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**No Trouble Through the Troubles: *Realia*
and *Replica* as a Means to Foster the
Intercultural Communicative Competence
and Peace Education in the EFL Classroom**

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Abstract

Peace education is a cross-curricular value of special importance in secondary education, and thus it should also be addressed in the EFL classroom. A good way to do it while coming closer to the Northern Irish culture and developing the Intercultural Communicative Competence is through the topic of the Troubles. When putting that experience into practice and in order to try to avoid a biased view or any kind of stereotype, using *realia* and *replica* can result beneficial. Therefore, this final MA dissertation presents four learning situations aimed at each of the levels of ESO in which working with the topic of the Troubles through *realia* and *replica* is used as a means to foster peace education and enhance the students' Intercultural Communicative Competence.

Keywords: EFL teaching, The Troubles, Peace education, *Realia* and *replica*, Intercultural Communicative Competence.

Resumen

La educación para la paz es un contenido de carácter transversal de especial importancia en la etapa de la educación secundaria y es por esa razón que también se debería tratar en el aula de ILE. Una buena forma de hacerlo mientras se acerca a los alumnos a la cultura norirlandesa y se desarrolla su competencia comunicativa intercultural es a través del conflicto norirlandés conocido como 'the Troubles'. A fin de evitar una visión distorsionada o ciertos estereotipos acerca del tema, el uso de *realia* y *replica* puede resultar ciertamente beneficioso. Por ello, este Trabajo de Fin de Máster presenta cuatro situaciones de aprendizaje para cada uno de los niveles de la ESO en las cuales se trata el tema del conflicto norirlandés a través de *realia* y *replica* con el propósito de fomentar la educación para la paz y mejorar la competencia comunicativa intercultural de los estudiantes.

Palabras clave: Enseñanza de ILE, Conflicto norirlandés, Educación para la paz, *Realia* y *replica*, Competencia comunicativa intercultural.

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Introduction

Peace education is a cross-curricular value that should often be addressed in the secondary education stage. For a meaningful understanding and building of this principle, it is important to include it in every subject, and this can be easily done in the EFL classroom through the topic of the Troubles. The Troubles is the name given to the violent disturbances that took place in Northern Ireland during the second half of the 20th century. It was a sectarian conflict that lasted from 1968 to 1998 and whose peace process entailed surpassing the numerous differences of the parts involved. The use of this topic is not only beneficial for students to develop a sentiment towards seeking peace, equality and tolerance, but also to get to know one of the non-mainstream cultures of an English-speaking country: the Northern Irish culture. Moreover, for this learning experience to try to avoid stereotypes and be as objective as possible, the use of *realia* and *replica* will result utterly advantageous. Despite tending to be forgotten in favor of grammar and structures, having a certain understanding of the target culture and showing respect towards it or prioritizing the democratic values in any intercultural exchange is essential when acquiring a foreign language.

The application of a didactic proposal dealing with the topics previously stated is meant to result motivating for students, since they will themselves work with authentic materials, gain new and interesting cultural knowledge and leave their textbooks aside for some time. Besides, they will get the opportunity to develop their Intercultural Communicative Competence and improve their peace education while using the foreign language. For the aforementioned reasons, this dissertation aims to provide four didactic proposals of two sessions for the four levels of ESO (from 1st to 4th) that could be carried out around Peace Day and in which their peace values and Intercultural Communicative Competence are boosted by working with *realia* and *replica* dealing with the Troubles. Taking into account these aspects, this final dissertation pursues the following objectives:

General objective: To design four learning situations for EFL teaching in 1st to 4th ESO levels in order to enhance the Intercultural Communicative Competence and address peace education by working with *realia* and *replica* about the Troubles.

Specific objectives:

- To examine how to foster the students' Intercultural Communicative Competence in EFL learning while addressing peace education.

- To explore the benefits of using authentic materials in the EFL classroom as well as the importance of peace education, especially nowadays.
- To improve the target language and target culture mastery by using *realia* and *replica* about the Troubles, which may result motivating to students.

This final dissertation is divided into four main parts, starting with an introduction and a theoretical framework reviewing the different literature regarding the relevance of culture in EFL teaching, the role of *realia* and *replica* in EFL teaching and the importance of peace education. These sections are followed by a third one presenting the different learning situations and including a general justification, contextualization and a review of their objectives, methodology and assessment. Finally, some conclusions are displayed, followed by the corresponding list of references and annexes.

1. Theoretical framework

1.1 The importance of culture and history in the EFL classroom

Whenever someone thinks about the teaching of a foreign language, it is not uncommon to forget about its cultural part and only focus perhaps on linguistic aspects such as grammar, vocabulary or developing comprehension or production skills. However, introducing students to the cultural background and the implications of the language they are actually studying is as important as these aspects are, although the cultural part of learning a language “has always been touched but not hugged dearly enough: its relevance and contribution to language teaching has grown blurred and mystic” (Vahdany, 2005, p.93 as cited in Abbaspour, Nia & Zare, 2012, p.20).

The first issue that needs to be considered before discussing culture as such is whether in Spain and its context, the English language is taught as a second language (ESL) or as a foreign language (EFL). As Brown (2007) explains, a second language is taught in a country where it is the mother tongue, where it is not the mother tongue but is still used for official purposes or where it plays a basic role in society. As opposed, a foreign language is acquired in the learner’s native context and culture or, if being an immigrant, in the one the student is living in. It is characterized by having few or no opportunities to use English within an English-speaking country culture. For this reason, it could be concluded that in Spain, English is taught as a foreign language (FL). However, the Internet has changed this conception by opening a wide range of opportunities and different possibilities to get in contact with the foreign culture without physically immersing there. For example, online tandem programs or videoconferences are some examples of what could be done in the Spanish EFL education to broaden the concept of English language teaching that is currently being applied (Kramsch, 2013).

The fact that English has become the world’s lingua franca has perhaps added more problems to English-speaking countries’ culture being included in the curriculum. Yet, it is important not to forget that a language, whichever its usage is, entails many different aspects of a culture and society such as the social distance or the courtesy norms that need to be followed. To be aware of those, understand them and apply them, it is important to get to know the context of how those emerged and whose culture they are part of (Choudhury, 2013; Brown, 2007). Besides, today’s view of culture should focus on its richness, while taking into account that some of the things in culture are relative and might not be part of the cultural background of every native inhabitant (Kramsch, 2013).

According to Brown (2007, p. 188), culture refers to “the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time”. He also believes that it is “the context within which we exist, think, feel, and relate to others” and that it is crucial when shaping a cultural identity, because it is what a group of people share to see themselves as unique and linked. However, since it is a considerably abstract concept, other experts on the topic have given different definitions of it. For instance, Liddicoat and Scarino (2013) claim that there are several ways of understanding culture, and those can be as the distinguishing attributes of a national group, as societal norms, as the means to create or interpret a certain meaning or as a dynamic and emergent practice by which humans deal with social problems. According to Kramsch (2000), culture is being part of a community that shares a space, a history and imaginings. To sum up, after having read these independent definitions of the word culture, it could be concluded that, although subjected to interpretation, it refers to all the links that characterize a society and tie it together at a certain period of time. However, the latter definitions given by experts on the topic sometimes differ from the conception of culture that people may still have. According to the Cambridge Dictionary, culture refers to “music, art, theatre, literature, etc.” (Cambridge Dictionary, n.d., definition 3); this definition is undoubtedly incomplete and is disregarding many of the most important aspects that culture englobes. This is perhaps the main problem that the introduction of culture in EFL teaching has suffered.

Due to the latter, a differentiation has been done between the terms *Culture* and *culture*. According to Kramsch (2013), Culture or high culture is that one which includes literature and the arts. Choudhury (2013) and Almohawes (2020) agree, but also consider aspects such as geography, politics, social norms, business, education, history and gastronomy under the same term. The latter believes that Culture is more visible than culture, it is easier to access by students and it stays the same way for a long time. However, it is dangerous to be taught because it can easily lead to falling into stereotypes and clichés (Kramsch, 2013). On the other hand, culture refers to the opinions, behaviors, points of view, values or preferences that a community shares (Almohawes, 2020). Since the 1980s and also caused by the introduction of the communicative approach, culture has been given more relevance (Kramsch, 2013). However, Kramsch (2013) concludes that both concepts are linked and that it is acceptable to teach both of them; the difference is in the approach because while in FL learning the aim of learning culture is more superficial, in SL learning, it is more common to learn through debates about more profound topics such as immigration or economic problems. Of course, this needs to be

adapted to the learners' age and level of proficiency, but focusing not only on Culture and combining both notions would be interesting in order to modernize the FL teaching in Spain.

As it has been mentioned before, dealing with culture in a superficial way may indirectly lead to the promotion of stereotypes. In fact, falling into stereotypes is a worry that teachers actually have and sometimes do not know how to address because they are maybe not exposed to that culture themselves, even though they have a good attitude towards the integration of culture in FL teaching (Choudhury, 2013). Stereotypes consist in overgeneralizing a personality trait and need to be avoided by all means because they could result in devaluing people from foreign cultures and not taking into account that each person is different and unique. For this reason, it is important to promote the thought that culture is a complex issue that can vary from person to person (Brown, 2007). Most teachers have concluded that the solution to this problem is using authentic materials or resources and enhancing communicative activities like role-plays or debates (Choudhury, 2013). Another solution would be just guiding the acquisition of a culture that is unknown to them by learning simultaneously with their students by perhaps researching together (Byram, Gribkova & Starkey, 2002).

Another issue that would need some revision is the fact that in EFL, British and American culture, perhaps due to their economic or political influence, have always occupied the central position while other Anglophone cultures have been relegated. This problem should not be confronted if every culture is given its place and, as it will be now explained, we do not center our attention on acquiring cultural knowledge, but on developing the intercultural competence (Choudhury 2013).

When talking about FL acquisition, culture (including both culture and Culture) plays an essential role since it cannot be separated from language learning. They are completely intertwined, and in order to fully acquire a second language, a second culture must be acquired too (Brown, 2007). Nevertheless, this concept of acquiring a second culture has suffered a change in the last years and we do not talk about acquiring a culture anymore, but rather developing an intercultural communicative competence (ICC). This concept was created in Europe in the 1980s together with the concept of interculturality, seeking for more dialogue and collaboration among countries. It implies that learners do not only know about culture, but also acquire the skills to discover, critically interpret, value and interact within that culture (Kramsch 2013). The ICC aims to make learners be more aware of the cultural diversity that exists in the

world and to prepare them to be ready to interact with anyone, always showing respect and acting appropriately (Brdaric, 2016).

According to Byram, Gribkova and Starkey (2002), who first created the concept of intercultural competence, it is composed of certain attitudes, knowledge and skills, and complemented by personal values which are part of a person's social identity. The basis of this competence is the intercultural attitudes of the speaker (*savoir être*) which include the openness to relativize one's values and be ready to get to know others. The knowledge (*savoirs*) makes reference to how much is known about the society with whom one is interacting. Finally, there are several needed skills which teachers need to foster and which are as important as knowledge. First, the skills of interpreting and relating (*savoir comprendre*) to interpret a foreign document and relate it to one own's culture. The skills of discovery and interaction (*savoir apprendre/faire*) include the ability to learn new things about a culture and apply those in a real conversation by for example knowing how to respectfully ask people about their ideas or beliefs. Finally, the critical cultural awareness (*savoir s'engager*) is essential because it will permit the mediator to be aware of their own values and to evaluate them, together with the other cultures, using critical thinking. Related to this, Kramsch (2009) even affirms that, when people learn a second language there is a *third culture* being created, which is based on the relationships and dichotomies between the subject's own culture and the foreign one. It is also important to never forget that, above all, the most important aspect in an intercultural exchange is showing respect and equality. In summary, ICC makes the borders between one's own culture and others' "explored, problematized and redrawn" (Liddicoat & Scarino, 2013, p. 49).

The importance of ICC in our globalized world is such that some experts on the topic have even suggested that it is "the fifth skill" together with oral and written comprehension and oral and written production (Tormalin, 2008). If teachers accomplish to develop ICC in their pupils, they will educate people who know about their own culture, as well as about others', refuse stereotypes and be able to use language in socially and culturally appropriate ways. The process of development of this competence will probably last a lifetime since cultures are in constant change and it is not possible to know everything at once, but what is most important is always being understanding and respectful (Byram, Gribkova & Starkey, 2002).

Nowadays, the notion of ICC is world-widely spread and there is complete agreement on the importance of introducing ICC at school levels (Abbaspour 23). Good proof of this is the current legislation, where this change is clearly reflected. For example, in the *Common*

European Framework of Reference for Languages (CEFR) published in 2001, this notion is just mentioned and it is not really given much importance. However, in the *Companion to the CEFR* created in 2020 to modify the previous existent document, the importance of providing an intercultural education on languages in which the intercultural competence is developed is continuously remarked and is part of the descriptors in every level (Council of Europe, 2020). The Spanish legislation, in concordance with this document, also highlights the importance of developing an ICC, including this as a key aspect in the development of the plurilingual competence. In secondary and baccalaureate education, within the subject of “foreign language”, this is also given emphasis by being pointed out as one of the main objectives of the subject and explaining how it should be taught. Its importance is such, that one of the three basic knowledges in the foreign language is actually interculturality, together with communication and plurilingualism (Real Decreto 217/2022, 2022 and Real Decreto 243/2022, 2022). Linked to this, of course, regional laws of Castilla y León on education also include ICC as basic in the foreign language learning and it is even included within the secondary education stage aims (Decreto 39/2022, 2022 and Decreto 40/2022, 2022).

Fostering the improvement of the intercultural competence has many positive effects and is essential because it is one of the main points that will help us create a democratic world, where communication always takes into account the human rights (Byram, Gribkova & Starkey, 2002). Nevertheless, evidence shows that the development of the ICC is not only beneficial in terms of showing respect and gaining knowledge about other cultures and being able to properly participate in a cultural exchange, as it has already been explained, but it also increases the motivation of students towards language learning (Thu, 2010).

For teachers to promote and awaken the intercultural communicative competence in their students, it is important that activities are not only based on transmitting knowledge in a unidirectional way, but rather on making them engage with the topic in question and guiding them to reflect and reach their own conclusions (Liddicoat & Scarino, 2013). As Liddicoat and Scarino (2013) propose, a way to plan the learning could be making them notice things first, then comparing that to their own culture, reflecting on the meanings and implications of what they have noticed and compared and finally interacting. This way, students will have the opportunity to actively create meanings by themselves, making connections and establishing relations, interacting to negotiate for meaning, reflecting while using their critical thinking and taking the ethical responsibility to be active and fair when participating in an intercultural exchange.

Taken into practice, it is clear that the most suitable methodology to follow in order to achieve ICC would be the communicative approach. Moreover, it could be said that there are some activity types which would be more suitable to enhance the intercultural communicative competence. As specified by Brown (2007), dramatizing situations and using role-plays would be a good way of recreating an intercultural exchange and fostering positive attitudes on it. Besides, “readings, films, simulation games, culture assimilators, ‘culture capsules’ and ‘cultugrams’” could be of great use (Brown, 2007, p. 200). Culture assimilators include problem-solving; culture capsules are little pieces of information about a topic that could be shared by students in the classroom, and cultugrams are visual displays of information. In addition to those, Abbaspour (2012), following the same line, suggests discussing newspapers texts, acting dialogues, doing research, displaying realia and even approaching interculturality in a closer way and living it in first person by inviting native speakers to the class or doing an online pen-pal exchange.

Moreover, Byram, Gribkova and Starkey (2002) also argue for the fruitfulness of activities where documents, ideas or events of two or more cultures need to be compared even if they present opposed views. That way, learners will see that cultural misunderstandings may exist in real life and will learn how to solve them always being respectful. These same specialists also recommend strongly the use of authentic materials (*realia* and *replica*) as the means to reach ICC. These materials should be varied, so that they appeal everyone, for example texts, written documents, audio recordings or visuals such as photos, maps, diagrams or cartoons and should be contextualized either by the teacher or by the students. The Internet is a great source to obtain materials because it stores lots of sources that could be useful for this purpose. When using authentic materials, the objective of teachers should be that their students learn how to analyze texts, work with objects and cultural products to extract ideas from them and not just retain facts.

1.2 *Realia* and *replica*: their use in EFL teaching

According to Berwald (1987), *realia* refer to the authentic materials and real objects and artifacts from a particular culture, designed to be used for a purpose in real life. He remarks their direct link to culture and how they can be the guide to draw similarities and differences between a culture and our own. *Replica* are facsimile objects or other tangible resources’ reproductions (Carrera et al., 2023). They add a sensory layer to the learning process, since

“students can smell, hear, see, touch and taste” the real objects and that causes an impact in them, helping them remember information better (Bala, 2015).

Using *realia* in the EFL classroom has resulted really beneficial and its main advantage is that they contain the real language used by speakers, since they have not been planned or designed for learners. Moreover, they are a great way of eliminating possible stereotypes because primary sources show reality as it is or was (Berwald, 1987). Research like the one carried out by Bala (2015) has shown that *realia* also accelerate and deepen learning. In this investigation, the methodology followed was using an experimental group which was taught using authentic materials and a control group which was not. Its conclusions were that students from the experimental group were more active and motivated, since they found the contents more attractive, felt less pressure and volunteered more to participate in the lesson. Besides, the results of an exam which was done after the lesson were much better, since these resources helped them comprehend the contents. Finally, this study concluded that *realia* awaken a feeling of accomplishment in students who face more difficulties in acquiring the foreign language and they stimulate students to use their imagination in class. Hence, it may be stated that even in case of dealing with a starter level in the language, the use of authentic materials can be great because some of the *realia* do not actually include long amounts of language and are more visual (Berwald, 1987), so they are understandable for everyone.

Although *realia* and *replica* have been proven to be really useful for almost every aspect in an EFL classroom, they are especially convenient to teach culture and develop the intercultural competence in students. According to Byram and Phipps (2005), they help to break monotony and boredom in class, because they differ from materials like textbooks which are used on a daily basis. Besides, they are also beneficial because they include “‘real language’, ‘real people’ and a ‘real perspective’” (Byram & Phipps, 2005, p. 105). Spurr (1942), claims that this type of materials also helps students become more tolerant and sympathetic towards other cultures and races, makes learning easier and the level of comprehension deeper, and develops a true and open culture. Abbaspour (2012) declares that, for their effectiveness in developing the intercultural communicative competence, there must be a variety of authentic materials being used, such as surveys, interviews, biographies, photos, advertisements, music, television programs, maps, films, the Internet, literature and others.

Opinions about which kind of materials are best to use in the FL classroom differ between authors. For instance, Spurr (1942) exemplifies his study about the use of *realia* in the

FL classroom with magazines and newspapers, which contain real and updated information. Meanwhile, Liddicoat & Scarino (2013), remark literature as one of the most fruitful types of *realia* to be used when enhancing the intercultural competence in the EFL classroom. Literature can be really useful, as long as it is clear both by the teachers and the students that the approach is cultural and it focuses on the cultural richness of the source and its literary prestige. On the other hand, Picket (1988), as cited in Bala (2015) expresses his preference for visuals, which clarify words, catch the students' attention and add interest to the lesson.

However, some teachers do not include *realia* in their lessons because they believe that they may face some difficulties when doing it. For example, something that teachers worry about when deciding to start using authentic materials is seeing them as too complex for their students to understand. This is a common misconception because using authentic materials does not necessarily imply that students are given no help or guidance. Actually, teachers should guide the students in the exploration of the given material by providing, for example, additional language support through a glossary, the explanation of some terms, additional context to the resource or some type of scaffolding (Liddicoat & Scarino, 2013).

In addition, while the access to authentic materials by teachers could have been an issue in the past, it is not any longer, since the Internet has undoubtedly made it much easier. Nowadays, the Internet has proven to be a great information source that can be used to obtain the *realia* themselves. The *realia* that can be found online are denominated *virtual realia*, which are defined by Smith (1997) as linguistic and non-linguistic authentic materials compiled, scanned and posted on the Internet. The main benefits of these *realia* are that materials are easy to adapt by teachers and they can be digitally altered (and of course physically, if printed) or made interactive. Smith claims that this type of resources surpasses the limits of the printed versions, and it would be more recommendable to use them online (Smith, 1997). As well as this, the Internet can also be a great source to provide information about the context surrounding the authentic materials being used (Byram, Gribkova & Starkey, 2002). It is important to remember that it is not only a tool for teachers, but also for students, since they could be the ones looking for the needed contextual information themselves. Promoting the use of ICTs when introducing the intercultural competence in the EFL classroom will also help students develop their digital competence while selecting information and learning about the aspect of culture being treated at the time (Liddicoat & Scarino, 2013).

Despite the use of authentic materials resulting really productive in the EFL classroom, it is also important to know how to select them properly. For this reason, Liddicoat and Scarino (2013) provide a series of items to be checked and some questions for teachers to ask themselves either to choose a material or discard it according to how useful they can be for students to develop their ICC. They take into account its functionality, its relation to language and culture, its fruitfulness to be interpreted and make comparisons with the native culture, the possibility of further exploration, what could be done related to the material and how the resource could be employed.

When designing activities, it is important to ensure that the *realia* or *replica* are used in a critical way (Byram, Gribkova & Starkey, 2002). This means that activities make students engage with the topic and not to just stay on the surface, fostering a critical reflection about all the implications and meanings of the source, since some may be explicit but some others may not. This is also a way to avoid the stereotyping previously discussed when introducing culture in EFL learning (Liddicoat & Scarino, 2013). It could be attained, for instance, by making students show that they understand the given materials, reflect and discuss about them, as well as by contrasting their views to others (Byram, Gribkova & Starkey, 2002).

An example of the usage of *realia* and *replica* to teach culture in the EFL classroom is the teaching innovation project in which the corpus related to this dissertation is based. This project, currently in its sixth edition, was created by Anunciación Carrera at the University of Valladolid in 2017 and its aim is making the class a museum by using authentic material that the students can manipulate themselves (Carrera et al., 2023). Carrera (2022) claims that this gives students the opportunity to actually interact with the materials, something that would be impossible if visiting an actual museum. She affirms that this interaction and the fact that the objects of study are tangible makes students be emotionally involved with the objects and archival or printed material, and enhances a long-term learning. Students get an understanding of the historical and cultural context, learn how to work critically with sources and appreciate their cultural richness.

Another example of the use of *realia* to enhance the intercultural competence in EFL teaching is the project developed by Lorenzo-Modia in 2016 at the University of A Coruña. This project aimed to make students aware of the relations between the UK and Spain in the 18th century through British and Spanish newspapers of the time. The conclusions extracted after following this methodology were that the materials offered valuable information from

opposed perspectives, making students build their own opinions about the situation. Moreover, the fact that they worked with *realia* made them develop a critical capacity towards the information they read. It motivated students about the process of researching and made them use their cognitive and linguistic skills and their analytical thinking. Finally, they learnt that a little action can alter the face of the world, and they should have the spirit and initiative to fight against injustices and change the course of history (Lorenzo-Modia, 2016), which is perhaps one of the most important values that can be transmitted to the future generations.

1.3 Education for peace: a cross-curricular content

Peace is an abstract and therefore complex concept that could be defined as the state of not being in conflict, disturbed emotionally or suffering from any violence, and living harmonically with other individuals, respecting them (Webel & Galtung, 2007, as cited in Riswanda, 2019). In order to completely understand the concept of peace, it is important to know that it has two dimensions: the negative and the positive one. The negative idea of peace refers to the absence of war, while the positive one revolves around the idea of harmony, respect and justice (Gills & Niens, 2014, as cited in Riswanda 2019). Taking this into account, when referring to peace, it is important not only to understand peace as the absence of war and limiting its meaning to its negative idea because it also implies “adjusting to the sociocultural context” and respecting the cultural, religious and humanitarian values of other countries (Riswanda, 2019, p. 162), as well as fighting the uneven distribution of power and resources and being ecologically responsible and caring (Navarro-Castro & Nario-Galace, 2010).

Currently, peace is one of the main concerns in the world, due to the constant global events that have caused discrimination and violence (Nair & Nath, 2009). Its relevance is such that it deserves the help and assistance of the academic community to find ways to solve the problems it involves (Albertson, 1963). Albertson (1963) proposes that the basic principles of peace should be first discovered, to then be able to apply them and find solutions that lead towards a stable and long-lasting peace. There are several knowledge fields implicated in that research, but undoubtedly education has a place among the main ones, since it is the only way to achieve a culture of peace (Riswanda, 2019). Good proof is one of today’s basis of education, the theory of the four pillars of education by Jack Delors (1996), which already includes the importance of learning to live with others as one of the keys of education and one of the main challenges that education has to face.

Like peace, the concept of *peace education* is also a complex one, but if a definition is to be given, according to Reardon (2000), as cited in Nair & Nath (2009), it could be said that it is “the transmission of knowledge about the requirements, the obstacles and the possibilities for achieving and maintaining peace”. It implies developing skills to reflect and being able to apply the acquired knowledge to real-life problems, paying special attention to empathy and cooperation to overcome possible differences (Reardon, 2000, as cited in Nair & Nath, 2009). Peace education holistically intends to develop critical thinking, life and problem-solving skills always from an open-minded, flexible and sensitive perspective (Nair & Nath, 2009) to eliminate conflict (Riswanda, 2009). It ultimately aims to make students reflect about their thoughts, values, attitudes and behaviors, guiding them towards tolerance (Nair & Nath, 2009) and encouraging them to build awareness and understanding and developing personal conducts that make living in peace possible (Riswanda, 2009).

Violence can occur at a personal, interpersonal, national and global level, and it can be either direct or physical, structural (economic and political), psychological or ecological (Navarro-Castro & Nario-Galace, 2010). Therefore, the approach to peace education should take into account both the micro and macro relationships, i.e. at a local and global level (Ardizzone, 2001), fostering an international perspective (Aakre, 2021) and making learners expand their global view and their understanding of the interrelationships at a world level (Ardizzone, 2001). Moreover, it is also important not to forget about inner peace, which “is characterized by self-respect and a recognition of one’s own dignity as a human being” (Navarro-Castro & Nario-Galace, 2010, p. 161).

In the words of Aakre (2021, p. 12), “‘Peace education’ should be inclusive and respect every kind of diversity, such as that one related to language, culture, gender or age”, and peace, as already stated before, should be addressed taking a holistic approach that includes justice, respect and social ethics. Beyond non-violence, the positive idea of peace includes many dimensions that should be dealt with in class. According to Aakre (2021), there are some that may go unnoticed, but that are also included within peace education nowadays. Environmental education is one of them, which is necessary to learn how to deal with possible conflicts related to ecological crisis, climate change or global warming. In addition, it is also important to deal with religion in order to avoid discrimination or violence derived from the diversity of faith. To do so, it is important to enhance “an empathetic understanding of other religions and faith traditions” and “interfaith dialogue” in order to ensure respect and encourage cooperation

(Aakre, 2021, p. 14). Moreover, included within the social justice values, sexism should be opposed and feminism could be presented as a possible path to take in education.

Peace education pedagogy should focus on incorporating the values of “human security, equity, justice and intercultural understanding” by promoting global citizenship and responsibility and working with humane relationships (Ardizzone, 2001). At a personal level, it should be guided by the values of solidarity, which imply being tolerant, showing responsibility for one’s own actions and respect for the rights and obligations of individuals, being democratic, knowing the right to have an opinion and express it, as well as hearing the others’ views (Riswanda, 2019). The objectives of the pedagogy of peace should be recognizing and rejecting violence, developing a critical attitude towards unfairness and supporting social justice (Nair & Nath, 2009).

The creation of a new *culture of peace* has been remarked by international organisms as a target to reach through peace education. This means that we try to form a new global culture based on respect, freedom, justice, democracy, tolerance and solidarity, rejecting violence and embracing human rights (Guetta, 2013). According to Navarro-Castro and Nario-Galace (2010), a culture of peace is a set of common values which respects life and human rights, rejects every type of violence and prevents it through dialogue, promotes equal rights and opportunities, recognizes the freedom of expression, opinion and information and devotes itself to cooperation and pluralism through dialogue and understanding between individuals and different nations, ethnic, religious and cultural groups. This can only be achieved by the development of a sustainable society in which inequalities are reduced or eliminated and mediation, negotiation and dialogue are the bases of communication (Guetta, 2013). Nastase (1983, p. 395) even dares to talk about culture of peace as the “new world order” in which there is a “constantly self-generating system of peace” and a new type of man is created: the *homo pacis*, due to the key role of peace in the globalized and interdependent current world.

In order to achieve the goal of creating this peace culture and really promoting peace education consistently, the approach should be shared by the school as a whole, so that this cross-curricular content is part of every learning area and the members of the school community are engaged in it. Moreover, for the learning process to be significant, it should address the students’ cognitive, affective and active levels. This means that first, students will need to understand the reality and its implications, to then value it and create a response based on empathy, compassion, hope and social responsibility to finally take action as such (Aakre, 2021;

Navarro-Castro & Nario-Galace, 2010). Regarding the different levels in the learning process, Navarro-Castro and Nario-Galace (2010) suggest a possible list of knowledge, values and skills to be acquired. First, it is important that they are well informed about the holistic concept of peace, the causes of conflict and violence and some peaceful alternatives to it such as democratization or disarmament. Regarding the affective level, the values recommended to be cultivated are self-respect and respect for others, gender equality, nonviolence, compassion, global and ecological concern, cooperation, openness and tolerance, justice, social responsibility and positive vision. This will culminate with the development of the skills of reflection, critical thinking and analysis, decision-making, imagination, communication, conflict resolution, empathy and group building.

The aforementioned competences could not be interiorized simply by the transmission of knowledge from the teacher to the students, since that would only cover the first level. For the values and attitudes to be stimulated, it is necessary that the teaching method is active, meaning that students take part in the activities in first person, and experiential, which means that they can somehow relate the contents to their own experiences. In addition, participatory education should be fostered, giving students the opportunity to share their opinions and views. It would also be recommendable to foster collaboration and cooperation between the students, for them to listen to different arguments, build their opinions, defend their ideas, reach their own conclusions and maybe try to come up with a solution to the given problem as a group. This type of learning will improve motivation, foster a good classroom atmosphere and improve the relationships between students. Finally, it is important that the path to follow in peace education is inclusive and multicultural, so that everyone can be part of it and learns to appreciate one's own culture as well as other cultures (Aakre, 2021).

If the approach to be followed is active, experiential, participatory, collaborative and cooperative (Aakre, 2021; Riswanda 2019), it is clear that the role of the teacher is acting as a facilitator, rather than as an authoritative figure (Aakre, 2021; Navarro-Castro & Nario-Galace, 2010), helping students to become better humans that will ensure the preservation of peace in the future (Nair & Nath, 2009). She or he should raise questions to enhance the critical reflection of students rather than giving them her or his answers, although of course being somehow critical when transmitting a culture's values (Navarro-Castro & Nario-Galace, 2010). But above all, teachers should be models of peace values and behavior themselves, expressing their feelings appropriately, actively listening to their students, caring for the inclusion of every student, encouraging respect, empathizing with everyone and solving problems peacefully

(Nair & Nath, 2009; Riswanda 2019; Navarro-Castro & Nario-Galace, 2010). Some initiatives that Navarro-Castro and Nario-Galace (2010) suggest to create a peaceful atmosphere in the classroom are elaborating a set of rules to which they can refer to, rewarding good behaviors, teaching anger management techniques, talking about peace heroes and reflecting about their ideas or watching films or documentaries about non-violent struggle.

Taken to a more concrete extent, peace-teaching practices should seek practicing listening skills and facilitating fair discussions, even though some of the covered topics may be controversial (Mishra, 2013). Problem-solving skills development is highlighted by several sources as one of the bases in order to design activities (Aakre, 2021; Mishra, 2013; Navarro-Castro & Nario-Galace, 2010). This involves making students become peacemakers and cooperatively working in groups to enhance constructive conflict communication, negotiate pacific agreements and improve their social and emotional development (Aakre, 2021; Guetta, 2013). It can be achieved by exposing students to literature and then planning activities such as role-playing, writing stories dealing with the topic, doing group projects or brainstorming potential solutions and discussing about them (Nair & Nath, 2009). Other activities to foster problem solving include reflecting about one's own listening skills or storytelling about a real experience a student has had and discussing possible solutions or and writing how to put them into action (Navarro-Castro & Nario-Galace, 2010).

Another path to take in the way to the creation of a peace culture in schools is creative tasks. Nair and Nath (2009) suggest that students become involved in art-making activities such as creating any kind of artwork related to a specific topic dealing with peace. For example, writing creatively, elaborating and displaying posters around the classroom or creating peace poems and songs that can be later shared in class. Other alternatives that may motivate students too when dealing with peace education are: playing simulation games, interviewing organizations that prevent armed conflicts or provide help in them, writing letters to the representatives in a chosen council suggesting solutions to an ongoing conflict, brainstorming from a given word or actually contacting a person from a different country to share views and opinions on a certain conflict or on peace (Navarro-Castro & Nario-Galace, 2010).

The use of *realia* is also mentioned by several scholars like Guetta (2013), who declares that exposing students to different information sources like TV programs, news or radio interviews is essential and will provide them with a closer insight into the different perspectives and sides in a conflict. Watching films, analyzing newspapers and magazines, seeing

photographs and sharing impressions, analyzing songs, poems, maps or charts and graphs are just some of the activities that could involve the use of this type of materials. Other fruitful and motivating options would be asking students to gather sources and research themselves about a certain event and perhaps sharing that with their classmates or making a collage using different photographs (Navarro-Castro & Nario-Galace, 2010).

Using authentic materials explicitly or implicitly implies dealing with culture, which is a key topic in peace education, since cultural activities have been said to be one of the most effective means to learn about peace (Mishra, 2013). This involves teaching war literature because achieving peace in the world is not possible without having a common historical knowledge about “deeply rooted historical memories and societal beliefs” (Nair and Nath, 2009, p.7). According to Schultze (2022, p. 7), who studies the importance of historical memory when educating for peace, “preserving the individual and collective memories of a violent conflict” is the key to achieve healing of the traumas caused by them. Besides, for those not suffering the conflict in first person, it is the way of avoiding antagonisms and categorizations of sides as *the good* and *the evil* in a conflict (Schultze, 2022), which is necessary to ensure full comprehension and empathy.

Therefore, since language is directly linked to cultural identity, the education for peace occupies an especially important place in foreign language teaching (Kramsch, 2000). Cultural identity is so determining that it is often the departing point of most wars and conflicts and this is the case with the period that will be dealt with in the following didactic proposal: the Troubles. This conflict was actually triggered by political decisions that involved the cultural, ideological and religious differences between the inhabitants of the island of Ireland. Language was key because it was also a motive of quarrel during this period, since the Republicans vindicated for the learning of Gaelic in their cultural struggle, while the Unionists opposed it, in favor of preserving the privileged role of English in the region. This proves the importance of developing the ICC and raising awareness about the significance of diversity and how to respect it, as well as promoting tolerance when teaching a FL.

2. Learning proposals

2.1 Justification

This learning proposal consists of four learning situations aimed at the different levels of compulsory secondary education (ESO). Thought to be put into practice in the subject of English as a Foreign Language, they aim to provide the students with a cultural background of the Troubles, one of the key issues of the contemporary history of Northern Ireland, fostering their intercultural communicative competence while enhancing peace education by developing and improving their problem-solving skills and critical thinking. This will be done by working with authentic materials (*realia* and *replica*) about the conflict and everything that surrounds it.

In fact, the materials used are extracted from the research project funded by the Consejo Social of the University of Valladolid with which this final dissertation is tightly linked, and integrated in the wider teaching innovation project “‘Realia & Replica’: El aula-museo en la enseñanza de Historia, Cultura y Patrimonio” by Anunciación Carerra. The project carried out in collaboration with the Consejo Social of the University of Valladolid, called “*Realia* and *replica* in the ESO classroom: Peace Education through The Troubles” provides a corpus containing different types of resources for secondary school teachers to use in their lessons to promote peace education through the topic of the Troubles. The materials chosen for each learning situation in this proposal are varied and have been carefully selected according to the target language level, the students’ maturity and their proficiency in the language. This implies that, for instance, in lower grades, there is more visual support than in higher ones, although it always plays an important role.

The chosen materials intend to provide students with an authentic and unbiased understanding of the Troubles and aim to help them develop their intercultural communicative competence, which, as stated in the theoretical framework, is of great importance in the globalized world we live in. In the United Nations’ 2030 Agenda (2015), which includes a list of 16 Sustainable Development Goals to be fulfilled by the year 2030, the appreciation of cultural diversity is mentioned as one of the targets to achieve a quality education. This goal coming from international organisms is also reflected in European documents such as the *Companion to the Common European Framework of Reference for Languages* (2020), which determines the path of language education in the countries belonging to the European Union and therefore the one to be followed in Spain, as the LOMLOE reflects.

As claimed in several documents, the development of ICC is closely related to peace education. In order to achieve a holistic peace education, it is important to educate in approaching intercultural dialogue and developing intercultural competence (UNESCO, 2024), something that is of particular significance given the current global situation. This is again reflected in the 2030 Agenda (United Nations, 2015) in which the promotion of a culture of peace and non-violence is signaled as a key for quality education too. Moreover, the last Sustainable Development Goal (SDG) deals with the promotion of peaceful and inclusive societies by reducing violence, something that can also be achieved by peace education.

Given the importance of promoting ICC to secure peace education, deepening into the topic of the Troubles could be a way of discussing and enhancing both of these values in the subject of Foreign Language in secondary education. The Troubles is the name given to the conflict that took place in Northern Ireland between 1968 and 1998. This was a continuous fight between Protestant Unionists who wanted to continue being part of the United Kingdom and Catholic Republicans, who wanted to be part of the Republic of Ireland. When the conflict escalated, it ended up being a source of indiscriminate violence in which many civilians died at the hands of the British army, the Unionist terrorist groups or the Republican IRA. Some of the best-known events are “Bloody Sunday” (1972), the Hunger Strikes (1981) or the Good Friday Agreement (1998) (Wallenfeldt, 2024).

The study of this conflict permits the merging of the development of the ICC in the EFL classroom with peace education. Moreover, students will deal with a topic related to Northern Irish culture, rather than with the mainstream ones often discussed in the subject of EFL, which are the British and the American cultures. This allows students to open their minds and have the opportunity to expand their knowledge on the cultures of other English-speaking countries. Meanwhile, it is also a great starting point to deal with peace culture. Students can be presented with some of the problems, dilemmas and issues that the Northern Irish had to face at the time and think about possible peaceful solutions for them, or critically analyze some of the decisions taken or the texts or sources available from that period.

2.2 Context and temporalization

The different learning situations are thought to be carried out in the four grades of compulsory secondary education (ESO) in Castilla y León, and thus its Decreto 39/2022 has been taken as a reference for their design. Moreover, they have been planned taking into account that the high school in which they could be implemented has Internet access and there is a Smart Board or a

projector in the classroom, as well as other digital devices that students can use such as laptops, tablets or computers. Nevertheless, the learning situations could be adapted in case these were not available by using other resources.

Regarding the temporalization, each learning situation consists of two sessions of 50 minutes. Since the subject's timing in Castilla y León is of four hours per weeks in the case of the 1st grade and three in the case of the 2nd, 3rd and 4th grades (Decreto 39/2022, 2022), the two lessons are thought to be implemented consecutively during the same week. Any time could be appropriate to put these proposals into practice, but it would be a good idea to carry them out in the English lessons during the time around the celebration of Peace Day in Spain on the 30th January, which means they would be implemented in the second term.

2.3 Objectives of the proposal

General objective: To enhance the secondary level students' Intercultural Communicative Competence to achieve a culture of peace by working with *realia* and *replica* from the Troubles.

Specific objectives:

- To provide students with knowledge about the Troubles, one of the main events shaping Northern Ireland's recent history and social and cultural background.
- To experiment with *realia* and *replica*, critically analyzing all the implications these authentic materials dealing with the topic of the Troubles entail.
- To promote the reflection upon different English-speaking countries' cultures and values as a basis for a complete and meaningful acquisition of EFL.
- To foster communicative language competence through diverse communicative learning activities in EFL, including oral and written comprehension, oral and written production and interaction.
- To cultivate the skills regarding peace education necessary to develop a culture of peace and create future citizens concerned with the eradication of violence and the importance of respect for diversity and dialogue.

2.4 Legal framework

The proposals have been elaborated taking into account the Real Decreto 217/2022 (2022), as well as the regional Castilla y León's specifications in the Decreto 39/2022 (2022). Therefore, they mean to fulfill some of the main cross-curricular objectives stated in the Real Decreto 217/2022 (2022):

- a) "... practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo ... y prepararse para el ejercicio de la ciudadanía democrática;
- d) "... rechazar la violencia, los prejuicios de cualquier tipo ... y resolver pacíficamente los conflictos";
- i) "Comprender y expresarse en una o más lenguas extranjeras de manera apropiada"
- j) "Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de las demás personas, así como el patrimonio artístico y cultural."

(Real Decreto 217/2022, 2022, p. 41576)

Moreover, it is also important to acknowledge that the learning situations also deal directly with some of the cross-curricular contents included both in the Real Decreto 217/2022 (2022) and the Decreto 39/2022 (2022):

5. "... la comprensión lectora, la expresión oral y escrita, la comunicación audiovisual, la competencia digital, ... la educación emocional y en valores ... y la creatividad se trabajarán en todas las materias. En todo caso, se fomentarán de manera transversal ... el respeto mutuo y la cooperación entre iguales"

(Real Decreto 217/2022, 2022, p. 41575-41576)

3. "Los centros educativos fomentarán la prevención y resolución pacífica de conflictos en todos los ámbitos de la vida personal, familiar y social, así como los valores que sustentan la libertad, la justicia, la igualdad, la paz, la democracia, la pluralidad, el respeto a los derechos humanos y al Estado de derecho, y el rechazo al terrorismo y a cualquier tipo de violencia."

(Decreto 39/2022, 2022, p. 48860)

Parallel to what the law states that the objectives of the subject "Foreign Language" should be, the proposed learning situations intend to promote acting empathically and respectfully in intercultural communicative situations, as well as developing an intercultural awareness in students. The objective of these practices is educating students to become independent, active and committed citizens in the world. Moreover, the main basic contents to be dealt with in these proposals are communication (A) and interculturality (C) (Real Decreto 217/2022, 2022). The specific competences of this subject are always taken into account in one way or another, but the focus may vary among the different learning situations.

The proposals are directly related to the key competences stated in the egress profile for secondary education. These are the basis of the whole period's education and should be the competences that students progressively cultivate and end up dominating at the end of this

stage. Since everything is due to be done in the foreign language, in this case English, they are connected with the linguistic communication and plurilingual competences (CCL, CP). In addition, since the learning situations deal with some historical, cultural, political and social aspects of Northern Ireland, they are correlated with the competence on cultural awareness and expression (CCEC). What refers to the potential achievement of peace education and a culture of peace relate the learning proposals to the citizen competence (CC) and the personal, social and learning to learn competence (CPSAA) (Real Decreto 217/2022, 2022). These would be the main competences to be strengthened in the learning situations; however, some others like the digital competence (CD) could be enhanced indeed, but not as the main focus.

2.5 Methodology

In order to promote students' participation and increase their motivation, the methodologies used in these learning situations are active. Since they target the development of the communicative learning activities as well as working with culture, the main approach followed is the communicative one. This is supported by the law (Decreto 39/2022, 2022) and aims for students to acquire the language following the same process as when acquiring their mother tongues, by using the language in real and meaningful contexts. Language is therefore understood as a means for communication where accuracy does not play such an important role and above all, the different tasks aim to motivate students and make them feel confident when using the foreign language.

As well as using the communicative approach, in order to attain the goal of acquiring the language and the intercultural communicative competence, a task-based approach is performed, so that every learning situation has a sequence linking each of the tasks in both sessions and a final task to close it. When possible, cooperative, interactive and self-learning is fostered. In addition, the learning situations have been thought and developed taking into account the UDL principles and are easily adaptable in case there is any students that needs attention to diversity when put into practice (Decreto 39/2022, 2022).

2.6 Learning situations

The proposals aim to function as a project at a school level in which all the ESO students share their final tasks with the rest of their schoolmates, making them accessible to them either physically or online. For this reason, each grade is asked to work with a specific aspect related to the forementioned topic which suits their age and level. Therefore, 1st ESO's learning proposal deals with life in the Troubles and the desire of peace; 2nd ESO means to portray the

hard consequences of the conflict, raising awareness against violence; 3rd ESO deals with the struggle for peace and 4th ESO with the wounds which still remain open. The linguistic input is provided in an activity of each grade serving as an example of how it is adapted in each level.

2.6.1. Living in violence, desiring peace (1st ESO)

This learning situation is aimed at 1st ESO level, taking into account the specifications in the Decreto 39/2022 (2022) and revolves around the idea of understanding how people felt being surrounded by violence and how they claimed for peace. It intends to raise awareness on the importance of living in peace and struggling against violence and injustices. In this case, this will be done by introducing students to common people's daily life at the time using *realia*, more specifically a song, a poem, photos and posters. The reason for this choice of materials is that they may be more appropriate and easier to understand for lower levels and may result more appealing to younger teenagers. Moreover, following the task-based approach, the final task, which consists in the creation of a peace poem in groups and to which all the activities are geared towards, aims to enhance their imagination and creativity. The teacher will assess the process and the final product using a rubric (Annex 6) and students will self-assess themselves.

Learning Situation: "Living in violence, desiring peace"	
Level: 1 st ESO	Time: 2 sessions
Key Competences: CCL, CP, CPSAA, CC, CCEC	Specific Competences: SC1, SC2, SC6
Assessment Criteria: 1.1, 2.3, 2.5, 6.2	Contents: A1, A5, C5, C7
Sessions	
Session 1: "Singing to the Troubles"	Session 2: "Poets against violence"

Session 1: "Singing to the Troubles"	
Specific competences: SC1, SC2, SC6	Subject contents: A1, C5, C7

Can-do statements:

1.1.1 The student comprehends the main ideas and implications of oral and written texts about the Troubles.

2.5.1 The student orally expresses his/her thoughts and opinions on the presented topics.

6.2.1 The student shows interest and respect for the foreign culture.

Activities	Specific competences	Contents	Can-do statements
Act. 1: “The sound of violence”	SC6	C5	6.2.1
Act. 2: “Ordering ideas”	SC1, SC6	A1, C5, C7	1.1.1, 6.2.1
Act. 3: “Voices against <i>zombies</i> ”	SC1, SC2, SC6	A1, C5, C7	1.1.1, 2.5.1, 6.2.1
Act. 4: “What have you learnt today?”	SC6	A1	6.2.1

Activity 1: “The sound of violence”		
Type: Introductory	Timing: 5 min.	Resources: Smart Board or computer with Internet access and MP3 track of gunshots during Bloody Sunday (Rukeyser, 1972).
Classroom management: The teacher addresses the class as a whole.		
Description: The teacher plays the previously mentioned audio from the beginning until 00:35, which aims to work as a hook to catch the students’ attention. After having listened to the track, the teacher asks them what they think that sound is and after guessing, he/she tells students about the topic they will be dealing with and what their final task will consist of.		

Linguistic input: Hello, guys! How are you? I hope everything's fine. You know that on Thursday, we will be celebrating Peace Day. That is why today and next day, we are going to work on that topic. So first, I would like you to listen to something (the teacher plays the track). Okay, what do you think we have heard? Exactly, they are shots! How do they make you feel? Yes, I also feel shocked and even a bit scared!

So, having heard that, which topic do you think we will be working on? Oh, that is right, we will be talking about violence and above all, peace, focusing on a conflict called the Troubles. Do any of you know anything about it, have you ever heard this name? No? Alright so, the Troubles were an armed conflict that took place in Northern Ireland during the 20th century. Do you know where Northern Ireland is? I will show you in a moment (the teacher shows the students a map pointing out where Northern Ireland is). There it is!

So, guys, all the grades in ESO will be working on this topic and we will do a kind of exposition for Peace Day. We teachers have assigned a theme to each of the grades and yours is "life in the Troubles and wanting or desiring peace". Also, for that exposition, what you will have to create is a peace poem in groups. But before, what we will do is get to know more about how people felt living in that situation by listening to a song, thinking and reflecting about it and reading a poem. After doing this, I will give you time in class to create your beautiful poems. Sounds good? I'm sure you will do great!!! Okay so is everything clear? Is there any question? If there is any, please ask, if not let's get started!!!

Activity 2: "Ordering ideas"

Type: Reinforcement

Timing: 15 min.

Resources: Text extracts (Annex 1).

Classroom management: The students work in groups of around four people.

Description: The teacher provides each group of students with a set of extracts of a text (Annex 1) that they need to order in around 8-10 minutes. When they are done, the teacher asks them to volunteer to read the text aloud and solves any possible doubts that students might have.

Activity 3: “Voices against <i>zombies</i> ”		
Type: Reinforcement	Timing: 25 min.	Resources: Smart Board with Internet access, Canva presentation (Annex 2), printed song’s lyrics (Annex 3).
Classroom management: The teacher addresses the class as a whole and students work in pairs when indicated.		
<p>Description: The teacher shows the students a Canva presentation with all the online materials needed (Annex 2). He/she first introduces the students to the song, tells them its title and asks them to guess what they think it might mean, taking into account what they have already learnt about the Troubles. Then, the teacher has one student distribute some copies of the song’s lyrics (Annex 3) to be shared in pairs and he/she plays the song. After that first listening, students are asked if they liked the song and the teacher checks that they have understood the lyrics and answers any possible questions.</p> <p>The second time they listen to the song, some questions will appear in an interactive video, serving as a starting point for reflection. The teacher gives them some time to share ideas in pairs and then as a whole group, which will probably lead to some debate. If they like to, students can listen to the song again and sing it.</p>		

Activity 4: “What have you learnt?”		
Type: Closing	Timing: 5 min.	Resources: Little piece of paper.
Classroom management: The students work individually.		
Description: Students write three thoughts they have had during the session in a piece of paper.		

Session 2: “Poets against violence”			
Specific competences: SC1, SC2, SC6		Subject contents: A1, A5, C5, C7	
Can-do statements: 1.1.1 The student comprehends the main ideas and implications of oral and written texts about the Troubles. 2.3.1 The student produces a comprehensible, cohesive and original peace poem. 2.5.1 The student orally expresses his/her thoughts and opinions on the presented topics. 6.2.1 The student shows interest and respect for the foreign culture.			
Activities	Specific competences	Contents	Can-do statements
Act. 1: “Take a guess!”	SC2	A1	2.5.1
Act. 2: “A child of the Troubles”	SC1, SC2, SC6	A1, A5, C5	1.1.1, 2.5.1, 6.2.1
Act. 3: “Becoming peace poets”	SC1, SC2, SC6	A1, A5, C5, C7	1.1.1, 2.3.1, 2.5.1, 6.2.1
Act. 4: “Assessing oneself”	-	A1	-

Activity 1: “Take a guess!”		
Type: Introductory	Timing: 3 min.	Resources: None.
Classroom management: The teacher addresses the class as a whole.		
Description: The teacher tells the students the title of the poem they will work with and asks them to guess what they think it might be about. He/she also reminds them that they will be creating their peace poems for the exhibition during that lesson.		

Activity 2: “A child of the Troubles”		
Type: Reinforcement	Timing: 15 min.	Resources: Smart Board, poem (McClarty, 2014) (Annex 4).
Classroom management: The students work in pairs.		
Description: The poem (Annex 4) is screened on the Smart Board or printed and handed out to students. Each pair of students reads it on their own and comment on what they think its message is and the meaning its words have. After 5 minutes, each pair reads a few lines aloud and shares their ideas, having other students also collaborate with theirs.		

Activity 3: “Becoming peace poets”		
Type: Final task	Timing: 30 min.	Resources: colored cardboard, photos (Annex 5), assessment rubric (Annex 6).
Classroom management: The students work in groups of 3-4 people.		
Description: The teacher assigns a photo or poster to each group and gives them 5 minutes to look at it and brainstorm some words that come to their minds after seeing it. Once this is done, they create a poem of at least 7 lines taking that picture as their inspiration and showing that they understand how people may feel in those situations and why they may desire peace. When they finish, they can decorate it to be displayed around. The final product and its elaboration process are assessed by the teacher using a rubric (Annex 6).		

Activity 4: “Assessing oneself”		
Type: Closing	Timing: 3 min.	Resources: Emoji vector (Annex 7).
Classroom management: The students work individually.		
Description: Students evaluate their performance in the creation of the poem choosing the emojis they feel more represented by in an emoji vector (Annex 7).		

2.6.2. Making peace, the most important deed (2nd ESO)

This learning situation is designed for 2nd ESO grade, taking into account the specifications in the Decreto 39/2022 (2022) and it aims to raise awareness on the importance of peace by analyzing the consequences of violence. To do it, students work mainly with authentic photographs from the period, reflecting on the importance of spreading information in a conflict, what feelings they might provoke in population and if that may help achieving peace. This will be done by working with the topic of the Troubles in the first session and comparing different aspects of it with other conflicts around the world in the second session. That way, they will work on their comparison skills and get to work with *realia* from other cultures too, aiming to open their minds and establish correlations between conflicts. The result of that comparison will be reflected in the final task, in which students will need to create collages in groups to then stick them together in a big mural to be displayed in high school. In this case, the teacher will evaluate the process by using an observation rubric (Annex 11).

Learning Situation: “Seeking peace, the most important deed”	
Level: 2 nd ESO	Time: 2 sessions
Key Competences: CCL, CP, CC, CCEC.	Specific Competences: SC2, SC3, SC6.
Assessment Criteria: 2.5, 3.3, 6.3	Contents: A3, A10, C7
Sessions	
Session 1: “Seeing through the victims’ eyes”	Session 2: “Widening perspectives: Conflict in the world”

Session 1: “Seeing through the victims’ eyes”	
Specific competences: SC2, SC3, SC6	Subject contents: A3, A10, C7
Can-do statements: 2.5.1 The student orally expresses his/her feelings and opinions, being respectful.	

3.3.1 The student works collaboratively, respecting his/her colleagues' opinions and crediting their ideas and suggestions.

6.3.1 The student respects the values of justice, democracy, tolerance and solidarity.

Activities	Specific competences	Contents	Can-do statements
Act. 1: "Clues to the key"	SC2	A3	2.5.1
Act. 2: "Interacting with the Troubles"	SC2	A10, C7	2.5.1
Act. 3: "The power of information"	SC2, SC3, SC6	A3, A10, C7	2.5.1, 3.3.1, 6.3.1
Act. 4: "Introspection"	-	-	-

Activity 1: "Clues to the key"		
Type: Introductory	Timing: 10 min.	Resources: <i>Replica</i> (prompts).
Classroom management: The teacher addresses the class as a whole.		
Description: The teacher introduces the topic by passing some <i>replica</i> around (an Irish and a British flag, a rifle, a soldier hat, a poster saying "Civil rights for everyone" and a DVD of the film <i>Belfast</i>) and having students guess which topic will be addressed. When this is done, he/she very briefly tells them about the topic and the final task they will need to do.		
Linguistic input: Good morning, guys!! How are you today? Are you sleepy? No way, you have to be ready for today's lesson because we are going to work with something different!! Do you want to know what it is? For you to guess, I have brought some objects related to the topic. I am going to start passing them around and after you have seen all the objects, you will have to take a guess (the teacher passes the prompts around)!		

Okay guys, let's see, which objects do you have in your hands? Exactly, there is an Irish and a British flag, a rifle, a soldier hat, a poster saying "civil rights for everyone" and a DVD of the film *Belfast*. Now, can you guess what we will be talking about? Yes, it is a conflict, as you could guess by seeing the rifle, and it does involve Ireland and Great Britain, as you could notice by seeing the flags.

So, ladies and gentlemen, the topic we will be dealing with is nothing less than... the Troubles. And you might ask yourselves, what were the Troubles? Well, it was a violent conflict in Northern Ireland in the 20th century, from 1968 to 1998, so only a few years ago. That conflict happened because there were two parts that had different opinions about some things and that made them start a fight that went on and on for more than thirty years.

As you know, on Thursday we will celebrate Peace Day, and in the English department we are preparing an exhibition about the importance of peace by working with the topic I have just told you about: the Troubles. Each grade has a different task and yours is to make people aware of how terrible violence is and why we should try to cooperate to live in peace. What will you have to create for the exhibition? Well, in groups you will create a collage including some photos comparing the Troubles with other conflicts that I will tell you about. Then, all of us will stick those collages in a big cardboard and share it with the rest of the high school!! Do you have any question? Is everything clear? No? Let's get started then!!

Activity 2: "Interacting with the Troubles"		
Type: Reinforcement	Timing: 15 min.	Resources: Smart Board, Genially interactive timeline (Annex 8).
Classroom management: The teacher addresses the class as a whole.		
Description: The teacher introduces the students to the main events of the Troubles by showing them an interactive timeline (Annex 8). They can get to know about the main aspects of the Troubles in a visual way, clicking on some buttons to get additional information. Students can read that information aloud and also comment on the visual material such as photos or the audios included in the timeline.		

Activity 3: “The power of information”		
Type: Reinforcement	Timing: 20 min.	Resources: Photos (Annex 9), Smart Board and Canva slide with questions (Annex 10).
Classroom management: Students work in groups of 3-4 people.		
<p>Description: For students to be aware in first place of the consequences of a conflict, some photos with a short caption (Annex 9) are passed around. The teacher screens some questions about what the photos represent and how they can be related to other conflicts in the Smart Board (Annex 10) in order to try to guide the debate that will be created in groups. Each group is given 2-3 minutes to comment on each photo and have that guided debate while the teacher walks around to answer any possible doubt. In the last five minutes, thoughts are shared among the whole group and some debate is opened about the importance of showing the consequences of armed conflicts to raise awareness on the importance of peace, since that will be their aim in the final task while relating it to some other recent conflicts worldwide.</p>		

Activity 4: “Introspection”		
Type: Closing	Timing: 5 min.	Resources: Piece of paper.
Classroom management: The students work individually.		
<p>Description: Students write in a piece of paper two or three sentences about some feelings or thoughts they had during the class while seeing the pictures, and then hand that in to the teacher. The teacher ends the class by saying that in their collages they must seek people feeling as impressed as they have felt and that this is not the only conflict in the world, since others are even happening nowadays. Before the class ends, each group chooses a photo, since in their final task, they will work on the topic represented by that photo.</p>		

Session 2: “Widening perspectives: Conflict in the world”	
Specific competences: SC2, SC3, SC6	Subject contents: A3, A10, C7

Can-do statements:

2.5.1 The student orally expresses their feelings and opinions, being respectful.

3.3.1 The student works collaboratively, respecting their colleagues' opinions and crediting their ideas and suggestions.

6.3.1 The student respects the values of justice, democracy, tolerance and solidarity.

Activities	Specific competences	Contents	Can-do statements
Act. 1: "Warming up ideas"	SC2	A3	2.5.1
Act. 2: "The harsh reality through a collage"	SC2, SC3, SC6	A3, A10, C7	2.5.1, 3.3.1, 6.3.1
Act. 3: "Final introspection"	SC2, SC6	A10	2.5.1, 6.3.1

Activity 1: "Warming up ideas"

Type: Introductory

Timing: 5 min.

Resources: None.

Classroom management: The teacher addresses the class as a whole.

Description: The teacher asks students what photos come to their minds when thinking about conflicts such as WWII or the Spanish Civil War and they share ideas for two minutes. Then, he or she explains that they will need to do their collage on the topic of the photo they selected in the previous session, including photos of the Troubles and another conflict (if they do not have any ideas, he or she will suggest one). In order to obtain photos of the Troubles from the Internet, he or she will suggest the links to some webpages such as the CAIN Photographic Archive or the Imperial War Museums and the National Army Museum webpages, which can serve as a source or at least a departing point for the research.

Activity 2: “The harsh reality through a collage”		
Type: Final task	Timing: 35 min.	Resources: Laptops or tablets with Internet access, printed photos, big cardboard, observation rubric (Annex 11).
Classroom management: The students work in groups of four.		
<p>Description: Students, in groups of four, search for more photographs having to do with the one they selected in the previous session and with that same topic in other conflicts. They could come up with different themes to relate them to, but if they do not, the suggestions by the teacher could be the following: bombings can be related to ETA’s actions in the Basque Country, peace walls to the Berlin Wall, memorials to Holocaust’s memorials, murals to war murals in Ukraine and buildings and facilities destruction to that in Syria. In groups, students will have to look for some photos of their assigned topic, print them at the moment and display them the way they want in a big mural that will be created by the whole class, including a caption they can think of, similar to “Those who forget their history are condemned to repeat it. Why don’t we learn from our past?”. The process of doing this task will be evaluated by the teacher using an observation rubric (Annex 11)</p>		

Activity 3: “Final introspection”		
Type: Closing	Timing: 10 min.	Resources: Mural elaborated by the students.
Classroom management: The teacher addresses the class as a whole.		
<p>Description: Students look at the poster they have elaborated together and share some final thoughts on how they have felt having seen the photos and doing their collage. Later, they express how seeing the final poster makes them feel, if they think they have done something good with their work and if their poster could help change the minds of those who see it around the corridors.</p>		

2.6.3. Even in the darkness, there is light: Peacemakers in the Troubles (3rd ESO)

This learning situation, intended for the 3rd grade of ESO taking into account the specifications in the Decreto 39/2022 (2022), aims to see the human and “best” part of the Troubles by having students research about the main characters involved in seeking peace and conciliation during the conflict. Its objective is getting students to know people who struggled for peace in the worst situations and how they did it. In order to achieve this, their final task is creating a biographical profile of each of the people assigned, for it to be uploaded to the high school’s webpage or printed and displayed in the corridors if wanted. These biographical profiles will also be orally presented to the rest of their classmates. As a previous stage, in the first session, they will be introduced to the topic and learn about Lyra McKee’s story by watching the trailer of her documentary *Lyra* and reading one of her letters. Lyra McKee was a journalist who investigated on the Troubles consequences in the 2000s and 2010s society and an activist for homosexual rights, murdered in 2019 by dissident IRA paramilitaries. Therefore, the debate is planned to be brought on the topic of freedom of speech, tolerance and respect, taking her as an example, and highlighting the importance of these values to eventually achieve a peace culture. Regarding assessment, students will assess their classmates’ performance in the oral presentation (Annex 18), and the teacher will evaluate their final product using a rubric (Annex 17).

Learning Situation: “Even in the darkness, there is light: Peacemakers in the Troubles”	
Level: 3 rd ESO	Time: 2 sessions
Key Competences: CCL, CP, CD, CPSAA, CC	Specific Competences: SC1, SC2, SC3
Assessment Criteria: 1.3, 2.4, 3.3	Contents: A3, A12, C3
Sessions	
Session 1: “Embracing respect and tolerance: Lyra McKee”	Session 2: “Peace heroes against <i>Troubles</i> ”

Session 1: “Embracing respect and tolerance: Lyra McKee”			
Specific competences: SC1, SC2, SC3		Subject contents: A3, A12, C3	
Can-do statements: 1.3.1 The student selects the most relevant information about the assigned topic. 1.3.2 The student uses trustful Internet sources during their research. 2.4.1 The student orally shares thoughts and opinions with their classmates. 3.3.1 The student exchanges ideas respecting their classmates’ opinions.			
Activities	Specific competences	Contents	Can-do statements
Act. 1: “2 truths and a lie”	SC2	A3	2.4.1
Act. 2: “No <i>Trouble</i> researching”	SC1, SC2	A3, A12	1.3.1, 1.3.2, 2.4.1
Act. 3: “Lyra’s accomplishments”	SC1, SC2, SC3	A3, A12, C3	1.3.1, 1.3.2, 2.4.1, 3.3.1
Act. 4: “In the shoes of a journalist”	SC1	A3	1.3.1

Activity 1: “2 truths and a lie”		
Type: Introductory	Timing: 8 min.	Resources: Smart Board with Internet access, Genially game (Annex 12).
Classroom management: The teacher addresses the class as a whole.		
Description: The teacher briefly introduces the topic and explains the final task, asks students what they know about the Troubles and they play the game “2 truths and 1 lie” (Annex 12) about that same topic.		

Linguistic input: Good morning, guys!! How are you today? I am glad to know!! Now, do you know what day we will be celebrating on Thursday? Exactly, Peace Day! And for that, in the English department we have prepared an exposition with different materials dealing with the topic of the Troubles. Do you know what the Troubles were? It must ring a bell, doesn't it? Yes, it has to do with Northern Ireland, Belfast, Derry, that's correct! Yes, it was a violent conflict and there were terrorist groups involved. Great, guys, I can see that at least you know some key things about the topic!! Thanks for your contributions!

So, as I was telling you, in the English department we have prepared an exhibition in which all grades will participate. In your case, what you will need to do is work on the main people that tried to achieve peace during the conflict, filling in a biographical profile template that I will give you, but that will be in our next session. Today, we are just going to look for the key information of the conflict and start getting to know one of those character: Lyra McKee, a journalist who fought for homosexual rights and was murdered in 2019.

Is everything clear? Is there any question? It's time to ask now. No questions? Good, let's get started then. So, after having shared some information about the Troubles, let's check on your knowledge about the topic by playing "2 truths and a lie". Do you know the mechanics of this game? That's it, it is an interactive game (the teacher screens the interactive game) in which I will show you three sentences, from which two are true and one is false and you need to tell me which one is not true and actually click on it. Let's go!

First round, who wants to read the sentences? Thank you, Alicia! Thank you, now everyone, you have 30 seconds to tell me which sentence you think is false. (After 30 seconds) Do you think it is the second one? Exactly, that is not true because London is in England and the Troubles took place in Northern Ireland, so it was not directly affected. [...]

Very well done guys, great job! Let's continue learning then!

Activity 2: "No Trouble researching"

Type: Reinforcement

Timing: 15 min.

Resources: Laptops or tablets with Internet access.

Classroom management: The students work in groups of four.

Description: Students are lent some laptops or tablets and they are asked to research further on the topic of the Troubles for 10 minutes. After that, each group shares a new key idea with their classmates, so that everyone gets to know the main aspects of the Troubles.

Activity 3: “Lyra’s accomplishments”

Type: Reinforcement	Timing: 25 min.	Resources: Laptops or tablets, Smart Board, Internet access, Canva presentation (Annex 13).
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Classroom management: The teacher addresses the class as a whole and students work in groups of four when indicated.

Description: Students get to know about Lyra McKee by first researching about her on the Internet in groups using their tablets or laptops for 5-7 minutes. Then, the information is shared between the whole class and the teacher screens the Canva presentation (Annex 13). Following the presentation, students watch her documentary’s trailer, which revolves mainly around what she investigated and why she was murdered, having to do with the still present consequences of the Troubles. The video can be subtitled and its speed can be slowed if needed. After watching it, students reflect in groups for around 5 minutes, departing from some questions screened by the teacher, and when this time is up, thoughts are shared as a class and debate is opened on the freedom of expression. Later, students take turns to read the first and last fragment (“Yesterday... you can’t do that”; “You will fall in love... love them”) of the letter she wrote to her 14-year-old-self and the same process is followed, focusing on the importance of tolerance and respect to achieve peace.

Activity 4: “In the shoes of a journalist”

Type: Closing	Timing: 2 min.	Resources: Piece of paper.
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Classroom management: The students work individually.

Description: After having learnt about Lyra McKee, students write a newspaper headline in a piece of paper summarizing her main accomplishments and give it to the teacher at the end of the lesson.

Session 2: “Peace heroes against *Troubles*”

Specific competences: SC1, SC2, SC3

Subject contents: A3, A12, C3

Can-do statements:

1.3.1 The student selects the most relevant information about the assigned topic.

1.3.2 The student uses trustful Internet sources during their research.

2.4.1 The student orally shares thoughts and opinions with his/her classmates.

3.3.1 The student exchanges ideas respecting his/her classmates’ opinions.

Activities	Specific competences	Contents	Can-do statements
Act. 1: “Choose your peacemaker!”	-	-	-
Act. 2: “Biographing peacemakers”	SC1, SC2, SC3	A3, A12, C3	1.3.1, 1.3.2, 2.4.1, 3.3.1
Act. 3: “Say it in a minute!”	SC1, SC2	A3	1.3.1, 2.4.1
Act. 4: “Final conclusions”	SC2	A3	2.4.1

Activity 1: “Choose your peacemaker!”

Type: Introductory

Timing: 5 min.

Resources: Smart Board with Internet access, Wordwall box-opener (Annex 14).

Classroom management: The teacher addresses the class as a whole
Description: The teacher introduces students to the template they will use in the final task and raffles the people they will have to research on using the Wordwall box-opener (Annex 14), so that groups choose a number and the person appearing in that box will be the one they will work on.

Activity 2: “Biographing peacemakers”		
Type: Final task	Timing: 30 min.	Resources: Laptops or tablets with Internet access, authentic materials, biographical profile template (Annex 15), assessment rubric (Annex 16).
Classroom management: The students work in groups of four.		
<p>Description: After groups already have an assigned character to work on, they are given an authentic material from each of them that may vary in typology. In the case of Eileen Weir, they have to read some parts of an interview (Weir, 2013, p. 5-6) (“I’ve been saying...that we have.”), while those who need to work with the figure of Reverend Kerry Waterstone take a look at his webpage (The Ulster Project, n. d.) and those focusing on Mo Mowlam read a news article about one of her deeds (Davin-Power, 1998). Finally, those whose assigned peace-makers are Betty Williams and Mairead Corrigan watch a short clip in which each of them is respectively interviewed (Omega Institute for Holistic Studies, 2016; Nobel Prize, 2007).</p> <p>This will serve as the starting point of the research they will have to carry on in groups to fill in the template they will be given (Annex 15). Besides, some roles are divided among each group; the roles would be two researchers, a source-reliability checker and a writer that will be in charge of filling in the template.</p> <p>When they finish completing the biographical profiles, they prepare a short intervention of one minute summarizing the most relevant facts about the person they worked on to be presented to their classmates. The teacher evaluates the process of doing the final task as well as the final product they eventually created by using an assessment rubric (Annex 16).</p>		

Activity 3: “Say it in a minute!”		
Type: Reinforcement	Timing: 10 min.	Resources: Smart Board with Internet access, students’ biographical profiles, co-assessment chart (Annex 17).
Classroom management: The students work in groups of four.		
Description: Students introduce their characters to the rest of the class in one minute while screening their biographical profiles in the Smart Board. Meanwhile, each group assesses the work of the rest of the groups using a co-assessment chart in which they will have to give them a mark from 1 to 5 according to how well they achieved each aim (Annex 17).		

Activity 4: “Final conclusions”		
Type: Closing	Timing: 5 min.	Resources: None.
Classroom management: The teacher addresses the class as whole.		
Description: The teacher gives the students some final feedback on their biographical profiles and presentations and asks them what they have learnt from getting to know these people and how they could be an inspiration in their lives.		

2.6.4. Eyes on the future: suggesting solutions (4th ESO)

This learning situation is thought to be implemented at a 4th ESO level, taking into account the specifications in the Decreto 39/2022 (2022) and aims for students to develop their critical thinking and problem-solving skills. In order to achieve that, the topic they will work with is the wounds that still remain open in Northern Ireland despite the peace process. Following the task-based approach, the final task students have to develop is a simple poster displaying possible solutions to the present problems they have been introduced to by working in groups with different *realia* such as news reports, speeches and real testimonies. In the previous session, students are introduced to the topic and more specifically, the peace process through different types of authentic materials such as an extract of the Good Friday Agreement, a clip of a TV series showing how people felt about the referendum for peace or the Bloody Sunday

apology in 2010. Regarding assessment, the teacher will evaluate the process of creation of the poster and its final product using a rubric (Annex 21) and students will assess themselves using an assessment dashboard (Annex 22).

Learning Situation: “Eyes on the future: suggesting solutions”	
Level: 4 th ESO	Time: 2 sessions
Key Competences: CCL, CP, CPSAA, CC	Specific Competences: SC1, SC2, SC3, SC6
Assessment Criteria: 1.1, 2.4, 3.2, 6.2	Contents: A1, A3, C3
Sessions	
Session 1: “Is non-violence enough?”	Session 2: “Change is youth and yours”

Session 1: “Is non-violence enough?”			
Specific competences: SC1, SC2, SC3, SC6		Subject contents: A1, A3, C3	
Can-do statements: 1.1.1 The student extracts the key ideas of a text. 2.4.1 The student orally expresses and exchanges opinions and thoughts. 3.2.1 The student debates with his/her classmates, suggesting possible solutions. 6.2.1 The student uses critical thinking, fostering democratic values.			
Activities	Specific competences	Contents	Can-do statements
Act. 1: “Deduce the topic!”	SC2	A3	2.4.1
Act. 2: “Conflict and peace”	SC1	A1, C3	1.1.1

Act. 3: “Taking it to our field”	SC2, SC3	A3	2.4.1, 3.2.1
Act. 4: “YES to peace”	SC1, SC2, SC6	A1, C3	1.1.1, 2.4.1, 6.2.1
Act. 5: “To be continued...”	SC2	A3	2.4.1

Activity 1: “Deduce the topic!”		
Type: Introductory	Timing: 5 min.	Resources: Smart Board, Canva presentation (Annex 18).
Classroom management: The teacher addresses the class as a whole.		
Description: The teacher introduces students to the final task they will have to do and projects a slide with some key words (Annex 18) related to the Troubles for students to guess the topic.		
<p>Linguistic input: Good morning! How is it going guys, how are you today? I hope everything is fine. Now, I hope you are ready to begin the lesson because today we will be working on a special day we will celebrate on Thursday. Do you know which day it is? That’s it, Peace Day!! Now, as you may have heard around the high school, in the subject of English we are preparing an exhibition to be displayed in the corridors. Each of the grades will be preparing a different project dealing with a topic you will now get to know soon. Do you want to know which will be your project? Yes? Great! In your case, you will be preparing a not too complex poster suggesting different solutions to some problems which are still present in an English-speaking region. You will understand everything when we start with the first activity.</p> <p>Okay, so now I need all your attention to be focused on the Smart Board. Here, I am going to show you some words that will lead you to guess the topic we will be dealing with (the teacher shows students the words). Juan, could you read the first word? “Northern Ireland”, thank you, now could you choose someone to read the second word? Okay, Inés, the second word is in fact “conflict”. Any ideas yet? Inés, choose someone to read the next word [...]</p>		

Does anyone have any ideas? Yes, you must have heard about this, we will be dealing with the Troubles!! And yes, you will have to suggest some solutions for problems that are still going on right now derived from that conflict. It will be great, you will see! So now, in order to refresh your knowledge on the topic, let's do the following activity [...]

Activity 2: "Conflict and peace"

Type: Reinforcement	Timing: 10 min.	Resources: Texts A and B (Annex 19).
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Classroom management: The students work in pairs.

Description: The topic of the Troubles is introduced by an activity in pairs in which one student of the pair is given a text about the conflict and the other one about the peace process (Annex 19). Each student reads the information and transmits the key ideas to the other student, so that at the end they both know about theirs and the other person's information.

Activity 3: "Taking it to our field"

Type: Reinforcement	Timing: 10 min.	Resources: None.
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Classroom management: The teacher addresses the class as a whole and students work in pairs when indicated.

Description: The teacher gives students a contextualized example in which violence is appearing in a group of friends because they think different and have some opposed ideas. Students first work in pairs to suggest what they could do to appease that situation. After having come up with some ideas in pairs, suggestions are shared as a class and the teacher asks students to comment on which would be the best solutions. Finally, the teacher asks how that could be related to Northern Ireland and if similar solutions could have been applied. These last questions work as a way to introduce the next activity.

Activity 4: “YES to peace”		
Type: Reinforcement	Timing: 20 min.	Resources: Realia about the peace process (Northern Ireland Office, 1998, p.5); (McGee & Lennox, 2022).
Classroom management: The teacher addresses the class as a whole.		
<p>Description: The teacher first asks students what they remember about the peace process in Northern Ireland, since they have already read about it in activity 2. Then, he/she asks how they think that was and when they answer, he/she passes around a copy of the Declaration of Support of the Good Friday Agreement (Northern Ireland Office, 1998, p.5), which they read in pairs. The teacher asks what they have understood, since they are just expected to understand some key ideas and they comment them as a class.</p> <p>After that, the teacher asks if they remember how the Good Friday Agreement was ratified and when they answer, he or she asks how they thought that people at that moment felt about the agreement. To show them how people received it, he/she plays a clip of the last episode of the TV series <i>Derry Girls</i> (McGee & Lennox, 2022, 39:31-40:31) and students comment on what has just happened and how they think both characters felt about the peace agreement. Then, she plays a clip of the same episode (McGee & Lennox, 2022, 44:35-47:11) which portrays the actual celebration of the referendum in Northern Ireland and its results and students comment again on how they think people lived that moment.</p>		

Activity 5: “To be continued...”		
Type: Closing	Timing: 5 min.	Resources: Bloody Sunday apology video (On Demand News, 2010).
Classroom management: The teacher addresses the class as a whole.		
<p>Description: The teacher asks students if they think the peace process solved every problem derived from the Troubles and tells them that the extract of the Bloody Sunday apology they just watched in the last clip of the previous activity actually took place in 2010, 12 years after the signing of the Good Friday Agreement. The teacher shows students the video of</p>		

David Cameron's apology and asks them if they think there might be any wounds that still remain unsolved. She finishes the lesson by asking them to think about it and do some research at home if they are curious about it and share the things they find out in the next session because they will address that topic.

Session 2: "Change is youth and yours"

Specific competences: SC1, SC2, SC3, SC6

Subject contents: A1, A3, C3

Can-do statements:

1.1.1 The student extracts the key ideas of a text.

2.4.1 The student orally expresses and exchanges opinions and thoughts.

3.2.1 The student debates with his/her classmates, suggesting possible solutions.

6.2.1 The student uses critical thinking, fostering democratic values.

Activities	Specific competences	Contents	Can-do statements
Act. 1: "Unhealed wounds"	SC2	A3	2.4.1
Act. 2: "The voice of change"	SC1, SC2, SC3, SC6	A1, A3, C3	1.1.1, 2.4.1, 3.2.1, 6.2.1
Act. 3: "Uniting voices"	SC1, SC2, SC6	A1, A3, C3	1.1.1, 2.4.1, 6.2.1
Act. 4: "Self-assessment"	-	A1	-

Activity 1: "Unhealed wounds"

Type: Introductory

Timing: 5 min.

Resources: None.

Classroom management: The teacher addresses the class as a whole.

Description: The teacher asks if any student researched about the wounds that remain unhealed in Northern Ireland nowadays and if they have, they share their findings with the rest of the class. If there is some of the topics to be treated next that students have not mentioned, he or she mentions them and briefly explains them.

Activity 2: “The voice of change”

Type: Final task.

Timing: 30 min.

Resources: Laptops or tablets with Internet access, virtual *realia*, poster sample (Annex 20), assessment rubric (Annex 21).

Classroom management: The students work in groups of four.

Description: The teacher gives each group of students a piece of virtual *realia* dealing with the main current unhealed wounds in Northern Ireland. In the case of the physical division by “peace walls”, this is an informative video (DW News, 2016) and in that of unsolved cases and historical memory polices another video showing a woman’s testimony on the topic (PBS NewsHour, 2018, 8:51-9:30). When dealing with the trauma not being addressed, their virtual *realia* is a clip of a TED talk by a woman living in Northern Ireland (Donnelly, 2021, 3:23-4:48) and finally, two articles are the materials to work with when dealing with school segregation between Catholics and Protestants (O’Carroll, 2022) and housing segregation (Capener, 2017).

Each group of students is assigned one of these authentic materials for them extract the main ideas, understand its implications and identify the problem. Once this is done, they suggest different solutions among the members of the group and finally, they display them in a visual poster similar to a mind map (Annex 20) that will be posted in the high school’s webpage and/or shown in the high school. If students feel like they do not have time to create a mind map of their own, they can actually modify the template as they like and display their suggestions there. They can also add some visual aids to help the understanding of the problem and the solutions they suggest. The teacher assesses the process of creation on the poster, as well as the final product using an assessment rubric (Annex 21).

Activity 3: “Uniting voices”		
Type: Reinforcement	Timing: 10 min.	Resources: Smart Board with Internet access, students’ posters.
Classroom management: The students work in groups of four.		
Description: Students present the poster to the rest of their classmates in one minute so that all students get to know about all the current wounds. When they finish the presentation, other students can ask questions or add some more suggestions they may come up with. The teacher gives them positive feedback and informs them that the posters will be uploaded to the school’s webpage and/or displayed in the high school’s corridors.		

Activity 4: “Self-assessment”		
Type: Closing	Timing: 5 min.	Resources: Genially self-assessment dartboard (Annex 22)
Classroom management: The students work individually.		
Description: Students fill in a self-assessment dartboard in Genially (Annex 22) and share it with the teacher at the end of the lesson.		

2.7 Assessment

The assessment varies among the different learning proposals, but it is mainly formative and aims for students to improve after receiving feedback. Moreover, there is not only hetero-evaluation, but also self-evaluation or co-evaluation. The assessment by the teacher is done using different rubrics included in the annexes section. In the case of 1st and 4th of ESO the teacher assesses both the process of elaborating the final task and the final product (Annex 6; Annex 21), whereas in 2nd ESO, he or she evaluates the process (Annex 11) and in 3rd ESO the final product (Annex 16). Moreover, students also have a chance to assess themselves and evaluate their classmates’ performance using different tools. For example, in 1st ESO, they assess themselves using an emoji vector (Annex 7) and in 4th ESO with a self-assessment dartboard (Annex 22), while in 3rd ESO, they evaluate their classmates with a chart (Annex 17).

Conclusions

This final dissertation sought to create four learning proposals for the different levels of ESO in which learning about the topic of the Troubles served as a way to foster the students' Intercultural Communicative Competence and enhance their peace education. These proposals intend to provide students with a complete learning experience in which they become closer to the Irish culture and history, improve their intercultural skills and reflect on the importance of peace and democracy. Therefore, these learning situations do not only deal with culture, but also with one of the main cross-curricular contents which is peace education. Moreover, they aim to provide a view as objective as possible by constantly working with *realia* and *replica* instead of using materials created for an educational purpose. Nevertheless, language is not forgotten in these proposals, since students practice all the linguistic skills (oral and written comprehension, oral and written production and interaction), as well as different aspects such as expressing opinions or making suggestions in the foreign language.

Although these learning proposals have not been put into practice, they are thought to be interesting and motivating for students by giving them the opportunity to work on their linguistic skills while learning about culture and creating a final product to share with the rest of their high school's colleagues in the Peace Day exhibition. In addition, the fact that students work with often tangible and authentic materials is meant to increase their interest and make a deeper impression on students, while working with authentic language used in real contexts.

For all of these reasons, these learning proposals mainly aim to make students reflect on the importance of peace and democratic values, something that should perhaps be given more importance in secondary education, since it is basic when participating in the molding of future committed citizens, who are expected to maintain peace and struggle for equality and justice in the world. Because of its great relevance, this cross-curricular value should be introduced in every subject. Therefore, this dissertation suggests that in the EFL classroom, it can be done through the topic of the Troubles, which is proven to be fruitful to trigger reflections and debates. Finally, a good way to promote those intercultural and peace values is doing it through *realia* and *replica* suitable for the students' level, which will provide them with a closer insight into the topic and its implications, but most importantly will help them develop their critical thinking by drawing their own thoughts, opinions and conclusions on how they would act in situations of disagreement and opposition and which values will lead their path as future world citizens.

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Annexes


Annex 1


https://www.canva.com/design/DAGF9L4ZYQs/3xqryloAA2TsEQmmRNr3Jw/edit?utm_content=DAGF9L4ZYQs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

E - The Troubles were a conflict that took place in Northern Ireland from 1968 to 1998. It was not a war as such, but a guerrilla conflict (people fought in the streets). 

D - In this conflict, there were two main parts: the nationalists or republicans, who were mainly Catholic, and the unionists or loyalists, who were mainly Protestant. Republicans wanted Northern Ireland to be part of Ireland , while unionists wanted to stay part of the UK .

A - There were terrorist groups in both sides (republican and unionist), which, together with the British army, were the ones fighting and bombing. As a consequence, more than 3,500 people died, most of them being innocent citizens. 

C - One of these violent events was Bloody Sunday, on the 30th January 1972. It was a scandal because a group of people were protesting peacefully and the British soldiers shot them (as we heard on the audio). 

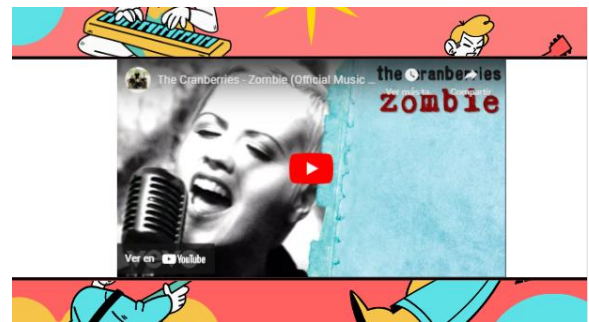
B - Finally, peace was achieved with the Good Friday Agreement in 1998. People voted on a referendum and after 30 years of violence, they said YES to peace. 

Annex 2

https://www.canva.com/design/DAGF9mrR8yQ/1_bC1Hlo2GyKp-1CbF7KRg/view?utm_content=DAGF9mrR8yQ&utm_campaign=designshare&utm_medium=link&utm_source=editor



"Zombie"



2. Tap on the fence
✓ Bingo!

Explanation
These fences are called peace lines and divided and still divide the republican and unionist neighbourhoods in Belfast.

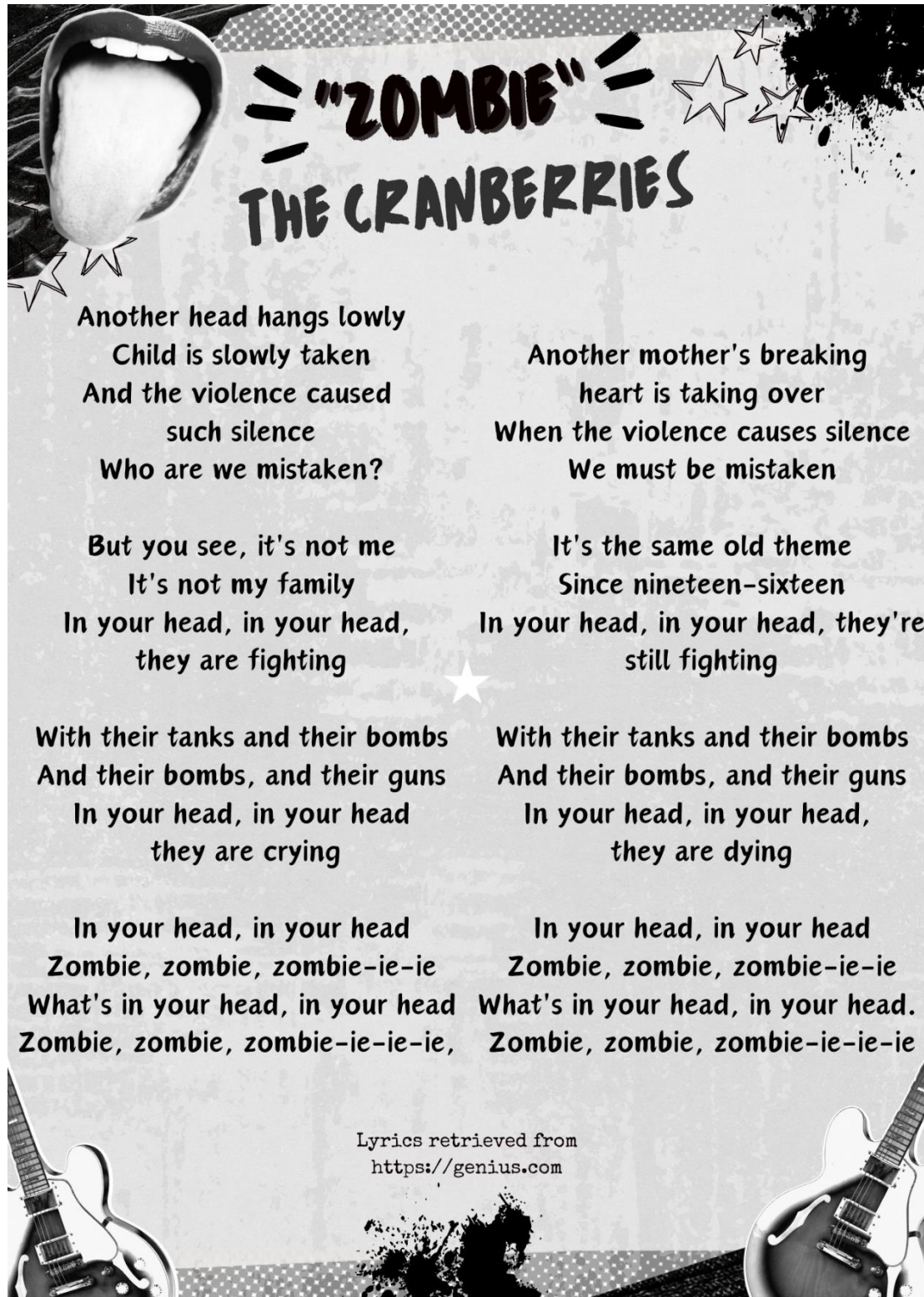
YouTube

9. What do you now think "zombie" means? Should we be "zombies" in these situations? What are some ways to help? Come up with a few ideas Answer in your own words.

S _____

Annex 3

https://www.canva.com/design/DAGF90T6j1g/66sq8FNqYV_On6EG0flx_g/edit?utm_content=DAGF90T6j1g&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Annex 4

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or



Annex 5



Note. From *An unarmed WRAC corporal searching shoppers in Londonderry in January 1973* [Photograph], by Imperial War Museums, 1973, Imperial War Museums.

(<https://www.iwm.org.uk/collections/item/object/205189639>). © IWM MH 30543.



Note. From *Tufty says keep out* [Poster], by NI Government, 1976, National Museums NI.

(<https://collections.nationalmuseumsnri.org/object-belum-x443-1976>). Courtesy of National Museums NI.



Note. From *Check on your children* [Poster], by Northern Ireland Office, 1976, National Museums NI.

(<https://collections.nationalmuseumsnri.org/object-belum-zg6617>). Courtesy of National Museums NI.



Note. From *Playing in the rubble* [Photograph], by Eamon Melaugh, 1970, CAIN Archive.

(<http://cain.ulster.ac.uk/melaugh/>). © Eamon Melaugh.



Note. From *Disturbance at William Street (3)* [Photograph], by Eamon Melaugh, 1970, CAIN Archive.

(<http://cain.ulster.ac.uk/melaugh/>). © Eamon Melaugh.

Annex 6

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
2.5.1 The student orally expresses his/her thoughts and opinions on the presented topics.	The student orally expresses his/her thoughts and opinions on the presented topics with no problem.	The student orally expresses his/her thoughts and opinions on the presented topics with few problems.	The student orally expresses his/her thoughts and opinions on the presented topics with some problems.	The student does not orally express his/her thoughts and opinions on the presented topics.
2.3.1 The student produces a comprehensible , cohesive and original peace poem.	The student produces a perfectly comprehensible , cohesive and very original peace poem.	The student produces a quite comprehensible , cohesive and quite original peace poem.	The student produces a fairly comprehensible , cohesive and original peace poem.	The student produces an incomprehensible , incohesive and unoriginal peace poem.
6.2.1 The student shows interest and respect for the foreign culture.	The student always shows interest and respect for the foreign culture.	The student often shows interest and respect for the foreign culture.	The student shows enough interest and respect for the foreign culture.	The student does not show interest and respect for the foreign culture.

Annex 7

https://www.canva.com/design/DAGGEBGyQLU/HcUagtu8HQ0xl_FTrO61Jw/view?utm_content=DAGGEBGyQLU&utm_campaign=designshare&utm_medium=link&utm_source=edit
or

HOW WELL DID I DO?

Name: - - - - -

**I suggested ideas for
the poem based on
the photo**



**I contributed to the
creation of the poem**



**I showed interest in
the task**

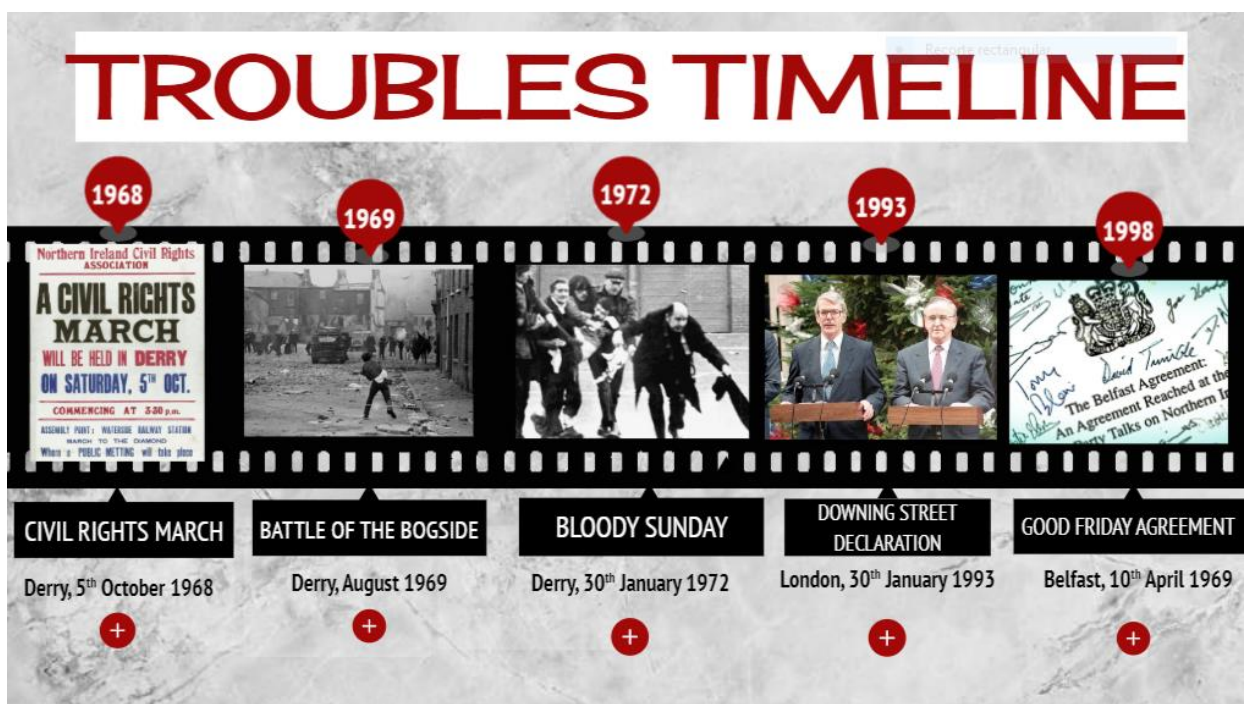
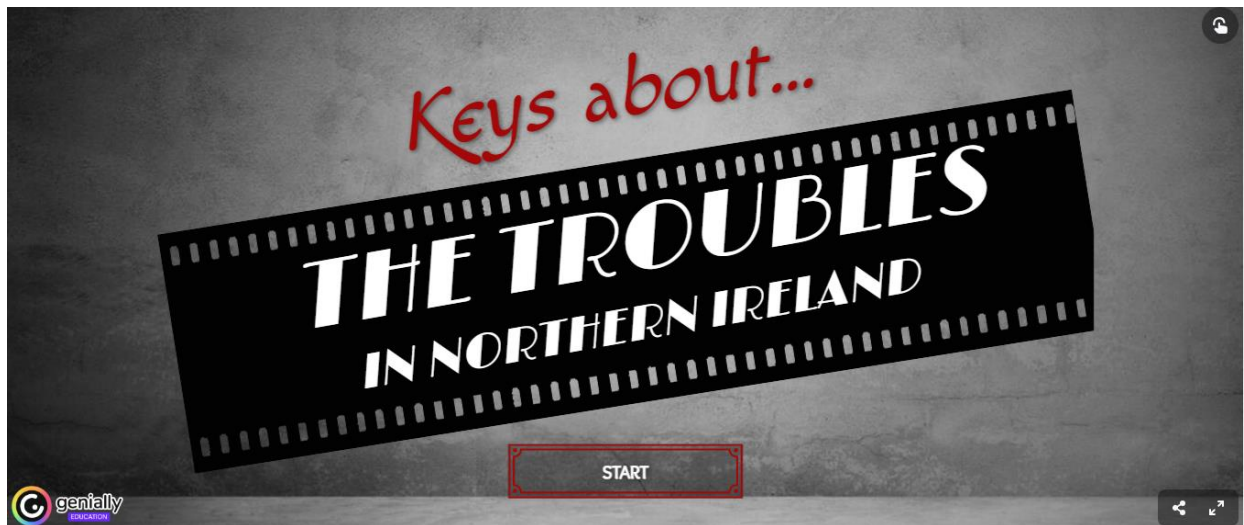


**I respected my
teammates' opinions**



Annex 8

<https://view.genially.com/664fbe4880e495001422041c/interactive-content-troubles-timeline>



Annex 9



Note. From *The aftermath of a bomb blast, Northern Ireland, 1974* [Photograph], by National Army Museum, 1974, National Army Museum.

(<https://collection.nam.ac.uk/detail.php?acc=2007-12-6-286>). © National Army Museum.



Note. From *Peacelines panorama 2* [Photograph], by Frankie Quinn, 1994, CAIN Archive.

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Note. From *Greysteel memorial* [Photograph], by Martin Melaugh, 2000, CAIN Archive.

(<https://cain.ulster.ac.uk/images/photos/co-derry/greystel.htm#greysteel1>). © CAIN.



Note. From *The petrol bomber* [Mural], by The Bogside Artists, 1994, CAIN Archive.

(<https://cain.ulster.ac.uk/bogsideartists/mural1/>). © The Bogside Artists.




Note. From *The first British troops are deployed in Northern Ireland, August 1969: A soldier from one of the first British regular units looks out onto a devastated street* [Photograph], by Imperial War Museums, 1969, Imperial War Museums.

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Annex 10

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LET'S THINK...

- What do you think this photo represents?
- What do you think that implied* for people at that moment?
- Can you relate what appears in this photo to any other place in the world?

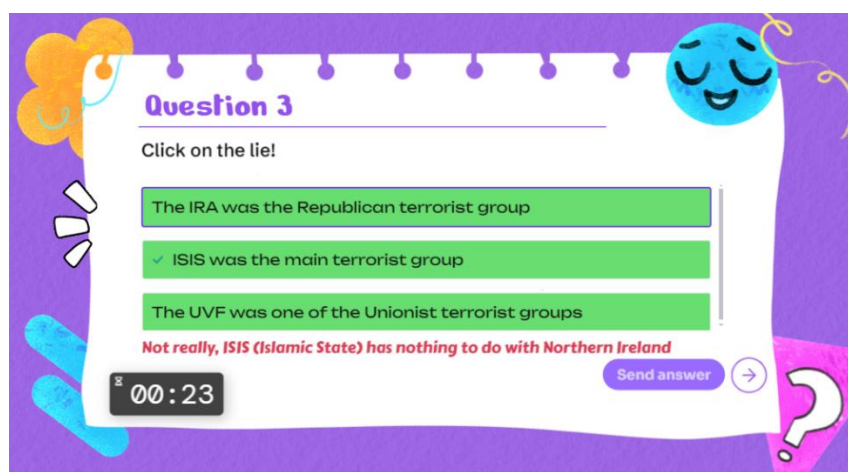
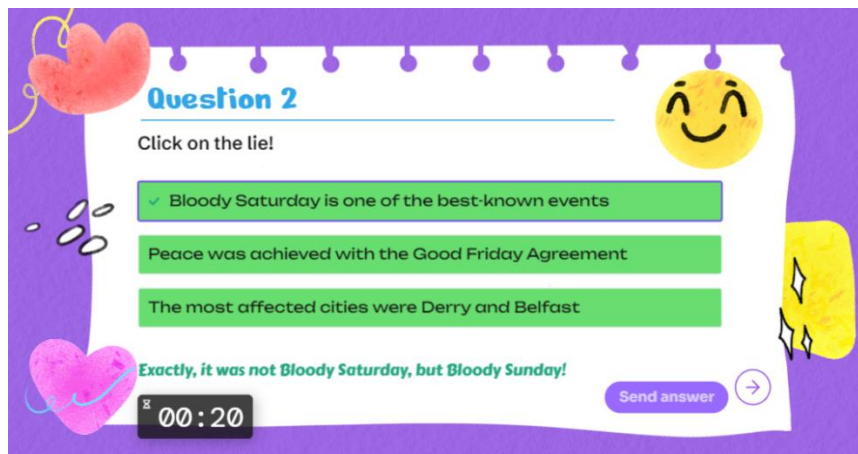
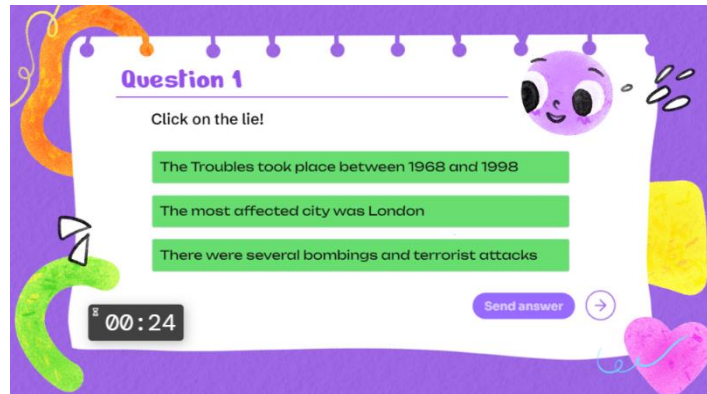
*implied: meant/had a consequence

Annex 11

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
2.5.1 The student orally expresses his/her feelings and opinions, being respectful.	The student orally expresses his/her feelings and opinions with fluency and being respectful.	The student orally expresses his/her feelings and opinions with certain fluency and being respectful.	The student orally expresses his/her feelings and opinions with sufficient fluency and being respectful.	The student is not capable of orally expressing his/her feelings and opinions with sufficient fluency and being respectful.
3.3.1 The student works collaboratively, respecting his/her colleagues' opinions and crediting their ideas and suggestions	The student perfectly works collaboratively, respecting his/her colleagues' opinions and crediting their ideas and suggestions.	The student works collaboratively and well, respecting his/her colleagues' opinions and crediting their ideas and suggestions.	The student mainly works collaboratively, respecting his/her colleagues' opinions and crediting their ideas and suggestions.	The student does not work collaboratively, respecting his/her colleagues' opinions and crediting their ideas and suggestions.
6.3.1 The student respects the values of justice, democracy, tolerance and solidarity.	The student totally respects the values of justice, democracy, tolerance and solidarity.	The student almost always respects the values of justice, democracy, tolerance and solidarity.	The student often respects the values of justice, democracy, tolerance and solidarity.	The student does not respect the values of justice, democracy, tolerance and solidarity.

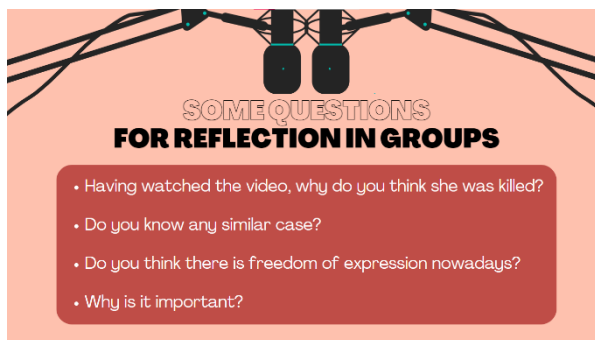
Annex 12

<https://view.genially.com/66546030b833cb0014d03e2b/interactive-content-quiz-verdad-y-mentira>



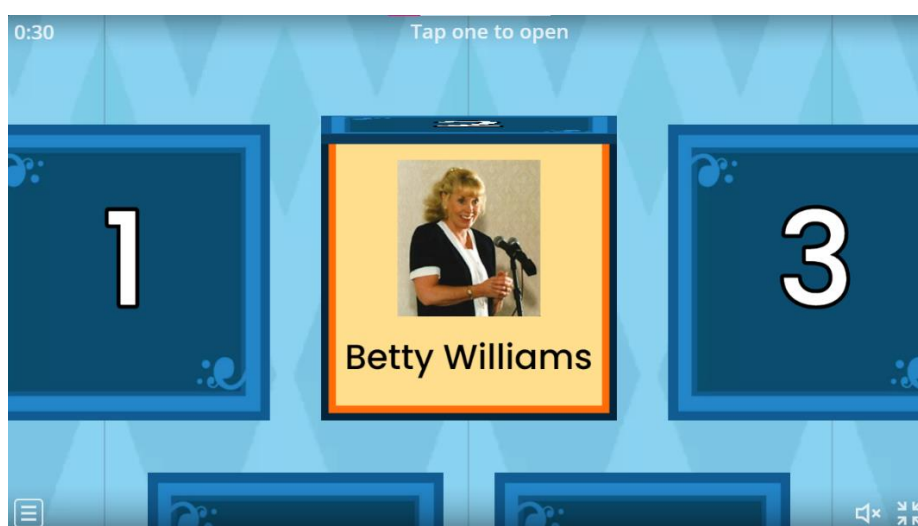
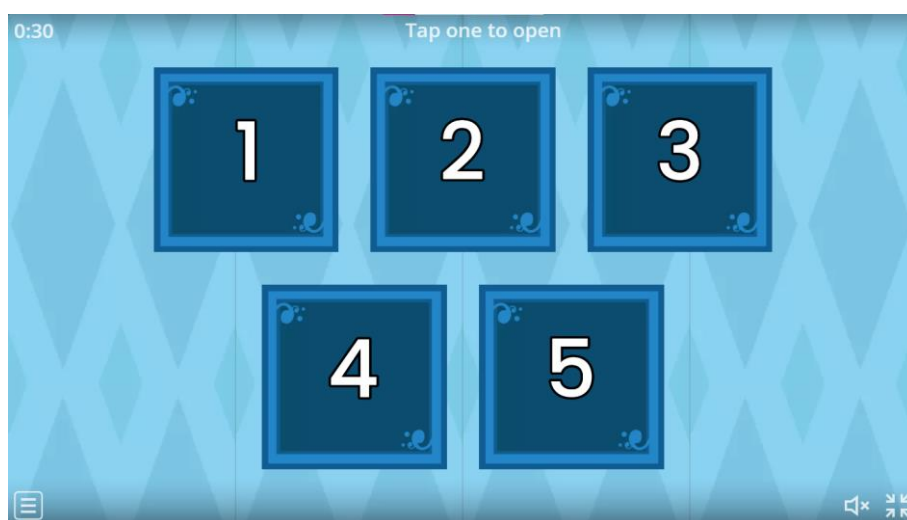
Annex 13

https://www.canva.com/design/DAGGbHXz7Oc/UywL1qMnVbrvwKKmd59Irg/view?utm_content=DAGGbHXz7Oc&utm_campaign=designshare&utm_medium=link&utm_source=edit
or



Annex 14

<https://wordwall.net/es/resource/73966788>



Annex 15

https://www.canva.com/design/DAGGiO6kjk8/0GaWEX6pqljcNY8nVwRA5A/view?utm_content=DAGGiO6kjk8&utm_campaign=designshare&utm_medium=link&utm_source=editor

Year of birth (and death):

Nationality:

Main achievement:

Name:

Self experience:

About their organization/political life:

Why is he/she a peacemaker for you?

Annex 16

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
1.3.1 The student selects the most relevant information about the assigned topic.	The student perfectly selects the most relevant information about the assigned topic.	The student mainly selects very relevant information about the assigned topic.	The student selects sufficiently relevant information about the assigned topic.	The student selects non-relevant information about the assigned topic.
1.3.2 The student uses trustful Internet sources during their research.	The student always uses trustful Internet sources during their research.	The student often uses trustful Internet sources during their research.	The student sometimes uses trustful Internet sources during their research.	The student uses distrustful Internet sources during their research.
3.3.1 The student exchanges ideas respecting his/her classmates' opinions.	The student fluently exchanges ideas respecting his/her classmates' opinions.	The student exchanges ideas with some fluency, respecting his/her classmates' opinions.	The student exchanges ideas with enough fluency, respecting his/her classmates' opinions.	The student does not exchange ideas fluently, respecting his/her classmates' opinions.

Annex 17

https://www.canva.com/design/DAF_rH0qOHs/HBvW9Rp42Yk7-

[Ihmy_DOIA/view?utm_content=DAF_rH0qOHs&utm_campaign=designshare&utm_medium=link&utm_source=editor](https://www.canva.com/design/DAF_rH0qOHs/HBvW9Rp42Yk7-)

	Time limit and instructions	Speech was understood	Biography was completed	Key points explained	Catching attention
G2					
G3					
G4					
G5					
	Time limit and instructions	Speech was understood	Biography was completed	Key points explained	Catching attention
G1					
G3					
G4					
G5					
	Time limit and instructions	Speech was understood	Biography was completed	Key points explained	Catching attention
G1					
G2					
G4					
G5					
	Time limit and instructions	Speech was understood	Biography was completed	Key points explained	Catching attention
G1					
G2					
G3					
G5					
	Time limit and instructions	Speech was understood	Biography was completed	Key points explained	Catching attention
G1					
G2					
G3					
G4					

Annex 18

https://www.canva.com/design/DAGGmNGGIIQ/Aai1d-Avx5yYXPlkmzbsA/view?utm_content=DAGGmNGGIIQ&utm_campaign=designshare&utm_medium=link&utm_source=editor



Annex 19

https://www.canva.com/design/DAGGmWs-UT4/iBkmYPUPvcuOhmRtSIHliA/view?utm_content=DAGGmWs-UT4&utm_campaign=designshare&utm_medium=link&utm_source=editor

Text A: The Conflict

The Troubles were an armed conflict in **Northern Ireland** that lasted for more than thirty years (**1968-1998**). The main parts involved were **republicans**, who were mainly **Catholic** and wanted Northern Ireland to belong to the Republic of **Ireland** and **loyalists**, who were mainly **Protestant** and wanted it to remain part of the **UK**.



The population was ideologically **divided** and **violence** was part of **daily life** in Northern Ireland. There were even **physical divisions** among neighbourhoods.

Text B: The Peace Process

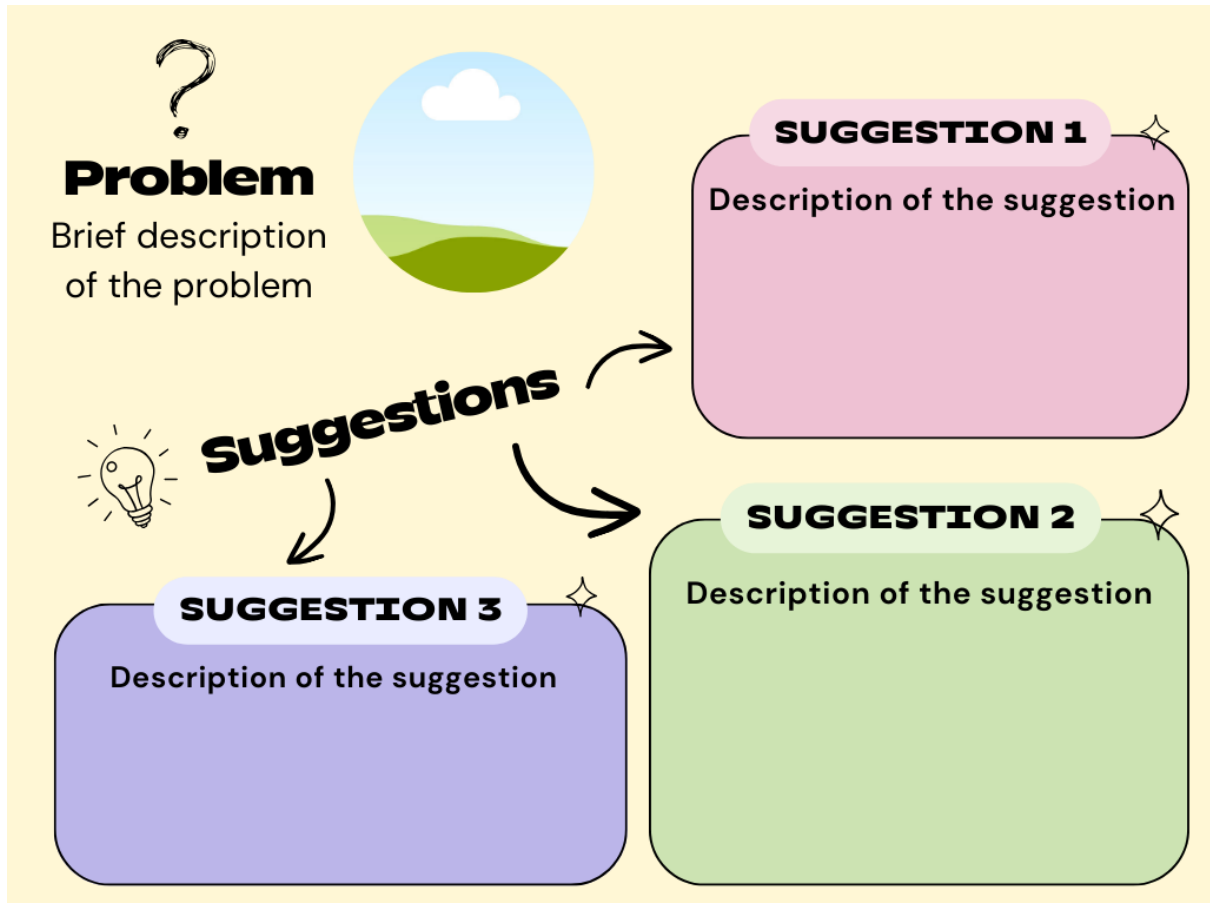
In **1993**, with the **Downing Street Declaration** between the British and the Irish governments, talks with all parts were offered if they stopped violence. In 1994, there was a **ceasefire** by the **IRA**, making it easier to carry out peace talks.

Peace was achieved in **1998**, when a **referendum** was celebrated in Northern Ireland to ratify the **Belfast Agreement** or **Good Friday Agreement** that had been created after the **peace talks** between the **different parts**.



Annex 20

https://www.canva.com/design/DAGGokNbeak/f6-0HPtMwJFDCcBcR6aI1w/view?utm_content=DAGGokNbeak&utm_campaign=designshare&utm_medium=link&utm_source=editor



Annex 21

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
1.1.1 The student extracts the key ideas of a text.	The student extracts all the key ideas of a text.	The student extracts most of the key ideas of a text.	The student extracts some of the key ideas of a text.	The student extracts no key ideas of a text.
3.2.1 The student debates with his/her classmates, suggesting possible solutions.	The student enthusiastically debates with his/her classmates, suggesting possible solutions.	The student debates with his/her classmates with a good attitude, suggesting possible solutions.	The student debates with his/her classmates, suggesting some possible solutions.	The student does not participate in the debate with his/her classmates, suggesting possible solutions.
6.2.1 The student uses critical thinking, fostering democratic values.	The student always uses critical thinking, fostering democratic values.	The student often uses critical thinking, fostering democratic values.	The student sometimes uses critical thinking, fostering democratic values.	The student rarely uses critical thinking, fostering democratic values.

Annex 22

<https://view.genially.com/66577d82291c150014a9a19d/interactive-content-self-assessment-dartboard>

