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TRABAJO DE FIN DE MÁSTER

The use of *The Simpsons* as a proposal for the study of interculturality in English as a Foreign Language (EFL)

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"No culture can live if it attempts to be exclusive"

Mahatma Gandhi

ABSTRACT

When we speak of interculturality, the first thing that comes to our minds is culture and tradition. Today, intercultural communication competence is essential in the classroom for teaching English as a Foreign Language, as we live in an increasingly pluralistic and globalized world. In the words of Beacco *et al.* (2016) the "plurilingual and intercultural competence is the ability to use a plural repertoire of linguistic and cultural resources to meet communication needs or interact with other people and enrich that repertoire while doing so." (p. 23). Studying a foreign language without this competence would be meaningless, as language and culture would not exist without each other. In this Master's Final Project, the aim is to bring students closer to this competence through *The Simpsons*, as it is a youthful television phenomenon that has been appearing on our home televisions for over 30 years. To this end, the teaching unit will be designed under the guidelines of the task-based approach and the Total Physical Response (TPR) method, whose main objectives will be cooperative work based on the completion of various tasks that will also seek the motivation and interest in learning of the students. In other words, the aim is to use authentic material with the support of the Information and Communication Technologies (ICT) and gamification to promote the motivation of pupils in the process of teaching-learning the foreign language.

Key words: Interculturality, Plurilingual and Intercultural Competence, English as a Foreign Language, *The Simpsons,* task-based approach, TPR, ICT, gamification, teaching-learning process.

RESUMEN

Cuando hablamos de interculturalidad, lo primero que viene a nuestra mente es cultura y tradición. Hoy en día, la competencia intercultural es imprescindible en las aulas de enseñanza del Inglés como Lengua Extranjera, ya que vivimos en un mundo cada día más plural y globalizado. En palabras de Beacco *et al.* (2016) la "competencia plurilingüe e intercultural es la capacidad de utilizar un repertorio plural de recursos lingüísticos y culturales para satisfacer las necesidades de comunicación o interactuar con otras personas y enriquecer ese repertorio al hacerlo". (p. 23). Estudiar un idioma extranjero sin esta competencia no tendría ningún sentido, ya que lengua y cultura no existirían la una sin la otra. En este trabajo de fin de máster se pretende acercar a los alumnos a esta competencia a través de la serie de *Los Simpson*, al ser un fenómeno televisivo juvenil que hoy día cuenta con más de 30 años apareciendo en las televisiones de nuestros hogares. Para ello, la unidad didáctica estará diseñada bajo las directrices del enfoque por tareas y el método de la Respuesta Física Total (TPR), cuyos principales objetivos serán el trabajo cooperativo basado en la realización de varias tareas que buscarán también la motivación y el interés por aprender de los alumnos. Es decir, se intenta utilizar material auténtico con apoyo de las Tecnologías de la Información y Comunicación (TIC) y la gamificación para fomentar la motivación de los alumnos en el proceso de enseñanza-aprendizaje de la lengua extranjera.

Palabras clave: Interculturalidad, Competencia Comunicativa Plurilingüe e Intercultural, Inglés como Lengua Extranjera, *Los Simpson,* enfoque por tareas, TPR, TIC, gamificación, proceso de enseñanza-aprendizaje.

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INTRODUCTION

Well into the 21st century, foreign language learners understand perfectly the cultural part that the study of a foreign language offers. The study of a language presupposes the study of a culture, customs and traditions that for centuries have been changing the way we communicate and express ourselves, and consequently the whole structure of the language. Furthermore, it is important to highlight that we are living into an era in which globalization is gaining importance in all civilizations and societies of the world.

Henceforth, plurilingualism and intercultural competence is increasingly latent in our country, where plurilingualism is already part of our society. As González Piñeiro, Guillén Díaz and Vez (2010) mention, nowadays everyone is exposed to linguistic and cultural diversity that in turn defines the identity of the society. That is why there are no monolingual cultures today. Everything is immersed in a linguistic variety that makes us want to know more than our own culture.

All this, added to the new technologies, brings with it the era of communication, in which we have been immersed for quite some time now, but recently even more so as education bets on new technologies to bring its students closer to the cultural diversity pursued by the phenomenon of globalization. For this reason, various official bodies and documents that regulate the acquisition and study of a foreign language, such as the Spanish curriculum *Orden EDU/362/2015* regulated by the current Education Law; LOMCE (Organic Law for the Improvement of Educational Quality) of 4th May, or the CEFR (*Common European Framework of Reference for Languages)* by the Council of Europe, consider it vital that plurilingual and intercultural competence be part of the teaching-learning process of the language itself, indeed the Council of Europe (2001) states that when the foreign language is being studied, "the learner does not simply acquire two distinct, unrelated ways of acting and communicating" but "the language learner becomes plurilingual and develops interculturality".

In short, the main objective of this master final project is the study of plurilingual and intercultural competence as a fundamental pillar for the study of English as a foreign language. In other words, to observe and analyze how the study of identity and culture

that comes with the study of a new language can affect the integrative development that this competence seeks in our students. Since the main objective is for students to develop this competence, The Simpsons series can be a clear example to reflect cultural diversity and the conception of certain stereotypes, generally negative, that are formed when the identity traits of a society are not properly known. Using media and movies in the EFL classrooms are nowadays very appreciated by many academicians, as well as professors around the world, Vázquez (2009) defends that:

> A film can serve to learn a language and, usually, also contains cultural information about a society where the target language is spoken that can be used to learn/teach culture. It is known that learning the language is best done when the learner also acquires (inter)cultural competence. At this point, it must be noted the reoccurrence in publications of the comment on the beneficial effects of using fi lm for teaching culture because films supposedly reproduce real life situations (Vázquez, 15)

Therefore, we will see how the humor, satire and social criticism in the series can positively affect language learning, despite being considered for years a series for adults rather than for young people.

OBJECTIVES

For all the above reasons, the main objectives of this master final project are:

- To define the importance of the study of plurilingual and intercultural competence in English as a Foreign Language.
- To approach the intercultural competence through *The Simpsons* series, as a motivating resource for students in Compulsory Secondary Education.
- To draw some conclusions upon the topic of interculturality and the teaching unit to be performed in a Compulsory Secondary Education class.

PART 1

THEORETICAL FRAMEWORK

1

The development of the Intercultural Competence

By approaching the Intercultural and Plurilingual Competence in English as a Foreign Language, students will be more aware of everything that comes with learning the target language and therefore more aware of the world around them. In this section, interculturality and plurilingualism concepts will be addressed, and why the Spanish curriculum and other official documents consider that students must develop them at the same time as they study the structure of the language and its linguistic skills.

1.1. Definition of culture

The Real Academia Española defines culture as "a set of ways of life and customs, knowledge and degree of artistic, scientific, industrial development, in a time, social group", on the other hand, the Cambridge Dictionary defines it as "the way of life, especially the general customs and beliefs, of a particular group of people at a particular time".

However, what does culture really mean? Culture is the set of ways of life, customs, knowledge, artistic and industrial development in a social group, that is, according to Anthony Giddens (1994), "culture refers to the values shared by the members of a given group, the norms they abide by, and the material goods they produce. Values are abstract ideals, while norms are defined principles or rules that people must follow" (p.65).

The definition of culture is a very complex issue. Over many centuries and many scholars have tried to give a definition of culture, such as Tylor (2010) who defines culture as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society".

In short, we can simply define culture as those habits, values, beliefs and customs adapted by a society, which include gastronomy, music, literature, films or art. Since culture is part of a society, so is its language. Language and culture cannot be separated,

as one would be meaningless without the other. (Medina 2020). Medina also cites Brown (2007: 189-190), justifying why both must be linked:

> Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that 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 (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture (Brown 189-190).

Therefore, since language without culture is meaningless, intercultural competence is key when teaching English as a foreign language. To speak of interculturality and cultural diversity is to speak of the integration of various cultures within and outside the English as a foreign language classroom.

1.2. Plurilingualism versus multilingualism. The Plurilingual Competence

Today, the concepts of plurilingualism and multilingualism are misunderstood by the majority of the population, giving these concepts the same meaning. However, there are key differences; it is not the same for a person to be plurilingual as it is for a person to be multilingual. Both concepts are defined below by the Instituto Cervantes:

> The term plurilingualism refers to the simultaneous presence of two or more languages in an individual's communicative competence and the interrelationship between them. An individual's language knowledge and experiences may be acquired either in their cultural environments or at school; they are organized in systems that relate to each other and interact, thus contributing to the development of the subject's communicative competence.
>
> Multilingualism, on the other hand, is the knowledge of several languages or the coexistence of different languages in a given society. Multilingualism can be achieved, for example, by diversifying the supply of languages in a school or in a particular education system. (CVC)

Intercultural competence goes hand in hand with plurilingual competence. This is because the study of a foreign language involves the study of its culture. As stated by González Piñeiro *et al.* (2010), plurilingualism defines the ability to live with linguistic diversity, i.e. the human being maintains the intention to communicate in other languages that do not belong to his or her mother tongue. However, multilingualism is defined as exposure to linguistic diversity. They argue that today there are no monolingual countries,

since it is practically impossible for a country not to be faced with different varieties of the same language or other languages from different regions or countries. In the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* (Council of Europe 2001), establishes:

> Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication. (p. 4)

To develop a plurilingual competence that in turn will give way to intercultural competence, in other words, "the language learner becomes plurilingual and develops interculturality." (Council of Europe, 2001), it will be necessary a desire, as advocated by González Piñeiro *et. al* (2010), to want to discover the pluricultural reality that surrounds us, as well as a critical awareness. In addition to the above, the individual must be aware of "what languages are and what their contexts of use are" (p. 18) and be able to develop strategies to manage those differences between the two languages.

These authors refer to the 'territorial imperative' when the person trying to communicate in the foreign language first decides to know the linguistic and cultural context, which allows for the identification function of language in addition to preserving personal identity. According to the communicative needs of the individual, several documents must always be taken into account, among which the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* (Council of Europe 2001) and the document *From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies in Europe* (Beacco and Byram, 2007a, 2007b) and which regulate the different communicative activities in language learning; oral interaction, written interaction, oral expression, written expression, oral mediation and written mediation (González Piñeiro *et al.* 2010 p. 21).

In order to establish the levels of linguistic mastery of a language, the CEFR has developed a series of descriptors, the so-called *common reference levels*, by which the level of difficulty of each of the communicative activities is described. The CEFR

descriptors for teaching and learning English will be divided according to the different skills that one has in the foreign language: listening, reading, spoken interaction, spoken production and writing. The levels that demonstrate these skills will be A1, A2, B1, B2, C1 and C2. As the CEFR shows, these levels are interpreted as:
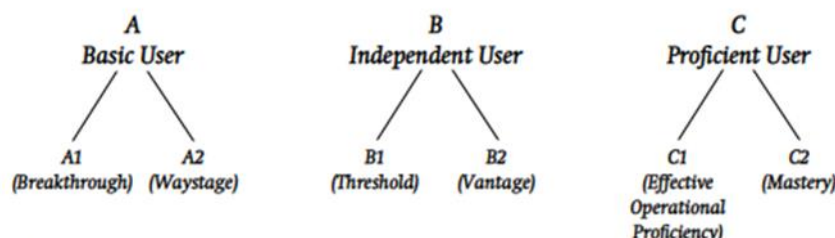

Figure 1

(*Figure n. 1: CEFR- Common European Framework of Reference for Languages: 23*)

1.3. The Intercultural Communicative Competence in Secondary Education

It is indisputable that nowadays in foreign language classes, students must possess cultural knowledge that brings with it the study of the language. As mentioned above, language is part of culture, and cannot be separated from each other. Several authors have wanted to study this competence and its importance in the teaching-learning of a language more closely. One of the most relevant is Michael Byram, who has also contributed greatly to the development of the *Common European Framework of Reference for Languages*. This author will define intercultural communicative competence as "the ability to understand and relate to people from other countries" (Byram 1997:5). Such ability goes beyond linguistic correctness and socio-cultural appropriateness, as it replaces the native speaker as a role model for the intercultural speaker.

To begin with, one of the definitions of intercultural communicative competence that González Piñeiro *et. al* (2010) citing Miquel Rodrigo in his work *La comunicación intercultural* (1999):

> Today, intercultural communicative competence is understood as the ability to negotiate cultural meanings as well as to execute *effective* communicative behaviours. This *effectiveness* takes as a reference the degree of acceptable understanding that results for the interlocutors themselves. It is not the degree of acceptance that is normally admitted by educational agents. Therefore, we cannot understand intercultural communication in terms of perfection, but rather of sufficiency, which

implies admitting and always tolerating a certain degree of acceptable uncertainty. (174)

As defended by these aforementioned authors and taking as a reference the clarifications of the Instituto Cervantes (2002) on how the individual is capable of developing a plurilingual and intercultural communicative competence, the learner of a foreign or second language becomes a user of that language, and with it, interiorizes everything that brings with it the mastery and knowledge of that language, bringing with it also the linguistic and cultural changes or modifications that may occur. That is why the person becomes multilingual and develops interculturality. Globalization brings with it users of the same language with different cultural approaches, learning a language brings with it the commitment to know how to interact with other interlocutors who are far from our own identity, marked by a culture. That is why an intercultural action is so important when it comes to carrying out the communicative action between social actors.

Since most English-speaking people are not native speakers, but communicate in English as it is a lingua franca today, it is important to keep in mind that we do not develop intercultural competence in order to communicate with native speakers, but with the rest of the world that uses English as a means of communication. This is why learners should be able to negotiate cultural meanings, solve intercultural problems, and mediate between cultures. (Medina, 2020).

Byram (1997: 22) contemplates three situations that can occur in the interaction between several speakers:

1. between people from different countries and different languages, one of whom is a native speaker of the language used.

2. between people from different countries and different languages and in which case the language used is the lingua franca.

3. between persons from the same country but different language and one of whom is a native speaker of the language used.

Taking into account these different situations that communicative participants may face, it is obvious that they cannot act in the same way with each other, that is why the cultural factor does not depend exclusively on the language itself (but it is the other

way around), but it is necessary to take into account different factors when carrying out a communicative process.

As part of intercultural communicative competence, several items or components of knowledge are derived that the individual must carry out taking into account cognitive, affective and behavioural factors:

- Of knowledge about others, about their ways of functioning in intercultural encounters.
- To understand so as not to make value judgements, to avoid misunderstandings, stereotypes, etc.
- to know how to do, to get involved, in the sense of being aware of one's own cultural references and to relativize in order to avoid culture shock.
- of knowing what to be like in order to work in the sense of deconstructing erroneous representations, stereotypes, having the disposition to resolve misunderstandings, etc. (González Piñeiro, 2010)

Therefore, there are both order and non-linguistic components, as mentioned by the Council of Europe in the CEFR (2001): knowledge (*savoir*), skills of know-how (*savoir-apprendre*, *savoir-faire*), and attitudes or existential competence (*savoir-être*) when carrying out the teaching-learning process around plurilingual and intercultural competence.

2

Methodological aspects.

2.1. Methodological principles.

Etymologically, the word 'method' comes from the Latin *methodus*, and this in turn from the Greek *Meta* (beyond), and *Hodos* (way), that is, it literally means "the way to follow"; the steps to follow to carry out a thing, procedure. Therefore, the method in the field of didactics is that path which we must follow in order to achieve the teaching-learning process of a foreign language. As Díaz (2005) argues, it is understood:

> the teaching method as a set of decisions on the procedures to be undertaken and on the resources to be used in the different phases of a plan of action which, organized and sequenced coherently with the objectives sought in each of the moments of the process, allow us to give a response to the ultimate purpose of the educational task. (p. 36)

This author also defends the idea that the method has to pursue different justifications and steps, such as the demand of the didactic processes, but more importantly, the purpose that is to be achieved in the process. Other justifications that must be followed are "the psychological one - the adaptation to the subject or subjects that learn, - the logic adaptation to the content that is learned -, and the contextual one - adaptation to the context in which the learning activities are developed-" (Díaz, 2005:36). As for the didactic action, it must take into account the objectives, it must respond to explicit intentions and those competences that are desired to be reached through the contents, always taking into account "the real situation of the students, starting from their cognitive development and promoting that they learn significantly", the latter, that the teaching process obtains a purpose, that is, that the student learns in a logical and effective way for his future, thus managing to effectively internalize the contents.

By having to adapt the tasks and activities to each context and student, the process will be individualized and adapted, and therefore the tasks will be more motivating for

the students. That is why the teacher-student role is very important in the learning process, since the teacher becomes the mediator and the student the center of the process.

As Díaz (2005) mentions, "The method takes shape in a variety of ways, forms, procedures, strategies, techniques, activities and tasks of teaching and learning", that is why the methodology to be carried out in the following intervention proposal of a didactic unit will be the Task-Based Approach and some activities focused on the Total Physical Response (TPR) method. Before defining these last two methodological concepts, the difference between method and approach must be seen. As mentioned by Rodgers (2001):

> Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably most usefully seen as defining a continuum of entities ranging from highly prescribed methods to loosely described approaches. (p. 3).

The Centro Virtual Cervantes, quoting Richards and Rodgers (1998), postulates "The approach allows for the establishment of the theoretical basis on which the method is based", in other words, the approach determines the method. Therefore, an approach is much more flexible when it comes to teaching the way in which we want to achieve our objectives so that students acquire the necessary skills, whereas a method is usually established by more fixed and less flexible rules.

2.2. Methods and approaches.

In this case, throughout the didactic unit proposed in the second part of this end-of-master's project, the Task-Based Approach and the Total Physical Response method will be carried out. The task-based approach is based on the grammatical, discursive, sociolinguistic and pragmatic components of communication, starting with the performance of small activities known as tasks (Numas, 2019). As advocated by this author and before him, this approach is based mainly on three terms: input, intake and tasks. Input refers to those materials that the teacher gives to the students, while intake refers to those elements that the student retains and will be able to use later (Martí, 2017). This means that the student will only be able to retain a limited amount of information, and that is why the teacher has to choose motivational materials, which awaken the interest in his or her students and which are appropriate to their level. Two other important

elements in this approach will be the output, which is defined as the production of language, and feedback, whose purpose according to Martí and quoting Sanchez (2014) "refers to the practice through which students adjust their discourse once their interlocutors (teachers or peers) provide them with corrections.". Finally, it also focuses on cooperative work, which is why it is also an approach that "strengthens interpersonal relations which, in turn, helps to develop values such as responsibility and solidarity, among others" (Numas, 2019).

The next method in some of the activities will be the Total Physical Response (TPR), which remains within the 'comprehension approach' (Alario, 2020). That is to say, this method will seek to make the process of teaching-learning of the foreign language of understanding it through movement. The first idea of this method comes from when we are babies, when we listen to the language all the time without mastering it, and we start speaking it later when we are ready. In this didactic unit, through gestures, movement that will demand some of the tasks, students will understand the purpose and meaning only through imitation and movement.

3

An approach to a youth series: The Simpsons.

The Simpsons series is an animated sitcom first launched on television in 1989. Created by Matt Groening for the Fox Broadcasting Company, the series reflects the American society from a satirical and humorous point of view. It tells the daily life of an American family consisting of Homer, Marge, Bart, Lisa, and Maggie, who live in a village called Springfield, where different events reflect controversial issues in today's world, such as racism, the use of weapons, prejudice, religion, homophobia, corruption, etc. That is one of the main reasons that the series has gained fame and international recognition, becoming very popular among teenagers or young adults. As a result, the design of the didactic unit proposes the visualization of two episodes of this series; "Mypods and Boomsticks" and "YOLO", whose main themes focus on cultural stereotypes and prejudices. The analysis performed will show how the visualization of both episodes could positively influence the development of intercultural competence among EFL students.

3.1. Benefits in the use of audiovisual media from an intercultural and linguistic point of view in EFL learners. *The Simpsons.*

The use of films or series in EFL classes is not a new resource, in fact, for several years now it has been used not only as a transmitter of the foreign language, but also for the purpose of intercultural training that encompasses the language. Increasingly, teachers are opting for authentic materials, which arouse the interest and curiosity of their students. Let us not forget that the more real the pupils see it, the more effective their learning will be, that is to say, we must bring the knowledge that the pupil must acquire closer to his or her own environment, so that the pupil sees the language as a useful and effective means of communication. The series or films can transmit that point of reality that the students need to see, even if it is through cartoons, but it will show them connotations that they will identify with their daily life. What is really important in the use of films or series in EFL classes is that students have access to the study of the language itself and the cultural analysis that these audiovisual media offer, as mentioned by Vázquez (2009).

This author refers to Andrew Goodwyn (2004) who defends the idea of 'cultural heritage' and 'cultural analysis' by which "a 'Cultural Heritage' view emphasizes the responsibility of schools to lead children to an appreciation of those works of literature that have been widely regarded as amongst the finest in the language [whereas] a 'Cultural Analysis' view emphasizes the role of English in helping children towards a critical understanding of the world and cultural environment in which they live" (p. 9). This is why the use of The Simpsons series will have a 'cultural analysis', since it is the main issue that concerns us in addition to the study and the use of the target language. As mentioned by Vázquez (2009), the use of audiovisual media can provide a lot of relevant information to help students improve their linguistic and intercultural competence:

> A film can serve to learn a language and, usually, also contains cultural information about a society where the target language is spoken that can be used to learn/teach culture. It is known that learning the language is best done when the learner also acquires (inter)cultural competence. At this point, it must be noted the reoccurrence in publications of the comment on the beneficial effects of using films for teaching culture because films supposedly reproduce real life situations. (p. 15).

Thus, it has already been seen that the use of this famous series in the classroom helps the intercultural development that the study of a language requires. However, what would be the keys for the students to feel this indispensable motivation to internalize the concepts that are part of the teaching-learning process? As Pandey (2012) argues, it is important that these audiovisual resources have a 'cognitive and emotional impact' on pupils. To this end, and quoting Ayikoru and Park (2011), Pandey points out several reasons why these two impacts are worked on:

- visualization and imagery and the potential to move from imagination to reality and possibly vice versa;
- memorization and recall of learned material long after the initial learning in a classroom setting;
- emotionality and stimulation of the senses during and after learning;
- positive motivation mainly for less motivated learners; and
- stimulation of intellectual curiosity and criticality. (p. 332)

In the particular case of *The Simpsons*, one element that is key to arousing the interest of viewers is its particular dark humor, where very controversial topics are touched upon and which show a reality that has often become taboo. In the case of these two episodes that will be worked on in class, the theme of stereotypes or racism is present

in both, treated however from satire and humor, whose purpose is to hook the viewer with entertainment and laughter. In other words, that cognitive and emotional impact that Pandey spoke of is present in this series, and it is probably for these reasons that it continues to be a phenomenon on television 30 years later.

3.2. Challenges facing EFL learners when viewing *The Simpsons* chapters.

Despite the benefits of using authentic materials and, in this specific case, the use of *The Simpsons* series as material for the improvement of plurilingual and intercultural competence, we also find some challenges for non-native students in understanding American language and culture, as reflected by the author Rucynski (2011):

- **Vocabulary and slang**. This series is intended for adults and therefore EFL students will encounter quite advanced vocabulary that could worsen the complete understanding of some of their dialogues, as well as the use of slang words, i.e., colloquial and informal words that are rarely studied in class.

- **Cultural literacy**. As Rucynski defends, *The Simpsons* is loaded with cultural mentions and expressions that can be very difficult to understand for both native speakers and learners of the referent language. That is, in many occasions a knowledge of general culture is demanded, which is not very accessible for those who do not share the same culture as the one shown in the series.

- **Humour**. As seen in the previous paragraph, humour helps to arouse the interest of the students, but it is also a great challenge, since the humor is based on the popular culture from which the series comes. To quote Ziesing (2001) by Rucynski "understanding humor requires a number of cultural reference points, including history, customs, games, religion, current events, taboos, kinship structures, traditions, and more" (p. 8).

Given these drawbacks that learners may face, there is still no doubt that this would be a motivating series that could enrich plurilingual and intercultural communicative competence, even for those learners less motivated in the language.

To avoid any problems that may affect the understanding of the language, the activities on vocabulary and debates that will be developed throughout the teaching unit will take into account these three challenges that students may face.

PART 2

PROPOSAL FOR THE IMPLEMENTATION OF THE INTERCULTURAL COMPETENCE. DESIGN OF A TEACHING UNIT

4

Justification and contextualization.

This teaching unit has been designed according to the contents regulated in the 4th May Orden *EDU/362/2015,* which establishes the curriculum and regulates the implementation, evaluation and development of Compulsory Secondary Education in the Spanish Community of Castilla y León. Furthermore, the main objectives that this Teaching Unit will be following have been taken from *Real Decreto 1105/2014,* December 26th, particularly the article 11 in the 2nd chapter. To conclude, the key competences taken from *Recomendación del Consejo,* May 22nd 2018 are expected to be carried out by the teaching unit, so that students improve and learn different cultural aspects concerning Intercultural Communication Competence.

This unit has been designed to work with students who belong to a charter school located in Valladolid. The school is placed away from the city, surrounded by a road and a field. Most of the students come from villages around the school, but some of them from the city too. The majority of the population around the school is of Spanish nationality, so it is difficult to find students of different nationalities in the classrooms, as is the case in most other schools in the city. For all this, it is even more important to bring intercultural competence closer to the students.

The centre has several computer rooms, a library with a wide variety of books that offers morning and afternoon study hours, as well as DVD or CD rental, digital blackboards in all classrooms and a service providing laptops, so all students have the same opportunities to work with ICT. The development of the didactic unit will take place throughout the Cultural Week, so that students will be in full contact with other cultures throughout the week. In addition, they will have the possibility of accessing extracurricular cultural workshops, where they will meet Erasmus students from the university to talk to them and carry out different activities with them (cooking, traditional dances, crafts...) every afternoon of that week. The school participates in an international project to strengthen the communication and intercultural skills of its students,

establishing a virtual exchange in which they jointly develop different tasks and projects, in order to promote international cooperation.

During the process of the didactic unit, the students will have access to a Facebook page, previously prepared by the different teachers who make up the high schools of these countries and the teacher of this school. In this way, students will be able to comment and post different activities that take place in the classroom and ask for feedback from other international students.

Furthermore, it is important to highlight that the teaching unit will be implemented in students who are between 15 and 16 and belong to the 4th course of Compulsory Secondary Education. The classroom is composed by 29 students so, in most of the tasks, they will be divided in 5 groups of 6 people and one of 5 to complete the lesson plan.

The project is called "Springfield around the world" and it has been designed upon the Task-Based Learning approach. The main objective of this approach is to use previous knowledge when performing different tasks in class. Cooperative or group work is included in the development of these activities, so students will be encouraged to work with enthusiasm and motivation, as language learning will be more successful if students work in groups to achieve the same purpose. They will give themselves the support and feedback they need with their peers. Furthermore, all these activities will lead to a final task, the most representative of the whole unit. It is in this last task where the students demonstrate the four skills in English, which they would have been worked in the different activities of the didactic unit. The last task will consist of the elaboration of a Cultural-Know How essay of about 250 words, in which they will talk about a particular culture and country. To do this, five groups will be assigned one of the following countries: India, United Kingdom, Romania, Turkey and China; as the teacher has been able to contact teachers from schools in these countries.

While traditional methods require the whole students' attention, mainly by listening to the teacher, memorizing the contents and doing lots of activities and homework, this Teaching Unit is focused on learning by entertainment through meaningful tasks and the use of gamification, which bring the context and the interests of the students closer to language learning, so that students do not get frustrated and bored in the learning process.

In addition, the purpose of this teaching unit is to draw the attention of our students through the internationally known Simpson's sitcom. Through the humor of this series and its messages loaded with social protest, teenagers learn, unintentionally, extremely important topics of the world around us. Today we face a tremendously globalized world, students live within multiculturalism and that is why it is necessary to teach and instill the values that make up intercultural competence in English as a Foreign Language. In addition, since the language is taught in an EFL class, it is also of utmost importance that the students know the culture, tradition and history behind that language.

Concerning those students with special needs, some of the students have got ADHD (Attention Deficit Hyperactivity Disorder), so several of these activities have been designed for them as well, since it requires a lot of communication, movement and interaction with the information and communication technologies (ICT), which are the keys for students not to lose interest and remain motivated in the performance of each activity. These students will not need a significant curricular adaptation, but since the didactic unit looks for the motivation to learn from other cultures, the Total Physical Response method (TPR) will be carried out in some of the tasks, so students will be willing to learn through movement and observation, getting their involvement during the process of the didactic unit. All in all, this Teaching Unit pursues the development of the different competences regulated by the *Recomendación del Consejo*, above mentioned. In consequence, the Task-Based Learning approach is applied in order to adapt contents and activities, encourage group participation, and make the learning process more enjoyable, entertaining and challenging.

Regarding the **competences** that will be worked on throughout the didactic unit, they will be the following:

- o **Literacy/linguistic competence (LC)**. The language use is always present in the student's learning, when s/he reflects, when s/he exposes his ideas, when s/he communicates with others, etc. To work on this competence, students will have access to different tasks that help interaction and reproduction of real communicative situations.
- o **Digital competence (DC)**. Information appears as the essential element in the learning of a foreign language. To this end, the use of new information technologies widely develops the four skills in the learner (written

production, oral production, written comprehension and oral comprehension). Furthermore, thanks to the use of ICT's, students will be able to maintain the use of the language with other international students. Throughout the didactic unit, students will use the computers to search for information, use Facebook, do the essay, communicate with other international students, etc. a mobile phone with the *Kahoot* app, the Smart board for the presentation of the final task and for viewing the two Simpson chapters.

o **Learning to learn competence (LLC)**. This competence implies having the skills and abilities to be able to carry out the learning process, seeking that this is increasingly effective and autonomous, according to one's own objectives and needs. Furthermore, it implies the acquisition of the awareness of one's own capacities (intellectual, emotional and physical) of the process and the strategies needed to develop them, as well as what can be done by oneself and what can be done with the help of other people or resources, so that they are able to reflect it to the teaching-learning process and assess themselves critically. The students will be able to face this competence in different tasks such as decision-making tasks (publishing on Facebook, carrying out questionnaires), reflecting on the Simpson chapters, stereotypes, culture in general, empathy, social integration or other social values, their organizational capacity (homework, elaboration of the essay and the Power Point presentation, their effort to make themselves understood in the foreign language (taboo, debates*, Kahoot*...)

o **Citizenship competence (CC)**. It makes it possible for the student to understand the social reality in which he or she lives. The student cooperates and exercises democratic citizenship in a pluralistic society, and he or she is committed to contributing to its improvement. The students will develop diverse knowledge and skills that allow them to make decisions and decide how to behave in diverse situations, taking responsibility for them. In the tasks proposed for the development of the didactic unit, the students will have to follow the code of respect and civic behavior, for example, when respecting the turns of word in the debates,

the silence while the chapters of The Simpsons are visualized, the linguistic code when communicating with international students, the body language in the final task or when they speak in English in general.

- o **Entrepreneurship competence (EC)**. This competence is linked to the decision-making ability of the students. The students will be able to elaborate something through their ideas, in this case, the elaboration of the final project and the different activities proposed in the didactic unit. On this occasion, students will have to make an effort to achieve an original essay, striving to develop the activities and then obtaining good results.

- o **Cultural awareness and expression competence (CAEC)**. This competence involves the treatment of different cultures that the student can deal with. Therefore, the student knows and understands the concept of culture, the different types of cultures there are and their characteristics, etc. along with the acquisition of values that lead to tolerance. Each session of the didactic unit will be focused on the acquisition of cultural and social aspects, that is why this competence is the most worked one, apart from the linguistic competence. Students will have access to communication with people from other cultures, being able to contrast their own culture with the rest of the cultures. They will also be able to have fun while learning about the stereotypes they will see in the chapters of The Simpsons, they will observe how prejudices can destroy the life of other people coming from other cultures and for all that, they will be more aware of the interculturality that surrounds them.

5

Specific objectives and key competences of the teaching unit.
The Spanish curriculum (BOCYL).

In addition to the general objectives listed in *Real Decreto 1105/2014,* December 26th, in the article 11, 2nd chapter as it has been mentioned above, there are several specific objectives that this teaching unit will follow. The **general objectives** according to the *Real Decreto 1105/2014* will be:

a) To assume their duties responsibly, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to exercise themselves in dialogue by strengthening human rights and equality of treatment and opportunity between women and men as common values of a pluralistic society and to prepare for the exercise of democratic citizenship

b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the effective performance of learning tasks and as a means of personal development

c) To value and respect the difference between the sexes and the equality of rights and opportunities among them. Reject discrimination against individuals on the basis of sex or any other personal or social condition or circumstance. Reject stereotypes that imply discrimination between men and women, as well as any manifestation of violence against women.

d) Strengthen their emotional capacities in all areas of their personality and in their relations with others, as well as reject violence, prejudices of any kind, sexist behaviour and resolve conflicts peacefully.

e) To develop basic skills in the use of information sources in order to acquire new knowledge in a critical way. Acquire basic skills in the field of technologies, especially information and communication technologies.

g) To develop entrepreneurship and self-confidence, participation, critical thinking, personal initiative and the ability to learn to learn, plan, make decisions and take responsibility.

i) Understand and express themselves in one or more foreign languages in an appropriate manner.

j) To know, value and respect the basic aspects of their own and other people's culture and history, as well as their artistic and cultural heritage.

l) Appreciate artistic creation and understand the language of different artistic manifestations, using different means of expression and representation.

Regarding these general stage aims and their development through this didactic unit, we can list the following specific aims in relation with the students and in relation with the teacher.

Students are expected to:

➢ Get to know the culture, tradition, customs, beliefs and non-verbal language of a foreign country.

➢ Live in interculturality, both inside and outside the classroom.

➢ Increase interaction with people from other cultures.

➢ Eliminate prejudices and stereotypes that negatively affect other cultures.

➢ Use the English language as a transmitter of knowledge in the teaching-learning process.

➢ Be analytical with the Simpsons series to see a reflection of reality in a critical way.

The teacher is expected to:

➢ Develop motivational activities for their students, so that the students acquire the critical and intercultural thinking that is expected.

➢ Promote inclusive education by eliminating stereotypes and prejudices towards other cultures.

➢ Be fair to all students, taking into account those students with special needs who may get stuck in the teaching-learning process of the foreign language.

The following table summarizes all the general objectives, competences, contents, evaluation criteria, evaluable learning standards and the attention to diversity measures proposed to develop the teaching unit on the basis of the Spanish Curriculum in Castilla y León: *Order EDU/362/2015* in the 4th May*, which establishes the curriculum and regulates the implementation, evaluation and development of Compulsory Secondary Education in the Community of Castilla y León. The contents contemplated by the curriculum for the 4th course of ESO are mainly subdivided into:

1. Comprehension/production strategies (planning, execution...)
2. Socio-cultural and sociolinguistic aspects: social conventions, rules of courtesy and registers; customs, values, beliefs and attitudes; non-verbal language.
3. Communication functions
4. Syntactic-discursive structures

LEVEL	4th course of Compulsory Secondary Education (ESO)
TIMING	6 sessions of 50 minutes each
GENERAL OBJECTIVES	According to the 11th article of *Real Decreto 1105/*2014: **a), b), c), d), e), g), i), j), l).**
CONTENTS	**Block 1: Oral texts comprehension** **1. 3.:** Discrimination of types of understanding (general sense, essential information, main points, relevant details). **2.** **3.1:** Initiation and maintenance of personal and social relationships. **3.2:** Description of physical and abstract qualities of people, objects, places and activities. **4.** **Block 2: Oral texts production** **1.1.1:** Conceive the message clearly, distinguishing its main idea or ideas and its basic structure. Adapt the text to the addressee, context and channel, applying the appropriate register and structure of discourse in each case. **1.2.1:** To express the message clearly, coherently, structuring it appropriately and adjusting, if necessary, to the models and formulas of each type of text. **1.2.3:** Leaning on and making the most of previous knowledge. **1.2.4:** Compensate for language deficiencies through linguistic, paralinguistic or paratextual procedures. **2.** **Block 3: Written texts comprehension** **1.1:** Mobilization of prior information on task type and subject. **1.2:** Identification of the text type, adapting the comprehension to it. **2.** **4.** **Block 4: Written texts production** **1.1.1:** To mobilize and coordinate one's own general and communicative skills in order to effectively perform the task (reviewing what is known about the subject, what one can or wants to say, etc.) **1.2.1:** To express the message clearly by following the models and formulas for each type of text. **2.** **3.** **4.**
EVALUATION CRITERIA	**Block 1: Oral texts comprehension** **1.** To identify the general meaning, essential information, main points and most relevant details in short or medium-length oral texts, clearly structured, and transmitted by voice or technical means and articulated at a medium speed, in a formal, informal or neutral register,

and dealing with concrete or abstract aspects of general subjects, on everyday matters in ordinary or less usual situations, or on one's own interests in personal areas, public, educational y occupational/labor, always that the conditions acoustics not distort the message and you can to hear it again.

3. To know and to use for the comprehension of the text the socio-cultural and sociolinguistic aspects relative to the daily life, conditions of life, interpersonal relations, behavior, and social conventions.

Block 2: Oral texts production

3. To incorporate into the production of the oral monologue or dialogical knowledge acquired concerning interpersonal relations and social conventions [...], by choosing and providing necessary information and relevant, adjusting in a way appropriate the expression to recipient, to purpose [...] and expressing opinions and points of view with the necessary courtesy.

Block 3: Written texts comprehension

1. To identify the essential information, the most relevant points and important details in texts, in digital format, short or medium length and well structured, written in a formal, informal or neutral register, dealing with every day or less usual matters, of interest or relevant to one's studies, occupation or work and containing structures and a lexicon of common use, both general and more specific.

3. To know and to use for the comprehension of the text, the sociolinguistic aspects related to daily life [...] living conditions [...] interpersonal relationships [...], and social conventions (attitudes, values), and so the general cultural aspects [...].

Block 4: Written texts production

1. To write, on paper or in electronic format, short or medium length texts, coherent and with a clear structure, about topics of personal interest, [...] in a formal, neutral or informal register, making adequate use of the resources of cohesion, spelling conventions and the most common punctuation marks, and showing a reasonable control of expressions, structures and a frequently used lexicon, both of a general and more specific nature within the own area of specialization or interest.

3. To incorporate into the production of the written text the acquired socio-cultural and sociolinguistic knowledge related to interpersonal relations and social conventions [...], selecting and providing the necessary and relevant information, adjusting the expression to the addressee, to the communicative purpose, to the topic treated and to the textual support, and expressing opinions and points of view with the necessary courtesy.

EVALUABLE LEARNING STANDARDS	**Block 1: Oral texts comprehension**
	4. The student includes, in an informal conversation in which he participates, explanations or justifications of different points of view and opinions about various matters of personal interest, every day or less usual, as well as [...], the expression of feelings and the description of abstract aspects of topics [...].
	6. The student distinguishes, with visual or written support, the main ideas and relevant information in well-structured and clearly presented presentations about known or interesting topics.
	Block 2: Oral texts production
	1. The student makes short, well-structured, pre-rehearsed, visually-supported (e.g., PowerPoint) presentations on specific aspects of academic or occupational topics of interest, organizing the background information coherently, explaining the main ideas briefly and clearly, and responding to simple questions from the audience articulated clearly and at medium speed.
	3. The student participates appropriately in informal face-to-face, in which he or she exchanges information and briefly expresses and justifies opinions and points of view; makes suggestions; requests and gives directions in some detail; expresses and justifies feelings; and describes concrete and abstract aspects of topics.
	Block 3: Written texts comprehension
	3. The student understands personal correspondence, in any medium including online forums or blogs, in which facts and experiences, impressions and feelings are described in some detail; facts and real experiences are narrated, and information, ideas and opinions are exchanged on both abstract and concrete aspects of general, known or interesting topics.
	6. The student understands specific information on websites and other clearly structured reference materials (e.g. encyclopedias, dictionaries, monographs, presentations) on topics related to academic subjects or occupational issues related to his/her specialty or interests.
	Block 4: Written texts production
	1. The student completes a detailed questionnaire with personal and academic information.
	4. The student writes brief notes, messages and comments, in which he or she requests and transmits simple information and opinions and in which he or she highlights the aspects that are important to him or her respecting the conventions and rules of courtesy.

	5. The student writes, in a conventional format, short and simple reports giving essential information on an academic subject, describing situations, people, objects and places; narrating events in a clear linear sequence, and explaining in a simple way the reasons for certain actions. **6.** The student writes and participates in forums, blogs or chats in which he/she describes experiences, impressions and feelings; and exchanges information and ideas, noting the aspects that look important and justifying briefly his/her opinions about them.
KEY COMPETENCES	**KC1)** Literacy/linguistic competence. **KC2)** Digital competence **KC3)** Learning to learn competence **KC4)** Citizenship competence **KC5)** Entrepreneurship competence **KC6)** Cultural awareness and expression competence
ATTENTION TO DIVERSITY	Since no significant curricular adaptation is required, those students with ADHD (three students of 29) will be able to follow the Unit without problems, since the methodology used in several of the activities will follow the TPR method and the task-based approach. In addition, these students will participate in the other groups, one in each group, to maintain their motivation and avoid distraction.

	CONTENTS	KEY COMPETENCES						ACTIVITIES/TASKS
		KC1: LC	KC2: DC	KC3: LLC	KC4: CC	KC5: EC	KP6: CAEC	
BLOCK 1: OTC	1. 3.	X		X				Activity 1- Session 1, Activity 2- Session 1, Activity 3-Session 1.
	2.	X		X	X		X	Activity 5- Session 2, Activity 6-Session 2, Activity 7-Session 2, Activity 8-Session 2.
	3.1	X		X	X		X	Activity 9-Session 3, Activity 10-Session 3, Activity 11-Session 3.
	3.2	X	X	X	X		X	Activity 13-Session 4, Activity 14-Session 4. Activity 15-Session 5, Activity 16-Session 5, Activity 17-Session 5.
	4.	X		X				Activity 18-Session 6, Activity 19-Session 6.
BLOCK 2: OTP	1.1.1	X		X		X		Activity 1- Session 1, Activity 2- Session 1.
	1.2.1	X		X	X	X		Activity 5- Session 2, Activity 6-Session 2, Activity 7-Session 2, Activity 8-Session 2.
	1.2.3	X		X	X			Activity 9-Session 3, Activity 11-Session 3.
	1.2.4	X		X	X			Activity 13-Session 4, Activity 14-Session 4. Activity 15-Session 5, Activity 16-Session 5, Activity 17-Session 5.
	2.	X		X	X		X	Activity 18-Session 6, Activity 19-Session 6.
BLOCK 3: WTC	1.1	X		X	X			Activity 4- Session 1.
	1.2	X		X	X			Activity 5- Session 2. Activity 14-Session 4.
	2.	X		X	X		X	Activity 15-Session 5, Activity 16-Session 5.
	4.	X		X				Activity 18-Session 6.
BLOCK 4: WTP	1.1.1	X		X	X	X	X	Activity 3- Session 1, Activity 4- Session 1. Activity 5- Session 2, Activity 8-Session 2. Activity 10-Session 3, Activity 12-Session 3.
	1.2.1	X		X	X			Activity 13-Session 4, Activity 14-Session 4.
	2.	X		X	X		X	Activity 16-Session 5.
	3.	X	X	X	X			Activity 18-Session 6.
	4.	X		X				

6

Design of a teaching unit: "Springfield around the world"

ACTIVITY 1-SESSION 1		
TITLE: Stereotypes brainstorming	**TYPE:** Brainstorming- warm-up, initial evaluation	**TIMING:** 10'

CLASSROOM MANAGEMENT: Students will be sitting individually	**RESOURCES:** Smart board

DESCRIPTION:

The teacher welcomes the students and starts asking his/her students what they think stereotypes are. They will discuss Spanish stereotypes and, why they think other people think of us like that, and if it is true or not. Then the teacher will ask them to summarize culture in one word and will write these words on the blackboard. Finally, she/he will ask them some questions using the present simple, the present continuous and the passive *i.e. "Why do you think it's so important to get to know other cultures? What stereotypes have long been assigned to Arab people with a Muslim religion? Do you think that globalization is helping a lot to get to know other cultures and therefore curb stereotypes?"* She/he will have to make sure that all students participate at least once. After that, the teacher will be able to know the level of linguistic competence, cultural expression and social and civic competence that her/his students have.

Another purpose of these activities is to introduce them to the intercultural communicative competence and to enable background knowledge.

ACTIVITY 2-SESSION 1		
TITLE: Final activity explanation + Group division	**TYPE:** Introduction, warm-up	**TIMING:** 15'

CLASSROOM MANAGEMENT:	RESOURCES:
First, students will be sitting individually, later, they will be sitting in four groups of 6 and one of 5 people. Five groups as a whole in the computers lab. (29 students)	• Smart board • Computers with internet connection

DESCRIPTION:

The teacher shows some pictures to them using the smart board about another culture, and asks them what they know about Jordan and Arab culture. Then, the teacher divides the class into groups of 6 students and one of 5, each assigned a country (Romania, Turkey, United Kingdom, India and China) this is because the teacher has contacted schools in these countries to make an intercultural project by which students can share information, ask and answer questions through a Facebook group created by their teachers, so eventually they can make a group Cultural Know-How 250-word essay about the culture of these countries and present it in front of the class in the last session of the unit using a Power Point presentation. This essay will be prepared by all the members of the country, i.e. it will be a group writing. In order to follow up on the students and so that the teacher can in turn make corrections to the essays, the teacher will open a document using the Google.docs platform through which s/he will create a template with all those cultural aspects that the students should talk about. In this way, the students will be able to distribute the work well and get feedback from each other so that knowledge is acquired much better than if it were a final individual task. Finally, the students create an account on Facebook, one per group, and they need to follow the Facebook group "Cultural diversity lovers".

ACTIVITY 3-SESSION 1		
TITLE: Displaying parts of the first chapter of *The Simpsons*: "Mypods and Boomsticks"	**TYPE:** Relaxing activity + Reinforcement	**TIMING:** 15'

CLASSROOM MANAGEMENT:	RESOURCES:
Students will be sitting in groups of 6 and one of 5.	• Smart board • Paper sheets

DESCRIPTION:

The teacher projects on the smart board the some parts of the first chapter of the Simpson "Mypods and Boomsticks" using subtitles so that students understand much better the main ideas. Meanwhile, students should write down on a piece of paper the most relevant aspects of Arab culture and the stereotypes that appear in it and comment on them each time the teacher stops a part of the episode.

ACTIVITY 4-SESSION 1		
TITLE: Using Facebook + Homework	**TYPE:** Reflection activity Formative evaluation	**TIMING:** 10'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • Computers with internet connection	

DESCRIPTION:

After watching the chapter, students in groups post their first post on the Facebook group about their first impressions of the chapter, while other international student groups should also post about the chapter. In addition, they must respond to the other reflective posts of the other international students, at least six posts per week each person in the group. These will also be their homework. For example, if Marta Garcia posts on this Facebook page, she will first have to specify who she is, since the Facebook account will have the name of the group she belongs to, so the teacher will know who is doing her/his homework and who is not.

ACTIVITY 5-SESSION 2		
TITLE: First questions about other cultures.	**TYPE:** Warm-up	**TIMING:** 10'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • Smart board • Computers with internet connection	
DESCRIPTION: The students discuss a series of questions about the culture of the country they have been assigned to, the teacher guides them (*What do you want to know about that country? gastronomy, folklore music, traditional dance, superstitions, architecture, official languages or dialects, etc.*) To do this, they should publish a post aimed at students from that specific culture and country (i.e. What are the traditional dishes of Romania? What traditional dances we can find in India? And so on). They will also answer other international students' questions about Spain.		

ACTIVITY 6-SESSION 2		
TITLE: Taboo	**TYPE:** Reinforcement	**TIMING:** 20'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • 30 taboo cards per group (150 as a whole) • 5 sand timers.	
DESCRIPTION: The teacher hands out 30 cards containing a word that each student must describe to their partner without saying the forbidden words (under the word they must write, students will see 3 more words related to the main word that they cannot mention). In the groups, they will		

divide into 3 and 3 (group of 6) and 2 and 3 students (in the group of 5) and use a 30-second hourglass. The teacher will monitor the students and help them when needed while they are playing. The subgroup that gets the most cards right wins the game!

ACTIVITY 7-SESSION 2		
TITLE: Working on empathy	**TYPE:** Knowledge-building	**TIMING:** 10'
CLASSROOM MANAGEMENT: Students will be sitting all together, in groups or individually.	**RESOURCES:** - A paper bin - A small ball - A blindfold	

DESCRIPTION:

Three student volunteers leave the classroom, while the teacher explains to the other students that their classmates will enter one by one. Each of them has to shoot the ball into the trash, blindfolded. When the first volunteer tries, the others must boo him, telling him that he will not make the basket that he is not capable of doing anything, or laughing at his mistakes. The second volunteer will try to make a basket, but this time the others will be silent. Finally, the teammates will encourage the third one very much, giving him indications of where he has to make the basket and helping him all the time. In this way, students will come to a conclusion about the problems that a person from another culture can face in different environments; the one who despises him for being from a different culture, the one who sees injustice but does nothing and the one who helps him at all times and encourages him.

ACTIVITY 8-SESSION 2		
TITLE: Debate and own reflections	**TYPE:** Consolidation activity	**TIMING:** 10'

CLASSROOM MANAGEMENT:	RESOURCES:
Students will be sitting in groups of 6 and one of 5.	• Smart board • Computers with internet connection

DESCRIPTION:

Students will value the importance of social integration. The previous exercise can serve as an example of how our behaviour towards a person can be affected positively or negatively. This can serve to break down the barrier of prejudice and acceptance of a person regardless of culture, religion or traditions. To do this, the whole class discuss the importance of social integration, helping others and eliminating prejudices. They talk about how their previous activity has made them feel and whether they believe that society should be more aware of this issue with migration should write a post on Facebook of their own conclusions. If they can't finish this, they must finish the posts at home.

ACTIVITY 9-SESSION 3		
TITLE: Role-play	**TYPE:** Reinforcement	**TIMING:** 20'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 7 and one of 8.	**RESOURCES:** • A script that describes what role they should play.	

DESCRIPTION:

The teacher quickly divides students in three groups of seven and one group of eight students. The students should adopt roles that reflect the intercultural immersion in which we live today. This will help them to show a fairly real version, as they live with it every day. Each group will do their performance in 5 minutes. These performances will be:

1. Two tourists arrive in your town, they want to ask your advice on what to visit, but you respond badly or you don't want them to be here. (Actors: Two tourists, friends, a policeperson)

2. Two tourists visit your city and you are happy to recommend them things. You also give them a lot of cultural information to convince them to come back. (Actors roles: Two tourists, friends, a policeperson)

3. Two foreign students come to your class this year, but they don't know the language. He/she is being bullied by other classmates, your teacher and you intervene and try to help these foreign students. (Actors: two foreign students, one teacher, bullying students, student with a friend talking about this)

4. One foreign students has a very big problem (he/she lost his/her wallet, he/she needs to go to the doctor, he/she wants to go out for dinner... whatever you wish), while the other students do not understand him/her because of the language. He/she is very insistent, so at the end, when you both are tired, you manage to understand him/her.

ACTIVITY 10-SESSION 3		
TITLE: Displaying the second chapter of *The Simpsons*: "YOLO"	**TYPE:** Relaxing activity + Reinforcement	**TIMING:** 15'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • Smart board • Paper sheets	
DESCRIPTION: The teacher projects on the smart board the some parts of the first chapter of the Simpson "YOLO". On this occasion, students will be able to observe stereotypes of Spaniards according to American people. They will see the last chapter of The Simpsons programmed for this teaching unit, in which they will also have to note those cultural aspects that most call their attention in the chapter. They can rewatch the episode at home.		

ACTIVITY 11-SESSION 3		
TITLE: Debate about the second chapter of *The Simpsons*: "YOLO"	**TYPE:** Reinforcement	**TIMING:** 5'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • Smart board • Paper sheets	
DESCRIPTION: The students discuss with the whole class what feelings they have had with this chapter, the stereotypes of Spain that they have been able to see, if they are identified, if not, if they feel offended or not, why they think that Homer sees Eduardo's character as an outgoing person, with a great desire to live and do crazy things, etc.		

ACTIVITY 12-SESSION 3		
TITLE: Analyzing both chapters by posting on Facebook	**TYPE:** Reinforcement	**TIMING:** 10'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** - Smart board - Paper sheets - Computers with internet connection	
DESCRIPTION: Students make a brief reflection on the two chapters of The Simpsons using their Facebook group account and posting in the group page, what appeals to them most and why, whether they agree or disagree, and what has helped them learn something new.		

ACTIVITY 13-SESSION 4		
TITLE: Making a questionnaire	**TYPE:** Reinforcement	**TIMING:** 20'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • Smart board • Computers with internet connection	

DESCRIPTION:

In groups, students make a questionnaire about Spanish culture, using "Google Forms". They must include at least 10 questions. To do so, the teacher can guide them by giving them some ideas (name at least 3 adjectives that come to mind when you think of the Spanish, which of these dishes are traditional in Spain? etc.) Once they have finished, they copy and paste the link into a Facebook post, so that other international students can answer them. If they cannot finish it, they always can finish at home.

ACTIVITY 14-SESSION 4		
TITLE: First part of writing the Cultural Know-How essay	**TYPE:** Reinforcement	**TIMING:** 30'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • Smart board • Computers with internet connection • Pen, paper sheets	

DESCRIPTION:

Students check the answers of the other international students about the culture of their country, this information will help them to start working on the essay in Google docs. The can also search for more information online. To do this, they will have access to the internet and the teacher will guide them in case they need it.

ACTIVITY 15-SESSION 5		
TITLE: Answering other students' questionnaires + sharing the answers to the questionnaires by students from other countries	**TYPE:** Reinforcement	**TIMING:** 20'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • Smart board • Computers with internet connection	
DESCRIPTION: Students will answer questionnaires from students from other countries, they must answer at least 5, one from each country. Afterwards, the whole class will discuss the results of the questionnaires, so that they can see how much influence stereotypes have or do not have, and if the Spanish culture is really known by the inhabitants of other cultures.		

ACTIVITY 16-SESSION 5		
TITLE: Finishing the essay and the Power Point presentation.	**TYPE:** Reinforcement	**TIMING:** 20'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • Smart board • Computers with internet connection • Paper sheets, pen	
DESCRIPTION: Students finish writing the essay. If they have time, they can start making the PowerPoint presentation, but they should finish it at home.		

ACTIVITY 17-SESSION 5		
TITLE: Presentation Rehearsal	**TYPE:** Reinforcement	**TIMING:** 10'
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** • Smart board • Computers with internet connection • Paper sheets, pens	
DESCRIPTION: Students save their group essay on a pen drive and practice orally the final presentation.		

ACTIVITY 18-SESSION 6		
TITLE: Cultural know-how presentations.	**TYPE:** Final activity. Evaluation activity	**TIMING:** 40' (8' per group)
CLASSROOM MANAGEMENT: Students will be sitting in groups of 6 and one of 5.	**RESOURCES:** - Smart board - Pen drives - Peer evaluation's rubric - Teacher's evaluation rubric	
DESCRIPTION: Students will present their work in front of the class, whilst the other students and the teacher evaluate individually each of them. Once the group has finished presenting the project, the teacher collects their essays to revise them at home (and evaluate them).		

ACTIVITY 19-SESSION 6		
TITLE: Closing thoughts	**TYPE:** Reinforcement	**TIMING:** 10'
CLASSROOM MANAGEMENT: Students will stand or sit in groups.	**RESOURCES:** - Smart board showing a *Kahoot* quiz about the different cultures. - Mobile phones (1 per group= 5)	
DESCRIPTION: Students will use the *Kahoot* application in their respective groups. The teacher will have made a quiz on intercultural aspects that students should know, about the countries of Romania, India, China, Turkey, United Kingdom and Spain (the teacher should warn the students' parents in advance so that they can allow the students to bring a mobile phone to class). The group that gets the most questions right will be the winner on intercultural knowledge! Finally, the teacher says goodbye to the last session thanking the students for their effort and motivation in the subject.		

7

Evaluation and assessment

The final evaluation of the teaching unit is a fundamental part for the students to realize if they have achieved the objectives and competences needed for the didactic unit.

7.1. Evaluation procedures (diagnostic, formative, summative-final)

Depending on the function of the evaluation, this teaching unit will be evaluated in a summative-final manner. This is due to the fact that the foreign language subject, English, allows for this since it is considered that the knowledge acquired during the whole process comes from the beginning of the lesson until the end of it.

As a result of this continuous evaluation process, it will be divided into the following evaluation sections:

- ✓ **Initial evaluation**: The students' previous knowledge will be evaluated by means of a Brainstorming, warm-up and guided questions. This evaluation has no numerical weight in the final evaluation since it is a tool through which the teacher will measure the level of the students in the knowledge to be developed later, in other words, the teacher will be able to know his/her students' level in English so that the didactic unit can get modified. i.e.: Session 1- Activity 1 Session 1- Activity 2. (*See Annex 1.)*
- ✓ **Formative**: During the development of the didactic unit, the students will carry out different tasks, both in the classroom and outside, which will help the teacher to monitor progress. This will be useful to give pedagogical support to those students who need it.
- ✓ **Final**: In the final evaluation, the following are included as evaluable activities: the Power Point presentation (oral production), the Cultural-Know-How essay (written production, cultural knowledge and evaluable language content), replying and writing Facebook posts (written comprehension and production), participation in class and peer assessment.

7.2. Evaluation tools

In this case, the teacher will evaluate individually the students' presentations of their work and their group essays, their aptitudes and if they have reached the set objectives. As for the evaluation that the classmates will make, it is sought that the students realize those aspects that they consider important, if they consider that their classmates have reached knowledge about interculturality, their attitudes, their way of exposing the work (body language, gestures, eye contact...) and if they have awakened some interest in them about the topic.

Henceforth, the teacher's group essay evaluation will consist of two holistic rubrics, the first one, concerning grammatical structure, cohesion and use of English will be the 40% of the final mark, while the second rubric concerning to intercultural knowledges, participation and peer assessment, 60%.

The first rubric will evaluate the composition in terms of structure, use of English, vocabulary learnt in class, cohesion, etc. It will be divided in four parts, where 40 points belong to the maximum score and 10 the less (only 0 will be given to those who have not done it). *(See Annex n.1)*

The second rubric will evaluate three skills in English that will be seen throughout the didactic unit, such us speaking, listening and reading, (as the writing skill is also evaluated in *Annex. 1*) as well as the student's participation in class and the elaboration of homework. Finally, it will also be included their peers mark (*Annex. 3.*). *(See Annex n. 2).*

These rubrics will be given to them in the next lesson or uploaded to *Campus Virtual* and each score will include the different definitions.

Finally, the students will be given a peer assessment rubric, in which they will evaluate their classmates (1= LOW, 2= MEDIUM, 3= HIGH), while they are presenting their work with Power Point. This rubrics will consist of an assessment of the following points: Cultural knowledge, fluency in English, accuracy in English and body language. *(See annex n. 3)*

CONCLUSIONS

To conclude this Master's Final Project, we have been able to visualize the importance of the intercultural competence as an important pillar in the teaching of languages, since the language denotes a cultural element that is essential at the time of communicating with the others in an effective way. Furthermore, it is not only important to make our students understand the importance of culture in the use of the language, but also in how to develop the different tasks in the classroom to awaken their interest and motivation in the development of competence. That is why we have decided to follow the guidelines of the task-based approach and the total physical response method, in which cooperative work is essential to seek entertainment and fun when learning a foreign language, instead of seeing it as a compulsory subject they have to pass if they want to move on from one course to another.

This master's degree has taught me the great importance of linguistic and cultural diversity in our environment, and how to bring it closer to our future students of English as a Foreign Language. It is essential that they understand that a language is always linked to traditions or cultures that make up an identity. In this way, prejudices and stereotypes that may affect their view of the world around them can be avoided. Furthermore, I believe that by understanding these concepts, our students can improve their academic performance even more, since in the traditional education of the study of a language, the teaching-learning process was focused almost exclusively on theoretical concepts and on the structure of the language itself. We must bring the study of languages closer to the world around us, so that the foreign language ceases to be something boring and monotonous and becomes something useful that will awaken the minds of those who study it.

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ANNEXES

Annex n. 1. Initial evaluation

	Few students	Half the students	Most students	*COMMON PROBLEMS*
A. Vocabulary related to interculturality				
B. Correct use of grammar (Present simple (1), present continuous (2), the passive (3)				
C. Oral understanding about questions of interculturality				
D. Fluent and coherent oral production				
E. Fluency in writing a short reflection in English				
F. Interprets the general meaning of written texts such as subtitles or reflective texts of other students.				

Annex n. 2. Teacher's assessment rubric (essay structure). Part of writing and use of English or written text production.

GROUP:

SCORE	MEANING
40	The composition is written perfectly, using well organized ideas. There are minor errors in grammar. It is coherent and cohesive. There is no trace of the writer's mother tongue.
30	The composition is written almost perfectly. Some ideas are not well organized, but they hardly influence in the overall meaning of the text. There are some mistakes in grammar or vocabulary.
20	The general idea is presented in the composition, but with many errors in its structure. Some concepts are hard to understand. There are many mistakes in grammar and vocabulary. There is a few trace of the writer's mother tongue.
10	The general ideas of the text are poor in meaning. Most of the text is not coherent and cohesive. There are lots or errors in grammar and the use of vocabulary. It is quite noticeable the influence of the writer's mother tongue.

Annex n. 3. Teacher's assessment rubric

Name and Surname	Participation in class and homework (10%)	Listening: Understands the main ideas when the teacher asks her/him or when s/he debates with the rest of the students. (15%)	Reading: Understands the main ideas of informal written texts of other students (15%)	Speaking: Oral Power Point presentation showing fluency and accuracy in English (15%)	Peer assessment x/3 (5%)	MARK (60%)

Annex n. 3. Peers' assessment

Please, write the name and surname of the student presenting his/her project. Then, fill the boxes if you consider: **1** = LOW, **2** = MEDIUM and **3** = HIGH. **Only with the numbers.**

NAME AND SURNAME	Cultural knowledge of the student (Description of the country, its traditions, language, gastronomy...)	Fluency in English. (Barely stops, confident, avoids "hmm", "ehh"...)	Accuracy in English. (Grammar, vocabulary, well-structured sentences, etc.)	Body language (gestures, eye contact, movement in the classroom, etc.)