FACULTAD DE EDUCACIÓN DE PALENCIA

UNIVERSIDAD DE VALLADOLID

THE IMPORTANCE OF THE INTRODUCTION OF CULTURE IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

LA IMPORTANCIA DE LA INTRODUCCIÓN DE LA CULTURA EN LA ENSEÑANZA DEL INGLÉS COMO SEGUNDA LENGUA

TRABAJO FIN DE GRADO

EN EDUCACIÓN PRIMARIA

MENCIÓN DE LENGUA EXTRANJERA: INGLÉS

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RESUMEN

Este trabajo de fin de grado se centra en la importancia de introducir la cultura de la segunda lengua dentro del aula para un aprendizaje contextualizado de la misma que promueva formar alumnos capaces de comunicarse eficaz y competentemente en el contexto cultural propio de la segunda lengua. Esto se realiza a través de un acercamiento teórico. Por otro lado, se presenta el diseño de una propuesta de intervención en la que se busca vincular de forma significativa la introducción de la cultura en el aula y el desarrollo de contenidos y competencias curriculares tanto del área de lengua extranjera como de otras áreas del currículo. En esta propuesta de intervención se busca exponer el hecho de que la introducción de la cultura de la segunda lengua en el aula no solo enriquece culturalmente al alumnado, sino que lleva a una mayor comprensión de la lengua beneficiando también de una mayor contextualización, sensibilización cultural, motivación y desarrollo de la competencia comunicativa en el alumnado.

PALABRAS CLAVE

Cultura, contextualización, competencia comunicativa, Inglés, segunda lengua, educación primaria.

ABSTRACT

This Final Degree Project focuses on the importance of introducing the culture of the second language into the classroom for contextualised second language learning that promotes the development of learners who are able to communicate effectively and competently in the cultural context of the second language. This is done through a theoretical approach. On the other hand, it presents the design of an intervention proposal that seeks to make a significant link between the introduction of culture in the classroom and the development of curricular content and competences both in the foreign language area and in other areas of the curriculum. This intervention proposal aims to show that the introduction of the culture of the second language in the classroom not only enriches the students culturally, but also leads to a better understanding of the language, benefiting also from a greater contextualisation, cultural awareness, motivation and development of communicative competence of the students.

KEY WORDS

Culture, contextualisation, communicative competence, English language, second language, primary education.

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1. INTRODUCTION

Traditionally, one factor that has been neglected in second language teaching is culture. Culture has been treated in isolation, without emphasising its great value and relevance for meaningful and truly competent language learning on the part of the speakers of the language.

If a child learns a language in a decontextualised way, which is what happens when culture is not part of the content being worked on during the process, he or she will not be able to use the language effectively, will not know what the social norms are and will not be able to respond to all those aspects that differ from the cultural context from which he or she comes.

In addition to the development of communicative competence and cultural enrichment as such, another aspect that should be taken into account when expressing the reasons for including culture in the process of learning a second language is the increase in motivation, especially when the learning process is carried out through the use of active methodologies that allow learners to feel part of the process, to construct their learning, to explore the culture and to respond to their interests. The fact of creating learning situations in the classroom that promote the involvement of the learners and the development of their interests, in this case related to the second language and the culture in which it is embedded, leads to greater motivation, involvement and willingness on the part of the learners to continue learning the language.

Moreover, culture affects not only the aspects mentioned above, but also the way people see the world, how they react to different situations, what they are interested in, how they socialise, what they value, and so on.

Therefore, in this work, culture is highlighted in the language teaching-learning process, with the aim of helping students to develop social, communicative and cultural skills in relation to the second language.

2. JUSTIFICATION

In today's society there is a very significant increase in the learning of second languages, especially in the case of English in countries where it is not the official language. However, in Spain, despite the fact that the trend of learning this second language has been increasing for at least two decades, we generally do not incorporate an essential part of the language being learnt, which is its culture, which affects the ways of communicating and interpreting it. For this reason, the aim of this work is to highlight the need to include culture in language teaching if the aim is to educate people who are competent in the language they are learning and who are able to recognise the changes that need to be made in the ways they communicate and interpret according to the cultural context in which they find themselves. To achieve this, the facts and aspects that make up the culture of the language must be worked on in the classroom.

One of the aims of celebrating and using festivities and traditions of a foreign country in primary education can be to bring the real context closer to the pupils without actually being in it, in order to develop their language and communication skills, their interest in both the culture and the language, and to take advantage of a bilingual environment. Giving students the opportunity to experience not only the language but also the culture of the target language helps them to develop a contextualised language and situations.

When we talk about approaching a culture in a primary classroom, we can talk not only about situations in which the target language is needed or celebrations of cultural festivities, but also about the references and examples used in class, the books in the classroom or school library, different traditions, food, different forms of socialisation, etc.

In order for the festivities and traditions chosen to fully enrich the students learning process, we must first take into account the environment in which the students live on a daily basis, their needs and expectations, as well as their interests, their previous learning and the language as a medium and not as an object.

Focusing on language and communicative skills, among other skills and competences to be developed, the methodologies implemented should invite students to be the ones who build their own learning process, with the guidance of teachers and the educational community.

Another aspect that brings us to add the importance of learning and experiencing different cultures in primary education is that due to globalisation and the increase of multicultural classrooms, students need to be able to understand and know about other cultures, especially the cultures that are linked to their classroom and classmates. This need to learn and understand other cultures has also attracted attention in other fields, as reflected by Coleman (2006, p. 168) when he says: "Today, counselling professionals work with clients from a variety of different backgrounds in an increasingly pluralistic social context, increasing the need to expose culturally competent practices". This leads us, as teachers, to reflect on the importance of exposing our students to other cultures, not only with the aim of improving a foreign language, but with other objectives related to the development of students' competences.

3. OBJECTIVES

The main aim of this work is to demonstrate the importance of introducing second language culture into the classroom, showing the impact that the introduction of culture has on the learning process of the language targeted by using culture as a topic in the classroom developing students' communicative skills and competence. To be able to say that we know a language and can use it effectively, we need to know the culture and the ways of communicating in the context.

These objectives are divided into general and specific objectives:

GENERAL OBJECTIVES:
-To understand the processes of language acquisition.
-To analyse the problems of second language acquisition in a decontextualised way.

-To understand the relevance of introducing the culture of the language targeted in primary education.

SPECIFIC OBJECTIVES:

-To know the primary school curriculum and the development of the foreign language curriculum.

-To analyse the impact on the learning process of introducing the culture of the target language into the classroom.

-To understand the term culture and what it encompasses.

OBJECTIVES OF THE PRIMARY EDUCATION DEGREE:

To finish with the objectives of this Final Degree Project, linked to the Primary Education Degree competences, the ones primarily accomplished due to this work are:

-To design, plan and evaluate teaching-learning process, both individually and in collaboration with other teachers and professionals. This objective has been accomplished through the design of a didactic proposal based on the introduction of culture in the teaching of English as a second language.

-To understand the role, possibilities and limitations of education in today's society and the core competences that affect primary schools and their professionals. To become familiar with quality improvement models applicable to schools. This objective was achieved by taking into account the needs of both the students and the society by introducing culture in the classroom making use of methodologies that promoted the development of students' skills and competences.

-To promote coexistence in and out of the classroom, to solve discipline problems and to contribute to the peaceful resolution of conflicts. To encourage and value effort, perseverance and personal discipline and perseverance in students. This objective was achieved by deciding, designing, planning, and evaluating a didactic proposal based on active methodologies that required cooperation and collaboration of the students.

4. THEORETICAL FRAMEWORK

4.1 DEFINITION OF CULTURE

Culture encompasses not only the language we use or the traditions we follow, but also our daily lives, from our schedules, the books we read, the films we watch, the music we listen to, the art we appreciate, the religion, the food, the way we relate to each other, the clothes, the holidays we celebrate, among an endless amount of aspects.

In this document, when we talk about culture, we focus on traditions and festivities. These traditions and festivities can be linked to religious and historical dates, due to the correlation between historical events, traditions and religion with what we still celebrate nowadays or the traditions that we maintain.

The main reason for choosing traditions and festivities as part of the culture is that in English class it is advantageous to work with dates that follow the chronological order of the school year. Another aspect is that celebrating traditions and festivities gives us teachers the chance to work in every line of culture, an example being book day in which we can work on literature, or Saint Patrick so we can work on history, etc.

Over time, different authors have given different definitions of culture; the variety of definitions supports the idea that culture is a broad concept that is difficult to define. Spencer-Oatey & Franklin (2012, p. 3) collected different definitions from different authors from which we can extract the following:

Culture encompasses the observed and underlying patterns of behaviour, both explicit and implicit, that are acquired and transmitted through symbols. These patterns represent the unique achievements of human societies as manifested in their creations and customs. At its core, culture encompasses the traditional ideas and values that have been historically developed and selectively adopted by a group. In addition, culture can be seen both as the result of past actions and as an influential factor in shaping future behaviour.

Culture is the comprehensive entity that encompasses a wide range of elements such as understanding, beliefs, artistic expression, ethical standards, legal principles, customary practices and all other skills and behaviours acquired by individuals within a social framework.

Culture comprises the outcomes of the experiences of individuals, which may vary in organisation, and which are acquired or developed within a population. These outcomes include various forms of images or coded information, together with their interpretations or meanings, passed down from previous generations, exchanged among contemporaries, or generated by individuals themselves.

Culture is a set of assumptions, values, life perspectives, beliefs, rules, methods and social norms that are shared by a community of individuals. These cultural elements influence the actions of each member and shape their interpretation of the behaviour of others, although they do not completely dictate individual behaviour.

From this, we can extract the following aspects:
- Culture is something that is common to and identifies a group.
- Culture reflects the group's values and social structures
- Culture includes all aspects that make up the human being.
- History and events that are historically relevant to the social group change and shape the culture and worldview of the individuals who belong to the group.
- Culture is constantly evolving as it is influenced by events that are meaningful to the individuals who make up the group. There is also the factor of the regenerative transmission of culture from one generation to the next, with the changes in culture that this entails.
- When we speak of culture, we are not only referring to the products, but also to the way in which individuals interpret them.
- Language is a part of culture. However, a language with nuances can be shared between cultures even if the rest of the culture is different due to other aspects such as location or history.

- Finally, culture is not only what is categorised as artistic, culture englobes everything that identifies a group of individuals, their common characteristics and their vision of the world and their environment.

Having pointed out these aspects, we can affirm that culture affects the way we communicate and understand the world that surrounds us. It is for this reason that we, as teachers, need to take culture into account in the process of learning the target language. In doing so, we focus on the development of the students' communicative skills by showing them the differences in the act of communicating when they are in a context that involves a culture different from the one they already know from their daily life experience.

4.2 CULTURE OF A TARGET LANGUAGE IN THE CLASSROOM

The key point in determining the relevance of teaching the culture of the language being taught is the following: we ask ourselves why we want to learn the language, and the general answer, regardless of personal nuances, is to develop the ability to communicate with other people from a different culture using the language being acquired. With this in mind, we go on to realise that since we are dealing with another language, and therefore another culture, if we only learn the language in a decontextualised way, we will not be able to communicate effectively and competently, since the forms and patterns of communication differ from one culture to another. Therefore, if we want to develop learners who are truly competent in the language they are learning, we need to bring the culture of that language into the classroom. Therefore, we conclude by saying that the main objective of this work is the development of communicative competence, in which we include the cultural component, which affects the effectiveness of communication, since it determines the final meaning depending on the culture and context, as well as the register in which the learners have to express themselves.

As explained in the first section of this theoretical framework, the concept of 'culture' is very broad, so when it is introduced into the classroom, the planning must be

exhaustive and very clear about the aspects of culture that need to be emphasised according to the age of the learners and the stage of language acquisition they are at. The aim is for students to be functional speakers of the language and to know and recognise how forms of communication in each language vary as a result of cultural change.

However, we know that language learning must be contextualised in order to provide learners with the tools to function effectively in the social context of the language, which is different from the learner's usual social context.

As Guillén (2002, pp. 193-226) notes, culture is being incorporated into education due to official statements linking the cultural dimension to responses to contemporary challenges and also due to official documents related to language teaching and learning emphasising the significant role of culture. In language teaching, there has been a shift in focus from traditional interests such as demonstrating knowledge of grammar or translation to a broader range of skills. These include the ability to communicate effectively with people from other countries, the capacity to travel, and the ability to function effectively in the social environment of the country in which the language is spoken.

Apart from this, and as explained earlier in this section, the need to introduce culture into the classroom relates to the objective of learning a language, to be able to communicate and function in a cultural context different from the one we come from.

As presented previously, language is included in the definition of culture. Knowing and understanding other parts of culture enhances language. More specifically, when we talk about traditions and festivities, we can highlight the great opportunity to understand why we behave in a certain way when we speak in a certain context, what language we should use and how we are expected to communicate.

It is important to draw attention to the fact that in this case the language, English, does not determine the culture we are introducing, as English is the official language of many countries around the world, which means many cultures and nuances. If we focus on introducing culture, specifically festivities and traditions, we need to clarify whether

they all belong to a particular area or, as it is more enriching and English is a language present in different cultures, we will work on festivals and traditions from different places around the world where English is the official language.

Taking into account the above aspects, we also talk about the importance of introducing the culture of the language being taught, because this has an impact on the students when it comes to continuing to learn the language. The fact of knowing the culture has a significant impact on them in terms of respecting and appreciating it, as well as awakening their interest and motivation for other aspects of both the culture and the language itself. Knowing the culture not only enables students to communicate effectively and competently, but also broadens their view of the world and provides them with useful tools in nowadays globalised society.

4.3 APPROACHES

The difference between a methodology and an approach is that an approach encompasses methodologies. While taking an approach, we can put more than one methodology into practice.

In teaching, we often find the need to use several methodologies and to combine different approaches in order to find the one that best suits both the context in which the activities take place, which affects the student's needs, and the results expected from the activities.

The methodologies highlighted in this work due to benefits that can add to the learning process of the students, are active methodologies. We focus on these methodologies with the aim of improving and developing the student's language and communication skills, allowing them to make their own decisions, develop their critical thinking, and giving them the chance to use the language and develop their communicative competence while doing other activities, in the case of this work, related to culture. Having said this, once it has been decided to use active methodologies, we highlight the following approaches:

COMMUNICATIVE APPROACH

As said by Liu & Shi (2007, p. 71), the communicative teaching method focuses on developing the four skills of language and communication, making a connection between the four skills, making language learning more interesting, and developing both linguistic competence and communicative competence. The authors also add that the communicative approach designs activities that involve real communication and meaningful tasks where language is used to support the learning process. In this approach, learners are expected to be negotiators and teachers act as organisers, guides, analysts and counsellors.

As Liu & Shi (2007, pp. 69-71) explained, the aim of this approach is to develop communicative competence. In the English language classroom, this will be one of the main objectives, in addition to working on other aspects of culture apart from the language itself, such as traditions and festivities.

On the other hand, as reflected in Liu & Shi (2007, pp. 69-71), learners are expected to be negotiators during the process, which involves the development of other skills and competences in addition to those mentioned above.

Linking this approach to the aim of this paper, we emphasise learning in addition to the development of competences in an active way on the part of the students. When we introduce previously selected contents related to festivities and traditions in relation to both culture and the interests of the students. If we focus on the development of communicative competence and the learning of the language and the culture in which it is implicit, we would not be working on culture as a theme in isolation when working on traditions and festivities, but we would also be working with another part of the culture the language itself, because it would be necessary for the development of the theme itself.

We can link the communicative approach with both the Action-Oriented approach and the Competence-based approach, which, in relation to culture in English language teaching and the development of communicative competence and skills, intends to put the

focus on the students ability to communicate in English, leaving aside the emphasis on grammatical perfection, targeting on the students understanding of the meaning of words.

As we know, culture and environment are highly relevant on the meaning of words and how we use them. It is for this reason that student's knowledge of culture and the meaning of words, apart from the correct use of grammar, is significant in their learning process.

CLIL

Among these approaches, we highlight CLIL (Content and Language Integrated Learning) due to the implicit need for students to use their communicative skills. Using the target language while working on the development of another product that the activity has will not only help to improve student's language, but also how fluently they find the words, developing their ability to find synonyms for the words they are trying to find or to explain.

Another benefit of this approach is that students become more familiar and comfortable with speaking in the target language. When students talk to each other in a more distended context, for example when searching for information or creating a display, they will find the need to use idioms, colloquial words, etc. which will improve their language and communicative skills not only on the subject or topic of the activity being developed, but also in general contexts.

4.4 METHODOLOGIES

EXPERIENTIAL LEARNING

Over time, different authors have used different terms to define experiential learning, Gentry (1990, p. 10), collected some of these definitions, from which we can extract ones such as "learning by doing", "experienced-based learning", "trial and error" or "applied experiential learning".

Gentry (1990, p. 11) also summarised the structure of experiential learning developed by other authors. This structure consisted of four phases: design, conduct, evaluation and feedback. The design phase consists of the planification of the instructor, setting the stage for the experience, determining the learning objectives, and the factors that affect student's learning among other aspects. This is relevant to this work because of the need for planning and constant feedback that introducing the culture of the second language into the classroom requires. Culture is a broad concept that needs to be specified before it is introduced. Teachers need to design the proposal and, once it is put into practice, they need to constantly evaluate the process, redirect it and give continuous feedback to the students.

Gentry (1990, p. 11) defined the conduct phase as the one in which we try to maintain the original timetable and activities designed, making the necessary changes to make them favourable to the learning environment. This conduct phase is crucial in the learning-teaching experience as it allows us to adapt our initial planning to the needs of the students, their interest, or other circumstances that might affect the process and that we have not taken into account when planning.

In the evaluation phase we emphasise that, in addition to the teacher being the one who conducts the evaluation, as said by Gentry (1990, p. 11): "participants should be able to articulate and demonstrate specific learning gained from the design and conduct of the experience."

Finally, we find the feedback phase which should not only take place at the end of the process, but from the start of the designing, throughout the entire process and also at the end. The feedback does not mean that students are not allowed to fail, in fact it gives them the chance to improve, to know their strengths and weaknesses and to develop their learning.

Experiential Learning is a great methodology to take into account when working with students with a foreign culture, although it might be complicated to put in practice if we think on the actual environment in which the experiences are supposed to take place, that is why from this methodology we extract the phases, with the previous design, the

conduct phase that allows us to make the necessary changes, and the continuous evaluation and feedback to the students.

PROJECT BASED LEARNING

Project Based Learning (PBL) is "a form of situated learning [...] based on the constructivist finding that students gain a deeper understanding of material when they actively construct their understanding by working with and using ideas" (Krajcik & Blumenfeld, 2014, p. 318). This means that it is an active methodology based on theories of constructivists such as Bruner's Scaffolding Theory or Vygotsky's Zone of Proximal Development.

When working with culture in the English classroom, this methodology allows students to learn and discover based on their interests, to explore certain aspects in depth, and also to develop skills and competences such as the communicative competence, but also many others, as the projects require putting in practice many other competences depending on the final product of the project.

Apart from this, PBL is an amazing tool for students to work cooperatively and also collaboratively as described in greater detail below.

COOPERATIVE AND COLLABORATIVE LEARNING

Cooperative learning, according to Slavin (1980), can be defined as: "The term refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group performance" (p. 315). In simpler terms, Johnson & Smith (2009, pp 1-2) said that cooperation is working together to achieve shared goals. To these definitions we can add what Salmon, Rodríguez & Chávez (2018, p. 435) said which is that within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to everyone else. Therefore, cooperative learning is the instructional use of small groups.

Cooperative Learning is a methodology that is linked to culture and communicative competence and skills, which allows students to participate actively in the dynamics developed in class. This methodology can be highly linked to PBL as students can produce their projects in small or big groups, enriching their learning and inducing the need to use language, in this case, English, while discovering the culture. This way of introducing the methodology is linked to the CLIL approach, which as previously stated, requires students to use the target language while working on developing another product that the activity requires, using their communicative competence and skills intrinsically.

Apart from this, cooperative learning is linked to gamification, a technique that enhances the student's interest in the subject, making them develop social skills working cooperatively and collaboratively. This is related to this project because by working cooperatively and collaboratively, students develop communicative competence and skills and also engage with the foreign language culture as the language is part of it.

4.5. DEVELOPMENT OF COMMUNICATIVE COMPETENCE AND SKILLS IN THE ENGLISH CLASSROOM

In order to develop communicative skills, focusing more specifically on a second language, I base myself on the contributions of authors such as Chomsky and his Language Acquisition Device, which defends the human capacity to acquire language in an innate way, this due to a universal grammar that develops in the brain of children. What Chomsky says explains the ability of children to learn language by hearing, without the need for repetition, because of this innate ability. Chomsky proposed that children are born with knowledge of general grammatical rules, so that with exposure, children can acquire language quickly and with relative ease (Sobecks, B, 2020, pp. 9-11).

Taking this into account, we can say that because of learner's innate ability, introducing the use of the second language for communication in the classroom by

making the classroom an environment where learners can use, experience and produce the language enables learners to develop language and communication skills.

With regard to culture, more specifically traditions and celebrations, there is scaffolding. Brunner (1978) defines scaffolding as "the steps taken to reduce the degrees of freedom taken in carrying out some task so that the child can concentrate on the difficult skill s/he is in the process of acquiring" (p. 19). We get to link scaffolding and developing communicative competence and skills by introducing students to activities in which the language is required to complete them, using language as a tool to fulfill other tasks. This is important and useful when talking about second language development, as it gives students the opportunity to use language as a useful tool in activities where the target language is needed, developing their communicative competence and skills without the pressure of language being the end goal of the activity.

As reflected in Shabani & Edabi (2010, pp. 237-245), Vygotsky contributed by exhibiting that language is key to cognitive development promoting logical thinking and the development of skills which gets us to see language not only as a complement to develop communicative competence and skills as well as other skills.

Continuing with Vygotsky and his contributions to language and communicative skills, linked to learning, he introduced the Zone of Proximal Development (ZPD), which, in relation to English teaching and communicative competence, can be translated as the point where students are currently at and the one they can reach next with the appropriate environment and tools for them.

For Vygotsky, the environment is a key factor as he says that relationships and how students relate to the environment depends on the language that is used. This could be translated by saying that the language we use has a huge impact on how we interact with other people and the environment. As stated earlier in this document, language is part of culture, and different cultures have different ways of interacting with each other. Therefore, culture determines how we use language, so that in order to know how we should communicate in different contexts, the first step is to know the culture, that is, the communication patterns of that context.

In relation to foreign languages, Vygotsky (1977, pp. 91-95) establishes a connection between thought and word in both mother tongue and foreign languages. This leads us to mention the way in which Vygotsky presents language, differentiating between social language, private language and inner language.

Social language is the one we produce while communicating with each other, which is linked to this work because it is the one that takes place while students are working on culturally related activities and at the same time working on developing their own communicative competence.

In addition to the contributions of these authors, skills, approaches, methods and techniques are a key factor in the development of the communicative competence. For this reason, choosing the most appropriate ones is the basis for further developing their skills and making the classroom as enriching an environment as possible.

In this document, the approaches, methodologies and techniques considered focus not only on the development of communicative competence and skills, but also on those most appropriate for introducing and working with culture in an English classroom as a second language as they imply the need to make use of the language and respond to the interests of the students, motivating students and involving them in their own learning process by responding to these interrogations.

5. INTERVENTION PROPOSAL

5.1. INTRODUCTION

The following is a proposal for teaching English as a second language in which culture plays a central role. I have drawn on my experience in Practicum II to implement some of the ideas in this proposal, and they will appear in this document with the modifications that I have made as a result of learning from the classroom experience. The main topic of the proposal will be Saint Patrick. From this topic we will also work on

aspects such as adverbs of manner, regular verbs in the simple past tense and text to express. We extract "text to express" from the Spanish/English primary integrated curriculum: Language and literacy. "Text to express" refers to the use of writing to understand and share ideas with others. In this proposal it would be used so that students share their learnings about Saint Patrick and Saint Patrick's Day in the final product.

This proposal's final product consists of a rainbow formed by coloured cardboards. Each cardboard will be a different colour of the rainbow and will contain different information related to Saint Patrick's history and symbols. An important point to note in order to understand the disposition of the display of the rainbow is that this proposal is designed to have a joined display. This means that another class will also work on other aspects related to Saint Patrick and how Saint Patrick's Day is celebrated around the world. Each class will have four of the colours of the rainbow, and once the project is complete, both classes will have a joint display of their final products.

5.2. CONTEXT

This intervention proposal is oriented towards the introduction of culture in the process of learning a second language. The context for this intervention proposal is the fourth year of primary school in a British school in a rural area. As it is a British school, the official document used as a reference for planning learning situations is the Integrated Curriculum, which allows us to work in a more flexible way on the content that we consider more appropriate for the pupils, while respecting certain criteria. The class for which this proposal has been designed is a class of sixteen pupils who sit in groups of four on a regular basis.

The central topic of this intervention proposal is Saint Patrick's Day, the official holiday of Ireland, which is also celebrated all over the world. At the same time, the adverbs of manner, those ending in -ly, regular verbs in the simple past tense and text to express will be worked on.

Prior to the presentation of this intervention proposal in the classroom, the regular verbs of the simple past tense had been the subject of previous instruction. The objective

of this proposal is to enable students to appreciate the utility of these recent learnings and their relationship with other aspects of the curriculum. The texts presented will intentionally seek to introduce both the adverbs of manner and the regular verbs of the simple past tense, as well as irregular verbs of this same tense, with the intention of working on them in greater depth in future projects.

5.3. COMPETENCES

As stated above, this proposal takes the Integrated Curriculum as a reference, however, in Decree 38/2022 of September 29th, we extract the following competences and operational descriptors in relation to this proposal:

From the area of Natural Sciences:

- Specific competence 4.1. To show attitudes that foster emotional and social well-being, recognising one's own and others emotions, showing empathy and establishing healthy affective relationships (STEM5, CPSAA1, CPSAA2, CPSAA3, CC3, CE2, CCEC3).

From the area of Social Sciences:

- Specific competence 1.1 To search for and organise information about societies and territories using digital devices and resources in personal and/or virtual learning environments in accordance with the needs of the educational context in a safe manner (CCL3, CD1, CD3, CD4, CPSAA2) (CCL3, CD1, CD3, CD4, CPSAA2).
- Specific competence 1.3 To cooperate actively in the use of digital resources in a responsible and respectful way, inquiring about societies and territories (CCL1, CD2, CD3, CD4, CD5).
- Specific competence 7.1 To carry out and promote activities in the context of the school community, assuming responsibilities and establishing agreements in a dialogic and democratic way and using inclusive and non-violent language. (CCL5, CP3, CPSAA1, CPSAA3, CC1, CC2, CC3).

From the area of Foreign Language:

- Specific competence 2.3 To select, organise and apply, in a guided way, strategies to express short and simple messages appropriate to the communicative intentions, using, with help, physical or digital resources and supports according to the needs of each moment (CCL3, CP1, CP2, STEM1, CD2, CPSAA5).

- Specific competence 6.1 To act with respect in intercultural situations, identifying and comparing elementary similarities and differences between languages and cultures, and showing rejection of discrimination, prejudice and stereotypes of any kind in everyday and common communicative contexts (CCL5, CP3, CPSAA1, CPSAA3, CC2, CC3).

- Specific competence 6.2 To recognise and appreciate the linguistic, cultural and artistic diversity of the countries where the foreign language is spoken as a source of learning and personal enrichment, showing interest in understanding elementary and common cultural and linguistic elements that foster peaceful coexistence and respect for others. (CCL5, CP2, CP3, CPSAA3, CC3, CCEC1).

- Specific competence 6.3 To select and apply, in a guided way, basic strategies to understand and appreciate the most relevant aspects of linguistic, cultural and artistic diversity, accepting and respecting its value and showing an attitude of openness. (CCL5, CP3, CPSAA3, CC2, CC3, CCEC1).

5.4. OBJECTIVES

The objectives of this intervention proposal can be divided into two categories: general and specific.

The general objectives are as follows:

General objectives:

- To understand the cultural significance and traditions associated with Saint Patrick.

- To develop communicative skills in the second language.

- To promote an interest in cultural diversity through working on festivities and traditions such as Saint Patrick's Day.
- To use the learning of English as a means of exploring and understanding different cultural and social aspects of another culture.
- To know the intercultural reality and to develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.
- To encourage collaboration and cooperation between students through working on projects based on cultural exploration.
- To encourage the development of research and critical thinking skills as students investigate and explore different aspects of Saint Patrick's Day.
- To stimulate the students' creativity and artistic expressions through the creation of materials and presentations related to Saint Patrick's Day.

Specific objectives:
- To work in small groups to research and collect information about traditions and symbols associated with Saint Patrick's Day in different English-speaking countries.
- To use information and communication technologies (ICT) to find information, create multimedia presentations and share the group's findings with the rest of the class.
- To reflect on the learning process and the experience of working as a group, identifying strengths, areas for improvement and lessons learnt during the project.
- To identify and use adverbs of manner (e.g., quickly, finally, loudly, patiently, etc.) in texts related to Saint Patrick.
- To retell the simple past tense of regular verbs in texts related to Saint Patrick.
- To discover the traditions associated with Saint Patrick's Day in different English-speaking countries.
- To acquire linguistic and socio-cultural knowledge of the foreign language.
- To develop positive attitudes, representations and openness to linguistic and cultural diversity in the classroom.

Another objective of this intervention proposal is to generate contextualised language learning. In addition, the objective is to encourage the involvement and motivation of students in the process of learning a second language, in this case English.

In addition to the primary objective of this project, the development of communicative competence is a key focus. This encompasses the cultural component that affects the effectiveness of communication, as it determines the final meaning depending on the culture and context. Furthermore, it affects the register in which students must express themselves.

5.5. CONTENTS

The contents involved in this intervention proposal are included in the DECREE 38/2022 of September 29th for the area of Social Sciences and the area of English as a Foreign Language. The contents specific to each lesson are presented in the outline of each session. The contents common to each lesson of the proposal are the following:

- Commitments and norms for life in society.
- Customs, traditions and ethno-cultural manifestations of the environment. Respect for diversity and social cohesion. Culture of peace and non-violence.
- The foreign language as a means of communication and relationship with people from other countries, and as a means of getting to know different cultures and ways of life.
- Most significant sociocultural and sociolinguistic aspects of customs, daily life and basic interpersonal relationships in countries where the foreign language is spoken.
- Basic strategies commonly used to understand and appreciate linguistic, cultural and artistic diversity, based on eco-social and democratic values.

In addition to the contents included in DECREE 38/2022 of September 29th on the development of the project, we highlight the following more specifically related to Saint Patrick:

- History and origins of Saint Patrick's Day.

- Traditions and customs associated with the holiday.
- Symbols of Saint Patrick's Day.
- Celebrations and events associated with the holiday in various English-speaking countries.
- Legends and myths associated with Saint Patrick's Day.

5.6. METHODOLOGY

As developed in the theoretical framework of this work, different aspects of the following methodologies will be rescued: experiential learning, project-based learning, cooperative and collaborative learning. In addition, different approaches will be used, with CLIL being the most prominent in this intervention proposal.

The use of the above methodologies and approaches aim is to promote the active learning of the students as well as the effective learning of the second language, in this case English. On top of using the methodologies and approaches previously said, there are aspects of other methodologies that can be implemented in order to allow the classroom work to be dynamic and to provoke and respond to the individual interests of the students.

5.7. TIMING

The intervention proposal will take place over a two-week period, with sessions scheduled to take place during the designated foreign language periods. Both the first and second week will consist of four sessions each. This makes a total of eight sessions. The start date will be Monday 4th of March and the end date will be Friday 15th of March, the Friday before St Patrick's Day.

MARCH						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4 Session 1	5 Session 2	6	7 Session 3	8 Session 4	9	10
11 Session 5	12 Session 6	13	14 Session 7	15 Session 8	16	17 Saint Patrick's Day
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5.8. SESSIONS

OUTLINE LESSON 1

Although this is the first lesson of this intervention proposal, it is not the first time that the students will hear about Saint Patrick. For this reason, the first thing we will do before continuing with the lesson, in order to get to know the students previous knowledge, is to have the students individually fill in a chart (See Appendix 1) by filling in this chart we will get to know what they already know, if what they know is correct or not and what they want to know. The chart is designed to be filled in at the beginning of the proposal. After the proposal students will fill in the third column where they will reflect on what they have learned.

After the students have filled in the chart, we continue with a brainstorming in which the students can use what they have already written in the chart. In this way we not only get to know what their previous learning is, but we can also start to clarify what was wrong and also start to build new knowledge in a way that involves students in their own learning process. This is also linked to the methodology that will be used, which, as has been said, aims to encourage active learning by the students.

Once the brainstorming is finished, we will continue by watching some videos in which native speakers explain how they celebrate Saint Patrick's Day. During the video, the teacher will stop to analyse the new aspects that were not included in the brainstorming.

After watching the videos, the students will share what they did not know before the lesson and what they know now to retell and settle the information about Saint Patrick.

From the contents of the DECREE 38/2022 of September 29th for the area of Social Sciences and the area of English as a Foreign Language, we highlight the encouragement of curiosity, initiative and perseverance in carrying out different types of research, in addition to the previously mentioned contents shared in each lesson of this proposal. This has been worked on in this lesson due to the use of the chart to retell previous knowledge, the brainstorming, and the new information from the videos.

OUTLINE LESSON 2

In this second lesson, in order to explore the story of Saint Patrick and the symbols of Saint Patrick's Day, more specifically the Leprechauns, we will do a reading that incorporates various symbols and stories of Saint Patrick into both the past simple tense and adverbs of manner. The way the reading will take place will be firstly through a group reading and then through an individual reading. In both readings, the students will underline the words they don't understand and circle the simple past tense. After they have done this, and as adverbs of manner are a new aspect to be worked on in class, the teacher will point them out and ask the students if they have underlined them or not, to check if they have understood them or not. Finally, with the underlined words, the students will start their own glossary in their notebooks.

From the contents of the DECREE 38/2022 of September 29th for the area of Social Sciences and the area of English as a Foreign Language, we highlight the basic and elementary strategies for comprehension and expression of short, simple, contextualised oral, written and multimodal texts, in addition to the previously mentioned contents shared in each lesson of this proposal. This has been worked on in this lesson due to the introduction of the reading and comprehension.

OUTLINE LESSON 3

Following on from the previous lesson, to continue working with adverbs of manner, students will take five words from their glossaries and five adverbs from the text and create a sentence around the topic of Saint Patrick and Saint Patrick's Day.

Once they have finished, students will share their sentences orally and in a large group we will decide if the adverbs are used correctly. The teacher will guide the process, giving appropriate explanations as to why the adverbs are or are not used correctly in order to avoid and solve the common confusion between adverbs and adjectives.

From the contents of the DECREE 38/2022 of September 29th for the area of Social Sciences and the area of English as a Foreign Language, we highlight the basic and elementary strategies for comprehension and expression of short, simple, contextualised oral, written and multimodal texts, in addition to the previously mentioned contents shared in each lesson of this proposal. This has been worked on in this lesson by having the students create their own sentences using their glossaries and sharing the sentences to check the correct use of adverbs.

OUTLINE LESSON 4

Returning to the chart that the students filled in during the first lesson and after the videos and readings in which they have already collected new information related to the story and symbols of Saint Patrick and Saint Patrick's Day, we will review the aspects that have already been worked on in order to introduce what will be the final product of the proposal.

After sharing and updating the students' interests, we will develop a mind map in the big group to organise the new information and also to check the aspects that the students want to investigate further.

Finally, the teacher will explain how the final product will be developed. As already mentioned in this proposal, the rainbow will be made of cardboard of different colours that form a rainbow, a symbol of Saint Patrick's Day and also related to

leprechauns. Each group will have a different colour and a different category of information, so the teacher and pupils will agree on the index for their poster.

As we have said, some parts of this proposal have already been put into practice in a school, so we can give an example of what the index could look like as it has been put into practice.

From the contents of the DECREE 38/2022 of September 29th for the area of Social Sciences and the area of English as a Foreign Language, we highlight the encouragement of curiosity, initiative and perseverance in carrying out different types of research and also, the basic and elementary strategies for comprehension and expression of short, simple, contextualised oral, written and multimodal texts, in addition to the previously mentioned contents shared in each lesson of this proposal. This has been worked on in this lesson throughout the development of a mind map, and the introduction of the final product using the information previously collected in other lessons.

RAINBOW INDEX	
Group 1→ Red	- Where was Saint Patrick born? - What happened to St.Patrick? - What is St.Patrick known for?
Group 2→ Yellow	- How do people celebrate St.Patrick? - Where is St.Patrick celebrated? - Information about other places where people celebrate Saint Patrick's Day
Group 3→ Green	- Why are shamrocks a symbol of St.Patrick? - What are Leprechauns and what do they do? - Other symbols you know
Group 4→ Orange	- How do they celebrate St.Patrick in New York? - When did St.Patrick become a holiday? Why did it become a holiday?

OUTLINE LESSON 5

In order to refresh and engage students in an active role in the learning process, it is essential to introduce a variety of activities. Although the aim is the same, in this case

to learn more about Saint Patrick's Day, about adverbs of manner and also about regular verbs in the simple past tense. To this end, in this lesson, a game will be played in which the students, in groups of four as they usually sit, will have to answer questions related to these topics. The structure of the game is similar to Trivial (see appendix 2).

After reviewing the content that has already been worked on in class, students will start their posters in small groups, following the index given, making use of online pages given by the teacher where the information has been checked so that students can find the information and the type of text is suitable for them.

From the contents of the DECREE 38/2022 of September 29th for the area of Social Sciences and the area of English as a Foreign Language, we highlight the strategies for safe and efficient guided searches for information on the Internet (evaluation, discrimination, selection and organisation), and also, learning resources and elementary strategies for guided information search in analogue and digital media, in addition to the previously mentioned contents shared in each lesson of this proposal. This was worked on in this lesson throughout the implementation of the game to retell the students' knowledge, and also when the students started to develop their posters, organising the information they had previously collected according to the structure of the index.

OUTLINE LESSONS 6 and 7

Lesson 6

In the previous lesson, students have already started their poster by looking for the information related to their index. Now, in this lesson, students will start to work with "text to express" in order to be able to share the information about Saint Patrick and Saint Patrick's Day. Before adding the information they have found, they need to organise the information in their notebooks and agree in teams on how to present the information to best express it.

Once students have agreed on the information, they can start to organise the information in the cardboard, where they can also add other elements such as pictures or drawings related to the topic.

Throughout this process, it is essential that the teacher acts as a guide, not only in organising the contents, but also in working as a team and providing feedback to the students.

Lesson 7

This lesson will be entirely dedicated for the students to continue working in teams on their posters, with the aim of giving them enough time to investigate both on the index information and on other interests the students might have developed, and also not to make them hurry in the process of making group decisions, since one of the aims of making them create their own text is for them to work on text to express.

From the contents of the DECREE 38/2022 of September 29th for the area of Social Sciences and the area of English as a Foreign Language, we highlight the strategies for safe and efficient guided searches for information on the Internet (evaluation, discrimination, selection and organisation), and also, learning resources and elementary strategies for guided information search in analogue and digital media, in addition to the previously mentioned contents shared in each lesson of this proposal. In these two lessons this was worked on through the development of the posters by working in groups to collect and organise the information.

OUTLINE LESSON 8

In this last lesson, the students will present their poster in a short presentation of maximum four minutes. The teacher and each team will have a rubric for each of the other teams and also one for themselves (see appendix 3). In addition, as has been said before, feedback is very important in the learning process, even more so when using methods such as Project Based Learning. Therefore, after each presentation, the teacher will give different feedback to the one already given during the process. This feedback will be focused on how to improve teamwork, how to reinforce the correct steps taken by the students along the project, but also explain the aspects in which students can improve and, if needed, how they can improve it.

Once all the presentations have been made and feedback given, students will fill in the third column of the chart (see appendix 1). Finally, the poster will be hung in the school corridor, forming a rainbow, just before Saint Patrick's Day.

From the contents of the DECREE 38/2022 of September 29th for the area of Social Sciences and the area of English as a Foreign Language, we highlight the initiation in basic commonly used strategies and tools for self-assessment and co-assessment, analogue and digital, individual and cooperative, in addition to the previously mentioned contents shared in each lesson of this proposal. This was worked on in this lesson due to the use of rubrics and feedback.

5.9. ASSESSMENT

The assessment in this proposal is focused on reassuring students of their ability to develop their own learning. This will be done by giving constant feedback to the students and by checking the chart of what the students know, what they want to know and what they have learnt, as it has been expressed, which will be used not only in lesson one, but also in other lessons to check the expectations achieved.

Apart from this, the teacher will take notes throughout the process to make sure that the students are achieving the objectives and working along the expected line.

The different activities such as brainstorming, creating a group mind map and the quizzes are not only useful for the students to learn and check their learning, but also for the teacher to check their progress and the aspects that need to be reinforced.

As reflected in Lesson 8, both the students and the teacher will use a rubric to objectively evaluate the final product of the proposal.

6. CONCLUSIONS

As has been pointed out throughout this work, culture is indeed part of language and without culture being introduced into the learning process, we as teachers are not fully forming our students to achieve the initial goal of learning a language that is effective for communication.

Apart from this, culture does not only benefit the competence part of learning, it also engages students in their learning process, awakening their interest and involvement in the subject.

Using active methods while introducing culture and looking for the development of a second language gives students more scenarios in which they feel more confident in using the language, as the scenarios feel and look more extended.

Another aspect that we have to consider is the cultural sensitization that has to be part of the objectives of learning a new language that implies a different culture from the one that our students have now. Today's world needs people who can appreciate other cultures, because nowadays cultures are not isolated in certain geographical areas, but different cultures coexist and mix in the same area. So, if we really want to create competent students, ready to be competent citizens, we have to include culture as one of the aspects included in the process of learning a new language.

In conclusion, the introduction of the culture of the target language provides deeper contextualised learning, induces students' cultural awareness and promotes communicative competence. In addition, if the right methods are used, students will be more active and involved in their own learning process.

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8. APPENDIX

APPENDIX 1

Lesson 1 chart

What I know	What I want to know	What have I learned

APPENDIX 2

Lesson 5 Trivial (some examples)

SAINT PATRICK'S DAY IS THE NATIONAL HOLIDAY OF _____

SAINT PATRICK'S DAY IS CELEBRATED ON THE 17th OF _____

ON SAINT PATRICK'S DAY PEOPLE USUALLY WEAR _____

THE TRADITIONAL FOOD IS
a) Fish and chips
b) Sandwiches
c) Corned beed and cabbage

THE LEPRECHAUN HAS A POT OF GOLD
a) at home
b) at the end of the rainbow
c) at the top of a tree

THE IRISH FLAG IS
a)Red, white and blue
b) Red, green and black
c) Green, white and orange

Choose the correct option
a) Did stopped
b) Did stoped
c) Did stop

Choose the correct option
a) Wateed
b) Waited
c) Waitted

Saint Patrick used shamrocks to explain

_____

Choose the past simple verbs
a) Want, stop, play
b) Playing, dancing, waiting
c) Named, liked, waited

Choose the correct option
a) Claped
b) Clappt
c) Clapped

Choose the correct option
a) Did voted
b) Did vote
c) Did voting

APPENDIX 3

ORAL PRESENTATION RUBRIC TEAM:_____			
	Excellent	**Proficient**	**Needs improvement**
Content			
Structure & Organization			
Time & Pacing			
Posture			
Eye Contact			
Clear & Audible Voice			
Visual Aid			
Comments:			