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INTERCULTURAL COMMUNICATIVE COMPETENCE ACQUISITION THROUGH NEW MEDIA IN L2 EDUCATION

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Dpto: Filología Inglesa

Junio, 2019

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Título: Adquisición de la competencia comunicativa intercultural en la enseñanza de idiomas a través de los medios de comunicación.

Resumen: En este trabajo se examina la importancia actual de la competencia comunicativa intercultural (CCI) en la formación reglada en relación con el estudio de estereotipos y la alfabetización visual como una destreza fundamental para garantizar una gestión de valores adecuada. Se investiga la noción por la que se considera a las nuevas generaciones como nativos digitales con el objetivo de ofrecer una visión sobre los medios de comunicación más relevantes para el desarrollo de la CCI y la alfabetización digital. Estos conceptos se estudian a través del análisis global de la CCI, seguido de un enfoque deductivo de la alfabetización digital, que sugieren que la introducción de la CCI en el currículo escolar puede ser un proceso complejo debido a sus múltiples componentes y que la alfabetización digital podría no estar directamente relacionada con una exposición temprana a las nuevas tecnologías. Estos aspectos se recogen en una propuesta de unidad didáctica que promueve la reflexión crítica.

Palabras clave: Competencia comunicativa intercultural, medios de comunicación, enseñanza de idiomas, alfabetización visual, gestión de valores, estereotipos.

Title: Intercultural communicative competence acquisition through new media in L2 education.

Abstract: This Master's thesis aims to shed light on the importance of intercultural communicative competence (ICC) in formal instruction within the context of the fight against stereotypes in relation to visual literacy, a significant skill to ensure successful value management. This thesis examines the conception which renders new generations as digital natives and its main goal is to look into the new media tools which may be more suitable to develop ICC and visual literacy. These concepts are analysed through a global review of relevant theoretical frameworks regarding ICC, followed by a deductive approach in relation to visual literacy, which suggest that introducing ICC in the students' curricula may be a complex process due to its multiple components and that visual literacy may not be a result of early exposure to new technologies. These aspects are gathered in a didactic unit proposal to foster the students' critical thinking.

Keywords: Intercultural communicative competence, new media, second language, visual literacy, value judgement, stereotypes.

Introduction

This Master's thesis aims to shed light on the importance of intercultural communicative competence (ICC) as a crucial component of formal education, which may be directly related to the effective development of the 21st century skills. In a global world with constant intercultural interaction, there is a growing need to create meaningful connections as regards alterity. However, as new technologies appear to bring individuals closer, visual literacy may be a valuable resource to foster successful communication.

In addition, economic instability and the emergence of extreme political groups may have caused the rise of phenomena such as hate speech, Islamophobia or prejudice against ethnic minorities. In this regard, media bias may be one of the root causes of discrimination towards otherness. Therefore, media literacy and ICC may need to be implemented as a transversal approach in the students' curricula to tackle value judgement.

Besides, as learning a new language involves the students' exposure to different cultural affiliations, this thesis focuses on the use of new media to develop ICC in second language education (L2). Thus, visual literacy may play a significant role in the students' learning process, as assessing media reliability to address value judgment requires the ability to interpret messages in a critical manner.

Moreover, this study examines the widely assumed conception which renders new generations as digital natives and whether or not their early exposure to new technologies enables them to evaluate new media messages accurately. Besides, educators may need to assume an active role to promote critical thinking and to act as facilitators when promoting students' self-development.

The main goal of this research is to provide insights as to which new media tools may be suitable to develop ICC and global citizenship values in L2 education. The above-mentioned concepts are analysed following a global review as regards ICC's relevant theoretical frameworks followed by a deductive approach in relation to visual literacy.

Chapter 1 covers the conceptualization of ICC and its components, as these are the main foundation on which this research is based. In this regard, the definition of competence and its implications from the applied linguistics lens is followed by a description of the notions of identity, culture and intercultural encounters. Chapter 2 focuses on a comprehensive description of society's current realities and pressing issues, as well as on major international institutions' measures to tackle them. In this section, the connection between ICC and mediation is analysed, since it may play a significant role when developing students' social injustice sensitivity towards global manifestations of prejudice – such as stereotyping and discrimination. Chapter 3 serves as an introduction to the pedagogic value of new technologies, as it offers a deductive

approach where students' visual literacy skills are analysed against existing empirical data. In this sense, promoting their ability to manage new media information may be crucial to ensure successful communication both at local and global scales. Lastly, Chapter 4 offers a didactic unit proposal where the development of ICC's core components is promoted through an eclectic methodology which encompasses a critical analysis of multiple visual media items, interactive meaning negotiation and effective ambiguity management techniques in intercultural contexts.

Moreover, this research may be particularly relevant within the field of intercultural studies, as the *Common European Framework of Reference for Languages* (CEFR) *Companion Volume* (2018) presents an updated version where several new concepts are emphasised: the importance of online interaction (conversation and discussion), goal-oriented online transactions and collaboration, and using telecommunications. An extensive amount of information is produced and shared in the digital world, thus creating a need to measure communication efficiency regarding new media tools and platforms.

In addition, the concept of mediation is also highlighted in the *CEFR Companion Volume* (2018). In this regard, its connection with ICC is considerably tangible, as interculturally competent communicators are able to interpret and reflect on messages in diverse cultural frameworks.

1. Intercultural communicative competence as a comprehensive process: definitions, theories and components

The theory of intercultural learning is under continuous development due to the very nature of human interaction and the cultural dimension of language. This chapter focuses on various concepts related to ICC from an educational approach and through the applied linguistics lens.

1.1. Competence and performance

Before defining ICC, approaching the notion of communicative competence in applied linguistics may provide a solid field of research for this topic. According to Spitzberg and Changnon (2009), competence is generally associated with terms such as understanding, relationship development, satisfaction, appropriateness or even adaptation.

Besides, other conceptualizations may describe competence as set of skills applied in a specific context (Barret, Byram, Lázár, Mompoin-Gaillard, & Phillippou, 2014). Nevertheless, a brief historical review about this term may shed some light on its definition.

Firstly, according to Chomsky (1965), who bases his theory on Saussure's distinction between *langue* and *parole*, competence may be defined as the speaker-listener's knowledge of language, while performance is the actual use of language in real situations. However, Chomsky's dichotomy between competence and performance puts the emphasis on an idealistic concept where users produce error-free utterances (Bagarić & Djigunović, 2007).

Secondly, in a reaction towards a more *communicative* approach in applied linguistics, Hymes (1972) points out the absence of a notion of appropriateness in a given speech. In this regard, the abstract nature of Chomsky's linguistic competence is criticised, as communication between individuals implies meaning negotiation in different contexts.

Thirdly, Canale and Swain (1980) create a framework in which the notion of communicative competence is composed of "linguistic competence, discourse competence, strategic competence and sociolinguistic competence" (Čaňková, Kostova, Golubina, Huber-Kriegler, Ivanus, Kačkere, Lázár, Lussier, Matei, de la Maya Retamar, Peck, Rot Gabrovec, Skopinskaja, Vief-Schmidt, & Wiesinger, 2007, p. 8).

Moreover, van Ek (1986) describes two additional components: sociocultural competence, as the ability to interact in a particular reference frame, and socio-linguistic competence, which implies a variety of attitudes and linguistic functions. His model

focuses on the social responsibility of individuals, beyond communication skills (Byram, 1997).

According to the CEFR, “competences are a sum of knowledge, skills and characteristics that allow a person to perform actions” (Council of Europe, 2001, p. 9).

Therefore, the concept of communicative competence may be understood as a combination of general competences (they are not strictly related to language, but are involved in a variety of actions, including language tasks) and communicative language competences, which allow individuals to act applying linguistic means (Council of Europe, 2001; Council of Europe, 2018). Following the CEFR guidelines, general competences refer to knowledge, skills, existential competences and the ability to learn. Communicative linguistic competences are classified into linguistic, sociolinguistic and pragmatic competences.

1.2. Identity, culture and intercultural encounters, a holistic approach towards L2 education

The definition of ICC is an equally complex one, especially regarding its application in the context of education, where the L2 classroom offers a valuable opportunity to promote intercultural dialogue.

Against this backdrop, ICC is thus considered an extension of the above-mentioned communicative competence by scholars such as Byram (1997) and Čaňková et al. (2007). Besides, the CEFR states that the learning process of languages and cultures is not divided into “separated mental compartments, but rather builds up a communicative competence” in which all knowledge and experience interrelate (Council of Europe 2001, p.4).

In this sense, the introduction of the intercultural aspect refines the notion of being able to communicate with individuals who speak a different language, to use a lingua franca with speakers from different nationalities, and also, to establish relationships with members in their immediate communities (Byram, Holmes, & Savvides, 2013; Byram & Wagner, 2018).

In addition, according to Barret et al. (2014), the concept of ICC is deeply intertwined with other notions that need to be addressed in order to fully comprehend it. Given that the concept of *competence* is already covered, *identity*, *culture* and *intercultural encounter* remain as three essential elements.

The term *identity* refers to an individual’s own concept of who he/she is and those values which hold a specific significance according to his/her point of view. This description applies to social, personal and cultural identities (Barret, et al., 2014).

In this sense, Godwin-Jones (2013) highlights the link between language and identity, as the speech displayed in the L2 classroom tends to be poorly contextualized, with relevant information about the speakers' identity partially missing. In everyday real communication, cultural affiliations are an essential factor when determining the way in which language is used.

Therefore, the multiple identifications that a person may assign to himself/herself are a reflection of his/her individuality as opposed to the definition of others and their corresponding roles in society. As Cunha and Gomes (2007) suggest, this feeling of belonging to a community connects identity to culture.

Accordingly, describing the term *culture* might be especially complex, as cultural groups present a heterogeneous and fluctuating nature depending on individuals and context variables (Barret et al., 2014). The concept of culture may consist in the ability to perceive otherness through the individual's own lens, and it appears to be related to the negotiation of meaning (Komorowska, 2006).

In addition, according to Barret et al. (2014), there are three different aspects that may be taken into account when defining *culture*: firstly, the notion of material culture refers to artefacts such as foods or clothing; secondly, the concept of social culture corresponds to social institutions such as language or folklore; a third element to consider is the subjective aspect of culture, which is related to beliefs, attitudes or norms.

Against this backdrop, the conception that identity and culture are lifelong processes where individuals may freely adhere to diverse cultural affiliations according to their unique mosaic of identities becomes clearer (Nestian Sandu & Lyamouri-Bajja, 2018). Barret et al. (2014) suggest that cultural limits may be blurry in many cases, as most individuals are part of or identify with a wide range of cultures. Besides, the significance attached to a particular culture varies from person to person, as each individual manifests a different array of experiences and worldviews.

In relation to *intercultural encounters*, they may be defined as experiences where individuals belonging to different cultural affiliations engage in an interaction and both sides become aware of these identity variations. This might happen as a result of the individuals' attitude or the situation itself. Barret et al. (2014) point out that these encounters may be face-to-face or through different types of media platforms. Besides, these authors define intercultural encounters as experiences between individuals from different countries or interactions between individuals with diverse cultural affiliations in the same country, for example, different faith, region, linguistic variety or ethnic background. Therefore, an interculturally competent citizen is able to turn intercultural experiences into intercultural connections or encounters, as he/she is willing to

comprehend the other person's views while making an effort to present his/her own perspectives in a cooperative way (Byram, 1997; Moeller & Nugent, 2014).

1.3. Theory and frameworks: intercultural communicative competence as a conceptual process in education

Becoming interculturally competent is not an automatic process or a natural result of L2 education. Therefore, educators need to make a conscious effort to teach languages towards intercultural communication, rather than to simply promote knowledge about certain national cultures (Byram & Wagner, 2018).

There is a variety of theoretical frameworks which conceptualize ICC regarding diverse aspects. In this sense, Spitzberg and Changnon (2009) refer to five types of models: compositional, co-orientational, developmental, adaptational and causal-path theories. However, demarcation lines between these categories may become blurry in relation to notions such as meaning negotiation, adaptation processes, behaviour adjustments or attitudes towards otherness.

Compositional models such as Byram's framework (1997), identify different elements or traits in ICC (knowledge, attitudes, skills and critical awareness), while co-orientational models are mainly focused on interactional achievement. In this category, Fantini's model (1995) suggests a series of linguistic processes where concepts and thoughts are *translated into* actions that may point towards similar perspectives if the interaction is successful. Nevertheless, co-orientational models appear to be problematic, as Spitzberg and Changnon (2009) point out that ambiguity seems to be a common ground of intercultural interactions.

Developmental models emphasise that individuals may progress towards higher levels of ICC through ongoing study and interaction. In this sense, King and Baxter Magolda's theory (2005) shows different levels of maturation regarding cultural awareness and sensitivity: initial, intermediate and mature levels of ICC. Individuals at an initial level present ethnocentric views on social issues, while a transition towards an intermediate stage translates into a willingness to explore divergent perspectives. A mature level is characterised by a desire to challenge social practices as regards others' rights.

Adaptational models point towards the individual's disposition as a significant element in intercultural encounters. Kim's adaptation paradigm (1988) highlights that contextual factors such as pressure from the dominant or host culture and tolerance regarding alternative cultural approaches may affect the process in which interlocutors' behaviours are adjusted. However, Spitzberg and Changnon (2009) argue that these

types of models do not articulate to which extent mutual adaptation needs to take place to ensure a successful interaction.

Causal-path theories present ICC as bi-directional processes where different variables become interdependent. Arasaratnam's paradigm (2007) proposes that empathy, motivation, experience and global attitudes are interconnected variables that have an influence on each other in a cause-effect manner. These variables affect successful intercultural interaction at the same time.

However, it seems that some of these models are not the result of empirical examination, or they have been tested in a limited and hence not representative number of ICC learners. In this regard, compositional models seem to be the least inclined to make assumptions about the process of ICC acquisition, as they only attempt to define its main elements, without contemplating possible interconnections between them (Lohrenscheit, Malak-Minikiewicz, Huber, Brossard-Børhaug, & Barrett, 2012).

Therefore, the present research mainly focuses on Byram's compositional paradigm (1997), as it seeks to establish a comprehensive notion concerning the main elements or core components in the individuals' process of becoming interculturally competent. Nevertheless, developmental (Bennett, 2004) and casual-path (Deardorff, 2006) models are also included, as they present valuable commonalities in relation to Byram's framework. Developmental models share the notion that ICC is a life-long learning process, while casual-path paradigms present similarities as regards ICC's main components.

According to Moeller and Nugent (2014), there are three common themes that may be identified within the educational side of ICC: self-awareness and identity transformation, the notion of students as inquirers, and the process or journey towards the development of the aforementioned competence.

In this sense, Byram (1997) also states that the first element that an individual must adjust is attitude. Based on this concept, students need to show openness and curiosity in relation to new values and worldviews to foster equality in their relationships.

Concerning the notion of students as inquirers, the main focus is on the discovering process, as 21st century language educators may not be expected to provide fully constructed information about the target cultures. Teachers may rather act as guides to encourage learners to research, examine and assess purposeful and contextualized information through authentic material, including new media (Byram, Gribkova, & Starkey, 2002). Moreover, in terms of the process of acquiring ICC, learners may manifest different learning rates, as they usually present diverse backgrounds, views and previous experiences (Byram, 1997).

Besides, Deardorff (2006) describes this process as an endless journey, since the learner embarks on a life-long learning experience characterised by constant change and transformation. She introduces a circular model that allows individuals to move back and forth. However, the starting point might always be *attitude* according to this paradigm, as the learner needs to be willing to discover otherness to become interculturally competent.

In Figure 1, the process starts with a change in the learner's attitude, followed by the individual's acquisition of knowledge through self-reflection. This procedure leads to an internal outcome stage, where there is a shift towards values such as empathy or adaptability. In addition, when interaction with otherness results in a successful communication episode, new cycles of interactions may result in richer experiences.

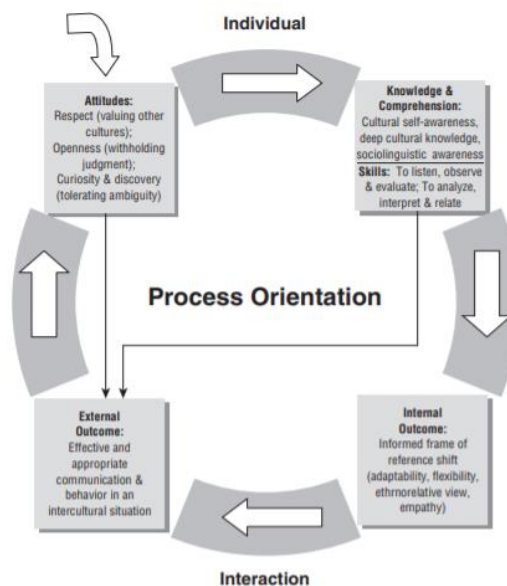


Figure 1. The process of acquiring ICC: a cycle from individual attitude towards effective interaction (Deardorff, 2006, 256)

Moreover, the information contained in Figure 1 also exemplifies Byram's paradigm (1997): learners continue to develop their communicative skills in other languages, even if they have not studied them. When they learn how to interact with individuals from different cultural affiliations, a new foundation for language and culture acquisition is established. In this sense, those individuals may continue to enrich their intercultural experiences throughout the rest of their lives.

However, according to Byram's model (1997), besides the already mentioned attitudes, acquiring ICC also requires certain skills and knowledge about otherness,

which he arranges into five *savoirs* or categories (see Table 1). Concerning skills, Byram highlights the abilities to interpret, relate, discover and interact with others. As regards knowledge, the author focuses on individuals' understanding of themselves and social processes.

	Skills interpret and relate (<i>savoir comprendre</i>)	
Knowledge of self and other; of interaction: individual and societal (<i>savoir être</i>)	Education political education critical cultural awareness (<i>savoir s'engager</i>)	Attitudes relativising self valuing other (<i>savoir être</i>)
	Skills discover and/or interact (<i>savoir apprendre/faire</i>)	

Table 1. Byram's five "savoirs" or categories: main components of ICC (Byram, 1997, 34)

At the core of this framework underlies a crucial notion: critical cultural awareness. This concept is particularly relevant in today's society, as individuals are presented with a plethora of contradictory messages in complex and diverse communities.

In this sense, the Council of Europe's call for action to foster empowered learners who take part in democratic societies leads to an upgraded version of Byram's model, where his conceptual framework of ICC is expanded and rearranged into 4 sub-sets. The inclusion of action orientation may be highlighted towards the formulation of a more participatory notion of ICC (Barret et al., 2014; Lindner & Méndez García, 2014).

Sub-sets	Competences
Attitudes	Respect for otherness
	Empathy
	Acknowledgement of identities
	Tolerance of ambiguity
Knowledge	General and specific knowledge
Skills	Skills of discovery and interaction
	Skills of interpreting and relating
	Communicative awareness
	Behavioural flexibility
	Critical cultural awareness
Action orientation	Willingness to engage in some activity as a result of reflection

Table 2. Upgraded framework of ICC: main components (adapted from Lindner & Méndez García, 2014, 229)

In Table 2, there is an array of components regarding ICC; they are intended to indicate which concepts may be considered when addressing the development of ICC in L2 education (Barret et al. 2014). Concerning the knowledge subset, it is related to the process of understanding diversity and its connection to social dynamics, artefacts and communities (including the individual's own cultural components). In terms of action orientation, Table 2 refers to a conscious mechanism through which learners aim to leave a positive impact behind their actions after contemplating the importance of their contributions in an interconnected society. As regards attitudes, the upgraded framework highlights the respect for other cultures and willingness to eliminate judgement, valuing diversity, tolerating ambiguity or processing someone else's point of view. Referring to skills, the ability to overcome communication breakdowns through communicative awareness may be emphasized.

Moreover, Bennett (2017) argues that an essential element to develop ICC is the process of overcoming ethnocentrism. Regarding the relevance of the already mentioned individual's attitude during ICC acquisition, Bennett's theoretical framework complements the preceding ICC models in this section, as it attempts to crystallize the diverse stages that lead to intercultural sensitivity (see Figure 2).

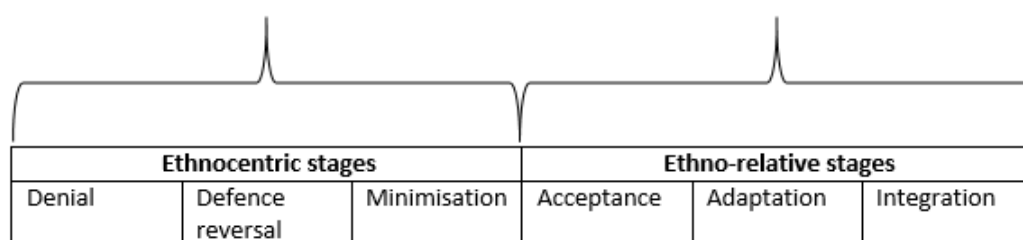


Figure 2. Bennett's developmental model of intercultural sensitivity (adapted from Nestian Sandu & Lyamouri Bajja, 2018, 30)

In this sense, Bennett's constructivist view suggests that individuals set boundaries regarding *self* and *otherness* which affect the perception of intercultural encounters. In the ethnocentric stages, the main goal is to eliminate cultural discrepancies, while cultural diversity is considered as an opportunity to enrich self-identities in the ethno-relative phases (Nestian Sandu & Lyamouri-Bajja, 2018).

Individuals may show a state of cultural denial when barriers are built to avoid experiencing or contacting with different world perspectives. In this regard, categorization towards otherness may present vague concepts such as *foreigners*, or other terms to indicate separation. The stage of defence is related to a notion that envisions other cultures as a threat, while a possible variation of this phase is the state

of reversal, where the adopted culture or a certain culture with which the individual experiences some kind of interaction is considered as superior to his/her own culture. The minimisation phase entails a conscious attempt to reduce the importance of differences in favour of allegedly universal shared values that individuals may perceive as common to all cultural affiliations.

In the acceptance phase, diversity is acknowledged and therefore respected. However, according to Bennett (2017), it is important to highlight that acceptance is not a synonym of assimilation in this particular model. Therefore, acceptance does not refer to abandoning one's own identity and values, but rather extending the individual's intercultural repertoire. Besides, individuals experience a context-shifting during the adaptation stage: learners internalise different frames of reference that may be used according to the level of appropriateness in a given situation. In this sense, individuals may become culturally flexible enough to interact without allowing dominant cultural perspectives to hinder the communicative process. Lastly, Nestian Sandu and Lyamouri-Bajja (2018) argue that the stage of integration might be considered as the most cognitive demanding phase, for it entails an ongoing process towards rearranging and redefining one's own cultural affiliations and plural identities based on experiences, relationships or interactions in a variety of contexts.

However, this model is not based on knowledge or skills, therefore, an individual's knowledge about a certain culture does not necessarily mean that he/she is willing to accept others' perspectives as equally valuable as his/her own.

2. Relevance of intercultural communicative competence in today's society

In a global society with a growing rate of migration and mobility, the need for an intercultural approach in language education seems particularly relevant. Moeller and Nugent (2014) argue that students need to be prepared to engage and cooperate in an interconnected society, which is at the core of ICC development.

Besides, regarding the new CEFR *Companion Volume* (Council of Europe, 2018), the concept of mediation is specifically highlighted, as being interculturally competent is directly connected with the mediating role of recognising cultural diversity and adjusting one's own actions to cope with ambiguity and to help other parties communicate in a successful manner (Brownlie, 2017).

In addition, the concept of intercultural mediation is also implied in Byram's model of ICC (1997), which involves the adoption of a critical standpoint during social interactions (Houghton, 2012), a relevant factor in a society with a growing trend of simplistic stereotyping.

This chapter focuses on the relevance of ICC, as it entails recognising and challenging global assumptions in an interdependent world where social justice needs to be part of formal education.

2.1. The Council of Europe's call for action

Previously seen in chapter 1, Byram's framework (1997) also influences several educational tools designed by the Council of Europe, an institution particularly concerned with intercultural dialogue across borders. Accordingly, this section focuses on current challenges and major international organisations' measures to tackle them.

In this context, there are three main values promoted by the Council of Europe: the respect of human rights, democracy and the rule of law. Therefore, ICC is a valuable resource to grant all citizens equal opportunities and status, independently of their cultural affiliations (Barret et al., 2014). With this regard, there is a significant number of European policies aimed at the promotion of intercultural instruction, such as the project *The New Challenge of Intercultural Education*, whose main goal is to encourage awareness regarding the need for a constructive interaction between individuals of different religious traditions (Jackson, 2009).

The *Wrocław Declaration* (Council of Europe, 2004) highlights the importance of intercultural dialogue to manage diversity effectively. Furthermore, the programme *Policies and Practices for Teaching Socio-cultural Diversity* (Arnesen, Bîrzea, Dumont, Essomba, Furch, Vallianatos, & Ferrer, 2008) tackles diversity in educational contexts. Similarly, the *White Paper on Intercultural Dialogue: Living together in dignity* (Council of Europe, 2008) points towards the educational side of ICC, as it is a social resource that needs to be developed through proper instruction.

Along the same lines, by adopting the *Green Paper on Migration and mobility: Challenges and opportunities for EU education systems* (European Commission, 2008), the EU also addresses the urgency of intercultural dialogue.

In addition, the report *Living together - Combining diversity and freedom in 21st century Europe* (Council of Europe, 2011) argues that intercultural educators and authorities need to promote intercultural competence beyond formal curricula, which emphasizes Byram and Wagner's perspective (2018) about language educators' social responsibility. In this regard, it becomes apparent that education is a powerful tool that needs to be applied together with political and institutional measures to eradicate global inequalities in a conjoint manner in order to assure its effectiveness.

2.2. Current realities: hate speech, terrorism, migration, populism, globalisation and human rights

The aforementioned policies are notably pertinent in the context of an interconnected society with raising global issues which show that contemporary approaches towards intercultural interactions are in need of less virulent categorizations.

The capability to understand each other across different types of cultural restraints is especially relevant today, as patent manifestations of violence, xenophobia, discrimination, prejudice or hate speech are part of modern society's turmoil. In addition, political parties promoting radical ideas along with a deteriorated socio-economic context may exacerbate inequality among individuals from diverse cultural backgrounds (Nestian Sandu & Lyamouri-Bajja, 2018).

Therefore, ICC is a powerful measure – although not the only one – to ensure that all citizens live in a harmonious environment. All individuals need to acquire ICC to contribute to a democratic society where the rule of law and human rights are respected (Barret et al., 2014). Besides, language presents a hegemonic role in the context of intercultural encounters, as it might be one of the most powerful mediums through which individuals share their worldviews. The link between language and culture may become vital, as well as the connection between language competence and ICC, as they are both the ground where successful interaction may take place (Byram & Wagner, 2018).

As Nestian Sandu and Lyamouri-Bajja highlight (2018), the development of ICC is not an isolated process, for it is linked to today's changing society. ICC is related to diverse global issues, such as hate speech, the threat of terrorism, migration, political extremism, globalization and human rights.

Concerning the rise of hate speech, although the online world offers valuable opportunities for intercultural dialogue, it also presents a challenge at a transnational level, as the anonymous use of offensive language towards individual or group targets is an ever-growing trend.

While there is a significant level of controversy as regards hate and freedom of speech, governments and institutions' policies aim to eliminate discriminatory content. The *EU Code of Conduct* (European Commission, 2016) provides a response to illegal online content, although it may be an insufficient measure, due to the high volume of hateful messages in a variety of forms (Gagliardone, Gal, Alves, & Martinez, 2015).

In respect to the threat of terrorism and the media, after the terror attacks of 11 September 2001, the proliferation of Islamophobia appears to be a global issue. While terrorist attacks seem to be rather frequent, the perpetrators' profiles and motives

differ in each case (Faas, Hajisoteriou, & Angelides, 2014). According to Nestian Sandu and Lyamouri-Bajja (2018), without the right knowledge and tools for value judgement, certain individuals may not be able to distinguish between extremist groups who claim to act on behalf of Islam and the Muslim community, with no link or identification with these groups. In this sense, the information portrayed by the media influences how individuals perceive society's different realities. Therefore, ICC plays a significant role in allowing learners to identify manipulative patterns through stereotyped symbolism (Houghton, 2012).

Moreover, numerous communities and individuals are in a situation of forced displacement (United Nations High Commissioner for Refugees, 2018). These migration movements are also related to xenophobic attitudes and discrimination. However, the political scene (Nowicka, 2018) does not always seem to support refugees and migrants, as radical political parties adopt simplified perspectives about diverse social structures. These movements contribute to the marginalisation of minorities and individuals in vulnerable situations. In this regard, public discourse does not always seem to show consideration of individuals seeking asylum, for certain political affiliations spread negative images where migrants are seen as analogous groups of poor and uneducated backgrounds. This propaganda may be a justification to apply immigration restrictions and the closing of borders (Goodwin & Milazzo, 2015).

In this context, the link between ICC and human rights seems rather significant. Access to democratic citizenship may only take place when disadvantaged communities are empowered and their participation in society is assured regardless of their background (Nestian Sandu & Lyamouri-Bajja, 2018).

In addition, the defence of human rights provides a valuable opportunity to develop solidarity beyond frontiers (Osler, 2015), as it promotes the validity of both multiple identities and the stories of minority communities beyond nationalities, an essential notion discussed within the next section.

2.3. Stereotypes, social injustice and mediation: a practical notion towards intercultural communicative competence

According to the previously mentioned ICC theories, openness towards otherness seems to be one of the core components of intercultural dialogue. However, recognising practices that go against human rights and taking action to prevent stereotyping from happening are important aspects that need to be taken into account in the learning process of ICC (Brownlie, 2017).

In this regard, cultural affiliations affect how social groups see themselves and how they categorize others' identities. Therefore, people might subjectively attach

certain identities to specific groups. However, “the inappropriate ascription of identity by others, [...] ha[s] been found to have adverse effects on people’s psychological well-being and social adaptation” (Barret et al., 2014, p.15).

In this sense, Busch (2010) suggest that, adopting the role of mediators, ICC learners may challenge simplistic cultural categorisations that aim to imply conflicting differences among members of society. Mediators may try to deconstruct these stereotypes by reflecting on these notions and helping others to do so in order to overcome these negative distinctions. Therefore, intercultural encounters may present an opportunity to encourage individuals to comprehend different practices in a safe environment where ICC components (attitudes, knowledge, skills and actions) may be applied. For this particular purpose, Byram and Wagner (2018) urge language educators to offer students the opportunity to develop ICC and their identity through direct or indirect interactions with individuals from diverse cultural affiliations.

In addition, Bennett (2004) points out the pressure that contact with diverse worldviews creates in an individual’s repertoire. Therefore, learners who are exposed to mainly monocultural interaction may only manifest and rely on their own cultural perspectives in general terms. In this regard, Bennett’s model (2004) of intercultural sensitivity becomes particularly relevant to approach the notion of stereotyping in relation to cultural identifications. The metaphor of culture represented as an iceberg is a popular analogy which compares the tip of the iceberg to the visible aspects of culture and associates the submerged part to the invisible elements of culture (Brotto, Huber, Karwacka-Vögele, Neurner, Ruffino, & Teutsch, 2012). Figure 3 shows how, according to this analogy, different aspects of culture are considered as static entities that do not have a connection.

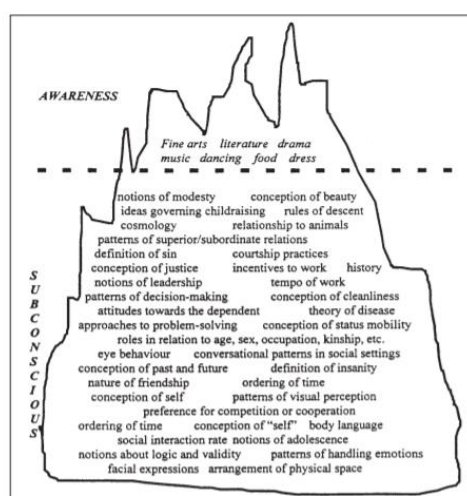


Figure 3. The analogy of culture as an iceberg (Brotto et al. 2012, 19)

However, according to Nestian Sandu and Lyamouri-Bajja (2018), this essentialist view does not offer a satisfactory explanation of the dynamic aspect of culture: this model fails to incorporate crucial aspects such as personal choice or the constant alterations in cultural artefacts, identities and representations due to interaction with otherness.

Stereotypes are simplified categorizations about a certain group of individuals, a phenomenon which makes the process of analysing the world relatively quicker. However, this reductionist approach provides an inaccurate vision of society's groups and interactions. Therefore, stereotyping leads to the association of specific and easily recognisable aspects with certain individuals (Nestian Sandu & Lyamour-Bajja, 2018). Against this background, Komorowska (2006) explains that the appearance of stereotypes may be a result of simplifying cultural models. Stereotypes may be defined as conjoint thinking patterns which offer security in a given group affiliation.

Brotto et al. (2012) suggest that these types of associations may be the result of reductionist approaches towards implicit value systems (socio-political or institutional levels) or external appearance (age, ethnic group, or attire). Stereotypes may imply a particular expected behaviour and some type of judgement.

Brownlie (2017) clarifies that as a way of challenging discrimination, students' initial step needs to be recognising these type of stereotyping attitudes. However, this task may present certain difficulties, since some of these behavioural patterns may be subject to different interpretations.

Besides, many educational systems across the globe follow a pattern of promoting a singular identity, which is usually related to different types of nationalisms. In this regard, many narratives instilled in the learners' psyche mask the story of minority communities. Therefore, denationalizing curricula may allow students to find their role models or identities beyond the mainstream (national) archetypes (Osler, 2015).

Komorowska (2016) considers that, as part of a global society, learners may interact with different communities as travellers, working adults or students. However, general language education usually focuses on factual aspects about some countries and their language varieties, rather than on promoting interpretations or self-reflection about nuances and different perspectives.

Another relevant issue as regards stereotypes which may be less apparent in L2 education is related to the notion of a native or prototypical speaker in a given language. However, Byram and Wagner (2018) argue that languages are altered by the different groups and societies where they are spoken and thus, they are embedded with particular connotations and forms. Therefore, learners do not need to adapt their language to emulate a more native production of speech, as such a concept generally

refers to a uniformity ideal that does not accurately render the heterogeneous nature of contemporary society.

In this sense, Byram and Wagner (2018) highlight the link between social justice and education, as the acquisition of ICC may be a crucial element to avoid stereotypes, particularly with the promotion of knowledge about one's own values, empathy towards otherness and critical understanding about pressing global issues based on real evidence.

Gut, Wilczewski, and Gorbaniuk (2017) explain that assessing the role of social stereotypes during ICC educational development may be a priority in order to understand the cognitive process behind distorted simplifications about the surrounding world. Besides, it may prepare learners to consciously refrain from this fixed categorization tendency in intercultural environments or situations where the overwhelming amount of information to be processed may otherwise lead them towards this behaviour.

Moreover, the effects of stereotypes are particularly influential in modern society, as both individual and collective levels of discrimination may lead to precarious situations where the stereotyped individuals "have limited access to public services, their human rights are not respected and their personal development and opportunities to contribute to the development of society are hindered" (Nestian Sandu & Lyamour-Bajja, 2018, p. 24).

In Nowicka's regard (2018), in a context of European divisions and Brexit, the stereotyping phenomenon towards migrants may be a political strategy where their image as a burden to the system may justify the closing of borders and eliminating connections with international institutions. In addition, Figure 4 shows how discrimination and stereotyping lead to a snowball phenomenon where the targeted communities considered as inferior are treated worse overtime. The *Pyramid of Hate* (Anti-Defamation League, 2018) describes how biased behaviours grow from the bottom towards the top. Emulating the structure of a pyramid, this model shows the way in which the higher levels are supported by the levels below. If societies accept the actions in the lower levels considering them as minor offenses, they may be building the foundation for violent behaviours. It seems that working to eliminate the root cause of these violent perpetrations may be the most effective way of redefining an intercultural society where the acceptance of diversity within the human rights framework allows positive affirmations of different identities and enriching interactions (Nestian Sandu & Lyamour-Bajja, 2018).



Figure 4. The pyramid of hate in the context of stereotyping and discriminating behaviours in society (Anti-Defamation League, 2018)

As stereotypes are easily spread through multiple paths such as personal relationships, the media or educational systems, promoting a shift in individuals' perceptions may become a difficult task. Therefore, Byram and Wagner (2018) consider that the earlier this phenomenon is tackled, the sooner learners may apply their skills, knowledge, attitudes and actions outside the classroom environment.

Scholars suggest different approaches regarding the elimination of stereotypes which may be applied in L2 education: being cautious of the language used in class, promoting critical engagement with relevant texts and discourses, discussing the students' stereotypes, focusing on similarities rather than differences alone and enabling positive affirmations of different identities (Nestian Sandu & Lyamour-Bajja, 2018).

Language education is highly influenced by the Council of Europe and the European Union, whose values align with linguistic diversity and the individuals' ability to relate to different social groups. However, the involvement of all teachers – and not only of those within the language field – as regards cross-curricular aspects of culture seems to be an ineluctable process in the context of international conflicts and the Council of Europe's call for action.

Despite these efforts, Byram et al. (2014) argue that the educational and social approach of ICC acquisition may not always be sufficient to prevent stereotyping from happening. Institutional constraints may inhibit intercultural dialogue by disempowering certain communities which are unable to confront privileged spheres. The development of ICC through education needs to be accompanied by measures to challenge inequalities and structured bias.

3. New media and intercultural communicative competence: a global phenomenon

Individuals live in an interconnected society where they formulate perceptions of others through a constant exposure to new technologies in their everyday lives and where the use of the Internet takes a hegemonic role.

The new CEFR descriptors (Council of Europe, 2018) highlight this dimension in contemporary communication with the introduction of new scales for the assessment of students' communicative competences: online conversation and discussion, goal-oriented online transactions and collaboration, and using telecommunications.

This chapter covers relevant concepts regarding the use and implications of new technologies in today's society as well as its introduction in the L2 classroom to improve ICC development.

3.1. The online world and new technologies

Chen (2012) reports that as human communication evolves from the dissemination of knowledge through oral tradition to mass instant message production through different platforms, new media creates a society whose environment is characterised by multiple interconnections which render intercultural communication especially complex. Globalization is a dynamic phenomenon where cultural identity and cultural diversity emulate two different forces, at times opposed to each other. In this sense, Chen (2012) explains that new media influences human interaction, especially between those belonging to different cultural affiliations.

Therefore, if students wish to communicate successfully in a world with a rapid pace of technological advancement, they need to adapt to the demands of a global and complex environment. Accordingly, Wach (2015) considers that interacting and cooperating with individuals from diverse backgrounds is a *conditio sine qua non* due to the rise of international media. Likewise, Leppänen, Pitkänen-Huhta, Piirainen-Marsh, Nikula, and Peuronen (2009) suggest that the use of new technologies in an increasingly interconnected society is particularly helpful if educators wish to accelerate the process

of transcending students' local identities and sharing values, perspectives and interests with their common generation.

In addition, contemporary societies present phenomena such as code-switching or the use of loanwords from different languages. In this regard, the integration of technology may provide a valuable source of realistic language samples in a variety of contexts (Godwin-Jones, 2013). The use of new media could support a more natural process of L2 acquisition, as well as a better understanding of socio-cultural factors.

Wach (2015) argues that the development of ICC in students presents several advantages, such as increasing curiosity, sensitivity and tolerance towards other cultures. Against this backdrop, new technologies provide relevant information about these cultures and an opportunity to engage in the learning process of L2 with the use of authentic material. Besides, students consume a considerable amount of unfiltered information and the language educator's role may be significant when promoting a critical reflection as regards intercultural and media awareness (Lindner & Méndez García, 2014). However, the ever-changing nature of the present technological society urges educators to continuously adapt intercultural objectives to better serve modern communities (Stewart, 2007).

In this context, Ausburn and Ausburn (1978) indicate that societies' global proximity (due to the use of new technologies) leads individuals towards connecting with each other in a way where self-awareness and the construction of otherness are deeply intertwined. In this regard, the process of intercultural communication presents a higher level of ambiguity, particularly visible in different users' attitudes and behaviours through new media. As technological platforms allow individuals to create content and to judge others' productions, there is a rising need to distinguish different types of output: factual information from reliable sources, misleading propaganda or targeted marketing campaigns.

Besides, Chen (2012) argues that without the constrictions of time and space, message circulation profits from a wide audience, where a redefinition of identity, community, political and even cultural values takes place. Moreover, the cyberspace established by new media enables users to produce virtual content that may not only affect individuals' attitude and behaviour, but also their interaction with others in the real world. These possible alterations may influence the way individuals perceive other's identity and their own. Young learners are particularly sensitive to images and messages conveyed through new media, a significant factor that educators may address when promoting critical thinking and autonomy.

Nevertheless, other lines of research suggest that new media may trigger negative interactions as regards intercultural communication, especially when revealing

negative and personal information. These situations may jeopardize the constructive status of intercultural connections (Qian & Scott, 2007).

As regards intercultural conflict, new media offers the possibility of promoting a certain image, not only at the personal level already mentioned, but also at a national level. In this sense, the media coverage of certain events provides numerous examples about different perspectives on specific events or circumstances. As a result, media (especially visual) literacy and ICC acquire relevant roles when assessing and reacting to different cultural affiliations portrayed by the media. It seems that preparing students to combat stereotyping attitudes is a necessary approach towards social justice education.

3.2 Visual literacy, intercultural communicative competence and education

Visual literacy could be defined as “a group of skills which enable an individual to understand and use visuals for intentionally communicating with others” (L. J. Ausburn & Ausburn, 1978, p. 291). According to these authors, visuals may be considered as a language and thus, a visually literate individual needs to have the ability to read and write this language. In this regard, Ausburn and Ausburn (1978) emphasise that visual communication needs be conveyed within the techno-cultural setting where modern society is established, since today’s technology is primarily based on visual concepts. Accordingly, it is of utmost relevance that new technology users comprehend two crucial factors affecting this type of communication: on the one hand, visual literacy prevents users from being manipulated, and on the other hand, the technological world is bringing citizens closer to each other.

The generation born circa 1980 and 1994 is usually referred to as the *digital natives* or the *Net generation* (Bennett, Maton, & Kervin, 2008); besides, scholars such as Howe and Strauss (2000) label this generation as *millennials*. The notion of digital natives renders these individuals as particularly skilled at the use of new technologies due to their upbringing and exposure to them. In general terms, most students may nowadays be considered as digital natives in today’s classrooms, as they are in contact with new technologies since an early age. By extension, the digital natives’ argument declares that millennial learners are naturally visual learners. Accordingly, the notion that repeated interaction with visual resources may result in visual literacy appears to be a feasible corollary.

However, in a study carried out by Brumberger (2011), evidence shows that, as regards the evaluation of images, students may not be strongly inclined towards the notion that media elements may present alterations. In this sense, learners seem to assess images according to their personal experiences rather than objective criteria:

familiarity appears to be a relevant source of judgement. These data suggest that, contrary to the digital native notion, students may not be particularly skilled at identifying contextual details. Students' ability to interpret visual communication may not be accurate enough to critically analyse today's most common source of information: new media. These findings may have strong repercussions in the learners' development of ICC, with deficient repertoires to interact in global and transcultural environments.

In addition, Ausburn and Ausburn (1978) argue that the environment in which communication media are presented might render the users' visual literacy skills significantly passive. In this regard, they discuss the importance of allowing users to develop a more critical approach towards the messages conveyed through new media.

Although ICC development seems to be an essential tool to combat the array of multiple categorisations conveyed by the media, both from individual users and collective entities, ICC critical thinking component may need to be reinforced with visual literacy skills to combat negative phenomena such as stereotyping and discrimination.

Empirical research (Brumberguer, 2011) suggests that although many students use an extensive array of technology tools on a daily basis, there are areas where the familiarity and application of these tools are not spread in an equal manner. Accordingly, educational institutions may need to enhance ICC learning contexts to cater for this deficiency.

Besides, Bennet et al. (2008) highlight that domestic dynamics and affluence are relevant factors as regards the students' use of technology. Accordingly, they argue that there may be as much variation within millennials as among the different generations.

Lundy and Stephens (2016) consider visual literacy as an essential skill for the 21st century and thus, it needs to be incorporated into students' curricula to guarantee successful communication and intercultural dialogues in this technological era. Ausburn and Ausburn (1978) argue that the role of educational institutions needs to be debated, as fostering critical visual literacy also presents several advantages for learners: improved verbal skills, self-expression, independence, motivation and a better relationship as regards the world, among others.

3.3 Technological and new media resources to develop intercultural communicative competence in L2 education

ICC development along with visual literacy reinforcement may become powerful resources to maintain the balance between individualism and collectivism within the multiple image projections found in new media platforms. However, Komorowska (2006) argues that providing cultural material is not enough for learners, as creating a

feasible environment where ICC may be assessed and applied is essential. Learners need to be able to evaluate different sources of information, identify and reflect on ambiguous situations through new media projects, logs or portfolios.

As regards education, Sercu (2010) states that aspects related to culture tend to be presented in a tourist-like perspective in most instructional contexts, while developing sensitivity towards otherness requires exposure to case studies and problem-solving attitudes. Likewise, Godwin-Jones (2013) argues that the language presented in students' materials does not often represent realistic language uses and that the diverse background of society's speakers is simplified with the use of allegedly native speakers' productions. Besides, the nature of language is often modified to avoid ambiguity.

In addition, as regards L2 acquisition, Komorowska (2006) argues that even though course books provide students with cultural information, there are not enough activities to promote critical thinking, discussions or analysis of the target cultures.

Moreover, Wach (2015) explains that educators' role as facilitators during the ICC learning process needs to be considered in the L2 classroom. Accordingly, fostering critical thinking while using new technologies appears to be an important prerequisite to prevent communicative breakdowns.

In this regard, Barret et. al (2014) suggest that the use of the Internet and social media in a controlled way may be beneficial when promoting ICC development. Accordingly, the use of these platforms' content needs to take place under the teacher's guidance. The facilitator may select access to specific posts, messages or videos related to topics such as immigration, ethnicity, religion, gender stereotypes.

These media tools may encourage students' engagement with otherness while developing communicative awareness and self-reflection. Learners need to assess information and empathise with other individuals' stories and points of view. This process may promote cooperation and tolerance towards ambiguity, since enriching debates may become prominent in these virtual interactions (Barret et al., 2014).

Clouet (2013) explains that internationalizing syllabi is a teaching paradigm which aims to provide a virtual learning environment with different cultures working together towards a common goal: experiential and collaborative learning in which students may develop ICC and social justice notions. This may be a significant tool to break the cycle of oppression in its various forms in contemporary society.

According to Guthrie and McCracken (2010), creating effective online programmes requires different steps: providing virtual environments where constant interaction is assured, fostering autonomy, encouraging critical thinking and creating

activities for the development of primary goals (e.g. learning how to communicate efficiently), and secondary skills (e.g. assessing reliability in Internet resources).

Clouet (2013) points out that online programmes are useful instruments to develop ICC in L2 classrooms, as they equip students with the required repertoire to function efficiently in diverse environments: solving issues on local and global domains. In recent years, schools in various locations across Europe have been continuously receiving immigrant students, thus increasing the demand for interculturally competent students – and also teachers. In this regard, online programmes promote social justice in its widest concept.

In addition, Meyers (2008) suggests that activities aimed at reflecting processes are particularly beneficial when they extend intercultural dialogue beyond the classroom walls, which may encourage challenging pressing issues in different communities. Students may collaborate in the target language while learning relevant grammatical notions and advanced vocabulary to discuss significant topics such as stereotypes, personal relationships or the environment. Besides, geographical factors may be exploited with synchronous and asynchronous projects.

In these type of activities, Clouet (2013) highlights that the use of English as a lingua franca may be seen as a means of interaction to render the different individuals (who are not native speakers of English) with an equal status. This way, the base for the respect towards otherness is established. Lindner and Méndez García (2014) add that when communication does not take place in a synchronous manner, students may have the time to process information regarding their intercultural encounters thoroughly, avoiding possible misunderstandings.

European institutions are constantly developing a variety of instruments for ICC improvement in new media environments. Therefore, although originally created to develop ICC in young European employees, the project *Intercultural Competence Assessment* (INCA) offers valuable insights related to the main parameters to measure ICC acquisition through tests, roleplays and videos (European Commission, 2009).

Images of others: An Autobiography of Intercultural Encounters through Visual Media (AIEVM) is another multidisciplinary tool designed by Barret, Byram, Ipgrave and Seurrat (2013) for the Council of Europe where users carry out a critical reflection by analysing individuals' images from diverse cultural affiliations. Lindner and Méndez García (2014) clarify that this tool promotes self-evaluation, intercultural and media awareness and visual literacy. This instrument constitutes a significant example of asynchronous ICC programmes and it may be appropriate for the L2 classroom, as the educator may facilitate the materials in the different languages provided.

AIEVM promotes the development of empathy and respect through reflections about the students' own identities, cultural differences, but also similarities, which are ICC's core components. In this sense, the students' process of self-evaluation is particularly fruitful, as it enables them to assess how their own culture and preconceived notions affect their value judgement in relation to others (Lindner & Méndez García, 2014). Accordingly, this tool may be used as a transversal component in the students' curricula, for these values need to be a shared responsibility of all educators.

With this tool, learners focus on one specific image which they may freely choose. In this sense, this image needs to depict at least one individual from a different cultural affiliation (other than the learner's affiliations). As shown in Figure 5, students need to answer a series of questions that may prompt their critical thinking and self-reflection. AIEVM's structure presents these guided inquiries to help learners analyse how they respond to a certain image, which intentions may underlie said visual item, what they may learn from it, and which actions they may consequently undertake.

Give the image a name which says something about it.

What sort of image have you chosen? For example, is it a photograph or poster, or in a music video, a television programme or a film that you have watched, or is it in a history, geography, religious studies or language textbook that you use at school?

Why have you chosen this image?

Is it because... (please tick one or more of the following reasons, or add your own reason if it is different from the ones listed below):

- ☐ It made me think about something I had not thought about before
- ☐ It was the first time I had seen this kind of image
- ☐ It was the most recent image of this kind that I have seen

Figure 5. Guiding questions in the tool "Images of others: An Autobiography of Encounters through Visual Media" (Barrett et al., 2013, 6)

As regards tele-collaboration projects, Godwin-Jones (2013) argues that preparatory work is needed to make the learner's engagement easier. However, this type of interaction may not be successful due to lack of involvement of the participants.

Moeller and Nugent (2014) explain that documenting transformation collectively offers students an opportunity to keep a record of their growth as interculturally

competent learners. Educators may prepare an online template (i.e. Google Drive) to share the whole class's ideas about a new cultural concept in a specific unit. At the end of this unit, students may fill another online template to share their discoveries as regards accurate information. According to Byram (1997) this dynamic process serves the purpose of showing learners how many of their views do not come from factual information.

Concerning blogs or individual journals, Godwin-Jones (2013) suggests that these activities may be helpful when modelling students' perspectives beyond superficial assumptions about otherness. In this regard, Elola and Oskoz (2009) highlight that the use of blogging may have a positive impact in relation to the development of intercultural encounters, especially in the context of L2 education.

Schuetze's research (2008) focuses on intercultural dialogues between German and Canadian students through online exchanges, and it shows that learners who share personal information and are proactive as regards searching for additional material from the target culture are more likely to learn valuable insights from contacting other cultures and to be successful in these exchanges.

Furstenberg (2010) describes *Cultura* as a programme with a set of online activities to help students in the process of negotiation. Learners from two different countries participate in online discussions where they need to analyse material belonging to both cultures. Participants communicate in their native languages, while all the information to be read is presented in the target language. Furthermore, students analyse items such as films, websites, videos or even literature pieces.

Through these activities, students are exposed to new perspectives and ideas while becoming aware of their own points of view. Besides, the comparative programme *Cultura* consists of five different stages: firstly, students are asked to draw hypothesis regarding the meaning of different words in a given context, as individuals from diverse cultures may associate certain words with diverse ideas. A relevant example may be the concept of *good teacher*, which French students associate with *pedagogue*, while American learners point towards someone *who can teach* and "who deeply cares about the learning process" (Furstenberg, 2010, p. 54). Secondly, students need to recognise specific patterns within these observations. The third phase is a valuable example of synchronous interaction, as learners take part in online forums where they discuss their points of view. In the following stage, students share the result of these online interactions in the classroom. Finally, learners put these observations into a broader perspective with additional and authentic material. This type of environment promotes real-life situations and also the acquisition of new vocabulary and grammar in a meaningful and contextualized setting.

In addition, online interviews may facilitate ICC acquisition with the educators' assistance, as speakers share their experiences and vision in a contextualized frame, allowing students to obtain a deeper understanding about the language and cultural aspects displayed in a dynamic and controlled manner (Godwin-Jones, 2013). However, researchers such as van Compernelle and Williams (2009) report breakdowns in communication during online exchanges due to lack of cultural understanding.

Prakapiene and Prakapas (2016) argue that social media networks perform several functions: they are an instrument for communication beyond the constraints of state, nationality, ethnicity or background; they are a search tool which offers details about worldviews, values, events and news portrayed in multiple ways; and they also serve as platforms for identification or rejection towards other individuals. In this regard, social media content (post, pictures and videos) may offer valuable resources for ICC acquisition.

The phenomenon of globalization in the field of communication may be blurring the limits between different languages and challenging traditional codes, rules and conventions. Benson's study (2015) suggests that the Internet, and more specifically comments on YouTube videos and their analysis, also offer a rich environment for ICC development. Besides, the accelerated expansion of this platform not only contributes to the growing circulation of English-language media, but it also allows other languages to be more widely available. In this regard, social media platforms are a tool for meaning negotiation where ICC plays an important role.

In addition, Godwin-Jones (2013) also emphasizes that advertisements, translations, maps, online articles or Amazon reviews may be fruitful tools to help students compare different cultures, as underlying messages can be analysed and discussed in detail.

However, if ICC is to be included in students' curricula, it is crucial that this component is properly assessed. This process may result particularly complex as ICC entails a plethora of traits, behaviours and characteristics (Paran & Sercu, 2010). Accordingly, traditional methods of assessment may not be adequate when measuring ICC acquisition. In this sense, Clouet (2013) reports that the use of quantitative and qualitative approaches, behavioural observations, and direct and indirect indicators (from the learners and their peers) may be some relevant resources for ICC evaluation.

In this regard, Paran and Sercu (2010) argue that acquiring ICC without direct contact (face-to-face) with other cultures may not result in an adequate learning process as regards intercultural dialogue. Nevertheless, creating behavioural rubrics or can-do statements to analyse students' journeys through ICC may shed some light in this necessary process to set the foundation towards a more equalitarian society.

Finally, the aforementioned concepts are applied through a didactic unit proposal for L2 education. The development of core communicative elements is framed around a holistic approach where language, culture and identity play a substantial role in promoting a more equalitarian society. In this regard, significant values to challenge social injustice are implemented through authentic new media content to develop students' critical thinking. Besides, literature and artistic productions from a variety of authors are presented as universal pieces of human empowerment which transcend the notions of ethnicity, background, nationality, age or gender.

4. Which stories matter to us? Find where you stand!

4.1. Justification

The present didactic unit is related to the process of fighting stereotypes through visual media and raising awareness about social injustice as regards immigrants and refugees. Besides, concepts such as personal identity and human relationships are discussed to promote self-reflection and intercultural critical awareness, which are core components of Byram's ICC framework (1997).

The title is a reference to today's overwhelming amount of available information, a phenomenon which may conceal relevant stories from learners' realities. Besides, this global issue may also have an impact on the students' struggle to find their own identity. In addition, the title points to the role of new media in spreading stereotypes and to the exploration of different perceptions and how ambiguity is an ineluctable part of human narratives.

This didactic unit is the fifth one in the Course Plan (Programación Didáctica) for the 4th Grade of Compulsory Secondary Education (Educación Secundaria Obligatoria) and it is part of the School's Educational Project (Proyecto Educativo), which is the prescriptive document that adapts the Spanish State Curriculum to the diverse contextual variables in each education centre.

The growing global nature of today's society requires the development of certain skills, attitudes, knowledge and sets of actions based on critical reflection. In this regard, improving the students' ICC level may have a positive impact on their interactions with individuals belonging to different cultural affiliations, either within their own communities or in relation to remote groups. Besides, the volatile nature of today's information along with the multiple projections regarding identity through new media require a comprehensive maturation of the students' media literacy. In addition, as a significant number of pressing social issues arise due to harmful stereotyped ideas, ICC's mediating element becomes a crucial tool to promote social justice. Through this

didactic unit, students may acquire and/or further develop the necessary skills to thrive as citizens of an interconnected, technological and pluricultural society.

This didactic unit complies with the educational guidelines established by regional, national and European authorities in this matter. In this sense, the activities provided follow the Spanish State Curriculum arranged by the Ministry of Education. The Royal Decree 1105/2014 of December 26th (Real Decreto 1105/2014 del 26 de diciembre) published in the Spanish Official State Bulletin (Boletín Oficial del Estado, BOE, Article 11, pp. 176 and 177) mentions that Compulsory Secondary Education may enable students:

a) To assume their duties in a responsible manner, to know and apply their rights as regards respecting others, practicing tolerance, cooperation and solidarity towards other individuals and groups, promoting a dialogue based on human rights and equal treatment and opportunities for men and women, as common values of a diverse society in which they may contribute to the creation of a democratic citizenship.

c) To reject stereotypes that may promote discrimination.

e) To develop basic skills as regards the use of different sources of information and to acquire new knowledge in a critical manner.

j) To know, value and respect basic aspects from the students' own and others' culture, history and artistic heritage (the author's translation).

Moreover, the Decree 111/2016 of June 14th (Decreto 111/2016 del 14 de junio) published in the Regional Government of Andalusia's Official Bulletin (Boletín Oficial de la Junta de Andalucía, BOJA) asserts that education may prepare students for a higher purpose beyond knowledge, allowing them to grow as competent citizens who take action in a plural and dynamic society (General dispositions, p. 28). Besides, this document describes the development of the students' empathy and their ability to become aware of global pressing issues such as migration and inequality as crucial skills to facilitate mutual understanding and respect towards others (Article 6, pp. 31-32).

In addition, the *CEFR Companion Volume* (2018) emphasises that the co-construction of meaning may take place through constant interaction as an essential teaching and learning practice. In this regard, collaborative work becomes a valuable tool to promote real life situations that students may encounter throughout diverse intercultural encounters (p.27). The present didactic unit implements these guidelines, as collaboration and interaction are at the base of the meaning negotiation process throughout all sessions.

Furthermore, this document highlights the importance of an intercultural and inclusive education (p.23), the relevance of online interaction in the present technological era as well as the educational value of different reactions to creative

literary texts (p.47). Besides, the concept of mediation is circumscribed within a set of competences where the ability to link previous knowledge to accurately reflect on a situation, and the skills to deconstruct complicated concepts become especially relevant (p.33). In this sense, this didactic unit's methodological approach caters for these crucial notions.

4.2. Contextualization

This didactic unit is designed for a group of 24 students (14 girls and 10 boys) from Miguel Sánchez López Secondary School located in Torredelcampo (Jaén). The education centre offers compulsory and non-compulsory secondary education as well as an intermediate training cycle within the informatics field.

Classrooms are equipped with a projector and a shelf with diverse L2 dictionaries and grammars. In addition, there is a computer room where students may carry out international online exchanges with a secure and restricted Internet connection. In general terms, transitions between different activities present a low disruption level, as students show a medium to high level of engagement and cooperation.

Students are part of a flexible L2 class composed of learners from different groups, since they follow a bilingual programme created by the Regional Government of Andalusia to promote the development of linguistic competence. In addition, as per the *CEFR Companion Volume's* guidelines (2018), learners present a L2 curricular level which oscillates between B1+ as regards reading comprehension and spoken production, and B1 in relation to listening comprehension and written production. Besides, the tasks provided cover diverse cognitive abilities, as the group is characterised by heterogeneous learning styles. In this sense, the activities designed cater for this diversity: visual, auditory, verbal, intrapersonal, interpersonal and logical-mathematical.

In addition, the students of this particular L2 group present diverse cultural backgrounds, as there is a mixture of Romanian, Moroccan and Spanish nationalities. Besides, one student experiences difficulties while reading standard size fonts in teaching material due to visual impairment.

In previous units, students have learnt how to express orders, suggestions and hypothesis in contexts such as travelling, holidays, sports or free-time activities. Besides, since oral interaction and fluency are particularly relevant as this is a bilingual group, this didactic unit offers a variety of group activities where verbal interaction to negotiate meaning plays a significant role.

This unit is divided into five sessions of 55 to 60 minutes each and its ultimate goal is to promote ICC and the development of especially relevant 21st century skills: social justice, action orientation, critical thinking, curiosity, initiative, effective oral and written communication skills, and media literacy.

The present didactic unit may take place during the 2nd term of the academic year 2019-2020, as it is designed to coincide with the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade, March 25th (United Nations, n.d.).

After receiving adequate guidelines and all the necessary input through which students may develop a clear understanding of the relevant goals to be accomplished, they are asked to create a written composition about a transformational story in our society and to upload it to their academic online portfolio, where it may take the form of a multimedia blog entry (with added pictures, videos or other forms of visual media). By the end of the academic year, students may have the opportunity to assess their own journey as regards their ICC's development.

4.3. Competences

Both the Royal Decree 1105/2014 of December 26th (Real Decreto 1105/2014 del 26 de diciembre) and the Decree 111/2016 of June 14th (Decreto 111/2016 del 14 de junio) highlight the importance of developing key competences to enable citizens to reach their highest potential in relation to their personal, professional and social development. This didactic unit may strengthen the following key competences:

a) Linguistic communicative competence: The tasks provided allow the students to improve their linguistic skills while offering a variety of resources to negotiate meaning and manage ambiguity in a successful manner. In this regard, the development of ICC's core components constitutes a comprehensive approach towards communication in its broadest concept. Throughout the different sessions, students are encouraged to process oral and written messages and to create oral and written productions to express and describe different concepts as regards identity, stereotypes or human relationships.

b) Digital competence: This didactic unit focuses on enabling students to manage multiple sources of information, especially visual media items such as pictures, videos, infographics or video games. Besides, students may have the opportunity to develop critical and reflective attitudes towards the use of online platforms. In addition, learners are asked to participate in an intercultural online exchange to share insights about positive transformational stories in society.

c) Mathematical competence: Some of the tasks provided require effective problem-solving skills, such as deducing information according to contextual hints. Students are also encouraged to use items like charts, graphs and mind maps to help them establish clear and logical thought processes.

d) Cultural and artistic competence: The tasks in this unit are designed to allow students to understand and appreciate different artistic and literary pieces throughout a controlled process of critical awareness. Students may develop a higher level of empathy towards different individuals' feelings and may find a source of identity regarding others' struggles in diverse aspects of life.

e) Social and civic competence: The five sessions are created to provide a solid foundation of knowledge regarding complex social issues which may require active involvement to tackle them. As future democratic citizens of an ever-changing world, students need adequate skills to solve conflicts and make decisions.

4.4. Objectives

The following table shows how this unit's didactic objectives are connected to both objectives of stage and area, and to key competences.

Didactic objectives	Stage objectives	L2 objectives	Key competences
- To recognise and use vocabulary related to identity, human relationships and different cultural affiliations - To recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context - To recognize and use expressions to indicate the duration of an action - To discriminate the three different /ed/ sounds associated to past tense verbs: /id/, /t/ or /d/	Royal Decree 1105/2014 of December 26th (Real Decreto del 26 de diciembre): a) To assume their duties in a responsible manner, to know and apply their rights as regards respecting others, practicing tolerance, cooperation and solidarity towards other individuals and groups, promoting a dialogue based on human rights and equal treatment and opportunities for men and women, as common values of a diverse society in which they may contribute to the creation of a democratic citizenship c) To reject stereotypes that may promote discrimination d) To reject violence, prejudice and sexism and to solve conflicts in a peaceful manner e) To develop basic skills as regards the use of different sources of information and to acquire new knowledge in a critical manner j) To know, value and respect basic aspects from the students' own and others' culture, history and artistic heritage l) To appreciate artistic creations (the author's translation) Decree 111/2016 of June 14th (Decreto 111/2016 del 14 de junio) 1. a) Idem, c) Idem, d) Idem, e) Idem, j) Idem, l) Idem 2. b) To know and appreciate specific values from Andalusia's History and Culture (the author's translation)	Order of July 14th, 2016 (Orden del 14 de julio de 2016): 1. To listen and understand specific information from oral texts in different contexts, with a respectful, tolerant and cooperative attitude 2. To express meaning and to interact orally in common situations to peacefully solve conflicts through dialogue 3. To read and understand diverse type of texts, in line with the student's abilities and interests, to extract general and specific information while using different sources and a critical point of view to learn new concepts 6. To correctly use basic phonetic, lexical, syntactic, discursive and functional L2 components in real communication contexts 8. To develop the ability to work as a team 9. To correctly use technologies of information to obtain, select and present oral or written ideas in L2 10. To value and appreciate L2 as a means of communication, cooperation and understanding between people from different backgrounds and cultural affiliations 13. To know and appreciate specific elements from Andalusia's culture in order to promote respect between citizens from other cultural affiliations (the author's translation)	- Linguistic - Digital - Mathematical - Cultural and artistic - Social and civic

Table 3. Didactic objectives and their connection to the Spanish and Andalusian legal framework as regards the 4th Grade of Compulsory Secondary Education

4.5. Contents

The contents below have been adapted from the Royal Decree 115/2014 of December 26th (Real Decreto del 26 de diciembre) as well as from the Decree 111/2016 of June 14th (Decreto 111/2016 del 14 de junio). These contents are strictly related to the above-mentioned didactic objectives and they refer to the four major

communicative macro skills: listening, speaking and interacting, reading, and writing and interacting. They are classified according to the following teaching structure:

Comprehension and production strategies	Communicative functions
- Answering comprehension questions about visual media productions according to contextual information - Identifying differences and general ideas about individuals' opinions in relation to culturally-related topics - Ordering and matching concepts and deducing information following the teacher's prompts as regards new elements in the curriculum - Applying already acquired knowledge to evaluate new input	- Producing a written composition related to real stories that promote change in society - Narrating past stories and events - Initiating and developing relationships with individuals who share similar cultural affiliations as well as with those belonging to diverse cultural backgrounds - Describing abstract qualities, traits and features related to a variety of artefacts, communities and individuals
Linguistic exponents	Sociocultural and sociolinguistic aspects
- Placing actions in different time frames: past simple and present perfect simple - Using expressions to indicate the duration of an action (from/to, during, after, since) and its position within a specific time frame (afterwards, later, already, (not) yet, first, second, after, finally) - Describing actions using adverbs and phrases of manner - Using vocabulary related to identity and social relationships in intercultural settings - Pronunciation of /id/, /t/ and /d/ sounds	- Developing critical approaches towards the narratives of dominant cultural affiliations regarding the students' own community as well as different ones - Analysing artistic works and literature productions that offer diverse perspectives on pressing world issues - Describing social conventions from a critical stand point

Table 4. Didactic Unit's contents for the 4th Grade of Compulsory Secondary Education

4.6. Cross-curricular issues

This didactic unit addresses a variety of issues within the social justice sphere. The activities provided enable students to foster ICC, which implies a plethora of attitudes (respect towards others, empathy, tolerance of ambiguity and acknowledgement of identities) and skills (discovery, interpreting and relating, intercultural awareness, flexibility and critical thinking) as well as the acquisition of factual knowledge and the willingness to promote a positive change in society, especially as regards human rights, democracy, and the fight against sexism, racism and

xenophobia. Accordingly, there is a clear link with the students' pluricultural repertoires, education for peace, and the process of developing an understanding of issues which affect all humans as part of a global society such as poverty, migration and inequality.

4.7. Interdisciplinary aspects

Throughout the five sessions, students are presented with the opportunity to enrich their knowledge about History, Art and Literature with items such as visual media pieces, artwork, poems, comics, interactive games about human migration, and an online session about transformational stories. The online session is the teacher's own project designed in collaboration with another L2 English teacher from a high school in Germany. Students from both countries are working with the same concepts and guidelines as well as equivalent materials for their respective didactic units. The online activity via Skype (*Sharing is caring*) is an opportunity to share individual perceptions as regards stories related to Art, History or Literature, and understanding others in a controlled environment with specific instructions.

Throughout the didactic unit, concepts related to History are addressed in the form of an interactive game and quiz which cover the first arrival of Europeans to the New World, slavery and immigration. The ideas conveyed through poems and comics are connected with identity, immigration and feminism, while the concepts explored through Art may offer a different perspective as regards the representation of black women in universal pieces dominated by white imagery (racism and feminism).

4.8. Methodology

This didactic unit does not follow a single methodology structure, as it incorporates a combination of different approaches to cater for the group diversity. Besides, as a way of triggering different levels of cognition, HOTS (Higher Order Thinking Skills) and LOTS (Lower Order Thinking Skills) activities are included.

In addition, the sessions are designed to allow students to learn specific new content such as vocabulary and pronunciation rules online, while practicing and applying crucial skills like strategic critical thinking, interaction, interpreting and relating or tolerance of ambiguity in class: a teaching model known as flip teaching or reverse teaching (Santiago & Díez, n.d.). Students are provided with items which contain authentic pieces of language in real-life situations that they may encounter throughout their personal and academic journeys. Besides, unless otherwise stated, the charts and figures provided throughout this didactic unit are the author's material and/or design.

As regards new concepts, students are prompted to analyse contextual information within the given input to deduce significant patterns in relation to not only language structures but also social issues related to identity and stereotypes. In this sense, the development of the student's visual literacy may be enhanced with activities designed to prompt their critical thinking strategies as regards new media.

Moreover, the communicative aspect is especially relevant for these sessions' dynamics, as the core concept behind the interactive activities provided is to promote the students' ability to transfer meaning in a variety of contexts. In this sense, while the students' fluency becomes more significant than accuracy in general terms, constructive feedback may be provided to address essential linguistic contents.

In general terms, the explanations provided will be in English; however, Spanish may occasionally be used to clarify terminology or concepts with which students may struggle. To facilitate the process of new content acquisition, the tasks provided follow a coherent transition from activating the students' already acquired knowledge towards working with new input.

In relation to gamification and the use of new technologies, students may learn relevant vocabulary and valuable insights regarding stereotypes and migration with the video game *Against all odds* (United Nations High Commissioner for Refugees, 2006) where they are able to put themselves in the shoes of displaced individuals. Besides, students may practice and/or develop their ICC skills with a group of German students through a Skype online activity previously arranged by the teacher via eTwinning: a programme where educators may connect with each other to create their own projects (European Commission, 2005). In this sense, students receive the necessary information regarding the exchange during the previous session. Besides, in case students feel reluctant to take part in class discussions, an online random number generator (Haahr, 1998) may be used to promote their interaction while creating an enjoyable atmosphere where learners perceive participation like a game rather than an obligation. Regarding the use of this tool, the teacher needs to introduce the number of participants (24 students in this case) and click on the option "generate" to obtain a random number, which may correspond with one of the students' names in the attendance list.

Figure 6. Screenshot from the tool “True Random Number Generator” to promote participation in class (Haahr, 1998)

4.9. Attention to diversity

The activities below are designed to cover the following situations:

a) Slower learners might struggle with activities which prompt open-ended outcomes or more abstract concepts, such as literature tasks related to identity (Session 4, *Activity 3: Identity exploration*). In these cases, they may be given the opportunity to switch to more structured tasks. They may also work with them at home, to reinforce the input received during class.

b) Quicker learners might finish certain activities faster than other students. To avoid “idle or unproductive time”, additional tasks are provided. The purpose of these activities is to do them in class, while the other students finish the assigned tasks.

Both types of activities are fully described below, under the titles: *Tell your own story!* and *Family matters* (extension activities for faster learners) and *Not what I thought!* and *Are we more than that?* (reinforcement activities for slower learners).

As regards the visually-impaired student, all the materials provided need to be adapted with a bigger font. Before the Skype online exchange in Session 5, the teacher also needs to make sure that the computer’s font size is enlarged.

Activity 1. Tell your own story! (Extension activity for fast learners)

Description: Students are given the following comic cut-outs related to children living in the Gaza Strip. This extension activity may only be provided once students have worked with the material from Session 2, as they need to be familiar with the story behind Palestinian Refugees. Students are presented with empty speech bubbles and they need to use their creativity and knowledge about the actual situation to design their own stories in English. Students may work individually and they are encouraged to

incorporate some of the new vocabulary learnt throughout Session 2 in their dialogues, as the tasks provided are related to identity and stereotypes (*Activity 2. Islamophobia, a growing trend, Activity 3. Put yourself in their shoes and Homework Activity 1. Immigrant or refugee?*). In addition, they may alter the strips order to accommodate their own storyline.

Skills: Writing, respect for otherness, acknowledgement of identities and tolerance (HOTS).

Material:

Vocabulary: Islamophobia, hostility, targeted, scrutiny, hate propaganda, threats, refugee camp, descendants, background, threat, relief, to provide, to excel, to flee, displaced, rising, to support, wage, to be prone to, to be torn apart, fainting fits, temporary job, forefront, against all odds, mixed marriage, to be persecuted, ethnic cleansing, weapons, to be over, to dare, to beg, forced marriage, to be fired, relatives, against all odds

Figure 7. Previously seen vocabulary related to identity and stereotypes which students may incorporate in their dialogues



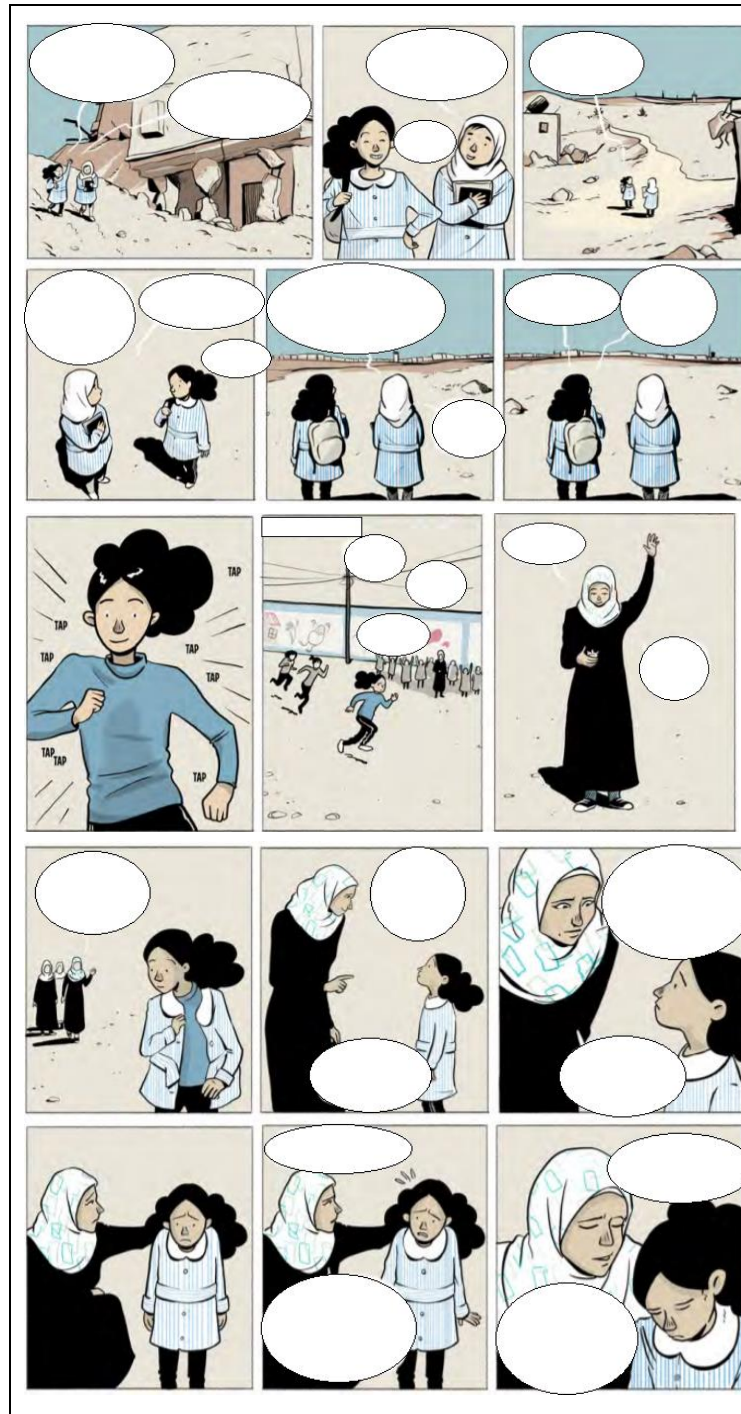


Figure 8. Comic strips to practice new vocabulary and to foster ICC's attitudes for faster learners (adapted from Martín & UNRWA [United Nations Relief and Works Agency], 2016, 22-24)

Activity 2. Family matters (Extension activity for fast learners)

Description: Students are presented with two poems from the Indian-Canadian writer Rupi Kaur, where she describes her relationship with her family as well as values and stereotypes around her struggle towards feminism. Besides, as a tribute to her mother tongue, she writes without capitalization. Students are asked to read the literary pieces and to reflect on the following questions individually.

Skills: Reading comprehension, writing production, empathy, critical intercultural awareness and action orientation (HOTS).

Material:

1. How does Rupi feel about her relationship with her family?
2. Have you ever felt something similar? Why?
3. Do you think that women feel pressure to follow society's standards as regards what beauty is?
4. How could we challenge the stereotypes she is referring to?

Figure 9. Questionnaire to promote the students critical thinking as regards the literary piece

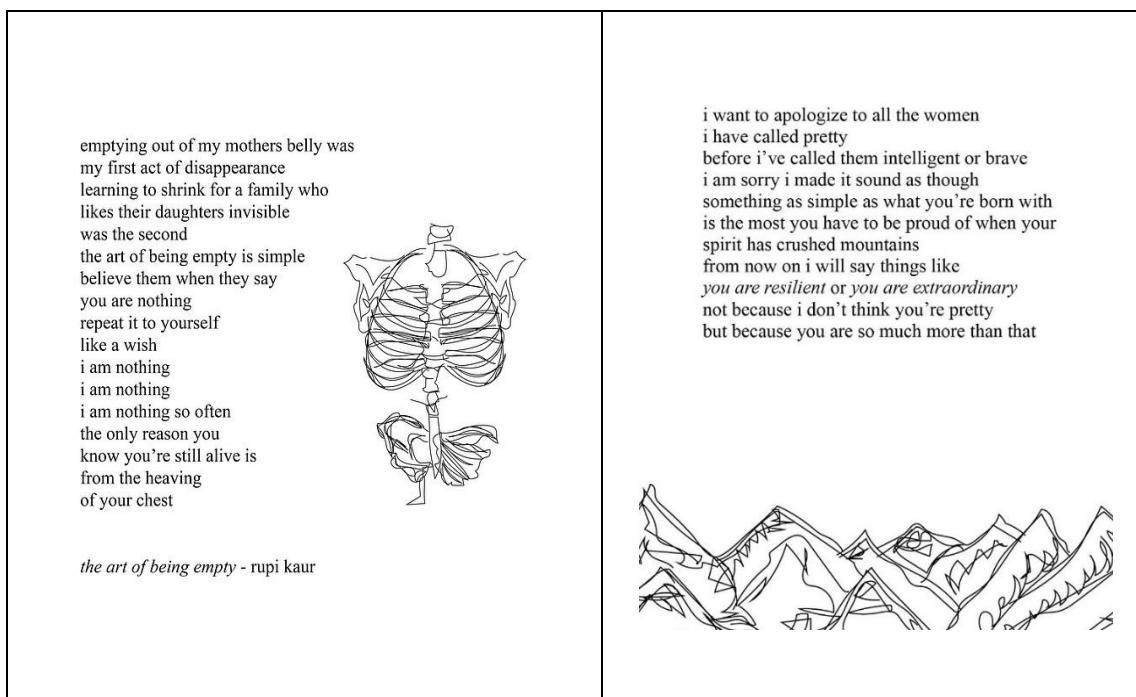


Figure 10. Literary pieces to promote empathy, intercultural critical awareness and action orientation for faster learners (Kaur, 2015, 33-179)

Activity 3. Not what I thought! (Reinforcement activity for slower learners)

Description: Students are asked to work individually and to write a short composition (about 150 words) to describe a recent experience (or a fictional story) where their expectations were not met. E.g.: *I went to the cinema but the film wasn't what I expected because I don't like how Hollywood portrays love stories.* With this activity, they may practice how to place their actions in different time frames. They are also given some general guidelines as regards the grammar structures they need to use:

Skills: Writing production (LOTS).

Material:

- Last week/two months ago...
- I have visited/I went to/my family and I took a trip to...
- Since I was a little/girl boy I have always wanted to...
- It was a bad experience because my friends and I don't like vegetarian food...

Figure 11. Input for slower learners about how to write a composition describing past experiences

Activity 4. Are we more than that? (Reinforcement activity for slower learners)

Description: Students are presented with an article about Andalusian stereotypes. They need to read it individually and answer a questionnaire.

Skills: Reading comprehension, writing production and critical cultural awareness

Material:

1. What stereotypes are usually associated to Andalusian people?
2. Do you identify with any of these stereotypes?
3. Why could these stereotypes be harmful?
4. How would you define yourself as Andalusian, Moroccan or Rumanian?

Figure 12. Questionnaire to promote critical thinking as regards stereotypes

Andalusian people

According to the rest of Spaniards, Andalusian people spend the day hanging out on the beach or drinking “finos” (Andalusian wine) at the bar while eating fried fish, all to the tunes of live Spanish guitar, of course. In addition, series, movies and books show that Andalusian people are lazy, religious, quite patriarchal and parochial. They also seem very close to folklore, “sevillanas” (one of the most traditional dances), flamenco and bulls, and these elements represent altogether a poor and uncultured stereotype of Andalusians.

They seem to ride horses all the time and greet with a “¡Olé!” every second. And there’s more: their accent is one of the most imitated accents all over the country, due to their “seseo” and “ceceo” and the way they don’t pronounce some letters. Besides, words like “Quillo” or “Pixa” are always there while referring to a typical Andalusian person. You should know that the rest of Spaniards make fun about not understanding even a word of what southern people say.



Figure 13. Input about Andalusian stereotypes to practice vocabulary about identity and critical cultural awareness for slower learners (adapted from Zurbano, n.d.)

4.10. Evaluation

The following table depicts the connection between the didactic objectives and the evaluation criteria in relation to the key competences and ICC’s sub-competences *practiced* throughout the didactic unit’s five sessions and the allocated homework. As depicted in the table, the content and activities provided for each didactic objective are not exclusively related to linguistic goals; on the contrary, these activities are a means through which learners may access the competences mentioned below. Besides, the teacher’s tools and assessable learning standards play a crucial role in informing and designing the teaching-learning process.

Didactic objectives	Evaluation criteria	Key competences	ICC's sub-competences	Tools	Assessable learning standards
- To recognise and use vocabulary related to identity, human relationships and different cultural affiliations	- Whether or not the student is able to recognise and use vocabulary related to identity, human relationships and different cultural affiliations	- Linguistic - Cultural and artistic - Social and civic - Digital - Mathematical	- Respect for otherness - Empathy - Factual knowledge - Critical awareness - Discovering, interpreting and relating - Tolerance of ambiguity - Action orientation	- Oral presentations - Final blog entry - Group activities - Homework - Observation list	Royal Decree 1105/2014 of 26th December (Real Decreto 1105/2014 del 26 de diciembre) - (Oral comprehension) The student understands explanations about different points of view as well as descriptions of abstract concepts such as literature or current social issues in a formal or informal conversation The student distinguishes the main ideas in presentations with visual and/or written support
- To recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context	- If the student is able to recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context	Idem	Idem	- Oral presentations - Final blog entry - Group activities - Observation list	- (Oral production and interaction) The student produces brief presentations and he/she is able to answer questions from the listeners The student is able to take part in oral interactions and he/she is able to narrate past events or stories. He/she is able to explain and justify his/her feelings and abstract concepts
- To recognize and use expressions to indicate the duration of an action	- Whether or not the student is able to recognize and use expressions to indicate the duration of an action	Idem	Idem	- Oral presentations - Final blog entry - Group activities - Observation list	- (Written comprehension) The student understands personal stories and news where there is detailed information about feelings, experiences and opinions
- To discriminate the three different /ed/ sounds associated to past tense verbs: /id/, /t/ or /d/	- If the student is able to discriminate the three different /ed/ sounds associated to past tense verbs: /id/, /t/ or /d/	Idem	Idem	- Oral presentations - Group activities - Observation list	- (Written production and interaction) The student is able to narrate past experiences with cohesive structures and he/she is able to produce online content justifying his/her opinions (The author's translation)

Table 5. Holistic evaluation table where objectives, criteria, tools, standards and competences are integrated

4.11. Marking criteria

In addition, the following tables provide a more detailed overview about the tools used by the educator to assess the students' oral and written productions:

Evaluation tools (teacher-students)	Percentage
Oral presentations (rubric [see table 7]) x 2	40% (20% each)
Written production in blog entry (rubric [see table 8])	40%
Short vocabulary and pronunciation test (based on homework)	10%
Participation (observation list)	10%

Table 6. Evaluation tools and the corresponding percentage in relation to the students' performance

	Very good attempt 10-8	Adequate attempt 7-5	Poor attempt 4-0
Grammar	Student uses a wide range of grammatical structures	Student makes mistakes but these don't impede comprehension of the overall message	Student uses a very limited range of grammatical structures. Student's message is full of mistakes
Vocabulary	Student uses appropriate vocabulary	Student uses a limited range but paraphrases successfully. Student makes minor mistakes that do not affect the overall message	Students use a poor range of vocabulary. The message is unclear
Pronunciation	There are no major difficulties with understanding the student	There are some difficulties with understanding the student's production but the overall message is comprehensible	Pronunciation mistakes make the message difficult to understand
Speaking production	Student produces extended utterances and uses appropriate connectors	Student knows what he/she wants to say, but the flow of language is slightly disconnected	Message is difficult to follow and rather incoherent
Speaking interaction	Student is able to initiate and engage in conversation	Student initiates conversation when prompted and responds to questions from the examiner or another student	Language is seriously restricted. Student shows little understanding of what the interlocutor says
Overall achievement	Student's production puts little to no demand on the listener	The listener needs to engage with the student to clarify difficulties in comprehension. There is an understandable, final message	The overall output from the student is confused and unclear. Student makes little or no effort to communicate

Table 7. Evaluation table with assessment criteria as regards oral production, which evaluates grammar, vocabulary, pronunciation, production, interaction and global achievement (adapted from Pickering, 2012, 11)

	Very good attempt 10-8	Adequate attempt 7-5	Poor attempt 4-0
Grammar	Student uses a wide range of grammatical structures	Student makes mistakes but these don't impede comprehension of the overall message	Student uses a very limited range of grammatical structures. Student's message is full of mistakes and it is unclear
Vocabulary	Student uses appropriate vocabulary	Student uses limited vocabulary but paraphrases successfully. Student makes minor mistakes that do not affect the overall message	Student uses a poor range of vocabulary. The message is confused
Pronunciation	There are no major difficulties with understating the student. The student discriminates different /ed/ sounds appropriately	There are some difficulties with understanding the student's production but the overall message is comprehensible. The student attempts to discriminate different /ed/ sounds in most cases	Pronunciation mistakes make the message difficult to understand. The student fails to discriminate different /ed/ sounds in most cases
Speaking production	Student produces extended utterances and uses appropriate connectors	Student knows what he/she wants to say, but the flow of language is slightly disconnected	Message is difficult to follow and rather incoherent
Speaking interaction	Student is able to initiate and engage in conversation	Student initiates conversation when prompted and responds to questions from the examiner or another student	Language is seriously restricted. Student shows little understanding of what the interlocutor says
Overall achievement	Student's production puts little to no demand on the listener	The listener needs to engage with the student to clarify difficulties in comprehension. There is an understandable, final message	The overall output from the student is confused and unclear. Student makes little or no effort to communicate

Table 8. Marking scale and assessment criteria for the students' final writing productions, which evaluates conventions, fluency, word choice, organisation and content (adapted from Harmer, 2007, 173)

4.12. Teacher's performance checklist

The teacher's self-evaluation is a crucial procedure to ensure that educators follow an adequate methodology. The following checklist may be used by the educator before and after the didactic unit to facilitate good practice as regards his/her own knowledge, planning, involvement and instructional delivery:

Professional knowledge	Instructional planning
☐ Addresses appropriate curriculum standards ☐ Facilitates the students' use of high order thinking skills ☐ Links present content with past and future learning ☐ Has an accurate knowledge of the subject matter ☐ Checks for understanding when introducing new concepts ☐ Uses best practices based on current research ☐ Bases instruction on goals that reflect high expectations	☐ Analyses and uses students' learning data to inform planning ☐ Plans instruction and time for realistic pacing ☐ Develops appropriate long and short range plans and adapts plans ☐ Coordinates plans with appropriate colleagues ☐ Changes tactics when current methodology does not work. ☐ Adapts content appropriately
Instructional Delivery	School involvement
☐ Addresses individual learning differences ☐ Uses instructional technology ☐ Communicates clearly and engages students ☐ Implements a gradual structure model when introducing new concepts and ideas (general input towards specific input) ☐ Provides enough input before asking students to produce content	☐ Participates in school projects and in civic organizations ☐ Informs teaching staff and families about students' performance and/or relevant issues ☐ Assists in the conduct of in-service trainings/conferences ☐ Acts as a role model

Table 9. Educator's checklist to ensure a successful teaching-learning process (retrieved and adapted from

<https://filesishare.blogspot.com/search/label/Performance%20Evaluation%20System%20Form> and <https://www.sampletemplates.com/business-templates/teacher-evaluation-form.html>)

4.13. Materials and resources

This didactic unit incorporates a wide range of materials to develop the students' critical thinking processes and to promote different types of learning styles: YouTube videos, infographics, mind maps, comics, images, articles, literature items and art pieces.

5. Step by step methodology

The following section provides different tables which offer a summarized description of the different tasks provided for each session as well as their corresponding homework. They are designed to facilitate the teacher's activity planning regarding time management and logical organization. Nevertheless, a more detailed description with the relevant materials and instructions is provided after each table.

SESSION 1: EVERY PICTURE HAS A STORY: YOUR STORY, OR MY STORY?						
Activity	Description	Skills	HOTS/LOTS	Resources/ grouping	Objectives	Time
1. Words for thought	Explaining general concepts	Speaking and interacting	LOTS	Quote/Whole class	- To activate vocabulary related to identity and experiences	5'
2. The board of directors that live in your head	Identifying new vocabulary	Reading comprehension	LOTS	Infographic/Individual and pairs	- To recognise and use vocabulary related to identity, human relationships and different cultural affiliations	10'
3. Why stereotypes are harmful	Deciding whether some statements are true or false and paraphrasing new information	Reading comprehension/ Speaking and interacting	LOTS	Text/ Individual and groups	- Idem	10'
4. Reflection: the world as a looking glass	Reflecting on preconceived ideas	Writing and interacting	HOTS	A picture, strategic questions and a Google Drive file/ Individual	- Idem	5'
5. Do you see what I see?	Evaluating visual media items and formulating a justification	Reading comprehension/ Writing and interacting/ Speaking and interacting	HOTS	Pictures and a questionnaire/ Groups	- Idem	30'

Table 10. Activities provided for Session 1, which focuses on vocabulary

Activity 1. Warm-up discussion: Words for thought

Timing: 5 minutes

Description: The teacher starts the lesson with a quote and the following questions are presented and discussed by the whole group.

Material:

“We do not see things as they are. We see things as we are”. Anais Nin 1. What do these words mean to you? 2. Do we all have the same way of seeing things? Can you share an example?
--

Figure 14. Quote and questions to start the class with a general warm-up discussion that will introduce more specific concepts

Activity 2. The board of directors that live in your head

Timing: 10 minutes

Description: This exercise serves as a source of input with which students need to work throughout the next exercises. The teacher distributes copies of the infographic to illustrate new concepts in a visual manner. New vocabulary about identity and human relationships is introduced in the context of perceiving reality in different ways. Individually, students read and complete the chart.

The teacher may highlight the following terms: *labellers, cognitive distortions, to make judgements, polarize and ownership*, due to their connection with the unit's topic.

Then, the teacher asks students to work in pairs: each person needs to write on a piece of paper what type of thinkers they generally consider themselves to be. Then, the other team member needs to write how he/she perceives his/her colleague on the back of the piece of paper. This simple exercise shows the students how perceptions about identity differ from one person to another.

Material:

Vocabulary: entitled thinker, perfectionist, negative thinker, catastrophiser/minimiser, labellers, always right, black and white thinker, self-centred, blamers and powerless thinkers

Figure 15. Vocabulary related to different cognitive perceptions, which is related to next exercise about stereotyping

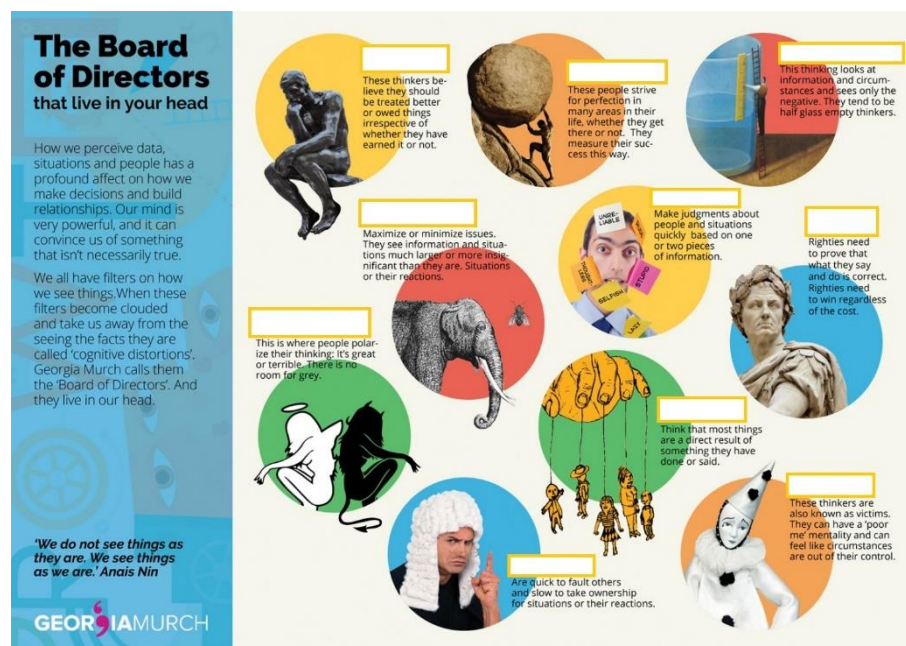


Figure 16. Infographic about our mind's different ways of perceiving reality (adapted from Krast, 2015)

Activity 3. Why stereotypes are harmful

Timing: 10 minutes

Description: Students are presented with several statements relating to stereotypes. They need to decide whether they are true or false before reading the following text (they are given two minutes to go through them).

Afterwards, the teacher distributes a short text about stereotypes, why they are created and the negative effects that they may have in our society. Students are asked to form groups of three where each member reads only one paragraph and then he/she explains it to the other two with his/her own words.

Material:

a) Statements:

- Only a few stereotypes are harmful to our society.
- Stereotypes appear as result of extending general and oversimplified ideas to a particular group.
- People usually identify with one type of group.
- *Filling in the gaps* about a person refers to guessing certain aspects about someone before really knowing him/her.

Figure 17. Statements to promote the students' critical thinking which also serve as an introduction for the following text

b) Text:

Stereotypes are the idea that everyone within a certain group shares the same characteristics. We can all think of stereotypes we've heard about different races, cultures, or genders. Stereotypes don't just appear out of nowhere – they are based on ideas and experiences with certain groups and then extended to apply to an entire group. The problem is that people don't function solely as members of a group. We know this to be true about ourselves and our close friends. Most of us fit into different categories and have a variety of interests. We might like watching sports but be non-athletic. We might like rock and roll as well as classical music.

Many stereotypes are negative, such as assuming that certain people are lazy, criminal or poor. Some are seemingly positive, such as assuming that people are athletic, religious or musically inclined. Others are just neutral, such as assuming that people eat certain foods or share similar hobbies. But all of them are harmful.

Here's the reality about stereotypes: they contribute to a dysfunctional class system. The first step is to identify stereotypes. When you find yourself filling in the gaps about a person, stop and ask yourself, "Is this true, or am I assuming it based on experiences with other people who look like her?" And make an intentional effort to get to know people from different backgrounds.

Figure 18. Text about stereotypes for the activity group which promotes interaction (adapted from Momentous Institute, 2017)

Activity 4. Reflection: The world as a looking glass

Timing: 5 minutes

Description: Students are asked to look at one image and reflect on the ideas that first come to their mind. They need to write their thoughts on an anonymous piece of paper that the teacher collects. All the comments are included on a shared Google Drive document which is divided into two columns: the left column is filled with the students' current preconceived ideas, while the right column will be completed at the end of the didactic unit. A lot of media images depict refugees as impoverished or even uneducated communities, however, this is also a stereotyped and simplistic idea. By the end of this didactic unit, students will do this exercise again and these points will be discussed.

Material:

Preconceived ideas	Factual information
The first thoughts/ideas that come to my mind are...I think that... [Students' input]	Now that I have taken the time to reflect and assess my own way of seeing others, I think that... [Students' input]

Figure 19. Google Drive document that students may have as a reference of their progress as regards their ICC' development (available at <https://docs.google.com/document/d/1xx0l2vtc8VTYceRwhEF14AvnWm4eh8vLEAlOvhRhHkw/edit?usp=sharing>)

1. What do you notice first?
2. What people and objects are shown?
3. Why do you think this image was made?
4. Can you think of a caption for the image?
5. Do you see any possible stereotypes?

Figure 20. Questionnaire to promote critical thinking while analysing visual media items (adapted from Savage, 2011)

Image:



Figure 21. Image depicting Rohingya refugees leaving their countries with some of their belongings (Arnold, 2017)

Activity 5: Do you see what I see?

Timing: 30 minutes

Description: This is a group activity where students are divided into six teams of four members each. Each group is given two pieces of visual media: one of them promotes stereotypes (as it spreads a simplistic view of certain groups and communities), while the other helps dispelling them (since it advocates for a more inclusive society). Each team member needs to answer one of the following groups of questions (1, 2, 3 and 4) in relation to each item (15 minutes).

Once students are given the time to work with the material, each group needs to briefly discuss their items in 5 minutes while their pieces are projected for the entire class. Students may be able to understand that the media may influence how individuals perceive others. Due to time restrictions, three groups may do the activity in the present session while the other three groups need to present their images at the beginning of the following day.

Materials:

1. Intentions: are there any words or phrases that may incite hate or present a group/community/ethnicity in a bad light? Why?
2. Allusions: is there any symbolic content, such as words, features or images used to add a deeper meaning? Allusions may refer to another text, historical figure, literature work, widespread ideas or works of art such as paintings or sculptures. Are these allusions positive or negative messages towards a more inclusive society?
3. Representation of diversity: does this image (or the language contained in it) reinforce stereotypes about a certain group/community/ethnicity, or does it challenge harmful discrimination in our society?
4. Has this piece of new media made your group reconsider some of your preconceived ideas about different members of society and the struggles they might be going through? How do you think others may feel when they are judged according to superficial values? How can you challenge stereotypes?

Figure 22. Questionnaire to prompt the students' critical thinking as regards harmful stereotypes in visual media items

a) Items that promote stereotypes:

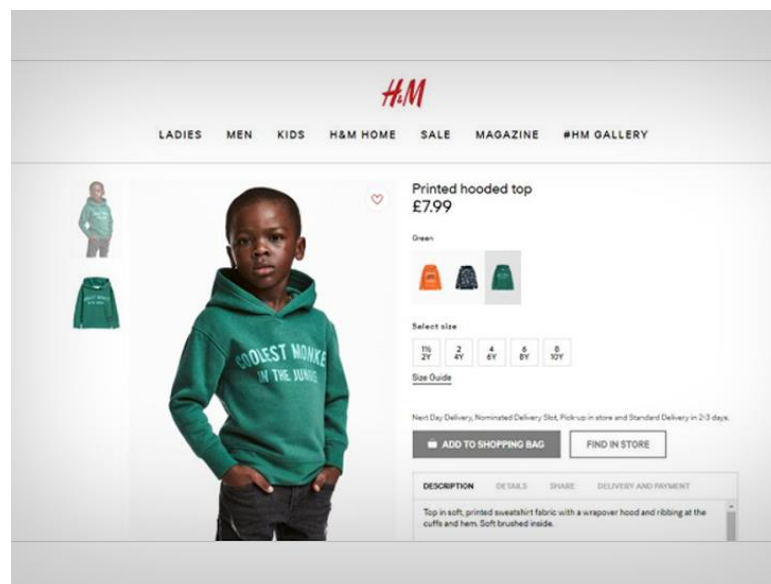


Figure 23. Image depicting a black child wearing a sweater with the slogan “Coolest monkey in the jungle”. Retrieved from <https://www.bkreader.com/2018/01/15/controversial-hm-ad-follows-stores-history-racism-human-rights-abuses/>



Figure 24. Image depicting a woman wearing the European flag while being attacked (retrieved from <https://archiwum.radiozet.pl/Wiadomosci/Swiat/Okladka-W-Sieci.-Swiatowe-media-o-okladce-polskiego-tygodnika-00018855>)

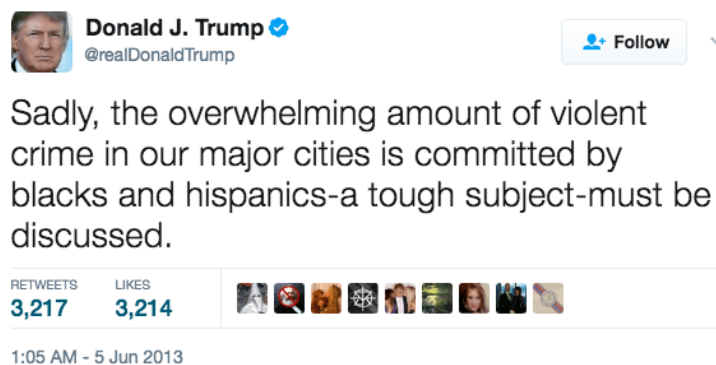


Figure 25. Twitter post which promotes racism towards black and Hispanic communities (Trump, 2013)



Figure 26. Image depicting gender stereotypes as regards household chores (retrieved from <https://www.lisut.org/cleaning-postcards>)



Figure 27. Image depicting gender stereotypes in relation to sports (retrieved from https://www.reed.edu/anthro/adprojects/2011/gould_ramey_butcher)



Figure 28. Advertisement depicting gender stereotypes in relation to defining attributes in men and women (retrieved from <http://www.takepart.com/article/2015/09/05/anti-littering-ad>)

b) Items that dispel stereotypes:



Figure 29. Painting promoting diversity in relation to gender and race stereotypes in art (Rosales, 2017)



Figure 30. Picture promoting diversity in relation to African ethnicities (Boucher, 2017)



Figure 31. Picture promoting diversity in relation to gender stereotypes in sports (retrieved from <https://www.ndtv.com/india-news/this-indian-woman-bodybuilder-with-a-hijab-is-breaking-stereotypes-1821552>)



Figure 32. Picture promoting diversity in relation to gender stereotypes in families (Ryan, n.d.)



Figure 33. Picture depicting one model with a bionic arm and another one in a wheel chair to break stereotypes in the beauty industry (retrieved from <https://www.dailymail.co.uk/femail/article-3242779/The-Bionic-Model-Model-prosthetic-arm-takes-runway-storm-New-York-Fashion-Week.html>)

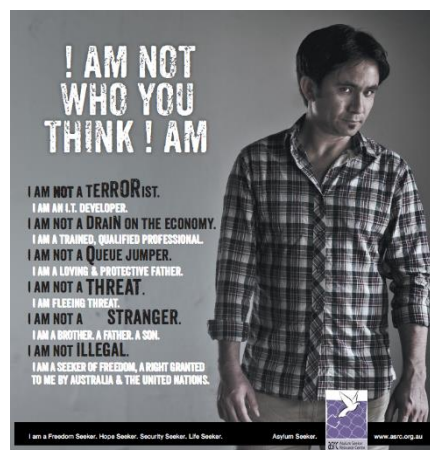


Figure 34. Advertisement that shares meaningful messages to change stereotypes about asylum seekers (retrieved from <https://mumbrella.com.au/print-ad-aims-to-change-perceptions-of-asylum-seekers-151064>)

SESSION 2: THEIR STORIES ALSO MATTER!						
Activity	Description	Skills	HOTS /LOTS	Resources/ grouping	Objectives	Time
1. Do you see what I see? (Students continue with the presentations)	Evaluating visual media items and formulating a justification	Reading comprehension/ Writing and interacting/ Speaking and interacting	HOTS	Pictures and a questionnaire/ Groups	- To recognise and use vocabulary related to identity, human relationships and different cultural affiliations	15'
2. Discussion: Islamophobia, a growing trend	Identifying relevant information and developing a point of view	Idem	HOTS and LOTS	Infographic/ Whole class	- Idem	15'
3. Put yourself in their shoes	Identifying different past verb tenses and evaluating meaning connotations	Idem	HOTS and LOTS	Comic strips/ Individual/ Whole class	- Idem - To recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context - To recognize and use expressions to indicate the duration of an action	20'
4. Keep it in mind!	Creating and designing a mind map to recall and classify new concepts	Writing	HOTS and LOTS	Mind map sample/ Individual	- To revise the newly acquired concepts	5'

Table 11. Activities provided for Session 2, which focuses on grammar points

Activity 1. Do you see what I see?

Timing: 15 minutes

Students continue with oral presentations about stereotypes (previous session).

Activity 2. Discussion: Islamophobia, a growing trend

Timing: 15 minutes

Description: Students may be able to understand that pressing global issues affect the lives of innocent people around the globe with this session's activities. Firstly, students are presented with this infographic about Islamophobia in Canada and a brief introduction about the effects of stereotyping in our society. Students are asked a series of questions to trigger empathy, tolerance and critical thinking, which are core components of ICC. The activity is carried out by the entire class.

Material:

1. Can you identify any recent events related to Islamophobia?
2. Work in pairs and discuss whether discrimination in employment might be stronger towards Muslim men or women.
3. Can you identify where many verbal attacks, threats and hate propaganda take place?
4. Read Yasir Naqvi's words once again: "Parents should not be fearful whether they should send their children to school because of their faith". Do you agree with him? What kind of world do you want to live in?

Figure 35. Questionnaire to help students link the visual information provided with concepts and/or events with which they may be already familiar

Infographic:

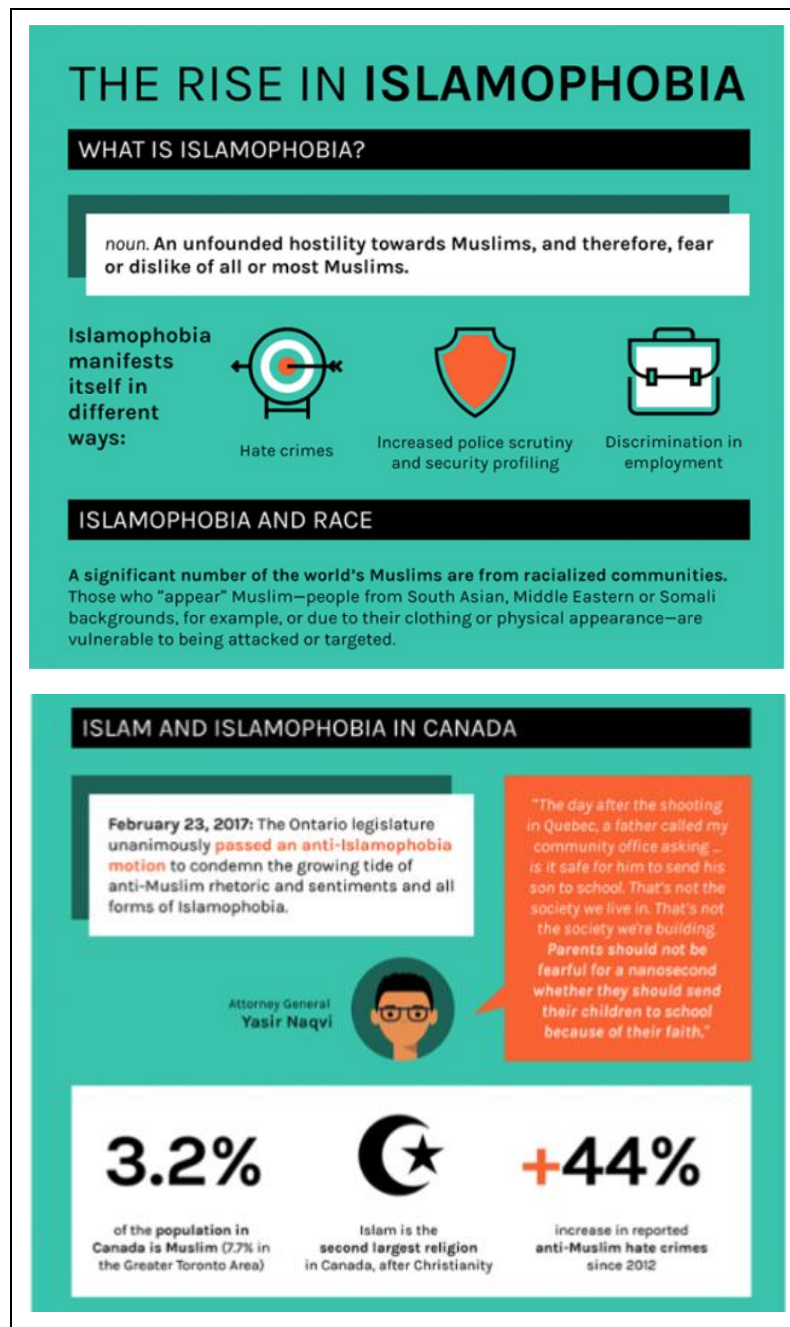




Figure 36. Infographic about the rise of Islamophobia in Canada (Li & Carol Chow, 2017)

Activity 3. Put yourself in their shoes

Timing: 20 minutes

Description: Students are presented with a comic strip which tells the story of a Palestinian refugee family. Firstly, they are asked to go through the text looking for verb tenses which refer to actions or events from the characters' past as well as nouns and adjectives which describe their identities and relationships with others. Students may use the available dictionaries or ask the teacher to learn about new concepts or vocabulary.

Secondly, students are asked to analyse the context where the different past tenses are used. The teacher may provide a specific example: "Hoda's parents *lost* everything during the 1948 war" and "UNRWA *has been* at the forefront of direct support for them". Students are encouraged to deduce the diverse connotations attached to these two actions.

Thirdly, students are asked to look for expressions that indicate the duration of the past events described in the comic. Once students have attempted to associate different time expressions with the two types of verb tenses, the teacher may further elaborate on more detailed grammar points and provide additional structures to indicate duration or diverse actions' sequence within past time frames (since, for, yet, already and afterwards).

Material:

Verb tenses	Adjectives and nouns	Time expressions
Was born, lived, married, had, fled, established, began, have found, has been, erupted, lost, worked, excelled, found, owned, led, changed, became and torn apart	Palestinian, refugees, husband, daughter, children, waiter, engineer, small business, refugee camp, West Bank, Gaza, displaced, rising violence, wages, prone to, state of shock, descendants, regional conflicts and neighbouring countries	Her entire life, but now, in 1948, on May 1 st 1950, over the years, during the 1948 war, until fighting erupted, in 2011, then, twice over and three times

Table 12. Relevant vocabulary extracted from the comic strip



The United Nations Relief Works Agency (UNRWA) was established by the United Nations General Assembly to carry out direct relief and works programs for Palestinian refugees living in the occupied West Bank and Gaza, as well as in Jordan, Lebanon and Syria. The Agency began operations on May 1st, 1950.



Over the years, Palestinian refugees have found themselves caught in the middle of regional conflicts. UNRWA has been at the forefront of direct support for them.



Until fighting erupted two years ago, around 500,000 Palestinian refugees lived in Syria.

Hoda's parents lost everything during the 1948 war, but in Syria they worked hard to provide their daughter with a good education.



Hoda excelled. She found work as an engineer.



Her husband owned a small business.



They led a modest, decent life.



Then everything changed.



In 2011, the rising violence in Syria became too dangerous for the family.

They fled.



Palestinian refugees from Syria like Hoda are refugees twice over.

They have been displaced two, sometimes three times, either in Syria or in neighbouring countries like Jordan and Lebanon.





Figure 37. Comic strip about Palestinian refugees living in conflict areas (adapted from UNRWA & Warner, 2014)

Activity 4. Keep it in mind!

Timing: 5 minutes

Description: Students are asked to work individually and to recall all the information they have received during these two sessions as regards relationships, perspectives, identity, stereotypes, Islamophobia and refugees. They need to create a mind map which allows them to summarize the main points. They may use the following Canva design as guidance, but they are encouraged to alter it to reflect their own thinking process. Canva is a user-friendly online platform that allows teachers as well as students to create their own designs and presentations.

Material:



Figure 38. Mind map sample created with Canva to help students structure their ideas (retrieved from www.canva.com)

HOMEWORK AFTER SESSION 2						
Activity	Description	Skills	HOTS/LOTS	Resources/ grouping	Objectives	Time
Activity 1. Immigrant or refugee?	Evaluating whether the stories provided correspond to immigrants or refugees	Reading comprehension	HOTS	Online video game/ Individual	- To recognise vocabulary related to identity, human relationships and different cultural affiliations - To recognize verb forms which place past actions in different time frames depending on where the emphasis is in a given context - To recognize and use expressions to indicate the duration of an action	15'
2. Practice makes perfect (1)	Identifying relevant information as regards different /ed/ sounds, repeating them and creating a mind map to recall the ideas	Reading comprehension/ Speaking	HOTS and LOTS	YouTube video/ Individual	- To discriminate the three different /ed/ sounds associated to past tense verbs: /id/, /t/ or /d/	5'

Table 13. Homework activities to improve vocabulary and pronunciation

Homework:

Activity 1. Immigrant or refugee?

Estimated time: 15 minutes

Description: Students are asked to play the online video game *Against all odds* (section *Borderland*, stage 3) as part of their homework. They need to read several stories from different individuals who left their home countries and decide whether they are immigrants or refugees. This activity may allow students to develop ICC while practicing how to place actions in different time frames (past simple and present perfect simple) and expanding their vocabulary as regards identity and relationships. Students are asked to find the meaning of new words within the stories. They may also read the web facts in relation to the video game, although this is not compulsory.

The image shows two screenshots from the online video game *Against all odds*, section *Borderland*, stage 3. The first screenshot displays a character profile for Asma Abd Al-Aziz, a woman with dark hair wearing a red turtleneck. To the right of her portrait, the text reads: "Name: Asma Abd Al-Aziz", "Born and grew up in the Middle East", and "About Asma Abd". Below this, a paragraph describes her story: "She went to school, lived with her family and her five brothers and sisters until she was 16 years old. Then she was shown to her husband-to-be. He was 30 years older than her and Asma was not in love with him at all. She begged and prayed not to marry him. But her family had made up their minds. Her brothers and father threatened her with her life if she didn't marry the man the family had chosen for her. In the end Asma was helped by her cousin Ali to leave her home and her country. She has not seen her parents since then." At the bottom of the profile, there are two buttons: "REFUGEE" and "IMMIGRANT". A "Web facts" link is also visible. The second screenshot shows the same profile, but with a decision box overlaid. The box contains the text: "That's right! Asma Abd Al-Aziz, if she had not left the country, she would have been forced to marry the man 30 years her senior, or she probably would have lost her life. This is a serious violation of her human rights. She cannot return home without danger to her life or risk a forced marriage." Below this text is a "Continue" button with a right arrow. The "REFUGEE" button is now highlighted, and the "IMMIGRANT" button is dimmed.



Name: Kurban Atakov
Born and grew up in Turkmenistan.

About Kurban
He refused to carry weapons or do military service because of his religious beliefs. This, combined with the fact that he belongs to a religious minority - Jehovah's Witnesses - led to Kurban being persecuted. His home was destroyed and his family was forced to move to another part of the country. After many attempts, Kurban managed to leave the country and now lives in Norway. He has never returned to Turkmenistan.

Is he an immigrant or a refugee? Drag the text you think is right over to the picture. If you are unsure, go to the Web

Web facts

REFUGEE

IMMIGRANT



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Is he an immigrant or a refugee? Drag the text you think is right over to the picture. If you are unsure, go to the Web

Web facts

REFUGEE

IMMIGRANT

That's right! Kurban Atkov was persecuted because of his faith, and his belief that it is wrong to carry weapons. This was not accepted in his home country and he was forced to leave.

Continue



Name: Shahzad Jehanzeb
Born and grew up in Pakistan

About Shahzad
He is trained as a chef. Some of his relatives left the country to live in England and opened a restaurant, and then asked him to come and work there as a chef. He found it hard to earn enough money from the casual jobs he had in Pakistan and he accepted the offer. Today he lives in London and works at his relatives' restaurant. Whenever he has enough money, he goes back to Pakistan to see his family.

Is he an immigrant or a refugee? Drag the text you think is right over to the picture. If you are unsure, go to the Web Facts and read more!

Web facts

REFUGEE

IMMIGRANT

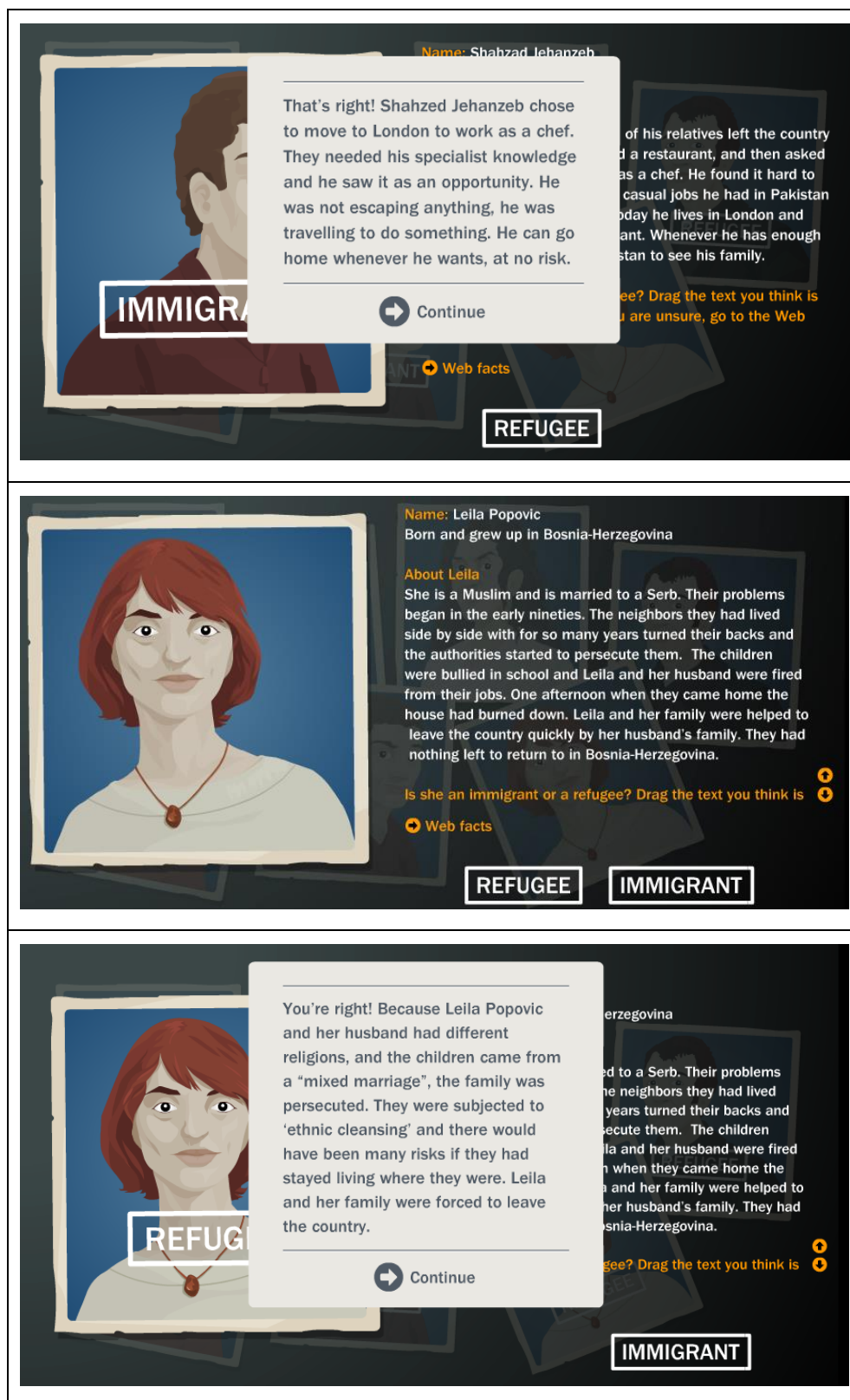


Figure 39. Screenshots from the video game *Against all odds* where players have access to displaced individuals' stories (UNHCR [United Nations High Commissioner for Refugees], 2006)

Activity 2. Practice makes perfect (1)

Estimated time: 10 minutes

Description: Students need to watch the YouTube video *Pronunciation: Past Tense Regular Verbs –ed* (American English, 2016) to learn about the /ed/ past tense pronunciation. Afterwards, students need to create a mind map with the information contained in the video. In addition, subtitles are available in case students might need them. Material's transcription:

Hello. Welcome to Pronunciation Practice. My name is Sammy and I am an American English language student. Today we are going to practice pronouncing past tense sounds using regular verbs ending in “-ed”. For regular verbs, we usually add “-ed” to the end of the verb to make it past tense. The spelling is easy because you just add “-ed”, but the pronunciation can be a little tricky:

“Last weekend I walked to the restaurant. When I got there, I glanced through the menu. The waiter arrived, and I ordered a steak. After dinner, the waiter handed me the bill. I left happy because my meal tasted great”.

These verbs all have the past tense “ed” but they are pronounced in three different ways. In “walked” and “glanced” the “-ed” makes a /t/ sound: walked, glanced. The “-ed” in “arrived” and “ordered” ended with a /d/ sound: arrived, ordered. The “-ed” in “handed” and “tasted” ended with a /id/ sound: handed, tasted.

So how do you know which “-ed” pronunciation to use? There are three rules to remember. First, if the verb ends in a /t/ or /d/ sound, use the /id/ ending. For example, the past tense of verbs “want” and “need” becomes “wanted” or “needed”. If the verb ends in one of the following voiceless sounds, such as /p/, /k/, /f/, /s/, /sh/, /ch/ or /th/, use the /t/ sound for past tense. For example, we have “helped” and “washed”. If the verb ends in any vowel or in a voiced sound like /l/, /m/, /n/, /j/, /r/, /g/, /b/, /v/, /w/ or /z/ use the /d/ ending, for example: “called”, “played”.

Remember how we saw that spelling and sounds don't match up? Well, look at the following words: “missed”, “sliced” and “fixed”. The last sound in each verb is spelled differently, but they all make the /s/ sound. That's why they get the /t/ past tense ending. Remember to focus on the last sound of a word. Both “promised” and “closed” have an “s” before the “-ed” ending. However, “promised” has an “s” sound and “closed” has a “z” sound. That's why promised has a /t/ ending and “closed” has a /d/ ending.

Now you try. What are the American English pronunciations for these past tense verbs?

“I used an umbrella”, “The ice-cream melted”, “He pushed the button”, “I studied for the test”. Click pause to try the activity and press play when you are ready to continue.

SESSION 3: INDIVIDUAL STEPS, A GLOBAL JOURNEY						
Activity	Description	Skills	HOTS/LOTS	Resources/ grouping	Objectives	Time
1. <i>Against all odds</i> : Vocabulary and pronunciation warm-up test	Matching words and expressions with their definitions and identifying different sounds	Reading comprehension/ Writing and interacting/ Speaking and interacting	LOTS	Vocabulary and pronunciation short test/ Individual and whole class	- To recognise and use vocabulary related to identity, human relationships and different cultural affiliations - To discriminate the three different /ed/ sounds associated to past tense verbs: /id/, /t/ or /d/	10'
2. A time-line of migration	Identifying relevant information, paraphrasing, ordering and summarizing it, and producing an oral message	Reading comprehension/ Writing and interacting/ Speaking and interacting	HOTS and LOTS	History tags, visual chart, texts and timeline/ Groups	- To discriminate the three different /ed/ sounds associated to past tense verbs: /id/, /t/ or /d/ - To recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context - To recognize and use expressions to indicate the duration of an action	45'

Table 14. Activities provided for Session 3, which focuses on group interaction

Activity 1. Against all odds: Vocabulary and pronunciation warm-up test

Timing: 10 minutes

Students are presented with a vocabulary exercise with new words from the video game *Against all odds*. Firstly, learners need to match the words and expressions in the list with their definitions, but there are more words than definitions. Afterwards, students need to match the past tense of the verbs (or adjectives ending in “-ed”) from the exercise with the corresponding /ed/ sound in the past tense: /d/, /id/ or /t/.

The exercise is then handed to the teacher as it will count for 10% of the total mark. Afterwards, it is corrected by the whole class and the teacher may clarify any doubts regarding the new concepts, the video game and/or pronunciation rules.

Material:

Part 1. Vocabulary: Match the words and expressions with their definitions.

Word list: Against all odds, mixed marriage, to be persecuted, ethnic cleansing, to make up your mind, weapons, to support, to flee, to be over, to dare, to beg, capitalism, to threaten, forced marriage, to be fired, relatives, between the devil and the deep blue sea, to be side by side

Figure 40. Vocabulary extracted from the video game *Against all odds*

To tell someone that you will kill or hurt them or cause problems if they do not do what you want
To decide
To escape by running away, especially because of danger or fear
Any object used in fighting or war, such as a gun, bomb, knife, etc.
To give a person the money they need in order to buy food and clothes and pay for somewhere to live
To be brave enough to do something difficult or dangerous, or to be rude or silly enough to do something that you have no right to do
The organized, often violent attempt by a particular cultural or racial group to completely remove from a country or area all members of a different group
To oppress or harass with ill-treatment, especially because of race, religion, gender, sexual orientation, or beliefs
To make a very strong and urgent request
To remove someone from their job, either because they have done something wrong or badly, or as a way of saving the cost of employing them
A form of human rights abuse, since it violates the principle of the freedom and autonomy of individuals
A person related to another by heredity, adoption, or marriage
To have come to an end; to be finished
(Idiom) Despite very low probability; in a most unlikely way
Close together

Figure 41. Vocabulary exercise to practice new words related to identity and human relationships. Definitions adapted and retrieved from <https://www.thefreedictionary.com> and <https://dictionary.cambridge.org/dictionary/english/>

Part 2. Pronunciation: Match the “ed” verb forms from the word list with their correct pronunciation.

/ɪd/	/d/	/t/

Table 15. Table with the three phonetic varieties as regards the pronunciation of /ed/ in past tense verbs

Activity 2. A time-line of migration

Timing: 45 minutes

Description: The teacher explains to the students that the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade is celebrated every year on March 25th to honour those who suffered at the hands of this labour system.

To gain knowledge about this historical period, students are divided into groups of four members. In this interactive learning task, each student receives one text (or two short ones) about this topic. Each learner reads his/her text individually, and then he/she explains it with his/her own words to the rest of the group. They also need to order the information following the right historical time-line, as they are given several shuffled history tags which name and/or complete the period of history in their texts (each date matches one period name). Students need to use problem-solving skills to deduce the dates and names of the periods, but enough hints are given to prevent the activity from becoming over-challenging. Besides, a visual chart is projected for the whole class to help students understand the core ideas. The teacher may solve any questions regarding new concepts or vocabulary. (15 minutes)

Besides, they work together to summarize the main information, as each group needs to do a 5 minutes presentation to share only the most important points with the whole class (30 minutes); accordingly, each student needs to produce a short oral text where he/she reformulates the main concepts with his/her own words while paying attention to the pronunciation of past tense verbs. Students are informed that the following session will start with a quiz about this activity. Students may be prompted to take notes of their class-mates' presentations. At the end of the class, a link to an interactive timeline is provided to help students to have a broader vision of the historical information provided.

Material:

A) The beautiful land of the New World amazed European explorers. They realized the economic possibilities of the new land and its many natural resources. The European settlers soon dominated the Native American civilizations. Enduring great hardship , the colonists built new communities in the New World.
B) The image of America as a land of promise attracted people from all over the world. Asian immigrants , however, didn't have the same experience as European immigrants.
C) As a new nation , the United States of America thrived. The quality of life for ordinary people was improving. The prosperous young country attracted Europeans who wanted to escape poverty and hardship in their home countries.
D) The United States suffered through the Great Depression . After World War II , Europeans started looking to America again as a place of refuge .
E) A major change to immigration legislation created new waves of immigration from all over of the world. Asians and Latin Americans arrived in large numbers. The story of America — who Americans are and where they come from — is still being written.

Table 16. Visual chart with key words and concepts to help students understand the texts provided about American immigration (adapted from Scholastic, n.d.)

Group 1:

The explorers and the New World	New settlements	Jamestown succeeds	Slavery begins
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1492-1500s	1565-1600s	1607	1619
------------	------------	------	------

Group 2:

The Pilgrims	Religious freedom	Expanding colonies	A new nation
--------------	-------------------	--------------------	--------------

1620	1634-1680s	1680-1776	1776-1790
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Group 3:

Slavery continues	The Irish and Germans	The Irish Potato Famine	Civil War and the End of Slavery
The Homestead Act			

1808	1820	1845-1851	1861	1862
------	------	-----------	------	------

Group 4:

The transcontinental Railroad	Ellis Island	Bursting cities	Angel Island	Building America – Middle class
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1863-1869	1892	1990s	1910	1920
-----------	------	-------	------	------

Group 5:

Backlash	The Great Depression and War in Europe	USA in World War II	World War II and the Post-war Period
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1920s	1930s	1941 - 1945	1943 - 1950
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Group 6:

The Refugee Relief Act	Immigration and Naturalization Act	Vietnamese Immigration and the Refugee Act	Latin American Immigration
A multicultural America			

1953-1959	1965	1960s-1980s	1980s	1990- today
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Figure 42. History tags that match and/or complete the text pieces distributed to each group (adapted from Scholastic, n.d.)

Student A: In XXXX, Christopher Columbus, an explorer and excellent sailor, crossed the Atlantic Ocean in search of a shorter trade route to Asia. After more than two months at sea, he landed in the Bahamas in the Caribbean islands. Although Columbus never reached the mainland of North America, he discovered the gateway to a vast continent unexplored by Europeans. Columbus returned to Europe believing he reached previously unknown islands in Asia. Word of the new route spread in Europe. Over the next few decades, other _____ followed in Columbus's wake, hoping to take advantage of the shortcut to Asia. It was an Italian explorer, named Amerigo Vespucci, who realized that what the discovered land was a continent unknown to Europeans. He called it the _____.

Student B: European nations—including Spain, France, the Netherlands, Portugal, Sweden, and England—vied to claim pieces of the new land. In the XXXXs, England founded colonies along the Atlantic seaboard, from what is now New Hampshire to Georgia. These original 13 colonies eventually became the United States of America. Spain founded a colony at Saint Augustine, Florida, as early as XXXX and went on to claim parts of what are now the states of Texas, New Mexico, Arizona, and California. France established colonies along the Saint Lawrence River, in what is now Canada; and also in the southern part of North America, in the region that is now Louisiana. The Dutch began the settlement of New Amsterdam on the southern tip of what is now Manhattan Island, home to part of New York City. The European countries often fought each over ownership of the new land; more land meant more power and economic opportunity.

Student C: In XXXX, England sent 100 men to America to found a new colony. The colony was named Jamestown after King James I and was located on the coast of what is now Virginia. It became the first English colony to succeed in America, but its beginning was exceptionally difficult. The colonists hoped to find gold easily, but didn't. And tragically, they didn't know how hard it was to survive in the New World. More than half of the settlers died in the first year because of the harsh winters, poor planning, and disease. But under the leadership of the colonist John Smith, the colony began to succeed. They grew tobacco, which was sent back to England and sold for profit. With the profit, the colonists had the money to plant other crops, such as wheat, grapes, and corn, which is a food native to North America. By 1620, Jamestown plus other settlements that sprang up nearby had a population of about 4,000. The colony thrived. This economic success gave England a powerful interest in protecting its foothold in the New World.

Student D: Africans first arrived in North America in XXXX. In that year, 20 African people were brought to the Jamestown colony aboard a Dutch warship. They were slaves taken from their homes in Africa by force. They were beaten and enchained by men carrying weapons. Over the next almost 200 years, hundreds of thousands of Africans were brought to America as slaves to work on plantations, especially to grow tobacco. By the end of the colonial period, Africans numbered about 500,000 and formed about 20% of the population of the United States. As a direct result of the transatlantic slave trade, the greatest movement of Africans was to the Americas, with 96% of the captives from the African coasts arriving on cramped slave ships at ports in South America and the Caribbean Islands. From 1501 to 1830, four Africans crossed the Atlantic for every one European, making the demographics of the Americas in that era more of an extension of the African diaspora than a European one.

Figure 43. Texts for group 1, which contain information about the “discovery” of the American continent and the first colonies (adapted from Scholastic, n.d.)

Student A: Some colonies were formed because people wanted to escape religious persecution in Europe. In 17th century England, two groups of Christians, the Catholics and the Anglicans, were arguing over what religion and church should be the true church of England. Some of the Anglicans, called Puritans, thought that there should be more distinction between their Church of England and the Catholic Church. Some Puritans, called the Separatists, didn't want to belong to the Church of England at all anymore. King James, who was the head of the Church of England, would not allow the Separatists to practice religion on their own. To escape the situation in England, a small group of Separatists left Europe on the Mayflower ship. In XXXX, the ship landed at what is now Plymouth, Massachusetts, carrying 102 passengers. Many were Separatists, who became known as the _____. They established Plymouth Colony.

After the _____, many more people flocked to the new colonies for religious reasons: About 200,000 Puritans emigrated from England during the years 1620 to 1641.

Student B: After the _____, many other immigrants came to America for the religious freedom it offered. The colony of Maryland was founded in 1634 as a refuge for Catholics, who were persecuted in England in the 17th century. In 1681, William Penn began a colony in the land that was later named after him: Pennsylvania. The main settlement was Philadelphia, which prospered through farming and commerce. In XXXX, 14,000 Huguenots who were persecuted in France also joined the growing English colonies. Huguenots were French Protestants in the 16th and 17th centuries who followed the teachings of theologian John Calvin. Persecuted by the French Catholic government during a violent period, Huguenots fled the country in the 17th century, creating Huguenot settlements all over Europe, in the United States and Africa.

Student C: Early immigrants to America settled up and down the East Coast. Farming was difficult in the rocky soil of New England, so people grew only enough food for their families to live on. This is called subsistence farming. They also became fishermen, fishing cod in the Atlantic Ocean and selling it to the European markets. As they needed good ships for fishing, they started making them, becoming successful shipbuilders.

In the South, where farming was easier, colonists started large plantations to grow crops, such as tobacco, rice, and indigo. Indigo was a rich blue dye, mainly used for dyeing textiles. Plantations depended on the free labour of the slaves. Many more slaves were forced to come to America to meet the demand for labour.

By the time of the Revolutionary War, about 2.5 million people lived in the _____, including approximately 450,000 Africans; 200,000 Irish; 500,000 Scottish and Scotch-Irish; 140,000 Germans; and 12,000 French.

Student D: The colonies grew prosperous and the population increased. Between the time of the first settlements and the Revolutionary War, about seven generations of people were born in America. Many of them no longer wanted to be ruled by the English throne. And they didn't want to pay taxes to the English government when they had no colonial representation in the Parliament. They became known as Patriots, or Whigs, and they included Thomas Jefferson and John Adams.

The Loyalists were colonists who wanted to remain part of England. The Patriots and Loyalists were bitterly divided on the issue. In XXXX, the Continental Congress, a group of leaders from each of the 13 colonies, issued the Declaration of Independence. The Declaration stated that the United States of America was its own country.

The Patriots fought England in the Revolutionary War to gain independence for the colonies. In 1783, with the help of the French, who had joined their side, the colonists won the war. The United States of America was a _____.

The new government conducted a census, or count, of everyone living in the United States. At the time of the first census in XXXX, nearly 700,000 Africans and 3 million Europeans lived in the new United States.

Figure 44. Texts for group 2, which contain information about the establishment of new colonies and the first European migratory movements (adapted from Scholastic, n.d.)

Student A: At the turn of the 19th century, more than 1 million African Americans lived in the United States. As slaves, they were not considered citizens. Large farms and plantations depended on the free labour they provided in fields and homes. It was difficult, backbreaking work. In XXXX, the United States government banned the importation of enslaved people into the country, although the practice did continue illegally. Slavery, however, was not abolished for nearly 60 more years.

Student A: In the early and mid-19th century, nearly all of the immigrants coming to the United States arrived from northern and western Europe. In 1860, seven out of 10 foreign-born people in the United States were _____ or _____. Most of the Irish were coming from poor circumstances. With little money to travel any further, they stayed in the cities where they arrived, such as Boston and New York City. More than 2,335,000 Irish arrived between XXXX and 1870. The _____ who came during the time period were often better off than the _____ were. They had enough money to journey to the Midwestern cities, such as Chicago, Cincinnati, and St. Louis, or to claim farmland. More than 2,200,000 Germans arrived between 1820 and 1870.

Student B: In XXXX, a famine began in Ireland. A potato fungus, also called blight, ruined the potato crop for several years in a row. Potatoes were a central part of the Irish diet, so hundreds of thousands of people now didn't have enough to eat. Diseases, such as cholera, also spread. Starvation and disease killed more than a million people. These extreme conditions caused mass immigration of _____ people to the United States. Between 1846 and 1852, more than a million Irish are estimated to have arrived in America. The men found jobs building railroads, digging canals, and working in factories; they also became policemen and firemen. Irish women often worked as domestic servants. Even after the famine ended, _____ people continued to come to America in search of a better life.

Student C: In the early 1860s, the United States was in crisis. The Northern states and Southern states could not agree on the issue of slavery. Most people in the Northern states thought slavery was wrong. People in South, where the plantations depended on slavery, wanted to continue the practice. In XXXX, the _____ began between the North and South. It was an extremely bloody war; over 600,000 people died in the fighting. Many immigrants fought in the war. Since immigrants were settled mostly in the North, where factories provided jobs and small farms were available, hundreds of thousands of foreign-born men fought for the Union. President Abraham Lincoln issued the Emancipation Proclamation, which declared that all the slaves in the rebelling Southern states were free. It was the beginning of the _____. To ensure that the abolishment of slavery was permanent, Congress passed the 13th Amendment to the Constitution, which outlawed slavery throughout the United States. The 14th Amendment, adopted in 1868, declared that African Americans were citizens of the United States. In 1870, African Americans numbered almost 5 million and made up 12.7% of the U.S. population.

Student D: In the late 19th century, America was looking west. People began moving away from the now crowded Eastern cities. Some were motivated by the _____ of 1862, which offered free land from the government. The government offered to give 160 acres of land—considered a good size for a single family to farm—in areas including Minnesota, Iowa, Kansas, and Nebraska. Homesteaders were required to stay on the land, build a home, and farm the land for a minimum of five years. The offer attracted migrants from inside the country—and waves of more immigrants from Europe. For example, many people from Sweden, where land was extremely scarce, were drawn to come to the United States. These brave settlers worked hard to start a new life on the frontier. Though life was difficult, many succeeded.

Figure 45. Texts for group 3, which contain information about slavery, immigration, war and economic crisis (adapted from Scholastic, n.d.)

Student A: The _____ was a massive construction project that linked the country by rail from east to west. The railway was built entirely by hand during a six-year period, with construction often continuing around the clock. Chinese and Irish immigrants were vital to the project. In 1868, Chinese immigrants made up about 80% of the workforce of the Central Pacific Railroad, one of the companies building the railway. The workers of the Union Pacific Railroad, another company that built the railroad, were mostly Irish immigrants. These railroad workers laboured under dangerous conditions, often risking their lives. After the _____ was completed, cities and towns sprung up all along its path, and immigrants moved to these new communities. The _____ was a radical improvement in travel in the United States; after its completion, the trip from East Coast to West Coast, which once took months, could be made in five days.

Student B: In XXXX, President Benjamin Harrison designated _____ in New York Harbour as the nation's first immigration station. At the time, people travelled across the Atlantic Ocean by steamship to the bustling port of New York City. The trip took one to two weeks, much faster than in the past (when sailing ships were the mode of transportation), a fact that helped fuel the major wave of immigration. For many immigrants, one of their first sights in America was the welcoming beacon of the Statue of Liberty, which was dedicated in 1886. Immigrants were taken from their ships to be processed at _____ before they could enter the country. About 12 million immigrants passed through Ellis Island during the time of its operation, from XXXX to 1954. Many of them were from Southern and Eastern Europe. They included Russians, Italians, Slavs, Jews, Greeks, Poles, Serbs, and Turks.

Student C: New immigrants flooded into _____ in the XXXXs. In places like New York and Chicago, groups of immigrants chose to live and work near others from their home countries. Whole neighbourhoods or blocks could be populated with people from the same country. Small pockets of America would be nicknamed "Little Italy" or "Chinatown." Immigrants often lived in poor areas of the city. In New York, for example, whole families crowded into tiny apartments in tenement buildings on the Lower East Side of Manhattan. Many organizations were formed to try to help the new immigrants adjust to life in America. Settlement houses, such as Hull House in Chicago, and religious-based organizations worked to help the immigrants learn English and life skills, such as cooking and sewing.

Student D: On the West Coast, Asian immigrants were processed at _____, often called the "Ellis Island of the West." _____, which lies off the coast of San Francisco, opened in XXXX. Although the Chinese Exclusion Act of 1882 restricted immigration, 175,000 Chinese came through _____ over a period of three decades. They were overwhelmingly the main group processed here: In fact, 97% of the immigrants who passed through _____ were from China.

Student D: Many of the immigrants who arrived in the early 20th century were poor and hardworking. They took jobs paving streets, laying gas lines, digging subway tunnels, and building bridges and skyscrapers. They also got jobs in America's new factories, where conditions could be dangerous, making shoes, clothing, and glass products. Immigrants fuelled the lumber industry in the Pacific Northwest, the mining industry in the West, and steel manufacturing in the Midwest. They went to the territory of Hawaii to work on sugar cane plantations. Eventually, they bargained for better wages and improved worker safety. They were on the road to becoming America's _____.

Figure 46. Texts for group 4, which contain information about immigration policies in the United States of America (adapted from Scholastic, n.d.)

Student A: By the XXXXs, millions of new immigrants lived in America. The country fought in the "Great War", as World War I was known then. People became suspicious of foreigners' motivations. Some native-born Americans started to express their dislike of foreign-born people. They were fearful that immigrants would take the available jobs. Some Americans weren't used to interacting with people who spoke different languages, practiced a different religion, or were a different race. Racism, anti-Semitism, and xenophobia (fear and hatred of foreigners) were the unfortunate result.

In 1924, Congress passed the National Origins Act. It placed restrictions and quotas on who could enter the country.

The annual quotas limited immigration from any country to 3% of the number of people from that country who were living in the United States in 1890. The effect was to exclude Asians, Jews, blacks, and non-English speakers.

Student B: In the XXXXs, the country went through _____, a terrible period of economic hardship. People were out of work, hungry, and extremely poor. Few immigrants came during this period; in fact, many people returned to their home countries. Half a million Mexicans left, for example, in what was known as the Mexican Repatriation. Unfortunately, many of those Mexicans were forced to leave by the U.S. government. Once World War II started in Europe, America was again concerned about protecting itself. Fears about foreign-born people continued to grow.

As a result of the turmoil in the XXXXs, immigration figures dropped dramatically in comparison to previous decades. In the 1920s, approximately 4,300,000 immigrants came to the United States; in the XXXXs, fewer than 700,000 arrived.

Student C: The United States entered _____ in XXXX. During the war, immigration decreased. There was fighting in Europe, transportation was interrupted, and the American consulates weren't open. Fewer than 10% of the immigration quotas from Europe were used from 1942 to 1945.

In many ways, the country was still fearful of the influence of foreign-born people. The United States was fighting Germany, Italy, and Japan (also known as the Axis Powers), and the U.S. government decided it would detain certain resident aliens of those countries. (Resident aliens are people who are living permanently in the United States but are not citizens.) Oftentimes, there was no reason for these people to be detained, other than fear and racism.

Beginning in 1942, the government even detained American citizens who were ethnically Japanese. The government did this despite the 14th Amendment of the Constitution, which says "nor shall any State deprive any person of life, liberty or property without the due process of law."

Student D: Because of the war, the Chinese Exclusion Act was repealed in XXXX. China became an important ally of the United States against Japan; therefore, the U.S. government did away with the offensive law. Chinese immigrants could once again legally enter the country, although they did so only in small numbers for the next couple of decades.

After _____, the economy began to improve in the United States. Many people wanted to leave war-torn Europe and come to America. President Harry S. Truman urged the government to help the "appalling dislocation" of hundreds of thousands of Europeans. In 1945, Truman said, "everything possible should be done at once to facilitate the entrance of some of these displaced persons and refugees into the United States."

On January 7, 1948, Truman urged Congress to "pass suitable legislation at once so that this Nation may do its share in caring for homeless and suffering refugees of all faiths. I believe that the admission of these persons will add to the strength and energy of the Nation."

Congress passed the Displaced Persons Act. It allowed for refugees to come to the United States. The Act marked the beginning of a period of refugee immigration.

Figure 47. Texts for group 5, which contain information about xenophobia in the United States of America during war time (adapted from Scholastic, n.d.)

Student A: In XXXX, the _____ was passed to replace the Displaced Persons Act, which had expired. It also allowed non-Europeans to come to the United States as refugees.

The Refugee Relief Act also reflected the U.S. government's concern with Communism, a political ideology that gained popularity in the world, particularly in the Soviet Union. The Soviet Union controlled the governments of other countries. The Act allowed people fleeing from those countries to enter the United States.

When he signed the Act, President Dwight D. Eisenhower said, "This action demonstrates again America's traditional concern for the homeless, the persecuted, and the less fortunate of other lands. It is a dramatic contrast to the tragic events taking place in East Germany and in other captive nations." By "captive nations," Eisenhower meant countries being dominated by the Soviet Union.

In XXXX, Cuba experienced a revolution, and Fidel Castro took over the government. His dictatorship aligned itself with the Soviet Union. More than 200,000 Cubans left their country in the years after the revolution; many of them settled in Florida.

Student B: In XXXX, President Lyndon B. Johnson signed the _____. This act repealed the quota system based on national origins that had been in place since 1921. This was the most significant change to immigration policy in decades. Instead of quotas, immigration policy was now based on a preference for reuniting families and bringing highly skilled workers to the United States. This was a change because in the past, many immigrants were less skilled and less educated than the average American worker. In the modern period, many immigrants would be doctors, scientists, and high-tech workers.

Because Europe was almost recovered from the war, fewer Europeans decided to move to America. But people from the rest of world were eager to move here. Asians and Latin Americans, in particular, were significant groups in the new wave of immigration. Within five years after the act was signed, for example, Asian immigration doubled.

Student C: During the XXXXs and XXXXs, America was involved in a war in Vietnam. Vietnam is located in Southeast Asia, on the Indochina peninsula. From the 1950s into the 1970s there was a great deal of conflict in the area. After the war, Vietnamese refugees came to the United States. During the 1970s, about 120,000 Vietnamese came, and hundreds of thousands more continued to arrive during the next two decades.

In XXXX, the government passed the _____, a law that was meant specifically to help refugees who needed to come to the country.

Refugees came because they fear persecution due to their race, religion, political beliefs, or other reasons. The United States and other countries signed treaties, or legal agreements, that said they should help refugees. The Refugee Act protected this type of immigrant's right to come to America.

Student D: During the XXXXs, waves of immigrants arrived from Central America, the Caribbean, and South America. Hundreds of thousands of people came just from Cuba, fleeing the oppressive dictatorship of Fidel Castro. This was a significant new wave of immigrants: During the 1980s, 8 million immigrants came from _____, a number nearly equal to the total figure of European immigrants who came to the United States from 1900 to 1910, when European immigration was at a high point. The new immigrants changed the makeup of America: By 1990, Latinos in the United States were about 11.2% of the total population.

Student D: Since XXXX, immigration has increased. It is at its highest point in America's history. In both the 1990s and 2000s, around 10 million new immigrants came to the United States. The previous record was from 1900 to 1910, when around 8 million immigrants arrived.

In 2000, the foreign-born population of the United States was 28.4 million people. Also in that year, California became the first state in which no one ethnic group made up a majority.

_____, more than 80% of immigrants in the United States are Latin American or Asian. By comparison, as recently as the 1950s, two-thirds of all immigrants to the United States came from Europe or Canada.

Figure 48. Texts for group 6, which contain information about migration from Vietnam and Latin America as well as the multicultural character of the United States of America (adapted from Scholastic, n.d.)



Figure 49. Screenshot which shows the interactive timeline with all the historical information seen in the activity, following a visual and user-friendly structure (Scholastic, n.d.)

HOMEWORK AFTER SESSION 3						
Activity	Description	Skills	HOTS/LOTS	Resources/ grouping	Objectives	Time
1. Practice makes perfect (2)	Choosing the right verb tense to describe an action according to the contextual information given.	Reading comprehension/ Writing	HOTS	Online exercise/ Individual	- To recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context - To recognize and use expressions to indicate the duration of an action	15'

Table 17. Homework activities to revise irregular verbs and their past tenses

Homework:

Activity 1. Practice makes perfect (2)

Estimated time: 15 minutes

Description: Students are asked to complete exercises 1, 2, 3 and 4 from the website Perfect English Grammar to revise irregular verbs, as they will need to work with them during the following session.

Material:

Irregular Verbs 1

Past Simple Exercise 1

Here's the first exercise about irregular verbs. It's to practise the past simple.

You can also review the [list of irregular verbs on this page](#) or [download the list in PDF here](#).

Finally, [click here to download](#) this exercise in PDF with answers.

Irregular Verbs - Past Simple 1

Change the verb into the past simple

1) I (hear) a new song on the radio.

Irregular Verbs - Past Participle 2

1) She has never (let) her daughter have a boyfriend.

2) Have you already (read) today's newspaper?

3) The house has been (sell).

4) He has (lose) his wallet again.

5) I have (write) three essays this week.

6) That clock was (make) in Switzerland.

Irregular Verbs - Past Simple 2

Make the past simple

1) I (come) to England in 1993.

2) She (stand) under a tree to shelter from the rain.

3) They (do) their homework yesterday.

4) We (sing) too much last night - I have a sore throat!

Figure 50. Screenshots from the students' homework: Online practice of irregular verbs (Beckwith, n.d.)

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SESSION 4: ALTERNATIVE NARRATIVES						
Activity	Description	Skills	HOTS/LOTS	Resources/grouping	Objectives	Time
1. Warm-up quiz: Facts about American history	Identifying relevant information	Reading comprehension/ Speaking and interacting	LOTS	Quiz/Group and whole class	- To recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context - To recognize and use expressions to indicate the duration of an action. - To discriminate the three different /ed/ sounds associated to past tense verbs: /id/, /t/ or /d/	15'
2. Discussion: Connect the dots	Identifying relevant contextual information and formulating a point of view	Writing and interacting/ Speaking and interacting	LOTS and HOTS	Pictures/ Individual and whole class	- To trigger critical thinking - To use vocabulary and facts related to identity and pressing global issues - To recognize and use expressions to indicate the duration of an action - To recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context	10'
3. Identity exploration	Identifying relevant contextual information and formulating a point of view	Reading comprehension/ Writing and interacting/ Speaking and interacting	LOTS and HOTS	Questions and a literature piece/ Individual and whole class	- To recognise and use vocabulary related to identity, human relationships and different cultural affiliations - To recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context - To recognize and use expressions to indicate the duration of an action - To discriminate the three different /ed/ sounds associated to past tense verbs: /id/, /t/ or /d/	10'
4. Transformational stories	Understanding new concepts, identifying relevant vocabulary, verb tenses and their corresponding pronunciation. Formulating a point of view	Reading comprehension/ Writing and interacting/ Speaking and interacting	LOTS and HOTS	YouTube videos, transcriptions and worksheet/ Individual, groups and whole class	- Idem	20'

Table 18. Activities provided for Session 4, which introduces more tasks to foster critical thinking

Activity 1. Warm-up quiz: Facts about American history

Timing: 15 minutes

Description: Students are presented with a quiz which contains relevant information about the previous session's activities. Students work in groups of four and they need to choose a spokesperson. The goal is to answer as many questions as possible correctly.

1. Who realized that the new land discovered by Columbus was an unknown continent?

- a) The Catholic Kings
- b) Amerigo Vespucci
- c) Vasco da Gama

2. How many colonies eventually became the United States of America?

- a) 20
- b) 43
- c) 13

3. Jamestown's first colonists...

- a) didn't know how hard living in the New World was
- b) thrived through harsh winters
- c) found gold very quickly

4. By the end of the colonial period....

- a) Africans returned home
- b) 20% of USA's population was African
- c) a new wave of slaves arrived to America

5. The Puritans who arrived to America became...

- a) a new ideology movement
- b) the Pilgrims
- c) an extension of the Church of England

6. Huguenots were...

- a) Italian Protestants
- b) persecuted by the French Catholic government
- c) the original colonists of Pennsylvania

7. Plantations...

- a) were very large in North America
- b) depended on slavery
- c) didn't rise the demand for labour

8. The Declaration of Independence stated that...

- a) slavery was forbidden
- b) the 13 colonies were part of England
- c) the United States of America was its own country

9. Irish immigrants came from...

- a) privileged families
- b) poor circumstances
- c) extreme political ideologies

10. President Abraham Lincoln issued the...

- a) Emancipation Proclamation
- b) Transcontinental Railroad budget
- c) Civil War Declaration

11. Homesteaders...

- a) were offered land at an affordable price
- b) were required to stay in the land for at least 5 years
- c) were interested in Eastern cities

12. The transcontinental Railroad...

- a) was mainly built by Chinese and Irish immigrants
- b) could connect the United States with Canada in five days
- c) was completed in 15 years

13. Ellis Island was...

- a) a quiet place where travellers could rest after their trip
- b) a popular holiday destination
- c) America's first immigration station

14. The working conditions in America's new factories...

- a) were quite good
- b) were what immigrants had dreamed of
- c) were dangerous

15. In the 1920s immigrants

- a) were honoured for their hard work and dedication
- b) were rejected because some Americans thought that they could steal available jobs
- c) were especially welcomed due to the richness they brought to the country

16. During World War II American authorities...

- a) detained some American citizens just because they looked a certain way
- b) supported the Axis Powers
- c) followed their Constitution



Figure 53. Image depicting American citizens showing messages to support the construction of a wall to protect USA's borders (Wechter, 2017)



Figure 54. Image depicting protesters showing messages to support immigration (Samad, 2017)

Activity 3. Identity exploration:

Timing: 10 minutes

Description: Literature is a valuable tool to help students understand others' feelings and experiences. Besides, literature is a solid ground on which students may accept ambiguity as part of human interaction, especially between individuals from different cultural affiliations. The following composition by May Yang serves as a revision for previously seen historical facts which are intertwined with immigration, refugees, stereotypes, human relationships and identity. Students are asked to read the piece individually. The teacher may solve any questions regarding vocabulary or new concepts.

Afterwards, students are asked to answer the following questions individually. Some volunteers may share their answers in class.

Material:

1. According to the information from in previous exercises, can you identify the historical context behind May Yang's work?
2. How do you think the writer feels about her American identity?

Figure 55. Questions to help the students connect previous information with current social issues

Some time ago pale bodies slipped into Indochina and harvested
slave bodies to sow opium and mine silver. These slaves developed a
dependency on this unsustainable and temporary economy, becoming
heavily addicted to this intoxicating flower. Some no longer planted their
own food or raised their own livestock. A body from this time was that
of my grandmother's. Impoverished—she was—mind, body and soul.
Strung out on the tar of this little flower, forgetting how and when to love
her children. A body that came to life through hers was my father's. And
so it was that this boy would walk miles to school with maybe, sometimes
hardly ever, a palm-full of rice and a single chili pepper to sustain his body
for the duration of the day.

Night would fall,
and day would rise.

Then a secret war crept up so loud white minds shut it out
and all of humanity hushed it from the West to its East
and my grandfather went to war on the side that would win
doing these things, they couldn't believe in
and maybe it was that they won, maybe
but the shackles of this flower brought my mother to my father
and the shackles of this flower brought my body to America.

Figure 56. Literary piece about immigration, identity and human relationships to promote the students' critical thinking (adapted from Yang, 2017)

Activity 4. Transformational stories

Timing: 20 minutes

Description: This is a preparatory activity for the next session's intercultural exchange with students from Germany. The teacher explains that transformational stories are those initiatives, narratives or pieces of work which create new ways of approaching pressing issues and promote inclusive *actions* that may bring positive change. This activity is connected with Byram's (1997) notion of action orientation regarding ICC's core components.

The teacher further explains that during the next session students will interact with German students via Skype (they are given their interlocutor's Skype ID) to discuss the most relevant points they have seen in this didactic unit and to share a transformational story. Students are advised to look for articles, art pieces, literature, posts, pictures, podcasts, news, videos or book summaries that may contain powerful messages related to the topics seen in class: stereotypes, xenophobia, identity, immigration, and/or human relationships. Students are encouraged to share personal stories about immigration in their families if that is easier for them. They are also given a short guide to help them prepare their oral exercise during the exchange. German students have been following the same programme and they have received the same guidelines. Any further questions regarding the next session are solved.

To have a clear idea about the type of stories that students need to look for, learners work with two brief videos (2:23 and 1:27 minutes long each). Firstly, students need to familiarise themselves with the adapted video transcriptions whose past simple verbs (text 1, Figure 58) and relevant vocabulary have been removed (text 2, Figure 60). They are given different infinitive verb forms and vocabulary and they need to fill the gaps with the correct words. They need to deduce information from the context. Secondly, they need to watch/listen to the videos and correct their answers while they practice the different /ed/ sounds in relation to past tense verbs.

Afterwards, they are asked to work in pairs and each member needs to work with one of the pieces and then discuss why it promotes inclusive acts in society with the other student. The teacher may solve any questions regarding new vocabulary or more complex concepts. Besides, the teacher may take notes about the students' performance in his/her observation list.

Material:

Word list: to become, to be born, to burn, to identify, to feature, to denounce, to raise, to publish, to put, to appear, to be, to fight, to die, to stay, to forget, to revolutionize and to cast

Figure 57. List of words to practice the use of different verbal forms within a meaningful context

Albert Einstein _____ in Germany to Jewish parents in 1879. He _____ in a non-religious household. But even though he _____ as Jewish in a religious sense, he _____ as Jewish as his nationality. This identity, his immense popularity and his outspoken support on Jewish issues would eventually make him a target of the Nazi Party. In 1905, Einstein _____ to fame in what some call his miracle year, publishing numerous physics papers including one that _____ the now famous " $E=mc^2$ ", that _____ the way we think about our Universe. In 1915, he _____ his theory of relativity, and in 1921 he _____ the Nobel Prize. But as Einstein's popularity was growing in the field of physics, anti-Semitism was spreading around it and soon, he _____ a target of the Nazi Party. His theories _____ publicly by local anti-Semitic scientists, his work _____ aside and labelled Jewish physics, and a Nazi backed pamphlet _____ entitled "One hundred authors against Einstein". His books _____, a bounty _____ on his head and his face _____ on the cover of a magazine with the headline "Not yet hanged". He had no choice but to flee Germany, accepting a job at Princeton University in the United States: Albert Einstein _____ now a refugee. While in the United States, Einstein may be most famous for his role in the creation of nuclear weapons and his eventual vocal opposition to them, but he also _____ for European Refugees, using his position to lobby Eleanor Roosevelt to reach out to her husband about a 1939 Child Refugee bill that would have allowed 20,000 Jewish children under the age of 14 into the country. The bill ultimately _____ in committee due to the outspoken anti-immigrant sentiment. Einstein _____ in the United States as a citizen until his death, but he never _____ the privilege of being able to successfully escape the horrors of Nazi Germany: "I am almost ashamed to be living in such peace while all the rest struggle and suffer".

Figure 58. Grammar exercise to practice verbs in past tense (adapted from Robinson, Sharma, & Hameed, 2017)

Word list: underrepresented, value, empower, proud, reinterpretation, indifference and resistance

Figure 59. List of words to practice the use of vocabulary related to identity and stereotypes within a meaningful context

This artist replaces white men with black women, so women of colour are better represented in historical paintings. "Art is my weapon in the ongoing battle against _____ and inaction. It forms the basis of _____. Harmonia Rosales is an Afro-Cuban American artist who became well-known for her _____ of Michelangelo's "Creation of Adam", where she portrays God and Adam as black women. She says: "Women of colour are _____ in the art world, while men dominate the space, and when you consider that all human life came from Africa, the Garden of Eden and all, then it only makes sense to paint God as a black woman, sparkling life in her own image. Rosales is a self-taught artist who says that she paints black women so girls of colour can see themselves in famous paintings. "I want my daughter to grow up _____ of her curls and coils, her brown skin; and for her to identify as a woman of colour, a woman of _____. Rosales is taking her talent from Chicago to LA, where she has been recognized by Hollywood faves, including *Hidden figures'* star, Aldis Hodge. She hopes her work inspires girls of colour and helps redefine the art world to include them more. "We have been underrepresented and misrepresented for so long that I feel I should paint to _____ us. We need powerful images for our youth to see.

Figure 60. Vocabulary exercise to practice new words about human identity and stereotypes (adapted from Ahmad, Soffer, & Figueroa, 2018)



Figure 61. Guide created with Canva for the students' coming intercultural exchange during the next session

SESSION 5: UNDERSTANDING BEYOND WALLS						
Activity	Description	Skills	HOTS/LOTS	Resources/grouping	Objectives	Time
1. Sharing is caring	Designing an oral message and discussing different points of view	Speaking and interacting	HOTS	Computers and headphones /Pairs	- To recognise and use vocabulary related to identity, human relationships and different cultural affiliations - To recognize and use verb forms which place past actions in different time frames depending on where the emphasis is in a given context - To recognize and use expressions to indicate the duration of an action - To discriminate the three different /ed/ sounds associated to past tense verbs: /id/, /t/ or /d/	30'
2. Debriefing: Mutual feedback	Identifying, evaluating and sharing relevant information as regards individual experiences. Understanding the final task	Speaking and interacting	LOTS and HOTS	Worksheet with guidelines	- To trigger self-reflection about the activities provided during the last five sessions. - To clarify the main points as regards the student's final composition	15'
3. Deconstructing stereotypes: the beginning of a long journey	Comparing and reflecting on how stereotypes and perceptions are created and how ambiguity is part of human interaction	Writing and interacting/ Speaking and interacting	LOTS and HOTS	Google Drive document / Individual and whole class	- To promote critical thinking as regards the creation of stereotypes in society	10'

Table 19. Activities provided for Session 5, which focuses on intercultural interaction

Activity 1. Sharing is caring

Timing: 30 minutes

Description: Students work in the computer room. Students either are reminded to bring their own headphones/earphones (with microphone incorporated) to class or the school may provide them. Once students login to their Skype accounts, they call the person whose ID account they have received. During the interaction, students use English as a lingua franca and they are instructed to activate the recording option, as they will need to self-evaluate their conversation.

Students may start with an introduction about themselves, their background and their relationships with friends and family (using the guide previously provided). Afterwards, they may share what they consider the most relevant points that they have seen throughout the didactic unit. As the German students are working on the same topics and have received the same instructions, interlocutors will have a common ground to facilitate mutual understanding. Nevertheless, they are instructed to engage in a respectful dialogue which may include spontaneous questions. In addition, although they may use some notes as a reference, they should not just read them throughout the entire conversation. The teacher may take notes about the students' performances in his/her observation list.

For the last part of this online exchange, each student needs to share a transformational story related to immigration, stereotypes and/or identity (as seen in the previous session) and explain why he/she thinks that it may promote change in our society.

Material: Students work with the previous session's guidelines (see Figure 61).

Activity 2. Debriefing: Mutual feedback

Timing: 15 minutes

Description: Students may volunteer to share their feedback with the entire class, as this may constitute a valuable source of input for all learners. Some general points are discussed: their general impressions, things that went wrong or difficulties that they may have experienced. The teacher may provide general advice and/or constructive criticism. At this point, students may share their thoughts about the different activities provided throughout the sessions. The teacher acts as a facilitator to create a comfortable atmosphere where students may share their perceptions freely. Accordingly, the teacher needs to make sure that the feedback provided informs the next didactic unit's design. Lastly, the teacher explains relevant points regarding the students' final written compositions, which need to be uploaded to the students' online portfolios within a week.

Material:

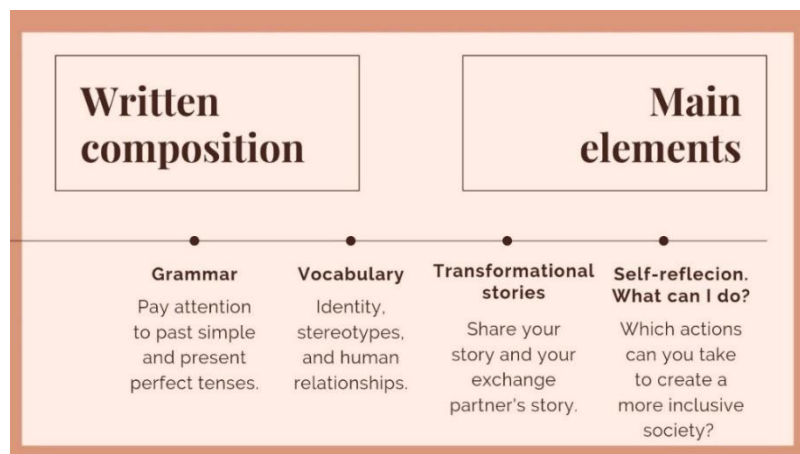


Figure 62. Guide created with Canva for the students' written compositions

Activity 3. Deconstructing stereotypes: the beginning of a long journey

Timing: 10 minutes

Description: Students are asked to look at Session's 1 image (Activity 4. *Reflection: The world as a looking glass*) once again and write their thoughts on the previously created Google Drive document (right column). Students are now able to compare comments from before and after. As ICC is a life-long process and each individual follows his/her own journey, there are no right or wrong comments. Now that students have worked with a wide range of activities to develop ICC's different components, they may be in a position to better understand underlying messages in different new media pieces. The ultimate goal is to raise awareness about society's harmful stereotypes.

Material: Google Drive document

Preconceived ideas	Factual information
The first thoughts/ideas that come to my mind are...I think that... [Students' input]	Now that I have taken the time to reflect and assess my own way of seeing others, I think that... [Students' input]

Figure 19. Google Drive document that students may have as a reference of their progress as regards their ICC' development. Available at <https://docs.google.com/document/d/1xx0l2vtc8VTYceRwhEF14AvnWm4eh8vLEAlOvhRhHkw/edit?usp=sharing>

6. Conclusion

Introducing ICC in the students' curricula may present a variety of difficulties, as assessing it entails a plethora of elements: attitudes, knowledge, skills and action orientation. In this sense, assessing value-related attitudes and behaviours may need further research to assure the development of skills to act as mediators in a global and technological society, where communication breakdowns are part of everyday interactions.

Besides, despite the efforts of many intercultural education practices, prevailing social hierarchies and governments seem to reinforce stereotyping attitudes instead of challenging them. In this regard, formal instruction may need to adapt its methodology to counteract harmful messages spread across the students' daily source of input: visual media content.

Moreover, as many educators' background in monocultural settings may hinder the progress towards intercultural education, teachers may need to evaluate their professional role and define their action plan to establish a solid foundation with the right conditions which may avoid social injustice in intercultural encounters. Educators may no longer be considered simple transmitters of knowledge, but also significant role models who act as guides towards the students' self-development.

In addition, educators may need to be trained to design programmes which promote culturally responsive instruction as well as to develop methods to support critical thinking, collaborative work and conflict management, specifically as regards sensitive topics. Furthermore, curricula may incorporate justice and peace values from local to global scales, thus enabling students to find connections between their individual struggles and perspectives and those of different cultural affiliations, both in their own communities and in distant locations.

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