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**Realia as a means for teaching culture in the
EFL classroom**

Lorena Ana López Himbu

Tutoras: Sara Medina Calzada y Anunciación Carrera de la Red

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Abstract

The use of *realia* as pedagogical support to improve language learning has been positively demonstrated in the last three decades. This is due to the numerous benefits this practice offers, such as the refinement of the communicative competence in the target language and the advantage of learning in an engaging and motivational way by allowing the students to make use of their five senses. For this reason, this Master's Thesis presents a didactic proposal for the English as a Foreign Language (EFL) classroom that focuses on using *realia* as a means to teach the culture of different English-speaking countries through the themes of music, gastronomy, festivities and celebrations, video games, and art and museums. For this purpose, five didactic sessions have been developed with activities focusing on improving the students' knowledge and appreciation towards cultural diversity and on refining their ability to mediate in everyday situations in the target language.

Keywords: *realia*, EFL classroom, culture, cultural awareness, foreign language teaching.

Resumen

El uso de *realia* como apoyo pedagógico para mejorar el aprendizaje de idiomas ha dado resultados positivos en las últimas tres décadas. Esto se debe a los numerosos beneficios que ofrece esta práctica, como el desarrollo de la competencia comunicativa en la lengua meta y la ventaja de aprender de una manera participativa y motivadora al permitir que los estudiantes hagan uso de sus cinco sentidos. Por eso, este Trabajo de Fin de Máster presenta una propuesta didáctica accesible para el aula de Inglés como Lengua Extranjera (ILE) que se centra en el uso de *realia* como medio para enseñar la cultura de distintos países de habla inglesa abordando temas como la música, la gastronomía, las fiestas y celebraciones, los videojuegos, y el arte y los museos. Para ello, se han desarrollado cinco sesiones didácticas con actividades enfocadas en mejorar el conocimiento y la comprensión de los alumnos sobre la diversidad cultural y fomentar así su capacidad de mediación en situaciones cotidianas en la lengua meta.

Palabras clave: *realia*, aula de Inglés como Lengua Extranjera (ILE), cultura, conciencia cultural, enseñanza de lenguas extranjeras.

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I. INTRODUCTION

1. Justification

The use of realia is a common practice in the English Foreign Language (EFL) classroom and is largely regarded as having significant value in promoting an active and engaging teaching-learning environment since it aids in the creation of “an associative bridge between the classroom and the world” (qtd. in Smith, 1997, p. 1). The introduction of these real materials in the EFL classroom provides students with the opportunity of practicing English in real communication situations that focus on content more than on linguistic aspects, since showing the reality of language in its determined and cultural use allows the learners to develop extra-linguistic skills, such as intercultural skills. Therefore, by incorporating and using realia such as bus, train, and plane tickets, newspapers, magazines, and movie or theatre passes, educators can provide significant exposure to the real language and culture of a specific country, which is highly beneficial and motivating for EFL learners.

For this purpose, this Master’s Thesis presents a didactic proposal for the students of 4th year of Secondary Compulsory Education focused on using realia as a means for teaching culture in the EFL classroom through the themes of music, gastronomy, festivities and celebrations, video games, and art and museums. The selected topics were considered significant from a sociocultural point of view since they include both highbrow culture, or Culture with capital C, which is oriented towards factual and objective information about literary and artistic productions of a country, and lowbrow culture, or culture with small c, which focuses on allowing the students the chance to connect their own culture to the target culture through elements found in everyday customs and behaviors.

In addition, each of the five sessions that are part of the didactic plan involve the handling and use of at least one real object which makes the classroom atmosphere more dynamic and motivating since the students get the chance to experience a multi-sensory teaching environment through hands on activities, role-play activities, activities that include the efficient use of the ICTs, and group discussions.

Last but not least, the following pages also represent my personal and academic interests in teaching the cultural competence in the EFL classroom, since the purpose of most of the

activities proposed for the didactic plan is to raise the students' cultural awareness, to work on their attitude towards cultural diversity promoting empathy and tolerance, and to give visibility to the cultures of English-speaking countries different from the United States and the United Kingdom to allow the students to broaden their mindset and to avoid prejudices.

1.2 Objectives of the dissertation

Considering the issues discussed above, the main objective of this Master's dissertation is to develop a didactic proposal aimed to use realia as a means for teaching English culture in the EFL classroom. In addition, there are five secondary objectives pursued by this dissertation:

- To provide a correct definition of realia and identify the main advantages and disadvantages of using this practice.
- To explore the role of realia in the educational context as well as the most effective approaches to its application in the EFL classroom.
- To illustrate how to use realia in an EFL classroom to foster the cultural competence and increase the motivation of the students.
- To explain the direct relationship between realia and culture and the possibility of devising activities and using real objects for teaching a country's culture in the EFL classroom.
- To justify from a theoretical point of view the need to develop a didactic proposal that focuses on the use of realia as a means for teaching culture in the EFL classroom.
- To discern the possible strengths and limitations of the didactic proposal proposed in this Master's Thesis.

In order to develop and achieve these objectives, this dissertation has been arranged into five main parts. The first part is dedicated to the introduction and justification of the dissertation as well as the main and secondary objectives. The second part is dedicated to the theoretical framework which focuses on giving an adequate definition of what realia are, the advantages and disadvantages of using the practice of realia in the educational context, the relationship between realia and culture, the cultural approaches used to teach culture in the EFL classroom, and finally the role that affect, motivation, and low-anxiety levels have to do with the use of realia in the EFL classroom. The theoretical framework serves as a way to pave the ground for

the didactic plan, which is exposed in the second part of the dissertation. Hence, the third part is devoted to explaining in detail a didactic proposal, formed by five sessions, to use realia as a means for teaching culture in the EFL classroom, more specifically for students of 4th year of ESO. Consequently, the didactic plan is divided into nine different subsections: the selected materials and justification, the context and temporalization, the objectives of the proposal, the legal framework and curricular elements, the competences targeted, the methodology, the development of each of the sessions and activities proposed in this didactic plan, the assessment, and finally the results. The fourth part is dedicated to exposing the main conclusions of the dissertation. Once everything has been explained in depth, the fifth part is where we can find the list of references of the dissertation, and last but not least, it is important to mention that the sixth part is dedicated to a total of eight Appendixes in which the explanation of the five sessions will be carried out in order to give a complete view of each of the activities proposed and the real objects used for each of the five sessions.

II. THEORETICAL FRAMEWORK

As previously mentioned, this Master's Thesis offers a didactic proposal which focuses on the use of realia as a means to teach culture in the EFL classroom through the themes of music, gastronomy, festivities and celebrations, videogames, and art and museums. Nevertheless, before presenting the lesson plan, it is necessary to provide key information about the concept of realia and the teaching of culture in the EFL classroom since these notions will be the basis of our work.

Therefore, in this section of the MA dissertation, we will start by exploring different authors' views on what realia are and its uses in the academic context in order to come up with a definition that may properly guide our discussion throughout this essay. We will also investigate the advantages and possible disadvantages the practice of realia offers in the EFL classroom. In addition, we will focus on the connection between realia and culture, and last but not least, on the importance that affect, motivation, and low levels of anxiety have in the foreign language classroom. This is so due to the fact that by allowing EFL students to make use of their five senses, especially touch, sight, and smell, we are giving them the opportunity to have an active role in the learning process which overall makes the learning experience more engaging and motivating.

This theoretical framework is divided into four sections: the first section will be dedicated to defining realia as objects and their types (everyday physical and virtual objects), while the second section will deal with the use of realia as a teaching resource, presenting its advantages and disadvantages. Then, the third section will be dedicated to culture. We are going to explore different concepts of culture, and then, the relationship between realia and culture. Finally, the fourth section will deal with the role that affect, motivation, and low anxiety have in the EFL classroom.

2.1 Definition of realia and their types

In the first place, according to Alnour Hadi (2018) "realia refers to the practice of using real, tangible things in the classroom to help students connect with English on different levels" (p. 65). The practice of realia involves the use of authentic and palpable materials, such as everyday objects we could find around our house, our job, our neighborhood, or our local supermarket in order to help EFL students acquire a certain aspect of the English language. Realia can be used to learn vocabulary, an idea or concept, grammatical notions, or even to

develop the communicative competence by presenting real-life situations and contexts in which students will have to mediate or communicate effectively in the target language.

Hadi (2018) also asserts that “using realia in the EFL classroom serves to foster a more creative and active teaching and learning environment and promotes cultural understanding” (p. 65). Using real objects such as restaurant menus, city maps, cinema, bus, or train tickets, receipts, and coupons of any kind in the classroom can improve the students’ motivation and make the overall learning experience more successful, for they are able to touch, manipulate, and connect with the authentic materials presented in front of them. Instead of taking a passive role, the usage of realia in the EFL classroom encourages students to take an active role by making use of their kinesthetic intelligence, which involves students carrying out physical activities instead of just listening or sitting throughout a traditional lecture.

Although Hadi’s definition is correct and can be perfectly used when defining what realia are, we will now consult other definitions provided by several authors who have studied the topic. For Brian Nunan, realia are defined as “objects and teaching props from the world outside the classroom that are used for teaching and learning” (qtd. in Hadi, 2018, p. 66). Just like Hadi, Nunan also defends that realia are used for teaching and learning in the classroom. Therefore, Nunan introduces realia to readers as a meaningful tool from the outside world which can be used as didactic materials. Similarly, Richard Platt defines realia as “actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in language teaching such as: articles of clothing, kitchen utensils, items of food, etc.” (qtd. in Hadi, 2018, p. 66). As we can see, both authors make clear that realia are a useful tool for aiding students in the language teaching classroom. Furthermore, they focus their attention on explicitly informing the reader that realia consist of materials we can find in our everyday lives, materials that are always within our reach, which implies that we do not need to buy new items if we want to use this tool in the classroom. Then, realia can be also a resourceful tool for educators since they are accessible for everyone, making it an affordable and practical tool for any type of activity or subject.

Along this line of regarding realia as everyday objects, Lucía-Pilar Cancelas-Ouviña defines realia as a “tailor’s box which constitutes the means of easy use, minimal cost that does not need any kind of previous preparation” (qtd. in Hadi, 2018, p. 66), because the author defends that realia incorporate a variety of resources we can find within our range such as dolls, fruit, clothes, plastic objects, coins, and any type of object that could be brought into the classroom with a didactic purpose. Cancelas-Ouviña (1998) claims that using real objects in the EFL classroom can be useful for creating real-life communicative contexts and situations

and to make some concepts clearer. This is supported in Cancelas-Ouviña (1998) “[e]l uso de realias puede servirnos para aclarar conceptos y puede ser de gran ayuda para crear situaciones y contextualizar” (p. 391).

Moreover, for Melanie Gobert (2018), “realia refers to real objects used inside the classroom to engage students and make learning authentic” (p. 2). Gobert (2018) advocates that the incorporation of resources consisting of realia, such as maps, brochures, photographs, music CDs or similar, and other objects, will engage and motivate students, which will lead to creating a successful learning outcome. This will benefit both the learners and the teachers. This idea is supported by Gobert (2018) in saying that “realia is particularly beneficial for young learners but all learners will remember learning better if realia is used in the classroom” (p. 2). What is interesting about Gobert’s article is that the author gives the reader plenty of examples of different types of realia that can be used in the classroom. Among them, she mentions that by bringing fruits and vegetables to the classroom in order to teach vocabulary, students will be able to remember them better since the sense of smell and the sense of touch will aid students retain better the vocabulary learnt because they would associate it with a specific image in their minds which leads to the new information being retained in the long-term memory.

After having explored what physical realia are, let us also consider the role that virtual realia play in the EFL classroom. The main difference that lies between the two concepts is that traditional realia, or physical realia, are the original and real objects, while virtual realia are digitalized versions of these real objects. Nonetheless, it is important that we remember that digitalized objects are still considered realia.

According to Bryan Smith (1997), in language teaching, virtual realia “are digitized objects and items from the target culture which are brought into the classroom as examples or aids and used to stimulate spoken or written language production” (p. 3). In an era where almost everything can get digitalized, virtual realia adapts and blends with the new educational technologies and necessities in bringing authentic, but digitalized materials into EFL classrooms all around the globe (Smith, 1997, p. 3). For instance, as we have previously mentioned, city maps and any type of brochures and pamphlets could be brought to class in order to teach a certain aspect of language, such as vocabulary. If city maps and brochures are considered realia, as we have seen, because they are real objects we can find in our daily lives, then scanned copies of these real objects are considered virtual realia. They are real props, but they have been digitalized. Therefore, transferring real objects to a more interactive medium such as the digital world could help students break the geographical limitations between their country and other countries and access material from different cultures across the globe.

All the definitions we have seen until now defend the didactic purpose and the integration of realia in the classroom, especially when teaching a foreign language. Most of these authors encourage educators to use realia in the classroom, for they vindicate that real objects can create more opportunities for students to be motivated and stimulated to make use of their kinesthetic intelligence as well as their senses, mostly touch and smell, in order to understand a new aspect of the foreign language in a more authentic, creative, and interactive way.

To sum up, the definition by which we could guide ourselves along this paper is the following: realia, whether physical or virtual, are real objects from the outside world such as maps, fruits, vegetables, newspapers, tickets, CDs, and more, that are brought into the EFL classroom in order to teach a certain aspect of the English language such as concrete vocabulary, grammatical notions, an idea or concept, as well as listening comprehension and reading comprehension. In addition, real objects can also be used in order to teach key information about foreign cultures, for they allow EFL learners to learn with hands-on activities in an engaging and motivating way. Similarly, an important and innovative aspect that realia has to offer in the EFL classroom is the refinement of the communicative competence for real objects allow students to portray themselves in real-life communicative contexts and situations where they could serve as mediators between the two distinct cultures by using the target language.

2.2 The advantages and disadvantages of the practice of realia

Although some of the benefits of using realia in the classroom have been presented above, this section explores the advantages and possible disadvantages or inconveniences of making use of the practice of realia in the educational context in further depth. On the one hand, we can find positive opinions which defend the benefits of using realia in the classroom. For instance, Gobert (2018) claims that “realia provides an authentic opportunity for learning that involves all the senses” (p. 5). In addition, Smith (1997) assures that “realia enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning” (p. 1). Similarly, Hadi (2018) maintains that “the main asset of realia is that it makes the learning experience more memorable for the learner, because realia comes to be innovatory and unusual when it comes to language acquisition” (p. 67).

Then, in the first place, we are presented with the fact that the practice of realia makes language learning and the learning experience overall more meaningful for they enhance the students’ abilities to manipulate and sense the material in front of them creating a deeper

understanding of what is being taught. In the second place, most of the authors who defend the use of realia tend to repeat key words such as “culture”, “motivation”, and “naturalness”, among others. There seems to be a tight relationship between these words and the use of realia. When we speak about the use of real props in the academic context, we rely on naturalness, for those are objects we can find in our daily lives and also because the implementation of realia in the EFL classroom creates a natural setting in which students can learn the foreign language organically. Then we move onto motivation, which is increased in the classroom because students are stimulated to use their kinesthetic intelligence and make use of their five senses with hands-on activities that make the learning experience more engaging and active. Finally, the concept of culture is essential as there is agreement that the practice of realia enhances cultural understanding and promotes the notion of interculturality between different countries and cultures for students can get the chance to touch, observe, and learn from physical or virtual realia from all around the globe.

On the other hand, we can also find disadvantages and possible challenges when considering the practice of realia in the classroom. In the first place, one of the most known limitations that realia present is that not every real prop can be brought to the classroom. For instance, we cannot bring real wild animals, means of transportation, or large objects into our lesson plan, for we can only bring reproductions of those real props, that is a ticket of the means of transportation we have used, a picture of the wild animal we are studying, and so on. Furthermore, some objects or items might not be safe for learners because they could be dangerous or could create an unpredictable situation in the classroom. For example, if we were to use certain props when learning new vocabulary with the aid of realia, such as kitchen utensils, the teacher should be careful or directly eliminate any high-risk object from the session. In the second place, another possible inconvenience we should take into consideration is the matter of availability and accessibility for they are related to the use of real props in the classroom. On the one hand, availability deals with the fact that a specific real object may not be available at the moment for the teacher or the learners to use it, and on the other hand, accessibility deals with the fact that the object *per se* is available, but difficult to access to.

Last but not least, in the third place, we must also consider time and cost when using real props in the classroom. Regarding the matter of time, there might be difficulties when elaborating a complete fifty-minute session on realia for the educator might find it exhausting and time consuming to continuously use a certain prop, or props. Likewise, when the practice of realia is used, time must be very controlled as it is tempting for learners to get easily distracted by touching and feeling the object. Now, concerning the matter of cost, providing a

real experience could be cheap, but it could also be expensive. If we use props we can find in our daily routine, then the overall experience could be cheap, or free; however, if we want to enable learners to live an authentic experience as for example visiting a zoo to get to associate the vocabulary learnt with the reality, then we would be considering a much more expensive experience, which for some might be prohibitive if we take the social and economic context of the learners into account. All in all, as I have previously stated, realia are regarded as an inexpensive and resourceful tool, but there is always the possibility of considering more than one option when doing an activity regarding real props.

In conclusion, realia seem to have both advantages and disadvantages when considering its use in the educational context. Nonetheless, we cannot ignore the fact that the practice of realia is useful, resourceful, engaging, and motivating for students. In fact, the benefits of using realia are more significant than the disadvantages it might possibly have, as students are able to touch, explore, feel, think, take an active role in the EFL classroom, and learn in an innovative and creative atmosphere. In addition, as previously mentioned, real objects are helpful when creating real-life communicative situations and contexts in the EFL classroom as well as allowing the students to create a tangible relationship between themselves and the object. Furthermore, most of the disadvantages presented can be solved if the educator and the school staff can find different ways to make the incorporation of real objects in the classroom an enjoyable and educative experience for learners of all ages and cultures.

2.3 The relationship between realia and culture

As we have seen in the previous section, there seems to be a strong connection between real objects and culture as several authors defend its use when speaking about understanding and sympathizing with cultures from all around the world. As the purpose of this Master's Thesis is to use realia as a means for teaching culture in the EFL classroom, it is essential that we give a proper definition of culture.

Although the concept of culture has been present as long as humankind has existed, giving a concrete definition of what it is and what it consists of is complex, since as humanity evolves and changes, so does the concept of culture. Therefore, we can find traditional approaches to defining this notion such as regarding culture as a static entity made of factual and objective information and modern approaches that focus on the dynamic character and its connection with language.

According to David Matsumoto (1996), culture can be defined as a set of attitudes, values, beliefs, and behaviors shared by a group of people, but “different for each individual, communicated from one generation to the next” (p. 16). Along the line of differentiating a set of attitudes from one individual to another, Geert Hofstede (1994) claims that culture is a “collective programming of the mind which distinguishes the members of one group or category of people from another” (p. 5). These two definitions prove the dynamic nature of culture since it evolves through time, it is constructed through human interaction, and it is particular to each individual.

Perhaps the most helpful definition of culture for this Master’s Thesis is Claire Krasmsch’s. Krasmsch (1995) presents a dichotomy in understanding culture: on the one hand, the concept of culture could be understood as a representation of a particular social group through material productions, such as art, literature, objects of everyday life and social institutions, as well as mechanisms that aid to preserve and reproduce those material productions through history (p. 84). On the other hand, the notion of culture could also be regarded as a set of shared attitudes, beliefs, ways of thinking, interpreting, and seeing things by member of a certain community (p. 84).

Along this line of offering a double classification of culture, in the official document of *Universal Declaration on Cultural Diversity* of the UNESCO (2001), culture should be regarded as “the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs” (31 C/Resolution 25, p. 62).

What we can conclude from these two definitions is that we can distinguish two types of culture: highbrow culture, or Culture with capital C, and lowbrow culture, that is, culture with small c. As stated by Helena Brdarić (2016), highbrow culture refers to objective and factual information about a culture’s most representative literary and artistic works, and similar productions; whereas lowbrow culture connects the learner’s culture and the target culture through the analysis of everyday customs, habits, behaviors, and folklore. While the first perspective only presents EFL learners with objective key facts and information, the second perspective presents a cross-cultural character for, as it was previously mentioned, it connects both the learner’s culture and the target culture. Despite this distinction, if we think about EFL teaching, we will see in the next section that learners will need to be taught both types to become truly culturally competent.

Now, let us consider the relationship between realia and culture. It is essential that we understand that the real objects used in the EFL classroom could be expressions of both

highbrow and lowbrow culture for we could teach students about a country's most representatives literary, musical, and artistic pieces, but also about the customs, beliefs, and behaviors of the people that inhabit a specific country.

According to William Corsaro, "realia can be considered to be a cultural object that is very useful for 'cross-cultural analysis,' a way of studying similarities and differences among cultures" (qtd. in Goodmacher, 2007, p. 141). What the author claims is that students should be able to understand and extract beneficial information from other cultures in order to understand and tolerate, as well as to empathize with, cultures that are different from our own.

In foreign language teaching, culture plays a major role because it includes language, ideas, beliefs, customs and values, among other elements, which are sometimes disregarded in the language teaching classroom. As stated by Goodmacher (2007), "language is usually studied in isolation, yet teaching language points in the context of their cultural environment is optimal" (pp. 141-142). Similarly, Hadi (2018) asserts that "learning English is not only about learning to speak in a foreign language. Students should learn about cultural elements as well" (p. 69). Integrating realia with festivities such as Halloween, Thanksgiving or Saint Patrick's Day as well as typical customs and traditions offer a unique learning opportunity in which students can broaden their perspective and perception of the world and avoid prejudices.

An important concept that must be considered when incorporating realia in the EFL classroom is the notion of interculturality. Michael Byram (2006) argues that the concept of culture should be replaced by the notion of interculturality because in a world where different cultures coexist, we do not only exchange information, but most importantly we interact which "requires analysis, interpretation and understanding of other people's perception of reality, identities and cultures" (qtd. in Piatkowska, 2015, p. 1).

As explained by Byram (2006), interculturality, in the first place, highlights the fact that we should not only understand, but also analyze other cultures' beliefs, values, and traditions and compare them across cultures, that is not only with our own but also with distinct cultures. In the second place, the author also speaks about empathy, by which speakers from several cultural contexts should be open and respectful towards other cultures. In the third place, Byram (2006) defends the fact that other cultures can be a source of inspiration and transnational synthesis. In the fourth place, we are informed that interculturality also takes into account behavioral and communicative components across cultures, and finally, in the fifth place, Byram (2006) asserts that interculturality's purpose, so to say, is to overcome conflicts between distinct contexts and cultures and above all promote and encourage interpersonal relationships.

Integrating realia and the notion of interculturality in the EFL classroom will serve as a means of creating a cultural bridge of mutual understanding and sympathy between our own culture and the foreign culture since students will be able to get an insight of the cross-cultural relations that exist between two countries through the use of real objects. As the purpose of the didactic proposal presented in this Master's dissertation is to teach culture in the EFL classroom through the use of real objects, the concept of interculturality will be used in order to promote critical thinking and clarify any type of misinformation such as clichés and stereotypes which increase the need of reflection in the classroom.

After having discussed the concept of culture and its different interpretations, the next matter we should focus on is: how can culture be then implemented in the EFL classroom? To give a coherent and cohesive answer to this question, we will center our attention on Katarzyna Piątkowska's paper on the role that culture plays in foreign language teaching and on the four major approaches she discusses: the knowledge-based approach, the contrastive approach, the Communicative Language Teaching approach, and the intercultural communicative competence approach.

The first approach, the knowledge-based approach, as defended by Dimitrios Thanasoulas (2001), centers on "the transmission of factual, cultural information" (qtd. in Piątkowska, 2015, p. 3). This refers to objective facts and information from the target culture that could be divided in two: high culture, or Culture with capital C, which focuses on the more refined aspects of culture (for instance, music, literature, history, and the arts); or low culture, or culture with lower case c, which focuses on values, customs, traditions, behaviors, and expressions shared by members of a specific community.

The second approach, the contrastive approach, as declared by Thanasoulas (2001), aims to "bring learners' attention to similarities and differences between their own and the target language culture" (qtd. in Piątkowska, 2015, p. 4). Basically, this approach focuses on trying to teach to learners what makes us similar and what makes us different from a particular culture.

The third approach, the Communicative Language Teaching approach, as Sandra Savignon (2001) observes, "pays special attention to building learners' communicative skills where sociocultural competence has a special place in teaching and is set in the context of three other types of competence, that is, grammatical, discourse and strategic competence" (p. 18). Instead of focusing on objective facts, like the knowledge-based approach, or on similarities and differences between our culture and the target culture, like the contrastive approach, the Communicative Language Teaching approach stresses that learners should be

communicatively competent in the foreign language, and, as stated by Savignon (2001), “acquire readiness to negotiate cultural meanings, the ability to both suspend evaluation and divorce oneself from all sorts of stereotypes and, finally, awareness of cross-cultural differences in language use, appropriateness, values, beliefs and conventions” (p. 18).

Last but not least, the fourth approach, Intercultural Communicative Competence (ICC) is a relatively new approach to foreign language teaching which, according to Si Thang Kiet Ho (2009), “makes a shift from knowledge-based to a more holistic approach to culture, putting the focus on both awareness of inseparability of language and culture and the need to prepare learners to communicate across cultures” (p. 63). Thus, the intercultural communicative competence regards language and culture as co-dependent and favors a heterogeneous view on culture instead of a monolithic one.

In this approach, English is understood as a *lingua franca*, which is the product of the globalization. With the abundant cultural diversity that we have nowadays in our society, English is used a resourceful tool for communication, not only among native speakers of that language, but also among those non-native speakers. Intercultural Communicative Competence, therefore, rejects, “the notion of a native speaker as a role model. Instead, the paradigm suggests negotiation of language and cultural meanings in a foreign language classroom” (Piątkowska, 2015, p. 6).

In conclusion, concerning the approaches, we can find two points of view: on the one hand, the first two approaches, the knowledge-based approach and the contrastive approach, regard culture as “a static notion that is not linked to language.” (Piątkowska, 2015, p. 2). Therefore, the cultural competence that is transmitted to learners through the usage of these two approaches is simply presented as a set of objective facts where there is no room for subjectivity. On the other hand, the final two approaches, Communicative Language Teaching and Intercultural Communicative Competence, view culture from “a broader perspective that takes into consideration the necessity to address the issue of cross-cultural differences such as culturally imposed behaviours” (p. 2). Thus, the main difference between both views is that the first two approaches regard culture as an independent and static notion that is not linked to language, for they teach cultural competence from an objective point of view, while the last two approaches view culture and language as co-dependent.

These four approaches will be used in the didactic proposal that this Master’s dissertation presents in order to promote the cultural competence of EFL learners. This didactic proposal uses realia in order to teach factual and objective information while taking into account small groups and minorities, without reducing individual cultures to essences and

teaching respect for otherness. In addition, if in the foreign language classroom we integrate these approaches and real objects, both virtual or physical, we can create motivational, resourceful, and interesting activities which will focus on developing cross-cultural communicative skills as well as respect and tolerance for the target culture(s) .

2.4 The role of affect, motivation, and low-anxiety levels in the foreign language classroom

As we have seen above, teaching a foreign language involves more than just using and following traditional competences and standards, it involves motivation, cultural competences, and, as Andy Hargreaves (1998) maintains, “it involves emotional understanding and emotional labor as well” (p. 16). Teaching is an emotional practice for the teacher should respond adequately to their students’ emotional needs by creating an anxiety-free, creative, and flexible lesson plan which will improve their motivation. Therefore, in this last section of the theoretical framework, we will explore the connection between affect and cognitivism, as well as the relationship between realia, motivation, and the affective filter hypothesis by Stephen Krashen.

When learning a foreign language, affect and cognition are both essential parts of the learning process of the student, because, as Marion Williams (1994) points out “if teachers do not take the affective side of language learning into account, conflicts on the level of identity may well develop and make the cognitive aspect of the learning process more difficult” (p. 77). This means that if we neglect any of these two elements , the learning process might be incomplete because, as Jane Arnold asserts (2011) “positive affect can provide invaluable support for learning just as negative affect can close down the mind and prevent learning from occurring altogether” (p. 11).

Now, how can we relate affect and cognitivism with the incorporation of realia, whether virtual or physical, in the foreign language classroom? First, we should take into consideration what Earl Stevick (1980) calls the “inside” and the “between” in a classroom full of learners. On the one hand, the “inside” refers to personality factors such as anxiety, self-esteem, motivation, and the students’ disposition, while the “between” are relational aspects that are developed in that classroom “between students or between teacher and students — or possibly between learners and the target language and culture” (Arnold, 2011, p. 11). The teacher ought to create a lesson plan in which both the inside and the between are stable, that is an anxiety-free atmosphere where students can feel comfortable to express themselves without feeling any

shame or inhibition to use the foreign language. Here is where the affective filter hypothesis by Krashen is relevant. This hypothesis, originally proposed by Dulay and Burt in 1977, and later reviewed by Krashen in 1981, states how affective factors relate to the second language acquisition process. Krashen (1982) concludes that there are three categories that affect it: motivation, self-confidence, and anxiety. Krashen argues that learners with high motivation, self-confidence and a good self-image, as well as those who show low anxiety levels tend to do better in second language acquisition. Hence, as teachers, we should not only offer a comprehensible input for the learners, but also create an atmosphere in the classroom where the affective filter is low.

Then, how can we motivate learners of a foreign language and achieve a low-anxiety level in the classroom? A way to achieve this may be the use of realia. Whether virtual or physical, as we have seen throughout the paper, real objects have the power to strengthen the learning acquisition process, because the student is able to manipulate and experience the affective load the objects transmit. That affective load lies mainly in their sense of nearness to the past, their personal link or relationship with the teacher, or perhaps the new or old feelings that could evoke from the student while coming in touch with those real objects. A good example of working on the affective load is the usage of realia via field trips. According to Gobert (2018), “[f]ield trips provide a complete opportunity for learning and for bonding with the teacher, which is instrumental in establishing the learners’ pleasurable experiences of learning leading to long-term memory retention” (pp. 4-5). In addition, Bautista (2010) asserts the role of materials as a base and complement in the educational activity for real objects have a motivating character since according to the shape, texture, color and particular characteristics of the material, it will arouse interest and curiosity for its use. Moreover, real objects also have a versatile character which means that the materials can be used as elements in various school activities and as elements of different games.

Dealing with affect and creating motivation are key elements for achieving an anxiety-free atmosphere in the classroom, and using realia, which can take many different shapes, colors, and intentions, we can obtain an enjoyable environment. Realia do not only allow students to make use of their kinesthetic ability in order to touch and sense the objects, but also make the learning process more meaningful and resourceful for we also learn about the cultural essence of the objects. Thanks to their three-dimensional and tangible nature, there is a wide variety of activities that we can carry out with them: introducing vocabulary, practicing grammatical structures, or teaching cultural competence.

To conclude, all the aspects treated in this section have been considered for the creation of the didactic proposal of this dissertation in order to present an inclusive and detailed didactic plan in which realia will be used as a means for teaching culture in the EFL classroom.

III. DIDACTIC PROPOSAL

1. Introduction

The present section is devoted to presenting in detail a didactic proposal to introduce culture into the EFL classroom in Educación Secundaria Obligatoria (*Compulsory Secondary Education*), henceforth ESO, through the use of realia. This section is divided into different subsections: the selected materials and justification, the context and temporalization, the objectives of the proposal, the legal framework and curricular elements, the competences targeted, the methodology, the development of each of the sessions and activities proposed in this didactic plan, the assessment, and finally the results.

2. Selected materials and justification

In order to introduce and teach culture in the EFL classroom of 4th year of ESO, this didactic proposal uses materials elaborated by the teacher, and realia, or real objects, which can be either brought into the classroom by the students themselves or be carefully selected by the teacher. To make it clearer, let us define each one of the two categories and explain the reason why they were selected for this lesson plan.

On the one hand, the materials prepared by the teacher consist of presentations on the topic of culture, most specifically on the themes of music, gastronomy, festivities and celebrations, videogames, and finally art and museums. At the beginning of the sessions, the teacher presents to the students factual and objective facts and information about the topic so as to expand and refine their knowledge upon a specific cultural aspect. Then, besides these presentations, usually elaborated with the virtual tool Canva, students also get additional material such as vocabulary sheets with useful phrases and sentences, posters, the lyrics of songs, examples of dialogues and other elements for them to use as inspiration for a particular task, etc.

One main difference that is found between using the materials created by the teacher for this concrete didactic proposal and the other materials that could have been selected and extracted from the Internet is that the former are personalized since the educator takes into account the students' necessities, likes and preferences, provides numerous examples so as to

make the explanation of a certain task clearer, and adapts the materials used to the students' proficiency of the English language.

The materials prepared by the teacher for this didactic proposal can be set out in the following table:

Table 1. Table of the didactic proposal

Sessions	Theme	Materials
Session 1	Music	<ul style="list-style-type: none"> - Photocopies of the lyrics of “Yellow Submarine”, “Eleanor Rigby”, and “Tomorrow Never Knows” for each group. - Sample vinyl cover.
Session 2	Gastronomy	<ul style="list-style-type: none"> - Canva presentation on gastronomy from eight distinct English-speaking countries. - Padlet activity. - Food flashcards. - Sample fusion dish.
Session 3	Festivities and Celebrations	<ul style="list-style-type: none"> - Poster about the festivities and celebrations from six different English-speaking countries. - Cards with a problem related to cultural aspects for each group. - Sample mediation dialogue.
Session 4	Video games	<ul style="list-style-type: none"> - Nearpod activity. - Presentation on the usage of videogames for educational purposes. - “Pasapalabra” game with video games. - Example of a dialogue in pairs about videogames.
Session 5	Art and Museums	<ul style="list-style-type: none"> - Canva presentation on art and museums.

Source: Prepared by the author.

As we can see in Table 1, all the sessions proposed for this didactic plan, except session five, which focuses on the use of the virtual tool Google Arts and Culture, contain material made by the teacher. As it has been previously mentioned, instead of browsing authentic materials from the Internet which might not be flexible and suit the students' necessities, through the use of the material created by the teacher, the students can get personalized information which adapts to their English proficiency level and likes and interests.

On the other hand, the realia, or real objects, brought to the classroom either by the students themselves or by the teacher were used in order to, in the first place, present real-life communicative contexts and situations to the students to teach culture in an engaging and motivating way, and in the second place to provide a practical and interactive approach to teaching language that appeals to all type of learners. The realia used can be summarized in the following table:

Table 2. Real objects used for each session of the didactic proposal

Sessions	Theme	Realia
Session 1	Music	<ul style="list-style-type: none"> - Photographs of The Beatles - Record player - Collection of vinyl records - Instruction manual on how to use a record player
Session 2	Gastronomy	<ul style="list-style-type: none"> - Potatoes - Tomatoes - Dough - Spices - Apples - Cheese - Vegetables - Vegemite - Maple syrup - Pans - Tablecloths - Cutlery sets - Real fusion restaurant menus
Session 3	Festivities and Celebrations	<ul style="list-style-type: none"> - Leprechaun hat - Feather headdress - Broomstick - South African necklace - Maple leaf - Witch hat - Termite plush - Turkey plush - Sweets
Session 4	Video games	<ul style="list-style-type: none"> - Nintendo Switch Lite - PSP Portable - Videogames (brought by the teacher) - Videogames (brought by each student) - Buzzer - Timer
Session 5	Art and Museums	<ul style="list-style-type: none"> - Virtual tool Google Arts and Culture

Source: Prepared by the author.

As we can see in Table 2, in each session there is handling and use of realia in the classroom. For the first session, on the theme of music, the record player and the collection of vinyls will be used in order to allow students to understand the cultural impact of The Beatles and to imagine how music was listened to during the 1960s and 1970s when the British band was active. For the second session, on the theme of gastronomy, ingredients will be brought to the classroom to give students the opportunity to touch, feel, and smell a collection of vegetables and two foreign items such as vegemite and maple syrup which can be easily manipulated without causing chaos in the classroom. These real objects will be used in order to help students create a fusion dish.

For the third session, on festivities and celebrations, real props such as Leprechaun hats, a South African necklace, a Jamaican hat, flags and other items from New Zealand, a broomstick from Jamaica, maple syrup from Canada, and Halloween decorations from the United States will be brought to the classroom in order to create a real communicative situation for students where they will have to act as mediators between their own culture and one of the cultures of the countries mentioned above. For the fourth session, on the theme of video games, students will be asked to bring their own favorite videogames to speak about their likes and preferences with their peers. Furthermore, the teacher will bring two game consoles, the Nintendo Switch Lite and the PSP Portable, and some videogames to show students how the video game industry has evolved throughout time and to teach them the educational benefits of video games. Finally, for the fifth session, on the topic of art and museums, students will be using the tool Google Arts and Culture in order to do a virtual tour around different museums and learn about distinct paintings and artists. In this case virtual realia is used to teach students about the culture of numerous countries, not only English-speaking countries in an innovative and motivating way.

3. Context and temporalization

This didactic unit is designed for a class of 24 students in the 4th year of ESO. Although this lesson plan can be taught or adjusted to other levels of Compulsory Secondary Education, it has been specifically created for students of the 4th year they have, or should have, a B1 level of English, that is, a general understanding of the English language, and because they are at a

critical age for their intellectual maturity. Therefore, teaching English culture in the EFL classroom could be beneficial for teenagers at this stage because it could broaden their perspective and raise their respect and tolerance towards other cultures. Furthermore, working with real objects in the EFL classroom should be easier since students in their final year may be more mature compared to their peers in the other stages of Compulsory Secondary Education.

This didactic proposal is planned to be developed as a part of a long-term project on teaching English culture in Compulsory Secondary Education through the usage of realia. There are a total of five sessions of fifty minutes each, with an average of three or four activities per session, which will be developed throughout thirteen weeks in the second term of the academic year. On the one hand, the decision to develop the proposal in the second term is due to the fact that, in the first term, students are still adapting to having class after the summer break, and in the third term, they are usually busy with the final evaluation. Therefore, the second term seems ideal since students usually have more time. On the other hand, the choice to impart the sessions every two weeks for thirteen weeks is due to the fact that students could be overwhelmed with the new acquired information about English culture if these sessions were to be taught one after another. In addition, giving students two weeks in between each session might be beneficial for them to assimilate the new information and reflect upon diverse cultural aspects that have been learnt through the development of the activities in this lesson plan.

Considering that students of 4th year of ESO have three teaching hours per week for the First Foreign Language according to the Appendix IV, in the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*, we can agree that the teaching hours are adequate for implementing this didactic proposal as it only requires an hour every two weeks.

Finally, it is important to state that this didactic proposal was conceived for a Secondary Education School (*Instituto de Educación Secundaria Obligatoria*, IES) in a middle-class neighborhood, in the city of Valladolid, in the Castile and Leon region. Therefore, most of the students at this Secondary Compulsory Education high school are headed to pursue a higher education. For this reason, the students are responsible, participative, and diligent. Furthermore, students attending this high school own laptops and other Internet-connected devices, such as cell phones or tablets, as well as a computer room which can be freely used by the teachers for a lesson or particular subject. In addition, each classroom is equipped with

a projector, a blackboard, a white screen for projecting, movable furniture such as chairs and tables that allow the free circulation of real objects, and a computer connected to the Internet.

4. Objectives of the proposal

This proposal aims to use realia in the EFL classroom in order to teach foreign culture and to make the learning experience more memorable, engaging, and motivating for students of 4th year of Secondary Compulsory Education. When we speak about teaching English culture, we are not only talking about the culture of the United Kingdom or the United States, but also about New Zealand, Ireland, Canada, Australia, Jamaica, and South Africa, where English is the official language. Furthermore, in the final session, students will even get the chance to experience artistic production from other countries besides the mentioned above. Taking this into account, here I present the objectives to be achieved through the implementation of this didactic proposal:

- a) To teach the culture of different English-speaking countries to students through the themes of music, gastronomy, festivities and celebrations, videogames, and art and museums.
- b) To use realia in the EFL classroom to make the learning experience more engaging, memorable, motivating, and imaginative for students.
- c) To use realia in the EFL classroom to appeal to all types of learners in order to provide a practical and interactive approach to learning English.
- d) To use realia in the EFL classroom in order to recreate real-life communicative situations.
- e) To increase the students' respect, tolerance, and empathy towards other cultures.
- f) To develop the students' ability to mediate in everyday situations in different languages.
- g) To raise the students' knowledge and appreciation towards cultural diversity.
- h) To give visibility to the cultures of English-speaking countries different from the United States and the United Kingdom to allow students to broaden their mindset and to avoid prejudices.
- i) To promote group work in order to develop a critical, empathic, and proactive spirit in the EFL learners.

Moreover, among the objectives found in the *Artículo 7¹ of the Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*, we can highlight the ones that are present in this didactic proposal as follows:

- b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.
- d) Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con las demás personas, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.
- e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Desarrollar las competencias tecnológicas básicas y avanzar en una reflexión ética sobre su funcionamiento y utilización.
- i) Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.
- j) Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de las demás personas, así como el patrimonio artístico y cultural.

5. Legal framework and curricular elements

Regarding the legal framework, considering that this didactic proposal is aimed at students of 4th year of ESO, the curricular specifications that have been followed are those established by the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*.² Among all the specific competences, contents, and evaluation criteria included in the Royal Decree for the

¹ The objectives established by the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria* are originally formulated in Spanish and they have not been translated to preserve the original wording.

² The specific competences, contents, and evaluation criteria remained untranslated for the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria* is originally formulated in Spanish.

3rd and 4th year of ESO, those corresponding to this didactic proposal are presented in the following table:

Table 3. General Didactic Unit table including the specific competences, contents, and evaluation criteria

General Didactic Unit table		
Specific competences	Contents	Evaluation criteria
<p>1. Comprender e interpretar el sentido general y los detalles más relevantes de textos expresados de forma clara y en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias como la inferencia de significados, para responder a necesidades comunicativas concretas.</p> <p>2. Producir textos originales, de extensión media, sencillos y con una organización clara, usando estrategias tales como la planificación, la compensación o la autorreparación, para expresar de forma creativa, adecuada y coherente mensajes relevantes y responder a propósitos comunicativos concretos.</p> <p>3. Interactuar con otras personas con creciente autonomía, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos concretos en intercambios respetuosos con las normas de cortesía.</p> <p>4. Mediar en situaciones</p>	<p>A. Comunicación.</p> <p>A.2) Estrategias de uso común para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.</p> <p>A.3) Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.</p> <p>A.4) Funciones comunicativas de uso común adecuadas al ámbito y al contexto comunicativo: saludar y despedirse, presentar y presentarse; describir personas, objetos, lugares, fenómenos y acontecimientos; situar eventos en el tiempo; situar objetos, personas y lugares en el espacio; pedir e intercambiar información sobre cuestiones cotidianas; dar y pedir instrucciones, consejos y órdenes; ofrecer, aceptar y rechazar ayuda, proposiciones o sugerencias; expresar parcialmente el gusto o el interés y las emociones; narrar</p>	<p>1.1 Extraer y analizar el sentido global y las ideas principales, y seleccionar información pertinente de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado, expresados de forma clara y en la lengua estándar a través de diversos soportes.</p> <p>1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial y los detalles más relevantes de los textos; inferir significados e interpretar elementos no verbales; y buscar, seleccionar y gestionar información veraz.</p> <p>2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público</p>

<p>cotidianas entre distintas lenguas, usando estrategias y conocimientos sencillos orientados a explicar conceptos o simplificar mensajes, para transmitir información de manera eficaz, clara y responsable.</p> <p>5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando de forma crítica sobre su funcionamiento y tomando conciencia de las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas.</p> <p>6. Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma empática y respetuosa en situaciones interculturales.</p>	<p>acontecimientos pasados, describir situaciones presentes y enunciar sucesos futuros; expresar la opinión, la posibilidad, la capacidad, la obligación y la prohibición; expresar argumentaciones sencillas; realizar hipótesis y suposiciones; expresar la incertidumbre y la duda; reformular y resumir.</p> <p>A.5) Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.</p> <p>A.7) Léxico de uso común y de interés para el alumnado relativo a identificación personal, relaciones interpersonales, lugares y entornos, ocio y tiempo libre, salud y actividad física, vida cotidiana, vivienda y hogar, clima y entorno natural, tecnologías de la información y la comunicación, sistema escolar y formación.</p> <p>A.10) Convenciones y estrategias conversacionales de uso común, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y</p>	<p>próximo a la experiencia del alumnado, con el fin de describir, narrar, argumentar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación, control, compensación y cooperación.</p> <p>2.3 Seleccionar, organizar y aplicar conocimientos y estrategias para planificar, producir, revisar y cooperar en la elaboración de textos coherentes, cohesionados y adecuados a las intenciones comunicativas, las características contextuales, los aspectos socioculturales y la tipología textual, usando los recursos físicos o digitales más adecuados en función de la tarea y de las necesidades del interlocutor o interlocutora potencial a quien se dirige el texto.</p> <p>3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores e interlocutoras.</p> <p>3.2 Seleccionar, organizar y utilizar estrategias adecuadas para iniciar, mantener y</p>
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	<p>contrastar, resumir, colaborar, debatir, etc.</p> <p>A.11) Recursos para el aprendizaje y estrategias de uso común de búsqueda y selección de información: diccionarios, libros de consulta, bibliotecas, recursos digitales e informáticos, etc.</p> <p>A.13) Herramientas analógicas y digitales de uso común para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, cooperación y colaboración educativa (aulas virtuales, videoconferencias, herramientas digitales colaborativas, etc.) para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera.</p> <p>B. Plurilingüismo.</p> <p>B.3) Estrategias y herramientas de uso común para la autoevaluación, la coevaluación y la autorreparación, analógicas y digitales, individuales y cooperativas.</p> <p>C. Interculturalidad</p> <p>C.1) La lengua extranjera como medio de comunicación interpersonal e internacional, como fuente de información y como herramienta de participación social y de enriquecimiento personal</p>	<p>terminar la comunicación, tomar y ceder la palabra, solicitar y formular aclaraciones y explicaciones, reformular, comparar y contrastar, resumir, colaborar, debatir, resolver problemas y gestionar situaciones comprometidas.</p> <p>4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores e interlocutoras y por las lenguas empleadas y participando en la solución de problemas de intercomprensión y de entendimiento en el entorno, apoyándose en diversos recursos y soportes.</p> <p>4.2 Aplicar estrategias que ayuden a crear puentes, faciliten la comunicación y sirvan para explicar y simplificar textos, conceptos y mensajes, y que sean adecuadas a las intenciones comunicativas, las características contextuales y la tipología textual, usando recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p> <p>5.2 Utilizar de forma creativa estrategias y conocimientos de mejora de la capacidad de comunicar y de aprender la lengua extranjera con apoyo de otros participantes y de soportes analógicos y</p>
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	<p>C.3) Aspectos socioculturales y sociolingüísticos de uso común relativos a la vida cotidiana, las condiciones de vida y las relaciones interpersonales; convenciones sociales de uso común; lenguaje no verbal, cortesía lingüística y etiqueta digital; cultura, normas, actitudes, costumbres y valores propios de países donde se habla la lengua extranjera.</p> <p>C.4) Estrategias de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.</p> <p>C.5) Estrategias de uso común de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.</p>	<p>digitales.</p> <p>6.1 Actuar de forma adecuada, empática y respetuosa en situaciones interculturales construyendo vínculos entre las diferentes lenguas y culturas, rechazando cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y proponiendo vías de solución a aquellos factores socioculturales que dificulten la comunicación</p> <p>6.2 Valorar críticamente en relación con los derechos humanos y adecuarse a la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera, favoreciendo el desarrollo de una cultura compartida y una ciudadanía comprometida con la sostenibilidad y los valores democráticos.</p> <p>6.3 Aplicar estrategias para defender y apreciar la diversidad lingüística, cultural y artística atendiendo a valores ecosociales y democráticos y respetando los principios de justicia, equidad e igualdad.</p>
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Source: Real Decreto 217/2022. Prepared by the author.

6. Competences

This didactic proposal promotes learning based on competences, that is, learning in an engaging, motivating, participative and active way through adequately using distinct skills, knowledge, and values so as to acquire lifelong and meaningful learning. For this lesson plan, students of 4th year of ESO will develop the following competences established in the *Artículo 11.1 of the Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*:

- a) Linguistic communication competence. In this didactic proposal, students will develop this competence since they have to work in pairs or groups in almost all the activities by creating efficient interactions and extracting the overall meaning of distinctive oral and written texts. Furthermore, students will also interpret, understand, and value different communicative situations where they will have to mediate and serve as a bridge between two cultures.
- b) Digital competence. This didactic proposal also promotes efficient and responsible use of technology in the EFL classroom as several activities involve the usage of laptops, cellphones, and other Internet-connected devices so as to search for information and perform certain tasks that require the usage of virtual realia.
- c) Plurilingual competence. The character of some activities developed in this didactic proposal promotes the plurilingual competence since students should efficiently use the foreign language, English in this case, to respond to their communicative needs in distinct situations and contexts. In addition, they should be able to know, understand and respect the linguistic and cultural diversity present in society.
- d) Personal, social and learning to learn competence. This didactic proposal takes into account the students' opinions and feelings so as to offer a personalized and engaging learning process where students can feel comfortable with themselves and those who surround them. Moreover, the activities within the proposal are designed to capture the students' attention, taking into account their interests and preferences, and to increase their motivation and curiosity to learn about the selected topic even outside the EFL classroom.

- e) Civic competence. In relation with the previous competence, some of the activities included in this didactic proposal present to students real-life communicative contexts in which they will have to mediate and solve problematic situations. Over and above, this lesson plan encourages students to respect and tolerate each other and the teachers, as well as to be careful with the real objects used, in order to create a peaceful classroom environment.

- f) Cultural awareness and expression competence. Lastly, for this didactic proposal, the cultural awareness and expression competence is the most relevant one since all the activities were planned and conceived in order to teach students culture through the usage of realia in the EFL classroom. Through the development of the five sessions in this lesson plan, the students will be able to broaden their mindset and acquire a more respectful and tolerant attitude towards the cultural traditions of eight English-speaking countries. Besides, the teacher will put special emphasis into making students reflect upon other cultures, as well as their own, and develop critical thinking so as to eliminate any prejudices and stereotypes.

7. Methodology

Concerning the methodology, this didactic proposal is based on five different methods. On the one hand, this lesson plan lays its foundations on the Task-based Learning Approach (TBL), since each of the five sessions has a task which students will have to carry out by the end of the session. This method will be used in order to promote and develop the students' autonomy and communications skills by presenting real-life communicative situations. In addition, the tasks elaborated are determined by the specific needs, interests, and the level of proficiency of the students in a way that it is organic and motivating for them to learn about foreign culture.

Moreover, this lesson plan is based on communicative approach since one of the main aims of this didactic proposal is to make EFL learners capable of communicating and interacting in the foreign language with speakers who may belong to cultures different from their own. Then, in the same way as the task-based approach, the communicative approach intends to create meaningful and realistic communicative situations where the students are active participants in the learning process, while the teacher works as a provider of information.

Considering the emphasis of the proposal on the teaching of culture, the knowledge-based approach, the communicative language teaching approach, the contrastive approach, and the intercultural communicative competence will be used for this lesson plan. This is so in order to provide factual and objective information about cultural aspects from other cultures to students, to focus on the pragmatic and the sociocultural competence by creating real communicative acts and situations which are needed to communicate effectively in the target language, to present the main similarities and differences between the learners' culture and the target language culture without promoting stereotypes and polarized mentality, and finally to prepare learners to communicate across cultures by solving intercultural problems and mediating between cultures.

In addition, regarding the use of realia, this didactic plan makes use of the kinesthetic learning approach. This learning style requires manipulation and touch of materials and objects and combines visual and auditory techniques to produce a multi-sensory learning experience for students. Then, by using their sense of smell, touch, and sight with hands-on tasks, students are able to be active participants in the learning process and put into practice the theoretical contents explained by the teacher. Although not all activities involve the practice of realia, since there are some informative tasks about specific cultural aspects, everything revolves around and benefits from it, because the learning results are enhanced through the use of real objects.

Finally, another strategy used is gamification which is a source of motivation for many students since it incorporates innovative and attractive elements into the learning process. This dynamic approach does not only make the learning experience more engaging, but also helps to increase the students' participation and foster social and emotional learning. In addition, Information and Communication Technologies (ICTs) will be frequently used in this lesson plan since the use technology is essential for teaching the smart use of the Internet and other digital resources.

8. Sessions

In order to follow the guidelines regarding the length of the dissertation, the sessions and activities designed for this didactic proposal will be explained in Appendix I. In addition, linguistic input has been provided for session number two, which focuses on the gastronomy of English-speaking countries, and session number three, which deals with festivities and celebrations from Ireland, New Zealand, Jamaica, Canada, South Africa, and the United States.

This is so in order to prove that the discourse used in the EFL classroom is adequate and the instructions provided to students are clear.

This lesson plan is composed of five sessions each targeting a specific aspect of the culture of different English-speaking countries. This information can be summarized in the following table:

Table 4. Sessions proposed for the didactic plan

Sessions	Theme	Activities
Session 1	Music	Activity 1: "Let's Get to Know The Beatles" Activity 2: "What is a Record Player?" Activity 3: "Play that song!" Activity 4: "My own vinyl cover"
Session 2	Gastronomy	Activity 1: "Food Expert" Activity 2: "Unique Dishes" Activity 3: "MasterChef Spain" Activity 4: "Fusion Dish"
Session 3	Festivities and Celebrations	Activity 1: "Festivity-yey" Activity 2: "Six festivities" Activity 3: "Cultural Shock" Activity 4: "Mediators"
Session 4	Videogames	Activity 1: "Game On!" Activity 2: "Gaming Education" Activity 3: "Pasapalabra"
Session 5	Art and Museums	Activity 1: "Virtual Tour" Activity 2: "Geo Artwork" Activity 3: "Cultural Crossword" Activity 4: "Insta-art"

Source: Prepared by the author.

In the first session, the theme of music will be treated in order to familiarize students with the popular British band The Beatles. In addition, students will also listen to an album of that band on the turntable and understand how it works. To finish off, they will use imagination, creativity, and virtual realia in order to create a vinyl cover for three of the songs by The Beatles presented in the classroom.

In the second session, we will focus on the theme of gastronomy in order to inform students about eight popular dishes from distinct English-speaking countries. Furthermore, the

main aim of this session is to create a fusion dish combining elements from the students' own culture and the foreign culture.

The third session is devoted to festivities and celebrations. There are two main aims; on the one hand, to create a real-communicative situation in which students will have to mediate between their own culture and the foreign culture, and on the other hand, to present to students with festivities and celebrations from six different countries in order to broaden their perspective and avoid prejudices.

In the fourth session, we will focus on a popular topic nowadays: video games. With this session, students will learn that videogames can be a useful tool in the educational context, proving to have more benefits than disadvantages. Moreover, we will also allow students to bring their favorite videogame to class and express their likes and preferences regarding this topic. Additionally, they will also play the classic Spanish game "Pasapalabra" with words and definitions related to their favorite videogames, characters, genres, as well as typical gaming vocabulary.

In the fifth, and final, session, students will learn about art by doing a virtual visit to some of the most famous museums in the world, such as the Van Gogh Museum or The National Gallery of London. In order to do so, the virtual tool Google Arts and Culture will be used. Further, students will get the chance to refine their digital competence by creating an Instagram post with their favorite piece of art in that app.

9. Assessment

The assessment for this lesson plan will be continuous, formative, and integrative since this didactic proposal takes into account not only the students' attitude, participation, and respect towards each other and the cultural aspects and values taught in the EFL classroom, but also their ability to produce oral and written intelligible discourse.

For the tasks of the five sessions, although we are not giving special emphasis to grammatical and linguistic aspects since the purpose is to prepare students to understand and be understood in the foreign language, two rubrics targeting the use of oral and written skills will be used (see Appendix VII) in order to give the students correct and adequate clarifications of their production in the English language. In connection with this, for each activity, whether performed or submitted, students will be given feedback by the teacher. In addition, another rubric will be used (see Appendix VII) to evaluate the students' overall attitude, participation,

adequate use of the realia, whether virtual or traditional, interest in the themes on culture taught, as well as their ability to communicate and work efficiently in groups or in pairs.

Finally, there is a virtual self-assessment questionnaire in which students will be asked to answer 10 open-ended questions (see Appendix VII) by stating their personal opinion concerning the lesson plan, the use and utility of realia in the EFL classroom, the teacher's attitude and control over the taught themes, and finally their own readiness and attitude towards working in pairs, groups, and individually.

10. Results

In the last section of this didactic proposal, I would like to share some results obtained from developing two of the proposed sessions in this lesson plan in the Master's internship. From 16 February to 6 April, I was able to observe and intervene in a secondary school located in between the neighborhoods Batallas, Vadillos, Pajarillos, Pilarica and San Juan, in the city of Valladolid, in Castile and Leon, Spain. This secondary school presents great a cultural diversity since there are students from 24 different nationalities enrolled in this Center, with 46.5% of foreign students between the stages of Infant Education, Primary Education and Secondary Compulsory Education.

Thanks to the teacher in charge, I was able to put into practice session 1, which focused on music, and session 5, which was centered around art and museums, with students from 2nd year and 3rd year of Secondary Compulsory Education. Although the activities were modified in order to suit the students' interests and preferences, and they were mostly informative, students were able to experience the handling and use of traditional realia and the advantages of using virtual realia in the EFL classroom.

Regarding the session on music, I brought to the English classroom a record player with different vinyl records in order to offer students the opportunity to listen to more than one artist. Therefore, instead of focusing on informing the students about The Beatles and their cultural impact, we also had the opportunity to listen to other English-speaking artists such as The Notorious B.I.G., Elvis Presley, Engelbert Humperdinck, and Benny Waters & The Traditional Jazz Studio. Then, using a Canva presentation, I gave the students key information and facts about the artists we were going to listen to, and then I proceeded by explaining to them how to use a turntable and its different functions. After that, we listened to the artists' songs for around twenty minutes, and finally, I defined the concepts of interculturality and English as a lingua franca to students and gave examples from pop music in order to make it more familiar for

them. Lastly, I allowed them to touch, feel, and smell the distinct vinyl records brought to the EFL classroom.

In the session on art and museums, I decided to use the tool Google Arts and Culture to take the students on a virtual and cultural visit around several museums from all around the world in order to see and learn about different paintings and artists. We virtually visited the MoMA, the Museum of Modern Art, in New York, the Van Gogh Museum, in Amsterdam, The National Gallery of Art, in Washington DC, The Art Institute of Chicago, in Chicago, The National Gallery, in London, and Museo Sorolla, in Madrid. We read and discussed the descriptions of the paintings students were most interested in, and also of some popular paintings I recommend such as “Sunflowers” by Vincent Van Gogh or “The Judgment of Paris” by Caravaggio. We also talked about American artists such as Mary Cassatt, John Singleton Copley, and Winslow Homer, and British artists like John Constable and Banksy.

Both sessions were planned and developed to be fully informative so as to teach students about music and art and museums in an innovative and engaging way by making use of traditional realia, like the turntable, and virtual realia, like the Google Arts and Culture tool.

Now, regarding the results obtained from these two sessions, in general, students seemed interested and motivated to participate, speak, and give their opinion on the matters discussed in class. They even asked for some of the songs to be played again, especially from artist Notorious B.I.G, which numerous students liked. Furthermore, several students were particularly interested in the artist Banksy which creates fantastic pieces of art using graffiti.

Finally, an anonymous questionnaire was created (see Appendix VIII) for 2nd year and 3rd year students of Secondary Compulsory Education with five open-ended questions:

1. Did you enjoy the activities? Yes, or no? Why? Please, explain.
2. Which activity did you like the most? The one with music or the one with museums? Why?
3. Would you like to experience more activities that incorporate real objects such as the ones we have seen in class? Yes? No? Why?
4. How did you feel when doing these activities? Did you think you were attentive, or more motivated to listen to the teacher?
5. Any final thoughts?

Out of 40 students enrolled in 2nd and 3rd year of ESO, only 30 students completed the questionnaire. The other students forgot to bring it or simply were not interested in answering

it. In general, the feedback received was very positive, since most students found the activities interesting and engaging. Nonetheless, each response for the questions mentioned above differs. Some of the students combine English and Spanish, some try to answer them in English, while some directly use Spanish. In order to illustrate different opinions and answers, one example from different students will be given for each question. Nonetheless, in Appendix VIII, the fulfilled anonymous questionnaires will be attached. In total, there will be 10 examples in the table below.

Table 5. Students' opinion regarding the sessions on culture in 2nd and 3rd year of ESO

Course	Question 1	Question 2	Question 3	Question 4	Question 5
2nd year of SCE	“Sí, me han parecido muy divertidas y entretenidas, sin contar que así viví una nueva experiencia en clase”	“The one with music because it was interesting and fun”	“Sí, ya que la experiencia con las actividades cambiaría aunque sea un poco”	“Bien porque estoy motivado en clase y escucho a la profesora”	“Me ha parecido muy buena la convivencia con Lorena, y las actividades que hemos realizado y siendo muy interactiva”
3rd year of SCE	“Sí, son entretenidas y te informan de una forma amena”	“Me gustó más la actividad de la música porque la sentí muy práctica”	“Sí, aprenderemos cultura y arte de forma divertida, aunque hacerlo en virtual también me gustaría”	“He estado muy atento y motivado”	“I hope that this activities never end, it's very fun to learn new things”

Source: Prepared by the author.

Although some students gave vague answers, in general, the ones who took time to reflect upon the sessions, wrote accurate and positive feedback. What is interesting is that all the students answered “Yes” to the first and third question, thus indicating that they enjoyed the activities and the usage of realia in the EFL classroom. Regarding the second question, some students were more interested in the virtual tour, since they enjoy museums and art, while

others were more attracted to the activity with the turntable as they found it practical. In addition, concerning the fourth question, most of them answered that they felt motivated and attentive when listening to the teacher. Finally, for the final comments, some of students asked for more activities involving realia since they found them refreshing and engaging, while others concluded that the learning process felt more motivating and practical.

This section was included in the didactic proposal in order to illustrate that students may be interested and motivated in trying this type of activities with real objects and that at least two sessions of lesson plan proposed could be positively implemented for students of 4th of Secondary Compulsory Education as well, since the opinion of 30 students from 2nd and 3rd year do not differ much from one another.

Although the lesson plan developed for this Master' dissertation is aimed at a different level and a different context, since the target group is 4th year of ESO and the context is middle-class neighborhood with access to technology and the Internet, the activities in this didactic proposal could be adapted to the students' needs in order to offer an inclusive and accessible learning experience.

IV. CONCLUSIONS

Real objects have proven to offer numerous benefits for EFL learners: from providing students with a multi-sensory learning experience to developing their communicative competence through engaging and motivating techniques. In addition, the use of realia also presents great advantages upon improving the students' cultural competences, since real objects are useful for cross-cultural analysis and can be expressions of both highbrow culture and lowbrow culture.

For this purpose, the aim of this Master's Thesis was to create an inclusive didactic plan, for students of 4th year of ESO, which focused on using realia as a means for teaching culture in the English Foreign Language (EFL) classroom. Five cultural fields were chosen in order to encourage the students to participate in the classroom's activities through motivating themes closer to their experience. Similarly, the real objects used for each session were carefully selected in order to bring their full didactic character into the EFL classroom.

Therefore, role-play activities, activities including the efficient use of the ICTs, group discussions, and especially tasks involving the use of real objects were designed in order to strengthen the students' tolerance and empathy towards other cultures and to develop their ability to mediate in real everyday situations in different languages.

Despite not being able to evaluate the effectiveness of this didactic proposal, since it has not been entirely carried out in the EFL classroom, it is possible to assess its limitations and strengths for its characteristics and the types of activities presented. Among the strengths, the activities of the fifth sessions from this lesson plan deal with a variety of topics such as music, gastronomy, festivities and celebrations, video games, and art and museums, therefore covering the teaching of multiple cultural aspects from both lowbrow culture and highbrow culture. This offers the students the possibility to receive factual and objective information

about a culture's most representative literary, musical, and artistic works, but also allowing the students the chance to connect their own culture to the target culture through the analysis of cross-cultural elements found in everyday customs and behaviors. In addition, each of the sessions involves the handling and use of at least one real object which makes the classroom atmosphere more dynamic since the students feel more motivated and engaged to participate in tasks that offer real-life communicative situations and contexts. Besides, most of the activities proposed for this lesson plan require group work or work in pairs which increases the students' civic competence since they will have to work, discuss, and respect each other's opinions and turn to speak. Finally, activities involving the use of technology were elaborated in order to promote the efficient and adequate use of the Internet and to refine the students' digital competence.

Among the limitations, despite the variety of topics included in the didactic proposal, many others such as literature or sports could have been selected for this didactic plan; however due to its extension requirements, it was not possible. Therefore, the topics selected were those that were considered interesting and motivating from the author's point of view. Additionally, as previously mentioned, although two adapted tasks of this lesson plan have been implemented in the EFL classroom during the Master's internship, it would have been more enriching to implement each of the activities proposed in order to see which ones work and which ones need revision or adaptation, taking into account the students' social and educational context. In relation with this, even though this didactic proposal offers an accessible lesson plan, not all the activities would be suitable for every social and educational context since some of them focus on using digital tools or virtual realia. Nonetheless, in general, the real objects brought to the classroom by the teacher or the students themselves are everyday-life objects that could be found in the local supermarket and around the house which gives versatility to this lesson plan. Finally, considering the introduction of realia in the EFL classroom, at first

the students could be overwhelmed with the handling and use of diverse real objects, therefore leading to rejection and not understanding their didactic purpose.

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VI. APPENDICES

Appendix I. Didactic Proposal

Session 1	
Activity 1	
Title	“Let’s Get to Know The Beatles”
Type	Introduction
Timing	10 minutes
Classroom management	Seated individually
Resources	<ul style="list-style-type: none"> - Newspaper and magazine articles on The Beatles - Official merchandising of The Beatles
Aims	<ul style="list-style-type: none"> - To teach English culture in the EFL classroom through the theme of music. - To inform the students about The Beatles and their cultural impact by using real newspaper and magazine articles, pictures, and merchandising.
Description	
<p>For this first task, as this is a knowledge-based activity, the purpose is to present factual and objective information to students for them to process it and internalized it so to gain new knowledge, or to expand previous knowledge, regarding English music.</p> <p>The students will be shown different real objects, including newspaper and magazine articles, pictures about the band and about their fans, as well as merchandising of the band which present objective facts and key information about The Beatles and about “Revolver” (1966), one of their most successful and experimental albums. From this album, the three songs “Yellow Submarine”, “Eleanor Rigby”, and “Tomorrow Never Knows” will be explained in detail in the classroom since they will later have to work with them.</p> <p>Real photos of The Beatles are used in order to show to the students authentic and real materials of the years in which they were active as a band and to make them understand the cultural impact they had in society since they appeared in every newspaper and magazine article and were considered fashion icons for their atypical and vibrant dress style. Allowing the students to read real newspaper and magazine titles as well as seeing the official merchandising produced on The Beatles’ behalf, will give a better understanding of their cultural impact not only in the United Kingdom, but all around the globe.</p> <p>From their beginnings in the 1960s until their split in the 1970s, The Beatles inspired many cultural movements, broke numerous sales and attendance records, and through original lyrics and vibrant melodies they became the ultimate pop/rock phenomenon all around the globe. Furthermore, The Beatles were the pioneers for shifting rock and roll music from</p>	

American dominance to British dominance. This phenomenon is called the British Invasion in the US.

Session 1	
Activity 2	
Title	“What is a Record Player?”
Type	Introduction
Timing	10 minutes
Classroom management	Seated individually
Resources	<ul style="list-style-type: none"> - Record player - Vinyl records - Vinyl “Revolver (1966)” The Beatles - Real instruction manual
Aims	<ul style="list-style-type: none"> - To present to the students the record player and a varied collection of vinyl records. - To inform the students about the function of the record player through real instructions.
Description	
<p>For the second task, the students will be introduced to the record player, to a varied collection of vinyl records, and to “<i>Revolver (1966)</i>”, one of the most experimental albums created by The Beatles before their split in the 1970s.</p> <p>The purpose of this activity is to explain to the students, through the use of real instructions which come in English and in Spanish, how a record player works and its different functions. In addition, it will also be explained why it is still relevant nowadays when other types of advanced technologies can be used. Besides this, the students will also be able to handle and use the vinyl records and the “Revolver (1966)” album. By doing so, they will get the chance to touch, smell, read, and feel both the cover and the vinyl <i>per se</i> and see how every vinyl is special and different from the other.</p>	

Session 1	
Activity 3	
Title	“Play that song!”
Type	Development/Production
Timing	10 minutes
Classroom management	In small groups (four members)
Resources	<ul style="list-style-type: none"> - Record player - Vinyl “Revolver (1966)” by The Beatles - Photocopy of the songs “Yellow Submarine”, “Eleanor Rigby”, and “Tomorrow Never Knows” from the album Revolver (1966) by The Beatles.

Aims	<ul style="list-style-type: none"> - To listen to “Yellow Submarine”, “Eleanor Rigby”, and “Tomorrow Never Knows” from the vinyl “Revolver (1966)” by The Beatles. - To read and understand the lyrics of the three songs.
<p>Description</p> <p>For the third task, as the students have already been informed on how to use a record player and its functions, the teacher proceed by playing the vinyl “Revolver (1966)” by The Beatles. The focus will be put into the three songs the teacher had previously informed the students about which are “Yellow Submarine”, “Eleanor Rigby”, and “Tomorrow Never Knows”. Out of the fourteen songs this album has, these three songs are the most well-known and experimental, therefore the decision to use them.</p> <p>Before playing the vinyl, the teacher will give each group the lyrics of the three songs in order for them to read and understand what they are going to listen to. This will be important for the final task of the session on music since they should be able to grasp the essence and the overall meaning of the song.</p> <p>The record play and the collection of vinyl records, considered traditional realia, will be used in the EFL classroom in order to bring a sense of nearness of the past to the students since they will be given the opportunity of listening to music in the way that the people from the 1960s and the 1970s were able to, that is the period in which The Beatles were active as a band. In addition, allowing students to touch, handle, look through, and play with those real objects, could make them reflect upon how much technology has changed, since nowadays a record player is considered a <i>vintage</i> object as most people listen to music on small and portable devices.</p>	

Session 1	
Activity 4	
Title	“My own vinyl cover”
Type	Development/Production
Timing	15 minutes
Classroom management	In small groups (four students)
Resources	<ul style="list-style-type: none"> - Template of a vinyl cover - Sample of a vinyl cover - Virtual tool Canva
Aims	<ul style="list-style-type: none"> - To use virtual realia to create an imaginative and creative vinyl cover for the songs “Yellow Submarine”, “Eleanor Rigby”, and “Tomorrow Never Knows” from the album Revolver (1966) by The Beatles. - To make correct and efficient use of the ICTs.
<p>Description</p> <p>For the fourth task, the teacher will be closely working with the IT teacher in order to make sure that the students are using the ICTs correctly and efficiently by creating a virtual</p>	

vinyl cover. The students will be moving to the IT classroom so to carry out a task involving virtual realia.

Once they are all seated in front of the computers, the teacher informs them that they are going to use **Canva**, a website with which they are familiar for they use it regularly in the IT class, in order to create an imaginative and creative vinyl cover for one of the three songs they have listened to in the classroom. As there are 6 groups, group 1 and group 4 will get the song “Yellow Submarine”, group 2 and group 5 will get “Eleanor Rigby”, and group 3 and group 6 will get “Tomorrow Never Knows”.

They will be given a template, in case they want to use it, and a sample of a vinyl cover of the song “Yellow Submarine” made by the teacher. They can use whatever elements they want such as texts, colors, templates, and photos, but they should be able to express the essence, that is the vibe, the message, and the feelings of the song, through the cover of the vinyl. They are given 15 minutes to finish this task. Once they are done, one member of the group should send the vinyl cover to the teacher via email in order to be given constructive feedback.

In addition, allowing students to express the essence of the song through an artistic creation makes the learning experience more memorable for they associate with a prop, in this case a virtual prop, the creation of a vinyl cover, and more motivating since they are actively working and must communicate with their peers and decide which elements to use so to make an authentic cover which does justice to The Beatles.

Finally, with this activity we are also promoting the adequate, efficient, and correct use of the ICTs tools, and we are also teaching students that websites used for learning can be entertaining and fun, even for personal use. Furthermore, this activity combines different practices, not only English, but also IT and Plastic Arts which are beneficial for students, since they can get a unified and well-structured lesson and make use of their plurilingual competence, digital competence, and cultural competence.

Session 2	
Activity 1	
Title	“Food Expert”
Type	Introduction
Timing	10 minutes
Classroom management	In small groups (four students)
Resources	<ul style="list-style-type: none"> - Potatoes - Tomatoes - Dough - Spices - Apples - Cheese - Padlet (QR code)
Aims	<ul style="list-style-type: none"> - To use realia to make the students reflect upon the differences and the similarities between the

	<p>Spanish cuisine and the gastronomy from different English-speaking countries.</p> <ul style="list-style-type: none"> - To work on adequately developing the students' contrastive approach.
<p style="text-align: center;">Description</p> <p>For the first task, students will be divided into small groups of four. Then, each group will be given a real item related to gastronomy such as potatoes, tomatoes, dough, spices, apples, and cheese. They will be asked to do the following: two students will have to think about a Spanish dish that incorporates the use of those ingredients, and the other two students will have to think about an English dish which uses the same ingredients, if they know it. For instance, if group 1 is given tomatoes, then a Spanish dish could be gazpacho, and an English dish could be tomato soup.</p> <p>In addition, after having thought of a dish, students will be asked to scan a QR code presented by the teacher in order to complete a Padlet activity in which they will have to state one similarity and one difference between the dishes, without focusing on stereotypes, clichés, and prejudices. The similarities and differences should be objective, without students giving any personal evaluation or analysis.</p> <p>This activity is done on the one hand in order to revise the students' prior knowledge on the topic of food, and to work on developing the contrastive approach without recurring to stereotypical thinking. Instead, students should be able to state coherent and factual similarities and differences which do not lead to prejudices.</p> <p>Realia is used to allow the students to make use of their kinesthetic and tactile technique in order to give them the opportunity to associate a specific real and tangible food item with a dish from their own culture and a dish from the foreign culture. In addition, allowing the students to discuss among themselves and state one difference and one similarity will develop their civic competence since they have to respect each other's opinions and turn to speak, and their communicative competence since they will have to speak in English and be understood and understand the others.</p>	

Session 2	
Activity 2	
Title	"Unique Dishes"
Type	Introduction
Timing	15 minutes
Classroom management	In small groups (four students)
Resources	<ul style="list-style-type: none"> - Canva presentation
Aims	<ul style="list-style-type: none"> - To teach culture in the EFL classroom through the theme of gastronomy. - To teach empathy and tolerance towards different culinary traditions different from our own.
Description	

For the second task, the students will be **presented** with and **informed** about the **gastronomy** of distinct English-speaking countries. They will learn about eight key dishes from Australia, Canada, South Africa, Ireland, New Zealand, Jamaica, the United States, and the United Kingdom.

The dishes are the following: vegemite from Australia, poutine from Canada, bobotie from South Africa, stew from Ireland, meat pie from New Zealand, ackee and saltfish from Jamaica, hamburger from the United States, and fish and chips from the United Kingdom. Each dish has a brief description of its ingredients because students should focus on that in order to create their own fusion dish for the third activity.

This activity is important since it presents non-mainstream dishes and gives visibility to the cuisine of other English-speaking countries besides the United States and the United Kingdom to help the students to broaden their mindset and their perspective, to promote empathy and tolerance towards foreign cultures, and to acquire new and useful knowledge.

Session 2	
Activity 3	
Title	“MasterChef Spain”
Type	Development/Production
Timing	10 minutes
Classroom management	In small groups (four students)
Resources	<ul style="list-style-type: none"> - Food flashcards - Sample of a fusion dish - Vegetables - Vegemite - Maple syrup - Spices - Cheese - Pans - Table cloths - Cutlery sets
Aims	<ul style="list-style-type: none"> - To teach English culture in the EFL classroom through the theme of gastronomy. - To use realia to make the learning process more real, motivating, and imaginative. - To present to students with real-life communicative situations.
Description	
<p>For the third task, students are asked to create a fusion dish combining the cuisine from the English-speaking countries presented to them in the previous activity, and the Spanish cuisine.</p> <p>The teacher informs the students about the activity which focuses on efficient group work, imagination, creativity, and authenticity.</p>	

The students will have to **create a fusion dish** either by choosing a complete dish from any of the English-speaking countries presented, as for example combining Poutine from Canada with another Spanish dish such as Paella, or by combining loose ingredients of different dishes, such as carrots, potatoes, distinct spices, cheese, and onions. The main goal of the task is to make a creative and original fusion dish which will make the essence of both cultures shine, taking into account each of the countries' individuality and unique ingredients.

The purpose of this activity is to make students think and reflect upon what they have learnt about the gastronomy of the different English-speaking countries presented to them. With this task, we are not only practicing empathy and tolerance towards other cultures, but we are also respecting and understanding their culinary tradition since students are given the description of the ingredients used and a brief definition of each dish.

By bringing real objects to the classroom such as vegetables, vegemite, maple syrup, spices, and cheese, we are allowing the students to use their five senses, in particular the sense of smell, sight, and touch, in order to fuel their imagination and creativity when creating the fusion dish. In addition, by bringing pans, table cloths, and cutlery sets to the EFL classroom we can make a **realistic set up** to make them feel as if they were actually in the real MasterChef program.

Finally, with this activity based on group-work and creativity, students acquire the cultural information about mainstream and non-mainstream culinary traditions in an easier and more engaging way, since they are taking an active role in the learning process.

Session 2	
Activity 4	
Title	“Fusion Dish”
Type	Development/Production
Timing	15 minutes
Classroom management	In small groups (four students)
Resources	<ul style="list-style-type: none"> - Internet - Links to real fusion restaurant menus
Aims	<ul style="list-style-type: none"> - To create a poster that explains in detail the main characteristics of the fusion dish created in the previous task. - To use the Internet efficiently to look for real fusion restaurant menus in order to use as an example to define the own fusion dish.
Description	
<p>For the fourth, and final, task, the students will be asked to create a poster in which they should explain in detail the fusion dish they have created. That is what ingredients they have used, what their dish is supposed to taste like, if it can be eaten by everyone or not, and finally an illustrative example of what that dish would look like if it were to be recreated in real life. This could be a drawn picture, a photo, a collage, etc.</p>	

They can use **technology**, that is their cellphones or tablets, and even the computer of the classroom in order to search for examples of real menus from fusion restaurants to see how they describe the dish and the ingredients used. For this reason, the teacher will provide them with digital links to several fusion restaurants.

The main characteristics of fusion dish should be explained cohesively and coherently in no more than 90 words. As there are four students in each group, this length is adequate. However, probably students would not be able to finish the poster in the classroom, for there are numerous elements to be discussed and thought about, so the teacher will allow them to submit the poster by email before the next session dedicated to culture in two weeks.

The purpose of this activity is to make the students use language adequately to provide a clear and correct description of the fusion dish created in the previous task. In this case, realia are used to allow students to see examples of descriptions of fusion dishes from real restaurants. This could serve as an inspiration for their own poster and also to expand their knowledge on the topic. Furthermore, we are also promoting efficient use of technology and refining the students' digital competence.

Session 3	
Activity 1	
Title	“Festivity-yey”
Type	Introduction
Timing	10 minutes
Classroom management	Seated individually
Resources	<ul style="list-style-type: none"> - Leprechaun hat - Feather headdress - Broom - South African necklace - Maple leaf - Witch hat
Aims	<ul style="list-style-type: none"> - To use realia from six distinct English-speaking countries in order to make the students associate the festivity with a specific real object.
Linguistic input	
<p><i>Good morning, everyone! Welcome to today's class. I brought some interesting objects for you today. I am going to present to you six real objects from different English-speaking countries. I want you to tell me two things, first, which country you associate the real object with, and second, which festivity and celebration come to your mind upon seeing it. We are going to do a brief brainstorming activity with it. Should we start?</i></p> <p><i>First item. A Leprechaun hat! What do you think about this? Which words or country come to your mind?</i></p> <p>...</p>	

Ok! Ireland... What about any festivity you associate with Ireland? Can you name at least one?

...

Great! Saint Patrick's Day! This is a very popular festivity. There you go. You can touch the hat. Remember to pass it to your peers.

...

Second item. This one is a little bit more difficult, but perhaps some of you may know it. It is a feather headdress! What words come to your mind when you see this? Also, do you know which country does this piece come from?

...

This headpiece is from New Zealand. Can someone tell me where is this country located?

...

Do you know any festivities from New Zealand? If you do not know, do not worry, we will learn about it.

...

So, the festivity is called Waitangi Day! And the words you have mentioned are correct!

....

Third item. A broom! I know it is a little bit weird to bring a broomstick to the English class, so, why do you think I brought it? Which country do you associate it with?

...

This real object is related to Jamaica. Do you know any festivities from this country?

...

The festivity will learn about is called Labour Day. What words come to your mind now that we have seen a broomstick and the festivity is called Labour Day?

...

Ok. I see some interesting opinions. Perhaps it is related to cleaning as some of you say. We will see it soon. Remember to pass the objects so you can all touch them and see them closely.

...

Fourth item. This one is a very special item. A necklace! Can you see all the colors? It is impressive, right? Where do you think this colorful necklace comes from?

...

I will give a clue. This country is located in the south of Africa. Can you guess it now?

...

Yes! It is South Africa! Good! What words come to your mind when speaking about South Africa?

...

Yes! Colorful clothes and jewelry, great food, warm weather... Great! Do you know any festivity from South Africa?

...

So, the festivity we will be learning about is called Heritage Day! Can you guess what it is about just by the name?

...

Yes, you are right! It has to do with cultural aspects.

...

Fifth item. A maple leaf. This is an easy one! Can you guess which country is it from?

...

Yes, it is Canada! Can you name other key elements from the Canadian culture?

...

Very good! Maple syrup! So, could you name one important Canadian festivity? I will give you a clue. The festivity we will learn about is also celebrated in the United States, and both involve turkey.

...

Yes! It is Thanksgiving. Good! I brought a maple leaf to the classroom because this is one of the most representative elements of Canadian culture along with maple syrup.

...

Ok. Last but not least, the sixth element. A witch's hat! Probably most of you will get this right. Which festivity do you associate it with?

...

Yes! Halloween! Correct. Which country is very popular for celebrating Halloween? Do you know?

...

The United States! Yes! I see that you are very well-informed. What words come to your mind upon hearing Halloween? For me, it would be “trick or treat”

...

Great! You guys did amazing in this brainstorm activity. I see you are well-informed on this topic, but let us learn key information about the festivities I have mentioned. When you are done touching the objects, please put them on my desk. Be careful with them!

Description

For the first task, the teacher will bring real objects to the EFL classroom such as a Leprechaun hat, a feather headdress, a broomstick, a South African necklace, a maple leaf, and a witch’s hat in order to create an engaging **brainstorming activity** in which students will have to guess from which country and with which festivity a specific real prop is related to.

The teacher will allow the students to manipulate and play with each of the objects brought to the classroom to activate any prior knowledge that they might have on the subject.

For each item, the teacher will give two minutes for the students to say different words they associate that specific object with and she will write them on the blackboard. For instance, the teacher will be holding the leprechaun hat and students will probably say words such as Ireland, Saint Patrick’s Day, party, leprechaun, etc.

Then, she will ask the students from which country they associate that object with and what festivity comes to their mind when looking at and touching the real prop.

Realia are used in order to allow students to **associate a specific festivity with a real object** even before learning about it. Some of the props, such as the maple leaf or the witch’s hat are easy to relate to a country and even a festivity since they are popular celebrations known all around the globe. However, bringing to the EFL classroom a real item such as a broomstick might engage and motivate the students to guess from what country and which festivity or celebration could a broomstick be related to.

Session 3

Activity 2

Title	“Six festivities”
Type	Introduction
Timing	15 minutes
Classroom management	Seated individually
Resources	<ul style="list-style-type: none"> - Leprechaun hat - Feather headdress

	<ul style="list-style-type: none"> - Broom - South African necklace - Maple leaf - Witch hat - Poster about the festivities and celebrations from six different English-speaking countries.
Aims	<ul style="list-style-type: none"> - To teach culture in the EFL classroom through the theme of festivities and celebrations. - To use realia in order to create a visual relationship between the real and tangible objects presented to the students and the information explained.
<p><i>Linguistic input</i></p> <p><i>As you can see, today we are going to present and get some information about some festivities in different English-speaking countries. Perhaps you already know some of them, such as Halloween, but do not worry because I am sure that you are going to learn something new in this session. Are you ready?</i></p> <p>...</p> <p><i>Do you remember what festivity was associated with the Leprechaun hat? Try to guess.</i></p> <p>...</p> <p><i>Yes! The first festivity is Saint Patrick's Day, from Ireland, celebrated on the 17th of March. I am sure most of you already know about this festivity. But, you should be aware of the fact that on this day Irish people actually commemorate Saint Patrick and the arrival of Christianity in Ireland. Besides, they also celebrate the heritage and culture of the Irish in general.</i></p> <p><i>All we see is generally a lot of people drinking and having fun on the streets of Dublin, dressed with green colors and Leprechaun hat, such as this one, and ginger beards, but the truth is that this festivity is religious. Did you know that? What do you think about it?</i></p> <p>...</p> <p><i>Ok. Now for the feather headdress piece, remember the country we associated it with?</i></p> <p>...</p> <p><i>Yes! It is New Zealand! The second festivity is Waitangi Day, from New Zealand, celebrated on the 6th of February. Maybe you have never heard of this festivity, but it is actually a key day in this country. On the 6th of February, representatives of the British Crown and over 500 Māori chiefs signed what is often considered to be New Zealand's founding document in what is known as the Treaty of Waitangi, signed in 1840.</i></p> <p><i>Natives from New Zealand dress up in traditional costumes filled with tribal ornaments, such as this feather headdress piece, and dance and sing in the streets of Wellington, the capital city. They usually eat hangi, typical Maori food, perform kapa haka, one of the</i></p>	

popular dances of this country, and plant trees to commemorate the coming together of people. Did you know about this? I think it is an interesting festivity!

...

Now, the broomstick! What did we say about this item? Where was it used?

...

Yes! It was from Jamaica! The third festivity is Labour Day, from Jamaica, celebrated on the 23rd of May. This day celebrates a rebellion in 1938 led by the Jamaican, Alexander Bustamante, against the domination of the United Kingdom. This rebellion contributed to Jamaica's independence which was finally obtained in 1962.

Nowadays, Jamaican people would spend this festivity getting involved in local community work by dedicating their time and labour to clean and improve public areas, using items such as this broomstick, as well as painting or repairing an old house. I think this holiday is great! I would like for this to also happen in Spain! What about you? What do you think?

...

This colorful and vibrant necklace was from a country in the south... Could anyone tell me which country was that?

...

Yes! It was South Africa! The fourth festivity is Heritage Day, from South Africa, celebrated on the 24th of September. This festivity recognizes important cultural aspects of South African culture such as their historical inheritance, language, food, dances, and also creative expressions. Various events and performances are staged throughout the country to celebrate the many cultures that make up the population of this country. They usually dress with typical garments and wear jewelry such as this colorful necklace.

What do you think about this? I think this is great. You get to know and experience a huge cultural diversity.

...

What about this maple leaf? Remember which country this maple leaf is associate with?

...

Correct! To Canada! The fifth festivity is Thanksgiving, from Canada, celebrated the second Monday of October. As you may know, this tradition of celebrating Thanksgiving is also American, but they are celebrated on different dates. While in the United States it is celebrated on the fourth Thursday of November, as I previously said, in Canada it is celebrated on the second Monday of October. This is because the Canadian harvest would be complete around October and not November. They have in common that both commemorate the harvest and thank God for the blessings of the past year.

They eat roasted turkey, mashed potatoes with gravy, sweet corn, pumpkin pie, and other fall vegetables such as brussels sprouts or pumpkins. And of course, maple syrup! That is why this maple leaf is important! Another question... Have you ever eaten roasted turkey? I have!

What do you think of Thanksgiving? Should it also be celebrated in Spain?

...

Ok, what we can say about this witch hat? What festivity and country do we usually relate it to?

...

Great! The sixth, and final, festivity is Halloween, from the United States, celebrated on the 31st of October. This is a popular festivity we all know, right? Although we do not really celebrate it in Spain, other countries really love it. They get dressed up as witches, using hats like this one, monsters, ghosts, characters from pop culture, and incorporate other incredible and fantastic elements in order to look terrifying.

This tradition actually has its origins in the Samhain among the Celts of ancient Britain and Ireland. Therefore, it is not an American festivity per se, but American people are the ones that incorporated it in their culture the most, although modified from the original festivity, since the Samhain festival commemorated the souls of those who had died. Celts made bonfires in order to frighten evil spirits and the souls of their people were believed to return to visit their homes and then start the journey to the otherworld.

Different from what we imagined, right? The important thing is that you remember that Halloween in the United States is a sort of adaptation from what it originally was.

So, what do you think about this? Did you learn something new? Do you think you retain information better if you have a specific object in mind?

...

Ok. Now that you know more about the culture of these countries, let us move onto the next activity!

Description

For the second task, after having completed the brainstorming activity with each of the objects presented in the previous task, the students will be **informed** about the festivity and the country associate with every real object.

The teacher will still use the same real objects as in the previous activity, but will also work with the poster, prepared by her, to create **a visual and tangible relationship** between what is being taught and what is being seen and touched in the EFL classroom. For instance, if she starts speaking about Jamaica and about Labour Day, she will manipulate and show the broomstick to allow the students to see the relationship between Labour Day and the broomstick brought to the classroom. The same will happen with the other five real objects.

The three festivities Saint Patrick’s Day, Halloween, and Thanksgiving were selected to activate prior knowledge about them and inform about and solve any type of stereotypes that students might have. For instance, a stereotype could be that Halloween has its origin in the United States or that Thanksgiving is celebrated on the same day in Canada and in the United States.

The other three festivities Waitangi Day, Labour Day, and Heritage Day were selected to teach students about non-mainstream festivities from Jamaica, South Africa, and New Zealand. Most of these countries have an impressive cultural heritage to share, and it is important to raise awareness, tolerance, and respect for diversity since understanding between cultures is a means to achieve sustainable development, prosperity and peaceful coexistence worldwide.

The teacher will explain each of the festivities focusing on key points, that is on why the festivity is important, how they celebrate it there, and when it is celebrated. By using realia, we can make sure that the learning process is more **meaningful and personalized** since the students are able to relate a festivity or celebrations with a real object and not with an abstract idea or concept.

Session 3	
Activity 3	
Title	“Cultural Shock”
Type	Development/Production
Timing	10 minutes
Classroom management	In small groups (four students)
Resources	<ul style="list-style-type: none"> - Cards with a problem related to cultural aspects for each group - Example of a mediation dialogue
Aims	<ul style="list-style-type: none"> - To refine the students’ communicative competence through the creation of a mediation dialogue. - To work on the students’ respect and tolerance towards other cultures. - To broaden the students’ perspective so as to avoid prejudices.
Linguistic input	
<p><i>So, for today’s session, we are going to do a role-play activity. I know you love those... I am sure you will enjoy it so, please, listen carefully.</i></p> <p><i>As you already know, our culture is quite different from the culture of the countries we have seen in the previous activity. For instance, we do not celebrate Thanksgiving or Waitangi Day, therefore we do not eat roasted turkey on the second Monday of October, or dance in tribal costumes while eating typical Maori food.</i></p> <p><i>Although each culture has distinctive features and shines for its uniqueness, there are also significant differences which could cause a cultural shock when traveling abroad to any of these countries, or even other countries. For this reason, we, as learners of English as</i></p>	

a second language, should be able to adapt, overcome, and finally understand any type of problem, difficulty, or inconvenience, that may arise between our culture and theirs. Moreover, we should be able to mediate and find a solution to any possible encounters between us and them.

How can we do this, then? Well, each one of the six groups will get a card with a cultural problem that may arise due to various circumstances. Each problem is related to a country and a specific cultural aspect we have seen in the presentation. Therefore, if you get Ireland, the problem will probably be related to Saint Patrick's Day. The same happens with the remaining five countries. Understood?

Now, I want you to read the card, understand it, think about it, and then prepare and write a dialogue in which you have to solve said problem. You are going to be the mediators between two cultures. So, in order to make it more realistic, after finishing the written dialogue, you are going to use the props from the countries we have seen in order to get into the role and simulate a real-life communicative situation which might occur to you if you travel abroad.

As you can see in the blackboard, you have an example of a mediation dialogue you can use as a guide in order to create your own. Please, be original.

The dialogue should be brief, so, please be direct. Do not write more than 90 words. Once you have finished, we will dedicate the last 15 minutes of the class to present the dialogue. If you do not have time to present your dialogue today, do not worry because we will continue doing it in the next English class.

Remember to write the dialogue on a single white sheet of paper so I can correct and check your written production.

You have 10 minutes to write your dialogue. Time starts now! If you have any questions, or need help, let me know.

Description

For the third task, students are asked to **mediate** between a conflict emerging between a Spanish couple and a couple, a person, a group of people, and similar, from any of the six English-speaking countries presented in the latter activity.

Students will be randomly divided into six groups of four. Then, each group will be given a **card with a problem**, inconvenience, or a cultural shock between their own culture and the foreign culture (see Appendix IV).

Students from 4th of Secondary Compulsory Education are familiar with creating dialogues, thus they do not find many difficulties in this type of task. Also, the teacher will be helping them and giving them ideas on how to solve each particular cultural conflict.

Each conflict has been carefully selected as the main aim of the activity is to present to students a **real-life communicative situation** which might occur outside the English classroom when visiting a foreign country. In addition, the secondary aim of the activity is to teach tolerance towards other cultures' traditions and adaptability.

Through this **role-play activity** which focuses on the creation of a mediation dialogue, students will be able to, on the one hand, understand and empathize with a foreign culture, and on the other hand, work on and improve their communicative competence, specifically their written production, and mediation techniques.

Session 3	
Activity 4	
Title	“Mediators”
Type	Introduction
Timing	15 minutes
Classroom management	In small groups (four students)
Resources	<ul style="list-style-type: none"> - Leprechaun hat - Feather headdress - Broom - Termite plush - Maple syrup - Turkey plush - Witch hat - Sweets
Aims	<ul style="list-style-type: none"> - To use realia to recreate a real-life communicative situation. - To refine the students’ communicative competence through the creation of a mediation dialogue. - To work on the students’ respect and tolerance towards other cultures. - To broaden the students’ perspective so as to avoid prejudices.
Description	
<p>For the fourth task, the students will be asked to present to the rest of the class the dialogue they have prepared on the third task. They will have 15 minutes to present it, and the groups who will not be able to do it will continue in the next English class.</p> <p>Realia will be used in this task in order to make the role-play activity more realistic for each group. Although this sentence might sound redundant, the real materials used in this activity will allow the students to put themselves in someone else’s position and understand their feelings, whether it is frustration, cultural shock, annoyance, inconvenience, or simply misunderstanding. For instance, the student wearing the feather headdress piece, which is connected to the Waitangi Day festivity, will understand how frustrated a person could feel if someone else was to break this traditional element. Similarly, the students seating at a table in a restaurant and being presented with a termite snack, in this case a termite plush, will feel confused since in their country this type of food is not usually eaten.</p> <p>Creating a situation as real as possible via the use of real materials is beneficial and engaging for students since they get to touch, feel, and see what the objects from a</p>	

particular culture and country look like, and learn in a fun and motivating way about key traditional elements from six foreign countries. In addition, with this activity we allow the development and refinement of the students' **intercultural communicative competence** for they are working as mediators between two cultures, and also because they are using **English as lingua franca** to solve a conflict.

Session 4	
Activity 1	
Title	“Game On!”
Type	Introduction
Timing	15 minutes
Classroom management	In pairs
Resources	<ul style="list-style-type: none"> - Nintendo Switch Lite - PSP Portable - Video games (brought by the teacher) - Video games (brought by each student) - Example of a dialogue in pairs about video games.
Aims	<ul style="list-style-type: none"> - To allow students to bring their own real material(s) to the EFL classroom to convey their likes and preferences to their peers and to the teacher. - To promote work in pairs as to practice and refine the students' civic competence. - To work on the students' communicative competence.
Description	
<p>For the first task, students were previously informed that for the cultural session on video games they were required to bring their favorite video game(s) to the classroom in order to talk about it with a fellow classmate.</p> <p>The teacher will bring two consoles, the Nintendo Switch Lite and the PSP Portable, and her own favorite video game as well as more examples in case some of the students forget to bring their own. This is to show students how much the format of consoles and videogames has changed through time and make them think and reflect upon possible future changes in this sector.</p> <p>After a brief discussion, the students will be randomly paired and the teacher will project on the white screen an example of a dialogue about video games to help students in general and particularly those students who are perhaps more shy and do not know how to start a conversation.</p> <p>Each student will talk about their favorite video game for approximately five minutes and then change places with another student to make sure that everyone has been able to talk to everyone, or almost everyone.</p>	

In addition, the teacher will walk by every pair in order to listen to the conversation and comment on it, whether asking further questions or just giving an opinion.

The main purposes of this activity are on the one hand to allow students to **express themselves**, their likes and preferences through the usage of a real material(s) in the EFL classroom, in this case a video game, and on the other hand, to give students the ability to practice and refine their **communicative competence** by making adequate use of grammar. In addition, by promoting pair work in the classroom, we are also making sure that each student gets the chance to speak and to be heard by fellow classmates therefore contributing to a peaceful atmosphere and coexistence.

In addition, video game cases are useful props in the EFL classroom since they contain useful information about the game such as a brief synopsis, in-game pictures, explanations about how to play the video game, the video game's genre, the recommended age for playing it, and other key elements which might contribute to buying the game. Besides this, if one of the students has not heard about a particular videogame, through seeing, touching, feeling and reading what is on the videogame's case they can decide whether they would play it or not.

By allowing students to bring their own realia to the classroom we are giving them the opportunity to actually speak about something they like and enjoy which will definitely be more motivating and engaging for them.

Session 4	
Activity 2	
Title	“Gaming Education”
Type	Development/ Production
Timing	15 minutes
Classroom management	Seated individually
Resources	- Canva presentation
Aims	<ul style="list-style-type: none"> - To teach English culture in the EFL classroom through the theme of videogames. - To inform students about the benefits of using video games in the EFL classroom for educational purposes. - To reduce stereotypical thinking and prejudices against video games in the educational context. - To educate students on the cultural values transmitted by video games.
Description	
<p>For the second task, the students will be presented with key information about the benefits of using video games in the educational context, in this case, in the EFL classroom. Furthermore, they will also be informed about cultural values that could be transmitted through the use of video games.</p> <p>Video games have significantly evolved in nowadays society, going from being a simple hobby to having an educational nature among its uses. Although many people have</p>	

prejudices against them, video games help improve memory, logic, and concentration as they make children, young adults, and adults pay attention for a long span of time (Iberdrola, 2022).

In addition, video games promote and develop important skills such as coordination, motor skills and spatial orientation. These visual-spatial skills are useful in professions such as engineering, architecture, art, and design.

It is important to raise awareness, clarify, and break stereotypes against video games to make students understand that something they enjoy and like is not bad and useless, but the complete opposite; it can be used as an educational and creative tool not only in the EFL classroom, but also in Mathematics and other subjects. As this didactic plan focuses on teaching culture, the students will also be presented with and informed about video games that promote cultural values and are an expression of a country's folklore.

Session 4	
Activity 3	
Title	“Pasapalabra”
Type	Development/ Production
Timing	20 minutes
Classroom management	In small groups (four students)
Resources	<ul style="list-style-type: none"> - Nearpod (filled at home by students) - “Pasapalabra” game with video games - Buzzer - Timer
Aims	<ul style="list-style-type: none"> - To use realia to recreate a realistic television set similar to “Pasapalabra”. - To work on the students’ communicative competence. - To promote group work and respect towards fellow classmates.
Description	
<p>For the third task, all the students will be divided into six groups of four and will play the classic Spanish game “Pasapalabra”, in English. They were previously asked to fill a Nearpod mural with their favorite video games, genres, and characters, therefore the words of the “Pasapalabra” game are extracted from the Nearpod mural completed by the students. For instance, with the letter F, the definition will be: Famous game in which you have to survive 14 days in a post-apocalyptic world. The correct answer will be Fortnite, a popular game played by many children, young adults, and even adults.</p> <p>As we are using real objects in order to replicate the real show, the teacher will bring a buzzer and a timer to the classroom in order to make this experience as realistic as possible for the students. The group who wins will get the chance to show a gameplay of their favorite video game to the rest of the class.</p> <p>Students should relax and enjoy the activity, and above all see that video games can be useful educational tools since with the “Pasapalabra” game the students can practice</p>	

reading comprehension skills, for they are asked to read the definition in order to answer, and **oral production skills**, as they are required to speak and state the correct answer. Also, we are working on the students' civic competence for they will have to communicate efficiently within their own group in order to answer correctly and respect other groups' turn to speak.

Session 5	
Activity 1	
Title	“Virtual Tour”
Type	Introduction
Timing	15 minutes
Classroom management	Seated individually
Resources	- Virtual tool Google Arts and Culture
Aims	<ul style="list-style-type: none"> - To teach English culture in the EFL classroom through the theme of art and museums. - To use virtual realia so as to promote efficient and adequate use of the ICTs. - To work on the students' digital competence. - To present different authors and paintings not only from English-speaking countries, but from all around the world.
Description	
<p>For the first task of the last session, the teacher will use the tool Google Arts and Culture in order to do a virtual tour of various museums such as then the Museum of Modern Art, in New York, the Van Gogh Museum, in Amsterdam, The National Gallery of Art, in Washington DC, the Museo Sorolla, in Madrid, The Art Institute of Chicago, in Chicago, and The National Gallery of London, in London.</p> <p>By using this virtual tool, students will be able to enter any of the museums mentioned above and with the “street view” option they can walk around as if they were actually there. Besides, by clicking on any of the paintings, they can read about the author, where it was painted, what artistic styles it belonged to, when it was painted, and more elements. In fact, if students were to download the official app by Google, with the Art Projector option, they could see what the painting looks like in real life.</p> <p>The students will be given key information and facts about American artists Mary Cassatt and Georgia O’Keeffe, and British artist Banksy. Moreover, they will also refine their knowledge on recognized painters such as Vincent Van Gogh, Claude Monet, Gustav Klimt, Frida Kahlo, and Spanish painter Joaquín Sorolla.</p> <p>With this activity students will be able to learn and refine factual information regarding artists and paintings not only from English-countries, but also from their own country and different countries from all around the globe. In addition, with the use of virtual realia, on the one hand, students will be able to experience a realistic tour of interesting museums for free, and on the other hand, to improve their digital competence by making smart and efficient use of the ICTs.</p>	

Session 5	
Activity 2	
Title	“Geo Artwork”
Type	Development/Production
Timing	10 minutes
Classroom management	Seated individually
Resources	- Virtual tool Google Arts and Culture (Geo Artwork game)
Aims	<ul style="list-style-type: none"> - To use virtual realia to expand the students’ knowledge on art. - To use virtual realia to promote efficient and adequate use of the ICTs. - To work on the students’ digital competence. - To successfully complete the Geo Artwork game.
Description:	
<p>For the second task of the last session, by using the virtual tool Google Arts and Culture, all the students in the EFL classroom will play the “Geo Artwork” game with the teacher. This game is about guessing where a total of five artworks were created through placing the cursor on the specific country. The students can also get clues such as the paintings’ name and the name of the artist in order to make it easier to guess where the artistic piece is from.</p> <p>This activity involving gamification and virtual realia will be used to order to further refine on the one hand, the cultural competence of the students regarding art and museums for this game includes artistic pieces from all around the world, and on the other hand, the digital competence since they should be able to accurately use the virtual tool to adequately complete the game.</p>	

Session 5	
Activity 3	
Title	“Cultural Crossword”
Type	Development/Production
Timing	10 minutes
Classroom management	In pairs
Resources	- Virtual tool Google Arts and Culture (Cultural Crosswords game)
Aims	<ul style="list-style-type: none"> - To use virtual realia to expand the students’ knowledge on art. - To use virtual realia to promote efficient and adequate use of the ICTs. - To work on the students’ digital competence. - To successfully complete the Cultural Crosswords game.
Description	

For the third task, by using the **virtual tool Google Arts and Culture**, all the students in the EFL classroom will play the “Cultural Crossword” game by themselves using their cellphones. This game is about completing in a crossword that focuses on the topic of art. There are other topics such as science and technology, fashion, nature, and even geography. Nonetheless, as this session is based on art and museums, the students will play the one centered on art.

The crossword is formed by 25 words related to different artistic creations, such as paintings, sculptures, and movements. The students do not have to complete it, but they could try to respond to the ones they are familiar with and acquire new knowledge by getting clues about the ones they did not know about.

Just as the previous activity, this task involves virtual realia and gamification used in order to refine the students’ prior knowledge on the topic of culture and to help them acquire new information in a new and engaging way. In addition, this activity also promotes the efficient and adequate use of the Internet, since the students are using the virtual tool with a didactic purpose.

Session 5	
Activity 4	
Title	“Insta-art”
Type	Development/Production
Timing	15 minutes
Classroom management	Seated individually
Resources	- Virtual tool Google Arts and Culture
Aims	- To promote efficient and adequate use of the ICTs through the creation of an Instagram post. - To allow students to express themselves as well as their likes and preferences regarding art and culture through the creation of an Instagram post.
Description	
<p>For the fourth task of the final session, students are asked to use the virtual tool Google Arts and Culture in order to browse its contents and find a painting, a sculpture, a photograph, or any type of artistic expression they are interested in. Then, they should create an Instagram post where they express the reason why they have chosen that piece in particular, a brief description of it, a fact about the artists’ life, and how it made them feel personally. They can upload as many pictures or videos as they like. When finished, students should share the link to the Instagram post with the teacher via email in order to be given feedback.</p> <p>With this activity, students are given the chance to write about their likes and preferences using one of the most popular social media apps, Instagram. By using virtual realia, in this case, we can teach students that some of the apps that they use every day can be also used to share interesting information with their peers, in concrete, about art. Besides, by allowing them to explore the virtual tool Google Arts and Culture and choose their</p>	

favorite piece, we encourage students' autonomy. In addition, we are also refining students' **digital competence** since, on the one hand, we are promoting **smart use** of the Internet, and on the other hand, we ask students to use this digital tool to summarize information they have found online.

Appendix II.

Activity 1.

Newspaper and magazine articles on The Beatles



Source: The Beatles in The News

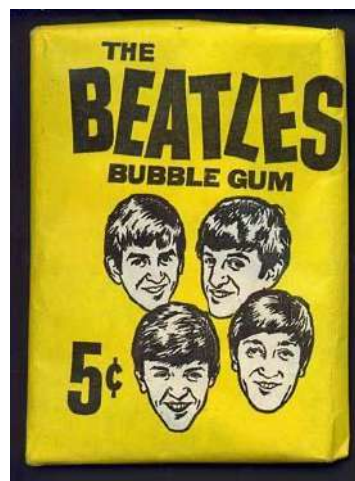


Source: The Beatles in The News



Source: The Beatles in The News

Official merchandising of The Beatles



Source: Mind Smoke Records



Source: Mind Smoke Records



Source: Mind Smoke Records

Activity 2.

Record player and a collection of vinyl records



Figure 1. Turntable, vinyl “Revolver (1966)” by The Beatles and other vinyls. Source: The author’s personal collection.

Vinyl “Revolver (1966)” The Beatles



Figure 2. Vinyl “Revolver (1966)” by The Beatles. Source: The author’s personal collection.

Instruction manual on how to use a record player

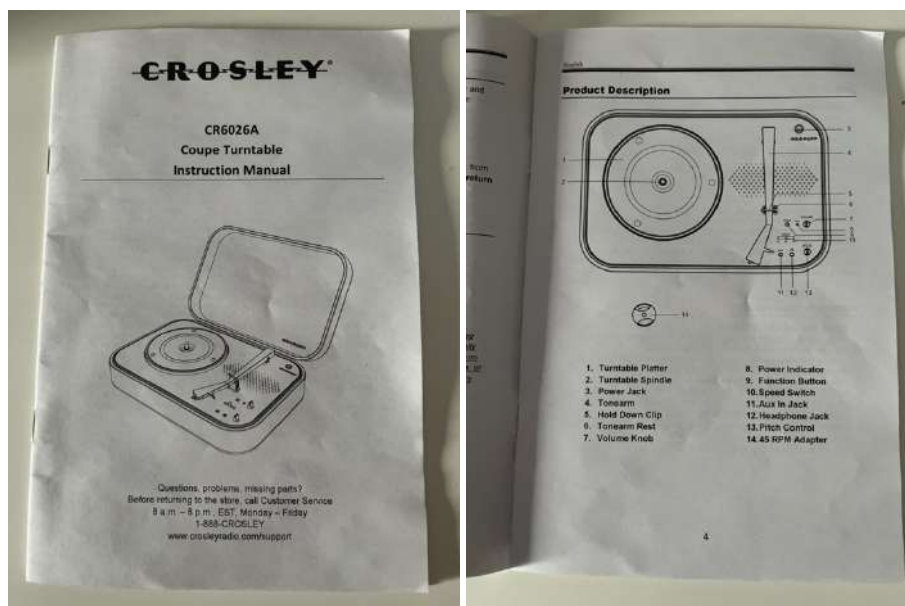


Figure 3. Instruction manual on how to use a record player. Source: The author’s photograph.

Activity 3.

Lyrics of “Eleanor Rigby”, “Yellow Submarine”, and “Tomorrow Never Knows”

https://www.canva.com/design/DAFBo9c9EZE/hlutK4VVkJigVepLBrVHeQ/view?utm_content=DAFBo9c9EZE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Activity 4.

Template vinyl cover

https://www.canva.com/design/DAFBo_IPA9o/o6poPT3fSEE7bT1uAGSPng/view?utm_content=DAFBo_IPA9o&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Sample vinyl cover made by the teacher

https://www.canva.com/design/DAFAH7Wtejc/eZdyDNkOmmaeswBIVbYkpA/view?utm_content=DAFAH7Wtejc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix III.**Activity 1.**

Potatoes



Figure 4. Potatoes. Source: The author's photograph.

Tomatoes



Figure 5. Tomatoes. Source: The author's photograph.

Dough



Figure 6. Dough. Source: The author's photograph.

Spices



Figure 7. Spices. Source: The author's photograph.

Apples



Figure 8. Apples. Source: The author's photograph.

Cheese



Figure 9. Cheese. Source: The author's photograph.

Link to the Padlet platform: <https://padlet.com/lorenalh123/qaxkq7g64r1cq2zx>



Activity 2.

Canva presentation on gastronomy

https://www.canva.com/design/DAFASkMa_EU/opJpSz_-zF4yPv0zflPweg/view?utm_content=DAFASkMa_EU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Activity 3.

Food flashcards

https://www.canva.com/design/DAFAXt1z3Vw/mMIC50hxmrQDaulu_SX0_Q/view?utm_content=DAFAXt1z3Vw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Sample of a fusion dish

https://www.canva.com/design/DAFBpEeoVa0/42Xt5nqpHbiN6IBKDH73LA/view?utm_content=DAFBpEeoVa0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Vegetables



Figure 10. Diverse vegetables. Source: The author's photograph.

Vegemite



Source: Dreamstine

Maple syrup



Source: Dreamstine

Spices



Figure 11. Different spices. Source: The author's photograph.

Cheese



Figure 12. Cheese. Source: The author's photograph.

Pans



Figure 13. Pans. Source: The author's photograph.

Tablecloths



Figure 14. Tablecloths. Source: The author's photograph.

Cutlery set



Figure 15. Cutlery set. Source: The author's photograph.

Annex IV.

Activity 1.

Leprechaun hat



Source: Dreamstime

Feather headdress



Source: Dreamstime

Broom



Source: Dreamstime

South African necklace



Source: Dreamstime

Maple leaf



Source: Dreamstime

Witch hat



Source: Dreamstime

Activity 2.

Same items as in the previous activity

Poster about the festivities and celebrations from six different English-speaking countries.

https://www.canva.com/design/DAFA1-ripDM/CcOsayDm96TyGGI2nFKwzg/view?utm_content=DAFA1-ripDM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Activity 3.

Cards with a problem related to cultural aspects for each group

https://www.canva.com/design/DAFA2TYu1nY/a6KVTnh3pbyaciRyraWR9A/view?utm_content=DAFA2TYu1nY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Example of a mediation dialogue

https://www.canva.com/design/DAFB1THXJbQ/7jgPBAY80Hp2uEOjXImQOA/view?utm_content=DAFB1THXJbQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Activity 4.

Same items as in activity 2.

Termite plush



Source: Giant Microbes

Turkey plush



Source: Dreamstime

Sweets



Source: Dreamstime

Appendix V.

Activity 1.

Two game consoles and different video games



Figure 16. A Nintendo Switch Lite, a PSP Portable, and a total of eight games. Source: The author's personal collection.



Figure 17. Five games of old and new game consoles. Source: The author's personal collection.

Example of a dialogue in pairs about videogames



Activity 2.

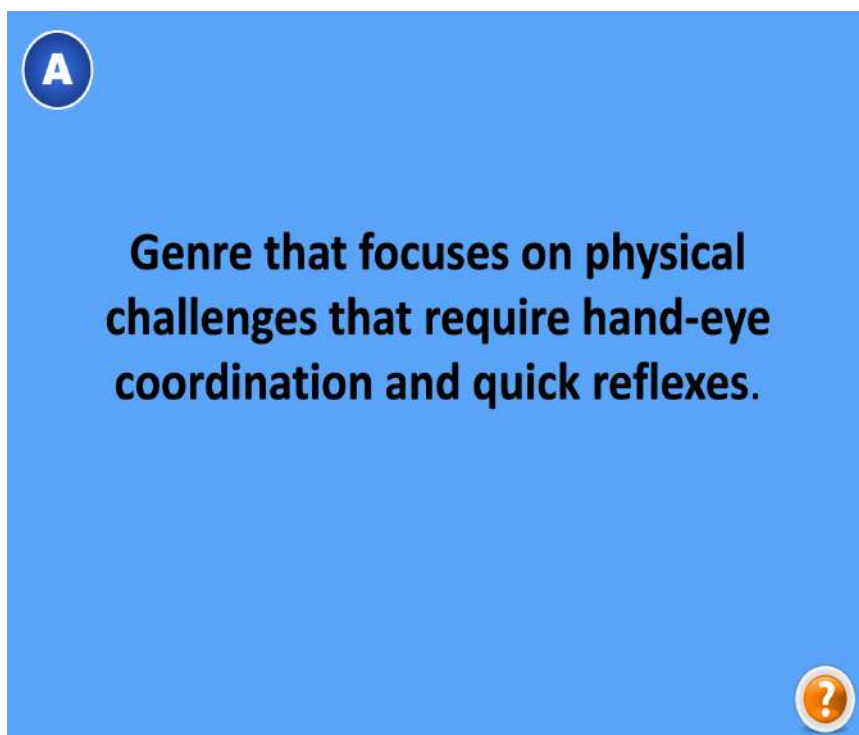
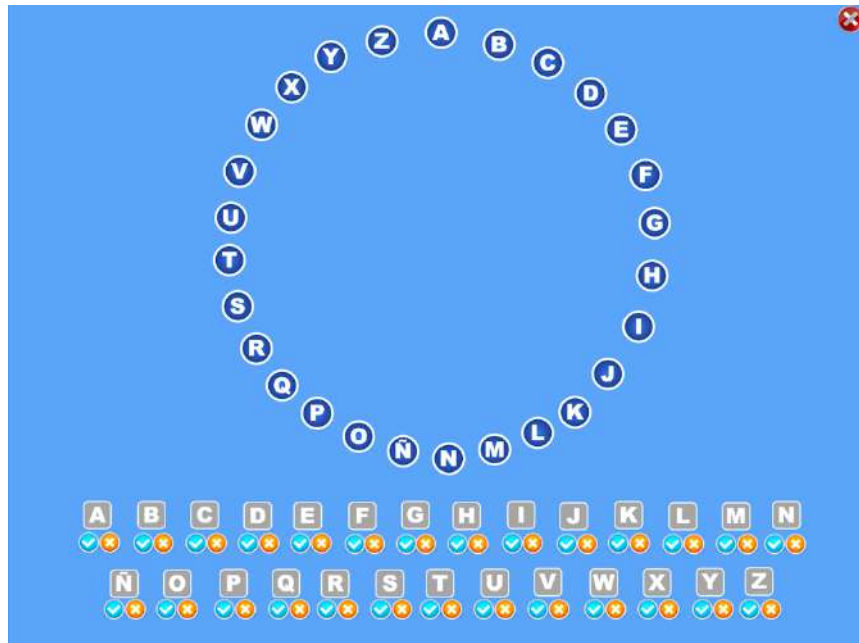
Canva presentation on the educational benefits of video games

https://www.canva.com/design/DAFB_kpyPLc/ZtJ9QgpgyppwMsvFr3sUbQ/view?utm_content=DAFB_kpyPLc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Activity 3.

Link to the Nearpod Platform: <https://app.nearpod.com/?pin=qz5x4>

“Pasapalabra” game with videogames (own creation)



Buzzer



Source: Dreamstime

Timer



Source: Dreamstime

Appendix VI.

Link to the virtual tool Google Arts and Culture: <https://artsandculture.google.com/>

Appendix VII.

Self-assessment questionnaire: <https://forms.gle/oXoq7yCxWmE72BBX8>

Appendix VIII.

Realia questionnaire 2nd year of ESO
<https://docdro.id/12jJCds>

Realia questionnaire 3rd year of ESO

<https://docdro.id/3Bv3QJa>

Presentation on music used in the classroom

https://www.canva.com/design/DAE62VyTVW0/eujoIJNoD-TeT4x6Tv0XlA/view?utm_content=DAE62VyTVW0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Link to the virtual tool Google Arts and Culture: <https://artsandculture.google.com/>

Rubric 1: ATTITUDINAL ASPECTS

	EXCELLENT (2)	GOOD (1'5)	FAIR (1)	POOR (0'5)	SCORE
ATTITUDE	Student presents a positive attitude towards what is being taught. He/She is almost always attentive.	Student presents a good attitude towards what is being taught. He/She is regularly attentive.	Students presents an adequate attitude towards what is being taught. He/She is fairly attentive.	Student presents an inadequate attitude towards what is being taught. He/She is not attentive.	
LEVEL OF ENGAGEMENT AND BEHAVIOUR	Student seems really interested in the topic of culture and its related themes. Presents excellent behavior.	Students seems interested in the topic of culture and its related themes. Presents good behavior.	Student seems adequately interested in the topic of culture and its related themes. Presents fair behavior.	Student seems barely interested in the topic of culture and its related themes. Presents deficient behavior.	
USE OF REALIA	Student makes correct and wise use of realia and understands its purpose in the classroom.	Student makes good use of realia and understands its purpose in the classroom.	Student makes adequate use of realia although it does not fully understand its purpose in the classroom.	Student makes poor use of realia and it does not understand at all its purpose in the classroom.	
GROUP WORK	Students' work is highly balanced. Every students fulfils its role and it is sensitive to the feelings and needs of others.	Students' work is well-balanced. Every student fulfills a specific role within the group and it is respectful to others.	Students share even responsibilities. Every student works towards the same goal and maintains a positive attitude.	Students present uneven duties. Every student works towards the group's goal individually without considering the other members' feelings.	
PARTICIPATION	Student brings original thought and perspective to class discussions regarding the topic of culture and its related themes.	Student often brings good perspective to class discussions regarding the topic of culture and its related themes.	Student brings adequate perspective to class, but it is not prompted to speak regarding the topic of culture and its related themes.	Student rarely participates in class discussions regarding the topic of culture and its related themes.	

Rubric 2: ORAL SKILLS

	LEVELS OF ACHIEVEMENT				
CATEGORY	EXCELLENT (2 points)	GOOD (1,5 points)	FAIR (1 point)	POOR (0,5 points)	SCORE
PRONUNCIATION	The student's pronunciation is excellent. There is no intonation problem, and the discourse is completely intelligible.	The student's pronunciation is good. There is a minor intonation problem, but the discourse is overall intelligible.	The student's production is fair. There are some intonation problems that interfere with communication, but the discourse is mostly intelligible.	The student's production is poor. There are frequent intonation problems that affect the discourse therefore not being intelligible.	
FLUENCY	The student speaks fluently. Expresses his opinion and thoughts with no hesitation.	The student speaks clearly. However, He/She expresses his opinion and thoughts with hesitation.	The student speaks adequately. He/She expresses his opinion and thoughts with hesitation and frequent stops.	The student speaks poorly and with frequent pauses and hesitation which is difficult to understand.	
VOCABULARY	Excellent language control and wide range of vocabulary used.	Good language control and satisfactory range of vocabulary used.	Adequate language control and limited range of vocabulary used.	Weak language control and poor range of vocabulary used.	
GRAMMAR	Excellent control of grammar with a variety of accurate expressions.	Good control of grammar with few errors and adequate expressions.	Adequate control of grammar, but with frequent errors.	Poor control of grammar. Very frequent errors with limited structures.	

Rubric 3: WRITTEN SKILLS

CATEGORY	LEVELS OF ACHIEVEMENT				SCORE
	EXCELLENT (2 points)	GOOD (1,5 points)	FAIR (1 point)	POOR (0,5 points)	
GRAMMAR	Excellent control and use of grammar. There might be occasional errors, but they do not affect the student's intelligibility.	Good control and use of grammar. Few errors committed that do not affect the student's intelligibility.	Acceptable control and use of grammar. Frequent errors that do affect somewhat the students' intelligibility.	Poor and limited control and use of grammar. Very frequent errors that affect the student's intelligibility.	
STRUCTURE	The student exhibits a careful, neat, and intelligible written structure.	The student exhibits a correct and intelligible written structure.	The student exhibits a poorly written and barely understandable written structure.	The student exhibits a badly, disastrous and incoherent written structure.	
COHESION	The written text is fully understood. The ideas presented are clear.	The written text is understandable. The ideas presented are somewhat clear.	The written text is understood in a limited way. The ideas presented are not entirely clear.	The written text is hardly understood. The ideas presented are not clear.	
CONTENT	Very coherent. The student covers the requested topic thoroughly and the content is relevant.	Coherent. The student includes essential information and covers the topic adequately.	Fairly coherent. The student includes sufficient information, but some details are not well explained nor related to the topic.	Not coherent. The student does not include sufficient information, and the content is not related to the topic.	