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**Avoiding British stereotypes in the EFL
classroom. A didactic proposal.**

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Abstract:

Teaching culture in the EFL classroom constitutes a crucial part of the learning process of language, as it establishes a connection between the language and its practicality in a real context. This relevance has gradually become present in the curriculum of Secondary Education, thus acquiring great importance in the materials used in the EFL classroom. Nevertheless, textbooks and graded materials often fail to faithfully represent the culture of a country, promoting the spread of stereotypes about the target culture. For that reason, this dissertation presents a didactic proposal that intends to teach the culture of the United Kingdom avoiding stereotypes, to allow students from 1st of Bachillerato to learn about that culture in the most realistic way possible. To achieve this, seven sessions were designed with activities aiming to foster students' critical thinking and interest towards British culture, through authentic materials that ensure a realistic portrayal of the UK.

Keywords:

Didactic Proposal, culture, stereotypes, United Kingdom, authentic materials, Intercultural Communicative Competence.

Resumen:

La enseñanza de la cultura en el aula de Inglés como Lengua Extranjera constituye una parte esencial en el proceso de aprendizaje de la lengua, ya que establece una conexión entre la lengua y su practicidad en un contexto real. Esta relevancia se ha ido haciendo presente en el currículo de la Educación Secundaria Obligatoria y Bachillerato, adquiriendo así gran importancia en los materiales utilizados en el aula de ILE. Sin embargo, los libros de texto y los materiales graduados no suelen representar fielmente la cultura de un país, lo que puede provocar la propagación de estereotipos sobre la cultura meta. Por esa razón, este Trabajo de Fin de Máster presenta una propuesta didáctica que pretende enseñar la cultura del Reino Unido evitando estereotipos, para que los alumnos de 1º de Bachillerato conozcan dicha cultura de la forma más realista posible. Para ello, se diseñaron siete sesiones con actividades destinadas a fomentar el pensamiento crítico y el interés de los alumnos hacia la cultura británica, mediante el uso de materiales auténticos que garantizan una representación realista del Reino Unido.

Palabras clave:

Propuesta didáctica, cultura, estereotipos, Reino Unido, materiales auténticos, competencia intercultural comunicativa.

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1. INTRODUCTION

1.1 JUSTIFICATION

For many years, it has been thought that the key to master a language is to focus on learning the grammar and vocabulary, leaving aside the cultural aspects that surround a foreign language. Nevertheless, this belief has recently lost credibility as scholars and professionals of the education field have understood the necessity for an intercultural education that ensured integration of all students in the classroom, as well as a real acquisition of the L2. As Brown (2007) argues, it is impossible to separate language and culture without losing the significance of either of them, which highlights the idea that acquiring a second language necessarily means acquiring a second culture (p. 189-190). Despite this change of mindset regarding the importance of teaching culture in the EFL classroom, the outcome has not been ideal, as most teachers still rely on conventional textbooks in which the target culture is presented in a highly stereotypical way. Therefore, the urge to find a solution to stop the spread of stereotypes regarding British culture made me inclined to create a didactic proposal that future teachers may implement in the EFL classroom.

As English is the official language in many territories, it was an impossible task to choose one culture without excluding the others. Therefore, even though this didactic proposal only focuses on the culture of the UK, it would be possible to create a lesson plan with more sessions in which the culture of other English-speaking countries would be covered. Nevertheless, the decision of selecting British culture as the protagonist of this proposal arises from the endless misrepresentation of the UK as just “royalty, London, and bad weather”. EFL textbooks have been exploiting British culture for a long time without accurately representing of the reality of this diverse country. Because of that, I thought it was convenient to create a proposal in which most of the stereotypes were refuted, to ensure that students could finally understand the British culture for what it truly is.

1.2. OBJECTIVES

In order to offer an alternative to the difficult task of teaching culture in the classroom, the present works aims to create a didactic proposal in which the culture of the UK would be learned in a realistic way, avoiding the spread of stereotypes about British culture.

Although the creation of the lesson plan is the main objective of this dissertation, there are a few secondary objectives that must be mentioned:

- To provide a theoretical background that justifies the necessity of teaching culture in the EFL classroom to achieve a complete understanding of the target language.
- To highlight the importance of avoiding stereotypes in order to learn the reality of a culture.
- To show the potential benefits of using authentic materials in the EFL classroom to create in the students a sentiment of curiosity and interest towards the target culture.

Once the aims have been stated, it is necessary to present the structure of this dissertation. The first section is constituted by the theoretical framework, where the concept of culture and its role in the EFL classroom is clarified. In addition, the definition and appliance of the Intercultural Communicative Competence is explained, as it sets the basis of the didactic proposal created for this dissertation. Finally, the topic of stereotypes is addressed by providing a definition and some guidelines on how to avoid stereotypes in intercultural understanding. In the following section, the didactic proposal designed to fulfill the aim of teaching British culture avoiding stereotypes is explained in depth. In order to achieve this, the didactic proposal itself is divided into different sections such as: the justification, the context and the temporalization, the objectives of the proposal, the legal framework on which this proposal is based, the methodology implemented, the description of the sessions and activities, and lastly, the assessment. To finish with, the conclusions of this dissertation are stated followed by the list of references and sources used for this work. As a final part, a series of materials, tables and rubrics are included in the Annexes of this dissertation.

2. THEORETICAL FRAMEWORK

2.1 TEACHING CULTURE IN THE CLASSROOM

In the globalized world we now live in, having knowledge and understanding of the culture (or cultures) bound to a second language constitutes an essential part of the learning process. Especially now that the curriculum has included the study of culture as a key aspect in education. Therefore, it is necessary to provide an extensive explanation of the concept of culture and how it can be applied to the language classroom.

2.1.1 Defining culture.

Providing an accurate definition of what we understand by culture has been a complex matter that scholars are still debating on, especially due to the constant changes our society undergoes. For that reason, in this section I will present the different ways in which culture can be defined in the education field, and the controversies these may present when applied to the classroom. This differentiation is developed by Anthony J. Liddicoat and Angela Scarino in their book *Intercultural Language Teaching and Learning* (2013).

- Culture as national attributes

The first, and maybe the most traditional approach is the view of culture as national attributes. From this perspective, cultures are delimited by geographical boundaries and are constituted in a homogeneous way only by the inhabitants of those borders (Liddicoat & Scarino, 2013); in other words, culture and nation are intrinsically connected. The main issue with this definition is its disregard towards cultural groups within the nation, whose culture may be only acknowledged to emphasize their lack of integration with the national culture. This view has predominated in education for a long time, as reflected in most language textbooks that attempt to integrate cultural information related to the language, falling into stereotypes instead. Rather than presenting it as a change and evolution of the customs and social life of a group, this approach presents culture as a static and finished product, limiting the possibilities of interpretations by ESL learners (Liddicoat & Scarino, 2013).

- Culture as societal norms

Following the main ideas of the definition of culture as national attributes, this approach describes culture “in terms of the practices and values that typify them”

(Liddicoat & Scarino, 2013, p. 19). The interlocutor interprets the actions and beliefs of a cultural group by observing it, but without any further knowledge or information regarding that culture. As this approach is solely based on observation, it tends to present cultures as static and homogeneous, therefore leading to the creation of stereotypes about the target culture (Liddicoat & Scarino, 2013).

- Culture as symbolic systems

This approach may be considered as the opposite of the previous ones, since it places the focus on the interpretation of meanings, instead of presenting stereotyped facts. As Geertz (1973, 1983) states “cultures represent systems of symbols that allow participants to construct meaning” (Liddicoat & Scarino, 2013, p. 20). From this perspective, cultures are understood as the lens through which individuals can interpret meanings, creating a collective sense of experience and allowing communication to arise from it (Liddicoat & Scarino, 2013). Rather than being exposed to information, students can interpret the resources given to understand the cultural practices that are set in a context.

- Culture as practices

This last approach may be the most complex to define, as it focuses on the individual experience. In this case, culture is seen as “dynamic and emergent, ... created through the actions of individuals and in particular through the ways in which they use language” (Liddicoat & Scarino, 2013, p. 21), which is something that in the majority of the definitions of culture is not mentioned. The idea of culture affiliated with nationality completely disappears, and the importance of participating and interacting with groups of other cultures arises. As Liddicoat & Scarino (2013) explain “becoming a participant in a culture means knowing how to select and deploy those practices that will accomplish one’s purposes in participation and evaluating the suitability of one’s repertoire of practices to achieve the sorts of actions one wishes to engage in” (p. 21). Therefore, the individual should recognize the potential usage of these cultural practices to fulfil goals in a particular context.

2.1.2 Teaching culture in the classroom

For many years, language teachers have focused almost exclusively on the grammatical and lexical part of the target language, ignoring the cultural components related to the language. However, these cultural components have special relevance when teaching a foreign language. As Brown (2007) explains, “one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition ..., is also the acquisition of a second culture” (p. 189-190). Therefore, culture and language are interconnected and can be best acquired together, according to Schulz (2007).

However, the integration of culture in language education has been a real difficulty, as in most cases, it fails to represent the reality of the target culture. The main reason for this could be the impossibility of achieving a precise definition of culture, leaving teachers with the difficult challenge of deciding which aspects of the target culture should be shown and taught in class (Dema & Moeller, 2012). More specifically, “the challenge with cultural perspectives lies in the fact that values, beliefs, and attitudes are intangible, and therefore cannot be easily introduced by a teacher” (Dema & Moeller, 2012, p. 79). In most cases, teachers rely on textbooks and other graded materials to teach the language that often lack information on values and attitudes, providing disconnected and basic facts about the target culture. The main consequence of using this type of material is the emergence of stereotypes, as it does not allow students to create their own judgement and engage in the process of deeper understanding of the culture (Dema & Moeller, 2012).

In spite of this problematic task that teachers must face when integrating culture in the classroom, it is crucial that they do not abandon the cultural aspect of the language in favor of the lexical and grammatical component. According to the Standards for Foreign Language Learning (National Standards in Foreign Language Education Project, 1999), “the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language” (p. 43). Therefore, there needs to be a change in the class dynamic, from what conventional teachers are familiar with. As Dema & Moeller (2012) explain, if the activities performed in class are not contextualized and attached to real life situations and concerns, students will not be able to use the foreign language since a learner only becomes a user by new ways of thinking and behaving in a foreign community. In order to truly achieve the

acquisition of culture, there should be a change in the traditional teacher's lectures about culture, thus giving tools to students to be able to discover the culture firsthand. This would be possible to achieve by placing the learner at the center of the learning process, and with projects or activities in which they investigate on their own (Dema & Moeller, 2012). By doing this, students abandon their role as passive receivers of information, to active constructors of knowledge. In addition, students should have sufficient knowledge of their own culture that allows them to create a bridge between their culture and the foreign one (Kramsch, 1993).

Furthermore, the integration of culture in the classroom also needs to be realistic to assure the avoidance of stereotypes. As Lange (1999) claims, teachers should bring both language and culture in their social reality, "in order to make sure that the students do not possess incomplete or outdated knowledge about the target language and its culture" (Dema & Moeller, 2012, p. 81). Using digital media and authentic materials can help students understand the daily life culture of the foreign language; by presenting them with true facts and issues they may not be able to learn about in conventional textbooks. The purpose of this is, primarily, to provoke interest in the target culture, and, secondly, to allow students to undergo a personal growth in which they are able to create links and appreciate both their culture and the foreign one. According to Tang (2006), "not only should students know the what and how about a culture, but also the why. It is the why, as has been argued previously, that enriches and sustains the memory about a second culture accumulated in the learning process" (p. 89).

As it has been explained, culture learning should not be a separated aspect of the teaching process in the language classroom, instead, culture should be understood through language itself, allowing students to experience it in the most realistic way.

2. 2 INTERCULTURAL COMMUNICATIVE COMPETENCE

Trying to determine the characteristics of every learning method or approach has become a hazardous task, taking into consideration the constant changes and improvements happening in every field in education. According to Piasecka (2011) "the relationship between culture and language teaching is even more complex due to the fact that the purposes of learning foreign languages have evolved over the years from linguistic through communicative to intercultural and intercultural communicative competence" (p. 22). The concept of intercultural communicative competence has gained significant recognition in language education and has been established as one of the best models to

follow by language teachers. However, there are still endless doubts about what can be understood by intercultural communicative competence and especially, about how to apply it into the classroom.

2.2.1 Defining Intercultural Communicative Competence (ICC)

In order to understand what intercultural communicative competence means, it is necessary to explain the concept of *intercultural* and *communicative competence* in isolation. Firstly, the Cambridge Dictionary defines *intercultural* as “relating to or involving more than one culture” (Cambridge University Press, n.d.), and most dictionaries provide a similar definition of the concept, therefore there is a kind of general agreement on how to define it. On the contrary, the concept of *communicative competence* has received a great number of definitions, but one of the most accepted ones was given by Savignon (1972), who defined it as “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (p. 8). Some decades later, the idea of communicative competence was mentioned in the Common European Framework of Reference for Languages: Learning, Teaching and Assessment, as one of the key aspects for a successful communication. According to this framework a successful communication requires communicative competence composed of linguistic, sociolinguistic and pragmatic competences combined with the language learner’s general competences” (CEFR, 2001, p. 13).

Once the two main concepts have been clarified, it is necessary to explain more in depth what does Intercultural Communicative Competence refer to. Byram (1997) was one of the scholars to develop a definition for this concept. He explained that “to communicate interculturally, language learners need various kinds of knowledge, skills, attitudes and critical awareness” (Piasecka, 2011, p. 26). According to Byram (1997), ICC consists of a number of *savoirs*, which are the different types of “knowledge of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction” (p. 58). In his proposal, he differentiates four *savoirs*:

1. *Savoir-comprendre* or “skill of interpreting and relating” defined it as “the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own culture” (Byram, 1997, p. 61).

2. *Savoir-apprendre/faire* or “skill of discovery and interaction” which is “the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction” (Byram, 1997, p. 61).

3. *Savoir s’engager* or “critical cultural awareness/political education” is described as the “ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (Byram, 1997, p. 63).

4. *Savoir-être* or “attitudes” which refers to “the curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own” (Byram, 1997, p. 57).

Byram’s view of ICC was adopted by the Council of Europe in its Common European Framework of Reference for Languages, which transformed it into general and communicative language competences to assess the different levels a language can be divided into (Piasecka, 2011). They provided a deeper explanation of each *savoir*, in which they included a longer list of the knowledges, skills and abilities for the different *savoirs*.

First, the ‘declarative knowledge’ (*savoir*) includes a series of knowledge such as, “knowledge of the world, socio cultural knowledge related to everyday living, ... values, beliefs and attitudes”, as well as “intercultural awareness, which derives from the knowledge, awareness and understanding of similarities and differences between the learner’s origin and the target community’s origin” (Piasecka, 2011, p. 26). Then, the skills and know-how (*savoir faire*), which consist of “practical skills and know-how that refer to social, living, vocational and professional skills, and intercultural skills and know-how that reflect the learner’s ability to relate L1 and L2 cultures, as well as to show cultural sensitivity” (Piasecka, 2011, p. 26). This is followed by the existential competence (*savoir-être*), that covers “the selfhood factors, specified as attitudes, motivations, values, beliefs, cognitive styles and personality factors” (Piasecka, 2011, p. 26). Lastly, it is explained the ability to learn (*savoir-apprendre*), which is composed of “language and communication awareness, general phonetic awareness and skills, study skills, heuristic skills that are necessary for coping with new experience, finding, understanding and conveying new information as well as using new technologies” (CEFR, 2001, p. 101–109).

To summarize all the previous characteristics, it could be said that the main goal of intercultural communicative competence is “to foster in learners both awareness of cultural variety and the ability to apply this awareness to cross-cultural contexts” (Marczak 2010, p. 19). To achieve that, it is necessary for students to have the proper knowledge of their own culture because, as Piasecka (2011) claims, “sensitivity to and the awareness of one’s own culture are the lenses through which other cultures are understood, interpreted and communicated with” (p. 27).

To accomplish an education based on the intercultural communicative competence, teachers need to occupy the role of *cultural go-betweens*; however, in most cases, they do not possess the knowledge and preparation to teach the *savoirs*. According to Piasecka (2011), “a cultural go-between mediates between cultures which implies that teachers are expected to understand language and culture as dynamic systems in a rich, meaningful sociocultural context” (p. 27). Therefore, teachers should acquire the required knowledge and training to educate “interculturally competent learners” (Piasecka, 2011, p. 27) in order to achieve a successful intercultural communicative competence in the classroom.

2.2.2 Applying the Intercultural Communicative Competence

What differentiates the ICC to other approaches on culture is the focus on “awareness and skills”, in opposition to the “acquisition of facts” that characterizes the knowledge-based teaching approach (Piątkowska, 2015, p. 7). Therefore, when applying this approach in the classroom, teachers need to maintain the focus on the cultural awareness and cross-cultural interactions.

As explained in the previous section, for many years, teachers have relied on textbooks as the main resource of knowledge for the teaching activity. Nowadays, however, the usage of authentic materials has grown significantly, as they have proved to be a great tool for learning the language, and especially, the target culture in the classroom. As Liddicoat and Scarino (2013) argue, “resources also represent engagement with culture through language, [they] are not just language samples – they are also cultural products” (p. 83). Authentic materials are different to graded materials, as they are “produced within a cultural context, for consumption by others and are imbued with the cultural positioning identities, assumptions, and worldviews of their creators and their intended audiences” (Liddicoat and Scarino, 2013, p. 83), which in the majority of the cases, are not L2 learners.

When using textbooks for intercultural education, the main issue teachers may encounter is the ‘monocultural’ representation such books offer. This usually happens because these types of materials present a limited “diversity and variability” of the target culture, restricting the engagement learners have with the culture (Liddicoat and Scarino, 2013, p. 85). In addition, graded materials tend to be developed and created around the culture of the learner, instead of the culture of the target language (Kramsch, 1987); providing a more “comfortable encounter with a language rather a nuanced encounter with a culture” (Liddicoat and Scarino, 2013, p. 85). Therefore, the learner is not able to fully understand the culture itself, as it may lack relevant information, denying the possibility to critically reflect about the knowledge presented.

Undoubtedly, a resource destined to intercultural learning should allow learners to infer their own interpretations and conclusions from the foreign culture, rather than presenting them with factual statements. As Elissondo (2001, p. 92) claims, “students passively consume factual information about natural wonders, prominent architecture, regional food and dances.” For that reason, textbooks are very unlikely to fulfill the intercultural approach necessary in the classroom to allow students to become “interculturally aware users of language” (Liddicoat and Scarino, 2013, p. 91).

Once the disadvantages of using textbooks for intercultural education have been clarified, new resources that explain the different values, beliefs and practices that exist within a culture can be presented. This is especially important as it escapes from the “factual knowledge in authoritative texts” (Liddicoat and Scarino, 2013, p. 91), which lead to a stereotypical view of the culture. When teachers present students with a wide range of topics about the culture they are studying, it allows learners to create a better view of the culture, following the key “savoirs” for ICC. It also shows them how little homogeneous groups from a specific culture can be, which may make them reflect on the diversity of perspectives derived from these cultural groups.

Authentic materials have been considered an important part of language teaching from an intercultural perspective. Many of the resources created for language learning are prone to modify aspects of context that are crucial to comprehend the relationship between language and culture. On the contrary, “material developed by speakers of a language for communication with other speakers is heavily contexted and privileges process of meaning-making over language use for its own sake” (Liddicoat and Scarino,

2013, p. 94). Consequently, authentic materials can achieve the purpose of the intercultural communicative competence as it allows learners to infer their own conclusions and opinions from the information presented before them.

Nevertheless, authentic materials do not necessarily ensure relevant and authentic learning, as they are not created for the purpose of teaching, which can lead to problems to understand them, especially at lower levels of learning. These types of materials are usually designed in a native context, so, when they are presented for language learning, they may be difficult to understand, without previous knowledge on the matter. However, there is a solution teachers can follow: adapting the materials. This “allows teachers to achieve greater compatibility and a better fit between the resource and their teaching context, to maximize the value of the resource for their particular learners” (Liddicoat and Scarino, 2013, p. 102). When teachers convey an adaptation of the resources, it is important to take into account the result they want learners to achieve and think about what they will do with the resource. That way, they might be able to control how students engage with culture, assuring they will not feel overwhelmed with the new information. There are several methods to adapt the materials that teachers can follow. First, they could provide an “additional language support” (Liddicoat and Scarino, 2013, p. 102), such as a glossary with an unknown word, an explanation of key concepts, or, as a last option, a translation of difficult vocabulary. Secondly, “additional information relevant to understanding the resource” (Liddicoat and Scarino, 2013, p. 102), for example, additional resources that show different aspects of the same basic issue, bibliography that could complement what has been presented, or even visual support that may facilitate the understanding of new information. Once the resources have been adapted to the students, they can “work with the material, allowing space for interpretation and individual connections as well as connections made collectively as part of the interactive process of learning” (Liddicoat and Scarino, 2013, p. 103).

Although authentic materials may appear complicated to apply to the classroom, they offer a lot of possibilities that other materials cannot. The most important is that “they bring learners into closer contact with the real world of the target language and enlarge their understanding of what language is” (Liddicoat and Scarino, 2013, p. 95). Through authentic materials, students cannot only learn about the target culture in a realistic way, but also about the “contemporary ways of language use rather than to idealized or old-fashioned structures” (Liddicoat and Scarino, 2013, p. 95). Being able to

have a closer look of the real use of the language they are learning may increase their interest in the foreign culture, as they would see the practicality of learning the language.

Having a closer interaction with other cultures is now easier than ever, as the Internet and the new technologies allow learners to experience the culture and foreign language in the realest possible way. In the past, cultural exchanges were one way of applying the intercultural communicative competence in language teaching (Keller 1990), but they were not accessible for everyone. Nowadays, on the contrary, the Internet provides the opportunity to “connect learners and teachers from various cultural backgrounds” and “are very often used as a kind of substitute or another form of experiential learning” (Piątkowska, 2015, p. 9). Penz (2001) carried out several projects to prove that if the students have the possibility of interacting with other individuals in the target language, the culture learning could be more successfully achieved. The projects were not implemented face-to-face, instead, they were done through different media, showing that L2 students are able to reflect about theirs and other cultures, “becoming mediators between cultures”, without being physically in another country (Penz, 2001, p. 103).

Finally, it is important to remember that in intercultural education, learners should have an adequate knowledge of their own culture, in order to be able to infer conclusions and create links between different cultures. This does not mean that they necessarily have to compare theirs to other cultures, but it should be understood in the sense of mediation between cultures. As Aguilar (2008) argues:

[Language] learners have to become mediators who have the ability to manage communication and interaction between people of different cultural identities and languages, coming out from their own perspective and taking up another, able to handle different interpretations of reality, persons who have a privileged position between the home and the target culture, that is to say, learners must become intercultural speakers. (p. 63).

Applying the Intercultural Communicative Competence to the classroom can appear to be quite complicated, especially when selecting the resources to be used. Nevertheless, it is important to remember that in order to fulfil the intercultural communicative competence, materials should be connected to each other, so that students understand the culture and the language as a whole. They need be able to “draw connections [between the resources] to establish deeper understandings” (Liddicoat and Scarino, 2013, p. 105). As a conclusion, when implementing the ICC in the classroom,

teachers should be aware of the information they present the students with, in order to avoid creating stereotyped views of the target culture. In addition, they should keep in mind what purpose they want to achieve with the materials they present, and how they connect to the students' lives, so that they will be able to engage with these resources. The main objective of the ICC is to create 'intercultural speakers' (Aguilar, 2008) that would investigate and reflect about culture in an independent way.

2.3 STEREOTYPES

2.3.1 What is a stereotype?

Stereotype is a word most people have probably heard many times during their life, however, not all are able to fully understand what it means. The main reason may be because of the difficulty and lack of consent about its definition, starting with the different dictionaries. In Merriam-Webster, it is possible to find 'stereotype' defined as "a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment" (Merriam Webster). Other dictionaries like Cambridge also provide a similar definition "a set idea that people have about what someone or something is like, especially an idea that is wrong" (Cambridge), although it appears to be less precise in regards to culture.

Merriam-Webster present an important differentiation between two concepts that tend to be mistaken: 'cliché' and 'stereotype'. In the dictionary, it is explained that both terms come from the French language, and were originally synonymous, and referred to "printing blocks from which numerous prints could be made" (Merriam-Webster, n.d.); however, nowadays the meanings are significantly different. As stated in the dictionary,

"*Cliché* is today overwhelmingly encountered in reference to something hackneyed, such as an overly familiar or commonplace phrase, theme, or expression. *Stereotype* is most frequently now employed to refer to an often unfair and untrue belief that many people have about all people or things with a particular characteristic" (Merriam-Webster, n.d.).

The main difference between these concepts is that a cliché usually refers to an expression or topic that is recurrent in a group or community, and therefore it is true (in the majority of the cases); yet, a stereotype does not necessarily have to be faithful to reality to still be believed by a great number of people.

Individuals tend to create stereotypes through categorizations and generalizations in order to save time and effort trying to learn about the target culture. As McGarty, Yzerbyt and Spears (2009) argue, “treating people as group members saves energy because it means that we can ignore all of the diverse and detailed information that is associated with individuals” (p. 4). This common behavior of finding shortcuts to process an overload of information might evolve into a negative result because individuals end up creating biased and erroneous perceptions of other groups (McGarty, Yzerbyt and Spears, 2009). Therefore, instead of helping people understand the values and manners of a community, stereotypes help people misunderstand them, creating negative perceptions of the target culture.

2.3.2 How to avoid stereotypes in intercultural understanding

Although there are many stereotypes that people are not able to recognize as such because they have been widespread for a long time, it is necessary to avoid fostering these ideas in the language classroom. As explained in previous sections, language and culture exist together and complement each other. Consequently, feeding false beliefs can have negative consequences in the learning process of both the foreign language and the target culture.

One of the issues that may arise from stereotyping can be rejection. As Jost and Hamilton (2005) explain, “people use stereotypes to maximize cognitive efficiency and to explain and justify cultural and institutional forms of prejudice in which members of some groups are accepted and others are rejected” (p. 209). Some individuals may adopt these stereotypes as facts and form a negative view of a group or a culture, which may have worse consequences like xenophobia or racism, as McDonald (1993) claims.

When teaching a foreign language is common to find statements like: “all westerns are wealthy”, “in America everybody drives big cars”, or “in Australia there are kangaroos everywhere”, among others (Welsh, 2001, p. 36). These statements may be used by teachers or in textbooks to explain any particular vocabulary, grammatical structure or even the culture of a country itself. However, without noticing it, “students may be implicitly taught to over-generalize and stereotype” as they may “lack skills in critical thinking or ... a limited general knowledge” (Welsh, 2001, p. 36). In order to prevent this, teachers should be careful with their choice of words and the examples they present in the classroom. In her article, Welsh (2001) gives a list of suggestions for language teacher to avoid stereotyping and over-generalizations:

- Avoid words like “always”, “all”, “everybody”, “everywhere”.
- Use words like “some”, “sometimes”, “many”.
- Give students balanced images of the target culture (p. 38-39).

In addition, teachers could use these examples of overgeneralizations to explain how differently we perceive things depending on the choice of words, showing “the significance of implicit and explicit meanings”, and the outcome these have (Welsh, 2001, p. 37).

Another interesting method to avoid stereotypes from appearing in culture learning is presenting the danger of stereotyping from the very first day. If teachers show students how to identify the stereotypes and give them tools to avoid following untrue statements presented as facts, learners will be able to understand the target culture in the most realistic possible way. Moreover, this proposal will help them “develop critical thinking and analytical skills” which will be highly beneficial not only to select faithful information, but to acquire a deeper understanding of the target culture (Welsh, 2001, p. 37).

Finally, by presenting them with common stereotypes about the target culture, students could reflect about the perception outsiders have of their culture. In most cases, individuals are not able to identify the way in which stereotypes can affect a culture until they are shown a similar situation in relation to their own culture. Then, they would be able to detect the similarities between both cultures and develop a sense of empathy and understanding towards the target culture. As Welsh (2001) argues, “it is also important to identify common, shared experiences, not just differences. By overly focusing on differences, negative stereotypes can be reinforced” (p. 41). Additionally, by presenting learners with similarities and common aspects between cultures, they could also find aspects of personal significance or even new hobbies, which will help increase their interest in the language itself. To finish with, Welsh (2001) also proposes another series of tips that can be useful for developing intercultural understanding:

- Explore definitions of culture.
- Discuss how language reflects ‘micro-cultures’ e.g. in a workplace, a family or group of friends.
- Promote tolerance of ambiguity & of difference.
- Explore cross-cultural similarities (as well as differences).

- Understand that ‘culture’ can be used negatively to divide people and avoid doing so (p. 42).

In conclusion, as presented in this section, there are a number of ways in which teachers can avoid stereotypes and stereotyping in the classroom, ensuring the true understanding of the target culture by the students. Nevertheless, it is up to them deciding how to use them and apply it to the classroom depending on the age, level and interests of the students. In addition, teachers should not feel pressured to implement every single method presented in this dissertation if they are not familiar with them, but they could introduce some of the techniques little by little in the classroom in order to fulfil the intercultural competence. Moreover, language teacher should continue educating themselves on this matter, investigating and innovating, to achieve successful results regarding culture learning.

3. DIDACTIC PROPOSAL

3.1 JUSTIFICATION

This didactic proposal was created with the aim of providing students with a more realistic view and context of some aspects of the British culture that have been widely stereotyped. As it was stated in the theoretical framework, most textbooks tend to follow a more traditional approach when presenting culture, therefore leading to the spread of false stereotypes about the target language. For that reason, the activities and materials chosen for this didactic proposal have been carefully examined and selected in order to avoid the promotion of stereotypes about the countries that constitute the UK.

This didactic proposal tries to provide students with a truthful understanding of the contents, aspects and issues learned about the UK, as most of the topics proposed in conventional textbooks tend to be quite far from reality, which could discourage students if they ever have a real contact with target culture. Therefore, the different topics chosen for the students to learn about were selected taking into consideration their current interests, as well as their own culture, so that they would be more interested in the activities, motivating them to investigate independently. The first topic that will be discussed is “accents in the UK”. This topic was selected to help them recognize and appreciate the diversity of the UK, putting special attention into the significance of embracing one’s accent. Since there is a great variety of accents in Spain too, students may be able to better understand the implications of stereotyping the different accents inside a country and would be able to appreciate this diversity rather than stigmatize it.

“Meals” will be another aspect of the British culture in this didactic proposal. The reason behind this decision was to show the reality behind one of the most repeated topics in English textbooks. Even though it is important to learn about the traditional dishes from the UK, it is also crucial to understand that, in general terms, foreign cuisine has taken an essential role in the British’s daily life. Reflecting about the positive impact of multiculturalism and migration on the culture of the UK helps to avoid the creation of stereotypes, and above all, exclusion and marginalization.

This didactic proposal aims to break some of the stereotypes usually linked to the UK and the British people, so that students can comprehend the target culture in a more realistic way, and therefore, understand the foreign language as a whole. The main idea is that students use their critical thinking to gather their own conclusions about the topics

presented, instead of agreeing with the opinions presented in textbooks. As most of the activities created require some knowledge about current affairs and deeper reflection, the didactic proposal is targeted to the students of 1st Bachillerato. In general, students in this year have already acquired a degree of maturity that allows them to have some insight and personal opinion on the topics that will be discussed, making the activities of this didactic proposal more suitable for them rather than for lower years.

To conclude, this didactic proposal tries to follow the guidelines presented in the Common European Framework of Reference for Languages that puts the focus on the interculturality and the importance of plurilingualism in the classroom. Therefore, the activities and materials that students will be working with, will try to promote the acceptance and respect toward the linguistic and cultural diversity of every country or social group.

3.2 CONTEXT AND TEMPORALIZATION

This didactic proposal was designed to be implemented in a class of 1st of Bachillerato, which is non-compulsory education. As explained in the justification, students of 1st of Bachillerato are expected to have a higher level of maturity and social consciousness than in Secondary Education. Taking into account the main aim of the didactic proposal, it was thought that students over 15 years would be better suited for the development of the activities and the participation in the debates about the dangers of stereotyping and the importance of multiculturalism.

The lesson plan will be distributed into 7 sessions, which will be carried out in the second trimester of the 1st Year of Bachillerato. According to the Real Decreto 243/2022, the first year of Bachillerato is assigned 3 hours of English per week (p. 50347); therefore, the entire didactic proposal will last three weeks in total. The first week will be dedicated to Sessions 1, 2 and 3. Session 1 is designed to be an introductory session about the stereotypes related with the UK, followed by Sessions 2 and 3 that discuss the first topic (or learning situation) which is “accents”. The second week will consist of Session 4, 5 and 6. Students will begin the week with Sessions 4 and 5, where they will deal with the topic of “meals”, the second learning situation of the didactic proposal. After that, they will have Session 6, which will be dedicated to the preparation of the final task. Lastly, the final session (Session 7) will be held on the last English class of the following week, to provide students with a full week to complete and submit their task.

As this is a didactic proposal that has not yet been put into practice, the target group for which the activities are designed is only hypothetical. This means that, although most of the activities have been created to be implemented in a group of 20 students, if this didactic proposal were to be taken to a real context, the activities and classroom management could be easily adapted. Moreover, even though there is no reference to the attention to diversity in this lesson proposal, all activities should be adapted to the necessities of the students when implemented in a classroom. In this case, the teacher would be responsible for making any necessary adjustments or changes to the activities or materials to ensure that all students can learn and participate equally.

3.3 OBJECTIVES

The main objective this proposal is to teach students about aspects of the British culture avoiding stereotypes, therefore providing them with a more realistic view of the target culture, which is not always possible through conventional textbooks and contrived materials. In addition to the main objective, other specific objectives have been designed to be fulfilled throughout the entire didactic proposal:

- Explore and appreciate the cultural diversity in the UK, taking into consideration all linguistic varieties that co-exist there.
- Understand the dangers of recognizing stereotypes as a realistic portrayal of the target culture.
- Develop a critical mindset towards the creation of stereotypes in a culture.
- Ensure a responsible use the Internet and digital resources, leading to the identification of reliable sources of information.
- Encourage debate and reflection regarding current matters about the culture of the UK among students, always respecting each other's opinions.
- Work with authentic materials and realia, fostering student's motivation and interest towards the target culture and exposing them to real language in use.
- Learn the target language inductively through the teacher's input and the materials used in the session, as well as through the discussion with peers.
- Use ICTs in the educational context to create audiovisual materials to share information about a specific topic.

3.4 LEGAL FRAMEWORK

Before detailing the sessions of this lesson plan, it is essential to make a thorough review of the law on which this didactic proposal is based. According to the Spanish current legislation of obligatory compliance, the entire proposal follows and applies the national law LOMLOE (Ley Orgánica de Educación 3/2020 issued December 29, which modifies the previous LOE, Ley Orgánica de Educación 2/2006 issued May 3). This document establishes the fundamental pillars of compulsory and non-compulsory education in Spain, therefore, all didactic proposals aimed at secondary education or Bachillerato must enforce its regulations.

As previously stated, this didactic proposal is aimed at a class of 1st of Bachillerato, which constitute the first year of non-compulsory education in the Spanish Educational System (macro level). Therefore, the main pedagogical principles, the key competences and the number of hours corresponding to the subject of English as a Foreign Language, which have been taken into consideration in the planning of this lesson plan, are based on the Real Decreto 243/2022 issued April 5 “por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato” (RD. 243/2022, p. 46047).

Regarding the regional context (meso level), the legislation of Castilla and León establishes the contents, specific competences and assessment criteria for the first year of Bachillerato in the Decreto 40/2022 issued September 29 “por el que se establece la ordenación y el currículo del bachillerato en la Comunidad de Castilla y León” (D 40/2022, p. 49543).

Although the *Common European Framework of Reference for Languages* (CEFR) and the Sustainable Development Goals (SDG) are not considered documents of obligatory compliance, they take an important role in the current educational system. For that reason, the regulations at the international context (supra level) were also taken into account for this didactic proposal. The CEFR establishes the relevance of achieving effective communication in the classroom to ensure a successful learning process, allowing students to understand the practicality of the foreign language in real-life contexts. This methodology has been chosen as one of the main strategies for this didactic proposal as it will be further explained in the following section. As for the SDG, the goal number 16 that refers to promote just, peaceful and inclusive societies

summarizes the main objective of this didactic proposal, which tries to avoid stereotypes about a foreign culture to ensure equality and inclusion of all people.

3.5 METHODOLOGY

Regarding the methodology of this lesson proposal, it can be said that several methodological strategies have been implemented. The main strategy that has been followed throughout the didactic proposal is the communicative approach, as the ultimate goal when learning a foreign language is to be able to successfully communicate in said language. In order to achieve a successful communication among students, debates and discussions have been conveyed, not only as a means to reflect about the topics given, but also as a way of expressing one's opinions without the impediment of a language barrier. Although the teacher's role is to ensure the proper acquisition of the target language by students, she/he would not interfere with the student's discussions in order to correct any possible mistakes, as they are part of the learning process. Since the didactic proposal does not directly deal with theoretical aspects of the language (e.g. grammatical structures, word categories or text organization), students may improve their communication skills in real-life situations, which would provide them with the confidence and motivation to use the target language outside the educational context.

Focusing on the outline of this lesson plan, the task-based learning approach has been implemented, as all the proposed activities contribute, in one way or another, to the development of the final task by the students. On the one hand, the topics discussed in this lesson proposal are divided into two sessions: one session in which the stereotype is analyzed in depth, and another session in which the stereotype is debunked. Having worked with this structure for four sessions would help students organize the ideas and information in the video for the final task, allowing them to present the stereotype and refute it coherently. On the other hand, students would be familiar with the use of ICTs from the first session, providing them with enough skills to search for accurate information about British culture to include in their final product. As students would undergo an investigation process to gather information for the video they present, the sources consulted in the previous sessions would facilitate the research task.

Additionally, one of the main concerns of this didactic proposal is the use of authentic materials and realia, to provide a realistic understanding of the target culture. As explained in the previous sections, conventional textbooks and contrived materials

usually fail to present the reality of the British culture. Therefore, the materials and sources included in the sessions have been chosen to allow students with a truthful understanding of the target culture, so that they can draw their own conclusions regarding the stereotypes presented.

Lastly, collaborative learning is an essential part of this lesson plan, as it has been proven to be one of the most successful methods for language acquisition. In the majority of the activities in this didactic proposal, students are grouped in pairs or small groups, where they must collaborate to fulfill the aim of the activity. By completing tasks collaboratively, students would not only use the target language to interact with their peers, thus improving their communication skills, but they would also be more motivated and interested in the topic that is being addressed. In conclusion, the methodological strategies implemented in this didactic proposal aim to ensure an adequate understanding of both British culture and the target language, as well as an active student participation in all activities and discussions.

3.6 DESCRIPTION OF THE SESSIONS

i. Session 1

The first session will consist of five activities in which students will be dealing with the topic of stereotypes about the UK and their culture. This session is aimed to be an introductory session in which students will have a first contact with the stereotypes and will learn about what they are, allowing them to investigate on their own about this topic. In addition, students will be explained the content and purpose of the following sessions, so that they have a clear understanding of the organization of this didactic proposal.

<u>Activity number 1</u> - <u>Session number 1</u>		
Title: Word cloud	Type: Introductory	Temporalization: 10 minutes
Classroom management: Students work individually		Resources: Tablets for each student Computer and screen Mentimeter web:

	https://www.mentimeter.com/app/presentation/alquhsrysq9rpku7vhq2sp6vvm4i4t46/first/edit https://www.menti.com/all1tezxt8o8a
<p>Description of the activity:</p> <p>The teacher distributes the tablets to the students, and displays the QR code on the screen, for them to scan it. Once every student has been able to enter the Mentimeter website, they will have to answer the question that appear on the screen: “What comes to your mind when you think about the UK culture?”</p> <p>Students have 2 minutes to write a word or a phrase on their tablets that will automatically appear on the screen. The most repeated words or phrases will appear on a bigger size font than the other ones.</p> <p>When all students have submitted their answer, the teacher asks to the students “Do you think these words truly describe the UK culture?”</p> <p>The following 5 minutes are destined to reflect and discuss about the teacher’s question. Students raise their hands to answer, and the teacher gives turns.</p> <p><u>Linguistic input*</u></p> <p>“Hello students! For today’s first activity, I’m going to need you to participate doing an interesting activity. But first, take your tablets and scan the QR code that I just put on the screen. The code will take you to the Mentimeter webpage”</p> <p>(Students take their tablets and scan the QR code)</p> <p>As you can see on your screen, you have a question to answer: ‘What comes to your mind when you think about the culture of the UK?’ Try to write one or two words instead of long sentences, so that we can see the word cloud better. You have 3 minutes to think about it and answer the question on your tablets. I’m going to put a timer on the screen as well, so you can see how much time you have left. Do you have any questions? No? Okay, then you can start now!”</p> <p>(Students answer the questions on their tablets)</p> <p>[...]</p> <p>“Your time is over. Let’s see your answers!”</p> <p>(The teacher displays the word cloud on the screen)</p> <p>“Wow, we have a lot of repeated words, that is why they appear on a bigger font. So, I can see most of you answered ‘Queen’, ‘Football’, ‘Pubs and beer’, ‘Fish and chips’, among other things of course”</p> <p>(The teacher reads some of the other answers)</p> <p>“What do you think all these words have in common?”</p>	

(Some students raise their hand and answer the question)

“Yes, that is what I was hoping you answered. Most words are stereotypes about the UK. This is the topic we are going to deal with for the next 3 weeks. You are going to learn a lot about stereotypes and the consequences of spreading them. But first, let me give you a brief explanation of what can be understood by ‘stereotype’”.

*The linguistic input will only be given for this activity, as this is a didactic proposal that has not been implemented in a real context yet, therefore, the input may vary depending on the situation of each class. Nevertheless, this linguistic input was given as an example to show how this activity could be conveyed.

Activity number 2 - Session number 1

Title: What is a stereotype?	Type: Reinforcement	Temporalization: 5 minutes
Classroom management: Students listen to the teacher’s explanation		Resources: Computer Screen
Description of the activity: The teacher provides a brief explanation regarding stereotypes and the problems surrounding them, with special emphasis on the negative side and the importance of stopping its spread. The main ideas are presented in a summarized way as the intention is not to give a lecture about stereotypes, but to present the concept for students to comprehend what they will be focusing on the following sessions.		

Activity number 3 - Session number 1

Title: Searching time	Type: Reinforcement	Temporalization: 15 minutes
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Classroom management: Students work in pairs.	Resources: Tablets for the students. Canva template https://www.canva.com/design/DAGFf4CPz_0/HM4KYQ99IDIOcUOOaN3ABQ/edit?utm_content=DAGFf4CPz_0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton List of sources regarding stereotypes: https://www.independent.co.uk/news/uk/home-news/inaccurate-stereotypes-about-british-people-that-everyone-believes-to-be-true-a6776461.html https://promova.com/blog/major-english-stereotypes
Description of the activity: In pairs, students investigate about stereotypes associated with the UK and the British culture. They are given a template with different categories to complete. The categories are: “This stereotype is ridiculous”, “This stereotype seems realistic”, “This stereotype cannot be true”, “This stereotype is offensive” and “I have heard this stereotype before”. Following their personal opinion, they have to classify the stereotypes they find on the internet below each category of the template. In this activity, the teacher’s role is controlling students make a good use of the technological devices and the internet information, going around the class while students complete the activity. In order to assure that, the teacher will also provide a list of sources that students can check to find British stereotypes. The sources that students browse can be of any type: online articles, blog posts or even YouTube videos; as long as these are safe and age-appropriate sources.	

<u>Activity number 4</u> - <u>Session number 1</u>		
Title: Let’s reflect.	Type: Reinforcement	Temporalization: 15 minutes
Classroom management: 1. Students share the ideas in pairs to the rest of the class. 2. Students participate in the debate individually.	Resources: Canva templates already completed.	

Description of the activity:

Each pair briefly shares with their classmates a couple of stereotypes they have found, and they give a small observation about it. Once the 10 pairs have finished sharing the information they have found, the teacher asks the following question: “Do you think these stereotypes truly represent the culture of the UK?”. The teacher allows 7 minutes for a discussion in which students contribute giving their opinion regarding the question asked.

Activity number 5 - Session number 1

Title: This is what we will do.	Type: Closing	Temporalization: 5 minutes
Classroom management: Students listen to the teacher’s explanation		Resources: Blackboard and chalk.
Description of the activity: <p>In this closing activity, the teacher will simply explain the aim of the proposal and the different topics that they will deal with in the following session. She/he will write on the blackboard the dates that correspond to each session, and what will they be destined to, so students can organize themselves around that calendar and there are no future misunderstandings with the didactic proposal.</p>		

ii. Session 2

This session is the first one in the learning situation of “accents in the UK”. In this session, students learn about the RP accent, traditionally identified as the “standard accent” in the UK. For that reason, it is the preferred accent to be taught in the L2 classroom by teachers and, above all, by textbooks and teaching materials. The six activities in this session were created with the objective to provide students with knowledge about this accent, and the current situation of it, making students reflect about the implications of imposing a “unified accent” in such a diverse country. All materials

selected for this session are authentic materials, to assure that students can listen the RP accent in real situations, rather than in contrived audios provided by textbooks.

<u>Activity number 1</u> - <u>Session number 2</u>		
Title: Listen to the Queen	Type: Introductory	Temporalization: 5 minutes
Classroom management: Students watch the different videos showed on the screen.		Resources: Computer Screen Canva presentation with 3 videos https://www.canva.com/design/DAGFsk54Bj0/4c_1MYZVYGISbUtw-flk_w/edit?utm_content=DAGFsk54Bj0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Description of the activity: The teacher projects the Canva presentation on the screen. She/he explains to the students that they are going to watch three videos of different people speaking with RP accent. The teacher plays three videos: the first, a video of Queen Elizabeth speaking in different situations and interviews; the second, a series of famous people and celebrities giving speeches or answering questions; the last video shows a BBC reporter presenting the news.		

<u>Activity number 2</u> - <u>Session number 2</u>		
Title: What is RP accent?	Type: Reinforcement	Temporalization: 10 minutes
Classroom management: Students works in pairs with the tablets		Resources: Tablets Piece of paper

Description of the activity:

Using their tablets, students have to work in pairs to look for information on the Internet about the history, origin and characteristics of the RP accent. They are expected to find the information on reliable sources, as it will be reminded by the teacher.

Once they have found some facts about the RP accent and added it to a document indicating their sources, they write a question regarding the RP accent on a piece of paper. They write one question and the resulting answer per pair and then hand it to the teacher.

Activity number 3 - Session number 2

Title: RP Quiz	Type: Reinforcement	Temporalization: 10 minutes
Classroom management: Students cooperate to answer the questions in pairs.		Resources: Pieces of paper (with the questions and answers already written) Plastic box

Description of the activity:

Each pair chooses a piece of paper from a plastic box the teacher carries. The selected question is asked by the teacher, and the students must try to answer it. If the students have found information about the topic asked, they would be able to answer correctly, if they cannot answer it, they can pass the turn to any other pair in the classroom. In total, ten questions will be asked.

Some example questions that students may write are the following:

- When did RP started?
- Why was RP accent created?
- What are some characteristics of the RP pronunciation?

Activity number 4 - Session number 2

Title: What happened to the RP accent?	Type: Reinforcement	Temporalization: 20 minutes
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Classroom management: 1. A small number of students read out loud the excerpts. 2. Students intervene in the debate individually.	Resources: Computer and screen. Canva presentation with excerpts from different articles. https://www.canva.com/design/DAGFwhGZKIo/mUgCM-ZeLCZre6Ejgx9Exw/edit?utm_content=DAGFwhGZKIo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Description of the activity: <p>The teacher displays the Canva presentation on the screen and ask for volunteers to read the different excerpts that the presentation contains. Each volunteer student reads out loud one of the slides that contain a quote from different articles that deal with the current state of the RP accent.</p> <p>Once all excerpts have been read and understood, the teacher presents the last slide of the Canva presentation, which encourages students to reflect about what they have just read. In the slides there are three questions: “Why do you think RP accent is disappearing?”, “What may be the consequences of this loss?”, and “Is it crucial to have a unified accent?”</p> <p>These three questions have the intention of opening a debate among students, challenging them to reflect about what they have been taught to be the ‘correct accent’.</p>	

<u>Activity number 5</u> - <u>Session number 2</u>		
Title: Parliament session	Type: Closing	Temporalization: 5 minutes
Classroom management: Students watch a video on the screen.		Resources: Computer and screen.
Description of the activity: The teacher plays a video of a Scottish politician speaking in Parliament, while another politician asks him to repeat his statement as he cannot understand him properly. This video works as a link between as this session and the following one, where other accents are presented.		

iii. Session 3

The third session is the second one that deals with the topic of accents, more specifically, the variety of accents that co-exist in the UK. In this session, students will be in contact with six different accents from the UK that may be unknown for some of them. The main objective of this session is for students to learn and appreciate the diversity present in the British Isles, also creating connections with their own culture and the situation of accents in Spain.

<u>Activity number 1</u> - <u>Session number 3</u>		
Title: Trip around the UK	Type: Introductory	Temporalization: 10 minutes
Classroom management: Students watch the videos showed on the screen.		Resources: Computer and screen. Canva presentation with 4 videos: https://www.canva.com/design/DAGFxpq2a3U/IYcW3fOgEzOGkpEBs_ELyw/edit?utm_content=DAGFxpq2a3U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Description of the activity: The teacher distributes small whiteboards and black pens among the students. Then, the teacher displays the Canva presentation on the screen. The teacher explains that they will watch four videos of real people speaking with different accents from the UK. Students have to write on the blackboard the accent they liked more, taking only into consideration the musicality of each (they write the number that corresponds to each video). Students are not expected to understand the content of the video itself, as some of the accents are quite difficult to comprehend when listened for the first time. Once they have watched all the videos, students raise their whiteboards, and the teacher writes down the result to see which of the four accents has been the preferred one.		

<u>Activity number 2</u> - <u>Session number 3</u>		
Title: Cockney rhyming slang	Type: Reinforcement	Temporalization: 10 minutes
Classroom management: Students work in pairs.		Resources: Flashcards: https://www.canva.com/design/DAGFybCygAk/HjWwnQmk0xuTkO-vGg0ZHQ/edit?utm_content=DAGFybCygAk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Description of the activity: Students are given a set of 36 flashcards; in 18 of them will have an example of Cockney rhyming slang, and in the other 18 they will have the word in English that corresponds to each rhyming slang. In pairs, students try to match the rhymes to the correct word that each expression refers to. After 7 minutes, the teacher gives the solutions for the jigsaw, accompanied by a brief explanation about the Cockney rhyming slang and how it originated.		

<u>Activity number 3</u> - <u>Session number 3</u>		
Title: Louis Tomlinson teaches Yorkshire slang.	Type: Reinforcement	Temporalization: 10 minutes
Classroom management: 1. Students watch the video 2. Students write the sentences individually		Resources: Youtube video: https://youtu.be/bGgQrTAm_io?si=fZ7jAeK7JekcUEpe Sheet of paper

Description of the activity:

The teacher plays a video of the singer Louis Tomlinson, born in Doncaster, Yorkshire, explaining Yorkshire slang. In the video, the singer reads different words and phrases, and then gives an explanation about what it means in “standard English”. After watching the video, students have to write in a sheet of paper a sentence in English using one of the words or phrases in the proper context. Then, the teacher collects the sheets of paper of the students.

Activity number 4 - Session number 3

Title: Let's debate.	Type: Reinforcement	Temporalization: 17 minutes
Classroom management: Students participate in the debate individually		Resources: Blackboard and chalk
Description of the activity: <p>The teacher writes in the blackboard the following questions: “Is it true that all British people speak with RP accent?”, “Is there any problem with having an accent?”, “Should a person be ashamed of their accent?”, “Does this happen in Spain too?”. Then, students share their opinions regarding the questions to engage in a debate about the importance of the diversity of accents in a country.</p>		

Activity number 5 - Session number 3

Title: What have we learned?	Type: Closing	Temporalization: 3 minutes
Classroom management: Students listen to the teacher's intervention		Resources: None

Description of the activity:

The teacher gathers all the ideas discussed and proposed during the previous debate to provide a conclusion for the learning situation about accents. She/he would explain the importance of embracing one's accent and their relevance in the culture of a country or a region.

iv. Session 4

This session will deal with typical British food. Students will discover the different dishes from England, Scotland, Wales and Northern Ireland, through images and through the recipes of each dish. In addition, students will interact with realia to learn about the culture of the afternoon tea, and the etiquette that surrounds this practice.

<u>Activity number 1 - Session number 4</u>		
Title: Mealtime	Type: Introductory	Temporalization: 5 minutes
Classroom management: Students work individually.		Resources: Green and red flashcards (see in Appendix) Canva presentation: https://www.canva.com/design/DAGF3ofG--0/oh8WwwQ0huLFY6DsdCF-Kw/edit?utm_content=DAGF3ofG--0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Description of the activity: The teacher distributes green and red flashcards among the students. Then, she/he displays a list of names of British dishes on the screen. Some of the names are real and some other are invented, and students must try to guess if the names presented on the screen exist. The teacher reads the different names one by one, and the students raise the green card or red card, if they think it is a real name or if it is made up (respectively). Once all names have been read, the teacher reveals the answers.		

<u>Activity number 2</u> - <u>Session number 4</u>		
Title: Crazy recipe	Type: Reinforcement	Temporalization: 15 minutes
Classroom management: Students work in pairs.		Resources: Pieces of paper with the recipe (link to the recipes: TFM. Didactic proposal materials. Recipes.docx) Images of the different dishes
Description of the activity: <p>In pairs, students are given a recipe of a typical British dish (each pair receives a different one). The recipe will be divided in several pieces of paper, with different steps of the recipe in each paper.</p> <p>Together, students must cooperate to put the steps in order, to discover the full recipe. Once students have finished ordering the steps in their recipe, they are given a series of images of different British dishes. Taking into consideration the ingredients and the preparation of their recipe, they must try to guess which picture corresponds to their recipe. In addition, they should try to give the correct name to it, regarding what they have learned from the first activity.</p>		

<u>Activity number 3</u> - <u>Session number 4</u>		
Title: Teatime	Type: Reinforcement	Temporalization: 25 minutes
Classroom management: <ol style="list-style-type: none"> Students watch the video. Students work in groups of 3 people. Students perform the role-play in groups of 2-3 people Students assess their classmate's performance individually. 		Resources: Computer and screen. Youtube video: https://youtu.be/vKA7b7Zxi7A?si=wGNMSNJMy5D8N_3W Table and chairs. Set of teapots and teacups. Real pastries. Co-evaluation worksheet: https://www.canva.com/design/DAGG0Yl-iQE/X0-

	b0umrFpe_iK_IDCf3tg/edit?utm_content=DAGG0YI-iQE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
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Description of the activity:

The teacher plays a video about the etiquette surrounding afternoon tea, in which is explained how to make and drink the famous afternoon tea.

Once the video has finished, students will be separated in groups of 3 people (except one group of two people). They are given 7 minutes to prepare a roleplay in which they have afternoon tea themselves. They prepare a hypothetical conversation for the roleplay, and they must follow the etiquette showed in the video. The role play has to be 2 minutes long, and all participants of the group must intervene at some point of the role play. During their acting, they can use authentic teapots, teacups and pastries that will be displayed on the table where they have to sit for the representation. The teacher will be in charge of bringing all these objects and to ensure that students treat them carefully. In total, there will be 7 role-plays, and students have a worksheet with different statements to assess their classmate's performance. Each student will receive one worksheet with the numbers of the different groups and they should write a check or a cross depending on whether they agree with the statement on the worksheet or not regarding their classmate's performance.

Activity number 4 - Session number 4

Title:	Type:	Temporalization:
Taste test	Closing	5 minutes
Classroom management:	Resources:	
Students come individually to the table to get a pastry to eat.	Real pastries and scones.	

Description of the activity:

The teacher explains to the students that, although these are traditional dishes, British people do not eat these meals on a daily basis, only on special occasions, and that they usually have a much more rushed routine, that makes them other types of food that do not require a long preparation. This explanation will help introduce the topic of the following session.

At the end of the class, the teacher shares with the students the typical pastries eaten in the afternoon tea.

v. Session 5

This session will constitute the second part of the topic ‘meals’, presenting the counterpart of the stereotype of typical British food. In this session, students will work with authentic materials to learn about the preferred foods in the UK, trying to reflect about the reasons behind the data presented to them through different figures and surveys.

<u>Activity number 1</u> - <u>Session number 5</u>		
Title: Delivery time	Type: Introductory	Temporalization: 10 minutes
Classroom management: Students write individually on their whiteboards.		Resources: Map of the UK without and with the results: https://www.canva.com/design/DAGF8tWeNVk/fNDzx4hXT4jg3CiVxLJKpw/edit?utm_content=DAGF8tWeNVk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Description of the activity: The teacher displays a map of the UK on the screen, which indicates the percentage of preferred cuisine in each county, but without the results of the survey. Students are given whiteboards in which they have to write the answer for each county in the map. They can write a specific meal (from what they have learned in the previous session) or they can write a type of cuisine (British, Scottish, Italian, Spanish, etc.). Once students have written their answers, the teacher will show the map with the results.		

<u>Activity number 2</u> - <u>Session number 5</u>		
Title: Where to eat?	Type: Reinforcement	Temporalization: 15 minutes
Classroom management: Students work in groups of 4.	Resources: Survey: https://www.just-eat.co.uk/explore/most-loved-cuisines Tablets	

Description of the activity:

The teacher shares with the students the link to the survey about the favorite cuisines in the UK. Then, students are divided into groups of 4 people, and they are assigned a different city from one of the counties that appear in the image. Each group must search on the website Tripadvisor.com the top restaurant from the city they were assigned, and check if it corresponds to the results of the survey regarding the preferred cuisine in that county. The last 5 minutes of the activity are destined to share the conclusions each group has gathered after their investigation. Students are expected to pay special attention to the diversity of cultures present in each city through the restaurant options that exist.

Cities:

1. Birmingham, West Midlands:

https://www.tripadvisor.com/Restaurants-g186402-Birmingham_West_Midlands_England.html

2. Newcastle upon Tyne, North East

https://www.tripadvisor.com/Restaurants-g186394-Newcastle_upon_Tyne_Tyne_and_Wear_England.html

3. Glasgow, Scotland: https://www.tripadvisor.com/Restaurants-g186534-Glasgow_Scotland.html

4. Nottingham, East Midlands: https://www.tripadvisor.com/Restaurants-g186356-Nottingham_Nottinghamshire_England.html

5. Cambridge, East of England: https://www.tripadvisor.com/Restaurants-g186225-Cambridge_Cambridgeshire_England.html

Activity number 3 - Session number 5

Title:	Type:	Temporalization:
Graphs and figures	Reinforcement	18 minutes
Classroom management:	Resources:	
Students intervene in the debate individually	Figures and graphs (see Appendix).	

Description of the activity:

Students are showed a series of figures and graphs with data about the immigration in different parts of the UK. They are asked to reflect about the connection of these figures with the diversity of cuisine that exists in the UK.

To guide the debate, the following questions will be written on the blackboard:

- Why do you think in most parts of the UK, British food is not the most common cuisine?
- How has multiculturalism changed the culture of the UK?

- Taking into consideration the information from the previous activities, do you think that British people have embraced the different cultures that exist in the UK?

<u>Activity number 4</u> - <u>Session number 5</u>		
Title: In conclusion...	Type: Closing	Temporalization: 2 minutes
Classroom management: Students intervene individually		Resources: None.
Description of the activity: The teacher gathers the ideas from the debate and summarizes them to provide a conclusion for the two sessions about meals and food. In addition, the teacher reminds the students that the following session will be destined to prepare the final task, in which they will be working in groups		

vi. Session 6

In this session, students will start preparing their final task. The preparation of the final task is divided into two parts: work in class and work at home. In class, students will look for information about the stereotype they choose, to then include it on their report. The teacher will be in charge of assuring students make a good use of the Internet and to solve any doubts that may arise during the searching process. In addition, students will have time to organize their ideas to then create the script for the video, a task in which the teacher can offer his/her help as well.

<u>Activity number 1</u> - <u>Session number 6</u>		
Title: What now?	Type: Introductory	Temporalization: 5 minutes
Classroom management: Students listen to the teacher's explanation		Resources: None

Description of the activity:

The teacher explains to the students what the final task will consist of.

Explanation of the final task:

Students have to create a TV program about the different stereotypes related to the UK. Students will choose one stereotype from the ones they found on the first session, and they will have to refute it following the structure of the previous sessions. First, they will present the idea everyone has about the stereotype, and then, they will present the counterpart, which is the reality of the stereotype. They will have to present as if it was a report in a TV program of current affairs/ weekly program in a video format. The video must be between 4-5 minutes long, so at the end, students will watch the entire program that will last around 25 minutes in total (4-5 minutes per group).

Example:

A group of students will deal with the stereotype “All British watch football”. They will present the stereotype with different images of football matches and fan clubs, or even interviews to people talking about the importance football has in their life (they find these type of media resources on the internet and integrate them to their video). Then, acting as if they were journalists, they have to provide evidence to refute the stereotype, giving different perspectives and information to show the reality of the stereotype they presented. They will talk about the rising popularity of other sports and the number of viewers of other competitions outside the football league (e.g. rugby, cricket, swimming, tennis, etc.). They will finish the report saying that the stereotype was not true, or that was only partially true.

Activity number 2 - Session number 6

Title:	Type:	Temporalization:
Becoming journalists	Reinforcement	20 minutes
Classroom management:	Resources:	
Students work in groups of 4 people.	Tablets	
	Worksheet with stereotypes from session 1 already completed.	
Description of the activity:		
Students are given the worksheets they completed with the stereotypes found on the first session. They have to choose one stereotype from the list they have, and that is the one they will refute for the final task.		

In groups of 4 people, students look for information on the Internet about their stereotype. They search for audiovisual material to include as part of the stereotype, and then, they investigate about the reality of the stereotype itself. They should provide facts, news and data that supports their arguments in order to prove the stereotype false.

All sources must be reliable as they will be later checked by the teacher. To ensure students read reliable sources, the teacher will provide a list of official websites students can access to.

Activity number 3 - Session number 6

Title:	Type:	Temporalization:
Writing the script	Reinforcement	20 minutes
Classroom management:		Resources:
Students work in groups of 4 people		Tablets
		Worksheet with stereotypes from session 1 already completed.
		Word document/Paper sheet to write the script.

Description of the activity:

After gathering all the information and data needed, students start organizing the structure of their 'section' in the TV program. They also write the script for the report. As explained before, students should present the stereotype and images, videos or any other material related to it, to then present the facts and data to refute it. In activity, the teacher will also be supervising that students are working and collaborating properly, as well as solving any doubts they may have.

If students are not able to finish the script in class, they could continue at home, in order to achieve the desired purpose with their report.

Students are responsible of filming and editing the video at home, to then submit it to the teacher, who is in charge of collecting all videos and join them together to obtain the TV program that students will watch. The viewing of the TV program will happen a week after session 6, so that students have enough time to finish the script, film the video and edit the entire thing.

Activity number 4 - Session number 6

Title:	Type:	Temporalization:
Last questions	Closing	5 minutes

Classroom management: Students share their doubts with the teacher and the rest of the class.	Resources: None
Description of the activity: The students ask the teacher any final questions they may have regarding the final task and the teacher answers them. In addition, the teacher provides a quick summary of what they have to do for the video in case any of the students has forgotten about it.	

vii. Session 7

The last session of this didactic proposal is dedicated to the viewing of the final task created by the students. Each of them would have an important role in this session, as they will be evaluating the videos of the different groups with a checklist provided by the teacher. Moreover, the activities in this session work as a review of the ideas presented throughout the previous sessions, and as a conclusion of the topic of this proposal: the importance of avoiding the stereotypes when leaning a new culture.

<u>Activity number 1</u> - <u>Session number 7</u>		
Title: Turn on the TV	Type: Introductory	Temporalization: 5 minutes
Classroom management: Students are sitting on their seats to watch the videos.		Resources: None Paper sheets.
Description of the activity: The teacher sets up the computer and the screen to display the video for all students to watch. Meanwhile, some students distribute some paper sheets among their classmates in case they want to write down any ideas or opinions regarding the videos they will see in the following activity, to comment them once the viewing of the program has finished.		

<u>Activity number 2</u> - <u>Session number 7</u>		
Title: Let's watch the program	Type: Reinforcement	Temporalization: 25 minutes
Classroom management: Students are sitting on their seats to watch the videos.		Resources: Computer and screen Video of the 'TV program' Sheets of paper.
Description of the activity: <p>The teacher plays the 'TV program' with the videos students have submitted. The entire program lasts around 25 minutes (depending how long the videos are). The teacher would have previously merged all videos into one, to avoid losing time changing from one video to another.</p> <p>As each video will deal with a different stereotype, students will learn about new aspects of the British culture they may not be familiar with through their classmate's explanation. Since the stereotypes would be presented in a dynamic and entertaining way, students may be able to comprehend them better and even find some new interests.</p> <p>Once all videos have been viewed, the students would have some minutes to comment about their classmate's videos and what aspects have they found most interesting or surprising.</p>		

<u>Activity number 3</u> - <u>Session number 7</u>		
Title: Final conclusion	Type: Reinforcement	Temporalization: 10 minutes
Classroom management: Students writing on their worksheets individually.		Resources: Worksheet: https://www.canva.com/design/DAGG0qGRgmQ/SqG3brKy1rhSM49K8a0uig/edit?utm_content=DAGG0qGRgmQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Description of the activity:

Students are given a worksheet with a series of questions regarding the didactic proposal and the topic of stereotypes. The aim of this activity is for students to reflect about the different aspects treated during the previous sessions, to then explain how their opinion towards the British culture has changed after learning about the reality of the stereotypes. This activity would show if they have achieved the purpose of this didactic proposal, which was to learn about the dangers of stereotypes and the necessity of avoiding them, in order to understand the reality of the British culture. This activity would work as a synthesis of the main ideas presented in every session, and as a way of helping students understand how all topics were connected.

Activity number 4 - Session number 7

Title: Giving the awards	Type: Closing	Temporalization: 10 minutes
Classroom management: Students writing the number on the papers individually.		Resources: Pieces of paper Award
Description of the activity: Each student is given a piece of paper, where they have to write the number of the video they have enjoyed more from the program. Once all students have written their number, they will put it inside of a plastic box. After that, the teacher will reveal the answers in the papers one by one to discover the most liked video, which will receive an award for “The Best Report”.		

3.7 ASSESSEMENT

Focusing on the assessment process, students would be evaluated through a series of assessment instruments, to ensure a fair evaluation of the contents and competences selected for this didactic proposal. Following the recommendations in the LOMLOE, the grades resulted from this didactic proposal and the final task would be included in the continuous assessment of the academic year for the subject of English as a Foreign Language. Considering that this proposal has not been taken to a real-life context, the percentage of the final task, as well as the entire process leading to said task, would depend on the teacher’s judgement, to decide the weight that each part would have in the

final grade. In order to help future teachers with the evaluation process, two rubrics were designed as examples to evaluate the student's performance in this lesson plan (see Appendix), one to evaluate the learning process and another to evaluate the final task.

Additionally, this didactic proposal included peer assessment and self-evaluation, giving students an important role in their classmates' and their own final grade. Both evaluations are previously designed to facilitate students the evaluating task. For the peer assessment, a checklist was created, so that students can easily determine whether or not their classmates have achieved each statement in the rubric. The self-evaluation consists of a list of six questions that students are asked to reflect on. These questions work as a conclusion to the entire proposal, giving students the opportunity to show their evolution and the extent to which the activities have helped them to change their mindset towards the British culture and its stereotypes.

4. CONCLUSION

Throughout the sections of this work, the importance of learning culture in the L2 classroom has been highlighted as a way of assuring a proper understanding of the target language. The culture of a country or a specific group has commonly been left out of the English classroom, mainly due to the challenge teachers must face then presenting it. However, as it has been stated, providing contextualized activities and tasks through learning about the target culture may result in a better acquisition of the language by the students. Therefore, the lesson plan presented in this dissertation tried to propose a solution to the struggle of teaching the culture in the classroom, without relying on textbooks or contrived materials, and showing that it is possible to teach British culture in an appealing and effective way.

Since this didactic proposal has not yet been implemented a real context, it is difficult to determine whether the activities would be successful in the classroom or not. One of the limitations this proposal presents is the necessity for an active participation by the students, especially in the debates that are part of almost every session. Although all debates are guided by a set of question that would be presented by the teacher, it is almost impossible to control the level of engagement that students would show, which may cause a misalignment of the timing of the activities. Nevertheless, as the proposal is aimed at a class of 1st of Bachillerato, students at this level have already acquired enough communicative skills to participate in an oral debate, hence it is less likely that the timing of the activity would drastically change. Another problem that may arise when putting the activities into practice is the misuse of technology and the Internet by the students. As it has been explained, most of the activities rely on the students' independent research of information, giving them the tools to achieve said purpose. This task could lead to an inappropriate use of the Internet if not controlled; therefore, the teacher's role is crucial to ensure that students make a responsible usage of the electronical devices. However, these hypothetical limitations do not necessarily derive from this didactic proposal, in fact, they are isolated cases that can surely be solved by the teacher who implements these activities in the classroom.

Regarding the strengths, this didactic proposal provides an interesting solution to the struggle of teaching culture in the EFL classroom: focusing on refuting common stereotypes to learn the reality of the target culture. By presenting stereotypes students

are familiar with, to then analyze them and finally debunk them, students are able to comprehend the reality of the British culture, instead of memorizing unconnected information about a country's history or customs. This comprehension is achieved through authentic materials that provide students with a realistic portrayal of the British culture while being exposed to the L2 in a genuine way (which cannot be obtained through contrived materials). Additionally, the activities proposed allow students to develop their own perception of the target culture, rather than being imposed with a series of facts with which they may disagree. Consequently, the freedom given to them when learning about the UK may inspire them with curiosity to investigate on their own, which would help them in their language learning process.

In conclusion, the didactic proposal presented in this dissertation reinforces the necessity of teaching the target culture from a realistic point of view, avoiding the spread of stereotypes at all costs, to ensure the values of equality and inclusion in the EFL classroom as well as outside of it.

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7. APPENDICES

Appendix 1

Stage: Bachillerato	Year: 1º	Sessions: 7 sessions
Key Competences: CCL, CD, CP, CPSAA, CC, STEM, CCEC	Specific competences: SC1, SC2, SC3, SC6	Transversal contents: 1. In all the subjects of the stage, the Information and Communication Technologies and their responsible use will be worked on, as well as the education for a proactive school coexistence oriented to the respect of diversity as a source of wealth. 3. Educational centers shall foster (...) the values that sustain freedom, justice, equality, peace, democracy, plurality, respect for human rights and the rule of law.
Contents: A2, A4, A14, A16, B1, B3, B6, C3, C4	Assessment criteria: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 6.1, 6.2	Aims: f, g, h, l
Activities per session		
Session 1: 1. Wordcloud 2. What is the stereotype? 3. Searching time 4. Let's reflect 5. This is what we will do	Session 2: 1. Listen to the Queen 2. What is RP accent? 3. RP Quiz 4. What happened to the RP accent? 5. Parliament session	Session 3: 1. Trip around the UK 2. Cockney rhyming slang 3. Louis Tomlinson teaches Yorkshire slang 4. Let's debate 5. What have we learned?
Session 4: 1. Mealtime 2. Crazy recipe 3. Teatime 4. Taste test	Session 5: 1. Delivery time 2. Where to eat? 3. Graphs and figures 4. In conclusion...	Session 6: 1. What now? 2. Becoming journalists 3. Writing the script 4. Last questions
Session 7 (FINAL TASK): 1. Turn on the TV 2. Let's watch the program 3. Final conclusions 4. Giving the awards		

SESSION 1	
SPECIFIC COMPETENCES: SC1, SC2, SC3, SC6	CONTENTS: A4, A14, A16, B1, C3
CAN-DO STATEMENTS: 1.1.1 The student comprehends the meaning of texts using critical thinking. 1.3.1 The student successfully uses digital tools to complete the purpose of the activity. 1.3.2 The student makes a good use of the Internet to search for information about a specific topic. 2.1.1 The student produces oral texts to express their opinion regarding a question asked. 3.1.1 The student actively collaborates with peers to fulfill the aim of the activity. 6.1.1 The student reflects about the implications of stereotypes when learning about a foreign culture.	
ACTIVITIES:	
ACTIVITY 1 (INTRODUCTORY): WORDCLOUD	
ACTIVITY 2 (REINFORCEMENT): WHAT IS A STEREOTYPE?	
ACTIVITY 3 (REINFORCEMENT): SEARCHING TIME	
ACTIVITY 4 (REINFORCEMENT): LET’S REFLECT	
ACTIVITY 5 (CLOSING): THIS IS WHAT WE’LL DO	

SESSION 2	
SPECIFIC COMPETENCES: SC1, SC2, SC3, SC6	CONTENTS: A2, A4, A14, A16, B1, C3
CAN-DO STATEMENTS: 1.1.1 The student comprehends the meaning of texts using critical thinking. 1.3.1 The student successfully uses digital tools to complete the purpose of the activity. 1.3.2 The student makes a good use of the Internet to search for information about a specific topic. 2.1.1 The student produces oral texts to express their opinion regarding a question asked. 3.1.1 The student actively collaborates with peers to fulfill the aim of the activity. 6.1.1 The student reflects about the implications of stereotypes when learning about a foreign culture.	
ACTIVITIES:	
ACTIVITY 1 (INTRODUCTORY): LISTEN TO THE QUEEN	
ACTIVITY 2 (REINFORCEMENT): WHAT IS RP ACCENT?	
ACTIVITY 3 (REINFORCEMENT): RP QUIZ	
ACTIVITY 4 (REINFORCEMENT): WHAT HAPPENED TO THE RP ACCENT?	
ACTIVITY 5 (CLOSING): PARLIAMENT SESSION	

SESSION 3	
SPECIFIC COMPETENCES: SC1, SC2, SC3, SC6	CONTENTS: A2, A4, A16, B1, B6, C3
CAN-DO STATEMENTS: 1.1.2 The student understands the main ideas of a video in the foreign language. 2.1.1 The student produces oral texts to express their opinion regarding a question asked. 2.2.1 The student produces written texts of a specific length to achieve the purpose of the activity. 3.1.1 The student actively collaborates with peers to fulfill the aim of the activity. 6.1.1 The student reflects about the implications of stereotypes when learning about a foreign culture. 6.2.1 The student appreciates the linguistic and cultural diversity that exists in the UK.	
ACTIVITIES:	
ACTIVITY 1 (INTRODUCTION): TRIP AROUND THE UK	
ACTIVITY 2 (REINFORCEMENT): COCKNEY RHYMING SLANG	
ACTIVITY 3 (REINFORCEMENT): LOUIS TOMLINSON TEACHES YORKSHIRE SLANG	
ACTIVITY 4 (REINFORCEMENT): LET'S DEBATE	
ACTIVITY 5 (CLOSING): WHAT HAVE WE LEARNED?	

SESSION 4	
SPECIFIC COMPETENCES: SC1, SC2, SC3, SC6	CONTENTS: A2, A4, A16, B1, B3, C3
CAN-DO STATEMENTS: 1.1.1. The student comprehends the meaning of texts using critical thinking. 1.1.2 The student understands the main ideas of a video in the foreign language. 2.1.2 The student produces oral texts without grammatical mistakes that allow the correct understanding of the message. 2.2.1 The student produces written texts of a specific length to achieve the purpose of the activity. 3.1.1 The student actively collaborates with peers to fulfill the aim of the activity. 6.1.2. The student integrates the afternoon tea etiquette to the role-play without mocking it and understanding its cultural significance.	
ACTIVITIES:	
ACTIVITY 1 (INTRODUCTORY): MEALTIME	
ACTIVITY 2 (REINFORCEMENT): CRAZY RECIPE	
ACTIVITY 3 (REINFORCEMENT): TEATIME	
ACTIVITY 4 (CLOSING): TASTE TEST	

SESSION 5	
SPECIFIC COMPETENCES: SC1, SC2, SC3, SC6	CONTENTS: A4, A14, A16, B1, B3, C3
CAN-DO STATEMENTS: 1.1.1 The student comprehends the meaning of texts using critical thinking. 1.3.2 The student makes a good use of the Internet to search for information about a specific topic. 1.3.3 The student is able to interpret figures to draw conclusions about a specific topic. 2.1.1 The student produces oral texts to express their opinion regarding a question asked. 3.1.1 The student actively collaborates with peers to fulfill the aim of the activity. 6.1.1 The student reflects about the implications of stereotypes when learning about a foreign culture. 6.2.1 The student appreciates the linguistic and cultural diversity that exists in the UK.	
ACTIVITIES:	
ACTIVITY 1 (INTRODUCTORY): DELIVERY TIME	
ACTIVITY 2 (REINFORCEMENT): WHERE TO EAT?	
ACTIVITY 3 (REINFORCEMENT): GRAPHS AND FIGURES	
ACTIVITY 4 (CLOSING): IN CONCLUSION...	

SESSION 6	
SPECIFIC COMPETENCES: SC1, SC2, SC3, SC6	CONTENTS: A2, A4, A14, A16, B1, C3, C4
CAN-DO STATEMENTS: 1.1.1 The student comprehends the meaning of texts using critical thinking. 1.3.2 The student makes a good use of the Internet to search for information about a specific topic. 1.3.3 The students contrast information found on the Internet assuring the veracity of the sources. 2.2.1 The student produces written texts of a specific length to achieve the purpose of the activity. 3.1.1 The student actively collaborates with peers to fulfill the aim of the activity. 6.1.1 The student reflects about the implications of stereotypes when learning about a foreign culture. 6.2.1 The student appreciates the linguistic and cultural diversity that exists in the UK.	
ACTIVITIES:	
ACTIVITY 1 (INTRODUCTORY): WHAT NOW?	
ACTIVITY 2 (REINFORCEMENT): BECOMING JOURNALISTS	
ACTIVITY 3 (REINFORCEMENT): WRITING THE SCRIPT	
ACTIVITY 4 (CLOSING): FINAL QUESTIONS	

SESSION 7	
SPECIFIC COMPETENCES: SC1, SC2, SC6	CONTENTS: A2, A16, C3, B1, B6, C3, C4
CAN-DO STATEMENTS: 1.1 2 The student understands the main ideas of a video in the foreign language. 2.1.2 The student produces oral texts without grammatical mistakes that allow the correct understanding of the message. 2.1.3 The student adapts their speech to the communicate context of a TV report. 2.1.4 The student explains the ideas allowing the proper understanding of the information. 2.2.1 The student produces written texts of a specific length to achieve the purpose of the activity. 2.3.1 The student creates video following the format of a television report, including relevant information regarding a specific topic. 6.1.1 The student reflects about the implications of stereotypes when learning about a foreign culture. 6.1.2 The student shares reliable information about the British culture, ensuring the avoidance of stereotypes about the foreign culture. 6.2.1 The student appreciates the linguistic and cultural diversity that exists in the UK.	
ACTIVITIES:	
ACTIVITY 1 (INTRODUCTORY): TURN ON THE TV	
ACTIVITY 2 (REINFORCEMENT): LET'S WATCH THE PROGRAM	
ACTIVITY 3 (REINFORCEMENT): FINAL CONCLUSIONS	
ACTIVITY 4 (CLOSING): GIVING THE AWARDS	

Appendix 2

ASSESSMENT RUBRIC FOR THE PROCESS

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
1.3.2 The student makes a good use of the Internet to search for information about a specific topic.	The student makes a good use of the Internet to search for information about a specific topic.	The student makes an adequate use of the Internet to search for information about a specific topic.	The student makes an acceptable use of the Internet to search for information about a specific topic.	The student makes an unacceptable use of the Internet to search for information about a specific topic.
2.1.1 The student produces oral texts to express their opinion regarding a question asked.	The student produces perfectly structured oral texts to express their opinion regarding a question asked, providing suitable arguments to support their opinion.	The student produces well-structured oral texts to express their opinion regarding a question asked, providing adequate arguments to support their opinion.	The student produces acceptable oral texts with some mistakes to express their opinion regarding a question asked, providing some arguments to support their opinion.	The student produces uncoherent oral texts to express their opinion regarding a question asked, without providing arguments to support their opinion.

3.1.1 The student actively collaborates with peers to fulfill the aim of the activity.	The student constantly collaborates with peers to fulfill the aim of the activity.	The student collaborates most of the time with peers to fulfill the aim of the activity.	The student barely collaborates with peers partly fulfilling the aim of the activity.	The student does not collaborate with peers without fulfilling the aim of the activity.
6.1.1 The student reflects about the implications of stereotypes when learning about a foreign culture.	The student actively reflects about the implications of stereotypes when learning about a foreign culture.	The student reflects most of the time about the implications of stereotypes when learning about a foreign culture.	The student barely reflects about the implications of stereotypes when learning about a foreign culture.	The student ignores the implications of stereotypes when learning about a foreign culture.

ASSESSMENT RUBRIC FOR THE FINAL TASK

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
2.1.2 The student produces oral texts without grammatical mistakes that allow the correct understanding of the message.	The student produces oral texts without any grammatical mistakes that allow the correct understanding of the message.	The student produces oral texts with a few grammatical mistakes that allow the proper understanding of the message.	The student produces oral texts with some grammatical mistakes that allow a general understanding of the message.	The student produces oral texts with serious grammatical mistakes that hinder the understanding of the message.

2.1.4 The student explains the ideas allowing the proper understanding of the information.	The student explains all ideas clearly allowing the perfect understanding of the information.	The student explains the ideas correctly allowing the proper understanding of the information.	The student explains the ideas with some trouble allowing a general understanding of the information.	The student is unable to explain the ideas clearly impeding the understanding of the information.
6.1.2 The student shares reliable information about the British culture, ensuring the avoidance of stereotypes about the foreign culture.	The student shares only reliable information about the British culture, ensuring the avoidance of stereotypes about the foreign culture.	The student shares a lot of reliable information about the British culture, ensuring the avoidance of stereotypes about the foreign culture.	The student shares some reliable information about the British culture, somehow ensuring the avoidance of stereotypes about the foreign culture.	The student does not share any reliable information about the British culture, fostering the spread of stereotypes about the foreign culture.
6.2.1 The student appreciates the linguistic and cultural diversity that exists in the UK.	The student clearly appreciates the linguistic and cultural diversity that exists in the UK.	The student partially appreciates the linguistic and cultural diversity that exists in the UK.	The student barely appreciates the linguistic and cultural diversity that exists in the UK.	The student rejects the linguistic and cultural diversity that exists in the UK.

Appendix 3

1. SESSION 1

Mentimeter web:

<https://www.mentimeter.com/app/presentation/alquhsrysq9rpku7vhq2sp6vvm4i4t46/first/edit>

Join at menti.com | use code 3656 9767

Mentimeter

What comes to your mind when you think about the culture of the UK?

0 responses

← →

Worksheet stereotypes:

https://www.canva.com/design/DAGFf4CPz_0/HM4KYQ99IDIOcUOOaN3ABQ/edit?utm_content=DAGFf4CPz_0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

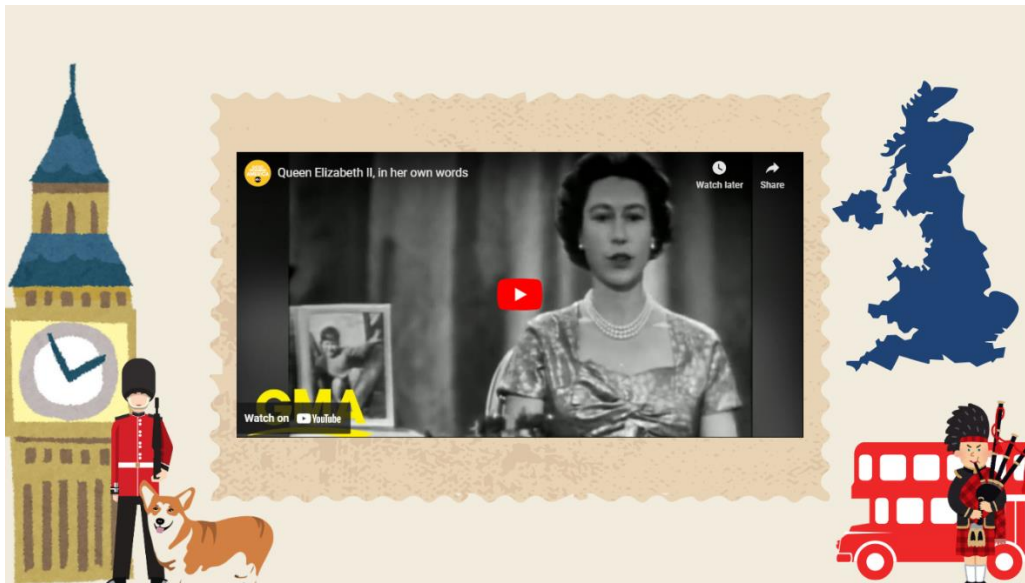
STEREOTYPES ABOUT THE UK

THIS STEREOTYPE SEEMS REALISTIC	THIS STEREOTYPE IS RIDICULOUS	THIS STEREOTYPE CANNOT BE TRUE	THIS STEREOTYPE IS OFFENSIVE	I HAVE HEARD THIS STEREOTYPE BEFORE

2. SESSION 2

Canva presentation with 3 videos:

https://www.canva.com/design/DAGFsk54Bj0/4c_1MYZVYGISbUtw-flk_w/edit?utm_content=DAGFsk54Bj0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Canva presentation with excerpts from different articles:

https://www.canva.com/design/DAGFwhGZKIo/mUgCM-ZeLCZre6Ejgx9Exw/edit?utm_content=DAGFwhGZKIo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Video of Scottish parliamentarian speaking:

<https://youtu.be/ljHfY0dDZxA?si=hhITPfd12vodoxG5a>



3. SESSION 3

Canva presentation with 4 videos:

https://www.canva.com/design/DAGFxpq2a3U/IYcW3fOgEzOGkpEBs_ELyw/edit?utm_content=DAGFxpq2a3U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

2. Scouse accent



Cockney rhyming slang:

https://www.canva.com/design/DAGFybCygAk/HjWwnQmk0xuTkO-vGg0ZHQ/edit?utm_content=DAGFybCygAk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

RATTLE AND CLANK	WEEP AND WAIL	MONEY
SATIN AND SILK	YET TO BE	NOISE
TRUE TILL DEATH	STAIRS	SUITACASE
TUMBLE DOWN THE SINK	BABY	MARRIED

Video of Louis Tomlinson explaining Yorkshire slang:

https://youtu.be/bGgQrTAm_io?si=fZ7jAeK7JekcUEpe



YouTube ES

Search

BuzzFeed

Louis Tomlinson Gets Quizzed On Yorkshire Slang

(groovy soul music)

0:06 / 4:07

Louis Tomlinson Gets Quizzed On Yorkshire Slang

BuzzFeed UK 397K subscribers

Subscribe

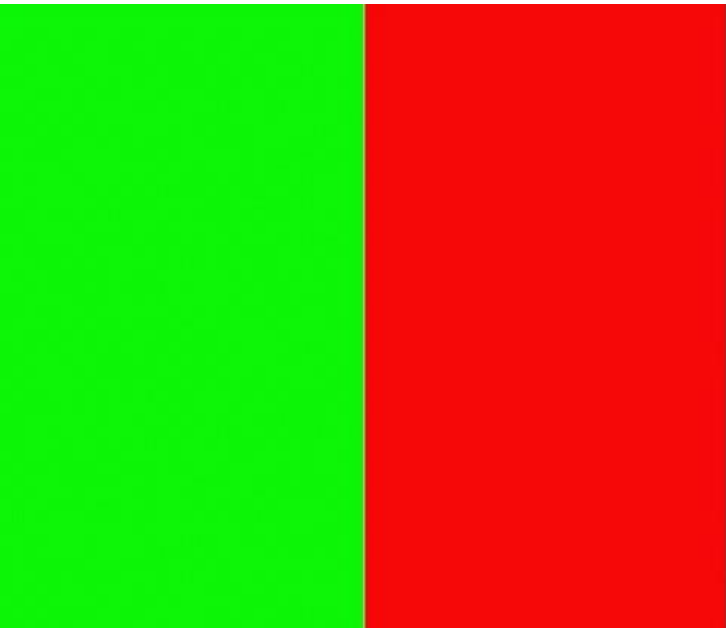
64K

Share

Download

4. SESSION 4

Green and red flashcards:



Canva presentation with menu with British food:

https://www.canva.com/design/DAGF3ofG--0/oh8WwwQ0huLFY6DsdCF-Kw/edit?utm_content=DAGF3ofG--0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

BRITISH MENU

Typical food for the day

MAIN COURSE

Shepherd's Pie	£34
Steak and Kidney Pie	£22
Bumbers and Mash	£24
Irish Stew	£33
Saturday Roast	£23
Lancashire Hot Plate	£17
Bubble and Squeak	£24
Full English Breakfast	£30
Toast in the Mole	£27
Red Pudding	£31

APETIZERS

Brighton Pudding	£13
Cullen Skink	£12
Cornish Pasty	£14
Scotch Apple	£13
Laverbread	£15
Pie, Mash and Liquor	£18
Haggis, Neepes and Tatties	£15

DESERTS

Spotted Dick	\$8
Jam Moly-Toly	\$5
Trifle	\$10

MORE INFORMATION

123-456-7890
www.reallygreatsite.com
123 Anywhere St., Any City

BRITISH MENU

Typical food for the day

MAIN COURSE

Shepherd's Pie	£34
Steak and Kidney Pie	£22
Bangers and Mash	£24
Irish Stew	£33
Sunday Roast	£23
Lancashire Hot Pot	£17
Bubble and Squeak	£24
Full English Breakfast	£30
Toad in the Hole	£27
Black Pudding	£31

APETIZERS

Yorkshire Pudding	£13
Cullen Skink	£12
Cornish Pasty	£14
Scotch Egg	£13
Laverbread	£15
Pie, Mash and Liquor	£18
Haggis, Neepes and Tatties	£15

DESERTS

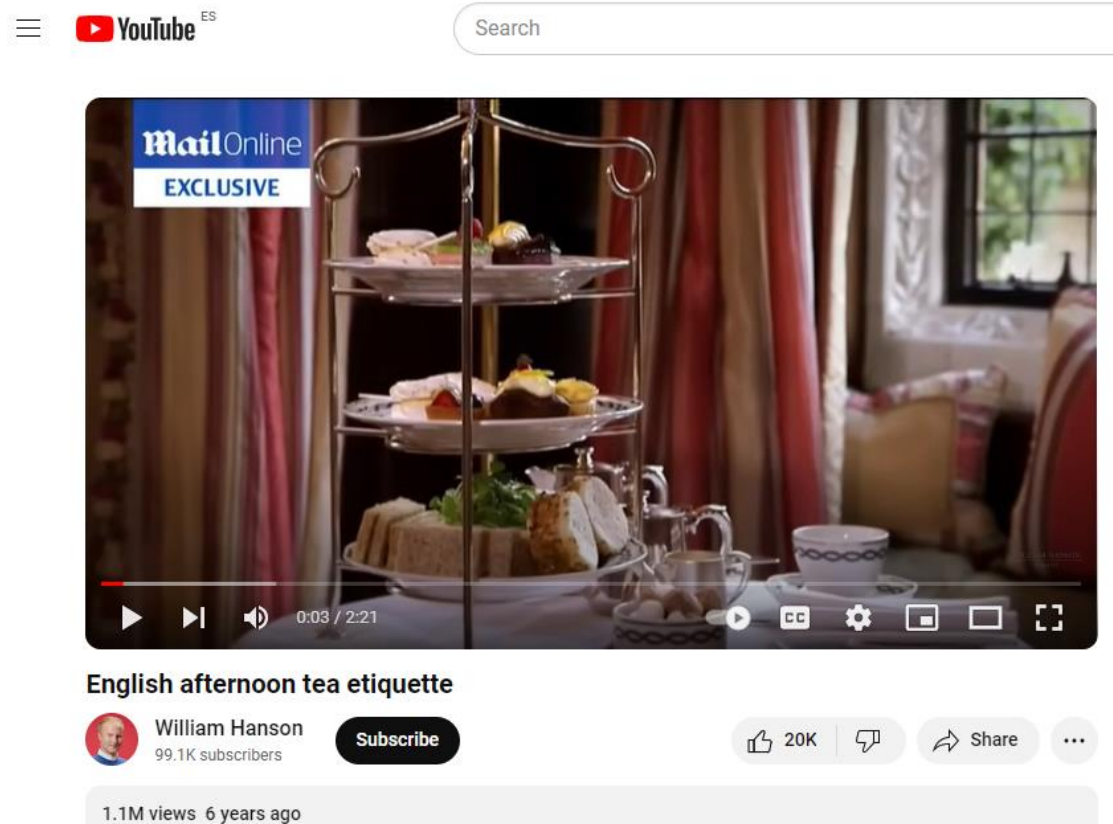
Spotted Dick	\$8
Jam Roly-Poly	\$5
Trifle	\$10

MORE INFORMATION

123-456-7890
www.reallygreatsite.com
123 Anywhere St., Any City

[Youtube video of afternoon tea etiquette:](https://youtu.be/vKA7b7Zxi7A?si=wGNMSNJMy5D8N_3W)

https://youtu.be/vKA7b7Zxi7A?si=wGNMSNJMy5D8N_3W



Set of teapots and teacups:

<https://www.theapollobox.com/product/sku1296005/english-teapot-and-teacup-set>



Real pastries:

<https://barnstaplehotel.co.uk/dining/afternoon-tea>



Co-evaluation worksheet:



https://www.canva.com/design/DAGG0Y1-iQE/X0-b0umrFpe_iK_IDCf3tg/edit?utm_content=DAGG0Y1-iQE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



TEATIME REVIEW



GROUPS	1	2	3	4	5	6	7
THE ROLE-PLAY WAS CREATIVE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FEW MISTAKES WERE MADE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"TEA ETIQUETTE" WAS FOLLOWED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALL PARTICIPANTS INTERVENED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VOICETONE WAS ADECUATE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONVERSATION SEEMED NATURAL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BRITISH CULTURE WAS RESPECTED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ENJOYED THE ROLE-PLAY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

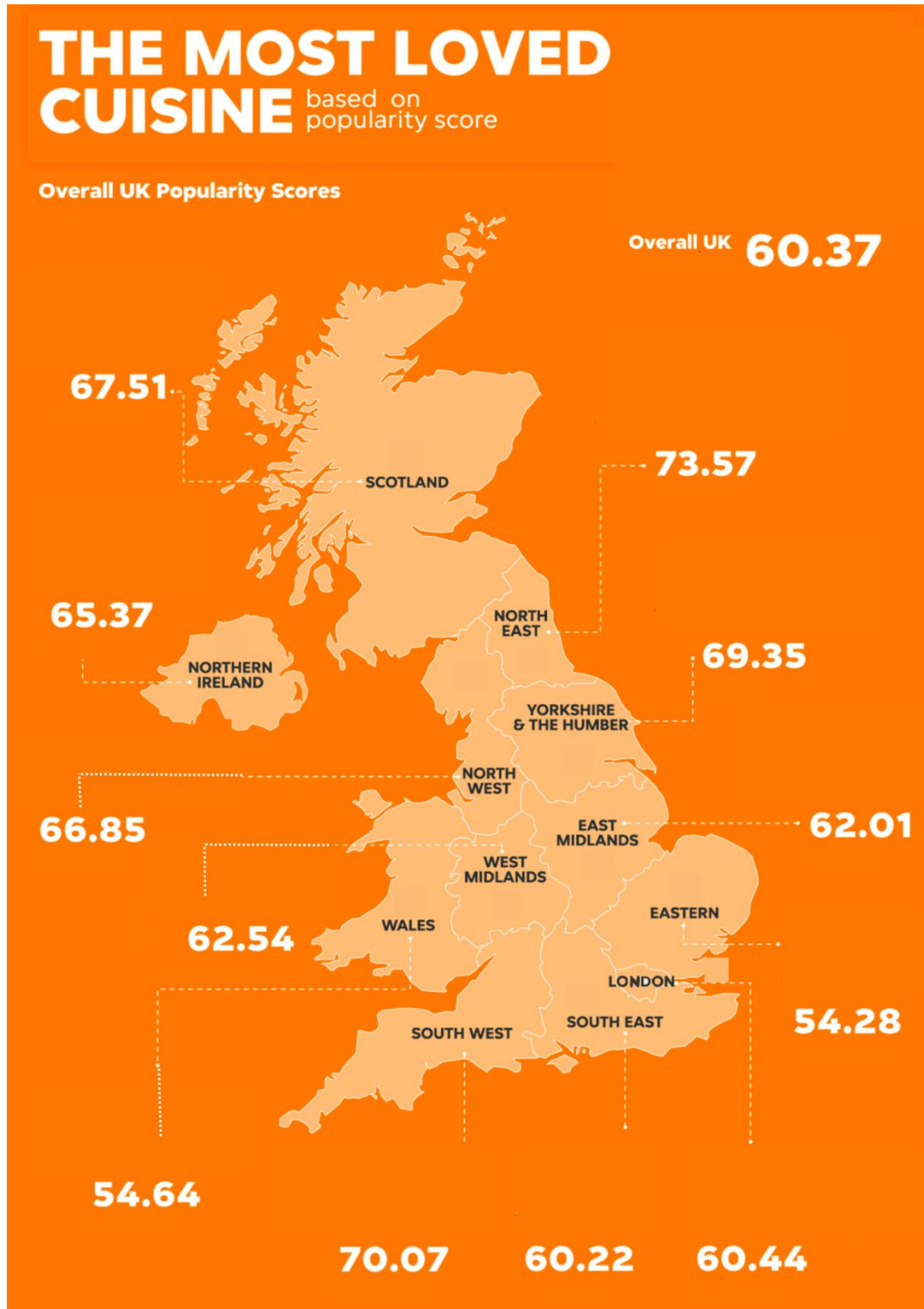
Mark with a  if your classmates achieved the statement, and with a  if they did not.

You should evaluate all groups except yours.

5. SESSION 5

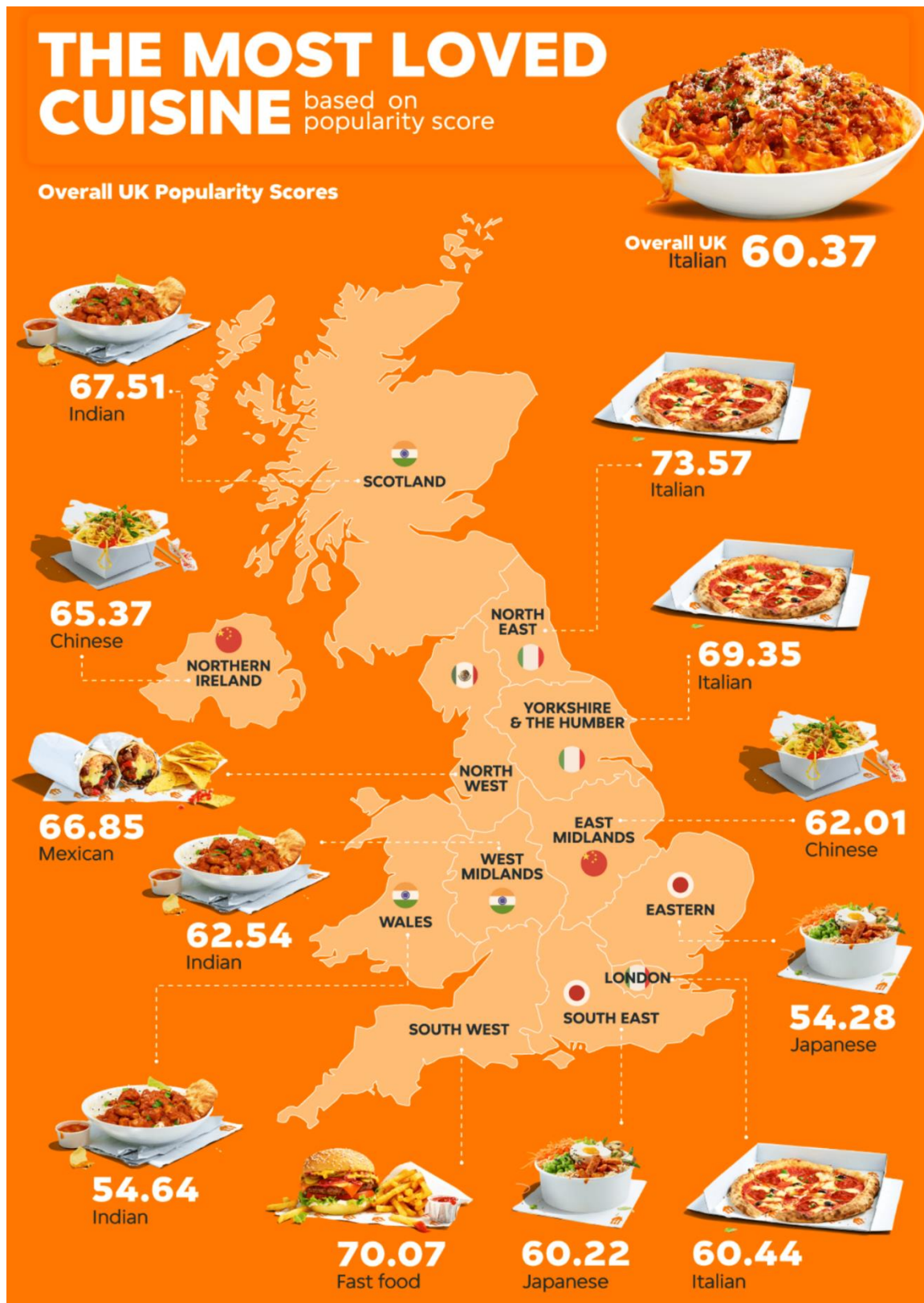
Map of the UK without the results:

https://www.canva.com/design/DAGF8tWeNVk/fNDzx4hXT4jg3CiVxLJKpw/edit?utm_content=DAGF8tWeNVk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Map of the UK with the results:

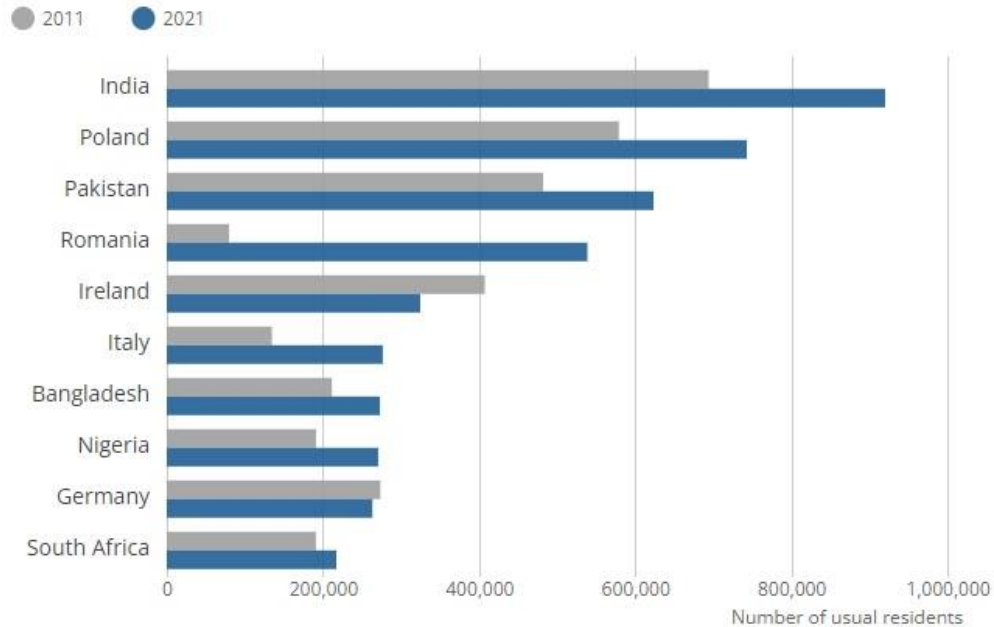
<https://www.just-eat.co.uk/explore/most-loved-cuisines>



Figures with migrations data:

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/internationalmigrationenglandandwales/census2021>

Top 10 non-UK countries of birth in 2021, with 2011 figures for comparison, England and Wales

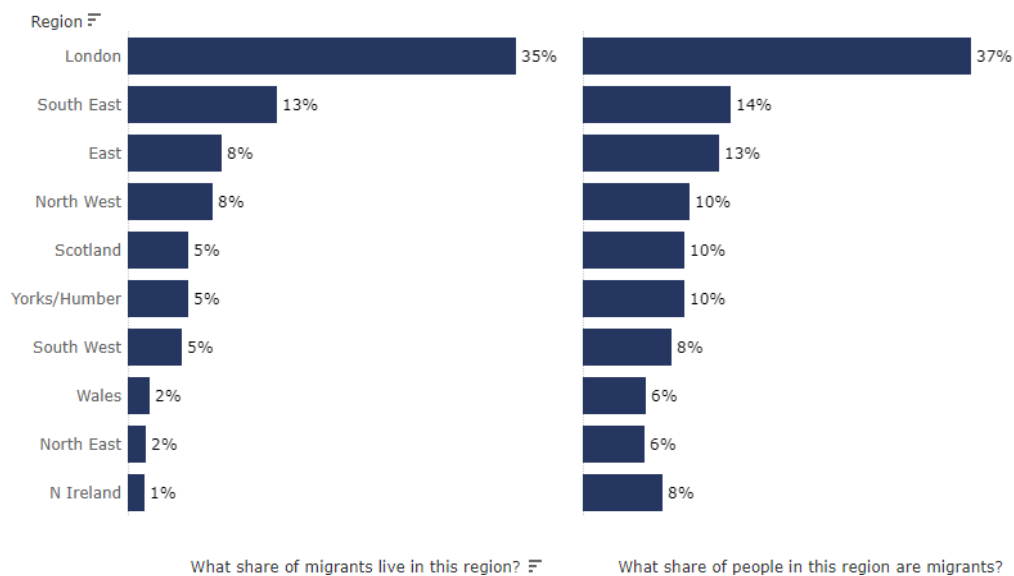


Source: Office for National Statistics - Census 2021

[Embed code](#)

<https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/>

Regional distribution of the UK's foreign-born population
Year ending June 2021



6. SESSION 7

Auto-evaluation worksheet:

https://www.canva.com/design/DAGG0qGRgmQ/SqG3brKy1rhSM49K8a0uig/edit?utm_content=DAGG0qGRgmQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

TIME TO REFLECT What have I learned?	
1	What specific stereotypes did you have about the UK before this experience? How have they changed?
2	Which stereotype about the UK surprised you the most when you learned the reality?
3	In what ways has this experience impacted your personal views and attitudes towards cultural diversity?
4	Can you think of any real-world situations where your new understanding of the UK would be beneficial?
5	What more would you like to learn about the UK and its culture?
6	What factors do you think contribute to the formation of stereotypes about the UK?