



Universidad de Valladolid

Facultad de Educación de Palencia

**INTERCULTURAL EDUCATION IN
THE SCHOOL ENVIRONMENT: A
Teaching Proposal for the English
Classroom**

**EDUCACIÓN INTERCULTURAL EN EL
ENTORNO ESCOLAR: Una Propuesta de
Enseñanza para el Aula de Inglés**

**Trabajo de Fin de Grado
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RESUMEN

Existe un aumento en el número de alumnos procedentes de otros países que llegan a nuestro sistema educativo. En los centros escolares podemos encontrar una sociedad donde conviven diferentes etnias, culturas y/o religiones. Por ello, la educación debe llevar a cabo métodos y estrategias que fomenten una inclusión por parte de todo el sistema educativo. De esta manera, es importante trabajar la interculturalidad en el mundo para favorecer un ambiente de respeto y de unión.

El presente trabajo destaca la gran importancia de trabajar con una educación intercultural en las escuelas y se va a realizar una propuesta educativa que desarrolle actividades de investigación, de observación y de integración social dentro del aula escolar. El procedimiento utilizado para educar en una convivencia de igualdad y de respeto será la entrevista, trabajando así el texto periodístico para posteriormente realizar una dramatización donde todo el alumnado lleve a cabo las investigaciones realizadas previamente, muestren oralmente los aprendizajes obtenidos y socialicen unos con otros utilizando los conocimientos previos y los nuevos aprendidos gracias al desarrollo de esta propuesta educativa. Esto conlleva que se ponga de manifiesto en el centro educativo el trabajo en base a una educación intercultural.

PALABRAS CLAVE

Interculturalidad, cultura, entrevista, investigación, dramatización.

ABSTRACT

There is an increase in the number of students from other countries who come to our educational system. In our schools we can find a society that coexists with different ethnicities, cultures, and/or religions. For this reason, education must carry out methods and strategies that promote inclusion by the entire educational system. In this way, it is important to work on Interculturality in the world to promote an environment of respect and union.

This work highlights the great importance of working with intercultural education in schools and an educational proposal will be made that develops research, observation, and social integration activities within the school classroom. The procedure used to educate in the coexistence of equality and respect will be the interview. In this way, students prepare the journalistic text to later carry out a dramatization where all the students conduct the investigations previously carried out and orally present the learning obtained. So, they will be able to create a social environment using the previous knowledge and the new ones learned thanks to the development of this educational proposal. This means that the project based on intercultural education is highlighted in the educational establishment.

KEYWORDS

Interculturality, education, culture, interview, investigation, dramatization.

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1. INTRODUCTION

Nowadays, we find in educational centres the need to coexist in a society where different cultures cohabit. The students come from different countries and cultures to the country of origin. This causes cultural values to be different, which leads to situations of inequality, marginalization, discrepancies, and rejection. It is therefore necessary to work on these values and to create awareness in society in order to live in a world of respect, tolerance and understanding from schools.

I think it is especially relevant that the school requires the participation of all members of the educational community to achieve an inclusive environment. Therefore, it is convenient to analyse what the situation of the nearby school reality is to guide and carry out an intervention to improve cultural diversity.

Due to these factors, as an educational centre, we must ask ourselves the following: can we educate our students in the coexistence of equality? To answer this question, I consider it important to work on the issue of Interculturality in the school environment due to the amount of ignorance and prejudice that our society manifests that we can see today in certain surroundings both inside the classroom and outside of it where we find racist expressions, gestures that humiliate those who come from other country, or laughter towards those who do not understand our language.

For this reason, the school (teachers and students) and the families must work on intercultural education, considering that cultural differences are not a problem, but rather cultural learning and thus enrich society to live with respect, interaction, communication, and integration.

Intercultural education is an educational process that includes all aspects of the curriculum. Therefore, it should help all students offering knowledge about the history, culture, and contributions of various cultural and ethnic groups through the study of the differences in development, history, politics, and culture that characterize it.

Working on an intercultural educational proposal will help students to be more tolerant, to create relationships between very different cultures, to work cooperatively, to accept others as they are, and to respect each other.

2. JUSTIFICATION

The following proposal will be carried out in the Primary Education stage, working on Interculturality in the world and its various characteristics, to promote an environment of respect and union in the school classroom. It therefore seeks to achieve the purpose of cooperating in society without prejudice or denial, taking into account the ethnic, cultural, or national diversity of people. For this, this Final Degree Project will be directed from the observation and analysis carried out from the teacher's perspective.

For this reason, I pursue to achieve, through research and dramatization by students in the English classroom, a social interaction where all students are participants and undertake from their experience conducting an interview that has the purpose of getting into different cultures. This work will be executed through the participation of the students themselves, as well as the contribution of their knowledge and ideas about Interculturality and multiculturalism.

The proposal is based on the constructivist theory of knowledge, to demand the need to provide the student with the necessary tools that allow building their own procedures to solve a problem situation, which implies that their ideas can be transformed and that students continue to learn throughout the work process. Also, it will be based on meaningful learning where the knowledge built by the students is related to the previous knowledge already obtained. For this reason, each student acquires an active role, restructuring and organizing the information they obtain throughout their experience.

I believe that the research task will develop some benefits that will help students to identify, investigate and select what they want on the subject in question. In this way, working on literature in the English classroom will help students to expand their knowledge of language and literature, relying on their previous knowledge. To carry it out, students will prepare various written questions and answers, correcting possible spelling errors, grammatical order, etc. Finally, performing a role-play at school will create a social environment where students can express their thoughts and feelings. All of this will help students to grow as people, applying a foreign language and developing their learning skills.

The main objective of teaching in the Foreign Language is the active use of the language in a communicative context. In this project, students will play an active and autonomous role, being responsible for their learning, working through the interview to carry out a detailed planning. In this way, students will be able to acquire cultural content, sociocultural and sociolinguistic aspects so that they form part of their life and language both in the classroom and outside it. In this ways, a series of implicit attitudes are developed such as curiosity, interest, respect, identification of habits, customs, traditions and celebrations of other countries.

In consequence, the following Project encourages both oral expression activities, for example, when students conduct oral interviews, and written productions that must be interpreted and produced to develop the receptive and productive skills, as the script to be performed on the future interview.

Throughout this project, I have developed the following competence where I show my ability to gather and interpret essential data to make judgments that include a reflection on essential issues of a social, scientific, or ethical nature. Since I can interpret the data derived from the observations I have perceived in different educational contexts. Also, I am able to use effective information search procedures, both in primary and secondary information sources, as well as using useful computer resources into educational practice.

On the other hand, during the project I have also managed to transmit information, ideas, problems, and solutions to the students of the project, since I have demonstrated my oral and written communication skills, predominating the foreign language following the Common European Framework of Reference for Languages. In the same way, I have promoted the interpersonal skills of the pupils when working with other colleagues and in a group.

3. OBJECTIVES

The main objective that this proposal involves is to teach students of Primary Education with the realization of an intercultural educational task the cultural diversity in the world. In consequence, to know the different cultures that coexist in Spain and in those cultures that cohabit in the continents that are part of our planet.

In order to carry out the proposal students must transmit a message of union and respect towards the whole society regardless of their culture, race, or religion, highlighting the involvement of the students in the development of research and using a useful and playful tool in the classroom such as the interview.

Throughout this document I will develop a work project for which I will conduct an interview in the classroom, where students work cooperatively with the use of roles, with the purpose of instructing students in social diversity so that they show empathy among equals and are able to overcome the barrier of the conflict of different cultures that coexist in our current society.

4. THEORETICAL FRAMEWORK

4.1.INTERCULTURALITY IN TEACHING

Interculturality is one of the key concepts in the contemporary educational area.

The relevance of this concept is due to several reasons. First, its consequence it is because of the presence in the classroom of children who stimulate a reconsideration of the cultural variable (García Castaño, Pulido Moyano y Montes del Castillo, 1999, p. 47). Second, as a consequence of that, Interculturality is one of the forms of "attention to diversity", one of the fundamental concepts in Spanish educational law (Díaz Rosas, 2001, pp. 95-98). Third, Interculturality is part of a wider debate around globalization, its impact on society, and interpersonal relations in a world of increasing mobility.

This concept has been considered from two perspectives in Education. From a theoretical point of view, several definitions have been provided at the same time that philosophical, anthropological and ethical foundations of conception have been studied, taking as a reference, for example, the Declaration of Human Rights (Aranguren Gonzalo y Sáez Ortega, 1998, pp. 56-67; AA.W, 1999). From the practical point of view, many strategies, resources, and activities have been designed to incorporate Interculturality into classroom practice such us games, roleplays, debates, etc. Therefore, intercultural competence represents the development of our cognitive environment motivated by the appreciation of diversity and the recognition of critical

awareness and analysis as means of knowledge and communication in a complex society.

Language Teaching has also been affected by Interculturality. It has come to cover the space that culture has always had in the language curriculum and it is considered another competence to aim at in the learning process (Trujillo, 2002a, p. 32). Furthermore, the presence of Interculturality in the language curriculum coincides with a general shift from linguistic to educational objectives, as it is recognized that "through the process of learning a new foreign language at school (...) students are also encouraged to get involved in the construction of the world around them" (Vez, 2001, p. 17).

Due to what has been explained above, as an intern teacher I will bring my own cultural and experiential background into my professional practice. The extent to which my teaching behaviour will become an extension of my own experiences or will incorporate the cultures of the students I teach may be influenced by my perception of the relationship between culture and school practices, my ideological stance, and my conceptualization of school learning.

Working in this project will give students different views of life since we will work on Interculturality outside of Spain, meeting other children who live far from us, who have different festivities, different foods and drinks and ways of life, but we will also work on Interculturality within the country where we live, showing students that it is not necessary to go very far to see that in our own neighbourhoods we find people from different cultures.

4.2.DEFINITION OF CULTURE FOR LANGUAGE TEACHING

Culture is a difficult term to define, what occurs with the array of different elements included under this term.

The most frequent definition of culture in language teaching is related to two expressions, culture with capital "C", or formal culture, and culture with a lowercase "c", or deep culture. The first includes "the geography, history, literacy and great achievements of a country and its people" whereas the latter concerns "facts having to

do with custom, manners, way of life or lifestyle" (Bueno, 1996, p. 362). These ideas of culture are related to language proficiency, particularly as facilitators or hindrances of (reading) comprehension (Hanauer, 2001; Kuperman, 2001).

However, these sorts of definitions are not anthropologically supported. This taxonomical approach to culture can only reflect the surface of such a complex construct. The elements included under formal and deep culture, those great achievements and life-styles, are material realizations of an even deeper level of culture, which is the one we aim at in our search for a definition of culture and Interculturality.

According to Geertz's classical definition (1973), culture may be defined as a system of meanings and symbols that is historically transmitted. This definition is also related to D'Andrade's cognitive definition (1990, p. 65):

Learned and shared systems of meaning and understanding, communicated primarily using natural language. These meanings and understandings are not just representations of what is in the world; they are also directive, evocative, and reality constructing in character.

From my point of view, culture is important in language teaching because it helps students to grow up and to function in a culture which does not have a clear identity ready for them. Therefore, it helps to get to know themselves and also those around them. In this way, the students can see human reality beyond what they know in their closest environment.

4.3.DRAMATIZATION IN THE ENGLISH CLASSROOM

According to Savela (2009), **drama activities** help students use their language skills and learn about life through these real-life activities.

As Demircioglu (2010, p.71) believes, in this method the learner is both participant and observer, playing a role while interacting with others. What is most important is that students are practically engaged in creating drama. Peregoy and Boyle (2008, p.71) state that "drama activities provide students with a variety of contextualized and scaffold activities that gradually involve more participation and more oral language proficiency, scholars are also nonthreatening and have a lot of fun".

Drama is an ideal way to bring skills of grammar, reading, writing, speaking, listening, and pronunciation together in a course where the focus is not on form but rather fluency and meaning (Dodson, 2000, p.71).

Personally, I consider that the use of dramatization in the classroom is a useful way to socialize with the rest of the students by sharing opinions, thoughts, ideas, and feelings. In addition, it can help students to improve their expression and speech by, for example, reading their oral script, as it will encourage their oral skills by taking care of the pronunciation and their reading skills, taking into account misspellings, punctuation and semantic order.

Some studies have been conducted to demonstrate the effectiveness of drama activities in foreign language classes. For example, Schellin (2006) stresses the importance of simulation, role play, and drama at school. Scarcella and Crookall (1990) point out three major merits of learning through simulations: (1) learners are exposed to large quantities of comprehensive input; (2) learners are actively involved, and (3) learners have a positive effect.

This is the reason why I have chosen to introduce dramatization in the English lesson to develop the oral and listening skills, since pupils will practice speaking and conversing in a different language. Also, children will improve their body expressions, that is, non-verbal language, where they can improvise or also follow a script that makes them practice their performance. In the same way, I consider it important to mention that dramatization helps the child to feel free and to be able to partially eliminate the shame he or she may have when speaking aloud while other people listen.

❖ **Role play problems and dramatization in the class:**

Within the classroom, we can also find diverse problems that children show us when performing a dramatization such as feeling embarrassed when speaking out loud or shy because other children mock, so mutual respect should be encouraged and also the teacher support for students must be essential. For this, it is important to provide the student the time he or she needs to obtain conviction and initiative.

Sano (1989, p. 33) points out one of the major difficulties with conducting the activity of drama in a class. He claims that psychological pressure is a burden for

introvert students. Moreover, some students feel nervous when making an oral presentation in front of an audience, although they are not introvert or shy. Sano proposes picture-story shows and puppet plays as solutions for these problems. However, they would not be fundamental solutions if students feel uncomfortable in the first place to speak in front of many people. Moreover, one of the advantages of drama activities should be reciting with natural gestures and facial expressions.

Having observed that not all students feel safe speaking in front of an audience, I have anticipated this problem in my proposal, and I have decided to gather students into groups, where each will have a working role. That is, we will work in five groups with five students in each one, and each student will have a role since they will all participate in the activity. By observing the students and their behaviours in the classroom beforehand, the roles that will work during the project are selected so that each student will feel comfortable in the classroom when trying to participate actively and subsequently, when it is time to participate out loud when the whole class is listening. Therefore, the students who will perform the dramatization will be those who feel more comfortable when speaking in public, while the students who do not feel so comfortable expressing themselves in public will have other important roles in the activity such as the scribe, the coordinator, and the painter.

4.4.BENEFITS OF DEVELOPING OUR OWN RESEARCH

Bunge (1998) defines **research** as a process aimed at finding problems, formulating them, and solving them. For his part, Sierra (1994, p.28) points out that it is "a human activity aimed at discovering something unknown." That is to say, by nature, people have the innate condition of curiosity that prompts them to inquire what the world around them is like.

Focusing on the school classroom, Stenhouse (1992) defines research as the systematic, sustained, planned, and self-critical inquiry of one's own practice. We speak of inquiry because it is based on curiosity and the desire to understand a particular fact or problem for which you can use the strategies you apply as research hypotheses.

I consider it necessary to emphasize the importance of teaching based on the students discovering things for themselves, looking into problems, and asking questions. In this way, students participate in their own learning. Principally, it is about students coming to their own conclusions and asking about things in their course that might not have a particular meaning. Students can learn new things and hence will have become part of an innovative, thought-provoking and interesting educational journey.

❖ **The investigation in the classroom:**

Research in the classroom can be seen from two perspectives: on the one hand, that carried out by the teacher and, on the other, the activity carried out by the students guided by the teacher.

In the first case, according to Hopkins (1996), it is the action carried out by teachers, either to improve their teaching, to verify certain postulates of educational theory, or to solve problems related to students. This implies that the teacher assumes the role of the researcher to carry out educational projects exclusively. In the same way, it involves a critical reflection on the activity and that of their students in the educational practice to improve the teaching-learning process.

On the other hand, as an activity that the students carry out, it consists of the student collecting data and reflecting on it. In this sense, Torres (1999, p.25) points out that research in the classroom promoted by the teacher “stimulates curiosity in students, the need to know, to ask, to explore, to check, to experiment, to perfect, to learn by desire, not by fear or obligation”. From this approach, the students’ learning during the research process will be determined by the actions of the teacher. Therefore, the role of the educator must help to develop the creative and critical thinking of students for their better growth.

To be useful, research in the classroom must fundamentally consider three aspects: what to investigate to become aware of the object under investigation; the reason for making sense of research activity and how to investigate to direct the student towards a systematic action to achieve the objectives set. These aspects indicate that classroom research has certain characteristics, which according to Lanz (1997) are:

- Encourage epistemic curiosity in the student.
- Reflect on the problems of the context.

- Develop inquiry and systematization on the problematic situation.
- Link the contents through the investigative processes.

❖ **Techniques to promote research in the classroom:**

The application of techniques to facilitate the research process allows the teacher to enable students to build new knowledge more effectively, achieve the proposed objectives and solve problems. However, it is important that teachers, within their functions, in addition to applying the techniques, also guide the student to carry out the activities following the procedure that each one implies.

Consequently, in the teaching and learning process, the teacher has multiple methods, techniques, and resources that allow promoting research in the classroom.

Observation techniques: According to Bunge (1998), this technique consists of the valid and reliable systematic registration of behaviour or overt conduct. It allows the development of behaviours of curiosity, reflection, investigation, visualization of events in the outer world and the inner world.

For Bunge (1998), Cañal (1997), and Elliot (1996), observation is the most important technique of all research, as it suggests that taste and the capacity for observation should be developed, because observation encourages children to learn to sharpen all their senses and record their observations.

Discussion techniques: According to Nérici (1990), the discussion consists of a meeting of people who wish to reflect, in a group and cooperatively, to better understand a fact or phenomenon, draw conclusions or make decisions. Thus, the discussion is especially recommended to stimulate a topic and analyse it from different points of view.

This teaching technique according to Cañal (1997) requires the maximum participation of students in the elaboration of concepts and the realization of the class itself; it is a fundamentally active didactic procedure. It consists of debating a topic by the students under the direction of the teacher. For this, it is necessary for the teacher to stimulate the students to observe facts, situations, or events, to then generate a dynamic controversy about what is observed.

Demonstration techniques: According to Beal and Bohlen (1996), the demonstration is the practical or theoretical verification of a statement that is not sufficiently comprehensible, as well as the exhibition of the concrete aspect of a theory. The purpose of the demonstration is to highlight, convince when there is a possibility of doubts and respond to a need for proof that people feel to intellectually accept everything that is not directly perceived. That is, this is intuitively learned in any field of knowledge.

This is important for my project because I am going to work on some of these techniques such as the observation technique, since I attach great importance to working through search and observation, because I want the students to work to acquire knowledge. Furthermore, I use the discussion technique in my project because it requires the maximum participation of students in the elaboration of concepts, so the students will carry out a debate where we will comment on the different cultures that we find in Spain and abroad, we will meet children from other countries and we will debate other students' lives.

4.5. THE INTERVIEW AS A FORM OF KNOWLEDGE

An **interview** is a communicative tool that aims to capture meanings that are in no way pure or simple facts; they are mediated by the construction made by the subjects themselves based on their experience. When we propose to capture the meaning that others attribute to their own practices, we must assume that "our knowledge of the world supposes a set of abstractions, generalizations, formalizations, and idealizations proper to the respective level of organization of thought. In strict terms, pure and simple facts do not exist, therefore they are always interpreted facts" (Schutz 1995, p.36).

This is relevant because I am going to work on a useful tool in the classroom that develops the students' reading comprehension and written comprehension, since the children are going to formulate questions that they must ask an interviewee and for this activity the students must put the questions into practice in writing and with correct spelling. Students must also demonstrate their oral comprehension when asking the questions by acting as interviewers and be able to answer clearly by acting as interviewees.

❖ **Definition of Interview:**

The interview can be defined as the formal meeting between two people where the interviewer asks questions to the interviewee to obtain information about this person. More specifically, dictionary.com defines an interview as “a meeting or conversation in which a writer or reporter asks questions of one or more persons from whom material is sought for a newspaper story, television broadcast, etc.”

The common features of interviews are:

- An interview is a goal- or task-oriented talk to gather information, in which the interviewer and the interviewee have their respective roles to play.
- The interviewer acts in the role of questioning and the interviewee in the role of answering.
- The question-answer sequence is the predominant sequential structure in an interview.
- The interviewer is empowered to ask questions, and the interviewee is confined to responding.

The purpose of conducting the interview in the Primary classroom is to obtain information in relation to a specific topic, in this case to obtain information about children from outside our continent. To carry out the interview, I seek that the information collected is as accurate as possible to achieve the meanings that the informants attribute to the issues in question. The interviewers must maintain an active attitude during the development of the interview. I am also going to work with interrogative sentences, because they are the tool for getting the information students want. In addition, these types of sentences have great importance because they are part of the English curriculum.

❖ **Objectives of the Interview:**

According to Krishna Reddy on the website *wisestep*, we can highlight the following as the main objectives of conducting an interview:

- Prepare a script to carry out some guidelines.
- Obtain information from the person interviewed, get to know the interviewee, inquire and learn more about the interviewee.

- It helps to verify the information provided by the interviewee. Also, it helps to ascertain the accuracy of the provided facts and information about the interviewee.

Keeping these objectives in mind will help guide students when developing the project, since children will have to base themselves on the different objectives set in order to carry out the activity effectively.

4.6.COOPERATIVE LEARNING

❖ Definition of Cooperative Learning:

According to the Johnson & Johnson model, cooperative learning is an instruction that involves students working in teams to accomplish a common goal. Cooperative learning can be used for any type of assignment that can be given to students in lecture classes, laboratories, or project-based courses.

In this project, the students will work in groups, where everyone will participate in their own learning and where they must cooperate to carry out the assigned tasks correctly.

❖ Set of problems:

The Johnson & Johnson model says that students complete some or most of their homework assignments in teams. The team gets a grade for the assignment, but eventually the performance of each team member should be assessed and the results used to adjust the average team homework grade separately for each team member. Adjusting team grades for individual performance is one of the principal ways of assuring individual accountability in cooperative learning.

For these reasons I recommend using a mixture of individual and team assignments in a lecture course rather than having all assignments completed by teams. One obvious reason is to provide another measure of individual accountability. I recommend instead that all team members outline solutions individually before meeting to work out the details. On the first few assignments I require team members to hand in their outlines to help them acquire the habit.

❖ Implementing Cooperative Learning in the classroom:

According to Chris Zook on the website *educational systems*, **Cooperative Learning** is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. The core element of cooperative learning is to showcase the positive effects of interdependence while underlining the importance of personal responsibility. Therefore, my students are being social while they are working in cooperative learning.

Consequently, in this project, the cooperative work groups intend that all the students participate actively in carrying out the activity, not just a specific part. For this, the class is organized into small mixed and heterogeneous groups in which the students work in a joint and coordinated way in order to solve the tasks and complete the projects proposed in the classroom.

❖ **The use of roles in the classroom:**

Working in the classroom with **roles** will help students to promote and develop their minor skills. In this project, the roles are established as a way of cooperating with colleagues to obtain the final product, that is, an interview. It is a task that arises from the project's own needs and is adjusted to the different capacities of its members. The roles are project-specific contributions, planned as individual activities in which a member contributes their work through a “specialization” in that specific task. According to Pujolás (2009) the positive role interdependence would take place in the classroom, which enhances the team's own identity and makes its members know exactly what their functions are to develop.

In this project each student will have a role, which will consist of working in the classroom as: scribe, coordinator, interviewer, interviewee and painter. Having carried out a previous observation of the behaviour of the students, the choice of each role has been proposed by the English teacher and by me so that each student works and improves that role that they have to play. For example, students who excel in maintaining order in class will be responsible for coordinating their group to strengthen the capacities and improve the weaknesses of each student during the realization of the project. In this way, students will be important in all areas of work, without any individual privileges or awards.

5. EDUCATIONAL INTERVENTION PROPOSAL

5.1. JUSTIFICATION

Given the great cultural diversity that exists both within our country and throughout the world, I have been able to observe how important it is to work with Intercultural Education from an early age as it encompasses the transmission of values. By working with Interculturality in the classroom, we will be able to avoid or reduce the discrimination and social exclusion that we can encounter in our daily lives.

In this way, as a future teacher, I consider it essential to have training in Intercultural Education to educate students in equality regardless of race, ethnicity or culture, and to be able to develop strategies that promote respect for others.

5.2. RECIPIENTS

I am going to apply this educational proposal to the 4th year of Primary Education, specifically to the age range of 9 to 10 years. The classroom consists of a total of 25 children, all of whom come from Spain.

I have chosen this age range because I am performing Practicum II in this classroom, specifically teaching English and Arts and Crafts. The proposal will be carried out in the corresponding school hours that belong to the English subject.

I consider that students in this age group are mostly developed in the psychological, emotional and social fields, and this will help us to make students better understand the concepts that will be shown to them and the development of the corresponding activity and the purpose of the project.

5.3. LEGAL FRAMEWORK

For the development of the didactic proposal, DECREE 26/2016, of 21 July, which establishes the curriculum and regulates the implementation, evaluation and

development of primary education in the Community of Castilla y León, has been used as reference.

5.4.OBJECTIVES

The objectives that I pursue with the realization of this proposal are:

- To develop empathy for other cultures.
- To learn about other cultures.
- To respect cultures and ethnicities.
- To value the cultures that coexist in Spain.
- To learn to live together in society.

To achieve these objectives, students work on Interculturality in the classroom using their own resources to answer the questions programmed when conducting the interview. To carry out the end of the project, they will perform a dramatization as an educational resource that serves as the perfect means for a good emotional education and as motivational experiential learning.

5.5. METHODOLOGY

The methodology used is active and participatory, as students are part of the learning process throughout the project. In this way, the pupils work on the resolution of the activities, thus encouraging their participation and interest in the different tasks. Also, it is a useful way for students to internalize the message they want to convey with this project.

This methodology is based on the integration of all students in the class and also seeks to collaborate and get involved in each of the activities. In this way, cooperative work is also encouraged, where they can learn to work as a team, respecting each member of the group. The aim is therefore to ensure that children develop values such as empathy, respect, equality, tolerance and responsibility throughout their activities.

In addition, the observation by the teacher is fundamental in this project since in this way I will check if the students have understood my explanations and in turn, modify any activity if it is not clear enough to guide the proposal.

It is essential that children reflect for themselves on the contents to be worked in the classroom, so that they contribute their own point of view and analyse their learning during the project.

Finally, it is worth noting the importance of the final interview as a method of intervention in the teaching process learning, since it will bring great benefits to students in acquiring effective reading and written comprehension to help them develop their overall progress.

5.6. TEMPORALIZATION

This proposal has a duration of 2 weeks, carrying out 3 activities each week in the schedule of the English subject.

Following, I show a schedule where I mark the days in which the different activities are conducted.

Table 1. Schedule

DAYS	ACTIVITY
Tuesday, 6 April 2021	Activity 1. Cultures of the world
Wednesday, 7 April 2021	Activity 2. What is an interview?
Friday, 9 April 2021	Activity 3. The stories of their lives
Tuesday, 13 April 2021	Activity 4. We create our own interview
Wednesday, 14 April 2021	Activity 5. The cultures of my schoolmates
<i>Final task</i>	
Friday, 16 April 2021	Activity 6. The Interview

5.7. RESOURCES

This didactic proposal requires a series of material resources, temporary resources, human resources and space resources that are set out in the proposal.

❖ Material resources

In the following table I outline the material resources we need to carry out the proposal.

Table 2. Material resources

Power Point (interview & stories)	Medals
Cardboard	Crayons
Card of a final task example	Card with cultural topics
Sheets	Video about cultures
Felt-tip pens	Ruler, pencil and rubber

❖ Temporary resources

The time that will be used to carry out the development of the proposal will be 2 weeks. Each week there will be 3 sessions in the 4th grade English class, on Tuesdays, Wednesdays and Fridays. The following table shows the approximate duration of each activity.

Table 3. Temporary resources

Activity 1 → Video “Cultures of the World” 15 minutes → Discussion on the video. Ask questions. 20 minutes → A classmate tell us about Moldovan culture 20 minutes
Activity 2 → Power Point “What is an interview?” 30 minutes → Discussion on the Power Point. Ask questions. 25 minutes
Activity 3 → Power Point “The stories of their lives” 20 minutes → Discussion on the Power Point. Ask questions. 10 minutes → Explain the different roles. 10 minutes → Time to copy the key words about the stories. 15 minutes
Activity 4 → Explain again the different roles. 5 minutes

<ul style="list-style-type: none"> ➔ Explain today's task. 10 minutes ➔ Ask questions about today's task. 5 minutes ➔ Start today's activity. 35 minutes
<p>Activity 5 ➔ The cultures of my schoolmates. 45 minutes</p> <ul style="list-style-type: none"> ➔ Ask questions. 10 minutes
<p>Activity 6 ➔ Review our questions for the interview. 5 minutes</p> <ul style="list-style-type: none"> ➔ Final task: The interview. 50 minutes

❖ Human resources

For the implementation of this didactic intervention, we have the presence of the English teacher in the 4th year of Primary Education classroom, of the teacher in internship, of the students of 4th grade. In one activity will also participate third year students of Secondary Education from the same school who come from different countries.

❖ Space resources

For the execution of this project we have the classroom of 4th year of Primary Education. The distribution of the classroom allows children to move freely and the materials are achievable for everyone.

5.8.DEVELOPMENT OF THE PROPOSAL

Activity 1

Table 4. Activity 1. Cultures of the world

TITLE	Cultures of the world
OBJECTIVES	<ul style="list-style-type: none"> - To understand what culture is. - To know the different cultures of the world. - To introduce the meaning of Interculturality. - To recognize the main characteristics of Interculturality.
CONTENTS	<ul style="list-style-type: none"> - Understanding the meaning of culture.

	<ul style="list-style-type: none"> - Knowledge of cultural diversity in the world. - Intercultural learning in Spain. - Recognition of the main characteristics of Interculturality.
DEVELOPMENT	<p>During the first activity of the project I will show students an interactive video where I will explain what culture and Interculturality are. Later, the video shows us different countries and their most significant characteristics, giving priority the teaching of their traditions, meals, clothing and holidays. In this way students will delve into the theme of Interculturality observing how other countries have different cultures to ours. Once the video is finished, students can ask questions that have arisen during the viewing of the video.</p>
RESOURCES	<ul style="list-style-type: none"> ▪ Material resources: Video about cultures (<i>Appendix 1</i>) ▪ Space resources: classroom of 4th year of Primary Education. ▪ Temporary resources: 1 hour. ▪ Human resources: teacher and students.
EVALUATION CRITERIA	<ul style="list-style-type: none"> - We know each other culturally.

Activity 2

Table 5. Activity 2. What is an interview?

TITLE	What is an interview?
OBJECTIVES	<ul style="list-style-type: none"> - To know the interview. - To learn how to conduct an interview. - To recognize what questions I can ask in English. - To identify how to create a script.
CONTENTS	<ul style="list-style-type: none"> - Interest in the interview and how it is structured.

	<ul style="list-style-type: none"> - Promotion of the interview in English. - Experience and experimentation of roles in a cooperative work. - Identification of a script and its interrogative sentences.
DEVELOPMENT	<p>During this activity I show students what the interview is, as well as the main characteristics and objectives of conducting an interview. In addition, I show a video where a group of students appear in a classroom and they ask a few questions to one of their classmates to get information about her; the students ask about her priorities (favourite food, favourite colour, favourite animal, hobbies, etc.) and then the classroom teacher points out the answers on a poster. I use this video to guide students in the final task that is students will have to prepare some questions that they will finally ask to an interviewee. The video helps them to know how to ask certain questions, correct misspellings, and improve pronunciation. Finally, students can ask the teacher questions if necessary.</p>
RESOURCES	<ul style="list-style-type: none"> ▪ Material resources: Power Point (Interview). (<i>Appendix 2</i>) ▪ Space resources: classroom of 4th year of Primary Education. ▪ Temporary resources: 1 hour. ▪ Human resources: teacher and students.
EVALUATION CRITERIA	<ul style="list-style-type: none"> - Show interest in the interview and its characteristics.

Activity 3

Table 6. Activity 3. The stories of their lives

TITLE	The stories of their lives
OBJECTIVES	<ul style="list-style-type: none"> - To encourage empathy for different cultures. - To show interest in other cultures. - To promote values such as respect, equality and tolerance. - To reflect on the differences and similarities of cultures.
CONTENTS	<ul style="list-style-type: none"> - Promotion of empathy, respect, dialogue and socialization. - Sign of interest in different cultures. - Awareness on the differences and similarities of cultures in the world.
DEVELOPMENT	<p>To carry out this activity I will start by showing a Power Point where they will appear several real stories told by children who live in different continents. These children will tell the highlights of their lives, such as what their family is like, whether they study or work, the typical food of their country, etc. Having seen each story, students will be able to ask the questions they need if they have doubts or concerns about the stories. Later, I will explain the work dynamics that they will have to carry out, as well as the roles that they will have to work as a team. Being 25 students, I will divide them into 5 groups of 5 students each. Each group will be assigned one of the children that were shown in the stories and therefore by groups students will develop work roles that will be: scribe, painter, coordinator, interviewer and interviewee. Once that explanation is done, I will leave a certain time for each group to copy the key words of their story. In this way, I want them to look at the most important words that they will have to carry out on later in the interview.</p>
RESOURCES	<ul style="list-style-type: none"> ▪ Material resources: Power point (Stories)

	<p>(Appendix 3), ruler, pencil and rubber, medals (Appendix 4), sheets.</p> <ul style="list-style-type: none"> ▪ Space resources: classroom of 4th year of Primary Education. ▪ Temporary resources: 1 hour. ▪ Human resources: teacher and students.
EVALUATION CRITERIA	<ul style="list-style-type: none"> - Interest in the lives of children from other cultures. - Show empathy and respect for other cultures.

Activity 4

Table 7. Activity 4. We create our own interview

TITLE	We create our own interview
OBJECTIVES	<ul style="list-style-type: none"> - To show interest in other cultures. - To remember what students learned about each country. - To know how to structure questions in English. - To use varied vocabulary in phrases. - To work cooperatively.
CONTENTS	<ul style="list-style-type: none"> - Identification of vocabulary necessary to structure a sentence with meaning. - Reflection on the creation of well-structured questions. - Concern for different cultures. - Promotion of interest in the stories representing other cultures.
DEVELOPMENT	<p>I start the activity by explaining to the students again the roles they will have to play throughout the project. For this, they will wear a medal showing their role in the work. I continue by explaining the task of the day, in which pupils will have to work on the structure of the questions in English, since each</p>

	<p>group will have to ask the interviewee five questions, focusing on the most important thing they want to know. First, they must discuss the questions they want to ask, and then the scribe will write the questions chosen to correct possible misspellings. Once this part of the activity is completed, the scribe will make a neat copy of the questions chosen on the back of the cardboard that they will use to carry out the task. On the other hand, the painter will draw those drawings that help the reader to understand what they want to ask. The role of the coordinator on the other hand will be to keep the voice level of the group low without disturbing the rest of the classmates, remind the group members to keep the safety distance and ask questions to the teachers if necessary. While each group works by roles, the interviewer will look at the questions to be asked on the day of the interview. The interviewee, on the other hand, will have the role of one of the children seen in the stories of the previous activities, will use some files where he or she can write the answers he or she will give in the final task. In this way, attention is drawn to misspellings, to the characteristics of the child in the story or to the particularities of the country of reference. Since it will be the interviewee who should search for information about the child of the story, to answer the questions that the classmates will ask.</p>
<p>RESOURCES</p>	<ul style="list-style-type: none"> ▪ Material resources: Medals, ruler, pencil and rubber, cardboard, felt-tip pens, card with cultural topics (<i>Appendix 5</i>). ▪ Space resources: classroom of 4th year of Primary Education. ▪ Temporary resources: 1 hour.

	<ul style="list-style-type: none"> ▪ Human resources: teacher and students.
EVALUATION CRITERIA	<ul style="list-style-type: none"> - Remember what students learned about different cultures. - Show interest in the stories that other children tell us. - Identify the structure of the questions in English. - Be able to use varied vocabulary. - Work cooperatively.

Activity 5

Table 8. Activity 5. The cultures of my schoolmates

TITLE	The cultures of my schoolmates
OBJECTIVES	<ul style="list-style-type: none"> - To promote values such as empathy, respect and participation. - To show interest in the culture of other countries. - To reproduce basic questions in the English foreign language.
CONTENTS	<ul style="list-style-type: none"> - Promoting empathy, respect, participation and dialogue. - Concern interest of the other cultures. - Interpreting questions in English.
DEVELOPMENT	<p>To carry out this activity, some students from the third year of secondary school will come to the fourth year class to explain and detail different cultures. This is due to the fact that there are six students who come from different cultures and ethnic groups (Morocco, Brazil, Bulgaria and the Gypsy ethnic group). This activity is done so that students learn about different cultures without having to leave Spain. In this way, students delve into Interculturality in Spain, specifically in their own city and in their own school. Therefore, they will be able to know</p>

	<p>other cultures in depth since it is the students themselves who explain their cultures. The activity will be carried out in an interactive way, since the students will be able to ask the questions that they want to the secondary students. The contribution of students from the same school will foster a cordial situation so that there is an atmosphere of respect in the classroom. They can also ask any questions they want based on the questions worked in the classroom the day before. That way, they can carry out their work orally. I should highlight, as some secondary school students recently reside in Spain and do not know English well, they made their Power Point presentations in Spanish because it is the only language they know other than their mother tongue.</p>
<p>RESOURCES</p>	<ul style="list-style-type: none"> ▪ Material resources: Power Point about students cultures (<i>Appendix 6</i>). ▪ Space resources: classroom of 4th year of Primary Education. ▪ Temporary resources: 1 hour. ▪ Human resources: teacher and students of 4th year of Primary Education and third year of Secondary Education.
<p>EVALUATION CRITERIA</p>	<ul style="list-style-type: none"> - Develop oral skills. - Encourage order, respect and dialogue. - Respect speaking shifts. - Show interest in other colleagues' explanations.

❖ **FINAL TASK:**

Activity 6

Table 9. Activity 6. The Interview

<p>TITLE</p>	<p>The Interview</p>
---------------------	-----------------------------

OBJECTIVES	<ul style="list-style-type: none"> - To reflect on the differences and similarities of cultures. - To remember what students learned about cultures. - To experience stories that brings us closer to understanding other cultures. - To be interested in the characteristics that mark each culture.
CONTENTS	<ul style="list-style-type: none"> - Reflection on the differences and similarities of cultures. - Reminder of what we have learned about other cultures. - Experience of other cultures. - Interest in knowing the characteristics of each culture.
DEVELOPMENT	<p>We begin the final task by reviewing the questions we are going to ask to the interviewee. In order, starting with group 1 and ending with group 5, we will conduct the interviews, where the interviewer will ask those questions that the group has decided together, while the interviewee will be the focus of attention as he or she will proceed to answer the questions of the child's history. Therefore, the interviewee has previously prepared the interview looking for information on the country where the child of his or her story lives, the typical food, clothing, festivities, etc. Each interviewer asks five questions, chosen previously by the whole group to focus on getting to know the interviewee better. Once each interview has been completed and each culture has been better known thanks to the answers of the interviewee, the scribe and the painter will finish the activity by writing and painting in the front of the cardboard the answers that have been offered to them.</p>

	In this way, we will have finished the project knowing other cultures, while working as a team. Thus, students know children who live in cultures different from theirs.
RESOURCES	<ul style="list-style-type: none"> ▪ Material resources: Medals, ruler, pencil and rubber, cardboard of the final task (<i>Appendix 7</i>), felt-tip pens, crayons card of a final task example. ▪ Space resources: classroom of 4th year of Primary Education. ▪ Temporary resources: 1 hour. ▪ Human resources: teacher and students.
EVALUATION CRITERIA	<ul style="list-style-type: none"> - Reflect on the differences and similarities of different cultures. - Recapitulate what students have learned about cultures. - Work on dialogue. - Develop meaningful phrases. - Work on "question words". - Work cooperatively.

6. CONCLUSIONS

Having put into practice this didactic proposal, I have observed that students have shown interest in learning, working, experimenting and exploring Intercultural Education and different cultures throughout the project. For this reason, I have developed playful and motivating activities such as dramatization, the stories or the final interview seeking that students internalize attitudes of empathy, respect, tolerance and cooperation within the classroom. In this way, students would be the ones who, based on their efforts, will achieve their own learning.

We are faced with a great cultural diversity, as I have shown in this project, both inside and outside Spain. For this reason, I consider it necessary to work on Intercultural

Education with young people, since they are the ones who are being formed and growing as individuals and as a society. Working with students from different cultures and ethnicities has made it possible for students to learn more about the society with which they live, since they have been able to obtain information about people who study with them in the same school. This has made it possible to conduct the interview in a creative and fun way for students.

I would like to stress, when the children interviewed some students from different nations, they asked the questions in Spanish since many of these students had just arrived in Spain and barely spoke English. But this has not prevented students from learning and getting involved in knowing what the students were explaining and teaching them.

Once this project is completed, I reiterate the importance of teaching Intercultural Education in the classroom, since today we find very little information from teachers on this subject. Therefore, we need to be aware of the importance of working on interculturalism so that children learn to respect and understand cultural diversity from an early age.

I consider this proposal to have been an interesting and motivating resource for students as I have felt their involvement and collaboration at all times. In addition, I think that by conducting an interview as a final task, it has helped the group to improve its oral competence and written competence since they had to develop phrases and questions in the English language. Similarly, I believe that having worked cooperatively, students have developed roles that have helped them to ensure that the assigned task is accomplished and that members control procedures, attitudes and ways of acting in groups.

Thanks to the implementation of this proposal I have been able to carry out a teaching unit in the classroom, which has helped me to improve certain aspects for the future, such as time control, since sometimes I have needed more time than originally proposed. I think I have been able to handle the proposal well, as I have been comfortable at all times and have seen feedback from students. Besides, I consider that the resources I have used have been useful and have served to guide me in the explanations. Looking ahead to my future as a teacher I think I can use this useful proposal.

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8. ANNEXES

Appendix 1

Video about cultures:

Clarendon Learning (2020). "Cultures of the World: A fun overview of the world cultures for kids". United States.

<https://www.youtube.com/watch?v=RwSYrsjTiW4>

Appendix 2

Power Point: What is an interview?

INTERVIEW

What is an interview?

The formal **meeting** between two people where the **interviewer** asks questions to the **interviewee** to obtain information about this person.

Una **reunión** formal entre dos personas donde el **entrevistador** hace preguntas al **entrevistado** para obtener información sobre esta persona.

Objectives of the Interview:

- ✓ Prepare a **script**.
- ✓ **Obtain information** from the person interviewed.
- ✓ It helps to **verify the information** provided by the interviewee.
- ✓ **Inform the public** that they will listen to our interview.

Newspaper reporters

Osham
Osham's favorite food is pizza. His favorite animal is a tree. His favorite body parts are his bones. Osham likes the color blue. He is six years old.

ALEX
Alex's favorite animal is a leopard. His favorite drink is coconut milk. His favorite food is chicken. Alex likes to read on vacation. His favorite color is green.



Appendix 3

Power Point that shows the stories that the students will carry out.



YOHANNA


Hello! My name is YOHANNA. I am seven years old. I live in Addis Ababa, the Capital of Ethiopia. My favourite place to visit is the Lion Zoo. I like to wear brightly coloured clothes.





YOHANNA

Family
I live with my mother, my father and my two younger brothers.

Favourite food
My family often eats wat, which is an Ethiopian stew. They serve it with roasted lamb, rice, and a flatbread called injera.



Play time
When I am not at school, I like to play skipping games with my friends. I also enjoy playing football with my brother, Abetelek.




SOTARO

Hello! My name is SOTARO. I am ten years old. I live in Honshu, the biggest of the many islands that make up Japan. My favourite sport is swimming but I also like practice martial arts, such as kendo. My sister and I wear traditional Japanese outfits.





SOTARO

Family
I live with my parents and my older sister. My grandmother, Sachiko, lives near door.

Special writing
My grandmother is teaching me *shodo*, which is an ancient style of writing to create the intricate Japanese words.



Traditional food
My family often eats traditional Japanese meals such as tempura or tofu. We eat with chopsticks.



Science and nature
At school, my favorite subject is science, and I want to be a biologist when I am older.



RAFAEL

Hello! My name is RAFAEL. I am nine years old. I live in Brazil, which is the largest country in South America. I speak Portuguese. I have many hobbies, including football but my true passion is skateboarding.




RAFAEL

Family
I live in Rio de Janeiro with my parents and my grandparents.

Favourite food
I love to eat pasta and Japanese food, and my favourite fruit is the *aki*.



Wonder of the World
One of Rio's most famous sights is a statue of Jesus Christ. It was named as one of the "New Seven Wonders of the World".

Schoolbook
I spend my mornings doing homeworks and then go to school in the afternoon. I also have extra classes in music, art, and English.



ANDREA

Hello! My name is ANDREA. I am seven years old. I live in South Carolina, in North America. I love being a Cheerleader and I also takes part in gymnastics. My specialty is tumbling.

ANDREA

Family
I live with my parents in a small town, called Fort Mill. I have my own bedroom at home and I also have a dog called Klaus. My mum is expecting a baby boy.

Southern food
I eat lots of easy Southern Food, such as ribs and grits.

Getting creative
My mother's hobby is art and she likes to share her passion with me.



CLARA AND LUCY

Hello! We are twins. We are both nine years old but Lucy is two minutes older. We love animals. Clara wants to be a vet when she grows up, while Lucy wants to be a horse rider. We have a dog, who was a rescue puppy.

CLARA AND LUCY

Family
We live with our parents and 11 years Matthew, in Melbourne.

School uniform
Like all Australian children, we have to wear hats to school every day. This is to protect our heads from the sun when we play outside.

Pavlova
In the summer, we eat pavlova, a tasty dessert.

Gymnastics starts
We are members of a gymnastics team and practise twice a week.

FINAL TASK

Isaraya

Isaraya's favorite food is soup.
Her favorite drink is apple juice.
Her favorite animal is a giraffe.
Isaraya's favorite color is pink.
Isaraya likes going to Chuckle Cheese to play the games.

ROLES

ROLES DE TRABAJO COOPERATIVO

Interviewer, Scribe, Coordinator, Painter, Interviewee

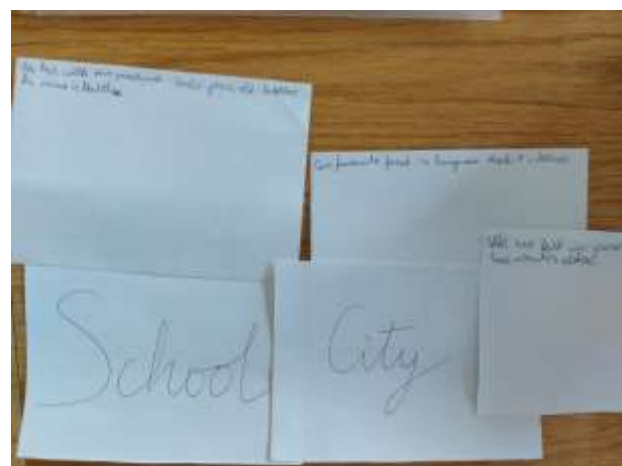
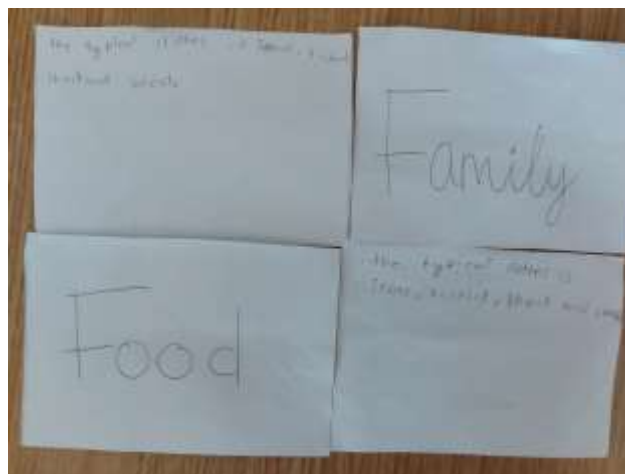
Appendix 4

Medals that indicate work roles.



Appendix 5

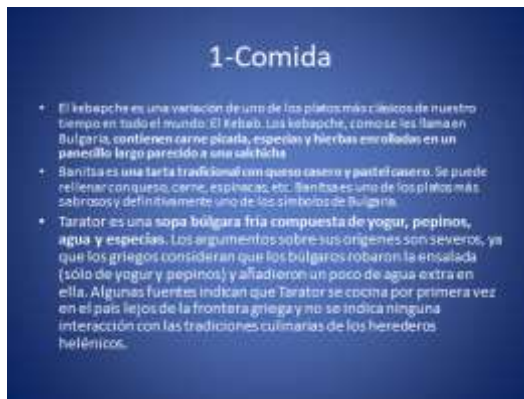
Some examples of cards with cultural topics for the interviewees.



Appendix 6

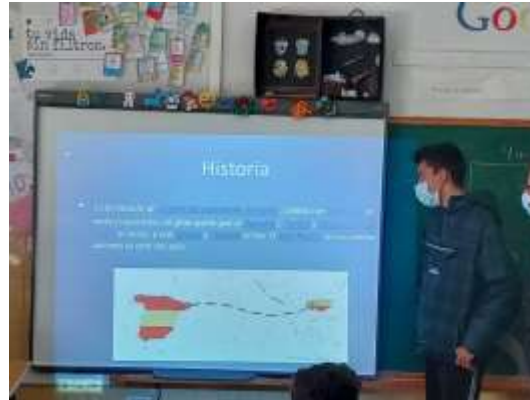
Power Point presentations made by students of third year of Secondary Education.

The culture of Bulgaria



Musica Folklore

- El espíritu de cada pueblo se ve reflejado en su folklore: los dialectos, la ropa, las canciones, los bailes, las melodías, etc. La cultura de la música popular búlgara es autóctona, «ba» y «bambita». Durante siglos el pueblo compuso canciones sobre el trabajo y la belleza, sobre la esclavitud y la lucha por la libertad, sobre la intranquilidad con el mal. Así nacieron las canciones de trabajo, bailes, de reunión, «de mesa», de héroes, rituales, históricas y muchos otros tipos de canciones con diferente temática y lugar en las costumbres de la gente. La música popular búlgara es característica por sus detalles melódicos y por el ritmo de los compases simples de dos y tres tiempos a los compases irregulares, sin medida, que los cantantes construyen libremente según su talento.



The culture of Morocco

MARRUECOS

EL PAÍS

Marruecos (en árabe, المغرب, al-Maghrib; en bereber, ⴰⵎⵔⵉⵎⴰⵏⴰⵢⵜ, oficialmente el Reino de Marruecos en árabe, المملكة المغربية al-Mamlaka al-Maghribiya; en bereber, ⵜⴰⵎⴰⵎⵔⴰⵏⵜ ⵜⴰⵎⴰⵖⵔⴰⵢⵜ, es el país berberce situado en el suroeste, el norte de África), con costas en el suroeste atlántico y el nor-Mediterráneo.

Marruecos se independizó de Francia y España en 1956. Se encuentra separado de Europa por el estrecho de Gibraltar. Limita con Argelia al este y el territorio de Mauritania al oeste desde 1986— con Argelia al norte, con Túnez al noreste, con Libia al noroeste, y con el Sahara Occidental al sur, que cotinúa su disputa con la República Árabe Saharaui Democrática y parcialmente con el Sáhara Occidental en 2015 y Mauritania al oeste en 1978, que debe Mauritania.

En 1962 la asamblea de la Organización para la Unión Africana (OUA), entonces precursora de la UA y de la cual Marruecos era miembro fundador, aceptó como miembro a la República Árabe Saharaui Democrática (RASD), como respuesta, Mauritania se retiró de la organización. En 1975, el Reino de Marruecos, el Reino Árabe de Mauritania, la Organización Internacional de la Frontera de la Unión y el Frente Polisario se unieron por el Tratado de Madrid. La Unión Africana de 1994 al 2000 y el Frente Polisario se unieron en un acuerdo conocido como el Acuerdo de Ginebra. Argelia es el país donde se más estudiado el idioma árabe, con más de 80.000 hablantes según la información provista por el Instituto Cervantes en 2015.

Desde 1994 hasta 2017, fue el único país africano que no era miembro de la Unión Africana. El estado marroquí fue reinstalado con mayoría absoluta, el 30 de enero de 2017, durante la XXVIII Conferencia de la Unión Africana, sucedida en Egipto.

COMIDA

1.- El cuscús o alcuzcuz en hispanoárabe (en bereber, ⵜⴰⵏⵓⵙⴰⵏⴰⵢⵜ o ⵜⴰⵏⵓⵙⴰⵏⴰⵢⵜ keskesu) (en Árabe magrebi, الكسكسي, الكسكي, الطعم, الطعم, الكسكسي, kuskus, kusksi, kesksu, t'om) en Argelia y Marruecos se conserva la pronunciación bereber de la palabra. Es un plato tradicional bereber-árabe (norteafricano) hecho a base de sémola de trigo. Los ingredientes son sémola de trigo, verduras, garbanzos y carne roja o pollo, o solo con leche. El cuscús es un alimento que consiste en granos de sémola de trigo duro de tamaño medio de un milímetro de diámetro (tras el cocinado). El cuscús es un alimento básico en las cocinas de Norteafricana, y sobre todo de la cocina Norteafricana.

2.- El Tajin es otro de los platos que encontraréis por todos sitios. Al igual que el cuscús, podréis comerlo a un precio bastante económico en cualquier restaurante, y la cantidad suele ser considerable, por lo que se puede compartir entre dos.

Esta delicia debe su nombre al recipiente en el que se prepara, una cazuela de barro con una tapadera de forma cónica, y hay diferentes variedades entre las que destacaría el Tajine de Cordero con legumbres, almendras y ciruelas, aderezado con canela o azafrán, y el Tajine de Pollo, con limón, aceitunas y una salsa de tomate picante muy especiada.



FOLKLORE TRADICIONAL

Marruecos goza de una amplia diversidad étnica y cultural, por lo que el folklore de este país es uno de los más variados de la orilla sur del Mediterráneo. En Marruecos, la música marca el ritmo de la vida cotidiana. Anima las fiestas familiares y los "moussems", además de las tareas en el campo.

Podemos distinguir entre varios tipos de música y danza. La música de influencia árabe, clásica o de origen andaluz y la nueva llamada popular y moderna. Destacar también a música bereber, tradicional de las zonas rurales y montañosas que varía según las tribus.

En muchos casos esta música es derivada del Sufismo como la Eisawa, Hamadcha, Samaa, Hadra, y la Música Gnawa. En Fes en Abril se interpretan en el Festival de cultura Sufi.

El Festival Cultural Sufi es un evento cultural que gira en torno a este corriente espiritual y ascética del Islam. Es una celebración de 9 días de duración que tiene lugar cada mes de abril, en honor a la música sufi y su espiritualidad.

El Festival se desarrolla en Riad de Fez y otros lugares culturales de la capital espiritual, reuniendo a los líderes religiosos en el sufismo y a artistas de todo el mundo. Lleva un mensaje de la paz y la tolerancia y la promoción del diálogo inter-cultural, junto con el desarrollo humano y de la civilización.





Música Antigua Madrid 2021 mezcla conciertos al más puro estilo de interpretación histórica, que nos ayudarán a tener un mayor conocimiento de nuestro amiguo patrimonio musical, con proyectos multidisciplinarios, creando a la vez espacios sonoros y escénicos. La música antigua fusionando con el jazz, la danza contemporánea y flamenco, los efectos audiovisuales, la voz de nuestro siglo de Oro, los repertorios recuperados e inéditos de Antonio Caldara, compositor de cámara del archiduque Carlos o la recreación del espacio del Café Zimmermann, Jorge Pardo o Pepe Viñuela entre otros, participan en este festival junto a grupos como Capilla Jerónimo de Carrón o Hippocampus, mostrando la variedad de los espectáculos que se podrán ver dentro de la segunda edición de Música Antigua Madrid.

Ramadám

- El Ramadám, en Marruecos, se realiza en las mismas fechas que en el resto del mundo islámico: durante el noveno mes del calendario musulmán, que es algo más corto que el empleado en Occidente, pues cuenta el ciclo lunar en vez del ciclo solar. Por tanto, este periodo tan especial cae cada año en una fecha distinta. En Turismo Marruecos te aconsejamos tener en cuenta el Ramadám si vas a viajar a Marruecos. En las siguientes líneas te explicamos en qué consiste y algunos consejos al respecto.




The culture of Brazil

CULTURAS Y COSTUMBRES DE BRASIL

Folklore

Congo: es uno de los muchos conjuntos de bailes, músicas y manifestación folclóricas traída por los esclavos a Brasil en el Período Colonial. Particularmente caracterizada por el uso de tambores en variados tamaños, trajes y coreografías típicas y cánticos que invocan los Dioses.

Forró: es un género musical, así como también una danza folclórica, que tiene su origen en las fiestas populares de la Región Nordeste de Brasil, concretamente en la región de Pernambuco.

COMIDA TÍPICA

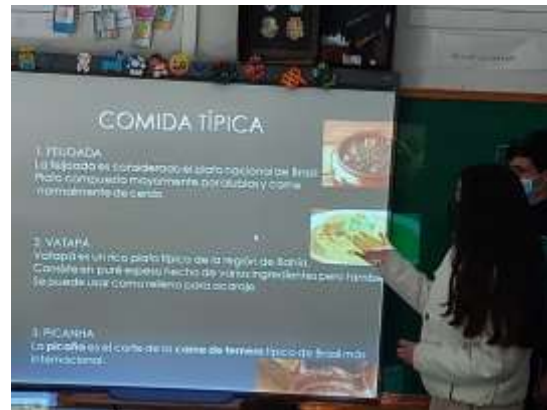
- FEIJADA**
La feijada es considerado el plato nacional de Brasil. Plato compuesto mayormente por alubias y carne normalmente de cerdo.
- VATAPÁ**
Vatapá es un rico plato típico de la región de Bahía. Consiste en puré espeso hecho de varios ingredientes pero también se puede usar como relleno para acaraje.
- PICANHA**
La **picanha** es el corte de la carne de **leonesa** típico de Brasil más internacional.

FIESTAS TÍPICAS

- Carnaval:** Debemos tener en cuenta que estas celebraciones no son exclusivas del Brasil, sino que se desarrollaron en diversos lugares del mundo. Es sin dudas la fiesta popular más importante de Brasil en la que la gente se disfraza y asisten a un desfile en el que pasan carrozas con distintas temáticas.
- lavagem Do Bonfim:** Este festejo es uno de los más típicos del país y se considera que abre el ciclo de festividades bahianas que dura todo el verano se celebra el segundo jueves de enero.

Tradiciones típicas de Brasil

1. Samba: La **samba** es sin duda la banda sonora que mejor define la vida y la alegría de un país tan colorido y alegre como es Brasil.
2. Capoeira: La capoeira se ha convertido en una de las expresiones culturales más importantes de Brasil.
3. Fiesta de Reyes: La Fiesta de los Reyes en Brasil, es una de las grandes costumbres tradicionales del país que tiene lugar cada 5 de enero y en ella se hace referencia al episodio bíblico en el que los Reyes Magos siguen la estrella de Belén para encontrar al Niño Jesús en la religión católica.



The Gypsy ethnic group



Historia del pueblo gitano:

Los **gitanos**, **romanies**, **cingaros** o **rom** son una comunidad o etnia originaria del subcontinente indio, que data de los **siglos XVIII y XIX**, con rasgos culturales comunes, aunque con enormes diferencias entre sus subgrupos.

Historia del pueblo gitano: 3 siglos que nunca acaban.

Hay que aclarar que la palabra gitano es una palabra española que no se comparte por ningún otro idioma. La palabra gitano proviene de egipcio, ya que en el siglo XV se creía que venían de Egipto. Existen otros modos de llamar a los gitanos: romaní, romaní o cingaros.

Bandera gitana

El **día Internacional del Pueblo Gitano** se celebra el 8 de abril, en conmemoración del mismo día en 1971 en **Londres**, donde se instituyó la **bandera** y el **himno** de la Comunidad.

La **bandera gitana** consta de dos franjas horizontales de color azul, en la parte superior, que representa el cielo, y de color verde, en la parte inferior, que representa el campo. En el medio de la franja se incluye la rueda de carro, que simboliza la libertad del pueblo gitano, repartido por todo el mundo.



Tradiciones:

- El pueblo gitano se ha caracterizado desde antiguo por tener una **serie de rasgos identitarios muy característicos que han forjado un estilo propio de vida** que ha sido capaz de resistir y mantenerse con el paso de los años. Pese a su integración en la comunidad, su acceso a puestos de responsabilidad y a la ruptura de esquemas que acababan por estereotipar a sus miembros **han sido capaces de mantener esas costumbres y valores principales** que han caracterizado históricamente su riqueza cultural.

Tradiciones del pueblo gitano: 3 siglos que nunca acaban.

- Lo más importante es la familia y la pureza de la mujer
- Cuando se le muere un familiar o una persona querida si sientes de ponerte el luto que es vestirse enterito de negro como símbolo de respeto.

Bailes típicos:

- En general se bailan muchos tipos de bailes pero el mas representado es el flamenco.
- El tocar las palmas, bailar, taconear es una forma de expresar el sentimiento que te produce en un momento determinado.
- Ejemplos de bailes:
- Rumbas flamencas, tangos, bulerías, sevillanas.....





Appendix 7

The final task: The Interviews.





The story of Clara and Lucy

Clara and Lucy

- they live in Australia
- Clara and Lucy like Kangaroos and they live with their parents and mother
- they go to school by bikes
- Lucy is two minutes older



QUESTIONS

- Where do you live? 
- What is your favorite food? 
- Who do you live with? 
- How do you go to school?
- How old are you? 

The story of Rafael


Rafael

- Rafael likes soccer games
- Rafael goes to school
- Rafael doesn't get confused
- His favorite city is Brazil
- His traditional clothes is t-shirt

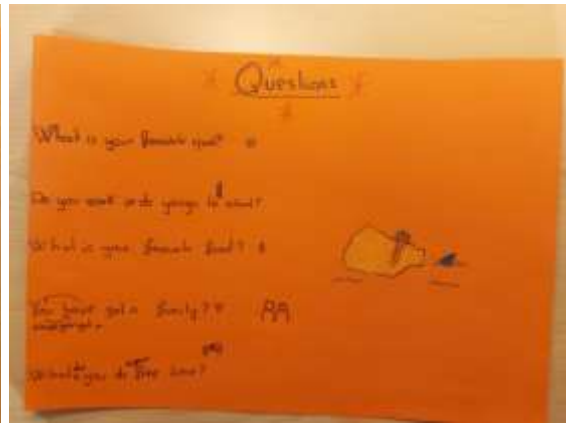


Questions

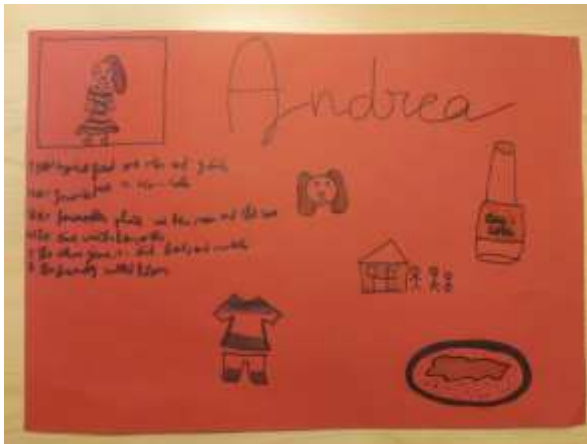
- Have you got a special day?
- Do you go to school?
- Are you really confused or what?
- How do you go to school?
- What are the traditional clothes in your country?



The story of Sotaro



The story of Andrea



The story of Yohanna

