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**INTERCULTURALITY AS
VEHICLE OF ENGLISH
LANGUAGE TEACHING**

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TABLE OF CONTENTS

1. Introduction	4
2. Culture.....	5
2.1. Definition	5
2.2. Iceberg theory – <i>Big C</i> culture and <i>small c</i> culture.....	6
2.3. Culture in Language Teaching.....	8
3. Intercultural approach in language teaching.....	9
3.1. Intercultural communicative competence	9
3.2. Strategies to promote interculturality in EFL lessons.....	11
3.2.1. <i>Principles</i>	11
3.2.2. <i>Approaches</i>	12
3.3. Activities to help the development of interculturality	13
4. Time for culture!	15
4.1. Justification.....	15
4.2. Contextualisation	16
4.3. Objectives and key competences	17
4.4. Contents	18
4.5. Transversality/cross-curricular elements	19
4.6. Interdisciplinarity aspects	20
4.7. Methodology.....	20
4.8. Resources and materials	21
4.9. Activities step by step.....	21
3.10. Diversity outreach	53
4. 11. Evaluation.....	56
4.11.1. <i>Instruments of evaluation</i>	57
4. 11. 2. <i>Marking criteria</i>	59
5. Conclusion.....	60
6. Bibliography	61
7. Table of figures.....	63

INTERCULTURALITY AS VEHICLE OF ENGLISH LANGUAGE TEACHING

Resumen

El presente trabajo estudia la importancia de implementar la competencia comunicativa intercultural (CCI) en las clases de enseñanza de lenguas extranjeras. Para ello, el trabajo ha sido dividido en dos partes, en la primera se expone una aproximación teórica al término de la cultura y al uso del enfoque intercultural en las clases de primeras lenguas extranjeras, lo cual ha supuesto un punto de partida para profundizar en la unidad didáctica. En cuanto a la segunda parte, se procede al desglose de la unidad didáctica presentada con el nombre: *Time for culture!* para una clase de 1º de la ESO del centro educativo IES Sierra Mágina en Huelma (Jaén)

Palabras clave: conciencia de la interculturalidad, lengua extranjera inglesa, enseñanza del inglés, enfoque intercultural y cultura.

Abstract

The aim of this Master's Thesis is to investigate the relevance of introducing intercultural communicative competence (ICC) in foreign language teaching classes. In order to develop this aim, the paper will be divided into two parts. The first part presents a theoretical background to the term culture and the use of the intercultural approach in foreign language classes, which has been the starting point to develop the didactic unit in detail. When it comes to the other part, a didactic unit is presented under the title: *Time for culture!* For a class of 1st Grade of Compulsory Secondary Education at IES Sierra Mágina, located in Huelma (Jaén).

Key words: intercultural awareness, English Foreign Language, English Teaching, intercultural approach and culture

1. Introduction

Interculturality is a method of great relevance in all aspects of our daily lives, as it allows us to get to know the world through it and to establish critical value judgements about our world, environment and relationships. Thus, being intercultural aware is a fact of even greater importance in the teaching-learning process. In the globalization era, students must be aware about the differences and similarities about cultures to promote civic education and peace.

It is highly time teacher tackled this issue, as it is hardly possible to think of a successful and effective school model without considering the role that cultures plays in this process, since there are numerous benefits for the student in his or her academic life. Not to mention the links between culture and language, despite the fact that the introduction of cultural content in English teaching are difficult to teach, it is essential to refer in one way a culture while the language-teaching process is carrying out.

Accordingly, this Master's thesis studies the relevance of intercultural communicative competence (ICC) in the foreign languages teaching classes. Being able to compare, accept and comprehend two different cultures it is an advantage to boost the foreign language level. Hence, in the first part of this paper, it has been considered important to highlight the importance of culture, its meaning and how after the phenomenon of globalisation, the relevance of it has been increased. Moreover, it is proposed the so-called "Iceberg Theory" to explain how the majority points of a culture are difficult to see without a close look. Once own culture is analysed and comprehended, it is easier to teach a foreign language in class, because the barrier of cultural component is broken.

Therefore, due to the importance of culture, the following sections are dedicated to pointing out the value of interculturality in order to train students with a high level of cognitive development, with a critical mentality and successful in their interactions with the social environment. Furthermore, not only some strategies have been selected to promote the intercultural competence, but also a wide list of feasible activities is presented in order to help teachers implementing this competence.

With the aim of enhancing the implementation the interculturality through English teaching, section 4 provides a didactic unit proposal where the development of the ICC's is boosted; besides, it involves critical thinking about culture, stereotypes and effective techniques for managing ambiguity in cross-cultural contexts. Some of the activities has been design in conformity with *Common European Framework of Reference for Languages* (CEFR) *Companion Volume* (2018) which suggests several concepts such as the goal-oriented online transactions and collaboration (mediation tasks) and online interaction (conversation and discussion).

To end up, this work will present the consolidation of the knowledge acquired during this year of my Master's degree. It also aims to make a small contribution to intercultural teaching studies in this culturally and socially important field.

2. Culture

2.1. Definition

Culture (from the Latin *cultura* stemming from *colere*, meaning "to cultivate") is a word with a long history; nonetheless, I do by no means intend to detail the history. Instead, I would like to clarify that, by and large, a culture often encompassing the appearances and knowledge of a particular group of people.

It is claimed that culture can manifest itself to other generations in a number of ways, through the language used, customs and traditions practiced, and rituals employed in a wide variety of situations. Needless to say, humans acquire local culture through the learning processes of socialization. However, how a culture can reach different countries? It is paramount to point out the phenomenon of *globalization*.

Globalization is as old as humanity itself (Kirkebæk et al., 2013:15). Hence, three main waves of globalization are established: the discovery of the Americas in 1492, the industrial revolution in 1760 and the last wave is related to the conflict between the United States and the Soviet Union after 1945. According to Kirkebæk et al., (2013:15), globalization is seen as a "driving force that creates flows of money, ideas, and people and, to an increasing extent, interconnects and links continents, regions, nation-states, and individual people's lives economically, politically, and culturally".

Additionally, the writer Kumaravadivelu (2008:38) said that there are three different views on globalization and culture exit: hyper-globalizers, localizers, and glocalizers. The first group thinks about all cultures are merging and the dominant consumer culture is American. Localizers believed that globalization contributes only to the exchange of cultural values of different countries. Last but not least, as for glocalizers, the cultural spread is a bidirectional process directly or indirectly, and the local culture is modified in order to fix with global culture.

Over decades, our understandings of culture have shifted to explore deeper values, belief systems, and relational dynamics of all groups, including those traditionally marginalised ones. Culture is something that is endlessly recreated and maintained by members of a community.

At this point, as it is necessary to define the term *culture*; I present the definition given in *New Encyclopedia Britannica, Micropaedia* (1974:784): culture is "the integrated pattern of human knowledge, belief and behaviour. Culture thus defined

consists of language, ideas, beliefs, customs, taboos, codes, institutions, tools, techniques, works of art, rituals, ceremonies, and other related components; and the development of culture depends upon man's capacity to learn and to transmit knowledge to succeeding generations".

Another interesting definition provided is that "a language is part of a culture and a culture is part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (Brown, 2000:117). Additionally, Tan (1999) says that "language is culture. Language is the soul of the country and people who speak it." Taking into account these statements, it can be noticed how closely language and culture are related to each other.

As these definitions state, language is one of these forms of culture, because language is the main way of conducting life. Consequently, not only is language connected to culture in terms of expression of the group itself, but also both terms tackle the idea that language represents the reality of a culture, that is to say, people can identify others by language, and in this way, language would be a sign of social identity.

Noticeably, in terms of teaching a foreign language, teachers have to be aware of the meaning of this term and to be able to teach further the concept. Therefore, language and culture are inseparable, as it is pointed out by Kramsch: "in the dyad *language and culture*, language is not a bunch of arbitrary linguistic forms applied to a cultural reality that can be found outside of language, in the real world. Without language and other symbolic systems, the habits, beliefs, institutions, and monuments that we call culture would be just observable realities, not cultural phenomena. To become culture, they have to have meaning. It's the meaning that we give to foods, gardens and ways of life that constitute culture (Kramsch, 2013: 62).

2.2. Iceberg theory – *Big C* culture and *small c* culture

Nowadays, people are much more familiar with general knowledge about a group of people. In fact, culture can be easily acquired through movies, TV, newspapers and social media. Citizens are fluent in basic intercultural knowledge such as isolated facts or stereotypes. Nevertheless, we forget another part of the culture which is needed to bear in mind: to raise awareness of meaningful cultural features that differ pointedly with one's own but can be respected.

Culture hides much more than it reveals, and strangely enough, what it hides, it hides most effectively from its participants (Hall, 1959:39). If we compare culture to an iceberg, it can be categorized into *big C culture* and *small c culture*, also known as deep culture. According to the first one, people only know about some aspects of culture which

are visible (language, food, dress, holidays, arts, holidays, and so on); these are the best-known manifestations of culture.

However; for a deeper understanding of culture, we must take the step and find out what's going on in language. Namely, beliefs and assumptions, values, body language, humour, the concept of time, gender roles or education. These are the hidden manifestations of culture that have an important influence on citizens' behaviour. In order to illustrate these concepts, in 1976 Hall developed the Iceberg Model of Culture (see figure 3).

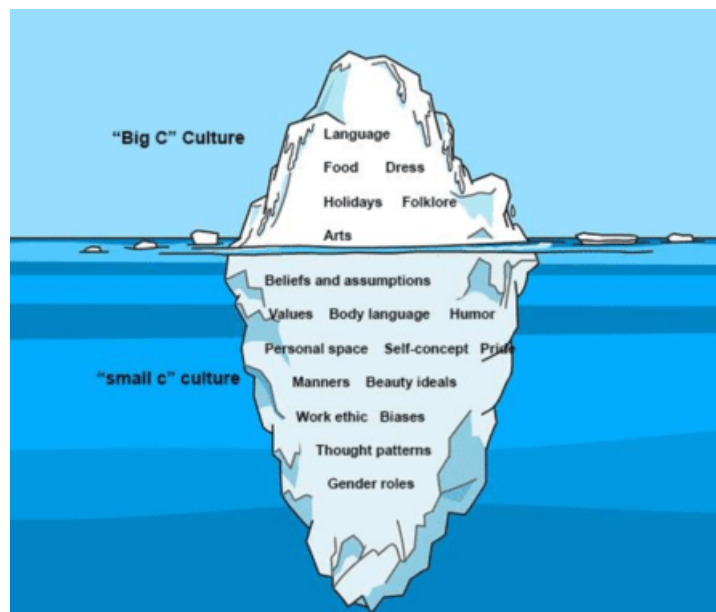


Figure 1 The Iceberg Model of Culture (Hall, 1959:39).

With the help of the Iceberg Model of Culture, it attempts to explain that anyone can see the tip above the water, and culture, but if you are looking from the outside, it is impossible to see the size of the iceberg below the water. In the same line, the deep culture (beliefs, values, perceptions, body language, and the psychological aspects of a group) is under the surface is unknown to the person only looking at the visible aspects of culture.

Keeping in mind this difference between the two types of culture, it will aid to educators in the development of skills in cultural and intercultural communication; to clarify this term, I would like to point out that intercultural communication refers to the communication between people from two different cultures (this concept will be tackled with more details in the following points). Moreover, Hall (1959:31) had also commented that "one of the most effective ways to learn about oneself is by taking seriously the cultures of others. It forces you to pay attention to those details of life which differentiate them from you".

2.3. Culture in Language Teaching

Language teachers must always be mediators between cultures, the primary sources of the target culture for their students (Kovács, 2017:77). It is necessary to keep in mind that teaching culture has always been a challenge for teachers. It might be possible that this issue is related to the way we are taught, in fact, we are raised learning only four separate skills, listening, reading, writing and speaking. Nonetheless, in teaching languages, it is highly important to make connections between own's culture and the other culture; thereby, culture is always present in the language teaching process (Kovács, 2017:74).

Culture is not taught in a vacuum or learned in isolation; it is an ongoing dialogue that takes place between teachers, students, subjects, and context (Kirkebæk et al., 2013:15). The teaching and learning processes are influenced by many factors both inside and outside the classroom and, in the meantime, also influence the context. Actually, inside an English lesson, teachers and students usually communicate in their native mother tongue, that is to say, they are monolingual in a foreign language class. As a result, they have little access to the target culture and, therefore, a limited ability to become culturally competent (Chlopek, 2008:10). Besides, for quite a long time, EFL has been thought of as mastering the rules of a linguistic system; and the main emphasis is on teaching students' grammar skills, ignoring the introduction of cultural differences.

Nevertheless, with the increasing international connection, people begin to realize that vocabulary and grammar cannot ensure real success in intercultural communication. In EFL classes, teachers are paying more attention to the cultural component; in fact, the language learning process is embedded within social, cultural, economic, gendered, racialized, and political contexts. Additionally, cultural content is changing over the years, in this way, teachers have the opportunity to choose any topic which he/she considers the most appropriate for the lesson.

In a foreign language class, when introducing cultural topics, not only must the teacher give information and present the topic but also, he/she must make sure that students can notice both the differences and similarities between the cultural subject of the foreign country, they are learning, and their own culture. Consequently, they can be asked to participate orally; so, cultural awareness consists of this. Tomalin and Stempleski (1993:5) claim that cultural awareness is "sensitivity to the impact of culturally-induced behaviour on language and used communication".

In a multicultural world, foreign language speakers have to be able to use the language according to the norms of the respective community (Kovács, 2017:77). Backing up this statement, we found that the Common European Framework of Reference for Languages: Learning, Teaching, Assessment stated that the language user's ability to communicate is shaped and influenced by all human competences, and

therefore all these may be regarded as aspects of communicative competence. In fact, communicative language competences involve linguistic competences (lexical, grammatical, semantic, phonological, orthographic, and orthoepic), sociolinguistic competences (linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect, and accent), and pragmatic competences (discourse competence and functional competence) (CEFR, 2002: 101–130).

Language teachers and researchers widely believe that there is another competence, the cultural one, which is present in one way or another in all the above-mentioned categories (Kovács, 2017:77). Research indicates that it is a complex issue to set the content of culture in language teaching; as Rivers (1981: 314) stated “we must focus on both appropriate content and activities that enable students to assimilate that content. Activities should encourage them to go beyond fact; so that they begin to perceive and experience vicariously the deeper levels of the culture of the speakers of the language”.

3. Intercultural approach in language teaching

3.1. Intercultural communicative competence

It has been widely recognized by the Common European Framework of Reference for Languages (CERF) (2001:9) that communicative language competences are those which empower a person to act using specifically linguistic means. In that sense, the communicative competence presents variations regarding the methodology used by teachers as can be seen in the CERF (2001), which also emphasizes the importance of intercultural skills and communicative methodology.

In language teaching, the communicative competence “takes this into account by emphasising that language learners need to acquire not just grammatical competence but also the knowledge of what is 'appropriate' language” (Byram, Gribkova and Starkey, 2002:9). Besides, the interculturality in language teaching helps the students to make more awareness about their own culture and identity through respect. For that reason, the cultivation of intercultural awareness is needed in language teaching, as helps to strengthen English learners’ understanding of the language and to fulfil successful intercultural communication.

When it comes to knowing what is necessary for learning a language, the Council of Europe provides a list to check the learner's competences (2001, 101–130). One of the general competences of a learner includes the skills and how-know (*savoir-faire*); which are involved with the practical skills and abilities (life, social, professional, leisure...) and intercultural skills and abilities (mediation, stereotypes...).

Likewise, according to Byram, Gribkova and Starkey (2002:9), intercultural competence aims to develop learners as intercultural speakers or mediators able to deal with complexity and multiple identities. Additionally, learners need to “recognize cultures as being different from our own” (Guilherme 2000: 297). This explanation in particular highlights the ability to communicate and to interact, for intercultural competence means an attitude of respect and understanding for other citizens.

Therefore, students should carefully avoid prejudices and stereotypes in order to express themselves orally or in writing truthfully, and to respect someone from a specific social identity. If a student relies on the identity of a foreigner, she must be categorised as a representative of a country despite the fact that she may have different values associated with her culture. And lastly, it helps students to see these interactions as positive and enriching experiences.

At this point, bearing in mind that the reason why intercultural competence should be applied in English teaching has already been presented, I turn to present a model of intercultural competence developed by Michael Byram. Byram claims that intercultural competence is based on five main elements: “attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, critical cultural awareness” (Byram, 1997:34). This model is focused on providing a framework to select the intercultural topics and the assessment of learning outcomes.

Attitudes are most often described in terms of curiosity and openness towards other cultures; hence the learner will move outside of her comfort zone. Another keyword is respect for otherness, that is to say, empathy. Related to the knowledge dimension of intercultural competence, the learner must have into account different points: cultural self-awareness, culture-specific knowledge, deep cultural knowledge, and sociolinguistic awareness. Understanding the world from others’ perspectives is fundamental to coping with the cultural challenges a student might face.

When it comes to intercultural skills the necessity of processing the knowledge is related. As learners have to be able to interpret the new meanings that are being conveyed to them and to relate this new input to the understandings that we already have, it should be noted that the main skills to enhance are: observing, listening, evaluation, analysing, interpreting, and relating.

Learners also need to become aware of their own cultural background, therefore, a comparative perspective is needed. They can more easily identify and reflect on their own cultural identity as only one among many possible identities.

These abilities allow individuals to achieve intercultural competence to some degree. At this point, you are able to begin to see from others’ perspectives and respond to others according to the way in which the other desires to be treated. The behaviour and communication skills demonstrated by an individual based on their attitudes, knowledge, skills, and internal outcomes are the external results experienced by others.

Thus, the role of the language teacher is to develop skills, attitudes and awareness of values just as much as to develop a knowledge of a particular culture or country (Byram, Gribkova & Starkey, 2002:13).

3.2. Strategies to promote interculturality in EFL lessons

It is quite important to consider that encouraging interculturality is not easy, as we start from the idea that nowadays, to some extent, the teaching is more language-oriented. Hence, teachers should boost their intercultural strategies to promote the students' intercultural awareness breaking the obstacles of intercommunication and gaining a better understanding of their native culture.

Hereafter, I set out some strategies to make learners interested and to improve their efficiency in the reception of cultural knowledge. On top of that, Chenlu Lui (2016:5) put forward some principles and approaches forward in order to develop English learners' intercultural awareness in the classroom.

3.2.1. Principles

Firstly, we found the *Principle of Practicality*. What is quite impressive is that the key to a good consolidation of a concept is a daily practice. Actually, thanks to daily practice, the errors are also evident in their speech, and it is undoubtful that trial and error are considered part of the learning process. In fact, according to Bueno González, errors represent attempts for separating the dialogue by categories what are the sentences of a language (1990: 50). Moreover, this reflects that students are easier to grasp cultural knowledge that is closely related to their daily life (Chenlu Lui, 2016:5) and daily practise.

Secondly, the principle of *step by step* consists of teacher needs to adjust the culture teaching to the students' English culture level. As soon as possible, teachers need to understand undergraduates' proficiency, as they need to design a lesson plan from the easy to the difficulty level according to pupils' needs.

Moreover, Chenlu Lui (2016:5) suggests the *principle of suitability*. According to this one, teachers must seek the perfect combination of both language skills and cultural teaching, for they are two pieces essential for the teaching of a foreign language. Nonetheless, it is highly important not to forget that we teachers always should introduce hand by hand the language skills and any introduction to culture.

Lastly, the principle of *student-oriented* is based on the "autonomous learning with teachers' guidance" Chenlu Lui (2016:6). In this principle, students are not more

passive subjects, now they are encouraged to have control of their cultural learning process while teachers are the counsellor of the class giving recommendations and guidance. According to Chenlu Lui (2016:6), “the knowledge students get from various channels will be merged into their minds better”.

3.2.2. Approaches

This section starts with two main approaches, according to *Instituto Cervantes* (1997-2022), to the development of intercultural competence in the classroom: *The Social Skills Approach* and *The Holistic Approach*.

Firstly, the Social Skills Approach is based on the native speaker model, it starts from the pragmatic dimension of linguistic competence to defend the use of cultural assimilation techniques, the importance of non-verbal communication and the need to develop the learner's social skills in intercultural encounters. The aim is to make the learner aware in such a way that he/she behaves in accordance with the norms and conventions of a new community.

On the other hand, the proposal of the second approach is to develop in the learner certain effectiveness, including a special empathy through cultural differences. Only in this way will the learner overcome ethnocentrism without giving up either his or her personality or identity and, by reducing the impact of culture shock, will be able to become a mediator between cultures in contact. In this approach, language is understood as an integral element of culture.

As shown, the emphasis shifts from the target culture, as in the first approach, to the two cultures in contact. Despite the fact that there are differences between the two approaches, they both agree in attributing to intercultural competence the following common features: on the one hand, it is effective and appropriate, and, on the other hand, it has an affective variable, a cognitive variable and a communicative dimension.

Additionally, Chenlu Lui offers another three approaches that it will be interesting to take into account by the teachers to introduce the interculturality. The first approach mentioned is the method of *annotation* and *mergence*. The *annotation* implies that “teachers could list the words and some expressions that might cause some difficulties in understanding and explain them in the form of notes” (Chenlu Lui, 2016:6). On the other hand, the method of *mergence* combines the cultural material and the language content. While students learning some language aspects, teachers could present some related cultural content, an instance could be expressions.

Inline manner, we found the *comparison* and *role-play* method. The first one consists in enhancing the understanding of differences of both home culture and foreign

culture, in other words, the cultural sensitivity. Not only should teachers guide students to make comparisons between cultures but also similarities. The second teaching approach involves imagining oneself in a real-life situation and imitating communication. This activity could spark students' interests which gives them a strong willingness to do their best (Chenlu Lui, 2016:6). They may attempt to speak as correctly as they can and to take wholly consideration of the cultural essentials.

Reportedly, it is highly important to consider that students are keen on learning cultural knowledge through reading literature works, masterpieces, magazines or newspapers, watching TV programs and movies, and attending lectures (Chenlu Lui, 2016:7). They strongly feel that they are able to boost the learning process through a pleasant atmosphere.

In fact, literary works offer the opportunity to know location, beliefs, values, and tradition of a specific culture. Likewise, TV and movies can offer the visual information that cannot be shown in books (Chenlu Lui, 2016:7). They engage students deeply with language and cultural issues. One instance could be that if you are watching an English movie, you might directly catch both implicit and explicit cultural elements, idioms, slang, and both verbal and non-verbal behaviours.

What follows is a short overview of activities which are proposed to develop intercultural competence in an EFL class.

3.3. Activities to help the development of interculturality

First of all, the following activities are “to raise awareness of different perspectives will develop learners' skills of observation, interpretation and decentring as well as their openness and non-judgmental thinking” (Council of Europe, 2014: 39):

- *Read, compare, analyse and discuss the same event* with people coming from different societies. What is rather impressive is that depending on the culture, the values and the language, your understanding of the experience will be unlike. Besides, this activity can also enhance empathy and non-judgmental attitudes.
- *Storytelling*, real or fictional, helps people to decentre their own's perspective and to get little by little familiar with other beliefs, attitudes, values and norms.
- *Role-play* can also develop curiosity, openness and respect. Thanks to this activity, learners are able to discover by themselves the differences and the similarities with their own culture. For example, teachers can ask the

students to play a dialogue between parents and children in order to reflect on the social differences such as beliefs and values.

- *Mini-drama and mini-plays* are also good ways to help students understanding the culture as well as practice their language. Students can also be encouraged to give a presentation in class, showing the cultural differences on a particular topic. It is highly important not to address general topics; students need to break with stereotypes.
- *Theatre, poetry and creative writing*. In this way, students are introduced to cultural knowledge including geography, history, belief, traditions, and values. It may also help students to gain a better understanding of the language they have just learned. Consequently, teachers could present some literary works to students or explain to them the cultural background that would be relevant to their reading.
- *Ethnographic tasks* will help students to get involved in a real experience. In fact, students have to interview people from different ethnicities and in this way, they might reflect on how people think, and behave and how students could have reacted to the same situation.
- *Using films* is an informal activity, that is to say, while students are enjoying a film, they are indirectly learning. Films and texts in general can be a key to self-reflection and to openness to explore other places as well as conflicts and tensions related to diversity (The Council of Europe: 2014: 44). Teachers can give a list of recommended TV and films for students and let them share with their classmates what they have learned from it.
- *Image-making/still images*. This activity helps learners to gain “skills for changing or adapting one’s way of thinking according to the situation or context, and awareness and understanding of one’s own and other people’s assumptions, stereotypes, and prejudices” (Council of Europe, 2014:44). One instance could be recreating an image of a group of people belonging to a specific social identity. In this task, they need to know first-hand how it is

their both non-verbal and verbal communication and how they communicate appropriately.

- *Social media and other online tools.* More often than not, we are able to exchange opinions with whoever we want. It should be noted that there are some international projects such as eTwinning, which encourage the school to collaborate within the European Framework using the information and communication technologies. As a personal experience, in IES Sierra Mágina (Huelma), where I have just finished my internship, the centre is involved in eTwinning projects with 4 European countries, every month one participant is in charge of carrying out an activity for all the participants. As a result, students are enthusiastic about this programme and their new friends, all-time asking the teacher when the following meeting.

Lastly, I would like to present some topics as an example which could improve the development of interculturality. Actually, these topics are presented by the European Language Portfolio (ELP), an entity designed to support the development of learner autonomy, intercultural awareness and plurilingualism. Additionally, it was conceived and developed by the Council of Europe in parallel with the Common European Framework of Reference for Languages. The topic areas covered by the ELP are: “family, home, food and clothing”; “school, work, leisure and sports”; “customs, manners, greeting, politeness and body language”; “attitudes, values, religion and equal rights”; and “history, traditions and public holidays”.

4. Time for culture!

4.1. Justification

In the last decades, Intercultural Communicative Competence (ICC) have triggered a rapid shift in the educational paradigm. Added to the enormous complexity of adapting education to a new learning environment, educators need to confront the difficulties to teach culture to students. In fact, the global growth of modern society requires the development of certain skills, attitudes, knowledge based on critical interaction. Hence, this lesson plan focuses upon presenting the concept of raising awareness of to be citizens interconnected, and to promote social justice.

The following didactic unit presents a lesson plan oriented for a class of 1st Grade of Compulsory Secondary Education. It deals with the topic of geography, languages and communication. Besides, concepts such as cultures and breaking stereotypes are

discussed to make students aware and able to respect the otherness, thus enabling them to develop self-reflection and intercultural critical awareness, to understand foreign languages and to know, appreciate and respect the fundamental cultural heritage of others, as is stated in the Spanish State Curriculum arranged by Ministry of Education. The Royal Decree 1105/2014 of December 26th mentions that Compulsory Education may enable students:

- c) To reject stereotypes that may promote discrimination.
- g) To develop an entrepreneurial spirit and self-confidence, participation, a critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.
- i) To understand and express themselves in one or more foreign languages in an adequate manner.
- j) To know, value and respect basic aspects from the students' own and others' culture, history and artistic heritage.

4.2. Contextualisation

The group is composed of 27 students: 13 boys and 14 girls who are in their 1st year of Compulsory Secondary Education at IES Sierra Mágina, which is located in Huelma (Jaén). This centre offers the four courses of Compulsory Secondary Education, as well as *Bachillerato* (Sciences and Humanities and Social Sciences), two Intermediate Level of *Ciclos Formativos* and two courses of *Formación Básica Profesional*.

As established by the Common European Framework of References for Languages (CEFR), their curricular level is A2; besides, it is paramount to point out the class present diverse cultural background, as there is Romanian, Moroccan and Spanish students. Hence, there are 4 slow learners which present some difficulties with the language. In another hand, there are also 2 gifted students.

As a whole, the tasks set cover a wide variety of cognitive abilities, as the group is characterised by heterogeneous learning styles, interests and aptitudes. This didactic unit will be divided into eight sessions (4 sessions per week) of 55 minutes each and its main goal is to promote ICC. All the session follows a similar pattern of three different parts: 1) introduction with a warm-up activity; 2) activities on the different skills; 3) final activity to finish off the class and cool down. Lastly, it will be implemented during the second term of the academic year 2022/2023.

4.3. Objectives and key competences

Time for culture! aims at achieving the following objectives and key competences which have been conceived in line with what was established by the Royal Decree 1105/2014 and by the Order January, 15th, 2021:

Didactic objectives	Stage objectives	FL objectives	Key competences
- To comprehend written and oral information from a context related to geography and stereotypes. - To learn vocabulary related to geographical items, communication, languages in order to produce and understand written and oral texts. - To learn modal verbs in order to talk about cultural rules and to give advices. - To reinforce the sound /e/ in order to	Royal Decree 1105/204 of December 26th: c) To reject stereotypes that may promote discrimination. g) To develop an entrepreneurial spirit and self-confidence, participation, a critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities. i) Understand and express themselves in one or more foreign languages in an adequate manner. j) To know, value and respect basic aspects from the students' own and others' culture, history and artistic heritage.	Order of January 15th, 2021: 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. 5. To write simple texts for different purposes on different topics using appropriate cohesion and coherence.	Linguistic (CLC) Digital (DC) Learning to Learn (LL) Cultural Awareness and Expression (CEAA)

enhance the pronunciation.		6. To correctly use basic phonetic, lexical, syntactic, discursive and functional L2 components in real communication contexts. 7. To develop autonomous learning, habits of discipline, study and work. 8. To develop the ability to work as a team 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).	
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Figure 2 Didactic objectives and their links to the Spanish and Andalusian legal framework as regards the 1st year of Compulsory Secondary Education

4.4. Contents

The contents of the lesson plan have been planned in accordance with the contents established in the Royal Decree 115/2014 of December 26th. It has been

essential to establish strictly connections between contents and objectives and key competences above-mentioned and they refer to the four main communicative macro skills: listening, speaking and interacting, reading, and writing.

Comprehension and production strategies	Communicative functions
- Gathering general information about a text in order to answer certain questions. - Identifying the textual type and adapting the understanding of it - Formulating and reformulating hypotheses based on the understanding of new elements. - Adapting the text to the target reader, context and channel, applying the appropriate register - Identifying and using linguistic or thematic resources appropriately	- Producing a written composition related to mediate the interference of two languages. - Narrating past stories and events; and describing present states and situations - Describing abstract qualities, characteristics and features related to a diversity of communities, places and individuals. - Expressing prohibitions - Formulating suggestions
Linguistic-discursive structures	Sociocultural and sociolinguistic aspects
- Using vocabulary related to geography, communication, languages and stereotypes. - Giving advise using modal verbs: <i>should</i> / <i>shouldn't</i> - Talking about cultural rules using modal verbs: <i>have to</i> / <i>don't have to</i> / <i>mustn't</i> -Pronunciation of /e/	- Raising awareness of cultures. - Recognizing the cultural differences and similitudes between British and Spanish people. - Respecting the traditions of foreign citizens. - Recognizing the foreign language as a means of communication with people from other countries.

Figure 3 Didactic Unit's contents for the 1th Grade of Compulsory Secondary Education

4.5. Transversality/cross-curricular elements

It goes without saying that this Lesson Plan naturally promotes and raises awareness of (RD 1005/2014) education for peace, as students will learn about

intercultural awareness, attitudes, knowledge, skills... Accordingly, they are supposed to acquire a sense of respect towards different social identities and to recognise of diversity and intercultural coexistence. In addition, the activities provided enable students to use Information and Communication Technologies (ICT), which implies the use of different online tools.

4.6. Interdisciplinarity aspects

Through the eight sessions, the cooperation with the areas of Geography and Ethical Values should become a necessity in order to fulfil with the integration policy of our curriculum. In this unit, students will be provided with items such as visual media, maps, interactive games and cultural texts. The sessions have been created to become students familiar with the geographical localizations of United Kingdom and its most famous places among others items, which is directly related to Geography.

Furthermore, in this didactic unit, students will have to deal with ideas such as breaking stereotypes throughout the comprehension and the respect. In first step, student need to see and to accept their own's culture to understand and to value the different people behaviour and cultures. These concepts are comprehended between the objectives of Ethical Values.

4.7. Methodology

One of the main points to reach in the classrooms is how to teach students. It is important to point out that this unit incorporate a combination of several approaches to address the group diversity. Besides, as a way to trigger different levels of cognition, the Higher Order Thinking Skills (HOTS) and the Lower Order Thinking Skills (LOTS) activities are involved.

Additionally, this lesson plan follows a communicative approach in order to improve social and communicative skills in our students. This approach is focused on language learning through the use of real language in the classroom, actually, it promotes the essential development of all communication skills, an integrated methodology, as recommended by the CEFR. The preparation of the material must integrate the skills in a way that is natural. Moreover, we are also applying a task-based methodology for teenagers to assume responsibilities and duties in order to develop their sense of discipline and autonomy.

4.8. Resources and materials

The materials used in this unit are print and digital, for the sake of the improvement of digital skills in our students. We are also using a wide range of materials to develop different types of learning styles. These materials and resources are:

- Blackboard and digital whiteboard
- Mobile phones / Tablets
- YouTube videos
- Internet connexion
- Worksheets and texts
- Speakers
- Canva, Interactive Worksheets, PowerPoint, infographics and mind maps
- Images

4.9. Activities step by step

The following tables not only provide an outline of the activities planned for each session, but also their homework assignments. They are designed to make it easier for the teacher to plan the activity in terms of time management and logical organisation. Nonetheless, each table is followed with a further detailed description with the corresponding materials and instructions.

SESSION 1					
Activity	Timing	Skills practised	HOTS /LOTS	Resources/ Interactive patterns	Objectives
1. How much do you know about UK?	5'	Speaking	LOTS	The UK map / whole class	To activate the vocabulary related to geographical items

2. Talking about UK!	30'	Speaking and Reading	LOTS	A PowerPoint / whole class	Idem
3. Guess the image!	10'	Speaking	LOTS	Canva Presentations / whole class and individual work	To identify and comprehend and use vocabulary related to geography and culture
4. Where is Wales?	10'	Reading comprehension	HOTS	Worksheets and maps/ Individual and whole class	Idem

Figure 4 Activities provided for Session 1, which focuses on vocabulary

1. Warm-up discussion: How much do you know about UK?

Timing: 5 minutes

Description: In this activity the teacher starts this didactic unit with the following illustration of the UK map. Students need to understand the geographical location and the following questions are presented and discussed by the whole group.

Material:



Figure 5 The United Kingdom map (Geology, 2022).

- Can anyone show me where Belfast is?
- What is the capital city of England?
- What is it the flag of the UK?

Figure 6 Questions to start the class with a general warm-up that will introduce the vocabulary

2. Talking for UK!

Timing: 30 minutes

Description: It is an useful input with which students need to work on the following exercises. Teacher presents the following Power Point on the whiteboard and the students recognise the new concepts in a visual manner. The new vocabulary is introduced in the context of perceiving the UK culture. One by one will read the slides.

Material: to see the material complete, please check this [link](#)



Figure 7 Cultural game created by @itenglishtome to help students to recognise cultural and geographical points of UK

3. Guess the image

Timing: 10 minutes

Description: A Power Point with images are presented to students. These images are related to the vocabulary of the unit. This fact made the students quite involved in the consolidation of the vocabulary. Students have to interact between them trying to guess the image, in which we are talking about nationalities, symbols, geographical places famous monuments and curious facts. Besides, they need to copy the vocabulary in their section of *vocabulary items*.

Material: to see the material complete, please check this [link](#)

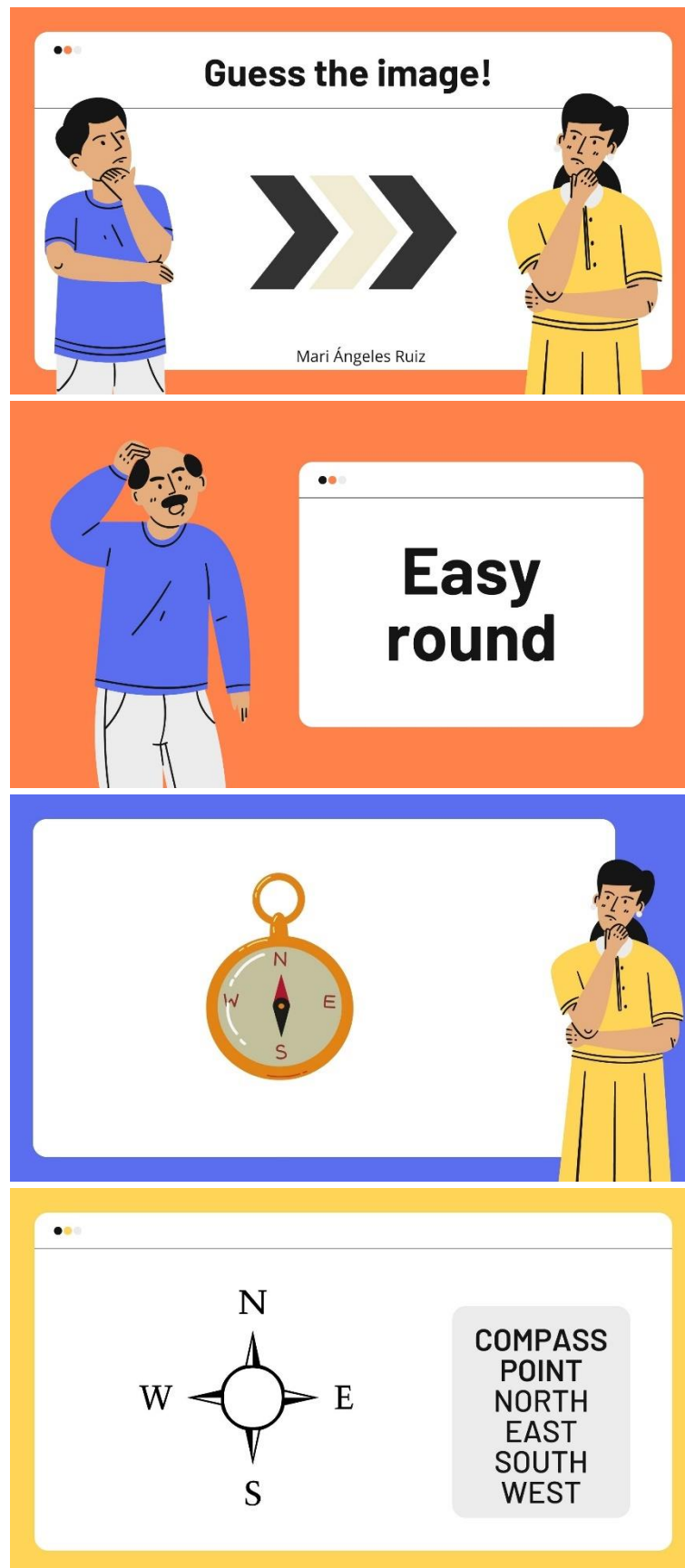


Figure 8 Game created with Canva by myself to help students structure the vocabulary items

Vocabulary: compass, compass point, north, east, south, west, continents, Africa, Antarctica, Asia, Australia, Europe, North America, South America, capital city, flag, currency, language, population, nature, island, lake, mountain, river, sea, ocean

Figure 9 Summary of the vocabulary related to geographical items

4. Where is Wales?

Timing: 10'

Description: The teacher distributes a worksheet, in which students have to look at the map provided and complete the text about Wales with gaps to complete individually. Thanks to this activity, students will be able to reflect on preconceived concepts and to evaluate themselves if they are understanding it.

Material:



Figure 10 Map of Wales (WorldAtlas, 2022)



Figure 11 Flag of Wales (WorldAtlas, 2022)

Wales is in of United Kingdom. It has two neighbours: England to the and to the Scotland. In addition, to the west is the Ocean. The highest is Snowdon, is 1,085 metres high. Wales has a 3,136 million people. Its is red, green and white. The is Belfast. There are two official English and Welsh.

Figure 12 Activity provided for students to promote the vocabulary consolidation through cultural aspects

SESSION 2					
Activity	Timing	Skills practised	HOTS /LOTS	Recourses / Grouping	Objectives
1. What is a stereotype?	5'	Listening and speaking	LOTS	Quote / whole class	To activate vocabulary related to stereotypes and social identities
2. British stereotypes	5'	Idem	LOTS	YouTube video / individual and whole class	Idem
3. Stereotype; true or false?	25'	Reading comprehension, speaking and writing	HOTS	Text / Individual	To revise and consolidate the newly acquired concepts To recognise and using vocabulary worked in previous activities
4. Project work	20'	Idem	HOTS / LOTS	Text / groups	To recognise and use

introduction					concepts acquired through the previous and following lesson
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Figure 13 Activities provided for Session 2, which focuses on intercultural aspects

1. What is a stereotype?

Timing: 5 minutes

Description: Once this activity is ended, students may be able to identify relevant information and developing a point of view related to stereotypes. They are asked of what they know about stereotypes. A brainstorming should be carried out to help students structure a definition. Finally, teacher give them the final definition of stereotype. The activity is address by the entire class.

Material:

A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person related to their race, nationality and sexual orientation.

Figure 14 Definition to foster students' critical thinking which also serve as an introduction to the following activities

2. British stereotypes

Timing: 5 minutes

Description: After the debate according to what a stereotype is, the teacher should ask students about what they know about British people. They have one or two minutes to think and some students will be called to give their answers. After that, the teacher project a video called *British Stereotypes* to confirm and amplify their answers.

Material:



Figure 15 Video to promote the critical thinking about stereotypes [(Britain and British people, 2013) retrieved from <https://www.youtube.com/watch?v=R6Arg2L9f9w>]

3. Stereotypes; true or false?

Timing: 25'

Description: In this activity, students will be able to see what the world think about Spaniards. To help them, the teacher has adapted the information of the following blog. Students have to form pairs and once each one has read the text, they need to decide whether the stereotypes presented are true or false and to give a reason why for the entire class. Afterwards, the teacher presents the following statement to promote their critical thinking and the ICC and the class debate about them.

Material:

Louise have just finished an exchange program in Spain and she have made a list about the five main stereotypes that British people think about Spanish people. Read the text and discuss about whether the following stereotypes are true or false.

Stereotypes; true or false?

1. Spain is always warm and sunny

Southern Spain tends to be warmer than northern Spain. In Andalusia (southern Spain), for example, temperatures can be cool but pleasant in the winter, but become very high in summer. Northern Spain is colder in the summer and also colder in winter.

2. Spaniards eat a lot of tapas

In all places you can eat tapas, but tapas are not a meal, form main meals, people might order a few *raciones*, which come as big portions to be shared between a group of friends.

3. Spanish women use fans

It is very common to see Spanish women fanning themselves in the summertime, because the temperatures in some parts of Spain reach up to 45 degrees!

4. Spanish people love to have fun

The Spanish people I met tended to be very warm and open. Spaniards love to celebrate life through different festivals throughout the year.

5. Spain is famous for its flamenco

Both locals and tourists enjoy watching flamenco shows just as much, especially in Andalusia. It is also possible to see them in Madrid and Barcelona, but they tend to be more for tourists.

Figure 16 A text about stereotypes which promotes interculturality (adapted from British Council Blog, 2017)

- Can you say more stereotypes of your culture?
- Can you compare some of these stereotypes with British stereotypes?
- Are there differences and similarities between both British and Spanish people?

Figure 17 A quote which promotes interculturality

4. Project work introduction

Timing: 20 minutes

Description: All students have to group onto 4 groups, each group will be a kingdom: England, Scotland, Wales and Northern Ireland. They are going to create a project work which will be presented to the rest of the class in the last session. They not only need to address the following items: localization, nationality, symbol, geographical places, famous monuments and curious facts (this item has been seen in the session one with the cultural Power-Point), but also, they need to complete this information with the help of the book of *The Big book of the UK* (2019). Additionally, they need to add a new section called *"Spaniards versus British"* in which some intercultural differences are highlighted as well as similarities between the two societies. In *materials*, teacher provide the needed extra information to help students to carry out this final project work.

Besides, after the final presentations, students will be asked to play a *"cultural trail"* which is evaluated to the final mark of the unit (this activity will be explained with more details in the following pages).

Materials:



Figure 18 Northern Ireland (*The Big Book of the UK*, 2019: 10-11)

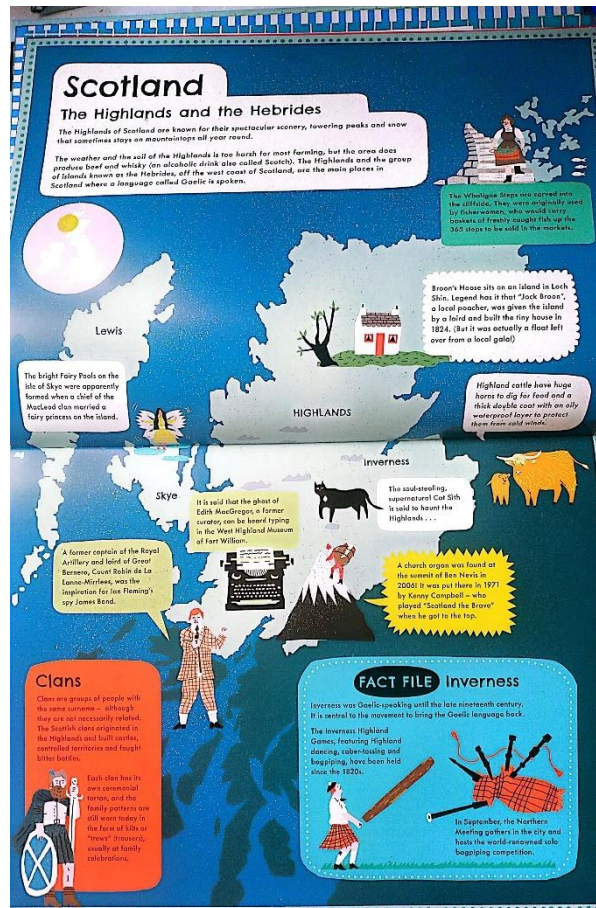


Figure 19 Scotland (The Big Book of the UK, 2019: 20-21)



Figure 20 England, The Midlands (The Big Book of the UK, 2019: 46-47)

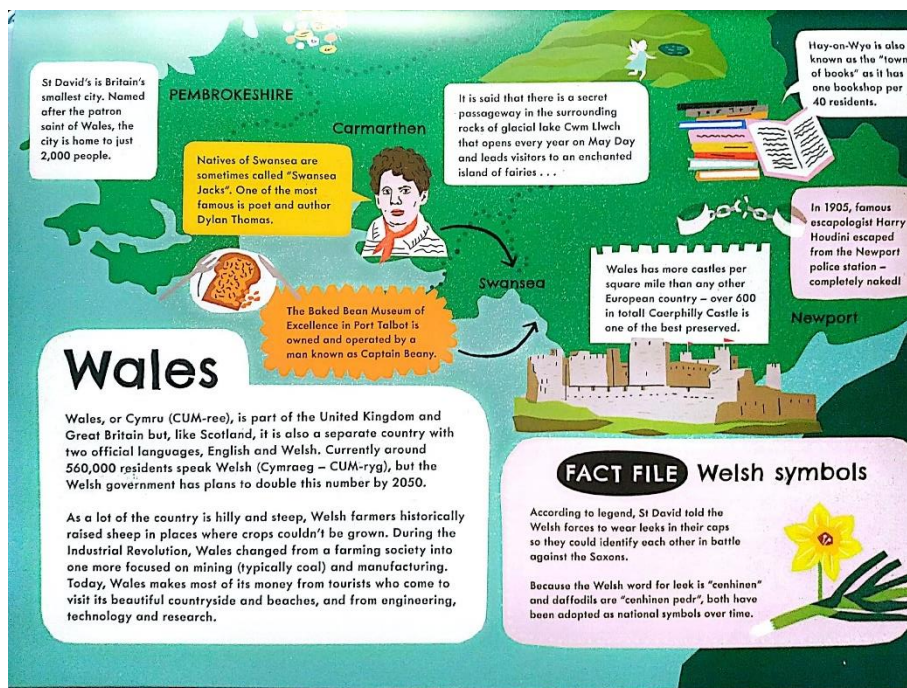


Figure 21 Northern Ireland (The Big Book of the UK, 2019: 70-71)

SESSION 3					
Activity	Timing	Skills practised	HOTS /LOTS	Resources/ Grouping	Objectives
1. Culture shock	10'	Reading comprehension	HOTS/LOTS	Text / Individual and whole class	To recognise and use modal verbs to talk about cultural rules and to give advice
2. The counsellor	15'	Reading comprehension and speaking	HOTS/LOTS	Infographic / whole class	Idem
3. As a rule!	10'	Listening and reading	LOTS	Video / individual work	Idem

		comprehension			
4. Keep it in mind!	20'	Writing	HOTS	Mind map / sample individual work	To revise and consolidate the newly acquired concepts

Figure 22 Activities provided for Session 3, which focuses on grammar points

1. Culture shock

Timing: 10'

Description: This activity has been created in order to remember the previous concepts and also to introduce the grammar points. Teacher gives students the following text and they need to recognise the previous concepts learnt and to identify the different uses of modal verbs stated.

Material:



culture shock

A When you travel, you have to know about the cultural rules in the countries you visit. For example, in China you have to take a present with two hands, but in the USA you don't have to use two hands to accept a present – one is fine. In Spain, in the summer, you mustn't be noisy after lunch. You don't have to sleep a siesta, but you have to be quiet. And in Britain, you have to wait in a queue for everything and you mustn't jump the queue.

B In Japan you ¹ have to / mustn't take off your shoes when you visit someone's home. But in France you ² have to / don't have to take off your shoes – you can keep them on. Austrians are very punctual, so you ³ don't have to / mustn't be late for a meeting in Vienna. In Germany, you ⁴ have to / don't have to wait for the green light to walk across the street, but in Egypt you ⁵ have to / don't have to wait – you can cross any time! And in Singapore, you ⁶ have to / mustn't chew gum in public.

C Our advice to you when you travel to another country:
 1 You should learn the words for 'please' and 'thanks'.
 2 You should try the local food.
 3 You shouldn't be shy. Ask for help when you need it.

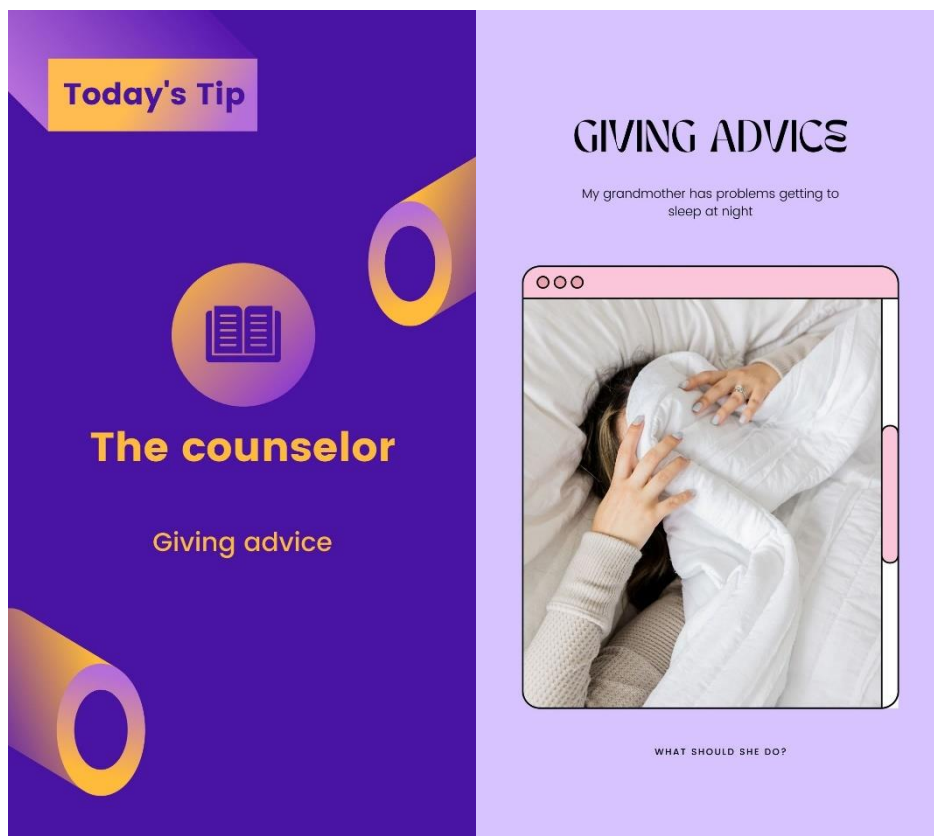
Figure 23 Activity provided to recognise and use modal verbs to talk about cultural rules and to give advice (Pearson, 2021: 88)

2. The counsellor

Timing: 5'

Description: In this part of the session, the teacher presents this game in which the students are made into counsellors to give me some advices about the following statements. For example, in the first one, the teacher could write an advice in the blackboard, which will be the model to help students to write theirs.

Material:



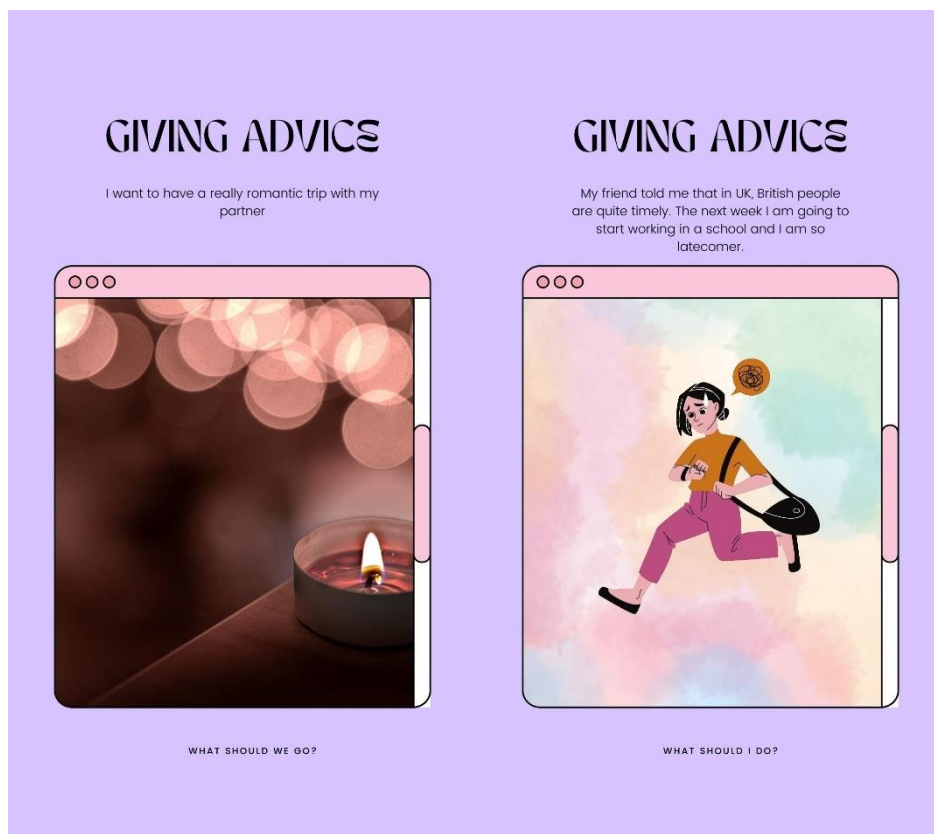


Figure 24 Revision game created by myself with Canva to help students see the real functions of *should* / *shouldn't*

3. As a rule!

Timing: 10'

Description: Once, the uses of *should* are clarified, the teacher may present the following video to explain the uses of *have to* and *don't have to*.

Material: to see the video, please check this [link](#)

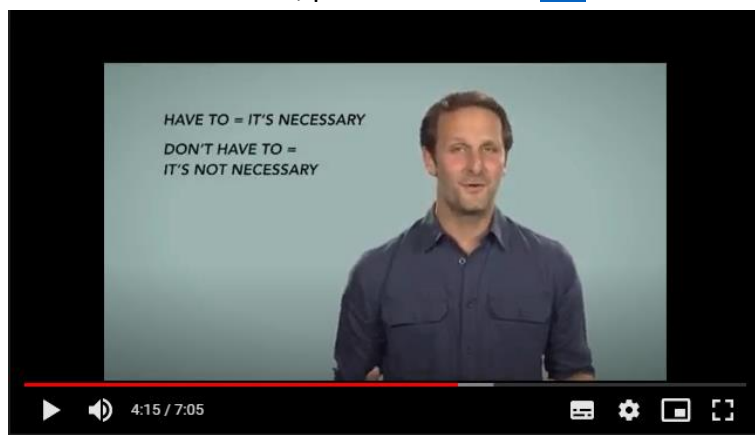


Figure 25 A video to help students see the real functions of *have to* / *don't have to* (Pearson)

4. Keep it in mind!

Timing: 20 minutes

Description: After the previous activities, students are invited to carry out individual work and to recall all the information they have learned about modals. They have to create a mind map to classify the new concepts. Consequently, teacher present this model which has been designed for boosting the understanding. Once the use of modal is clarified, we revise them with a genially. They have to fill in the correct modal verb.

Material:

MARI ÁNGELES RUIZ

MODAL VERBS

! NECESSITY / ADVICE TIPS

MODAL VERBS FOR NECESSITY

HAVE TO / DON'T HAVE TO + verb (infinitive) = TENGO QUE / NO TENGO QUE...

MUSTN'T + verb (infinitive) = NO DEBO DE...

- Cuando algo es necesario: **have to + vb (infinitive)**
You have to go to the school.
- Cuando algo no es necesario (pero puedes hacerlo): **don't/doesn't have to + vb (infinitive)**
The museum is free. You don't have to pay to get in.
- Cuando algo no es necesario (es importante que NO lo hagas): **mustn't + vb (infinitive)**
You mustn't give me flowers because I'm allergic.

MODAL VERBS FOR ADVICE

SHOULD + verb (infinitive) = DEBERÍA
SHOULDN'T + verb (infinitive) = NO DEBERÍA

- Cuando algo es recomendable: **should + vb (inf)**
You should see your grandmother once a week, she is very old.
- Cuando algo no es recomendable: **shouldn't + vb (inf)**
You shouldn't smoke.

Figure 26 Mind map sample created by myself with Canva to help students structure the grammar points

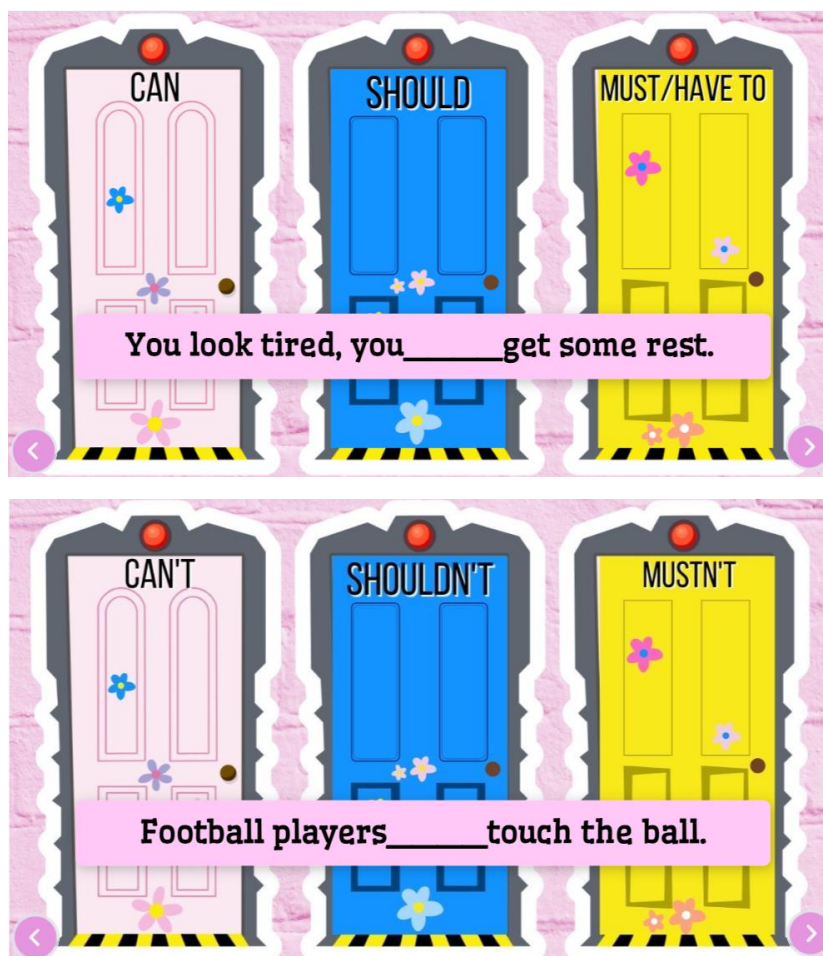


Figure 27 Genially to consolidate the modal verbs functions (retrieved from: <https://view.genial.ly/6219f6e6c2fa410019ff3233/interactive-content-modals-inc>)

SESSION 4					
Activity	Timing	Skills practised	HOTS /LOTS	Resources / Grouping	Objectives
1. Who wants to be millionaire ? Language version	5'	Speaking and reading comprehension	HOTS/LOTS	Questionnaire / Individual and whole class	To recognise and use vocabulary related to learning languages and communication

2. Language vocabulary	20'	Speaking, reading comprehension and writing	LOTS	Quizlet / Individual and whole class	Idem
3. Working on the project	20'	Speaking and writing	HOTS/LOTS	Texts / groups	To recognise and use concepts acquired through the previous and following lesson
4. Homework explanation: practise makes perfect	10'	Reading comprehension and speaking	LOTS	YouTube video and worksheet / individual work	To identify the "schwa" sound: /e/

Figure 28 Activities provided for Session 4, which focus on interaction

1. Who wants to be a millionaire?

Timing: 5 minutes

Description: The teacher starts the lesson with a known game called "who wants to win millions?" which are presented through a PPT. This activity serves as an input to introduce vocabulary related to language. Thanks to this game, teacher also may be aware about how much students know about world's languages. Students are asked to choose the right question. The reply is given in the next slide with an explanation.

Material:



Is sign language universal?

True

False

@english_with_mer

False. There are many varieties. In fact, there can be more than one sign language in the same country. For example, in Spain there are two sign languages (Spanish sign language and Catalan sign language). Similarly, the same sign language can exist in countries that share the same language (for example, UK and Ireland).



Which is the most widely spoken language in the world?

a. English b. Spanish

c. Chinese d. Hindi

@english_with_mer

English is the most widely spoken language in the world. It is estimated that there are about 1.3 billion speakers. **Chinese** is second with 1.1 billion (mainly native) speakers. **Hindi**: 637 million speakers; **Spanish**: 537 million speakers.



How many living languages do you estimate there are in the world?

a. Around 500. b. Around 2000.

c. Around 4000. d. Around 6000.

@english_with_mer



Figure 29 Who wants to be millionaire? Language version (adapted from @it'senglishwithmer)

2. Language vocabulary

Timing: 20 minutes

Description: Students are presented with several items through online flashcard. Each one contains the term and the definition with a defined picture, which help them to learn the term in a visual way. The teacher may highlight the importance of this unit's topic. Meanwhile, they need to copy the vocabulary in their section of *vocabulary items*.

Material:

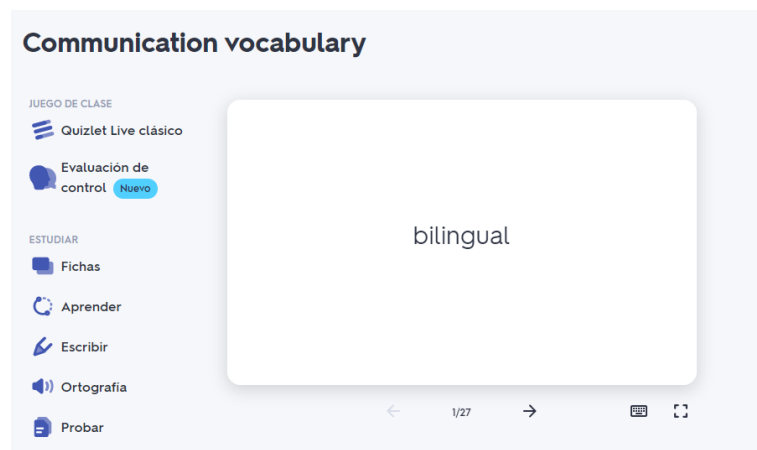


Figure 30 Quizlet app used to differentiate and recognise the vocabulary related to language and communication (retrieved from my personal Quizlet: <https://quizlet.com/es/700083372/communication-vocabulary-flash-cards/>)

3. Working on the projects

Timing: 20 minutes

Description: Students start the project work on class with the teacher's supervision. In this project, groups not only need to address the following items: nationality, symbol, geographical places, famous monuments and curious facts (this item has been seen in the session one with the cultural

Power Point), but also, they need to complete this information with the help of the book of *Big book of UK* (2019). Additionally, they need to add a new section called “*Spaniards versus British*” in which highlight some intercultural differences and similarities between the two societies. In *materials*, teacher provide the needed extra information to help students to carry out this final project work.

Material: text provided in session 2 (figures 18, 19, 20, 21) and poster board’s students

4. Practise makes perfect

Timing: 10 minutes

Description: In this homework explanation, teacher ask students to wat the following YouTube video *The Schwa Sound in Daily British Pronunciation (Modern RP)* to learn about the sound /ə/. Afterwards, students need to do the following exercises to practise and consolidate the sound. In addition, teacher tell them that in the following session they will be asked a word which may need to accentuate it well and they could be evaluated.

Material:



Figure 31 A video about the Schwa Sound in Daily British Pronunciation (retrieved from: <https://www.youtube.com/watch?v=0yKqJB-DDps>)

Exercise 1

Look at the words below and decide where in the word the schwa sound occurs.

Underline and/or write the schwa symbol over the correct part of the word.

The first one has been done for you.

Hint: One word has two examples of schwa. All the others have only one.

/e/

doct <u>o</u> r	banan <u>a</u>
tomor <u>o</u> w	diffic <u>u</u> lt
summ <u>e</u> r	lev <u>e</u> l
prot <u>e</u> ct	surv <u>i</u> ve
pup <u>i</u> l	theatr <u>e</u>
measur <u>e</u>	wizard

Exercise 2

In this exercise, look at these sentences and decide where the schwa sound

occurs. It may occur more than once in each sentence. The minimum number of schwas in a sentence is 1, the maximum 7.

/e/

1. It's for ye
2. It takes a lot of te
3. How about a cup of te
4. What are you doing toni
5. What time will you arrive at Victo
6. I was going to tell ye
7. The leisure centre is closed for a private function
8. The airport is not far from the capital ci
9. The book is about proni
10. We need more financial support
11. You need to pay attention all the time

12. It is a very thorough report

Figure 32 Pronunciation exercises provided to develop a good pronunciation (adapted from BBC Learning Language)

SESSION 5					
Activity	Timing	Skills practised	HOTS /LOTS	Resources / Grouping	Objectives
1. Becoming a real British: Pronunciation warm-up test	10'	Speaking	HOTS/LOTS	Worksheet/individual	To identify the "schwa" sound: /e/
2. On UK time	20'	Reading comprehension	HOTS/LOTS	Text /individual and whole class	To revise the vocabulary functions To identifying stereotypes
3. Pencils in the centre	25'	Speaking and writing	HOTS	Baamboozle app / groups	To revise all the contents address in the previous session

Figure 33 Activities provided for Session 5, which focuses on revising contents

1. Becoming a real British

Timing: 10 minutes

Description: As in the previous session teacher tell them that the homework will be evaluated in this session, the session starts with the questions about the sound /e/ to check that students are able to discriminate the sound /e/ and to express it. This activity will count the 10 % of the total mark.

Material: figure 31

2. On UK time

Timing: 20 minutes

Description: Students are offered with a text which tells the story of how time in UK were set. Firstly, class read the text together, one by one, then we do a

second individual reading for a better understanding. Then, class discuss the topic and some questions have been prepared to make a discussion fluently.

Material:



Figure 34 On UK time (The Big Book of the UK, 2019: 26)

- What is the text about? Brainstorming the main ideas
- The Spanish time is regulated by the Greenwich Mean Time? Why?
- Does this fact make English people timely? Are Spanish people timely? Do you know any country that its people are timely as English?

Figure 35 Questions provided to promote the critical thinking of the students

3. Pencils in the centre

Timing: 25 minutes

Description: *Pencils in the centre* activity is provided to revise the contents of the unit. In this time, the teacher has created an online *pencil in case* through the Baamboozle app. Students have to group into 4 groups, and each group should choose one member to give the answers to the questions. Once inside the game and taking turns, each group will choose a number that will be questions about vocabulary or grammar points, and will say the answer they think is correct within 30 seconds. Some of the numbers do not contain questions, they simply add or subtract points. If the answer is correct, points will

be added, each question has a different score, depending on the difficulty. If the answer is incorrect, they keep the same score and move on to the next team. The team with the most points wins.

Material:

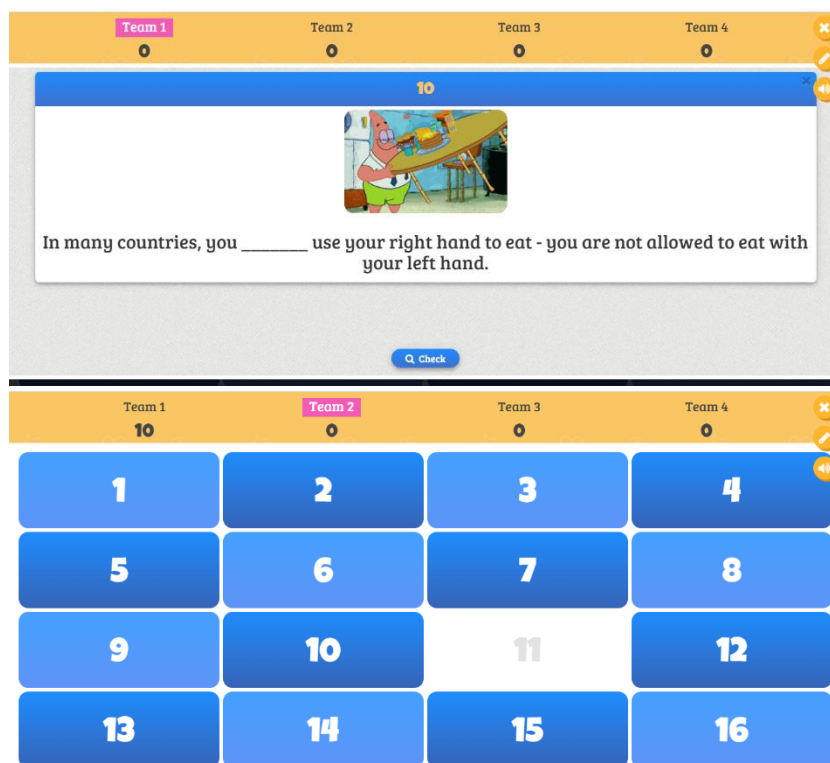


Figure 36 Pencils in the centre's own creation to revise the unit's contents (retrieved from: <https://www.baamboozle.com/game/1046914>)

SESSION 6					
Activity	Timing	Skills practised	HOTS /LOTS	Resources/ Grouping	Objectives
1. Vocabulary and reading test	30'	Reading and writing	HOTS/ LOTS	Text and worksheet / individual	To contrast all the information acquired To recognise and use the term related to this unit
2. Peer evaluation	5'	Idem	HOTS/ LOTS	Idem / individual	To evaluate and to compare the

				and whole class	answer with the solutions
3. Working on the project (students continue with it)	20'	Speaking and writing	HOTS/LOTS	Texts / groups	To recognise and use concepts acquired through the previous and following lesson

Figure 37 Activities provided for Session 6, which focuses on evaluating

1. Vocabulary and reading exam

Timing: 30 minutes

Description: Students are presented with a reading exercise in which they need read the text fully and answer the four questions provided. Afterwards, in the vocabulary exercises, students need to identify and match words and expressions with their definitions. These tests are provided to check how much students know about a vocabulary and reading skills. This activity will be evaluated with the 25 % of the final mark.

Material:

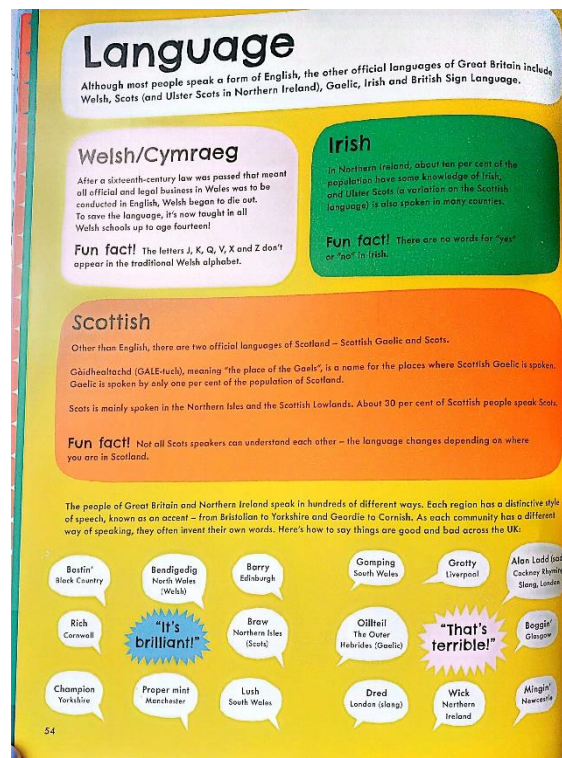


Figure 38 A reading (The Big Book of the UK, 2019: 54)

1. Name only two official languages of Great Britain: 2. Which words doesn't exist in Irish? 3. Scottish Gaelic and Scots are official languages of 4. Name one region with him accent:

Figure 39 Reading test provided with some questions in order to evaluate the reading comprehension of the text

1. Match question 1-6 with answer a-f. 1. _ What is the capital city of the USA? 2. _ What colours are on the French flag? 3. _ What is the highest mountain in the world? 4. _ Where do penguins live? 5. _ Which is the biggest ocean? 6. _ Which direction is the Arctic? a. Mount Everest. b. Red, white and blue. c. Washington DC. d. Antarctica e. North f. Pacific 2. Complete the words in the sentences. 1. My cousin speaks Italian f_____ because he lived in Italy when was younger. 2. I m_____ five phone calls but all my friends were out. 3. Jack p_____ a really funny message on Facebook yesterday. 4. English isn't Katya's n_____ language but she speaks it really well. 5. The c_____ city of Scotland is Edinburgh. 6. I s_____ a message to Jadie to say that we're in the café. I think she's coming.

Figure 40 Vocabulary test provided to check the vocabulary items learnt during the last lessons.

2. Peer evaluation

Timing: 5 minutes

Description: Each students have to give their own exam to one classmate to revise the exam. The teacher writes the solutions on the blackboard in order to check the classmates' responses. Once exams are revised, they must be to handed to the teacher in order to be count for 20% of the final mark.

Material: The students' tests.

3. Working on the project

Timing: 20 minutes

Description: Students continue the project work on class with the teacher's supervision. In this project, groups not only need to address the following items: nationality, symbol, geographical places, famous monuments and curious facts (this item has been seen in the session one with the cultural Power Point), but also, they need to complete this information with the help of the book of *Big book of UK* (2019). Additionally, they need to add a new section called "*Spaniards versus British*" in which highlight some intercultural differences and similarities between the two societies. In *materials*, teacher provide the needed extra information to help students to carry out this final project work.

Material: text provided in session 2 (figures 18, 19, 20, 21) and poster board's students.

SESSION 7					
Activity	Timing	Skills practised	HOTS /LOTS	Resources/ Grouping	Objectives
1. Mediation task	35'	Writing and reading comprehension	HOTS/LOTS	Worksheet with guidelines / groups	To compare cultures and see differences and similitudes To be able to select and syntheses the information To create new information
2. Working on the project (students continue with it)	20'	Speaking and writing	HOTS/LOTS	Texts and poster board's students / groups	To recognise and use concepts acquired through the previous and following lesson

Figure 41 Activities provided for Session 7, which focuses on intercultural interaction

1. Mediation

Timing: 35 minutes

Description: In this activity, we will address a written mediation task. Students may group into 3 or 4 peers. Students are given the following statement and they need to summarise, explain the ideas in another way with their own words, clarify the ideas, they mustn't write their personal opinion or translate the information.

Material:

Your friend Elisabeth from Scotland has just decided to move to Spain. As her traditions and customs are quite different, she wants to search information to reduce the cultural shock before the trip, but all the information she found is in Spanish and she need help to understand it.

Please, read the following article and write an email to Elisabeth (no more than 50 words) summarising the main ideas.

Horarios: en general todo lo hacemos más tarde. Nos levantamos pronto, pero nos acostamos mucho más tarde. Además, comemos muy tarde si lo comparas con los ingleses. Acostumbramos a cenar y comer entre dos y tres horas más tarde que ellos.

Ir de tapas: salir de pinchos o tapas es muy común en nuestro país, algo que sorprende mucho a los extranjeros.

La dieta mediterránea: el aceite de oliva es esencial en casi todas nuestras comidas. También comemos mucho pescado y fruta. En relación con la fruta, muchos extranjeros ven incomprensible que tomemos por ejemplo melón con jamón, como primer plato.

Las fiestas populares: En todas las ciudades hay fiestas y millones de personas de distintas ciudades y países acuden cada año a verlas y vivirlas. Entre las más conocidas se encuentran las Fallas, la Feria de Abril o los San Fermes.

Nuestros saludos: en España es costumbre saludar a la gente que no conoces con dos besos, algo que en general en el resto de los países de Europa no se da.

Figure 42 Mediation task to promote Intercultural Communicative Competence (adapted from ABC.es)

2. Working on the project

Timing: 20 minutes

Description: Students continue the project work on class with the teacher's supervision. In this project, groups not only need to address the following items: nationality, symbol, geographical places, famous monuments

and curious facts (this item has been seen in the session one with the cultural Power Point), but also, they need to complete this information with the help of the book of the *Big book of the UK* (2019). Additionally, they need to add a new section called “*Spaniards versus British*” in which highlight some intercultural differences and similarities between the two societies. In *materials*, teacher provide the needed extra information to help students to carry out this final project work.

Material: text provided in session 2 (figures 18, 19, 20, 21) and poster board’s students

SESSION 8					
Activity	Timing	Skills practised	HOTS /LOTS	Resources/ Grouping	Objectives
1. Sharing is caring	35’	Speaking	HOTS/ LOTS	Poster board’s students / groups	To recognise and use modals verbs to talk about cultural rules and to give advice To recognise the vocabulary related to geographical and language items To identify the “schwa” sound: /e/ To recognise vocabulary related to stereotypes and social identities
2. How well do you know the	10’	Reading and writing	HOTS/ LOTS	Worksheet / individual	To recognise all the information

UK? Cultural test					acquired in the projects works
3. Teacher's feedback	10'	Speaking and listening	HOTS / LOTS	Rubric / whole the class	To promote critical thinking as regards the interculturality

Figure 43 Activities provided for Session 8, which focuses on intercultural interaction

1. Sharing is caring

Timing: 35 minutes

Description: Groups are going to present their final projects works. As they present their projects to the rest of the class, the teacher will evaluate them using the rubric, and at the end of the presentations, they will be given final feedback. Students may start with an introduction about themselves, and following with the points to develop: localization, nationality, symbol, geographical places, famous monuments, curious facts and the *Spaniards versus British*. Each presentation can last no more than 8 minutes.

Material: text provided in session 2 (see figures 18, 19, 20, 21)) and poster board's students.

2. How well do you know the UK? Cultural test

Timing: 10 minutes

Description: Once projects works are presented, students will be asked to play a cultural test which is evaluated with a 10 % of the final mark.

Material:

How well do you know the UK? Answer the following question:

1. England, Wales, Scotland and Northern Ireland are in:
2. The capital of Wales is
3. The symbol of England is
4. The Loch Ness is found in
5. The Snowdonia National Park is found in

6. Name one famous monument of Scotland
7. Name one famous monument of England
8. *Minecraft* was developed in
9. Write a difference between Spanish and British people
10. Write a similitude between Spanish and British people

Figure 44 Cultural test to consolidate contents

3. Teacher's feedback

Timing: 10 minutes

Description: The teacher will give each group feedback from the presentations with the help of a rubric.

Material: Rubric's projects work presentations (see figure 51)

3.10. Diversity outreach

Without doubt, in the case that any students need help, not only the teacher, but also the peers can provide more structured tasks and to make the appropriate sifts. The activities detailed below are aimed to deal the following situations:

a) Reinforcement for slower learners

Activity 1. Should I do?

Description: Students are asked to work individually and to play the following *kahoot* in order to consolidate the grammatical points. With this activity, students may practice the real use of modal verbs.

Skills: Reading comprehension

Material:

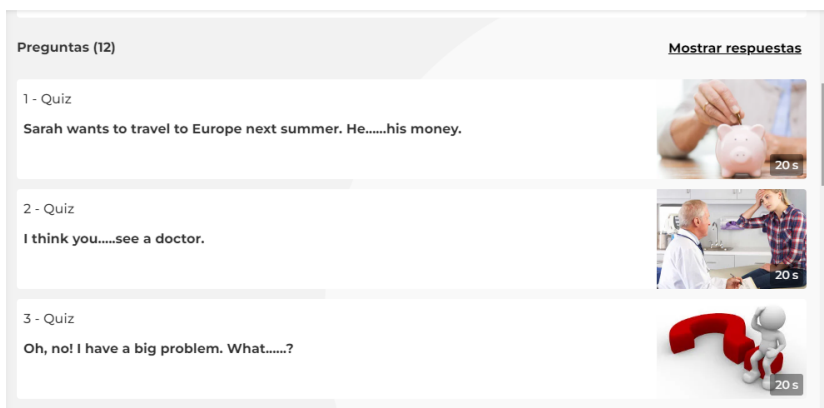


Figure 45 A kahoot to practice modal verbs (retrieved from: <https://create.kahoot.it/details/should-shouldn-t/e79244c9-c9ce-493d-ac9a-7208818e21d9>)

Activity 2. An unique geography

Description: Students are presented with a text about the water bodies of UK. They need to read it individually and summarise it. With this activity, students may reinforce the vocabulary related to geography.

Skills: Reading comprehension and writing production.

Material:

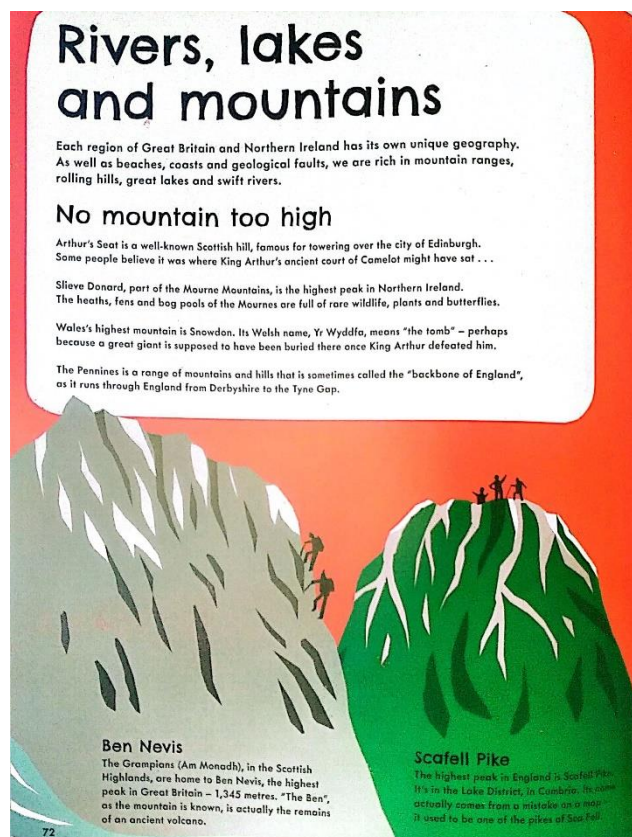


Figure 46 An extra reading to reinforce vocabulary (The Big Book of the UK, 2019:72)

b) Extension activity for fast learners.

Activity 1. Have you broken any law?

Description: To avoid unproductive time, this additional task is provided. Students have to read the following text in which a list of strange laws of UK are involved. Afterwards, they must choose 3 laws and make again the statements using the modal verbs. One instance could be: In Northern Ireland, people mustn't go to the cinema on a Sunday.

Skills: Reading comprehension and writing

Material:

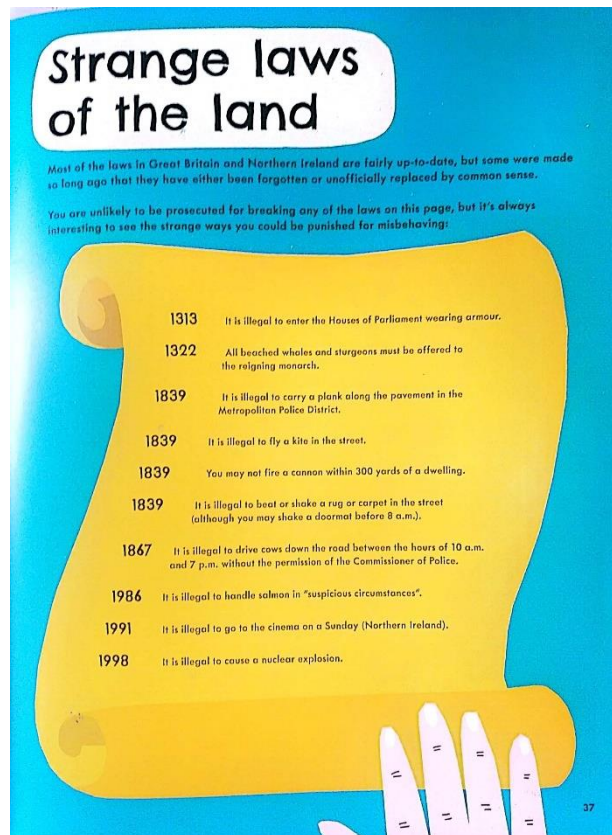


Figure 47 An extra reading to enhance vocabulary and grammar (*The Big Book of the UK*, 2019:37)

Activity 2. Study tips

Description: Fast finishers are asked to work individually with the following listening. In the warm-up activity, they are presented with few adjectives which have too much with their opposites. Afterwards, students should read the questions provided to check their understanding in order to have clear what they have to answer. Then, they may listen the audio twice. Once all the activities are done, they have to recognise the tips given in the audio and remake the sentences with *should* or *shouldn't*.

Skills: Listening, writing and reading comprehension

Material:

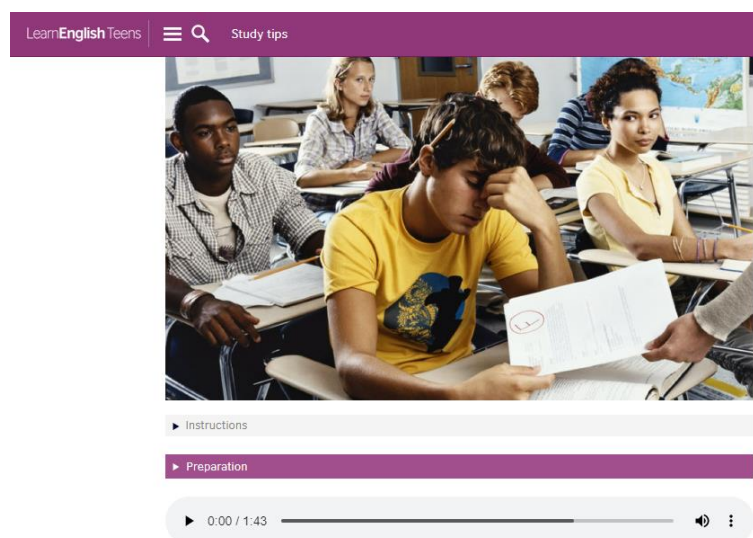


Figure 48 A listening to practise new vocabulary, modal verbs; and to boost listening skills (retrieved from: <https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/study-tips>)

4. 11. Evaluation

This lesson plan will be evaluated following the criteria and assessable learning standards based on the Royal Decree 1105/2014 of 26th December. Thus, the evaluation criteria for this didactic unit will be as follows:

Evaluation criteria	Assessable learning standards
To understand written and oral text related to geography and stereotypes (1.1 + 3.1. CLC, DC, CEAA)	Understands written and oral text related to geography and stereotypes.
To identify and know how to use new vocabulary related to geographical items, communication and languages in order to produce and understand written and oral texts (2.6 + 3.6 + 4.6. CLC, DC, CEAA).	Identifies and correctly uses new vocabulary related to geographical items, communication and languages in order to produce and understand written and oral texts.
To recognise and use modal verbs in order to talk about cultural rules and to	Recognise and uses modal verbs in order to talk about cultural rules and to give advices.

give advices (2.1. + 4.1. CLC, DC, LL, CEAA).	
To be able to discriminate the sound /e/ (1.7. + 2.7. CLC, DC, LL, CEAA).	Is able to discriminate the sound /e/.

Figure 49 Table where evaluation criteria and assessable learning standards are integrated

4.11.1. Instruments of evaluation

In order to give a mark to each of these criteria the following instruments will be used: a pronunciation rubric; the daily observation of student's work which will be followed by teacher's notebook, a vocabulary and reading test, a writing rubric, a rubric for final project work and a cultural test.

7/2/22, 17:35
Your Rubric: Story Writing - Rubric Writing

Rubistar
Rubistar Made Using Rubistar (http://rubistar.4teachers.org)

Story Writing : Rubric Writing

Teacher Name: Ms. Ruiz Jódar

Student Name:

CATEGORY	4	3	2	1
Grammar	Wide range of grammatical items relating to the task with high level of accuracy. Any errors do not impede understanding.	Appropriate range of grammatical items relating to the task with good level of accuracy. Errors do not impede understanding.	Acceptable range of grammatical items relating to the task with acceptable level of accuracy. Errors sometimes impede understanding (sometimes require the reader to reread and/or reflect).	Inadequate evidence of grammatical range and accuracy (may have control over the language below the level). Errors frequently impede understanding.
Vocabulary	Wide range of lexical items relating to the task with high level of accuracy. Any errors do not impede understanding. All requirements (ie genre, topic, reader, purpose and number of words) of the instruction completely met.	Appropriate range of lexical items relating to the task with good level of accuracy (with little evidence of avoidance strategies and good command of colloquialisms). Errors do not impede understanding. Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met.	Acceptable range of lexical items relating to the task with acceptable level of accuracy. Errors sometimes impede understanding (sometimes require the reader to reread and/or reflect).	Inadequate evidence of lexical range and accuracy (may have control over the language below the level). Errors frequently impede understanding.
Punctuation	Excellent spelling and punctuation of complex sentences.	Good spelling and punctuation of complex sentences, apart from occasional slips.	Acceptable spelling and punctuation of complex sentences.	Poor spelling and punctuation throughout.
Organization	Effective organization of text. Very clear presentation and logical development of all ideas and arguments, underpinning the salient issues with expanding and supporting details at some length. Appropriate and helpful format throughout the text. Effective signposting.	Good organization of text (ie a clear and well-structured text of complex subjects). Clear presentation and logical development of most ideas and arguments, underpinning the salient issues with expanding and supporting details at some length. Appropriate and helpful format in most of the text. Good signposting (ie appropriate and helpful).	Acceptable organization of text (showed awareness of the need for structure, but may only be partially achieved with limited use of introductions/conclusions and topic sentences, however paragraphs are used throughout). Presentation and development of most ideas and arguments are acceptably clear and logical, underpinning the salient issues with expanding and supporting details at some length (but arguments may not follow in a predictable order). Appropriate and helpful format in general. Acceptable signposting (some signposting used but may be inconsistent; some use of cohesive devices but may be inconsistent).	Very limited or poor text organization (the writing appears to lack structure with limited use of introductions/conclusions and topic sentences. Paragraphing may be absent/inappropriate). Most ideas and arguments lack coherence and do not progress logically. Ideas are arranged in an entirely unpredictable order).

7/2/22, 17:35
Your Rubric: Story Writing - Rubric Writing

flexible use of cohesive devices and topic sentences	flexible use of cohesive devices and topic sentences	flexible use of cohesive devices and topic sentences	flexible use of cohesive devices and topic sentences
--	--	--	--

Date Created: Feb 07, 2022 10:34 am (CST)

Figure 50 Rubric by myself with Rubistar with assessment criteria for student's writing productions, which evaluates grammar, vocabulary, punctuation and organization

	Very good attempt 10-8	Adequate attempt 7-5	Poor attempt 4-0
Pronunciation	There are no major difficulties with understanding the student	There some mistakes in the pronunciation	Student isn't able to differentiate the sound

Figure 51 Pronunciation test rubric

	Very good attempt 10-8	Adequate attempt 7-5	Poor attempt 4-0
Pronunciation	There are no major difficulties with understanding the student	There some mistakes in the pronunciation, but the message is comprehensible	There some mistakes in the pronunciation, and the message is difficult to comprehend
Grammar	Students uses a wide range of grammatical items relating to the task with high level of accuracy	Appropriate range of grammatical items relating to the task with good level of accuracy. Errors do not impede understanding	Inadequate evidence of grammatical range and accuracy. Errors frequently impede understanding
Vocabulary	Students uses a wide range of vocabulary items relating to the task with high level of accuracy	Appropriate range of vocabulary items relating to the task with good level of accuracy. Errors do not impede understanding	Inadequate evidence of vocabulary range and accuracy. Errors frequently impede understanding

Organization	Effective organisation of the project. Very clear presentation and logical development of all ideas.	Good organisation of the project. Clear presentation and logical development of all ideas.	very limited organisation of the project. The presentation and logical development of all ideas are arranged in an entirely unpredictable order.
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Figure 52 Project work rubric

4. 11. 2. Marking criteria

Furthermore, the following figures present further insight into the tools used by the teacher to assess the students' oral and written productions:

Evaluation criteria	Instruments of evaluation (teacher-students)	Weight
1.7. + 2.7.	Pronunciation (rubric [see figure 51])	10 %
1.1. + 1.7. + 2.1. + 2.6. + 2.7 + 3.1. + 3.6. + 4.1. + 4.6.	Daily observation (teacher notebook)	10 %
1.1. + 2.6. + 3.1. + 3.6. + 4.6.	Vocabulary and reading test (based on homework)	20 %
1.1. + 1.7. + 2.1. + 2.6. + 2.7 + 3.1. + 3.6. + 4.1. + 4.6.	Writing rubric based on a mediation task (based on homework)	10 %
1.1. + 1.7. + 2.1. + 2.6. + 2.7	Project work (rubric [see figure 52])	40 %

+ 3.1. + 3.6. + 4.1. + 4.6.		
1.1. + 2.1. + 2.6. + 3.1. + 3.6. + 4.1. + 4.6.	Cultural test (based on project works)	10 %

Figure 53 Evaluation tools and the corresponding percentage in relation to the students' performance

5. Conclusion

During the development of this Master Dissertation, the role of interculturality in the teaching-learning process has been highlighted and promoted as a priority. The fostering of interculturality is essential to educate students capable of developing a successful life, both personally and academically. There are numerous advantages to being able to recognise and accept one's own culture as well as other's cultures, since it is a process of understanding in which many other basic and specific skills are involved, so it is not a simple process; it takes time and effort to train culturally competent students.

Besides, it has been pointed out that learning a language means also studying a different culture. However, the role of culture in language teaching classes has always been a challenging issue for teachers, as many of them are in a monolingual class. In this way, it is highly hard to afford a cultural class whether teachers don't introduce one piece of the other social identities, the language in the full classes. Accordingly, teachers cannot be seen as mere transmitters of knowledge, but also as role models who guiding students' self-development.

Furthermore, some strategies have been presented as well as activities to promote the value of an intercultural approach in the classroom, such as the daily-practise based on the errors or to performance a role-play in order to raise student's awareness about the different behaviours depending on the identity and to activate students' curiosity. All this information provided has the aim of motivating the interculturality teaching; that is to say, all of them focused on making students realize that the knowledge of British culture, in this particular example, is a source of information and knowledge that enriches us as people. All of this from a perspective based on educating and not training; on learning for pleasure and not learning out of obligation.

For this reason, this didactic unit has been created to value the importance of the intercultural framework. Thus, activities have been proposed to work on the

comprehension of one's own culture and the foreign culture, too. At the same time, with the intention of helping students to enjoy the process of learning in a cooperative mood, which makes the learning process much completer and more satisfactory for them.

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7. Table of figures

Figure 1 The Iceberg Model of Culture (Hall, 1959:39).	7
Figure 2 Didactic objectives and their links to the Spanish and Andalusian legal framework as regards the 1st year of Compulsory Secondary Education.....	18
Figure 3 Didactic Unit's contents for the 1th Grade of Compulsory Secondary Education	19
Figure 4 Activities provided for Session 1, which focuses on vocabulary.....	22
Figure 5 The United Kingdom map (Geology, 2022).	23
Figure 6 Questions to start the class with a general warm-up that will introduce the vocabulary	23
Figure 7 Cultural game created by @itenglishtome to help students to recognise cultural and geographical points of UK.....	24
Figure 8 Game created with Canva by myself to help students structure the vocabulary items	25
Figure 9 Summary of the vocabulary related to geographical items	26
Figure 10 Map of Wales (WorldAtlas, 2022).....	26
Figure 11 Flag of Wales (WorldAtlas, 2022)	26
Figure 12 Activity provided for students to promote the vocabulary consolidation through cultural aspects	27
Figure 13 Activities provided for Session 2, which focuses on intercultural aspects	28
Figure 14 Definition to foster students' critical thinking which also serve as an introduction to the following activities.....	28
Figure 15 Video to promote the critical thinking about stereotypes [(Britain and British people, 2013) retrieved from https://www.youtube.com/watch?v=R6Arg2L9f9w]	28
Figure 16 A text about stereotypes which promotes interculturality (adapted from British Council Blog, 2017)	29
Figure 17 A quote which promotes interculturality.....	30
Figure 18 Northern Ireland (The Big Book of the UK, 2019: 10-11)	30
Figure 19 Scotland (The Big Book of the UK, 2019: 20-21).....	31
Figure 20 England, The Midlands (The Big Book of the UK, 2019: 46-47)	31
Figure 21 Northern Ireland (The Big Book of the UK, 2019: 70-71)	32
Figure 22 Activities provided for Session 3, which focuses on grammar points	33

Figure 23 Activity provided to recognise and use modal verbs to talk about cultural rules and to give advice (Pearson, 2021: 88).....	33
Figure 24 Revision game created by myself with Canva to help students see the real functions of should / shouldn't.....	35
Figure 25 A video to help students see the real functions of have to / don't have to (Pearson).....	35
Figure 26 Mind map sample created by myself with Canva to help students structure the grammar points	36
Figure 27 Genially to consolidate the modal verbs functions (retrieved from: https://view.genial.ly/6219f6e6c2fa410019ff3233/interactive-content-modals-inc)	37
Figure 28 Activities provided for Session 4, which focus on interaction.....	38
Figure 29 Who wants to be millionaire? Language version (adapted from @it'senglishwithmer)	41
Figure 30 Quizlet app used to differentiate and recognise the vocabulary related to language and communication (retrieved from my personal Quizlet: https://quizlet.com/es/700083372/communication-vocabulary-flash-cards/)	41
Figure 31 A video about the Schwa Sound in Daily British Pronunciation (retrieved from: https://www.youtube.com/watch?v=0yKgJB-DDps).....	42
Figure 32 Pronunciation exercises provided to develop a good pronunciation (adapted from BBC Learning Language).....	44
Figure 33 Activities provided for Session 5, which focuses on revising contents	44
Figure 34 On UK time (The Big Book of the UK, 2019: 26)	45
Figure 35 Questions provided to promote the critical thinking of the students	45
Figure 36 Pencils in the centre's own creation to revise the unit's contents (retrieved from: https://www.baamboozle.com/game/1046914).....	46
Figure 37 Activities provided for Session 6, which focuses on evaluating.....	47
Figure 38 A reading (The Big Book of the UK, 2019: 54)	47
Figure 39 Reading test provided with some questions in order to evaluate the reading comprehension of the text	48
Figure 40 Vocabulary test provided to check the vocabulary items learnt during the last lessons.....	48
Figure 41 Activities provided for Session 7, which focuses on intercultural interaction.....	50
Figure 42 Mediation task to promote Intercultural Communicative Competence (adapted from ABC.es)	50

Figure 43 Activities provided for Session 8, which focuses on intercultural interaction	52
Figure 44 Cultural test to consolidate contents	53
Figure 45 A kahoot to practice modal verbs (retrieved from: https://create.kahoot.it/details/should-shouldn-t/e79244c9-c9ce-493d-ac9a-7208818e21d9)	54
Figure 46 An extra reading to reinforce vocabulary (The Big Book of the UK, 2019:72)	54
Figure 47 An extra reading to enhance vocabulary and grammar (The Big Book of the UK, 2019:37).....	55
Figure 48 A listening to practise new vocabulary, modal verbs; and to boost listening skills (retrieved from: https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/study-tips)	56
Figure 49 Table where evaluation criteria and assessable learning standards are integrated	57
Figure 50 Rubric by myself with Rubistar with assessment criteria for student's writing productions, which evaluates grammar, vocabulary, punctuation and organization.....	57
Figure 51 Pronunciation test rubric	58
Figure 52 Project work rubric.....	59
Figure 53 Evaluation tools and the corresponding percentage in relation to the students' performance	60