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What is “Britishness” in the 21th Century?

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Resumen

A lo largo de este trabajo se intentará arrojar cierta luz sobre la percepción de la cultura inglesa y lo que significa hoy en día. A través de una pequeña investigación se desarrollará el concepto de lo “británico” que se tiene hoy en día, y una vez aclarado, se buscará transmitir la enseñanza del idioma mediante el trabajo de un evento o celebración popular del Reino Unido (concretamente en el críquet) basada en una metodología híbrida comunicativa. El potencial educativo que ofrece el críquet al aplicarlo en el aula, desde la investigación de sus orígenes y su historia hasta su posterior práctica, lo hace muy adecuado para desarrollar este proyecto.

Tras desarrollar la propuesta didáctica se llegará a la conclusión de la importancia que tiene la cultura que yace detrás de un idioma a la hora de aprenderlo.

PALABRAS CLAVE: Cultura británica, percepción cultural, globalización, “británico”, eventos y celebraciones, propuesta didáctica, críquet.

Abstract

Throughout this project, I will try to clarify the perception of the British culture and its meaning nowadays. The concept of “Britishness” will be expound on a brief investigation, and once it is finished, I will proceed to teach the language by working over a popular British events and celebrations (more specifically, through cricket) based on a hybrid, communicative methodology. Cricket’s educative potential (from the study and research of its origins and its history, to its later practice) makes it a suitable element to develop this project.

KEYWORDS: British culture, cultural perception, globalization, “Britishness”, events and celebrations, practical proposal, cricket.

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1. INTRODUCTION

In this final assignment I wanted to formulate a new proposal for endearing English to primary education students, not only as a language, but as a culture too. It is focused on defining what does the English culture mean to the Spanish students and how can we make them feel more interest about it by analyzing and introducing to our students into some of the most popular celebrations and cultural events in the U.K. , so we can work the language through this process.

Nowadays, English has become one of the most important languages in the world, since it has become the second most spoken language in the world. Therefore, English is being taught as a second language in a considerable number of countries, including Spain.

Despite the effort that is being made to teach English since very young ages, it seems that English is a subject that might be difficult for many students and thus the student gives up on it and just focus on get the minimum score to pass the subject. In order to avoid these kind of situations, I will try to create a method that allows me to create a link with British culture (and therefore, English as a language) and the students, by working on the cultural aspects, historical background, etc. of different popular celebrations in the U.K. Moreover, since we are living in a globalized world, it is more difficult to define a culture in its purest form, so I will try to clarify it as precise as possible.

Along this project I will focus in the study of cricket as an element of British culture and how can I develop a methodology that introduces the students not only to this particular subject, but also to any other aspect from any other culture if it's adjusted properly for it.

This proposal seeks to investigate and analyze the origins of this sport, and how its evolution influenced British culture over the years for a subsequent implementation of the acquired knowledge, both theoretical (elaboration of a poster) and practical (playing truthful games of cricket).

Hopefully by the use of this method, we will involucrate the students with the British culture in a personal level and develop an affinity towards the language, producing a meaningful learning and a positive attitude regarding future lessons and activities.

2. REASONS BEHIND THE STUDY

I choose this particular subject of study because since I started high-school when I was twelve I noticed that quite a large part of the class disliked the English course, and even more as years come by. Furthermore, during my periods of teaching practice, I've also noticed that English is still not very popular among the students.

These issues made me think: "How can I make English more interesting to my students in a significative way?" and I realized that I haven't had any strong relationship with the British culture when I studied it, apart from some stereotypes and specific events, that were only the tip of the "British culture" iceberg.

So I decided to design a method base on the embracement of the British culture through the study of some of the most traditionally popular events that take place in the U.K. I have chosen to develop this method by working with the concept of cricket because it is one of the most iconic sports originated in Britain and its practical applications in the classroom can be appealing to the students, so they can be genuinely interested in it.

I intend to humanize the English subject itself, not only the contents of it, so it can become more attractive to the students and thus encourage them to face the subject more easily.

3. OBJECTIVES

The major objective of this project is:

“To create a positive attitude towards the English area by working with elements of the British culture and defining the meaning of being “British” in a globalized world.”

3.1. Specific objectives

- Create positive attitudes towards different cultures, especially the British culture.
- Develop the skill and competences needed to select, process and understand information.
- Introduce the students to our globalized world and highlight the significance of the identity as a citizen of a country.
- Improve the reading, writing, listening and speaking skills.
- Enhance cooperation and dialogue between the peers of the class.

4. THEORETICAL FRAMEWORK

4.1. Idea of cultural identity and cultural perspective

Before of introducing the aspects of another culture to the students it is necessary to have a clear idea of what is a culture and everything that it involves.

As Estupiñán Quiñones & Agudelo Cely (2008) deduce, language is a fundamental part of our cultural development, because it is the tool that we use to operate the world, and a fundamental instrument of our learning process. With the language we build our identity, which is involved in our learning process and therefore it will determine the cultural outcome of an individual in the future.

For these reasons, I found truly important to consider the culture of the language under study that we are presenting the students to embrace. If we can build a strong understanding of a culture through its language and vice versa we will be following the natural process that humans build up in our lives as we grow up.

The problem here is that nowadays we are living in a heavily globalized society, where we are overexposed to multiple elements from many different cultures that shifts our own culture, and blurs the perception of our cultural identity. Today's lifestyle, affected by the result of the capitalism and the new technologies provided a "liquid" feature to our identity, which adapts itself to the before mentioned elements, and since they have a global scale, practically all cultures are affected from it (Bauman,2000). The results are a devaluation of the values of the culture, and they tend to change to the option with more "liquidity".

I will try to use these globalized situations and the new technologies to turn the tables and define and bring closer the British culture to our own and create learning from it.

4.2. British culture and idea of britishness

First of all, it is necessary to define the cultural identity of British culture. According to Storry, Mike & Childs, Peter (1997), the British image is described through a number of strong individuals that stand for particular aspects of Britain at specific moments of history.

These figures are related to history, politics, sports or films, such as Winston Churchill or Florence Nightingale. Even fictional characters like Robin Hood or James Bond are created to project British hopes and values onto them.

Although these individuals represent strong patriotic beliefs, they don't personify the country. In order to do so, we can attribute three different ideological images to Britain that represent it has been seen:

- Britannia or Albion: It's a Roman personification of the country represented by a woman wearing a helmet, holding a trident and a shield, in company of a lion. It is associated with loyalty, learning, seafaring and the figure of a warrior woman, since these facts are related with the country's history. In conclusion, it represents a free imperial island led by a strong female.
On the other side, after the French Revolution the image of Albion is associated with English aspirations and high sentiment, but it evolved into a less patriotic stage which references the involvement of the country with slavery and poor woman rights.
- John Bull: This cultural image is represented by an imperialist, well-fed and narrow-minded Englishman, similar to a bulldog in appearance and temperament, who fights for the "rights" of his country. It is a figure invoked in crisis times and usually attracts hostility to the country, because it over-represents the role of the British Empire.
- Arthurian Britain: The Arthurian Legend has a deep connection with the Britishness. It is very present in the public imagination, and there are many references of it associated with prosperous entities such as the national lottery or TV programs.

Overall, these aspects do not carry as much importance as fifty years ago. These ideas, even though they are present in today's Britain, are slowly fading because of the variety of people that now live in the U.K.

Nowadays the U.K. is focusing on other aspects of life. According to Oakland (2011), British people have developed different perceptions about their own country. Polls indicate that U.K. citizens are becoming more skeptical regarding their authority figures and the performance of their institutions and bureaucracies. In consequence, there are lower election turnouts and political parties are losing memberships, and a higher participation of single-issue or special interest groups, which reflects individualism and independent movements that break up with the British tradition.

Also, as Paul Ward explains in *Britishness since 1870* (2004) Britishness have been gendered since 1870. At first, Britishness was exclusively associated with the men who worked for the country, in politics and/or war, excluding women from "being patriotic" since they did not contribute to the country in any of these ways. But during the First and Second World Wars, the role of women in the country drastically changed. While men were fighting in the war, women took care of the different jobs that men could not do, and women slowly could renegotiate their roles in the country into others less subordinate to men. In 1960, when Britain had to face many challenges as the loss of its Empire, its integration in Europe or the nationalist demands of its neighbor countries, it was a woman, Margaret Thatcher, who became an icon in Britain, while she dealt with those problems by picturing herself as patriot capable to overcome them. Since this moment, the barriers that gender impose in the British culture began to disappear, giving as a result a Britishness concept less discriminatory towards genders.

In conclusion, after this brief investigation, it is still hard to define Britishness nowadays. The way that society has evolved produced a mixture of cultures in the U.K., which move this Britishness into a secondary level, where even though it is still an important part of the culture it is just a small part of our globalized world.

4.3. Approach to British culture through a remarkable British cultural element.

For this project, I have chosen a specific event to study and work with, the cricket sport, which will be analyzed in the following pages.

As I have mentioned before, cricket has a lot of potential to offer to this project because of its roots buried deep down into British culture, which analysis should achieve the purpose of this project. Moreover, once the theoretical knowledge of its mechanics is acknowledged, it will be possible to use it to play real matches and therefore produce a meaningful and enjoyable learning process.

4.3.1. Cricket

Paul Ward (2004) analyzes which sports have a strong influence in the British identity, such as rugby, football and cricket. Cricket is one of the most remarkable and iconic sports related with the U.K., although its mechanics are not well known for the rest of the world. This is a good reason why we can use cricket as a formidable tool to introduce British culture to our students, because despite the fact that it is a stereotype from British culture students will need to carry out a deep investigation about it since it is not in our general knowledge (unlike football or rugby) and it will imply a closer contact with British elements.

4.3.1.1. Connection with the national identity

Paul Ward (2004) established a difference between the north and south parts from England, which different sports contributed to build different identities inside the country. While the northern part was focused on the “manliness” and “hardness” that rugby provided to its players (and therefore to their identity), in the southern regions people were more likely to be interested in cricket. Specially in the region of Yorkshire, where the Yorkshire County Cricket Club was founded after the second half of 19th Century. The county of Yorkshire is the largest in England, and they really took pride on this sport, to the point where the representatives of the team must have been local men from the region (until 1992).

Their affinity for this sport created a character compatible with the national identity by contributing to the England team with proud and respectable players, and thus Yorkshire people consider themselves a fine part of the Brithisness of the country.

In addition, Jack Williams (1999) explains how cricket was used to enhance Britishness during the periods between wars in the 20th Century, having a key role in the self-image of Britain and their place in the world. This sport reflects the sportsmanship, tolerance, fair play and courage to face danger that are related to the British character, therefore they see it not only as a sport, but also as an education in morality.

These moral standards found in cricket could not be found in other sports like golf (which is more selfish and lacks the stress produced by facing danger compared to cricket), therefore it was consider the perfect example of the English moral worth.

4.3.1.2. Origin and history of cricket

Although it is not certain when did the first game of cricket take place, Charles Box (1868) explains in *The Theory and Practice of Cricket, from its origin to the present time* the possible evolution of this game.

First, it is necessary to contextualize the materials required to play this game, a ball and a bat. The invention of the ball is often associated with China. However, the first evidence of a game with a ball according to Charles comes from 300 years before Christian era by Stabo (Greek cartographer and historian), who describes common soldiers playing with a ball and bowling.

Later, the evolution of the ball in Italy's ball games produced a ball made of cowhide filled with water, meant to be tossed over a cord hanged at some height. Following, in the medieval era, Scottish used to exercise by practicing rudimentary type of golf, where the ball was smaller and filled with lead. Next, in the first half of 13rd Century, a ball was used in a game similar to a dancing hand-ball, and it was similar to the Italian ball, but filled with air.

Later or games with ball became more popular and some variants of hit-and-catch kind of games appeared like tennis (which monarchs took some interest in), and creag (a club-ball game whose origins are not very well documented), which provided the shape and size of the ball used during the first games of cricket.

On the other hand, the bat, which started as a simple club (a weapon designed to deliver a killing blow thanks to its weight), can't be assigned a precise date of origin due to its simplicity and antiquity, although people then to used curved staffs or clubs for the game, and granted the cricket bat its shape.

It becomes clear that the first reference to cricket dates from the 16th Century, which is mentioned in Shakespeare's books *Coriolanus* and *Love's Labour Lost*, but it was not noticed at the time since it was not a full developed game and it had its origin between the lower class of the society.

Although, the first mention of cricket appears in a document written during the reign of Elizabeth I. The document discusses the appropriation of a land meant to be used to harvest timber, and it explains how the timbers that occupied the land started to play it.

From now on there are references to cricket and its materials in several books of sport (like the Book of Sports, which describes harmless ways to entertain people in the Lord's day) dictionaries. But it wasn't until the 17th century when the first poem about cricket appeared, and later in the 18th century schools began to have a play-ground for cricket (and thus started to gain popularity among British population).

Finally, close to the 19th century, the Duke of York (George the V) witnessed a "club-ball" game while he was taking a walk in a park, and he help it to became more fashionable. This is why the true passion of cricket in England started around this county in the 19th century, even though its origins were a little bit obscure and a lot of gambling took place during its games (which was punished by several figures of the time, but it actually made it more popular among the population), it suffered an exponential growth in the last hundred years due to the patronization that it received from the higher classes of society creating numerous Cricket Clubs alongside the country. In addition, it was at this moment when the idea of "strong, worthy and patriotic men" was meant to play cricket, building the conception of "Britishness" at that time.

4.3.1.3 Cricket nowadays. Mechanics and impact in British society.

Nowadays cricket has a considerable fan community all over the world, but it has its stronger presence in the former colonies of the British empire, such as India and Australia among others. As we can conclude from Charles Box (1868) and Paul Ward (2004), cricket gathered a list of different aptitudes and attitudes that matched the English moral worth, character and idea of Britishness, therefore it was also heavily promoted in these areas to maintain the British influence on the colonies and keep the British Empire more easily. Even though these colonies were lost for the British Empire, the tradition of cricket stayed strong among their population and it still has a place in the cultures of these regions.

In addition, cricket stills very present in the British culture nowadays. It is proven by the huge quantity of news, articles and debates that are daily covered not only by British media such as the BBC (British Broadcasting Company), but also by other international media companies like ESPN (Entertaining and Sports Programing Network) and many other related companies.

In order to introduce the rules and mechanics of modern cricket in will use the International Cricket Council's "*ICC PLAYING HANDBOOK 2012-2013*" (2012), official cricket handbook for international users of the sport which has over a hundred affiliated countries.

Since cricket has many different ways to play an official match (Test Match, One-Day Match, Twenty International Match and its variations for female players...), I have decided to expose my interpretation of the Standard Test Match due to its relative simplicity, popularity and relevance to the Practical Proposal, but I also have adapted it in order to match the needs of the students.

4.3.1.3.1. Players

- In the match, we shall find eleven players in the field for each team, which one must be named captain of the team.
- The captain must choose up to eleven field players plus four substitutes, and each member of the team must agree with the decision and the rules for the match.
- A coin toss carried by the captains will decide which team will start the game.
- Three umpires (referees) must apply the rules of the game always with impartiality, as well as have be coordinated between themselves.

4.3.1.3.2. Ball, Bat and field and equipment

- The balls required for an official match are made of are leather spheres sewn together filled with oak bark, with about 255mm of circumference (the size of the ball increases with the age of the players). This balls usually do not last for a match of cricket since they degenerate during the game.
- On the other hand, bats are mainly made with two pieces of wood (one for the handle, and other one for the blade). Its length reaches around 95 cm, and the wide part of the blade rounds the 10 cm.
- All players must be equipped with their own uniforms, plus helmets and body padding if they are in risk of het hit by the ball.
- The field in cricket does not have a fixed sized, but the surface where it is played most of the time is almost circular, with around 140-150 m of diameter.
There are three different sub-zones inside this area:

- The pitch: The central, rectangular area of 20 m of length and 5 m of width. At both ends of the pitch there are three wooden stakes called stumps pushed into the ground that sustain two bails of their tops (small wood piece in balance over the stakes). This combination of items is also known as wicket. Also, there are four lines surrounding the wicket that delimitates the zone where the batsmen and the bowlers can move.
- The close in-field: It is delimited by two circumferences of 15 m of radius which center lies in the middle of the wickets, and its intersection creates the limit where the players can be around the pitch.
- In-field and outfield: It is an oval area that includes the before mentioned parts of the field, where the players can move without restrictions to play the game.

4.3.1.3.3. Gameplay

A match of cricket it is divided in two innings, turns that teams make by alternating bowling (throwing the ball to the opposite wicket to knock the bails off), and batting (preventing the opposite bowler to knock off the “friendly” wicket).

- Bowlers: They throw the balls to the opposite wicket, trying to knock it out. They have a crease (line) that delimits the shortest distance from where the bowler can throw the ball, and they can run towards it without crossing it to imply more speed and power to the ball. If the batsman successfully hits the ball, the opposite team has to retrieve the ball and hit the batsman wicket to eliminate him (it can be touched directly with the ball or by throwing it to the wicket). The rest of the bowler’s team is placed around the field to catch the ball if the batsman has success, and try toss the

ball towards the opposite wicket to hit it. The same bowler can throw up to six times, and then he has to be substituted by another member of his team.

- **Batsman:** There are always two batsmen in the opposite sites of the pitch, one defending the wicket and other one behind the opposite wicket, ready to run when the defender batsman hits the ball. If the batsman near its wicket successfully hits the ball, both batsmen must run towards the opposite sides of the field (touching the creases with their body or bats) before the enemy team retrieves the ball and hits their friendly wicket while they are in the middle of the run. If the ball goes out of the designated field, the batting team is awarded with six runs. Once a batsman has finished its runs, he goes out and gets replaced by a new one, but he can play again if the rest of their team has batted and/or has been eliminated. If a batsman is eliminated the next one must replace him, but he cannot play again. There are certain conditions and faults that can eliminate a batsman, such as putting down a wicket (but it will not count as a wicket down for the other team), hitting the ball with other parts of the body except the bat, its handle, and its arm or showing a unsporting behavior.

Innings are finished when there are no batsmen left to defend the cricket, and therefore the teams switch places in the field and repeat the process. The match ends when both of the innings are completed, or when a team manages to get down 20 wickets (which automatically become the winners of the match). Due to the time limitations of a school, the match will also end if the time of the class is over. The winning team will be the one who had scored more runs than the other.

5. METHODOLOGY

For the practical proposal of this final project I decided to use a very communicative methodology, more accurately a Content-Based Instruction approach.

According to Richards, Jack C. & Rodgers, Theodore S. (2001), this approach organizes the teaching around the content that the students will acquire (in these case about British celebrations).

Richard & Rodgers (2001) point out that it follows two central principles:

- People learn a second language more successfully when they use it to acquire information rather than to use it for the sake of learning it.
- The results of this approach match the needs for learning a second language.

According to Abdrabo (2014), language will be approached mainly by texts, reports, etc. that the students will have to find by themselves, and later on they will discuss the information that gather among them. Because of this topic-based lessons, there are good basis for an integrated skill approach, meaning that instead of teaching the language working on receptive skills (listening and reading) and productive skills (speaking and writing) in separate ways, we can teach them at the same time thanks to the coherence and continuity of the working topic.

As a result, language proficiency and academic contents are developed in parallel, relying on the cooperative learning from the groups that we will create for the lessons.

In order to achieve successful learning, it is really important that the students receive the proper feedback, as Littlewood (1981) says. It helps the students to realize how successful have they been during the lessons. Not only the students will receive feedback from the

teacher, but ideally from the other students too since they have to complement and contrast the information that they are working with in order to create a common knowledge, accepted by all the members of the class.

We will also introduce a small dose of Suggestopedia in our proposal. Richards. & Rodgers, (2001) say that students can learn from other sources that a teacher providing direct instructions about a topic. That is why I will use the environment as a tool to enhance learning in the classroom, by playing music and decorating the room with elements related to cricket. Hopefully we can create an optimal state for learning where the students feel relaxed but focused on the topic.

Overall, by following this methodology, I should be able to achieve the objectives of my practical proposal.

6. PRACTICAL PROPOSAL

6.1. Context

This practical proposal is oriented to a 6th grade class because at this age students are creating their own cultural identities, so we can take advantage of this process while they are more receptive. I will try to transversally work other areas of study, such as art, music, or physical education to add more appeal to it.

Ideally the class will count with 16 students, all of them without any kind of special needs, so I can carry out the proposal to its optimal stage.

6.2. Objectives

The main objective is to raise the interest of the students towards British culture by working on one of the most iconic sports from this culture, cricket, so they will develop positive attitudes regarding the learning of the language as they get closer to its elements.

The didactic objectives of this proposal are:

- Develop a genuine interest of the British culture and its elements, especially the ones related to cricket and its background.
- Enhance the communicative skills of the students using dialogue and team work.
- Expand the perception of other cultures and remove their prejudices.
- Use English as the main tool during the progress of the activities.
- Promote an environment of cooperation between peers.
- Develop initiative and skill whenever the students need to express their ideas.

6.3. Contents

6.3.1. Linguistic contents

- Vocabulary about sports, dates, music...
- Verbs.

- Adjectives.
- Pronunciation.
- Research and synthesize of information.

6.3.2. Thematic contents

- Tolerance
- Sports
- Sharing
- Joy
- Celebration
- Respect
- Initiative
- Creativity

6.3.3 Contents according to the law (Royal Decree of Minimum Teaching)

From the 1st Block: Oral text comprehension.

- Listening and comprehension of oral messages in many formats in order to extract global or specific information, and the performance of different activities to verify it.
- Oral comprehension through activities, games, songs...
- Comprehension of different texts adapted to the students where they can apply their knowledge in order to extract information.

From the 2nd Block: Oral text production.

- Oral interaction with peers through activities, games...
- Production of oral texts based in previously worked activities, songs, dramatizations, interactions... showing interest for expressing themselves in individual or group activities.
- Interest in a making a planning when it comes to create and present written texts.

From the 3rd Block: Written text comprehension.

- Reading and comprehension of different texts adapted to the students where they can apply their knowledge in order to extract information.
- Identification of the phonetic aspects, rhythm, accentuation and intonation from a foreign language and their applications.

- Acknowledgment and use of basic structures of the foreign language in different tasks and texts.
- Association between graphy, pronunciation and meaning of certain written models and expressions.
- Use of skills and procedures of repetition, memorization, association of words, readings... in order to acquire new vocabulary, expressions, etc.
- Pondering about the errors and their chance of learning from them.

From the 4th Block: Written text production.

- Acknowledgment and use of basic structures of the foreign language in different tasks and texts.
- Proper use of linguistic resources, using a correct and precise expression of rules and ideas.
- Association between graphy, pronunciation and meaning of certain written models and expressions.

6.4. Methodology

I have chosen a communicative methodology based on discovery learning and meaningful learning where the student is the protagonist of the learning process while the teacher only directs and assists in their work. It will also rely on different group task were the

different members can help each other and compensate their need between themselves. Overall it can be named as a hybrid communicative-project-based learning for each event that we will work with this proposal.

Hopefully we will be able to work the listening, reading, writing and speaking skill during the lessons of the plan at the same time, with a communicative approach.

The lessons, of 50 minutes, will take place during the English hours, a couple of weeks before the date of the event object of study, and there will be 6 of them per each event that we will work. In addition, with the collaboration and coordination from the P.E. teacher, 2 more sessions can be programed during the P.E. lessons, so they can develop the knowledge that they have acquired during the previous sessions by practicing this sport.

6.5. Planning

6.5.1. First lesson

In this lesson, we will introduce the students to the concept of cricket and its relationship with the British culture.

First, we will ask the students whether they know something about cricket or not, and if they do, ask them to share it with the rest of the class. We will let the students speak up what they know, in English, as they tell to the rest of the class while standing up, so we can create a brainstorm of ideas and perceptions that our students have. Depending of the results, we use this information later in the project. This should take 5-10 minutes.

After the exposition of the students' ideas, we will point out which ones were the most accurate and explain them more carefully. We will use flashcards, a projector with a

computer and/or a short video (which will be recorder by ourselves so we can expose all the information that we want to transmit to the students, which can be extracted from the 4.3 section in this project) to show the students images featuring the different elements this sport. Also, we will use this moment to introduce the new vocabulary related to this sport to the students, encouraging them to guess what they are or explain it to their peers if they know about it. We will spend around 25-30 minutes here. We will distribute all over the class posters and flashcards with these vocabulary as we start speaking about them, so we can create a suggestive environment for their learning. In addition, we will play some background music to help the students to relax and feel comfortable during the learning process.

At last, we will create 4 different work groups that will discuss about what kind of impressions they had during the class, what was interesting or new and what do they want to learn about it. They will discuss it as a group, and in three different pieces of paper they will write what did they know before the lesson, what questions came to their minds and what do they want/expect to learn during the project, and then they will stick the papers in the windows of the class after talking about them in the next lesson. We will use these data later so the students can evaluate their own learning process. 10-15 minutes.

6.5.2. Second lesson

At the beginning of the second lesson, the diverse groups, taking turns, will expose their three papers in front of the class. While they explain the ideas and questions that they came up with, the rest of the groups will pay attention to new perspectives and ideas, which will be incorporated at the end of the exposition in their respective papers. 25-30 minutes.

Later on, the groups will work in an investigation process that involves finding information about cricket, using the computer room of the school or its tables if available, to create their own explanatory file of the event. It will be necessary to contrast at least 3 different sources to continue the activity, and it must contain dates, origins, traditions related to the sport, music.... We will use the remaining time of the lesson for this part, but students will have to work on this activity with their members of the group outside the school too, so we can continue with the project the next lesson.

6.5.3. Third lesson

We will use this whole lesson to let the students gather more information, in case that they are still lacking something, so they can start writing down a text that contains the refined information. Once they are done, each group will hand their work to the members of other group, so they can check whether they have come to the same results or not, paying attention to their differences, because afterwards they will have to debate about them. It is at this moment when we will be able to appreciate how good have they contrasted their information, but also, they can realize which parts or points of their work were acceptable and check if they have followed a good method of finding and contrasting information about cricket.

Our role as a teacher here is to act as a mediator, leading their debates towards the points that we want to emphasize to follow the topic of the lesson, and pointing out the facts that lack depth and work or are inaccurate.

The remaining time of the lesson will be spent on adding or modifying the contents that students have been discussing before, making sure that all the groups ended up with the same purified and accurate information.

6.5.4. Fourth lesson

Once we are sure that the students have worked on all the points that we intended them to, it is time for them gather all together in a single group and create a mega poster where they can capture the essence of this sport. By using all the information that they have gathered they will have to abstract the different aspects of it and reflect it in a diagram style.

The work will be divided between the previously made groups, so each one can take care of one different aspects of the event. These sections will be:

- Origin of the sport and its development until today.
- Relationship between cricket and English society.
- Cultural events, celebrations and music regarding cricket.
- Practical knowledge and rules of cricket.

Every section must include a hand-made drawing from each member of the group, and the information has to be properly summarized in order to draw attention of possible readers and provide enough meaning to be easily understood, because the poster will be hanged at the entrance's walls of the school, so it can be seen for the rest of the school community and generate new knowledge and awareness about cricket.

This activity should last the whole lesson.

6.5.5. Fifth lesson

During this lesson, we will spend the first half of it working on the poster, giving it the last touch and, after it gets the seal of approval from all the students in the class, it will be hanged on the wall.

In the second half, we will encourage the students to discuss about the artistic aspects that can be found around cricket (how many songs are sung while it last, are there any different version of them, do they know their meanings...).

Then again, in the same groups, students must choose a short songs or poem often singed in cricket matches and each group should have different one (we will provide them songs from different cricket clubs or teams that we had preselected so they can suit their needs), or divide a big one in smaller pieces so each group can have a part to analyze its meaning, vocabulary... It is recommended to work this part of the lesson in a classroom with appropriate sound equipment, so each group will not interfere with the others.

Once the songs / poems are distributed, the groups will have the rest of the lesson to analyze them, extracting their meanings and pointing the vocabulary that they do not know. By the time the lesson is over, students should be able to understand the essence of the poem/song, and at home they will have to modify it in order to give it new music / rhythm / lyrics, or even create their own songs or poems about cricket.

6.5.6. Sixth lesson

The first ten minutes will be used to retouch the last part of the songs / poems, and the groups will exhibit their creations in front of the class. After their done the students will vote for the best performance of the class, and the winners will get a reward related with the sport itself (such as a small collection of self-made cricket cards, a small figurine of a cricket player or anything else that we have discovered that could raise their motivation and interest for the topic).

Finally, the students will get the three pieces of paper from the first lesson of the window and will discuss about the results of the project. Did they fulfil their expectations? Is there something that remain unclear or hasn't been work enough? Was it a pleasant experience?...

At this moment, we will evaluate how deep was the connection that the students had with their learning process and check whether the results are satisfactory or not, and note down what could have been better in order to improve the quality of the next project.

6.5.7. Seventh and eighth lessons

If we manage to coordinate this project with the teacher of P.E., and the school has the materials necessary for it, it will be interesting if we can arrange two sessions within the P.E. lessons where the students can put into practice all the knowledge that they have acquired during the last 6 lessons by playing some matches of cricket. We will provide the P.E. teacher all the information about how to play cricket plus the information that the students had extracted for it, so he can supervise them while they make the preparations of the game and during the actual game at the same time that he/she interacts with them asking questions or formulating problems that the students should be able to answer thanks to all the work they have done.

Moreover, the P.E. teacher must make sure that the game is played correctly according to the rules, and also the students so they play fair and with a positive attitude by choosing a couple of students to be referees in the match. The winners of the matches will be immortalized in a photo that will hang under the poster made by them.

6.6. Measures of attention to diversity.

In case that we have a student with special needs, we will try to help its group by watching up-close if he can meet the standards of the project, providing the student and

his/her team support if they are getting slower compared to the rest of the groups. If given the case, we can ask for help to another teacher or specialist in the school to help all the class, but paying special attention to this group.

If the student suffers from a special need related to his/her mobility, during the seventh and eighth lessons the student can participate in the matches as a referee, paying attention to whose students carried the most sportsmanlike attitude and confirm that the questions made by the P.E. teacher about the knowledge the class have acquired is accurate.

6.7. Evaluation Criteria

- Find and extract valid information from multiple sources.
- Show participation and willingness towards
- Debate about a specific topic and properly defend personal ideas.
- Show creativity and initiative during the task
- Correct use of the grammatical structures, both orally and written.
- Proper assimilation and pronunciation of the new vocabulary.

6.8. Tools

I will evaluate the students through active observation during the events where they have to show the outcome of their work, paying attention to their level of participation, creativity, initiative and results, and compare it with the objectives that I have defined before.

6.9. Analysis of the lesson plan

It would be necessary some field test to get some results from this lesson plan, but ideally it should be able to bring the students closer to the British culture as they are involved in an enjoyable discovery process of how and why cricket has become one of the most iconic sports in the British culture, where they get to experience the feeling of putting some interest in another culture.

Also, they should be able to compare our own sports with the one they are studying, giving them some cultural perspective and raising awareness about how it is possible to approach different cultures in our globalized society.

7. CONCLUSIONS

After all the research process that I've been through this project I came up with these conclusions:

Cricket is still nowadays a sport strongly related with British culture, not only in the U.K., but also in its former colonies. From its origins, it has been strongly related to the idea of Britishness and its cultural identity, and even if Britishness is not as definable as it was in the past, it is undeniable that cricket has become an important part of it. It is a sport whose fans can identify part of its culture in it.

As I said before, Britishness it's a concept that doesn't make as much sense as it did fifty years ago. The world has evolved into a globalized culture where many items of it are shared all over the world, considering that most part of the population are coordinated under the same capitalist system, which makes us concern about the same topics (for

example: the need to get a job so we can pay ourselves a house, food, services...). The reason why this situation exists could be the evolution of technology, which nowadays allows us not only to keep in touch with someone thousands of kilometers away, but it also coordinates all the system, practically in real time (because of the volume of information that can run: about war, about the economic situation of the market, about the last scientific advances...).

Since the concept of Britishness might not be as defined as it used to be, it might be a little bit challenging for the students to understand the deep meaning of Britishness that lies behind cricket and its elements. However, if I manage to keep the students focused and interested in the topic with the activities that I have prepared, I think they can achieve a good level of understanding of the concepts, as well as an improvement in their language skills and cultural awareness of English that hopefully will encourage them to get involved with the language by their own (maybe even a new one).

Considering that today's British culture has many fragments from other cultures in it, this method can be used to work yet another culture event, celebration or even elements from another culture with it.

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