clearly and cohesively.</p> <p><i>E.g.: Students need to write short texts to answer the questions to complete the task. All aspects mentioned should be considered and accurately made use of. The final Mural will not only be evaluated in visual terms but also in terms of grammar, syntactic and lexical aspects, correct structure of the sentences, orthography, and correct punctuation.</i></p> | CCL-CMCT-CD-CAA-CSC-CIEE-CCEC |

| | |
|--|-----------------------------|
| <p>Crit.IN.4.2. Incorporate in the elaboration of texts the sociocultural and sociolinguistic aspects related to social structures, interpersonal relations, behaviour, social conventions, respecting the main courtesy norms.</p> <p><i>E.g.: Respect and consideration, interest and a positive attitude is also evaluable in this project. Written texts must never show an attitude of disgust or rejection; but rather an informative or even curious approach to this kind of elements.</i></p> | <p>CCL-CD-CAA-CIEE-CCEC</p> |
| <p>Crit.IN.4.3. Show an attitude of interest, effort, and self-confidence in the use of the written language as a way of expression and communication among people.</p> <p><i>E.g.: Students need to believe in their capacity to complete this task, adopting the role each of them is supposed to adopt at different times and therefore, believing in the position they have to assume at any time, but always helping and seeking help of their classmates whenever needed.</i></p> | <p>CAA-CSC</p> |

4. Conclusion and Future Prospects of the Project

To conclude, the present proposal has been thoroughly designed considering the characteristics of a school in a middle-class neighbourhood in Saragossa, which consequently, will have access to the Internet and electronic devices. This school will collaborate with an NGO near its location in order to make the project more meaningful and convey a deeper understanding and closer approach to the reality of immigrants. The aim of the project is to learn about the most frequent nationalities – following the Spanish one – in the city, in order to encourage a positive approach to cultural diversity and to give a voice to different ways of doing, understanding, celebrating and thinking. That is, through gamification and cooperative work, the discovering about our neighbours and classmates with different backgrounds is expected to be enhanced in a motivating manner.

Concerning the viability of the project and the quantitative research in the Viability and Justification section, not as many people as expected voluntarily participated in the survey sent to their educative institutions. Subsequently, since the analysis done could have been much more representative if the sample was larger, a greater number of “receivers” would be considered in a future. Nonetheless, the results seem to give an idea of how the current situation relating intercultural education and Saragossa is. In a few words, the majority of the teachers are not completely satisfied with the way it is being approached at their school, yet they claim to be doing everything in their power.

Furthermore, if the project was contemplated to be executed in a not-so-near future, a new analysis should be done to examine the new immigrant population in the city. This is because the number of immigrants, the frequent countries from which they may come from, and therefore,

reasons for immigration should be done to examine the new immigrant population change throughout time.

Finally, this intercultural project is based on gamification and collaborative work. The former is a methodology which aim is to decrease the levels of stress and anxiety and make the learning process rather motivating, though the project aims at making a correct use of grammatical, functional, and lexical aspects, too. Therefore, the evaluation of the project will mainly focus on a positive and tolerant attitude as well as successfully work in groups, but also on these aspects of the language that have been selected from the English curricula. Considering working through an approach based on cooperative work, the task is expected to be a convenient and efficient way to approach interculturality in the EFL class, letting students grasp the importance of the second language as a tool of communication and understanding between cultures. In other words, in the boardgame proposed, the language is the mean that bonds people from different cultural and linguistic backgrounds. That is, by creating a Cultural Mural using English, everyone can get to know facts about art, sports, tourism, geography, food, or literature about diverse countries in a language which is not their mother tongue and therefore, realise how powerful being able to speak and understand a foreign language is.

Through a constant training of interculturality by engaging students in the way this gameboard is expected to, it is hoped that a major tolerance and feeling of community will be enhanced within the classroom. Subsequently, it is hoped that the individual will adopt this tolerance and major understanding of diversity in a deeper level. That is, it is wished that by dealing with this matter often and through a positive and free-from-anxiety environment, the individual will not only develop a positive attitude towards diversity – that is, a positive way of *thinking* – but will also make *advocating for it* one of their personal values or principles. This is important to consider especially concerning a city such as Saragossa, which is known, as mentioned before, for the number of immigrant students in various public schools and high schools. Additionally, the increasing number of the immigrant population in the last fifteen years, as data reveals, implies taking the necessary steps to approach interculturality a necessity. Lastly, as stated, introducing gaming elements will enable a decrease in the levels of stress and anxiety in the classroom, especially in the language classroom, such as ELF. Consequently, a better acceptance of new concepts will be enabled, as well as a better understanding among people within a group, spreading this attitude and advocacy for diversity to other dimensions in the student's life and not just the academic one.

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6. Appendixes

Appendix I

Survey: Interculturality in Saragossa

This survey has been designed and sent to English teachers at secondary schools of public institution in Saragossa, Aragon, with the aim of getting information about the current situation of interculturality in their educative institutions: *In what way is cultural diversity being taught? Is it helping the inclusion of immigrant children? Is it producing noticeable changes concerning the way immigrant students are treated by the rest nowadays?* Overall, the aim is to know how interculturality is being trained, whether teachers are satisfied with it or not, and whether they think it is making any positive changes. The participants need to mark from 1 – in full disagreement – to 5 – in full agreement – each of the eight statements.

Link to the survey:

https://docs.google.com/forms/d/e/1FAIpQLSdb495Y4G8GIAZeyyX340JPAKRht3qxsF2EiOujP9jCJiOxmA/viewform?usp=sf_link

Pre-view of the survey:

| Interculturality in Saragossa: answer according to the situation in your institution | 1 – 2 – 3 – 4 – 5 |
|---|--------------------------|
| The way in which interculturality is trained is enough, effective, and transversal. | |
| There has been a considerable increase in the number of activities, project works, etc. on cultural diversity. | |
| Interculturality is trained, especially, in the EFL subject. | |
| Other subjects have the same capability to include content on cultural diversity, but their itinerary does not include it due to a lack of relevance or time. | |
| The number of readings, activities, etc. on cultural diversity in English coursebooks has increased and is increasing with the passing of time. | |
| When doing one of these readings or activities, I try to exploit it to the fullest extent to make my students reflect and spread awareness. | |

| | |
|---|--|
| <p>When we do one of these readings or activities, I try to give the chance – whenever is possible – to foreign students to share personal experiences with the class to give them a voice and raise awareness.</p> | |
| <p>There has been a positive and noticeable change in the attitude towards different ethnic to the majority in the classroom.</p> | |

Appendix II

Gameboard: Interculturality.

Link to the gameboard:

<https://view.genial.ly/60a8e1df3787a40d4b4f96aa/interactive-content-interculturality>

Photos of the boardgame in next page.

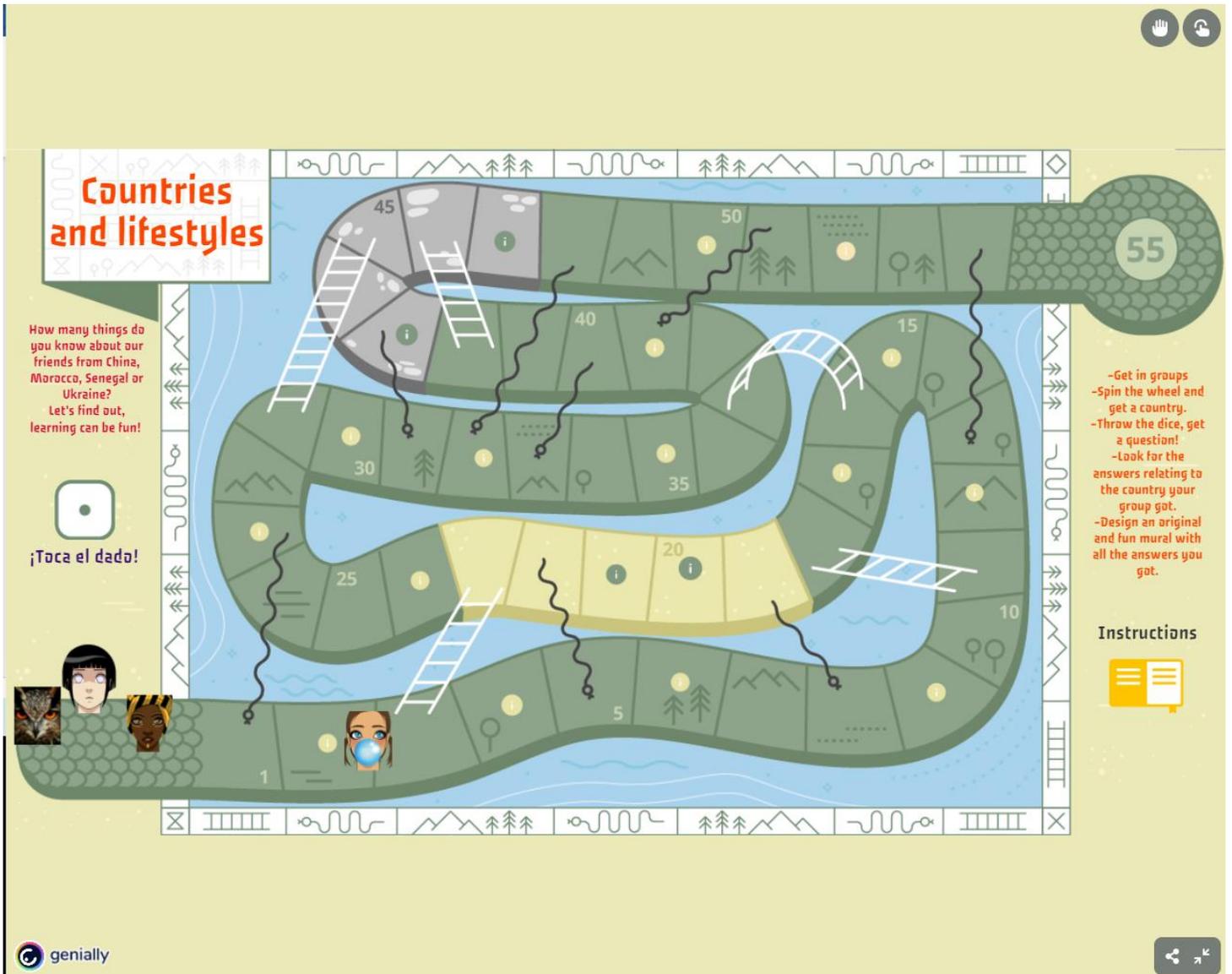


Figure 3. Boardgame on Interculturality.

In the Instructions section (bottom right in Figure 3), if you click, the game is explained: “Each group start with a token and alternate to roll the dice. Tokens are moved upwards, considering the numeration of the square. If a user gets in a square in which a ladder starts, they go up the ladder to the new square. If a user gets in a square with the tail of a snake, they will need to return to the square in which the head of the snake is. If a user is 6 points away or less from the final square, they will need to get the exact number when rolling the dice if they want to win.”

Thus, there are nineteen squares with fourteen different questions spread among them. The photos of the board are displayed below.

Square 1; *Politeness:*

Countries and lifestyles

How many things do you know about our friends from China, Morocco, Senegal or Ukraine? Let's find out, learning can be fun!

¡Toca el dado!

What language is spoken in this country? How do you say "thank you", "please", "you are welcome" in this language? Do they make any gesture?

55

- Get in groups
- Spin the wheel and get a country.
- Throw the dice, get a question!
- Look for the answers relating to the country your group got.
- Design an original and fun mural with all the answers you got.

Instructions

สวัสดี
你好
Bonjour
Sawubona
こんにちは
Привет
Guten Tag
Hello

Square 2; *Tourism:*

What are three most tourist places in the 3rd biggest city of this country? Why? Which one is your favourite and why?

things do about our friends from China, Senegal or Ukraine? Let's find out, learning can be fun!

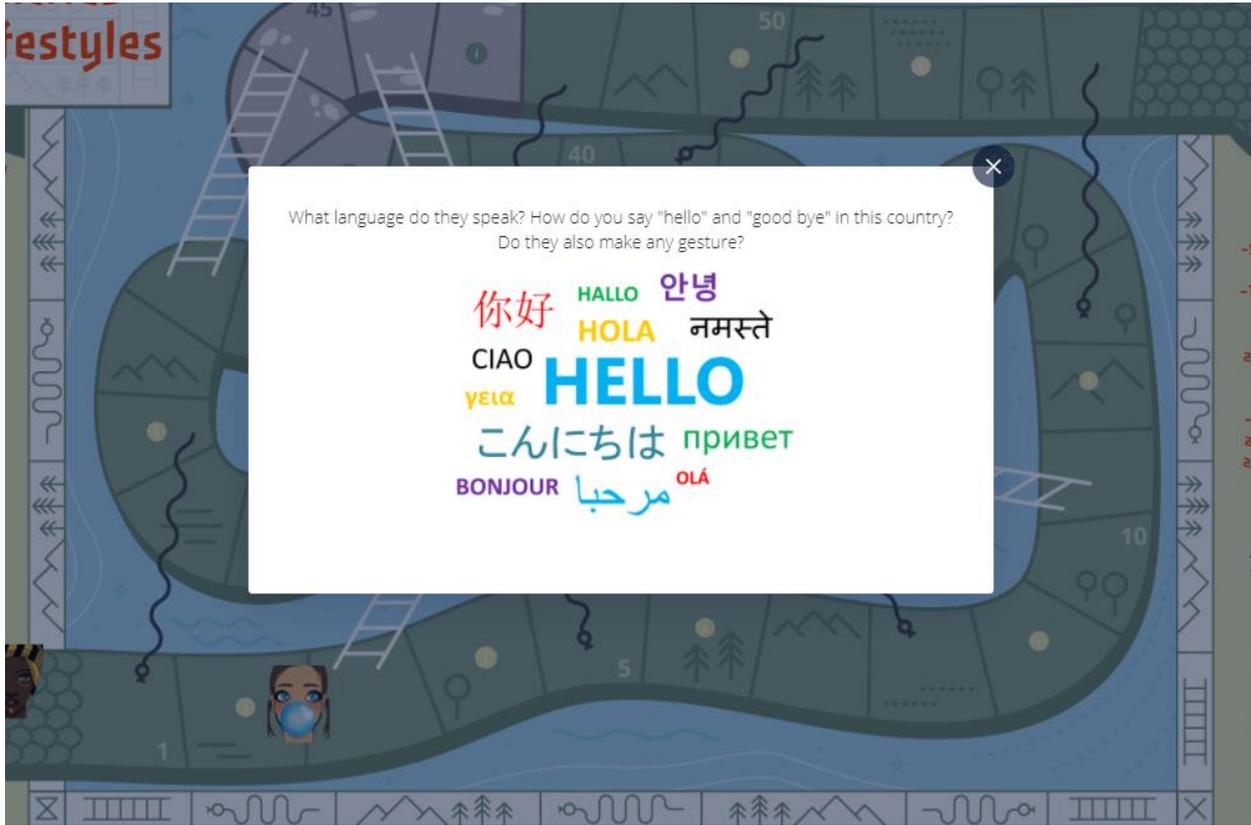
dado!

40

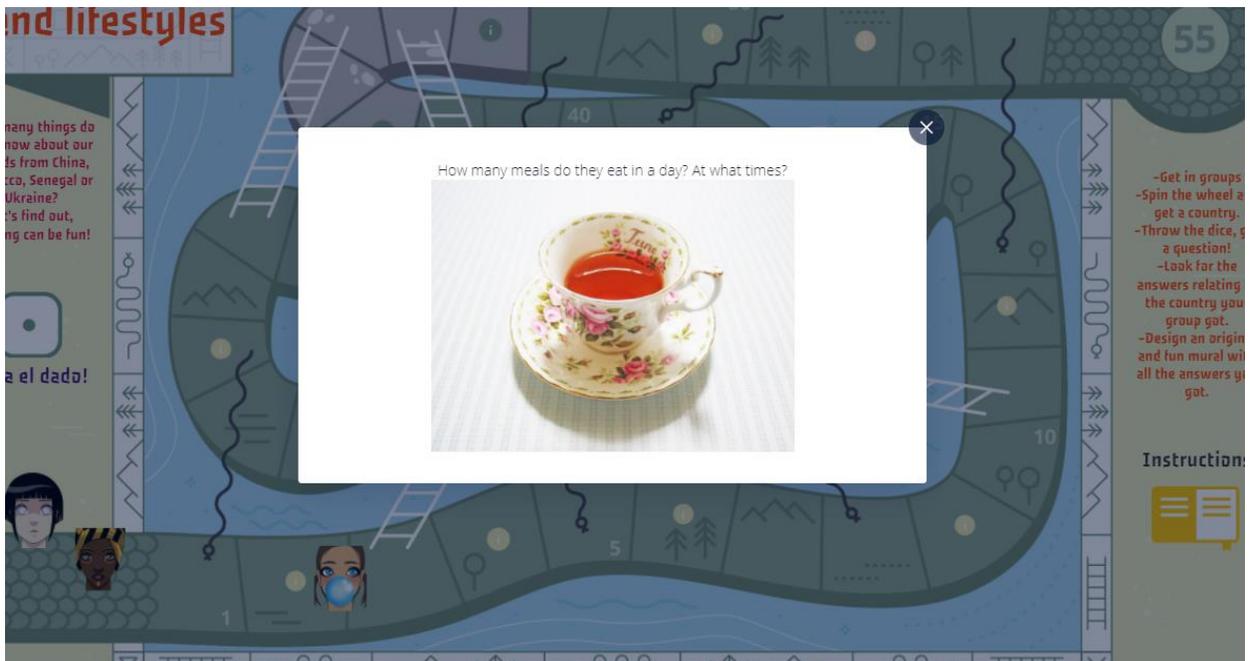
10

5

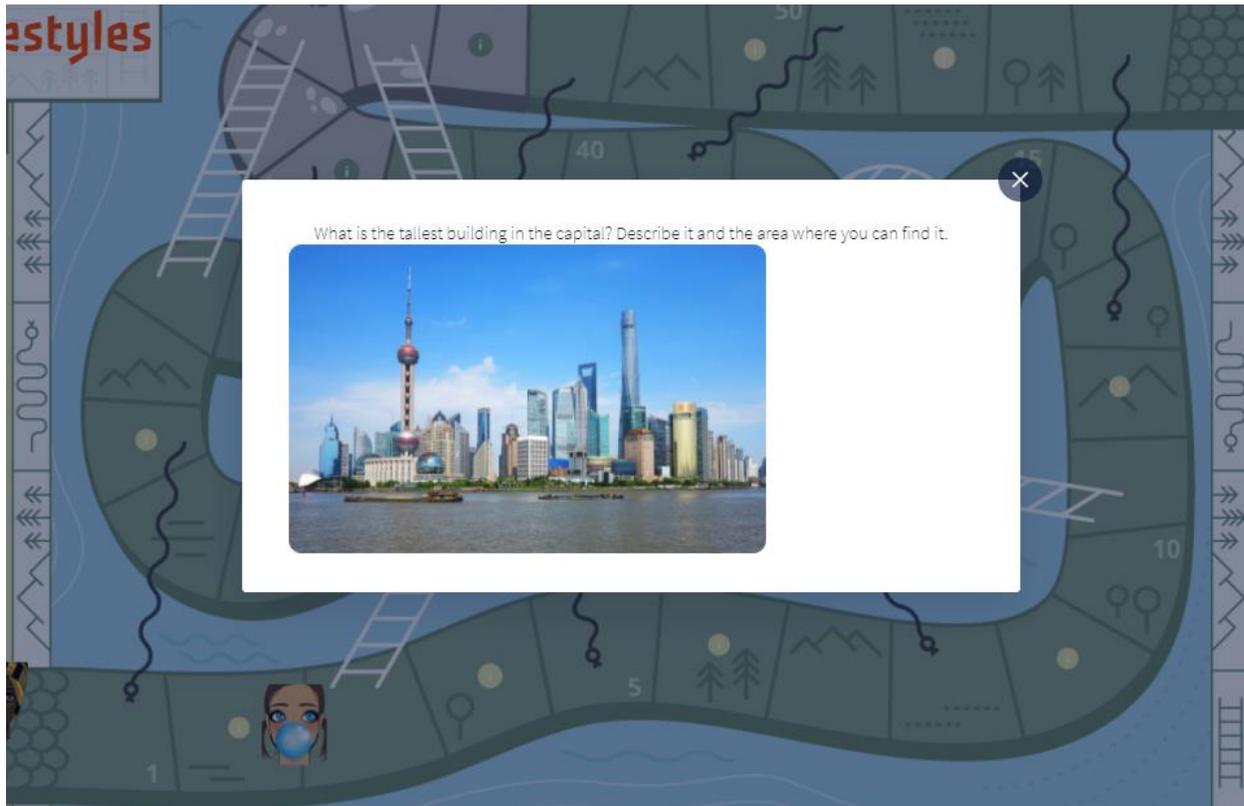
Square 3; Greetings and Farewells:



Square 4; Food:



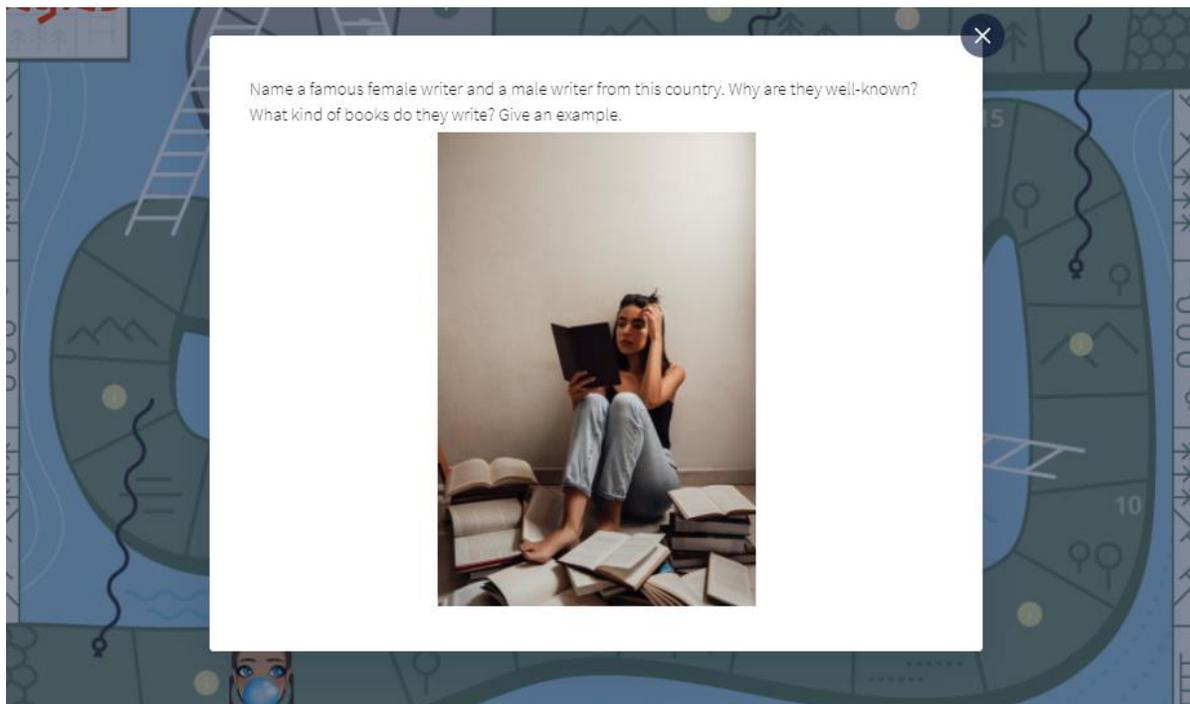
Square 5; *Geography*:



What is the tallest building in the capital? Describe it and the area where you can find it.



Square 6; *Literature*:



Name a famous female writer and a male writer from this country. Why are they well-known? What kind of books do they write? Give an example.



Square 7; *Traditions:*

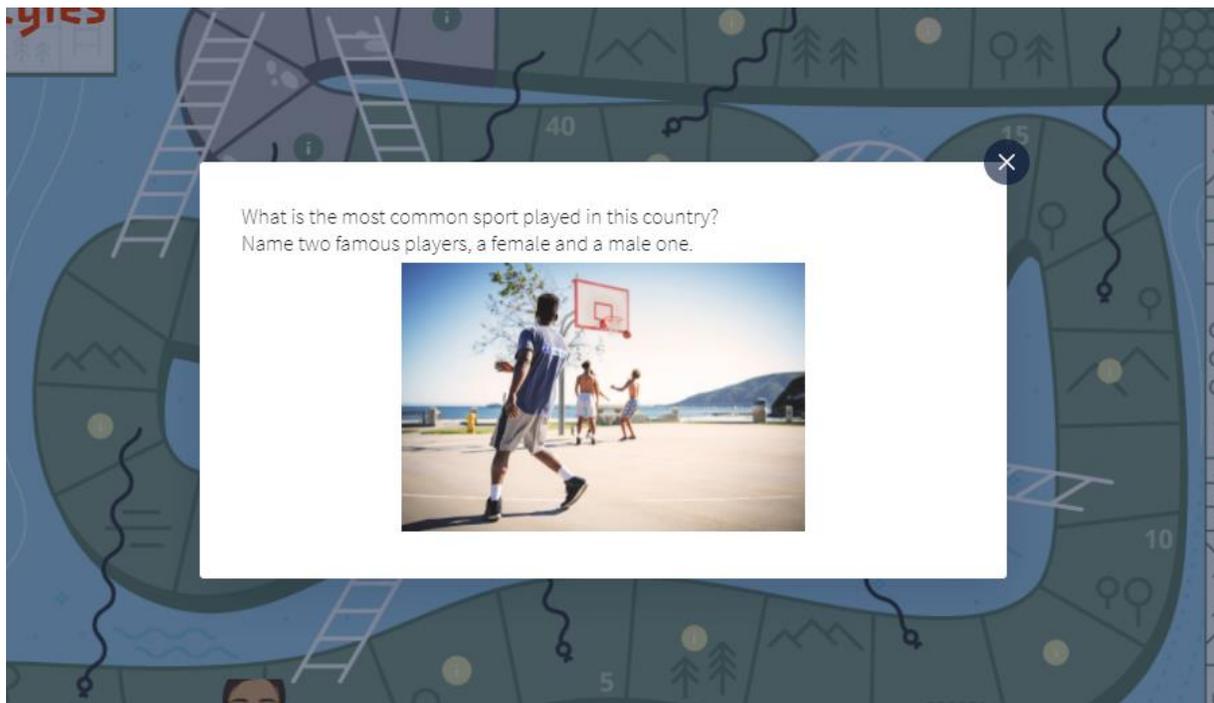


Name a tradition or celebration from this country. How is it celebrated? What do they do?



- Get in
- Spin the r
- get a co
- Throw th
- a ques
- Look f
- answers r
- the coun
- group
- Design a
- and fun m
- all the ans
- ga

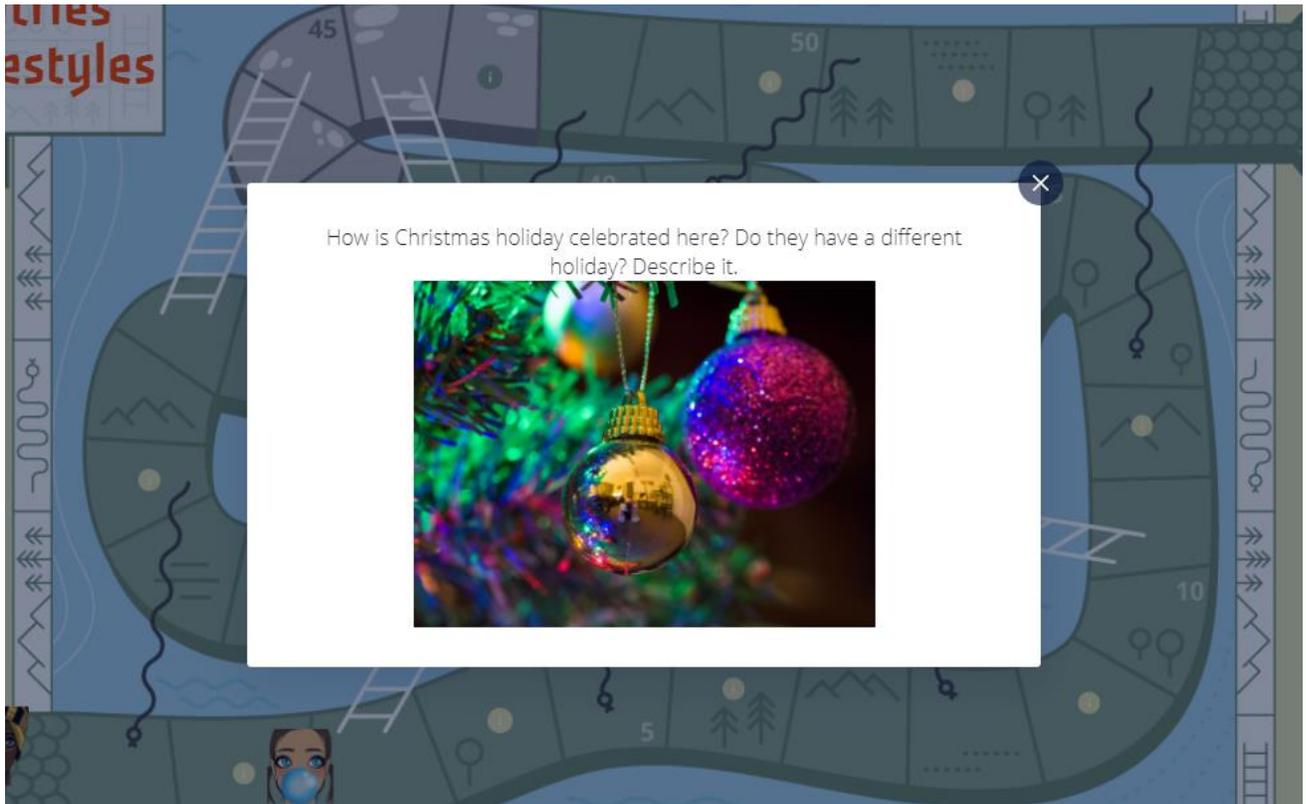
Square 8; *Sports:*



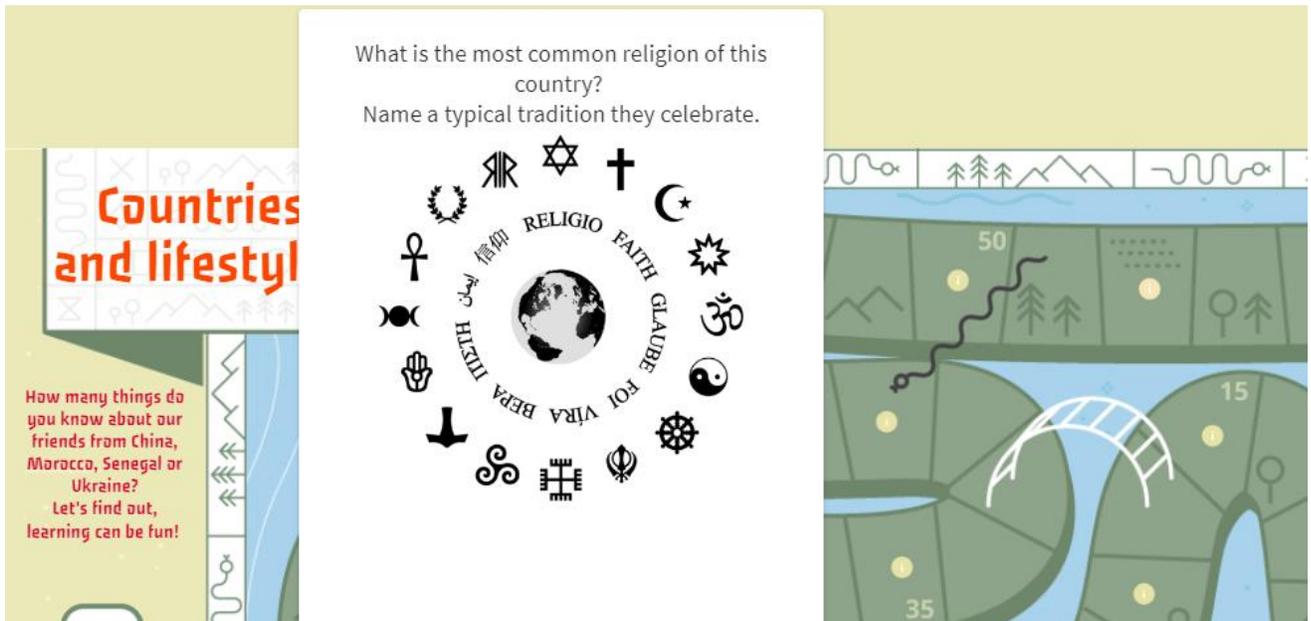
What is the most common sport played in this country?
Name two famous players, a female and a male one.



Square 9; *Holidays and Celebrations:*



Square 10; *Religion and beliefs:*



Square 11; same as Square 5.

Square 12; *Geography*:

styles

Choose two cities of the country, a big one and a small one. Describe them.



The image shows two photographs. The top photograph is of a small, single-story yellow building with a red-tiled roof, two palm trees in front, and a dark wooden door. The bottom photograph is an aerial view of a large, modern city with high-rise buildings, a beach, and a blue bay.

Square 13; same as Square 1.

Square 14; *Geography*:

40

What is the capital of the city? Describe it.
(how many inhabitants? Is it in the North or in the South...? What tourist spots can you find?)



The image shows a photograph of a large, ancient stone archway with a central arched entrance. There are many palm trees in front of the archway, and a group of people is walking up a set of stairs leading to the entrance. The sky is clear and blue.

Square 15; same as square 2.

Square 16; same as square 8.

Square 17; *Art*:

Who is the most famous female and male singer of the country?
Why are they famous? What kind of music do they play or sing?



The image shows a woman in a vibrant red, ruffled dress performing on a stage. She is playing a violin. In the background, a large Chinese national flag is visible, along with some red lanterns. The scene is lit with stage lights, and another person is partially visible in the background.

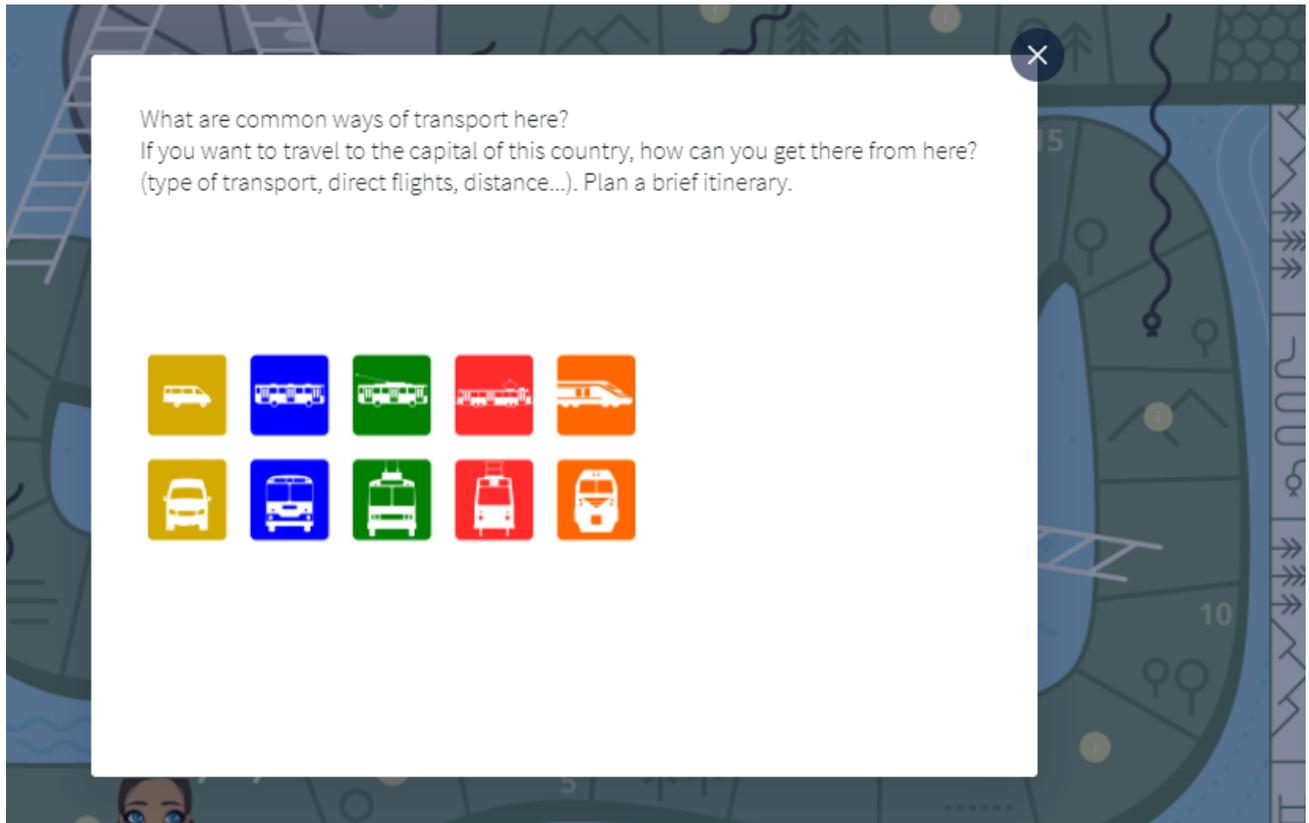
Square 18; *Money*:

What currency do they use?
What is its most typical dish? Is it expensive and luxurious or affordable? (E.g. fish and chips are typical in England, they are cheap).



The image displays a collection of US dollar bills and several Bitcoin coins. The bills include a \$100 bill and a \$50 bill. The Bitcoin coins are gold and silver, with the Bitcoin symbol (a circle with two vertical lines) clearly visible on them.

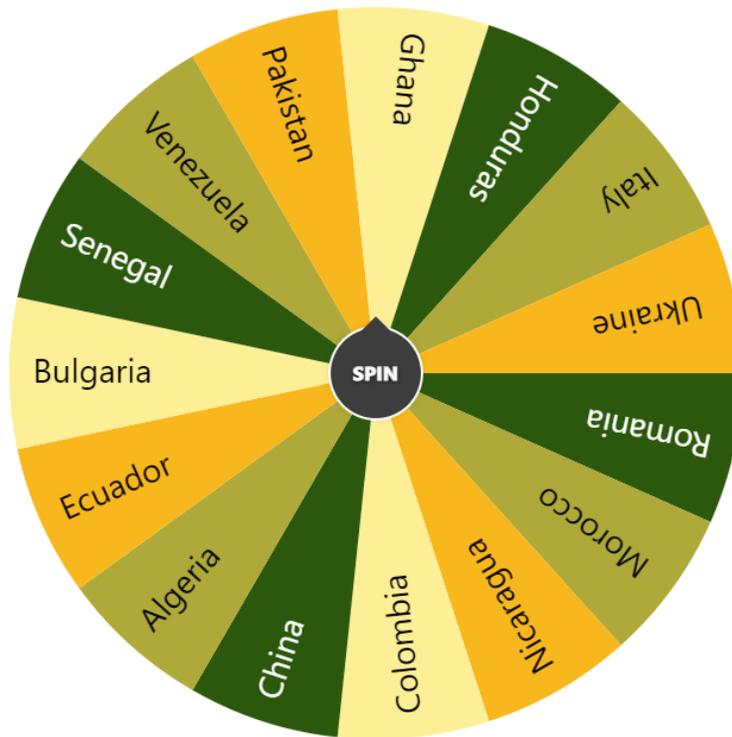
Square 19; *Transport & Trips*:



Final square:



Appendix III
Spinning Wheel



Appendix IV
Rubrics

A. Rubric to evaluate the engagement *during* the game:

| | Exceeds expectations | Meets the expectations | Working towards meeting | Needs improvement |
|---------------------------|--|--|--|---|
| Attitude | Has a positive, sympathetic, and friendly attitude and can approach any issue with an open mind. | Has a positive attitude and can show sympathy in discourse when an issue arises. | Has a carefree attitude, flexible depending on the issue or question at issue. | Has a negative and patronizing attitude or shows no respect towards other cultures. |
| Engagement | Is eager to engage in the game and participate while showing a great curiosity. | Is willing to engage in the game and shows mild engagement. | Attempts to engage but not in its fullest; shows some indifference. | Is reluctant to engage in the game. |
| Collaborative work | Communicates well, uses | Voices ideas and opinions | Communicates most of the time. | Does not communicate, nor |

| | | | | |
|--|---|---|--|---|
| | patience and encourages other group members. Sticks to the assigned role. | throughout the task, seeks for help whenever needed. Sticks to the assigned role. | Knows the role but relies on the rest of the team members. | share ideas. Does not know the role or seek help. |
|--|---|---|--|---|

B. Rubric to evaluate the final murals – content evaluation.

| | Advanced | Accomplished | Developing | Undeveloped |
|--|---|--|--|--|
| Lexis | Uses accurate and in any case appropriate lexis to the topic. The vocabulary is adequate for their level and even attempts at using/learning new words. | Uses accurate and in any case appropriate lexis to the topic. The vocabulary is adequate to their level. | Attempts at using lexis adequate to their level appropriately, but there are some errors. | The vocabulary is not appropriate nor adequate to their level. It is too simple. |
| Grammar: <i>peer correction (not evaluation)</i> | - | - | - | - |
| Cohesion | Perfect use of connectors. The answer successfully responds to the question given. | Uses adequate connectors and the answer responds to the question. | Attempts at answering the question but does not succeed in giving a complete answer. | No use of connectors. Does not answer the question. |
| Originality | The mural is visually attractive; presence of creativity, uniqueness, colours, fonts, and it has been thoughtfully designed. | The mural is visual, original, and uses different colours and fonts. | The mural is visual and original although the aesthetic could improve by making better use of colours, fonts, pictures, etc. | The mural is plain and not very original. |