The Use of Lipdub to Learn and Promote a Second Language

A link between English, Music and Arts in Primary Education by an active methodology

TRABAJO FIN DE GRADO
MAESTRO/MAESTRA EN EDUCACIÓN

AUTORA: Olatz Borrero Urdampilleta

Palencia, 1 de Julio de 2014
The Use of Lipdub to Learn and Promote a Second Language

ABSTRACT

Education is on constant development to fulfill the social context needs. Nowadays, there are different teaching methods that are used and combined to achieve a proper didactic transposition in base on the context as well as on the pupils learning characteristics and needs. This project combines some of the existing teaching methods to turn the lip dub, which is consider a social learning tool, to be used as a language acquisition tool through task based learning. In a similar way, ICT (Interactive Communication Technologies) will be an important element because they are part of the pupils present and future. These technologies are included in the educational law of most of countries in the world and, in spain, there also exist specific programs like Net XXI that provides some schools ICT equipment as laptops or IWB (Interactive White Board).

The school in which is going to be carried out the project belongs to the Net XXI program and it is a monolingual school with one compulsory foreign language (English). from this context in combination with the project language acquisition basement, the current project has been designed to find out what is the real influence of ICT in the learning process of pupils by using an active methodology as it is the lip dub.

RESUMEN

La Educación está constantemente evolucionando para satisfacer las necesidades del contexto social. Hoy en día, existen diferentes métodos educativos que se utilizan y combinan para lograr una transposición didáctica adecuada en función del contexto, así como de las características y necesidades de aprendizaje de los alumnos. Este proyecto combina algunos de los métodos de enseñanza existentes para aplicar el lip dub, considera una herramienta de aprendizaje social, para ser utilizado como una
herramienta de adquisición de una lengua extranjera por medio del aprendizaje por en
tareas. Del mismo modo, las TIC (Tecnología Interactiva de la Comunicación) será un
elemento importante, ya que formarán parte de la vida del alumno ahora en su presente
y en su futuro. Este tipo de tecnologías están incluidas en las leyes educativas de la
mayoría de los países del mundo y, en España, también están se integran en programas
específicos como el programa Red XXI, el cual proporciona a algunas escuelas equipos
de TIC, como ordenadores portátiles o PDI (pizarra digital interactiva).

La escuela en la que se va a llevar a cabo el proyecto pertenece al programa Red
XXI y se trata de una escuela monolingüe con una lengua extranjera obligatoria
(Inglés). Partiendo de este contexto, en combinación con la base del proyecto sobre
procesos de adquisición del lenguaje, éste se ha diseñado para averiguar cuál es la
influencia real de las TIC en el proceso de aprendizaje de los alumnos mediante el uso
de una metodología activa, el lip dub.

KEY WORDS

LipDub, Task Based Learning, Language Acquisition Process, Social Learning,
ICT, Motivating Learning, Active Learning

PALABRAS CLAVE

LipDub, Aprendizaje por tareas, Proceso de adquisición del lenguaje, Aprendizaje
social, TIC, Aprendizaje motivador, Aprendizaje activo
# INDEX

1. INTRODUCTION.................................................................................................................4

1.1. CONTEXT................................................................................................................................5
  1.1.1. The pupils from Fifth primary:..................................................................................6
  1.1.2. Fifth Primary Classroom.........................................................................................7

2. OBJECTIVES..........................................................................................................................8

3. JUSTIFICATION.........................................................................................................................10
  3.1. FOUNDATION .................................................................................................................11
  3.2. EDUCATIONAL THEORIES .........................................................................................17

4. PROJECT DESIGN AND METHODOLOGY ............................................................................19
  4.1. PLAN OF THE TEACHING UNIT....................................................................................20
  4.2. HYPOTHESIS..................................................................................................................28
  4.3. METHODS FOR DATA COLLECTION..........................................................................29
  4.4. PROCESS DIARY............................................................................................................30

5. RESULTS..................................................................................................................................31

6. CONCLUSIONS AND RECOMMENDATIONS......................................................................37
  6.1. ABOUT THE LANGUAGE ACQUISITION PROCESS.....................................................37
  6.2. ABOUT THE SOCIAL SKILLS DEVELOPED BY THE LIP DUB................................38

7. BIBLIOGRAPHIC RESOURCES..............................................................................................40

APPENDIX I: TEACHING UNIT.................................................................................................41

APPENDIX II: PUPIL’S EVALUATION SHEET....................................................................52

APPENDIX III: OBSERVATION GRID.....................................................................................60
1. INTRODUCTION

This project is the product of the knowledge and experience obtained along the “Primary Education Degree” focused on English Bilingual Teaching in combination with my Holland Erasmus Experience, which has been vital to give birth to this work idea, and my Music Professional Studies and my music teaching experience.

Nowadays, lipdub is used quite a lot all over the world, especially in Europe, as a teaching resource because it is a good way of working with social skills, developing collaborative working and broadcasting values through music and ICT. In Spain, the use of the lipdub is mainly focused on social and collaborative work because it includes the whole school to broadcast a certain message. The social and collaborative aims are also respected in this project but this lipdub was designed to be more focused on English language. Lipdub is an interdisciplinary resource which is based on the link between music, ICT and language but every subject the teacher considers useful or necessary can be included (physical education, art and crafts...). From this concept we can build up the main target of this research, which is to find out the influence of music and ICT in the learning process of a foreign language, in this case English.

The world is changing quickly due to technology and this fact influences quite a lot the context and development of pupils. Nowadays, children are digital natives so ICT are natural for them. There are many researches which show us that ICT and internet are building specific neural connections that make children process information in a different way. As an example we can refer to Nicholas Carr (2010) in his book “What the Internet Is Doing to Our Brains”. He considers that these contextual differences build up different neuronal connections that affects to the learning process and information understanding. This is the reason of the different behaviour and learning processes. That difference between the teacher's generation and the pupil's one was taken into account at the current project because it makes education a challenge for the educational community and teachers have to make an effort to understand student’s contexts using the technology which students are used to.
Another aspect to be aware of is the capitalism culture, which makes it very difficult to change students values and the way they think. Children grow up surrounded by images and information which makes them build up a certain understanding of the world and a certain behaviour in order to increase the multinational profits. This behaviour makes children get bored quite easily when they have to learn something which didn’t catch their attention quickly. This fact makes motivating learning, by including resources as video-games, playing, watching videos or listening to music, a must for teachers.

1.1. CONTEXT

The implementation of the lipdub was carried out at the CIEP Gómez Manrique. It is a small school, placed in a neighbourhood from Villamuriel de Cerrato, a town which is 7km far from Palencia. This neighbourhood grew up to settle down the FASA workers but, a little time later, the government built up some subsidised flats. Two different family status can still be distinguished. On one hand there is a high and medium-high socioeconomic level, from the FASA and other workers. On the other, a low and medium low socioeconomic level, which includes families with economic problems.

Based on this context the school developed, about twenty years ago, a customized educational philosophy, which can be read on the Educative Project and also, on the school website. This philosophy takes into account the social development of pupils to build up balanced relationships among all members of the educative community and promoting values of tolerance, respect to each other and solidarity. On the other hand, it is also promoted the physical and psychical healthy awareness by using interactive learning tools which encourages an active lifestyle as well as the intrapersonal relationships. The lipdub was designed to fit into the school educational project and philosophy so, it is based on a collaborative methodology in combination with task based learning.

---

1. JCyL, CEIP Gómez Manrique: (08/03/2014) [http://ceipgomezmanrique.centros.educa.jcyl.es/sitio/](http://ceipgomezmanrique.centros.educa.jcyl.es/sitio/)

By Olatz Borrero Urdampilleta
The school has one class per course from three years old (Infant Education) up to twelve years old (Primary Education). However, the main characteristic that affects to the current project is that it is a monolingual school with one compulsory Foreign language so, the lipdub will be mainly developed through the English subject. As the English teacher was also the fifth primary education tutor, it has been possible to include different subjects like Art and Citizenship into the project.

Different school areas can be taken into account to carry out the lip dub project. The main building is a small structure composed by two floors where it can be found:

### At the main floor:
- Psychomotricity room
- Canteen
- Library
- Headmaster office
- Photocopier room
- Infant education rest rooms
- Infant education classrooms
- Storage

### At the second floor:
- ITC classroom
- Music/Multi Use classroom
- Classrooms from 1st to 6th primary.
- PT-AL Classroom
- Pupils rest rooms
- Teachers rest rooms

In a similar way, the school area is composed by an attached building for AMPA and storage, by a playground which has a big garden, a sand box area, a small football pitch and a basketball court. Those outdoors places had been one of the most motivational aspects of the lipdub for pupils.

1.1.1. The pupils from Fifth primary:

Most educational lipdubs in Spain have been carried out having in mind only social skills development. Due to this fact, they have included the whole levels and classrooms of their schools. As the current project is focused on the language acquisition process, it was carried out in a smaller scale, involving only the fifth primary classroom group. This group is composed by nine pupils, two of them with special education needs.
The fact that the teacher has created a classroom atmosphere of tolerance and responsibility has been quite interesting and useful for the project. However during the implementation of the teaching unit there arose some difficulties related to the diversity of the group. It was interesting to see that the pupil who usually gets the best marks and the pupil who has the most problems to study (special needs education) had problems to understand the activity. Both are quite meticulous and found it hard to get used to the change of methodology. In addition, the special needs education pupil missed one lesson and felt lost after.

The pupils of the group use the textbook quite often. This fact makes pupils work independently although they usually get on well with each other. Both characteristics of the group made it more relevant the importance of working the social aspect of the lipdub. This aspect allowed to discover the real personality of each pupil. A student with music knowledge tried to assume the leader role, although sometimes made use of an inadequate bossy behaviour; and another one broadcasted his/her love for aesthetic from his/her fashionable school material to the Art and Crafts resources. Most pupils were motivated by the lipdub, even those who find it hard to focus on the lesson and usually seemed to be bored. However, some of them were not centred on the activities due to different family issues as looking after little brothers or sisters or cultural special events from other cultures. This fact had influence on the way of understanding and experiencing the teaching unit. As it can be seen on the results section those pupils had problems with the language acquisition process.

1.1.2. Fifth Primary Classroom

The spaces are quite important in order to organise and plan the activities of the project. Fifth primary belongs to the third cycle so, it has interactive technologies from the net XXI program (each pupil has a mini laptop). As you enter the classroom, the IWB is placed on the right hand wall. On the left of the IWB wall, it is a wall full of windows, and next to it, it is the teacher desk. Attached to it, there is a pupil’s desk which is used to store important documents. There is also a teacher’s cupboard and some displays and calendars in English behind the teacher’s desk. On the right part of the IWB wall there is a door that goes to the sixth classroom which is mainly used by the teachers. Between the IWB and the door that goes to the sixth primary classroom it
is placed the English mediator’s space. Another cupboard and the recycling box for paper is placed on the right corner of the classroom. The pupil’s area is divided in two different spaces. In front of the teacher’s table, there are the pupils traditional desks which are lineally joined in groups of three. On the other hand the rest of the space that is behind the desks is used for art and crafts, and it is composed by two big and tall tables surrounded by ten stools. Every wall of the classroom is full of mediators and displays, even the windows wall has the job chart on a column and some art and craft resources and maths mediators on the piece of wall that is over the windows. The main door is in the middle of the wall which is in front of the windows. On this wall we can find the blackboard and the bin on the left and pupils pegs on the right. On the last wall there is the art and crafts area with a lot of cupboards and shelves to store different materials as well as the classroom library and the word’s wall board.

2. OBJECTIVES

The main objectives of lipdubs are usually related with collaboration, developing social skills and broadcasting certain values through music. However, this project will add the use of English in different contexts. In a similar way, ICT and music will be included to build up the main research objective, to find out the influence of music and ICT in the learning process of a foreign language in a way that makes it possible for the pupils to be able to broadcast the English subject outside the school context. To achieve this objective, it must be taken into account the learning habits of pupils and the influence of their context out of school. About the selected group learning routines, we must take into account that English is only one more subject and it is not used as a target language in other areas. The pupils are used to study what it is in the textbook and, sometimes, they find it hard to broadcast the English they learn out of the activities done with the textbook.

The design of the project objectives were built up in base of the research ones in combination with the LOE\(^2\) ones:

\(^2\) My translation and summary from: Ley Orgánica 2/2006, de 3 de mayo, de Educación,
The Use of Lipdub to Learn and Promote a Second Language

<table>
<thead>
<tr>
<th>LOE Aims</th>
<th>Project Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To listen and comprehend different messages in order to use them to build up tasks.</td>
<td>To broadcast English to different social contexts. Including ICT</td>
</tr>
<tr>
<td>5. To use different ways, including ICT, to get and transmit information autonomously to communicate themselves in a foreign language.</td>
<td></td>
</tr>
<tr>
<td>6. To value language as well as foreign languages as a way of communication and understanding others, and also, as a learning tool.</td>
<td>To increase the motivation of the pupils for the English subject.</td>
</tr>
<tr>
<td>7. To show a receptive and confident behaviour when using a foreign language.</td>
<td></td>
</tr>
<tr>
<td>8. To use the previous knowledge with other foreign languages to learn English faster and better.</td>
<td></td>
</tr>
<tr>
<td>2. To express themselves respecting each others and to interact with others by verbal and nonverbal language.</td>
<td>To create a collaborative social environment.</td>
</tr>
<tr>
<td>3. To write different kinds of texts from topics which are previously defined and following a model.</td>
<td>To improve English communication skills.</td>
</tr>
<tr>
<td>4. Comprehensive reading related to the pupils interests and experiences in order to achieve a defined aim.</td>
<td></td>
</tr>
</tbody>
</table>

However, the project objectives were quite big and not very useful to design the lipdub teaching unit. To build up the lesson aims for the teaching unit, the project objectives were simplified and defined in order to make them more accessible for pupils.
The Use of Lipdub to Learn and Promote a Second Language

<table>
<thead>
<tr>
<th>Project Objectives</th>
<th>Lesson Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>To broadcast English to different social contexts. Including ICT</td>
<td>Dealing with visual intelligence.</td>
</tr>
<tr>
<td></td>
<td>To make use of reflexive thinking to build up the dance path.</td>
</tr>
<tr>
<td></td>
<td>To transmit in a written way their feelings and knowledge of the task.</td>
</tr>
<tr>
<td></td>
<td>To read the song and write notes to understand it.</td>
</tr>
<tr>
<td>To increase the motivation of the pupils to the English subject.</td>
<td>To make use of reflexive thinking to become creative for building up the crafts resources.</td>
</tr>
<tr>
<td></td>
<td>To coordinate the dance and resources in a way they will fit in the song correctly.</td>
</tr>
<tr>
<td>To create a collaborative social environment.</td>
<td>To share their opinion about the different songs.</td>
</tr>
<tr>
<td>To improve English communication skills.</td>
<td>To make agreements to choose one song.</td>
</tr>
<tr>
<td></td>
<td>To share ideas and opinions about improvements on the last tries.</td>
</tr>
</tbody>
</table>

3. JUSTIFICATION

Although the lipdub idea arose from an European exchange, the substantiation of the current project is mainly based on different teaching methods that I have learnt along the Primary Education Degree and keeping in mind the legal educative documents from Spain. However, some of the teaching methods and theories that were used to build up the current project were, in turn, based on ancient knowledge. As an example, the idea of social learning came from the Aristotle time, when he wrote down in his book I from Politics: “Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human. Society is something that precedes the individual. Anyone who either cannot lead the common
The Use of Lipdub to Learn and Promote a Second Language

life or is so self-sufficient as not to need to, and therefore does not partake of society, is either a beast or a god.” (Aristotle, 384–322 B.C). That idea is quite important to understand the way the human beings learn, but another important idea, which it is also hidden into the Aristotle one, is the useful part of learning. As it was pointed out by Bruner (1960) in his book The Process of Education: “The first object of learning, over and beyond the pleasure it may be, is that it should serve us in the future” (Bruner, 1960). As far as Bruner was concerned, the main motivation for learning is its usefulness. This project includes interactive tools which are and will be useful for pupils for dealing with the current world. In a similar way, the human being lives in a community, moreover, many societies are democratic so, social skills are necessary as well as psychological health. Bruner also reflects this idea in his book The Process of Education: “Schools must also contribute to the social and emotional development of the child if they are to fulfill their function of education for life in a democratic community” (Bruner, 1960). J. Bruner participated in the second world war. The society from those times considered quite important the advances of the Industrial Revolution achievements and the education system was designed to fulfil the needs of the factories that produce those advances. This means that the education was mainly designed taking into account the behavioural characteristics of the future workers for factories over the psychological needs of people. However, after the war the society realized about the importance of physical and psychological health. Taking into account the idea from both sentences that has been literally taken from The Process of Education book, it is possible to understand that Bruner wanted to transmit that it is as important the use of the learnt staff as the well-being of people to create a healthy community.

Communication is quite important to link community and uses of learning. Based on this premise task based learning was designed to achieve it. As it was pointed out by Jane Willis (1996) in her book A framework for Task-Based Learning: “TASKS are activities where the target language is used by the learner for a Communicative Purpose (goal) in order to achieve an outcome” (Willis, J, 1996). Nowadays, thanks to ICT, communication is quite important to deal with a globalized world. It is the way that human beings have to interact, share and learn from other people and cultures as well as developing different social skills that are vital to coexist with others.
ICT has become an important tool to communicate and share ideas, researches, music, videos… all over the world. Due to this fact, ICT has become an important educational issue in most of the world, and also in the current educational Spanish law “LOE³ and LOMCE⁴”. As it can be observed on the seventeenth article “Proposes of the primary education” of the Spanish educational law LOE³, the education should contribute to develop basic aspects of the individual and social development. Among those proposals, this project is focused on the following summarized ideas:

a) To know social rules and to develop social skills.
b) To develop individual and team work.
c) To respect each other and avoid violence.
d) To respect and learn from other cultures.
f) To learn at least one foreign language.
g) To broadcast maths to real live.
i) To Link Europe with their social context.
j) To use and to communicate through ICT.
k) To promote health by movement.
l) To communicate by verbal and nonverbal language.

On the other hand, the Spanish educational law is often being reformed to be closer to current social context, especially to the “Common European Framework of Education⁵” premises for languages. As it is pointed out at the LOMCE law “The deep changes that must be faced by the current society, requires a continuous and reflexive adaptation of the educative system to the emerging educational demands” (LOMCE, 2013)⁶. Education, as a science, is constantly evolving to adapt itself to the changing context as well as to make it more accessible, understandable and enjoyable to the children.

³ Ley Orgánica 2/2006, de 3 de mayo, de Educación.
⁴ Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
⁶ My translation from: Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa, Sec. I. Pág. 97839
Based on this idea, the current project also includes some aspects that are reflected in this new law (LOMCE, 2013):

- **Mastery of a second or even a third foreign language has become a priority in education as a result of globalization in which we live, while shown as one of the main deficiencies of our education system.**
- **Primary education must create situations that allow pupils to achieve their personal and professional development, and their effective participation in the social, cultural and economic transformation.**
- **Education must guarantee equal opportunities for personality development through education (inclusive education). The equal rights and opportunities help to overcome any discrimination and provides universal access to education, acting as a clearing element for personal, cultural, economic and social inequalities, with special attention to those arising from any disability.**
- **The incorporation into the education system of Information and Communication Technologies (ICT) must take into account the design principles for all people and universal accessibility, education and allow customization adapt to the needs and pace of each pupil.**
- **Transparency of data should be done to add value to centres in relation to the socioeconomic circumstances of their environment and, in particular, on the evolution of those centres.**

### 3.1. FOUNDATION

This section is about the compulsory regulations for schools in Spain, such as basic competences, compulsory programs (Living together plan, Reading plan, XXI Net…) or the school programs from the School project (PEC). As Spain belongs to Europe, The educational law is also reformed following the main lines of the european educational reference, specially The Common European Framework of Reference for Languages. Having this fact in mind, the current project planning was based on the Spanish educational law in combination with the European Common Framework.

---

7 My translation from: LOMCE: Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa, Sec. I. Pág. 97859, 97865 y 97866

By Olatz Borrego Urdampilleta
3.1.1. Basic Competences

Basic competences are described in the Spanish educational law (BOE, 2006)8 so, they must be the main reference to design the lipdub tasks. However, the learning goals of the stage (personal development, active and responsible citizenship, lifelong learning...) were also taken into account. The eight different competences will be developed in this way:

1. **Knowledge and interaction with the physical world:** Pupils need to know about the world in which they live because, along most of primary education, they learn through real experiences that happen in and explains their environment. They must observe, recognize and participate too, so the main point is to focus on the abilities to interact with the surrounding space to solve the problems. The lipdub makes it possible to link different aspects of the physical world (ICT, two dimension resources, sound and movement...)

2. **Social and civic competence:** The school is an important society where pupils learn about relationships, social rules and ways to interact with others. They must acquire social behaviours that are accepted in their society to participate in it. This is the most developed competence in this project as different activities in the planning are debates, agreements, group work, etc, which are focused on it.

3. **Communication:** In mother language and foreign languages to communicate (five skills: listening, speaking, reading, writing, oral interaction). In our planning we focus in Spanish as mother language and English as the foreign one, both following communicative approach premises. Language is needed to understand and explain the reality and to support our knowledge, emotions, behaviours....

4. **Mathematical competence:** Numeracy is basic to understand the world. We can give and receive clear information about different facts through data and arguments from researches. Moreover, pupils must develop this competence to go on in daily routines where these kind of abilities are required as well as dealing with ICT and to build up some Arts and Crafts resources too.

---

8 *BOE*: Ley Orgánica 2/2006, de 3 de mayo, de Educación
5. **ICT competence**: It is one of the most developed competences at the lipdub. Nowadays new technologies are used for every activity in our lives and specifically to learn (getting information easily from anywhere). Our pupils were born in the age of technology and they use new technologies every day, and to make a good use of technologies is so important to be promoted from the school. There is a specific program to achieve this competence Net XXI. This program provides to the schools, that are included in it, ICT equipment as mini laptops for pupils and laptops and IWB for each classroom. By this way, ICTs can be useful to search and get information as well as to build up creative and interactive tasks or to communicate and share information with other schools all over the world.

6. **Learning to learn**: The pupils of the selected group are 10-11 years old. This means that the high school is quite close and they must be aware that learning is the only way of evolve so they should start to be ready to learn any time in their lives (lifelong learning). It must be taken into account the fact that nowadays as well as in the future ICT will be an important way of learning so, it had to be included in the project. By the lipdub, the pupils will learn how to increase their learning by interacting with others on one hand, and looking for information in an autonomous way by using ICT on the other.

7. **Autonomy and entrepreneurship**: The pupils should learn how to deal with problems which will be probable they find later on in their lives. They also need to work individually because it is a way to get the autonomy and the personal initiative. This competence is developed in this project by including some values as hard work, responsibility, perseverance, creativity, (self) criticism, emotional intelligence and self-esteem... but the most important one for this project is the self-learning one.

8. **Cultural and artistic**: Pupils should learn about the culture and tradition of their own country to understand oneself as part of the heritage of people but the pupils also need to know that the current world is completely globalized. This competence helps to appreciate and work with different cultural and artistic statements as it is music and video performing.
3.1.2. Compulsory Programs Used In The Lip Dub Project

As every school in Spain, the selected one follows the compulsory programs of education, which can be seen at the JCyL webpage\(^9\). Some of them, as Net XXI, were vital to make possible this project. Those programs are:

**Reading plan**: The school celebrates the Book’s day and they are proud of having this plan. At the lip dub project, pupils will have to read the songs and choose one, then they will carry out an evaluation about how much they remember about the song as well as their feelings and what they have liked or disliked.

**ICT program / Net XXI**: This program consists on including ICT inside the classroom. Each pupil will have a personal mini laptop in order to work in an individual or group way, this fact will be useful to help pupils searching for ideas and information, and to deal with the target language. In a similar way, there is also an IWB that will be used to show some examples about lipdub to the pupils as well as to play the different songs from the teacher’s selection list. On the other hand, the importance of safety in the internet will be taken into account by the routines that already exist in the school (job about computer storage, taking care of the computer, keep them with battery...) and activity rules (safety use of the internet, asking for help, criteria to select information from WebPages...) The school has its own website from the JCyL to share information with parents. The fifth course has its own blog as well which it is used to send tasks and homework to pupils.

**Diversity Attention Plan**: Special Educational Needs. The school has its own ATP assistant and a a PTA, who takes care of pupils with Needs of Educational Compensation on grounds of ethnicity. this assistant came on thursdays. The Diversity Attention Plan affects to the project as there are Special Educational Needs students in (Low learning capacities) the selected group so that the timetable should had been minutiously planned in order not to use that essential time for those pupils.

Recycling-reducing-reusing plan (RRR plan): In the school there are plastic, organic, paper and batteries containers in a common space. This school also collaborated with the collecting of caps of bottles in favour of rare diseases. Moreover, pupils will be thinking about using less water, less energy (turn off the lights) to make pupils think about sustainable development, being aware of current environmental problems. At the lip dub we are going to reuse arts and crafts materials to build up the crafts resources that will use to build up the task.

3.2. EDUCATIONAL THEORIES

Multiple Intelligences (H. Gardner, 1983):

It does not only exist one kind of intelligence. Some people stand out in language; other people are good at maths or arts... So, this theory supports that mainly, there is not only one but eight kinds of intelligence (Logical-mathematical, Visual or Spatial, Linguistic, Bodily-kinaesthetic, Musical, Interpersonal, Intrapersonal and Naturalistic)\(^\text{10}\).

Scaffolding: ZPD And Social Learning (Vygotsky, 1978):

Vygotsky's cognitive theory (1978) will be followed. This theory is mainly based on the social aspect of learning by making use of the zone of proximal development (ZPD) of pupils. This area is the space that teachers have to take into account to make pupils move from an assisted performance stage (Scaffolding) to an independent performance one. Along the lip dub task scaffolding will be used to set up the different activities. However, an independent and collaborative learning will be promoted by the teacher.

\(^{10}\) Logical-mathematical: It is about logic, maths and abstract thinking. Spatial: Spatial judgment and the ability to visualize with the mind’s eye. Linguistic: In the mother tongue or different languages. Body-kinaesthetic: bodily-kinaesthetic, coordination, fitness...; Musical: About sounds, rhythms, tones, and instruments. Interpersonal: The ability to interact with others (Empathy, sociability...). Intrapersonal: it is about self-reflection and knowing oneself (strengths / weaknesses) Naturalistic: Interacting with living and nonliving things.
The Use of Lipdub to Learn and Promote a Second Language

**Stages Of Development (Piaget, 1973):**

The internship was carried out teaching along all levels of primary education. This means that mainly, pupils will be at the Concrete Operational Stage of development\(^{11}\) but also at the Formal Operations one\(^{12}\). However, the internship mentor is also the tutor of the fifth primary course so; this project will be done in a smaller scale, only with one course. This can be an advantage as it can be focused on each pupil learning evolution. Due to this fact, it will be easier to get more detailed and reliable information for the research.

**Constructivism (Jerome Bruner, 1960):**

This theory is about an independent way of learning by doing tasks. Pupils will have an active process in this project about building up a lipdub. Although I will guide the steps of design and planning, and I will select a list of proper songs as scaffolding, the pupils will carry out this task through a cooperative work in base on their current/past knowledge. This lipdub will be done by several subtasks in order to end with a final task (the lip dub), which will be the result of all the achievements during this process, where pupils have worked through an independent and autonomous way.

**Task Based Learning (Littlewood, 1981):**

In this planning we follow task based learning methodology. The pupils should follow the steps given by the teacher (Pre-task, Task and Reflection) to be able to carry out it in a logic and meaningful way. The final task will show what the pupils know about the topic, what they are able to do and their knowledge to be. The current task is mostly based on the “Creative Tasks” defined by Jane Willis (1995) which outcome is to end up with a product that can be appreciated by a wider audience.

\(^{11}\) At the Concrete Operational Stage of development (7-11 years) the child has the ability to develop logical thought by manipulating it.

\(^{12}\) During the Formal Operations Stage of development (11-16 years), the thoughts of the children are more abstract and they don’t need a real object to develop that logical thought about it.

By Olatz Borrero Urdampilletea
Communicative Approach (Nunan, D, 1996):
Language and real environment interaction is the basement to carry out this task. As it is a non bilingual school, the lip dub will be a task from the English subject so; pupils will develop language skills in English: reading, writing, speaking, listening and oral interaction.

4. PROJECT DESIGN AND METHODOLOGY

Having in mind the main objectives of the current project, a teaching unit was built up. This unit allowed pupils to use English for different purposes to make them realise that English is useful to communicate with others, so, wondering about the best way of showing the pupils the useful aspects of English through the lip dub was a must. On the other hand, the social aspect was quite important too. Based on collaborative and organizational work that is needed to build up a lip dub, the social and interactive skills of the selected group were taken into account. The project was designed to get the pupils involved in their own learning process and on the activities organization. This project also considers that it is vital to make use of ICT to find out its influence on the pupil’s learning process. ITC are an important tool outside school, and pupils are used to use them independently so, it is a good way of approaching the current world to school getting a meaningful learning. However, at the beginning the pupils must be guided to make them know what they would have to work on. For the current project it has been useful to prepare a list of songs about a certain value to broadcast, in this case “The friendship” was the one I thought about so, it was included in the planning and carrying out of the first lesson. In a similar way, it was also chosen a youtube lip dub, just in case the pupils would not know anything about it.

Having in mind the previous reflections, the planning of the lip dub has been built up based on the following main questions and subquestions:
1. How can lipdub help pupils to realise about the benefits of learning English?
   a. What is the best way of showing the pupils the useful aspects of English through the lip dub?

2. How would this English task make them get closer working together?
   a. What is the main message that lipdub should broadcast to pupils?

This way, the whole unit was designed having in mind those questions following a defined main line so, it should be easier to focus on clear and simple instructions to avoid getting lost in a huge project. On the other hand, it has been decided that following a combination of methodologies (social interaction, active learning, task based learning), that were pointed out at the “Educational Theories Basement” section, would be the best way of increasing the motivation of pupils as well as their interest in using English with different purposes and different contexts.

4.1. PLAN OF THE TEACHING UNIT

Following all the elements pointed out in the previous sections, as well as the template used at the Primary Education Degree focused on English teaching, it has been designed the lipdub teaching unit (Appendix I). Concrete and simple objectives have been designed from the general ones in order to make it possible for pupils to understand and to follow each step that is necessary to build up the final task.

This unit will be carried out by pupils from fifth primary. They have some necessary ICT as mini laptops and a IWB in the class. The final task consists on the creation of a “lipdub” using ICT. It is based on the main school lines of the educative project about social learning so, the interpersonal relationship are an important objective in this Task. This unit will be placed in May, at the beginning of the third term, just after the term exams because the weather is warmer and the pupils will use the outdoor areas.

Like every lip dub project, the prior learning will be focused on the development of values about cooperative work and friendship, but the current unit also includes the language acquisition process by the improvement of English pronunciation and new terms as well as the use of ICT.

By Olatz Borrero Urdampilleta
In every teaching unit, the teacher must be quite aware of the type of text it is going to be worked on the unit. In the current one, the main text is focused on Songs, to learn and perform the lyrics, which can be understood as a kind of poetry. However, as we carry out the activities, there are also other kinds of text developed:

- Descriptive text: To explain how was their own experience and to indicate the steps of the lip dub.
- Argumentative text: To give reasons for choosing a certain song from the list.
- Instructional text: To explain the steps.

On the other hand, the organization of the main resources must be taken into account and planned to value the viability of the project as well as to control the carry out of the unit. The most important resources in this project are quite accessible, specially the scholar and recycled materials but there are some others like group working, PDI and internet that conditioned the implementation of this unit into the fifth course.

Another important issue to base the project on are the expectations about the achievements of pupils. As it can be observed in the following description, those achievements are based on the unit objectives taking into account the diversity and the different learning processes. Due to this fact, the design of the teaching unit includes three levels of expectations.

1. In the first level, the basic aspects that every pupil must achieve are planned so, at the end of the lip dub all pupils must respect their partners and their different points of view; organize themselves to work in group and to help each other; use basic terms as lip dub, collaboration or choreography and memorize the chorus lyrics of the chosen song.

2. In the second level, the more important achievements are designed so, at the end of this unit most of the children should have learnt and use some important terms from the lyrics, use important terms as friendship, design or organization as well as words from the activities as floor plan, transmit and share their opinions and ideas, collaborate with each other and make and respect decisions
to get agreements. In the third level, the more complex achievements are designed so, at the end of this lip dub unit some of the children could organize and lead their groups, learn the whole lyrics and remember most of English terms used along the task.

Based on the previous premises, the lesson plan sequence is built up. The chosen topic has been “The friendship” because it was considered proper to maintain the collaborative and social working to create a community through the reinforcement of the relationship among the pupils.

**Lesson 1:** This lesson is about Choosing a song from a list provided by the teacher about “friendship”. By doing this main activity, the objectives about sharing ideas and making agreements will be achieved in a natural way. That achievement will be appreciated by the pupils outcomes, when they start sharing their opinions and thoughts, and then, when they start dealing with each other to chose what is better for everybody. Base on those objectives and outcomes, the activity can be evaluated by taking into account the way the pupils make use of language to deal and make agreements providing arguments based on reflexive thinking.

Due to the activity nature, the pupils have to use argumentative text to convince their partners and teacher about the advantages of choosing his or her favourite song. They are also going to use descriptive text to describe what they are watching and the steps they think they will have to do. On the other hand, the teacher is going to use descriptive text to describe what a lip dub is and instructional text to explain the different activities and leading the turn taking.

The expectations in this lesson are focused on sharing ideas and make agreements. Not everyone will speak out loud to share their ideas but all of them must respect the different points of view from their partners. Nevertheless, most of the pupils will be able to share their ideas to make agreements. However only some of them could lead the agreement to chose a song and elaborate and explain different hypothesis about the steps they have to do to build up the lip dub.
To keep controlled the classroom atmosphere, the teacher will use some illustrators like silence, think or turn taking. In a similar way, the teacher will make use of movements and gestures to show and explain what it is on the IWB in order to transmit the information and make it more accessible for pupils. To achieve all this, the leading activity must be planned and sequenced in different steps that ensures the acquisition of information by the pupils. In this lesson they worked in a big group following the next steps:

1. The pupils will be questioned about what they know about lipdubs to establish their previous knowledge.

2. They will watch an example of lip dub on the internet on the IWB (Interactive white board); in case the internet connection does not work, the teacher can carry it on a USB or DVD, so, they could share opinions and ideas about the lip dub, and also appreciate and make hypotheses about the steps done to build it up.

3. The teacher will play the videoclip of each song from the teachers list on the IWB. The pupils will watch, listen and share opinions about all of them.

4. Finally the pupils will share their opinions and try to get to an agreement to chose the song they prefer to work on.

Lesson 2: It is focused on the language acquisition process. Although the pupils will start building up the art and craft resources, most part of the lesson, they will read the lyrics and talk about the chosen song to find out the meaning of the lyrics. Due to this fact, the main objective in which this lesson is focused on, is the reading of the song lyrics writing notes that help the pupils to understand it. Those notes will be the outcomes and the improvement of their reading and their interest in understanding will be the assessment criteria so, the expectations are focused on the lyrics. All children must be able to learn the chorus lyrics meanwhile most of the children will go further using important terms as friendship, lyrics or chorus.

Another important aspect is the type of text that pupils are going to work with. In this lesson pupils will work with an argumentative text, to explain their points of view and with a descriptive one to describe the lyrics’ meaning and art resources. In a
similar way, the teacher will make use of a descriptive and instructional text in combination with nonverbal language resources to control the classroom atmosphere and to lead the turn taking, as in the previous lesson. The sequence has two main parts. One about the lyrics and the other one about the art and crafts resources:

1. The teacher will provide a copy of the song lyrics; pupils will read the lyrics one by one focusing on pronunciation.
2. Then they will talk to each other and with the teacher to find out the lyrics meaning.
3. The lesson continues making groups of three. So that each group will chose a paragraph to work on and they will reflect about the resources to use for that paragraph.
4. Finally, the pupils will start designing and building up those resources (looking for needed materials and preparing them).

**Lesson 3:** This one is about developing creativity and group working by the art and craft resources. The main objective is to make use of reflexive thinking to become creative for building up the crafts resources. This reflexive thinking should grow up from sharing ideas with the groupmates and that is the criteria for the assessment, group work and interaction among pupils so the expectations are about group organization, helping others... and some of them will lead their groups. However the evidence will be the results so, the outcomes are the creation of proper and creative resources that transmit the message.

As this lesson is about art and crafts, pupils are going to work with an iconic text in addition to the descriptive and instructional one. On the other hand, the teacher will make use of the descriptive and instructional text in combination with nonverbal language resources to control the classroom atmosphere.

As it can be seen at the sequence, the fact that pupils need quite a lot of time to build up the arts and crafts makes the classroom management quite simple:

1. First, the teacher will make pupils remember the groups and resources from last lesson meanwhile the pupils organize their groups and prepare all materials to continue them. (School materials: Cartons, scissors, glue….)
2. The rest of the lesson the pupils will continue building up the arts and crafts resources. The teacher will help pupils with group organization and resources.

**Lesson 4:** The pupils have to finish the art and craft resources and design the dance and the path by using the floor plan. The interaction objectives are similar to the precious lessons ones but, as the pupils will work with floor plans, they also learn to deal with visual intelligence in combination with reflexive thinking. On the other hand, as the outcome is about using the floor plan to design the dance path its evidence for Assessment is about collaboration to design a proper path through the use of English as a Target language. However, as in previous lessons the assessment criteria was focused in the social aspect of learning, this time it will be focused on the language acquisition process. All children must be able to use basic terms as lipdub, collaboration or choreography but most of the children will use more terms and will share their opinions. Only some of the children could lead their groups by making agreements.

Part of this lesson will continue with the art and crafts, so pupils will continue working with iconic text in addition to the descriptive and instructional one. The other part of the lesson will be about designing the dance path by using the floor plan and they also make use of Argumentative text to agree about the different possibilities of the dance path and choreography. To keep the classroom atmosphere controlled, the teacher will use some illustrators like silence, think or turn taking. In a similar way, the teacher will make use of movements and gestures to show and explain the floor plan on the IWB or on the blackboard. This lesson must be planned and sequenced in different steps that ensures the acquisition of information by the pupils following the next steps:

1. First, the pupils will finish the art and crafts resources and, those who have finished them will help other groups finishing their resources.

2. In Big group there will be a floor planning explanation. Then the pupils will share ideas and opinions about the dance path at the blackboard or IWB.

3. Finally, the pupils will design the dance path by making agreements.
Lesson 5: In this lesson the pupils broadcast the design of the lip dub to the real areas through practice and performance tires so, it would be needed a camera, a mobile phone, designed resources and different school areas including outdoors. The main objective of this lesson is about coordinating the dance and resources to make them fit in the song correctly. The outcomes will be about carrying out the performance of what they had designed in a way that fits in the song so the evidence for assessment will be the accuracy level of the lip dub design so it can be broadcast to reality easily but the assessment criteria will be based on the interaction and interest of pupils. All children will organize themselves to work in group and to learn the chorus while most of them will be able to learn and to use some important terms from the lyrics and words from the activities. Some of the children could learn the whole lyrics.

The type of text used in this lesson will be quite similar to the rest of the lip dub ones. The pupils will work with argumentative, to explain their points of view and with descriptive to describe the performance issues. In a similar way, the teacher will make use of descriptive and instructional text in combination with nonverbal language resources to control the classroom atmosphere and to lead the turn taking. The sequence of this lesson will be:

1. First the teacher explains some organizational issues as “the doorkeeper”, the way of moving behind the camera… that are necessary to work outside the class as well as to broadcast the lip dub from theory to practise. Then pupils make a review about the designed path. Then they prepare and organize the materials along the designed path.
2. Finally the pupils perform the lip dub, every time they finish the performance, the teacher plays the record to make pupils reflect about the improvements for the next try. The teacher will play the song meanwhile recording the lip dub performance of the pupils.

Lesson 6: In this lesson it is used reflexive thinking to analyze and practice the improvements they suggested in the last lesson and then perform those improvements to carry out the final record. To achieve that reflexive thinking the learning objectives are focused on sharing ideas and opinions about improvements on the last tries, and the outcomes are about suggesting proper alternatives to fix up
the mistakes or problems. The evidence for assessment and the assessment criteria will be almost the same from the previous lesson: All children will organize themselves to work in group and to learn the chorus while most of them will be able to learn and to use some important terms from the lyrics and words from the activities. Some of the children could learn the whole lyrics and, in addition, lead their groups.

About the type of text it is going to be worked with, this lesson is focused on instructional and argumentative, to explain their points of view about the improvements and to lead and organize the performance. The teacher will make use of descriptive and instructional text in combination with nonverbal language resources to control the classroom atmosphere and to lead the turn taking, to help pupils organizing the activity.

1. The teacher will play the song meanwhile recording the lip dub final try and last improvement reflection and then the pupils will reflect and agree about the final improvements to carry out the final performance.

2. The pupils will do the final performance while the teacher records it. After that the teacher will play the record with the song that is on the internet or in the computer so, pupils will watch and find out the final result.

**Lesson 7:** This is the last lesson so, it is focussed on the reflexion time and evaluation. The main objective is that each pupils transmit in a written way their feelings and knowledge of the task. As learning outcomes this project takes into account the use of reflexive thinking to value honestly the experience and to write the terms they remember so, they will have to provide arguments based on reflexive thinking as evidence for assessment. On the other hand, The assessment criteria will reflect most of the expectations of the unit from respecting the different points of view and using basic terms as lip dub to transmit and share their own opinions and ideas or remembering most of English terms used along the task.

To carry out this lesson the teacher will make use of descriptive and instructional text to explain and describe the evaluation. On the other hand pupils will work with argumentative and descriptive text to fill in the evaluation sheet.
The Use of Lipdub to Learn and Promote a Second Language

1. First, there will be a sharing opinions time. The pupils will share their experience about the whole work done and the teacher will lead this time to respect the turn taking.

2. The teacher will edit the lip dub previously to show it at the IWB to the pupils. Then they will share opinions about the results.

3. Finally the teacher will deliver the evaluation sheet and explain the questions. Then the pupils fill in the evaluation sheet.

4.2. HYPOTHESIS

Fifth primary is a small group where, before starting the project, it was observed that the pupils interaction with each other was quite correct. Group work is essential, so it was concluded that to carry out this project in this group was going to be viable. In a similar way, the learning characteristics of the group were taken into account to design the teaching unit in a way that the pupil’s motivation would increase as well as developing a receptive attitude to learn English. According to the observation process and the fifth primary tutor, the three main hypotheses were:

1. The group is quite closed; there are the small usual conflicts among pupils that will be easily overcome. On the other hand, this experience will motivate them because it is quite different from their routines. Both facts will allow pupils to realise that English can be used to carry out creative tasks that can be shared with people from different European countries as well as the benefits of collaborative working, which will allow them to use the strengths of each one to turn difficult task into easier ones.

2. The group is not so closed, their routines had hidden coexistence conflicts, which causes that there will be more conflicts. However, the task will motivate them due to it being different. This fact in combination with the teacher’s guidance will help pupils to overcome their differences building a stronger group based on collaborative working as well as realising that English can be used to carry out creative tasks that can be shared with people from different European countries.
3. The group is not so closed as it seems. *Their routines* had hidden coexistence conflicts, which could cause more and deeper conflicts, in combination with the fact that pupils are not used to the active and autonomous methodology will confuse pupils so much that they are not able to work independently in a collaborative way. All this can make pupils not being able to overcome their differences splitting up the group. On the other hand English can be used to carry out creative tasks but they are not used to use it out of the textbook so, they might find it hard to make use of English in a different learning context, which can contributes to frustrate pupils.

### 4.3. METHODS FOR DATA COLLECTION

Plenty of information was collected by observation. However, the tutor of the researched group experience was also taken into account as through an informal interview she provided me with the necessary information. The project is about the language acquisition process through an interdisciplinary methodology so, it has been decided to take into account the need of the human being to interact with each other. So, to reinforce the group feeling and the social and collaborative skills development will be easier. Finally, the questionnaire data collection is made as self-evaluation to get the most information from the pupils.

**Interview:** The fifth primary tutor has been the best help to plan the task not to confuse pupils so much. Basing the task on the tutors knowledge and experience about the pupils the third hypothesis can be avoided. The item was introduced by talking in a spontaneous way about the possibility of carrying out the lip dub task and the hypothesis which was the most probable, the first one “make pupils realise about English being useful”. To make the project suggestion, a lip dub from a Holland school was showed to her. In a similar way, the main idea of the project was explained. Therefore, from the very beginning the tutor was quite interested in the project and collaborated in it.
**Questionnaire**: This method of data collection has been chosen for the pupil’s evaluation (*Appendix II*). The most important aim of using the questionnaire for pupils is detecting different versions about the pupil’s experience. This way, different information could be obtained directly from the pupils to find out the relationships evolution as well as how collaborative work had helped pupils to learn from each other. However, this method for data collection was not only used to collect information about the pupil’s opinion, it was also used to get information about the pupils language acquisition progress by making exercises about remembering terms from the lyrics and the different activities.

**Observation**: Observation was the best way to appreciate the viability of the project as well as the development of the task and the evolution of the pupils from the group. There are many aspects, especially about social skills development, that are not possible to be aware of but by observation so, it has been crucial to decide the design of the project, by taking into account the behaviour and the relationships of the group. Those different aspects of the social skills development has been evaluated and registered, taking notes on the teacher’s observation greed, (*Appendix III*) through the use of this method for data collection.

### 4.4. PROCESS DIARY

The project was designed to get the pupils involved in their own learning process as well as getting involved in the activities organization. However, at the beginning of the process they must be guided to make them know what they would have to work on. First of all, a song list about “friendship” was prepared to carry out the first lesson. In a similar way, a youtube lip dub was prepared too, just in case the pupils did not know anything about what a lip dub is.
7th April 2014:

A lip dub was explained and showed to the group. It was expected that pupils knew something about lip dubs but actually they did not have a clue about it. To deal with this lack of knowledge, it was decided to show to the pupils a lip dub made in a Dutch school by pupils from fifth primary, like them. After that it was a “sharing time” when pupils shared their feelings and opinions about the project and then, the first steep started. They watched the video clip from one of the chosen songs to find out its main topic “friendship” and continued watching and listening to all the songs. The pupils preferences were quite predictable, they only showed interest in two of them, “Hey brother” from “Avicii” and “Ho, hey” from “The Luminers” which are the fashion ones at the moment. Although almost everyone preferred “Hey brother” the pupils were persuaded to change their opinion by using an explanation about it to be easier for them the “Ho, He” song because it was shorter and slower, which it would be more suitable due to the configuration of the group, only nine pupils.

9th April 2014:

The song lyrics were delivered to the pupils along the second lesson. First, the pupils listened to the song while reading them but pupils had several pronunciation and comprehension problems. They are not used to deal with English communication and the song was too fast so, it was decided that lyrics should be read slowly one by one and focussing on the correct pronunciation. In order to make the project procedure more accessible to the pupils, they were organized in working groups to find out what they had to design. To do so, the lip dub from the previous lesson was showed again, making them focus and be conscious in all the details and work that had been necessary to build up that lip dub. Unfortunately, as it was predicted in the hypothesis, there were some interaction problems that made it quite difficult to build up the working groups but, finally, the pupils could overcome them and made the groups. To finish the lesson, they decided about the paragraph they will be in charge of on its design and start thinking about it.
11th April 2014:

For this lesson, each group built up the resources for the paragraph they had chosen during the previous lesson. They started focusing on their paragraph translations and they started building up the arts and crafts resources. Pupils asked the teacher to explain them what they had to do. This work routine was a problem because the pupils felt lost and they did not feel creative enough to build up original displays and resources. Due to this fact the classroom atmosphere had to be controlled by asking pupils to rise their hands and wait for the teachers to advise and help them with suggestions. However they collaborated quite well and helped each other in their working groups.

21st April 2014

It was expected that the pupils could finish the resources to go on with the floor planning step. But pupils did not finish the art and crafts resources on time due to the difficulties from the previous lesson so, it was decided that pupils put away the crafts to start talking and coping the floor plan and its vocabulary. Some of the pupils had designed quite complicated crafts resources and decided to go on while the rest of the pupils started designing the dancing path but, not everyone copied and showed interest at the end of the lesson. This fact has been a sign about how some of the students felt about the project and its importance.

24th April 2014

This day it was used an extra “Educacion para la ciudadania” lesson to let pupils finish the art and crafts resources for the lip dub. As there were some timing delays, to think about the design of the dancing and its choreography was asked to the pupils. They started being more independent and they were able to share ideas and opinions to make agreements.
25th April 2014

The pupils had to focus on their dancing turns and translations to build up the performance. As they had to go outside to perform the choreography the responsible teacher went out carrying the mobile to play the song. By this way it was explained the organization of the lip dub choreography and dancing turns to make them more understandable for the pupils. It was a bit tricky because they have had some problems broadcasting the planning on paper (Knowledge contents) to the real performance (Procedure contents). Once this problem was detected, the pupils were asked to take the lyrics and organizational documents to understand them and to make improvements.

28th April 2014

The pupils have done some trials. Before doing them, a door keeper was designed to lock the door to use the playground. Pupils themselves were aware that some infant education pupils could escape if the door was open so, one of the most responsible pupils offered himself as voluntary and the rest of the pupils agreed. The firsts trials lack organization due to the same problems from the last lesson about broadcasting the planning to real areas. After the trials they watched the recorded video and suggested some improvements.

30th April 2014

To start the lesson it was showed the videos from the Monday’s trials to remember the ideas from the last lesson. Then the whole classroom group went to the Arts and Crafts corner and discussed about the improvements together and made agreements. Finally, another trial was done but it still needed some small improvements. However, the time flew away and the pupils needed an extra lesson.

2nd May 2014

It has been the final lesson of the lip dub. The improvements and trials from the previous lessons were remembered, and then it was recorded the final performance. As it went quite good the first time, it was not necessary to repeat it so, they did the evaluation. The pupils needed an explanation of the evaluation sheet to carry out it. The results of the evaluation are explained at the following section.
5. RESULTS

Although the final product has been done quite well, some improvements can be made, specially about the results on the language acquisition process. To find out how pupils had lived this experience, the evaluation has been carried out in different ways. The first one was by observation, taking notes on the teacher’s observation grid, to evaluate the interaction, motivation, collaboration, and all observable aspects of the pupils groupal work and behaviour as well as the evaluation to calculate the final mark and the level of the project aims achievement. By using the observation grid it has been observed that the pupils have had a high motivation level as well as quite good behaviour. However, the hidden relationship problems among some pupils affected the interactional aspect of the work.

<table>
<thead>
<tr>
<th>5º EP (LipDub)</th>
<th>Interest - Motivation</th>
<th>Cooperation</th>
<th>Behaviour</th>
<th>Interaction</th>
<th>Evaluation Mark</th>
<th>Final Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil 1</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Pupil 2</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>3 NC</td>
<td>EP</td>
</tr>
<tr>
<td>Pupil 3</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Pupil 4</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Pupil 5</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Pupil 6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>4 NC</td>
<td>6</td>
</tr>
<tr>
<td>Pupil 7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Pupil 8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Pupil 9</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

*Figure 5.1.1. Teacher’s observation grid and final results*

On the other hand, the written evaluation for pupils was designed to get the most information about the pupil’s language acquisition progress as well as to get their feedback. To do so, the evaluation sheet was composed by two different parts. The first one was about their opinions and feelings along the lip dub unit in their work group as well as their opinions about the project. In the second part there were some questions
and activities about what they have learnt and what they remembered from the unit. This second part was built up from the same activities they had done along the different lessons and it has been vital to identify the result of the project’s main objective, the influence of ICT on the pupil’s language acquisition process. To identify it, this project made use of a comparison between ideas, feelings and opinions of the pupils and their level of English language acquisition.

By researching the information about the pupils feelings and opinions about the project, it has been observed that most of them enjoyed working in their groups (figure 5.1). However, to know that the pupil who has learning problems (special needs education) did not feel great in their groups was interesting. Also, one of them, who was tutored by the most intelligent pupil of the group, did not feel good because that pupil found it hard to understand some aspects as the floor plan due to a combination of his special needs and the fact that he missed that lesson.

![Feelings about the project](image)

**Figure 5.1: Feelings that pupils had along the project in their working groups.**

All the pupils loved the project (Figure 5.2), even the pupil who did not feel good at the working group. This time the pupil who liked the project but would not repeat it is the tutor of the special needs education one. It must be clarified that this pupil is quite used to the established routines and finds it quite hard to change them. In addition, the fact that the project was understood as leisure made this pupil think that the current unit was a waste of time for him.
For the second part of the evaluation, there were some activities that pupils had to fill in. Those activities were done along the unit so, they were about remembering. The collected information from this evaluation, showed that, in most of pupils, the levels of language acquisition were quite similar to the results from the teaching style that pupils were used to (Figure 5.3). However, the development of visual and spatial intelligence had quite diverse results, specially one of the pupils, who had more learning problems got worse results.
As it can be appreciated in the previous figure, those pupils who had language acquisition problems also have problems to understand and use the logical and visual-spatial intelligence required to understand the floor planning. 78% of pupils did not have problems with the floorplan distribution while the 22% of them were not able to manage to deal with it. One of them plays football quite well and has a good spatial intelligence but this pupil was not able to manage to work with the floor plan.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1. ABOUT THE LANGUAGE ACQUISITION PROCESS

6.1.1. Conclusion:

As it has been pointed out along this work, the fact that it is a monolingual school with one compulsory Foreign language influenced the carry out of the project in several aspects. The most important one has been the timing because the pupils of the group are not used to use English outside the textbook as a target language so, they needed more time to understand every single explanation. In a similar way, they needed more time to improve their communication skills in English and in Spanish to. This fact affected directly to the language acquisition progress. On the other hand, it has been observed that some pupils had problems about changing the way of teaching, they were quite used to the way of teaching of the school so, what happened was that most of pupils understood the lip dub as leisure instead of a teaching unit. However, the results obtained through the lip dub showed that the language acquisition process was quite similar to the one achieved through the way of teaching that pupils were used to.
The ICT did not help quite a lot to the pupils to improve their learning but for increasing their interest and motivation on the teaching unit. The pupils were so used to use ICT in a leisure way that they found it difficult to carry out the activities from this teaching unit in an educative way. Due to this fact, the pupils understood the lip dub as fun instead of an educational activity so, they did not pay so much attention at the language acquisition process. However, ICT helped the pupils to be more open minded, using ICT and English for different purposes as well as increasing their implication in the project due to the motivation generated by the use of nowadays tools.

6.1.2. Recommendations:

To improve the results of the current project, it would be useful to add more time and lessons. Each step and activity needed to be explained and guided more in detail, specially if it is carried out in a monolingual school, because the pupils usually have problems to understand the target language. In a similar way, it had to be taken into account the fact that the pupils were not used to learn independently or in collaboration with other pupils. Having more time means that pupils could get more used to each activity, going deeper in it to the needed work as well as in the main terms used in each activity, until they get sense and therefore, remembering those terms better to use them in any context.

In addition to the increase of the timing, it would be useful to build up a clear self-assessment poster where it would be written a grid with a column with the different aims and another column where the pupils, who will copy the grid on their notebook, can write the achievement date of each aim. Doing that, pupils will know what they have to learn and achieve all the time and it will be more difficult to misunderstand the learning purpose of the project. On the other hand, doing different and motivating units were useful to make pupils learn in a different way. By Enjoying the activity the project achieved that most of the pupils were more motivated and that they got more involved on their learning process.
6.2. ABOUT THE SOCIAL SKILLS DEVELOPED BY THE LIP DUB

6.2.1. Conclusion:

The project was received with quite a lot of enthusiasm. Most of pupils were delighted about “changing” the English lesson to carry out something different, which was related with English as it was closer to their out of school world. The fact that the project were closer to their environment made it easier that pupils felt more relaxed in their working groups and help each other. Carrying out the different activities by a collaborative way allowed that pupils to develop social skills meanwhile overcoming different difficulties developing other learning aspects as visual-spatial intelligence.

On the other hand, some pupils had problems to work in group. Those found it quite hard to understand the didactic aspect of the current project. As far as those pupils were concerned, the lip dub was only a way of wasting time but they collaborated quite well on the workgroup and on the carry out of the activities. However, the relationship among the pupils of the group got reinforced and most of them loved to learn English in a different way.

6.2.2. Recommendations:

The social aspect of sharing the results of their work has been an issue to improve. To increase the pupils motivation it would be convenient that the result could had been shared on the internet at the classroom blog or uploading it on YouTube. However, it was not possible as there was not permission from the legal tutors.

Even though there was not much time to teach all that it is in the year planning, and the language acquisition process has been quite similar to the one they are used to, it would be convenient to include the kind of task that supports this project occasionally. The motivation level made it worth to carry out the lip dub teaching unit, and the reinforcement of the pupils relationships can contribute to increase the self-esteem as well as to develop values as teamwork, tolerance and helping each other.
7. BIBLIOGRAPHIC RESOURCES


APPENDIX I: TEACHING UNIT

About the unit/ Where this unit fits
This unit will be carried out by pupils from fifth primary due they have some necessary ICT as mini laptops and IWB. The final task consists on the creation of a “lipdub” using ICT. It is based on the main school lines of the educative project about social learning so, the interpersonal relationship are an important objective in this Task. This unit will be placed at the beginning of the third term, in may, due the weather is wormer and the pupils will use the outdoor areas.

Nowadays is important that pupils deal with ICT, but it is also important to promote the social skills because, the strength of the human being is to share feelings thoughts and ideas to create new things and ways of understanding the world.

Prior Learning | Language used in the unit | Important Resources
---|---|---
Values about cooperative work and friendship, Improve the English pronunciation, Include new terms in their English and the use of ICT’s. | - Songs: to learn and performance the lyrics.  
- Descriptive text: to explain how was their own experience and to indicate the steps of the lip dub  
- Argumentative text: to give reasons of choosing a certain song from the list.  
- Instructional text: To explain the steps. | Group work  
Scholar materials  
PDI and Internet  
Recycled materials  
Different places in the school

Expectations
At the end of this unit all the children must respect their partners and their different points of view organize themselves to work in group and to help each other use basic terms as lipdub, collaboration or choreography learn the chorus lyrics of the chosen song.

At the end of this unit most of the children should learn and to use some important terms from the lyrics use important terms as friendship, design or organization as well as words from the activities as floor plan.
transmit and share their own opinions and ideas.
collaborate with each other to carry out the lipdub.
make and respect decisions to get agreements.

At the end of this unit some of the children could
organize and lead their groups.
Learn the whole lyrics
remember most of English terms used along the task.

<table>
<thead>
<tr>
<th>Lessons Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>
## Lesson 1

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Learning outcomes</th>
<th>Evidence for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To share their opinion about the different songs.</td>
<td>Saying and sharing their opinions and thoughts.</td>
<td>To provide arguments based on reflexive thinking.</td>
</tr>
<tr>
<td>To make agreements to choose one song.</td>
<td>Dealing with each other to chose what is better for everybody.</td>
<td>The use of language to get an agreement.</td>
</tr>
</tbody>
</table>

### Discourse/Text targeted

- **Teacher:** Descriptive and instructional text
- **Pupils:** Argumentative and descriptive text.

### Language targeted- Non-verbal L Targeted

- Illustrators to control the classroom atmosphere (Silence, think…)
- Movements and gestures to show and explain what it’s on the IWB

### Outline of leading activities

The main topic chosen for the lipdub has been “the friendship”. The pupils will choose a song from a list provided by the teacher to carry out the task.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Grouping</th>
<th>Pupils</th>
<th>Teacher</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5min</td>
<td>Big group</td>
<td>To answer the teachers questions about what they know about lipdubs.</td>
<td>Making questions to find out their knowledge about lipdubs. Explanation.</td>
<td>none</td>
</tr>
<tr>
<td>10min</td>
<td>Big group</td>
<td>To watch the example lipdub and to make hypothesis about the steps done to build it up.</td>
<td>To reproduce the video on the IWB and leading the next activity to help pupils making hypothesis.</td>
<td>IWB &amp; Internet or lipdub file.</td>
</tr>
<tr>
<td>30min</td>
<td>Big group</td>
<td>To watch and to listen and share opinions about each song from the teachers list.</td>
<td>To explain the topic, to reproduce the songs of the list and to lead the pupils discussion.</td>
<td>IWB, Internet/songs &amp; lyrics doc.</td>
</tr>
<tr>
<td>10min</td>
<td>Big group</td>
<td>To deal and to share their opinions to get an agreement about the song they will work on.</td>
<td>To help the pupils choosing the most suitable song for them.</td>
<td>IWB &amp; Songs to review them if necessary</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>

**Assessment Criteria**

<table>
<thead>
<tr>
<th>All children must be able to respect their partners and their different points of view</th>
<th>Most of the children will be able to share their opinions about the hypothesis. To contribute getting an agreement.</th>
<th>Some of the children could elaborate and explain different hypothesis. To lead the agreement to chose a song.</th>
</tr>
</thead>
</table>

**Lesson 2**

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Learning outcomes</th>
<th>Evidence for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To read the song and write notes to understand it.</td>
<td>Taking notes of the meaning of the words they do not know.</td>
<td>To improve their reading and their interest in understanding.</td>
</tr>
</tbody>
</table>

**Discourse/Text targeted**

Teacher: descriptive and instructional
Pupils: Argumentative and descriptive

**Language targeted- Non-verbal L Targeted**

Illustrators to control the classroom atmosphere (Silence, think…)
Gestures to lead the turn taking

**Outline of leading activities**

Reading and talking about the chosen song. To start building up the resources.
### Timing

<table>
<thead>
<tr>
<th></th>
<th>Grouping</th>
<th>Pupils</th>
<th>Teacher</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>15min</td>
<td>Big group</td>
<td>To read the lyrics one by one.</td>
<td>To deliver the lyrics.</td>
<td>Lyrics print.</td>
</tr>
<tr>
<td>10min</td>
<td>Big group</td>
<td>To talk about the lyrics and its meaning</td>
<td>To help pupils to understand the lyrics</td>
<td>Lyrics print.</td>
</tr>
<tr>
<td>10min</td>
<td>Groups of three</td>
<td>To make groups and to reflect about the resources.</td>
<td>To help pupils with the resources.</td>
<td>IWB, school material.</td>
</tr>
<tr>
<td>15min</td>
<td>Groups of three</td>
<td>To start designing and building up the resources</td>
<td>To help pupils if necessary.</td>
<td>Cartons, scissors, scholar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>materials. Glue…</td>
</tr>
</tbody>
</table>

### Classroom Management

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment Criteria</td>
<td>All children must be able to learn the chorus lyrics of the chosen song.</td>
<td>Most of the children will be able to use</td>
<td>Some of the children could</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>important terms as friendship.</td>
<td>learn and to use some</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>important terms from the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>lyrics</td>
</tr>
</tbody>
</table>

### Lesson 3

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Learning outcomes</th>
<th>Evidence for Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To make use of reflexive thinking</td>
<td>Creating proper and creative</td>
<td>Group work and interaction.</td>
</tr>
<tr>
<td></td>
<td>to become creative for building</td>
<td>resources that transmits the</td>
<td>To cooperate and help others.</td>
</tr>
<tr>
<td></td>
<td>up the crafts resources.</td>
<td>message.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Discourse/Text targeted

<table>
<thead>
<tr>
<th>Teacher: Descriptive and instructional text</th>
<th>Pupils: Descriptive, instructional and iconic text</th>
<th>Illustrators to control the classroom atmosphere (Silence, think…)</th>
</tr>
</thead>
</table>
Outline of leading activities

<table>
<thead>
<tr>
<th>Classroom Management</th>
<th>Timing</th>
<th>Grouping</th>
<th>Pupils</th>
<th>Teacher</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5min</td>
<td>Big group</td>
<td>Organizing their groups and preparing all materials</td>
<td>To remember the resources from last lesson</td>
<td>School materials</td>
</tr>
<tr>
<td></td>
<td>45min</td>
<td>Big group</td>
<td>To continue designing and building up the arts and crafts resources.</td>
<td>To help pupils with group organization and resources.</td>
<td>Cartons, scissors, scholar materials. Glue…</td>
</tr>
</tbody>
</table>

Assessment Criteria

- All children must be able to organize themselves to work in group and to help each other.
- Most of the children will be able to collaborate with each other to carry out the lipdub.
- Some of the children could organize and lead their groups.

Lesson 4

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Learning outcomes</th>
<th>Evidence for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with visual intelligence. To make use of reflexive thinking to build up the dance path.</td>
<td>Using the floor plan to design the dance path. Designing a proper path.</td>
<td>Group work and interaction. To cooperate and help others. To use English as a Target language.</td>
</tr>
</tbody>
</table>

Discourse/Text targeted

- Teacher: descriptive and instructional
- Pupils: Argumentative, instructional, iconic and descriptive

Language targeted- Non-verbal L Targeted

- Illustrators to control the classroom atmosphere (Silence, think…)
- Gestures to make pupils understand the message.
### Outline of leading activities

To finish the art and craft resources and designing the dance and the path by using the floor plan.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Grouping</th>
<th>Pupils</th>
<th>Teacher</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>15min</td>
<td>Groups of three</td>
<td>To finish the art and crafts resources and to help other groups finishing them.</td>
<td>Helping the pupils groups.</td>
<td>Cartons, scissors, scholar materials, Glue…</td>
</tr>
<tr>
<td>15min</td>
<td>Big group</td>
<td>Sharing ideas and opinions about the dance path</td>
<td>Floor planning explanation and leading the pupils turn taking.</td>
<td>Blackboard, chalk and scholar materials</td>
</tr>
<tr>
<td>20min</td>
<td>Big group</td>
<td>Designing the dance path by making agreements</td>
<td>To lid the turn taking for making agreements.</td>
<td>Blackboard, chalk and scholar materials</td>
</tr>
</tbody>
</table>

### Classroom Management

**Learning objectives**

To coordinate the dance and resources in a way they will fit in the song correctly.

**Learning outcomes**

Carrying out the performance of what they had designed in a way that fits easily with the chosen song.

**Evidence for Assessment**

The accuracy level of the lipdub design so it can be broadcast to reality easily.
Discourse/Text targeted  | Language targeted- Non-verbal L Targeted
--- | ---
Teacher: Descriptive and instructional text  
Pupils: Argumentative, instructional and descriptive text.  | Illustrators to control the classroom atmosphere (Silence, think…)  
Movements and gestures to show and explain what it’s on the IWB

Outline of leading activities
Broadcast the design the lipdub to the real areas. Practice and performance tries.

<table>
<thead>
<tr>
<th>Classroom Management</th>
<th>Timing</th>
<th>Grouping</th>
<th>Pupils</th>
<th>Teacher</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10min</td>
<td>Big group</td>
<td>To think and make a review about the designed path.</td>
<td>Explaining organizational issues as “the door keeper”, the way of moving behind the camera…</td>
<td>A camera to record the performance and a Mobil phone for playing the song.</td>
<td></td>
</tr>
<tr>
<td>40min</td>
<td>Big group</td>
<td>To make the lipdub tries and to make reflections about the improvements.</td>
<td>To play the song, recorder the lipdup and to help pupils reflecting. Guiding the pupils performance.</td>
<td>A camera, a Mobil phone, designed resources and different school areas including outdoors.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Criteria
All children must be able to organize themselves to work in group, to use basic terms as lipdub or choreography and to learn the chorus  
Most of the children will be able to learn and to use some important terms from the lyrics  
To use words from the activities as floor plan.  
Some of the children could learn the whole lyrics

Lesson 6

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Learning outcomes</th>
<th>Evidence for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To share ideas and opinions about improvements on the last tries.</td>
<td>Suggest proper alternatives to fix up the mistakes or problems.</td>
<td>The performance and evidence of what they had learnt in the task.</td>
</tr>
</tbody>
</table>
**Discourse/Text targeted**
Teacher: Descriptive and instructional
Pupils: Argumentative and descriptive

**Language targeted- Non-verbal L Targeted**
Illustrators to control the classroom
Gestures to lead the turn taking

<table>
<thead>
<tr>
<th>Outline of leading activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of improvement and final record.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Management</th>
<th>Timing</th>
<th>Grouping</th>
<th>Pupils</th>
<th>Teacher</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>20min</td>
<td>20min</td>
<td>Big group</td>
<td>Final try and improvement reflection</td>
<td>To play the song and tries, recorder the lipdub, and to help pupils reflecting. Guiding the pupils performance.</td>
<td>A camera, a Mobil phone, designed resources and different school areas including outdoors.</td>
</tr>
<tr>
<td>10min</td>
<td>10min</td>
<td>Big group</td>
<td>Final performance</td>
<td>To play the song, recorder the lipdub. Guiding the pupils performance.</td>
<td>A camera, a Mobil phone, designed resources and different school areas including outdoors.</td>
</tr>
</tbody>
</table>

**Assessment Criteria**

- All children must be able to organize themselves to work in group and to help each other, to use basic terms as lipdub, collaboration or choreography and to memorize the chorus lyrics of the chosen song.
- Most of the children will be able to learn and to use some important terms from the lyrics and to collaborate with each other to carry out the lipdub.
- Some of the children could organize and lid their groups and to learn the whole lyrics.

**Lesson 7**

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Learning outcomes</th>
<th>Evidence for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To transmit in a written way their feelings and knowledge of the task.</td>
<td>Using reflexive thinking to value honestly the experience. To write the terms they remember.</td>
<td>To provide arguments based on reflexive thinking. To write the terms they've learnt.</td>
</tr>
</tbody>
</table>
### Discourse/Text targeted

Teacher: Descriptive and instructional text  
Pupils: Argumentative and descriptive text.

### Language targeted- Non-verbal L Targeted

Illustrators to control the classroom atmosphere and turn taking.

### Outline of leading activities

**The reflection time and evaluation.**

<table>
<thead>
<tr>
<th>Timing</th>
<th>Grouping</th>
<th>Pupils</th>
<th>Teacher</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5min</td>
<td>Big group</td>
<td>Sharing opinions about the experience</td>
<td>To lead the turn taking from the sharing opinions time.</td>
<td>None</td>
</tr>
<tr>
<td>10min</td>
<td>Big group</td>
<td>To watch and share opinions of the results</td>
<td>Playing the video and lead the turn taking from the sharing opinions time.</td>
<td>IWB, Computer and edited video.</td>
</tr>
<tr>
<td>15min</td>
<td>Big group</td>
<td>To fill in the evaluation sheet.</td>
<td>Explaining the evaluation questions if necessary.</td>
<td>Evaluation sheet and pen.</td>
</tr>
</tbody>
</table>

### Assessment Criteria

| All children must be able to respect the different points of view, to use basic terms as lipdub, collaboration or choreography and to learn the chorus lyrics of the chosen song. | Most of the children will be able to use some important terms from the lyrics and to transmit and share their own opinions and ideas. | Some of the children could remember most of English terms used along the task. |
ANNEXE II: PUPIL’S EVALUATION SHEET

(EXAMPLES INCLUDED)

5º EP LipDub Evaluation

Name: 
Class: 
Date 

My Group work

WHAT I DID IN THE ACTIVITY

- Design work   - Arts and Crafts   - Activity organization
- Cooperative work - Learn the song - Look for information

HOW DID I FEEL IN MY GROUP

- Great - OK - Not bad - Quite bad

HOW MUCH DID I LIKE THE LIP DUB

- I loved it! I would repeat it! - I enjoyed it but I don’t want to repeat it - I didn’t like it

REMEMBER AND COMPLETE THE SENTENCE

I've been trying to do it __________
I've been __________ a lonely life
I don't __________ where I went wrong
But I ________ write a song
I __________ with you, you belong _________ me
You're my ____________
Took the __________ to Chinatown
I'd be standing on __________
DRAW THE FLOOR PLAN AND PUT THE WORDS IN THE CORRECT PLACE

<table>
<thead>
<tr>
<th>Floor</th>
<th>Corridor</th>
<th>Football pitch</th>
<th>Rubbish bin</th>
<th>Stairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rd</td>
<td>st</td>
<td>Door</td>
<td>Classroom</td>
<td>nd</td>
</tr>
</tbody>
</table>

2 __  __________  1 __  __________

Playground

Do you remember another different words? Which words?

New Ideas: Would you change anything of the lip dub? What?
EVALUATION SHEET

Name: 
Class: B0PE 
Date: 2nd May 2011

My Group work

WHAT I DID IN THE ACTIVITY

☐ Design work  ☐ Arts and Crafts  ☑ Activity organization
☐ Cooperative work  ☑ Learn the song  ☐ Look for information

HOW DID I FEEL IN MY GROUP

☐ Great  ☑ OK  ☐ Not bad  ☐ Quite bad

HOW MUCH DID I LIKE THE LIP DUB

☑ I loved it! I would repeat it!  ☐ I enjoyed it but I don’t want to repeat it  ☐ I didn’t like it

Remember and COMPLETE THE SENTENCE

I’ve been trying to do it right.
I’ve been having a lonely life.
I don’t know where I went wrong.
But I can write a song.
I belong with you, you belong with me.
You’re my love?
Took the bus to Chinatown.
I’d be standing on cord.
**DRAW THE FLOOR PLAN AND PUT THE WORDS IN THE CORRECT PLACE**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Corridor</th>
<th>Football pitch</th>
<th>Rubbish bin</th>
<th>Stairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rd</td>
<td>st</td>
<td>Door</td>
<td>Classroom</td>
<td>nd</td>
</tr>
</tbody>
</table>

2nd Floor

1st Floor

Playground

---

Do you remember another different word? Which words?

Yes. Toilets, Cord.

New Ideas: Would you change anything of the lip dub? What?
EVALUATION SHEET

Name: 
Class: 
Date: Thursday 2nd May 2014

My Group work

WHAT I DID IN THE ACTIVITY

☐ Design work  ☑ Arts and Crafts  ☐ Activity organization
☐ Cooperative work  ☑ Learn the song  ☐ Look for information

HOW DID I FEEL IN MY GROUP

☑ Great  ☐ OK  ☐ Not bad  ☐ Quite bad

HOW MUCH DID I LIKE THE LIP DUB

☑ I loved it! I would repeat it!  ☐ I enjoyed it but I don't want to repeat it  ☐ I didn't like it

Remember and COMPLETE THE SENTENCE

I've been trying to do it right
I've been long a lonely life
I don't write where I went wrong
But I can write a song
I belong with you, you belong with me
You're my street
Took the bus to Chinatown
I'd be standing on me
DRAW THE FLOOR PLAN AND PUT THE WORDS IN THE CORRECT PLACE

<table>
<thead>
<tr>
<th>Floor</th>
<th>Corridor</th>
<th>Football pitch</th>
<th>Rubbish bin</th>
<th>Stairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rd</td>
<td>st</td>
<td>Door</td>
<td>Classroom</td>
<td>nd</td>
</tr>
</tbody>
</table>

2nd ______

Do you remember another different word? Which words?

Toilet

New Ideas: Would you change anything of the lip dub? What?
EVALUATION SHEET

Name: 
Class: 5A
Date: Monday 2nd May 2014

My Group work

WHAT I DID IN THE ACTIVITY

☐ Design work  ☐ Arts and Crafts  ☐ Activity organization
☐ Cooperative work  ☐ Learn the song  ☐ Look for information

HOW DID I FEEL IN MY GROUP

☐ Great  ☐ OK  ☐ Not bad  ☐ Quite bad

HOW MUCH DID I LIKE THE LIP DUB

☒ I loved it! I would repeat it!  ☐ I enjoyed it but I don't want to repeat it  ☐ I didn't like it

Remember and COMPLETE THE SENTENCE

I've been trying to do it __my__
I've been ___ a lonely life
I don't _____ where I went wrong
But I ___ write a song
I ___ belong with you, you belong ___ with me
You're my ___
Took the ___ to Chinatown
I'd be standing on ___
**DRAW THE FLOOR PLAN AN PUT THE WORDS IN THE CORRECT PLACE**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Corridor</th>
<th>Football pitch</th>
<th>Rubbish bin</th>
<th>Stairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>st</td>
<td>2nd</td>
<td>1st</td>
<td></td>
</tr>
</tbody>
</table>

**Do you remember another different words? Which words?**

**New Ideas: Would you change anything of the lip dub? What?**
APPENDIX III: OBSERVATION GRID

<table>
<thead>
<tr>
<th>5º EP (LipDub)</th>
<th>Interest - Motivation</th>
<th>Cooperation</th>
<th>Behaviour</th>
<th>Interaction</th>
<th>Evaluation Mark</th>
<th>Final Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Pupil’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Pupil’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- Pupil’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- Pupil’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Pupil’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Pupil’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- Pupil’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8- Pupil’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9- Pupil’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>