Master’s Dissertation/ Trabajo Fin de Máster

BILINGUAL INTEGRATED PROJECT SUBJECT IN COMPULSORY SECONDARY EDUCATION: PEDAGOGICAL CONSIDERATIONS AND TEACHING PROPOSALS

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Dpt.: English Philology
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1.-INTRODUCTION

This Dissertation is intended to reflect upon the subject of Integrated Project in the fourth year of Compulsory Secondary Education in Andalusian schools. As I have been a teacher of this subject along these two last years, I have thought that this topic is going to be very interesting, because I am going to explain the theoretical approach on which the contents of this subject can be based. Then, I am going to provide a practical implementation of it.

First, I am going to analyse the legislative references of this subject in the official curricula for Spain and Andalusia, focussing on the Decree 231/2007, the Order of August 10, 2007 and the Decree 111/2006. Then, I will explain how it is developed on the syllabus of the English Department in the School Project for my compulsory school, specifically the Objectives, Contents, Methodology and Evaluation Criteria.

Second, I will focus on the theoretical bases of Cooperative Learning. As Dean et alii (2012:35) asserted: “Using cooperative learning helps teachers lay the foundation of student success in a world that depends on collaboration and cooperation.” I will mention the basic elements of the Social Interdependence Theory, based on Johnson & Johnson (2008) and the different types of Cooperative Learning.

The following point will explicitly describe the practical implementation of the subject of Bilingual Integrated Project, applied to a contextualised classroom. In this case, we will analyse the teaching practise in two groups of the fourth year of Compulsory Secondary Education, regarding the specific methodology, mainly based on New Technologies and Cooperative Learning.

Finally, a set of conclusions will be offered, after the research carried out during the development of this Master’s Dissertation.
2. BILINGUAL INTEGRATED PROJECT IN THE OFFICIAL CURRICULUM

2.1. Legislative References in Spanish and Andalusian official curricula

2.1.1. Decree 231/2007

The first explicit reference to this subject is found in the Decree 231/2007, of July 31st, for the establishment of the ordering and teachings of Compulsory Secondary Education in Andalusia. This Decree is based on the Organic Law for Education 2/2006, set by the Spanish government.

This Decree for Andalusia appeared in BOJA number 156 of August 8. In the Article 11, we find the section devoted to the Organization of the fourth course, Point 8, where it is explicitly mentioned that students will have an optional subject, called Integrated Subject. According to Article 11,

The educative centres will compulsorily offer Integrated Project subject, with a practical character, which will be oriented towards the maturity and personal development of students, through activities eminently practical, based on experimentation and analysis of the results and in the search and treatment of information obtained from diverse resources. (Decree 231/2007: 19)

After the appearance of this state Decree, we find the Andalusian Order, which adapts these contents to the Andalusian curriculum, so that they are compulsorily followed in every Andalusian Secondary School.

2.1.2. Order of August 10, 2007

Then, we must analyse the specific Law for Andalusia, which is the Order of August 10, 2007, for the establishment of the compulsory curriculum corresponding to Compulsory Secondary Education in Andalusia. On page 65 of this official Order, published in BOJA number 171, of August 30, 2007, we have the session entitled Integrated Project of Practical Character, on page 65. It is established that it will be taught one hour per week. It is defined as follows:

It is a proposal of activities about a topic, a problem or a design of something tangible, to be fulfilled preferably in a collaborative form to understand and try to solve situations, comprehend conflicts, give solutions to real necessities, build prototypes, imagine virtual realities, carry out studies on the land, inventories, etc.
Afterwards, we find an explicit reference to the topics which must be used in this subject:

The possible topics around which to design and develop this topic have their limits in the possibilities and teachers’ imagination, considering the real conditions to carry out the Project, according to the available resources, the opportunities that the context can provide, the community’s capital and the ease to interest students.

According to the Order of August 10, 2007, the principles which must guide the selection and development of a project are the following:

- That facilitates, requires and stimulates the search of information, the global application of knowledge, of the practical knowledges, social capacities and skills, not necessarily related to the subjects of the curriculum, at least not all of them.

- That involves the realization of something tangible (prototypes). Objects, interventions in the natural, social and cultural world, inventories, compilations, exhibitions, digitalizations, plans, studies on the field, surveys, recovery of traditions and interest places, publications, etc.

- That contributes to the fulfilment of activities that somehow connect with the real world, the jobs and occupations of the real adult life and later than schooling.

- That selects a unifying nucleus something which has connection to reality, that gives opportunities to apply and integrate diverse knowledges and motivates to act inside and outside the educative centres.

- That students follow and live the authenticity of a real work, following the complete development of the process, from its planning, different phases of its fulfilment and the management of its final result.

- That enhances the participation of everybody in discussions, decisions taking and in the carrying out of the project without prejudice to share tasks and responsibilities.

- That considers the repercussions of the work and human actions in general, as well as the use of any type of resources, the proceedings on the present natural, social, economic or cultural world and in the future generations.

- That provides students to acquire learning responsibilities and related to the realization of the project.
2.1.3. Decree 111/2016

Finally, we must refer to the Decree 111/2006. It is based on Royal Decree 1105/2014, December 26, for the establishment of the basic curriculum for Compulsory Secondary Education and Bachillerato. (BOE 03-01-2015) It is set by the Spanish Government, and it must be followed by all the Spanish communities.


After nine years of the previous educative legislation, these new Decrees open a new educative process. And they end up with the subject of Integrated Project in our educative system.

2.2. Teaching Program of the English Department

With the incorporation of the subject of Bilingual Integrated Project to the English Department, we had to elaborate the syllabus of this subject for the last two years. In this section, we are going to mention the main points of it.

2.2.1. Objectives

The objectives are:

a) To work in teams, exchanging the information found, respecting the intellectual propriety, and assuming the responsibilities assigned to the group.

b) To increase the interest for the different areas and subjects of the curriculum to observe mainly its practical character.

c) To deepen in the development of the basic competences of all areas and subjects of the curriculum of Compulsory Secondary Education.

d) To obtain and use the information located in the first foreign language that students learn along the curriculum of the Compulsory Secondary Education
e) To use the Information and Communication Technologies with ease, to improve the capacity to communicate with others, as well as locate and provide the necessary information to develop the project.

f) To connect with the real world the acquired knowledges in the different areas and subjects.

g) To analyse all the aspects involved in the project, realizing the activities proposed, from the approach of the problem, to the final exposition.

h) To acquire the necessary capacities that allow students to expose the project in front of a collective, formed by teachers of the different subjects involved and the rest of students who will have the capacity of self-evaluation.

i) To initiate themselves in the activity of research of a topic in depth following marked scripts and the signed guidelines.

j) To know how to work in groups, to establish distributions of tasks and collaborate with the rest of partners to establish an objective determined.

k) To evaluate the implementation of a project knowing to contrast the different opinions.

2.2.2. Contents

The contents are related to the students’ interests and to present-day topics, which can attract students’ attention. They may be different for each class, so that students cannot copy their projects. Although one main theme is offered to students, they freely choose the specific topic of their projects.

In the next page, the contents selected by the teacher appear, related to the three terms and to the two courses. I tried to choose interesting topics, so that students could find a lot of information on the internet, and topics that could be attractive to students.
Chart 1. Contents of Bilingual Integrated Project

<table>
<thead>
<tr>
<th></th>
<th>4th A</th>
<th>4th B</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST TERM</td>
<td>English culture: Food, Holidays, History, Sports, Music.</td>
<td>English-Speaking Countries</td>
</tr>
<tr>
<td>SECOND TERM</td>
<td>Films / Actors / Actresses</td>
<td>English Music</td>
</tr>
<tr>
<td>THIRD TERM</td>
<td>Immigration in USA. American Classical Authors. English Religion. Most Important NGOs in the world. English Educative system, compared to American Educative system. Most important cities in USA. Most important sports in USA. British Contemporary Writers.</td>
<td>The British Royal Family. American Influence on Spanish Food. Immigration in Great Britain. English Classical Writers. Education in USA, compared to Spanish Education. American Contemporary Writers.</td>
</tr>
</tbody>
</table>

2.2.3 Methodology

The section devoted to Methodology appears in the syllabus of the English department, as this subject of Bilingual Integrated Project has been taught by teachers of English as a Second Language. In the fourth point of this Master’s Dissertation it will be explained in detail, implemented in a contextualised classroom.

An eminently practical and participative methodology will be used in this subject. Students must get used to it, working in groups to elaborate a collective production, without forgetting the individual work that in an autonomous way make them learn by themselves. The teachers’ task is orientational and for advice, this is why working at home is fundamental, because in the classroom we only have one hour per week. By consequence, students’
formation will be directed towards the basic use of the necessary tools to realize a determined task, being fundamental the research and autonomous work to get the results wished. Methodology will be adapted to the interests and needs of students, along the course.

The activities will be focussed in the fulfilment of a Project at the end of each term. The fluent use of the Information and Communication technologies will be fundamental, to obtain the necessary information for the realization of the Project, as well as to communicate with the other components of the group and the teachers.

The guidelines for this Project are provided in a web blog, created by the teacher, one different for each course.

2.2.4. Evaluation Criteria

The following Evaluation Criteria will be taken into account by the teacher, as it is reflected in the syllabus of the English Department:

- The defense, quality and originality of the Project will be valued.
- The students´ individual conduct in the different phases of the Project will be taken into account and the use of the method selected for its fulfilment.
- The accomplishment of objectives will be evaluated at a collective and personal level.
- The following aspects will be also very important:
  - know to use internet;
  - to write texts which include pictures;
  - to obtain images, to type them up on the computer, and apply digital edition techniques;
  - to capture and edit video fragments and to create audiovisual materials.
  - To design and elaborate multimedia digital presentations.
  - To publish in the networks with multimedia content.
  - The overcoming of the difficulties found at collective and individuals levels will be valued.
  - The presentation of the final Project in an oral and written way will be fundamental.

The work and the attitude of students during the classes will be valued with 20% of the Final Mark, being the 80% the value of the projects, divided into two marks: 6 points the Development of the Projects and 2 points the Oral Presentation.
The Project which does not have a good mark will be recovered following the corrections of the teacher. The recovering of this Project will be to present it again and in the dates of Suficiencia Exams, with the deficiencies rectified and completing those aspects or information or approach which was considered insufficient. The final mark of the course will be the media of the three projects presented in the three terms.

The evaluation of the written projects will be valued according to the following standards: Presentation: 2 points; Grammatical Correction: 2 points; Vocabulary: 2 points; Instructions: 1 point; and Originality: 1 point. Oral Presentations will be valued as follows: Fluency: 1 point; Accuracy: 0.5 point; and Correct Length: 0.5 Point.

The teacher must compulsorily inform her students about all these Evaluation Criteria at the beginning of the course.

3. THEORETICAL BASES: Cooperative Learning

The main theoretical basis underlying the subject of Integrated Project is Cooperative Learning, and I am going to explain its main tenets. Until some years ago, the teaching practice was instructional, based on academic learning and a traditional way of teaching. But it gradually began to change. As we have stood out in the explicit references to this subject in the official curricula, cooperative learning is essential in this subject, because it enhances group work. As Dean et alii (2012:35) asserted: “the students of today need to possess not only intellectual capabilities but also to function effectively in an environment that requires working with others to accomplish a variety of tasks.”

Psychologists, such as Horney (1937) and Montagu (1966), were the first ones in taking into account that cooperation was related to social abilities. They agreed that a good psychological health was directly related to positive social relationships. On the one hand, Horney (1937) asserted that a neurotic individual was unable to cooperate with its group. On the other hand, Montagu (1966) stated that in most species the solitary animal was considered an abnormal creature by the members of its social group. According to Johnson (2003) individuals often feel frustrated and depressed if they do not successfully interact with other individuals.

Cognitive theories also stood out the importance of cooperative learning. Piaget (1926) and Vygotsky (1978) focussed on students’ peer interactions that could enhance students’ learning in cooperative groups. Vygotsky (1978) studied the benefits of the collaborations
between more expert peers and more ordinary students. Finally, the Johnsons (D.W. Johnson et alii, 1998) and Slavin (1978a) have developed frameworks that combine their motivational approaches with cognitive theories.

3.1. Social Interdependence Theory

The precursor of Social Interdependence Theory was Lewin (1935, 1948), who proposed “that a person’s behaviour is motivated by states of tension that arise as desired goals are perceived and that it is this tension that motivates actions aimed at achieving the desired goals” (Johnson and Johnson, 2008:11).

Deutsch (1949, 1962), one of Lewin’s students, developed Social Interdependence Theory, amplifying Lewin’s theory to the relationships among two or more individuals to achieve the desired goals. According to Johnson and Johnson (2008:11):

Social interdependence exists when the accomplishment of each individual’s goals is affected by the actions of others. There are two types of social interdependence, positive (cooperation) and negative (competition).

Positive Social Interdependence should be the fundamental element to enhance in cooperative classes, where the success of the group will be directly related to the individual tasks of every member of the group.

The Basic Elements of Social Interdependence Theory, which are going to be explained in the following sections are: Positive Interdependence; Individual Accountability and Personal Responsibility; Promotive Interaction; Appropriate Use of Social Skills and Group Processing.

Some researchers have defended the idea that cooperative learning may use one or more of these elements, not all five at the same time. In Dean at alii (2012:36), we find the following chart, summing up the main elements of Social Interdependence Theory.
<table>
<thead>
<tr>
<th>Element</th>
<th>Purpose</th>
<th>Instructional Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Interdependence</td>
<td>Ensure that success by an individual promotes success among other group members.</td>
<td>Establish a cooperative goal structure and equally distribute resources. Help students develop a sense that they “sink or swim” together.</td>
</tr>
<tr>
<td>Promotive Interaction</td>
<td>Individuals encourage and activate efforts to achieve and help one another learn.</td>
<td>Encourage discussion among group members and teach students about the importance of effort and how to provide others with recognition for their effort.</td>
</tr>
<tr>
<td>Individual and Group</td>
<td>Ensure that all members contribute to achievement of the goal and learn as individuals.</td>
<td>Establish an optimal group size and include individual assessments. Help students understand that each person needs to contribute to the success of the group.</td>
</tr>
<tr>
<td>Accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Use of Social</td>
<td>Ensure that all members clearly understand effective group skills.</td>
<td>Provide initial and ongoing instruction on effective group skills such as communication, decision making, conflict resolution, leadership, and trust.</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Processing</td>
<td>Promote group and individual reflection for maintenance of group effectiveness and success.</td>
<td>Establish dedicated time for group reflection by providing structures such as specific questions, and learning logs.</td>
</tr>
</tbody>
</table>
3.1.1. Positive Interdependence


Positive interdependence is a key element of cooperative learning because it emphasizes that everyone is in the effort together and that one person’s success does not come at the expense of another’s success. To foster positive interdependence, teachers must ensure that the workload of each individual is reasonably equal to the workload of other team members. Teachers can accomplish this by clearly defining roles and responsibilities during the cooperative learning activity.

Interdependence can be positive, negative or it does not exist. Positive interdependence occurs when individuals feel that they reach their goals in the condition that their cooperative partners also achieve their goals. They can reciprocally motivate each other, promoting their mutual efforts. Negative interdependence is produced when individuals are conscious of the fact that they will obtain their goals if the other individuals do not obtain theirs. They therefore will obstruct each other’s efforts to achieve their goals. Finally, no interdependence exists in a situation in which individuals perceive they can reach their goals regardless of whether other individuals attain or do not attain their goals. Therefore, positive interdependence results in promotive interaction, negative interdependence results in oppositional interaction, and no interdependence results in the absence of interaction.

Johnson and Johnson (2008:12) stated that:

The psychological processes created by positive interdependence include substitutability (e.g. The degree to which actions of one person substitute for the actions of another person), inducibility (i.e. Openness to being influenced and to influencing others), and positive cathesis (i.e. investment of positive psychological energy in objects outside of oneself).

The aforementioned types of interdependence can be analysed from three different categories: outcome, means and boundary (Johnson & Johnson, 1981, 2005). The outcome is the reward or goal that participants want to reach. It may be real or imaginary. Second, the means include the resources, roles and tasks through which the group members are going to accomplish the objectives. Finally, boundaries can be defined as the different relationships among the group participants. According to Koffka (1935) and Wertheimer (1923), perceptual organization can affect boundary interdependence. For instance, proximity factors (seated
together or separated), similarity (all wearing the same colour T-shirt), or past history together. Other conditions can be to share an outside enemy (opposition to another group) or identity (bounds between the group).

Many researches have been carried out with regards to the different types of interdependence and the different peer interactions. For instance, according to Johnson et al. (1990); Lew et al. (1986 a, b); and Mesch et al. (1986, 1988), the combination of positive interdependence and reward interdependence can increase the level of achievement. Another study points out the fact that resource interdependence alone does not produce enough achievement, because the group members may be more worried about how to get the resources from the other group members that about their common desired outcomes. An interference with other’s productivity might be produced. According to Johnson et al. (1991) positive goal interdependence promotes higher achievement and greater productivity than does resource interdependence.

As Ortiz et al. (1996) stated, the more complex the procedures involved in the interdependence, the longer it will take the group members to reach the desired objectives. Finally, other researchers have determined that when individuals define themselves in terms of their group identity, they are more willing to work and to achieve the goals, contributing to the public benefit. (Brewer and Kramer, 1986; de Cremer and van Vuijt, 1999; Kramer and Brewer, 1984).

3.1.2. Individual Accountability and Personal Responsibility

Individual Accountability is described by the Social Interdependence Theory as “the need for each member of the team to receive feedback on how his or her personal efforts contribute to achievement of the overall goal. They also defended that individual accountability discouraged the tendency for individuals to carry the workload of the group.” (Dean et alii, 2012:37)

Individual Accountability is also related to Personal Responsibility in the sense that it facilitates the work of the other group members and complete one’s share of the work. According to Matsui et al. (1987), the group members should feel responsible for the whole group’s welfare and for the individuals’ welfare. Johnson (2003) and Johnson & Johnson (1989, 2005) asserted that the shared responsibility creates also a feeling of “ought” to group members, and it increases the level of motivation.
Responsibility forces are increased where there is individual and group accountability. They both exist when they are assessed and the results are offered to all group members and compared to the standards. Hooper et al. (1989) pointed out that cooperation was higher if the individual accountability was structured. Archer-Kath et al. (1994) concluded that positive interdependence increased if individual accountability was high.

By consequence, the lack of individual accountability reduces the feelings of personal responsibility. When there is less cohesiveness and members´ contribution have not been identified, the contributions to goal achievement is reduced. However, it will increase if the group is cohesive and all the members are responsible for the final outcome.

According to Kerr (1989) if the group is large, members are less likely to see their own personal contribution to the group´s final success. Therefore, social loafing increases as the group size increases. As Messick & Brewer (1987) asserted, the greater the individual accountability, the smaller the size of the group. More studies about this point is Morgan et al. (1970) and Gerard et al. (1965) and they arrived to the same conclusions, small groups increase group and individual accountability.

3.1.3. Promotive Interaction

The third element of Social Interdependence Theory is Promotive Interaction. *Promotive interaction* occurs as individuals encourage and facilitate each other´s efforts to accomplish the group´s goals.

Positive Interdependence affects the outcomes of the group, because the different members of the groups focus on the productivity of themselves and of their peers. Promotive interaction may be enhanced by group members periodically reflecting on how well they are functioning and planning how to improve their work processes.

Johnson & Johnson (2008:12-13) offered the following definition:

Promotive interaction may be defined as individuals encouraging and facilitating each other´s efforts to complete tasks, achieve, or produce in order to reach the group´s goals. It consists of a number of variables, including mutual help and assistance, Exchange of needed resources, effective communication, mutual influence, trust and constructive management of conflict.
3.1.4. Appropriate Use of Skills

Interpersonal skills form the essential nexus among individuals when they work together. By consequence, Johnson & Johnson (2012) stated that group members should be taught the social skills needed or high quality cooperation and should be enhanced to use these skills. Some of the main tenets are (Johnson & Johnson, 2006):

- a) trust each other;
- b) communicate unambiguously and accurately;
- c) support and accept each other; and
- d) resolve conflicts constructively.

Specifically, in long-term, projects (Lew et al., 1986 a, b; Mesch et al., 1986), these interpersonal group skills will greatly influence the level of members´ achievement and productivity. As Putnam et al. asserted (1989), apart from promoting higher achievement, positive relationships among group members will increase with the use of interpersonal skills.

Archer-Kath et al. (1994) found that giving participants individual feedback on how frequently they engaged in targeted social skills was more effective in increasing participants´ achievement than was group feedback. Not only do social skills promote higher achievement, they contribute to building more positive relationships among group members.

3.1.5. Group Processing

A process is an identifiable sequence of events taking place over time, and process goals refer to the desired sequence of events instrumental in achieving outcome goals. Group processing may be defined as

reflecting on a group session to (a) describe what member actions were helpful and unhelpful and (b) make decisions about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the joint-efforts to achieve the group´s goals. (Johnson and Johnson, 2008:25)

According to Dean et alii (2012):

Recommendations for organizing cooperative learning opportunities for students very often include limiting the group size to no more than five students per group. Students show that as groups get larger, external and internal motivation tend to decrease, and members of larger groups tend to feel that their individual contributions will go unnoticed. (41)
Yager et al. (1986) examined the impact on achievement of: (a) cooperation with group processing; (b) cooperation without any group processing; and (c) individualistic efforts. The results indicate that the high, medium, and low-achieving participants in the cooperation with group processing condition achieved higher on daily achievement, post-instructional achievement, and retention measures that did the participants in the other two conditions. Participants in the cooperation without group processing condition, furthermore, achieved higher on all three measures than did the participants in the individualistic condition.

Putnam et al. (1989) conducted a study in which there were two conditions: cooperation with social skills training and group processing and cooperation without social skills training and group processing. They found more positive relationships developed between handicapped and nonhandicapped participants in the cooperative skills and group processing condition and that these positive relationships carried over to post-instructional free-time situations.

3.2. Types of Cooperative Learning

Johnson & Johnson (2008) claimed that there were three types of cooperative learning – formal, informal, and cooperative base groups. We are going to determine the main features of these different types of cooperative groups. Johnson & Johnson (1999) also defended the integrated use of all three types of cooperative learning groups.

3.2.1. Formal Cooperative Learning

Formal Cooperative Learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson et al., 2002). According to Dean et alii, (2012:43): “Formal groups are designed to ensure that students have enough time to thoroughly complete an academic assignment; therefore, they may last for several days or even weeks.”

In formal cooperative learning groups the teacher’s role includes:

1. Making preinstructional decisions. Teachers should specify the objectives; decide on the size of groups and which role to assign group members; arrange the room the materials students need to complete the assignment.

2. Explaining the instructional task and cooperative structure. Teachers should, in this stage, explain the academic assignment to students; explain the criteria for success and the behaviours (i.e. social skills) students are expected to use; and emphasize intergroup
cooperation (this eliminates the possibility of competition among students and extends positive goal interdependence to the class as a wholes).

3. Monitoring students’ learning and providing assistance in the successful completion of the task. While conducting the lesson, teachers monitor each learning group and intervene when needed to improve task-work and teamwork.

4. Assessing students’ learning. Teachers, at this final stage, should assess and evaluate the final level of student achievement, in a quantitative and qualitative way; ensure students carefully discuss how effectively they worked together; have students make a plan for improvement; and enhance students to celebrate the hard work of group members.

3.2.2. Informal Cooperative Learning

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary groups that last from a few minutes to one class period (Johnson et al. 1998b, 2002). During a lecture, demonstration, or film, informal cooperative learning can be used to focus students’ attention on the material to be learned and intend to establish expectations as to what will be covered in a class session and rehearse the material which will be used.

Two important aspects of using informal cooperative learning groups are to make the task and the instructions explicit and precise, and require the groups to produce a specific product. The procedure is as follows:

1. Introductory Focused Discussion: Teachers assign students to pairs or triads and explain the task of answering the questions in 4-5 minutes and the positive goal interdependence of reaching consensus. The discussion task is directed towards the promotion of advance, analysis the students’ previous knowledge about the topic to be presented and establishing expectations about what the lecture will cover.

2. Intermittent Focused Discussions: Teachers divide the lecture into 10-15 minutes segments. This is about the length of time a motivated adult can concentrate on information being presented. After each segment, students are asked to turn to the person next to them and work cooperatively in answering a question (specific enough so that students can answer it in about three minutes) that requires students to cognitively process the material just presented.

3. Closure Focused Discussions: Teachers give students an ending discussion task lasting 4-5 minutes. The task requires students to summarize what they have learned from the
lecture and integrate into existing conceptual frameworks. The task may also point students toward what the homework will cover or will be presented in the next class session.

Informal cooperative learning provides the students’ active involvement in understanding what is being presented. Teachers can also move around the class listening to what students are saying. Listening to student discussions can offer the teacher direction and insight into how well students understand the concepts and material being and increase the individual accountability of participating in the discussions.

3.2.3. Cooperative Base Groups

Base groups are long-term (e.g., for the semester or year) created to provide students with support over an extended period. These groups can be used to organize students and help them complete routine tasks, plan activities, have fun, and establish a general sense of the class. (Dean et alii, 2012: 44)

There are a number of responsibilities among the base groups’ members, which are to ensure all members are making good academic progress; hold each other accountable for striving to as well as provide each other with support, and enhancing promotive interaction by assisting their peers in completing assignments. To ensure the base groups function effectively, periodically teachers should teach needed social skills.

Normally, cooperative base groups are heterogeneous, they meet regularly, and last for the duration of the class. The activities of the base groups can include academic support tasks (such as ensuring all members have completed their homework and understand it), personal support tasks (such as getting to know each other and helping each other solve non-academic problems), routine tasks (such as taking attendance), and assessment tasks (such as checking each other’s understanding of the answers to test questions when the test is first taken individually and then retaken in the base group).

According to Johnson and Johnson (2008) the longer a cooperative group exists, the more caring their relationships will be, the greater the social support they will offer to each other, the more committed they will be to each other’s success, and the more influence members will have over each other.
4. REAL TEACHING PRACTICE OF BILINGUAL INTEGRATED PROJECT

4.1. School and Classroom Contextualization

4.1.1. School Contextualization.

This scenario will take place in that of a public secondary school, set in Peal de Becerro, a village in the province of Jaen. It has approximately 5500 inhabitants, and it is 88 kilometres from the capital of Jaen. Peal de Becerro is located to the southeast of the province of Jaen, in the province of the Sierra de Cazorla. The municipality is integrated in the Natural Park of Cazorla, Segura and las Villas and spans three population centres: Peal de Becerro and the villages of Toya and Peal furnaces. Its location was occupied in antiquity by flourishing Iberian settlements: the sepulchral Chamber of Toya is one of the most fascinating legacies that were left at the time.

Image 1. Image taken from www.pealdebecerro.es

Almicerán Secondary School is the only secondary school in Peal de Becerro. It is a bilingual school, where students have an intermediate level of English Language. This school has 45 teachers, with 2 courses of each level, including Bachillerato and Computer Professional Training.
4.1.2. Classroom Contextualization

Second, we must stand out the Classroom Contextualization. This scenario takes place in two classes of the 4th Course of Compulsory Secondary Education: 4th A and 4th B. The group of 4th A has 20 students, 1 student repeating the year. The group of 4th has B 19 students, with no students repeating the year. It is very good that the students who belong to the group of Curricular Diversification are in a different group. I have been the tutor of the course of 4th A, and the English teacher of the groups, with four hours a week with every group.

This subject is taught one hour per week, on Tuesdays. In this case, the group of 4th A takes this subject at the fifth hour, from 13,00 to 14,00. And the group of 4th B takes this subject at the sixth hour, from 14,00 to 15,00. This is also very a very positive fact, because students are tired at this time, and this subject is somehow relaxing.

4.2. Teaching Practice of Bilingual Integrated Project

4.2.1. Organization of the subject.

I have been the teacher of the subject Bilingual Integrated Project during the last two years (2014-2015; 2015-2016) in a public bilingual school. I am going to describe the implementation of this subject in two groups of the 4th year of Compulsory Secondary Education.

During the hours devoted to Bilingual Integrated Project subject, students move to the Language Laboratory, where they have one computer for every group of two or three students. They are told from the beginning of the course to keep the same place and the same group, and to be careful with the material.

4.2.2. Methodology

I have created a blog for each class, where students consult the updated entries. The blog for 4th A is http://pavingenglish.blogspot.com
The blog for 4th B is: http://pavingthewayforenglish.blogspot.com
Students have to work with these blogs in the different classes, which take place at the Language Laboratory, where there are computers for every two students. Students must seat together with the members of their groups, which they have freely chosen at the beginning of the course. The must share the same computer and take care of it.

In the two previous blogs designed for this subject, we can find the instructions that students must follow in the realization of Final Tasks. In groups of two or three students, they must prepare a Powerpoint archive. The groups of two people will do a presentation of 7 slides at least. And the groups of 3 people will have to prepare 12 slides at least. The project must include: Title, Index, Photos, Personal Conclusion and Web Pages Consulted.

Themes are different in the three terms, and in the two groups, so that they cannot copy from each other. The contents appear in section 2.2.2. of this Master’s Dissertation, for instance, in the first term, the contents for 4th A include the different aspects of English culture: Food, Holidays, History, Sports, Music. And for 4th B is English-Speaking Countries.

At the beginning of the course, students choose the members of their groups. In the group of 4th A, 7 groups of two people and 2 groups of three people were formed. In 4th B, 5 groups of two people and 3 groups of three people were formed. Groups have been maintained along the course. They freely choose the topic for each term, from a general theme offered by the teacher.

Each group of students should prepare a PowerPoint archive for each term, and send it via email to the teacher at the deadline. Then, they must expose it orally after sending the archive to the teacher. The oral presentation should be fifteen minutes long, and students can find a set of suggestions in the blogs. The written document and the oral presentation should be prepared in the class.

Finally, in the Appendix of this Master’s Dissertation, I have inserted some examples of this Powerpoint Presentations. They obtained a very good mark, and they belong to different students of the two groups.

4.2.3. Evaluation

This final section of my Project is very important, because I will analyse the marks of my students in the three terms, distinguishing the results of the two groups. Next, I will take into account the `personal opinions` of my students about the subject and about my own teaching practice.

This section will be divided into different parts:
- Initial Evaluation.
- First Term Evaluation.
- Second Term Evaluation.
- Third Term Evaluation.
- Final Evaluation.
- Self-Assessment.

4.2.3.1. Initial Evaluation.

A questionnaire of Initial Evaluation was given to my students, so that it could serve me to know them better. This questionnaire is very useful because the first days of school are intended to make students familiarize with the school and with the different teachers, who most times are new at the school or do not know students from previous years.

The questionnaire itself appears in the next page, and it is written in Spanish, because students sometimes reject English Language, and if they start reading in English, they can feel frustrated. However, the final questions are written in English. I tell my students not to panic from the beginning, and that this questionnaire is for revising English Language, so they should try to make their best.

In the initial evaluation, a good general level of English language of the two groups is appreciated. To the question of How long have they been studying English? They mostly answered nine or ten years. They consider that they have an Intermediate level of English Language. The marks they obtained last year were in general 6 or 7, and some of them got a 9. They all wrote a paragraph about themselves in English and answered the questions in English language.

This questionnaire filled in by my students offered the general idea that these students presented an intermediate level of English Language, and that they did not present important academic difficulties nor they were students with attitudinal problems in the class.
Nombre:___________

1.- ¿Cuántos años llevas estudiando inglés?___________________________

2.- Nivel de Inglés: Nulo / Básico / Intermedio / Avanzado / Bilingüe.

3.- Nota en la asignatura de inglés del curso anterior:__________

4.- ¿Tienes inglés como asignatura pendiente de otro curso?______ Curso:_____

5.- Numera del 1 al 5 las siguientes habilidades lingüísticas por nivel de dificultad,
1 = más difícil
   _ Leer en Inglés.      _ Escribir en Inglés.      _ Traducir
   _ Hablar en Inglés.    _ Escuchar en Inglés.

6.- ¿Te gusta hablar en inglés? _____¿Por qué?___________________

7.- ¿Estudias inglés en una academia o escuela de idiomas?______ ¿Cuál?_______

8.- ¿Has estado alguna vez en Inglaterra o Estados Unidos?____________________

9.- ¿Te gustaría ir? ___________ ¿Por qué? _____________________________

10.- ¿Escuchas música en inglés? ___________ ¿Qué grupo de música? _________

11.- Write a paragraph about you (More than 30 words):

12.- Do you think that English is important in your life? Why?

13.- Do you know other languages, apart from English? Which ones?
4.2.3.2. First Term Evaluation

The results of the first term evaluation will be analysed at this point. As it can be observed in the following graphic, in the group of 4th A, out of 22 students, 2 students got a 7, 13 students got an 8, and 7 students got a 9. In the group of 4th B, in the first term, out of 20 students, 8 students got an 8, 3 students got a 9, and 9 students got a 10.

![Chart 2: Results of the First Term](chart.png)

The results of 4th B were better and higher than the results in 4th A. This could be caused by some reasons. The first one is that I was the English teacher and Tutor of 4th B, so I spent 6 hours a week with this course. However, I only spent one hour a week with the course of 4th A, because I was neither their English teacher nor their tutor. And there was no coordination with the English teacher in this group.

Students seemed to be confused about the instructions to carry out their Project and oral presentation. Although these instructions were very clearly indicated in the web pages, I realised that they had not completely fulfilled them. On the other hand, as they had not a very close relationship with me, they felt very shy in their oral presentations.

At the end of the first term, I gave my students a questionnaire, to be completed, about their opinion of the subject. 44 students filled this questionnaire, and their answers helped me very much, to face the second term, and to consider which aspects should be improved or changed.
QUESTIONNAIRE AT THE END OF THE FIRST TERM
BILINGUAL INTEGRATED PROJECT – SURVEY

1.- ¿Qué sabías de esta asignatura antes de llegar a 4º ESO?

2.- ¿Qué diferencias encuentras respecto a la asignatura de Inglés? Señala las que pienses que existen:
   - Trabajo en grupo.
   - No se evalúa por exámenes.
   - Uso de Nuevas Tecnologías.
   - Evaluación por Tareas.

3.- ¿Piensas que el profesor de inglés de cada curso debería darles también Proyecto Integrado? ¿Por qué?

4.- ¿Te gustaría que esta asignatura tuviera más horas a la semana?

5.- ¿Te gusta esta asignatura? ¿Por qué?

6.- ¿Qué programa informático has utilizado para realizar el Proyecto?

7.- ¿Qué traductor has utilizado en la realización de tu Proyecto?

8.- ¿Cómo definirías la calidad de los traductores que has utilizado?
   Muy Buena /Buena / Regular / Mala / Muy mala

9.- ¿Has utilizado diccionarios de inglés en la realización de tu trabajo? ¿Cuáles?

10.- ¿Qué vas a mejorar en el segundo trimestre en esta asignatura?

11.- ¿Qué temas te gustaría trabajar en el segundo trimestre?

12.- ¿Te gustaría hacer una Presentación Oral del Proyecto? ¿Por qué?

13.- ¿Qué crees que se debe mejorar en esta asignatura para el segundo trimestre?

14.- Si tuvieras que explicarle a alguien que no conoce esta asignatura, ¿Cómo se la definirías?
In the second question, about the differences students found with the subject of English subject, 22 students marked the option of Work in group, 33 marked the option of the Use of New Technologies, 40 students marked the option of Don’t evaluate by means of exams, and 8 students marked the option of Evaluation by tasks.

In the third question, Do you want more hours of this subject? 37 students answered Yes, 5 students answered No, and 2 students did not answer anything.

Regarding the fourth question, Do you like this subject? 44 students answered Yes, and any student answered No. And they gave different reasons:

Because you can work in groups and you can relax.
Because it is funny, you work and you relax.
Because I work in groups and I learn new things.
I like doing projects with the computer.
Because you learn to do projects in another language, with our partners and with New Technologies.
Because it can help in the management of the New Technologies and you can learn more English.
Because it is practical and in the future we will give use to these knowledges possibly.
Because we work in groups.
Because it is very interesting and funny.
Because it is relaxed and we can do the projects about whatever we want.
Because we don’t have much to study, only to present the projects.
Because I don’t get bored.
Because we learn to use New Technologies, as a tool of work.
Because we learn to present projects and to practise the language.
4.2.3.3. Second Term Evaluation

In the second term, in the group of 4th A, out of 22 students, 1 student got a 6, 2 students got a 7, 9 students got an 8, 1 student got a 9, 9 students got a 10. In the group of 4th B, out of 20 students, 4 students got a 7, 0 students got an 8, 9 students got a 9, and 7 students got a 10.

![Chart 4: Results of the second term](image)

As it can be observed from the graphic, the results of the students from 4th A has improved, although there are two students who got a 6, mainly because of their absences and their lack of collaboration in the group. This was reflected in the oral presentation, when I asked some questions about the project, and they did not know what to answer. I spoke with them and explained them that they should improve in the third term.

In the group of 4th B students also improved their marks. However, the number of students with a 10 decreased. This occurred because a group of two of the best students in my class realized their project in two parts about different topics. This was very clearly observed in the oral presentation. They explained that they did not agree about the topic, and that they decided to do it in two parts. I told them that it was not the objective of the subject. They should work together and arrive to a consensus about the topic.

4.2.3.4. Third Term Evaluation.

At the beginning of this term, students devoted one month to do a poster in groups of four people. As this was the longest term, I programmed the realization of this task, coinciding with the terrorist attacks in the world.
TERRORISM IN THE WORLD

La tragedia “invade” Ankara

Türkiye vuelve a arder

La ‘yihad de las playas’ llega a Costa de Marfil

All against the TERRORISM!!

LIVE IN PEACE TOGETHER

A Better world is possible
LA GUERRA NOS AFECTA A TODO

La guerra y el hambre se extiende en África

Desplazamiento de refugiados tras la guerra de Siria

WE ARE PARÍS
UN NUEVO ATENTADO EN ANKARA (TURQUÍA)

WE ARE BRUSSELS

LOS REFUGIADOS NO ABREN LAS PUERTAS QUE OTROS LES ESTÁN CERRANDO.

WE WANT PEACE IN THE WORLD

22 March

DON'T BE US
4.2.3.5. Final Evaluation

The third term marks coincide with the Final Evaluation, so they will be analysed in this section. In the group of 4th A, 8 students got an 8, 8 students got a 9, and 6 students got a 10. In the group of 4th B, 4 students got an 8, 6 students got a 9, and 10 students got a 10.

```
Chart 5: Results of the Final Evaluation
```

As it can be observed from the graphic, results are very good in the two groups, although the marks from the group of 4th B are better than from the group of 4th A.
4.2.3.6. Self-Assessment

A self-assessment questionnaire was given to my students at the end of the course. 31 students filled this questionnaire. Not all the students came to the final classes, so some of them did not complete the questionnaire.

The first of the questions is *Which contents do you like most?* They can answer: *First Term, Second Term or Third Term.* Why? 7 students answered that the first term, 21 students answered that the second term, and 3 students answered that the third term. The contents of the second term were for 4ºA Films and for 4ºB Music.

To question number 4 *Would you like to have this subject next year?* Why? 21 students answered Yes, and 10 students answered No. The reasons for Yes were: *because it is funny and entertaining; because we can know new things; because we practise English; because we love doing projects; because we are very happy; because I think that it is really important to know how to do projects. It can be good for us in the future; because we improve our English and it is like a “relaxing class”*. The reasons for No are *because I don’t like doing projects; because I think this subject isn’t important; because I think that in one hour of Project you don’t learn the same as in hour of English; because I don’t like it.*

To question number 6 *If you had this subject next year, which things would you improve?* Many of them answer *Nothing.* Other answers are *the topics of the projects; the exposition; to do the projects with time; the project, I would make it largest; to expose it with less people; that it was more funny and more dynamic.*

To question number 8 *Do you think the teacher has made a good work?* Why? The 31 students answer yes. The reasons are *because she is excellent; because it is not boring and it is a subject we can work in groups; because she solves old questions; because she has helped us very much; because she teaches really good; because she has been very good to us; because the teacher has made a good work; because we have practised much English; because I learn a lot with her; because I like the project.*

I felt very proud of my personal work when I read these questionnaires, because of the students’ positive opinions. And it can also be observed the fact most of them would like to have a similar subject to this one in other future courses.
SELF-ASSESSMENT OF BILINGUAL INTEGRATED PROJECT

1.- Which contents do you like most? Why?
   - First Term  - Second Term  - Third Term

2.- Can you say the titles of your projects?
   First Term:
   Second Term:
   Third Term:

3.- Which projects of your partners did you like most?
   First Term:
   Second Term:
   Third Term:

4.- Would you like to have this subject next year? Why?

5.- Which mark would you point to your project in the third term? Why?

6.- If you had this subject next year, which things would you improve?

7.- If you had this subject next year, which things would you change, related to the subject?

8.- Do you think that the teacher has made a good work? Why?

9.- Would you like he would change or improve anything?
The realization of this Master’s Dissertation offers a set of conclusions, related to the subject of Integrated Project in Compulsory Secondary Education, in Andalusia.

In the first section, the legislative references to this subject have been analysed in detail, the Decree 231/2007 and the Order of August 10th, 2007. Then, the Decree 111/2006 is pointed out, because it eliminates this subject with the application of the LOMCE law in Spain and Andalusia. The second point of this section deals with the Teaching Program of the English Department related to this subject, for the courses 2014-2015 and 2015-2016. As we can observe, a great work was made by the English Department in adapting the curriculum to the official legislation, and this effort has only served for two years, because the incorporation of LOMCE guidelines suppresses this subject.

The second section is related to Cooperative Learning as the fundamental basis of the subject Bilingual Integrated Project. One of the main approaches of Cooperative Learning is the Social Interdependence Theory, and its main elements and features are explained in this Dissertation. This theoretical overview emphasizes the positive aspects of subjects such as this one, which incorporates social skills and metacognitive strategies to the teaching-learning process. This fact reinforces the incorporation of Cooperative Learning to the teaching of fundamental subjects, such as English as a Second Language, in Andalusia.

The different types of cooperative learning groups – formal, informal and base groups – can adapt to heterogeneous groups of Secondary Education, and can provide a positive solution to students with academic and behavioural difficulties. An innovative approach to subjects such as Maths or Biology can be reached by means of the different strategies offered by Cooperative Learning.

The final section of this Dissertation is devoted to the real teaching practice of the subject entitled Bilingual Integrated Project, during the years 2014-2015 and 2015-2016. It has been a very useful experience for me as a teacher of English as a Second Language. I have taught English to my students in a different way, with more flexibility and assessing my students by means of tasks.

Students have presented a very motivating attitude towards this way of learning English and I will incorporate many practical aspects to the teaching of English as a Second Language.
6.- BIBLIOGRAPHY


Decree 111/2016, of June 14, for the Establishment of the Ordering and Curriculum of Compulsory Secondary Education in Andalusia.

Decree 231/2007, of July 31, for the Establishment of the Ordering and Teaching of Compulsory Secondary Education in Andalusia.


Order of August 10, 2007, for the Establishment of the Compulsory Curriculum corresponding to Compulsory Secondary Education in Andalusia.

WEB PAGES CONSULTED
http://pavingenglish.blogspot.com
http://pavingthewayforenglish.blogspot.com
www.pealdebecerro.es
APPENDIX

Some of the best projects of this course appear afterwards. The first one was about the

*Most Important NGOs in the World*. It obtained a very good mark.

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**INDEX**

1. Introduction.
2. BRAC.
3. The Wikimedia Foundation.
5. Danish Refugee Council.
7. Ceres.
8. CARE International.
11. Mercy Corps.
12. Conclusion.

---

**INTRODUCTION**

**NGO:** Non-Governmental Organization. It is defined as operational or advocacy focused non-profit organizations active at the local, national or international level.

---

**BRAC**

- Is a development organization dedicated to alleviating poverty by empowering the poor to bring about change in their own lives.
- BRAC began in 1972 and has established itself as a pioneer in recognizing and tackling the many different realities of poverty.

---

**THE WIKIMEDIA FOUNDATION**

- Is dedicated to encouraging the growth, development and distribution of free, multilingual content, and to providing the full content of these wiki-based projects to the public free of charge.
- The Wikimedia Foundation operates some of the largest collaboratively edited reference projects in the world, including Wikipedia.

---

**ACUMEN FUND**

- This new comer to the list is an anti-poverty NGO, which hopes to see a world where one day every human being will have access to the critical goods and services they need – including affordable health, water, housing, energy, agricultural inputs and...
**CERES**

- Ceres’ work “mobilizes a powerful network of investors, companies and public interest groups to accelerate and expand the adoption of sustainable business practices.” The end goal of Ceres work is to be able to build a healthy and sustainable global economy.

![Ceres](Ceres.png)

**CARE INTERNATIONAL**

- CARE works to help fight global poverty with a focus on women. By helping women in particular, they are more likely to help change the lives of families and communities.

![CARE](CARE.png)

**MÉDICINS SANS FRONTIÈRES**

- Médecins Sans Frontières, the founders of the “without boarders” movement work, as “an international, independent, medical humanitarian organization that delivers emergency aid to people affected by armed conflict, epidemics, natural disasters and exclusion from healthcare.”

![Médecins Sans Frontières](Médecins_Sans_Frontières.png)

**CURE VIOLENCE**

- New to the list this year, this Chicago-based organization formerly known as CeaseFire, “are advocates fighting to stop the spread of violence through communities. Cure Violence actively seeks to “diffuse potentially explosive situations” to show “community members how to resolve conflicts peacefully.”

![Cure Violence](Cure_Violence.png)

**MERCY CORPS**

- Mercy Corps were established in 1979 when they were known as Save the Refugees Fund. The group’s mission statement is to “alleviate suffering, poverty and oppression by helping people build secure, productive and just communities.”

![Mercy Corps](Mercy_Corps.png)

**CONCLUSION**

- NGOs are benefactresses for our society, because they play an important role helping the needy, and they teach us how to care for others and the environment, the world can be a better place thanks to us!

![CONCLUSION](CONCLUSION.png)

**BIBLIOGRAPHY**

- [http://www.forbes.es/actualizacion/1814/the-10-most-important-of-the-world](http://www.forbes.es/actualizacion/1814/the-10-most-important-of-the-world)
- [https://www.google.es/search?q=photos+of+the+most+important+NGOs+in+the+world](https://www.google.es/search?q=photos+of+the+most+important+NGOs+in+the+world)

![BIBLIOGRAPHY](BIBLIOGRAPHY.png)
The second Project which is exposed afterwards also got a very good mark. And it was about English music. This group chose the topic of Pop-Rock Groups.

1. Introduction
1.1 Definition
Pop rock is a fusion genre that mixes a catchy pop style and light lyrics in its (typically) guitar-based rock songs. There are varying definitions of the term, ranging from a slower and mellower form of rock music to a subgenre of pop music.

1.2 Origin
The origins of the pop rock genre come from the early 1950's where the guitar and bass guitar accompanied such singers as Elvis Presley and chuck berry. This music was popular and catchy to the public yet had the original hints of rock which has changed ever so much over the years.

1.3 Features
Pop rock sound is based on providing, as a base, two electric guitars (rhythm and solo), electric bass and drums. To this basic training, keyboards and other instruments according to the wishes of each performer or group are added. Electrification both instruments as voice, through the microphone, is therefore an important feature. Pop rock is also one closely linked to the technological advances of each moment. It incorporates and handles with ease: synthesizers, pedals for electric guitar, drum machines and other appliances.

2. Groups and singers
2.1 Bon Jovi
Bon Jovi is an American rock/pop-rock/hard rock band from Sayreville, New Jersey. Formed in 1983, Bon Jovi consists of lead singer and namesake Jon Bon Jovi, pianist and keyboard player David Bryan, and drummer Tico Torres. Bon Jovi has released 13 studio albums, plus two compilations and two live albums. They are one of the world’s best-selling bands of all time.

https://www.youtube.com/watch?v=HQuWaegFzw

2.2 Maroon 5
2.3 Linkin Park
2.4 Coldplay
2.5 Robbie Williams

3. Conclusion

4. Bibliography
2. GROUPS AND SINGERS

2.2. Maroon 5

Maroon 5 is an American rock/pop rock band that originated in Los Angeles, California (1994). The group is formed of Adam Levine (lead vocals, lead guitar), Jesse Carmichael (rhythm guitar, backing vocals), Mickey Madden (bass guitar) and Ryan Dusick (drums). They have five studio albums and a compilation album.

https://www.youtube.com/watch?v=a5-tjIB9YBk

2.3. Linkin Park

Linkin Park is an American rock band from Agoura Hills, California. Formed in 1996, the band rose to international fame with their debut album Hybrid Theory. The group is formed of Chester Bennington (vocal lead), Joe Hahn (vocal), Mike Shinoda (electric guitar), Brad Delson (electric bass), Rob Bourdon (drums) and David Farrell. They have six studio albums. The last studio albums is called “The Hunting Party” (2014).

https://www.youtube.com/watch?v=I2

REZSj4XnE

2.4. Coldplay

Coldplay are a British rock band formed in 1996 by lead vocalist Chris Martin and lead guitarist Jonny Buckland. Guy Berryman joined the group as a bassist and they changed their name to Starfish. Will Champion joined as a drummer, backing vocalist, and multi-instrumentalist, completing the line-up. They have seven studio albums. The last studio albums is called “A Head Full of Dreams Tour” (2015).

https://www.youtube.com/watch?v=fu160Bd3lZA

2.5. Robbie Williams

Robbie Williams born 13 February in 1974. He is an English singer, songwriter, and actor. He was a member of the pop group “Take That” from 1990 to 1995 and again from 2009 to 2012. He has also had commercial success as a solo artist. He has ten studio albums. Williams has been certified for 18.9 million albums and 5.6 million singles in the UK as a solo artist.

https://www.youtube.com/watch?v=p9M0V

WyfDx0

3. CONCLUSION

We like this type of music. This music has a lot of good singers and groups and very famous songs, too. It is very good music for parties.

We have learnt a lot of with this work. We have learnt a lot of things about the career of pop rock groups and singers.

4. BIBLIOGRAPHY

- Free encyclopedia
- YouTube
- Google images
- Wordreference
- Google translate

THE END
The third Project was related to Films and English-speaking actors or actresses. This group chose Morgan Freeman, and it was also a very good Project.

Morgan Freeman was born the first of June in 1937 (Tennessee). He is an American actor and narrator. Freeman was married to Jeanette Adair Bradshaw in 1967 until 1979. Then, Morgan get married with Myrna Colley-Lee. He has two children.

1. BIOGRAPHY

2. ARTISTIC DEGREE

He got the fame with the feature film called 'Who says I can't ride a rainbow' in 1971. Also, we can saw him in TV series like 'The Twilight Zone'. He performs for the first time in four films and then he continues to performs in films.

3. FILMS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>YEAR</th>
<th>CHARACTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving Miss Daisy</td>
<td>1989</td>
<td>Hoke Colburn</td>
</tr>
<tr>
<td>Robin Hood: Prince of Thieves</td>
<td>1991</td>
<td>Azeen</td>
</tr>
<tr>
<td>The Shawshank Redemption</td>
<td>1994</td>
<td>Ellis Boy</td>
</tr>
<tr>
<td>Under Suspicion: Bajo sospecha</td>
<td>2000</td>
<td>Captain Victor</td>
</tr>
<tr>
<td>Bruce Almighty</td>
<td>2003</td>
<td>Dios</td>
</tr>
<tr>
<td>The Dark Knight</td>
<td>2008</td>
<td>Lucius Fox</td>
</tr>
</tbody>
</table>

There are any of his films:
3. Films

- Invictus
- Million Dollar Baby
- Driving Miss Daisy

4. Prizes
He has won the Oscar in 2004 with "Million Dollar Baby" and the Golden Balloon in 1989 with "Driving Miss Daisy". He has won other honorary prizes.

5. Personal opinion
We have chosen Morgan Freeman because we like his films, his performances and in our opinion, he is a great actor.

6. Web pages consulted
- http://www.wordreference.com
- Google Images
The final project which I would like to stand out here is about American Culture, and it has been one of the best projects in the whole course.

1. **People.**
   
   United States is one of the most populous countries in the world. Americans usually are cozy, quiet, friendly, and very correct.

2. **Food.**
   
   US food is very variety. The most typical foods are:
   - **Burger:** The custom in USA is doing them on the grill. The typical American hamburgers take cheese, tomato, lettuce and some mayonnaise.
   - **Fried chicken:** This is the favorite home cooked meal of Americans.
2. FOOD

- Hot dogs: This is a classic street food. In all USA cities we can see a hot dog cart.

- Cole Slaw: This refreshing salad is a mixture of green cabbage and carrot.

- Cherry Pie: This cake is one of the most traditional desserts in USA. It is typical eat in summer because cherries abound in this time.

3. NATIONAL FESTIVALS

- Homecoming: This is not a national festival, but is a celebration that takes place in most high schools and American universities. 
  [Link](https://www.youtube.com/watch?v=8cXzenR77ic)

- Thanksgiving Day: It is a traditional celebration in the United States and is celebrated on the fourth Thursday of November.

- Martin Luther King Day: It is celebrated in honor of Martin Luther King on the third Monday of January each year, which is about the date of Luther King's birth.

- Independence Day: It is celebrated the 4th July in the United States. This day marks United States Independence from the British Empire in 1776.

4. SPORT

The United States has strongly influenced in the sport in the world. The main national leagues are:

- The National Football League (football)
- The Major League Baseball (baseball)
- The National Basketball Association (basketball)
- The Major League Soccer (football)
- The National Hockey League (ice hockey)

The United States has hosted four Summer Olympics Games, four Olympic Winter Games, the FIFA World Cup in 1994, the FIFA Women’s World Cup in 1999 and 2003, and the World Basketball Championship in 2002.
The beginning of American literature comes from European styles. American literature began with myths, legends, stories and poems.

**F. Scott Fitzgerald:** The Great Gatsby

**Stephen King:** The Shawshank Redemption

**Jarriet Jacobs:** Incidents in the Life of a Slave Girl

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**Blues and Jazz:** It is a musical genre borned in the late nineteenth century in USA. That expanded globally throughout the twentieth century. **Louis Armstrong**

**Country:** it is a musical genre emerged in the 1920s in rural regions of USA. **Taylor Swift**

**Rock and Roll:** It is a musical genre derived from a mixture of various genres of American music. **Elvis Presley**

**Hip hop:** It appeared in New York, among young Latin and African during the 1970s. **Eminem**
6. MUSIC

Punk: Borned inside the rock in 1970s. In the beginning, was a very simple music. A type of simple rock with sounds of loud guitars.

Billie Joe Armstrong:

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8. CONCLUSION

USA is a very different country with many customs that has spread worldwide. We liked a lot do this project and discover new things about this faraway country. Someday we would visit and learn more about the culture.

THE END