



Universidad de Valladolid

FACULTAD de FILOSOFÍA Y LETRAS
DEPARTAMENTO de FILOLOGÍA INGLESA

Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato,
Formación Profesional y Enseñanza de Idiomas

TRABAJO DE FIN DE MÁSTER

**Culture in the EFL classroom and student
exchanges: An alternative to traditional school
exchange programs**

Irene Domingo Martín

Tutora: Sara Medina Calzada

Valladolid, Junio 2021

Abstract

School exchanges still garner attention despite the fact that globalization and digitalization have made it possible to learn about the culture of other countries without leaving home. This is due to the numerous benefits they offer, such as the improvement in the target language proficiency or the development of greater autonomy and cultural awareness. This Master's Thesis presents an inclusive and accessible didactic proposal for the English as a Foreign Language (EFL) classroom that serves as an alternative to a traditional exchange between Spanish students from Castilla y León and Canadian students from the provinces of Alberta and British Columbia. For this purpose, eight didactic sessions have been developed with activities targeted to the Spanish students with the aim of developing their intercultural communicative competence and providing all learners with the benefits offered by exchange programs.

Keywords: student exchange program, intercultural communicative competence, EFL classroom, cultural awareness, Canadian culture.

Resumen

Los intercambios escolares siguen siendo objeto de atención a pesar de que la globalización y la digitalización han brindado la posibilidad de conocer la cultura de otros países sin ni siquiera salir de casa. Esto se debe a los numerosos beneficios que ofrecen, tales como la mejora en el dominio de la lengua meta, o el desarrollo de mayor autonomía y conciencia cultural. Este Trabajo de Fin de Máster ofrece una propuesta didáctica inclusiva y accesible para el aula de Inglés como Lengua Extranjera que sirve como alternativa a un intercambio tradicional entre estudiantes españoles de Castilla y León y estudiantes canadienses de las provincias de Alberta y Columbia Británica. Para ello, se han desarrollado ocho sesiones didácticas con actividades dirigidas a los estudiantes españoles con el objetivo de desarrollar su competencia comunicativa intercultural y proporcionar a todos los alumnos los beneficios que ofrecen los programas de intercambio.

Palabras clave: programa de intercambio estudiantil, competencia comunicativa intercultural, aula de Inglés como Lengua Extranjera, conciencia cultural, cultura canadiense.

Table of Contents

1. INTRODUCTION	1
1.1. Justification	2
1.2. Objectives	3
2. THEORETICAL FRAMEWORK	5
2.1. Exchange Programs: A Way to Study Abroad	5
2.1.1. Definition and features of exchange programs	5
2.1.2. The origin and evolution of studying abroad and exchange programs	6
2.1.3. The benefits of student exchange programs	7
2.2. Culture in the Foreign Language Classroom	10
2.2.1. A definition of culture	11
2.2.2. Culture in FL teaching: the curriculum and approaches to developing cultural competence.....	12
2.2.3. The intercultural communicative competence	14
2.2.4. The intercultural competence in the FL classroom	15
2.3. Spain and Canada: A School Exchange Program between Castilla y León and the provinces of Alberta and British Columbia	16
3. DIDACTIC PROPOSAL	20
3.1. Introduction to the Proposal.....	20
3.2. Legal Framework.....	21
3.3. Context and Temporalization.....	21
3.4. Objectives of the Proposal	23
3.5. Curricular Specifications	24
3.6. Key Competences	30
3.7. Methodology.....	31
3.8. Assessment.....	31
4. CONCLUSIONS	51
Works cited	53
Didactic materials	60
APPENDICES	62

1. INTRODUCTION

Globalization and digitalization have opened a world of infinite possibilities for learning about the culture of other countries without even leaving home. Anyone with access to the Internet can learn about the social and cultural aspects that distinguish any community. This constant flow of information and the free access to all possible data, news and topics, with social networks as the main engine for breaking down the barriers of space-time, have brought many opportunities and challenges to the educational field.

In this context, it might seem strange that ‘slow media’ such as student exchange programs still garner attention, and yet they do. Their multiple advantages, such as improving language proficiency, breaking down stereotypes, or increasing awareness of cultural differences, make them a focus of attention for institutions and students, not only at the university level, although it is the most popular and exploited, but also at secondary school level (Mathews-Aydinli, 2017). However, the current situation of the COVID-19 pandemic, which has limited mobility freedom, has led to the suspension of many of these exchange programs, especially those in secondary education.

Considering these aspects, this Master’s Thesis seeks an alternative to offset the lack of a student exchange program at secondary education in view of its possible suspension or any other reason that might lead to the loss of this opportunity for students. For this purpose, this work presents a didactic proposal targeted to Spanish students in 1ºBachillerato and intended to get them closer to the target culture when there is no possibility to travel physically to the hypothetical host country.

Thus, this proposal responds to a student exchange program in particular: one driven by the *Consejería de Educación* of Castilla y León (Regional Ministry of Education), Spain, after the name ‘School exchanges with schools in Canadian regions, Grenoble (France) and Lower Saxony (Germany)’, offered under the *ORDEN EDU/5/2020*, of 8th January, for the academic year 2020/21, but suspended due to the pandemic under the *ORDEN EDU/965/2020*, of 16th September. Furthermore, within this program, the focus is on the first exchange stated, with schools in Canadian regions, more specifically, the anglophone provinces of Alberta and British Columbia.

Nevertheless, it must be noted that much of the value of the didactic proposal that will be presented here lies in the fact that it can be implemented in other educational settings. Depending on the intended use and purpose that one may give to the proposal, as well as the target learners, it can be adapted for other levels of students, for preparation classes of a traditional exchange, or even for regular school lessons where one would like students to explore the Canadian culture.

1.1. Justification

In today's globalized and intercultural world, the mastery of languages and their respective sociocultural implications plays an essential role in society. For this reason, the acquisition of foreign languages and cultural awareness is highly promoted in the educational field, where school exchanges are seen as a great opportunity for students to improve in such demand. Taking this into account, this Master's Thesis aims to demonstrate that many benefits offered by exchanges can be supplied through other, more accessible alternatives.

This work also responds to my personal and academic interests in student exchanges. As a starting point, it is relevant to mention that I have a special interest in exchange programs due to my participation as a student in the one which is the focus here. It was in 2014, when I was in 1ºBachillerato, that I had the opportunity to travel to Medicine Hat, in Alberta, Canada, to live with a host student and her family for two months. The experience was so enriching that it proved to be a determining factor in my subsequent academic career when I decided to take a Degree in English Studies. On this basis, the fact that many school exchanges were suspended due to the COVID-19 pandemic made me think about how the benefits I experienced myself during the exchange program could be compensated, not only because of their possible suspension, but also attending to any other causes that may avoid the students' participation due to economic problems or limitation in the number of vacancies offered.

In addition to all this, there is the motivation to use my academic expertise in English Studies to apply it to my teaching experience. Hence, the aim is to combine my knowledge in the English language and the culture of the English-speaking countries with the general and specific competences developed during the *Máster en Profesor de*

Educación Secundaria y Bachillerato, Formación Profesional y Enseñanza de Idiomas, which can be summarized in the planning and selection of the most effective strategies, approaches, activities and resources for a given context, in this case, a teaching proposal.

1.2. Objectives

Considering the information given above, the objectives of this thesis are as follows.

General objective:

- A. To develop a didactic proposal aimed at Spanish students that promotes the culture of Canada, focusing on the provinces of Alberta and British Columbia, as an alternative to a traditional exchange program between schools in these areas and the community of Castilla y León, Spain.

Aims:

- A. To identify the main characteristics of school exchanges, their origin, evolution and benefits.
- B. To recognize the most effective approaches, activities and resources for teaching a country's culture in the English as a Foreign Language (EFL) classroom.
- C. To design a teaching proposal that brings Canadian culture, sometimes underrated by the cultures of Britain and the United States because they receive the highest attention in the EFL classroom, to all students without exception, regardless of their economic conditions.
- D. To explore how to increase cultural awareness by improving students' intercultural communicative competence through a didactic proposal based mainly on the Canadian and Spanish cultures and the promotion of tolerance and respect between them.
- E. To discern the possible strengths and limitations of the proposal.

To further develop these objectives, this work has been arranged in three main parts. The first part is dedicated to the theoretical framework, which includes: the main features and benefits of exchange programs; the relevance of culture in the foreign language classroom, with a special focus on the intercultural communicative competence; and the explanation of the main characteristics of the exchange program promoted by the *Consejería de Educación* of Castilla y León. Then, there is a second section focused on the description of the didactic proposal that is intended to offset the lack of this exchange, a total of eight sessions targeted to Spanish students of 1ºBachillerato. Finally, a concluding part with a critical overview of the information compiled is provided to reflect upon the level of achievement of the objectives established.

2. THEORETICAL FRAMEWORK

As previously mentioned, this Master's Thesis offers a didactic proposal to compensate for the lack of a school exchange between Castilla y León, Spain, and the provinces of Alberta and British Columbia, in Canada. However, before presenting the proposal, it is necessary to address some basic information about exchange programs and the teaching of culture in the EFL classroom to clarify the concepts and scope on which we will base our work.

2.1. Exchange Programs: A Way to Study Abroad

Virtually everyone has heard of school exchanges, but what exactly these programs consist of, how they emerged or what benefits they bring are less-known aspects. Therefore, here we will focus on these issues.

2.1.1. Definition and features of exchange programs

International education, cross-border education, study abroad, or student mobility are just a few of the numerous terms that arise when it comes to defining what exchange programs are. Most researchers set exchange programs within the large context of international education, a broad field of study that encompasses a wide range of concepts that imply the movement of people or ideas across political and cultural boundaries. According to Vestal in his book *International education* (1994), in 1969, Robert Leestma, then director of the Office of Education's Institute of International Studies in the US, included Educational Exchanges and Study Abroad as one of the seven categories in which international education could be divided. Thus, Vestal (1994) refers to those terms as "the movement of persons for first-hand immersion in other cultures" (p. 14).

Specifying further, Kinginger (2009) states that study abroad is "a temporary sojourn of pre-defined duration, undertaken for educational purposes" (p. 11). This way, it is distinguished from migration, which is permanent, and from tourism, which has leisure purposes rather than educational. Moreover, Kinginger (2009) refers to the term 'cross-border education' as the mobility of students, teachers, educational programs and institutions, and to the term 'student mobility' as the largest contributor to cross-border education. Considering these ideas, she divides 'student mobility' into three categories:

full study abroad to get a foreign degree or qualification, study as part of an academic fellowship with a home or joint degree involving home and abroad institutions (what is commonly named study abroad programs), and exchange programs.

However, it should be noted that the last two categories are somewhat confusing since exchange programs also require the participation of a home and a foreign institution. Then, what is the difference between the so-called study abroad programs and exchange programs? According to most institutions (Campbell, 2014; Global Engagement Office of the University of Adelaide, 2019; University of Hawai'i at Mānoa Study Abroad Center, 2017; University of Western Australia, n. d.), a study-abroad program involves paying tuition fees to the host institution whereas exchange students are nominated by their home school to take part in the program and pay tuition fees there, since there is a reciprocal agreement between institutions to exchange students. Apart from this, in some exchange programs, the exchange takes place between students who live in each other's home during their stay in the foreign country, as is the case of the one on which this thesis focuses. Thus, as stated by Fiocchi & Rojas (2015), through these programs, teenagers move to live for a pre-determined time in another country, joining a host family and attending regular classes at a school.

2.1.2. The origin and evolution of studying abroad and exchange programs

Studying abroad is nothing new. It is well known that, back as early as 400-300 BC., Aristotle, who was born in Macedonia, migrated to Athens to study at the Academy of Plato. However, the institutionalization of study-abroad experiences through the establishment of programs is a more recent phenomenon. Closely related to public diplomacy, exchange programs began to be formalized in the late 19th and early 20th centuries, but it was after the World Wars that these programs gained more political support and developed rapidly as a means for promoting understanding among nations and increasing world peace (Scott-Smith, 2012; Snow, 2008).

Nowadays, the relevance of supporting the internationalization of education through student exchange programs has become increasingly evident. The international community has reached a consensus of the advantages of sociocultural exchanges

achieved through such initiatives in order to increase understanding and tolerance among different cultures and strengthen international cooperation and solidarity (UNESCO, 2015). Given the current need stimulated by globalization to be citizens with the ability to understand multiple realities, cultures and situations, in the end, to develop their intercultural competence, an increasing number of students decide to study abroad at some point in their lives.

According to The Organization for Economic Cooperation and Development (OECD, 2020), the number of international or foreign tertiary students, i.e., those enrolled in post-secondary education, has grown from 2.2 to 5.6 million between 1998 and 2018, increasing on average 4.8% per year. At the secondary level, no data have been found, but, at least in Castilla y León, Spain, it is evident that there is a high demand for student exchanges due to the high number of secondary schools requesting the participation of their students in the school exchange programs promoted by the *Consejería de Educación*, as can be seen in *ORDEN EDU/526/2020*. With such high demand, it seems clear that exchanges offer several advantages; therefore, the benefits that make them such a sought-after phenomenon will be described below.

2.1.3. The benefits of student exchange programs

From a global perspective, international educational exchanges bring large-scale benefits such as the development of a peaceful cooperative global community, which encompasses not only social but also political and economic interests. As Mathews Aydinli (2017) explains, if people from two communities gain a greater intercultural understanding of the other group, especially if they are also current or future political or social critics, society may benefit because the possibility of a confrontation between the two groups may be reduced. Thanks to the potential of exchanges in this sense, they become a focus of interest for governments and, consequently, for public diplomacy.

Apart from these advantages of exchanges at a broad level, many studies have shown the individual benefits of being enrolled in an exchange program, be it short term or long term. Through student exchanges, the participants benefit both in their academic training and in the personal and professional spheres.

Academic benefits

Student exchange has a positive influence on the academic training of participants since they acquire new and different learning from that received at their home institution, which improves the student's previous knowledge. According to Reyes Pérez, Rosales Vázquez, Arroyo Terán & León Romero (2014), normally, institutions show major organizational differences in terms of curricula, grading systems and teaching methods. Therefore, when students are confronted with these changes, they are pressured by the demands of the new institution and make a greater effort to overcome those obstacles. In this way, students develop their cognitive skills and achieve a greater capacity to solve academic difficulties.

Moreover, several studies have shown that exchanges promote foreign language proficiency in many aspects: in terms of pronunciation and phonological abilities (Díaz-Campos, 2006), oral proficiency and fluency (Hernández, 2010; Magnan & Back, 2007; Martinsen, 2010; Segalowitz & Freed, 2004), the use of communicative strategies (Lafford, 2004), increased lexical production and vocabulary growth (Dewey, 2007); and the use of local linguistic expression forms which are particular to the host country, and even to the host region (Reynolds-Case, 2013). In sum, participants in exchange programs have been reported to make significant gains in the four skills: listening, speaking, reading and writing.

Another common benefit identified is the student's exposure to different social and cultural environments that favors the acquisition of pragmatic (Cohen & Shively, 2007; Magnan & Back, 2006) and sociolinguistic competence (Ecke, 2014), which can be an advantage both academically and personally. Furthermore, Hernández (2010) shows the benefit of exchanges to gain integrative motivation to confront the foreign language and continue studying it after the experience.

Taking into account these benefits, as well as the increase of short-term exchange programs (Reynolds-Case, 2013), some authors have investigated the benefits of shorter exchanges finding favorable results. They have shown that they do not only positively influence participants' motivation and attitudes towards the target language, but can also improve their ability to produce it by showing significant linguistic development

(Cubillos, Chieffo & Fan, 2008; Reynolds-Case, 2013; Grey, Cox, Serafini & Sanz, 2015) and demonstrating that improvement does not necessarily come from spending more time in a foreign country, but rather from the quality and quantity of input to which participants are exposed.

Personal benefits

Student exchanges also bring personal benefits to participants due to the cultural and social transitions they live when getting to know the customs and traditions of a different country. Since students normally travel to places in which they do not have relatives or friends, their autonomy, independence, responsibility and maturity increase (Reyes Pérez et al., 2014).

Moreover, this lack of familiar people nearby makes them meet and socialize with others practicing their ability to adapt and reinforcing values such as tolerance and respect, not only to other cultures but also to people's opinions and beliefs. Thus, students leave their comfort zone to be exposed to an environment that helps them acquire new learning skills and competences. Also, living in another country changes one's stereotypes of other nationalities and offers participants a broader view of the world, which allows them to better understand other cultures and their own (Sobkowiak, 2019).

Professional benefits

Within the professional field, it is precisely the academic and personal benefits outlined above that make those who participate in exchange programs more employable. According to Reyes et al. (2014), current society demands professionals with a quality education, who are skillful and determined, willing to face challenges and capable of solving them, and this is what exchange programs offer. Indeed, the Council of Europe (2020) endorses plurilingualism and pluriculturalism as significant competences in this globalized society that requires humans' learning to coexist with other individuals from different cultures and who speak different languages.

Nowadays, most companies require a second language from their potential employees, and exchanges allow students to improve their language proficiency as well as their intercultural competence, which is a huge advantage in establishing working relationships. At the same time, as the exchange allows participants to meet new people

from other parts of the world, either from the host country or students from other countries, it is possible to build strong working relationships with these people. In addition, the greater autonomy and independence that students gain on an exchange are qualities that are in demand in the workplace.

In short, it must be mentioned that school exchanges are a great opportunity for students because they offer the possibility to develop the four pillars described in the Delors Report (1996) for 21st-century education: *learning to know*, since they help to improve one's knowledge of the target language and the culture in which one is immersed; *learning to do*, since the linguistic and intercultural competences, as well as the independence gained, are favorable for carrying out work tasks; *learning to live together*, since this experience allows one to socialize and cooperate with people from other cultures; and *learning to be*, since it favors the development and maturing of the individual and contributes to a better knowledge of oneself.

So far, we have seen that the benefits of traditional exchanges are clear. Nevertheless, we have to bear in mind that not all students have the opportunity to be enrolled in these programs, whether for financial issues or other reasons, and that is why here we will try to ensure that such advantages can be offered in the classroom so that everyone can benefit from them.

2.2. Culture in the Foreign Language Classroom

Nowadays, it is firmly established that culture must be integrated into language teaching, hence the high value placed on student exchanges that allow full cultural immersion and significant language development in a particular sociocultural context. However, these aspects can (and must) also be integrated within foreign language (FL) classrooms.

Linguists and anthropologists have long recognized that language and culture are inseparable entities that are so closely interwoven into each other that one cannot be conceived without the other (Chaouche, 2016; Kramsch, 1995; Liddicoat & Scarino, 2013). Therefore, since learning a language implies being competent for communication in the target language and knowing the customs and traditions of the speech community,

FL teaching must consider the connection between language and culture. As a starting point, a definition of culture is necessary to determine what cultural elements should be taught.

2.2.1. A definition of culture

There is no doubt that culture has been present as long as humankind has existed, and yet it is still a complex term to define. As humanity changes, so does culture, and with it its meaning. There are countless definitions of culture that have evolved from a more traditional approach where culture was a static entity made up of factual information to a more modern approach that defends its dynamic nature, its close connection to language, and its construction through human interaction.

According to Kramersch (1995), the term ‘culture’ applies to at least two different ways of defining a social community. Within the humanities, she refers to culture as “the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions or artifacts of everyday life, and the mechanisms for their reproduction and preservation through history” (p. 84). But in the field of social sciences, Kramersch (1995) states that culture refers to “the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of a community” (p. 84). On a similar basis, in UNESCO’s *Universal Declaration on Cultural Diversity*, culture is defined as “the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs” (UNESCO, 2001, 31 C/Resolution 25, p. 62).

From these definitions, a common double classification of culture can be distinguished: highbrow culture, also known as ‘big C culture’, and lowbrow culture, i.e. ‘small c culture’. As stated by Brdarić (2016), highbrow culture refers to historical and geographical information about a social community and its most representative literary works, art works and similar production material; whereas lowbrow culture focuses on the way people think through the analysis of everyday customs, habits and folklore. Despite this distinction, if we think about FL teaching, we will see in the next section that learners will need to be taught both types to become truly culturally competent.

2.2.2 Culture in FL teaching: the curriculum and approaches to developing cultural competence

Culture is present in Spanish educational legislation for the training of students in their first foreign language. The curriculum of *Educación Secundaria Obligatoria* in Castilla y León, established by *ORDEN EDU/362/2015*, determines the need for learners to master sociocultural aspects and to interact with other individuals from different societies through respect and tolerance. Also, the introduction of these sociocultural aspects in the classroom is related to the increase of the motivation of students to learn the foreign language. On the other hand, by *ORDEN EDU/363/2015*, the curriculum of *Bachillerato* makes explicit the need for students to learn the most relevant cultural events of the countries where the FL is spoken, to be aware of the implications of learning about other cultures and to adapt to given contexts to achieve adequate interaction while emphasizing the use of authentic materials for these purposes.

Based on these premises from the curriculum, it can be seen how aspects of both highbrow and lowbrow culture are mentioned, outlining their relevance in FL teaching. Focusing only on ‘big C culture’, learners just get superficial understanding because their learning consists of memorizing facts. However, ‘small c culture’ proves the interconnection between language and culture and shows a cross-cultural aspect that connects the learners’ culture with the target one (Brdarić, 2016). Therefore, although both must be considered for learners to get a clear picture of an unknown culture, it is the lowbrow culture the one that should be emphasized in FL teaching. In any case, it should be borne in mind that misinformation such as clichés and stereotypes of dominant groups may be found in this perspective, which increases the need for reflection in the classroom in order to avoid such stereotypes.

Continuing with culture in the FL classroom, Liddicoat & Scarino (2013) present four ways to interpret cultures in language teaching and learning: (1) as national attributes, i.e., cultures bounded by national geographic borders and represented by the inhabitants of those borders; (2) as societal norms, i.e., the practices and values that characterize cultures; (3) as symbolic systems, i.e., as means that members of a cultural group create, share and interpret giving meaningfulness to their experiences; and (4) as practices created through the actions of individuals and the way they use language in each

context, being the only one that depicts culture as dynamic, and not static as is the case with the three previous interpretations.

Once these interpretations have been determined, the following question arises: How can culture be implemented in the classroom? According to Piątkowska (2015), there are four different approaches to do so: knowledge-based, contrastive, communicative language teaching, and intercultural communicative competence.

The knowledge-based approach, which prevailed for many years in FL teaching tradition, consists of teaching culture as a set of facts that students need to learn, emphasizing cultural competence over language competence, without considering culture and language as inseparable entities, but rather the opposite. The contrastive approach also considers culture as independent from language and aims at providing students with cultural knowledge, neglecting the interpretation of cultural meanings, values and beliefs. Instead, it focuses on the similarities and differences among the learners' culture and the target culture ignoring the intercultural interaction between them.

As for the communicative language teaching approach, it emerges in the late 60s and 70s when scholars start rejecting the view of culture as a collection of factual information and realize that culture should be learned to communicate effectively in a foreign language. Thus, this approach relies on the inseparability of culture and language and stresses the need to know pragmatic and sociocultural conventions to be communicatively competent in a language, promoting cultural awareness as well as open-mindedness, empathy and tolerance towards other cultures (Piątkowska, 2015).

Finally, the intercultural communicative competence approach also supports the interconnection between language and culture, and it emerges from the understanding of English as the *lingua franca* that allows almost anyone in the world to communicate. In contrast to communicative language teaching, this one offers a more global and reflective perspective on the interaction among cultures, not necessarily those of English-speaking countries. Since this approach will be the main focus of the proposal of this thesis, we will explain it in detail in the following sections.

2.2.3. The intercultural communicative competence

In a rapidly globalized world of constant mobility, FL teaching is increasingly urged to incorporate ‘intercultural communicative competence’. But what is it? Byram, Gribkova and Starkey (2002) define it as the “ability [of individuals] to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality” (p. 10).

Furthermore, for Byram et. al. (2002), the interculturally competent learner displays five affective, behavioral and cognitive skills: (1) *savoir être*, curiosity and open attitudes towards other cultures different from one’s own; (2) *savoirs*, knowledge of social groups, their practices and products in one’s own culture and the target culture; (3) *savoir comprendre*, ability to interpret events and documents from other cultures and relate them to one’s own; (4) *savoir apprendre/faire*, ability to acquire new knowledge of other cultures through interaction in real-time communication; and (5) *savoir s’engager*, critical cultural awareness in one’s own and other cultures.

Guilherme (2013) goes further regarding intercultural competence arguing that, although interculturality seeks commonalities between cultures, hierarchical power relations between them have been established throughout history. In this sense, in order to recognize equality among diversities, Guilherme proposes the concept of ‘intercultural responsibility’, adding “a social, relational, civic and ethical component to the conception of intercultural competence, with a commitment to social justice and an active involvement in matters of individual dignity and the collective interest” (p. 347) in the current cosmopolitan society.

In any case, on Piątkowska’s (2015) account, intercultural communicative competence appears as a new approach to FL teaching which highlights the interconnection of language and culture and the importance of learners to communicate across different cultures. The aim of this method is not just to foster learners’ knowledge of the target culture, but rather to extend their communicative skills beyond their familiar cultural contexts to interact with people from different cultures to the target one (Piątkowska, 2015).

2.2.4. The intercultural competence in the FL classroom

Now that the need for intercultural competence in the FL classroom is stated, a focus on how to integrate it is required. According to Chaouche (2016), FL teaching should have two main objectives: to help learners to acquire the communicative competence needed for speaking and writing in an appropriate way; and to develop the learners' intercultural competence to successfully communicate and interact with people with multiple identities and their own individuality.

As mentioned before, the teaching of culture is not the mere transmission of information about the target culture. Chaouche (2016) proposes six goals for FL teachers to help learners: (1) see relationships between their own culture and others; (2) gain interest in other cultures and in how other people may perceive their culture; (3) recognize how intercultural interaction occurs; (4) understand how social identities take part in all interactions; (5) consider how their perceptions of other people and other people's perceptions of them influence communication success; and (6) realize how they can autonomously find out more about the people they are communicating with.

To achieve these goals, Piątkowska, (2015) recommends the use of new technologies, especially the Internet, to connect with teachers and students from other cultural backgrounds. Also, Purba (2011) recommends using the following materials and techniques:

Authentic materials. The use of films, TV shows, podcasts, websites, photographs, magazines, newspapers, restaurant menus, travel brochures or other similar materials may help to enroll students in authentic cultural situations.

Role plays. Simulating real communication situations in the target language helps to confront such circumstances in the future attending the adequate socio-conventional features of the target country.

Proverbs. Discussing proverbs from the target culture to see the similarities and differences with the learners' native language breaking with stereotypes and prejudices.

Culture capsules. Identifying objects or images which are original from the target culture may open broad research for students to investigate them and discover their characteristics and the main factors, whether cultural, historical or linguistic, tied to those objects.

Ethnographic studies. Carrying out ethnographic research through interviews with native speakers of the target culture in the community is a helpful activity to use the target language and cultural conventions in a real context.

Literature. Literary works can be an effective means to learn aspects from other cultures without having to visit the real place because they provide insights into cultural features through the target language.

Finally, it should be noted that the English FL classroom tends to focus on the culture of either the United Kingdom or the United States, leaving aside that of other English-speaking countries and the rest of the world. For this thesis, the didactic proposal that will be presented later will promote the intercultural communicative competence but aiming attention at Canada's multiculturalism, as this is the country that participates in the exchange that will be described below.

2.3. Spain and Canada: A School Exchange Program between Castilla y León and the provinces of Alberta and British Columbia

In 2001, the *Consejería de Educación y Cultura* of Castilla y León (Regional Ministry of Education and Culture) launched an experimental program of school exchanges between publicly funded secondary schools in Castilla y León and secondary schools in the United States and Canada intending to improve the participants' language learning and knowledge of other cultures. Thanks to the positive assessment of this program, it was consolidated and continued to be offered in subsequent years (Consejo Escolar de Castilla y León, 2003).

By *ORDEN de 25 de febrero de 2002 de la Consejería de Educación y Cultura*, in its first call for application as a program, which was no longer experimental, exchanges were carried out in two modalities:

- Modality "A": Short-term exchanges (minimum of 15 days and maximum of 45 days) between students of *Educación Secundaria Obligatoria* (E.S.O) and *Bachillerato* in Castilla y León and students from schools in the United States and Canada.
- Modality "B": Long-term exchanges (minimum of two months) between high school students from Castilla y León and students from high schools in the United States and Canada.

In both modalities, the following requirements had to be met: (1) the exchange had to be based on an educational project developed by the participating schools; (2) the participating pupils had to reside in the homes of the receiving pupils during the exchange; (3) the pupils had to be accompanied during the outward journey and, for no more than the first fifteen days of their stay, by one or two teachers from the schools of origin. In the case of modality B, it was further specified that (1) it was also open to students who were studying in the 4th year of E.S.O. (4^oESO) provided that, at the time of the exchange, they had passed this level and they were currently studying 1^oBachillerato; and (2) the students participating in the exchange would be selected by their school's management team, which could gather information from the tutor and other members of the teaching staff, based on criteria of foreign language proficiency, academic performance, personal qualities, and family motivation.

For this first call in 2002, ten schools from Castilla y León took part in the exchange program, and subsequently, more schools joined this initiative. The biggest change came in 2017, when the *Consejería de Educación* of Castilla y León announced the unification of different school exchange programs between students from Castilla y León and the Canadian regions of Alberta, British Columbia and Quebec; Grenoble, in France; and Lower Saxony, in Germany. Thus, for the 2017/2018 academic year, a single call for such exchanges was established by *ORDEN EDU/47/2017*, of 26th January, with a total of 168 vacancies projected, 33 for the exchange with the anglophone regions of Alberta and British Columbia that were targeted to students in 4^oESO and 1^oBachillerato.

From this edition onwards, priority was given to schools that promote their international dimension, both among their teachers and their students. That includes

schools with Bachibac; with specific research/excellence Bachillerato in languages; international Bachillerato; bilingual section in English, French or German; British schools; participants in Erasmus+ KA2 projects; or those that develop a permanent teacher training plan or educational innovation projects related to the learning of foreign languages. Regarding the selection of participants, priority was given to students according to the average mark on their academic record, their foreign language grades in the previous academic year, and an interview with the student and their parents (Consejería de Educación, 2017).

For this academic year 2020/2021, the *ORDEN EDU/5/2020*, of 8th January, was published to carry out the call for applications. Still aimed at publicly funded schools in the Community of Castilla y León that provide secondary education, exchange activities of up to ten weeks were called in the case of the provinces of Alberta and British Columbia, and up to six weeks for the rest: Quebec, Canada; Grenoble, France; and Lower Saxony, Germany. In addition, it was specified that each of the selected schools would propose the participation of a minimum of two and a maximum of five candidates for each of the exchange activities.

However, due to the COVID-19 pandemic, the call for applications was suspended by *ORDEN EDU/965/2020* of 16th September. Consequently, as an alternative to the exchange with Canadian regions, virtual exchanges carried out in pairs between a Spanish student and a Canadian student were proposed to be made through videoconferences of half-an-hour and email (two videoconferences and two emails per week at flexible time, provided that one takes place on a weekday and one is at the weekend).

Thus, under the supervision of the teacher coordinating the activity in each school, those students from Castilla y León selected for the program had the opportunity to participate in oral and written communicative exchanges with their foreign counterparts (equally in English and Spanish) on a series of topics about their daily life and sociocultural differences that are established as a reference. Those topics are the following: (1) A day in my life, (2) My family and my home, (3) My town, (4) National, regional and local gastronomy, (5) Sports and artistic activities, (6) National, regional and local festivities, (7) Interesting national places to visit, (8) Surprising elements about the

target culture, (9) Music, TV series, movies and videogames, (10) Funny activities to do at the weekend, and (11) Climate change and the perception of racism.¹

Having explained the alternative proposed by the *Consejería de Educación* of Castilla y León, it is worth mentioning that it offers interesting means and topics of conversation to promote communicative and cultural competence. However, the fact that it is aimed at a specific number of selected students, from two to five per school, makes it very exclusive. In addition, the limited explanation of the topics, and their focus on the similarities and differences between the Spanish culture and the Canadian culture, does not allow for a clear promotion of the intercultural competence that is so urgently needed by today's foreign language learners. All these aspects have been considered for the creation of the didactic proposal of this thesis: an improved alternative to the traditional exchange program with Canada, more inclusive and detailed to the one offered by the *Consejería*.

¹ The topics proposed as a reference for the virtual exchanges, as well as the specifications regarding the videoconferencing and email exchange plan, were obtained through a telephone interview that I had with one of the people in charge of exchange programs at the *Consejería de Educación* of Castilla y León.

3. DIDACTIC PROPOSAL

Considering all the aspects that have been mentioned in the theoretical framework of this thesis, this section will be devoted to the description of the proposal that has been created as an alternative to traditional exchange programs. Hence, this section will be divided into nine parts: an introduction to the proposal; its legal framework; its context and temporalization; curricular specifications; key competences; methodology; assessment; and the explanation of the tasks.

3.1. Introduction to the Proposal

As previously stated, this proposal emerges as an alternative to traditional exchange programs in which students can travel physically to a different country from their own to be immersed in its culture for a specific period of time. This idea comes due to different reasons. First, the COVID-19 pandemic has affected the regular development of many activities among which student exchanges are included. Most exchanges, and especially those in secondary education, have been suspended under these circumstances depriving students of the benefits that these programs provide academically, professionally and personally. Second, student exchanges are activities that are not accessible to all students. Either for financial reasons, the low number of vacancies offered, or other motives, few students are actually able to take part in these practices.

In order to compensate for these shortcomings and provide a more accessible and inclusive alternative, a lesson plan of eight sessions, one per week, has been created to ensure that all students in an English as a Foreign Language (EFL) classroom can benefit from it. Contrary to the official plan proposed by the *Consejería de Educación* of Castilla y León of establishing two videoconferences of half an hour per week for those selected to be enrolled in the program, here we propose a videoconference of one hour per week so that students can speak to their counterparts for a longer continuous period of time. Moreover, this distribution fits better considering that an entire regular school lesson per week will help to the better development of those virtual meetings.

Videoconferences will preferably take place during the weekends due to the time difference between the Spanish peninsula and the Canadian provinces of Alberta and British Columbia. Although students will not be provided with specific guidelines for the

development of the meetings because natural conversations are expected to happen, the reference topics that they will be encouraged to deal with in them will be those covered during the eight class sessions. In this way, students will have the necessary preparation and practice to be able to better manage the conversation.

In addition, to make the proposal even more inclusive, email exchanges will be implemented for everyone in the classroom, not only for those selected in the official program. Thus, all students will be provided with the email addresses of Canadian students (classmates of those enrolled in the exchange program as such) to interact with them on the issues raised during the lesson plan as part of homework assignments. Considering this work scheme, the framework and characteristics of the proposal will be explained in detail afterward.

3.2. Legal Framework

Targeted to 1ºBachillerato students from Castilla y León, Spain, the lesson plan of this proposal is based on the following regulation:

- *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.*
- *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.*
- *ORDEN EDU/363/2015, de 4 de mayo por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León.*

3.3. Context and Temporalization

This proposal corresponds to the area of English as a Foreign Language and it is targeted to students in 1ºBachillerato. Although the lesson plan can be adjusted to other levels of students or regular classes about culture in the EFL classroom, it has been specifically created to compensate for the exchange with Canada described in section 2.3. For this reason, this proposal is aimed at students in 1º Bachillerato from any public school in Castilla y León, a course that was chosen because it would correspond to the time when the students would be doing the traditional exchange.

The proposal is planned to be developed in the second term of the academic year for eight weeks. The fact that it is in the second term is because, in the first term, students spend some time adapting to the new course, and in the third term, they usually have global exams and less free time to make the most of the experience. Although the working time is subject to change, it is proposed that the plan runs from the first week after the return from the Christmas holidays in January until the end of eight weeks, corresponding to the first or second week of March, depending on the academic year, and leaving free the last weeks of the term when pupils usually have more exams and assignments to hand in from all subjects.

Taking into account that students in 1ºBachillerato have three teaching hours per week for the First Foreign Language according to *ORDEN EDU/363/2015 (Anexo II: Distribución de las materias por curso y horario semanal, p. 32954)*, one of these three hours will be focused on the Canadian culture to make available the benefits of the traditional exchange program to all students. Thus, each lesson from the plan that is proposed here will last 50 minutes, which is the time that normally lasts a regular lesson in Castilian high schools.

As explained before, those enrolled in the exchange through the program offered by the *Consejería* will have videoconferences taken place at a flexible time during the weekends. Due to the time difference between Spain and the provinces of Canada which are enrolled in the program (the Spanish peninsula time is eight hours ahead of Alberta's and nine hours ahead of British Columbia's), students should agree with their counterparts to arrange a time for the meeting by email or any social network they want to use (WhatsApp, Facebook, etc.). However, it will be recommended to meet between 5 pm and 9 pm (Spanish time) to fit in with Canadian morning hours and never coincide with nighttime for either partner. On the other hand, emails about the topics raised every week during the lessons will be sent by all members of the class to interact regularly with Canadian students.

3.4. Objectives of the Proposal

This proposal aims to offer an alternative to a traditional exchange program between Canada and Spain that may offer the same benefits for students from Castilla y León in the EFL classroom. Taking this into account, these are the learning objectives to be achieved:

a) To improve the students' language proficiency concerning the traditional four skills (listening, speaking, reading and writing) and the interaction skill, which represents the means through which the others are developed.

b) To get historical, pragmatic, social and linguistic knowledge on the Canadian culture through research tasks, role-plays, and the use of authentic materials and ICT.

c) To develop the students' intercultural communicative competence to understand cultures, mainly their own and the diverse cultures framed in Canada, to communicate successfully, i.e., fluently and considering sociocultural conventions.

d) To increase the students' respect and tolerance towards other cultures.

e) To rise students' autonomy, responsibility and maturity through their role as active learners and group work.

f) To give integrative motivation to confront the Foreign Language (English) and continue studying it further.

Moreover, among the objectives established for Bachillerato in the *Artículo 25* of the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, those which are present in this proposal are as follows²:

b) Consolidar una madurez personal y social que les permita actuar de forma responsable y autónoma y desarrollar su espíritu crítico. Prever y resolver pacíficamente los conflictos personales, familiares y sociales.

² The objectives listed below are provided in Spanish since this is the language in which the regulation (*Real Decreto 1105/2014* in this case) is formulated. The letters associated with them also correspond to those in the legislation.

c) *Fomentar la igualdad efectiva de derechos y oportunidades entre hombres y mujeres, analizar y valorar críticamente las desigualdades y discriminaciones existentes, y en particular la violencia contra la mujer e impulsar la igualdad real y la no discriminación de las personas por cualquier condición o circunstancia personal o social, con atención especial a las personas con discapacidad.*

f) *Expresarse con fluidez y corrección en una o más lenguas extranjeras.*

g) *Utilizar con solvencia y responsabilidad las tecnologías de la información y la comunicación.*

h) *Conocer y valorar críticamente las realidades del mundo contemporáneo, sus antecedentes históricos y los principales factores de su evolución. Participar de forma solidaria en el desarrollo y mejora de su entorno social.*

k) *Afianzar el espíritu emprendedor con actitudes de creatividad, flexibilidad, iniciativa, trabajo en equipo, confianza en uno mismo y sentido crítico.*

l) *Desarrollar la sensibilidad artística y literaria, así como el criterio estético, como fuentes de formación y enriquecimiento cultural.*

3.5. Curricular Specifications

Considering that this didactic proposal is aimed at students in 1ºBachillerato, the curricular specifications that have been followed are those established by *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León*. Among all the contents, evaluation criteria and learning standards included in this order for the first foreign language in the first year of Bachillerato, those that correspond to the proposal of this thesis are presented in the following table³:

³ Similar to what was stated for the objectives of the proposal, the contents, evaluation criteria and learning standards set forth in this thesis are presented in Spanish, since this is the language in which they are written in the regulation (ORDEN EDU/363/2015). Moreover, the numbers associated with them correspond to the order in which they are mentioned in the legislation.

Contents	Evaluation criteria	Learning standards
Block 1. Comprehension of oral texts		
<p>1. Estrategias de comprensión:</p> <p>1.1. Movilización de información previa sobre tipo de tarea y tema.</p> <p>1.4. Formulación de hipótesis sobre contenido y contexto.</p> <p>3. Funciones comunicativas:</p> <p>3.1. Gestión de relaciones sociales en el ámbito personal, público, académico y profesional.</p> <p>3.4. Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos.</p> <p>5. Léxico oral común y más especializado (recepción), dentro de las propias áreas de interés en los ámbitos personal, público, académico y ocupacional, relativo a la descripción de personas y objetos, tiempo y espacio, estados, eventos y acontecimientos, actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación y estudio; trabajo y emprendimiento; bienes y servicios; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura.</p> <p>7. Aspectos socioculturales y sociolingüísticos de las comunidades donde se habla la lengua meta.</p>	<p>1. Identificar las ideas principales, información relevante, hilo conductor o trama, e implicaciones generales de textos de cierta longitud, bien organizados y con estructuras lingüísticas de cierta complejidad, en una variedad de lengua estándar y articulados a velocidad media o normal, hablados o cantados, acompañados o no de soporte visual, destinados al público en general o de uso no específicamente didáctico, que traten de temas tanto concretos como abstractos dentro del propio campo de especialización o de interés en los ámbitos personal, público, académico y ocupacional/laboral, siempre que las condiciones acústicas sean buenas y se puedan confirmar ciertos detalles.</p> <p>3. Conocer con el suficiente detalle y saber aplicar adecuadamente a la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a situaciones cotidianas y menos habituales en el ámbito personal, público, académico y ocupacional/laboral, sobre, entre otros, la estructura socioeconómica, las relaciones interpersonales, de jerarquía y entre grupos, comportamiento (posturas y ademanes, expresiones faciales, uso de la voz, contacto visual, proxémica), y convenciones sociales (actitudes, valores, tabúes).</p>	<p>1. Comprende instrucciones técnicas, dadas cara a cara o por otros medios, relativas a la realización de actividades y normas de seguridad en el ámbito personal (p. e. en una instalación deportiva), público (p. e. en una situación de emergencia), académico u ocupacional (p. e. una visita guiada a una pinacoteca, o sobre el uso de máquinas, dispositivos electrónicos o programas informáticos).</p> <p>3. Identifica los puntos principales y detalles relevantes de una conversación formal o informal de cierta duración entre dos o más interlocutores que se produce a su alrededor, siempre que las condiciones acústicas sean buenas, el discurso esté estructurado y no se haga un uso muy idiomático de la lengua.</p> <p>4. Comprende, en una conversación informal o una discusión en la que participa, tanto de viva voz como por medios técnicos, información específica relevante sobre temas generales o de su interés, y capta sentimientos como la sorpresa, el interés o la indiferencia, siempre que los interlocutores eviten un uso muy idiomático de la lengua y si no hay interferencias acústicas.</p> <p>5. Comprende, en una conversación formal en la que participa, en el ámbito académico u ocupacional, información detallada y puntos de vista y opiniones sobre temas</p>

	<p>5. Distinguir y aplicar a la comprensión del texto oral los significados y funciones específicos generalmente asociados a diversas estructuras sintácticas de uso común según el contexto de comunicación (p. e. una estructura interrogativa para dar una orden).</p> <p>8. Reconocer las particularidades sonoras, léxicas y sintácticas propias de las comunidades en las que se usa la lengua meta y adaptar sus estrategias de comprensión a ellas.</p>	<p>de su especialidad y relativos a actividades y procedimientos cotidianos y menos habituales, siempre que pueda plantear preguntas para comprobar que ha comprendido lo que el interlocutor ha querido decir y conseguir aclaraciones sobre algunos detalles.</p>
--	---	---

Block 2. Production of oral texts: expression and interaction

<p>1. Estrategias de producción: 1.2. Ejecución 1.2.1. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto. 1.2.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales</p> <p>2. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> <p>3. Funciones comunicativas: 3.1. Gestión de relaciones sociales en el ámbito personal, público, académico y profesional. 3.4. Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos.</p>	<p>1. Construir textos coherentes y bien estructurados sobre temas de interés personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de cohesión más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico.</p> <p>3. Ser consciente de los rasgos socioculturales y sociolingüísticos salientes de las comunidades en las que se utiliza la lengua meta, y de sus diferencias con respecto a las culturas propias, relativos a costumbres, usos, actitudes, valores y tabúes, y actuar en consecuencia, adaptándose adecuadamente a las características de los interlocutores y de la situación comunicativa en la producción del texto oral.</p> <p>9. Mostrar cierta flexibilidad en la interacción por lo que</p>	<p>1. Hace presentaciones bien estructuradas y de cierta duración sobre un tema académico (p. e. el diseño de un aparato o dispositivo, o sobre una obra artística o literaria), con la suficiente claridad como para que se pueda seguir sin dificultad la mayor parte del tiempo y cuyas ideas principales estén explicadas con una razonable precisión, y responde a preguntas complementarias de la audiencia formuladas con claridad y a velocidad normal.</p> <p>3. Participa con eficacia en conversaciones informales cara a cara o por teléfono u otros medios técnicos, en las que describe con cierto detalle hechos, experiencias, sentimientos y reacciones, sueños, esperanzas y ambiciones, y responde adecuadamente a sentimientos como la sorpresa, el interés o la indiferencia; cuenta historias, así como el argumento de libros y películas, indicando sus reacciones; ofrece y se interesa por opiniones personales sobre</p>
--	--	---

<p>5. Léxico oral común y más especializado (producción), dentro de las propias áreas de interés en los ámbitos personal, público, académico y ocupacional, relativo a la descripción de personas y objetos, tiempo y espacio, estados, eventos y acontecimientos, actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación y estudio; trabajo y emprendimiento; bienes y servicios; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura.</p>	<p>respecta a los mecanismos de toma y cesión del turno de palabra, la colaboración con el interlocutor y el mantenimiento de la comunicación, aunque puede que no siempre se haga de manera elegante.</p> <p>10. Participar con eficacia, aun cometiendo errores, en actividades de interacción oral dramatizadas tales como simulaciones globales, juegos de rol, etc., de larga duración, disponiendo de la posibilidad de preparar y gestionar su participación en las mismas.</p>	<p>temas de su interés; hace comprensibles sus opiniones o reacciones respecto a las soluciones posibles de problemas o cuestiones prácticas; expresa con amabilidad creencias, acuerdos y desacuerdos, y explica y justifica sus opiniones y proyectos.</p> <p>4. Toma parte adecuadamente, aunque a veces tenga que pedir que le repitan o aclaren alguna duda, en conversaciones formales, entrevistas y reuniones de carácter académico u ocupacional, intercambiando información relevante sobre aspectos tanto abstractos como concretos de temas cotidianos y menos habituales en estos contextos, pidiendo y dando instrucciones o soluciones a problemas prácticos, planteando sus puntos de vista con claridad, y justificando con cierto detalle y de manera coherente sus opiniones, planes y sugerencias sobre futuras actuaciones.</p>
--	---	---

Block 3. Comprehension of written texts

<p>1. Estrategias de comprensión: 1.2. Identificación del tipo textual, adaptando la comprensión al mismo.</p> <p>2. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> <p>3. Funciones comunicativas: 3.4. Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos.</p>	<p>1. Identificar las ideas principales, información relevante e implicaciones generales de textos de cierta longitud, en formato impreso o en soporte digital, acompañados o no de elementos gráficos, bien organizados y con estructuras lingüísticas de cierta complejidad, en una variedad de lengua estándar y que traten de temas tanto abstractos como concretos dentro del propio campo de especialización o interés, en los ámbitos personal, público, académico u ocupacional/laboral, siempre que se puedan releer las secciones difíciles.</p>	<p>1. Comprende instrucciones de una cierta extensión y complejidad dentro de su área de interés o su especialidad, siempre que pueda volver a leer las secciones difíciles (p. e. sobre cómo redactar un trabajo académico siguiendo las convenciones internacionales).</p> <p>2. Entiende detalles relevantes e implicaciones de anuncios y material de carácter publicitario sobre asuntos de su interés personal y académico (p. e. folletos, prospectos, programas de estudios universitarios).</p>
---	---	--

<p>3.9. Establecimiento y gestión de la comunicación y organización del discurso.</p> <p>5. Léxico escrito común y más especializado (recepción), dentro de las propias áreas de interés en los ámbitos personal, público, académico y ocupacional, relativo a la descripción de personas y objetos, tiempo y espacio, estados, eventos y acontecimientos, actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación y estudio; trabajo y emprendimiento; bienes y servicios; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura.</p> <p>8. Uso adecuado de las tecnologías de la información y comunicación.</p>	<p>3. Conocer con el suficiente detalle, y saber aplicar adecuadamente a la comprensión del texto, los aspectos sociolingüísticos derivados de situaciones cotidianas y menos habituales en el ámbito personal, público, académico y ocupacional/laboral, sobre, entre otros, la estructura socioeconómica, las relaciones interpersonales, de jerarquía y entre grupos, convenciones sociales (actitudes, valores, tabúes), y los aspectos generales que permitan comprender, en su caso, el trasfondo sociocultural del texto.</p> <p>8. Saber reconocer la pertinencia o impertinencia de los resultados de una búsqueda en Internet.</p>	<p>3. Comprende correspondencia personal en cualquier soporte, y mensajes en foros y blogs, en los que se transmiten información e ideas, se pregunta sobre problemas y se explican con razonable precisión, y se describen de manera clara y detallada, experiencias, sentimientos, reacciones, hechos, planes y aspectos tanto abstractos como concretos de temas de su interés.</p> <p>5. Comprende el sentido general, los puntos principales y los detalles más relevantes en noticias y artículos periodísticos bien estructurados y de cierta longitud en los que se adoptan puntos de vista concretos sobre temas de actualidad o de su interés y redactados en una variante estándar de la lengua.</p>
---	--	---

Block 4. Production of written texts: expression and interaction

<p>1. Estrategias de producción:</p> <p>1.1. Planificación</p> <p>1.1.1. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repassar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.)</p> <p>1.2. Ejecución</p> <p>1.2.1. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.</p> <p>2. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p>	<p>1. Escribir, en cualquier soporte, textos de estructura clara sobre una serie de temas generales y más específicos relacionados con los propios intereses o especialidad, haciendo descripciones con el suficiente detalle; redactando en palabras propias, y organizando de manera coherente, información e ideas extraídas de diversas fuentes, y justificando las propias opiniones sobre temas generales, o más específicos, utilizando elementos de cohesión y coherencia y un léxico de uso común, o más específico según el contexto de comunicación.</p> <p>3. Ser consciente de los rasgos socioculturales y</p>	<p>3. Toma notas, haciendo una lista de los aspectos importantes, durante una conferencia sencilla, y redacta un breve resumen con la información esencial, siempre que el tema sea conocido y el discurso se formule de un modo sencillo y se articule con claridad.</p> <p>4. Escribe notas, anuncios, mensajes y comentarios, en cualquier soporte, en los que transmite y solicita información relevante y opiniones sobre aspectos personales, académicos u ocupacionales, respetando las</p>
--	--	--

<p>3. Funciones comunicativas: 3.4. Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos. 3.9. Establecimiento y gestión de la comunicación y organización del discurso.</p> <p>5. Léxico escrito común y más especializado (producción), dentro de las propias áreas de interés en los ámbitos personal, público, académico y ocupacional, relativo a la descripción de personas y objetos, tiempo y espacio, estados, eventos y acontecimientos, actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación y estudio; trabajo y emprendimiento; bienes y servicios; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura. Patrones gráficos y convenciones ortográficas.</p> <p>7. Uso adecuado de las tecnologías de la información y comunicación.</p>	<p>sociolingüísticos salientes de las comunidades en las que se utiliza la lengua meta, y de sus diferencias con respecto a las culturas propias, relativos a costumbres, usos, actitudes, valores y tabúes, y actuar en consecuencia, adaptándose adecuadamente a las características de los interlocutores y de la situación comunicativa en la producción del texto escrito.</p> <p>5. Utilizar con razonable corrección las estructuras morfosintácticas, los patrones discursivos y los elementos de conexión y de cohesión de uso común con el fin de que el discurso esté bien organizado y cumpla adecuadamente la función o funciones comunicativas correspondientes.</p> <p>7. Reproducir los patrones ortográficos, de puntuación y de formato de uso común, y algunos de carácter más específico (p. e. indicaciones para acotar información, como paréntesis o guiones), con corrección en la mayoría de las ocasiones; saber manejar procesadores de textos para resolver, p. e., dudas sobre puntuación en los textos producidos en formato electrónico, utilizar con eficacia las convenciones de escritura que rigen en la comunicación por Internet y realizar con eficacia consultas en los buscadores de la Red, aplicando estrategias que le permitan discriminar resultados hasta obtener la información requerida.</p>	<p>convenciones y normas de cortesía y de la etiqueta.</p> <p>6. Escribe correspondencia personal y participa en foros y blogs en los que transmite información e ideas sobre temas abstractos y concretos, comprueba información y pregunta sobre problemas y los explica con razonable precisión, y describe, de manera detallada, experiencias, sentimientos, reacciones, hechos, planes y una serie de temas concretos relacionados con sus intereses o su especialidad.</p>
--	---	---

3.6. Key Competences

For this lesson plan, students will develop all the competences established in the *Artículo 2.2. of the Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, namely:

- Linguistic communication competence.
- Mathematical competence and competence in science and technology.
- Digital competence.
- Learning to learn competence.
- Social competence and civic competence.
- Sense of initiative and entrepreneurship competence.
- Cultural awareness and expression competence.

Among these competences, the linguistic competence is evidently developed because students will have to communicate, either in pairs or in groups, during all the activities and sessions of the proposal. Furthermore, students will be able to improve their competence in technology, as well as the digital competence, as many activities involve the use of computers to search for information on the Internet and create texts to be published in blogs or wikis. Learning to learn is also another competence that this proposal seeks to ensure since many of the activities encourage the students' autonomy through reflection or research tasks for which the teacher only acts as a facilitator and moderator.

Likewise, students will develop their sense of initiative and their social and civic competence because they will have to share their opinions and points of view about a great variety of topics and respect each other's turn to speak to ensure the good development of group work and, in general, a good classroom climate. Finally, this proposal emphasizes the promotion of cultural awareness since all activities are approached from a cultural point of view, trying to help students acquire a more open, respectful and tolerant mind that allows them to break stereotypes and to reflect and think critically about other cultures as well as their own.

3.7. Methodology

This didactic proposal is based on different methods. On the one hand, it includes features of the *Direct Method* because translation is not permitted, and students are allowed to perceive meaning directly from the target language, English in this case, in real-life contexts. Furthermore, the *Oral Approach and Situational Language Teaching* also appears in this proposal, since new points of the target language are introduced in spoken form and practiced in specific situations.

Considering the emphasis of the proposal on the teaching of culture, it shares features from two approaches that are quite similar and support the inseparability of language and culture: *Communicative Language Teaching* and *Intercultural Communicative Language Teaching*. Based on these approaches, the proposal relies on real communication and authentic language use, i.e., on the functional view of language in context, with activities that focus on the students' communicative competence and require their active and responsible participation while the teacher acts as the facilitator of communicative situations. Also, emphasis has been placed on the following aspects: group work to encourage the participation of each individual, continuous use of the foreign language, work on the five language skills (listening, speaking, reading, writing and interaction), and the need to know pragmatic and sociocultural conventions to be communicatively competent in a language by promoting cultural awareness as well as open-mindedness, empathy and tolerance towards other cultures.

Adding the component of interculturality, the English language is understood as the *lingua franca* that enables successful communication with people from any culture. Thus, this proposal follows the *Intercultural Communicative Language Teaching* approach because it is based on this premise that goes beyond the understanding of native speakers of English and offers a more global and reflective perspective that allows people to communicate with anyone regardless of their cultural background.

3.8. Assessment

The students' assessment for this proposal will be continuous, formative and integrative since observation of the students' work is considered essential to assess their progress and daily interventions in addition to the final task.

To carry out this type of evaluation, a rubric focusing on the traditional four language skills (listening, speaking, reading and writing) and attitudinal aspects such as the students' participation and respect towards other opinions and cultures will be used to assess their work (see the rubric in Appendix 1). Hence, students will be evaluated according to the skills that correspond to the blocks set out in *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León*, which also includes the so-called fifth skill, interaction, for the speaking and writing sections. Also, it is necessary to mention that the emails that students will have to send to their Canadian counterparts will be sent to the teacher to be part of the work assessed through this rubric in the section of writing.

As for the final task of the proposal, peer assessment will be promoted since each group of students will be able to assess the work of their peers through another rubric created for this purpose (see Appendix 2). Thus, students will evaluate their classmates attending to their display of contents and their oral and non-verbal skills during the performance of the final task.

3.9. Proposal Development: Lesson Plan and Tasks

The proposal comprises a total of eight sessions including tasks that are intended to help students to acquire knowledge and skills that are learned through traditional exchange programs. Therefore, students will work on activities that will help them to improve their English proficiency in listening, speaking, reading and writing; to develop their intercultural communicative competence; to break down with stereotypes; to reflect upon their own culture; and to raise their autonomy, responsibility and maturity, as well as their tolerance and respect towards other cultures.

It is also relevant to reiterate that these sessions pretend to help students to achieve greater success in their interactions with their Canadian counterparts, whether in the virtual meetings of those selected for the exchange program promulgated by the *Consejería*, or in the email exchange in which all students participate. Furthermore, among the eight sessions of the proposal, the last one will be specifically dedicated to the final task: a group-work creation of cultural time capsules with items representative of

Canadian culture that will be presented to their classmates and kept to be seen by future students in subsequent years. Each of the sessions will be presented below with a description of its corresponding activities, but first, a table with the title and main theme of each session is provided to illustrate the proposal as a whole.

SESSION	TITLE	MAIN THEME(S)
Session 1	A regular day in my life	Daily routines
Session 2	Let's explore the town!	Towns and their landmarks
Session 3	What you should know a-boat The Great White North	Canadian expressions and vocabulary
Session 4	Are we what we eat?	Gastronomy
Session 5	Let's celebrate!	Festivities and celebrations
Session 6	3, 2, 1... Music and action!	Film and music consumption
Session 7	Embrace diversity: against racism	Ethnic and cultural diversity and racism
Session 8	Final task: Our cultural time capsules	Canadian culture (more specific topics will depend on the objects chosen by the students for their capsules)

SESSION 1 (50 minutes): A regular day in my life

In this session, the aim is to introduce the topic of the lesson plan about Canadian culture and raise students' awareness of the stereotypes that they may have about other cultures, as well as the stereotypes others may have about their culture. Also, students will have the opportunity to analyze a day in the life of students from Canada and other countries in comparison to their own daily routine. This will be useful for those having meetings with Canadian counterparts because the first videoconference will focus on a presentation of themselves and their family, and their daily routine, including what they normally do at high school, what subjects they have, and what activities they do after school. At the same time, the emails to be sent by all students will be about the same subject. Thanks to this lesson, they will know more about how a day of a Canadian student may be and they will have already practiced telling someone about a day in their life.

Activity 1 (5’): What do you think of Canadians?

Aim: To make students think about what aspects they associate with Canadian people before exploring their culture in depth.

Classroom management: In pairs.

Resources: Mentimeter, Internet, computers/tablets.

Explanation: First, the teacher will introduce the topic of the lesson plan by telling students that they will be learning mainly about Canadian culture but also considering other cultures and the multiculturalism that Canada encompasses. Afterward, students will need to use computers or tablets because they will be creating a word cloud using the app Mentimeter (www.mentimeter.com). To do this, they will be asked to work in pairs and decide on what aspects come to their minds when they think of Canadian people. Each pair will be told to write three aspects of any type. The teacher will tell them that they can write about how they think they look like, how they are in terms of manners, what they like to eat, how they dress, how their houses look like, etc. Once all pairs have introduced their answers, the teacher will read them out loud and will tell students that they will reflect upon their suggestions later on.

Activity 2 (10’): What do others think about Spanish people?

Aim: To make students reflect upon stereotypes of their own culture.

Class management: Groups of four/five students.

Resources: Cards with stereotypes about Spanish people (Appendix 3) and worksheet with questions (Appendix 4).

Explanation: Students will be given some cards with statements based on stereotypes about Spanish people (see the cards in Appendix 3) and they will have to discuss in groups of four/five pupils if they think that those statements are true or false, and why they think others may think that it is true. After five minutes of discussing these aspects, students will be shown again the word cloud they created in the previous activity and they will discuss with their group partners if they think that those aspects that they wrote about Canadian people may be stereotypes or not, and why. A worksheet will be given to students so that they have some questions of reference to ask (see the worksheet

in Appendix 4). During discussions, the teacher will move around the groups so that they do the task properly, speaking in English and talking about what they have been asked.

Activity 3 (5’): A day in the life of a Canadian

Aim: To identify aspects from a daily routine of an average Canadian high school student.

Class management: First individually, then in pairs.

Resources: YouTube video *A Day in the Life of a Canadian High School Student* by Jaiden Irvin (2015) [<https://www.youtube.com/watch?v=CK2y3iBieq8>], Internet, a computer.

Explanation: The teacher will introduce this activity by telling the students that stereotypes do not usually correspond to people’s everyday life, since Spanish people do not eat paella every day, for example. Then, students will watch a video of a day in the life of a Canadian so that they can learn from a real-life routine of an average high school student like them but from another culture. Also, pupils will be asked to take some notes of what most attracts their attention from the video because, afterward, they will have to share their opinions with a partner for two minutes.

Activity 4 (10’): A day in my life

Aim: To practice a real conversation considering sociocultural similitudes and differences between the Spanish culture and other cultures.

Class management: First individually, then in pairs.

Resources: –

Explanation: Students will be asked to think individually about how it is a normal day in their lives and write some notes about it on a sheet of paper. After two minutes, they will be asked to work in pairs and tell their partners about a day in their life for about four minutes each. However, there will be a difficulty added: their partners must pretend to know nothing about Spanish culture so they will have to make questions about the aspects that are typically related to the Spanish culture, in case the other does not explain it in advance. To help students in this task, the teacher will write on the blackboard some

topics they may focus on to describe in detail or to ask about, depending on who is speaking. For instance, those topics may be mealtimes, typical Spanish food or the close relationship with family and friends.

Activity 5 (20’): Others’ daily routines

Aim: To learn about social conventions from different cultures and increase the students’ autonomy through group work.

Class management: Groups of four/five students.

Resources: Internet, computers.

Explanation: Students will be asked to work with computers for a task for which they will have to write an entry of a blog created by the teacher. In groups of four or five people, students will have to look for a video of a day in the life of a student from another culture. They will have to choose among some countries given by the teacher: Korea, India, Germany, Brazil and South Africa. Then, they will have to write a brief entry (about 200 words) comparing the daily routine of the Canadian girl from the video in Activity 3 and the daily routine from the video they have found about the other country selected. Before starting the entries, the teacher will explain how to log in to the blog and how to add content (writing, images and videos). Besides, as this activity can take more than 20 minutes, students will be allowed to finish it at home if they need to. Thanks to the creation of the blog, all the entries will be available for all to have access to other classmates’ work at any time.

SESSION 2 (50 minutes): Let’s explore the town!

This session will help students to learn more aspects about Canadian culture, especially focusing on specific towns in the provinces of Alberta and British Columbia. Moreover, students will be able to think about the most distinctive features and most popular sites in their own towns so that they practice explaining those to other people considering factors such as age or cultural background. In this way, students will know more about specific characteristics of Canadian cities that their counterparts may make reference to, either in virtual meetings or via email, and will have practiced speaking

about their town taking into account that the person they are talking to is a student from another culture who may need clarifications of some kind.

Activity 1 (10’): My town from different perspectives

Aim: To reflect on how the information students provide about their town may differ depending on the target audience, especially if they are addressing people from other cultures.

Class management: Groups of four/five people.

Resources: Worksheet with questions (Appendix 5). Optional: Internet, computers.

Explanation: In groups of four or five people, students will be asked to think about the landmarks of their town, as well as the activities visitors can do there. After a few minutes, students will be given a worksheet with some questions to reflect on how they would explain what to do and what to visit in their towns depending on the target audience (see the questions in Appendix 5). The questions will focus on getting students to reflect on how the way they tell something may vary depending on whom they address the information taking into account factors such as age or culture. For the latter, students will have to think of a specific country other than Spain and discuss what aspects they would clarify, vary or omit considering the culture of the people in the chosen country. Students will be told that they could use the computers to search for specific information about the country selected if they needed so.

Activity 2 (10’): Visit Ottawa

Aim: To identify the main elements of an authentic brochure of Canada’s capital.

Class management: Groups of four/five people.

Resources: A brochure of the city of Ottawa which can be found at Conseil des écoles publiques de l’Est de l’Ontario (n.d.) *Teachable Moments at Every Turn* (<https://ei.cepeo.on.ca/wp-content/uploads/2020/07/ottawa-student-brochure-en.pdf>).

Explanation: First, students will be asked what the capital of Canada is because many people think it is Toronto instead of Ottawa. Then, they will be shown a brochure

of the city of Ottawa specifically targeted to students (the brochure can be seen at <https://ei.cepeo.on.ca/wp-content/uploads/2020/07/ottawa-student-brochure-en.pdf>). The brochure will be preferably printed to make the task a more real experience. In groups of four or five people, students will have to identify the main elements of the brochure regarding the information it offers: title, introduction, reasons to visit it in each season, places to visit, activities to do there, tips for student trips, location, and contact. To help students recognize these elements, the teacher will first tell them that a brochure may include a title, an introduction, places to visit (both historical and natural sites), where to eat, where to sleep, and some contact, so that students get an idea on what they are expected to do. In any case, the teacher will move around the groups to solve any doubts and assure that they speak in English while doing the task.

Activity 3 (30'): Exploring Canadian cities

Aim: To research and identify basic information about Canadian cities in the provinces of Alberta and British Columbia and raise the students' autonomy through group research.

Class management: Groups of four/five people.

Resources: cardboards, Google Earth (<https://www.google.com/intl/es/earth/>), Internet, computers.

Explanation: In groups of four or five people, students will have to select among some cities given from Alberta (A) and British Columbia (BC): Calgary(A), Medicine Hat (A), Red Deer (A), Vancouver (BC), Victoria (BC), and Surrey (BC). For five minutes, students will have to explore the city they chose with Google Earth, and then, they will have to look on the Internet for basic information about the city to make a brochure. All brochures will have to include a title (the name of the city) and the following headings: *Location*, *Landmarks* and *Activities to do*. This will be written on the blackboard so that learners can look at it at any time while doing the activity. To create the brochures, they will be given cardboards where they will have to write the information compiled. In case they do not finish their brochures in class, students will be allowed to do it at home. With this, the idea is that, once all groups have finished, they will read other classmates' brochures to learn about other cities.

SESSION 3 (50 minutes): What you should know a-boat The Great White North

This session aims to introduce students to more aspects of Canadian culture concerning more unfamiliar events and practices as well as to the distinctive expressions and vocabulary commonly used in the country. This new knowledge that EFL learners will acquire during the session will allow them to improve their sociolinguistic competence and get interesting resources on which to build more elaborate conversation topics when interacting with Canadian students, either through videoconference or email.

Activity 1 (10’): How much do you know about Canada?

Aim: To make students learn basic and less-known aspects of Canadian culture.

Class management: Groups of four/five people.

Resources: Cards with images that are representative of Canada (Appendix 6).

Explanation: Students will be divided into groups of four or five people and they will be given a series of cards including images that depict aspects that are representative of Canadian culture (see cards in Appendix 6). However, some of those aspects will refer to less-known facts that, most certainly, students are unaware of. Thus, students will be told to decide on which of the cards are related to Canada and which ones are not according to their knowledge and opinions. Once the groups have distributed the cards into two categories, they will be told that all the cards actually have something to do with Canadian culture. Then, the teacher will explain the relationship between all the cards and Canada emphasizing the information about those which they thought were not connected to Canadian culture. Basic background information explaining the connection of the images with Canada is set out in Appendix 7.

Activity 2 (10’): Jokes about Canada in *How I Met Your Mother*

Aim: To make students aware of more Canadian stereotypes.

Class management: In pairs.

Resources: YouTube video *How I Met Your Mother - Canada jokes* by Deirdre O’Connor (2013) [<https://www.youtube.com/watch?v=WxSArDxK4LY>], Internet, computer, blackboard.

Explanation: Students will watch the video *How I Met Your Mother - Canada jokes* and they will be asked to think about the stereotypes that the series promoted about Canada. In pairs, they will be asked to share their findings with a partner and then the teacher will list the pairs' conclusions on the blackboard.

Activity 3 (12'): You're Canadian, eh?

Aim: To make students learn specific expressions commonly used by Canadian people.

Class management: Groups of four/five people.

Resources: YouTube video *How to Speak Like a Canadian - 21 Funny Canada Slang Words and Phrases* by The Planet D (2017) [<https://www.youtube.com/watch?v=o34VzENNPic>], worksheet with Canadian words and expressions and their meaning (Appendix 8).

Explanation: Students will be given a worksheet with some Canadian expressions and their meaning in an unordered form (see Appendix 8). In groups of four or five people, they will be asked to guess the meaning of each of the words and expressions. After a few minutes, they will listen to the video *How to Speak Like a Canadian - 21 Funny Canada Slang Words and Phrases* to check their answers and learn more Canadian expressions.

Activity 4 (18'): Speaking like a Canadian

Aim: To practice using words and expressions that Canadians typically use.

Class management: Groups of four/five people.

Resources: A sheet of paper to write a dialogue.

Explanation: In the same groups as before, students will be asked to think about any situation to create a dialogue using Canadian words and phrases from those learned in the previous activity (mainly those in Appendix 8). They will be asked to use at least five expressions and then they will have to practice the dialogue with their group classmates. They will be given topics of conversation such as hobbies, their last high school trip, or their last meeting with friends (in a cafeteria, for example). However, they

will be able to choose any context, and originality will be valued positively. Moreover, the teacher will go around the groups to clarify doubts and assure that students speak in English and do the task properly.

SESSION 4 (50 minutes): Are we what we eat?

Ordering food in a restaurant is one of the most frequent communicative situations that can occur when traveling to another country. Therefore, this session focuses on familiarizing students with the food that is commonly eaten in Canada, not only traditional food but any dish that is common to eat there. Students are also prepared to be able to order food using the appropriate expressions and are also encouraged to reflect on what they themselves eat as opposed to what is known as traditional Spanish food. All of this will be beneficial for students to talk to their Canadian counterparts about local and national food and tastes both virtually and by email.

Activity 1 (5'): Beyond food stereotypes

Aim: To make students reflect on how stereotypes change our perceptions of what people eat.

Class management: First individually, then in pairs.

Resources: Mentimeter, Internet, computers/tablets.

Explanation: First, the teacher will ask students to think about what they ate the previous day and write it using computers or tablets because they will be creating a word cloud using the app Mentimeter (www.mentimeter.com). Then, they will be asked to think in pairs about Spanish typical food and discuss if their answers to what they ate the day before corresponded to some of those traditional dishes. At the end of the activity, the teacher should emphasize that, although people from other parts of the world may associate that Spaniards just eat paella, tortilla and ham, many other dishes normally form part of our daily diet, which is important to bear in mind because it happens with any culture.

Activity 2 (10'): What do Canadians eat?

Aim: To make students identify the most popular food in Canada through research tasks and group work.

Class management: Groups of four/five people.

Resources: PBworks, Internet, computers.

Explanation: Students will be divided into groups of four or five people to search for at least three popular Canadian dishes on the Internet and describe them in a wiki in which all groups will participate. The wiki could be named *What do Canadians eat?* and will be created by the teacher through PBworks (<https://my.pbworks.com/>). Throughout an invitation to edit which will be sent to their educational emails, students will have access to the wiki to write the information compiled while complementing what other classmates have written. Students will be told that, even though they could write about traditional Canadian food, they can write about any type of dishes which are popular there in everyday life regardless of its origin.

Activity 3 (5'): Food without national borders

Aim: To make students aware that food originally from other cultures is being eaten almost everywhere in the world due to globalization.

Class management: Groups of four/five people.

Resources: Williams, C. – Chef's pencil (2020). Top 10 Most Popular Ethnic Cuisines in Canada According to Google (<https://www.chefspencil.com/top-10-most-popular-ethnic-cuisines-in-canada/>), Internet, a computer.

Explanation: First, the teacher will show students the most popular ethnic cuisines in Canada and then, students will be asked to discuss with their classmates if they think they are also popular in Spain or not.

Activity 4 (10'): This is the menu

Aim: To create a menu including popular dishes in Canada.

Class management: Groups of four/five people.

Resources: Cardboards.

Explanation: Students will be asked to create a menu that could be in a Canadian restaurant with popular dishes in the country (those learned throughout the previous activities). Cardboards will be given to them to make the menus and they will be encouraged to include both typical Canadian food and international dishes which are popular there. Moreover, pupils will be asked to write not only the name of the restaurant and the dishes, but also the main ingredients and prices to look as real as possible.

Activity 5 (8'): Useful expressions to order food

Aim: To learn useful expressions to order food at a restaurant receiving input from a Canadian person.

Classroom management: Students work individually.

Resources: YouTube video *How to Order Food at a Restaurant in English* by Learn English with Bob the Canadian (2019) [<https://www.youtube.com/watch?v=uUMPULuwdLI>], Internet, computer.

Explanation: Students will watch a YouTube video in which they will be able to see a Canadian man ordering food at some restaurants using different expressions. They will be asked to listen to the video and take notes of the expressions the man uses to make use of them in the next activity.

Activity 6 (12'): At a restaurant

Aim: To simulate a scene ordering food at a Canadian restaurant.

Class management: Groups of four/five people.

Resources: The menus created in Activity 4 (Session 4) and a sheet of paper to write the dialogue.

Explanation: In groups of four or five pupils, students will have about eight minutes to create a dialogue about a conversation in which some people go to a restaurant and order food. After creating the dialogue, students will have to recreate the scene. To do this, one of the group members will be the waiter or waitress while the others order what they want to eat from the menu created in activity 4. They will decide whether they

want to order the food to take away or to eat it there and what expressions they will use during the performance. The teacher will go around listening to the groups' performances.

SESSION 5 (50 minutes): Let's celebrate!

This session will focus on students conducting autonomous research to learn about some festivities and celebrations that take place in Canada, mostly those celebrated in cities in the provinces of Alberta and British Columbia. This information will be useful for them when establishing contact with their Canadian counterparts, both by email and videoconference, since it will allow them to know in advance these celebrations and to ask them more elaborate questions about them, e.g., if they have ever attended any of them in the case of festivals or parades or if they celebrate any of them in a particular way.

Activity 1 (10'): Predict what the festivity is about

Aim: To familiarize students with festivals and celebrations which are held in Canada.

Classroom management: Groups of four/five students.

Resources: Worksheet with a chart including celebrations to write their descriptions (Appendix 9).

Explanation: Students will be divided into groups of four or five people and they will be given a worksheet with the names of some celebrations which are held in Canada, mostly in Alberta and British Columbia, to complete with each group's predictions about what they consist of or how they are traditionally celebrated (see the worksheet in Appendix 9). At the end of the activity, the teacher will ask students to keep the worksheets since they will be able to prove if their predictions were correct or not throughout the session.

Activity 2 (30'): Research and creation of cards on Canadian festivities

Aim: To get students used to research on the Internet, in this case, compiling information on two celebrations held in Canada in cards and raise their autonomy through group work.

Classroom management: Groups of four/five people.

Resources: Cards like the model in Appendix 10.

Explanation: In the same groups they had for the previous activity, students will be asked to search on the Internet for information about two celebrations given by the teacher from those in the worksheet of Appendix 9. More specifically, they will be asked to look for the following data at least: whether they are local or national festivities, the exact place or places where they are celebrated, the time when they are celebrated, and what they consist of, i.e., the activities that normally involve. This information will be needed for students to complete some cards given by the teacher like the one that can be seen in Appendix 10, since they will be placed on the walls of the classroom once they finish them.

Activity 3 (10'): Exhibition about celebrations

Aim: To learn about Canadian celebrations from the work of classmates.

Classroom management: The whole class gets involved.

Resources: The cards completed by students.

Explanation: Students will place their cards on the walls of the classroom as if it was an exhibition. Then, they will be able to stand up and they will have time to read other classmates' cards to learn about other Canadian celebrations and prove if their predictions in the first activity of the session were right or not. Also, students will be encouraged to ask for more information about the celebrations to the authors of each card.

SESSION 6 (50 minutes): 3, 2, 1... Music and action!

In this session, students will be introduced to famous Canadian artists (mainly actors and singers) as well as to the most popular films and music in Canada in order to get basic knowledge about them. In addition, they will practice talking about their favorite artists with another person, which will make it easier for them to engage in this topic of conversation with their Canadian counterparts. Finally, students will have time to reflect upon globalization in the film and music industries taking as a reference what people in Canada and Spain usually watch and listen to.

Activity 1 (10’): How much do you know about Canadian celebrities?

Aim: To identify Canadian famous people.

Class management: The whole class gets involved.

Resources: Images of actors, actresses and singers.

Explanation: First, the teacher will ask students if they know any Canadian actors or musicians highlighting that they probably know more than they think, but they do not know that they are Canadian. If someone knows any, he/she will tell in front of the class who the artist is and why he/she is famous. Afterward, students will be shown a series of pictures of actors and musicians and they will have to guess whether they are Canadian or not. Those celebrities will be Ryan Gosling (✓), Jennifer Anniston (✗), Ryan Reynolds (✓), Gal Gadot (✗), Cobie Smulders (✓), Cillian Murphy (✗), Justin Bieber (✓), Lady Gaga (✗), Céline Dion (✓), Billie Eilish (✗), Dua Lipa (✗) and The Weeknd (✓).

Activity 2 (10’): My favorite Spanish artists

Aim: To make learners aware of cultural differences when explaining who their favorite Spanish artists are.

Class management: In pairs.

Resources: –

Explanation: In pairs, students will be asked to tell their partners about their favorite Spanish artists. However, they will have to imagine that their classmates are Canadians and do not know anything about Spanish culture and those artists. Therefore, they will have to think about what details about them they should explain further.

Activity 3 (15’): Top TV series and hits

Aim: To research the tastes between Canada and Spain when it comes to series and music to later reflect upon their findings.

Resources: Internet, computers.

Explanation: In pairs, students will be asked to comment on the series they are watching, or which have recently watched. After five minutes, learners will have ten

minutes to use the computers to look for the most-watched TV series and the current hit songs in Canada and see if they coincide with those in Spain, or whether or not they at least deal with similar issues.

Activity 4 (15'): Globalization in the film and music worlds

Aim: To make learners aware of the impact of globalization in the film and music industries, and the special influence of the English-speaking countries' culture in this regard.

Class management: Groups of four/five students.

Resources: Worksheet with questions to reflect on globalization in film and music consumption (Appendix 11).

Explanation: Students will be divided into groups of four or five people and they will be given a worksheet with questions to discuss and reflect on globalization in the film and music worlds (see the worksheet in Appendix 11). While the students discuss, the teacher will move around the groups to listen to some of their reflections and make sure that they speak in English.

SESSION 7 (50 minutes): Embrace diversity: against racism

This session will help students to learn about another facet of Canadian culture such as the fight against racism, especially in relation to Aboriginal people, and to raise awareness of multiculturalism and the need for respect and tolerance towards other cultures. Moreover, they will reflect on Canada's diversity in terms of ethnic groups in comparison to Spanish diversity. This will allow them to have an elaborated conversation with their Canadian counterparts about their perceptions of racism and actions that could help to combat it.

Activity 1 (5'): What makes someone Canadian?

Aim: To make students aware of Canadian diversity.

Classroom management: The whole class gets involved.

Resources: YouTube video *I Am Canadian - What Makes Someone Canadian?*
Great Commercial by João-jcpbs (2017)
[<https://www.youtube.com/watch?v=CsQ7XGCs7lQ>].

Explanation: Students will watch the commercial *I Am Canadian - What Makes Someone Canadian?* and then, they will be asked what they think it intends to show about Canadian culture.

Activity 2 (10’): Portrait of Canadian diversity and discussion

Aim: To make students aware of Canadian ethnic origins and reflect upon racism.

Class management: Groups of four/five students.

Resources: Chart by Statistic Canada, Census of Population (2016)
[<https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016016/98-200-x2016016-eng.cfm>] that can be seen in Appendix 12, and worksheet with questions (Appendix 13).

Explanation: First, students will be shown a chart showing the top 20 ethnic origins reported in Canada in 2016 (see the chart in Appendix 12). The teacher will explain the chart telling students that the red bars correspond to the number of people that give a single response to their ethnic origin while the blue bars correspond to those who give a multiple response. For instance, if people answered that they were Canadian, that would account for the red bar, whereas if they answered that they were Italian and Canadian, that would account for the blue bar. After that, students will be divided into groups of four or five people and they will be given a worksheet to reflect upon some questions related to the information given in the chart and racism (see the worksheet in Appendix 13).

Activity 3 (15’): A painful reminder

Aim: To make students learn about past incidents of racism in Canada and make them aware that much work is still to be done even in a country like Canada which is strongly committed to fighting against racism.

Classroom management: First individually, then in pairs.

Resources: A news extract from *Remains of 215 children found buried at former B.C. residential school, First Nation says* by CBC Canada at <https://www.cbc.ca/news/canada/british-columbia/tk-eml%C3%B4ps-te-secw%C3%A9penc-215-children-former-kamloops-indian-residential-school-1.6043778> (see text extract in Appendix 14).

Explanation: First, students will be shown the CBC Canada news about the discovery of the remains of indigenous children in a residential school in Kamloops, British Columbia. The teacher will read the headline and then ask them to read the first part of the news (see the extract in Appendix 14). They will then be asked to use the computers to research what Tk'emlups te Secwépenc First Nation is, and afterward, in pairs, they will have to discuss how they think this news has affected the country considering that nowadays there is a feeling of indebtedness to the First Nations and the Government of Canada is working to advance reconciliation with them based on cooperation, recognition of rights and respect.

Activity 4 (15'): How can I contribute?

Aim: To make students identify some ideas that could be implemented for the integration of Aboriginal people.

Classroom management: Groups of four/five students.

Resources: Blogger (www.blogger.com).

Explanation: In groups of four or five people, students will be asked to think about what they would do if they had the chance to improve the integration of the Aboriginal peoples living in Canada and fight against racism. They will be given two topics to decide on what they could do: commercial campaigns or an educational project promoting aboriginal culture somehow. In any case, they will have to describe their projects briefly in a blog created by the teacher through Blogger (www.blogger.com). It will be named *How can I contribute?* and each group will have to write an entry describing briefly the project they would do to contribute to the Indigenous peoples' integration. In case they choose to do a commercial, they will have to describe how it will be (characters and message), and in the case of the educational project, they will have to explain which

action(s) will be taken (e.g., learn a word from an Aboriginal language each day, read Aboriginal literature, paint some drawings inspired by Aboriginal cultures, etc.).

Activity 5 (5’): Start thinking about the final task

Aim: To brainstorm ideas for the final task.

Classroom management: Groups of four/five students.

Resources: –

Explanation: Students will be given the instructions for their final task: in groups of four or five people, students will have to select five materials (at least one in audio format and one image) which they consider to be representative of Canadian culture to create a cultural time capsule and then present them to their classmates. During these five minutes, students will start thinking about what artifacts they would like to include in their capsules, although they will have to continue working on them at home.

SESSION 8 (50 minutes). Final task: Our Cultural Time Capsules

In this session, students will work in groups of four or five people to present a total of five materials they chose for their cultural time capsules. Each group will have a total of 10 minutes to describe all the materials selected, the cultural, historical or linguistic aspects tied to them, and the reasons why they think they are representative of the culture of Canada and meaningful to be preserved. Students will be able to use Canva or PowerPoint presentations, but they will be encouraged to bring the artifacts with them if possible (for instance, printed in the case of photographs). Materials will need to be authentic in any case and students will have to include at least one audio and one visual aid. For the assessment of the task, students will be evaluating each group’s presentation using the rubric in Appendix 2. Furthermore, their works will be saved to act as real time capsules so that students in subsequent years can see what items students from previous years selected.

4. CONCLUSIONS

International exchange programs have proven to offer numerous benefits for students who participate in them: from the improvement of their foreign language proficiency and their acquisition of pragmatic and sociolinguistic skills to the increase of their autonomy, responsibility and maturity, and the fostering of their intercultural competence, which involves breaking with stereotypes and developing a more respectful and tolerant attitude towards other cultures and their own. However, these advantages only apply to those who participate in the exchanges, and on exceptional occasions such as that experienced due to the COVID-19 pandemic, the suspension of these programs would deprive any student of obtaining these benefits. Hence the contribution of this thesis: the design of a didactic proposal applicable to the EFL classroom to serve as an alternative to traditional school exchanges.

For this purpose, this work has been based on a particular exchange program, one promoted by the *Consejería de Educación* of Castilla y León between students from that community and Canadian students from the provinces of Alberta and British Columbia. In this way, a didactic proposal focused on Canadian culture and targeted to Spanish students in 1ºBachillerato from any public high school in Castilla y León has been created to offset the benefits of the traditional exchange. Moreover, this proposal has been designed mostly to develop the students' intercultural communicative competence that is currently in high demand in this globalized society. Role-plays, research tasks, activities involving the use of authentic materials and ICT, as well as group discussions encouraging learners to reflect on different cultural aspects (mainly concerning Spain and Canada) have been proposed to this end.

Despite not being able to evaluate the effectiveness of the proposal because it has not been carried out in the classroom, it is possible to assess its strengths and limitations based on its features and the type of activities presented. On the one hand, the fact of including email exchanges between all the students in the class and Canadian pupils already makes this proposal more inclusive than the proposal offered by the *Consejería* after the exchange's suspension due to the COVID-19 pandemic in which only those enrolled in the official program can contact their Canadian counterparts via videoconferencing and email. However, it is true that the proposal does not allow all

students to have videoconference meetings. This is because, due to the time difference between Spain and Canada, doing this would imply using extracurricular hours, and probably not all students and their families would be willing to do so.

On the other hand, the activities of the eight sessions that form the proposal deal with a wide variety of topics such as daily routines, gastronomy, celebrations, local linguistic expressions or racism, thus covering teaching both highbrow and lowbrow culture. Likewise, the proposal includes activities that either involve different cultures or require research or some reflection, thus allowing the development of the students' intercultural competence. Also, most of the activities are carried out in small groups while the teacher only acts as a facilitator of specific communicative situations, thus achieving an increase in the students' autonomy by working independently and being responsible for their own learning. In any case, despite the variety of topics, it is evident that many others such as leisure, sports, or climate change, as proposed by the *Consejería*, could be included in the proposal. However, the time limit of the lesson plan did not allow to do so, and the topics selected were those which were considered most significant from a sociocultural point of view.

Furthermore, it should be noted that, although the proposal has several strengths, it is evident that it would have been more enriching to implement it in the classroom to check which tasks work and which do not to make the necessary adaptations in consequence. Nevertheless, it is worth mentioning that the proposal can be suitable for other educational contexts (e.g. preparation classes for a traditional exchange or regular lessons focused on Canadian culture), in addition to the fact that it offers any student, regardless of their financial resources or other possible difficulties that may avoid his/her participation in an exchange, the possibility of benefitting from the advantages that these programs provide. Thus, it is the versatility and inclusiveness of the proposal that make it even more valuable.

Works cited

- Brdarić, H. (2016). The importance of teaching culture in the foreign language classroom. (Master's Thesis). University of Osijek. Dabar: Digital Academic Archives and Repositories. Retrieved from <https://urn.nsk.hr/urn:nbn:hr:142:727491>.
- Byram, M., Gribkova, B. & Starkey, H. (2002). *Developing the intercultural dimension in language teaching. A practical introduction for teachers*. Strasbourg: Council of Europe. Retrieved from <https://rm.coe.int/16802fc1c3>.
- Campbell, J. R. (2014). Study abroad and exchange. *Edith Cowan University*. Retrieved from <https://intranet.ecu.edu.au/student/my-studies/international-students/study-abroad-and-exchange>.
- Chaouche, M. (2016). Incorporating intercultural communicative competence in EFL classes. *Arab World English Journal*, December 2016 ASELS Annual Conference Proceedings, 32-42. <http://dx.doi.org/10.2139/ssrn.2895538>.
- Cohen, A. D. & Shively, R. L. (2007). Acquisition of requests and apologies in Spanish and French: Impact of study abroad and strategy-building intervention. *The Modern Language Journal*, 91(ii), 189 - 212. <https://doi.org/10.1111/j.1540-4781.2007.00540.x>.
- Consejería de Educación (2017). Educación unifica en una convocatoria todas las actividades de intercambios escolares previstas para el curso 2017-2018. *Junta de Castilla y León*. Retrieved from http://comunicacion.jcyl.es/web/jcyl/Comunicacion/es/Plantilla100Detalle/1284721258504/_/1284709083640/Comunicacion.
- Consejo Escolar de Castilla y León. (2003). Informe sobre la situación del Sistema Educativo en Castilla y León. <https://www.educa.jcyl.es> > 21063-Informe01-02.
- Cubillos, J. H., Chieffo, L., & Fan, C. (2008). The impact of short-term study abroad programs on L2 listening comprehension skills. *Foreign Language Annals*, 41(1), 157-186. <https://doi.org/10.1111/j.1944-9720.2008.tb03284.x>.

- Delors Report (1996). Los cuatro pilares de la educación. *La Educación encierra un tesoro: informe a la UNESCO de la Comisión Internacional sobre la Educación para el siglo XXI*.
- Dewey, D. (2007). Language learning during study abroad: What we know and what we have yet to learn. *Japanese Language and Literature*, 41(2), 245-269. doi:10.2307/30198037.
- Diaz-Campos, M. (2006). The effect of style in second language phonology: an analysis of segmental acquisition in study abroad and regular-classroom students. In C. A. Klee and T. L. Face (eds.), *Selected Proceedings of the 7th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages* (pp. 26-39). Somerville, MA: Cascadilla Proceedings Project. Retrieved from <http://www.lingref.com/cpp/casp/7/paper1272.pdf>.
- Ecke, P. (2014). The effects of study abroad in the German-speaking world: a research review. *Die Unterrichtspraxis/Teaching German*, 47, 121-139. doi: 10.1111/tger.10166.
- Fiocchi, M.C. & Rojas, H. (2015). La experiencia de intercambio estudiantil en el extranjero: Análisis de las percepciones de chilenos que en su adolescencia participaron en programas de youth for understanding. *Ultima Década*, 43, 207-233. Retrieved from <https://scielo.conicyt.cl/pdf/udecada/v23n43/art08.pdf>.
- Global Engagement Office of the University of Adelaide (2019). International Students Inbound: Study Abroad & Exchange. Retrieved from <https://www.adelaide.edu.au/inbound-study-abroad/>.
- Grey, S., Cox, J., Serafini, E., & Sanz, C. (2015). The role of individual differences in the study abroad context: cognitive capacity and language development during short-term intensive language exposure. *The Modern Language Journal*, 99(1), 137-157. Retrieved from <http://www.jstor.org/stable/43651882>.
- Guilherme, M. (2013). Intercultural competence. In M. Byram and A. Hu (eds.), *The Routledge Encyclopedia of Language Teaching and Learning*, 2nd ed. (pp. 346-349). London: Routledge.

- Hernández, T. (2010). The relationship among motivation, interaction, and the development of second language oral proficiency in a study-abroad context. *The Modern Language Journal*, 94, 600 - 617. <https://doi.org/10.1111/j.1540-4781.2010.01053.x>.
- Kinging, C. (2009). *Language learning and study abroad a critical reading of research*. Palgrave Macmillan UK. <https://doi.org/10.1057/9780230240766>.
- Kramsch, Claire. (1995). The cultural component of language teaching. *Language, Culture and Curriculum* 8(2), 83-92. doi: 10.1080/07908319509525192.
- Lafford, B. (2004). The Effect of the Context of Learning on the Use of Communication Strategies by Learners of Spanish as a Second Language. *Studies in Second Language Acquisition*, 26(2), 201-225. Retrieved from <http://www.jstor.org/stable/44486769>.
- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. *Boletín Oficial del Estado*, no. 295, de 10 de diciembre de 2013, pp. 1-64.
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Chichester: Wiley-Blackwell. doi: 10.1002/9781118482070.
- Magnan, S.S. & Back, M. (2006). Requesting help in French: Developing pragmatic features during study abroad. *The American Association of University Supervisors, Coordinators and Directors of Foreign Languages Programs (AAUSC)*, 22-44. Retrieved from https://scholarspace.manoa.hawaii.edu/bitstream/10125/69630/2006_02.pdf
- Magnan, S. S. & Back, M. (2007). Social interaction and linguistic gain during study abroad. *Foreign Language Annals*, 40, 43 - 61. <https://doi.org/10.1111/j.1944-9720.2007.tb02853.x>.
- Martinsen, R.A. (2010). Short-term study abroad: Predicting changes in oral skills. *Foreign Language Annals*, 43(3), 504-530. <https://doi.org/10.1111/j.1944-9720.2010.01095.x>.
- Mathews-Aydinli, J. (2017). *International Education Exchanges and Intercultural Understanding Promoting Peace and Global Relations*. Cham: Springer International Publishing. doi: 10.1007/978-3-319-43829-0.

OECD (2020). Education at a glance 2020. *OECD Indicators*. Paris: OECD Publishing.
<https://doi.org/10.1787/69096873-en>.

ORDEN de 25 de febrero de 2002, de la Consejería de Educación y Cultura, por la que se convocan ayudas para la realización de intercambios escolares entre alumnos de centros docentes de enseñanza no universitaria de Castilla y León y de centros docentes de Estados Unidos y Canadá. *Boletín Oficial de Castilla y León*, no. 50, de 12 de marzo de 2002, pp. 3305-3384.

ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León. *Boletín Oficial de Castilla y León*, no. 86, de 8 de mayo de 2015, pp. 32051-32480.

ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León. *Boletín Oficial de Castilla y León*, no. 86, de 8 de mayo de 2015, pp. 32481-32984.

ORDEN EDU/47/2017, de 26 de enero, por la que se realiza la convocatoria para la selección de centros docentes sostenidos con fondos públicos de la Comunidad de Castilla y León para participar en actividades de intercambio escolar con centros de regiones de Canadá, con centros dependientes de la Académie de Grenoble (Francia), y con centros dependientes del Kultusministerium de la región de Baja Sajonia (Alemania), durante el curso escolar 2017/2018. *Boletín Oficial de Castilla y León*, no. 26, de 8 de febrero de 2017, pp. 3613-3627.

ORDEN EDU/5/2020, de 8 de enero, por la que se realiza la convocatoria para la selección de centros docentes sostenidos con fondos públicos de la Comunidad de Castilla y León para participar en actividades de intercambio escolar con centros de regiones de Canadá, con centros dependientes de la Académie de Grenoble (Francia), y con centros dependientes del Kultusministerium de la región de Baja Sajonia (Alemania), durante el curso escolar 2020/2021. *Boletín Oficial de Castilla y León*, no. 13, de 21 de enero de 2020, pp. 1760-1769.

ORDEN EDU/526/2020, de 16 de junio, por la que se resuelve la convocatoria para la selección de centros docentes sostenidos con fondos públicos de la Comunidad de Castilla y León para participar en actividades de intercambio escolar con centros de regiones de Canadá, con centros dependientes de la Académie de Grenoble (Francia), y con centros dependientes del Kultusministerium de la Región de Baja Sajonia (Alemania), durante el curso escolar 2020/2021. *Boletín Oficial de Castilla y León*, no. 128, de 26 de junio de 2020, pp. 21984-21902.

ORDEN EDU/965/2020, de 16 de septiembre, por la que se cancelan las actividades de intercambio escolar con centros de regiones de Canadá, con centros dependientes de la Académie de Grenoble (Francia), y con centros dependientes del Kultusministerium de la Región de Baja Sajonia (Alemania), durante el curso escolar 2020/2021, convocadas por Orden EDU/5/2020, de 8 de enero. *Boletín Oficial de Castilla y León*, no. 207, de 5 de octubre de 2020, pp. 38184-38185.

Piątkowska, K. (2015). From cultural knowledge to intercultural communicative competence: Changing perspectives on the role of culture in foreign language teaching. *Intercultural Education* 26(5), 397-408. doi:10.1080/14675986.2015.1092674.

Purba, H. (2011). The Importance of including culture in EFL teaching. *JET (Journal of English Teaching)* 1(1), 44-56. Retrieved from <https://media.neliti.com/media/publications/256875-the-importance-of-including-culture-in-e-0238eccc.pdf>.

Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. *Boletín Oficial del Estado*, no. 3, de 3 de enero de 2015, sec. I, pp. 169-546.

Reyes Pérez, M. I., Rosales Vásquez, J.A., Arroyo Terán, J. A., & León Romero, A.A. (2014). Impacto del programa de movilidad estudiantil: Bajo la percepción del profesor de la facultad de pedagogía e innovación educativa. *Revista Iberoamericana de Producción Académica y Gestión Educativa*, 1(2), 1-18. Retrieved from <https://www.pag.org.mx/index.php/PAG/article/view/178>.

- Reynolds-Case, A. (2013). The value of short-term study abroad: an increase in students' cultural and pragmatic competency. *Foreign Language Annals*, 46(2), 311-322. doi: 10.1111/flan.12034.
- Scott-Smith, G. (2012). Still Exchanging? The history, relevance, and effect of international exchange programs. *E-International Relations*. Retrieved from <https://www.e-ir.info/2012/09/14/still-exchanging-the-history-relevance-and-effect-of-international-exchange-programs/>.
- Segalowitz, N., & Freed, B. (2004). Context, contact, and cognition in oral fluency acquisition: learning Spanish in at home and study abroad contexts. *Studies in Second Language Acquisition*, 26(2), 173-199. doi:10.1017/S0272263104262027.
- Snow, N. (2008). International exchanges and the U.S. image. *The Annals of the American Academy of Political and Social Science*, 616, 198-222. Retrieved from <http://www.jstor.org/stable/25098001>.
- Sobkowiak, P. (2019). The impact of studying abroad on students' intercultural competence: An interview study. *Studies in Second Language Learning and Teaching*, 9(4), 681-710. doi:10.14746/ssllt.2019.9.4.6.
- The Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Strasbourg: Council of Europe Publishing. Retrieved from <https://www.coe.int/en/web/common-european-framework-reference-languages>.
- UNESCO (2001). *Universal Declaration on Cultural Diversity*. Paris: UNESCO. Retrieved from https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000124687&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_ff876097-f321-419d-81ab-1b67fcd29032%3F_%3D124687eng.pdf&locale=es&multi=true&ark=/ark:/48223/pf_0000124687/PDF/124687eng.pdf#25.

UNESCO (2015). *Basic Texts of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions*. Paris: UNESCO. Retrieved from https://en.unesco.org/creativity/sites/creativity/files/convention2005_basictext_en.pdf#page=15.

University of Hawai'i at Mānoa Study Abroad Center (2017). Study Abroad vs Exchange. *University of Hawai'i at Mānoa Study Abroad Center*. Retrieved from <https://www.studyabroad.hawaii.edu/students/study-abroad-vs-exchange/>.

University of Western Australia (n. d). Study overseas. *The University of Western Australia*. Retrieved from <https://www.uwa.edu.au/students/opportunities/study-overseas>.

Vestal, T. M. (1994). *International Education. Its history and promise for today*. Westport: Greenwood Publishing Group, Inc.

Didactic materials

Canva Pty Ltd. (2010, November 24). *Pixabay*. <https://pixabay.com/images/search/>.

Conseil des écoles publiques de l'Est de l'Ontario (n.d.) *Teachable Moments at Every Turn*. Retrieved from <https://ei.cepeo.on.ca/wp-content/uploads/2020/07/ottawa-student-brochure-en.pdf>.

Dickson, C. & Watson, B. (2021, May 27). Remains of 215 children found buried at former B.C. residential school, First Nation says. *CBC News*. Retrieved from <https://www.cbc.ca/news/canada/british-columbia/tk-eml%C3%BAps-te-secw%C3%A9pemc-215-children-former-kamloops-indian-residential-school-1.6043778>.

Google Commerce Ltd. (2021, March 3). *Google Earth 9.132.1.1* [Application]. Google Play. <https://earth.google.es>.

Google Commerce Ltd. (2021, March 19). *Mentimeter 3.0.0* [Application] Google Play. <https://www.mentimeter.com/app>.

Irven, J. [Canadian Living]. (2015, January 21). *A Day in the Life of a Canadian High School Student* [Video file]. YouTube. Retrieved from <https://www.youtube.com/watch?v=CK2y3iBieq8>.

João - jcpbs. (2017, February 5). *I Am Canadian - What Makes Someone Canadian? Great Commercial* [Video file]. YouTube. Retrieved from <https://www.youtube.com/watch?v=CsQ7XGCs7lQ>.

Learn English with Bob the Canadian. (2019, September 24). *How to Order Food at a Restaurant in English* [Video file]. YouTube. Retrieved from <https://www.youtube.com/watch?v=uUMPULuwDLI>.

O' Connor, D. (2013, March 18). *How I Met Your Mother - Canada jokes* [Video file]. YouTube. Retrieved from <https://www.youtube.com/watch?v=WxSArDxK4LY>.

Pyra Labs. (2020) *Blogger 3.1.4*. [Application] Google Play. <https://www.blogger.com>.

Statistics Canada, Census of Population (2016). Report by Vézina and Maheux (2017). *Ethnic and cultural origins of Canadians: Portrait of a rich heritage*. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016016/98-200-x2016016-eng.cfm>.

The Planet D. (2017, June 29). *How to Speak Like a Canadian - 21 Funny Canada Slang Words and Phrases* [Video file]. YouTube. Retrieved from <https://www.youtube.com/watch?v=o34VzENNPic>.

Weekly, D. *PBworks*. <https://my.pbworks.com/>.

Williams, C. (2020). Top 10 Most Popular Ethnic Cuisines in Canada According to Google. *Chef's pencil*. Retrieved from <https://www.chefspencil.com/top-10-most-popular-ethnic-cuisines-in-canada/>.

APPENDICES

Appendix 1. Rubric to assess students during the lesson plan.

Student:					
Comprehension of oral texts (Listening)					
CRITERIA: The student is able to...	Poor	Adequate	Good	Excellent	Comments:
Comprehend the teacher's instructions					
Understand the main points and relevant details of what is listened					
Identify phonological, lexical and syntactic features belonging to sociocultural conventions					
Production of oral texts: expression and interaction (Speaking)					
Participate in group conversations speaking in English with his/her classmates					
Give his/her ideas clearly supporting his/her opinions					
Use appropriate intonation, lexicon and expressions for each context attending to sociocultural conventions					
Comprehension of written texts (Reading)					
Understand the main points and relevant					

details of written texts					
Identify general aspects as well as lexical features that allow to comprehend the sociocultural background of a text					
Recognize the relevance or irrelevance of the results of a search on the Internet					
Production of written texts: expression and interaction (Writing)					
Write texts with a clear structure using lexicon and discourse patterns appropriate to the communicative situation					
Adapt the message to the sociocultural and sociolinguistic background of the interlocutor					
Use spelling, punctuation and formatting patterns according to the communicative context					
Attitudinal aspects					
Participate actively in the activities					
Respect his/her classmates' ideas and opinions					
Show interest and respect towards other cultures					

Source: Own creation

Appendix 2. Peer assessment rubric to evaluate the final task.

CULTURAL TIME CAPSULES						
We are evaluating group:						
We are group:						
CRITERIA		Poor Not yet there!	Adequate Getting there!	Good Well done, you've got it!	Excellent Wow! Simply amazing!	Comments:
Contents	Subject knowledge					
	Organization					
	Originality					
Oral Skills	Fluency					
	Pronunciation					
	Voice tone					
Non-verbal Skills	Eye-contact					
	Body language					
Presentation	Visual aids					

Source: Own creation

Appendix 3. Cards on stereotypes about Spanish people (Session 1, Activity 2).

Spanish people know how to dance Flamenco

Spanish people eat paella everyday

Spanish people love bullfighting

Spanish are lazy

Spanish people take naps everyday

Spanish people have black or brown hair, brown eyes and dark skin

Spanish spend all their time at parties

Spanish people are bad at English

Source: Own creation

Appendix 4. Worksheet to reflect upon stereotypes (Session 1, Activity 2).

SESSION 1

Discussion

Stereotype: a set idea that people have about what someone or something is like, especially an idea that is wrong (Cambridge Dictionary)

Part 1:

Do you think those statements about Spanish people are true or false?

Why do you think people from other cultures may think that? Do you think it is a matter of just how others see us or the image we transmit?

Part 2:

Now you have seen what others think about Spanish people, do you think that your perceptions about Canadians may be stereotypes? Why?

Where do you think these perceptions come from (the media, social networks, own experience...)?

Do you think social media help to break stereotypes or exacerbate them?

Source: Own creation

Appendix 5. Worksheet to reflect on the importance of the target audience to address (Session 2, Activity 1).

SESSION 2

Discussion

Think about how you would explain to a visitor what to do in your town.

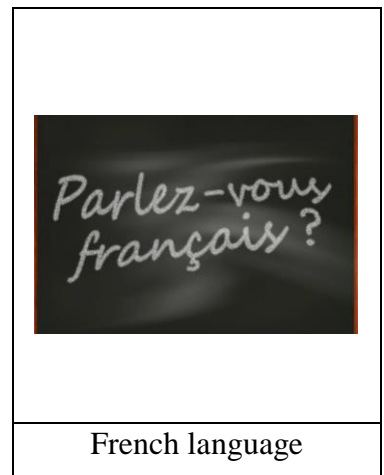
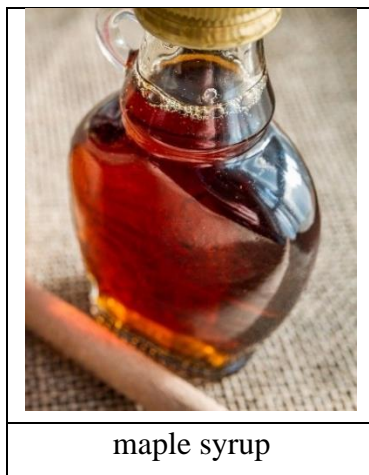
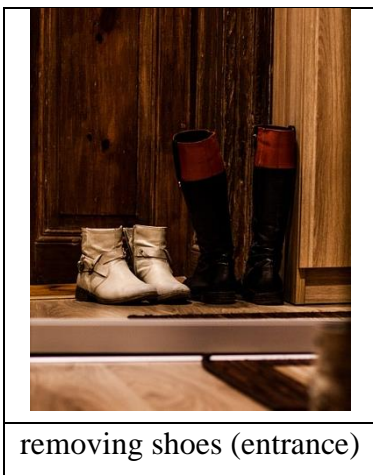
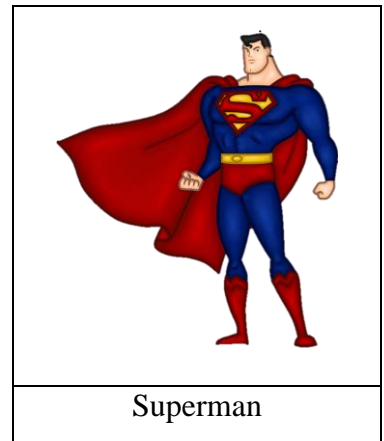
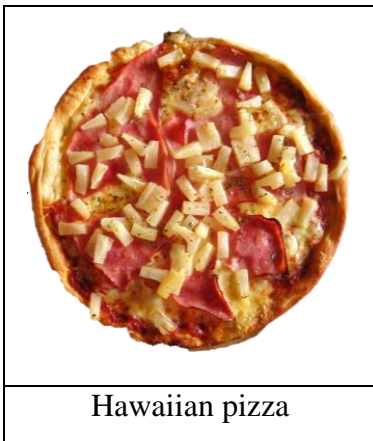
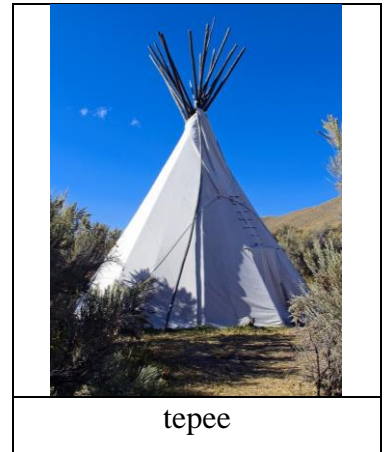
Are you thinking of a specific target audience?

Do you think you would explain the same to an elderly couple as you would to a group of teenagers? Discuss which aspects you would tell for either of the two.

Now let's think broadly. Do you think you would explain the same to Spanish people as you would to people from other countries? Decide on a specific country other than Spain and think about what you make emphasis on or what references to their culture you could do.

Source: Own creation

Appendix 6. Cards related to Canadian culture (Session 3, Activity 1).



Source: Own creation, although images were taken from Pixabay (<https://pixabay.com/images/search/>)

Appendix 7. Background information about the images in Appendix 6 and their connection with Canada (Session 3, Activity 1).

<p><u>Elizabeth II</u>: Elizabeth II has been Queen of Canada since 1952. This is because Canada is one of the sixteen Commonwealth realms, which means that, although it is an independent sovereign state, Elizabeth II is its monarch and head of state.</p>
<p><u>Beaver</u>: The beaver is a national emblem of Canada since 1975.</p>
<p><u>Tepee</u>: A tepee, also spelled tipi or teepee, is a type of cone-shaped shelter made of wooden poles and covers sewn with skins in which many Plains Indigenous peoples lived until the mid-19th century. Today, tepees retain great cultural importance, as indigenous peoples have shaped and continue to thrive in the country's development despite adversity.</p>
<p><u>Hawaiian pizza</u>: Despite what people might think, the Hawaiian pizza, with pineapple and either bacon or ham as toppings, was not invented by Hawaiians. It was created in Ontario, Canada, in 1962 by Sam Panopoulos, a Greek-born Canadian.</p>
<p><u>Lacrosse</u>: In 1994, ice hockey was recognized as the national winter sport of Canada, whereas lacrosse was declared to be the national summer sport. Lacrosse is a sport that was played by First Nations peoples before the arrival of European settlers. In this game, players use a long stick with a net to try to get a rubber ball into the opposing team's goal.</p>
<p><u>Superman</u>: The Superman character was created by Joseph Shuster, a Canadian comic book artist, in collaboration with Jerry Siegel.</p>
<p><u>Removing shoes at the entrance</u>: In Canada, it is very common for householders not to wear shoes indoors. In fact, it is generally expected that a guest will remove his or her shoes when entering a home.</p>
<p><u>Maple syrup</u>: Maple syrup is a condiment made from the sweet sap of maple trees. Canada is the leading maple syrup producer in the world, and indeed, the province of Quebec alone supplies the vast majority of the world's maple syrup.</p>
<p><u>French language</u>: Canada has two official languages, English and French. In fact, French is the main language spoken in the province of Quebec and some areas of New Brunswick, Manitoba and Ontario.</p>

Source: Own creation

Appendix 8. Worksheet with Canadian words and expressions and their meaning (Session 3, Activity 3).

eh	a cap with a small brim or no brim
about	it is used to add a question on something; similar to ‘right?’
tuque	the Canadian one-dollar coin which gets its name from the picture of the loon, a Canadian bird that appears on one side of the coin
zed	underwear
two-four	the way Canadians pronounce the letter after ‘y’
double-double	the way Canadians pronounce ‘about’
chesterfield	a case of twenty-four beers
gitch	a regular coffee with two creams and two sugars which is typical in <i>Tim Hortons</i>
loonie	a couch

Source: Own creation

Appendix 9. Worksheet with a chart including celebrations and festivals to write their descriptions (Session 5, Activity 1).

CELEBRATION	DESCRIPTION
Blackfoot Arts and Heritage Festival (Waterton)	
Canada Day	
Calgary Stampede	
Drumheller's DinoFest	
Edmonton Folk Fest	
Family Day	
Kamloopa Pow Wow	
Pacific Rim Whale Festival (Vancouver Island)	
Symphony Splash (Victoria)	
Thanksgiving	
Victoria Day	
Waterton Wildflower Festival	

Source: Own creation

Appendix 10. Card-model for Session 5, Activity 2.

[Representative image of the celebration]
[Name of the celebration]
Date:
Place:
Description:

Source: Own creation

Appendix 11. Worksheet to reflect upon globalization in film and music consumption and other industries (Session 6, Activity 4).

SESSION 6

Discussion

After looking for the top TV series and hot hit songs in Canada and Spain, discuss the following questions in groups.

About the series...

- Do some of the most-watched series in Spain and Canada coincide?
- To which industry do most of them belong in each case: Spanish, Canadian, or any other?

About the songs...

- In which languages are the songs in each country?
- Do any songs match in different song lists? If the answer is yes, what is the language of those songs?

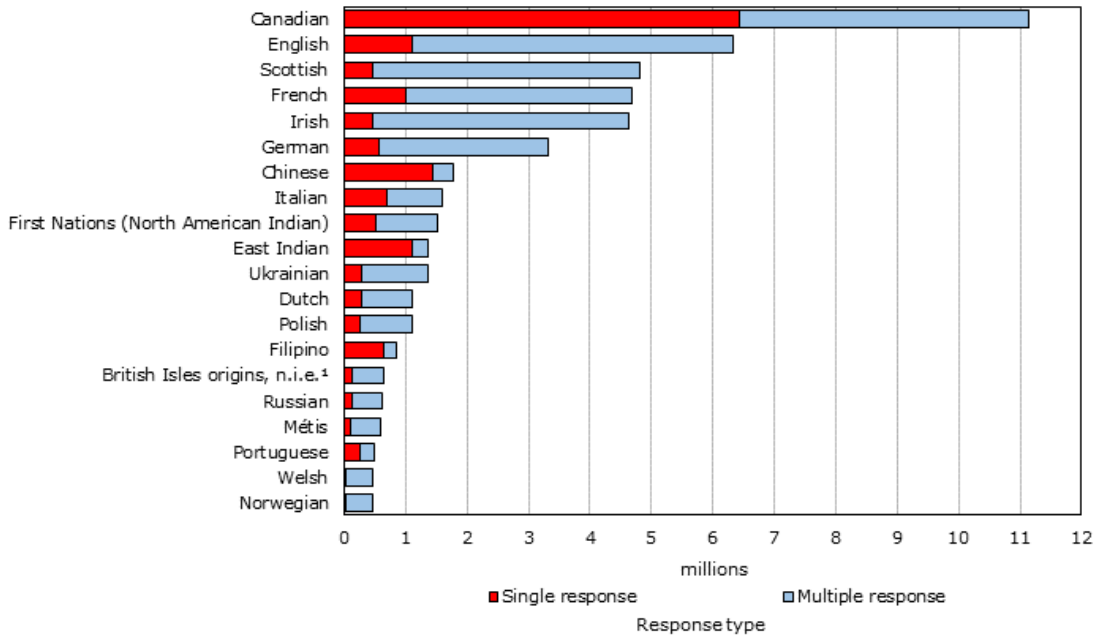
More general questions

- What do you think the coincidences you have observed are due to?
- In what other consumer sectors do you think there are major commonalities around the world?

Source: Own creation

Appendix 12. Chart with the top 20 ethnic origins in Canada in 2016 (Session 7, Activity 2).

Chart 1
The top 20 ethnic origins reported alone or in combination with other origins (single or multiple response), Canada, 2016



1. "British Isles origins, n.i.e." includes general responses indicating British Isles origins (e.g., "British," "United Kingdom") as well as more specific responses indicating British Isles origins that have not been included elsewhere (e.g., "Celtic").
Note: In this chart, the sum of the ethnic origins is greater than the total population because a person can report more than one ethnic origin in the census questionnaire.
Source: Statistics Canada, Census of Population, 2016.

Source: Statistics Canada, Census of Population (2016). Report by Vézina and Maheux (2017). *Ethnic and cultural origins of Canadians: Portrait of a rich heritage*. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016016/98-200-x2016016-eng.cfm>

Appendix 13. Worksheet to reflect on Canadian and Spanish peoples' diversity and racism (Session 7, Activity 2).

SESSION 7

Discussion

As you can see in the chart, so many people identify themselves as both Canadian and from another ethnic group. Taking this into account, comment on the following questions:

- Do you think people from other origins in Spain identify themselves as Spanish, apart from their ethnic origin? Why do you think so?
- Do you know any people who are an example of this?

Diversity in Canada is obvious, but think about the following questions:

- Do you think that this brings problems of racism?
- Look for two measures that exist to fight against racism in Canada and assess them according to whether you think they are sufficient and effective or not.

Source: Own creation

Appendix 14. Text extract from CBC News (Session 7, Activity 3).

British Columbia

Remains of 215 children found buried at former B.C. residential school, First Nation says

Tk'emlúps te Secwépemc say ground-penetrating radar was used to locate remains

Courtney Dickson, Bridgette Watson · CBC News · Posted: May 27, 2021 9:58 PM PT | Last Updated: May 29

Preliminary findings from a survey of the grounds at the former Kamloops Indian Residential School have uncovered the remains of 215 children buried at the site, the Tk'emlúps te Secwépemc First Nation said Thursday.

The First Nation said the remains were confirmed last weekend near the city of Kamloops, in B.C.'s southern Interior.

In a statement, Tk'emlúps te Secwépemc said it hired a specialist in ground-penetrating radar to carry out the work, and that its Language and Culture Department oversaw the project to ensure it was done in a culturally appropriate and respectful way. The release did not specify the company or individual involved, or how the work was completed.

"To our knowledge, these missing children are undocumented deaths," Tk'emlúps te Secwépemc Kukpi7 (Chief) Rosanne Casimir said in the statement.

"Some were as young as three years old. We sought out a way to confirm that knowing out of deepest respect and love for those lost children and their families, understanding that Tk'emlúps te Secwépemc is the final resting place of these children."

Source: Dickson, C. & Watson, B. (2021, May 27). Remains of 215 children found buried at former B.C. residential school, First Nation says. *CBC News*. Retrieved from <https://www.cbc.ca/news/canada/british-columbia/tk-eml%C3%BAps-te-secw%C3%A9pemc-215-children-former-kamloops-indian-residential-school-1.6043778>