We are All Newcomers

General Information:

This task sequence is designed for average to high level language learners (B2 minimum) studying crosscurricular social sciences and languages, with a focus on intercultural aspects of society. It aims to help students debunk myths and stereo-types associated with citizenship rights and immigration. The project helps students compare and contrast the immigration process in different countries and to come to an understanding of what it means to become a citizen (versus being born into full citizenship rights). It begins with a frame-work made up of different levels of learning. At this stage, the students have already worked together on small tasks and know each other (see task database for ideas on getting to know each other if students are new to the exchange).

Target Group:	Social science students
Language level:	B2
Topic:	Social Science, Political Science
Estimated Duration:	More than 10 sessions
Language Configurations:	Lingua Franca
Target Competences:	Language competence, intercultural skills, online communication skills

The structure of the sequence:

Level 1: gathering information
Level 2: looking at the perspectives of the other
Level 3: acting on this new knowledge and understanding for social action

Tasks:

How to become a citizen

Students in different countries are required to explore policies and practices involved in becoming a citizen (from non-national resident status, not birth citizen) and contribute to the general knowledge-building of the collaborating classes concerning these processes. Students are required to use social science research approaches in order to discover who are the non-nationals coming to their country what are their reasons for coming and what is the process they go through to become legalized residents.

What's in a fairy tale?

Students are given different texts to analyse in small online teams. The texts can be textbooks, children stories, newspapers, ads. The aim of this s task is to encourage students to actively work towards critical awareness of social issues. To help achieve this, students analyse the different ways in which notions of citizenship are socially manipulated (e.g. fairy tales for small children that promote national identities, etc.). The students are asked to try to take on contrastive views by responding to the texts in roles.

Action Required!

In this activity, students are expected to not only demonstrate that they have assimilated new knowledge, they are asked to do something with it. Working in virtual teams, the students are responsible for creating a plan of action that addresses a social and/or cultural issue.

Pedagogy & Instructions

The teaching approach recommended here is **Project-Based Language Learning** (PBLL). The basic idea is that language learning engages students and empowers them with the responsibility of their own learning. This PBLL aims to connect content and target language learning through activities that are intellectually and emotionally challenging, set within the framework of collaborative projects. Students are required to assimilate and apply knowledge and collaboratively construct solutions to problems, using both previous and newly-acquired knowledge to explore, interpret, negotiate, assimilate and apply new information.

It is suggested that both teachers and learners take time before starting on the online collaborative exchange to discuss thoroughly what responsibilities are required for collaborative learning and what benefits the students will derive from it. Basic rules of cooperation can be drawn up during discussion of learner responsibilities and expectations.

Criteria for Completion: Formative assessment is recommended.

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