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TRABAJO FIN DE MÁSTER

An approach to the development of the Intercultural Competence through Literature in an EFL classroom of Secondary Education

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ABSTRACT

The Intercultural Communicative Competence (ICC) was introduced by Michael Byram and subsequently adopted by the Common European Framework of Reference for Languages (CEFR) as one of the main characteristics of every European speaker. This characteristic needs to be included not only in the teaching of languages but also in the different school subjects. The ICC promotes the knowledge, skills and attitudes necessary for the intercultural communication with the different world cultures. Likewise, it breaks with the ethnocentric vision that individuals possess of the world, and avoids incurring misunderstandings or preconceived clichés far from reality. Through the inclusion of the intercultural competence in the classrooms, and following the purpose of this dissertation, the students, through a literary didactic proposal, will be able to better understand their own culture in order to understand the rest, analyzing in a positive way the similarities and differences that they share.

Key words: Intercultural Communicative   Competence, Literature, European Referentials, Ethnocentric vision, Intercultural awareness.

RESUMEN

La Competencia Comunicativa Intercultural (CCI) fue introducida por Michael Byram y posteriormente adoptada por el Marco Común Europeo de Referencia de las Lenguas (MCERL) como una de las características principales de todo hablante europeo. Dicha característica debe ser incluida no sólo en la enseñanza de lenguas sino también en las distintas materias escolares. Dicha competencia promueve la conciencia, destrezas y capacidades interculturales necesarias para la comunicación con las distintas culturas mundiales. Asimismo, rompe con la visión etnocéntrica que los individuos poseen del mundo y evita incurrir en malos entendidos o clichés preconcebidos lejos de la realidad. A través de la inclusión de la competencia intercultural en las aulas, y siguiendo el propósito de este trabajo, los alumnos, a través de una propuesta didáctica literaria, podrán conocer mejor su propia cultura para así comprender el resto, analizando, de forma positiva, los aspectos similares y diferentes que comparten.

Palabras **clave**: Competencia comunicativa intercultural, Literatura, referenciales europeos, visión etnocéntrica, conciencia intercultural.

INDEX

Part I. Theoretical and Curricular Foundation

Part II. Methodological aspects

INTRODUCTION

The Intercultural Competence is nowadays essential in education. However, what is it and how can it be approached in an EFL classroom? And, what is more, can it be approached through Literature? The world nowadays is considered to be a melting pot of different cultures and, from the merging of them, people need to learn how to communicate with the different individuals.

Due to the geographical situation, along the years, the Council of Europe has established different determinations and guidelines about the teaching and learning approaches that should be implemented when learning foreign languages. The main aim of the mentioned guidelines is to avoid the ethnocentric vision that the individuals of a country may have by introducing what is known as the Intercultural Competence. This intercultural competence "creates" intercultural speakers in a country, providing them with the intercultural awareness used in intercultural communicative exchanges with inhabitants of foreign countries.

However, introducing the Intercultural Competence is not a sudden competence, but a learning throughout life, being supported when acquiring a foreign language. When individuals achieve the age of maturity, is when they become more aware of the similarities and differences they share with members of the foreign countries. For this reason, the present dissertation focuses on Secondary Education, being this a period in which individuals start to socialize with the others actively and they need to acquire competences to overcome the communicative exchanges with the others.

Besides, language teachers, as well as the rest of the educators, are in charge of providing the students with knowledge, attitudes and skills that make the students disparage the ethnocentric vision of the world and focus on the pluricultural scope. Being aware of this difference will assist the students in reflecting upon the similarities and differences that their own culture shares with the foreign ones by discarding the stereotypes, clichés and prejudices that obscure the intercultural relations and, thus, avoid the cultural shocks than may appear in the intercultural communication between the speakers.

Furthermore, there are different approaches to the Intercultural competence in the English as a foreign language classroom and, along this paper, Literature will be tackled as a means of introducing the intercultural communicative competence in the Secondary classroom. First, a test about the Intercultural Competence will be conducted among the students and, once the results are obtained, a proposal considering all the necessities that the students have presented will be introduced. Finally, when the lessons are completed, there will be an assessment by the teacher on the improvement of the students' intercultural competence and a self-assessment that the students will have to complete showing their reflection upon their newly acquired intercultural competence.

JUSTIFICATION

The Intercultural Competence is necessary to be taught in order to facilitate the communication among the different foreign cultures that inhabit our world. For the purpose of this dissertation, the Intercultural Competence will be approached through literature in the Secondary Education classroom by developing a proposal that reinforces such competence.

OBJETIVES

Regarding what it was previously stated, the following general objective is stated, which is *to approach the Intercultural Competence through Literature in Secondary Education as a means of promoting the pluricultural scope that the intercultural actors have to achieve*. For this reason, the Intercultural Competence will be depicted as well as its development and assessment in the secondary classroom. Finally, a proposal for approaching the Intercultural Competence through literature will be exposed with its consequent explanation and evaluation.

PART I

Theoretical and Curricular Foundation

Chapter 1. An approach to the Intercultural Competence

Discovering the meaning of "Intercultural Competence" will enlighten why it is important to be approached in an EFL Classroom of Secondary Education. Once this meaning is disentangled, a differentiation between Culture with capital "C" and culture with lower case "c" will be offered. Finally, these contents will be included and applied in an EFL classroom.

1.1. Culture and culture

Once the meaning of "Intercultural Competence" is unveiled, it is necessary to include the distinction between *"Culture"* and *"culture"* that sundry scholars have introduced when dealing with culture. As it occurred with the definition of "Intercultural Competence", the definition of "culture" has multiple senses and connotations. The meaning of "culture" was firstly coined in 1869 by Matthew Arnold in his book *Culture and Anarchy*, asserting that culture is "a study of perfection". This definition is closely related to the term *"Culture"*, since the author considers the term as belonging to high culture and closer to aesthetics rather than to what it is known nowadays as "popular culture" so, with this, the author tries to convey that *"Culture"* is not proper to all social classes since not all of them have a high social status. However, what is *"Culture"* and which are the differences with *"culture"*?

Nearly a century after Arnold's definition of culture, Raymond Williams (1958) in his book *Culture and Society* provided a renovated interpretation of culture, defining it as "[A] culture is not only a body of intellectual and imaginative work; it is also and essentially a whole way of life." (p. 325) With this, the author asserts that there is a distinction between *"Culture"* and *"culture"*, being the former more aesthetic and intellectual while the latter is a culture of common use, accessible to everyone and representing the inhabitants of a country. However, the author considers both cultures to be embedded and interrelated, being its existence essential for both to occur.

With these two depictions, the previously formulated question can be answered and it can be asserted that *"Culture"* is related to aesthetics and erudition, that is, the transmission of fine knowledge as art, music, movies or literature, while *"culture"* is associated to the socially learned and acquired traditions, lifestyles, customs, values or beliefs associated to a specific population within a specific country. In conclusion, both

senses of culture should be connected and interrelated, as affirmed by Williams and thus, both should be equally taught to foreign language students, enhancing their knowledge of foreign cultures, promoting respect and tolerance and, finally, making them reflect upon their own culture.

1.2. The Intercultural Competence

Currently, the world is a multicultural community due to the diverse cultures that are in contact. Establishing a connection with the multiple cultures requires a specific attitude to be maintained, accepting not only those but the own culture as well. This attitude can be promoted by teachers and instructors at school and high school, specifically when learning a second language. Teachers have to be capable of helping the students to understand and reflect upon their own world, as well as broadening the knowledge of foreign communities by means of respect and tolerance. All these will develop an intercultural communication among cultures within our intercultural world. Hence, what is the Intercultural Competence?

It is considerably difficult to provide a concrete definition of "Intercultural Competence" and there are multiple scholars that have attempted with their own definition of "Intercultural Competence". However, it was Michael Byram, following other scholars such as Van Ek (1986), stated that when someone learns a foreign language, he or she has to face different interpretations of the values, norms, behaviors and beliefs that he or she has acquired in a natural and normal way, assuming those to be universal and proper to the society in which he or she lives and being aware that those may be different for each country. Thus, Byram (1997) defined the Intercultural Competence as "the ability to handle oneself in this type of situation, with contradictions and differences" (p. 8).

Furthermore, Byram (2000) subsequently redefined the meaning of "Intercultural Competence" as the "Intercultural Communicative Competence" (p. 297), assumed as "the ability to interact effectively with people from cultures that we recognize as being different from our own". With this, Byram connotes that to understand the Intercultural Competence, people need to intend to communicate with other cultures effectively, accepting that they have other values, norms, behaviors and beliefs that are proper to their

own culture and, by accepting those, communication among cultures is possible since there is an avoidance of clichés and misunderstandings.

Applying the definition provided by Byram to the essence of this dissertation, it can be asserted that language teachers have to be in charge of introducing their students to the Intercultural Competence, opening their views about culture and making them reflect upon their own culture too. Once the students have this idea in their minds, the comprehension of the foreign language will be a success, since they will be able to communicate effectively with the members of the foreign language's culture, accepting that even though there may be multiple differences among them, communication is possible and, thus, they will promote the tolerance and the respect towards one another.

1.3. The Intercultural Communicative Competence in Secondary Education

After the definition of Intercultural Competence and the distinction and explanation of the two types of culture, an approach to the Intercultural Competence in an EFL classroom of Secondary Education will be provided. In order to achieve the Intercultural Competence in the EFL classroom, specifically the Intercultural Communicative Competence, Michael Byram's *Sociocultural Competence in Language Learning Teaching* (1997) is going to be followed. Byram is one of the main scholars that has participated with the European Council in the creation of the Common European Framework of Reference for Languages (**CEFR**). This Framework is a measure used to delineate the accomplishments of foreign language's learners, grading their level of proficiency in those.

Byram (1997) aims to modify the concept of Intercultural Communicative Competence (**ICC**) introduced by other contemporary scholars, as his endeavor is to respond to the needs of the foreign language learners. The author asserts that the ICC is constituted by the linguistic, the sociolinguistic and the discourse competences, being the three of them essential when learning and acquiring a foreign language.

Following this ICC concept, the author proposes different ideas to develop in the foreign language classroom. For example, if the school offers a visit or exchange to a foreign country, the teacher has to prepare his/her students for it. The scholars propose to

follow Byram's *savoirs* to develop the skills, attitudes and beliefs as well as the emotions and feelings, which are relevant for the students to express how are they feeling and how are they experiencing the 'cultural shock'. This expression of feelings removes the constraints that may appear while the students are abroad and promote the self-awareness. With this, the authors allude the introduction of the Intercultural Communicative Competence in a set curriculum. They assert that within the themes arranged in textbooks, the teachers can take advantage of those by treating them through different perspectives, either by gender, age, region, religion, etc., being these perspective a starting point to encourage learners in researching by themselves about other ways to treat the ICC and promoting the critical thinking. For instance, they can search on the Internet for different materials set in a real context and thus, examine critically those materials that they have found, evaluating the type of information that it contains. Similar to this approach, Lázár (2007) proposed his own *guidelines for the teaching of the intercultural communicative competence (ICC)*, focusing in the distinction of culture and the importance of the communicative discourse within the intercultural competence.

Moreover, regarding the contents that the teachers may use as a guideline, Beacco et al. (20106) propose similar elements to the ones proposed by Byram, Gribkova and Starkey (2002), as the discourse genres that reinforce the communicative competence and the critical way of thinking by assessing the information provided by the learning materials. Furthermore, the scholars suggest to train the teachers and make them share information that can be useful for the different subjects, broadening the competence approaches. Finally, they suggest to provide the students with multiple linguistic and cultural diversity examples, to promote the respect to others and their opinions, and to think about the own and the foreign culture in a positive way, accepting the differences and similarities that characterize the multiple cultures present in the world.

Finally, when dealing with materials concerning attitudes, beliefs or values, prejudices and stereotypes about the foreign country may appear so, the teacher has to lead the students and teach them on how to overcome those assumptions by guiding them to the ***critical discourse analysis***, assessing the sources, arguments, connotations or presuppositions that the authors of the texts imply. This is a useful guide that foreign language teachers should consider. Firstly, because there is no need to be a native speaker of the foreign language in order to teach this language and, secondly, it advices the teachers about the different procedures that they may include for their lessons to promote

4

the skills, attitudes and beliefs that the students need to approach for achieving the Intercultural Communication Competence and for being able to communicate and accept the culture of the others, reflecting on their own one to compare it to the foreign culture.

Retaking the previously mentioned concept *"savoirs"*, Byram (1997) identifies those linked to four different levels of competence, which are related to the aptitudes inherent in the apprentices of foreign languages. By means of this *"savoirs"*, the author asserts that these are instruments that can be applied to all the cultures that share similar cultural areas, as the European cultures may be, though this is not a universal fact. Learners have to discover the other cultures applying the attitudes and the knowledge that are empirically constructed through their own culture. In a whole, these attitudes and knowledge should be critically examined in educational contexts by foreign language teachers.

Figure n.1. Byram's levels of Intercultural Communicative Competence (1997).

With this classification, the Council of Europe, in accordance with Byram (1997) asserts that the meaning of "*savoir*" implies the knowledge, the skills, and the attitudes that learners have within a foreign language. This *"savoir"* or knowledge is divided into four:
- o Savoir-être
- o Savoir apprendre
- o Savoir
- o Savoir-faire

The first *savoir*, **Savoir-être**, is "the affective capacity to abandon ethnocentric attitudes and perceptions against otherness and the cognitive ability to establish and maintain a relationship between one's culture and a foreign culture" (p. 13). Byram (1997), and afterwards Zárate (2003) convey with this that learners need an open-minded attitude, showing interest for people, societies and culture. Within this *savoir*, the scholar proposes several abilities to achieve such as the ability to "act as a cultural intermediary between one's culture", the ability to "distance oneself from the ordinary relationship of cultural difference", or the ability to "relativize one's point of view and the cultural value system" (p. 13). However, this *savoir* is independent and not related to language so it can only be developed in part, being its main aim to transfer the cultural skills acquired in one language to the acquisition and learning of the foreign language.

Yet, this transfer is only possible by means of teaching, so that a teacher can illustrate the specific contents of the second language and, therefore, this *savoir* has to be evaluated within the foreign language learning context, as the occurrence is not in the same way from a first foreign language to a second one.

To evaluate this *savoir*, the Council of Europe (2001), supporting Byram (1997) proposes an assessment on attitudes and skills as well as a self-assessment that has to be formative and summative (p. 14-15). This assessment, as previously stated, has to consider the different acquisition nature of the language, and is suggested to be through extracurricular processes of an educational nature, that is, exchanges, which generate emotional and cultural evolution in the learning process, integrating the knowledge acquired at school with the experience outside.

Following the classification of *savoirs*, the second one is **Savoir-apprendre**, which is defined as "the ability to develop and implement an interpretive system that updates meanings, beliefs and cultural practices hitherto unknowns, belonging to a language and culture with which one is familiar or not" (p. 15). The author expresses with this signification that students are able to approach cultural meanings, beliefs and customs that were unknown for them, either belonging to their own language or culture or to a foreign one.

Some examples of the main goals proposed in this *savoir* are "to master in the interpretation of a new aspect in a known language and culture", "to interpret a culturally close or remote context", or "to interpret a linguistically close or distant context". As it happened with *savoir-être*, this ability is independent of language learning, as it can be regarded when the objectives were stated, since culture and language are considered independently. In addition, its main product is to learn different foreign languages, though the acquisition of foreign languages is barely present in its pedagogy. Nevertheless, for teaching purposes, there is a need to define explicit objectives and methods.

The scholar concludes that students need to have the ability to implement their cultural and linguistic knowledge to acquire data about specific situations such as travelling abroad, time constraints, customs, body language, or other historical, religious or socioeconomic references. To evaluate this knowledge, the teachers have to be part of that cultural exchanges and practices to measure the degree of proficiency and effectiveness that students have in those given situations.

Besides, Byram's (1997) third *savoir* is **Savoirs**, defined as:

The system of cultural references that structures the implicit and explicit knowledge acquired. The linguistic and cultural learning are integrated with the particular needs of the apprentice in situations of interaction with native speakers of foreign languages. The notion of "cultural intermediary" presupposes that this system of references incorporates the views of the native speaker, not the theoretical knowledge, and the awareness of the opinions of foreign speakers on the issues at stake (trans. p. 17).

This is considered to be one of the most convenient *savoir* within the Intercultural Communicative Competence since linguistic and cultural skills are interrelated and the former is not considered without the latter. Both skills are equally considered and provide the students with the exposure to real occurrences within the foreign language. This *savoir* considers a series of references that cover both, *Culture* and *culture* (1997, 17-18):

- *References related to national identity and general culture* (history, national identity or social values).

- *References associated with space* (regions and regionalisms).

- *References associated with social diversity* (traditions, social transformation and social classes).

- *References associated with foreign influences* (migration, politics, and geopolitical positions).

- *References associated to the functioning of institutions* (relationship between the state and the individual or the individual structure and the local, regional or national structure).

- *References associated with the dissemination of information and artistic and cultural creation* (newspapers, literature, arts and culture in general).

Finally, the scholar, supported subsequently by the Council of Europe (2001) and Zárate (2003), suggests that it is not possible to provide a closed list of knowledge constituting the foreign culture. For this, the author suggests to evaluate this s*avoir* focusing in the specific knowledge that the student uses in a specific context in the foreign language. This knowledge is determined by authors of textbooks or teachers after analyzing the specific needs of the students depending on the learning of the language and the context.

For this reason, the knowledge of the language and culture are not exclusive to the student's native language but to the learning of the foreign language too, being this supervised and discussed by the foreign language teacher. As a result, knowledge is constructed by means of the experience that the student is acquiring by being in contact with the foreign culture or the descriptions of the foreign culture that have been provided by the teacher in the student's own country. However, the teacher must provide the student with solutions to avoid cultural shocks, clichés, stereotypes and cultural misunderstandings in a formative mode.

Concluding with the *savoirs,* the last one proposed by Byram (1997) is **Savoir-faire**, defined as "The ability to integrate well-being, know-how and knowledge in specific situations where bicultural contacts are found, for example, between the student's culture (s) and the language(s) studied" (p. 19). This last description conveys that both cultures, the native and the foreign, are equally important. Since this skill focuses on biculturalism, it is the most preferable for educational purposes. Its main objectives are the "ability to mobilize knowledge, skills and attitudes acquired in learning situations, both intercultural problems and outside school situations", the "ability to take into account the relationship between identities and members of the foreign society", and the

"ability to relate representations present in the own culture and identity to the ones present in the target language". These are the general objectives of the *savoir* that consider both, knowledge and language that is the reason why it is the most preferable method to teach a foreign language.

In addition, this *savoir* offers specific didactic objectives to evaluate the learning method, such as (1997, 19-20):

- *Relational know-how* (know how to use different sources of information in the foreign context, to make personal contact with foreign inhabitants, and to identify situations of cultural conflict).

- *Interpretative know-how* (contextualize and associate references, date a document, identify paralinguistic and gestural elements, and interpret differences between the two cultural systems).

- *Behavior know-how* (evaluate distance and proximity in the foreign language, adapt facts to the foreign interlocutor, explain cultural events by adapting the knowledge to the foreign speaker, and identify stereotypes in both countries).

- *Geopolitical know-how* (describe and refer to historical, geopolitical and economic relations between both countries).

All these objectives support the fact that this *savoir* is the most convenient to be applied within an educational context by a foreign language teacher in a classroom since knowledge and language are equally considered and approached, without disregarding any content. Concerning its evaluation, Byram (2003), the Council of Europe (2001), and Zárate (2003) assert that the learning of this ability depends on the degree of knowledge that the student has in the foreign language. Nevertheless, it is important for the teacher to consider the student's ability to detect the functioning of meanings and the communicative abilities, detecting the cultural references introduced by the student. Moreover, the teacher will also consider the reflection upon the student's own culture and his or her relationship with the foreign culture.

To conclude, for teachers to approach and develop the Intercultural Communicative Competence, should acknowledge the four different levels of competence, specifically the last one, **savoir-faire**, since it is the most complete skill that combines knowledge and culture, being of exceptional importance when learning a foreign language, since all the necessary contents that define a foreign are covered and the process of learning is similar to the acquisition of the native language.

Chapter 2. The Development and Evaluation of the ICC

Along this chapter, the European Referentials on how to develop the Intercultural Competence with learners of a foreign language will be explained. Furthermore, evidences on how to evaluate the Intercultural awareness of learners will be shown and, finally, there will be given a different approach to the Intercultural Communicative Competence through literature in the English as a Foreign Language classroom.

2.1. European Referentials for the Development of the ICC

The Intercultural Communicative Competence has been defined and examined by multiple scholars since the term was firstly coined. This term was formulated by European inhabitants and, for this reason, the Council of Europe leaded the initiative to include the term within its policies, specifically in language teaching. The Council of Europe has published several documents written by scholars specialized in this subject, such as Michael Byram or Jean-Claude Beacco among other academics, to propose different alternatives to include and approach the Intercultural Communicative Competence through the teaching of languages. Regarding the mentioned documents written for the Council of Europe, two of them are essential for this dissertation's purposes: Beacco et al. (2010, 2016) and Byram, Gribkova and Starkey (2002). These texts will be analyzed in detail in the sections below.

2.1.1. Plurilingual and Intercultural education

Regarding the European Referentials to develop the Intercultural Communicative Competence, it was stated above in this chapter that there are two essential texts that assist foreign language teachers in including this competence in their lessons. The *Guide for the Development and Implementation of the Curricula for Plurilingual and Intercultural Education* (2016) "is intended to facilitate improved implementation of the values and principles of plurilingual and intercultural education in the teaching of all languages" (p. 3). In essence, the text broadens the information appearing in the previous documents written for the Council of Europe in relation to the teaching of languages. Additionally, the authors of this document appeal to a plurilingual and intercultural education, including all the possible languages and their cultures. For them, this education realizes the universal right to quality education, covering: "[the]acquisition of competences, [the]

knowledge, dispositions and attitudes, [the] diversity of learning experiences, and [the] construction of individual and collective cultural identities" (p. 3).

Plurilingual and intercultural education are essential for students and understanding the knowledge, attitudes and beliefs as well as the presence of diverse languages and cultures will avoid cultural shocks and misunderstandings, racism or other negative aspects that may appear in a non-cohesive society, changing the students' scope, from the ethnocentric vision to the multicultural one. These has to be supported and introduced by all teachers, not only by foreign language teachers, in schools following the guidelines given by the Council of Europe.

Beacco et al. (2016) suggest that the established curricula have to extend beyond school, since it is not just an educational task but a work to be done in different levels that should interact and plan the necessary requirements of each societal context and status. The different levels of the system are as follows:
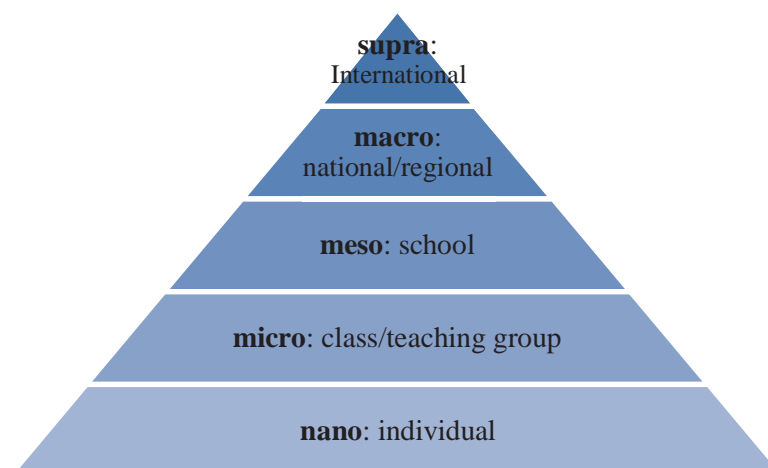
Figure n. 2. Levels of the Education System, adapted from Beacco et al. (2016)

In conclusion, all these levels need a common goal, which is the acquisition of competences in every subject, being those competences transferable to the rest of the subjects. These competences have to include the plurilingual and the intercultural one so that the students are able to "meet the communication needs or interact with people from other backgrounds and contexts" (p. 4). Once the students have acquired these competences, they will understand the others in a natural way, making use of their acquired knowledge and connecting it to the target culture. For the adaptation of

competences in the curriculum, some modifications need to be done "without abandoning the aims of the previous curriculum" (p. 4).

2.1.2. Developing the ICC

Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers (2002) was written by Byram, Gribkova and Starkey in order to support language teachers in approaching the Intercultural Competence as stated in the *Common European Framework of Reference for Languages (CEFR)*. As well, they provide teachers with guidelines for adapting this competence to their lessons and how to improve the proficiency of the students through those. Along the document, the authors introduce the contrast between *Culture* and *culture,* or the definition of the Intercultural communication competence as *"communication on the basis of respect for individual and equality of human rights as the democratic basis of social interaction"* (p. 9). With this, the authors assert that learners have to overcome stereotypes and clichés perceiving the real identity of the foreign language by means of respect and social interaction, following the Declaration of Human Rights (1948). In addition, they promote the communication among individuals, being this the way in which learners acquire intercultural communicative competence.

Communication towards respect and the sharing of culture and knowledge require of specific skills, values and attitudes, conveyed by Byram, Gribkova and Starkey (2002) and previously introduced above in Chapter 1, that have to be introduced by foreign language teachers, since

> *The 'best' teacher is neither the native nor the non-native speaker, but the person who can help learners see the relationships between their own and other cultures, can help them acquire interest in and curiosity about 'otherness', and an awareness of themselves and their own cultures seen from other people's perspectives* (p. 10).

The mentioned scholars stress that to be a language teacher it is not necessary to be a native speaker of the given language, but it is necessary to know the own culture and the culture of the foreign language that he/she is teaching to promote the interest of the students about the foreign culture. Moreover, the teacher has to be able to encourage students to reflect upon their own culture so they can positively contrast the similarities and differences that both cultures share and to provide the students with skills, attitudes

and awareness of the others while teaching the foreign language. In sum, "the role of the language teacher is therefore to develop skills, attitudes and awareness of values just as much as to develop a knowledge of a particular culture or country" (p. 13).

Besides, these scholars support that to be a foreign language teacher, there is no need to have been abroad to the foreign country, since the goal of teaching the intercultural dimension "is not the transmission of information about a foreign country" (p. 14) but to help learners understand the social identities, communicate with the others, and to show the perceptions they have from their own and the foreign culture. These imply that the teacher does not need to know everything about the foreign language, but to have certain knowledge about beliefs, behaviors and values to share with his/her students.

To conclude, Beacco et al. (2016) and Byram, Gribkova and Starkey (2002) share some commonalities that have to be introduced in the lessons by teachers, not only by the foreign language teachers but also by the rest of the subject's teachers, so students comprehend the importance of the plurilingual and intercultural competences. Moreover, the authors agree that this cannot be introduced temporarily but with a certain degree of consistency during the school year. All in all, as it has been appreciated along this paper, the most important aspects to incorporate in the classroom are the skills, attitudes and beliefs that support the critical way of thinking and promote the acceptance and comprehension of all cultures.

2.2. Assessing the Intercultural Awareness

Following the mentioned texts in the section above, once the Intercultural Communicative Competence is introduced in the classroom, there is a need from the teacher to assess the acquisition of knowledge, skills and attitudes that the students have perceived as well as the performance within real intercultural contexts. Along the years, following the European Centre for Modern Languages of the Council of Europe (**ECML/CELV)**, authors such as Lázár (2007); González Piñeiro, Guillén Díaz and Vez (2010); or Beacco et al. (2016) have proposed different guidelines for the assessment of the Intercultural Competence.

On the one hand, Byram, Gribkova and Starkey (2002) propose the assessment the intercultural consciousness through tests or examinations, however, these have to be

objective and carefully planned. Additionally, in order to avoid assessing students just on knowledge and understanding (*savoirs* and *savoir comprendre*) as if they only were the main constituents of the intercultural competence, the scholars suggest to "assess ability to make the strange familiar and the familiar strange (savoir être), to step outside their taken for granted perspectives, and to act on the basis of new perspectives (savoir s'enganger)" (p. 29).

This is the main reason why it is difficult to test or examine students upon their knowledge or competences, as the evaluation may decline into subjective matters and students are not properly assessed on their progress. Thus, the authors propose to include in the classroom the **European Language Portfolio**, established by the Council of Europe, which aim is to record the learner's competences. It contains three parts:

- A **passport**, which overviews the learner's proficiency in a given language following the levels established by the CEFR.

- A **language biography** that helps the learner in planning and assessing his/her reflection upon the learning process including linguistic and cultural examples.

- A **dossier**, which is an annex of the materials used during the learning process.

This portfolio adds notes for the students to develop a self-assessment where he/she can evaluate his/her learning as well as the abilities that he/she has acquired during that learning process, not only within the classroom but also beyond its boundaries. In conclusion, "the role of assessment is therefore to encourage learners' awareness of their own abilities in intercultural competence, and to help them realize that these abilities are acquired in many different circumstances inside and outside the classroom" (p. 32).

On the other hand, Beacco et al. (2016) proposed in their paper a different perspective of assessment. Similarly to Byram, Gribkova and Starkey (2002), they assert that caution is needed when reaching conclusions towards the learners' achievements. While Byram, Gribkova and Starkey (2002) proposed the use of the European Portfolio instead of proper examinations or tests, Beacco et al. (2016) suggest that "Summative or certification assessment is possible, using stringent methods- but most assessment will be formative, and emphasize self-assessment" (p. 6). That is, they consider tests and

examinations possible if they are done with exercises properly adapted for the testing of language and transversal elements, but the most preferable assessment is the self-assessment since the students will be aware of their own performance and will develop a critical point of view regarding their learning. Finally, they propose to examine the curriculum too, to assess its effectiveness and introduce any gradual changes if it is needed.

To conclude, the scholars agree on assessing the students with tests or evaluations if they are perfectly adapted to the linguistic and cultural needs, notwithstanding, they coincide that the most preferable assessment is the self-assessment, as the students will be aware of their development in the proficiency of both, language and culture, and at the same time, they will be able to evaluate their acquisition of the skills, values and beliefs of the foreign cultures.

Chapter 3. Approaching the ICC through Literature in the EFL Classroom

The present chapter deals with the introduction of literature in the first foreign language classroom as a means of understanding the intercultural competence. Before expounding the theoretical approach followed in order to support the introduction of literature in the EFL classroom, it is necessary to be cognizant of the characteristics that comprise the Spanish curriculum.

3.1. The Spanish Curriculum guidelines

The curriculum followed by the schools and high schools in Spain is the one proposed by the Ministerio de Educación y Formación Profesional. It is the Royal Decree 1105/2014 that regulates the basic curriculum taught in Secondary Education (ESO) and Bachillerato. Its modification about the organization and the curricular elements produced for teaching and improving the educational quality are collected under the Organic Law 8/2013 of December the 9th (Ministerio de Educación y Formación Profesional, 2015). Hitherto, the Secondary Education curriculum will be analyzed for this dissertation.

Regarding the information provided by the Ministry of Education, the cited law regulates a curriculum that clusters the offered subjects in three blocks: core subjects, specific subjects and free configuration subjects depending on the autonomic region where the school is located. Each subject consists of specific contents, common for every student. Furthermore, the Ministry of Education proposes new learning and evaluable approaches related to the key competences, being considered the principal features that develop the students' knowledge and their ability to endure the world of knowledge.

Nevertheless, this is not the only curriculum proffered by the Ministry of Education, since it has an agreement with the British Council to develop a bilingual program by imparting an Integrated Curriculum, not only in Primary education but also in Secondary education. This integrated curriculum was arranged in 1996 and it has been extended and renewed in 2013 (Ministerio de Educación y Formación Profesional, 2015).

The integrated curriculum MEC- British Council consists of the teaching of languages, both bilingual and bicultural, promoting its acquisition by means of a good quality education, exchanges with foreign countries and improvements in the processes of acquisition and improvement of foreign languages. This curriculum will be explained

in depth along this chapter, specifically the 4th year of ESO curriculum as a consequence of an internship in a school which implements this curriculum. More information on this will be provided in the following paragraphs.

Apart from the core curriculum previously explained, the schools working with the Integrated Curriculum MEC- British Council possess certain guidelines for the development of the cited curriculum, proposed by the Ministry of Education in accordance with the British Council. For this dissertation's purpose, the 4th ESO curriculum has been analyzed, and it consists of two main blocks of contents reinforced to provide the students a better English language acquisition: "listening and speaking targets", and "reading and writing targets". These contents are evaluated and developed by means of bands of attainment. The bands of attainment are the main standards and contents that the students have to achieve in order to succeed within the British Program. They are classified in:

o *Band 1* (low degree of performance)

o *Band 2* (medium degree of performance)

o *Band 3* (high degree of performance).

Each of the blocks is described in detail, giving the teachers the necessary assistance to adapt their classes to the required contents elucidated in the curriculum. Apart from the contents, the curriculum offers the teacher the assessment or evaluation methods. It is remarkable to say that the named curriculum suggests the teachers to create assessments rather than evaluations, since assessments can help in describing how good or bad a performance is. Additionally, with these assessments, teachers not only estimate the student's knowledge of the language, but also the linguistic skills and the attitude and participation that the student develops. (MECD- British Council, 2013).

Besides the contents and assessment, the curriculum provides different annexes with extra activities to stimulate language, to write essays, to adapt communication strategies, to work with Shakespearean resources, to broad the reading list, and to search for useful websites. Dealing with one of the main contents of this dissertation, literature is not one of the principal topics in the curriculum, thus, new proposals to introduce

culture through literature are not possible considering the given contents by the Integrated Curriculum.

Concerning the reading and writing contents, students are required to write in a more proficient way, focusing on the linguistic features of the language. On the other hand, the reading skills covered are to analyze fiction and non-fiction texts in terms of plot, characters, audience, purpose or style, as it would be seen below when the writer's effect is mentioned. In spite of this, there are no further allusions to culture or the promotion of it by means of reading literature.

It is remarkable to clarify that the curriculum gathers William Shakespeare as the author that has to be studied along the school year, however, this author is mentioned to be studied in all the Integrated Curriculums, from the one of 1st year of ESO till the 4th of ESO one. In addition, it is necessary to clarify that the Integrated Curriculum is only implemented along the ESO stages, not in Bachillerato, since its main objective is the continuation of studies to obtain a degree. Moreover, in terms of sociolinguistic aspects and culture, it is not until 4th of ESO where culture as such is mentioned in the Spanish curriculum, as well as knowing and using cultural aspects, attitudes and values from the foreign culture. Furthermore, it is not until 2nd year of Bachillerato where the Spanish curriculum introduces the term "stereotypes" to be cover and avoided. Unfortunately, not all the students decide to study these higher degrees, so it would be stimulating to include these contents during the ESO stage.

Hence, students have perhaps a big amount of knowledge in Shakespeare and not of other British or American authors. It is known that Shakespeare was one of the greatest precursors of the English language and he influenced other authors' writings. Because of this, there is a great cast list of referent authors that students have to discover. For this reason, new proposals on approaching culture through the study of literature should be created and be introduced in the curriculum. Additionally, students will be introduced to Britain and other English speaking countries by means of literature and historical contexts that will help them to analyze and contrast their own culture with the others. The study of new cultures through literature is highly beneficial for the students, even though there are not sufficient researches on this topic. In sum, all these will be performed in a real context and location, that is, during an internship in a secondary school.

3.2. Literature in an EFL classroom

Once the meaning of Intercultural Competence is revealed, the Spanish curriculum guidelines are explained, and it is known how to be assessed and implemented in a lesson, it is necessary to develop other alternatives to approach it through other themes, for example, through literature. Although there are not sufficient researches about the approach to the Intercultural communicative competence through the development of literature in an EFL class, or the benefits of literature in the approach to the Intercultural competence, Geoff Hall (2015) theorized about the advantages of Literature for educational purposes and how can it be used in the English as a foreign language class.

Hall maintains that "students could […] learn much about the target language through the variety present in the range of texts known as *literary*" (p. 39). It is known that literary texts have multiple benefits in the students' performance regarding the proficiency in the target language and the use of real texts in a real context motivate them to go further in the learning of the language, encouraging them to research on more similar texts and in the history and culture surrounding those texts. Yet, the reading of these literary texts should have a purpose and a final activity to perform because if the task is not clear, the reading task may turn into a tedious activity. In relation to this, Hall (2015) claims that "literature has traditionally been taught across a variety of contexts as a set of particularly highly valued and supposedly engaging texts" (p. 39).

Making use of literature to introduce students to the intercultural competence can be enjoyable for them, since they not only develop the linguistic competence in a real context but also they develop the linguistic and literary one, as the language is not adapted for learners and they are able to distinguish the real meanings stressed by the different authors. Even though this seems to be beneficial and suitable for the curriculum purposes, there is not a sufficient allusion to literature in the Spanish curriculum, as it will be seen below in Chapter 3.

Another argument in favor of the use of literature to promote the cultural awareness is the following:

> *Cultural awareness can be promoted particularly effectively through language and literature*
> *pedagogies, since language, particularly in the kind of texts usually included in literature*

syllabuses, reveals much about its users and the societies they interact with, and can also be used to prompt the learners' growing awareness of their own individual and cultural identities, beliefs and values (p. 41).

This argument not only supports the fact of literature as beneficial in the acquisition of language, but also in the acquisition of knowledge about the foreign language, showing the learners the target identities, beliefs and values. These three terms have been repeatedly mentioned along the dissertation, since authors such as Byram and Beacco support that those items are the main essence of the Intercultural Competence and thus, why cannot be the Intercultural Competence approached through literature? In addition, learners improve their proficiency in their mother tongue through the reading of contemporary and universal texts, either in the original version or adapted so, why not use the literature of the target language with the same purpose?

Even though there are not sufficient researches about the development of the intercultural competence through literature, the few there are depict how literature was introduced in the curriculum and how it was studied through the years. Unfortunately, there are no concluding studies on the use of literature to develop the intercultural competence in Spain. However, there are some researches of this within the British context, appearing in Hall's *Literature in Language Education* (2015). Hall explains that the use of literature for education purposes appeared in the United Kingdom as a consequence of the Industrial Revolution, becoming obligatory in the education systems. Yet, the type of literature introduced in these systems was the one considered as "canon", which were "literary texts and authors of particular value […] [for the] growing demands on the teachers of literature" (p. 43). However, this literature was not suitable for everyone, as during this period, there were different social classes and literature was thought for "intellectual working classes and middle class women with leisure and some income" (p. 43). So, literature was not affordable for everyone in terms of proficient and economic issues.

Furthermore, Hall (2015) asserts that it was in 1835 when

Literature came to be seen as the key vehicle for teaching both language and values simultaneously […] through the study of English classics, […]. In this way, 'English' identity was being constructed. […] The new subject was called 'English', not, as in most other countries, 'Literature' because the language and the culture were seen as an integral part of the study (p. 46).

With this quote, the scholar expresses why the classics have been studied through history, as they were considered to be the essential materials to teach the foreign language, since they depicted not only the real language used in context but also the British identity that characterized the culture, meaning that studying the classics would promote the knowledge of the English language and culture in this case.

Nowadays, this traditional vision of literature as the study of classics has varied, as for second language teaching purposes, the main focus is set on communication so literature has to be adapted to that communicative curriculum and, sometimes, the use of classics difficult the acquisition of language, as the devices used by authors may distract the learners or lead them to misunderstandings and obscure meanings that they do not comprehend. Hall proposes that second language learners should consider the reading of foreign literature as the reading of their mother tongue. Furthermore, Hall (2015) quotes Alan Manley (1993), referring to the communicative language teaching, since this

> *Advocates the use of literature because it is intrinsically motivating to talk about death, life, love and the like, larger themes which otherwise escape (purportedly) 'communicative' syllabuses, preoccupied, as they tend to be, with timetables, tourism and other exchanges and transactions* (p. 57).

In sum, both Manley and Hall support the use of literature to approach the communicative learning approach and the intercultural communicative competence is suitable, since literature allows the teacher and the students to digress about themes that in a normal syllabus would not be tackled and, specifically, to develop the skills, attitudes and beliefs concerning the target language. Literature gives the students the opportunity to understand the other cultures though the texts, which not only comprise *culture* but also *Culture.*

> *Literature in education is increasingly conceived and practiced today as some variety of cultural studies where culture is now thought as hybrid, contested and in constant (re)construction, and significantly linguistic in its workings* (p. 67).

Nowadays, literature and culture are regarded together as a means to approach communication and language proficiency. For Hall (2015) and a large number of scholars such as Lázár (1993), Brumfit (2000), or Chambers and Gregory (2006), language and culture have to be considered together, as culture "is a live topic in which literature can play a major role" (p. 67). In addition, as it has been stated through this paper, since

literature and language have to be considered interrelated, the intercultural competence is covered and, thus, the acquisition of knowledge, skills, attitudes and beliefs from the foreign cultures, helping the learners to reflect upon his/her own culture and the other. Moreover, literature depicts the history and social events regarding a culture, and reading those literary texts, support the idea of knowing the others and develop tolerance. Additionally, supporting the stated ideas, Hall (2015) agrees with Bakhtin (1981), quoting that

> *Culture is not a fixed and discrete itemized list of facts and knowledge to be taught, but a set of linguistic experiences in which cultural artefacts, whether literary or increasingly in the modern world in other media, will have a key role to play* (p. 70).

Finally, language teachers can apply literature for second language learning, as literature *"offers privileged access to culture of a specific speech community"* (2015, 73), promoting the intercultural competence and the respect towards the others, showing stereotypes that can be explained and overcame to avoid misunderstandings, allowing the students to think critically upon these stereotypes and to compare the target culture with their own one openly and positively. Moreover, linguistic proficiency is attained and learners search for more linguistic challenges once they feel comfortable and have achieved the different levels of language proficiency.

3.3 Assessing literature in the EFL classroom

Since there are no sufficient researches about the introduction of literature as an approach to the development of the Intercultural Competence, there are not exact formulas to assess literature either, comparing this to the ICC assessment proposed by Byram, Gribkova and Starkey (2002), and Beacco et al. (2016) in Chapter 2. For this reason, Hall (2015) uttered that

> *[The] assessment of literature reading in a second or foreign language must be even more centrally concerned with evaluating understanding of the language of the text where syllabus documents claim or imply that reading of literature will pay second language acquisition dividends, and since we know the importance of language proficiency to successful second language reading* (p. 64).

Regarding this, the scholar suggests that for assessing literature, it is more important to focus on the understanding of the language and what the learner is reading

rather than the knowledge conveyed, since syllabuses are concerned about the learners' proficiency. Notwithstanding, for a learner to acquire a high level of intercultural communicative competence and proficiency, it is important to provide them with a proper education, combining all the possible knowledge, skills and attitudes for a perfect communicative exchange with the foreign cultures.

To conclude, even though there are not abundant researches that approach the Intercultural Competence through literature in an EFL class, nor different assessment methods to this approach, it can be asserted that literature is beneficial for first foreign language learners. In sum, approaching literature through culture is a means to develop the knowledge, skills and attitudes towards the foreign language, agreeing these with the essence of the Intercultural Communicative Competence.

Furthermore, the literary approach aims learners to be proficient, focusing on the acquisition and comprehension of the foreign language. With all these terms, learners will be able to reflect upon their own culture and the other, promoting tolerance and avoiding stereotypes and clichés. In the following part, regarding the methodological aspects of the dissertation, a proposal on how to approach the Intercultural Communicative Competence through literature will be given as well as an assessment method on the students' performance.

PART II

Methodological Aspects

Chapter 4. Towards an Intercultural Profile. An analysis

After setting the main characteristics of the Spanish curriculum of 4th year of ESO, and presenting the theoretical background of introducing literature in the EFL classroom and assessing its results, it is necessary to implement its effectiveness in a real context. In order to achieve this purpose, it is mandatory to perform a research and, once the results are presented and analyzed, a unit proposal will be given.

4.1. Contextualization of the study

Erstwhile expressed the principal problems with the established curriculum, it is necessary to introduce various content changes related to literature. Since there are not sufficient researches on how develop the Intercultural communicative competence through literature in the English as a foreign language class, as it can be regarded in Aarts & Verhoeven (1999), Hall (2015), Matos (2005, 2011).

For developing these new contents, an actual context is needed. Seizing the opportunity to be at a high school during the Master's internship, an evaluation on the students' Intercultural Competences has been accomplished. This research has been conducted through March by providing the students with a test to evaluate their own intercultural competences and, as a consequence after analyzing their results, a lesson proposal has been created. However, before encompassing the test and its results, it is necessary to define the school center characteristics, the grade in which this research has been performed and the type of students that have been tested.

The school center is located in Huerta del Rey neighborhood. Students from adjacent neighborhoods receive here their education and, in collaboration with their progenitors, they mold a heterogeneous school community. The center receives ESO, Bachillerato and Intermediate Vocational Training students. In relation to the internship period, students from 2nd and 4th ESO British Project have been research candidates.

Notwithstanding, introducing cultural notions and new approaches to literature were thought to be preferable in upper level classes, that is, 4th ESO. The reason of choosing upper level classes is that students may be more conscious on the Intercultural Competence and they are more capable of comparing and contrasting their own culture

with other cultures. It is necessary to clarify that these students take **five hours** of English as a first language during the week, as settled in the British Project curriculum.

Once defined the research course, it is indispensable to focus on a specific class of 4th ESO. There are two possible classes, B and C, with similar characteristics among the students. Yet, it was decided to perform the investigation in one of them, 4th ESO B, considering that in this class, most of the students have participated in the language immersions and exchanges organized by the school and, besides, they have more difficulties in expressing themselves. In addition, the class environment is perceived as ruptured and the students' working capacities are lower in contrast with the students from 4th ESO C. Since 4th of ESO B students appear to have an ethnocentric vision of the world, that is the principal reason to research on them, to perceive what they think and which are the (inter)cultural competences that need to be reinforced in order to promote the ICC and the intercultural awareness, providing them with knowledge, attitudes and skills to avoid stereotypes, cultural shocks and prejudices that may appear among the different cultures. All in all, 4th ESO B students are the perfect candidates to complete the current research.

The class consists of **twenty three** students. Nevertheless, it is remarkable to state that for the accomplishment of the evaluation that grades their intercultural competences, only seventeen students answered the test since the other six were taking part in a language immersion in Chicago, Illinois. Considering the class' characteristics, it can be affirmed that even though there are no specifically declared cases of diversity, some of the students present difficulties to get involved with the class' acquisition pace and they require extra reinforcement on certain communication features. These problems are solved by the teacher by providing the whole class with extra material that can be accessed by an online education platform, which works as every educational platform. To conclude, all the countenances cited above make the students of this class the perfect sample to develop the research.

4.2. Evaluating the students' Intercultural Competences

The characteristics presented above suggest the need of an evaluative test in order to measure the degree of intercultural competences that the students of 4th ESO B hint. There are sundry proposed Intercultural competences test suggested by different scholars. Nonetheless, the more convenient proposal that can be adapted for Secondary students is

the one introduced by González Piñeiro, Guillén Díaz and Vez (2010). In their manual, specifically from pages 229 to 246, the three scholars suggest a series of statements and questions that can be adapted to create a test that best adapts to the students' situation.

For the adjustment of the test, first it has been translated into English language and, then, it is being decided to be consistent of two parts: part one contains fifteen defining questions which have been chosen after analyzing the working environment and responses of the students during the course of the sessions (*See figure n.3.*). These are **yes/ no** questions which the students have to write their own intercultural conceptions depending on the degree of conformity or disagree with the statement. After answering the questions, they have to state in which should they improve and what do they propose for that improvement to become a reality.

On the other hand, the second part of the test consists of giving a rate to the degree of competence they have on attitude, ability, and knowledge they have in cultural terms. Each of the three competences have five embedded statements to which the students have to set a grade on the amount of competence they consider to have (*See figure n.4.*), being in a scale from 0 (the lowest or non-existing competence) to 5 (the highest score).

As soon as the test was adapted and designed, a rubric to analyze the results was created too, following the example given by González Piñeiro, Guillén Díaz and Vez (*See figure n.5.*). This rubric contains a scale to note the score presented in the grading of competences in the second part of the test. With all these materials prepared, the test was conducted amongst the students during the last twenty minutes of a session. Firstly, it was asked to the students what did they understood by culture. Then, once this was clarified, the test was distributed to each of the seventeen students in class. During the test, some meanings of the statements included on it were clarified to the students, since the meaning was not clear for them to give accurate answers. Finally, it is necessary to enlighten that the students were asked to be as sincere as possible since no answer would be right or wrong and the test was conducted in order to create a lesson plan that adapted better to their needs and knowledge on the topic.

The test furnished to the students was as appears below. Once the obtained data was estimated, an analysis of these is accomplished in the next section.

MY INTERCULTURAL COMPETENCES   DATE:

(Adapted from *González Piñeiro, Guillén Díaz & Vez*, 2010, pp. 203-204)

NAME: DATE OF BIRTH: MOTHER TONGUE:

Write <u>Yes</u> or <u>No</u> on each question.

1. Am I flexible and open-minded to unknown and ambiguous?
2. Do I avoid classifying people and their behaviors?
3. Do I believe that there are no languages or communities of first and second class?
4. Am I aware that people are different even though they belong to the same culture?
5. Am I aware of my differences with respect of other people from my environment?
6. Am I aware that there may be taboos and/or specific practices from each culture?
7. Am I aware, or I want to be aware of the relationship between the culture of origin and the foreign culture?
8. Can I go beyond stereotypes?
9. Can I adjust my way of thinking and my level of reception to new cultural systems?
10. Am I aware that even though people is from my same culture, there are still differences?
11. Am I capable of observing without judging?
12. Do my reactions to what is different provoke empathy in the others?
13. Am I capable of appreciating my own cultural roots and those of the others without excluding the critical spirits?
14. Am I capable of selecting efficient and appropriate behaviors depending on the social situation?
15. Do I accept ambiguity and the fact that there is more than one way of behavior?

I MUST IMPROVE: N. ....
....
FOR THIS I PROPOSE..

Figure n.3. Part I: My intercultural competences.

Mark with **0** (no, not interested), **1** (no, but interested), **2** (I could do it better), **3** (good but still working), **4** (I have achieved it), and **5** (I have achieved it but I can go deeper) the following indicators about your intercultural competence.

Attitude indicators As a person who feels curious for the different:	My appreciation 0 1 2 3 4 5
1. I try to be tolerant with people from other cultures. 2. I am interested in trying food from other culture. 3. I am open-minded to situations and controversial issues between both cultures. 4. I value positively the integration of other cultures in my culture. 5. I am interested in learning the language and culture of others.	
Ability indicators As a person who feels curious for the different:	My appreciation 0 1 2 3 4 5
1. I can know when someone from another culture feels uncomfortable in my presence. 2. I can interpret the non-verbal elements from the other cultures. 3. I can identify cultural taboos about food, clothes, behavior, etc. from other cultures. 4. I can be flexible interacting with people from other cultures. 5. I can make use of information from the other culture to improve my interaction with them.	
Knowledge indicators As a person who feels curious for the different:	My appreciation 0 1 2 3 4 5
1. I have basic knowledge of history, values and practices from another culture. 2. I know how to compare my language and culture to others. 3. I know how to avoid a cultural clash. 4. I learn new things by being in contact with other cultures. 5. I can describe and explain people's behaviors from a specific culture during social interaction.	

Figure n.4. Part II: Attitude, Ability and Knowledge indicators.

Intercultural Competence Profile   DATE OF ELLABORATION:

NAME: DATE OF BIRTH: MOTHER TONGUE:

PUNCTUATION	ATTITUDE	ABILITY	KNOWLEDGE
25			
24			
23			
22			
21			
20			
19			
18			
17			
16			
15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
0			

Figure n.5. Intercultural Competence Profile. Writing the results.

4.3. Analyzing the results of the Intercultural Competences' test

The test used from the template provided in González Piñeiro, Guillén Díaz and Vez (2010) has been an effective and advantageous tool to measure the competences degree of the students in the cultural context. After being conducted amongst the students and timed it to be completed in twenty minutes, the results were extracted.

3.4.1. Part I of the Intercultural Competences' test

The first part of the test consisted on writing **yes/no** to the statements according to the degree of conformity or disagreement that the students had towards the statements given in the test, showing the grade of knowledge they possess when referring to other culture's customs, beliefs or attitudes, being partly able to compare them to their own.
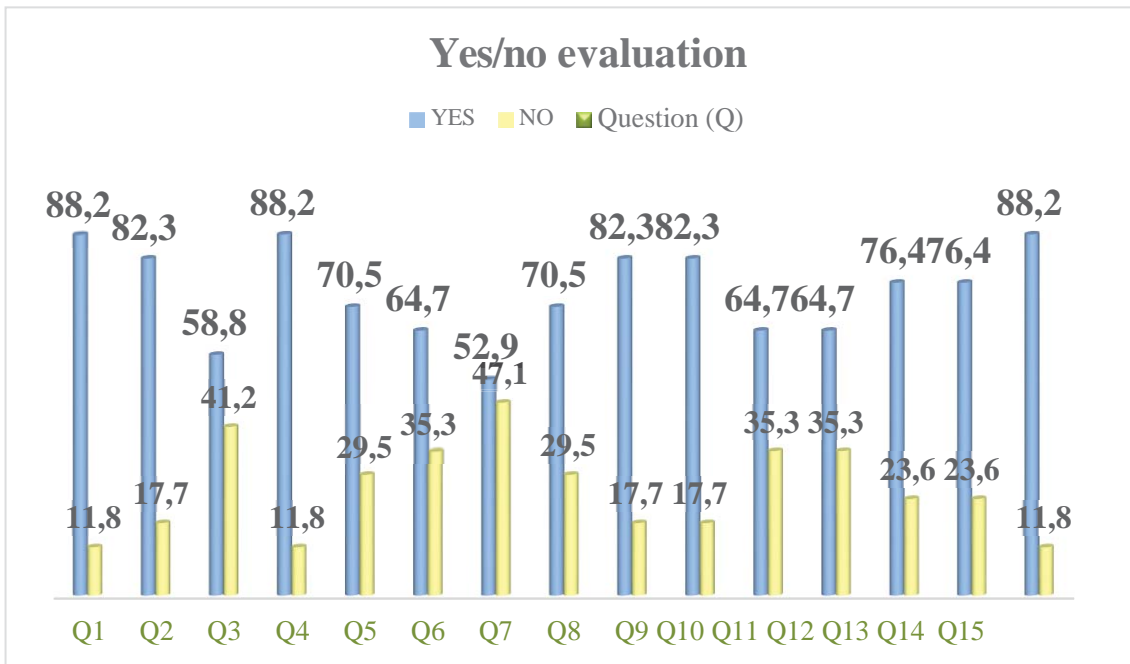
Graphic n.1. Results obtained from "evaluating my competences" by writing yes/no.

Although the degree of performance appears to be equal in the evaluation, questions number *3* and *7* expose themselves to be the most conflictive since they are balanced in yes/no answers to the same extent. This can be asserted by the fact that both of them can generate controversy since they can be perceived as if they suggest to make a distinction between cultures, implying that one of them may be more important than the others. In sum, the general answer to the statements is yes, although they have also been answered as no, but it is less frequent and there are two exceptions, as reflected above.

Regarding the comments provided by the students, it is noticeable that most of them have included in their answers the improvement of statements 3 and 7. This fact may imply that even though they believe there is a difference between cultures, beliefs or customs, they would like to work on it in order to reduce it rather than seizing it. As a general comment on what do they propose to soften those statements and reducing the possible divergences, they have included suggestions such as "more knowledge on culture", "culture education", "education at school and home" or "to get to know better the other cultures" among other similar affirmations.

In general terms, it can be asserted that students want to be taught on culture, not only at home but also at school so that when they encounter any controversial action or

when they do not know how to react upon an alien situation, they manage to solve it in the best way for both parts avoiding misunderstandings and uncomfortable situations.

To conclude with this part of the test, the students, after completing the test, still had some difficulties in understanding what culture is and the intercultural approach and what it understood by it. These questions support the fact that there is a need to include intercultural approaches not only in language teaching but also in the rest of the subjects that constitute the curriculum.

3.4.2 Part II of the Intercultural Competence's Test

The latter part of the test, part two, presents similar results on the graded competences by the students. Recalling the requirements, the students had to grade from 0 (the lowest) to 5 (the highest) their competences on attitudes, ability and knowledge they have comparing their culture to others. The following figure shows the actual scores of this part of the test:
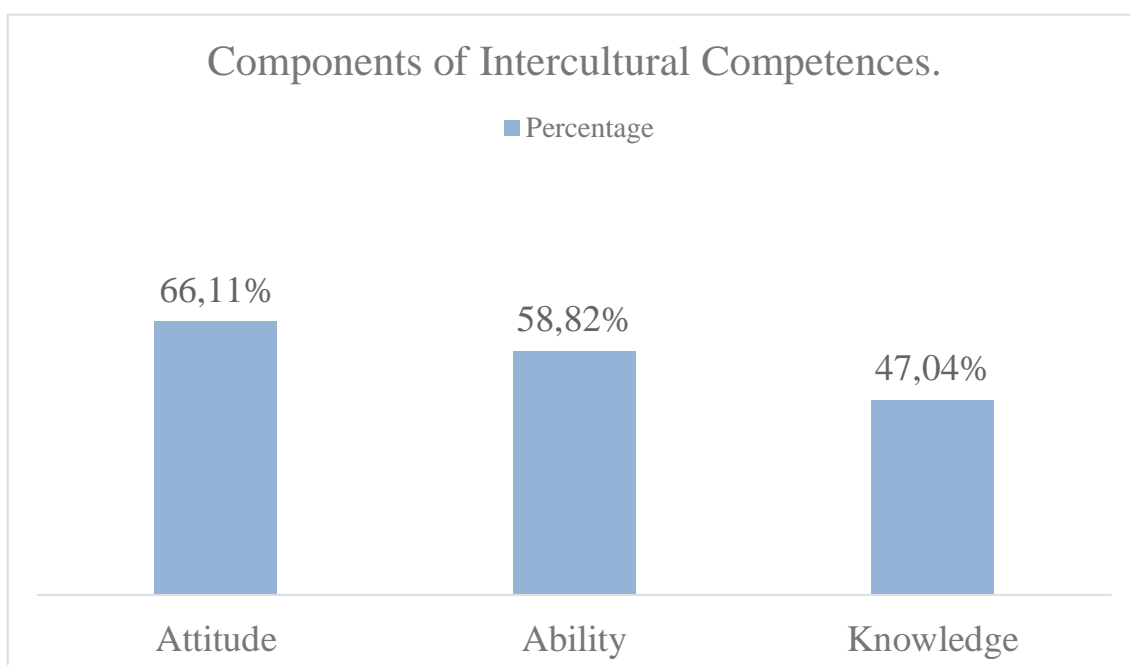
Graphic n.2. Percentage of attitudes, ability and knowledge.

In essence, even though the results appear to be similar, the score presented in the knowledge competence supports the fact explained in the previous part of the test. This shows that 47.04 % of the students surveyed need extra formation from the curriculum, teachers and parents to provide them with cultural formation on knowledge. This percentage reinforces the fact that students have asked to be given more formation in terms of culture. As it has been stated in Byram (1997, 2002), Hall (2015), Guerrero (2003), or González (2010), among other scholars that have theorized on the intercultural competences, there is an urgent need to form the students in cultural terms, as society nowadays is a mixture of several different cultures that need a special place to be considered.

Apart from the need of knowledge competences related to culture, students have scored an average balance on the other two components of the Intercultural Competence, being higher the attitude competence than the ability one. This is a positive result since it is the first step towards improving the Intercultural perception and competence. A 66.11% of the tested students are able to realize that there are differences between cultures but they have the attitude to confront the difficulties they may encounter when facing other cultures. In relation to the ability and knowledge percentages of their performances, these components will be reinforced along the lessons and, besides, all the tested elements belong to the lifelong learning so students will be acquiring them throughout their lives.

To summarize, these percentages show that students are capable of distinguishing among the different cultures but they need more knowledge and information on them. For this reason, a lesson plan is proposed in the following chapter.

Chapter 5. Approaching the ICC through Literature

The last chapter of this dissertation offers an approach to the Intercultural Communicative Competence through literature in the First Foreign Language Class, showing the benefits that this will have in the students' knowledge of the foreign language by considering knowledge and culture, the *savoir-faire*, as it was conveyed in Chapter 1. In addition, a lesson proposal is offered to develop the ICC applying literature from British and English speaking countries.

5.1. An approach to the ICC through Literature in the EFL class

After the analysis of the test results, it can be asserted that there is a need to make an approach to the ICC in the EFL class. The results recorded show that students need culture, meanings, customs and beliefs to be introduced in their lessons, yet, this is considered to be "the top of the iceberg" and there are other items that should be reinforced when dealing with the mentioned competences. Introducing sundry examples of these by approaching literature will broaden their scope as well as their intercultural competence. In addition, this introduction of the intercultural competence from literature will facilitate students the contact with other cultures and will provide them with knowledge to avoid clichés and misunderstandings, as well as strengthen the attitudes and abilities.

Introducing Intercultural Communicative Competence in their lessons has multiple benefits for the students, as they will be able to face any intercultural challenge they encounter without prejudices and clichés, being able as well to respect the others and create a well-being atmosphere, following the Declaration of Human Rights promoted by the UNESCO (1948) and thus, supported by the European Council (1998), which promotes "innovative approaches in language education" whose purpose was stressed by Lázár (2007), supporting that "to deal with one of the major challenges our societies have to face at the beginning of the 21st century, highlighting the role of language education in improving mutual understanding and respect among the citizens of Europe" (p. 2).

For this reason, the best procedure to stimulate the understanding and promoting the respect towards all the citizens in Europe and other countries is to introduce the intercultural competences in the English as a First Foreign Language subject matter. As it was addressed in Chapter 1, an intercultural communicative approach to literature in

the English class will help the students to understand the different cultures from other countries and will lead them to make positive comparisons between their own culture and the others, promoting at the same time the critical way of thinking and, in turn, the critical intercultural awareness.

Since there are not sufficient researches done on the advantages that suppose including literature in the first foreign language class to develop the ICC, a lesson planning is proposed to be developed during the internship period. Although this period is short, an approach to literature will be introduced in order to provide the students with knowledge, skills and attitudes on culture and literature from Britain and other English speaking countries. After the implementation of the proposal, the students are expected to compare and contrast the different English speaking cultures with the Spanish situation of the distinct historical periods and events. The main goal is to trigger some aspects of the intercultural communicative competence so as to conclude with the ethnocentric vision of the students, open their minds to the intercultural world and the acceptance among cultures.

5.2. A proposal for 4th graders

Taking the opportunity of being in a Secondary school and the English level of command that the students have due to their participation in the British Project, a lesson planning proposal has been envisaged and designed in order enhance the intercultural dimension of English lessons. This proposal has been developed in the same class, where the Intercultural Competence´s test was conducted.

The unit "An approach to the intercultural competence through literature" consists of six lessons where the students will learn more about the English culture by comparing it to the Spanish one. Then, they will be able to be introduced to different relevant authors that may be unknown for them, being the main aim of the unit the acquisition of knowledge so as to be able to reflect upon the own culture and the others, learning about the foreign cultures while developing the intercultural communicative competence. To sequence the lessons, the 4th year of ESO Integrated curriculum has been followed.

In the following table, the general objectives, the contents, the evaluation criteria, the learning standards, the timing, the key competences and the attention to diversity are explained in depth. All these items are retrieved from the *Order Edu 362/2015*, taking into consideration the fiction guidelines from the Integrated Curriculum.

Stage, level and grade	4th ESO
Timing	6 lessons of 55 minutes each
General Objectives	b, c, d, e, g, i, j, k, l. (Retrieved from article 11 of the BOCYL).
Contents	**Block 1, 2, 3 and 4: 2.** Sociocultural and sociolinguistic aspects: social conventions, standards of courtesy and registers; customs, values, beliefs and attitudes; non-verbal language. **Block 1: oral comprehension** **1.3** Discrimination of comprehension types (general meaning, essential information, main points, and relevant details). **Block 2: oral production** **3.10** Establishment and maintenance of communication and organization of the discourse. **Block 3: written comprehension** **4.** Syntactic-discursive structures. **5.** Written lexicon of common use [...]. **Block 4: written production** **1.2.1** To express the message in a clear way, according to the models and formulas of each type of text.
Evaluation Criteria	**Block 1: oral comprehension** **1.** To identify the general meaning, essential information, main points and the most relevant details in brief or average length spoken texts [...] articulated at an average speed, in a formal, informal or neutral register, and that deal with specific or abstract aspects of general topics [...]. **3.** To know and use sociocultural and sociolinguistic aspects related to daily life [...], standards of living [...], interpersonal relationships [...], behavior [...], and social conventions [...] in order to understand a text. **Block 2: oral production** **3.** To incorporate into the production of the monological or dialogical oral text, sociocultural and sociolinguistic knowledge acquired relating to interpersonal relations and social conventions [...], selecting and providing necessary and relevant information, adapting appropriately the expression to the addressee, to the communicative purpose [...]. **3.** To know and use sociocultural and sociolinguistic aspects related to daily life [...], standards of living [...], interpersonal relationships [...], behavior [...], and social conventions [...] in order to understand a text. **Block 3: written comprehension** **1.** To identify the essential information, the most relevant and important points in texts, both in printed and digital format, brief or medium length and well-structured, written in formal, informal or neuter register [...].

Evaluable Learning Standards	**Block 4: written production** **1.2.1** To express the message in a clear way, according to the models and formulas of each type of text. **Block 1: oral comprehension** **6.** The student distinguishes, with visual or written support, the main ideas and relevant information in well- structured and clear made presentations or talks about topics that they know and in which they are interested [...]. **Block 2: oral production** **1.** The student makes well-structured and brief presentations, previously rehearsed with visual aid (i.e. PowerPoint) about specific aspects related to academic or occupational topics, organizing the basic information in a coherent way, explaining briefly and clearly the main ideas, and answering to simple questions from the speakers, articulated in a clear way and at a medium pace. **Block 3: written comprehension** **6.** The student understands concrete, specific information within web pages and other clearly structured source and reference materials [...]. **Block 4: written production** **5.** The student writes in a conventional format brief and simple reports, where gives essential information about an academic, occupational or less usual topic (e.g. an accident), describing in a briefly way situations, people, objects and places [...].
Key Competences	Linguistic Competence Mathematical and Scientific Competence ICT Competence Learning to Learn Competence Social and Civic Competence Sense of Initiative and Entrepreneur Competence Cultural Expressions and Awareness
Attention to Diversity	The students' capacities are heterogeneous and, as a consequence, they have been arranged in balanced groups for working in the different proposed tasks. Since there are no differences among the students from either of the classes, each student will be able to help the others in the case they need help. Notwithstanding, if any setback appears during the course of the activities and explanations, it would be solved either by the teacher or students by adapting the activities to the given situation.

As it can be extracted, all the required elements for developing the lessons have been covered and, in the *Annex n.1.*, each of the lessons will be introduced in detail so as to explain the main contents from the curriculum that will be covered, and which are the evaluative learning standards and evaluation criteria that the students will have to achieve as a consequence of introducing the intercultural competence through the study of Literature in the class.

Finally, the subsequent tables explain in detail the type of activities that will be introduced in class as well as the classroom management, the timing, the resources and the evaluative learning standards that each of the activities requires.

Activity 1 - Lesson 1		
Name: Introduction	**Type:** Warm up Activity	**Timing:** 5 minutes
Classroom management: 3 fixed groups consisting of 6 students and 1 group consisting of 5 students.		**Resources:** Smart Board Black board Internet Connection
Evaluable Learning Standards:		
Description: *The teacher welcomes the students and organizes them into three groups of six students and one group of five students for the development of the lessons and final activity.*		

Activity 2 - Lesson 1		
Name: The writer's effect	**Type:** Introductory activity	**Timing:** 15 minutes
Classroom management: 3 fixed groups consisting of 6 students and 1 group consisting of 5 students.		**Resources:** Smart Board Black board Internet Connection
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *The teacher explains what is the writer's effect and hands in the photocopies. Subsequently, the teacher makes an explanation on the theory and supports it with different examples. Finally, the teacher explains the dynamics of the unit and the final activity.*		

Activity 3 - Lesson 1		
Name: Culture, Literature and Poe	**Type:** Extension activity	**Timing:** 20 minutes
Classroom management: 3 fixed groups consisting of 6 students and 1 group consisting of 5 students.		**Resources:** Smart Board Black board Internet Connection
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *The teacher asks the students what they understand by culture and then, what they understand by literature. Finally, the teacher exemplifies with the author E.A. Poe what culture is through his literature.*		

Activity 4 - Lesson 1		
Name: Who's Edgar Allan Poe	**Type:** Consolidation activity	**Timing:** 10 minutes
Classroom management: 3 fixed groups consisting of 6 students and 1 group consisting of 5 students.		**Resources:** Smart Board Black board Internet Connection Speakers
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *In relation to the previous activity, the teacher supports her arguments by displaying an online video with details about the author, his works and the history surrounding them.*		

Activity 5 - Lesson 1		
Name: The Future	**Type:** Wrap up activity	**Timing:** 5 minutes
Classroom management: 3 fixed groups consisting of 6 students and 1 group consisting of 5 students.		**Resources:** Smart Board Black board Internet Connection Speakers
Evaluable Learning Standards:		
Description: *The teacher asks the students to tidy up their materials and explains the lesson of the following day. Then, she dismisses the class.*		

Activity 6 - Lesson 2		
Name: Refreshing Contents	**Type:** Warm up activity	**Timing:** 10 minutes
Classroom management: 3 fixed groups consisting of 6 students and 1 group consisting of 5 students.		**Resources:** Blackboard Notes
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *The teacher refreshes the contents seen the previous day by asking the students to say freely what they remember about culture and literature. Finally, few comments about Poe and his works will be accepted.*		

Activity 7 - Lesson 2		
Name: The Raven: a poem	**Type:** Extension activity	**Timing:** 15 minutes
Classroom management: 3 fixed groups consisting of 6 students and 1 group consisting of 5 students.		**Resources:** Smartboard Internet Connection Speakers
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *The students are provided with the poem "The Raven" (see Annex n.2.) to put into practice the writer's effects explained in the previous lesson. Apart from those effects, the students have to complete the empty spaces with –ing form verbs, practicing its formation. An audio with the poem will be displayed to accompany the written script of the poem. This activity reinforces the intercultural communication competence by understanding the audio.*		

Activity 8 - Lesson 2		
Name: Poe's effects	**Type:** Reinforcement activity	**Timing:** 25 minutes
Classroom management: 3 fixed groups consisting of 6 students and 1 group consisting of 5 students.		**Resources:** Notes Poem Smart Board
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *In their groups, the students end completing the empty spaces of the poem and they agree on the answers that they have written. Moreover, they try to find the intercultural elements and effects that Poe included in his poem. When they finish, the teacher will conduct a short brain storming writing in the blackboard all the ideas that the students have conveyed.*		

Activity 9 - Lesson 2		
Name: Poe's end	**Type:** Wrap up activity	**Timing:** 5 minutes
Classroom management: 3 fixed groups consisting of 6 students and 1 group consisting of 5 students.		**Resources:** Notes Poem Smart Board
Evaluable Learning Standards:		
Description: *The teacher highlights the relevant intercultural arguments that the students have uttered and congratulates them for the effort that they have made before dismissing the class.*		

Activity 10 - Lesson 3		
Name: Facebook profile	**Type:** Warm up activity	**Timing:** 10 minutes
Classroom management: Each student works individually in a computer for his/her own in the multimedia room.		**Resources:** Computers Internet Connection Facebook worksheet
Evaluable Learning Standards: **Block 4: written production** **5.** The student writes simple reports with essential information related to culture and literature in a clear and well-structured way.		
Description: *The teacher explains the objective and steps to complete one of the final activities by handing a Facebook worksheet (See Annex n.3.). There is a draw with some authors' names and the students have to pick up one name and glue it to their profile. Once this is done, they have to make an individual research on their authors.*		

Activity 11 - Lesson 3		
Name: Logging to my profile	**Type:** Extension activity	**Timing:** 10 minutes
Classroom management: Each student works individually in a computer for his/her own in the multimedia room. The teacher walks around the class and solves any question that may appear.		**Resources:** Computers Internet Connection Facebook worksheet
Evaluable Learning Standards: **Block 3: written comprehension** **6.** The student understands concrete, specific information within web pages and other clearly structured source and reference materials […]. **Block 4: written production** **5.** The student writes simple reports with essential information related to culture and literature in a clear and well-structured way.		
Description: *Individually, the students make a research about their authors and complete the Facebook worksheet. In that page, they have to paste or draw the portrait of their author in the correspondent square.*		

Activity 12 - Lesson 3		
Name: Am I famous?	**Type:** Extension activity	**Timing:** 10 minutes
Classroom management: Each student works individually in a computer for his/her own in the multimedia room. The teacher walks around the class and solves any question that may appear.		**Resources:** Computers Internet Connection Facebook worksheet
Evaluable Learning Standards: **Block 3: written comprehension** **6.** The student understands concrete, specific information within web pages and other clearly structured source and reference materials […]. **Block 4: written production** **5.** The student writes simple reports with essential information related to culture and literature in a clear and well-structured way.		
Description: *The students have to narrate in first person why is famous their author and which are his/her main deeds.*		

Activity 13 - Lesson 3		
Name: Us and them	**Type:** Extension activity	**Timing:** 15 minutes
Classroom management: Each student works individually in a computer for his/her own in the multimedia room. The teacher walks around the class and solves any question that may appear.		**Resources:** Computers Internet Connection Facebook worksheet
Evaluable Learning Standards: **Block 3: written comprehension** **6.** The student understands concrete, specific information within web pages and other clearly structured source and reference materials […]. **Block 4: written production** **5.** The student writes simple reports with essential information related to culture and literature in a clear and well-structured way.		
Description: *The students have to make a comparison between Spain and the author's country in terms of the culture, literature and history of the period, writing this information either in bullet points or in whole paragraphs.*		

Activity 14 - Lesson 3		
Name: Quoting and asking	**Type:** Extension activity	**Timing:** 10 minutes
Classroom management: Each student works individually in a computer for his/her own in the multimedia room. The teacher walks around the class and solves any question that may appear.		**Resources:** Computers Internet Connection Facebook worksheet
Evaluable Learning Standards: **Block 3: written comprehension** **6.** The student understands concrete, specific information within web pages and other clearly structured source and reference materials […]. **Block 4: written production** **5.** The student writes simple reports with essential information related to culture and literature in a clear and well-structured way.		
Description: *The students have write or invent a quote that represents the author, and create a question that they would like to ask him/her. If the students have not finished during the lesson time, they will have to finish it at home, as the next day they will begin presenting their profiles.*		

Activity 15 - Lesson 3		
Name: Facebook log out	**Type:** Wrap up activity	**Timing:** 5 minutes
Classroom management: Each student works individually in a computer for his/her own in the multimedia room. The teacher walks around the class and solves any question that may appear.		**Resources:** Computers Internet Connection Facebook worksheet
Evaluable Learning Standards: **Block 3: written comprehension** **6.** The student understands concrete, specific information within web pages and other clearly structured source and reference materials […]. **Block 4: written production** **5.** The student writes simple reports with essential information related to culture and literature in a clear and well-structured way.		
Description: *The teacher asks the students what new things have they learnt, if they have all finished their researches and, to conclude, explains the dynamics of the presentations.*		

Activity 16 - Lesson 4		
Name: Writer's Workshop	**Type:** Warm up activity	**Timing:** 10 minutes
Classroom management: Students sit in pairs facing the front of the class to hear the other's presentations.		**Resources:** Worksheet
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *The teacher refreshes the content that they have been doing in the previous lessons and explains the procedure of the activity. As well, she explains the rules of the presentations and activities and tells the students to take notes while they are presenting. Those notes will be picked up at the end of all the presentations and will be taken into account.*		

Activity 17 - Lesson 4		
Name: Who's who?	**Type:** Extension activity	**Timing:** 40 minutes
Classroom management: Students sit in pairs facing the front of the class to hear the other's presentations.		**Resources:** Paper Pens
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature. **Block 2: oral production** **1.** The student performs well-structured, short presentations related to culture and literature in a clear way and at a medium pace.		
Description: *The teacher asks for volunteers or calls out names to start presenting their Facebook profiles. The student presenting has to make a short presentation on his/her profile taking into account the pace and the rhythm of his/her speech, writing facts in the blackboard if needed, as the rest of the class is taking notes about the writer.*		

Activity 18 - Lesson 4		
Name: What have we learnt?	**Type:** Extension activity	**Timing:** 5 minutes
Classroom management: Students sit in pairs facing the front of the class to hear the other's presentations.		**Resources:** Paper Pens
Evaluable Learning Standards:		
Description: *The teacher congratulates the students that have presented their profiles and collects their work. She summarizes the main cultural, literary and historical elements that they have seen and tells the students the procedure of the next day.*		

Activity 19 - Lesson 5		
Name: Revising	**Type:** Warm up activity	**Timing:** 10 minutes
Classroom management: Students sit in pairs facing the front of the class to hear the other's presentations.		**Resources:** Notes
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *While the students are getting ready for the presentations of the day, the teacher asks general questions about the authors, styles, culture and history that were explained in the previous lesson. As well, she tries to draw clear similarities and differences between both cultures.*		

Activity 20 - Lesson 5		
Name: Who's Who? Part II	**Type:** Extension activity	**Timing:** 40 minutes
Classroom management: Students sit in pairs facing the front of the class to hear the other's presentations.		**Resources:** Worksheet Paper Pens
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature. **Block 2: oral production** **1.** The student performs well-structured, short presentations related to culture and literature in a clear way and at a medium pace.		
Description: *As in the previous lesson, the teacher asks for volunteers or calls out names to start presenting their Facebook profiles. The student presenting has to make a short presentation on his/her profile taking into account the pace and the rhythm of his/her speech, writing facts in the blackboard if needed, as the rest of the class is taking notes about the writer.*		

Activity 21 - Lesson 5		
Name: Learning from the others	**Type:** Wrap up activity	**Timing:** 5 minutes
Classroom management: Students sit in pairs facing the front of the class to hear the other's presentations.		**Resources:** Worksheet Paper Pens
Evaluable Learning Standards:		
Description: *The teacher congratulates the students that have presented their profiles and collects their work. She summarizes the main cultural, literary and historical elements that they have seen and tells the students the procedure of the next day.*		

Activity 22- Lesson 6		
Name: Morning news	**Type:** Warm up activity	**Timing:** 5 minutes
Classroom management: Students sit in pairs facing the front of the class to show the Plickers' material to the teacher.		**Resources:** Tablet Smartboard Computer Internet Connection Plickers material
Evaluable Learning Standards:		
Description: *The teacher tells the students how is the lesson developed and provides them with their Plickers' cards for the activity that they have to complete subsequently.*		

Activity 23- Lesson 6		
Name: Plickers	**Type:** Reinforcement activity	**Timing:** 10 minutes
Classroom management: Students sit in pairs facing the front of the class to show the Plickers' material to the teacher.		**Resources:** Tablet Smartboard Computer Internet Connection Plickers material
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *The teacher makes use of the Plickers' online application to review all the content seen during the previous lessons, not only about the writers presented by the students but also about the writer's effects and figures explained during the first lessons. The students, with the Plickers' cards, answer the questions stated in the app. This activity shows the teacher the degree of comprehension that the students are acquiring during the development of the unit.*		

Activity 24 - Lesson 6		
Name: Who's who? Last edition	**Type:** Extension Activity	**Timing:** 25 minutes
Classroom management: Students sit in pairs facing the front of the class to hear the other's presentations.		**Resources:** Worksheet Paper Pens
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature. **Block 2: oral production** **1.** The student performs well-structured, short presentations related to culture and literature in a clear way and at a medium pace.		
Description: *In this final lesson, the teacher asks the students that are left to finish presenting their Facebook profiles. The student presenting has to make a short presentation on his/her profile taking into account the pace and the rhythm of his/her speech, writing facts in the blackboard if needed, as the rest of the class is taking notes about the writer.*		

Activity 25 - Lesson 6		
Name: Summary and evaluation	**Type:** Relaxing activity	**Timing:** 15 minutes
Classroom management: The students sit in pairs while the teacher explains the outcome of the final project.		**Resources:** Worksheets Auto-evaluation rubric
Evaluable Learning Standards: **Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.		
Description: *To conclude with the unit, the students orally participate in summarizing the content that has been provided during the six lessons. As well, they will be able to critically think in a positive way about the similarities and differences that they have discovered during these lessons concerning their own culture and the British and English speaking countries' cultures. At the end, they have to fill a self-assessment test to see if they have achieved the seven key competences and they will express their opinion about the activities and the role of the teacher.*		

Activity 26 - Lesson 6		
Name: Thank you	**Type:** Wrap up activity	**Timing:** 5 minutes
Classroom management: The students sit in pairs while the teacher explains the outcome of the final project.		**Resources:**
Evaluable Learning Standards:		
Description: *The teacher collects all the materials that the students have produced and explains main contents of the following lessons.*		

To conclude, all the activities presented above will reinforce the introduction of the intercultural competence in the English as a second language class and will broaden the literature contents exposed in the British Project curriculum, giving the students the opportunity to learn about different authors and stimulating them to make extra research on the literary works and periods, developing the critical way of thinking at the same time.

5.3. Evaluating the newly acquired (inter)cultural competences through literature

Once the lessons are implemented, there is a need to evaluate the learning that the students have acquired. Since the students are required to make some research on the different provided authors in the lesson number three, activity eight, an producing a written report on it through a Facebook profile for a latter oral performance, an evaluative rubric has been created. Whilst the British Curriculum requires and evaluation in three bands of attainment and the school has adapted that evaluation rubric, the appearance it follows those requirements (*See Annex n.4.*).

The evaluated items comprised in the rubric are five:

- *Intercultural comprehension*: if the student has understood all the information written and uttered in a cohesive way, showing progression.

- *Contrast between periods*: if the student has included a well-structured and logic contrast between the writings of his or her author and their contemporaries in Spain.

- *Facebook profile*: if the student has followed the given instructions to create his or her author's profile.

- *Note taking*: if the student has provided the teacher with notes and questions written while the rest of the class was presenting.

- *Poem*: if they have analyzed the poem according the given writer's effect studied in class.

The last box of the rubric chart corresponds to the mark that the students will obtain, to set a final numeric and letter grade for their performance. All these items sum a score of 15 points and evaluate positively the final production of the unit.

As it was stated in section 3.1., the students are evaluated in **bands of attainment**, graded with the numbers 1 (low), 2 (medium) and 3 (high) depending on the knowledge level that the students have achieved. In addition, the final punctuation is added in order to obtain a letter grade, being A (13-15 points), B (12-10), C (9-7), D (6-4) and E (3-1). Apart from this rubric, that will be completed by the teacher after the students' work, the students will receive a self-assessment rubric (*See Annex n.5.*) where they will grade from 1 to 3 the degree of cultural knowledge and competences that they have acquired through the study of literature during the lessons.

In this self-assessment rubric, the students have to grade from 1 to 3 the seven given competences that they may have acquired, taken from the curriculum contents exposed in the lesson proposal and, as soon as they have graded them, they are asked to write answers on what can they improve, which have been the strong points and weaknesses of the project, what can the teacher improve and what have they liked or disliked the most. Due to time constraints, retaking the competences' test would be preferable to explore if the knowledge, attitudes and abilities regarding the intercultural competences have changed after the implementation of the lesson.

To conclude, this lesson proposal and its subsequent evaluation will broaden the scope of teaching intercultural competences through Literature in the English as a first foreign language class, providing researchers with the opportunity to explore different performed studies on this theory.

CONCLUSIONS

To conclude with this dissertation, it can be affirmed that the Intercultural Communicative Competence is nowadays essential, since our society displays an intercultural profile due to the geographical situation of the countries, where every inhabitant is an intercultural speaker. Because of this, the individuals need to be taught from school on how to avoid the ethnocentric vision that they may have. This teaching is not only a task for foreign language teachers, but also for all teachers, specifically in Secondary Education, where students present a higher degree of maturity.

Teachers are intercultural speakers that need to transmit the intercultural essence to their students. As well, they need to encourage the students to reflect upon their own culture positively, so that essence can be transmitted as well when reflecting upon the culture of the others.

Students need to be aware of the similarities and differences that they share with the foreign countries and they need to be able to overcome the stereotypes, prejudices, clichés or misunderstandings that can appear when communicating with the others. In order to accomplish this, teachers provide them with knowledge, attitudes and beliefs to overcome the previously mentioned difficulties. However, the acquisition of those competences is not instantaneous, as it is a task that needs to be covered throughout life.

The acquisition of knowledge, attitudes and beliefs has multiple options and, as it was stated throughout this dissertation, learning through the teaching of Literature is an effective a positive way to approach the Intercultural Competence and provide the students with knowledge. Even though there are not sufficient researches about the effectiveness of teaching the intercultural competence through literature, it can be asserted that this subject not only raises the proficiency of the students, but also the communicative and linguistic competence that they have, by proffering the students with real materials to work with that contain real contexts and events that occurred in the foreign country. For this reason, a new proposal for including Literature in the curriculum was offered, yet, due to time constraints, it was not possible to implement it in the real classroom and it would be of great interest to complete it in further research.

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ANNEXES

Annex n.1. **Lesson Charts**

<table>
<tr><td colspan="2" align="center">**LESSON 1**</td></tr>
<tr><td align="center">**Timing**</td><td>55 minutes</td></tr>
<tr><td align="center">**Contents**</td><td>**2.** Sociocultural and sociolinguistic aspects: social conventions, registers, customs, values, beliefs and attitudes related to culture and literature.
Block 1: oral comprehension
1.3. Discrimination of comprehension types (general meaning, essential information, main points, and general details) about culture and literature.</td></tr>
<tr><td align="center">**Evaluation Criteria**</td><td>**Block 1: oral comprehension**
1. To identify the general information, main points and the most relevant details in average length of spoken texts concerning culture and literature.
3. To distinguish sociocultural and sociolinguistic aspects related to culture and literature.</td></tr>
<tr><td align="center">**Evaluable Learning Standards**</td><td>**Block 1: oral comprehension**
6. The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.</td></tr>
<tr><td align="center">**Activities**</td><td>Activity 1: "Introduction"
Activity 2: "The Writer's Effect"
Activity 3: "Culture, Literature and Poe"
Activity 4: "Who is E.A. Poe?"
Activity 5: "The Future"</td></tr>
</table>

LESSON 2	
Timing	55 minutes
Contents	**2.** Sociocultural and sociolinguistic aspects: social conventions, registers, customs, values, beliefs and attitudes related to culture and literature. **Block 1: oral comprehension** **1.3.** Discrimination of comprehension types (general meaning, essential information, main points, and general details) about culture and literature. **Block 2: oral production** **3.10** Establishment and maintenance of communication and organization of the discourse.
Evaluation Criteria	**Block 1: oral comprehension** **1**. To identify the general information, main points and the most relevant details in average length of spoken texts concerning culture and literature. **3.** To distinguish sociocultural and sociolinguistic aspects related to culture and literature.
Evaluable Learning Standards	**Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature.
Activities	Activity 6: "Refreshing contents" Activity 7: "The Raven: a poem" Activity 8: "Poe's effects" Activity 9: "Poe's end"

LESSON 3	
Timing	55 minutes
Contents	**2.** Sociocultural and sociolinguistic aspects: social conventions, registers, customs, values, beliefs and attitudes related to culture and literature. **Block 3: written comprehension** **4.** Syntactic-discursive structures. **5.** Written lexicon of common use […]. **Block 4: written production** **1.2.1** To express the message in a clear way, adapting it to culture and literature contents.
Evaluation Criteria	**Block 3: written comprehension** **1.** To identify the essential information, the most relevant and important points in texts, both in printed and digital format, brief or medium length and well-structured, written in formal, informal or neuter register […]. **Block 4: written production** **1.2.1** To express the message in a correct and clear way introducing culture and literature contents.
Evaluable Learning Standards	**Block 3: written comprehension** **6.** The student understands concrete, specific information within web pages and other clearly structured source and reference materials […]. **Block 4: written production** **5.** The student writes simple reports with essential information related to culture and literature in a clear and well-structured way.
Activities	Activity 10: "Facebook Profile" Activity 11: "Logging to my profile" Activity 12: "Am I famous?" Activity 13: "Us and Them" Activity 14: "Quoting and asking" Activity 15: "Facebook Log out"

LESSON 4	
Timing	55 minutes
Contents	**2.** Sociocultural and sociolinguistic aspects: social conventions, registers, customs, values, beliefs and attitudes related to culture and literature. **Block 1: oral comprehension** **1.3.** Discrimination of comprehension types (general meaning, essential information, main points, and general details) about culture and literature. **Block 2: oral production** **3.10** Establishment and maintenance of communication and organization of the discourse.
Evaluation Criteria	**Block 1: oral comprehension** **1**. To identify the general information, main points and the most relevant details in average length of spoken texts concerning culture and literature. **3.** To distinguish sociocultural and sociolinguistic aspects related to culture and literature. **Block 2: oral production** **3.** To incorporate into the oral production sociolinguistic knowledge related to culture and literature.
Evaluable Learning Standards	**Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature. **Block 2: oral production** **1.** The student performs well-structured, short presentations related to culture and literature in a clear way and at a medium pace.
Activities	Activity 16: "Writers' Workshop" Activity 17: "Who's who?" Activity 18: "What have we learnt?"

LESSON 5	
Timing	55 minutes
Contents	**2.** Sociocultural and sociolinguistic aspects: social conventions, registers, customs, values, beliefs and attitudes related to culture and literature. **Block 1: oral comprehension** **1.3.** Discrimination of comprehension types (general meaning, essential information, main points, and general details) about culture and literature. **Block 2: oral production** **3.10** Establishment and maintenance of communication and organization of the discourse.
Evaluation Criteria	**Block 1: oral comprehension** **1**. To identify the general information, main points and the most relevant details in average length of spoken texts concerning culture and literature. **3.** To distinguish sociocultural and sociolinguistic aspects related to culture and literature. **Block 2: oral production** **3.** To incorporate into the oral production sociolinguistic knowledge related to culture and literature.
Evaluable Learning Standards	**Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature. **Block 2: oral production** **1.** The student performs well-structured, short presentations related to culture and literature in a clear way and at a medium pace.
Activities	Activity 19: "Revising" Activity 20: "Who's who? Part II" Activity 21: "Learning from the others"

LESSON 6	
Timing	55 minutes
Contents	**2.** Sociocultural and sociolinguistic aspects: social conventions, registers, customs, values, beliefs and attitudes related to culture and literature. **Block 1: oral comprehension** **1.3.** Discrimination of comprehension types (general meaning, essential information, main points, and general details) about culture and literature. **Block 2: oral production** **3.10** Establishment and maintenance of communication and organization of the discourse.
Evaluation Criteria	**Block 1: oral comprehension** **1**. To identify the general information, main points and the most relevant details in average length of spoken texts concerning culture and literature. **3.** To distinguish sociocultural and sociolinguistic aspects related to culture and literature. **Block 2: oral production** **3.** To incorporate into the oral production sociolinguistic knowledge related to culture and literature.
Evaluable Learning Standards	**Block 1: oral comprehension** **6.** The student distinguishes the main ideas conveyed in oral and visual presentations about culture and literature. **Block 2: oral production** **1.** The student performs well-structured, short presentations related to culture and literature in a clear way and at a medium pace.
Activities	Activity 22: "Morning news" Activity 23: "Plickers" Activity 24: "Who's who? Last edition" Activity 25: "Summary and evaluation" Activity 26: "Thank you"

The Raven, E.A. Poe

Once upon a midnight dreary

While I pondered weak and weary

Over many a quaint and curious volume of forgotten lore

I nodded, nearly_____suddenly there came a _____

As of someone gently_____,_____at my chamber door **5**

Just some visitor—

I muttered

_____at my chamber door

Only this and nothing more

Ah, distinctly I remember it is in the bleak December **10**

Each dying ember wrought its ghost on the floor

Eagerly I wished the morrow

Vainly I had sought to borrow from my books surcease of sorrow

Sorrow for the lost Lenore

Oh, Lenore. **15**

For the rare and radiant maiden whom angels name Lenore

Nameless here for evermore

The silken sad uncertain rustling of each purple curtain thrilled me

Filled me with fantastic terrors never felt before

So that now, to still my beating heart I stood_____ **20**

There's a visitor at my chamber door and nothing more

My soul grew stronger_____then no longer

Sir— Said I

Or Madam, truly your Forgiveness I implore

I was_____, and you came_____and so faintly you came tapping **25**

Tapping at my chamber door that I scarce was sure I heard you

Here I opened wide the door

Darkness there and nothing more

Back into the chamber＿＿＿＿＿my soul within me ＿＿＿＿＿

Soon again I heard ＿＿＿＿＿ something louder than before

30

Surely— Said I

Something at my window lattice

Let me see what thereat is and this mystery explore

I flung a shutter with a many a flirt and flutter

In stepped a Raven for the days of yore

35

No obeisance made he not a minute stayed he

Mien of lord or lady perched above my door

Perched upon a bust of Palace just above my chamber door

Perched and sat and nothing more

Thy crest be shorn and shaven— I said

40

Art sure no craven, ghastly ancient Raven ＿＿＿＿＿＿＿ from the nightly shore

Tell me what thy name is—

Quoth the Raven "Nevermore."

And that's all he'll ever say.

Then methought the air grew denser

45

Perfumed by some unseen censer stupid censer.

Swung by Seraphim whose foot tinkled on the floor

Wretch—

I cried

God lent thee by angels sent thee

50

Respite from thy memories of Lenore

Quaff, oh quaff this kind nepenthe and forget this lost Lenore

Quoth the Raven—

Nevermore

Be that word our sign of＿＿＿＿＿＿—

55

I shrieked up   get thee into the tempest

And the night's Plutonian shore

Leave no black plume as a token of the lie thy soul hath spoken

Leave my loneliness unbroken quit the bust above my door

Take thy beak from out my heart and take thy form from off my door   **60**

Quoth the Raven— Nevermore

Take thy beak from out my heart and take thy form from off my door

Quoth the Raven— Nevermore

The Raven never   still is sitting, still is

On the pallid bust of Palace just above my chamber door   **65**

His eyes have the seeming of a demon that is

The lamplight o'er him streaming throws his shadow on the floor

My soul from out that shadow that lies   on the floor shall be lifted

Nevermore

Annex n.3. **Facebook Profile**

NAME: DATE:

			Home	Profile	Account
f	Search... 🔍👤🌐				

Famous for...

Timeline	About	Friends	Photos	More ▼

📅	📍

Important facts.

A representative quote.   You ▶

Annex n.4. **Evaluation Rubric**

NAME STUDENT'S NAME	SHOWS COMPREHENSION	CONTRAST BETWEEN PERIODS	FACEBOOK PROFILE	NOTE TAKING/ QUESTIONS	POEM	MARK
" " ...						
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1= LOW	A= 13-15	D= 6-4
2= MEDIUM	B= 12- 10	E= 3-1
3= HIGH	C= 9- 7	

Annex n.5. **Self-Assessment Rubric**

Evaluating my newly acquired cultural competences through literature.

Competences	Low (1)	Medium (2)	High (3)
I can distinguish sociocultural and sociolinguistic aspects.			
I can identify the different values, beliefs and attitudes from other cultures.			
I have comprehended the general meanings conveyed by my partners and teacher.			
I have been able to establish and maintain the communication while doing my performance.			
I have expressed the written messages in a clear way, respecting the given models.			
I can make a comparison between the authors from the foreign culture and the ones from my own country.			

What can I improve?

Which have been the strong points and weaknesses of this project?

What can the teacher improve?

What have you liked/disliked the most?

What is your opinion on the performances of your classmates?