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CONNECTING CULTURES THROUGH THE USE OF ICT IN THE ENGLISH CLASSROOM

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Abstract

Nowadays our society can be considered as multicultural and technological. There are no barriers between countries in this world and it is easier to exchange cultures and costumes. This progress is mostly due to technology. Information and Communication Technology (ICT) is used for every task in our daily life and the fact that it enables us to be in touch with the real world makes it even more attractive and engaging.

Education is a perfect environment where students can learn both culture and technology but, more specifically, the field of English as a foreign language learning. This area is ideal for making students aware of other ways of life and to put them in contact with different cultures through the real and useful resources that ICT can offer in order to raise competent future citizens that respect the existing cultural diversity of the world.

This Master's Thesis includes a theoretical review of information and communication technology, the concept of culture and how both can be successfully integrated within English classrooms. Besides, a lesson plan designed for students of fourth grade of Compulsory Secondary Education with activities related to the topic of culture through the use of technology is proposed.

Key Words: Culture, ICT, English as a Foreign Language Learning, Compulsory Secondary Education.

Resumen

Hoy en día nuestra sociedad puede ser considerada como multicultural y tecnológica. No existen barreras entre los países de este mundo y es mucho más fácil intercambiar culturas y costumbres. Este progreso es debido, en gran parte, a la tecnología. Las tecnologías de la información y comunicación (TIC) se usan para cada actividad que realizamos diariamente, además, el hecho de que nos posibilita estar en contacto con el mundo real las convierte en algo más atractivo.

La educación, más específicamente el campo del inglés como lengua extranjera, es un entorno perfecto donde los estudiantes pueden aprender tanto la cultura como el uso de la tecnología. Esta área es ideal para hacer que los estudiantes sean conscientes de otros modos de vida y para ponerlos en contactos con diferentes culturas a través de los recursos reales y útiles que las tecnologías pueden ofrecer. De esta manera, los estudiantes se convertirán en ciudadanos competentes que respetan la diversidad cultural de este mundo.

El presente trabajo de fin de máster incluye un análisis de las tecnologías de la información y comunicación, del concepto de cultura y de cómo ambas áreas pueden ser

integradas con éxito en el aula de inglés. Además, se propone una unidad didáctica para alumnos de cuarto curso de educación secundaria obligatoria con actividades relacionadas con el tema de cultura a través del uso de las tecnologías.

Palabras Clave: Cultura, TIC, Inglés como Lengua Extranjera, Educación Secundaria Obligatoria.

1. Introduction

In the last few years, Information and Communication Technology has become a key element in the sociocultural transformation as far as it has modified the former means of communication and social interaction in the society which created it. It has also led to educational transformation as it entails the methodological reorganisation and the creation of new pedagogical strategies and its inclusion in classrooms.

The society we are living in nowadays is also characterized for its multicultural side. Nowadays it is easier to get in touch with new cultures and ways of life. This exchange of information occurs thanks to the Internet. So, if people in our society use the Internet in their everyday life and it helps to remove borders, it is necessary to make use of this tool in classroom, especially in English classroom which is an ideal environment to make students learn and understand other cultures.

This research calls for reflection about the need of recognising ICT as a tools which may be useful for the students' immersion in diverse cultural settings as well as the enrichment of sociocultural interconnection in schools.

1.1. Relevance

On the one hand, the society in which we live today is dominated by new technologies and the Internet. This reality can be extrapolated to the educational field. English turns out to be an ideal discipline to provide the field of information and technologies with the degree of importance that it owns beyond the school context. Through the use of the great platform that Internet is, students will be able to carry out interactive and multimedia activities using the target language. More and more educational centres are incorporating into their teaching planning the appropriate infrastructures thanks to which they are known as ICT centres.

On the other hand, the globalization of the current world has helped to make cultural differences disappear. The borders that were once far away are now close to us. Our society is experiencing a moment of linguistic and cultural diversity partly thanks to the growing incorporation of technologies in our day-to-day life. It is for this reason that the knowledge of other cultures and languages is linked to the use of these. In the English classroom, since students are learning a second language through which cultural

diversity is expressed, the use of ICT is of vital importance for students to acquire a more enriching intellectual, emotional and moral life. In addition, due to the greater knowledge of different cultural and linguistic elements, students will have the chance to learn to be more tolerant facing customs and cultures that differ from their own, something that is essential to coexist efficiently in a diverse and plural world.

Besides, ICT opens a window to the students' contact with the diverse cultures beyond those that have traditionally been studied such as the British and the American. Both cultures have been the most representative models when it comes to learn about the cultural context of the English - speaking countries. The students will not only be able to learn about the culture of the country and the main characteristics of those countries, but they will also have the opportunity to know the way of life of its speakers.

Another key element of this dissertation may be the possibility for students to grasp the concept of cultural shock. This way, the learning process will contribute to the prevention of situations of cultural shock in the future, both in the personal and professional field. In addition, ICTs are a necessary tool that trains students as capable future citizens and integrates them as part of the current world's globalization.

1.2. Objectives

The general objective of this research is to design a lesson plan in order to work with technologies and cultural diversity within the English classroom. To achieve this objective, a study of the concepts of Information and Communication Technology and culture will be carried out.

On the one hand, one of the specific objectives of this master's dissertation is to make students familiar with ICT and its appropriate use. It is necessary to raise students' awareness that ICT cannot only be used as a leisure tool but also as a useful resource for their learning process and educational evolution if well used.

On the other hand, another specific objective that this research tries to accomplish over the course of this piece of paper is to highlight how important it is nowadays that students learn how to deal with other cultures and that they understand cultural differences in order to be future citizens that will be able to manage personal and professional situations in a multicultural society.

1.3. Overview

This section will be focused on offering a general scope of the structure of the present Master's Dissertation. To begin with, this piece of work will be divided into two main points, that is, the theoretical framework and the development of the lesson plan. Concerning the first part, it includes three relevant sections where an extensive literature review on the most significant aspects of this piece of work is included. The first one of

these sections is called “Information and Communication Technology in the Teaching Process”. This part incorporates the definition of ICT concept and its features, a brief history of ICT and the advantages and disadvantages of its use within the educational field. Furthermore, the section in question also covers the role of ICT in the English classroom as well as the most important resources to be used.

With regard to the second section, called “Cultural Component in the Teaching Process”, different relevant definitions to the topic such as “culture”, “multilingualism” and “plurilingualism”, “multiculturality” and “interculturality” will be provided. Additionally, the last subsection is intended to offer an ample view of the roles that multiculturalism and interculturality play within the area of foreign language teaching. To finish with the first part of this research, its last part is worth mentioning since it has to do with the role that ICT plays in order to enhance cultural diversity in the English classroom, that is to say, the pedagogical implications of technologies in the foreign language teaching process.

Finally, concluding this overview, the second part, which is a lesson plan based on the ideas and concepts exposed above, is drawn up. The lesson plan in question is composed by several subsections having to do with its key elements such as: justification, contents, objectives, evaluation, etc. Ultimately, there have been devised seven sessions in which the core intention is the usage of technologies and the introduction of various cultures.

2. Theoretical Framework

This section will be devoted to the development of the existing literature review on Information and Communication Technology and on the broad concept of culture, as well as, its implementation within the English as a foreign language classroom. It is worth commenting that several subsections are also included in this theoretical framework in order to offer a wider scope about this field.

2.1. Information and Communication Technology in the Teaching Process

As pointed out above, Information and Communication Technology takes part in our daily lives. It has become an essential tool in our society and we make use of it for everything. That is why, it becomes crucial to provide an extensive literature review on this concept and on the implementation of ICT in the English classroom, how could it improve students’ learning process or the vast array of applications available for students to learn in an authentic and motivating way.

2.1.1. Definition of ICT and characteristics

In order to provide a clear insight into ICT and its usage in education, it may be relevant to know the meaning of this term as well as some of its characteristics before we go in depth in the study.

Concerning UNESCO, Information and Communication Technology is a type of technology whose main purpose is to communicate and “exchange information” among others, by using electronic devices. (Meleisea, 2007). Another definition given by Christenson (2010) describes ICT as technologies which offer the “access to information through telecommunications”. ICT is also defined as “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information” (Tinio, 2002, p. 4). It is not easy to reach a general concordance on the definition of ICT since methods, concepts and applications are constantly changing (Riley, 2012).

Once the concept of ICT has been defined, the main characteristics that different authors have commented on and that have been gathered by Cabero (1998, p. 198) are:

- Immateriality. The information is immaterial and can lead to remote places in a transparent and immediate way.
- Interactivity. An exchange of information between the user and the computer may be reached through ICT. It allows to adapt the resources that have been used to the necessities and characteristics of the individual.
- Interconnection. It refers to the creation of new technological opportunities from the connection between both technologies.
- Immediacy. Information is communicated and transmitted quickly.
- High - quality parameters of image and sound. High quality multimedia transmissions can be achieved (texts, images and sounds).
- Digitalization. The aim is that different kinds of information (sounds, text, images, animations...) could be communicated by the own means. This is possible because the information is represented in a single universal format.
- Greater influence on the processes than on the products. The use of different ICT applications presents a higher influence on the mental processes that the users make in order to acquire knowledge than on the own acquired knowledge.
- Infiltration in every sector (cultural, economic, educational, industrial...). The impact of ICT is not only reflected on an individual, group, sector or country. However, the impact of ICT is expanded to the different societies.
- Innovation. ICT is developing an innovation and constant change in every social sphere.
- Tendency towards automation. The appearance of different possibilities and tools has enabled the automatic use of information in several activities.

- Diversity. The utility of technologies can be really diverse, from the simple communication between people to the process of information in order to produce new information.¹

2.1.2. History of ICT

So as to gather the history of ICT, it is necessary to point out that it has a humble start which includes the abacus. “The abacus is thought to have been invented 3000 years before the birth of Christ” (Barnes, 2003, p. 1). Later on, early versions of the calculator were progressively taking the place of this primal system of mathematics.

The first attempt of a computer was designed by Charles Babbage by 1833 and in 1971 we came closer to the type of computers we use today. Inter Corporation launched the first microprocessor called Inter 4004. The PC as it is known today was produced by IBM and launched during the year 1981 (Barnes, 2003, p. 1).

Afterwards, Tim Lee originated the World Wide Web (WWW) for the first time in 1991 and CERN also invented the first Web Server. (Barnes, 2003, p. 1). The World Internet Connectivity was officially implemented on 6/15/95. (Barnes, 2003, p. 1).

As commented above, the early periods of the WWW from 1990 to 2001 presented the possibility of an “information service”. Schools, training colleges and universities promoted websites in order to globally access to a great deal of information. The “websites were institutionally” aimed and they were similar in appearance to “reading manuals”. This way, the access by users was restricted to the supplies of information in text layouts (White, 2008, p. 2).

After that, other kind of services started to emerge in the beginning of the year 2001. These are services such *Google*, *Wikipedia*, *Facebook*, *MySpace*, *Twitter*, to cite but a few, that enabled users to utilize their services in a remote and free way (White, 2008, p. 3).

2.1.3. Advantages and disadvantages of ICT

Regarding the field of education, although ICT is a very useful source that usually facilitates the teaching process, it presents several advantages but also disadvantages. This way, Marqués (2000), has analyzed the cons and drawbacks of ICT from different points of view: learning, students, teachers and school.

From the learning perspective

Advantages:

- Students are motivated when using ICT.
- Students are permanently active since they interact with the computer and between their schoolmates

¹ My own translation.

- Students' participation is constant and it develops their initiative.
- The learning process takes place from mistakes.
- Communication between teachers and students is greater because of the use of e-mails, forums and chats facilitate this interaction.
- Searching and processing of information skills are improved.

Disadvantages:

- Students may get distracted while playing games instead of working.
- Waste of time looking for the needed content.
- Unreliable information.
- Incomplete or superficial learning process.
- Partial point of view of the reality.
- Rigid dialogues.
- Anxiety.

From the students' perspective

Advantages:

- Access to a great deal of educational resources and digital backgrounds of learning.
- Students often learn in a shorter period of time.
- Self-assessment: The use of ICT offers a wide range of resources for students to self-asses the content acquired.
- Different tools for processing the information
- Helps for Special Education Needs: The utilization of computers decrease physical and psychological limitations.
- Team spirit and collaboration between students are increased.

Disadvantages

- An excessive motivation can lead to addiction.
- Eyestrain and other physical problems.
- Isolation.
- Feeling of overflow due to the excess of information.
- Need of investment of time.

- The lack of knowledge in multimedia language makes it difficult to take advantage of ICT resources.

From the teachers' perspective

Advantages:

- The interactive educational materials individualize the students' work and the treatment of diversity.
- It is a source of educational resources for teaching, guiding and monitoring.
- Contact between teachers and students is increased.
- Assessment and control are easier to carry out.
- Professional updating.

Disadvantages:

- Stress: Sometimes teachers do not know how to take advantage of the educational sources available for students.
- Problems related to computer maintenance.
- Development of strategies of minimal effort.
- A greater dedication is needed.
- Necessity of updating equipment and programmes.

From the school's perspective

Advantages:

- The systems of distance learning permit to bring teaching closer to people.
- Improvement of administration and management of schools.
- Improvement of educational effectiveness.
- New channels of communication with families and with local community.
- The educational community can share lots of resources through Internet.
- Repercussion of schools: the educational centres may exhibit their achievements through websites and forums.

Disadvantages:

- Training costs of teachers.

- Necessity of creating an educational technology department.
- Requirement of a well maintained system for computers.
- Great inversions in updating equipment and programmes.²

2.1.4. ICT Resources

When we want to gather all the tools and devices available in ICT that are useful for the process of learning, we realize that there are plenty of different resources which can be employed within the field of education. According to the experts in the educative discipline, there exist two extensive areas within the technological area: the traditional computer-based technologies and the present-day and ever growing variety of digital communication applications which permit teachers and learners to establish communication and share opinions and knowledge in a digital way (European Commission, 2000: 17-20). The usage of technology in education is called “e-Learning”. E-learning enables people to learn anytime and in any place. It may include the instruction and training from experts (Lucas, 2012).

According to Martínez Pérez and Suñé Suñé (2011, pp. 100-127), they consider a wide range of ICT resources like the e-mail address, instant messages, Content Management System, Scribd, the development of web contents, etc. However, due to the fact that exist countless gadgets and applications, only the most used devices these days will be mentioned.

To begin with, blogs are going to be considered in the first place. Blogs are contemplated as significant because they are able to save messages in accordance with a “chronological order or according to messages from different authors that deals with a topic”. Furthermore, users have the chance of sharing mutual issues and commenting on the posts. All the publications that are made in the blogs can be reached by everybody through proposing sources and the accessibility of “easy-to-use tools” (Martínez, 2011, p. 107).

Other resources that imply intercommunication are the wikis and the social networks. A wiki is a “virtual space where any user can provide information and knowledge”, which boost the “cooperative and interactive learning process” (Martínez, 2011, pp. 122-124).

According to Bumgardner and Knestis (2011), there are many types of online social networking, some of them make use of online technology in order to connect people and interact between them. Furthermore, as social networks can create a kind of collaboration and community between people, it may result a helpful tool for students

² My own translation

and teachers to be connected, clarify doubts and share ideas related to a certain educative issue.

Some others applications need to be installed in the computer. These applications are a “software suite” or “application suite” which “share common user interface features” and offer related operability that aids users to carry out related tasks (Bucki, 2018). One of these kinds of applications is Microsoft Office (Office Suite) which includes Microsoft Word, Outlook, Excel, Power Point, etc. Another suite that may be considered as practical in education is Google Docs. Taking into account O’Broin (2011, p. 3) ideas, Google Docs is a component of a whole providing web-based applications from Google. It contains an online text-processing, a “spreadsheet application”, and a “presentation application”. The great advantage of this application is that users can collaborate in real time. All it needs to be done is to share the document with the person/people you want by means of sending the link to the document by email. This way, all the others team members will be able to modify the document online as well as checking all the up-to-the-second changes and keeping track of all the revisions. There exists others applications of this issue such as Dropbox or ThinkFree (O’Broin, 2011, pp. 1-4).

The interactive whiteboard is another ICT device which is pretty used nowadays in many schools as a replacement for traditional whiteboards or chart boards. The authors Hennessy et al. (2010, p. 2) defined this gadget as a system that includes a computer connected to a projector and a big tactile board that shows the “projected image”.

Interactive whiteboards can be used for many purposes in the field of education, such as operating any “software that is loaded onto the connected PC”, using “software to capture notes written on a whiteboard”, “control the PC”, “translating hand-writing into text”, carrying out “polls and quizzes” and “capture the feedback”, etc. (The University of Sydney, 2018).

Interactive whiteboards are a powerful resource for schools due to the fact that they allow the integration of the media content and they boost the collaborative learning. Besides, they offer a wide range of learning opportunities and make students more willing to participate and interact.

Moreover, there are also resources aimed to help teachers in order to adapt the needs of a specific classroom to the materials. Some of these programmes are JClic, Webquest, Hot Potatoes, eXeLearning and Constructor (Martínez, 2011, pp. 299-304).

Focusing on Webquest, a further explanation of this concept will be provided which may lead to a better grasp of it and of its role in the field of education. Summarized from Benz (2001), a WebQuest is a Constructivist technique of learning

where students, apart from classifying the information found on the Internet, they direct their exercises in relation to the particular aim they've been designated.

This way, Webquests and these kind of resources, encourages the autonomous learning and make students feel useful when solving the tasks because they realize what they are doing is something related to the real world.

2.1.5. The role of ICT in the English Classroom

Nowadays, the concept of “technology” has become a crucial topic in many disciplines as well as in the field of education. This is due to the fact that technology is the “knowledge transfer” channel in the majority of countries. In this 21st century, “technology integration” has passed through variations and changed our societies in the way that it also changed how people “think”, “work” and “live” (Grabe, 2007).

Regarding the teaching process of English, some authors have mentioned the significance of using ICT in this subject. English, as an international language, connects the world and mostly of this connection is due to the use of ICT.

It is important to highlight that since the starting point of the implementation of technology within the field of education, foreign languages learning was one of the first areas which integrated the usage of technology. This kind of discipline is named in different ways nowadays as during ages there was no agreement on this issue. This area of research may be identified as CBT (Computer Based Training), CAT (Computer Assisted Training), CAI (Computer Assisted Instruction), CML (Computer Managed Learning) and so many others. Nevertheless, nowadays it seems that the concept CALL (Computer Assisted Learning) is being utilized more frequently compared to the rest of denominations. Levy (1997, p. 1) defines CALL as the pursuit and the analysis of “applications of the computer in language teaching and learning”. The actual basic idea of CALL is strongly based on the “student-centred materials” which make it easier self-study by learners. These materials are focused on two characteristics: “individualised learning and interactive learning”. CALL is also a helpful tool to lend a hand to those learners that need reinforcement activities in order to bolster what they have already learned in the classroom (Hamamrad, 2016).

Warschauer (2016), in his article *Computer-Assisted Language Learning*, recognizes three periods in the development of CALL. The first period is known as the *Behavioristic CALL* and it occurred between the 60s and the 70s. In this period, the “behaviourist theories of learning” were prevalent and most of the tasks are based on “drill and practice” exercises. It was widely believed at that time that “repeated exposure” to the same material was “beneficial” for the learning process, and, in that way, the computer was a perfect tool to undertake the repeated task of giving the same material to the pupil time after time (Warschauer, 2016).

The second stage, known as *Communicative CALL*, happened between the 70s and the 80s and it was based on the “communicative approach”.

This stage of CALL was focused on teaching grammar implicitly. It also encouraged students to produce their own original “utterances”. In contrast to the first stage that used the computer “as a tutor”, this second stage used computers in two different ways: “as stimulus” and “as tool”. This means the computer permit the student to make use of the language (Warschauer, 2016).

The third stage is named *Integrative CALL* and it has two main features. The first one is multimedia. Multimedia technology facilitates the introduction of the four skills (listening, speaking, reading and writing) in a natural way. Besides, with the use of multimedia, students command their own learning process and the “learning environment” becomes more authentic. Nevertheless, despite the countless advantages of multimedia for the learning process, it owns an important downside: computer programs are not prepared to be “truly interactive” (Warschauer, 2016).

The second feature of this stage becomes crucial: the Internet. The Internet, at the moment, allows people around the world having a real interaction. This interaction is authentic and can be “written” or “oral” and “synchronous” or “asynchronous” (Warschauer, 2016).

Moreover, the usage of technologies in foreign language classrooms also includes two other areas such as MALL (Mobile Assisted Language Learning) and CMC (Computer Mediated Communication).

Regarding MALL (the usage of mobile devices) Trifanova, Knapp, Ronchetti and Gamper (2004, p. 3), define them as any “small” and “autonomous” tool that could be used at any moment and also can be utilized with educational intentions. In fact, mobile learning can be regarded as the next stage of e-learning (Sharples, 2000). Prensky (2005) claims that a mobile phone is one of the tools that can be utilized by students to acquire knowledge in technology period. Indeed, Zhao (2005) states that smart phones equip the ideal setting for foreign language learning.

The use of mobiles to learn languages makes it possible to use the language in a more “authentic”, “efficient”, “relevant”, and “effective” way as they recognize and respond to “universal mobile technologies”, besides, MALL offers “timely”, “personalized”, “contextualized support for modern language learning” that meets with the needs of “greater language competence with strategies and techniques” (Ibáñez, 2015).

MALL offers a wide range of benefits according to communication maintenance between students and teacher. For example, in accordance to some studies, they observe that texting has helped to improve students’ vocabulary and reading skill of those who are learning English (Plester, Wood, and Joshi, 2009). In other words, the use of mobile phone enhances the enrichment of communication and vocabulary in the context of

English learning. Texting also allows interacting anywhere and anytime, that is why students and teacher are able to foster learning process since collaboration can be carried out by means of this encouraging feature (Looi, Seow, Zhang, So, Chen, and Wong, 2010).

According to Computer-mediated communication (CMC), can be defined as “human communication via computer” (Higgins, 1991). It entails relationships between humans by means of computers and it refers to “any communication pattern mediated through the computer” (Metz, 1994). In CMC, the computer role is “to provide alternative contexts for social interaction; to facilitate access to existing discourse communities and the creation of new ones” (Kern and Warschauer, 2000, p. 13).

Young (2003) claimed that CMC provides new chances for language students to interact with each other and it enhances the creation of a friendlier learning atmosphere. Students feel more relaxed when engaging into a conversation online than face-to-face since they were less concerned about any language deficiency (Freiermuth, 2001).

Kitade (2000) concluded that CMC offers powerful benefits such as improving understandable and contextualized interaction, learners’ self-correction, and cooperatives learning environment. Students of EFL do not usually have enough native references to practise their English with, for that reason, the use of devices related to CMC such as web conferences, opens a window for students to interact with native English speakers (Xiao and Yang, 2005). With the use of CMC, language students can establish interaction with native speakers of the target language easier at any moment and at any place, besides it improves its fluency and accuracy (Mahdi, 2014, p. 73).

Regarding the mentioned above, it can be assumed that present technology boosts several types of real communication and it reinforces basic skills of the language learning process. As Domínguez Miguela and Fernández Santiago (2006, p. 53) highlighted, the opportunities that technology provides in the area of foreign language education, must be integrated in order to make the process of learning more competent.

2.2. Cultural Diversity: Cultural component in the Teaching Process

It cannot be overlooked the multicultural society we live in nowadays. It seems clear that we are increasingly in contact with new cultures, new ways of lives. Obviously, we should be ready to cope with these different backgrounds and to show respect and tolerance towards people with diverse traditions and habits. According to this, school and specifically, English as a foreign language classroom, should be the perfect setting to teach students other cultures and to bring learners closer to culturally diverse people, learning how to tolerate the differences between cultures and using the foreign language as the ideal means of getting to know people with diverse costumes, traditions and habits.

2.2.1. Definitions of culture and cultural diversity

As in this piece of work the concepts of culture and cultural diversity are going to be taken into account in several discussions, it is necessary to make an explanation of them in an extended way.

Defining what we mean by culture is a difficult task, as it is a notion which is used in many fields, and can have on different meanings depending on the context (Ting-Toomey, 1999). There are more than a hundred different definitions of what culture means and nowadays anthropologists do not agree on a standard definition for it. Rather than explaining one of the many definitions of culture that exists, it would be more convenient to point out the main meanings so everyone can have an overall view of it. Some of these definitions will be cited below and the most representative ones will be chosen according to the field we are discussing: Language teaching.

The 19th-century English anthropologist Edward Burnett Tylor stipulated the classical definition of culture in the first paragraph of his *Primitive Culture*. Summarized from Tylor (1871), culture can be considered as a complicated everything which encompasses all the skills and habits (belief, art, morals, etc.) that a man can acquire as a member of a community.

In this statement, Tylor claimed that culture is owned by man alone. This conception of culture worked during 50 years.

Grossberg (2011, pp. 87-88) claims that historically culture has been regarded as a pertaining to a nation. The essence of culture and its characteristics are constantly renegotiated due to discrepancy in beliefs.

Hofstede (2001, p. 9) defines culture as “the collective programming of the mind that distinguishes the members of one group or category from another”. The use of “collective” means that culture is something that is shared instead of individual and “programmed” implies that it is something that we learn over a period of time and not something that is a constant. According to Meadows (2016), the next definition of culture by Claire Kramsch is representative for most researchers in the field of language teaching:

Culture is portable schemas of interpretation of actions and events that people have acquired through primary socialization and which change over time as people migrate or enter into contact with people who have been socialized differently (Kramsch, 2015, p. 409).

According to Schein (1990), culture is manifested at different levels. When someone enters an organization, one observes and feels its environment and the way it is perceived. People are willing to analyze the physical layout and the archival

manifestations but they are not able to apprehend the reason the organization behaves that way or what does it mean for them to behave so. For the purpose of making out a culture and its values, it is vital to be aware of its assumptions. Assumptions often describe the way the individuals from a group in particular feel and think. Some of them are so taken for granted that they are not even aware of their existence as a value in an organization and they would only seek out them if someone asked deeper questions about its feelings and behaviour.

Taking into account all these definitions and points of view of the authors cited before about the meaning of culture, we can reach to the conclusion that this term may led to confusion and even today there is not a mutual agreement about it. However, what it seems to be clear is that we acquire culture with time and that it may change as we get to know people with different traditions and behaves.

As I mentioned above, another important concept that needs to be pointed out is the term cultural diversity. Due to the fact that the term culture has been widely defined before, I am going to focus on the definition of diversity.

According to the online dictionary Merriam-Webster (2018), diversity may be defined as “the condition of having or being composed of differing elements: variety; especially: the inclusion of different types of people (such as people of different races or cultures) in a group or organization”. Regarding this definition and taking it to the field of education, diversity may be seen as the encounter of different cultures and beliefs in a same context, in this case, the classroom.

In an article published in *El Mundo*, Cristina Morales claims that:

La diversidad cultural no es un hecho exclusivamente moderno, ni únicamente propio de nuestras sociedades. [...], es un hecho históricamente recurrente; algo, por tanto, característico de todas las sociedades humanas. Las culturas no son cerradas y homogéneas, sino que se configuran en contacto permanente con otras culturas. [...] Nuestra asignatura pendiente es entender que la diversidad cultural no representa un obstáculo sino una riqueza. [...] La sensibilización intercultural es por tanto, un proceso de transformación social. Y necesitamos planes de trabajo que promuevan el encuentro (Morales, 2012).

Following the argument of Cristina Morales, it is truth that we live in a world that is always meeting new cultures and costumes. It is difficult to image one place in the world in which every individual of it have the same beliefs and costumes. Our world is constantly changing and learning from different cultures, because of it we learn new ideas and ways of thinking and in that way, we become richer in knowledge. So, to sum up, this conception of cultural diversity is something we need to teach to the society, we need to teach that diversity is a wealth that helps us to be more tolerant and empathetic.

2.2.2. Concepts of Multilingualism and Plurilingualism

As the Common European Framework of Reference for Languages (2001, p. 4) states, multilingualism is considered as the ability of a person to make use different languages and the cohabitation of several language communities in a geographic place.

Multilingualism refers here exclusively to the presence of several languages in a given space, independently of those who use them: for example, the fact that two languages are present in the same geographical area does not indicate whether inhabitants know both languages, or only one (Council of Europe, 2007, p. 17).

According to that, multilingualism refers to the number of languages in a specifically space not to the different linguistic competence that an individual may have in each language. Multilingualism may be reached by expanding the kind of languages offered in the educational system and by promoting the learning of more than one foreign language. Another way of attaining multilingualism could be the reduction of the predominance of English in “international communication” (Council of Europe, 2001, p. 4).

As far as plurilingualism is concern and taking the definition of *The Common European Framework of Reference for Languages* (2001) into consideration:

(...) the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person (...) has proficiency of varying degrees, in several languages, and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw (Council of Europe, 2001, p. 168).

In addition, plurilingualism refers to the individuals’ capability of using more than one foreign language in social communicative exchanges irrespective of their fluency in the said languages (Beacco, 2005, p. 19).

Regarding Ó Riagáin & Lüdi (2003), bilingualism is considered as “the ability to communicate in two (or several) languages independently of the relative level of competence and the psycholinguistic relations between the different languages composing the speakers’ repertoire”. A great part of the people in the world can be deemed to be bilingual in accordance with the interpretation given above. A bilingual competence is increasingly seen as a “resource instead of as a deficit”.

As the Council of Europe (2007, p. 38) emphasises in its Guide for the Development of Language Education Policies, plurilingualism:

- I. Is an acquired competence (...) never mind if it is a consequence of teaching.

- II. Does not have to be a uniform catalogue, for a person to be plurilingual , has to acquire the capacity of using more than one “linguistic variety to degrees” for diverse aims.
- III. Is considered to be a varying repertoire, the level of proficiency may vary in the course of time.
- IV. Is seen as a cross-curricular competence spreading to all the languages learnt.
- V. Is perceived as owning a cultural dimension, hence shaping “plurilingual and pluricultural competence”.

2.2.3. Definitions of Multiculturality, Interculturality and Pluriculturality

As happens with the definition of culture, it is highly complicated to come up with a unique definition of these educative concepts. However, it is essential to make a clear distinction between the two terms.

According to the Council of Europe (2007), multiculturality is:

- Defined as “recognised ethnic communities” (p. 23).
- Related to modern European countries (p. 16) and their alterations in the population of Europe which is progressively culturally diverse.

Multiculturalism makes reference to the fact that some cultures coexist in the same area having no correlation between them. This statement is based in the definition given by Kymlicka (1996) in his publication *Ciudadanía multicultural*.

As Kymlicka stated, multiculturalism does not mean that cultures that live together necessarily have to stay connected between them. In this sense, the term multiculturalism (or multiculturality) and the term interculturality differ in this aspect.

Taking the definition of UNESCO (2005) into consideration, interculturality may be seen as dynamic concept and alludes to the fact of setting up relationships between different cultural organizations. UNESCO (2005, p. 14) defines this term as the presence and interaction of different cultures and the chance of creating mutual cultural manifestations by means of discussion and respect.

According to the definition above, interculturality arises from the cultural interaction and dialogue in a context where more than one culture lives together, that is in a multicultural context.

A more full definition about ‘interculturality’ written by Byram (2009) in his research *Multicultural Societies, Pluricultural People and the Project of Intercultural Education* may explain in a more convenient and extended way what does it mean and what does it involve:

Interculturality refers to:

1. The ability to experiment and examine other cultures (Byram, 2009, p. 6).
2. The use of this experience to think over issues that are normally presumed within one's own culture and context (Byram, 2009, p. 6).

Interculturality involves:

1. "Being open to, interested in, curious about, and empathetic towards people from other cultures" (Byram, 2009, p. 6).
2. "Using this heightened awareness of otherness to engage and interact with others and potentially, to act together for common purposes" (Byram, 2009, p. 6).
3. "Evaluating one's own everyday patterns of perception, thought, feeling and behavior in order to develop greater self-knowledge and self-understanding" (Byram, 2009, p. 6).

Interculturality hence allows people to perform as intermediaries among people of diverse cultures, to explain and interpret different points of view. Interculturality is not meant to be identified with another cultural community or assuming the cultural traditions of the same.

The last term that is related to the others explained above and that also needs an explanation to understand this whole piece of paper is 'pluriculturality'.

As Byram (2003) stated in his publication *Intercultural Competence*, "the term 'pluricultural', used to describe a person, implies that the person has the competences which are required to function as a social actor within two or more cultures". It also refers to "the capacity to identify with and participate in multiple cultures". According to Byram (2003), most of the people that live in multicultural societies, that are societies where more than one different culture lives together, are pluricultural but it is common among people belonging to "ethnic minority backgrounds". This is due to the fact that usually people that belong to the non-prevailing culture tend to adopt some cultural aspects (such as values or beliefs) that are characteristics of the "ethnic majority background".

2.2.4. The role of Multiculturalism and Interculturality in English Classroom

Once the concepts of 'Multiculturalism' and 'Interculturality' have been explained in detail in the last section, in this one, I am going to focus first in the meaning of both words within the field of education and later on, more specifically, to point out the role of the concept culture in second language teaching.

First of all it is important to establish a difference between multicultural education and intercultural education to bear in mind what do they each offer to the educational system. Many authors like Ibáñez-Martín (1989) and Etxebarria Balerdi (1992) have made a differentiation between them taking into account some distinctive

aspects. According to them, multicultural education refers to an already existing situation, assures the conviviality of different cultures and the cultural diversity. Moreover, multicultural education also respects every culture and supports the cultural evolution of the diverse communities. However, intercultural education promotes the dialogue between cultures, that is why it concludes communication and interaction as methodological elements and it is meant for the good of everyone. Furthermore, intercultural education is not a existing situation as multicultural education but it is seen as a plan. Finally, intercultural education tries to beat multiculturalism and the concept of coexisting cultures.

On the one hand, intercultural education is aimed to boost and consider human rights and parity between native and immigrant people. The target is to build a society in which culture may be seen as a part of interaction, communication and consideration for other people. Besides, for this to become real, each individual should feel part of a bigger community with significant principles such as pluralism and acceptance of other cultures. If all this happens, it means that cultural and social difference will fade of our society. (Etxebarria Balerdi, 1992).

On the other hand, Banks and Banks (2001, p. 1) define multicultural education as a educational development and as a step whose main objective is to modify the configuration of educational institutions for every student, regardless their age, gender, capacity, race, language, culture and ethnicity, to obtain the very same opportunities to reach academically in school.

Since intercultural education and multicultural education have been distinguished, we can assume how important it is nowadays to learn to respect other cultures and to appreciate cultural differences between individuals in order to live in a tolerant and enriched world.

Focusing on the cultural component in second language teaching, Kramsch (1993, p. 1) stated that culture “is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them”. Wei (2005, p. 56) said that language has a dual character: both as a “means of communication” and a “carrier of culture”. Language entails culture and culture entails the language. Both go always together. Brown (1994, p. 165) describes the connection between language and culture stating that a language is an element of a culture and a culture is an element of a language, therefore, both are inseparably interlaced and they cannot be divided without losing the relevance of the language or the culture.

When we talk about the field of teaching and learning, it can be easily presumed that language learning is culture learning and in consequence, language teaching is cultural teaching (Gao, 2006, p. 59). According to Tomalin (2008), culture should be

taught as the fifth language skill due to the fact that English language has an international role along with globalization. The process of learning a new language means not only to learn the linguistic and communicative competence of it but to “increase in learners’ familiarity with that language’s cultural background, an expansion of the learner’s cultural awareness and intercultural competence” (Méndez, 2004, p. 86).

When students learn English, they are assisting themselves to develop into users of international communication as the target language becomes an instrument to interact with people throughout the world, where communication in English takes place in so many fields. It is clear then, that to work properly in a culturally diverse atmosphere, students are required to construct intercultural communicative competence (Alptekin, 2002). It is true that a student of a foreign language do not master that language until they also master the cultural contexts in which the language takes place (Peterson and Coltrane, 2003). For instance, as Çakır (2006, p. 154) mentioned, it is important to understand some cultural differences that happen in every language such as, “the place of silence, tone of voice, appropriate topic of conversation, and expressions as speech act functions (...)”. So that, as I have already pointed out, learning a second language necessarily entails learning a new culture. Besides, the aim of teaching other cultures and costumes is to make the students aware of the differences between the environment they are living and the distant environment they are learning about.

To sum up this section, it is important to consider that the study of cultures should focus on the values they involve. Students will be able to see beyond borders and this will enable them to recognize the customs and rules of each culture. Intercultural education is meant not only to exchange content but to reason and understand what different configuration of knowledge means (Giroux, 1989). This helps students to increase their capacity of thinking and reasoning something that make them more competent for solving problems. The major purpose of intercultural education, which is based on freedom, is to develop a sense of respect and tolerance toward diverse cultures and to reduce discrimination and racism against “the unknown”.

2.3. The role of ICT to foster cultural diversity in the English Classroom

Nowadays, we live immersed in a postmodern and multicultural society. This current society is characterized for the constant advances in science, technology and telecommunications as well as for the continuous migratory flows which lay out news demands and challenges to the field of education. Such as Tubela y Vilaseca (2005) proposed, education should not acquiesce in being a simple tool to reproduce assorted information but a privileged space for the critical reconstruction of a complex, diverse, wealthy, changing and dynamic culture where online learning and ICT improve the educational quality and the personal and collective growing of every person (Pérez Gómez, 2012). As Darla Deardorff, Dawn Thorndike Pysarchik and Zee-Sun Yun

(2009) claimed, that to success in our today's global world, students have to complete their academic course and progress with "international knowledge" and postures that enable them to appreciate and respect other cultures and to work in an effective and appropriate way with individuals from distinct "cultural backgrounds".

All this leads to considering the new role that schools need to adopt in an inclusive, understanding and intercultural sphere. Schools may adopt this new role with all the possibilities and chances that ICT provides to overcome the distance between the school and the sociocultural realities interfered by the increasing use of social networks and the implementation of flexible and dynamic educational models (De Haro, 2010).

According to Prendes, Castañedo and Gutiérrez (2010), as well as ICT is playing a really important role in achieving a methodological, didactic and curricular reconsideration to favour the quality of educative processes, it also constitutes a powerful tool to bring different cultures close, reflect upon the distinctive characteristics, promote a fluent and effective communication between members and succeed in getting rid of the conflicts generated by the rejection of the "unknown" and in decreasing the feeling of culture shock³. This way, in order to make the concepts of interactivity, interconnection, instantaneousness, exchange, knowledge, enrichment and intercultural citizenship a reality is necessary a methodic approach based on the collaborative and participative learning among the educative centres all over the world (Puigver *et al.*, 2006). In order to achieve this initiative, ICT represents such a crucial resource. Technology offers a wide range of possibilities to understand other cultures and it helps to bring all citizens around world closer together.

The activities that best boost intercultural competence are real, contextualized and relevant to students' experiences. Intercultural learning needs to be tentative; it requests a phase of experiencing, one of reflective observation, of abstract conceptualization and active experimentation (Kolb and Kolb, 2005, p. 194).

To sum up, if schools keep on focusing the teaching process exclusively on the use of textbook, the cultural elements that students are meant to learn may be influenced. As far as cultural diversity is concerned, certain references to English-speaking cultures can be found in textbooks. The problem is that in most cases, the books only include references from the United States and the United Kingdom. For this reason, I believe that the combination of new technologies with the learning of wider cultural and linguistic elements can be useful for a greater awareness of interculturality. New technologies are very useful so that students can explore and be prepared for the outside world, knowing the plurilinguism and multiculturalism of it.

³ Cultural shock: Series of emotional reactions precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse (Oberg, 1954).

3. Lesson Plan

This section will be based on the development of the didactic unit. Firstly, a brief introduction to the topic will be offered and the justification according to the Royal Decree 1105/2014 of Dec 26th and according to the Order of July 14th, 2016. Furthermore, the didactic objectives, contents, background information and evaluation will be also covered in this section. Finally, the development of seven sessions based on the topic of culture and ICT will be included to finish this section.

3.1. Topic

The topic for this lesson plan is focused on different cultures of the world using ICT tools. It has been chosen according to the importance that this topic has for the students to learn, as they will probably need the knowledge of culture in a near future. It is relevant because it provides the tools to foster the awareness of other cultures and, in a correlative manner, also promotes tolerance and respect towards the other, reducing in this way, the concept of *culture shock*. Besides, learning how to use technology is also important since students need to use them in a proper way in order to be competent for the technological world we live nowadays.

3.2. Justification

This lesson plan has been justified according to the Royal Decree 1105/2014 of Dec 26th and according to the Order of July 14th, 2016, selecting the lines that can be seen as follows:

Article 11. Objectives of Compulsory Secondary Education (Royal Decree 1105/2014) Compulsory Secondary Education will enhance students to develop the skills that would allow them to:

- a) To assume their duties responsibly, to know and exercise their rights to respect the others, to practice tolerance, the cooperation and the solidarity between people and groups, exercise dialogue strengthening the human rights and the equality in the behaviour and opportunities between women and men, as common values of a plural society, and to get prepared to exercise democratic citizenship.
- d) To strengthen their affective capacities in all spheres of personality and in their relationships with others, the same as rejecting violence, all prejudices, sexist behaviours and to peacefully resolve conflicts.
- e) To develop basic skills in the use of information sources to acquire new knowledge with a critical sense. Acquire a basic preparation in the field of technologies, especially information and communication technologies.

- g) To develop the spirit of entrepreneurship and self-confidence, participation, critical sense, personal initiative, and the “learn to learn” skill, to plan, take decisions and assume responsibilities.
- i) To comprehend and express themselves in one or more foreign languages in an appropriate manner.
- j) To recognize, value and respect the basic aspects of the own and others culture and history, as well as the artistic and cultural heritage⁴.

The specific objectives of the first foreign language area of Compulsory Secondary Education, as specified in the Order of July 14th, 2016 are:

1. To listen and comprehend general and specific information of oral texts in varied communicative situations, adopting a respectful and cooperative attitude.
2. To orally express and interact in common communication situations in a comprehensible and appropriate way, training the dialogue as a means of solving conflicts pacifically.
3. To read and comprehend various texts of an adequate level concerning the interests and capacities of the students in order to extract general and specific information, complementing this information with other sources with critical awareness and acquiring new knowledge.
4. To make use of the reading in different supports as a source of pleasure and personal enrichment.
5. To write simple texts about different topics with different purposes using appropriate resources of cohesion and coherence.
6. To use in a correct way the basic phonetic, lexical, structural and functional components of the foreign language in real contexts of communication.
7. To develop the autonomy in the learning process, habits of discipline, study and work, the reflection of the own learning process and transfer to the foreign language the knowledge and communicative strategies acquired in other languages.
8. To develop the capacity of group working, reject the discrimination of people in terms of sex, or any other condition or personal/social circumstance, strengthening the social abilities and the affective capacities required to solve conflicts pacifically, and rejecting stereotypes and prejudices of any type.
9. To use learning strategies correctly and all the methods at their disposal, including the information and communication technologies, to obtain, select and present information in an oral and also written form in the foreign language.

⁴ My own translation

10. To value and appreciate the foreign language as a means of communication, cooperation and understanding between people of different origins and cultures, enhancing the solidarity and respect of human rights within the democratic exercise of citizenship.
11. To appreciate the foreign language as an instrument to access information and learning tool of diverse contents, as a means of artistic expression y for the development of the learn to learn ability.
12. To express a receptive and self-confident behaviour in the learning skill and the use of the foreign language in a creative way, to take the lead and participate with critical awareness in communicative situations in the said foreign language.
13. To know and appreciate the specific elements of the Andalusian culture for it to be valued and respected by citizens from other countries.
14. To recognize the importance of the touristic sector in Andalusia and develop the entrepreneurship knowing, respecting and transmitting the basic aspects of the culture and history, as well as the artistic and cultural heritage, using as a vehicle the foreign language. ⁵

3.3. Background Information

This group consists of 24 students of 4th grade of Compulsory Secondary Education clustered in a traditional class of a public High School. It is worth mentioning that every class is equipped with an interactive whiteboard, a projector and a desktop computer. Furthermore, the High School is equipped with 40 laptops that are usually available for the English Class, in case there are not available, students who own a smartphone can use them in order to complete the corresponding activities but always with the teacher's monitoring.

Besides, the level of the students is aimed to reach an A2.2 according to the Common European Framework of Languages. The unit to be developed corresponds to unit 10, given in the third trimester within the general planning of the course. Students are already familiar with the use of technologies and they all own a blog on BlogSpot.com where all the relevant activities will be uploaded, and a Skype account since more activities similar to the final task of this lesson plan have been carried out during the academic year. Nonetheless, the previous knowledge that has been explained before this unit, relies on the topic of *greetings*, working on the verb *to be*, *possessives* and *adjectives*, among others. The students have also worked on the topic of *personal characteristics*, dealing with *present simple* and *past simple* and with *questions* and *negatives*. Therefore, the previous unit helps students to successfully acquire all the

⁵ My own translation.

knowledge of this lesson plan since some vocabulary and structures can be used again and serve as a pre input to help the students develop their use of the language.

3.4. Competences

According to article 2 of the Royal Decree 1105/2014 of Dec 26th, where the key competences of Compulsory Secondary Education are named, some of them are reflected in different activities of this lesson plan.

1. Development of linguistic communication competence (I) by means of providing opportunities in order to express orally and written; using vocabulary related to food, traditions, countries, nationalities and languages. Besides, students have the opportunity to use the language in a real conversation with other students about relevant and authentic topics.
2. Awareness and cultural expressions competence through the presentation of the world map, the different kind of cultures around the world and the importance of English as a *lingua franca* and as a tool for the personal and professional enrichment.
3. The digital competence is worked in a great deal of activities such as using *Google Docs*, *Skype* and *Edmodo* as well as the use of mobile phones to carry out some activities and the elaboration of a blog and the searching of information on Internet.
4. The learn to learn competence is developed by the concept of students' blogs and the flip-classroom; both of which can be considered as a tool of learning and reflection.

3.5. Didactic objectives

The main purpose of the present lesson plan is to introduce the students the topic of culture and to make the students aware of the assets of knowing cultures through the use of technology. Furthermore, this didactic unit is aimed at the acquisition of vocabulary related to the concept of culture, food, countries and nationalities, as well as a review focused on basic grammar aspects.

Nonetheless, concerning the activities designed for this lesson plan, the objective pursued is to give the students useful tools so that they can be able to:

1. To recognize and use the specific vocabulary related to culture and to relate it to the different groups of words and meanings.

2. To recognize verbs and vocabulary related to cultures of the world correctly and make use of them in oral and written messages.
3. To use structures for giving opinion, agreeing and disagreeing like I don't really agree/ I know what you mean/ I see your point.
4. To promote tolerance and respect towards other countries and cultures by means of getting information about a several countries and cultures.
5. To be able to understand brief texts about different traditions of the world.
6. To have a conversation about customer with a foreign student.
7. To use technology in a proper way in order to make the learning process easier and more realistic for students.
8. To learn and understand the concepts of "culture", "culture shock" and "multiculturalism".

3.6. Contents

The contents of this lesson plan follow the contents of the specific stage established in the Order of July 14th, 2016 of the official curriculum of Andalusia.

Listening

- L1.** Listening to and understanding some brief videos and parts of songs related to the cultural activities carried out in the classroom.
- L2.** Discerning and understanding the basic information of an informal dialogue transmitted by audiovisual media and of oral presentations in viva voce.
- L3.** Recognizing, identifying and understanding significative, linguistic and paralinguistic elements.

Speaking and Interaction

- SI1.** Adapting the text to the listener, context and channel, applying the appropriate register, such as in having a conversation with students from a foreign country or participating in debates where students give their personal opinions about cultural aspects.
- SI2.** Expressing the message clearly enough and with coherence, adapting to the formulas and methods of each type of text, such as giving opinions, agreeing and

disagreeing during debates, making an oral presentations about a culture or discussing some aspects related to the activities of the classroom.

Reading

R1. Understanding the instructions to solve the activities correctly.

R2. Reading texts about different types of cultures, related to students' interests, experiences and needs.

R3. Identifying the communicative intention of the text, in digital media, adapting the comprehension to the text.

Writing and Interaction

WI1. Mobilizing and coordinating the general and communicative competencies, in groups, with the aim of carrying out the task effectively.

WI2. Redacting written texts about cultural aspects in digital media.

WI3. Expressing the message clearly enough, adapting to the formulas and methods of each type of text, such as writing a comment on a digital platform or making up an original story.

Sociocultural and Sociolinguistic Aspects

SSA1. Being aware of the different costumes around the world by getting in contact with different cultures by means of getting information of the said cultures.

SSA2. Using the appropriate polite set expression in social exchanges.

SSA3. Showing interest when carrying out communicative exchanges with speakers from other country, using the English as a vehicle of communication.

SSA4. Raising students' awareness by knowing different cultures using technology to get information about them and reducing the possible culture shock of some unknown traditions for students.

3.7. Transversality and Cross-curricular elements

- Oral and written expressions.
- Information and communication technologies.
- Education for peace.

3.8. Interdisciplinarity

- Geography.
- Computing.
- Music.

3.9. Attention to diversity

This section is devoted to the reinforcement and extension activities of the lesson plan. However, it is important to mention that there is not any student in the classroom that has any specific special need .

Reinforcement Activities

Activity 1

Students will learn new expressions about food and eating out, later on, in pairs, they make a role play where one student is a client that goes to have lunch to a restaurant from the country they choose. The other student is the waiter. The client asks the waiter about the typical dishes of that country, the ingredients, etc. The waiter has to answer all the questions. That is why, before making the role play, they should gather information about the typical food of the country in question in order to carry out the activity successfully.

Web with new expressions: <https://www.learnenglish.de/vocabulary/eatout.html>

Activity 2

Students will listen to some nationalities and they have to write down the name of them on [saberingles.com](http://www.saberingles.com). Finally, after reviewing the pronunciation and writing of nationalities, student with another classmate will simulate a conversation between a person from Germany that is on holidays on Andalucía. They should ask about cultural differences from both countries or ask about famous people, typical food, etc. They can look up information on the Internet if necessary.

Web to review nationalities: <http://www.saberingles.com.ar/exercises/192.html>

Extension Activities

Activity 1

Students will learn new expressions about food and eating out, later on, in pairs, they make a role play where one student is a client that goes to have lunch to a restaurant from the country they choose. The other student is the waiter. The client asks the waiter about the typical dishes of that country, the ingredients, etc. The waiter has to answer all the questions. That is why, before making the role play, they should gather information about the typical food of the country in question in order to carry out the activity successfully.

Web with new expressions: <https://www.learnenglish.de/vocabulary/eatout.html>

Activity 2

Students will listen to some nationalities and they have to write down the name of them on [saberingles.com](http://www.saberingles.com). Finally, after reviewing the pronunciation and writing of nationalities, student with another classmate will simulate a conversation between a person from Belgium that is on holidays on Andalucía. They should ask about cultural differences from both countries or ask about famous people, typical food, etc. They can look up information on the Internet if necessary.

Web to review nationalities: <http://www.saberingles.com.ar/exercises/192.html>

3.10. Lesson Plan

The title given to the following lesson plan is: This is Culture! Regarding the temporalization, this lesson plan includes 7 sessions of approximately 50-55 minutes. In the first five sessions, there will be developed a number of activities in order to complete the final task of this unit plan. In the other three sessions, it will be developed the final task that will consist of a presentation about another culture after having a real conversation with students from Netherlands through *Skype* (Computer-Mediated Communication). Before starting the lesson, the teacher explains extensively the final task that will be carried out at the end of the same. All the activities designed will be explained below.

Session 1	Contents: SI2, SSA4.	Level: 4th CSE	Timing: 15’
Activity 1	Way of working: Class Work (CW)	Resources: Computer, speakers, whiteboard, Youtube.	
Warm-up. Once the students are in the classroom, the teacher plays a mix of songs from different countries to come into contact with the topic and he/she asks students to guess what the lesson is going to be about. When students share their impressions and reach the topic of the lesson, the whole class make a brainstorm of the following concepts: tolerance, costumes and integration.			



**FIG.1. IMAGE FROM THE VIDEO OF MUSIC OF THE WORLD.
RETRIEVED FROM: [HTTPS://WWW.YOUTUBE.COM/WATCH?
V=RKKYO4JBHWI](https://www.youtube.com/watch?v=RKKYO4JBHWI)**

Session 1	Contents: L1, WI1, WI2, SI2, SSA4.	Level: 4th CSE	Timing: 25'
Activity 2	Way of working: Group Work (GW)	Resources: Computer, interactive whiteboard, BlogSpot, Google docs (email), Youtube.	
Students watch some videos on the interactive whiteboard where the concepts of culture, culture shock and multiculturalism are explained. Once they have watched the video, the teacher creates a collaborative Google Docs where students, in groups of 4, define the different aspects explained in the aforementioned video according to what they have understood. They are also asked to give an example of each concept. Students need to be aware of what their classmates are writing in order to avoid repetition. Apart from writing the definition of the concepts, students should also write the new vocabulary. The teacher must be monitoring the students' comments and clear up some doubts about vocabulary or any other aspect if necessary. Later on, the different groups exchange their impressions with the rest of the class and try to reach a final definition with the help of the teacher. Finally, students upload the document with the new vocabulary and the final definitions to their personal blogs.			



FIG.2. IMAGE FROM THE VIDEO OF CULTURE SHOCK. RETRIEVED FROM: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=RM4PZNYDHA1](https://www.youtube.com/watch?v=RM4PZNYDHA1)



What is Culture?

FIG.3. IMAGE FROM THE VIDEO OF CULTURE. RETRIEVED FROM: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=57KW6RO8RCS](https://www.youtube.com/watch?v=57KW6RO8RCS)



FIG.4. IMAGE FROM THE VIDEO OF MULTICULTURALISM. RETRIEVED FROM: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=JMPJBAC-IZ4](https://www.youtube.com/watch?v=JMPJBAC-IZ4)

Session 1	Contents: SI1, SI2, SSA1, SSA4.	Level: 4th CSE	Timing: 15'
Activity 3	Way of working: Class work (CW) and group work (GW)	Resources: Interactive whiteboard, Google Drive.	

Several pictures that show different cultural aspects from different cultures are displayed on the interactive whiteboard. Students have to guess the country and discuss in groups of four what can those costumes mean and share their ideas with the whole class. Some expressions related to giving opinion and agree and disagree will be provided for students to use them during the discussion. Later on, an interactive map will be shown on the interactive whiteboard and in the same groups of four, students will try to find out the location in the map of the traditions they have already discussed.



FIG.5. IMAGE OF TRADITIONS OF INDIA.



FIG.6. IMAGE OF TRADITIONS OF THAILAND



FIG.7. IMAGE OF TRADITIONS OF UNITED STATES.



FIG.8. IMAGE OF TRADITIONS OF ITALY.



FIG.9. IMAGE OF TRADITIONS OF BRAZIL.



FIG.10. IMAGE OF TRADITIONS OF ICELAND.



FIG.11. IMAGE OF THE INTERACTIVE MAP.

Link to the interactive map created with Google Drive: <https://docs.google.com/spreadsheets/d/1iy5cmslKfH7quDsD8F7t5xGaHnGKIBAiVkPOiKefMXk/edit#gid=0>.

USEFUL EXPRESSIONS TO GIVE OPINIONS, AGREE AND DISAGREE

Yes, I know what you mean.

Yes, you are right.

Yes, I can see your point.

I don't really agree with you.

I'm not sure about what you've already said.

Yes, but...

No, I don't agree with you.

I think...what do you think?

I think...do you agree with me?

FIG.12. EXPRESSIONS TO BE USED DURING THE DISCUSSION.

Session 2	Contents: R 1, R 3, SSA4.	Level: 4th CSE	Timing: 10'
Activity 1	Way of working: Pair work (PW)	Resources: Computer/Mobile phone, Kahoot, projector.	
Warm-up. In this very first activity of the second session, the teacher displays on the projector a quiz (Kahoot) related to concepts such as culture, for students to remind some basic aspects which were seen in the last session. Students will play in pairs and they will use their own mobile phones (teacher should have warned students of bringing their mobile phones the day before). In case some students don't own a phone or don't bring it to class, they will use one of the laptops available in the high school in question.			



FIG.13. EXAMPLE OF ONE OF THE QUESTIONS OF KAHOOT.

Session 2	Contents: R2, SSA1, SSA4, WI1, SI1.	Level: 4th CSE	Timing: 25'
Activity 2	Way of working: Individual work (IW), Pair work (PW).	Resources: Computer, Blogspot.	

The teacher gives students six short texts related to the traditions that were shown in the first session in order to have a broader and deeper knowledge of these different costumes of the world and to better understand them. This way, this activity would be a good exercise to reduce the culture shock that some culture may have on students. The activity reading will be a “jigsaw”. This activity includes speaking interaction within a reading exercise. Half of the classroom will read the first three texts and the other half, the other three remaining texts. Once students have read their respective texts and check the vocabulary they don’t understand, they pair up with someone from the other group and tell them about the texts in question. Students cannot refer to the original text but they can make brief notes to help them remember. The teacher must be monitoring the activity in order to avoid that students don’t carry out the activity correctly. After that, students must write the new vocabulary related to the topic of culture, taking into account their classmates’ comments to avoid repetition. Finally, they will upload the final document to their blogs in *Blogspot*.

ICELAND

In Iceland, there is a lovely tradition to gift books to each other on Christmas Eve and then spend the night before Christmas reading. The tradition is so intrinsic within the Icelandic culture that the majority of books in Iceland are sold between September and December in *The Christmas Book Flood* or the *Jolabokaflod*. Jolabokaflod developed during World War II when overseas imports were limited, but paper was inexpensive. The population of Iceland was too small to back the

Text retrieved and adapted from <https://www.readitforward.com/essay/article/jolabokaflod-meet-favorite-new-holiday-tradition/>.

THAILAND

In Thailand it is considered to bring good luck to liberate a sky lantern because this fact denotes that all their troubles and concerns are floating away. Yee Peng (The Lantern Festival) that you see locals' homes and public places decked out in colourful hanging lanterns and flag decorations. The act of releasing the lantern and krathong symbolizes letting go of all ills and misfortunes in the previous year, and

Text retrieved and adapted from <http://www.chiangmai.bangkok.com/info/yee-peng-festival.htm>.

ITALY

During the final meal eaten on New Year's Eve in Italy, Italians typically serve lentils with *cotechino* or *zampone* pork sausages, as this meal is considered to bring luck and prosperity in the new year. The lentils, with their coinlike shape, represent luck and prosperity. Lentils are so respected in Italy that, in the past, they were given as a gift on 31st December. However, in modern times, most Italians simply enjoy a meal of lentils, eaten close to midnight after a toast to good fortune in the New Year.

Text retrieved and adapted from <https://www.bellarome.com/blog-news/why-do-italians-eat-lentils-on-new-year-s-eve/>

BRAZIL

The carnival in Rio de Janeiro, Brazil, is deemed to be the biggest in the world, with around two million people celebrating on the streets each day. Rio Carnival is well-known for its samba music and for the amazing costumes and floats. In 1984, the government decided to give the carnival a special stadium, called the Sambadrome, where people could go there and buy tickets to see the parades. However, a great deal of street parties and parades are taking place all over the city.

The parades are a kind of competition and the samba 'schools', or groups, are judged

Text retrieved and adapted from <https://learnenglish.britishcouncil.org/magazine/carnival>.

INDIA

Holi is an ancient Hindu festival that originated in India and Nepal and is now celebrated in many places around the world. The date changes each year depending on the full moon, but it is held some time between the end of February and the middle of March. It also represents the arrival of spring and the victory of good over evil. An important part of the celebration is forgiving anyone who has upset you and repairing any broken relationships. Holi is sometimes called the festival of colours.

Text retrieved and adapted from <https://learnenglish.britishcouncil.org/magazine/holi>

UNITED STATES

Thanksgiving is a mixture of the traditions of different groups of people. Migrants brought different religious traditions from Europe to the United States and Canada. In the United States, Thanksgiving is celebrated on the fourth Thursday in November. For most Americans, it is a day for being with their beloved ones to share a large meal. It is an ideal time to express gratitude for the year that has passed. Thanksgiving dinner traditionally includes roast turkey, mashed potatoes, cranberry

Text retrieved and adapted from <https://learnenglish.britishcouncil.org/magazine/thanksgiving>.

Session 2	Contents: WI1, WI2, WI3, SSA1.	Level: 4th CSE	Timing: 20'
Activity 3	Way of working: Group Work (GW).	Resources: Computer	

In order to finish this second session of the lesson plan, students will play a game to put into practice their writing skills. The game is: *story cubes*. The class will be divided into groups of four. The teacher will give each group four cubes (these cubes have different pictures on each side of the die) and he/she will also write some words on the whiteboard related to the topic such as: *culture, traditions, world* and *tolerate*. The activity consists of making a story up including the words on the whiteboard and using the pictures that appear on the dice once they roll them. When they finish writing their stories, each group will upload their texts to *Edmodo* and, at home, they will have to decide which group have written the best story and write a brief comment on it.

Session 3	Contents: SI2, SSA1, SSA4.	Level: 4th CSE	Timing: 10'
Activity 1	Way of working: Class Work (CW)	Resources: Interactive whiteboard.	
Warm-up. Some photos of different kind of foods will be shown on the interactive whiteboard. Students are asked to say, if they know, the name of the typical foods which appear in the photos in question. Once they have given their opinion, the teacher writes the name of the countries on the whiteboard: <i>Japan, Mexico, Greece, Morocco, China and United Kingdom</i> , students try to match the name of the country with the photo of the foods that were shown.			



FIG. 14. IMAGE OF SPRING ROLLS, TYPICAL FOOD FROM CHINA.



FIG.15. IMAGE OF TACOS, TYPICAL FOOD FROM MEXICO.



FIG.16. IMAGE OF FISH AND CHIPS, TYPICAL FOOD FROM UNITED KINGDOM.



FIG.17. IMAGE OF MOUSSAKA, TYPICAL FOOD FROM GREECE.



FIG.18. IMAGE OF SUSHI, TYPICAL FOOD FROM JAPAN.



FIG.19. IMAGE OF COUSCOUS SALAD, TYPICAL FOOD FROM MOROCCO.

Session 3	Contents: R1, R2, SI2, SSA1.	Level: 4th CSE	Timing: 20'
Activity 2	Way of working: Pair Work (PW).	Resources: Computer, Edmodo, Google Docs, Blogspot.	

In the second activity of the third session, students read the descriptions of the food uploaded to *Edmodo*. Later on, in pairs, they will try to match the descriptions with the food and the countries where they belong through *Google Docs*. Once, they finish the activity and correct it, they save the document and upload it to *Blogspot*. Finally, a brief text about the grammar rule for nationalities is uploaded to *Edmodo* and in order to practice the vocabulary related to nationalities, students, in pairs, ask questions such as: 'Are tacos Moroccan?', and a possible answer could be: 'No, tacos are Mexican'. The teacher stays around to answer possible doubts and to help students with new vocabulary if necessary.



Tacos are made of a corn tortilla wrapped around some sort of filling such as beef, chicken, cheese, lettuce, onions and guacamole.



Moussaka is usually made with layers of eggplant slices, cheese and a meat sauce, topped with a thick béchamel sauce.



Sushi is made of small pieces of raw fish that are wrapped in rice and seaweed.



Fish and chips has a long history and has remained a popular takeaway meal. The typical fishes to eat are bluefin gurnard and blue cod.



Couscous is a tiny pasta made of wheat. it is typical to make a couscous salad, adding ingredients such as red pepper, cucumber, feta cheese and onions.



Spring rolls is a fried dish made of a paste of flour and water and they are usually filled with vegetables, bean sprouts and minced pork usually served with sweet and sour sauce.

In English, the name of the countries and nationalities are written with capital letters.

For example: *America- American*.

Although there is no rule, the great majority of European countries, whose names end in “-a”, form the demonym adding “-n”. For example: *Bulgaria- Bulgarian*.

However, there is a great number of exceptions and some nationalities have to be learnt because they don’t follow a grammatical rule.

The demonyms are used to talk about culture, history or even typical products of a

Session 3	Contents: R1, R2, WI1, WI3, SI2, SSA1.	Level: 4th CSE	Timing: 15’
Activity 3	Way of working: Group Work (GW).	Resources: Computer, Google Docs, Blogspot.	
Students, in groups of four, read the description of food of the last activity again and they have to highlight all the food words they can find. Later on, in a collaborative <i>Google Docs</i>, learners, in the same groups, must fill in a table with the headings: <i>fruit and vegetables, dairy food, meat, fish and drink</i>. Students must fill in the table taking into account the corresponding food words that appear in the aforementioned description. Besides, they also have to think of more food to fit each category. Learners must be aware of their classmates’ comments in order to avoid repetition and the teacher must be monitoring the activity if learners may have any doubt of vocabulary or question. The final document will be uploaded to <i>Blogspot</i>. Finally, each group of students will do a brief speaking activity asking questions such as: ‘Do you like fish?’ And giving answers like: ‘I like fish but I don’t like meat’. Students should use the vocabulary that appear in the table which they have just completed.			

Fruit and vegetables	Dairy food	Meat	Fish	Drink

FIG.20. TABLE UPLOADED TO GOOGLE DOCS.

Session 3	Contents: R1, R3, SI2, L1, L2.	Level: 4th CSE	Timing: 10'
Activity 4	Way of working: Individual Work (IW), Group Work (GW).	Resources: Google Docs, Blogspot.	

Some questions will be given to students and they will have to choose the correct grammatical option of each sentence. After choosing the correct answer, in groups of four, students must ask the questions and answer each of them with their personal opinions. All the new vocabulary must be written down on a Google Docs and uploaded to their blogs. At the end of the class, the teacher tells the students that he/she will upload a video to *Edmodo* about the use of linkers since it will be useful for them to carry out the final task. Making use of the methodology of *flipped classroom*, students must watch the video at home and the next day, they will have to explain to the teacher what was the video about.

- Do you have breakfast? What do/does you usually eat?
- What is/does your favourite Spanish food?
- What do you eat for/in lunch?
- What is your favourite/best kind of snack?
- Do you think you have/has a healthy diet? Why/Why not?

FIG.21. QUESTIONS WITH GRAMMATICAL ACTIVITY .

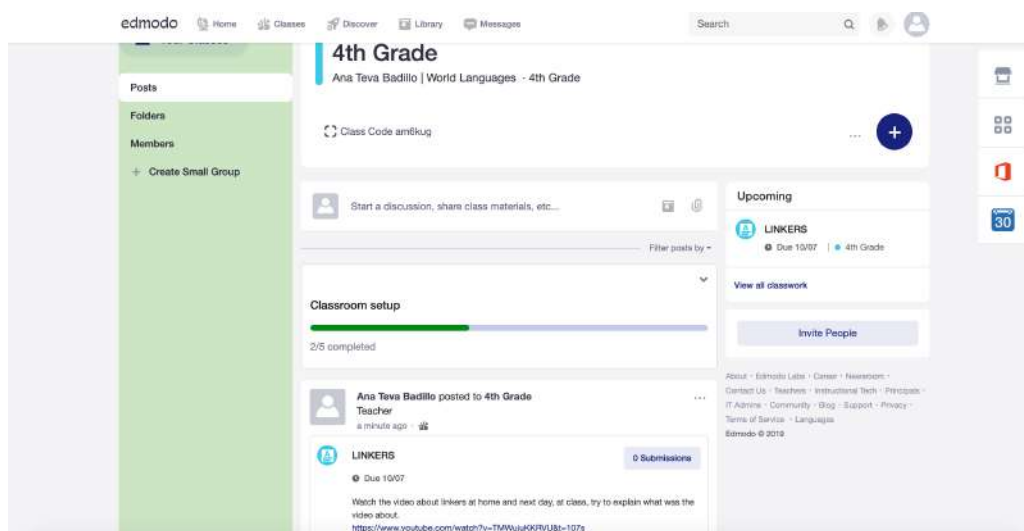


FIG.22. IMAGE OF THE WEBSITE EDMODO.

Link to the video uploaded to Edmodo: <https://www.youtube.com/watch?v=TMWUjuKKRVU&t=107s>

Session 4	Contents: SI2, WI3.	Level: 4th CSE	Timing: 15’
Activity 1	Way of working: Class Work (CW)	Resources: Computer, projector, Google docs, Blogspot.	
After watching at home the video about linkers uploaded to Edmodo, the teacher asks the students what was the video about. Students have to answer the teacher questions. The students, with the video explanation, explain the grammatical aspect in question. During, the brainstorming on the different linkers, the teacher creates a Google Docs with a table of the different kind of linkers, and students have to add as many linkers as possible to the corresponding category. After filling the table, the document will be saved and uploaded to their blogs.			

ADDITION	CONTRAST	CONSEQUENCE	REASON
In addition	However	As a result	Due to

FIG.23. TABLE UPLOADED TO GOOGLE DOCS.

Session 4	Contents: R1, R2, R3, WI2, SSA1, SSA4.	Level: 4th CSE	Timing: 25’
Activity 2	Way of working: Pair Work (PW)	Resources: Google docs, Blogspot.	

Students read a text on different practices and traditions around the world in pairs. Students have to identify the different linkers that appear in it and add them to the table if there are some new ones. Moreover, they have to say whether some sentences related to the text are true or false. All the new vocabulary is added to their blogs.

PRACTICES AND TRADITIONS

First of all, it is worth saying that there are many differences between cultures around the world. If we take into account how to greet people, we can find different ways depending on the country. For example, when you're in Germany and invited to a gathering, it is a tradition to shake hands with everyone in the room. You even have to shake the hands of children present. Greeting and thanking someone in Japan involves bowing. The depth of the bow depends on the social status or age of the person you are greeting. Giving a person a kiss on the cheek is a customary greeting in Argentina. It is customary for friends in Brazil to exchange around three cheek kisses. In addition, in France, the cultural tradition of giving a kiss on the cheek depends on the region. In Brest, it is acceptable to give a person a kiss on one cheek. In Toulouse, you can kiss both cheeks. In Nantes however, it's all right to give four kisses on the cheeks.

Moreover, in Italy, for instance, the number thirteen is not a bad luck number like in Spain, the number of bad luck is seventeen. As well as giving yellow flowers in Russia may be disrespectful due to the fact that this color represent a break-up of a relationship or deceit. The color of death is White in Asia and Africa.

Furthermore, German pedestrians always wait for streetlights. In New York if you don't jaywalk, you're an obvious tourist; in Vietnam traffic NEVER stops for pedestrians; and in Mexico, pedestrians are just as sporadic as drivers.

Finally, the concept of being on time depends on the country. In Venezuela, it is actually a norm to arrive about 10 to 15 minutes late for a dinner invitation. Besides, being early for the Venezuelans means the person is either overly eager or greedy. Americans are a stickler for punctuality, just like the Germans, South Koreans and the Japanese. It's incredible how in Malaysia, being five minutes late (which can actually extend to 60 minutes) is acceptable *and* you do not need to apologize, too. What's extreme is how meeting at the exact time is immaterial in Morocco, where it is totally all right to be late for an hour or an entire day! It's fine for the Chinese if you are late for 10 minutes whereas Mexicans and Greeks will excuse you if you arrive 30 minutes after the appointed time.

Text retrieved and adapted from <https://www.daytranslations.com/blog/20-traditions-around-the-world/>

After having read the text, say if the following sentences are true or false.

1. German people usually give three kisses when greeting people.
2. In Italy, number seventeen is considered to be a bad luck number.
3. Venezuelans tend to arrive early to a dinner invitation.
4. In Japan, being late is considered to be rude.
5. In Vietnam, pedestrians always wait for streetlights.
6. Giving yellow flowers as a present in Russia represent a break-up of a relationship.
7. In Morocco punctuality is very important.
8. White is the color of mourning in Asia and Africa.
9. In Malaysia, if you arrive late, you need to apologize.
10. In Brazil, you give three kisses to greet people.

Session 4	Contents: L1, SI2, SSA4.	Level: 4th CSE	Timing: 15'
Activity 3	Way of working: Group Work (GW)	Resources: Youtube, computer, speakers.	
Students listen to some parts of three songs related to the multicultural society we live in and how we have to embrace it. In groups of four, students listen to the extracts of the song and try to fill in the missing words. After that, all the groups start a brief debate about some questions that have to do with the aforementioned songs.			

‘This is not a black and white world

To be alive

I say that the colours must swirl

And I *believe*

That maybe today

We will all get to appreciate

The beauty of grey’.



ive - The Beauty Of Grey - Mental Jewellery

FIG.24. IMAGE FROM THE VIDEO OF THE SONG “THE BEAUTY OF GREY.
RETRIEVED FROM [HTTPS://WWW.YOUTUBE.COM/WATCH?V=VU4WDMYBIPS](https://www.youtube.com/watch?v=VU4WDMYBIPS).

‘We are one
But we are many
And from all the lands on earth we come
We share a dream
And sing with one voice’.



FIG.25. IMAGE FROM THE VIDEO OF THE SONG “I AM AUSTRALIAN”. RETRIEVED FROM [HTTPS://WWW.YOUTUBE.COM/WATCH?V=PL_JVHFQJMS](https://www.youtube.com/watch?v=PL_JVHFQJMS).

‘I often think about the world
In which I live today, of animals and plants
And nature's gifts set on display
But the most amazing thing
That I've seen in my time
Are all the different people
And all their different minds, minds, minds, minds, minds
And different ways
It would take a lifetime to explain
Not one's exactly the same’.



**FIG.26. IMAGE FROM THE VIDEO OF THE SONG “DIFFERENT PEOPLE”.
RETRIEVED FROM [HTTPS://WWW.YOUTUBE.COM/WATCH?V=UOGNEEA8WRU](https://www.youtube.com/watch?v=UOGNEEA8WRU).**

1. What message do you think the artist is trying to communicate through his/her music?
2. What values and attitudes are being portrayed?
3. Do the lyrics relate to issues of cultural diversity in our current society? How?
4. What other forms of popular culture communicate messages about diversity?⁶

Session 5	Contents: L2, L3, SI1, SI2, WI1, ICC2, SSA3, SSA4.	Level: 4th CSE	Timing: 30'
Activity 1	Way of working: Group Work (GW).	Resources: Skype, computer.	

⁶ Questions adapted and retrieved from <https://www.harmony.gov.au/get-involved/schools/lesson-plans/lesson-plan-popular-culture-diversity>.

The first part of this session will be devoted to the beginning of the final task. In order to carry out this final task, the high school, specifically the English Department, is taking part in a project called “Pen Pal Project”. It consists of getting in touch with highschoools from a different country in order to improve English skills in a real way and to raise awareness of the different cultures around the world which it may help to reduce the possible culture shock and to enhance the feeling of tolerance towards other cultures and costumes. The said project, is focused on our current technological society hence instead of writing letters, students will have a conversation wit the other students through *Skype* during thirty minutes to learn about their culture since it is related to this lesson plan.

Due to the fact that our lesson plan is focused on leaning different cultures and countries, the teacher of fourth grade of Compulsory Secondary Education, has found a Dutch class with the same age and level of English as the our Spanish class, but that has some students from different nationalities. That is to say, Spanish students, apart from learning the Dutch culture, they will also learn the Portuguese, Chinese, Turkish and Chilean ways of life. The teacher gets in contact with the highschool through the following website: <https://penfriends.cambridgeenglish.org/find-schools?s-country=21&s-name=&pg=4>.

In this session, students will be divided into groups of four. As a result, two groups will be working with the Dutch culture, one group with the Portuguese, another group with the Chinese, another with the Turkish culture and the last group with the Chilean culture. Before starting the conversation, it is worth saying that each groups have already a *Skype* account since more activities similar to this one have been developed during the course of the school year. Later on, students are given a sheet with some questions they have to ask the foreign student. During the first part of the class, that is to say, during the first thirty minutes, all the groups are having a conversation through *Skype* with students from Netherlands. Students have to ask the said questions and write down only the important information for each question. This way, students are not allowed to write down everything that the foreign student answers but just brief notes in order to fill in the missing information. The teacher is always monitoring the activity in case students have any problem or question and to avoid misunderstandings during the conversation.

Name	
Age	
Country	
Nationality	
Typical costumes of his/her culture	
Typical food of his/her culture (name, ingredients, etc).	
His/her favourite food	
Languages spoken in his/her country	
Typical ways of greetings	
Something that is considered to bring bad luck in his/her culture	
Famous people from his/her country	

FIG.27. TABLE WITH INFORMATION TO BE FILLED FOR THE FINAL TASK

Session 5	Contents: SI1, SI2, WI1, SSA1, SSA2, SSA4.	Level: 4th CSE	Timing: 25’
Activity 2	Way of working: Group Work (GW)	Resources: Power Point, computer.	

Once each group has finished talking with the foreign students and have gathered the necessary information, they start making the final task at class. The final task consists of making an oral presentation using *Power Point*. Each group have to present the culture of the foreign student they have been talking to. They have to add all the information given in the sheet of questions as well as a brief description of the student in question: name, country, nationality, age, etc. In order to carry out the final task, students will work in the same groups of four and each group will have a laptop to make the presentation and to look up vocabulary if necessary. The teacher must be monitoring the activity of each group and he/she must help them in case of any doubt and answering questions related to the way of performing the final task.

Session 6	Contents: SI1, SI2, WI1, SSA1, SSA2, SSA4.	Level: 4th CSE	Timing: 55'
	Way of working: Group Work (GW).	Resources: Power Point, computer.	

This session is devoted to finish the final task that was started in the last session. Students will continue gathering the information about the culture in question and making the presentation. The teacher, as well as in the previous session, must be monitoring the activity and helping students to solve any problem. Carrying out the final task at class, instead of at home, may have countless advantages since students don't have any difficulty in planning to meet with the others members of the group. Moreover, working at class may make it easier to distribute the different tasks of the activity among the members of the group and the teacher can aid students to clear up donuts at the very right moment.

Session 7	Contents: L2, L3, SI1, SI2, SSA1, SSA4.	Level: 4th CSE	Timing: 55’
	Way of working: Group Work (GW).	Resources: Interactive whiteboard, computer, projector.	
In the last session of this lesson plan, each group of the class (specifically, six groups) will proceed to conduct their presentations about cultures of the world, after having talked with students from a Dutch highschool. Each presentation should last around ten minutes and the teacher will be assessing each project at the moment, using an assessment rubric and taking into account some aspects to be evaluated.			

CRITERIA	Excellent	Good	Fair	Needs improvement
Understanding of Audience				
Body Language				
Pronunciation				
Content				
Visual Props				
Fluency				
Grammar and Structure				

CRITERIA	Excellent	Good	Fair	Needs improvement
Linking Language				
Interaction with Audience				

FIG.28. TEACHER ASSESSMENT'S RUBRIC OF THE PRESENTATION

3.11. Evaluation

Evaluation Criteria

1. Whether students are able to recognize and use the specific vocabulary related to culture and to relate it to the different groups of words and meanings.
2. Whether students are able to recognize verbs and vocabulary related to cultures of the world correctly and make use of them in oral and written messages.
3. Whether students are able to use structures for giving opinion, agreeing and disagreeing like I don't really agree/ I know what you mean/ I see your point.
4. Whether students are able to promote tolerance and respect towards other countries and cultures by means of getting information about a several countries and cultures.
5. Whether students are able to be able to understand brief texts about different traditions of the world.
6. Whether students are able to have a conversation about customer with a foreign student.

7. Whether students are able to use technology in a proper way in order to make the learning process easier and more realistic for students.
8. Whether students are able to learn and understand the concepts of “culture”, “culture shock” and “multiculturalism”.

Instruments of Evaluation and Marking Criteria

- Different comments and activities through collaborative Google Docs (10%)
- Correction of the written story (story cubes) (5%)
- Participation and interaction (10%)
- Good attitude and behaviour towards others (10%)
- Assessment of students’ comments about their favourite story on Edmodo (5%)
- Assessment of the conversation with the foreign student through Skype (15%)
- Assessment of the presentation of the Final Task (30%)
- Successful interaction and involvement for the achievement of the different tasks (15%)

Standards of evaluation

The standards of evaluation have been conducted taking into account the Royal Decree 1105/2014 of Dec 26th (BOE number 3 of Jan, 3rd).

- **Comprehension of oral texts: 1:** Session 1, activity 2. Session 3, activity 4. Session 4, activity 3.
- **Production of oral texts: Expression and Interaction:**
3: Session 1, activities 1 and 3. Session 3, activities 2 and 3. Session 4, activities 1 and 3. Session 5, activities 1 and 2.
- **Comprehension of written texts: 2:** Session 2, activity 2. Session 3, activity 2. Session 4, activity 2.
- **Production of written texts: 4:** Session 1, activity 2. Session 2, activity 3. Session 5, activity 2. Session 6.

4. Conclusions

This master’s dissertation has contributed to the recognition of the importance and necessity of incorporating the concept of culture and the correct use of ICT into the English classroom. The design of the lesson plan included in this research has proved that learning a foreign language may become a motivating and enjoyable way of acquiring knowledge by means of using Information and Communication Technologies. Furthermore, the said lesson plan offers students authentic information and materials in accordance with the multicultural society we live in, enhancing interaction with other cultures, promoting tolerance towards people from different backgrounds, fostering

students' awareness towards world's differences and enabling learners to use the language for real situations in the future.

Moreover, the exploitation of ICT in the English classrooms offers a wide range of possibilities for students to be connected with people around the world reducing the cultural shock this way and to use their learning for realistic purposes. Indeed, students seem to be more motivated since they are aware of this chance.

That is why the implementation of these two topics has many advantages on students and on learning/teaching process. However, it is true that there is still a lack of knowledge about the use of technologies in a proper way among teachers. Some of them are not familiar with the good implementation of these resources hence it is difficult to teach students how to make an adequate practise of them. Another limitation that this lesson plan may present is that many schools in Spain are not provided with enough "tools" to carry out this kind of education.

For further research, it would be convenient to implement this lesson plan in a real and authentic setting with real students, teacher and resources as it is the best manner to determine if it adapts to the students' needs of a specific context. It is important to bear in mind that each pupil and moreover each classroom is a world in itself, that is why it is necessary to put this lesson plan into action, taking into account the students' interests, the pace of the learning process and the students' personal circumstances and verifying whether the temporalization is the adequate and whether the teachers' knowledge about ICT may make the development of this lesson plan possible.

To sum up, according to the problems posed above, this piece of work calls for the necessity of changing the classic way of learning. It is time to take advantage of the great variety of tools and resources available and to make a change in teacher's and student's attitude for students to be prepared for the real world according to its demands. Schools should be the place for that change to take place.

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