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Especialidad de Lengua Extranjera: Inglés

**Towards Interculturalism through Wild West
History: A Lesson Proposal for Compulsory
Secondary Education**

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ABSTRACT

In an increasingly globalized world, interculturality becomes a key factor in English as a Foreign Language (EFL) teaching. Culture is reshaped through language from an individual perspective where history links past and current events becoming a dynamic concept from which students can become intercultural speakers and learn to experience, interpret, and orient historical facts into their own lives. In this Master's dissertation, a didactic proposal will be developed to enhance students' intercultural competence by revisiting 19th-century Wild West American history. Aiming thus to promote students' self-awareness and democratic dispositions within intercultural exchanges reflecting on history's everlasting influence in present societies. An intercultural timeline presentation will be the final task of a sequenced lesson plan based on the Intercultural History Learning model (Nordgren & Johansson, 2015). Different methodologies and approaches will be implemented including the Direct Method, the Task-Based Language Teaching (TBLT) approach, and the Communicative Language Teaching (CLT).

Keywords: Interculturality, Wild West history, Intercultural Historical Learning, EFL, Direct Method

RESUMEN

En un mundo cada vez más globalizado, la interculturalidad es clave en la enseñanza del Inglés como Lengua Extranjera (ILE). La cultura se manipula individualmente a través del lenguaje, mientras que la historia une acontecimientos pasados y actuales convirtiéndose en un concepto dinámico a partir del cual los estudiantes pueden convertirse en hablantes interculturales y aprender a experimentar, interpretar y orientar los hechos históricos hacia sus propias vidas. En este trabajo de fin de máster se desarrollará una propuesta didáctica para mejorar la competencia intercultural de los estudiantes revisitando la historia del Salvaje Oeste americano del siglo XIX. Se promueve pues, la conciencia sobre uno mismo y la convivencia democrática en intercambios interculturales reflexionando sobre la influencia de la historia en las sociedades actuales. La presentación de una línea de tiempo intercultural será la tarea final de un plan de clases secuenciado basado en el modelo de Aprendizaje Intercultural de la Historia (Nordgren & Johansson, 2015). Se implementarán diferentes metodologías y enfoques incluyendo el Método Directo, el Enfoque de Basado en Tareas y el Enfoque Comunicativo.

Palabras clave: Interculturalidad, Historia del Salvaje Oeste, Aprendizaje Intercultural de la Historia, ILE, Método Directo

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1. Introduction

Culture has been the subject of in-depth study in English as a Foreign Language (EFL) teaching and learning. In particular, interculturalism emerges as an offshoot of culture that refers to culturally diverse speakers interacting through dialogue and mutual understanding reaching a communicative goal and fruitful cultural learning, specifically promoted in educational settings (Leung et al., 2014). Moreover, Spanish classrooms experience a growing tendency of more heterogeneous and culturally diverse groups of students. Thus, culture becomes a dynamic concept dispensing with other fields such as history which becomes only a part of high Culture often overlooked in EFL teaching practices as the focus is on current witnessing and interaction with culture rather than looking back to past events (Kramsch, 2013). Therefore, this Master's dissertation explores interculturality by blending intercultural competence with history features in the fourth grade of Secondary Education as stated in the Intercultural Historical Learning model (Nordgren & Johansson, 2015).

The aim of this paper lies in claiming history materials enhance intercultural competence needs through different methods and approaches such as the Direct Method to foster teacher-student and student-student interaction, the Communicative Language Teaching approach to focus on language acquisition through English practice in real-life scenarios, and Task-Based Language Teaching (TBLT) to maintain a sequenced chain of tasks. History can be experienced, interpreted, and oriented towards the present day by relating social and cultural processes, representations of different cultures, and decentered perspectives. First, the introduction of role-play involving speakers from various cultures in history-related scenarios makes students experience social and cultural processes directed at the foreign culture. Second, interpreting short stories based on historical events causes students to broaden their cultural lens to appreciate cultural diversity by reflecting on ideas of decline, continuity, or progression. Third, introducing texts from different cultures portraying a historical situation that can be detected in the current era causes students to orient past events in their daily lives. In essence, these were materials used to represent the history of foreign cultures in the EFL classroom, primarily fostering critical thinking skills and a deeper sensitivity to unfamiliar and culturally diverse contexts (Nordgren & Johansson, 2015).

This dissertation will present an overview of basic competencies easing the explanation of the Intercultural Historical Learning model, and its benefits concerning intercultural competence. Last, a lesson plan will be elaborated for students studying their 4th Year of ESO.

2. Theoretical Framework

2.1. Interculturality in the Educational Context

This section presents the main definitions revolving around interculturality, a term appearing in the educational paradigm as an offspring of interculturalism and culture. An overview of the relevance of interculturality will be provided regarding the Spanish secondary education needs.

2.1.1. Definition and Key Concepts

Culture – with a capital “C” – refers to the formal features of a country and its achievements in geography, history, and literature, whereas culture – with a small “c” – refers to deep features of a nation and its people concerning their customs, manners, and lifestyle (Bueno, 1996, as cited in Trujillo Sáez, 2002). The dichotomy of high and low culture converges into an initial materialistic and shallow definition that involves human products, practices, and perspectives drawn from an anthropological standpoint. It reaffirms various psychological phenomena in human traits and behaviors, which are learned over time by different generations within a specific society and area. Nonetheless, culture goes beyond geographical and interpersonal boundaries, it broadens its scope with communication taking place as a medium of transmission.

The complexity of the communicative act acknowledges individual interpretations of the real world. It is an inferential process in which the source message is interpreted by describing cognitive environments that result in a vast cultural diversity. Thus, culture addresses a dynamic historical legacy of means and symbols performed through communication that underlies continuous transmission and constant modifications (Trujillo Sáez, 2002). Culture is the source from which knowledge is retrieved and the product from which tangible and intangible outcomes are drawn, whereas communication is the means to convey that information.

Communication is crucial to understand culture, and so does language. Language is used to convey meaning to reality, so culture only exists because language builds and addresses its meaning. This creates a link between language and culture. Learning a language implies understanding reality through a subjective view of the world by using rhetorical language such as metaphors, idioms, and grammatical patterns of the foreign language (Kramsch, 2013). Within the educational context, the relationship between foreign language teaching and cultural aspects has been debated. When studying a foreign language and its implied cultural connotations, learners widen their cultural horizons by initiating a voyage of discovery,

appreciation, and admiration of various lifestyles, and national and social identities in which the teacher becomes responsible for the introduction and exploration of these issues. Notwithstanding, foreign language learning and the speaker's experience state a relation between foreign culture, foreign language, and personal human experience.

Teaching culture with “C” referring to institutional departments on literature, national patrimony, history, and arts, and with “c” referring to everyday life aspects of the native speaker's language and communication features from a late twentieth-century modernist perspective was understood as the study of the features of a nation and its national language, misleading to a superficial and light examination that fell into a categorization of common stereotypes. For instance, a postmodernist perspective was introduced in the twenty-first century to teach culture. Individual personal experience constructs culture in real-time without relying on historical knowledge but on current witnessing and immediate assumptions and judgments undergoing a dynamic process of understanding the external reality. Culture from a postmodernist perspective becomes “a discourse, that is, a social semiotic construction” (Kramsch, 2013).

Having already stated the main features of culture and its connections with education, interculturalism emerges as a concept occasionally used in political discourse to define the relationships of different and separate communities within the same locality and is considered to be the basis of European identity. Interculturalism highlights inclusion as one of its main ideals, in which public cultural diversity is valued as a collective common resource. Moreover, it is a concept applied to education and academic purposes since the second half of the twentieth century to address intercultural education within the classroom. While multiculturalism is embedded within the national level dealing with concepts like national identity or religion, interculturalism refers to the social coexistence of different ethnicities, nationalities, and people at a local level, which can be specified in a classroom, dealing with concepts like cultural diversity or the promotion of mutual benefit and coexistence (Kastoryano, 2018). As suggested by Camilleri (1992), *multicultural* refers to the description of pluralism and shared coexistence of people from various cultures, while *intercultural* refers to a practical approach in which interaction among cultures is the main focus. It is implied then the consideration of communication barriers that affect human interaction (Camilleri, 1992 as cited in Rego et al., 2000).

Within the educational context, intercultural education encourages integration by promoting interpersonal relationships, knowledge, interaction, and exchange rejecting prejudices on behalf of an openness to cultural diversity (Santagati, 2016). Last, cultural diversity refers to differences among collectives denoting specific definable traits and embodying unique cultural backgrounds (Diller, 2014). However, Isar (2006) adds this term has been lately used to address a whole of shallow representations of culture that must be ‘protected’ or ‘preserved’ often employed in political discourse to address goods and amenities that are symbols of a specific political agenda.

Intercultural education is explored in foreign language study through the development of Intercultural Competence which is outlined within the Intercultural Communicative Competence (ICC) model, both will be later explained in detail.

2.1.2. Importance of Interculturality in Teaching English as a Foreign Language

From a European perspective, Portera (2008) reports intercultural education began to be considered in the 1980s as a response to the high immigration in European countries, a necessity to overcome communication problems. At first, a multicultural approach was implemented in the 1970s to examine differences and similarities among cultures aiming to encourage respect and tolerance, turning to be a mediocre comparative outlook that could not effectively address different levels of learning and adaptation of each student. It was not only after a series of resolutions mainly promoted by the Council of Europe during the 1970s and 1980s that intercultural education was finally defined improving the shortcomings of multicultural education. Intercultural education enhances “cooperation and solidarity” through interaction, focusing on the positive outcomes of cultural meetings rather than the negative ones such as “domination, conflict, rejection, and exclusion” (p. 483). Hence, intercultural education aimed to raise European citizens in a globalized context that must rely on intercultural dialogue to strengthen the bonds and networks of a heterogeneous and democratic society.

Spanish education has experienced an enhancement in cultural heterogeneity leading to multicultural classrooms requiring treatment for intercultural education. Especially concerning foreign language teaching in secondary education since learning a language goes beyond developing communicative competence in “native-speaker-like fluency” to being interculturally competent, that is, properly behaving in a communicative situation that requires interaction with foreign cultures (Clouet, 2012, p. 316). Students must be able to be the intermediaries between cultures, both their own native culture and the foreign culture facing the challenge of overcoming stereotypes.

Regarding Spanish curricula, intercultural education is only mentioned once in the Preamble section of the current national education legislation, *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación* (LOMLOE, BOE N° 340), as a part of the education for sustainable development and for global citizenship which gathers intercultural education besides the education for peace and human rights and the education for the ecological transition, as a way of encouraging sympathy within their social and natural context through a reflection over the impact of everyday actions in the planet reaffirming the current climatic emergency.

Concerning regional and national Spanish decrees, it is necessary to acknowledge that key competencies, specific competencies, and contents are already outlined at a national level within the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*, but it is within the regional decrees that these topics are specified and expanded through the *DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León* which is developed in the BOCYL.

Consequently, interculturality issues are addressed for the basic knowledge parts, key and specific competencies, and assessment criteria in the section devoted to Foreign Language subjects. Intercultural education is specified into intercultural aspects, first linked with multilingualism addressing historical aspects aiming to strengthen respect over linguistic and cultural diversity. Next, intercultural awareness appears as a way of fulfilling communicative competence. Furthermore, the sixth competence of Foreign Language is devoted to interculturality, dealing with intercultural situations in which students must adapt through their own experiences to achieve an appropriate demeanor toward cultural diversity. This competence is divided into three different assessment criteria (6.1, 6.2, 6.3) aiming at appreciating diversity by evaluating, acting, and applying different strategies. Last, section C of the basic knowledge part is also devoted to interculturality with varying points focusing on the Foreign Language in intercultural meetings, the attitude to face an intercultural exchange, the sociocultural aspects involved in everyday life, and some basic strategies to appreciate diversity as well as to act against discrimination. Likewise, within the eight key competencies, there are five that address interculturality from a direct and explicit perspective: Competence in linguistic communication (CCL) highlights the notion of literary culture appreciation as well as behaving ethically and respectfully, Plurilingual competence (CP) aims to learn historical and intercultural aspects to respect linguistic and cultural diversity by using the foreign language in adequate contexts, Personal, social, and learning to learn competence (CPSAA)

notes critical thinking and self-awareness as personal growth keys as well as to enhance self and foreign wellbeing showing sympathy in a communal living, Civilian Competence (CC) stresses a civic demeanor to fulfill democratic cultural values, and last, Competence in cultural awareness and expression (CECC) targets tolerance towards foreign beliefs, opinions and emotions from various cultures pondering one's self context in relation with the external society.

Although having explained the relevance of intercultural education in European and national contexts, the descriptions of interculturality within national and local legislation in Spanish curricula are vague and limited. In addition, this concept seems unclear in the curricula addressing various instances simultaneously. As previously mentioned, interculturality has been linked with plurilingualism, historical aspects, social dialogue, and the communicative dimension, competence, and knowledge. This shows that interculturality is a matter that is still unspecified since it is currently being implemented to try to respond to the necessities of a dynamic plural society. For instance, interculturality is highly beneficial for students who can develop intercultural competence to enrich their academic and personal lives which will be explained in the following section.

2.2. Impact on Students' Linguistic and Cultural Competence

Scholars and academics understand globalization needs depend on intercultural situations and conflicts in which “malevolence of cultural misunderstandings, tensions, and intolerance” may arise, so they introduced a new concept to solve linguistic and cultural flaws (Leung et al., 2014, p. 490). As a result, intercultural competence develops the ability to think and act in any intercultural context appropriately, different definitions emerged to define this competence, and several models were established to assess it. Notwithstanding, a set of personal traits and characteristics can be drawn from this concept naming open-mindedness, dissimilarity openness, cognitive complexity, flexibility, inquisitiveness, a quest for adventure, patience, and emotional resilience.

Intercultural competence can be complemented with attitudes, worldviews, and capabilities. Concerning attitudes and worldviews, individuals must be able to welcome cultural differences, so a highly developed intercultural speaker will be prone to cultural diversity interaction and contact. Moreover, intercultural competent speakers can draw the main similarities and differences between their own culture with the other ones aiming for inclusiveness and disregarding hence any ethnocentrism form (Leung et al., 2014). An effective

intercultural individual will display a deeper holistic concern over linguistic, social, cultural, cognitive, and communicative features in connection with intercultural capabilities.

Regarding interculturality's benefits to the students, Herencia Grillo (2023) argues intercultural competence improves sociocultural interaction among students but outsourcing this behavior to the real world and becoming an international citizen in a globalized world. Teaching intercultural competence in secondary education is key to the current globalization status of international relations.

The globalization of the 21st century blurs the borders and barriers between countries and cultures facilitating the exchange and contact with other cultures, which are highly expected aspects in the labor market. In addition, there are many benefits to the implementation of intercultural competence in secondary education such as improving levels of tolerance of racism and xenophobia by seeking the inclusion of minority cultures, improving critical thinking by promoting an initial reflection on an unfamiliar culture, broadening the intercultural lens to accept the inclusion of ethnic minority students by bridging gaps between families and educational institutions and promoting acceptance of otherness, in this case, assimilating and embracing cultural diversity within the mindset of students by enriching the classroom environment (Herencia Grillo, 2023).

2.3. Promotion of Interculturality through Historical Elements in the FL Classroom

The historical elements, which are part of the Culture with a capital letter, represent past events that help students to de-center their ethnocentric cultural perspective and develop critical thinking and a deep understanding of the target culture. Students studying in a FL classroom will compare the target culture to their own culture from a third point of view that is neutral, from an external and distant point of view. This new point of view is approached as the intercultural speaker, who can recognize and accept differences while avoiding stereotypes, compare and contrast cultures through tolerance and sensible points of view, and improve communicative and linguistic skills to meet consensus by interacting with others (Choudhury, 2013).

2.3.1. The Role of History in a Country's Culture

Maseland & Van Hoorn (2017) discuss culture analysis based on a country level. But what role does history play in a country's culture? Initially, it was believed that a country is defined by the delimitation of its territory, politics and government, and legal entities and

institutions, while nations exist as groups of individuals, or collectives, defined by static characteristics of which history is one. Hence, nations are linked to a territory by historical ties, from which communities develop a sense of national identity and a national culture that revolves around beliefs, myths, or values among other features consolidated along historical traditions, a legacy. National culture is the historical context affecting an individual's values and beliefs. However, this perspective became outdated, it meant that culture was static, which is opposed to postmodernist studies of culture as a dynamic concept underlying individual perception and meaning-making in the contemporary present (Maseland & Van Hoorn, 2017).

Following Kramsch's (2013) dissertation on culture, history has become one of the many features studied within high Culture and other characteristics such as language and tradition. Nowadays, history stops being an objective and static characteristic of a country to become a cultural feature analyzed from a subjective point of view. Different readings of history can be done by applying a dynamic discourse that leads to individual interpretations and multiple approaches to the same historical events. Eventually, learning foreign history is inherently linked with learning foreign culture, which, in turn, is related to developing a deeper self-awareness and expansion of one's self.

2.3.2. Promotion of Cross-Curricular Content through Historical Events of Foreign Culture

In Article 6.5 of the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*, mutual respect and cooperation among equals is a cross-curricular principle to achieve in Spanish secondary education. This specific objective is common to the intercultural standards, which aim to turn students into intercultural speakers who interact in intercultural encounters accepting cultural diversity, cultural differences, and otherness through the application of a civilized democratic dialogue.

The question arises as to how historical elements can be applied to promote cross-cutting content. Kalizhanova (2022) emphasizes timelines to link culture, language, and history to strengthen cross-curricular content. This tool enables students to interact for a common goal, drawing knowledge and creating relationships with past and present events, characters, graphics, images, texts, and videos in a visual and chronologically accurate representation. Therefore, students making a historical timeline in the Foreign Language classroom can elicit and “develop learning skills in digital context to construct critical citizenship” and grow in

respect for other cultures by reviewing and creating entries on the Internet, newspapers, and audiovisual media, among others (p. 142).

Furthermore, Kaabeche (2024) lists five ways of promoting historical events to improve critical thinking as part of cross-curricular content aims: using texts sharing different points of view on the same historical issues widens the students' perception and awareness of canonical transmissions of a story or historical narrative, analyzing primary and secondary sources is another way of deepening thinking skills in information managing, oral debates and roundtables to share ideas will provide a safe place for the student to share and compare their interpretations of a given topic, establishing group works can facilitate peer work collaboration as well, and historical research may result in a higher development of assessing and interpreting information.

2.3.3. Appropriate Models to Promote Interculturality in the FL Classroom

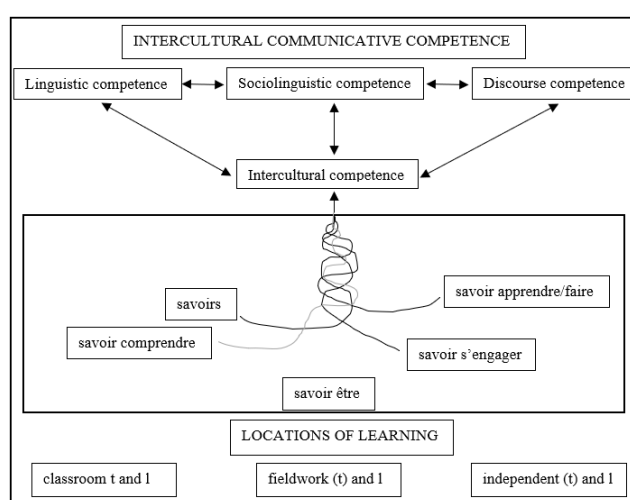
Over the years, dozens of different models have been formulated to interpret and characterize intercultural competence (Leung et al., 2014). One stands out for foreign language teaching. Byram (2020) established a model in 1997 based on three bases around Intercultural Communicative Competence (ICC), but what is a model? A model is a theoretical outline of a system created to synthesize and ease its comprehension by setting up guidelines, goals, and means to simplify reality (Zea Verdín & Galván Meza, 2010). In this given case, a model on interculturality was necessary to understand in depth the educational possibilities of intercultural competence linked with communication. Likewise, another model was proposed to incorporate history features into the ICC model strengthening past events into contemporary interpretations of culture. It linked intercultural competence with narrative competence to mutually enrich one another: the intercultural historical learning model (Nordgren & Johansson, 2015). I will therefore explain both models in detail trying to summarize the main features of each one while depicting their principles and benefits for an FL classroom to interculturality marks.

2.3.3.1. Intercultural Communicative Competence Model

Byram (2020) suggests ICC's goal is to train students to become intercultural speakers rather than native speakers, it is embedded within an educational context therefore aiming for educational objectives, and it relies on the roles of teacher-learner since it is a model employed for academic purposes. On the one hand, Intercultural Competence stands for the speaker's ability to interact in their mother tongue with foreign people from a different country and culture, having to interpret their communication, attitude, and interest distinctions fulfilling an

effective intercultural meeting without having any drawbacks concerning cultural differences. On the other hand, Intercultural Communicative Competence goes a step further by adding a certain degree of complexity to Intercultural Competence because it is the ability “to interact with people from another country and culture in a foreign language” (p. 71). Hence, with an ICC model, negotiation of meaning between speakers presenting a different background besides mediation is essential to fulfilling effective intercultural meetings. Needless to say, ICC can be acquired and learned in three locations: “classroom, fieldwork, and independent learning” (p. 71).

Moving on to the assessment of ICC practices, Byram summarizes it with the following figure emphasizing the educational dimension (p.73):



Based on the ICC model representation (Byram, 1997)

As seen in the figure, intercultural communicative competence can only be developed in three locations: in a classroom, in fieldwork, and through independent learning. These *savoirs* assess intercultural competence, the nexus that interrelates linguistic, sociolinguistic, and discourse competence. A classification can be settled into four dimensions: attitudes (*savoir être*), actions (*savoir s'engager*), knowledge (*savoirs*), and skills (*savoir comprendre, apprendre, faire*), all parts of a holistic education (p. 89). First, *saviors* mean knowledge of how the self and other social groups function in individual and societal interaction. Second, *savoir comprendre* stands for the ability to interpret information from another culture, being able to explain written and oral texts relating the student's self-culture with the other, that is, a mediation skill of interpreting and relating. Third, *savoir s'engager* means the ability to critically analyze one's own culture with other cultures, being self-aware of the political standpoint of each perspective in which stereotypes are often exchanged to evaluate them. Fourth, *savoir apprendre/faire* is a skill that means to discover and interact aiming to acquire new knowledge about other cultures. Finally, *savoir être* means understanding the attitudes,

beliefs, behaviors, and values that an intercultural speaker must feature as a mediator of an intercultural meeting (p. 90).

2.3.3.2. Intercultural Historical Learning Model

Nordgren and Johansson (2015) discuss the history and interculturality connections by stating there is a blending of theories that mutually enrich each other. They combine intercultural competence, aimed at a foreign language classroom focusing on communication skills, with the narrative competence, developed through history education to raise historical consciousness. Hence, by merging both competencies into a matrix combining features from one another to bring up a new approach to interculturality a new model arises: “Intercultural Historical Learning” (p.2). It is a framework designed for history education; however, a possible proposal could be drawn to a foreign language classroom focusing on the specific competence six (C.6) from the national and regional curricular decrees devoted to interculturality, since the authors equally include history and foreign language teaching aspects.

To conceptualize history education features, three concepts are vital to understand: *historical consciousness* is a communicative practice encompassing an emotional and cognitive process of interpreting history from an uninterrupted perspective linking past events with a present standpoint to advance future outcomes, *historical culture* defines history as past unequivocal truths that are brought back to light to influence future scenarios, and *use-of-history* is depicted as an active “performative side of historical culture” (Nordgren & Johansson, 2015). Implementing history education in the foreign language classroom enables students to develop a narrative competence whose goals are developing three abilities: to experience past events becoming sensitive to “time periods, processes of change, events and historical concepts” (p.4), to interpret history underlying a process of change connecting past events from different standpoints, and to orient history connecting past events to contemporary situations and practices that students can incorporate in their daily lives.

Intercultural competence explanation has already been done in section “2. Impact on students' linguistic and cultural competence”. Nevertheless, Nordgren, K., & Johansson, M., summarize intercultural competence as familiarizing with and recognizing unknown distinctions. Among the different abilities drawn from intercultural competence models, three dimensions inherent to the foreign language classroom are mentioned: to experience “knowledge of social and cultural processes”, interpret foreign cultures relating them to one’s culture by mediating between both perspectives and decenter one’s idiosyncrasy.

The intercultural historical learning model can be explained in a relationship between three narrative abilities – to experience, to interpret, and to orient – and three intercultural dimensions – social and cultural processes, representations from different cultures, and decentered perspectives – that build a table of a total of nine boxes:

	A. Social and cultural processes	B. Representations of different cultures	C. Decentered perspectives
1. To experience	The ability to experience appropriate knowledge about social and cultural processes: to elicit this content, the author suggests including migration stories, through which students can understand these movement consequences in social collectives and cultural contexts lasting until the present time.	The ability to experience and recognize representations from different cultures: the authors recommend using true testimonies as examples of diversity taking voices from different cultural backgrounds.	The ability to experience decentered perspectives: by including some narratives that students can relate to their own culture developing a sense of belonging and a deeper sensitivity towards contemporary identities.
2. To interpret	The ability to interpret social and cultural processes: by analyzing stories on cultural changes and observing progress, decline, or continuity while they also identify modern and colonial features.	The ability to interpret representations from different cultures: by examining texts from different cultures, viewpoints, and facts the student's critical thinking is enhanced.	The ability to interpret decentered perspectives: by scrutinizing the dichotomy between the dominant culture and the subjected one fostering the capacity of the students to highlight significant institutions, notions, ideas, events...
3. To orient	The ability to orient social and cultural processes: by incorporating instances of how different social groups use and interact with history focusing on symbols, traditions, imagery, myths...	The ability to orient representations from different cultures: by employing concrete notions and exemplifying models to identify different uses of history performed by different cultures, in other words, relating past events to current circumstances highlighting some specific issue.	The ability to orient decentered perspectives: by applying historical knowledge to interact and experience contemporary society during a multicultural exchange as an active citizen showing a deep understanding of cultural diversity, and moral and ethical standards among others.

Table 1. Based on the Matrix of the Intercultural Historical Learning Model (Nordgren & Johansson, 2015)

2.4. Appropriate Approaches and Methods to Promote Interculturality

When assessing education, different methods have been proposed to innovate and evolve within the educational field. Nikandrov (1990) comes up with the inseparable relationship between teacher and student that shapes the ground for a definition of ‘teaching

method'. Thus, a 'teaching method' is a way of monitoring or easing student learning aiming for a specific educational objective. It can be concluded then that teaching methods are formulated according to the different needs of students as well as an endless array of possible methods depending on the educational objective pursued.

Richards and Rodgers (1982) state methods are elaborated according to three levels: approach, design, and procedure. An approach addresses a theoretical dimension of learning relating language theory to language learning. A design refers to organizational aspects, particularly the specific organization of linguistic content by providing a detailed description of teaching materials, and teaching and learning roles. And last, a procedure conveys a practical scope to the previous elements, enumerating, for example, appropriate techniques. In this case, one teaching method and two teaching approaches have been explained by showing their immediate relevance and relation with interculturality elements: the Direct Method, the Communicative Language Teaching Approach (CLT), and the Task-Based Language Teaching Approach (TBLT).

2.4.1. The Direct Method

Agapova (2021) asserts new practices applied in educational fields are not fully effective nowadays, and provides an overview of the Direct Method as a traditional counterpart that is shown to be still effective by pointing out its main ideal: learners approach language "in a direct way" like children master their native language (p. 134). The Direct Method targets the foreign language as the only possible language performed in the EFL classroom. On the one hand, "semantization" becomes a way of teaching vocabulary through relationships between a mediation of visual aids and explicit direct explanations through demonstrations and actions. On the other hand, grammar is taught inductively by repeating speech patterns and error corrections. Hence, a series of features can be listed to define the Direct Method: foreign language usage is essential, vocabulary is focused on everyday use, lessons are conducted by exchanging questions and answers between teacher and students, grammar is learned inductively, and vocabulary is portrayed through visual and gestural aid.

Concerning the Direct Method ideals, teachers become fundamental agents mediating between their lessons and students. Flórez-Montaña et al. (2022) conclude interculturality must be promoted by the teacher in the EFL classroom through an intercultural model whose aim is to guide students to become intercultural speakers. Recalling the Direct Method dynamic of

questions and answers between the teacher and the students, intercultural development is clear by stating a cultural exchange of viewpoints and opinions with the teacher as a mediator of utterances, whereas students negotiate meaning and mediate culture by witnessing and interacting with others. Finally, the direct method is shaped as an ideal practice in which teachers' responsibility relies on promoting student interaction and fostering cultural diversity.

2.4.2. Communicative Language Teaching Approach (CLT)

Communicative Language Teaching (CLT) is meant to negotiate meaning by developing communicative competence encompassing sociolinguistic rules in interactional contexts while successfully applying appropriate grammar rules. This approach actively involves the whole student in the English as a Foreign Language (EFL) classroom by self-exploring the different relations among “people, things, and events” from a practical perspective conceiving language acquisition as an experience (Savignon, 1987, p. 236). Additionally, Barany (2016) argues interculturality features naming culture, knowledge, and values can be outsourced from an EFL classroom into the real world by promoting a CLT approach.

Having already set the main principles of CLT different functional components can be employed in the EFL classroom. Savignon (1987) highlights five components embedding different sets of tasks that can match the inherent goals of interculturality. From that initial list, three components become suitable for fostering interculturality matching appropriate tasks that could be used for a proposal developing intercultural historical learning.

“Language for a Purpose” is a component that highlights the usage of language for “real language use” (p. 238). This component is aimed at immersing students into different topics where they can see real usage in different issues “such as cooking, art, women, cinema, and drivers” increasing the student's motivation to learn English by getting examples of everyday usage of English in the secondary education classroom (p. 238). Moreover, students' progression will enable them to move away from intellectual standards to develop crafting and motor skills such as making recipes, learning sports, or creating handmade mockups widening the possible tasks that can be implemented in the EFL classroom. Thus, these latter tasks can be related to an intercultural perspective since students could for example build up mockups of a specific building located in an English-speaking country, or learn how to perform different traditions from other collectives just as they do for sports.

“My Language is Me” focuses on discovering self and foreign values and attitudes so students spread respect and acceptance towards others avoiding domination ideals. Notwithstanding, students will be reassured of a sense of community seeking common goals and a better understanding of their own experiences and opinions, that is, my language is me is meant to use EFL as a form of “self-expression” without hesitating on accuracy ideals (Savignon, p. 239). Recalling Clouet’s (2012) synthesis of current multicultural classrooms, this CLT component is linked with interculturality because multicultural and heterogeneous classrooms are becoming common in secondary education, and students will have to face intercultural exchanges of values and opinions fostering a mutual understanding among cultures.

“You Be, I’ll Be: Theatre Arts” promotes acting as a way of inner growth in the students’ learning process experimenting with roles using the second language as a tool of self-expression. This practice can be done with acting tasks such as simulations, scripted and unscripted roleplays, pantomime, and ensemble-building tasks (Savignon, p. 240). This practice is meant to develop interaction among students, and why not add a cultural context as well? Consequently, simulation tasks will become intercultural tasks deepening the mediation and relationship skills in which students can portray and interact between cultures.

2.4.3. Task-Based Language Teaching Approach (TBLT)

Nunan (2004) introduces Task-Based Language Teaching (TBLT) by analyzing and comparing definitions of ‘target tasks’ and ‘pedagogical tasks’. Thus, according to Long (1985), a ‘target task’ is meant for language usage outside the classroom, on real-life applications where the focus is not on linguistic outcomes, e.g., filling out a medical questionnaire. In contrast, Nunan’s take on a ‘pedagogical task’ is a classroom practice conceived to perform communicative language usage focusing on meaning rather than form accuracy with a clear purpose that can be assessed and completed.

After defining the concept of ‘pedagogical task’, Izadpanah (2010) lists Nunan’s eight principles for a successful TBLT:

- (1) “Scaffolding”: students should be provided with useful lessons and materials that help them improve their learning process in a supportive way (Nunan, 2005, as cited in Izadpanah, 2010, p. 51).

- (2) “Task chain”: task planning is vital; every task should be conceived as a continuum of the previous ones (p. 51).
- (3) “Recycling”: working with the same language grants more learning opportunities for students (p. 51).
- (4) “Organic learning”: language skills get increasingly better in a planned pace and manner (p. 51).
- (5) “Active learning”: taking action, doing practice, and actively using language are key aspects when learning a language (p. 51).
- (6) “Integration”: although meaning is the fundamental feature of TBLT, the grammatical form should be taught as a means of specific communication aims (p. 51).
- (7) “Reflection”: critical thinking must be fundamental fostering students’ self-capacity and independence to assess their progress and drawbacks (p. 51).
- (8) “Copying to creation”: creativity must be incorporated into these tasks to enhance students’ capacity to solve real-life issues (p. 51).

After listing TBLT's main features, a series of connections between interculturality and the TBLT can be described. First and foremost, appropriate materials should help students with their learning process but also, they are meant to widen their cultural scopes to different perspectives and standpoints. Second, according to the TBLT approach, lessons should be centered on the students’ outcomes and performance reinforcing student attitude and behavior towards interaction just as in intercultural ideals interaction and mediation between cultures would also benefit students' learning skills by appropriately adopting tolerant and open-minded points of view towards any communicative exchange. Last, critical thinking in TBLT enhances students’ capacity to handle new information and so do intercultural standards, otherwise, turning the unknown into familiar by comparing foreign cultures with their own experiences, knowledge, and beliefs.

3. Lesson plan: 21st century Wild West

3.1. Curricular Elements

The following proposal has been planned and designed according to the current Spanish educational legislation *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación*, paying special attention to intercultural needs, which is part of the 2030 educational agenda describing future education focused on sustainable development about contents, values, skills, and attitudes of students personal and academic growth (LOMLOE, BOE N° 340). Hence, elaborating a lesson plan that revolves around interculturality becomes a way of preparing students for future international needs advancing an even more heterogeneous and globalized cultural scenario in secondary education classrooms.

Spanish curriculum concerning cross-curricular contents and objectives must be developed in a proper lesson plan for secondary education. Cross-curricular contents depicted in Article 6.5 on pedagogical principles of the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria* are aimed at promoting values and attitudes that must be implemented in any subject to develop a successful acquisition of the targeted key competencies. Furthermore, objectives stated in Article 7 of the same decree complement the cross-curricular contents aiming at fully developing the students' key and specific competencies. Moreover, key competencies are defined in Article 2 as actions and behaviors essential for facing international and local challenges, while specific competencies are defined as actions and behaviors students must perform in different tasks and situations requiring specific knowledge from particular subjects.

Regional curriculum is described in the *DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León* detailing learning scenarios in Article 14 to promote the acquisition of the different competencies by implementing sequenced tasks that are globalized, stimulating, meaningful and integrating. Key competencies appear in Article 7 after the statements mentioned in the previous national decree tightly related to the stage objectives, listing eight competencies common to all secondary education: a) Competence in linguistic communication, b) Multilingual competence, c) Science, Technology, Engineering and Mathematics competence, d) Digital competence, e) Personal, social and learning-to-learn

competence, f) Citizenship competence, g) Entrepreneurial competence, h) Competence in cultural awareness and expression. Last, specific competencies, assessment criteria, and contents appear explained in Article 9. Specific competencies list the different operation descriptors of the output profile of a particular subject, assessment criteria are aimed to assess specific competencies fulfillment of a particular subject, and contents address three dimensions: the cognitive dimension of the knowledge acquired through the development of different competencies, the instrumental dimension concerning skills acquired, and the attitudinal dimension relating attitudes embodied by students.

3.2. Contextualization

This lesson plan was made according to international pedagogical suggestions and recommendations in the Common European Framework of Reference for Languages (CEFR) particularly focusing on interculturality and its didactic implications within the SUPRA level.

For the Spanish national legislation within the MACRO level, this lesson plan was embedded under the *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación*. At the same curricular level, five objectives were selected from the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria* appearing in Article 7 (b, d, i, j, l), besides, a cross-curricular content was drawn from Article 6.5 of this law to be developed in the lesson plan aiming for “mutual respect and cooperation among equals”, clearly linked with intercultural goals overall.¹

Next, within the MESO level, the key and specific competencies, assessment criteria, and contents were drawn from the *DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León* which is developed in the *BOCYL*. Thus, concerning the decree norms for the 4th year of Secondary Education (ESO), four key competencies were selected: linguistic communication competence was chosen to develop specifically two Syntactic Discursive Elements (4 & 14), the multilingual competence to use the foreign language to interpret historical and intercultural American Wild West features still present in nowadays occidental societies, the civic competence to develop strategies to aim for intercultural dialogue and reject any violence in a multicultural meeting, such as in a meeting with an American citizen or any

¹ Translated from the original version retrieved from Article 6.5 of the Real Decreto 217/2022, p. 8.

other person with different cultural backgrounds, and last, the cultural awareness and expression competence for the appreciation of cultural, linguistic and artistic competence, such as in examining texts from different perspectives like a migrant story. Four specific competencies were also developed (2, 3, and 6) from which six assessment criteria were selected and specified into a series of achievement indicators. In addition, two contents from section A (A.2, A.3, and A.4) and three others from section C (C.1, and C.3) were developed focusing on communication and interculturality aims. Finally, time schedules and timing of the lesson for the following course, 2024-2025 must be planned. It is a lesson plan designed for 8 sessions from March 5th until March 21st. First Foreign Language (English) in 4th year of Secondary Education (ESO) is taught 3 days a week. Hence, lessons will be taught on Mondays (8:30-9:20), Wednesdays (12:30-13:20), and Fridays (10:20-11:10).

The fourth curricular organization level, MICRO level, is devoted to the explanation of high school agendas and documents such as the Educational Project, the Didactic Program of the English department, or the document on Internal Regulations. This lesson plan has not been carried out in any high school yet, so no documents have been checked.

Lastly, concerning the NANO level, this lesson plan is designed for 20 students aged 15-16 years old currently studying their 4th Year of Secondary Education (ESO). Some non-significant attention measures could be considered. For example, for this lesson plan, interaction and oral communication are key. Hence, the desk placements will be arranged in U-shape to rearrange the classroom space and favor expositions and debates whereas group work will be done by placing four desks together facing each other to ease face-to-face communication. Moreover, to motivate oral participation, students will be encouraged to do different tasks in pairs using varying groupings, in groups of four and six students, or debates mediated by the teacher.

The classroom is equipped with a digital blackboard, an Internet connection, and a folding screen for a projector. Additionally, 20 tablets and 5 laptops were asked in janitorial since several tasks require ICT usage. For classroom management, pair work and group work of 4 and 6 students will be put into practice, and two lessons will be conducted with the U-shape desk placement to ease face-to-face communication in debates and oral interaction.

This lesson plan aims at fostering American Wild West culture for it might be ignored and excluded from curricular materials since it is a past historical period and is mainly portrayed

through violence. Language, culture, and history are blended to provide students with a fruitful experience on how to develop their intercultural competence enhancing at the same time their language proficiency, their critical thinking and democratic values, and their openness to cultural diversity exposition and interaction. Eventually, the syllabus is situational, following the TBLT approach and aiming to develop communicative skills in real-life scenarios.

3.3. Objectives

On the one hand, five educational objectives referring to English as First Foreign Language were drawn for the elaboration of this lesson plan from the curricular national framework of Spanish legislation detailed in Article 7 of the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*. Hereafter, a translation of the Stage Objectives is provided.

- b) To develop and consolidate habits of discipline, studying, individual, and teamwork as a necessary condition for the effective realization of learning tasks and as a means of personal growth.
- d) To strengthen their affective abilities in all areas of their personality and in their relationships with other people, as well as reject violence, prejudice of any kind, sexist behavior, and peaceful conflict resolution.
- i) To properly understand and express themselves in one or more foreign languages.
- j) To know, value, and respect the basic aspects of one's own and other people's culture and history, as well as the artistic and cultural heritage.
- l) To appreciate artistic creation and understand the language of the different artistic manifestations, using varying means of expression and representation.²

On the other hand, particular objectives related to historical and cultural knowledge were also sought to improve the intercultural competencies of the students. It is intended to deepen into American history and culture by experiencing, interpreting, and orienting past events of the 19th-century Wild West period in students' daily lives through the development of an intercultural timeline. Students are also considered to elicit and integrate foreign culture

² Translated from the original version retrieved from Article 7 of the Real Decreto 217/2022, pp. 8-9.

and history into their mindset by examining educational materials ranging from short stories such as Bierce's "Chickamauga," migrant narratives such as the CNN article summarizing the Chinese Exclusion Act, or film excerpts based on true stories portraying a comparison between foreigners in America and Spain. In addition, this lesson plan is designed to promote appropriate and correct behaviors when participating in a cross-cultural encounter, enhancing their sympathy towards the unfamiliar and reinforcing their tolerance in embracing cultural diversity. It is not an explicitly collaborative lesson plan, as it mixes autonomous work with teamwork. It is implied then, that students will be able to work properly in groups meeting common aims respectfully with their peers, treating them as equals, and establishing a good classroom climate.

3.4. Key Competencies

Key competencies appear in the national legislation and are specified within the *DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León*. As said before, key competencies aim at promoting essential behaviors and dispositions when dealing and coping with international and local challenges. It is worth mentioning that their development is linked with the specific competencies. For this lesson plan, four key competencies were considered for developing intercultural skills in students relating to language, history, and culture.

First, linguistic communication competence was chosen to develop interaction through different tasks such as brainstorming, image descriptions, debates about film clips and written articles, and opinion sharing about immigration. Teacher-student and student-student dialogue is expected, and teamwork is also integrated through pairs, groups of four and six students, and the whole class group mediated by the teacher. The ultimate aim is to boost students' confidence when using their first foreign language (English).

Second, the multilingual competence was selected to use the foreign language to interpret historical and intercultural American Wild West features from the 19th century still present in nowadays occidental societies. Students will then enhance their linguistic mastery when they can link foreign cultures and history to their background. The final aim of this competence is to turn students into democratic citizens. The final task of the lesson plan fulfills this aim by making students compare, interpret, value, and orient foreign American culture to

the Spanish culture mediating foreign language vocabulary to simplify it into an oral presentation, considering their audience is a group of Spanish students.

Third, civic competence was chosen by prompting intercultural dialogue and rejecting any violence in a multicultural meeting, such as in a task where students must perform a roleplay: a meeting between Spanish guests and American hosts on a countryside farm. However, this competence also points out rejecting violence, which is why, students will have to write an essay to shed light on immigration issues by recalling the Chinese Exclusion Act, a xenophobic American law banning Chinese immigrants. Students will have to ponder this and connect it with current immigration issues in Spain.

Last, cultural awareness and expression competence were selected to foster students' motivation to appreciate cultural, linguistic, and artistic pieces of work. In this lesson plan, students can compare in a debate on similarities and differences between two film clips, *The Searchers* (1956) and *As Bestas* (2022) both portraying stories based on true past events. Moreover, literary texts will also be examined through a debate on the decline, progress, and continuation of a triptych about Bierce's short story "Chickamauga", which portrays the changes an American community undergoes before and after the American Civil War.

3.5. Contents

Six different contents from three sections of the *DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León* were selected for this lesson plan for fourth Year of Secondary Education.

Three contents from section A covering communication were drawn, contents A.2, A.3, and A.4. The former, A.2, is about mediation activities that show students' mastery of knowledge, skills, and attitudes in daily life scenarios. Since interculturality has to deal with interaction and mediation between cultures and languages, this content is a must as a core for oral tasks that require teamwork in this lesson plan. Since two Syntactic Discursive Elements (4 & 14) are going to be developed in this proposal, A.3 was vital, it summarizes all possible communicative functions developed in the 4th year of Secondary Education from which time expressions (*at that time, a long time ago...*) and adverbs (*already, ago, yet*) will be useful to describe past events while opinion expressions (*as I see it, I feel, I believe...*) will be used for interaction activities involving personal views on cultural topics related to Wild West history.

Finally, A.4 addresses text comprehension and production reckoning the audience targeted, the context of production, and literary features which will be developed by reading a news article and a short story based on true events. Afterward, students will have to write scripts for an oral presentation and a brief opinion essay.

Plurilingualism is also explored in this lesson plan by including content B.1. This content refers to the different strategies and techniques used in specific communicative contexts considering the linguistic constraints and mastery of the use of language. 4th of ESO students do not require a high expertise in foreign language use, but a low intermediate level between an A2 and a B1 considering the CEFR standards for ESO. However, there are three specific tasks within the lesson plan that students need to show a certain degree of English adequacy. Students will have to do a roleplay embedded as an intercultural meeting between American and Spanish people as the main task of the first learning scenario, an oral exposition presenting two famous 19th-century personalities and their main accomplishments which is a training for the final task, in which they will must show their level of language suitability in an oral exposition about the Wild West to a Spanish audience. In short, these tasks are aimed at making students evaluate their communicative skills focusing on fluency outcomes while they assess their language limitations in the foreign language as a mirror of their mother tongue.

Interculturality contents are detailed in section C covering, from which two contents were drawn: C.1, and C.3. The first content, C.1, refers to the foreign language as a means of communication and knowledge. It is clear that C.1 is triggered in every intercultural exchange, therefore it was included as the basis for the whole lesson plan aiming at turning students into competent intercultural speakers. Moving on to C.3, which is about sociolinguistic and sociocultural aspects in everyday life, it was relevant to include it since a whole picture of the Wild West about the current context in Spain was needed, the way people act and live has been cyclical and foreign patterns of conduct can be acknowledged into students' own culture and life. It was performed through comparisons drawing the main similarities and differences between foreign culture to Spanish culture, a dichotomy that cannot be limited to country constraints, hence including attitudes, values, traditions, customs, norms, and culture among others.

3.6. Methodologies

The Direct Method was used to develop this proposal as the main educational methodology. It was selected due to the interaction it entails both teacher-student and student-student. This method motivates students to participate in image descriptions and actively learn specific vocabulary related to Wild West culture and history or guided debates around history evolution or cultural diversity resolutions, such as what measures would be useful to welcome and integrate immigrants into one's country. Oral communication improvement would be another aim of this method, making the student increasingly more comfortable using the foreign language. Thus, students can freely provide feedback, mediate short texts to their partners, and negotiate meaning by sharing and understanding opinions on real-life topics ensuring the student's personal growth. Nonetheless, this methodology allows a traditional outlook on grammar aspects. The teacher's input will be fundamental to conveying grammatical structures like opinion expressions or placing and ordering events in time using adverbs, prepositions, and past simple/present perfect verbal tenses.

According to the approaches developed for this proposal, the Communicative Language Teaching approach (CLT) and the Task-Based Language Teaching approach (TBLT) were implemented. The CLT shares a similar aim to the Direct Method, enhancing communicative competence by experiencing real-life language usage in interactional contexts. From this standard language, culture, and history can be related. In oral presentations, students can link their acquired knowledge to an exposition showing their communicative skills progression but it is far more rewarding to perform roleplays. Simulating real-life scenarios will motivate students to achieve a deeper understanding of communicative relationships and cultural diversity, in other words, students will become intercultural speakers. Besides, implementing a TBLT approach provides students with a continuous and linked series of tasks that ease foreign language acquisition. Language will be acquired through active practices revolving around materials planned to trigger students' motivation and take an active role. Students can feel free to share and express their opinions in guided debates over migrant narratives and videos about cultural differences and similarities. Ultimately, creativity will be rewarded when designing a timeline related to the Wild West culture and history in terms of visual display and variety of the information retrieved and shown.

Taking into consideration the methodological recommendations from the *DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la*

educación secundaria obligatoria en la Comunidad de Castilla y León on Foreign Language teaching a series of guidelines can be spotted about language use, appropriate teaching approaches, ICTs, timing, and classroom environment.

The English language will be performed throughout the planned lesson, reaffirming what the Direct Method states that the mother tongue should remain a secondary tool. The already described CLT approach is highlighted as vital to achieving the key and specific competencies aims. Hence, interaction tasks such as those referring to intercultural dialogue were implemented too, such as a roleplay simulating a meeting between Spanish guests and American hosts in a countryside farm bringing to light rural tourism in the US.

Concerning ICTs, 21st-century resources and materials must also be incorporated into a lesson plan with tools that connect a globalized world. In this lesson plan, the final task is carried out through a free online website called “time.graphics” which is meant to create visual templates for chronological timelines, and other materials have been drawn from the Internet, such as film fragments and short videos from YouTube or image presentations of Wild West features from Canva.

Eventually, an emphasis on timing and classroom environment is mentioned. A common structure was strictly followed throughout all the sessions: one warm-up task lasting less than 10 minutes, two reinforcement tasks lasting 20 minutes each, and an ending or wrap-up task to complete the 50-minute lessons. There is an exception for session 7 which is planned for the script writing for the final task and session 8 which is entirely devoted to the final task. About the classroom environment, autonomous and group work were determined to adapt and fill individual and cultural needs conceiving the classroom as a safe and healthy environment. In this way, rewarding each utterance students perform through a plus-grade continuous assessment facilitates peer work and oral participation.

3.7. Assessment

Assessment has been done using a triple approach, continuous, formative, and summative established in the name of the document *ORDEN EDU/424/2024, de 9 de mayo, por la que se desarrolla la evaluación, la promoción y la titulación en la Educación Secundaria Obligatoria en la Comunidad de Castilla y León*. Thus, this assessment seeks to improve the student's performance over the selected competencies and communicative skills, learning contents, and personal values and responsibilities.

With regards to the continuous assessment, 20% of the mark will come from oral participation from the students in debates, roleplays, opinion sharing in pairs, and meaning negotiation activities reordering a text into its correct chronological order. The teacher will mediate between peers to aim for everyone's participation motivating voluntary participation with plus-grades. Since intercultural education focuses on interaction, it is sensible to consider that one-fifth of the grade comes from oral participation, students will progressively become more and more comfortable in a relaxed environment where they will experience communicative skills improvements in real-life scenarios.

Concerning formative assessment two written tasks will be collected in two different sessions resulting in 20% of the lesson plan total mark. A first individual opinion essay will be done individually as task 3 of session 2 to show students' dispositions and concerns over immigration, it will be between 80 to 100 words and it is expected to show first-person singular opinion expressions, a three-paragraph structure, and a relation between past events concerning the Chinese Exclusion Act set in the US in 1882 to present times in Spain. A second brief written essay will be collected in task 2 of session 5, this time it will be a collaborative essay in which they will have to look for two American personalities from the 19th century and summarize their main accomplishments into a brief autobiography, besides, they will have to add the other two personalities from the other 4 groups shaping a kind of decalogue of famous personalities of that time. This writing is expected to contain at least two-time prepositions and adverbs and the use of past simple/present perfect verbal tenses for past descriptions. Each written essay will involve 10% of the total mark of the formative assessment.

Eventually, the summative assessment is devoted to the final task consisting of an oral presentation regarding an intercultural timeline of 19th-century American Wild West features. It will be split into two parts: scripts and oral presentation. The presentation will last 7 minutes, all members of a group of four classmates must participate and will have to include 5 brief descriptions of historical events with images that portray those events, 2 personalities with brief autobiographical summaries and portrait images, a summary of a literary work that is related to a real historical event, and a reflection of comparison between an event of the time with an event occurring today in Spanish society. This final task will be described as an intercultural oral presentation as students will have to mediate between languages and cultures. The students will perform it in English while their audience will be composed of Spanish speakers seeking to learn more about the culture of the Wild West expecting to witness an adequate level of

English. This task will account for 60% of the total grade of the didactic unit. A heterogeneous evaluation will be carried out by the teacher, who will be in charge of grading 20% of the written scripts elaborated in the preparation session immediately preceding the final session and a 20% grade for the actual oral presentation in the last session. The remaining 20% of the total grade will consist of a co-evaluation carried out by the rest of the students.

The following table compiles and gathers all the grades to simplify percentages related to every category already mentioned:

Instrument/Procedure	Percentage of the Final Mark	Description
Oral Participation	20%	Every oral participation in opinion sharing, debates, roleplays, and image description will count for this assessment section.
Written essays	20%	A 10% will be devoted to task 3 session 2: individual opinion essay on immigration. Another 10% will be devoted to task 2 session 5: collaborative essay about a decalogue on 10 famous 19th-century American personalities
Final task	60%	This oral presentation is divided into 3 parts having equal weight on the final mark: a heterogeneous assessment will be performed by the teacher accounting 20% of the written scripts and 20% of the oral presentation, and the remaining 20% will be devoted for peer co-evaluation on the oral presentation.

Table 2. Lesson plan assessment criteria

3.8. Lesson Plan

This lesson plan, “21st-century Wild West”, aims to enhance students’ intercultural competence by including history in the FL classroom, specifically Wild West American features from the 19th century from a cultural and historical point of view.

Nordgren & Johansson's (2015) Intercultural Historical Learning model was used as the basis for this lesson plan. This model allows students to experiment, interpret, and orient different cultural features such as social and cultural processes, cultural representations, and decentered perspectives which will be compared and analyzed with their own culture, enhancing at the same time their intercultural competence. Since interculturality aims to encourage dialogue through interaction in contexts where people from different cultural backgrounds meet, each session has at least one interaction task.

Nordgren & Johansson (2015) mention some materials and strategies to improve intercultural competence through history like migrants' stories such as in session 2 reflecting on the CNN article that presented the Chinese perspective on coping with the Chinese Exclusion Act; highlighting relevant concepts, symbols, institutions, and personalities such as in session 1, 4 and 5; analyzing texts, in this case, Ambrose Bierce's short story "Chickamauga", from different perspectives such as in session 6, or with contemporary equals relating the foreign culture with the student's native culture, two films shown in session 3 presented clear similarities: *The Searchers* (1956) and *As Bestas* (2022).

It is worth mentioning that research tasks and the completion of the intercultural timeline require using ICTs, so each student will use their tablets while sharing their common notes on one laptop for each group, so 20 tablets will be needed. Moreover, if the high school does not have access to this technology, the IT room will be required in most of the sessions mainly for research purposes and the elaboration of the final task. Students will need an Internet connection with a Digital blackboard with access to a Google browser, YouTube, and PDF reader.

3.8.1. Session 1

The first session of this lesson plan will be shaped as an overall introduction to Wild West culture. First, an initial brainstorm will be conducted so that students can freely voice out whatever they think is relevant to Wild West culture, they are already in their 4th Year of Secondary Education (ESO), so it is implied basic notions of American culture are already settled in the students' mindset. Furthermore, the teacher will unveil a series of items to ease this process, by showing 'realia' items: a hat, a gold coin, a map, an eagle feather, and a sheriff's badge. Each item represents one specific aspect of Wild West culture: cowboys, territorial expansions and annexations, the gold rush, native American people, and laws, respectively. After this initial brainstorming, students will be divided into five groups of four people and they will be given one of these items, so they will have to find some historical events and facts on their tablets on the corresponding topic.

Next, the second half of the session will be devoted to information exchange, each group will have 20 minutes to seek information on the other topics by asking the rest of the groups, so they will end up having a summary of every topic researched and they will begin to interact with others promoting a respectful dialogue concerning foreign culture aspects, and they will have to mediate what their partners tell them to summarize it on their papers. Last, the teacher will ask the students to stand up and take sides depending on their ideals, avoiding previous stereotypes discussed in the session and encouraging critical thinking. Students will move to

the right side of the classroom if they agree with the statement said by the teacher or to the left if they disagree with it.

3.8.2. Session 2

This session will start with a video summarizing the Chinese Exclusion Act, a xenophobic law restricting Chinese immigration to the US in 1882. It will only take the first 5 minutes of the session to watch the video. Thus, the teacher can elicit students' first impressions on immigration and how prone they are to acknowledge and study foreign cultures. The next task will be devoted to a lecture on a CNN article summarizing the life of Chinese migrants living in the US during the 19th century. This task aims at sensitizing students on migrants' lives and what it entails to live subdued to a dominant culture.

However, intercultural education focuses on the positive side of interculturality rather than unacceptable behaviors towards anything from a foreign culture. Hence, students will have to write a brief essay on what they would do to welcome immigration and face cultural inequalities by reflecting on sensible laws, hospitality, working conditions... They will have 20 minutes to include their ideas on how to manage immigration within their country. This session will end with a focus on welcoming differences, students will set up a dialogue with a partner sharing their views and opinions in pairs. It will last 5 minutes and it is a way of incorporating interaction to fulfill communication needs while widening students' mindsets by listening to different opinions on a given subject, in this case focusing on immigration and self-awareness.

3.8.3. Session 3

This third session concludes with the first learning scenario: Participating in an Intercultural Exchange. The classroom desks will be placed in a 'U'-shape since students will be required to debate about two videos and interpret a spontaneous acting simulating an intercultural meeting between two American tourists and two Spanish hosts and vice versa. Firstly, students will be asked to summarize the two previous sessions as a recap of everything concerning Wild West culture and history. Secondly, they will watch two fragments of two different films. They will first watch a clip from *The Searchers* (1956), about a conversation between a cowboy and a Comanche leader. Then, they will watch the trailer of the Spanish film *As Bestas* (2022), about a French man trying to integrate and live in a rural town in Galicia with other local people. Students will be asked to compare the differences and similarities between the two videos. The teacher may ask some questions to break the ice and guide the discussion.

The objectives of this task are to highlight dialogue as the main tool for intercultural understanding, to reach a common agreement on kindness towards the unknown to establish healthy bonds between people from different backgrounds, and to orient a foreign cultural issue to their reality.

After analyzing and comparing the previous videos, students will be asked to do a brief roleplay, simulating how they are hosts and tourists in a meeting between American and Spanish people in an American rural village rooted in Native American traditions. The class will be divided into five groups of four students. They will have 10 minutes to rehearse if needed and 2 minutes to play their roles in front of the classroom. This activity specifically targets interaction, beyond that they will have to represent everything they have assimilated from the foreign culture and display it in a quick performance. Moreover, this task lets students experience what a possible intercultural meeting may feel and look like, and how they handle that interaction open-mindedly. Finally, general feedback will be shared within the last 5 minutes of the lesson to wrap everything up.

3.8.4. Session 4

The second learning scenario starts with the description of a timeline. The teacher will show a timeline on the digital blackboard and students will indicate its main elements for 5 minutes. The second task will last 20 minutes and is related to previous topics concerning the Wild West, in this case, students working in groups of four will have to look on their tablets for ten historical facts or events happening with their corresponding dates in the 19th century in the United States.

From this initial research, each group will select one member and will stay just outside the classroom. In this task, the teacher will ask one group for one historical event and will search on the Internet for an image portraying it. Then, the teacher will remove the image from the digital blackboard after one minute and will ask the students outside the classroom to come inside. Afterward, the rest of the groups that were inside the classroom would have to describe the image to their peers who had not seen it and would have to draw it. This process will be repeated three more times until every member of each group has drawn one image. This task relates time events to visual aids so students can identify an image of a historical event that can be used for their timeline in the final task.

3.8.5. Session 5

This session will be focused on American literature and the classroom desks will be placed in a U-shape to ease communication in a debate set for the third task. First, students will be asked to reflect on the relation between culture, history, and literature for 5 minutes drawing the main ideas on what it encompasses. For the next task, students will be divided into two groups of seven peers and another one of six learners, although ideally this activity would be better performed with the same number of students in each group. Nevertheless, each group will be handed six different fragments, ranging from letter A to letter F, of Ambrose Bierce's American short story "Chickamauga" (1889). Therefore, each student from each group will have one excerpt. They will have six minutes to try to memorize as much information as they can. Then, the teacher will ask them to stand up and form new groups calling one letter at a time of six and seven students. They will have six minutes to exchange and mediate the information with their group. After six minutes, the teacher will ask each group for the order of the story and will eventually reveal the correct order.

The second half of the lesson will be split into two tasks. The first one will be focused on a guided debate by the teacher about the topics of the short story and how they relate to the history and culture, that is, interpreting decline, progress, or a continuation of what they have seen from rural America, war outcomes, laws, everyday life in the US during the 19th century...

3.8.6. Session 6

This session starts with the teacher reading 5 quotes from the blackboard and showing 5 different images. Students will have 5 minutes to relate each statement to the correct image. Then, students working in groups of four will have to look for two famous American personalities of their choice like presidents, writers, or politicians among others, and highlight them with one famous quote linked to a summary of their lives and accomplishments. The teacher will make sure that no personality is repeated in any group.

The next task is a continuation of the previous one because each group will make a brief oral exposition about the personalities they have chosen, while the rest of the groups will mediate and summarize everything their peers say into their list of celebrities, so each group will end up having 10 personalities in total. They will have 10 minutes to prepare the expositions and 2 minutes to present them.

3.8.7. Session 7 & 8

These last two sessions are devoted to the preparation and oral exposition of the final task. In session seven, students will have the whole 50 minutes to end their timelines and write the scripts they will use for their final task. The teacher will recall everything they must include for their final task and will provide suggestions while checking every group if needed.

The final task consists of an oral exposition of an intercultural timeline, which must include at least ten historical facts, one image portraying one of these facts, one quote together with a brief autobiography of a famous 19th-century personality, one 19th-century literary piece of writing that is related to a true historical fact, and a final reflection that links some event to a contemporary issue happening in Spain orienting foreign culture into their one. The students will have 7 minutes per group to present their timeline, while the rest of the groups will be handed simple assessment tables to fill. Each member of the groups is required to participate and speak during the expositions, whereas every other student must fill out the assessment tables individually paying attention to what their peers are saying. If there is time left after every oral exposition, questions, comments, and feedback from the students will be shared as well as immediate feedback from the teacher as well.

4. Conclusions

This proposal poses an example of properly including history in the ELF classroom, not just as mere blank content that anecdotally augments stereotypes, but as a way to meet students' needs to become competent intercultural speakers. A necessity to include history in the intercultural teaching of English as a foreign language emerges when it is acknowledged that past events cause an impact, reverberate, and are reproduced in current and future times, besides shaping and maturing the students' mindsets as teenagers who are constantly forming and rebuilding their idiosyncrasy.

It is safe to say that the traits of the American Wild West of the 19th century are still present in culturally developed Western societies. Although secondary education classrooms are experiencing an exponential change in cultural heterogeneity and globalization that will only continue to grow, narrow-minded and inflexible views are unfortunately still present and passed down generationally. However, it is by revisiting history and promoting intercultural education, positive values, dialogue, and cultural acceptance that xenophobic and inflexible behaviors can be erased.

The new postmodern ideals define culture as a dynamic concept that turned history into a static counterpart becoming ignored and undervalued in foreign language teaching. However, as seen in the proposal presented, history can be experienced, interpreted, and oriented towards a meaning that is no longer static but as a means of connecting past events with the present context. This connection is established in educational contexts in which a secondary education classroom becomes a nurturing environment to explore different points of view, opinions, and interpretations of historical events. Thus, students' critical thinking and self-awareness improve without being scrutinized but rather seeking common goals and mutual respect imposed by a civil dialogue. English as a foreign language is simultaneously developing students' intercultural communicative skills.

Future studies and implementations of history proposals in EFL should try to develop other different historical periods such as the Victorian or Elizabethan era rather than another American period, and more varied materials such as exploring other uses of ICTs and sources that can be more closely linked to the students' experiences as these proposals aim to delve into students' lives outside the classroom. Ultimately, including other more varied methodologies such as gamification would also enhance students' values, skills, attitudes, and abilities.

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6. Appendix

6.1. General Chart of the Lesson Plan

Stage: Secondary Education (ESO)				Level/Course: A2-B1, 4 th Year		Timing: 8 sessions – Second term	
Stage Objectives: b, d, I, k, l.							
Key competencies CCL, CP, CC, CCEC				Specific competencies 2 // 3 //6			
Contents Section A: A.2, A.3, and A.4 Section B: B.1 Section C: C.1 and C.3 Syntactic Discursive elements 4 & 11				Assessment Criteria 2.2/2.4 3.1/3.2/3.3 6.1/6.2/6.3			
Learning scenarios							
1. Sessions 1-3: Participating in an Intercultural Exchange 2. Sessions 4-8: Presenting an Intercultural Timeline.							
Tasks per session							
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
<i>What's the Wild West like?</i>	<i>Watching Wild West history</i>	<i>History Recap</i>	<i>Time is on Your Hands!</i>	<i>Literature, Culture, and History</i>	<i>Word of Honor</i>	<i>A Thread of History and Culture</i>	<i>The Wild West Is More Alive Than Ever!</i>
<i>Browsing the Wild West 1.0</i>	<i>Dark Side of Wild West History</i>	<i>When Fiction Meets Reality</i>	<i>Browsing Wild West 2.0</i>	<i>All for One and One for All!</i>	<i>19th-century American Celebrities</i>	<i>You're Writing History!</i>	
<i>Sharing is Caring!</i>	<i>Is the Past Still Present?</i>	<i>Ready, Set... Action!</i>	<i>You Speak, I Draw</i>	<i>The Calm Before the Storm</i>	<i>Gossiping about Celebrities</i>		
<i>Choose your Side!</i>	<i>Two Heads Are Better than One</i>	<i>Don't Judge a Book by Its Cover</i>					
Attention to Diversity – This lesson plan is aimed at a group of 20 students, nobody requiring special needs, although non-significant aids may benefit students' learning styles. To ease oral participation U-shape desk placement was implemented to ease face-to-face interaction in debates, opinion sharing, roleplays, brainstorming tasks, and image descriptions.							

6.2. Session Charts

Session 1			
Specific Competencies 2 // 3 //6	Achievement Indicators		
	2.4.1 The student can properly express Wild West-related ideas, concepts, and opinions from a picture. 3.2.1 The student efficiently participates and collaborates to summarize 19th-century American historical events and personalities. 3.3.1 The student can effectively communicate in an information exchange context. 6.1.1 The student is sympathetic and respectful toward intercultural issues rejecting stereotypes and prejudices.		
Subject Contents A.2 C.1, C.3	Cross-Curricular Contents		
	6.5. Mutual respect and cooperation among equals (Real Decreto 217/2022)		
Tasks	Specific Competencies	Contents	Achievement Indicators
<i>What's the Wild West like?</i>	2	C.3	2.4.1
<i>Browsing the Wild West 1.0</i>	3	C.1 C.3	3.2.1
<i>Sharing is caring!</i>	3	A.2 C.1	3.3.1
<i>Choose your side!</i>	6	C.3	6.1.1

Session 2			
Specific Competencies 2 // 3 //6	Achievement Indicators		
	<p>6.2.1 The student can orally appreciate and assess the cultural value of American history using appropriate opinion expressions.</p> <p>6.1.1 The student is sympathetic and respectful toward intercultural issues rejecting stereotypes and prejudices.</p> <p>2.2.1 The student can properly write a composition reflecting on the relevance of 19th-century American events</p> <p>3.3.2 The student can compare 19th-century American sociocultural features with Spanish current issues orally.</p>		
Subject Contents A.2, A.4 C.3	Cross-Curricular Contents		
	6.5. Mutual respect and cooperation among equals (Real Decreto 217/2022)		
Tasks	Specific Competencies	Contents	Achievement Indicators
<i>Dark Side of Wild West History</i>	6	C.3	6.2.1
<i>Reading through history</i>	6	A.4 C.3	6.1.1
<i>Is the past still present?</i>	2	A.4 C.3	2.2.1
<i>Two heads are better than one</i>	3	A.2	3.3.2

Session 3			
Specific Competencies 3 //6	Achievement Indicators		
	3.2.1 The student efficiently participates and collaborates to summarize 19th-century American historical events and personalities. 3.3.2 The student can compare 19th-century American sociocultural features with Spanish current issues orally. 6.1.1 The student is sympathetic and respectful toward intercultural issues rejecting stereotypes and prejudices. 3.3.1 The student can effectively communicate in an information exchange context. 6.2.1 The student can orally appreciate and assess the cultural value of American history using appropriate opinion expressions.		
Subject Contents A.2, A.3, A.4 B.1 C.1, C.3	Cross-Curricular Contents		
	6.5. Mutual respect and cooperation among equals (Real Decreto 217/2022)		
Tasks	Specific Competencies	Contents	Achievement Indicators
<i>History recap</i>	3	C.3	3.2.1
<i>When fiction meets reality</i>	3	A.4 C.1	3.3.2 6.1.1
<i>Ready, set... action!</i>	3 6	A.2 A.3 C.3 B.1	3.3.1 6.1.1
<i>Don't judge a book by its cover</i>	6	C.3	6.2.1

Session 4			
Specific Competencies 2 // 3	Achievement Indicators		
	2.4.1 The student can properly express Wild West-related ideas, concepts, and opinions from a picture. 3.2.1 The student efficiently participates and collaborates to summarize 19th-century American historical events and personalities. 3.3.1 The student can effectively communicate in an information exchange context. 6.2.1 The student can orally appreciate and assess the cultural value of American history using appropriate opinion expressions.		
Subject Contents A.2, A.3 C.1, C.3	Cross-Curricular Contents		
	6.5. Mutual respect and cooperation among equals (Real Decreto 217/2022)		
Tasks	Specific Competencies	Contents	Achievement Indicators
<i>Time is on your hands!</i>	2	A.3	2.4.1
<i>Browsing Wild West 2.0</i>	3	C.1 C.3	3.2.1
<i>You speak, I draw</i>	3	A.2 C.1	3.3.1 6.2.1

Session 5			
Specific Competencies 3 // 6	Achievement Indicators		
	<p>6.2.1 The student can orally appreciate and assess the cultural value of American history using appropriate opinion expressions.</p> <p>3.3.1 The student can effectively communicate in an information exchange context.</p> <p>3.3.2 The student can compare 19th-century American sociocultural features with Spanish current issues orally.</p> <p>6.1.1 The student is sympathetic and respectful toward intercultural issues rejecting stereotypes and prejudices.</p>		
Subject Contents A2, A.4 C.1, C.3	Cross-Curricular Contents		
	6.5. Mutual respect and cooperation among equals (Real Decreto 217/2022)		
Tasks	Specific Competencies	Contents	Achievement Indicators
<i>Literature, Culture, and History</i>	6	C.3	6.2.1
<i>All for one and one for all!</i>	3	A.2 C.1	3.3.1
<i>The calm before the storm</i>	3 6	A.4 C.1	3.3.2 6.1.1

Session 6			
Specific Competencies 2 // 3 // 6	Achievement Indicators		
	2.4.1 The student can properly express Wild West-related ideas, concepts, and opinions from a picture. 3.2.1 The student efficiently participates and collaborates to summarize 19th-century American historical events and personalities. 2.2.1 The student can properly write a composition reflecting on the relevance of 19 th -century American events 3.3.1 The student can effectively communicate in an information exchange context. 6.2.1 The student can orally appreciate and assess the cultural value of American history using appropriate opinion expressions.		
Subject Contents A.2, A3, A.4 B.1 C.1, C.3	Cross-Curricular Contents		
	6.5. Mutual respect and cooperation among equals (Real Decreto 217/2022)		
Tasks	Specific Competencies	Contents	Achievement Indicators
<i>Word of Honor</i>	2	A.3	2.4.1
<i>19th-century American celebrities</i>	3 2	A.4 B.1 C.3	3.2.1 2.2.1
<i>Gossiping about celebrities</i>	3 6	A.2 C.1	3.3.1 6.2.1

Session 7			
Specific Competencies 2	Achievement Indicators		
	2.4.2 The student properly elaborates a Wild West-related timeline including comments, images, and videos. 2.4.3 The student describes 19th-century American history and culture in clear, coherent, and cohesive scripts. 2.4.4 The student describes past events using past verbal tenses at least five times. 2.4.5 The student can properly relate 19th-century American issues with current Spanish concerns in scripts. 2.2.2 The student composes a script on Wild West culture using appropriate vocabulary 2.2.3 The student writes a 100-word script for an oral exposition of 19th-century American History.		
Subject Contents A.2, A.3, A.3 C.1, C.3	Cross-Curricular Contents		
	6.5. Mutual respect and cooperation among equals (Real Decreto 217/2022)		
Tasks	Specific Competencies	Contents	Achievement Indicators
<i>A Thread of History and Culture</i>	2	A.4	2.4.2
<i>You're Writing History!</i>	2	A.4 C.3	2.4.3 2.4.4 2.4.5 2.2.2 2.2.3

Session 8			
Specific Competencies 2 // 3 //6	Achievement Indicators		
	<p>2.4.2 The student can properly express ideas, concepts, and opinions elaborating a Wild West-related timeline including comments, images, and videos.</p> <p>3.2.1 The student efficiently participates and collaborates to summarize 19th-century American historical events and personalities.</p> <p>2.4.6 The student accurately describes timeline events within an oral presentation.</p> <p>6.2.1 The student can orally appreciate and assess the cultural value of American history using appropriate opinion expressions.</p> <p>6.3.1 The student produces an oral exposition portraying the 19th-century American Wild West.</p>		
Subject Contents A.2, A.3, A.3 B.1 C.1, C.3	Cross-Curricular Contents		
	6.5. Mutual respect and cooperation among equals (Real Decreto 217/2022)		
Tasks	Specific Competencies	Contents	Achievement Indicators
<i>The Wild West is more alive than ever!</i>	2	A.2	2.4.2
	3	A.3	3.2.1
	6	A.4	2.4.6
		B.1	6.2.1
		C.1	6.3.1
		C.3	

6.3. Task Charts

Task Number 1 - Session 1		
Title: <i>What's the Wild West like?</i>	Type: warm-up	Timing: 5 minutes
Classroom management: Students are seated in rows of two. No groups will be required	Resources: Wild West realia & memorabilia: a hat, a gold coin, a map, an eagle feather, and a sheriff badge. Final task sheet	
<p>Linguistic input:</p> <p>Hello everybody! I hope you are doing fine because we will start a new lesson plan today! I'm sure most of you know the Wild West period, there's been plenty of material in popular culture, films, magazines, TV series... I want to see what you know about it. So, let's begin with a quick brainstorming, this must be quick, nothing too fancy, just whatever comes into your mind, okay? I'll start, for me the Wild West period recalls sunny arid landscapes where the horizon is limitless.</p> <p>Now, it's your turn, don't hesitate to share any ideas, there's no need to raise your hands either. (Waits for students' answers) There you go! Cowboys, perfect! Here's a typical leather hat worn by cowboys at that time. (Shows the hat to the class and puts it on the teacher's desk). Yup, the gold rush was a trend at that time, it was believed that men were in charge of their destiny, and the concept of self-made man began to be relevant from that time on. (Shows the gold coin and puts it on the teacher's desk) Correct! Territorial expansion, the infamous conquest of the West which began in the 17th century and lasted until 1912 with the annexation of the last western territories. It was the settlement of a country, of what we know nowadays as the United States. (Shows a map and puts it on the teacher's desk) Yes, native American people! They were a series of Indigenous collectives considered the first true Americans. Today, over 5 million native American people live in the US. (Shows an eagle feather and puts it on the teacher's desk) Yes, sheriffs!</p>		

The Wild West was a period of change where the law was starting to be imposed. Sheriffs were state officers in charge of the security of a county or small city and now almost every state within the US has a sheriff. (Shows a sheriff's badge and puts it on the teacher's desk). Okay, I'm happy with that, thanks everyone for participating!

Anyway, I want to mention this lesson plan's final task right from the beginning. You will be required to make an oral exposition of an intercultural timeline. There's no need to worry for now, you will do it in a couple of weeks, more specifically on Friday 21st, in session 8. (The teacher hands out sheets with the final task notes and guidelines). As you can see in the copy, you will have around 7 minutes to present your timeline. You must include at least five historical events from 19th century American Wild West, one literary piece of work that is related to a true historical event of that time, two summarized autobiographies of famous personalities of that time, and a final comment on a comparison between American 19th-century lifestyle with current everyday life in Spain. Everybody is expected to orally participate in groups of four students.

Task Number 2 - Session 1		
Title: <i>Browsing the Wild West 1.0</i>	Type: reinforcement	Timing: 20 minutes
Classroom management: Students will be set in groups of four students and there will be 4 desks put face to face to ease peer communication.	Resources: Internet connection Tablets	
<p>Linguistic input:</p> <p>Let's continue with a research task. Please go take your tablets. Now, put two desks facing the other two desks so you'll be arranged into five groups of four students. (Waits for the students to rearrange the classroom and take their tablets)</p> <p>Okay. Does everyone have a group? These will be the groups set for the final task that I've talked about before, so be as comfortable as possible. (Waits for any changes) Perfect! Each group will be handed one of the items on the teacher's desk. Don't rush, but take whichever you like the most. (Waits for the students to take the items). Nice! Every group must at least search for 10 facts related to their items. You can write them in a paper sheet or in a Google document, but it won't be collected, you don't need to focus on grammar. (The teacher moves around the desks) The ones with the hat, you must seek for cowboys' info. For the ones with the map, you must search information about territorial annexations. The ones with the gold coin, find anything about the self-made man and the gold rush. The ones with the eagle feather, look for information about the Native American people. Last, the ones with the sheriff badge, you are in charge of finding information about laws in America during the 19th century. If you have any doubts, please tell me. Now that we have settled everyone's duty, let's go for it, come on! (Moves around the desks helping students and solving doubts if needed)</p> <p>Time's up everybody! I hope you've drawn interesting facts because you will have to share it with your peers now.</p>		

<u>Task number 3 – Session 1</u>		
Title: <i>Sharing is caring!</i>	Type: reinforcement	Timing: 20 minutes
Classroom management: Students must move around the classroom and talk to the students in each group of desks.	Resources: No additional resources will be needed.	
<p><i>Linguistic input:</i></p> <p>You've all got a list of facts waiting to be shared with others. What I want you to do now is to select one reporter. (Waits for students to choose one reporter). Please, stand up and take a piece of paper with you. You must embody a reporter because you are going to ask for your peers' information, summarize 10 facts of another group, and return to your group. You have 5 minutes to talk and get as much information as you can from another group, the ones staying in their seats answer to every question the reporter asks you. You can talk to anybody, but always speak in English, and you will eventually get a broader view of the culture and history of the Wild West. Okay so, time starts... now! (Waits for five minutes) Reporters, return to your group and tell them everything you know about your findings. (Repeats the process three more times)</p> <p>Now that everyone has shared and compiled their findings, you must have a deeper knowledge of what the Wild West was like. This task was aimed for you to speak English seeking for information, and everyone was kind to each other! You were very polite and I've seen you could get lots of particular events. Overall, great job! This was an initial contact with the foreign culture and you seem to have enjoyed it quite a lot!</p>		

Task number 4 - Session 1		
Title: <i>Choose your side!</i>	Type: wrap up	Timing: 5 minutes.
Classroom management: Students must move the desk to the side of the classroom and stand up waiting for the teacher's commands.	Resources: Final task sheets Digital blackboard (Optional) Internet connection	
<p><i>Linguistic input:</i></p> <p>You did awesome work already; glad you like the new topics! However, now I want you to move away the desks to the side, please. (The teacher waits until all the desks are rearranged) I needed you to have space because you are going to stay standing up. Now, I will show you some images on the blackboard. What I want you to do is to draw an imaginary line dividing the classroom into two halves. Depending on the answer you choose, you must stay on the right or the left side of that line. Questions will appear on the digital board and I'll read them. Then, you move and choose a side. Having chosen a side one student will have to support his decision by discussing why he or she had chosen that side. Instructions are clear, right? (Waits for any question or doubt to be posed). No doubts? Great, let's start then!</p> <p>The first question everybody, would you rather live in the 19th century American Wild West or live in current times in Spain? (Waits for the students to choose a side) Interesting, I want to hear some opinions now. Would any volunteer like to share their thoughts? Remember there are no wrong answers here. (Waits for a volunteer or calls for a student) Perfect! Nice reflections! Let's continue with the following question, would rather be a man or a woman living in the Wild West? (Waits for a volunteer or calls for a student) Yeah, you get it! Women were relegated to a secondary role at that time, they were rarely admitted into schools, didn't have a right to vote, and got paid half of a man's salary for the same work, completely nonsense. And last, but not least, would you rather be a sheriff or an outlaw at that time? (Waits for an answer or calls for a student) Fair enough, but here's the thing, bandits were mostly illiterate they lived in poverty as vagrants who didn't live long enough to tell their deeds. Almost everything you have watched on these outlaws has been idealized through TV shows and films.</p>		

The session is over, everyone! I was hoping to get some good first impressions and I feel that you are happy to continue, that's great news! Next day we will continue studying this period. See you later. (He waves and leaves).

<u>Task number 1 - Session 2</u>		
Title: <i>Dark Side of Wild West History</i>	Type: warm-up	Timing: 5 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.	Resources: Internet connection Digital blackboard YouTube video: https://www.youtube.com/watch?v=2K88pWCimZg	
Linguistic input: Hello everyone, how are you doing today? Everything's alright? Come on, come on, lift that spirit, what do you think about watching a short video? Does that sound okay? I hope it does, it's not long and it is about something you may not know but have heard of somehow, especially nowadays within our country and our frontiers... Immigration. But let's delve into it from a foreign perspective... As you know more than 330 million of people live in currently in the US. From the last session, we know that around 5 million are citizens with a native American ascendancy, but what about the Chinese population? Another 5 million people are Chinese Americans. You can deduce something from this, a huge plurality of people from different cultural backgrounds cohabit within the same country. Have they always lived in peace? Well, today we will study the Chinese Exclusion Act, from 1882. I want you to pay close attention to the video and give me a heading or a main idea to summarize it in one statement. There you go, listen and watch carefully. (Plays the video) Fine, does anybody want to say anything about it? (Waits for an answer) This was a non-sensical law restricting people's freedom, unacceptable. Let's continue focusing on this law.		

Task number 2 - Session 2		
Title: <i>Reading through history</i>	Type: reinforcement	Timing: 20 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.		Resources: CNN article printed sheets for all the students: https://edition.cnn.com/2023/05/06/us/chinese-exclusion-act-1882-cec/index.html
Linguistic input: Now I'll hand you a copy of a CNN article that links the Chinese Exclusion Act with today's situation and context of the Chinese population living in the US. First, a general question for everyone, I only expect a yes or no answer, say it out loud, do you think the Chinese Exclusion Act has still any kind of relevance nowadays? (Waits for an answer) For those who say no, you will change your mind after reading this article. We'll read this article altogether and I will pick your brains on this subject after we finish, if anybody wants to add or ask any questions, feel free. Let's start from the front row reading a paragraph each to the back rows. You can start reading whenever you want. (Stops after the third paragraph) This is a sort of summary of the video from a historical point of view. Let's continue reading (Stops before the first bold heading section) For those who said the Chinese Exclusion Act is not important anymore, here you can get an answer from an Asian American historian, who advocates racial outcomes to be still present in today's politics and culture. Anyway, let's read the first section. (Stops after reading the first section) Do you remember the last session gold rush? How it was a self-exploratory journey to success, well here you can see it was a miserable and violent period for the Chinese population, but let's read the two following sections that are deeply related. Any doubts until here? (Waits for an answer and reads the following section) Property, freedom, and human rights were obliterated and taken away from the Chinese population after that infamous law, I want you to pay attention to the amount of time that law was in force. Anybody noticed it? (Waits for an answer) Yes, more than 60 years to realize a law was unfair. We must acknowledge history to not repeat it, that is why we need to be open-minded towards cultural differences. Let's end with the last two sections and we make a quick recap of everything. (Reads the sections remaining of the article) More than 140 years after the entry into force of that law, people still seek		

justice and vindication for their rights and the legacy of their families. I want you to revolve around the last statement of the article. Do you agree with it or not? Anybody can participate, and sharing your views will be helpful for the next task. (Waits for an answer) Excellent, you've got it so far. You are quick learners! Does anybody else want to add anything? (Waits for an answer) Very well! With each answer, we can all learn new things, right?

<u>Task number 3 - Session 2</u>		
Title: <i>Is the past still present?</i>	Type: reinforcement	Timing: 20 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.	Resources: No additional material is required. (Optional) Digital blackboard	
<p><i>Linguistic input:</i></p> <p>Moving on to the next task, we've just seen one of the darkest instances of the Wild West concerning immigration, so let's turn the tables, let's try to think of solutions, on how you would act against social inequalities on why it is important to enrichen our lives with cultural diversity. Let's shed light on this issue and highlight the benefits of immigration.</p> <p>What I'm asking for you to do is to write an opinion essay. You have to include instances of past verbal tenses, either the past simple or the present perfect, and some opinion expressions. Just as what you've been doing when you participate but this time in a written format. The essay must be around 80 words and I will have it collected in 20 minutes. By the way, this will count for 10% of your total mark on this lesson plan. (The teacher hands blank sheets of paper)</p> <p>As you can see, the composition is titled "Is the past still present?" because you will have to link what we have just seen with the Chinese Exclusion Act with your views on the current situation in Spain. You must express your opinions on how immigration benefits a country's culture and what measure you would include to tie bonds among people who refuse to accept the otherness. There is an ongoing tendency in Spain to believe that immigration is the cause of our problems, but you just have to read what outcomes can xenophobic attitudes lead to. Be sincere, even though you express utopic goals, creativity will be positively valued. You can start whenever you like. As always, if you have any doubts about vocabulary or grammar or if you feel you lack ideas, don't hesitate and raise your hands, I'll be pleased to answer your questions, besides, I will write down on the blackboard the doubts so that</p>		

everybody can watch them too. Oh, and don't forget what you've written, during the last 5 minutes of this session you will share your views with your partner in pairs, as a way of comparing different points of view and understanding other ideas and measures on this issue.

Time's up, I can let you have a few moments to make the final additions and corrections if you need so. (Waits and collects the writings as soon as students finish their tasks) I'll have them checked and corrected as soon as I can. I'm eager to know what you've written about this! I'm sure you've all done a great job!

Task number 4 - Session 2		
Title: <i>Two heads are better than one</i>	Type: wrap up	Timing: 5 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.	Resources: No additional material is required.	
<p>Linguistic input:</p> <p>Relax, and take a deep breath in, this session has been hard, hasn't it? It will finish in a few minutes.</p> <p>As I said before, this session ends with a sharing of opinions, ideas, points of views... Essentially, about what you've written before. Knowing others' perspective on the same topic may benefit and improve your critical thinking. Speak in English, if you don't know how to express something make it simple, the most important part of communicating with someone in a foreign language is to focus on meaning rather than on perfect pronunciation and accuracy.</p> <p>I'll be moving around commenting and sharing some of my views as well if I see someone stuck or hesitant. Come on now, talk as much as you want! (Moves around the desks checking on students' interactions in pairs) Great job, excellent effort everyone! See you at the next session! Bye!</p>		

Task number 1 - Session 3		
Title: <i>History Recap</i>	Type: warm-up	Timing: 5 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.	Resources: Digital Blackboard	
<p><i>Linguistic input:</i></p> <p>Good morning, everyone! How are things going over here? Let's try to have a fun time, okay? With today's session, we finish with the first learning scenario, the main task of today's lesson is to do a brief roleplay.</p> <p>Anyways let's not get ahead of ourselves. As an introduction and recap of contents. Let's bring out what you can recall about previous sessions. As always, voluntary participation will be positively valued with a plus grade on your final marks, it's 10% of your total mark and no wrong answers will be penalized. I will write down all your ideas on the digital blackboard to make a simple outline, any idea that pops into your head is a great idea, we're all aiming for the same aim here.</p> <p>Let's start, let me start myself to ease the process, recalling the first session we split the session into different groups, right? And I can tell that a group was listing territorial annexations if I'm not wrong. Well, let me say that the origin of the Wild West period is not a something accurate, some argue that it started with the colonial settlements in the North American continent around the early 17th century. However, other scholars argue the Wild West started right after the American Civil War in 1865, lasting until 1890. This belief is settled because of the number of events that happened after the war, even some myths are believed to start right there such as the frontier myth depicting America as a utopic land of unlimited opportunities, perfect for a new beginning, a sort of paradise. Other scholars state this period truly starts with President Thomas Jefferson's purchase of Louisiana in 1803 enhancing a massive migration period. Anyways, if we maintain this period coincides with territorial expansion to the West, it is believed to have finished in 1912 with the last settlements.</p>		

Let's now hear your ideas! Anyone would like to share anything? Come on, it's easy, you can check your notes if needed. (Waits for an answer) Yes, first one to talk, great icebreaker! Anybody else? (Waits for another answer) Great, I see some of you want to participate, keep on adding ideas. (Waits for another answer) Excellent! You may know more than me at this point! Let's wrap up with a last statement. (Waits for another answer) And we've done it! Great job everyone!

Task number 2 - Session 3		
Title: <i>When Fiction Meets Reality</i>	Type: reinforcement	Timing: 20 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.	Resources: Clips from <i>The Searchers</i> (1956) [1:22:20-1:25:22] and <i>As Bestas</i> (2022) [1:07:40-1:10:40]	
<p>Linguistic input:</p> <p>Last session we saw a video summarizing a historical event. But their history can be portrayed in many ways and through many means. Today, we will watch two film extracts. Some of you may know the films and some others won't even have heard about them. Of course, if we are studying the Wild West, what type of film will we watch today...? Anybody? (Waits for an answer) Yes, Westerns. This film genre became popular with directors such as the Italian Sergio Leone, or the everlasting Clint Eastwood... However, there is a director that shook Hollywood, I'm talking about John Ford. He won four Oscars for best directing for films such as <i>The Grapes of Wrath</i>, <i>How Green Was My Valley</i> or <i>The Quiet Man</i>. However, today we are going to watch a clip from <i>The Searchers</i>, which is based on a novel that is also based on a true story.</p> <p><i>The Searcher</i> is ultimately based on the real-life story of a woman called Cynthia Ann Parker, who was kidnapped by some Indian Americans and was rescued after 25 years. Nonetheless, I want you to pay attention to the following scene. A man is seeking a woman captured by some Indian Americans, and he must set up a meeting to agree on some terms and get some further information about the whereabouts of the woman. (Plays the clip)</p> <p>Fun, right? I know it's an old film, and you may think it's outdated, but it's still relevant nowadays. Let's see why. First, was the language barrier a problem? (Waits for an answer) Let's hear others' opinions too (Wait until other students talk) Definitely, communication barriers must be erased to fulfill agreements. What can you tell me about their body gestures? (Waits for an answer) Continue please, others can discuss your views, anyone is free to talk (Waits for other students to talk) They seemed strangely uncomfortable, right? They didn't seem to respect each other.</p>		

Okay everyone, now we'll watch the second film clip, this time, we'll watch a Spanish recent movie, *As Bestas*, directed by Rodrigo Sorogoyen. It was released in 2022, who has seen it? (Waits for students to participate) I see. It was very popular a couple of years ago, it shook Spanish society since it is based on a true story happening near here, in Galicia. This film won the Goya Award for Best Spanish film and is about a French couple trying to run an agriculture business in a rural village in Galicia, but the husband refuses to sell their fields to an electric company willing to turn that territory into a windmill for renewable energy, while the rest of the villagers were eager to sell their part and finally move to the city. However, the windmill company needed a complete consensus of all the villagers. Then, tensions arose and increased over time knowing the French couple wouldn't change their minds. Let's watch the clip now that you have some context for those of you who haven't seen it. (Plays the clip)

As in the previous clip, I want you to pay attention to language barriers, did they hinder communication? (Waits for students' answers) How would you overcome these barriers? (Waits for other answers) If you were the French couple, what would you do to try to reach an agreement with the rest of the local villagers? (Waits for students' answers) Can you draw any similarities with the previous film? Are they similar in some respects? (Waits for answers) What about differences, did you notice any? (Waits for students' answers). Have you ever experienced this kind of meeting and exchange with foreign people and cultures? (Waits for students' answers).

I think that'll do. You were very talkative, and that was the aim! For you to be comfortable talking and sharing your views with others, very well done! I need you to be loose and relaxed because now you will act. Don't panic, it will be a simple roleplay.

Task number 3 - Session 3		
Title: ¡Ready, Set... Action!	Type: reinforcement	Timing: 20 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction. Students will be set in their already settled groups of four people.	Resources: No additional material is required.	
Linguistic input: We've just been talking for almost half an hour, now you'll go a step further, and you'll act. We've seen two largely awarded films, and we've commented on the characters' manners and behaviors, now it's your turn to embody two American hosts and two Spanish guests. The context is the following: you and one of your friends have been thoroughly thinking about visiting the US, but you are Wild West lovers, so you search on the Internet and find a spot and you both don't think twice and get the flight tickets. You must embody two Spanish tourists fond of the Wild West culture and speak to two local villager hosts who will be your guides, you want to know about local people, leisure activities, lifestyle... We'll divide the Wild West settings so that the city or town is not repeated. So, this group will be set in Tombstone, Arizona (Walks around the desks) The other group will be set in Cody, Wyoming. The third group will be set in Virginia City, Nevada. This fourth group is visiting Deadwood, South Dakota, and last, you get Durango/Silverton, Colorado. You have around ten minutes to seek any information about these settings on your tablets. You can rehearse if needed, and you can take some notes if needed. However, each group gets two minutes to do the roleplay, pay attention to your classmates since later you'll have to give them feedback. So, let's work! Come on! (Walks through the desks and solves doubts if needed) Okay, let's start with the first group, Tombstone, Arizona. (Watches the roleplay) Great! You were the first ones and you did an excellent job! Second		

group please, Cody, Wyoming (Watches the roleplay) Superb, really well done! Next, Virginia, Nevada (Watches the roleplay) Good job everyone, great effort (Watches the roleplay) Now, Deadwood, South Dakota (watches the roleplay) Nice! Just what I was expecting! And last, Durango/Silverton, Colorado (Watches the roleplay) Yes, perfect, you've all done it very well. These kinds of intercultural meetings are going to be more and more frequent from now on in your lives, and that's why I want you to know how to face these communication challenges. Overall, excellent job everyone!

Task number 4 - Session 3		
Title: <i>Don't judge a book by its cover</i>	Type: wrap up	Timing: 5 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.	Resources: No additional material is required.	
<p>Linguistic input:</p> <p>We've just seen everyone's roleplays. I want to hear your feedback, anything you like or dislike about it? (Listens to students' feedback) I want to know if it was useful, do you think this would be a realistic communicative setting? (Listens to students' feedback) What about the rest of the groups, did you notice any difference among the roleplays? (Listens to students' feedback) After three sessions, do you think learning Wild West culture and history has been an enriching experience? (Listens to students' feedback) Were you expecting this type of activity or you expected something else? (Listens to students' feedback).</p> <p>And we're done, lesson finished. I'll ponder your opinions on this, the final task is getting closer but do you think you are more comfortable speaking in public? (Listens to students' feedback) That's the aim! For those who are still uncomfortable, I'm sure you'll improve your confidence with the next sessions, if you need any help, just tell me, okay? See you next day everyone, bye!</p>		

Task number 1 - Session 4		
Title: <i>Time is on your hands!</i>	Type: warm-up	Timing: 5 minutes
Classroom management: No changes are required. Students are seated in rows of two.	Resources: Internet connection Intercultural timeline link Digital blackboard	
Linguistic input: Hi, how are you all doing? Are you tired, stressed, worried? (Listens to students' concerns) Let's change the mood, everybody. Let's start with an image description. What you have here is an intercultural timeline. This would be a section that you must include in your final tasks. If you pay attention now, things will be much easier for you when elaborating on this task. I want you to describe the image, there are different elements on the screen, right? What can you tell me about them? (Waits for students' answers) A horizontal axis, yeah (Waits for students' answers) chronological dates, perfect, what more? (Waits for students' answers) Images with brief descriptions, yes well done! What you have described in your final task sheets. Please, check them again, and have a quick look at what is required. During the following sessions, we will see historical events from 19 th century American Wild West, one literary piece of work that is related to a true historical event of that time, different summarized autobiographies of famous personalities of that time, and a final comment on a comparison between American 19th-century lifestyle with current everyday life in Spain. Essentially, it is what you will be asked to talk about in the final task. Now, let's get to work.		

Task number 2 - Session 4		
Title: <i>Browsing Wild West 2.0</i>	Type: reinforcement	Timing: 20 minutes
Classroom management: Students will be set in groups of four students and there will be 4 desks put face to face to ease peer communication.	Resources: Internet connection Individual tablets	
<p><i>Linguistic input:</i></p> <p>Your timeline must include among other elements, some relevant historical facts happening in 19th century US. For today's session, you will only look for 5 different facts, I will check over the groups so you don't get the same events, you can make up a list and write it on a sheet of paper or create a Google document. I won't collect this practice so don't worry about making grammar or vocabulary mistakes but I will check your progress taking some notes for the following task. Just to mention one event recalling previous sessions, one of the most important American 19th-century events is the Chinese Exclusion Act, you can tell it's significant in US history just by looking at the outcomes and the people it affected. However, it is in your hands what events you consider relevant, you must delve into the events and share your thoughts with your peers. You must be aware you are a team, so be open-minded to any considerations and value your peer's ideas.</p> <p>Let's not lose any more time. Move your desks so that you can communicate face-to-face. You'll be set according to your groups already settled since the first session. (Waits for the students to set into their corresponding groups) Perfect! Now, if you want to ask any questions, I'll be walking around checking your progress. (Walks around the classroom solving any doubts and checking students' progress selecting at least 4 different events from the events and facts depicted by students which will be used in the following task as a continuum of this one)</p>		

<u>Task number 3 - Session 4</u>		
Title: <i>You speak, I draw</i>	Type: reinforcement	Timing: 25 minutes
<p>Classroom management:</p> <p>Students will be set in groups of four students and there will be 4 desks put face to face to ease peer communication.</p> <p>One student from each group will leave the classroom for 1 minute, the process will be repeated 4 times in total.</p>	<p>Resources:</p> <p>Internet connection</p> <p>Digital blackboard</p>	
<p><i>Linguistic input:</i></p> <p>Okay, I see you've listed many interesting events and facts and we'll be watching what they looked like from pictures and paintings. (The teacher would have selected 4 different events and facts from the previous task) I need one volunteer from each group, raise your hands when you are ready. (Waits for the students to select one classmate) Okay, stand up and get out of the classroom, don't worry it's not a punishment, you'll be outside for 1 minute and I'll be always checking if you will behave. (The teacher opens the classroom's door and lets students stay in the corridor) Okay, those of you who are inside the classroom, you have one minute to memorize and try to get as many details as you can about the following picture depicting one of the events you found in the previous task. (Shows the picture for one minute while checking on the students who are in the corridor and then removes the image letting them come again) Come in please, your classmates will describe a picture to you and you have to draw it as detailed as possible. You have four minutes to describe the picture, time starts now! (Waits for four minutes and reveals the image)</p> <p>Now, I'll reveal the image, did you do well? Most of you have the main picture, you can get a glance at history with your drawings. Excellent job everybody. Don't erase nor throw them to the paper bin these pictures, you may also want to include them in your intercultural timeline. We're done for today. I hope you had a good time. Goodbye, everybody!</p>		

<u>Task number 1 - Session 5</u>		
Title: <i>Literature, Culture, and History</i>	Type: warm-up	Timing: 5 minutes
Classroom management: Students are seated in rows of two desks.	Resources: Internet connection Digital blackboard	
<p><i>Linguistic input:</i></p> <p>Do you remember the first day's brainstorming on Wild West features? Now we'll try to bring to light the relationship between literature, culture, and history. I'll write down all your ideas trying to provide a whole picture on this issue. I need you to raise your hands and give your opinion. I have to advance that today's session is about literature, something we hadn't delved into in previous sessions, but I assume you can draw some common features. I'll start asking you a series of questions to ease this process. Do you think literature can portray culture? (Waits for an answer) Can it also portray history as well? (Waits for an answer) Do you think fiction can express true historical events or it is just a means of art? (Waits for an answer) Concerning people and minority collectives, do you think literature is useful to shed light on marginalized groups that have been silenced throughout history? (Waits for an answer) And last, has any of you read any novel, tale, or any kind of fiction piece of work that talked about a real historical event? (Waits for an answer)</p> <p>Fine, mind map done! Have these concepts in mind, because this lesson's third task is a debate, like the one we had when we watched the two movie clips. In today's session, we will read some fragments of Chickamauga, one of the most violent American Civil War battles which is portrayed in literature through Ambrose Bierce's short story. Let's move on to the next task.</p>		

<u>Task number 2 - Session 5</u>		
Title: <i>All for one and one for all!</i>	Type: reinforcement	Timing: 20 minutes
Classroom management: Students will be divided into groups of 6 people; they will have to stand up and wait for the teacher to call for their names.	Resources: Digital blackboard “Chickamauga” edited version, split into scrambled fragments (See in Appendix – <i>Session 5, Task 2</i>)	
<p>Linguistic input: As I said before, you will read some excerpts from the story Chickamauga, by Ambrose Bierce. It is based on one of the most important battles of the American Civil War. For those of you who don't know what the American Civil War was, I will give a brief introduction to this topic. The American Civil War lasted from 1861 to 1865 and originated over slavery and the country's economy and values. There were two clear sides: the Union or Northern nationalists led by Abraham Lincoln against slavery and the Confederacy or the South who were in favor of slavery. The Confederate states surrendered their forces in 1865 in the face of the Union victory, henceforth granting civil rights to black people.</p> <p>That's a brief context of the story's setting. This task is divided into two parts of six minutes. First, you'll read some short story fragments, then you'll share and mediate what you've read with your groups. Now I'll hand you the excerpts of the short story. Each one of you will have to read one fragment and try to memorize and remember as much information and details as you can. There are six fragments in total from letter A to letter F. And this is key, remember your excerpt letter. (Hands the printed copies to the students) You have 6 minutes to read your fragments, you can't take notes by the way. (Waits for six minutes) Okay, time's up, I must collect the excerpts, hand them to me, please. (Collects the printed copies)</p> <p>Okay, now stand up and go to the back of the classroom. I'll call three letters and you must go to three different groups. Okay, letter A, choose a group, and have a sit. (Waits for the students to move to the group of their choice) Letter B, please. (Waits for the students to move to the group of their choice) Now, letter C. (Waits for the students to move to the group of their choice) Letter D. (Waits for the students to move to the group of their choice) Letter</p>		

E. (Waits for the students to move to the group of their choice) And last letter F. (Waits for the students to move to the group of their choice). You are 20 students but this task is done in groups of 6, so two groups have 7 students. It won't make a big difference. You can start sharing your fragment story with the group, you must provide a chronological order for the story! You may, for example, tell me the correct order is FABDCE. Time starts now! (Waits another six minutes and lets the students talk while he checks each group's progress moving around the classroom)

Have you got a final answer yet? Let me see, tell me your story orders. (Writes the three answers on the blackboard and reveals the correct answer, depending on the results all of the groups may have the correct answer, they may all fail or they may provide a mix of correct and wrong answers) This is the correct answer. It wasn't hard, wasn't it? This way you didn't have to read the whole story and you mediate and negotiate meaning with your classmates. You must have got a broad picture of the story, so now, let's discuss the War outcomes in an oral debate.

Task number 3 - Session 5		
Title: <i>The calm before the storm</i>	Type: reinforcement	Timing: 25 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.	Resources: Canva presentation slide link on American Civil War triptych (See Appendix Figure 3): https://shorturl.at/KRb4S	
<p>Linguistic input:</p> <p>Just as I did with the American Civil War, I'll make a quick summary of the Chickamauga battle. It was fought in 1863, between Tennessee and Georgia. It is considered the second most brutal battle of the American Civil War accumulating more than 4000 casualties. Industrial warfare was already used at that time, so the number of wounded soldiers exponentially increased during the conflict. Its outcome meant one of the most important victories within the Confederate Army gaining strategic control over Georgia's frontier.</p> <p>Nonetheless, you've just read a story about this battle. First of all, did you like the story? (Waits for students' answers) Was it shocking? (Waits for the students' answers) Does anybody want to make a summary of the story so that we can get a broad picture of the story? (Waits for a student to participate) Perfect! So, now we'll reflect on war outcomes, more specifically, on ideas on decline, progress, and continuation. (Shows the Canva presentation slide) What do those pictures convey to you? What do they make you feel and what do you think they stand for? (Waits for students' answers) Do you think wars can be avoided? (Waits for an answer) Okay, I need two people contrasting their ideas now, raise your hand to those of you who think wars have positive outcomes if they are aimed at fighting against inequalities of any kind. (Waits for an answer) Raise your hand to those of you who believe wars are meaningless even though having a purpose to fight against inequalities of any kind. (Waits for an answer) Let's compare opinions. (Waits for an answer) Can you reach an agreement or do you think this matter is too complex? (Waits for an answer)</p> <p>Let's shift again to the initial debate issue. After reading this story, do you think war outcomes lead to decline, progress, or continuation of ideals? Those</p>		

of you who think wars end with decline effects raise your hand. Those of you who believe on continuation ideals after a war raise both hands and those who consider war outcomes lead to progress stay as you are. (Waits for students to choose a side) Those who back up decline outcomes, explain your point of view. (Waits for an answer) Okay, those on behalf of progress outcomes, explain your perspective. (Waits for an answer) And last, those who support continuation ideals in war outcomes, explain your standpoint. (Waits for an answer) Does anybody want to reply to these opinions? (Waits for an answer) Can you reach an agreement? (Waits for an answer) Perfect, I hope you can recall the different perspectives we talk on today's session. You must always be ready to hear others' opinions on the same topics, so be tolerant and responsive, I'm sure all of you learned something valuable and changed your mind over some ideas. That was the aim of the task, to make you think further and accept others. We're done for today. In the next session, you'll prepare your intercultural timeline and you will write the scripts. Goodbye!

<u>Task number 1 - Session 6</u>		
Title: <i>Word of Honor</i>	Type: warm-up	Timing: 5 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.	Resources: Digital blackboard Canva presentation on quotes of US presidents: https://shorturl.at/aTOiU (Optional) Internet connection	
<i>Linguistic input:</i> Hi everyone! I need you to move the desks. Place them in a U-shape and sit next to your peer group (The teacher waits until all desks are well placed) Let's start this session with some historical quotes from some presidents. As an introduction to the president's figure, I must add that the United States is a federal republic established after the 1787 constitution represented by a president. Moreover, the power is divided into three branches: the US Congress, the Senate and the House of Representatives refer to the legislative power, and the Supreme Court stands for the judicial power. Considering the United States' history, there have been 46 different presidents. Having already made a brief introduction, let's discriminate what these presidents truly said. It's an exercise on prediction, there are no wrong answers. All of the following personalities were presidents of the United States, two statements will appear, try to identify the real quote and why would you say it's from a president. (Shows first slide) Can you guess which one is real? (Waits for an answer) Okay, can you explain why this is the true quote? (Waits for the student's answer) Nice guess! You may know more than you think. (Shows the second slide) Which one is real? (Waits for students' answers) Explain why. (Waits for an answer) Perfect, nice argumentation! (Shows the third slide) What about these two, which one is real? (Waits for an answer) Tell us why you think this is a presidential quote. (Waits for an answer) Yes, great guess again! (Shows fourth slide) Last president, which quote is real? (Waits for an answer) Okay, you seem to have it clear, let's look at the real answers. (Reveals the answers on the last slide) Here you go, most of you were right. This task was aimed at acknowledging the American mindset, at that time Presidents influenced people's behavior, now it's your turn to discriminate between what you consider valuable and what is useless. Let's delve into some more personalities of that time.		

<u>Task number 2 - Session 6</u>		
Title: <i>19th-century American celebrities</i>	Type: reinforcement	Timing: 20 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction. Students will be set into groups of four people along the U-shaped line of desks.	Resources: Tablets Internet connection	
<p><i>Linguistic input:</i></p> <p>Time for research! What I want you to do now is to do a little research. We've just seen some presidents, but there were many famous people back then in the 19th century. What you need to do is to find at least two American personalities of that time and briefly summarize their main achievements and lives. This task will be complementary to the following one, so pay attention to grammar and vocabulary. Try to include as many time prepositions and time adverbs as you can to describe people's biographies. I will collect the compositions after the next task. You should have a decalogue of 19th-century American celebrities by the end of the session. Remember that in the final task, you also have to include a celebrity summarized biography, so this task will advance how that is done.</p> <p>As always, if you need anything I'll be pleased to solve your doubts. You can start whenever you want. (Moves around the classroom solving doubts and checking on students' progress). Time's up, we'll move on to the next task, keep your writings with you, you'll need them.</p>		

Task number 3 - Session 6		
Title: <i>Gossiping about celebrities</i>	Type: reinforcement	Timing: 25 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction. Students will be set into groups of four people along the U-shaped line of desks.	Resources: No additional material is required.	
Linguistic input: Let's see what celebrities you found about 19th-century Wild West. Each group will have to present their findings on two famous personalities from that time. Besides, you have 10 minutes to make rehearsals, the oral presentation won't take long, around 1 and 2 minutes per group. Remember to make it as simple as possible, your classmates must take notes on your presentation to complete their dialogues, so don't hurry and take your time to talk. It's better to say fewer things but clearly and coherently than to talk fast trying to convey as much information as possible, okay? You can practice now. (Waits for 10 minutes and checks the students' progress the students to ease their oral presentations) I'm afraid rehearsal time is over, but I've checked every group and you'll do well. Remember to be calm, take a deep breath right before you start to speak. Let's start from the right side of the classroom, you can start your presentation. (Watches the oral presentation with the students) Well done! you learn something new every day. Has everybody taken notes? Next group, please. (Watches the oral presentation with the students) Bravo! Nice presentation! Third group, come on, your turn. (Watches the oral presentation with the students) Way to go! Great job! Next group, please. (Watches the oral presentation with the students) Hats off to that presentation! Last group and we're done for today! (Watches the oral presentation with the students) Five presentations and 10 celebrities, everybody talked, I'm happy with your performance. Congratulations everyone! You can now hand your dialogues to me. (Collects the written compositions) However, you had to take notes and perhaps you couldn't get all the information. You can make any questions to your partners now to solve any doubts. (Waits for the students to exchange questions and answers). Everyone's done? Great, see you the next day!		

Task number 1 - Session 7		
Title: <i>A Thread of History and Culture</i>	Type: reinforcement	Timing: 25 minutes
Classroom management: Students will be set in groups of four students and there will be 4 desks put face to face to ease peer communication.	Resources: Internet connection Tablets Digital blackboard Timeline link: https://time.graphics/es/line/923324	
Linguistic input: Hello people! Let's start working on your final tasks but first, rearrange the desks and put them into groups of 4. (Waits until all students have correctly placed their desks) You'll have to make an intercultural timeline. I'll go step by step teaching you everything you need to do it. Go to the following webpage called "time.graphics", and get an account. (Waits until all students are done) I'll recall again what you need to include in your timelines: five historical events, two famous personalities, and one literary piece of work. This will only be showed in a timeline, but remember you will have to present it, so think about the suitability of everything you add to your timelines, okay? Remember the timeline you described in session 4? Well, here you have it. I did it to teach you how to create one. Okay, let's create a timeline template, and save it with your group name, for example, I saved it as "Intercultural Timeline" because I wanted to show it to you, but you need to add a group number, from right to left, you are group 1, group 2, group 3, group4, and group 5. Save your timeline and make it public so that everyone can edit it. Now, let's start creating your timeline, go to the 1800 and 1900 frame period. If you click anywhere on the timeline, you can add an event, you can give it a title, and a brief description, and change its color. For example, I've highlighted time events in red color, literature pieces of writing in green, long-lasting time events in orange, and famous personalities in blue. See that I've added two images and videos for different		

events and personalities. When you click on an event you can add images and videos on top by selecting the link from YouTube or just by copy-pasting an image. When you are done, save your timeline so we can all access it the next day. That's all you need to know to make a timeline. It's a user-friendly webpage, so you won't have many troubles. Anyway, as always, feel free to ask me whatever you need. (Walks around the classroom helping students, answering their queries, and checking their progress)

Task number 2 - Session 7		
Title: <i>You're writing history!</i>	Type: reinforcement	Timing: 25 minutes
Classroom management: Students will be set in groups of four students and there will be 4 desks put face to face to ease peer communication.	Resources: Internet connection Tablets Timeline links (from previous task) Digital Blackboard	
Linguistic input: Okay, now that you've all finished your timelines. It's time to write your scripts. You have 25 minutes to do so. Each group will have between 5 to 7 minutes to present their timelines, so each one of you will write between 80 to 100 words. Therefore, you will be in charge of your participation tomorrow, but you need to work collaboratively since you are presenting your timeline in a group, divide the workload, and take responsibility for your participation. I will collect your scripts after the final task session. Hence, you can practice and rehearse if needed. I will assess this practice as 20% of your total mark. Remember to include time markers and expressions, time prepositions, and adverbs mainly aimed for descriptions using past verbal tenses, but also you have to make comments on why you think your selected history events are relevant nowadays, so you must include opinion expressions as well. It won't be too demanding since we have been working on that for 6 sessions already. Ask me whatever you want, I will be happy to help you, and in fact, I will write down the questions on the board so that other groups can also look at them. (Walks around the classroom solving doubts and checking in students' progression)		

Final task – Session 8		
Title: <i>The Wild West is more alive than ever!</i>	Type: reinforcement	Timing: 50 minutes
Classroom management: Desks are set in a U-shape to ease face-to-face interaction.	Resources: Internet connection Digital blackboard Link to the intercultural timelines Peer-assessment tables	
Linguistic input: Hello everyone! As you know, today we will be having the final task. I'll quickly repeat the main guidelines. Every group must present their intercultural timeline lasting around 7 minutes including at least five historical events from 19 th century American Wild West, one literary piece of work that is related to a true historical event of that time, two summarized autobiographies of famous personalities of that time, and a final comment on a comparison between American 19th-century lifestyle with current everyday life in Spain. Everybody is expected to orally participate in groups of four students and after each presentation questions will be posed by your partners. Try to be easygoing with your explanations, your audience is made up of Spanish speakers, don't be very complex. Meanwhile, your classmates will co-assess your presentations, according to oral skills, attitude, and content appropriateness. Here I'll hand you the assessment tables. (Hands the assessment tables to the students) Is everything clear? Does anybody want to ask anything before we start? (Waits for an answer) Perfect, the first group please, show us what you know about the Wild West and how you link it with current Spanish issues. (Watches the oral presentation with the students) Hats off! Nice job! Now, question round. Does anybody want to ask anything about their presentation? (Waits for any questions to be posed) Great, let's keep going. Group two please, you can start whenever you want. (Watches the oral presentation with the students) Excellent! Any questions? (Waits for any questions to be posed) Good! Next group, go on, let's hear your presentation. (Watches the oral presentation with the students)		

Well done! Let's hear others' comments and questions. (Waits for any questions to be posed) Let's listen to the following group now. (Watches the oral presentation with the students) Good effort! Great job! Anybody wants to ask anything? (Waits for any questions to be posed) And, last group, please. (Watches the oral presentation with the students). Excellent! You can ask them whatever you want now. (Waits for questions to be posed)

Okay, we're done with this session and lesson plan. Congratulations everybody! You can hand me your scripts now. (Collects the students' scripts) I hope you had a good time. Just for you to know, this lesson plan was aimed to enhance your critical thinking relating past events of the Wild West culture and the history of current issues in Spain. Eventually, what I wanted was to turn you into intercultural speakers, and look at what you just accomplished! You've made great oral expositions mediating between cultures. You did an amazing job! See you next day! Have a great time everyone!

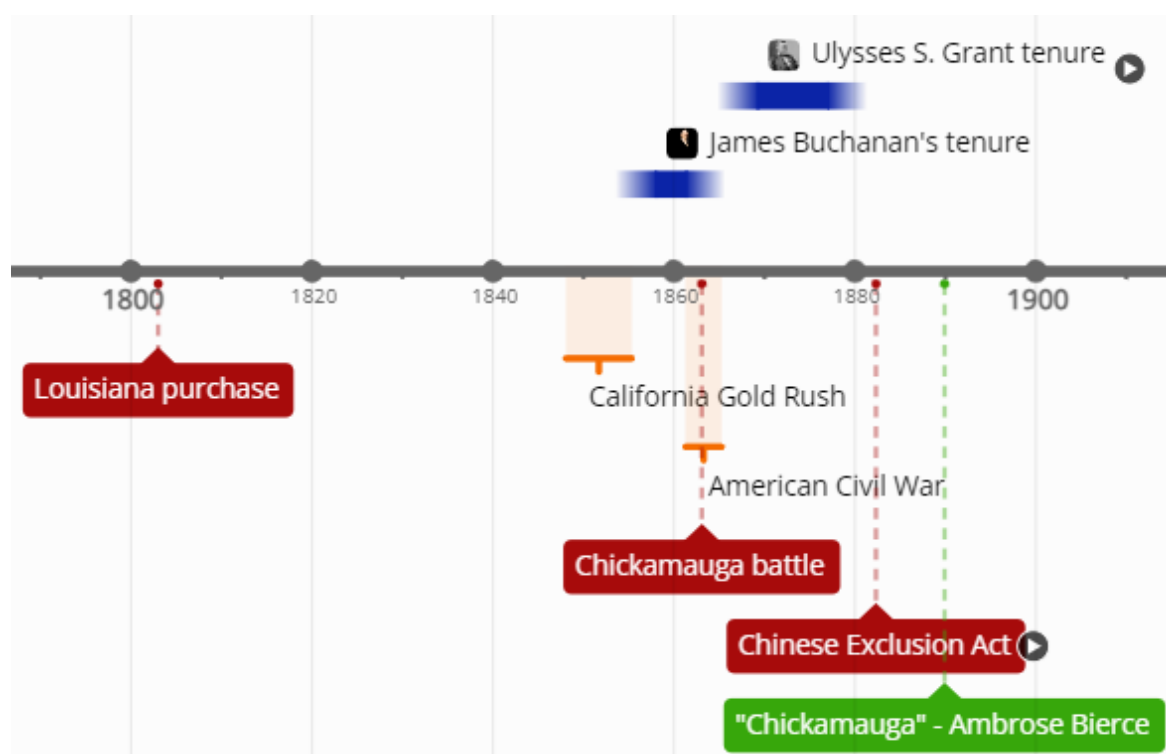
6.4. Script Assessment

ACHIEVEMENT INDICATORS	1	2	3	4
2.4.3 The student describes 19th-century American history and culture in clear, coherent, and cohesive scripts.	The student cannot describe 19th-century American history and culture scripts making more than 5-6 mistakes. (0%)	The student describes 19th-century American history and culture scripts with 3-4 mistakes. (10%)	The student describes 19th-century American history and culture scripts with 1-2 mistakes. (15%)	The student describes 19th-century American history and culture scripts in clear, coherent, and cohesive scripts. (20%)
2.4.4 The student describes past events using past verbal tenses at least five times.	The student cannot describe past events using past verbal tenses. (0%)	The student describes past events using two instances of past verbal tenses. (10%)	The student describes past events using 3 or 4 instances of past verbal tenses. (15%)	The student describes past events using past verbal tenses at least five times. (20%)
2.4.5 The student can properly relate 19th-century American issues with current Spanish concerns in scripts.	The student cannot relate 19th-century American issues with current Spanish concerns in scripts. (0%)	The student can barely relate 19th-century American issues with current Spanish concerns in scripts. (10%)	The student can decently relate 19th-century American issues with current Spanish concerns in scripts. (15%)	The student can properly relate 19th-century American issues with current Spanish concerns in scripts. (20%)
2.2.2 The student composes a script on Wild West culture using appropriate vocabulary.	The student composes a script on Wild West culture using inappropriate vocabulary. (0%)	The student composes a script on Wild West culture barely using vocabulary. (10%)	The student composes a script on Wild West culture mostly using appropriate vocabulary. (15%)	The student composes a script on Wild West culture using appropriate vocabulary. (20%)
2.2.3 The student accurately writes a 100-word script for an oral exposition of 19th-century American History.	The student cannot write a 100-word script for an oral exposition of 19th-century American History. (0%)	The student writes a 60 to 70-word script for an oral exposition of 19th-century American History. (10%)	The student writes an 80-word script for an oral exposition of 19th-century American History. (15%)	The student writes a 100-word script for an oral exposition of 19th-century American History. (20%)
TOTAL				

6.5. Oral Presentation Assessment

ACHIEVEMENT INDICATORS	1	2	3	4
2.4.2 The student properly elaborates a Wild West-related timeline including comments, images, and videos.	The student elaborates on a Wild West-related timeline without any comments, images, or videos. (0%)	The student elaborates on a Wild West-related timeline only including images. (10%)	The student elaborates on a Wild West-related timeline including images and videos, but without comments. (15%)	The student properly elaborates a Wild West-related timeline including comments, images, and videos. (20%)
2.4.6 The student accurately describes timeline events within an oral presentation.	The student describes timeline events making 5-6 mistakes within an oral presentation. (0%)	The student describes timeline events making 3-4 mistakes within an oral presentation. (10%)	The student describes timeline events making 1-2 mistakes within an oral presentation. (15%)	The student accurately describes timeline events within an oral presentation. (20%)
3.2.1 The student efficiently participates and collaborates to summarize 19th-century American historical events and personalities.	The student is unable to participate and collaborate to summarize 19th-century American historical events and personalities. (0%)	The student poorly participates and collaborates to summarize 19th-century American historical events and personalities. (10%)	The student sufficiently participates and collaborates to summarize 19th-century American historical events and personalities. (15%)	The student efficiently participates and collaborates to summarize 19th-century American historical events and personalities. (20%)
6.2.1 The student can orally appreciate and assess the cultural value of American history using appropriate opinion expressions.	The student cannot orally appreciate and assess the cultural value of American history using appropriate opinion expressions. (0%)	The student can orally appreciate and assess the cultural value of American history using inappropriate opinion expressions. (10%)	The student can orally appreciate and assess the cultural value of American history using mostly appropriate opinion expressions. (15%)	The student can orally appreciate and assess the cultural value of American history using appropriate opinion expressions. (20%)
6.3.1 The student produces an oral exposition portraying the 19th-century American Wild West.	The student produces an oral exposition without portraying the 19th-century American Wild West. (0%)	The student produces an oral exposition barely portraying the 19th-century American Wild West. (10%)	The student produces an oral exposition mostly portraying the 19th-century American Wild West. (15%)	The student produces an oral exposition portraying the 19th-century American Wild West. (20%)
TOTAL				

Figure 1. Intercultural Timeline Example (Session 4, Task 1)



All for one and one for all! (Session 5, Task 2)

Fragment F

On a sunny fall evening, a boy enters the woods. It's a journey for him, an adventure over his ancestors' landscapes who traveled through two continents inheriting war and power. He was a six-year-old boy, son of a poor planter who had returned from the south front of the war. However, war chased him until there. It was a literate man fond of reading and warfare, and so was the son, whose wit granted him a small wooden sword. This boy experienced imaginary battles with invisible foes becoming a real hero of countless deeds. Chasing one of these enemies, he crossed a small creek. He eventually defeated him and decided to return to this operating position.

Fragment E

While he was returning home a rabbit with stiff ears and body caught his attention. Nevertheless, he felt a rare impression of the animal's condition. He started running back but fell off, tripping over some brambles. He began to cry inconsolably, lost in the forest and

unable to find his way around. He continued to wander around aimlessly until he gave up from exhaustion, leaning against a tree and holding tightly to his weapon, which was no longer a simple wooden sword, but a faithful companion, and slept during the whole night. This journey began as an adventure but it turned out to be an ordeal.

Fragment A

The boy woke up and stared at the birds and squirrels around him. However, the sound of a rumble could be heard in the distance, gunfire could be differentiated, and the battlefield was close. Nonetheless, he could also witness some white and black men looking desperately for the lost children of a hopeless mother whose weeping lament was heartbreaking. The little boy manages to pull himself together and continue his journey to return home. Hours passed by and the day was getting darker and darker, until reaching a twilight atmosphere. Observing the shadows, he saw small movements. He believed these were squirrels, but these animals were way bigger than a squirrel. The boy felt instant fear, he started walking backward unable to take his eyes off that unknown creature. Was it a bear? No, he knew what a bear looked like... It was a wounded man at the edge of death. Near him were other men, dozens and hundreds who walked aimlessly. Some of them mutilated, others on the verge of death, but the boy couldn't notice it.

Fragment D

The boy couldn't notice the details of these men's physical appearance, so he approached them with pure curiosity. He didn't understand what they were doing, these men didn't stop walking. He was kind of enjoying this parade, he even dared to straddle on a man's back, who lost his balance and turned in anger towards the boy. The boy witnessed true horror. This man's face was completely disfigured. The boy could only run away scared into a tree. Midnight was getting closer, but a sudden red light started glooming among the cartoonish shadows. The boy felt he needed to get closer to the light and started going towards it.

Fragment B

Soldiers were going to the creek to get water and they left behind many things that did not make sense to gather together, such as a blanket, a broken rifle, a heavy backpack, soldier's helmets... Hours earlier these miserable men were happily enjoying the company of their

comrades. Now, they were all desolate, hollow, purposeless... The soldiers had fought a ferocious battle while the boy deeply slept. Over the creek's stones dyed red with blood, the boy could get closer to the fire. It was a house burning to the ground, there was nobody near that falling structure. He started dancing with the flames, he kind of liked it, it was fun to him.

Fragment C

He wanted to stoke the intensity of the bonfire but he couldn't throw large objects that would increase the flames. Something started to seem familiar to him, he started recognizing the environment, and suddenly everything made sense, his home was completely burnt to the ground. He started running, crying again and stopped next to a woman's dead body. He started making indescribable noises, like a mad animal. The boy was deaf-mute.

Figure 3. Task 3, Session 5

**DEBATE - DOES THIS PORTRAY
DECLINE, PROGRESS OR
CONTINUITY?**



**EARLY 19TH CENTURY COTTON
PLANTATION**



**AMERICAN CIVIL WAR -
CHICKAMAUGA BATTLE (1863)**



A MAN KNOWS A MAN (1865)

Figure 2. Peer Assessment Sheet. (Session 8, Final Task)

Peer assessment table

Wild West intercultural timeline → Name: _____ Group assessed N°: _____

Rate from 1 to 5 the following aspects (1 = lowest, 5 = highest). Draw an "X" in the corresponding square.

	1	2	3	4	5
The students understand and value Wild West Culture and History.					
The students speak clearly and consistently using verbal and non-verbal skills.					
The students can properly relate 19 th century Wild West features with current Spanish issues					
The students can solve doubts and answer presentation-related questions effectively					