FACULTY OF EDUCATION OF PALENCIA

UNIVERSITY OF VALLADOLID

CULTURE AS A SOURCE OF ENGLISH LANGUAGE LEARNING

LA CULTURA COMO FUENTE DE APRENDIZAJE DE LA LENGUA INGLESA

FINAL DEGREE PROJECT

DEGREE IN PRIMARY EDUCATION

SPECIALISATION IN FOREIGN LANGUAGE: ENGLISH

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ABSTRACT

Culture and language are two inseparable and mutually influenced concepts. In schools, knowledge of the cultural aspects of the foreign language being studied is often given a secondary role. The aim of this Final Degree Project is to show the importance of culture in English language learning.

To accomplish this, an intervention proposal is designed that establishes the work in English classes, covering the cultural contents of the countries where this language is spoken. This intervention is carried out in the 5th and 6th grades of Primary Education. It is a proposal that encourages a communicative approach to teaching and enables the development of students' essential skills.

The proposed work involves a change in the work dynamics established in class and demands a great deal of autonomy and responsibility from the students. Students develop their critical sense, investigate and are aware of their learning. It is a project that manages to awaken students' interest in learning a foreign language and motivates them to work with more involvement and dedication.

KEY WORDS

Culture, skills, communication, foreign language, Primary Education, motivation, independent learner.

RESUMEN

La cultura y la lengua son dos conceptos inseparables e influenciados mutuamente. En los colegios, se suele adjudicar un papel secundario al conocimiento de los aspectos culturales del idioma extranjero que se estudia. En este Trabajo Fin de Grado se pretende exponer la importancia de la cultura para el aprendizaje de la lengua inglesa.

Para ello, se diseña una propuesta de intervención que establece el trabajo en las clases de Inglés, abarcando los contenidos culturales de los países que hablan esta lengua. Esta intervención se lleva a cabo en 5º y 6º cursos de Educación Primaria. Se trata de una

propuesta que fomenta el enfoque comunicativo de la enseñanza y permite el desarrollo de las habilidades esenciales de los estudiantes.

El trabajo propuesto supone un cambio en la dinámica de trabajo establecida en clase y exige a los estudiantes mucha autonomía y responsabilidad. Los alumnos desarrollan su sentido crítico, investigan y son conscientes de sus aprendizajes. Es una propuesta que consigue despertar el interés de los estudiantes por aprender una lengua extranjera y los motiva a trabajar con más implicación y dedicación.

PALABRAS CLAVE

Cultura, destrezas, comunicación, lengua extranjera, Educación Primaria, motivación, alumno autónomo.

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1. INTRODUCTION

This Final Degree Project is designed to carry out a practical proposal for intervention in the Foreign Language: English classroom. The main aspect of this project is the culture of the countries where English is the official language. In this case, an intercultural environment is established in the classroom that allows the development of interaction, cooperation, attitudes of respect and learning.

Today, we find ourselves in societies full of different cultures and different languages. Each of these languages contains customs, traditions and attitudes characteristic of the people who speak it. Language and culture are therefore inseparable. If you want to master a language, it is essential to know both the purely linguistic and the cultural aspects of the people who speak it.

I have decided to develop this topic because of my own experience with foreign languages. Some years ago, I arrived in Spain without knowing a minimum of the Spanish language. I had to interact with the people around me and learn all kinds of everyday aspects from the locals. These aspects form the culture of a society. Due to my experience, I realised the importance of the environment and its characteristics in influencing a person's learning.

In this project, work is established which requires cooperation, interaction and constant communication between the educational agents. I believe that interaction between people is the best way to learn a language. But we also work on all the basic skills established by the current educational regulations.

Culture is something global and language is immersed in it. By introducing this type of content, the purpose is to encourage students' motivation and interest in learning English. Also, the proposed work involves learning related to other educational areas, such as Social Sciences, Information Technology, Natural Sciences, etc. The knowledge of the cultures of English-speaking countries allows students to fill English classes with sense and to understand the need to master and know English.

All the sections related to the proposal are presented below. Initially, there are the theoretical aspects related to the project. At the end, a practical proposal is presented, carried out in the classrooms of the school.

2. OBJECTIVES

This work, which is developed around the introduction of the culture of English-speaking countries in the classroom, has objectives related to the general competences of the Degree in Primary Education and the Teaching Guide of the Final Degree Project subject. The established objectives are set out below:

- To understand and plan under the principle of interdisciplinarity involving work in the different curricular areas of Primary Education. This work proposes activities that bring together the contents of different areas and subjects of Primary Education.
- To plan and design the teaching-learning process for its subsequent implementation and evaluation. This proposal will be applied in a real Primary Education classroom.
- To encourage interest in learning a foreign language by introducing pupils to the cultural context of English-speaking countries.
- To ensure the appropriate development of the competences and skills established for the Primary Education stage and the Foreign Language area in particular.
- To create an environment of equality, equal opportunities and respect within the classroom.
- To attend to the principle of interculturality by developing activities that favour equal acceptance of different cultures.
- To establish work under the premise of cooperative learning and the active participation of students. This work provides didactic tools that allow cooperative work while respecting the established rules given the health situation regarding COVID-19.
- To appreciate and understand the importance of the study of foreign societies for the formation of free and critical citizens.

- To select appropriate methodologies and reflect on the specific needs of students in order to provide a response that encourages the development of the skills and competences in which students have most difficulty.
- To assess classroom practices in order to innovate and improve teaching work and increase students' motivation to learn a foreign language.
- To apply Information and Communication Technologies in an appropriate way, so that they are a positive resource for the acquisition of learning and skills by students.

3. JUSTIFICATION AND CONNECTION WITH THE COMPETENCES OF THE DEGREE

The following section sets out the justification for the topic chosen for this Final Degree Project and its importance in the field of Education. It also reflects the relationship between this topic and the development of the competences of the Bachelor's Degree in Primary Education.

3.1 JUSTIFICATION OF THE TOPIC

Culture and social aspects are basic to providing a complete teaching-learning process. The teaching of a foreign language includes the learning and acquisition of certain cultural codes that are implicit in the language. It facilitates the understanding of the contents of the area by the pupils thanks to the construction of a socio-cultural base. *Boletín Oficial de Castilla y León, de 25 de julio de 2016*, states the importance of introducing the cultural aspect into classroom work at the Primary Education stage. It states that:

The learning of a language is always linked to the acquisition of cultural content, therefore, sociocultural and sociolinguistic aspects must go hand in hand and their use

will be encouraged so that they become part of life and language in the classroom. (p. 34466)

In today's society there is a great cultural diversity which must be taken into account in the classroom as an enriching tool. As far as English language teaching is concerned, it is often observed that at the Primary Education stage students work in a very theoretical way and use memorisation for the acquisition of vocabulary and basic skills. The work is not dynamic and students tend to lose interest in the foreign language because the material and the methodologies applied do not allow students to be the real actors in the teaching-learning process.

The socio-cultural dimension is often ignored in primary classrooms. Pupils feel out of place because they do not understand the need to learn a new language. In many cases, work is done in English with contents that are characteristic of the country in which the pupils have lived since birth. For this reason, there is a lack of contextualisation of the English language at primary school level.

In order to solve this problem of lack of interest, cultural work is introduced in the classroom. This concept allows us to develop dynamic and attractive teaching materials and methods for students. According to Sagredo (2005): "The aim is to increase students' desire to learn, shifting the focus from the study of language in itself to focus on socio-cultural aspects which are closely linked to it...". Pupils are discouraged by the need to memorise theoretical content and traditional methodologies implemented prove to be unattractive to them. Working with the socio-cultural aspect allows us to immerse the student in a new and unfamiliar environment. As a result, students show more interest in investigating the contents and a teaching-learning process is built up, in which the student develops basic skills and learns grammatical principles in a dynamic and often unconscious way.

Working on socio-cultural aspects makes it possible to establish a substantial link between the language learnt and the people who use it on a daily basis. Often students do not understand some expressions and do not understand the attitudes or customs they know about English-speaking countries. By introducing cultural content, students' curiosity is stimulated and they can be motivated to learn the language through research into the traditions, customs, food, etc. of the countries in focus.

The practical application of this work aims to develop the four basic language skills: speaking, listening, reading and writing. In this way, a proposal based on interaction and a communicative approach is provided. The students become the main protagonists of the teaching-learning process because, guided by the teacher, they immerse themselves in the research about the culture of the English-speaking countries and create the intercultural environment in the classroom.

It is obvious that there are significant differences between Spanish and English society and culture. It is beneficial for students to detect these differences and understand the roots of attitudes, behaviours, traditions, etc. in order to use their ability to communicate in English in a more well-rounded and informed way. But, as well as differences, there are certain similarities that allow us to make links between countries and cultures. Therefore, each learner has to construct his or her own image of the foreign culture and the perception should not be influenced by teachers. Kramsch (1993) points out that:

Learners' interaction with native speakers or text will require them to construct their own meanings rather than having educators simply transfer information about people and their culture, and therefore non-native speakers should have opportunities to make their own meanings and to reflect on both the target culture and their own.

By establishing their own ideas and significance about an unfamiliar culture, meaningful learning is achieved.

In the case of this didactic proposal, students will have great freedom to build their perception of the culture of English-speaking countries. The methodology used is Project Based Learning, which allows each student to fully develop their skills and build their learning without being submitted to strict rules and guidelines.

Cooperation is one of the pillars of this work. Students must interact with each other and with the teachers to build a dynamic and real learning process. All theoretical contents seen in class need to be used in practice. Otherwise, their validity is lost. The current health situation does not allow for full cooperative work and limits students in terms of mobility. Therefore, this proposal finds a solution through the use of ICT. By using digital didactic resources, a constant communication between students is established without the need for real physical contact.

In conclusion, and based on my personal experience, I think that the socio-cultural aspect is something fundamental and necessary for the proper learning of a foreign language. Theoretical and grammatical content that is decontextualised does not allow students to fully develop their skills. Work on the culture of English-speaking countries arouses curiosity, interest and motivation in learners. Therefore, it has a positive influence on the teaching-learning process.

3.2 CONNECTION WITH THE COMPETENCES OF THE DEGREE

"Foreign language teachers should be foreign culture teachers, having the ability to experience and analyze both the home and target cultures" (Byram & Morgan, 1994). The introduction of culture into the teaching of a foreign language is a way of working interdisciplinarily with the specific contents of the area of English as a foreign language. It promotes the student's understanding of the theoretical and grammatical contents. It awakens interest in learning a foreign language. The socio-cultural aspect gives meaning to the activities carried out in the classroom and allows us to achieve meaningful learning. As a future teacher, I think it is important to teach what children need. But I also believe that it is essential to find ways to make the teaching-learning process complete and full of meaning and value. Culture is the basis of any society and develops along with language. It makes it possible to connect the learning of grammatical rules and the use of vocabulary with a real context where they can be used. Therefore, I consider it a very beneficial aspect of developing competent learners who are open to the world that awaits them.

ORDEN ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria, sets out the competences that must be developed by those who are professionally involved in teaching. The Bachelor's Degree in Primary Education establishes general and specific competences that must be achieved by students. The specific competences related to the specialisation of Specialist Teacher in Foreign Language: English are also included. The competences

that have been achieved in this Final Degree Project are presented below. The general and specific competences of the Degree:

- Know the curriculum of the Primary Education stage and its components.
- Be able to use effective information search procedures, both in primary and secondary information sources, including the use of computer resources for online searches.
- Plan and develop teaching and learning processes for basic competences.
- Knowledge of intercultural reality and the development of attitudes of respect, tolerance and solidarity towards different social and cultural groups.
- Being able to recognise, plan, carry out and assess good teaching-learning practices.
- Design, plan and evaluate teaching activity and learning in the classroom.
- Acquire habits and skills for autonomous and cooperative learning and promote it in students.
- Know the psychological, social and linguistic foundations of student diversity.
- Use active methodologies in the classroom, which are inclusive and innovative.
- Be able to regulate interaction and communication processes in groups of students aged 6-12.

The competences established for the specialisation in Foreign Language: English. The following are highlighted:

- Know the Primary Education curriculum and the curricular development of the area of foreign languages.
- Design and put into practice work on the culture of English-speaking countries, ensuring the development of the four basic skills and the acquisition of the necessary competences.
- Plan the teaching-learning process of a foreign language, developing teaching strategies, types of activities and appropriate materials.
- Develop communicative competence through the integrated practice of the four skills in the foreign language classroom.
- Encourage interest and motivation for learning the foreign language English.

4. THEORETICAL BASIS

4.1 CULTURE AND ITS ROLE IN HUMANITY

The concept of culture is something that seems to be understood by everyone. But given its pervasiveness and intrinsic nature, it is difficult to define this concept in a way that encompasses all essential meanings. For anthropologists Foley and Mirazon (2003): "It is both what is universally shared by all humans and the word used to demarcate differences between societies and human groups (...). It is a trait as well as a process". We can affirm that culture is an indispensable part of human beings and their evolution in society.

According to Boas (quoted in Kahn, 1975) culture:

It includes all manifestations of social habits in a community, the reactions of the individual in as much as they are affected by the customs of the group in which he/she lives, and the products of human activities in as much as they are determined by those customs.

Like society and people, culture is constantly changing and evolving. Thanks to culture, people have developed the necessary capacities to transmit knowledge and basic skills for survival. These aspects have made possible an acceleration of the evolutionary process through the emergence and production of ever more complete machines.

Culture is a social phenomenon that is produced by the way human beings group together. It is transmitted socially between individuals. Therefore, we must bear in mind that people are grouped together and the cultural aspect is established through the interaction of the components of a society.

Throughout history, people have adapted to their environment through culture. Our ancestors changed their way of acting and living when they encountered sudden changes in living conditions. The willingness to change and adapt determined the path of humankind's development.

But over the course of time, humans have been able not only to adapt to the environment, but also to transform the environment based on their needs. Thanks to

cultural evolution, the human species has been able to develop advanced technology that makes it possible to change the environment according to the needs of the human race. The cultural aspect of our species is the main driver of the evolution of society.

All societies share a tendency to be conservative and to introduce as little change as possible to their cultural model. But in each of them there are always groups of individuals who present a variation of the established cultural principles. It is through the interaction between the members of these societies that unstoppable changes take place. This fact connects with the work proposal presented in this Final Degree Project. Education is also immersed in a constant evolution and the cultural aspect is one of the main contributors to this change.

Robert B. Eckhardt (1979) points out that:

Humans can only develop within a culture; they cannot survive without the system of beliefs and inventions that can only be learned from other humans. The dependence of all humans on an elaborate culture is a distinctive feature of our species and is the unifying concept of the anthropological perspective.

Therefore, it is important to develop cultural aspects in education in general and in foreign language learning in particular.

4.2 CULTURE AND EDUCATION

The relationship between education and culture "is characterised by the constant modification that culture demands of education, as the speed of change in the society in which we live forces us to redefine how we should educate the new generation" (Bruner, 2000, p. 136).

Education and culture have had a close and constant relationship throughout the course of human history. From the time of stone carving, humans learned by the example of the more skilled. The more skilled individuals taught the younger or less skilled how to perform actions necessary for survival. The transmission of this knowledge can be called cultural transmission. But as in today's education, there were cases where learners varied the techniques of making materials and tools, producing something different,

creative and original. It could be by mistake, but this slight variation in behaviour often turned out to be better than the previous version. In this way, there was a cultural evolution that included clear educational principles that helped the development of the human species.

The transmission of culture has enabled the evolution of human beings throughout history and continues to be a driving force for change in modern societies. We cannot deny the importance of cultural teaching for the acquisition of knowledge in any area of the educational system. Since this Final Degree Project deals with the teaching of a foreign language, the role of culture is even more essential.

Both schools and families should be responsible for the introduction of pupils into society through the mastery and acquisition of their culture. Education is inseparable from culture; they are two mutually enriching concepts. We cannot do without either of them. Education is the basis of the problems of society. Therefore, education cannot be limited to the generation and transmission of knowledge. In order for this knowledge to acquire value and practical meaning, it is necessary for the school to build the personalities of critical and free individuals who will be able to question the established cultural order within a society.

It is just as important to educate pupils within the cultural context of their environment as it is to know how to appreciate and enrich society with the culture of other groups of people. In this sense, there is a need to build an intercultural environment in primary school classrooms. DINEBI, in the National Programme of Languages and Cultures of the Peruvian Ministry of Education (2002) states that the importance of interculturality in the classroom:

It provides a critical approach to the diversity of cultural processes and the modality of their exchanges, adopting the paradigm of the inter-subjective relationship, i.e. dialogue; and as a practice, it constitutes a still incipient experience in which relationships, communication and learning between individuals and between groups, with diverse knowledge, values and traditions are oriented towards generating attitudes of reciprocal respect and mutually enriching interactions.

In the context of this work, the aim is to immerse students in the culture of English-speaking countries in order to enrich their understanding of the contents of the Foreign Language: English area.

4.3 CULTURE AND EDUCATIONAL LAWS

The importance of culture and its manifestations is evident and the learning of foreign languages is inconceivable without knowledge of the cultural and social aspects of the language in consideration. Several documents reflect the importance of introducing culture into the Foreign Language: English classroom. One of them is the *Boletín Oficial de Castilla y León de 25 de julio de 2016*, which states the following:

The learning of a language is always linked to the acquisition of cultural content, therefore, sociocultural and sociolinguistic aspects must go hand in hand and their use will be encouraged in pupils so that they form part of life and language in the classroom. This will allow the development of a series of implicit attitudes in foreign language teaching which the teacher will also observe and value in classroom work, such as showing curiosity, interest and respect for other realities and cultures, identifying habits, stories, rhymes, traditional songs, games, customs and celebrations from other countries, showing curiosity in communicating with children from other countries. The foreign language class is the best place for communication in that language to take place and, therefore, it's learning. (p. 34466)

Another document that reflects the importance of culture is *Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria*. This document states that:

It is clear that from the earliest ages, one of the main objectives of education must be to provide citizens with useful tools to develop competences that will enable them to adapt adequately to a new, increasingly interdependent and global society. The learning of foreign languages takes on special relevance in this context, since the ability to communicate is the first requirement that the individual must fulfil in order to function in an increasingly pluricultural and plurilingual context. (p. 39)

The Common European Framework of Reference for Languages (2001) must be also mentioned, as it talks about attention to interculturality and stereotypes in the classroom and points out the following:

It is, of course, important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes. (p. 103)

4.4 CULTURE AND EDUCATIONAL THEORIES

This section presents the educational theories that have an important value in the development of this work. These theoretical bases serve to understand the principles of development of the didactic proposal presented in this Final Degree Project. The understanding and development of the practical proposal based on educational theories condition the selection of activities and methodologies being implemented in this work. This section presents the main ideas related to authors such as Vygotsky, Bruner, Ausubel, Piaget and Bandura. They are a set of theories that allow us to support the didactic proposal on a basis that allows the development of meaningful and autonomous learning by the students.

The project carried out by the students during the application of the didactic proposal is based on the constructivist approach to learning. The students become the main agents of their learning. The teacher is limited to guiding and supporting the students by proposing activities and projects to be developed by the students in an autonomous and experiential way. In this way, interaction between students is encouraged and cooperation plays an important role in the activities carried out. In the context of this work, the constructivist approach allows us to immerse students in a different cultural and social environment and to provide practical and enriching experiences that favour meaningful learning.

Apart from the construction of new meanings and the understanding of the contents presented in the didactic proposal, it is necessary for students to be aware of their achievements and the learning they acquire. Therefore, the teacher explores the understanding of the concepts developed by the students and motivates them to reflect on the answers they obtain.

4.4.1 Vygotsky. The Sociocultural Theory of Development and Learning

Lev Vygotsky maintained that learners develop their learning through social interaction. Education and socialisation are understood as two inseparable concepts. Vygotsky maintains that context has a greater influence on learning than beliefs and certain attitudes. Context determines the way individuals think. Learners' cognitive processes are transformed and shaped by context and cultural and social aspects such as traditions, language and history. Vygotsky understands that changes in society and culture lead learners to develop new learning by adapting to new experiences. Experiences and learning from experience is fundamental according to the Sociocultural Theory of Development and Learning.

Culture changes the environment in which we find ourselves using the tools it provides. The cultural aspect becomes the main motivator of change and therefore the creator of the new experiences that students acquire for the development of their learning. According to Vygotsky, interaction between people is the basis of all learning. Interaction with the context and the members of a society makes it possible to transform and complete the capacities that children already possess. These capacities or elementary functions are: attention, perception, sensation and memory. According to Vygotsky (1979):

In the child's cultural development, every function appears twice: first in the social domain and later in the individual domain, first between people (interpsychological) and then within the child (intrapsychological). This applies equally to voluntary attention, logical memory and concept formation. All higher functions originate as relationships between human beings. (p. 94)

In the case of this Final Degree Project and the intervention proposal presented, it is worth highlighting the importance of the role of the teacher. The teacher must be the

guide and the one who transmits the language so that the pupil can come into contact with the culture it involves. Vygotsky points out the importance of interaction in order to favour learning. In this case, students will have a constant interaction among themselves and with the teacher. In this way, we provide a learning environment based on the socio-cultural principles of the theory. Students have the opportunity to develop attitudes and cognitive strategies necessary for the construction of knowledge in an autonomous and meaningful way.

In the project, the introduction of a new culture within the classroom is proposed. According to Vygotsky's theories, mastery and adaptation to changes in the social and cultural environment provide real learning for students. In this way, students find themselves in the Zone of Proximal Development, since, on their previous knowledge, they construct acquired learning from the introduction of new concepts and meanings.

4.4.2. Bruner. Discovery Learning Theory

This theory seeks to stimulate learners to acquire new knowledge from the knowledge they already possess. So learners need to construct their own meanings through investigation and the introduction of a new and unfamiliar context. For Bruner (1973): "discovery teaching generally involves not so much the process of leading students to discover "what is out there" but to discover what they have in their own heads".

Jerome Bruner believed that students should learn for themselves. This theory is based on the constructivist approach since students become the main protagonists of the educational process. The content to be acquired is not presented in its final form, but rather, it is the students who must use problem-solving techniques and research to complete the work. This is a principle that has a place in the intervention proposal presented in this paper. It involves students researching cultural aspects of English-speaking countries and coming up with their own meanings and projects.

Bruner's theory holds that learning is an active process. Pupils possess prior concepts and skills, on which the learning of new content and the acquisition of the cultural traits presented by the environment are built. According to Bruner (1997):

The purpose of education is to help us find our way through our culture, to understand it in its complexities and contradictions. Man does not live for bread only; nor does he live by mathematics, science and new information technologies alone. The central task is to create a world that gives meaning to our lives, to our actions, to our relationships. (p. 10)

This theory is very important in foreign language learning. In the case of this work, it allows us to create a link between culture and language which learners acquire implicitly by investigating and understanding socio-cultural features and the specific language used to describe them.

4.4.3. Piaget. The Theory of Learning

Jean Piaget is the main developer of the constructivist approach. He held that children learn through cognitive development which is brought about by interaction with and adaptation to the environment around them. In this way, pupils construct their own meanings through understanding the reality in which they find themselves.

According to Piaget (1936): "when you teach a child something, you take away forever his opportunity to discover it for himself". Thanks to their innocence, their plasticity and desire to discover the world around them, we have learned that their development is an incredible world, where the smallest detail will make sense. In the case of this Final Degree Project, the intervention proposal allows students to investigate autonomously and develop their own meanings based on contact with an unknown culture.

Piaget maintains that learning makes sense and takes place when changes happen. It is a form of adaptation and assimilation with the environment in which we live. Therefore, learning consists of knowing how to adapt to the changes that arise. Piaget points out the importance of constant interaction with the environment in order to construct learning. The experiences that the individual has, determined by society or the environment, have repercussions on his or her individual formation and behaviour in the environment. The importance of the individual's activity for a more complete and real learning is exposed.

Given the nature of this work, Piaget's theory becomes important because the students are going to experience and investigate the culture of English-speaking countries. It is a different and unfamiliar culture and society for the students. Therefore, there must be an adaptation of the main meanings and assimilation of the features and concepts it presents. Learners are free to create their individual perception of the contents and cultural aspect of the countries in consideration. Therefore, following Piaget's (1985) ideas:

The second aim of education is to form minds that can be critical, that can verify and not accept everything that is offered to them. The great danger today is slogans, collective opinions, ready-made trends of thought. We have to be able to oppose individually, to criticise, and to distinguish between what is right and what is wrong.

In this way we ensure that what is going to be studied by the students in this didactic proposal will be properly and correctly understood.

4.4.4. Bandura. The Social Learning Theory

Albert Bandura is a psychologist who introduced a new theory of learning that takes into account the importance of interaction between students and the result that this can have for the acquisition of new knowledge. Bandura defends that people, and especially children, can develop learning without having a previous direct experience related to the subject they want to study.

Regarding culture and its importance for learning within the classroom, Bandura (1999), points out the following: "learning is bidirectional, we learn from the environment, and the environment learns and is modified by our actions" (p. 154). He claims that observation can be an important learning resource in education. All learners acquire knowledge by observing or receiving information in the form of instructions. Individuals understand the knowledge or adopt the necessary strategies through interaction with other individuals or the environment in which they find themselves. This aspect is important in the context of this work. The didactic proposal provides activities that require understanding and research on cultural features, attitudes, behaviours, etc. Through observation, students have the opportunity to acquire knowledge about the cultures of other countries and to adopt their traditions, customs, etc. A similar thing

happens when carrying out a part of the project which consists of the presentation of what the students are investigating. Their classmates can interact with them and come into contact with the culture by observing what the students present. Observation also provides a fundamental element in establishing the teaching process, namely motivation. In the case of this proposal, students are confronted with new contents that arouse their curiosity. Therefore, and given the characteristics of the activities proposed in the intervention, students will be interested and motivated to observe their classmates.

Thanks to the motivation provided by the cultural contents worked on in the project, a fundamental concept in education, self-confidence, is reinforced. The students feel attracted to the activity and the interaction with the environment allows this. According to Bandura (1988): "People's beliefs about their abilities have a great effect on those abilities. If you believe you are good at something, you will keep trying to improve and, in time, you are likely to be a real expert".

4.4.5. Ausubel. The Meaningful Learning Theory

For this American psychologist and teacher, learning is built on the knowledge that the learner already possesses. The theory developed by Ausubel serves as a basis for understanding the constructivist approach to the teaching-learning process. He claimed that learning is a process based on the construction of meaning and the attribution of meaning to the knowledge acquired. This process is different and individual for each person because people have different prior knowledge and the motivation to learn varies in each individual. Emphasising the importance of learners' prior knowledge, Ausubel (1989) states: "If I had to reduce the whole of educational psychology to a single principle, I would state this: the most important factor influencing learning is what the learner already knows. Find this out, and teach accordingly" (p. 1).

Ausubel sets out the importance of connecting new learning with what we already have in order to modify it and create new and more complete meanings. Assimilation happens differently in all individuals and prior knowledge is affected to a lesser or greater extent in each learner.

With regard to this Final Degree Project, Ausubel's Meaningful Learning Theory makes sense as it is a practical intervention proposal, in which students are facing new contents that must be connected with previous knowledge and moulded according to each student's understanding. As it is a work on the new culture, it introduces contents that can find support within the senses related to the students' own culture. Therefore, learning takes place in a way that is not detached from the reality of the students' lives, but introduces previously unknown concepts. The understanding and assimilation of new cultural features enables learners to develop a fuller understanding of their own culture and forms a knowledge base to expand on the content of a less familiar culture. By connecting and implementing these actions, the establishment of an intercultural classroom environment is achieved.

The mastery of a foreign language and the theory of meaningful learning have a close relationship that should be exploited for the better formation of learners who are open to interculturality. According to Espinoza (2019):

It goes beyond the learning of a language other than the mother tongue. It has to be seen in a positive light with regard to ethnic, cultural and linguistic diversity in the education system, as a meaningful learning mode or tool related to interculturality.

4.5 COMMUNICATIVE AND INTERCULTURAL COMPETENCES

Communicative competence is a very broad concept which covers everything related to a person's communication within a given group. It is the ability to use the knowledge and skills a learner possesses to communicate with others. One definition of this concept is as follows: "Communicative competence comprises the skills and knowledge that an individual must have in order to be able to use the linguistic and cross-linguistic systems available to him/her to communicate as a member of a given socio-cultural community". (Giron & Vallejo, 1992, p. 14).

Several sub-competences are distinguished which compose the concept of communicative competence. They are as follows:

- Grammatical competence. This refers to the mastery of the code of a language for the elaboration of correct messages.
- Sociolinguistic competence. This refers to the adaptation that a learner must have when communicating with others in a given context. It covers the socio-cultural rules of a language.
- Pragmatic competence. This refers to the use of language in a coherent way which is adapted to different communicative situations and interlocutors.

For the proper development of communicative competence it is not enough to know and work on communication skills. Grammatical rules, syntactic structures, semantics, semiotics and phonetics are a fundamental basis for the elaboration of correct messages. But there are other equally important aspects such as the ability to adapt the message to the environment in which the learner finds him/herself. It is necessary to know the cultural aspects of the language in order to be able to solve problems of meaning when communicating with a person who has another language as his or her own. This idea gives rise to a new sub-competence which may be relevant when developing foreign language teaching. This is intercultural competence. According to Byram (1989):

The assumption that culture studies will be an aid to efficient communication and cooperation is further reinforced by recent emphasis on "communicative competence" as a broader concept than "grammatical competence". For "communicative competence" involved an appropriate language usage which, in part at least, is culture specific. (p. 61)

Given the importance of cultural and social aspects for the development of communication skills, this notion of communicative competence is proposed:

The notion of Communicative Competence transcends its meaning of knowledge of linguistic code to be understood as the ability to know what to say to whom, when and how to say it, and when to be silent. The aim of communication ethnography is to discover and describe the different communication situations of the group being studied and the different types of communicative acts through which the components of the group in

consideration organise their daily activities. It is, in summary, knowledge of the psychological, cultural and social rules presupposed by communication. (Oliveras, 2000)

In accordance with the above, the importance of intercultural competence in the development of work on communication skills and abilities is established. According to Byram (1997):

Intercultural communicative competence, as applied in foreign language teaching, is the ability to interact with people from other places and other cultures in the language being learnt. Therefore, intercultural communicative competence is a person's ability to engage in productive activities, intercultural dialogues of meanings and relationships with people from different cultural backgrounds.

As for this Final Degree Project, one of the main objectives of this proposal is the development of communicative competence. As mentioned above, the development of basic skills and the acquisition of grammatical, phonetic, semantic and syntactic structures are fundamental for the mastery of communicative skills. But at the same time, and given the nature of this work, special emphasis is placed on the development of intercultural sub-competence in the classroom. The aim is to learn the foreign language and the introduction of cultural and social meanings allows the activities designed to develop the skills to be filled with significance. By means of cultural development, the didactic proposal becomes dynamic and allows to work on all the necessary aspects for the development of communicative competence in the pupils.

4.6 CULTURE IN ENGLISH LANGUAGE TEACHING

The learning of a foreign language requires the mastery of several different concepts. The acquisition of basic skills such as speaking, reading, writing and listening is obviously important. These are skills that enable the learning of the vocabulary of an unknown language and provide the structures and rules for its use. But we cannot forget that language is a social construct which is strongly influenced by the context and cultural features of the individuals who make up a group. As Brown (1994) points out: "A language is a part of a culture and a culture is a part of a language; the two are intricately

interwoven so that one cannot separate the two without losing the significance of either language or culture" (p. 165).

Knowledge of the social and cultural context of a language is therefore fundamental to knowledge of language formation. It enables us to give meaning to knowledge and skills that are acquired independently. The cultural aspect complements the mastery of a language because it allows us to develop the ability to adapt to the communicative situations that arise when interacting with a foreign person.

This being said, and taking as a reference the words of Wang (2008): "foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers" (p. 4), the importance of a dynamic teaching-learning process, oriented to interculturality and the needs of students in a modern and globalised world, is evident.

The knowledge of the code of a language is not enough for the correct use of it, and the acquisition of the essential meanings of society are necessary for the establishment of an adequate and coherent communication. Customs; gestures; the way of acting, are some of the aspects that must be acquired by learners in order to understand the context and build an appropriate interaction with society. According to Gimeno (1993): "mastery of a language implies not only knowledge of the formal properties of the language as a system, but also knowledge of the social use of the language and how it functions" (p. 297).

In consideration of the previous, culture is conceived as a fifth skill when teaching English as a foreign language. According to Tomalin (2008):

What the fifth language skill teaches you is the mindset and technique to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures. It involves understanding how to use language to accept differences, to be flexible and tolerant of ways of doing things which might be different to yours. It is an attitudinal change that is expressed through the use of language.

Therefore, the teaching of a foreign language, in this case - English, becomes a task that must encompass work on the skills and abilities of learners within a cultural context characteristic of the societies and countries that speak the English language. Culture must be a vehicle for providing meaning to everyday tasks, designed to develop

basic skills. It is crucial that we are aware of the role of culture in the teaching of English and make the most of its characteristics to help shape our students.

4.7 CULTURE AS A MOTIVATIONAL TOOL FOR LEARNING

It is very common to see that students are not very interested in learning a new language. It is a situation that can slow down the development of students and their abilities in certain areas. In the example of the foreign language - English, students often have difficulties in learning because they do not find the sense of the tasks that are required by the teachers. In most cases, the whole teaching-learning process is aimed at the development of the four basic skills. They are worked on in isolation and in a purely theoretical way. Students are challenged with complex content which has to be acquired through memorisation and repetitive and boring activities. Other aspects, such as culture or the study of the social features of a community, have no place in most classrooms.

One improvement in the learning of English has been bilingual education. New education laws allow pupils to cover the contents of different educational areas in the foreign language. This change is a step towards attaching the senses to the teaching of English. But it is not enough to arouse students' interest and motivate them to study the foreign language.

Culture and interaction with a new and unfamiliar environment can be a solution to motivate learners. Everything that is new and unknown makes us curious and eager to explore it. But the work with these aspects must be planned and elaborated in such a way that students are involved in practical and real activities. It is not about presenting culture in a theoretical way, as is the case with grammar work. The work on culture should be a driving force to generate attractive activities that involve the students and allow them to be the protagonists of the teaching-learning process.

According to Diaz (1998): "Motivation is usually defined as something that energises and guides behaviour". Therefore, we should try to elaborate a didactic proposal that encompasses work with theoretical contents and skills with cultural knowledge. In

this way, learners will be able to develop their linguistic and communicative skills and fill them with sense for later use.

A change of methodology is necessary to make students more motivated. Traditional methodologies, based on memorisation and the acquisition of theoretical content, must be replaced by more dynamic methodologies that make pupils active participants in the classes. Also, in order to develop the work on culture, certain attractive topics should be selected for the students. Some examples of the contents to be dealt with are:

- Traditional celebrations
- Famous personalities
- Clothing
- Food and drink
- Literature
- Geography and climate
- Customs and traditions
- Etc.

In the case of this Final Degree Project, a proposal has been developed that allows students to develop content related to the culture of English-speaking countries and to have practical and real experiences interacting with it. The aim of this proposal is to introduce dynamic and innovative activities that require students to research and learn independently. They are entertaining activities and proposals that develop students' basic skills and abilities in an intrinsic way.

4.8 COOPERATIVE LEARNING

The work in this didactic proposal is carried out under the cooperative principle. It is one of the methodologies applied in this project and aims to create achievable goals for each student involved. Given that the students will be living in society and will have constant interaction with other individuals, this methodology is even more important in

order to encourage teamwork habits while respecting the responsibilities of each member. It is about students taking a leading role in their own learning and having an active influence on their development.

According to Kagan (1994):

Simply designating tasks with no structure and no roles to play is group work, which is not the same as cooperative learning. Group work as such did not take into account the individual responsibility involved in the child's contribution, and with it comes inequality in the work invested, i.e. there will always be students who will do all or most of the work while others contribute little or none.

Therefore, it is about creating activities that involve students equally and establish the responsibilities of each one of them. So, one learner cannot achieve his or her goals if the others do not.

The students will have instructions and the teacher will play a guiding role in providing directions to the students. Also, the teacher will supervise the students' work, taking a secondary role and letting the students be the main protagonists of the project.

"Cooperative learning is the instructional use of small groups for students to work together and make the most of each other's learning" (Johnson & Johnson, 1991, p. 3).

Following these authors, we can establish clear connections between cooperative learning and culture. Both share the learning acquired through the personal development of the learner. The cultural aspect is transmitted through the interaction of individuals from different groups. Therefore, cooperative methodologies are very appropriate for its teaching and acquisition. Like cooperative learning, the transmission of cultural meanings takes place through the sharing of learning.

4.9 ICT AND ITS ROLE IN LEARNING

This section is intended to develop the importance of Information and Communication Technologies for pupils' learning today. With the increasing use of electronic devices in our daily lives, the school must make room for ICTs in order to

stimulate pupils' development. These technologies make classroom work more dynamic and engaging for students. They become a motivation for learning.

Often we do not give enough importance to digital tools because of fear or lack of knowledge of how they work. In this way, we miss the opportunity to provide students with updated and practical content. Some authors, such as Gargallo (2003), point out the lack of digital resources in the classroom: "Schools always lag behind society and there is a clear gap between the use of new technologies at a general level, in the various social and economic activities of everyday life, and the use made of them in schools" (p. 20).

Due to the current health situation, ICTs are an important resource for developing cooperative classroom work. They allow for constant interaction between group members and the teacher without the need for physical contact and respecting current procedures. They also favour students' autonomous work because each student assumes clear responsibility and uses personal digital devices to develop research and the creation of their own content.

The use of ICT is beneficial for the learning of a foreign language such as English. It is obvious that the material and resources must be selected with much attention and care. But once the selection has been made, the use of digital resources brings us closer to the contents that cannot be worked on in the traditional way. ICT allows us to interact with the cultural and linguistic environment of the language we are trying to learn. It provides us with more practical and attractive materials thanks to its audiovisual nature.

As for the didactic proposal developed below, ICTs are used in most of the activities because they allow us to develop a wider and deeper work on English culture and language. Also, because they serve as a resource for organising and coordinating work in the current situation caused by the pandemic.

5. METHODOLOGY

In this section the different methodologies that have been used to design the didactic proposal and elaborate the activities carried out in the classroom will be presented. These methodologies emphasise the role of the student and make him/her the

main protagonist of the teaching-learning process. The students will have to research on certain contents suggested by the teacher and make the corresponding presentations. Also, basic skills will be worked on together and contextualised in the culture of English-speaking countries.

As a basic principle, interaction between students is established as a cooperative learning methodology is applied. The teacher will act as a guide and support but students will work in an autonomous way sharing knowledge with their teammates. The material developed for the sessions will be provided in digital form to avoid non-compliance of the rules and to develop the digital competence of the students.

The organisation of the students will vary according to the activities to be carried out. Some tasks will be carried out in teams, encouraging cooperation. Other tasks will be done individually and autonomously to provide the correct acquisition of the contents by the students.

Students are old enough to organise their own work and to supervise the work of their peers. Therefore, the general method of working is to encourage autonomy and investigation by learners. However, cooperative work establishes individual and group responsibilities. Therefore, students will have an important task of organising and creating their own contents to be elaborated in an autonomous and cooperative way.

The methodologies used for the application of the didactic proposal are as follows:

Cooperative learning.

Cooperation is one of the basis of the didactic proposal of this work. Students will have to work as a team and assume individual and common responsibilities to all members. It is necessary for each member to achieve their objectives for the favourable outcome of the group. The project will be carried out under this cooperative principle.

Flipped Classroom.

This methodology consists of inverting the roles traditionally established in the classroom. The students are the main protagonists of the session because they are

responsible for developing the content to be presented and discussed in class. The students will make the presentations of the research work carried out cooperatively. This methodology is closely related to the possibility of working by projects.

Project-based learning.

This is a methodology that pretends to work on the necessary contents through the carrying out of works or projects. These projects provide the answer to a question, problem or issue to be investigated. In this case, students aim to develop the cultural aspects of different countries and understand their specific features. The project will have a presentation and conclusion through the use of Flipped Classroom which will allow us to share the knowledge acquired with the whole class.

Competence Based Learning.

This methodology is key to be able to evaluate the development of the students. The main objective of this project is the acquisition of cultural and linguistic knowledge with a production part based on basic skills activities. Through the establishment of objectives to be achieved, the competences developed by the students will be evaluated.

6. DIDACTIC PROPOSAL

6.1 INTRODUCTION

This didactic proposal has as its main theme the introduction of the culture of English-speaking countries in the classroom. The aim is to work on basic skills and acquire competences through activities contextualised in the cultural aspects of different countries. Students will work in groups and individually and will carry out a project focused on the knowledge of the culture of foreign countries. Research and investigation projects will be carried out on the subject. This theme motivates students to learn the foreign language and gives sense to the theoretical and practical contents seen in the subject of English.

The work designed covers the contents of different educational areas, such as Natural Sciences, Social Sciences, and English. The students will work with the contents related to these subjects by studying the characteristics of the countries, their geography, climate, famous people from science, etc. It is a way of combining the work in different subjects and making the proposal have a more crosscurricular and universal sense.

The project consists of learning about the culture of English-speaking countries. In this way, the intention is to create a different cultural environment to the one students live in on daily basis. By researching and acquiring knowledge about different cultures, students will be able to understand the customs, attitudes, literature, etc., of these countries in order to create meanings that will help them in the process of learning a new foreign language. In addition, this project aims to encourage students' motivation to learn English by immersing them in the cultural context. The aim is to change the routine to which the students are accustomed and to propose more practical and dynamic activities that allow interaction.

6.2 JUSTIFICATION

This project has culture as the main focus of all activities and work. The cultural aspect is fundamental in the learning of a foreign language because it is closely linked to the language itself. We cannot separate the linguistic from the cultural or social. Culture determines our way of being and behaving. But it also greatly influences our language and the way we use it. We live in a globalised world and interaction between individuals from different parts of the world is becoming more and more common. Therefore, if we understand, appreciate and respect the culture of different countries, we can establish a more fluid and healthy contact between people.

In this case, it is a didactic proposal that focuses on learning English through the appropriate use of cultural content. English is the global language and in order to understand and use it correctly, we need to know the people who speak it from birth. It is also important to be aware that knowing a language is not only limited to the mastery of linguistic structures, but also involves mastery and knowledge of the traditions, customs and attitudes of the people who speak it.

The creation of a different and new environment arouses curiosity in students and they are eager to explore it. Introducing culture into the classroom can be a great motivation for students, allowing them to explore the subject and acquire basic skills and competences, often unconsciously.

From my experience as a foreigner in Spain, I can affirm that the cultural context and environment of a language learner are fundamental to learning. The traditional way of learning a language is monotonous and disconnected from reality. As learners, we need to immerse ourselves in the context of what we are learning in order to understand the functioning and meaning of the language. It is not just about knowing the cultural or social side of a language. There is an obvious need to work on skills, vocabulary, grammatical or syntactic structures, etc. But the introduction of the cultural aspect makes it possible to create a new dimension to the teaching-learning process and to give sense to what we are learning.

6.3 CONTEXT

The place of the implementation of the proposal is a school in the outskirts of Palencia. In this school, there is no notable presence of ethnic minorities. The socio-economic level of the pupils is average. Most of the pupils are of local origin. However, some students in the school are of gypsy ethnicity or from other countries.

It is a state-subsidised school. It has Bilingual certification which means it works with the English language in some subjects and a level 4 certification in digital competence. The centre offers the following educational stages: Infant Education, Primary Education, and Compulsory Secondary Education.

This proposal is designed for pupils in the 5th and 6th years of Primary Education. They are pupils with a high level of digital competence and are used to cooperative work. This is the school's main methodology and work is carried out in this way from the early stages. The two groups are made up of 22 pupils each. Given the health regulations, the students are placed at the tables individually, respecting the distances between them.

Non-linguistic subjects such as Natural Sciences, Arts & Crafts, and Physical Education are taught in English. Pupils in Years 5 and 6 are quite fluent in fairly complex syntactic structures and have a wide vocabulary to establish coherent interaction in the foreign language. They are students who have developed critical thinking and have a high capacity for reflection. Therefore, work with culture, which requires research and investigation, is appropriate for this age group.

6.4 ORGANISATION OF THE PROPOSAL

Decreto 26/2016, de 21 de julio, por el que se establece el currículo y se regula la implantación, evaluación y desarrollo de la Educación Primaria en la comunidad de Castilla y León establishes 3 hours per week for the subject of First Foreign Language: English. The number of hours per week is the same in the 5th and 6th years of Primary Education.

The original didactic proposal consisted of 3 weekly sessions. The contents and tasks proposed in the remaining sessions were maintained, but work on the culture of the countries seen in the corresponding week was added in the third weekly session. These exercises and contents of the textbook would be adapted to the cultural context. The weekly organisation would be as follows:

Original timetable for 5th & 6th:

- **1º Session =>** Work on basic skills, contextualised in the culture of the corresponding countries.
- **2º Session =>** Group presentations and evaluation of the students' development by their classmates and themselves.
- **3º Session =>** Work on the textbook activities, adapted to the cultural context of the project.

This initial proposal took place during the first week of the project. Subsequently, the proposal had to be modified due to the need to use the textbook and organisational reasons at the school. In that first week, the exercises provided by the textbook were

modified for the work on cultural aspects. The organization of the session prepared for the first week of the project can be consulted in Annex XXXX.

For the development of the didactic proposal, 2 hours per week will be used in each of the courses. The project has a duration of one month. The students will be organised in groups of 2 people and each group will be assigned a country to work on. The idea is to make a gradual progression during this month. We will start working with the culture of the countries closest to our reality, before moving on to learn about the cultural features of the more exotic and less known countries. The last territory to be dealt with is Gibraltar. It is interesting for the students to investigate and check the cultural differences of a territory that is close to Spain and shares certain customs.

The first weekly session coincides with the work with the native teacher, whose services are available at the school. Therefore, students will work individually, developing basic skills in the context of the culture of the countries being worked on in the corresponding week. The second weekly session will be dedicated to the presentation of the work done by the students in the groups. These are presentations that the pupils will make in a cooperative way using digital resources provided by the teachers, such as Google Presentation. The detailed organisation of the project can be found in Annex I.

6.5 OBJECTIVES

This section outlines the general and specific objectives to be achieved through the practical application of the didactic proposal.

6.5.1. General objectives

- Understand the messages of verbal interactions, making use of the information acquired to carry out various tasks.
- Express themselves properly verbally and non-verbally, using the rules to build an appropriate and respectful interaction.
- Learn to use digital media to obtain information and interact correctly in English.

- Understand the role of the foreign language as a tool for cultural diversity and communication between different societies and people from different backgrounds.
- Encourage an interest in learning and using the foreign language, both in the classroom and in learners' everyday lives.
- Read and understand a variety of texts in order to obtain the information necessary to carry out tasks based on their experience.
- Write coherent and varied texts based on the contents worked in class.

6.5.2. Specific objectives

- Value Culture as a tool for learning English.
- Use English as the main language in classroom work.
- Make appropriate use of digital resources to carry out work on culture.
- Develop basic skills through work on cultural aspects.
- Establish the cooperative principle within the classroom.
- Encourage students' autonomy and creativity.
- Get to know characteristic aspects of foreign countries related to customs, geography, festivals, etc.
- Acquire new and specific vocabulary related to the topics covered in class.
- Communicate in an appropriate and coherent way the ideas developed from research on culture.
- Express themselves respecting their turn to speak.
- Eliminate some existing stereotypes about foreign societies.
- Be aware of their own results and the results of their classmates.

6.6 COMPETENCES

This section sets out the development of competences carried out through the application of the didactic proposal.

<u>Competence in linguistic communication.</u>

This competence is formed by the use of all the linguistic skills. Given the interactive and cooperative nature of this approach, students develop communication using a variety of oral and written texts. At the same time, students also work with comprehension of written and oral texts. This project is based on the communicative approach. This principle allows to establish an active participation of the students in the educational process. Therefore, students develop all their skills through interaction with texts in digital and traditional format.

<u>Mathematical Competence and Basic Competences in Science and Technology.</u>

The didactic proposal proposes work on culture for learning the English language. However, the constant use of digital resources makes it possible to establish implicit work on basic mathematical content. Some of the topics developed by the students cover areas related to science. Students research and create content based on the study of famous scientists and their contributions in this field.

<u>Digital competence</u>

Practically all the work established by this didactic proposal involves the need to use digital resources. Pupils carry out research using their own devices. When presenting their projects, they also use the computer material available at the school. All the guidelines and indications for the work are transmitted digitally and the materials needed to carry out the activities are uploaded to the digital platform used by the school.

Initiative and entrepreneurial spirit.

Students are organised in groups, within which responsibilities and objectives are established and must be achieved. The students must carry out a research project and present the selected contents. Therefore, the initiative and creativity of the students is developed due to the need to elaborate a work in accordance with the contents worked on. A certain degree of autonomy is required to carry out the proposed tasks. In this case, the entrepreneurial spirit is developed when proposing different solutions for the realisation of the presentation of the projects.

Learn to learn

Pupils work through the elaboration of their own content and meanings. They acquire this information through enquiry into the subject and are aware of the learning they achieve. The didactic proposal involves work on activities that students can evaluate after completion. This aspect allows students to become aware of their mistakes, successes, achievements, etc.

Social and Civic Competences

This didactic proposal is oriented towards English language work in an intercultural environment. Therefore, students develop this competence because they interact with the cultural contents of foreign countries and acquire valuable knowledge to establish communication with English speakers. Students have a group organisation, which requires them to master conflict resolution strategies and respectful attitudes towards their peers. Social aspects are developed within the proposal because it requires constant communication and interaction between the agents of the teaching-learning process.

Awareness and cultural expressions

This didactic proposal reflects the importance of cultural expressions in all senses. Students carry out the work based on aspects such as literature, the press, music, festivals

or traditional dress, etc. By investigating these topics, students develop this competence and become aware of the importance of cultural manifestations in language and its use. Culture and its features is the theme of this project, therefore, students are immersed in the culture of foreign countries, appreciate and respect the existing diversity.

6.7 ASSESSABLE LEARNING STANDARDS

This section sets out the evaluable learning standards established in the development of the didactic proposal. They are the following:

- Listens actively and understands the essential information in audio messages on familiar topics.
- Appreciates and understands the main contents of well-structured presentations.
- Raises doubts and questions about the work of his/her peers in a coherent way and using appropriate vocabulary.
- Knows and uses specific information search strategies.
- Correctly selects relevant and appropriate information.
- Reflects critically on cultural and social stereotypes.
- Produces a presentation respecting its structure and using appropriate resources.
- Knows and applies strategies for the elaboration of oral texts and dialogues.
- Is aware of socio-cultural aspects when producing the text.
- Works actively in the group, encouraging cooperation.
- Understands and appreciates the cultural features of different English-speaking countries.
- Reads and understands a variety of texts containing topic specific information.
- Respects turn-taking and the basic rules of communication between people.
- Writes short texts on a specific topic, maintaining the structure and coherence of the writing.
- Acquires specific vocabulary related to the topic.
- Produces an oral discourse making use of non-verbal language.
- Evaluates his/her progress and weaknesses and those of his/her classmates.

6.8 CONTENTS

The following section presents the contents that are worked on through the practical application of the didactic proposal. These are the following contents:

- Appreciation of language as an instrument of communication.
- Knowledge and understanding of the socio-cultural aspects of foreign societies.
- Development of basic skills and abilities.
- Use of communication in the classroom.
- Comprehension of oral and written texts.
- Production of oral and written texts.
- Expansion of general and culture-specific vocabulary.
- Structure of a presentation.
- Discourse: structure, coherence, expression and cohesion.
- Development of comprehension strategies by using prior knowledge to cope with new and varied tasks.
- Establishment of active listening for the comprehension of oral and auditive messages.
- Non-verbal language.
- Appropriate use of ICT to carry out class tasks.

6.9 PROJECT DEVELOPMENT

This proposal is designed to introduce the culture of English-speaking countries as part of the work carried out in the First Foreign Language: English sessions. The proposal is carried out in two years of the Primary Education stage: 5th and 6th. However, the work is carried out throughout the whole stage because the students of 5th and 6th do the presentations not only in their class, but also in all the lower grades. In this way, a coordinated work is achieved at stage level which introduces cultural meanings to all Primary pupils.

The performance of the presentations in the lower grades is established as an important task in the development of the project. Pupils must know how to adapt their language and body expressions to different communicative situations. Therefore, it is a task that demands a change in their vocabulary and appropriate time management. It is about testing the students' skills in a different situation. They become those responsible for conveying the right information to their younger peers, taking on the role of teachers.

In terms of timing, we have two hours per week for each course. In the first weekly session, students work on developing basic skills through activities contextualised in the culture of the countries being worked on in the corresponding week. The first session involves individual work because students, organised in small groups, leave the classroom to work with the school's native teacher. In the second weekly session, students make presentations about the culture of the countries they are working on that week. Also, they carry out the presentations in the lower grades. For the complete organisation of the proposal, see Annex I.

Before starting the group projects, students are provided with an explanatory document with guidelines and suggestions on how to carry out the work. The document is explained in class and is provided through the online platform: Google Classroom. Doubts about the work are solved in the classroom and through the digital platform. The explanatory document can be consulted in Annex II.

The didactic material for the sessions presented below has been prepared by me. The exercises were put into practice in agreement with the trainee tutor.

Timing: 1 h.

Specific objectives:

- Value Culture as a tool for learning English.
- Use English as the main language in the classroom.
- Make appropriate use of digital resources to carry out work on culture.
- Develop basic language skills through work on cultural aspects.
- Encourage students' autonomy and creativity.
- Get to know characteristic aspects of foreign countries related to customs, geography, festivals, etc.
- Acquire new and specific vocabulary related to the topics covered in class.
- Be aware of their own results and those of their classmates.

Materials:

- Digital whiteboard
- Classroom computer.
- Digital platform.
- Texts prepared for working with the skills.
- Notebooks
- Writing materials
- Headphones

Description:

This is the first session of work on the culture of English-speaking countries and students have to complete different tasks which develop basic skills. These tasks contain texts contextualised in the culture of British countries. This is the first week and the students work with the contents of the countries of Great Britain. **(See Annex I).** There are three main tasks in this session. They are as follows:

YEAR 6	YEAR 5
1º. Listening. Students carry out a Listening exercise which is provided through the digital platform. Students open the document on their personal devices (tablets) and after listening to the text, they carry out the exercises corresponding to the task. After	

the completion of the activity, the answers are uploaded to the online platform so that students can evaluate their work and be aware of the development of their skills.	
(See Annex III)	**(See Annex VI)**
2º. Reading. Students complete a Reading exercise which is provided through the digital platform. The text is opened by the students on their personal devices. The text is carefully read in order to carry out the subsequent activities.	
(See Annex IV)	**(See Annex VII)**
3º. Writing. Students have to produce a written text. They have to use appropriate vocabulary and follow the topic proposed in the task. The guidelines for this activity are uploaded to the digital platform.	
Students have to write about one of the typical dishes of one of the countries of Great Britain, say whether they would like to try it and why. **(See Annex V)**	Students have to write a report describing the flag of one of the countries of Great Britain, its parts and say if they like it and why. **(See Annex VIII)**

SESSION Nº2

YEAR 6 & 5

Timing: 1 h.

Specific objectives:

- Value Culture as a tool for learning English.
- Use English as the main language in classroom work.
- Make appropriate use of digital resources to carry out work on culture.
- Establish the cooperative principle in the classroom.
- Know characteristic aspects of foreign countries related to their customs, geography, festivals, etc.
- Communicate in an appropriate and coherent way the ideas developed from research on culture.
- Express themselves respecting their turn to speak.
- Eliminate some existing stereotypes about foreign societies.
- Be aware of their own results and those of their classmates.

Materials:

- Digital whiteboard.
- Classroom computer.
- Evaluation rubric.

Description:

YEAR 6	YEAR 5
1º. This is the second weekly session and the students are going to present the research work they have carried out in groups. The aim is to develop the different topics suggested in the explanatory document of the proposal **(See Annex II).** This week we are dealing with content on the countries of Great Britain. Therefore, the students adopt certain cultural manifestations of the corresponding countries.	
(See Annex IX)	**(See Annex XI).**
2º. While some students perform the presentation, their classmates have to actively listen and evaluate the presentation by filling in a rubric. The presentation is followed by a self-assessment and a peer-assessment. **(See Annex X)**	
3º. After the presentations, the groups move to the classrooms of the lower grades and present the projects on culture to the younger students.	

SESSION Nº3

YEAR 6 & 5

Timing: 1 h.

Specific objectives:

- ▪ Value Culture as a tool for learning English.
- ▪ Use English as the main language in the classroom.
- ▪ Make appropriate use of digital resources to carry out work on culture.
- ▪ Develop basic language skills through work on cultural aspects.
- ▪ Encourage students' autonomy and creativity.
- ▪ Get to know characteristic aspects of foreign countries related to customs, geography, festivals, etc.
- ▪ Acquire new and specific vocabulary related to the topics covered in class.
- ▪ Be aware of their own results and those of their classmates.

Materials:

- ▪ Digital whiteboard
- ▪ Classroom computer.
- ▪ Digital platform.

- Texts prepared for working with the skills.
- Notebooks
- Writing materials
- Headphones

Description:

       This is the third session of work on the culture of English-speaking countries and students have to complete different tasks which develop basic skills. These tasks contain texts contextualised in the culture of countries with a similar culture to Britain, but which are not part of Great Britain. This is the second week and students work with content from the following countries: USA, Canada, and Republic of Ireland. **(See Annex I).** There are three main tasks in this session. They are as follows:

YEAR 6	YEAR 5
1º. Listening. Students carry out a Listening exercise which is provided through the digital platform. Students open the document on their personal devices (tablets) and after listening to the text, they carry out the exercises corresponding to the task. After the completion of the activity, the answers are uploaded to the online platform so that students can evaluate their work and be aware of the development of their skills.	
(See Annex XII)	**(See Annex XV)**
2º. Reading. Students complete a Reading exercise which is provided through the digital platform. The text is opened by the students on their personal devices. The text is carefully read in order to carry out the subsequent activities.	
(See Annex XIII)	**(See Annex XVI)**
3º. Writing. Students have to produce a written text. They have to use appropriate vocabulary and follow the topic proposed in the task. The guidelines for this activity are uploaded to the digital platform.	
Students have to write a text describing Statue of Liberty or Golden Gate Bridge. **(See Annex XIV)**	Students have to describe an Irish landmark such as Rock of Cashel. **(See Annex XVII)**

Timing: 1 h.

Specific objectives:

- Value Culture as a tool for learning English.
- Use English as the main language in classroom work.
- Make appropriate use of digital resources to carry out work on culture.
- Establish the cooperative principle in the classroom.
- Know characteristic aspects of foreign countries related to their customs, geography, festivals, etc.
- Communicate in an appropriate and coherent way the ideas developed from research on culture.
- Express themselves respecting their turn to speak.
- Eliminate some existing stereotypes about foreign societies.
- Be aware of their own results and those of their classmates.

Materials:

- Digital whiteboard.
- Classroom computer.
- Evaluation rubric.
- Digital platform.

Description:

YEAR 6	YEAR 5
1º. This is the second weekly session and the students are going to present the research work they have carried out in groups. The aim is to develop the different topics suggested in the explanatory document of the proposal **(See Annex II).** This week, the content deals with the following countries: USA, Canada, and Republic of Ireland. Therefore, students adopt certain cultural manifestations of the corresponding countries.	
(See Annex XVIII)	**(See Annex XIX)**
2º. While some students perform the presentation, their classmates have to actively listen and evaluate the presentation by filling in a rubric. The presentation is followed by a self-assessment and a peer-assessment. **(See Annex X)**	

SESSION Nº5

YEAR 6 & 5

Timing: 1 h.

Specific objectives:

- Value Culture as a tool for learning English.
- Use English as the main language in the classroom.
- Make appropriate use of digital resources to carry out work on culture.
- Develop basic language skills through work on cultural aspects.
- Encourage students' autonomy and creativity.
- Get to know characteristic aspects of foreign countries related to customs, geography, festivals, etc.
- Acquire new and specific vocabulary related to the topics covered in class.
- Be aware of their own results and those of their classmates.

Materials:

- Digital whiteboard
- Classroom computer.
- Digital platform.
- Texts prepared for working with the skills.
- Notebooks
- Writing materials
- Headphones

Description:

This is the fifth session of work on the culture of English-speaking countries and students have to complete different tasks which develop basic skills. These tasks contain texts contextualised in the culture of countries with more cultural differences than the previous ones. It is the third week and the students work with the contents of the countries:

Australia and New Zealand. **(See Annex I).** There are three main tasks in this session. They are as follows:

YEAR 6	YEAR 5
1º. Listening. Students carry out a Listening exercise which is provided through the digital platform. Students open the document on their personal devices (tablets) and after listening to the text, they carry out the exercises corresponding to the task. After the completion of the activity, the answers are uploaded to the online platform so that students can evaluate their work and be aware of the development of their skills.	
(See Annex XX)	**(See Annex XXIII)**
2º. Reading. Students complete a Reading exercise which is provided through the digital platform. The text is opened by the students on their personal devices. The text is carefully read in order to carry out the subsequent activities.	
(See Annex XXI)	**(See Annex XXIV)**
3º. Writing. Students have to produce a written text. They have to use appropriate vocabulary and follow the topic proposed in the task. The guidelines for this activity are uploaded to the digital platform.	
Students have to choose a scientist of Australian or New Zealand origin and write about his or her achievements. **(See Annex XXII)**	Students have to write about a characteristic animal of Australia or New Zealand. **(See Annex XXV)**

SESSION Nº6

YEAR 6 & 5

Timing: 1 h.

Specific objectives:

- Value Culture as a tool for learning English.
- Use English as the main language in classroom work.
- Make appropriate use of digital resources to carry out work on culture.
- Establish the cooperative principle in the classroom.
- Know characteristic aspects of foreign countries related to their customs, geography, festivals, etc.
- Communicate in an appropriate and coherent way the ideas developed from research on culture.
- Express themselves respecting their turn to speak.
- Eliminate some existing stereotypes about foreign societies.
- Be aware of their own results and those of their classmates.

Materials:

- Digital whiteboard.
- Classroom computer.
- Evaluation rubric.
- Digital platform.

Description:

YEAR 6	YEAR 5
1º. This is the second weekly session and the students are going to present the research work they have carried out in groups. The aim is to develop the different topics suggested in the explanatory document of the proposal **(See Annex II).** This week the contents are about the following countries: Australia, New Zealand. Therefore, students adopt certain cultural manifestations of the corresponding countries.	
One of the 6th grade students was unable to attend class due to a possible infection with COVID-19. Therefore, she made the presentation together with her classmate via the online connection. **(See Annex XXVI)**	**(See Annex XXVII)**
2º. While some students perform the presentation, their classmates have to actively listen and evaluate the presentation by filling in a rubric. The presentation is followed by a self-assessment and a peer-assessment. **(See Annex X)**	
3º. After the presentations, the groups move to the classrooms of the lower grades and present the projects on culture to the younger students.	

Timing: 1 h.

Specific objectives:

- Value Culture as a tool for learning English.
- Use English as the main language in the classroom.
- Make appropriate use of digital resources to carry out work on culture.
- Develop basic language skills through work on cultural aspects.
- Encourage students' autonomy and creativity.
- Get to know characteristic aspects of foreign countries related to customs, geography, festivals, etc.
- Acquire new and specific vocabulary related to the topics covered in class.
- Be aware of their own results and those of their classmates.

Materials:

- Digital whiteboard
- Classroom computer.
- Digital platform.
- Texts prepared for working with the skills.
- Notebooks
- Writing materials
- Headphones

Description:

This is the seventh session of work on the culture of English-speaking countries and students have to complete different tasks which develop basic skills. These tasks contain texts contextualised in the culture of countries with very noticeable cultural differences. This is the fourth week and students work with content from the following countries: Barbados, Jamaica and Gibraltar. **(See Annex I).** There are three main tasks in this session. They are as follows:

YEAR 6	YEAR 5
1º. Listening. Students carry out a Listening exercise which is provided through the digital platform. Students open the document on their personal devices (tablets) and	

after listening to the text, they carry out the exercises corresponding to the task. After the completion of the activity, the answers are uploaded to the online platform so that students can evaluate their work and be aware of the development of their skills.	
(See Annex XXVIII)	**(See Annex XXXI)**
2º. Reading. Students complete a Reading exercise which is provided through the digital platform. The text is opened by the students on their personal devices. The text is carefully read in order to carry out the subsequent activities.	
(See Annex XXIX)	**(See Annex XXXII)**
3º. Writing. Students have to produce a written text. They have to use appropriate vocabulary and follow the topic proposed in the task. The guidelines for this activity are uploaded to the digital platform.	
Students have to write a piece of writing describing the climate in Barbados. **(See Annex XXX)**	Students have to write a report on the traditional music of Jamaica. **(See Annex XXXIII)**

SESSION Nº8

YEAR 6

Timing: 1 h.

Specific objectives:

- Value Culture as a tool for learning English.
- Use English as the main language in classroom work.
- Make appropriate use of digital resources to carry out work on culture.
- Establish the cooperative principle in the classroom.
- Know characteristic aspects of foreign countries related to their customs, geography, festivals, etc.
- Communicate in an appropriate and coherent way the ideas developed from research on culture.
- Express themselves respecting their turn to speak.
- Eliminate some existing stereotypes about foreign societies.
- Be aware of their own results and those of their classmates.

Materials:

- Digital whiteboard.
- Classroom computer.

- Evaluation rubric.
- Digital platform.

Description:

YEAR 6	YEAR 5
1º. This is the second weekly session and the students are preparing to present the research work they have carried out in groups. The aim is to develop the different topics suggested in the explanatory document of the proposal **(See Annex II).** This week we are dealing with the following countries: Jamaica, Barbados and Gibraltar. Therefore, the students adopt certain cultural manifestations of the corresponding countries.	
(See Annex XXXIV)	**(See Annex XXXVII)**
2º. While some students perform the presentation, their classmates have to actively listen and evaluate the presentation by filling in a rubric. The presentation is followed by a self-assessment and a peer-assessment. **(See Annex X)**	
3º. After the presentations, the groups move to the classrooms of the lower grades and present the projects on culture to the younger students.	
4º. As this is the last session of work, the pupils have to complete a questionnaire for self-evaluation and to assess what they have learnt during the last weeks. **(See Annex XXXV)**. After completing the self-assessment, students have to write a paper answering the questions in the document provided. **(See Annex XXXVI)**	

6.10 ASSESSMENT

The evaluation of this didactic unit will be carried out in an initial, continuous and final way. We need to know our students before carrying out any activity. Therefore, an initial assessment is carried out in the form of a brainstorming session. Students try to answer the questions posed about the cultural aspects of the different countries. The aspects they already know or have studied in class and those they would like to learn about in the future are discussed. This is a way of stimulating the students and learning

about their mastery of the topic in question. Evaluation is carried out orally by observing and assessing the brainstorming responses.

Continuous evaluation is also carried out throughout the course of the didactic unit. The aim is to observe the development of the students and to evaluate their productions. Emphasis is also placed on basic skills activities. Each student carries out the evaluation of his/her work and the teacher observes the development of the students and guides their work during the lessons. It is a way to follow the progress of the students in order to provide help or solve any problems that might appear.

Finally, a final evaluation of this didactic unit is carried out. This evaluation consists of a co-evaluation and a self-evaluation. The students evaluate themselves on the presentations they make and do the same with their classmates. (See Annex X). After the completion of the didactic unit, students assess the knowledge and skills acquired by working with the cultural contents. This evaluation is carried out by self-assessment. (See Annex XXXV). The purpose is for students to be aware of their own development in the work proposed by the culture project. Also, since it is a cooperative approach, students should be able to evaluate their peers appropriately and fairly.

7. CONCLUSIONS

This project arose as a response to the needs of foreign language learners. The idea of getting to know and working with the culture of English-speaking countries comes from my own experience of learning a foreign language, in this case, Spanish. There is a need to connect the theoretical and grammatical contents with reality, the day to day life of people. Therefore, this didactic proposal responds by providing the appropriate guidelines and lines of action to introduce social and cultural aspects into the monotonous work of the classroom. It allows students to learn new information and concepts that help them learn to master the language in a contextualised way.

It is very common that in the subject of Foreign Language: English, all the fundamental aspects for the development of the students are worked on but something essential is forgotten, the tools of interaction and communication between students and new cultures or people. Cultural knowledge helps to establish links between societies and

facilitate interaction between them. For me, interaction and communication are the most important aspects to achieve mastery of a language with all that this implies on a social level.

This didactic proposal has focused on working on the cultural contents of English-speaking countries, adapting the established activities and routines to the new cultural concepts. But it has also introduced new methodologies and activities that have required research, learning and active collaboration by the students. I have proposed new work for the corresponding grades and also for the school in general. But at the same time, and given the circumstances, I have had to adapt my ideas to the time and organisational possibilities of the school. I would have liked to have had total freedom to create a totally independent work, but I have had to adapt to the needs of the school and the responsibilities established in it. This is the reality of a school and we must understand it and try to do as much as possible by adapting to the environment around us. However, I have had the maximum support from my school tutor and I have been able to elaborate the whole project respecting the organisational margins.

One of the greatest achievements of this proposal has been the motivational aspect of the students. The work proposed was different from what the students are used to and they were completely involved in the project. I have seen how the students with lower performance in the area proved to be able to carry out a very complete work thanks to the motivation and interest that it produced in them. I believe that motivation is something fundamental in language learning. It can be triggered by extreme necessity or by the attraction of the task at hand. In this case, the students were very interested in the cultures of the English-speaking countries and a constant working atmosphere was created in the classroom.

Another aspect I would like to point out is the students' interest in improving and doing their work in the best possible way. I have witnessed some very comprehensive oral presentations in the classrooms for the students of each year. But the real improvement and development happened when it came to the presentations in the lower grades. The students consulted with me on pronunciation; conjugations; specific vocabulary; etc., before presenting to their younger colleagues. Thanks to the interest shown, the presentations in the lower grades were exceptional and the younger students enjoyed the information provided and participated actively in the development of the expositions.

This project has been agreed with the school and the teaching team that forms the bilingualism section of the school. I had the opportunity to attend the bilingualism meetings to present my idea of work, the methodology, the contents, the resources, etc. My proposal was fully accepted and I felt very supported by the teachers of the school. Subsequently, I had the opportunity to attend these meetings to communicate the development and progress identified during the implementation of the project. This didactic proposal has had its place in the school's social networks. (See Annex XXXVIII). Therefore, anyone who wishes can consult the school's profile to follow the development of the proposal.

The school wanted to adopt my work proposal and has implemented my project in its annual programme. It has announced it on its website and will be carried out over the next few years. (See Annex XXXIX)

In conclusion, this didactic proposal has had a very favourable development in the internship period. I think it has been something different and innovative for the students, which has made them feel interest and motivation. We have worked with English constantly and, thanks to the students' interest, their mastery of the language has improved. Also, a sense of purpose and reason for learning the foreign language has been established. The students saw that in order to continue to get to know these attractive and interesting cultures they need to study and learn to master the English language.

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9. ANNEXES

Annex I

Organisation of the proposal

CULTURAL PROJECT

This document explains the organisational details of the work proposal on the project aimed at developing the culture of English-speaking countries. During the following weeks, the contents related to 12 English-speaking countries will be worked on. They are the following:

- England
- Scotland
- Wales
- Northern Ireland
- Republic of Ireland
- Canada
- USA
- New Zealand
- Australia
- Jamaica
- Barbados
- Gibraltar

Students in years 5 and 6 are organised in pairs. We have 22 students in each year group. Each group will be randomly assigned a country. A digital tool such as the Random Picker is used to ensure that the choice is random and fair.

Each group of students will have to develop the following aspects about the culture of the countries listed above:

- Famous personalities
- Traditional festivals
- Landmarks
- Characteristic music
- Food and drink
- Clothing
- Press
- Literature
- Geography and climate
- Particular customs and traditions

At least 6 of these sections must be developed.

In terms of work, the aim is to introduce the cultural themes, respecting the work dynamic that the students have maintained since the beginning of the course. On Mondays, work is done on the students' basic skills, given that this session is also dedicated to working with the native teacher and the students leave class in groups. On Wednesdays, in the case of 5th grade, project presentations are done. In the case of 6th grade, the presentations take place on Thursdays.

Timetable 5th:

- **Monday** => Work on basic skills, contextualised in the culture of the corresponding countries.
- **Wednesday** => Group presentations and evaluation of their development by classmates.

Timetable 6th:

- **Monday** => Work on basic skills, contextualised in the culture of the countries concerned.
- **Thursday** => Group presentations are given and evaluated by classmates.

The main idea is to work with the culture of the countries in a progressive way. The countries would be organised in different groups. One group of countries would be worked on each week. They are the following:

WEEK 1	WEEK 2	WEEK 3	WEEK 4
United Kingdom	Not UK countries but very close in culture	Countries with cultural similarities but more exotic	Countries with a lot of differences and Gibraltar*
- England - Scotland - Northern Ireland - Wales	- Canada - USA - Republic of Ireland	- Australia - New Zealand	- Jamaica - Barbados - Gibraltar*

1º week:

- England
- Scotland
- Northern Ireland
- Wales

2º week:

- Canada
- USA

- Republic of Ireland

3º week:

- Australia
- New Zealand

4º week:

- Jamaica
- Barbados
- Gibraltar*

Students begin to research and work on countries in their near and more familiar environment, such as those belonging to Great Britain. The work done can serve as an example and support for those students who have to present in the following weeks. In this way, and by understanding the cultural background of English-speaking countries, students will have a basis for working with more exotic cultures.

*Gibraltar. It is very interesting to work on the case of Gibraltar as the last country to be dealt with because it is located on the Iberian Peninsula and is the closest to the context of the students. It is an approximation of the culture seen in the previous countries to a closer and better known environment. A fuller comparison of cultures should be made as Gibraltar "shares" the territory of the peninsula with Spain.

Students can present some of the cultural aspects studied, for example: typical clothing, music, literature, food, customs and attitudes, etc.

INTRODUCTION

As we have discussed in class, this is a project about the culture of countries that speak English as their mother language. You have to research about the countries you have been assigned and elaborate a presentation with Google Presentation. In this document you can find the groups formed, the dates of the presentation and the sections that you have to develop in your projects. If you have any questions, please contact me through Google Classroom or in the classroom the next day.

GROUPS

GROUP 1 – ███████████████ (USA)

GROUP 2 – ████████████████████ Republic of Ireland)

GROUP 3 – ██████████████ (New Zealand)

GROUP 4 – ████████████ (Gibraltar)

GROUP 5 – ██████████████ Canada)

GROUP 6 – ██████████████ Scotland)

GROUP 7 – █████████████████ (Australia)

GROUP 8 – ████████████████████ England)

GROUP 9 – ████████████ (Barbados)

GROUP 10 – ██████████████ (Wales)

GROUP 11 – ████████████████ (Northern Ireland)

GROUP 12 – ████████████████ (Jamaica)

PRESENTATION DATES

(28/04/2021):

- England
- Scotland
- Northern Ireland
- Wales

(05/05/2021):

- Canada
- USA
- Republic of Ireland

(12/05/2021):

- Australia
- New Zealand

(19/05/2021):

- Jamaica
- Barbados
- Gibraltar

TOPICS TO WORK ON

In the presentations you have to develop at least 6 of the following items. On the day of your presentation you can dress traditionally, prepare a characteristic food, bring literature or press, music, etc.

- Famous personalities
- Traditional festivals
- Landmarks
- Characteristic music
- Food and drink
- Clothing
- Press
- Literature
- Geography and climate
- Particular customs and traditions

Annex III

Lesson nº 1. Listening exercises

Take a tour of London by listening to this tour guide and do the exercises to practise your listening skills.

Preparation
Do this exercise before you listen. Draw a line to match the pictures with the words below.

Big Ben	London bus	London Eye	Tower of London
Oxford Street	Tower Bridge	Houses of Parliament	Buckingham Palace

1. Check your understanding: ordering
Do this exercise while you listen. Write a number (1-8) to put these places in order that the tour bus will visit them.

....	Oxford Street
....	Madame Tussauds, Museum
....	Tower of London
....	London Eye
....	Houses of Parliament
....	Buckingham Palace
....	Big Ben
....	Tower Bridge

2. Check your understanding: multiple choice

Circle the best word to complete these sentences.

1.   The tour takes 2 / 3 / 4 hours.

2.   At Madame Tussaud's you can see   maps of London / models of famous people / famous shops .

3.   Oxford Street is a famous street for   drinking tea / eating / shopping   .

4.   The Queen lives at   Buckingham Palace / the Tower of London / Tower Bridge   .

5.   Big Ben is a   tour guide / clock / bridge   .

6.   You can see great views of London from   Oxford Street / the Houses of Parliament / London Eye .

Have you ever been to any of these places?
Where did you go?
What did you do?
Which city would you like to take a tour in? Why?

Lesson n°1. Listening Exercises – Answers

Preparation

London bus London Eye	Tower of London Buckingham Palace	Tower Bridge Oxford Street	Houses of Parliament Big Ben

1. Check your understanding: ordering

1. Madame Tussauds, Museum

2. Oxford Street

3. Big Ben

4. Houses of Parliament

5. London Eye

6. Tower Bridge

7. Tower of London

8. Buckingham Palace

2. Check your understanding: multiple choice

1. 2

2. models of famous people

3. shopping

4. Buckingham Palace

5. clock

6. the London Eye

Annex IV

Lesson nº 1. Reading exercises

Edinburgh, the capital city of Scotland, is famous for its summer festivals.

Edinburgh is the world's festival city. There are twelve festivals throughout the year, half of which are celebrated during the months of July and August. Hundreds of thousands of people visit the Scottish capital during the summer. Here are some of the events they can enjoy.

The Edinburgh International Festival

This is the original Edinburgh festival which began in 1947. Actors, musicians, dancers and opera singers from all over the world perform to huge audiences. You need tickets for most events which take place in theatres around the city.

The Edinburgh Art Festival

This festival is modern and has been celebrated for around ten years. It is a fantastic opportunity to see some of the city's best visual art in art galleries and museums. Most events are free and include events such as fashion shows and art exhibitions.

The Edinburgh Festival Fringe

This is the largest arts festival in the world with thousands of shows which take place across the city. Anyone can perform in the festival and over 20,000 artists take part, so there is always a huge variety of acts to choose from. Go to the Royal Mile, one of Edinburgh's main streets, to watch performers such as magicians, acrobats and comedians for free. However, it can get very busy as thousands of tourists and local people fill the city streets to enjoy the shows.

The Edinburgh International Book Festival

The largest book festival in the world began in 1983 and takes place every year in Charlotte Square Gardens in the centre of Edinburgh. There are over 700 events for children and adults who love books. You can meet many authors, talk to them, ask them to sign a book or listen to them talk about their stories. Children can listen to stories and watch illustrators draw pictures of the stories.

The Edinburgh Jazz and Blues Festival

Music lovers come to this festival to enjoy music shows around the city. One of the highlights of this musical festival is the street carnival which is free to all. Artists perform street theatre, dance and circus shows in amazing costumes and everyone can enjoy the music and join in the dancing.

The Royal Edinburgh Military Tattoo

This show is 65 years old and takes place every evening during the festival outside Edinburgh Castle. You can listen to pipers and drummers in military bands, watch traditional Scottish dancing and enjoy a firework display in the Edinburgh night sky. More than 200,000 people buy tickets to watch the show live and around 100 million people watch it on TV all over the world.

Preparation

Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

1......... jazz and blues   a.   a special day or days with fun things to see and do

2......... to take place   b.   to sing, dance, act or do something else with people watching you

3......... a tattoo   c.   (for an event) to happen; to be organised

4......... to perform   d.   related to soldiers and the army

5......... a festival   e.   two styles of music

6......... military   f.   a show by soldiers with music and marching

1. Check your understanding: matching

Which festival would these people like to go to? Match the festivals to the speakers and write a–f next to the numbers 1–6.

1.........
> I like looking at pictures at exhibitions and I'm interested in clothes.

a.   Book

2.........
> I like reading graphic novels and listening to stories.

b.   Art

3.........
> I love comedy, but I don't want to buy a ticket for a show.

c.   Military Tattoo

4.........
> I love watching plays and listening to opera music.

d.   Jazz and Blues

5.........
> I want to watch a show with traditional Scottish music and dancing.

e.   Fringe

6.........
> I want to watch some theatre in the street and dance.

f.   International

2. Check your vocabulary: gap fill

Fill the gaps with the correct verb phrase from the box.

take part	buy	includes	join in	visit	take place	listen to

1. You can _____ six festivals during the summer in Edinburgh.

2. Most events at the International Festival _____ in theatres.

3. The Edinburgh Art Festival _____ fashion shows and art exhibitions.

4. Thousands of performers _____ in the Edinburgh Fringe Festival.

5. You can _____ stories at the Book Festival.

6. At the Jazz and Blues Festival you can _____ the carnival celebrations.

7. You need to _____ a ticket to go to the Military Tattoo Festival at the castle.

Lesson nº 1. Reading exercises – Answers

Preparation

1. e
2. c
3. f

4. b
5. a
6. d

1. Check your understanding: matching

1. b
2. a
3. e

4. f
5. c
6. d

2. Check your vocabulary: gap fill

1. visit
2. take place
3. includes
4. take part

5. listen to
6. join in
7. buy

3. Check your vocabulary: spelling

1. act<u>or</u>
2. art<u>ist</u>
3. auth<u>or</u>
4. comed<u>ian</u>
5. danc<u>er</u>
6. illustrator

7. magic<u>ian</u>
8. music<u>ian</u>
9. perform<u>er</u>
10. sing<u>er</u>
11. tour<u>ist</u>

Annex V

Lesson nº 1. Writing about the typical British food.

WRITING

One of the typical dishes of England is Cornish Pasties. It is a kind of pie filled with meat, potatoes and vegetable.

These days, this food is very popular in Cornwall, where you can find patties of all flavors and sizes. Although it is a very typical English dish, the way of preparing it and the ingredients are different, since each person cooks it to their liking.

I would like to try it because they are very similar to spanish empanadas and they will surely be as delicious as the ones from here.

Annex VI

Lesson nº 1. Listening exercises

LISTENING

Task 1.

Are the sentences true or false?

1. The United Kingdom is located in the North East Cost of   True/False
   mainland Europe
2. The United Kingdom is surrounded by the Irish Sea, the   True/False
   North Sea, the English Channel and the Atlantic Ocean.

3. The official language of the UK is English.   True/False

4. The United Kingdom's national animal is a dog.   True/False

5. The most popular sport in the United Kingdom is football.   True/False

6. In the United Kingdom people love eating fish and chips.   True/False

7. The weather in the United Kingdom is often sunny.   True/False

Task 2.

Fill the gaps.

1. The United Kingdom is formed by Wales, Northern Ireland, ... and ....
2. People of the United Kingdom are also named as ....
3. Many languages are spoken in the United Kingdom, including English and ....
4. In the United Kingdom many people love drinking ....
5. JK Rowling wrote .... books.

Task 3.

Choose the right answer.

1. The United Kingdom is also known as **(the KU/ the UK/ the BK)**.
2. In the United Kingdom the head of the state is **(the King/ the Queen/ The Prince)**.
3. The national animal of the United Kingdom is the **(British Bulldog/ Irish Bulldog/ British Dog)**, and they have them as **(classmates/police members/ pets)**.
4. Many people of the United Kingdom love playing **(basketball/ Badminton/ rugby)**
5. Some British people drink **(twenty/ two/ ten)** cups of tea every day.
6. In the United Kingdom people usually **(complain/ laugh)** about the weather.

Lesson nº 1. Listening exercises – Answers

ANSWERS

Task 1.

1. False
2. True
3. True
4. False
5. True
6. True
7. False

Task 2.

1. England, Scotland
2. British
3. Welsh
4. Tea
5. Harry Potter

Task 3.

1. The UK
2. The Queen
3. British Bulldog; Pets
4. Rugby
5. Ten

Lesson nº 1. Reading exercises

READING

Last summer, Joel and Sara traveled to England for two weeks. They traveled in August and stayed in a college with other students in Brighton, the South of England.

It was fantastic, because they talked to a lot of students from different nationalities and learned a lot about other cultures and customs.

The best days were Saturday and Sunday because they traveled to London. The city is very big and they visited all the monuments like Big Ben, The London Eye, and Buckingham Palace. They wanted to see the Queen but they didn't see her, only her guards!

They liked everything in the city but their favorite thing was the museums, especially Madam Tussards. There were lots of realistic figures of famous people there.

At the end of the two weeks, they were sad to return home. The holidays were fun and different from the usual. They cried a little when they waved goodbye to their new friends and promised to write or send emails when they arrived home.

Task 1.

Fill the gaps with the correct words.

1. It was ....., because they talked to a lot of students from different nationalities and learned a lot about other .... and ....
2. They wanted to see .... but they didn't see her, only ....!
3. At the end of the .... weeks, they were .... to return home.
4. They traveled in August and stayed in a .... with other students in ...., the South of England.
5. The city is ...... and they visited all the monuments like ...., The London ...., and .... Palace.
6. They liked .... in the city but their favorite thing was the ...., especially ....
7. There were lots of .... of famous .... there.

Task 2.

Choose the correct answer below

1. Joel and Sara traveled to England for three weeks.
   a. True
   b. False

2. Did they learn a lot of new things?
   a. Yes
   b. No

3. They stayed in a college.
   a. True
   b. False

4. What did they like the best in the city?
   a. The theater
   b. The museums
   c. The parliament
   d. The circus

5. Brighton is in the North of England.
   a. True
   b. False

6. What museum did they like the best?
   a. The British Museum
   b. Natural History Museum
   c. Victoria and Albert Museum
   d. Madam Tussards Museum

7. Did they see the Queen?
   a. Yes
   b. No

8. Were they happy at the end of the holidays?
   a. Yes
   b. No

9. What did they promise to do when they arrived home?
   a. To write or send emails
   b. Call their friend
   c. Come back to England again
   d. To relax

Lesson nº 1. Reading exercises – Answers

ANSWERS

Task 1.

1. Fantastic; cultures; customs
2. The Queen; her guards
3. Two; sad
4. College; Brighton
5. Very big; Big Ben; Eye; Buckingham
6. Everything; museums; Madam Tussards
7. Realistic figures; people

Task 2.

1. False
2. Yes
3. True
4. The museums
5. False
6. Madam Tussards Museum
7. No
8. No
9. To write or send emails.

Annex VIII

Lesson nº1. Writing about one of the UK countries flag.

The flag of England, is made up of a red cross, on a white color.

I like this flag, because, I like the white color, and the red color.

The historic flag of ST. George, became the flag of England.

This is this flag:
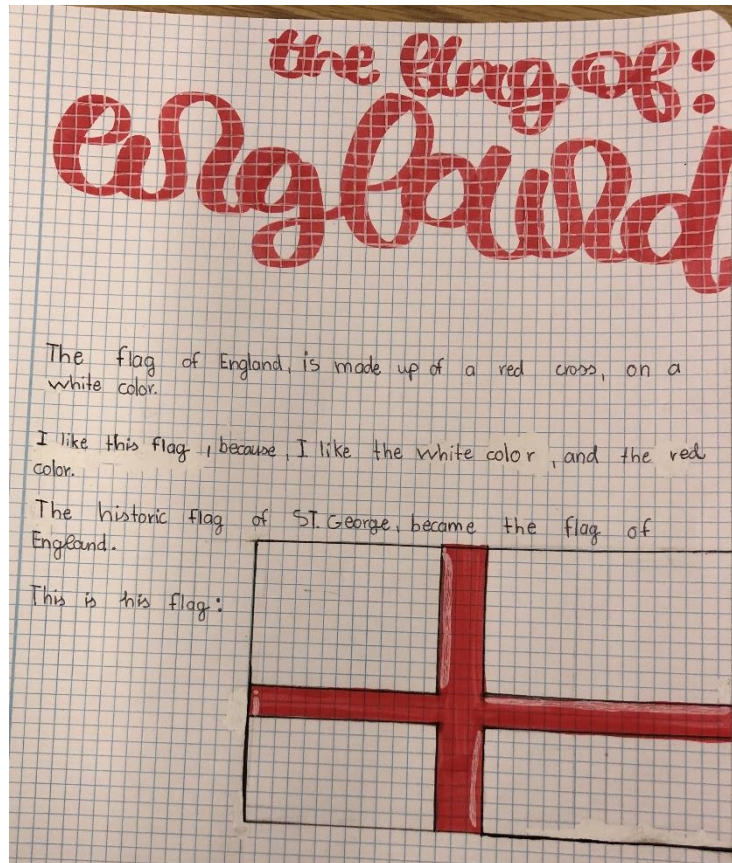
Annex IX

Lesson nº 2. Presentations (UK Countries)
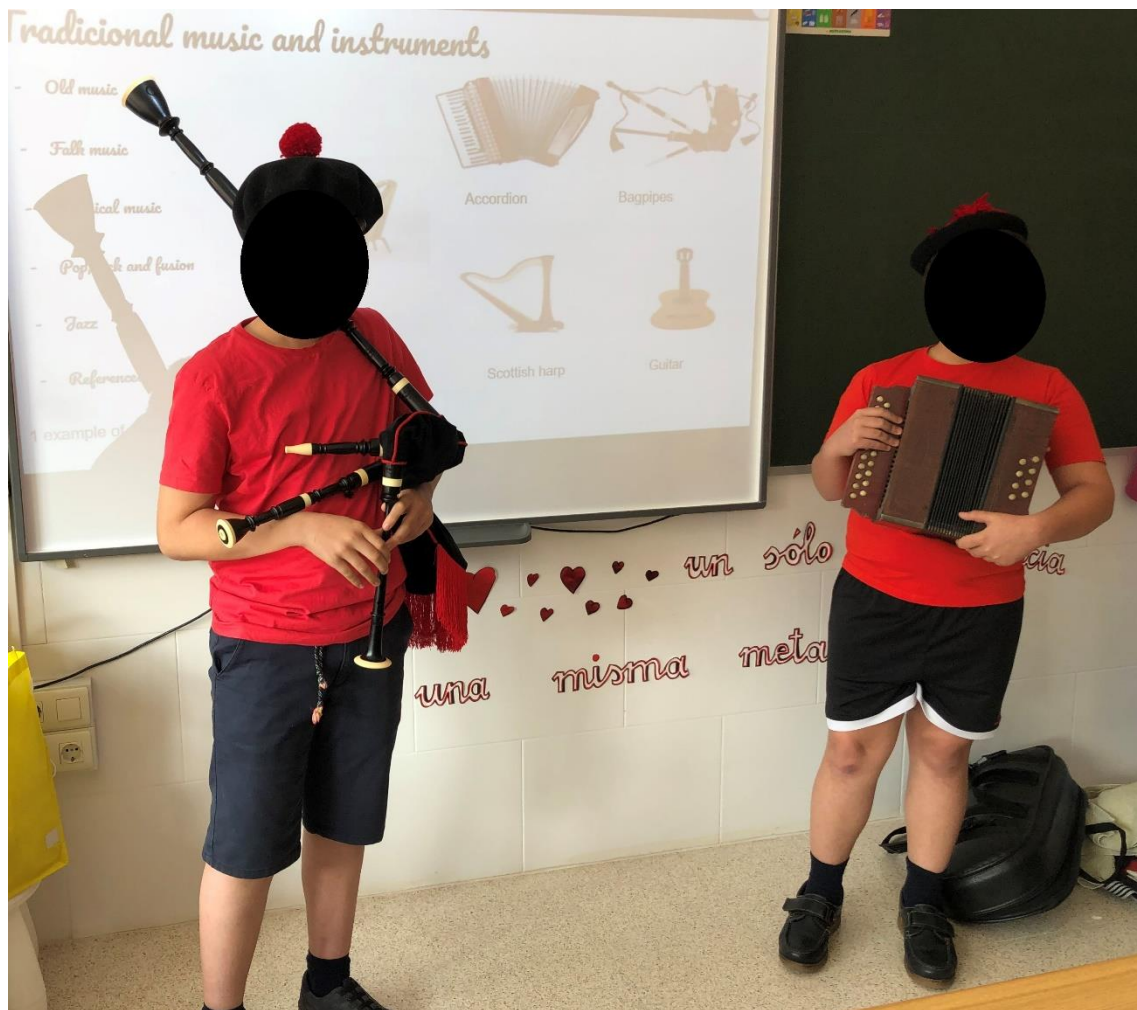
Annex X

Lesson nº 2. Presentation peer-assessment rubric.

CULTURE PROYECT RUBRIC

NAME……. DATE……..

Evaluate your presentation and the presentation of your classmates. Place a mark under the student section after you check that area from 0 to 5.
Then do the same thing with a partner.
Leave the teacher section blank.

SECTION	STUDENT	PARTNER	TEACHER	FINAL MARK
The presentation has at least 6 cultural aspects				
The decoration and images are appropriate				
It is simple to understand the topic				
Student uses his body to express				
Student makes eye-contact				
Vocabulary is appropriate				
Voice is well-used				
Student solves doubts				

Annex XI

Lesson nº 2. Presentations (UK Countries)
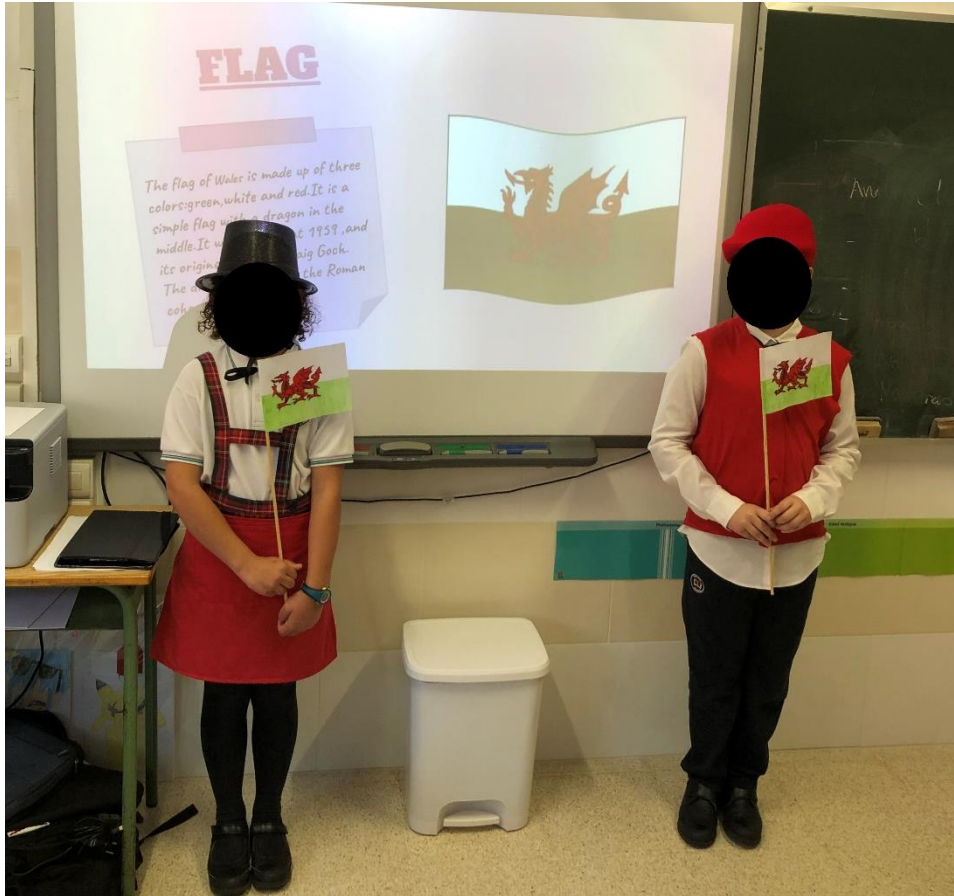
Annex XII

Lesson nº 3. Listening exercises

LISTENING CANADA

Task 1.

Choose true or false

1. Canada is one of the smallest countries in the world — True/False

2. British and French origins are predominant in Canada. — True/False

3. The majority of people live in one of the three largest cities — True/False

4. The population of Canada is over 40 million people — True/False

5. Canada has 10 provinces — True/False

6. British Colombia is known for skiing and snowboarding — True/False

7. Niagara Falls are small — True/False

8. The Canadian Rockies is a not protected area — True/False

Task 2.

Answer the questions.

1. The video describes Canada as...?
   a. One of the world's largest and most livable countries
   b. One of the world's richest and most habitable countries
   c. One of the world's biggest and least habitable countries

2. The video is about...?
   a. Canadian geography, history and attractions
   b. Canadian people, places and events
   c. Canadian tourism, history and festivals

3. Which countries have close relation to Canada?
   a. The USA and England
   b. France and the USA
   c. Britain and France

4. How many people live in Canada?
   a. Around thirty-four million people

5. How many people live in the 3 biggest cities?
   a. 2/3 of the total population
   b. 1/3 of the total population
   c. Everybody

6. Canada's three largest cities are..?
   a. Vancouver, Toronto and Quebec
   b. Montreal, Toronto and Vancouver
   c. The video doesn't say.

7. How many territories does Canada Have?
   a. 4 territories
   b. 3 territories
   c. 10 territories

8. What activity is popular in the north of Canada?
   a. Kayaking
   b. Skiing and snowboarding
   c. Wildlife tourism and fishing

Task 3.

Fill the gaps with correct words

1. The two national majorities in Canada are … (English and Spanish/Irish and French/British and French).
2. In Quebec you can enjoy … (fishing and skiing/resorts and culture/kayaking and museums).
3. There are … (three/five/two) voluminous waterfalls in Canada.
4. The waterfalls names are … (Victoria Falls and Horseshoe Falls/Niagara Falls and Iguazu Falls/Niagara Falls and Horseshoe Falls)

Lesson nº 3. Listening exercises – Answers

ANSWERS

Task 1

1. F
2. T
3. F
4. F
5. T
6. T
7. F
8. F

Task 2

1. A
2. A
3. C
4. A
5. B
6. B
7. B
8. C

Task 3

1. British and French
2. Resorts and culture
3. Two
4. Niagara Falls and Horseshoe Falls
5. Vast

Annex XIII

Lesson nº 3. Reading exercises

Task 1

Read the text

The Republic of Ireland is an independent state that is located in the British Isles. The capital of Ireland is Dublin. The official languages are English and Irish. The currency of the country is the Euro. Ireland is famous all over the world for its "Guinness" beer and its folk music.

Irish stew is a traditional Irish dish made from lamb, beef, potatoes, carrots, onions and parsley. Irish flag is green, white and orange, and the shamrock is the national symbol.

In Ireland there is a special holiday: St. Patrick's Day. It is celebrated on March 17th. People wear green clothes while they sing, dance and drink a lot of beer! Music and dance are a very important part of Irish culture. Hurling, like Gaelic football, is an outdoor team sport. It's played with a stick called hurley and a ball. Famous Irish people are Oscar Wilde, Niall Horan, Pierce Brosnan, Saorise Ronan, Evanna Lynch, etc.

Dublin is the capital city of the Republic of Ireland. It is in the east part of the country. It has lots of narrow roads and pubs, the most known is Temple Bar. Galway city is in the west part of Ireland. It's very popular for its coloured houses on the sea and its parties. Cliffs Moher are one of the best attractions. The most famous are the Cliffs of Moher, 120 meters high above the Atlantic Ocean. The Giant's Causeway is an area of 40000 hexagonal basalt columns, the result of an ancient volcanic eruption. The legend says that this columns were built by a giant because he was challenged to fight, so that the two giants could meet. Rock of Cashel is situated in the|south of Ireland. This castle is one of the most amazing medieval ruins.

Task 1

Choose true or false

1.	Irish is the only official language of Ireland	True/False
2.	Dublin is the capital of the Republic of Ireland	True/False
3.	Stew is not the typical Irish food	True/False
4.	Cliffs of Moher are 200 metres above the Pacific ocean	True/False
5.	Hurling is played with a racquet and a ball	True/False
6.	Niall Horan or Pierce Brosnan are some important people from this country	True/False

Task 2

Match the sentences

1. Hurley
2. Shamrock
3. Rock of Cashel
4. Euro
5. Temple Bar

a. Some ancient medieval ruins
b. A famous pub in Dublin
c. The national symbol of Ireland
d. The currency of this country
e. A large stick you use to play a sport

Task 3

Complete the sentences with correct words

GUINNESS   GIANTS   OUTDOOR   DANCE   PATRICK   GALWAY
MARCH   GREEN

1. Hurling is an ...... team sport.

2. Ireland is famous all over the world for its ..... beer.

3. ..... is known for its coloured houses on the sea.

4. St .... 's day is a special holiday in Ireland. It's on the 17th of ....

5. Ireland's flag is ....., white and orange.

6. There are hexagonal columns that according to the legend, they were the path for the .... to meet.

7. Folk music and .... are a very important part of the Irish culture.

Lesson nº 3. Reading exercises – Answers

ANSWERS

Task 1

1. False

2. True

3. True

4. False

5. False

6. True

Task 2

1. E

2. C

3. A

4. D

5. B

Task 3

1. Outdoor

2. Guinness

3. Galway

4. Patrick

5. Green

6. Giants

Annex XIV

Lesson nº 3. Writing about the Statue of Liberty

Annex XV

Lesson nº 3. Listening exercises

TASK 1

Choose true or false.

1. Canada is the largest country in the world.   T/F

2. Canada is located in the northern part of North America.   T/F

3. There are 5 provinces in Canada.   T/F

4. Ottawa is the capital of Canada.   T/F

5. Toronto is the third largest city of Canada.   T/F

6. The CN tower is 553, 33 meters high.   T/F

7. Vancouver is the major seaport of Canada.   T/F

8. In 2010, the Winter Olympic were held in Toronto.   T/F

TASK 2

Fill the gaps with the correct words.

1. Canada is located in the … (northern/southern) part of the … (South American/North American/West American) continent.
2. It extends from the …. (Pacific/Indian/Atlantic) ocean to the …. (Pacific/Indian/Atlantic) ocean.
3. Canada is the …. (third/second/fourth) largest country in the world.
4. It boards with the … (Russia/USA/China)
5. The capital of Canada is …. (Vancouver/Montreal/Ottawa) but the largest city in Canada is … (Vancouver/Toronto/Ottawa)
6. The landmark of Toronto is … (Lake Ontario/CN tower)
7. The CN means … (Canadian Nature/Canadian National)
8. In 2010 the Winter Olympics were held in … (Toronto/Vancouver/Ottawa)

TASK 3

Match the parts.

1. Atlantic and Pacific.	a.	Ottawa
2. The USA	b.	The CN tower
3. The capital of Canada	c.	The year Winter Olympics were held in Vancouver
4. Toronto	d.	Canadian National
5. The height of the CN tower	e.	The oceans around Canada
6. The name of the railway company	f.	553,33m.
7. The landmark of Toronto	g.	The biggest city of Canada
8. The third largest city in Canada	h.	Has a long border with Canada
9. 2010	i.	Vancouver

Lesson nº 3. Listening exercises – Answers

ANSWERS

Task 1

1. F
2. T
3. F
4. T
5. F
6. T
7. T
8. T

Task 2

1. Northern, North American
2. Atlantic, Pacific
3. Second
4. USA
5. Ottawa, Toronto
6. CN tower
7. Canadian National
8. Vancouver

Task 3

1. e
2. h
3. a
4. g
5. f
6. d
7. b
8. i
9. c

Read the text.

Burning Man

Burning Man is an event that started in 1986 in Black Rock City, Nevada. People go to the desert and build a giant community for nine days. At the end of the festival, they burn a giant wooden statue of a man. That's where the name comes from. The festival celebrates inclusion, community, and responsibility. Everyone should share their talents so others can enjoy them for free. It is now also very popular with young influencers on social media and other famous people.

The Taste of Buffalo

The Taste of Buffalo in Buffalo, New York, is the largest 2-day food festival in the country every year. Nearly half a million people visit the festival to eat food from over 50 restaurants. There are over 200 different dishes to try! Most of the food is from regional restaurants, and it is a great family event. You can listen to live music from 2 stages, walk through the parks and downtown as well as participate in a lot of different family-friendly activities.

National Cherry Blossom Festival

The National Cherry Blossom Festival in Washington D.C. is a spring event that remembers the gift of cherry trees from Japan to the USA in 1912. The trees were a present from the mayor of Tokyo to the mayor of Washington DC. The first celebration was in 1934. There is a parade every year with large balloons, marching bands from all over the country, and concerts. There are also a lot of different shows and events, such as a kite flying festival, a 10-mile run, and fireworks at night.

Task 1

Answer the questions.

1. Celebrates friendship between cities?

a. Burning Man

b. The Taste of Buffalo

c. The National Cherry Blossom Festival

2. Probably isn't a family event?

a. Burning Man

b. The Taste of Buffalo

c. The National Cherry Blossom Festival

3. Attracts people who like doing a lot of different things?

a. Burning Man

b. The Taste of Buffalo

c. The National Cherry Blossom Festival

4. Is the biggest of its kind?

a. Burning Man

b. The Taste of Buffalo

c. The National Cherry Blossom Festival

5. Is mostly a local event?

a. Burning Man

b. The Taste of Buffalo

c. The National Cherry Blossom Festival

6. ...is most popular on social media?

a. Burning Man

b. The Taste of Buffalo

c. The National Cherry Blossom Festival

7. Has musicians walking and playing in the street?

a. Burning Man

b. The Taste of Buffalo

c. The National Cherry Blossom Festival

Task 2

Complete the sentences with the correct words.

1. Burning Man is ..... that started in ...... in Black Rock City, ...

2. People go to ..... and build a giant ...... for nine days.

3. Everyone should share their ...... so others can enjoy them for ......

4. The Taste of Buffalo in ...., New York, is the .... 2-day food festival in the .... every year.

5. Nearly .... people visit the festival to .... from over 50 restaurants.

6. Most of the food is from ..... restaurants, and it is a great ....

7. The National .... Festival in Washington D.C. is a .... that remembers the gift of cherry trees from .... to the USA in 1912.

8. The ..... were a present from the mayor of .... to the mayor of Washington DC.

9. There is a .... every year with large balloons, ... from all over the country, and concerts.

Lesson nº 3. Reading exercises - Answers

ANSWERS

Task 1

1. C
2. A
3. C
4. A
5. B
6. A
7. C

Task 2

1. An event, 1986, Nevada
2. The desert, community
3. Talents, free
4. Buffalo, largest, country
5. Half a million, eat food
6. Regional, family event
7. Cherry Blossom, spring event, Japan
8. Trees, Tokyo
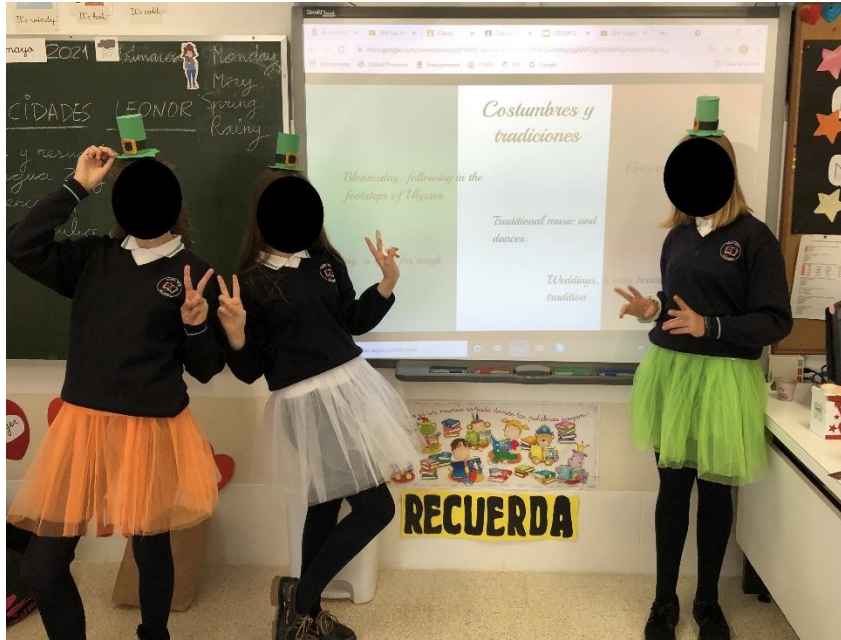9. Parade, marching bands

Lesson nº 3. Writing about Rock of Cashel

The Rock of Cashel is a historic site located at Cashel County Tipperary, Ireland.
The Rock of Cashel served as a traditional settlement for the Kings of Munten since the 5th century hundreds of years before the Norman invasion, although only a few structures remain from the early days.
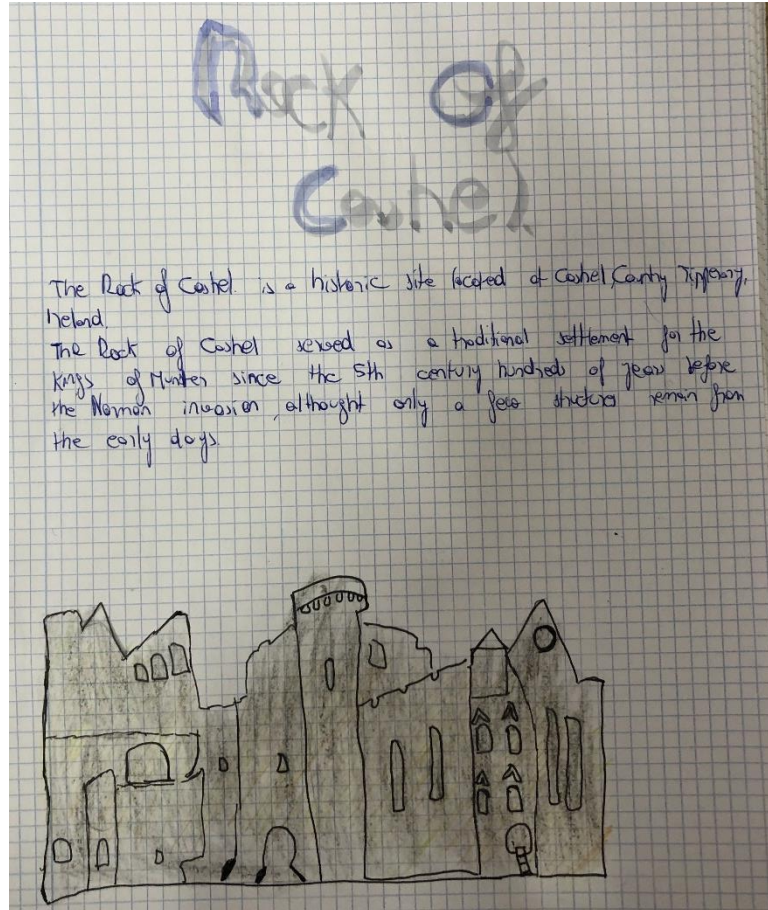
Annex XVIII

Lesson nº 4. Presentations
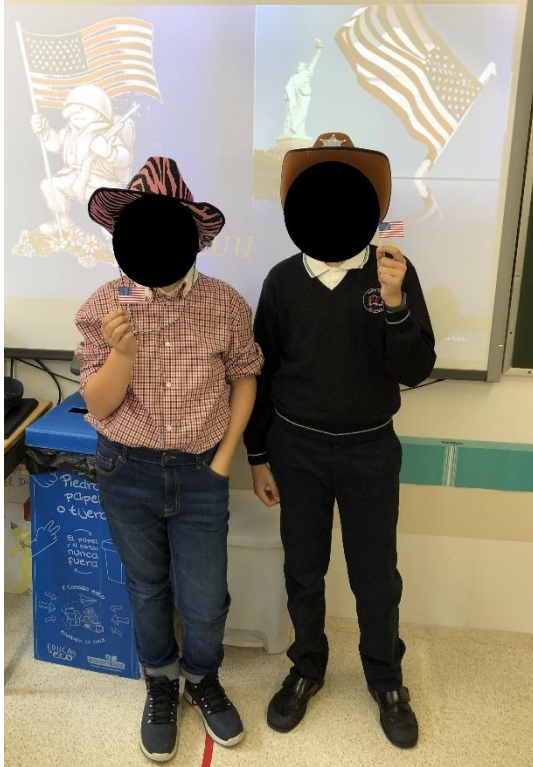
Annex XIX

Lesson nº 4. Presentations

Annex XX

Lesson nº 5. Listening exercises

Task 1.

Choose true or false

1.	Australia is the biggest country in the world	True/False
2.	Australia is four times as big as Texas	True/False
3.	Great Britain is four times smaller than Australia	True/False
4.	The journey from Madrid to Moscow by plane is shorter than from Sydney to the western coast of Australia	True/False
5.	Australia is high and has many mountains	True/False
6.	It is very hot in the west and in the center of Australia in the summer	True/False
7.	In Australia it rains almost every day	True/False
8.	The population of Australia mainly lives in the north of the country	True/False

Task 2.

Answer the questions

1. What is Australia?
   a) Is the largest country in the world
   b) Is the biggest island
   c) Is smaller than Spain

2. How many countries are bigger than Australia?
   a) 4
   b) 3
   c) 5

3. Is the state of Texas smaller than Australia?
   a) Yes, four times smaller
   b) No, four times bigger
   c) They are the same size

4. Australia is bigger than Great Britain?
   a) No
   b) Yes, a little bit bigger
   c) Yes, a lot bigger

5. How many hours does the journey from Sydney to the west take?
   a) 5 or 6 hours
   b) 4 or 5 hours
   c) 2 or 3 hours

6. What is the characteristic of Australia?
   a) It is low and dry
   b) It is high and wet
   c) It has a lot of lakes

7. What is the temperature in the west and center of the country in summer?
   a) 45 degree
   b) 35 degree
   c) 25 degree

8. Where does the people live in Australia?
   a) South and South-east of the country
   b) North and north-west of the country
   c) Center of the country

Task 3.

Match the sentences

1. The size of Australia	a) Is longer than the journey from Madrid to Moscow
2. The trip from Sydney to the west coast	b) Seventeen million people
3. The rain in Australia	c) Sixth biggest country in the world
4. People mostly live in this parts of the country	d) It is hot and dry
5. Great Britain	e) South and South-East of Australia
6. The population of Australia	f) Eleven times smaller than Australia
7. Australian climate	g) Doesn't happen for years in some parts of Australia

Lesson nº 5. Listening exercises – Answers

ANSWERS

Task 1

1. False
2. True
3. False
4. True
5. False
6. True
7. False
8. False

Task 2.

1. B
2. C
3. A
4. C
5. B
6. A
7. B
8. A

Task 3.

1. C
2. A
3. G
4. E
5. F
6. B
7. D

Annex XXI

Lesson nº 5. Reading exercises

Read the text.

New Zealand is a country in the Southern Hemisphere. It has got two main islands. One is called North Island and the other is called South Island. There are many different areas of natural beauty to see on both islands.

North Island is 113,729 square kilometers. There are fantastic beaches on the west coast. There are rainforests where you can see rare plants and wildlife. There are mountains and there are a lot of volcanoes. The largest volcano is called Mount Ruapehu. It is 2,797 meters high and it is an active volcano. New Zealand's largest lake is on North Island. It is called Lake Taupo. And one of the most popular tourist attractions is the Waitomo Caves.

South Island is 151,215 square kilometers. It is more mountainous than North Island. The Southern Alps is a mountain range that starts in the north of South Island and finishes in the south. Mount Cook is in the Southern Alps. It is 3,754 meters high, and it is the highest mountain in New Zealand. Fiordland is the country's largest national park. You can see mountains, glaciers, valleys and lakes in the park. It is very popular with climbers and hikers.

Task 2.

Choose true or false

1.	New Zealand is a country that is located on two islands	True/False
2.	There are some fantastic beaches on the east coast of the North Island	True/False
3.	The largest North Island's volcano is named Waitomo.	True/False
4.	There is an active volcano on the North Island	True/False
5.	The biggest New Zealand's lake is on the South Island	True/False
6.	North Island is smaller than the South Island	True/False
7.	Mount Cook is in the Northern Alps	True/False
8.	The highest mountain in New Zealand is Mount Cook	True/False
9.	North Island has the country's largest national park	True/False
10.	Hikers and climbers like Fiordland	True/False

Task 3

Complete the sentences with the correct words.

1. New Zealand is a country in the ……. Hemisphere.
2. There are many different areas of ………… to see on ……… islands.
3. North Island is ………. square kilometers.
4. The largest volcano is called ………..
5. And one of the most popular tourist ………. is the ……… Caves.
6. The ……….. Is a mountain range that starts in the north of …….. Island and finishes in the south.
7. ………….. Is in the Southern Alps.
8. Fiordland is the country's largest …………
9. It is ……. meters high, and it is the highest …….. In New Zealand.
10. You can see mountains, ………, valleys and ……. in the park.

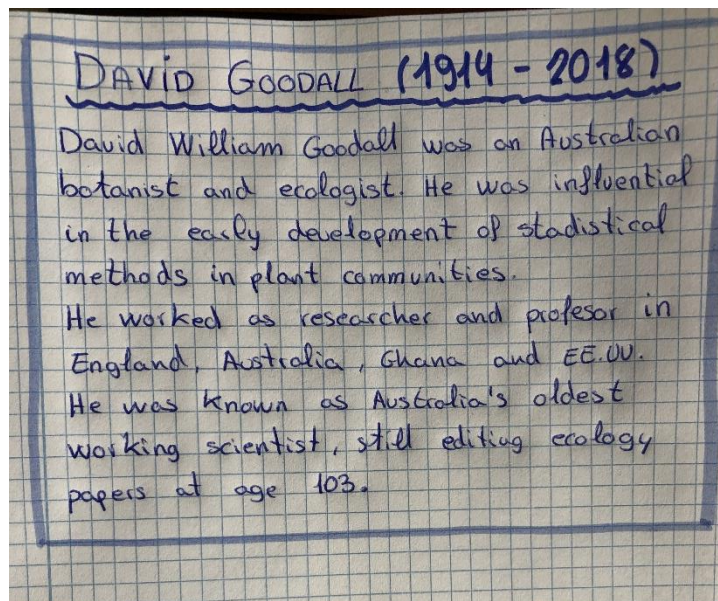Lesson nº 5. Reading exercises – Answers

ANSWERS

Task 2

1. True
2. False
3. False
4. True
5. False
6. True
7. False
8. True
9. False
10. True

Task 3

1. Southern
2. Natural beauty, both
3. 113,729
4. Mount Ruapehu
5. Attractions, Waitomo
6. Southern Alps, South
7. Mount Cook
8. National park
9. 3,754, mountain
10. Glaciers, lakes

Annex XXII

Lesson nº 5. Writing about a scientist person.

DAVID GOODALL (1914 – 2018)

David William Goodall was an Australian botanist and ecologist. He was influential in the early development of stadistical methods in plant communities.
He worked as researcher and profesor in England, Australia, Ghana and EE.UU.
He was known as Australia's oldest working scientist, still editing ecology papers at age 103.

Annex XXIII

Lesson nº 5. Listening exercises.

LISTENING AUSTRALIA

Task 1.

Choose true or false.

1. Yesterday, they went shopping to Melbourne	True/False
2. Australia is popular with tourists	True/False
3. The Opera House is in Perth	True/False
4. The desert is in the north of the country	True/False
5. The majority of the cities are on the seaside	True/False
6. The Great Barrier Reef is famous for aborigines	True/False
7. All tourists want to see a crocodile	True/False
8. There is a lot of sun in Australia	True/False
9. On Thursday they are going to take a journey through the rainforest	True/False

Task 2.

Answer the questions

1. Did they have a good time in Australia?
   a) Yes
   b) No, they didn't
   c) Doesn't say

2. What did they buy in Brisbane?
   a) Some sweets
   b) A lot of things
   c) Kangaroos

3. What can you do in the desert?
   a) Get lost
   b) See the Opera House
   c) Go on tour

4. Why the towns are on the seaside?
   a) They moved there
   b) There is a desert in the middle of the country

c) Because Australians like to go to the beach

5. Where can you see wonderful underwater life?
   a) Holy Place
   b) Ayers Rock
   c) Great Barrier Reef

6. What is the problem for tourists in Australia?
   a) The crocodiles
   b) Too much sun
   c) The snakes

7. What are they going to take to the Sea World?
   a) A camera
   b) A dog
   c) Some letters

8. What are they going to do in the Brisbane Forest Park?
   a) Night Wildlife Tour
   b) Visit Tigers
   c) See kangaroos

Task 3.

Match the questions with the answers

1.	Who is writing the letter?	a)	Brisbane
2.	Where did they go shopping yesterday?	b)	Brisbane Forest Park
3.	What can you visit in Sydney?	c)	Sea World
4.	What is in the middle of Australia?	d)	Koala and Kangaroo
5.	What are the two most popular tourist attractions in Australia?	e)	Sheila
6.	What do all tourists want to see?	f)	Desert
7.	What are they going to do today?	g)	Sydney Opera House
8.	What are they going to do on Thursday?	h)	Ayers Rock

Lesson nº 5. Listening exercises – Answers

ANSWERS

Task 1.

1. False
2. True
3. False
4. False
5. True
6. False
7. False
8. True
9. True

Task 2.

1. A
2. B
3. C
4. B
5. C
6. B
7. A
8. A

Task 3.

1. E
2. A
3. G
4. F
5. H, I
6. D
7. C
8. B

Annex XXIV

Lesson nº 5. Reading exercises

Task 1.

Read the text

New Zealand consists of two large islands: the North Island and the South Island. And many smaller islands. The current population is more than 4.6 million people. The Maoris are the indigenous people. The official languages are English, Maori and sign language. The capital city is Wellington situated in the North Island.

New Zealanders are sometimes called kiwis because is the national bird. The kiwi hasn't got wings and can't fly. The national sport is rugby. They are very proud of their national rugby team, the All Blacks. It is called like that because they wear black shorts, shirts, socks and boots.

The landscape is very varied, including many hills, valleys, mountains, deep caves, beaches, lakes, waterfalls and volcanoes. In the North Island you can find Lake Taupo (the largest lake), thermal areas with hot springs, mud pools and geysers (in Rotorua), the Waitamo caves (where you can see worms that glow in the dark like stars) and my favorite volcano: Mount Taranaki.

In the South Island you can find the Mount Cook (the highest peak, at 3764m.), the amazing fjords in Milford Sound, some glaciers and the most beautiful beaches in Abel Tasman National Park.

In New Zealand you can also find unique kinds of plants and animals. In the town of Kaikoura you can watch whales and swim with dolphins.

Task 2.

Choose true or false

1)	The largest lake is in the South Island	True/False
2)	New Zealand's plant and animals are different from other places in the World	True/False
3)	The best beaches are in the center of the island	True/False
4)	The Maoris are the indigenous people	True/False
5)	New Zealand has many butterflies	True/False
6)	The highest mountain is 3764 m. high	True/False
7)	Table tennis is very famous	True/False
8)	You can see whales and dolphins	True/False
9)	New Zealand has two official languages	True/False

Task 3.

Complete the sentences with correct words

1. New Zealand consists of two large islands: the ...... and the ....
2. The current population is more than .... people.
3. The official languages are ...., ... And sign language.
4. New Zealanders are sometimes called kiwis because is the ....
5. They are very proud of their .... rugby team, the ....
6. The landscape is very varied, including many ...... valleys, mountains, deep ......, beaches, lakes ... and volcanoes.
7. In the South Island you can find the .... (The highest peak, at 3764m.), the amazing fjords in ...., some glaciers and the most .... in Abel Tasman National Park.
8. In the town of Kaikoura you can watch .... And swim with ....

Lesson nº 5. Reading exercises – Answers

ANSWERS

Task 1

1. F
2. T
3. F
4. T
5. F
6. T
7. F
8. T
9. F

Task 2

1. North, South
2. 4.6 million
3. English, Maori
4. National bird
5. National, All Blacks
6. Hills, caves, waterfalls
7. Mount Cook, Milford Sound, beautiful beaches
8. Whales, dolphins

Annex XXV

Lesson nº 5. Writing about a characteristic animal of New Zealand

Annex XXVI

Lesson nº 6. Presentations

Annex XXVII

Lesson nº 6. Presentations

Annex XXVIII

Lesson nº 7. Listening exercises

Task 1.

Choose true or false

1. Road tennis is only played in Barbados.   True/False

2. Road tennis was always played with a skinned ball.   True/False

3. Road tennis rackets have nets.   True/False

4. Road tennis can be played by persons of all ages.   True/False

5. The game was invented in the 1940's.   True/False

6. You can only play it on a special court.   True/False

7. The rackets are similar to table tennis paddles.   True/False

8. Rackets have rubber parts.   True/False

Task 2.

Answer the questions

1. Where was Road Tennis invented?
   a. England
   b. Barbados
   c. Jamaica

2. When it was invented?
   a. 1950's
   b. 1940's
   c. 1930's

3. Where do they play Road Tennis?
   a. Only in Barbados
   b. All over the world
   c. England, Barbados and Scotland

4. What ball is used to play Road Tennis?
   a. Basketball ball
   b. Cricket ball
   c. Tennis ball

5. How did they change the ball?
   a. Made it smaller
   b. Took off the felt
   c. Coloured it in different colours

6. Where do they play Road Tennis?
   a. On the special court
   b. In the stadiums
   c. On the streets

7. What does Road Tennis mean to Barbados?
   a. It is a simple game
   b. It is a national sport
   c. There are world tour competitions

Task 3.

Match the correct parts

1.	Only sport to be invented in Barbados	a.	Court and on the street
2.	1930's	b.	The material rackets are made of
3.	It can be played on	c.	Felt
4.	In the beginning it was used	d.	The material the racket doesn't have
5.	It was taken off the ball	e.	Road Tennis
6.	Wood	f.	The time Road Tennis was invented
7.	Rackets are similar to	g.	Tennis ball
8.	Rubber	h.	Table tennis paddles

Lesson nº 7. Listening exercises – Answers

ANSWERS

Task 1.

1. False
2. True
3. False
4. True
5. False
6. False
7. True
8. False

Task 2.

1. B
2. C
3. B
4. C
5. B
6. C
7. B

Task 3.

1. E
2. F
3. A
4. G
5. C
6. B
7. H
8. D

Read the text

This week, our featured country is the island of Jamaica, in the beautiful Caribbean Sea.

Jamaica's tropical climate is perfect for growing fruits and vegetables. It exports bananas, coconuts, citrus fruits, pineapples, sweet potatoes and plantains. However, its two main export items are sugar and coffee. Coffee sales alone bring $12 million into the country every year.

When Christopher Columbus landed in 1494, he claimed the island for Spain and named it Santiago. In 1655, the island became a British colony and was renamed Jamaica. In 1962, Jamaica finally gained independence.

Jamaica has a population of around 3 million people. Most of them are Jamaicans, almost 1 million, live in the capital city, Kingston.

Just as Jamaica achieved independence, a group of Jamaican musicians from Kingston were developing a new style of music called reggae. Soon it was famous all over the world, thanks to reggae stars like Bob Marley.

These days, Jamaica's most famous names are those of Olympic runners, like Usain Bolt, Yohan Blake and Shelly-Ann Fraser-Pryce.

Task 2.

Choose true or false

1.	Jamaica is in the Caribbean	True/False
2.	The weather in Jamaica is good for growing things	True/False
3.	The biggest exports are bananas and coconuts	True/False
4.	Christopher Columbus named the island Jamaica	True/False
5.	Jamaica was a British colony over 300 years	True/False
6.	Three million people live in the capital	True/False
7.	Reggae music started in Jamaica	True/False
8.	Bob Marley was a politician	True/False
9.	The most famous Jamaicans today are athletes	True/False

Task 3.

Complete the sentences

1. This week, our featured country is the island of Jamaica, in the beautiful …...
2. However, its two main export items are …. And …..
3. Coffee sales alone bring ….. Into the country every year.
4. When Christopher Columbus landed in 1494, he claimed the island for ….. And named it …...
5. In …... Jamaica finally gained ….
6. Jamaica has a …. Of around …. Million people.
7. Soon it was famous all over the world, thanks to reggae stars like …...
8. These days, Jamaica's most famous names are those of …...., like Usain Bolt….... and Shelly-Ann Fraser-Pryce.

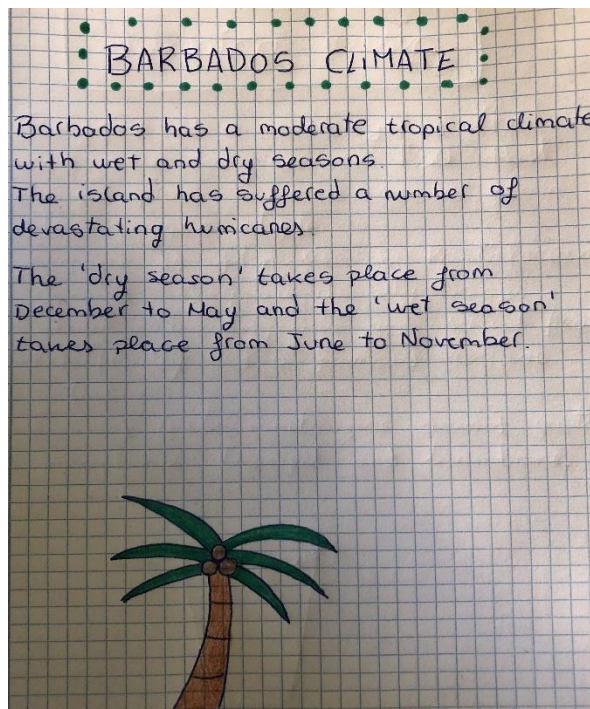Lesson nº 7. Reading exercises – Answers

ANSWERS

Task 2.

1. True
2. True
3. False
4. False
5. True
6. False
7. True
8. False
9. True

Task 3.

1. Caribbean Sea
2. Sugar, coffee
3. $12 million
4. Spain, Santiago
5. 1962
6. Population, 3
7. Bob Marley
8. Olympic runners, Johan Blake

Annex XXX

Lesson nº 7. Writing about Barbados climate characteristics

Annex XXXI

Lesson nº 7. Listening exercises

Task 1.

Choose true or false

1.	Subira is 11 years old	True/False
2.	Her pet is a goat	True/False
3.	Subira's mother doesn't go to school	True/False
4.	They start a school day with a song	True/False
5.	There are 4 classes in the school	True/False
6.	They usually eat lunch in school	True/False
7.	They learn how to play a guitar	True/False
8.	Subira's friend name is Marlon	True/False

Task 2.

Answer the questions

1) Where does Subira live?
   a. On the island of Jamaica
   b. In India
   c. On the island near Jamaica

2) How old is Subira?
   a. 10 years old
   b. 8 years old
   c. 11 years old

3) Which animal does Subira have as a pet?
   a. A dog
   b. A parrot
   c. A goat

4) Who walks to school with Subira?
   a. Her mother and Marlon
   b. Her mother and her dad
   c. Marlon and her aunt

5) Why does Subira's mother walk to school with her?
   a. Because she goes shopping afterwards
   b. Because she likes to look at the trees
   c. Because she works as a teacher

6) What is Subira's favourite class?
   a. Spelling class
   b. Drum class
   c. Math class.

7) When do kids climb trees and go swimming?
   a. After the school
   b. In the morning
   c. At the night

Task 3.

Match the correct parts

1.	Subira's age	a.	The dinner
2.	A goat	b.	Subira's mother
3.	Every morning	c.	Pumpkin soup and dumplings
4.	A teacher in the school	d.	Guava tree
5.	It was delicious	e.	Marlon comes to Subira's house
6.	Subira loves this class	f.	Subira's pet
7.	The tree they climbed	g.	8 years
8.	Subira helps her mother with	h.	Drum class

Lesson nº 7. Listening exercises – Answers

ANSWERS

Task 1.

1. False
2. True
3. False
4. True
5. False
6. True
7. False
8. True

Task 2.

1. A
2. B
3. C
4. A
5. C
6. B
7. A

Task 3.

1. G
2. F
3. E
4. B
5. C
6. H
7. D
8. A

Annex XXXII

Lesson nº 7. Reading exercises

Read the text

Barbados is located on the North American continent and is the easternmost island of the Caribbean islands and part of the Lesser Antilles.

The country lies northeast of Venezuela in the North Atlantic Ocean. Barbados is located close to the equator. The island is mostly flat and there are some rolling hills in the center of the island. 32% of the country is agricultural land. Before the island was populated by settlers, the island was covered in dense rainforest. Wild pigs roamed this rainforest. Thick dense rainforest can still be found in the country's interior.

The country's climate is tropical and the average daytime high is 30 degrees. The sea temperature is around 25 degrees Celsius on average! The dry season lasts from January to June. Hurricane season is from July to October. Barbados has around 3,000 sunshine hours per year. Barbados is one of the Caribbean's most visited travel destinations due to its fine sandy beaches and colorful reefs.

Task 2.

Choose true or false

1.	Barbados is located in South America	True/False
2.	This country is near Venezuela	True/False
3.	Barbados has a lot of mountains	True/False
4.	Almost all Barbados land is agricultural	True/False
5.	There are wild pigs in Barbados	True/False
6.	There is rainforest on the coastline	True/False
7.	It is hot in Barbados	True/False
8.	There are no hurricanes in Barbados	True/False

Task 3.

Complete the sentences

1. The country lies northeast of ...... in the North ...... Ocean.
2. The island is mostly ..... And there are some rolling hills in the ...... of the island.
3. Thick dense ..... Can still be found in the country's interior.
4. The country's climate is ...... and the average daytime high is ......
5. The sea .... Is around .... Celsius on average
6. Hurricane season is from ...... to ....
7. Barbados has around .... hours per year
8. Barbados is one of the Caribbean's most .... travel destinations due to its fine sandy .... and ...... reefs.

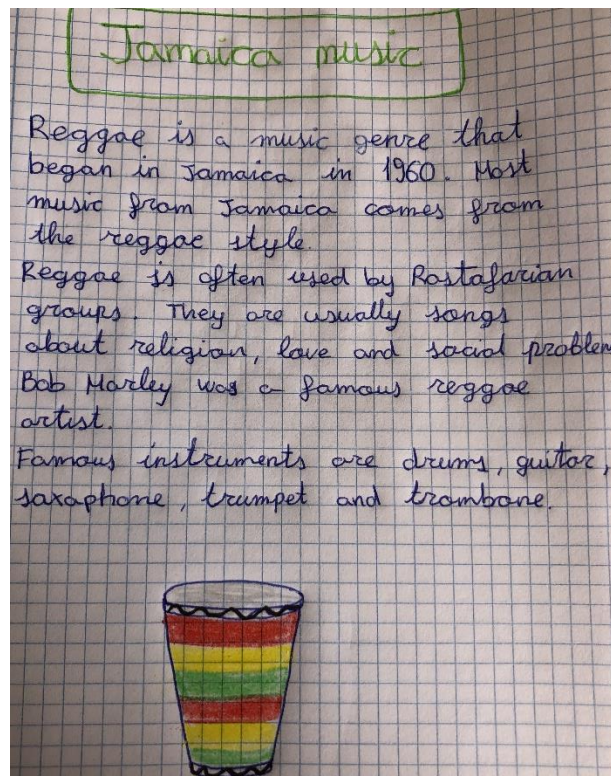Lesson nº 7. Reading exercises – Answers

ANSWERS

Task 2.

1. False
2. True
3. False
4. False
5. True
6. False
7. True
8. False

Task 3.

1. Venezuela, Atlantic
2. Flat, center
3. Rainforest
4. Tropical, 30 degrees
5. Temperature, 25 degrees
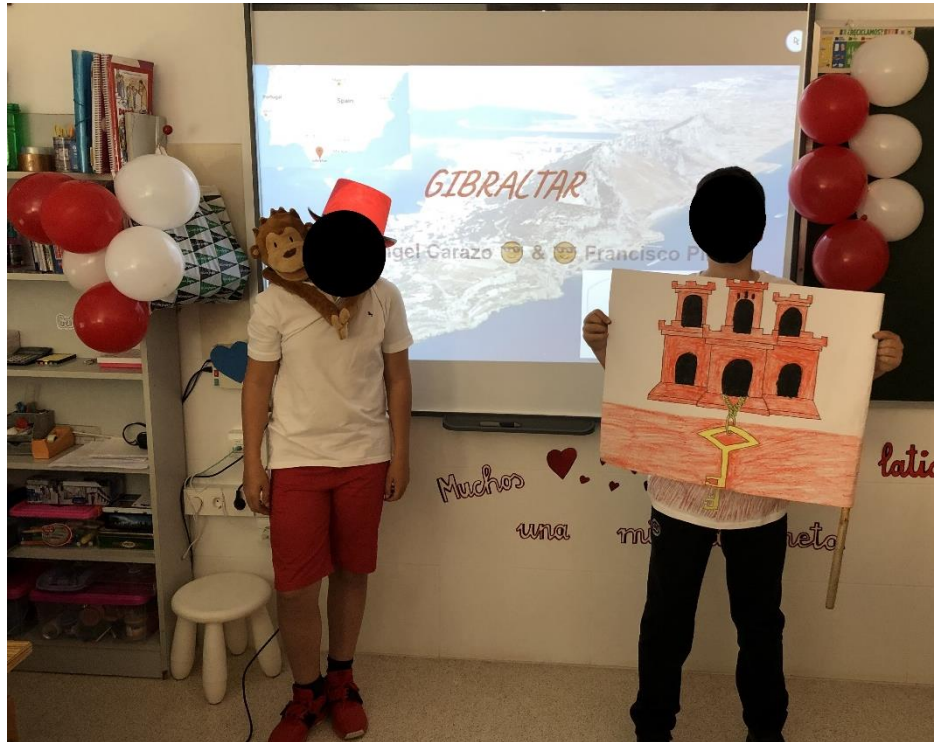6. July, October
7. 3,000
8. Visited, beaches, colorful

Annex XXXIII

Lesson nº 7. Writing about Jamaican music

Annex XXXIV

Lesson nº 8. Presentations

Annex XXXV

Lesson nº 8. Self-assessment rubric

NAME….	DATE……
SELF-ASSESSMENT RUBRIC	
Read each section carefully and evaluate your development in the culture project. Give marks from 0 to 5	
SECTIONS	**MARKS**
1. I have learned things I didn't know before about other cultures.	
2. Working with culture has been fun and interesting.	
3. I have learned how to make a presentation	
4. I have cooperated well with my colleagues	
5. I have learned new words on the subject	
6. I have improved my communicative skills	
7. I have learned to use digital tools	
8. I have changed my opinion about some cultural aspects	

Annex XXXVI

Lesson nº 8. Questions document about the culture project

CULTURE PROJECT

NAME..........   DATE............

YEAR.............

Answer the questions by writing about your experience in the project on the culture of English-speaking countries. You should think about your learning and answer according to the knowledge you have acquired.

1. WHAT DID YOU LIKE MOST ABOUT THE PROJECT? AND THE LEAST?

2. WHAT DO ALL COUNTRIES HAVE IN COMMON?

3. WOULD YOU LIKE TO LEARN MORE ABOUT THEIR CULTURE?

4. WOULD YOU LIKE TO COMMUNICATE WITH PEOPLE FROM THESE COUNTRIES?

5. WHAT HAS BEEN THE MOST DIFFICULT FOR YOU?

6. WHAT HAVE YOU LEARNED DURING THIS PROJECT?

7. DO YOU THINK CULTURE IS IMPORTANT FOR LEARNING ENGLISH?

Annex XXXVII

Lesson nº 8. Presentations

Annex XXXVIII

Social media exposure of the project

Annex XXXIX

Implementation of the project in the school

Mes de la Cultura anglosajona

El proyecto **"Mes de la cultura Anglosajona"** surge de la necesidad de seguir profundizando en conocimiento de la lengua inglesa por parte de nuestro alumnado.

Objetivos

Busca crear en ellos un espíritu de investigación y trabajo personal, en el que descubran las diferencias y similitudes entre nuestra cultura y la de los países de lengua inglesa.

Para lograrlo, se le da un punto de vista lúdico, donde la gamificación y es descubrimiento guiado sean los pilares pedagógicos que dirigían este proyecto.

Buscamos que sean autónomos, en la recopilación de los contenidos y en la exposición de lo que han descubierto y así puedan mejorar su expresividad en lengua inglesa.

GRAMMAR
PRESENT PERFECT

1. INTRODUCTION

Read the text and answer the questions

Ben: Hi, Tom. I'm really excited! I'm watching a rugby match today. I'm with my sister. We're on the stadium now.
Tom: Hi, Ben! Fantastic! Have you watched a rugby match before?
Ben: No, I haven't. It's my first time. Have you ever watched a rugby match?
Tom: Yes, I have. My sister plays in a team and we often go to watch her.
Ben: Does she play a lot?
Tom: Yes. She plays every weekend. We went to see her last Saturday.
Ben: Have you ever seen her score any goals?
Tom: No, I haven't.
Ben: Why not? Isn't she very good?
Tom: Oh, She's very good. The thing is, she plays in defense!

Who is missing?

1) Ben is going to see a rugby match with …
2) … hasn't been to a rugby match before.
3) … has watched a lot of rugby matches.
4) …. plays rugby.

2. PRESENT PERFECT TENSE EXPLANATION

Have you ever	Been to the Big Ben?	Yes, I have.
	Seen a rugby match?	No, I haven't.
When did you	Go there?	I went there last week.
	See it?	I saw it last summer.

We use the **Present Perfect** to ask about experiences in the past when we don't say when it happened. We use the **Past Simple** to ask for details about where and when.

3. CORRECT VERB FORMS

Say the questions and answers using the correct forms of verbs in brackets

1) Have you ever … (go) to Buckingham Palace? Yes, I … (go)
2) When did you … (go) to Edinburgh?
3) Have you ever … (see) Charlotte Square Gardens? No, I … (see)
4) When did you … (see) Cardiff Castle?
5) Have you ever … (watch) a Gaelic Football match at the stadium? Yes, I … (watch).
6) Where did you … (watch) the match?
7) Have you ever … (eat) Irish stew?

4. MAKE SENTENCES USING PRESENT PERFECT

Look at the images and write questions and answers

1. --

_____

2. --

_____

3. --

_____

4. --

_____