

Màster en Ensenyament de la Llengua Anglesa en Contextos Multilingües  
(MELACOM)



TFM  
SAY031

**SUSTAINING MOTIVATION: AN INTERCULTURAL  
APPROACH**

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Castelló, June 2015

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## 1. INTRODUCTION

The spread of English has implied vast educational adjustments around the world. The strategies used to acquire this language have definitely changed through time. With no doubt foreign language education will continue to adapt to society and progress positively. Institutions with English as the medium of instruction are a clear example of this evolution. This educational context has not only emerged as a better option to learn the language, but also in response to the existing cultural and language diversity among societies.

Aspects such as technology, media communication and migration have ameliorated the possibilities to be in contact with foreign cultures as never before. Consequently, classrooms are far from homogenization and the collision of cultures has provoked a unique environment providing myriad opportunities to develop intercultural citizens. Although multiple educational approaches have emerged in response to diversity, many schools have overlooked the importance to consider and esteem cultural heritages that come together in classrooms.

This proposal has been developed after a compulsory practicum at Elian's British School in Castellón de la Plana. Consequently it will consider four foreign cultures that are present in a particular classroom at this institution. The principal aim of this work is to propose a unit lesson that promotes intercultural competences and cultural awareness, likewise to foster respect for different cultural heritages. The proposal will consider motivation as a cornerstone; nonetheless it will not focus on the preactional aspect of motivation but on the importance of the sustainability behavior among students. Moreover, it is hoped that the proposal will elicit positive attitude towards diversity, knowledge about new cultures and skills to relate in a globalized world that respects and values differences.

This project is divided in four main sections. First, the reader will find a description of the educational context and an overview of the proposal. Then the second section will include a theoretical framework about intercultural competence, motivation, and studies and experiences on multicultural educational settings will be exposed. The third section will be composed by the unit proposal with all the lessons and a detailed instruction

addressing a professional who might use them. Finally the assessment section will present expected results and recommendations for the implementation. It is hoped that this proposal will be useful and innovative for the reader.

## **1.1. Educational context**

### ***1.1.1. Elian's British School***

I was fortunate to accomplish my practicum credits by attending to one of the most renowned private school in Castelló. As Beck and Kosnik (2002, p.82) claim, “practicum should take place in innovative schools”. Elian’s British School possesses innovative recourses and teachers have riveting ideas for the kids. Elian’s British School situated in Ronda Circunvalación belongs to an educative group of three institutions in the Valencian community founded in 1966, 2002 and 2009 respectively. These schools are recognized because of their English immersion program.

The opportunity the educational context brings to the students is outstanding. They offer educational service from early childhood to high school with respect and tolerance presented as a slogan. All the teachers in Elian’s are native speakers of English, particularly from the UK. These schools work together for the greater of the students and feel motivated by the results. Success, teamwork and confidence are some of the aspects considered important by the schools and are foster by the entire team.

Their mission is to educate for life and to obtain all the potential and capacity from the inside of the students in order to guide them to a plentiful life. According to this school, the global life requires people to be educated and fully developed for the academic life and as well as in other areas as work, leisure, family and society. The main goal is to form leaders that in a future will able to reach every goal. Elian’s is closely linked to society; students are encouraged to collaborate with their community while participating in different cultural activities, competitions and charity organizations.

I gained first hand experience and knowledge about a private school environment. The most interesting aspect I can recall is the success an English immersion system can have in children as young as 6 year old. Elian’s syllabus and curriculum are based on the British National Curriculum (gov.uk) and the activities and lessons follow the Hamilton

Trust material for English and Math. Other topics such as science are obtained at the QCA (Qualifications and Curriculum Authority). Nonetheless, the teacher plans geography, art, ICT and music. She or he is the responsible to obtain the learning outcomes, a Medium Term plan and a chart with statutory objectives from this web page. The school complements the education by providing Spanish as a compulsory subject for students from the first years upward and Valencian since Year 2.

The school presents itself as a holistic and creative educational context, with emphasis on values as cooperation, organization and sincerity. Internet, air-conditioned classrooms, interactive whiteboards, laboratory, I.C.T room, Art and design room, library, cafeteria and an auditorium are some of the beneficial elements present in the facilities at Elian's. Children are allowed to make use of the facilities under a specific schedule. Students are definitely benefited by everything the school offers.

Students are encouraged to participate in extra curricular activities such as ballet, horseback riding, piano, guitar, etc. It offers education within four separate levels. Nursery from 0 to 4 year olds, Primary Education from 4 to 11 years old, Secondary Education from 11 to 16 years old, and finally GCE from 16 to 18. The school officially starts at 9:30 but children can arrive from 9 o'clock. They have 13 periods including breaks and lunchtime. Their final class ends at 4:25 and at 4:30 parents come to pick the students up and the buses are ready to take them home.

All classrooms in primary use Dojo point, which is a program that covers a variety of aspects of a school class. It can be used for classroom-related activities and behavior, reports, attendance and messages. Dojo points are also related to other classes such as Spanish and how they behave at lunchtime. The teacher can give a Dojo point to reward positive behavior or penalize negative behavior. The objective is to gain as much points as they can until Friday, when students can received *golden time*, which means they can bring their favorite toy from their house and play with it. It has a timer, can follow up attendance and the points are reset at the end of the week.

Elian's British School provides a rich learning environment where students are engaged in innovative projects. Likewise, as it has been mentioned, the school possesses appropriated and accessible facilities so children can enhance learning. Having defined

the educational context, which inspired this work the next section will focus on explaining the proposal.

### ***1.1.2. The proposal***

Foreign language learning can be represented as the result of multiple components coming together. Affective factors especially motivation, may be one of the primal aspects involved in learning a language. For decades researchers as well as teachers have been exploring different strategies to cultivate motivation and studying its nature. The attention this area has received might be due to the role it plays along the students' performance. Motivation is presented from various perspectives: as an interesting phenomenon to study or as a classroom problem that needs to be solved. Despite how motivation is approached its significance during language learning cannot be underestimated. Researchers must continue to inquire this area in order to understand its implications and dynamics.

Motivation is not static; it fluctuates throughout the learning experience and through time (Ryan & Dörnyei, 2013). Furthermore motivation does not enclose one single decision. Individuals choose to embark on an activity, then they act on their choices and they may even assess their own performance. Dörney and Otto (1998) have established these three stages of motivation as pre-actional, actional and post-actional in an evolutionary process.

Teachers might be aware of the importance of engaging students to the learning activity. Some may choose specific techniques to elicit attention and motivate pupils; notwithstanding maintaining students motivated may be a big challenge. Although students as individuals possess an active role in sustaining motivation, teachers can aid by preparing innovative material and approaching the subject under certain considerations based on the students' needs. The reader will find a more detailed description on motivation on a following section.

Besides guarding motivation, teachers focus on improving their methodologies and teaching strategies as well. It is common that they try to adapt their practice to student's individualities regarding learning styles, learning needs, multiple intelligences, etc. A question to be asked however is whether teachers are analyzing students' cultural



backgrounds to plan their curriculum. It is the only way they can address students as individual learners. Furthermore, homogeneity should not be promoted and diversity should be highly valued especially in intercultural classrooms. In the globalized world of today it is indispensable to foster respect for multiple cultural heritages in schools. This generation as well as the next, will appreciate the role of world's citizens that relate successfully with one another regardless cultural differences.

The need to consider cultural diversity might be easy to accept, however including them in school planning can be an arduous job. Despite the difficulty teachers might confront culture cannot be disregarded. According to Tseng (2002, p. 11) "culture should be highlighted as an important element in language classrooms". Myriad benefits can be elicited through cultural related lessons. Motivation, awareness, empathy and acceptance can be gained, besides promoting language learning.

Consequently to what has been said, to outline the objectives of a lesson, teachers must take into account the cultural diversity nature of a classroom, as well as other languages, learning styles and daily needs the students might present. The school under consideration holds a rich environment due to the diversity of cultural backgrounds. Generally international schools safeguard and promote cultural awareness as an ideology. The truth is that children live in a globalized world, brimful with differences that must be noticed as positive and should be exploited.

The significance of cultural learning in classrooms can be explain through Tsgeng (2002, p. 13) claim: "what triggers learning is not culture but the process of meaning generation, and the differences and tensions that come from encountering various cultures". In other words, knowledge is constructed, as the result of a transaction between the individuals' conception of the world. Thanks to the theory of Percie (1992) culture is not longer considered a set of information to be memorized. Culture is now seen as a process for generating frameworks of perception, a value system, and a set of perspectives (Tsgeng, 2002).

On the other hand, Alptekin (2002) claims that teachers are responsible not only for transmitting their culture but also considering different cultures presented in the

classroom and must increase the awareness of the cultural diversity in their context. In an international school during a regular school day, these students have the opportunity to learn from mates from different backgrounds, nevertheless, the school team has overlooked this advantage. Consequently, this unit proposal plans to foster cultural awareness, develop intercultural competence and foster respect for diverse cultural heritages. It has been elaborated with the aim to motivate students to know about the cultures that are in direct contact with them.

This proposal is planned for 22 students of Year 1: ten girls and twelve boys. They are all six year olds except one child who is repeating Y1 and is seven. There are 3 children from different countries: Nigeria, Lebanon and Algeria, the rest of the students are Spanish as well as their parents. The lessons will be centered in sharing cultural aspects about these three countries. And considering the fact that I was doing a placement in this school for my practicum requirements I have included two lessons about cultural aspects from Ecuador, my native country.

Before proceeding to the next section, based on its content and objectives it is necessary to relate this proposal to three main courses taken at the master MELACOM: Affective Factors (SAY024) which covered the term motivation, various approaches related to L2 learning and educational implications, among other aspects. Intercultural Communication (SAY014) gave an insight on the term intercultural speaker and intercultural communicative competence; this aided to construct the unit activities and to reflect on the implication related to teaching intercultural competence. Curriculum Design (SAY025) has helped to construct the proposal and consider essential aspects such as needs analysis, objectives and content. These courses have provided various tools and a strong fundament to elaborate this proposal. Having defined this relation, in the next section the term intercultural competence and cultural awareness will be discussed and related to classroom settings. Furthermore it will present a theoretical framework of motivation. The reader will gain a wider view of the three components involved in motivation: attitudes, knowledge and skills. Finally it will present studies and experiences on multicultural educational settings.

## 2. THEORETICAL FRAMEWORK

Intercultural Competence and Motivation are the main focus on this work. Hence this section aims to parse these concepts and in like manner provide a strong theoretical foundation for the proposal; first the term Intercultural Competence will provide support on the significance of this proposal. Then the development of the concept of Motivation will be presented in three different stages following Dörnyei's (1994) conception. And finally, the last section shares studies and experiences on multicultural educational settings.

### 2.1. Intercultural competence

Communities have never been as diverse as they are now. There is no need to travel abroad to interact with people with a distinct cultural background. Intercultural competence consequently is becoming more important nowadays and before long it will be a social requirement, whence educational institutions possess a great responsibility. According to Sercu (2006), foreign language learning should be considered within an intercultural perspective. English teachers should not longer focus on one single cultural setting when this language serves as a lingua franca and has expanded as a result of cultures coming together and the generalization of the English based media. Consequently, international schools should embrace this aspect and include it in their learning outcomes.

According to Witte and Harden (2011, p.2) “the concept of interculturality dissolves the cultures and establishes a genuinely new field ‘in between’ the dominant categories, norms, values, beliefs and discourses of the cultures involved”<sup>1</sup>. In other words, due to the fact that culture is not longer considered as a solid unchangeable aspect, there is a need to understand the collision of multiple cultures as woven reality that recognizes this *in between* section.

If the claim that “communicative competence deals with the expressions, interpretation and negotiation in the interaction between people” (Witte & Harden, 2011, p.3) is

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<sup>1</sup> The term intercultural competence will be used in this work considering English as a global language, without assigning one particular culture to it.

considered, the term intercultural competence can be understood as an evolution of a concept that has adapted to an unfailingly connected world. In order to study this concept various aspects need to be considered in the interaction, for example cultural and linguistic backgrounds.

The term intercultural competence in EFL might have started with the fact that language and culture are an intertwined reality. Culture does not exist without language and language cannot be presented and preserved without culture (Witte & Harden, 2011). In consequence foreign language teaching has adopted certain cultural consciousness. Sercu (2004) determines this anew awareness as a result of the improvement of research in the area. Moreover, Sercu (2004) considers that culture teaching has shift from familiarity with the foreign culture<sup>2</sup> to cultural awareness to finally get to intercultural communicative competence.

Although intercultural competence might be a recognized term, it has not been fully understood and defined within the field of international education. Its significance seems to be rarely adopted for educational change (Deardorff, 2011). Which means that although research has advanced, teachers have not fully embraced this competence as a learning outcome hitherto.

Based on the idea proposed by Witte and Harden (2011) that language is translocal, transcultural, transtemporal, transocial and transpersonal, EFL education might present the most appropriate setting for cultural learning and eliciting intercultural awareness. Learning this foreign language gives the opportunity not only to learn about the linguistic-culture that relates to the language but also to understand English as a communicative tool that provides vast opportunities to learn and relate to people around the globe.

Moreover, becoming intercultural competent is a life-long process; an early start might be extremely beneficial. Consequently as the reader will observe in the next section it is highly important that teachers track class development to help students become cultural navigators and get along better with those from different nationalities. EFL settings cannot focus on teaching the language alone; teachers should provide significant input

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<sup>2</sup> Culture related to one specific context, usually USA or England.

taking advantage of the learning situation, especially if the methodology is centered on improving student's intercultural communicative competence.

### ***2.1.1. Intercultural competence in EFL classroom***

Communication in a heterogeneous context needs to be presented as an “interaction among people of complex cultural and social identities” (Byram, 1997, p. 4). Moreover language teaching must consider the particular situation that originates from people of different societies and cultures coming together<sup>3</sup>. The acquisition of linguistic factors is a general objective in foreign language teaching, nonetheless students need to overcome this basic step and pursue further challenges and teachers should help them do so.

Hymes (1972) established the term communicative competence to defend the importance of moving past the grammatical knowledge and considering the importance of social knowledge and effective communication. Canale and Swain (1981) described a model of communicative competence that consisted on four competencies: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competences although was once seen as the most important achievement in language learning, now it is recognized that the ability to communicate overcomes the erroneous native speaker goal that was commonly pursued.

Furthermore, the term communicative competence refers to the ability of an individual to successfully produce a message in real life situations. This competence does not only require knowledge of the form of the language but also some pragmatic knowledge as well. Going a little further, pragmatics is closely related to culture in the sense that the way of communicating something might vary from culture to culture. Following this line, van Ek in 1986 exposed the term socio-cultural competence as one of the six elements in the communicative competence model (Byram, 1997). Risager (1998) goes further by explaining a transcultural approach as the result of cultures interpenetrating each other as a consequence of extensive migration, tourism and international communication.

To relate English to a particular area is an impossible task. “Today's English is no

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<sup>3</sup> A globalized multicultural society is considered throughout this document.

longer an inviolable property of English-speaking people” (Harumi, 2002, p.36). Furthermore Baker (2011, p. 63) claims that English is “used most commonly not by native speakers but as a contact language between interlocutors with different languacultures”. Schools must promptly adopt the goal of developing intercultural citizens.

The context where students learn a foreign language possesses a peculiar nature: the same group of students usually gets together five days a week and share several learning periods. If this classroom is culturally diverse, as it is expected, different cultures would come together for more than 20 hours a week. For this reason, English teaching in a multicultural environment requires preparation from the teacher to recognize and mediate cultures and backgrounds. The aim to develop intercultural competence and foster respect for cultural heritages requires familiarization and cultural knowledge. Consequently, intercultural competence involves establishing a relationship between their own and other cultures, to mediate and explain difference and ultimately to accept that difference and see the common humanity beneath it (Byram & Fleming, 1998).

Within the advantages of having a multicultural and multilingual classroom setting is the fact that interaction involves personal knowledge of their surroundings. Children can provide first hand experience about cultural differences to enrich the knowledge about the world; they might include substantial information about their culture and traditions. Identities bind students to particular means of reference that need to be safeguard and foster. Furthermore students also carry shared connotations and associations, which help to maintain a speaker’s sense of belonging to particular social groups (Byram & Fleming, 1998).

The ideal teacher should be fully committed to qualify as Intercultural Communicative teacher. Some teachers have involved in immersion programs to gain language proficiency but also cultural knowledge and develop intercultural competence. This has gain a positive impact on intercultural learning experiences and outcomes (Roskvist et al., 2011). Moreover, academics have started to realize that successful cross-cultural communication is based on the acquisition of abilities to understand different ways of thinking and living (Byram & Feming, 1998)<sup>4</sup>. Three components need to be considered

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<sup>4</sup> Sercus (2006) research has proven that although teachers might have positive attitude toward the intercultural competence approach, they do not yet fill the profile of an intercultural competence teacher.

in order to acquire intercultural competence: attitudes, knowledge and skills (Deardorff, 2011; Byram 1997; Byram 1998; Sercus, 2006; Byram, 2008; Witte, 2011).

Byram (1997) explains intercultural communication's factors in the terms of *savoirs*. Presenting Education as the nucleus (*savoir s'engager*) and connecting attitudes (*savoir être*), knowledge (*savoir*), and skills divided in the skills required to interpret and relate (*savoir comprendre*) and the skill for discover and interact (*savoir apprendre*). It can be said accordingly that intercultural communicative competence in schools is directly dependable on the acquisition of these *savoirs*. Due to its significance in EFL settings, the following subsection will aim to explain these three components.

#### **2.1.1.1. Attitudes**

Foreign language learning within an intercultural context requires positive attitudes as a pre-condition for successful interaction. Stereotypes and overgeneralization, in some cases may provoke negative perception and will consequently cause interaction failure. Intercultural interaction does not exclusively need positive attitude, but also attitudes of curiosity and openness. This will aid to suspend judgment with respect to others meaning, beliefs and behaviors (Byram, 1997).

Attitudes and knowledge acquisition do not always establish a positive correlation, is not the simple cause and effect often assumed. Nevertheless openness to new realities definitely provides opportunity for greater understanding and willingness to discover and interact with them. In other words, the attitude required to develop intercultural competence starts when people show interest in others and are ready to suspend disbeliefs about other cultures.

As Deardorff (2011, p. 38) claims “openness, curiosity and discovery imply willingness to risk and to move beyond one's comfort zone”. Teachers need to be aware of this component and they need to be sensible about the way students perceive differences and show curiosity about their own culture and others'. He or she needs to achieve understanding on both sides and be willing to take an active part in the search for appropriated strategies to challenge assumptions and adopt the role and function of an intercultural interpreter. As the reader will evidence in the next section, the teacher

also needs to have knowledge about different realities, at least be familiar with the cultural background of his or her students.

#### **2.1.1.2. Knowledge**

Byram (1997) also mentions the importance of knowledge. It relays on the fact that interaction with an individual from another country or with a different cultural background might be influenced by previous familiarity to the social group and the culture. Which means that the skill of discovering, interpreting and relating differences draws upon existing knowledge. It is the skill of building up specific knowledge and understanding of the beliefs, behaviors, and culture of others (Byram, 1997).

Byram (1997) classifies this component in two: knowledge about social groups and knowledge of the processes. The former is presented through socialization and elicits conscious awareness of emblematic group characteristics. It also acknowledges other characteristics that might be taken for granted because they are unconscious and unanalyzed. The latter refers to the knowledge of other countries, the beliefs, meanings and behaviors during interaction and how identities are constructed. Therefore both will promote a successful interaction.

Borghetti (2011), on the other hand, defends that knowledge about foreign and source culture needs to be targeted before attitudes. In this view students need to adopt a method of observation and cultural analysis. This author defends that affective factors such as attitudes are delicate and for this reason need to be supported with a positive level of trust that can only be created through time.

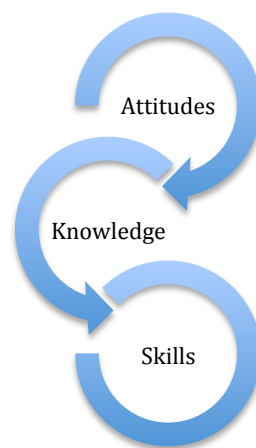
Referring to teachers, they must possess knowledge about the socio-cultural environment and background of the target language communities as well as the pupils' background. His or her role must be active and ready to apply and interpret situations and realities to include in the learning situation (Risager, 2011). The acquisition of knowledge requires skills to manage and internalize this new information; the next section will defend this claim.



### 2.1.1.3. Skills

Either if it is by documents, films or people, cultural encounters require skills. These are needed also to interpret and relate upon existing knowledge. This skill might face commotion if the individual has a limited or nonexistent knowledge framework. If the student faces new cultural information, he or she will use the skill of discovery. Byram calls this “the ability to recognize significant phenomena in a foreign environment and to elicit their meanings and connotations, and their relationship to other phenomena” (Byram 1997, p.38). Hence any learning opportunity that involves cultural knowledge will provoke students to elicit this skill. Furthermore according to Borghetti (2011) skills are capable of connecting competence to performance by translating the new knowledge into external outcomes and reflections.

There might be a positive relation between cultural differences and skills. In other words, the greater the differences between cultures are, the higher level of skill will be required. Consequently it may be easier to discover, interpret and relate to more common cultural contexts. It is clear that the two presiding components, attitudes and knowledge, would definitely influence this last component. To be more exact, positive and open attitudes will come before knowledge and skills (See Figure 1).



**Figure 1 Intercultural Competence Components**

The development of appropriate intercultural communication skills should be a requirement for teachers. They must help students connect the experience with ideas, things and objects outside their direct reach. As well they must create learning environments to afford experiential learning, negotiation and experiment. On the other side, Harumi (2002) from a multicultural perspective considers that the exposure to other cultures can be highly valuable especially if the students do not present regular opportunities to travel abroad. Moreover, ideally in various contexts intercultural communicative competence has already been considered as a final goal in English Learning (Xue & Pan, 2012).

The benefits of an intercultural speaker are myriad. Notwithstanding, it is important that personal identity is also reinforced in language learning classrooms it is the starting point to foster respect for cultural heritage. Identity plays a crucial role in intercultural competence; there is a need for cultural self-awareness and self-recognition to truly value others from diverse backgrounds (Deardorr, 2011). The next section focuses on defending the importance of intercultural awareness in EFL classrooms. Furthermore it shares principles that can be followed to pursue this goal.

### ***2.1.2. Intercultural Awareness***

Although homogenous classrooms have never existed, it is not until recent that the educational context has acknowledged this fact and despite its complexity it has initiated a search for a more refine and suitable teaching approach. The student-centered perspective not only recognizes individual needs, it also takes advantage of the rich environment gained from students' singularities.

Students provide a unique context, as Byram and Fleming (1998, p. 7) state, "each person has a number of social identities, social groups to which they belong, and cultures, cultural practices, beliefs and values to which they subscribe". One of the main goals of education to that end should be to foster respect for heritage culture and promote intercultural awareness.

To shape intercultural citizens might be an ambitious goal for a teacher in elementary education however it is never too early to start fostering consciousness for the diverse world they live in. Byram (2008, p. 186) presents four principles of education for intercultural citizenship. These four related axioms will be analyzed and relate to an educational intervention:

- Intercultural experience takes place when people from different social groups with different values, beliefs and behaviors meet.

This first principle is feasible to find in an international school. It could be said that all schools possess intercultural experiences. Values, beliefs and behaviors easily vary from one student to another.

- Being intercultural involves analysis and reflection about intercultural experience and acting on that reflection.

Teachers play an important role in this principle. There should always be space for reflection and reinforcement about cultural matters.

- Intercultural citizenship experience takes place when people of different social groups and cultures engage in social and political activity.

This experience can be set up in a school context by staging real life activities based on other cultures paradigms.

- Intercultural citizenship education creates change in the individual, cognitive, attitudinal, behavioral change; change in self-perception; change in relationships with others; change that is based in the particular but is related to the universal.

This change would be the result of learning about other and engaging in new activities to get familiarized with intercultural aspects.

Before turning to the next section of the paper it is important to mention that intercultural awareness must grow from an inner sense of the equality of cultures. And furthermore children must be encouraged to identify with their cultural background and learn to embrace it as their own (Shemshadsara, 2012). Only when students have created a strong identity they will be able to appreciate differences and be aware of the

diversity around them. The term motivation will be introduced in the next section as an important aspect that aims to be maintained with the implementation of this proposal.

## **2.1. Motivation**

Motivation is an individual variable that can be related to a water mill, this equipment can only function if enough liquid propels the blades and upholds the current. This individual inner force is of a great influence in second or foreign language learning; nonetheless, in order to reach success it also requires persistence and effort (Dörnyei, 2001a). Ushioda (1996) considers motivation in an active and functional role by referring to it as a set of processes that sustain learner involvement in learning.

As other aspects studied in education, motivation faces two separate research realities. Those in direct contact with the empirical side of motivation inside classrooms, have long been searching for answers to overcome impediments for higher motivation such as: boredom, apathy, wrong beliefs, etc., hence, motivation is encountered as a problem in schools. On the other hand researchers have treated motivation as an affective and social variable worth of research. These academics have been interested in describing, measuring, testing and so on.

Unfortunately theory and practice regarding motivation seem to undergo lack of interaction. While researchers are expanding their knowledge about this phenomenon, teachers hitherto inquire about common issues. Nevertheless, as the next sections will expose, motivation as a concept has progressed and evolved during the years and it has undeniably shaped its perspective.

Various scholars have studied motivation. Following Dörnyei's contribution, he attempts to explain in a comprehensive mode the study of motivation. His perspective is divided into three main periods. Thus the next section will state information about the social-psychological perspective, a cognitive view of motivation and the process-oriented period. Furthermore it has also been considered valuable to add a fourth period to mention the latest current in motivational research the Complex Dynamic System perspective.

### 2.1.1. *Social-Psychological perspective*

The driving impetus each student has in order to learn a language has been studied and analyzed since the 1950s. Gardner and Lambert (1972) stated two motivational dichotomies after 10 years of research in their social psychological approach: integrative and instrumental motivation. The study was conducted in Canada where they studied the attitudes of English speaking Canadians learning French as a second language.

These authors found that individuals who had a strong affective predisposition toward the target culture had a higher rate of success in learning the language. Consequently, they established the *integrative motive* as a highly important aspect for success in SLL. As a result of this contribution they stated a contrasting concept: *instrumental motivation*, which refers to external benefits that individuals could gain by learning the language such as better career prospects, travel, salary raise, etc. The research conducted by these authors has been so influential that has become a fundament for empirical research for many years; consequently literature has been somehow bounded to this preliminary theory.

Reviewing the two concepts of motivation, integrative was directly related to the need to get involved with the culture and the people from a target language, with an affective identification. Furthermore, it was believed that this type would maintain motivation better in a long term and that students who possessed integrative motivation would do better than the ones that did not. The reason might be that individuals that possess a fond for the target culture would prevail learning the language due to the strength of the motive. On the contrary, when referring to instrumental motivation, external factors might change or be dependent to other aspects; hence motivation might fluctuate, decrease or cease.

Given the fact that motivation is not a simple behavior, it has been considered that positive motivation to learn a second language could not be achieved if the individual lacked of three components: effort employed to achieve the goal, desire to achieve the goal and attitude toward the requirement to achieve the goal (Gardner and Lalonde, 1985). A decade after the main publication of the concepts integrative and instrumental

motivation, Gardner and Lalonde (1985) proposed the socially relevant attitude and a educational relevant attitude as two-attitudinal constructs that were also required to learn a language. The former related to the integrativeness to the target cultural-linguistic environment and the latter to the attitudes toward the learning situation. This contribution showed advancement by considering the effects that a learning environment can provoke on motivation toward learning a language.

Despite the impact of the first influential contribution presented by Gardner and Lambert (1972) and the publications that continued, academics did not settle with the first dichotomy, it even received criticism due to the limitations it presented and the overgeneralization based on the results (Dörnyei, 1990). The discussions and debates consequently have caused a positive evolution to the primal construct.

One example of the development of this area of research is Clement and Kruidenier's (1983) large-scale study conducted in Canada. It emerged as a response to the ambiguity they found in the definition for integrative and instrumental motivation. Furthermore the authors also considered that the study overlooked the influence of the linguistic milieu. After conducting a survey on learning reasons they found four different orientations among their participants: students were learning a language to facilitate traveling, to seek new friendships, to acquire knowledge and last, for instrumental purposes. With these results the authors concluded that the reasons or motives could not entirely be classified as integrative motive. Their survey also resulted on a fifth orientation that emerged as socio-cultural orientation, which was related more directly to the integrative motive. In any case, this orientation was found only among students who were learning Spanish rather than English or French.

Another term was established as a response to the dichotomy, *assimilative motivation* (Graham, 1984) to refer to the desire to establish a relationship with the host culture. It differentiates with integrative motive because it does not consider the desire to identify with a target language-culture without being in contact with it. Thus it is clear that in the concept of motivation and its classification may be dependant on the context.

The distinction presented by Dörnyei (1990) played an important role on the evolution

of the concept as well. Dörnyei (1990) administered a questionnaire to gain information about motivation in learning English as a foreign language in Hungary. Although his contribution will be deepened analyzed in a further section, the general conclusion may be stated. He claimed that motivation in foreign language learning and motivation in second language acquisition cannot share the classification proposed by Gardner and Lambert (1972). Considered under a microperspective view, each setting is filled with unique variables such as nationalities, languages, cultural backgrounds, learning styles, special needs, etc. Generalization is consequently inconceivable, nevertheless integrative and instrumental motivation are still found in FLL among others. Turning back to the first stage, in agreement to Ely's thoughts (1986), it would be foolhardy to discredit Gardner and Lambert's study. It has borne fruit to future studies and deeper understanding of the topic. The next section will present the second period related to the evolution of motivation.

### ***2.1.2. A cognitive view of motivation***

This second period occurred parallel to the cognitive revolution in psychology during the 80s and 90s. Leaving behind a social perspective known also as a macro-perspective, research in motivation deviated to micro-perspective perspectives focusing on the classroom setting (Lazarus, 1991). Ushioda (1996) mentions the contribution from Ames in the 1980s as she focused on analyzing the patterns of thinking that persuaded students to act and behave the way they do. Moreover this perspective considers internal processes and their role in learning. "These patterns of thinking include goal setting, mastery versus performance, goal-orientation, self-perception of competence, self-efficacy, beliefs, perceived locus of control and causal attributions for success or failure" (Ushioda, 2008, p. 21). This is directly related to motivation because individual's thoughts, beliefs and expectations might influence the way students embrace their reasons or orientations to do something, in this case learn a language.

The cognitive view of motivation as it was mentioned, extends to study goals as part of the motivational thinking. The goal theory makes a distinction between short and long-term goals and relates to performance and outcomes (Ushioda, 1996). This cognitive view tries to discover how individuals value and define goals and how previous experiences determine their expectation of future outcomes and shape motivation.

Furthermore goals might reflect if an individual possess extrinsic or extrinsic motivation (Ryan & Deci, 2000a, 2000b). Thus, the type of motivation might vary based on the content of the goal and the effort required to embrace it. As language learning must involve a distant goal of completion establishing short-term goals might aid to sustain motivation through the learning process.

Another aspect that was studied in the cognitive period was causality of success or failure. The objective was to identify elements that can be intervened or managed to sustain or recover motivation (Weiner, 1985). Dörnyei and Otto (1998) gives three aspects included when students consider past experiences to create expectancy for success: the judgment students give to their own capacity (self-efficacy theory), the attempt to maintain selfsteem and self-acceptance (self-worth theory), and past experiences, also known as the attribution or causal theory. The latter, is the most important because it is believed that the way humans explain their own success or failure will affect their future achievement behavior (Dörnyei & Otto, 1998).

Before turning to the last period, it is necessary to clarify that attribution theory acknowledges the effects of past experiences in the learning process and tries to find explanations for specific outcomes (Weiner, 1985; Ushioda, 1996; Dörnyei, 1998). The cause for failure or success in this theory might be classified as internal or external and stable or unstable. If the cause is perceived as unstable is possible that motivation remains high, on the other hand if it is perceived as stable motivation might be affected because expectations will decrease (Ushioda, 1996).

### ***2.1.3. The process oriented period***

It is noticeable that the concept of motivation and the research interested in this phenomenon has shifted and evolved greatly. A dynamic and multidimensional perspective characterizes this third period. It emerged as a response to meager theoretical basis for methodological application; Dörnyei and Otto (1998) were trying to design strategies that would work within classroom settings. There were three main reasons to establish this new period as an alternative to the previous existing models. First, they did not represent deeply motivational influences that would influence



classroom behavior. Second, they focused on why people choose to do something and gave little attention to the actional stage, when individuals were already enrolled in the activity. Third and last, they did not reflect understanding on the dynamic nature of motivation (Dörnyei and Otto, 1998).

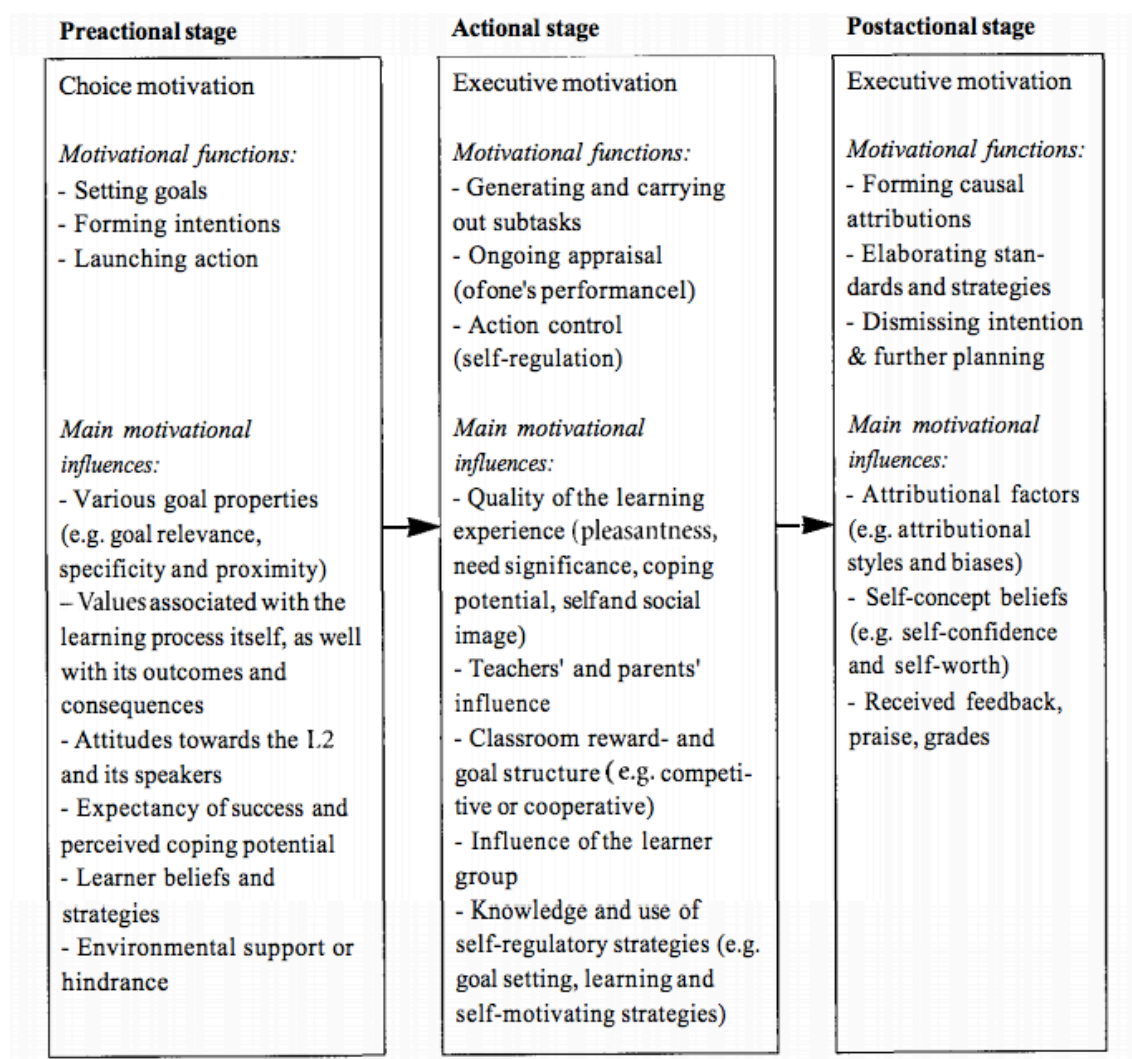
Recently academics have shown interest in the range of motivation that fluctuates in the learning process and have continued to study and creating new instruments to gain information of the changeable nature of motivation. The process-oriented model presented by Dörnyei and Otto in 1998 embraces two dimensions: the action sequence and the motivational influence. The first dimension presents three specific stages: preactional, actional and postactional. Unique aspects are involved in each of these stages. The previous summarize the process that the individual goes through in the learning process. Hopes and wishes will eventually become goals and then turn into intentions to finally reach the accomplishment of the goals thus they may be evaluated.

As it is presented in Table 1 the preactional stage is also referred to as the choice motivation and has three sub phases: setting goals, forming intentions and the initiation of the intention enactment. Every initial intention or thoughts are in this category; they can be affected by goals, values, attitudes, beliefs or context. Dörnyei (2002) associates this moment with a dynamic mental process and is when the individual considers aspects such as planning and goal setting.

The second stage is also known as Executive motivation considers three basic processes: the *implementation* or learning behaviors, usually during this process, students establish short-term tasks, the *appraisal*, which includes self-evaluation of the stimuli and progress. And the third: *action control*, including every strategy used to protect concentration and focus on the goal. This second stage has not received as much attention as the preactional stage. The initial choice to start or get involved in something is imperative; nonetheless continuity and maintenance are just as important when pursuing a goal. This perseverance can be influenced by the quality of the learner's experience, parent's and teacher's influence, classroom reinforcement, metacognitive and meta learning processes.

The third stage begins when the goal has been achieved or completed and it is also considered as part of the Executive motivation. Nevertheless the role in this phase happens when the individual is not longer engaged in the learning process and has to evaluate the outcome and consider future actions. The retrospection may be influenced by attribution factors, self-concept beliefs and the feedback that has been received.

**Table 1 A process model of learning motivation in the L2 classroom (Dörnyei, 2002, p. 141)**



Motivation can as well be studied considering the type of activities and goals the students are involved in. Short-term activity and basic learning tasks will present a lessen motivation impetus to accomplish the activity. On the other hand when individuals have decided to enrol in a learning activity that might require a great amount of effort such as learning a new language, the effort to sustain motivation will highly increase (Dörnyei, 1998).

Dörnyei (1998) considers motivation as a sum of the individual's thoughts, beliefs and emotions transformed into action. Dörnyei claims (2001a, p. 19) "motivation cannot be viewed as a stable attribute of learning that remains constant". The dynamic character of motivation does not present a one-time inner force; direction (involved choice) and magnitude (persistence or self-regulation and effort) are intimately related. Consequently, these two aspects should be equally studied; the author calls this the *temporal dimension* (Dörnyei, 2001a).

As it can be concluded, there are not only two internal forces that draw people into learning. But diverse aspects internal goals and desires are taken into account as well. The one time dichotomy shifted to a multifaceted and dynamic classification. Furthermore, in 2001 Dörnyei explained four motivational areas that may be studied: social motivation, motivation from a process-oriented perspective, the neurobiological basis of motivation and L2 motivation, self-determination and task motivation. These were constructed based on the annual Conference of the American Association of Applied Linguistics.

The process-oriented period irrefutably has brought new horizons for research for EFL and ESL classroom settings. As it will be expose in the next paragraph, some academics have proven that although motivation presents a complex and dynamic nature fluctuating and dependable on myriad of variables, it is feasible to investigate it in instructional settings.

For example, in 2002 Dörnyei and Csizér examined how sociocultural differences would influence attitudes and motivation toward learning a language in Hungary. The participants in this study were learning five different languages: English, German, French, Italian and Russian. The study compared data collected from two surveys administered five years apart. Thus besides collecting information about motivational aspects they also explored the motivational changes among students. Surprisingly, the outcome of this research showed that motivation declined with all the languages except English. The author believes this was a consequence of the impact and the relevance that English has among societies.

As a conclusion of this subsection, it can be claimed that human's mind is so complex and dynamic that any classification might always result limited; despite, academics and educational professionals now count with a deeper understanding on the motivation involved in learning a language. The next subsection will focus on sharing a more recent tendency of research in the area of motivation.

### **2.1.3.1. Complex Dynamic System**

It has been considered important to mention the latest development in research regarding motivation. The last decade has evidenced a dynamic turn that has resulted in this fourth emerging period (Dörnyei, 2014). The Complex Dynamic System is presented as a theory that focuses on the teaching practice; it takes into account the non-linear system that takes place inside a FL or SL classroom. The foundation of this new system started in the process-oriented period, the temporal dimension previously presented, is a clear example of the beginning of a dynamic perspective.

An important shift in this paradigm is that research recognized that the cause-effect relationship was not longer sufficient to explain the complexity of motivation. In other words classifying students with one or other type of motivation could not always predict an outcome it could only aid to explain success or failure. Furthermore it was not fare to focus exclusively on the preactional phase while giving scarce attention to the actional phase in language learning.

Another aspect of this system defends that cultural backgrounds and context are no longer seen as variables in motivation but as part of a developing system (Waninge et al., 2014). Consequently the dynamic system values individual patterns in learning and acknowledges the importance of contextual sensitive methodology (Larsen and Freeman, 2006).

Waninge et al (2014) present three aspects of the motivational development that allow a better understanding for this new perspective: change, stability and contextual dependency. First, dynamic represents a reality where two or more aspects are interrelated and but are not static, consequently they modify over time. This alteration might be nonlinear in the sense that shifts in an outcome do not always represent a shift

in the income. They are not proportional hence changes cannot be easily predicted. Despite this unpredictable nature, “Dynamic System Theory also recognizes stable states in the system behavior” (Waninge et al., 2014, p. 706). Although the magnitude of each outcome is not feasible to predict, there are some behavioral outcomes that can be expected which provides some kind of stability. At last, context represents an integral part of the system; contextual differences can explain the diversity of learning outcomes. Furthermore the learning environment and the learner are dependable and they influence each other and thus must be analyze thoroughly. According to Verspoor et al., (2008) this interdependence can be evidenced in classroom’s variability.

Furthermore, research in this area has tried to evidence how motivation fluctuates and depends on various aspects. It studies the actional period in which students have already been enrolled in the activity and are as a result pursuing a goal. For example in the study of Waninge et al (2014), they evidenced the variability of motivation in their investigation. The authors analyzed how motivation changed over time on individual level. They administered an innovative instrument called the Motometer, a questionnaire on motivation and attitude and observed four language students in a class for two weeks.

The Motometer is an innovative instrument that consisted on a sheet of paper with ten thermometers where students needed to draw a line to represent the level of motivation they possessed every five minutes. Motivation was understood as the amount of effort they were willing to put in a particular activity and how much they enjoyed the activity. The results affirmed that motivation could be explored in different interactive scales. Researchers were able to obtain individual information about motivational fluctuation. The results from the data proved that motivation changes over time ant that it is dependable of the learner’s context.

The last example aims to provide proof of a new area of research that academic have started to exploit. This new paradigm has provoked new study horizons, opportunities to understand this phenomenon which hopefully will lead to positive strategies to increase and more important sustain motivation in classrooms. Despite the fact that various investigations have been developed in this recent tendency, there is still a feeling of

unease about how to embrace the complex dynamic system in both areas: research and classroom (Dörnyei et al., 2015).

This section has reviewed the term motivation organized by Dörnyei (1994) in three main periods. The next section will condense the topic of multicultural education by giving examples of studies and experiences of professionals working in this area.

## **2.2. Studies and experiences in multicultural educational settings**

Although there is scarce amount of research that has focused on intercultural lessons as a tool to sustaining motivation in a classroom, other interested related studies have been found. In this section the reader will evidence two different studies conducted recently that support the importance of fostering cultural awareness in classrooms. Furthermore the section will not only focus on students but on teachers too, they possess a great responsibility in this cultural competence acquisition as well. Consequently it has also been considered important to analyze the impact that cultural training may have on teachers of multicultural schools and consider some experiences that teachers share about multicultural classrooms. At last an example of an international school setting will be exposed and analyzed in order to give a sense of feasibility to this proposal.

Liu's (2012) paper aimed to assist college students to establish strong and consistence motivation to learn English. The author agreed that motivation is the main element for language learning at this time. Furthermore Lui (2012) mentioned the important role that teachers play when they plan their lessons, input needs to be carefully chosen and activities must be creatively created. Motivation theory and two different methodologies to increase motivation are analyzed in this paper. Lui (2012) considered that having interest in something in particular is essential for learning performance. Within the motivation theory the author differentiated three types: learning motivation as that general inner force, direct motivation related to short-term objectives and indirect motivation referring to social demands.

After analyzing intercultural educational context the author considered that comprehensible input and culture input methodology are indispensable to increase

motivation. She claimed that acknowledging cultural differences might greatly motivate student's interest in learning a language. Plus cultivate students thinking about other nationalities, may promote the study of their own culture, and foster cultural awareness.

In another research although does not focus on motivation, the author to defend her study in Taiwan, stating that English should be seen as an International language (Lai's, 2014). This claim shifts completely the idea of teaching only cultural aspect of countries that use English as an official language. Furthermore it is considered that the acquisition of English allows students to interact with English-speaking communities but also understand and respect different countries and cultures in order to become global citizens.

Having as one of the main objectives in the National Curriculum of Taiwan the promotion of students' understanding of the local and other cultures in order to respect differences, English education in this country emphasizes the international nature of the language. The objective of the present study was to discover what were the student's perceptions of the ownership of English and the acquisition of cultural knowledge. She interviewed twenty English and non-English Major undergraduates in Taiwan. The first question aimed to know if students thought that English belonged to one particular country and know the reason of their statement. The second question asked the students if they believed that to learn English they should need to acquire any English-speaking country's culture, and they needed to explain their reason and give an example in case their answer was positive.

In the results the author presented that 18 out of 20 students believed that English is an International Language and is shared by the people who speak it. The results were not related to the student's major. In response to the second question, most of the students claimed that knowledge about cultures where English is spoken, as an official language is important. Notwithstanding the students also expressed that they would not mind to learn from other cultures such as Thai, European and African cultures as well.

Moving now to consider the role of teachers in EFL multicultural settings, Boyd (2010) studied the benefits of multicultural education professional development training for

teachers who work in cultural diverse classrooms. As it may be noticed, the role of the teacher has been mentioned various times throughout this paper. Despite the fact that students construct their own learning, teachers work as guides to help them reach certain pre-established goals. Furthermore they possess a vast responsibility to foster cultural awareness and respect for heritage culture inside the classroom.

Boyd (2010) based on the fact that some teachers at a public school in the USA had shown to be insensitive to cultural diversity, he tried to investigate whether teacher's attitudes toward multicultural development training could improve their attitudes and how it could influence students' achievement to provide social change. The author administered 10 interviews and background questionnaires. The interview was elaborated based in one question: What are the benefits of multicultural education professional development training for elementary school teachers in culturally diverse schools? And a sub question: What are the attitudes or biases toward diversity among the staff and students?

The study showed that training would produce benefits for teachers and students' learning. Within the benefits teachers mentioned that it would provide knowledge to enhance the curriculum with multiculturalism and improve the learning environment. Another answer explained that teachers could learn to avoid one-side ideas and widen their view of the world. By answering the sub question teachers claimed that they were able relate to students but multicultural education would ease this relation even more. Consequently the author's vision was to implement in the future a multicultural educational workshop for teachers in order to create awareness of the benefits of multicultural education and close the achievement gap of diverse students. Finally the author shares implications for social change, first based on the finding the school district should implement multicultural professional training as a priority.

On the other hand, Chan (2006) shared various experiences from Canadian's teachers as they attempt to acknowledge the diversity of their student in the curriculum and in the teaching practice. For example one teacher claimed that whenever the school planned a field trip he would encounter various students who could not go for religious reasons, or chores they had to do at home, or they need to translate to their parents in different



activities throughout the afternoon. Teachers would not understand why some parents did not support their children to embrace a different learning opportunity. This, according to Chan (2006), might represent lack of sensibility to the cultural backgrounds presented in the school context. Nonetheless the author mentioned that teachers have always tried to learn about cultural differences in the classroom and to accommodate their practice to them. Teachers were even interested in learning about specific practices and vocabulary of the languages the students knew.

Sometimes even teachers perceived in parent's school meeting that they would not be open to share their cultural beliefs nor learning about their peers. Teachers at this school were highly motivated to foster cultural respect among their students, but as a conclusion Chan (2006) mentioned that many times teachers misjudged cultural differences and without notice tried to influence with their own beliefs. This is an aspect that needs to be considered and reflected upon. Furthermore, Chan (2006) acknowledged that including cultural diversities in the curriculum is a complicated task but in a multicultural setting it cannot stop from being pursued.

Jewell (2007) shared the characteristics of the school Isa in London. The educational setting presented has established as a response of a diverse context. Jewell (2007) referred to this school as an opportunity for cultural swap. The goal is to respect cultural diversities and achieve community cohesion. The international school presented by the author is with no doubt one of the most cultural diverse educational context. It experiences 196 languages coming together five days a week and 50% of the students use English as an additional language. This school has a strong vision about internationalism and tolerance; furthermore they celebrate diversity and similarity. These international schools associations might serve as a model for schools around the world.

The previous example definitely encourages and supports the construct of this proposal. The ISA School has managed to reunite more than 100 nationalities. Consequently to establish one single cultural reference would simply become impossible. It is believed attainable for this reason to improve the context of the Year 1 classroom setting by providing an intercultural environment, which fosters respect for cultural heritage in a

class with four different nationalities.

Two different contributions, two studies related to teacher experiences and one intercultural educational context have been shared through this section. Although research that directly relates with maintaining motivation with cultural lessons has not been found, other studies have evidenced the interest of some academics for this intercultural context. In the next section the teaching proposal will be exposed together with the lessons related to four different nations.

### **3. TEACHING PROPOSAL: Different Cultures, One Classroom**

This section presents information that has been considered before planning the activities for this unit, it gives an insight of the structure of the lessons, the goals that aim this proposal and a reflection on the importance of a student-centered perspective. Furthermore, the general and specific objectives of each lesson are exposed in a chart. Finally it presents the eight lessons arranged by the country they represent. To each lesson follows a valuable description that will function as a guide for professionals who might execute them.

Before the proposal is explained, there are some important aspects that need to be mentioned and recapitulated. The target group for this lesson is a Year 1 classroom from an international school where the language of instruction is English. According to Harden (2011, p.84) “having a reasonable command of English makes life in either country a lot easier and might even offer the key to intercultural competence”. Furthermore, Deardroff (2011) considers that language is the key for relational construct. These students will be able to use English as a contact language in all kind of situations characterized by cultural and linguistic complexity in national or international communication.

To begin with this section, it was essential to have a clear idea of the purpose of each lesson; this helped to determine the kind of activity or strategy it required. The unit does not follow a typical foreign language-teaching pattern. Cultural lessons have been carefully structured based on the classroom reality. Consequently the lessons will not target any particular aspect of form of the foreign language, it is believed that vocabulary and new knowledge of the language will be imparted even if the written objectives overlook them.

On the other hand, there are countless of lesson structures a teacher can follow. Various authors have established their ideal lesson model; they might have considered different aspects or simply used distinct choice of words to call each section. Nonetheless, a model is usually given to the teacher, which tends to diminish the flexibility and innovation in the classroom. In the case of this proposal, it has been developed a simple structure to facilitate comprehension.

A goal in this proposal is understood in more general sense than objectives. With that stated, the unit's goal is to promote intercultural citizenship in a multicultural classroom. The activities chosen aim to maintain students motivated throughout the lessons. Ferrel (2002) claims that objectives are a representation of learning outcomes.

Notwithstanding, the way that objectives are structured and written can influence the approach teacher take during the period of class. Riddell (2002) defends the importance of typing the objectives under the students' perspective and what they will achieve, consequently this advised will be followed; the students must be the center of the process even on paper.

The student-center approach has been around for so long that sometimes it might be taken for granted. The approach encourages the development of positive classroom environment should which should promote students to take an active role engage them in the learning process. It is also the only way teacher can meet students' needs (Kathy, 2003). A student-centered curriculum gives children the opportunity of becoming more creative and open to share experiences in class. Furthermore the proposal defends this approach because it considers not only individual needs but also values cultural diversity of each student. Teachers need to be alert not to neglect this aspect through the entire learning process and take responsibility of the role of intercultural mediator. Richards et al., (2011) mention four different opportunities presented for teacher in a classroom setting for intercultural learning: a teacher can make connections of previous learning with new input, compare and contrast realities, link culture and language with examples and reflect on own their culture by interacting across cultural boundaries.

Turning back to motivation as it has been previously mentioned: it requires persistence and effort (Dörnyei, 2001a). This proposal is an example of how a cultural lesson plan can protect motivation in a intercultural classroom setting. This lesson will collaborate with the dimension suggested by Dörnyei (2001b) *maintaining and protecting motivation*. Making learning stimulating and enjoyable might be one of the most important strategies that need to be considered and applied by teachers. Students would probably start the year with high motivation but lose interest due to lack of maintenance, maybe teachers lose motivation as well and forget to innovate. By

selecting culture as the main topic of this proposal it is hoped that students find activities engaging.

Recently culture has been considered a trend topic to motivate students to use English as a communicative tool. This language should not longer be considered a foreign language but an international language; hence academics should not ignore its globalized and unrestricted nature. According to Harumi (2002) it is highly important to expose learners to various cultures around the world. This proposal fits these two main concepts *culture and motivation* to foster persistence, reinforce the language, while creating cultural awareness.

The intercultural approach in classrooms “requires learners to engage with both familiar and unfamiliar experience through the medium of another language” (Byram, M, 1997, p. 3). The principal goal as it was previously established, is to propose an intercultural unite proposal that can maintain motivation in an international classroom, promote intercultural awareness and foster respect for cultural heritage. Moreover the activities that will be implemented in each lesson will pursue improvement in attitude, knowledge and skills.

According to Witte (2011) experiences surpass the cognitive level and can facilitate a holistic and meaningful access to the configurations of other’s culture. In response to the need to elicit awareness through observation and cultural analysis, the proposal is focused on the objective of guiding students to familiarize with foreign cultures.

Each lesson follows the four dimensions of structuring a lesson presented by Richards and Lockhart (1994): opening, sequencing, pacing and closure. All the dimensions are important for the success of the teaching process. Following what Altan (2006) defended, the teacher must explain the objectives respecting the developmental stage of the students, using proper vocabulary to facilitate understanding. This will help to coincide expectations for students and the teacher. The timing of each lesson is specified on the planning charts.

The principal objective of this unit will be to develop intercultural awareness and foster respect to cultural heritage, which it is thought will maintain students motivated. This

proposal is different from any textbook cultural section, because it has emerged as a response to an unparalleled need. A unit proposal that is focused mainly on cultural heritage of students in one classroom can only be developed by a professional that has been immersed in the context.

The unit is hence divided into five sections (see Table 2). Each section will have a general objective and each lesson will present specific objectives. The first four sections represent each country; there are two lessons of different topics by country. Although they are not related to each other, it provides the opportunity to combine and compare cultures and exploit each topic in future lesson plans. By organizing a unit like this and having a clear central point it allows the teacher to expand each lesson in many different directions by incorporating information. It is important that the teacher is sensible to the response the students give to each topic so they may be deepened or relate them to other cultures. As an example, the last section, will present a lesson that aims to compare and contrast a regular Sunday of the different families in the classroom: Ecuador, Nigeria, Lebanon, Algeria and Spain.

It is believed that the activities will maintain students motivated throughout the lesson. It is also hope that the nature of this unit and the way it has been proposed may aid to foster students' curiosity and autonomous learning. Furthermore, to organize and facilitate the understanding of the proposal it has been considered accurate to present a chart to elucidate the general and specific objectives for each lesson.

**Table 2: Objectives of the proposal**

	GENERAL OBJECTIVES	LESSON	SPECIFIC OBJECTIVES
ECUADOR	To foster cultural awareness of Ecuador's culture	1	To differentiate regions in Ecuador To identify different clothing and fauna from each one of them. To identify general differences and similarities between Spain and Ecuador.
		2	To identify and recognized three traditional festivities in Ecuador. Learn about the Inti Raymi and participate in an Inti Raymi Festivity. To identify general differences and similarities between Ecuador's cultural festivities and cultural festivities from Spain.
NIGERIA	To foster cultural awareness of Nigeria's culture	3	To learn about the Yoruba tribe. To elaborate an art craft that represents cultural expressions. To compare realities (Nigerian student, Spaniard student)
		4	To become familiar to a foreign folktale. To perform the folktale <i>Why the moon and the sun live in the sky</i> .
LEBANON	To foster cultural awareness of Lebanon's culture	5	To identify Moustafa Farroukh as an artist from Lebanon. To elaborate a replica of one of Moustafa Farroukh paintings.
		6	To gain awareness of customs and etiquette of Lebanon. To practice meeting people from Lebanon. To compare etiquette from Lebanon's to Spain's
ALGERIA	To foster cultural awareness of Algeria's culture	7	Identify the flag from Nigeria Get familiarized with the country Nigeria Recognize different nationalities present in the classroom and the flag that represents each country.
		8	To relate the desert Sahara to the country of Algeria To learn about the Tassili art in Algeria To elaborate rock art and mural painting
TRANS NATIONAL	To recognize diversity in family activities of four different cultures.	9	To listen about family activities from three students with different cultural backgrounds. To identify similarities and differences between family activities.

### **3.1 ECUADOR**

Lessons 1 and 2 will focus on Ecuador's culture. The main objective for these two lessons will be to foster cultural awareness of this country. The children will learn about geography and traditional clothing in the first lesson, they will be able to familiarize with its regions, its fauna and its geography through video and pictures. The second lesson concentrates on three traditional festivities celebrated in different parts of the country and students will be able to participate in one of the festivities. In both of the lessons the children have the opportunity to compare and find differences and similarities with Spain and other countries they are originated from or they might have visited.



### 3.1.1 LESSON 1: Geography and traditional clothing in Ecuador

Time Frame	Procedures	Materials
10 min	<p><b>Opening</b></p> <p>-The students are asked about different countries in the world.</p> <ul style="list-style-type: none"> <li>• What is the name of the country we live in?</li> <li>• Who can point to Spain in this map?</li> <li>• Which other countries do you know?</li> <li>• Have any of you visited other countries?</li> </ul> <p>-The teacher assistant presents herself and gives general information about her.</p> <ul style="list-style-type: none"> <li>• Do you know which country I was born?</li> <li>• Ecuador!</li> <li>• I live up in the mountains in a city called Cuenca.</li> <li>• Ecuador is a multilingual country, but the principal language is Spanish, just as Spain</li> </ul> <p>-The students will listen to the schedule of the lesson For this class we will get to discover Ecuador and learn about its geography and its regions.</p>	<p>-Pictures</p> <p>-Video</p> <p>-Shades of green striped pipe cleaners</p> <p>-Sea shells</p> <p>-String straw beads</p> <p>-Art tissues</p> <p>-Play dough</p> <p>-Buttons</p> <p>-Shade glitter</p> <p>Pictures for the story:</p> <p>-Llama</p> <p>-Turtle</p> <p>-Iguana</p> <p>-Monkey</p> <p>Figurines</p>
15 min	<p><b>Sequencing</b></p> <p>-Presentation of the country on a globe and a video of Ecuador and its four regions.</p> <ul style="list-style-type: none"> <li>• (visitecuador, 2010) <a href="https://www.youtube.com/watch?v=nIUQH0ZAZB4">https://www.youtube.com/watch?v=nIUQH0ZAZB4</a></li> </ul> <p>-Divide the class in four and select an animal that represents each region.</p> <ul style="list-style-type: none"> <li>• Insular: Giant turtle</li> <li>• Coast: Iguana</li> <li>• Sierra: Llama</li> <li>• Amazon: Monkey</li> </ul> <p>-The children sit in groups and they are explained the activity.</p> <p>-Each group will construct each region and then form a mockup of Ecuador. (Insular, Coast, Sierra, Amazon)</p> <p>-The students will place a figurine in each region depending on the clothing they wear.</p>	
10 min	<p><b>Pacing</b></p> <p>- Clean up.</p> <p>- The students will point out similarities and differences between Ecuador's geography and Spain's.</p> <p>- The students will point out similarities and differences between Ecuador's traditional clothing and Spain's.</p>	
5 min	<p><b>Closure</b></p> <p>-Tell a story Is your mama a llama? An adjustment from the story Is your mama a llama? By Debora Guarino (See Appendix b)</p>	

The lesson proposal will focus on a small country in South America called Ecuador. It will present an overview of geography of the country plus traditional clothing and animals of each region.

The specific objectives of this lesson are:

- To differentiate regions in Ecuador.
- To identify different clothing and fauna from each one of them.
- To identify general differences and similarities between Spain and Ecuador.

The lesson will start with questions about countries and different parts of the world asked by the teacher: *What is the name of the country we live in? Who can point to Spain in this map? Which other countries do you know? Have any of you visited other countries?* The intention is to engage students to the topic. It is hoped that this activity will create the perfect atmosphere for the following step that aims to introduce Ecuador.

Next, the teacher assistant will present herself and give general information about her: *Do you know which country I was born? Ecuador! I live up in the mountains in a city called Cuenca. Ecuador is a multilingual country, which means they speak more than one language, there are 14 different languages recognized in Ecuador, but the principal language is Spanish, just as in Spain.* This proposal chose to share the culture of one of the teachers considering what Alptekin (2002) believes; teachers should share their culture while considering and showing respect to diversity.

Then the students will listen to the schedule of the lesson. The teacher must select appropriate language to explain the plan for the school period. *For this class we will get to discover Ecuador and learn about traditional clothes due to its diverse geography and regions.* It is important that the teacher explains the general idea of the lesson to meet the students' expectations and maintain their motivation.

For the next section the country will be presented on a globe and a video of Ecuador and its four regions (Viveecuador, 2010) <https://www.youtube.com/watch?v=nIUQH0ZAZB4>. The video shows multiple environments that coexist in this country. There is also a short explanation about each

region and its characteristics. After the video the teacher will ask simple questions to reinforce and clarify any doubts, while stimulating the students' working memory.

The class will be divided in four groups and each will have an animal to represent each region: Insular-Giant turtle, Coast-Iguana, Sierra-Llama, Amazon-Monkey. The children will sit with their groups before the activity is explained. Each group will construct the home of their animal. Each region has its own characteristics. The insular is mainly islands, the coast has an ocean parallel to the land and is full with palm trees, the sierra is compounded by a chain of snow-covered mountains and finally the amazon, which has the most diversity of fauna in the country, it is green and has myriad of rivers. The group project will finally form a mockup of Ecuador: Insular, Coast, Sierra/Mountains, Amazon (See the list of materials in Appendix A).

Then the teacher will explain the differences between the weather in each region. As a following the teacher will supply to each group a figurine wearing traditional clothing to place on the mockup, and the students will try to explain from their point of view why the clothes vary from region to region. The next 10 minutes will be focus on eliciting from the students opinions and thoughts about similarities and differences between Ecuador's geography and Spain's as well as the differences between traditional clothing and any other aspect they can think of. As it has been mentioned knowledge is constructed due to the transaction between different conceptions of the world. As a closure, the last minutes will be separated to tell the story an adaptation of the story *Is you mama a llama?* By *Debora Guarino* will be told (see Appendix A).

### 3.1.2 LESSON 2: *Traditional festivities in Ecuador*

Time Frame	Procedures	Materials
5	<p><b>Opening</b> The students will identify Ecuador location and relate this aspect to its biodiversity.</p> <p>The students will listen to a general explanation about three traditional festivities of Ecuador. (see Appendix b)</p> <p>The lesson will focus on the inti raymi festival.</p>	Pictures Globe Instruments: <ul style="list-style-type: none"> <li>• Paper cones</li> <li>• Paint</li> <li>• Rice</li> </ul> Tablecloth Paper Pencil colors
25	<p><b>Sequencing</b> The children will make their own instrument for the inti raymi festival. Then they will write the instructions explaining how they elaborated their instrument.</p> <p>The children will go outside and dance while playing they musical instruments.</p> <p>The children will bring a snack and share with friends just like they do in the inti raymi.</p>	
5	<p><b>Pacing</b> Students will share similarities and differences from their own festivities and Ecuador's.</p>	
5	<p><b>Closure</b> The students will think about things in nature that they are thankful for and draw a picture. (Ocean, sun, sand, etc.,.)</p>	

This lesson proposal will focus on the traditional festivities in Ecuador: Inti Raymi (north), Flowers and Fruits festivity (south), Pachamama (amazon) (see Appendix B). Ecuador is a multicultural, multiethnic, multilingual country, is located in America right on the Equatorial line. Thanks to its location this country, with coast, a mountain chain and the amazon, possesses a unique biodiversity. The earth is very fruitful and for this reason the ancestors used to adore nature. The sun, the earth and vegetation meant food, medicine and warmth to the population. For this reason some of Ecuador's traditional festivities are devoted to nature.

In this lessons the students will learn about three festivities. But they will work and related to the Inti Raymi for the main activity. First as an opening part, students will locate Ecuador in a globe and the teacher will clarify some aspects about biodiversity. Then the teacher will explain the three traditional festivities with images and focus

mainly on the Inti Raimy festivity.

The specific objectives of this lesson are:

- To identify and recognized three traditional festivities in Ecuador.
- Learn about the Inti Raymi and participate in an Inti Raymi Festivity.
- To identify general differences and similarities between Ecuador's cultural festivities and cultural festivities from Spain.

Teamwork has been defended by various pedagogical implications, added to sociolinguistic significance; this strategy is commonly used among English Learning settings. It is considered to enhance language practice opportunities, improve students' talk and promote a positive climate, to mention a few (Long & Porer, 1985). Thereby, for the first activity children will get in groups of four and each will be given materials to construct their own musical instruments for the dance to the sun. Then they will write the instructions of how they elaborated their instruments.

Students will go outside and have the opportunity to present their creation and explain how the instrument might relate to a natural aspect or to something punctual in nature. Then they will play their instruments and dance with their own music. Students will be request to bring food to share. Then they will seat on the floor and locate the food they brought in the middle of the group and they will all share diverse snacks.

The teacher will help guide to a moment of reflection by asking questions such as: why do you think people in Ecuador bring their own food but place it in a common place? With this reflection it is hope to reinforce moral values such as willingness to share, be generous and create empathy and self-evaluation. As pacing activity the students will be asked to compare the festivities they have in their own country to Ecuador's. As a closure students will tell one thing in nature that they are thankful for and then draw in a piece of paper which will encourage positive retrospective.

### **3.2 NIGERIA**

Lessons 3 and 4 will focus on Nigeria's culture. One of the lessons will work with art crafts after learning about tribes of this country. The other lesson will focus on a folktale called *Why the moon and the un live in the sky* from Nigeria. The activities will create curiosity about different cultures and raise cultural awareness. Within the specific objectives the students will learn about the Yoruba tribe, compare realities and become familiar with a foreign folktale and perform it in the school.

### 3.2.1 LESSON 3: Tribes of Nigeria

Time Frame	Procedures	Materials
	<p><b>Opening</b></p> <ul style="list-style-type: none"> <li>- They will all make a circle and play “<i>come and dance</i>”</li> <li>- The teacher will make emphasis on the fact that one of the children is from Nigeria. And that we are going to discover a little about his country.</li> <li>- The kids will watch a video of Lagos, Nigeria. <a href="https://www.youtube.com/watch?v=ot1JtsOtDqA">https://www.youtube.com/watch?v=ot1JtsOtDqA</a></li> <li>- The teacher will explain where this country is in a globe and the main facts: It is next to the Atlantic ocean, people speak more than 200 languages but the official language is English and there are many towns that also speak a variety of this language.</li> <li>- The students will listen to the schedule of the lesson</li> </ul> <p>For this class we will get to discover Nigeria and learn about one of its tribes!</p> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>- The kids will listen about tribes in Nigeria</li> <li>- They are a group because they share culture, language and traditions; they love to play certain sports, eat specific meals and dance to special music.</li> <li>- Yoruba is a tribe with 3 to5 million people.</li> <li>- The people have special masks that wear during special occasions such as ceremonies.</li> <li>- The kids will seat on their chairs and they will get the materials. First they will start by cutting from magazines bright colors. The teacher will give a set of examples to consider: Red, blue, yellow, fuccia, orange.</li> <li>- They they will get a paper plate and glue to paste and arrange their own mask.</li> <li>- The students will have their mask exposed during the week and they will be able to play with them and use them at recess.</li> </ul> <p><b>Pacing</b></p> <ul style="list-style-type: none"> <li>- The students will interact with a Nigerian boy and listen to a girl explaining how her regular day is. (N.A, 2015) <a href="http://www.timeforkids.com/destination/nigeria/native-lingo">http://www.timeforkids.com/destination/nigeria/native-lingo</a></li> <li>(N.A, 2015) <a href="http://www.timeforkids.com/destination/nigeria/day-in-life">http://www.timeforkids.com/destination/nigeria/day-in-life</a></li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>- The students will write questions they would like to ask the two kids they met online.</li> </ul>	<p>Paper plates Magazines Glue Glitter Scissors</p>

This lesson focuses on the tribes in Nigeria. In this lesson the students will get familiarized with the Yaruba tribe. Children will construct and art-craft of the tribe and

furthermore during this lesson they will be able to interact with a Nigerian boy and listen to a Nigerian girl tell what she does in a regular school day.

The specific objectives of this lesson are:

- To identify the Yoruba tribe.
- To elaborate a cultural related art-craft.
- To compare realities.

To start with the class the students will form a circle and learn to play “*come and dance*” (see Appendix C). It is a Nigerian’s game. The teacher will address the student and mention that during the lesson they will discover about the country of Nigeria, and make emphasis on the fact that one of the mates is originally from Nigeria. It is next to the Atlantic Ocean, people speak more than 200 languages but the official language is English and there are many towns that also speak a variety of this language. Then the kids will watch a video of a city called Lagos, this aims to cease any stereotype. Furthermore the video shows a well-developed side of the country.

After the video the teacher will explain more about the country and will used the smart boar to locate the country and interact with the students: it is next to the Atlantic ocean, people speak more than 200 languages but the official language is English and there are many towns that also speak a variety of this language. Then the pupils will listen what is the schedule of the lesson.

The teacher will begin by telling students about tribes in Nigeria: Tribes are a group that shares culture, language and traditions; they love to play certain sports, eat specific meals and dance to special music. After the overview of the concept the class will focus on the tribe Yoruba. Yoruba is a tribe with 3 to 5 million people. People who are part of this tribe enjoy working on art, like pottery (the teacher should bring an example of a pottery), beadwork (the teacher can show pictures on the interactive board), metal work, and mask making. People have special masks that wear during special occasions such as religious ceremonies or community gatherings.

Following the children will watch different kind of masks and they will seat to get the materials to work on their own. Within the materials the students will use paper plates,



magazines, glue, glitter and scissors. They will be recommended to select bright colors for the mask, and then they will need to paste the paper pieces with glue and add some glitter. The masks will be previously cut and shaped by the teacher. Finally they will let them dry and expose them in the classroom.

As a pacing activity the children will be able to interact on an application in the Internet with a Nigerian boy and listen to a girl explaining how her regular day is. The first boy speaks in Nigerian Pidgin, the kids can choose the phrase that they want to hear him say among phrases such as hello, my name is, I like to play soccer. This aims to give an idea of different languages spoken in Nigeria. Next, with the next link the students can read about a common day for a Nigerian girl hour by hour. As a final activity the students will need to write five questions they would like to ask to the boy or the girl.

### 3.2.2 LESSON 4: *Why the moon and the sun live in the sky*

Time Frame	Procedures	Materials
5	<p><b>Opening</b>            Questions about the sun and the moon. Why are they in the sky?            The kids will hear the schedule of the lesson, and will get ready to watch the folktale of the Sun and the Moon.</p>	Video Worksheet Mat Masks
15	<p><b>Sequencing</b>            The students will watch the video of the folktale (Wattakmack, 2007) <a href="https://www.youtube.com/watch?v=UWU2oyqCg5o">https://www.youtube.com/watch?v=UWU2oyqCg5o</a>              The kids will watch the video again and they will choose words from a bank phrase and complete the story in the context.</p>	
15	<p><b>Pacing</b>              The Students will take part on the play of the folktale; the teacher will narrate the story while they perform.</p>	
5	<p><b>Closure</b>            The students will perform the folktale.</p>	

The lesson proposal will focus on a folktale. Although the activity will not be as complex, it is hoped the story can be performed as a school play or a smaller performance.

The specific objectives of this lesson are:

- To become familiar with a folktale from Nigeria.
- To perform the folktale *Why the moon and the sun live in the sky*.

The folk tale will be divided into four sections. It is planned so the children can participate in every section. This activity will begin with a brainstorm about ideas the students have about the moon and the sun. Then the teacher may explain that for many years, communities and tribes have been passing on stories called folktales through generations, from grandmother to grandson or granddaughters. The children will listen to the schedule of the lesson by starting that it will start with a story about the sun and the moon. Teacher must encourage that students are well seated and ready to watch a short film (See Appendix E for the transcript of the story).

After the students watch the video the students will draw the animals that they have seen, then they will watch the video again before they pass to the next activity. They

will get a work sheet (See Appendix F) and they need to choose words from a bank phrase and complete the story in the context. As a final activity the students will get to perform the folktale. The teacher will randomly select the one student to be the moon, the sun and then the rest can be see animals and land animals. The students can rehearsal this short play and then perform it during recess. It is not needed that the students memorize dialogs but to have a global idea of the story and they can communicate it through the play. The teacher does not need to complicate with the customs, they can either be printed from (N.A, 2014) <http://www.guiadelnino.com/juegos-y-fiestas/manualidades-para-ninos/caretas-de-animales-para-imprimir>

The houses can be represented as different size of mats, first it would be a really small mat and all the animals would be standing. Then when the moon and the sun go to their new house that they have built, (perhaps the teacher can find a puzzle foam mat to put together) and then when they invite the animals over the kids will need to seat down at the invitation until it is so crowded that the sun and the moon have to leave.

### **3.3 LEBANON**

Lessons 5 and 6 will focus on Lebanon's culture. The main objective for these two lessons will be to foster cultural awareness of Lebanon's culture. It is hoped that students will learn interesting aspects about this country the topic will create curiosity and respect for other cultures. The fifth lesson will focus on a famous Lebanese painter Moustafa Farroukh. The sixth lesson will target the topic of general etiquette in this culture.

### 3.3.1 LESSON 5: Moustafa Farroukh

Time Frame	Procedures	Materials
5	<p><b>Opening</b> Review diverse artist that students have been studying and some information about Lebanon from the previous lesson. Introduce Moustafa Farroukh by stating that he is from Lebanon just like one of the students in the classroom.</p>	Pictures Worksheet Watercolors Paint brushes White paper Pencil
10	<p><b>Sequencing</b> Listen to the biography of Moustafa Farroukh (See Appendix G) The teacher will ask questions to link what the students heard in the introduction and the biography as well as review some concepts that might be new to the students.</p> <p>Show his paintings and focus on Dbaye Bay, 1949. It is a beautiful landscape (See Appendix H).</p>	
15	<p><b>Pacing</b> The students will get a worksheet to color; it will already have some of the features colored so the children need to complete the image. They will need watercolors and paint brushes.</p> <p>The students will see that this painting is used for postcards in Lebanon.</p>	
10	<p><b>Closure</b> For a closure activity the kid will get a clean sheet of paper and a pencil and they will draw a portrait of themselves or of someone they know.</p>	

This activity can be place under the Art section of the curriculum. It will present an important artist from Lebanon and children will be able to work on a painting to get familiarized with his work.

The specific objectives of this lesson are:

- To identify Moustafa Farroukh as an important artist from Lebanon.
- To work on a replica of one of Moustafa Farroukh paintings.

It will start by reviewing diverse artists that students have been studying and some information about Lebanon from the previous lesson. The teacher will introduce Moustafa Farroukh by stating that he is from Lebanon just like one of the students in the classroom. Then various aspects about his life will be shared (See Appendix G). This sequencing activity will give an opportunity to clarify some terms that might be new for

the pupils, for example: represent, exhibition, portraits, landmarks, sceneries and homeland.

By stating that Farroukh was a teacher at a University but he never stopped studying, the teacher can provoke reflection on the fact that learning is a never-ending process: even teachers need to learn from others and study. Then some questions about the biography can be asked. *Where was Moustafa Farroukh born? Who can remember how many paintings did he produced? Were did he taught? Besides from paintings, what else did he produce?* The teacher show some of the paintings by going to the web page (N.A, 2010) <http://www.kaftoun.com/component/content/article/197-moustafa-farroukh/358-moustafa-farroukh> and refer to them as portraits, landscapes, etc.

For the next activity the teacher will explain that students will color one of the landscapes by Farroukh, one that is called Dbaye Bay. It is a beautiful beach in the coast of Lebanon. The image will be in a light grey color so the students will need to color on top of the drawing. It is important that the teacher chooses the colors properly: blue, green, white, red. After explaining in detailed what is expected from the students the teacher can give the materials to each student. It will be a guided-painting, the teacher will be discussing what they see in the picture and will ask to color particular sections in order.

When the children end their work, the teacher will show them post cards with the pictures of Farroukh that tourist can buy when they visit Lebanon. Because this artist also drew portraits, following the activity based on the landscape, next the as a final activity each student will receive one sheet of white paper and will draw a portrait of themselves or any other person they want. Then they will expose the picture and explain whom they drew.

### 3.3.1 LESSON 6: Customs and Etiquette

Time Frame	Procedures	Materials
10	<p><b>Opening</b></p> <p>The teacher will ask if they like to go to their friends' house. Then the teacher can address the fact that is important to have a good behavior and respect differences.</p> <p>Then the students will answer what they do in specific situations:</p> <ul style="list-style-type: none"> <li>- How do you greet when you arrive to your friend's house?</li> <li>- When they offer something to eat or drink, what is your response?</li> <li>- Do you bring something to the house?</li> </ul> <p>With the responses the children give, the teacher will write on the white board target words.</p> <p>Then the teacher will ask the girl from Lebanon to tell the class where she is from.</p> <p>The teacher will continue by explaining that in Lebanon they might do thing a little different than they do in Spain. And during this lesson they will learn how would it be a good way to behave if you were in Lebanon or they perhaps visited their classmate.</p>	<p>Maps Pictures Cards</p>
5	<p>The children will start by locating Lebanon on the map and look at pictures in the smart board.</p> <p>They will listen brief information about the country (See Appendix J).</p> <p><b>Sequencing</b></p> <p>To start, the teacher will reinforce that guest in Lebanon are considered something very special.</p> <p>The teacher will have a box filled with cards that have actions on them. And in pairs the kids will take a card and read out loud and perform what it sais.</p>	
5	<p>Between cards the teacher will try to explain the differences between cultures. For example the three kisses in the greeting.</p> <p><b>Pacing</b></p>	
10	<p>Next the children will now play the same role as before but they will represent two extra cultures (Spain and Ecuador)</p> <p><b>Closure</b></p> <p>The class will receive a guest. One of the parents of the girl that is from Lebanon will be invited to our class to share further information about etiquette and customs.</p>	

This activity can take place under the subject countries and cultures. Recognizing the fact that etiquette is an abstract subject to work with six-year-old children, this activity will be executed in 30 minutes top.

The specific objectives of this lesson are:

- To gain awareness of etiquette of Lebanon.
- To practice meeting people from Lebanon
- To compare etiquette from Lebanon, to Spain and Ecuador.

The lesson will start with the children sited on the mat, and the teacher will ask if they like to go to their friends' house to play or visit. Then she will mention the fact that sometimes children go to other people houses because their parents take them with them. Then the teacher can address the fact that is important to have a good behavior and if they are visiting people from other countries children need to be extremely sensitive and behave properly.

Then the students will answer what they do in specific situations:

- *How do you greet when you arrive to your friend's house?*
- *When they offer something to eat or drink, what is your response?*
- *Do you bring something to the house?*

The teacher will write target word on the white board. By eliciting this reflection, children will be ready to identify differences. The activity will focus on these three aspects.

Then the teacher will ask the girl from Lebanon to share with the class something about her country of origin. The teacher will continue by explaining that in Lebanon they might do thing a little different than they do in Spain. And during this lesson they will learn how would it be a good way to behave if you were in Lebanon or they perhaps visited their classmate.

The children will start by locating Lebanon on the map and they will also see pictures of the country on the smart board. They will listen brief information about the country (See Appendix I).



To start, the teacher will reinforce that guest in Lebanon are considered something very special. The teacher will have a box filled with cards that have actions on them (See Appendix J). And in pairs the kids will take a card and perform to be a guest arriving to a house in Lebanon. Between cards the teacher will try to explain the differences between cultures. For example the three kisses in the greeting.

The following activity will consist of changing the cards and children will play the same role but they will represent two extra cultures (Spain and Ecuador). At the end of the lesson one of the parent's of the girl from Lebanon will come to the class and share other facts about etiquette and customs.

### **3.4 ALGERIA**

Lessons 7 and 8 will focus on the country of Algeria. The main objective for these two lessons will be to foster cultural awareness of Algerian's culture. The seventh lesson will focus on the flag of this country and geography; the students will have the opportunity to watch a video about flags of different countries and compare them, as a final activity they will create their own classroom flag. The eighth lesson will target the topic of an Algerian's folktale called *How the animals kept the lion away*.

### 3.4.1 LESSON 7: *Fun with flags*

Time Frame	Procedures	Materials
<p>5</p> <p>5</p> <p>20</p> <p>10</p>	<p><b>Opening</b> They will watch a video on the smart board about flags from different countries.</p> <p><b>Sequencing</b> Then the teacher will ask the students about the flag from Spain and ask about the colors. To conclude the section the teacher will present a picture of the flag and tell the student the sequence of the activity.</p> <p><b>Pacing</b>  Kids will first get a sheet of white paper to cut through the shapes previously drawn. Students will place all the cutouts in a basket and move to the green paper and do the same thing. In a plain white paper will be rolled up into a flagpole. It will be divided into two sections (white and green) then students will be able to make the flag the same as Algerian's flag by adding the circles, stars, and different shapes of the correct color.  Kids will sit on the mat and listen to general information about Algeria (see Appendix J). Children answer comprehensive questions about the information. The teacher should foster reflection of the importance of respecting a flag. It is an important symbol of the country.</p> <p><b>Closure</b> As a closure kids will sit on the smart board the different flags of the countries that have already been studied (Ecuador, Nigeria, Lebanon) and also add by showing the flag from Spain and England. The teacher can have the other flags ready so they can be used as a closure to make the class flag. It will contain six different flags next to each other. This unique flag will represent the diversity in the classroom.</p>	<p>Flags Green paper White paper Flagpole Cardboard</p>

The learners in this proposal will focus on constructing the flag from Algeria, learn from general information about this country and construct one unique classroom flag that represents the nationalities present.

The specific objectives of the lesson are:

- Identify the flag from Algeria
- Get familiarized with the country Algeria
- Recognize different nationalities present in the classroom and the flag that represents each country.

The activity will start with the children seated on the mat. The teacher will play a video on the smart board about the flags of different countries in order to introduce them to the topic. Then the teacher will explain the activity by saying that they will cut green and white paper with different shapes to construct a flag without telling them from which country it is. The student will receive the material (scissors and paper) and they will start their work. Then students will place all the cutouts in a basket and move to the green paper and do the same thing. In a plain white paper will be rolled up into a flagpole. It will be divided into two sections (white and green) then students will be able to make the flag the same as Algerian's flag by adding the circles, stars, and different shapes of the correct color.

Then kids can seat on the mat and the teacher will tell the students that the flag is from the country of Algeria. Furthermore she will explain that one of their classmate's family is from this country and that is why they are going to learn some interesting thing about this country.

They will listen to general information about Algeria (see Appendix J). The teacher can then ask questions about the information to elicit students' memory: *who remembers where is Algeria located? What is the name of the desert that is in Algeria? What language do people in Algeria speak?* Furthermore, the teacher should foster reflection of the importance of respecting a flag. It is an important symbol of the country.

As a closure kids will see on the smart board the different flags of the countries that have already been studied (Ecuador, Nigeria, Lebanon) and also add by showing the flag from Spain and England. The teacher will present to the students flags from Ecuador, Nigeria, Lebanon, Algeria, UK, and Spain ready so they can be use them to make the class flag. It will contain six different flags next to each other. This unique flag will represent the diversity in the classroom.

### 3.4.2 LESSON 8: Tassili rock art

Time Frame	Procedures	Materials
5	<p><b>Opening</b> The kids will watch a video of Acient Rock Art (BoilerPlateFilms, 2007) <a href="https://www.youtube.com/watch?v=U3b1sX_WOIA">https://www.youtube.com/watch?v=U3b1sX_WOIA</a></p> <p><b>Sequencing</b> The kids will reflect about questions asked by the teacher about the paintings. Then the teacher will remind the students about Algeria and the Sahara. The kids will listen to the class schedule.</p> <p>They will chose one rock from a box and when seated on their chair and they will get materials to start with the rock art. Set them outside when finish.</p> <p><b>Pacing</b> Kids think about three things that are very important to them, and they need to paint them in their own cave (under the table). They will be encouraged to draw and color what they have though on the paper under the table. The teacher will paste the paper on the wall to make a mural of everything that they have painted</p> <p><b>Closure</b> Kids will present their drawings and they must explain why they have chosen those elements</p>	<p>Rocks Oil pastels Acrylic paint Sponge Brown paper Sand Glue</p>

With lesson 8 the kids will learn about prehistoric culture from the Sahara desert. Kids will work on two types of textures. They will work on rocks to and also on cardboard. The idea is that kids can construct their own art cave resembling the Tassili art in Algeria.

The specific objectives of the lesson are:

- To relate the desert Sahara to the country of Algeria
- To learn about the Tassili art in Algeria
- To elaborate rock art and mural painting

Seated on the mat, the students will watch a video on the smart board about cave and rock painting of the world. After watching the video the teacher will elicit students' reflection. *A long time ago people did not have houses they slept outside. They used skin animals to keep warm, it was very dangerous and they did not have super markets, they*

*needed to hunt for food. Why do you think these people drew on walls?* The teacher must pay attention to give a positive feedback to the answers and then confirm by explaining that people painted on rocks to tell stories, legends so they would not forget and also they would paint elements that were considered very important to them. The paintings now can show us how they lived.

The kids will then relate what they have seen to the Sahara Desert in Algeria. The teacher will listen to the class schedule. First each one of them will choose one rock from a box and when seated on their chair and they will get materials to start with the rock art (acrylic and a brush). After they are done with their painting they will set them outside to let them dry.

Kids will reflect on three things that are important to them now that they would like to share with people from the future, just like people in Algeria did when they painted on rocks. They will be encouraged to draw and color what they have thought on a brown paper. The teacher previously will need to tape brown paper under the table, further one student from each table will be called to lay down under the table and paint on the paper with oil pastels. The aim is to show to children that for the people who did are on caves and on rocks it was not as easy as it is now. After each kid has painted on the brown paper the teacher will paste the paper on the wall to make a mural of everything that they have painted. As a closure kids will present their drawings and they must explain why they have chosen those elements.

### 3.5 INTERCULTURAL LESSON

Our typical Sunday, is a lesson that aims to present cross-cultural opportunity for the students in the classroom. Each of them will be able to identify with the main topic; they will present their regular activities in different ways, share and compare with their mates. This lesson is presented as an example of what can be done with this unit. The previous topics can easily be exploited and expanded in order to gain a better understanding of other cultures.

#### 3.5.1 LESSON 9: *Our typical Sunday*

Time Frame	Procedures	Materials
5	<p><b>Opening</b> The kids will be reminded of the lessons that they have learnt. From the different countries.</p> <p>The students will watch a video about children around the world (Setyahuan, 2013). <a href="https://www.youtube.com/watch?v=GpTR1wF4M6k">https://www.youtube.com/watch?v=GpTR1wF4M6k</a> They will reflect about what they can do on a Sunday in other places by answering questions while the teacher shows pictures of these places:</p> <ul style="list-style-type: none"> <li>• What would you do if you lived on a mountain?</li> <li>• What would you do if you lived in the North Pole?</li> <li>• What would you do if you lived in the jungle?</li> </ul>	Paper Pictures Pencil Collage Food
15	<p><b>Sequencing</b> Each child will come to the front with their collage and share about the activities they do on a typical Sunday. The students will have to draw a small vignette about each presentation and then share in small groups.</p>	
10	<p><b>Pacing</b> In groups the students will be encouraged to point out the similarities and differences and then write them in a worksheet. They will compare a Sunday to every culture, but also write similarities and differences with a typical Sunday in Spain.</p>	
5	<p>The teacher will use a Venn diagram on the smart board to illustrate similarities between students and cultures.</p>	
	<p><b>Closure</b> The children will present their favorite hometown meal and explain the recipe. They will share what they bring and have a party together.</p>	

The three children from different cultural backgrounds and the teacher assistant will share in a collage their typical Sunday activities. This day has been chosen because

school or extracurricular activities will not compromise the information given. Thus it will expose important information about three different backgrounds.

The specific objectives of this lesson are:

- To listen about family activities from three students with different cultural backgrounds.
- To identify similarities and differences between family activities.

To begin with the activity the teacher will review and remind students of the previous cultural lessons about the four different countries. Then the students will watch a video that shows children from around the world. Then the teacher will ask them questions to raise reflection about different places to live. What activities would you do if you lived at: a mountain, North Pole, Jungle, etc.

To sequence the activity the children will present their collage that they have previously done as a home project with their families. The students will present a typical Sunday from early in the morning when they wake up to late at night when they get ready to go to bed. It is hope that the collage will be presented with pictures or images to represent the activities. The assistant teacher from Ecuador will present her own collage presenting what is her regular Sunday as well.

This activity will present similarities from other family activities in the classroom, but it is hoped there will be differences that the students can reflect upon and contrast realities based on cultural aspects. As a pacing activity students will write on a worksheet given by the teacher at least 4 similarities and differences comparing the four collages to their own Sunday activities (see Appendix L).

The teacher may classify the activities under continents and then use a Venn diagram on the smart board to illustrate similarities between students and cultures. The teacher must be sensitive to the student's response. It will be his or her responsibility to reinforce and develop those aspect that children show interest to.

As closure the children will present a sample of their favorite hometown meal and explain the ingredients. Then they will all share what the have brought and have a party



together.

## **4. ASSESSMENT**

Although the author of this proposal will not be able to administer it due to time arrangements, it has been considered important to anticipate the results. Ergo this section will present two separate topics. First the reader will find some information about the expected results from this unit and the final sub section will contain some general recommendations for the implementation of the lessons in an intercultural educational context.

### **4.1. Expected Results**

The improvement of intercultural competences has been one of the main objectives of this proposal. The multicultural nature of an international classroom setting, has given the opportunity to create and suggest a unit proposal that furthermore will maintain students motivated and foster respect for cultural heritage.

Children who are from different cultural backgrounds will have the chance to identify to their native country and contribute with further knowledge about their cultures. On the other hand it also fosters various dimensions from the integrative motivation presented by Dörnyei (1990), such as interest in foreign language, culture and people and desire for new stimuli. Although this proposal was not implemented due to various circumstances it has been considered important to target possible results expected from this lesson.

With this proposal it is expected that the students will engage in the never-ending process of learning from others and continue with autonomous learning. As each lesson presents a new topic, after finishing with all the lessons teachers will be able to take the learning process further by contrasting and comparing cultures and expanding each topic targeting a new context. Furthermore, the activities take into account the children creativity and their developmental stage.

Not only pupils will learn from their mates, but also they will start to construct their knowledge about the world. Geography, folklore, food, traditions are some of the topics that are covered by this unit. It has as well taken advantage of the recourses the school

presents such as a smart board and easy access to the Internet. Consequently various lessons include interactive activities with educational web pages and videos on YouTube. It is expected that students will get familiarized with new realities and give them a wider view about the world they live in. Educating with an international citizen perspective might require greater effort by the school community; nevertheless, the reward will exponentially reflect in future societies.

#### **4.2. Pedagogical Implications**

It is recommended that the development of this unit should be socialized with the parents of the foreign students. Only then, students will be engage in the learning process and encouraged to participate. The teacher can also request parents' collaboration for one or all the lessons. Having an adult willing to share about cultural differences is a great learning opportunity for the classroom. Furthermore, if parents cannot come to the class, teacher can also request for them to prepare something with their children to share for each topic.

Through this proposal some reflections have emerged. First, language teachers need to be prepared to go beyond the traditional reference disciplines and move to develop their learners' and their own awareness of the nature of intercultural interaction. Furthermore identity should not be overlooked and cultural heritage should be safeguard. As Witt (2011, p. 133) defends "It is the teacher's responsibility to establish the basis for intercultural competence by guiding the students toward it, often by suggesting the means by which learners can develop and update their knowledge".

Witte (2011, p. 103) claims, "instead of a product-orientation of teaching/learning there should be an emphasis on the acquisition of more complex procedural knowledge along the learner's developmental trajectory". Consequently as it was a constructionist-developmental approach it will intent to guide children in their own learning. Furthermore as it is a open-ended process, it will be expected that the involvement of the educational community including parents will provide scaffolding by including information about different cultures as much as possible in the classroom' lessons and school projects.

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# **APPENDICES**



**Appendix A. Story: Is your mama a llama: Adapted from the book by Debora Guarino**

- Is your mama a llama? I asked my friend Dave (a turtle)
- “No, she walk very slow and has a hard shell. I do not believe that’s how llamas behave”.
- Oh, you are right about that. I think that your mama sounds more like a... Turtle!
- Is your mama a llama? I asked my friend Ted (an iguana)
- “No she is not” its what Teddy says. “She is green reptile and moves her long tale side by side when she walks, I don’t think a llama has that shade of green”.
- Oh, I said. You don’t need to go on. I think that you mama must be a... Iguana!
- Is your mama a llama I asked my friend Juliet
- “No she is not”, Juliet politely explained. “She loves bananas and hangs by the trees and she likes to say ho ho ho. I don’t think that’s what a llama would do”.
- Oh, I said. I understand now. Your mama must be a... Monkey!
- Is your mama a llama? I asked my friend Flyn.
- Oh, don’t be silly. Flyn said with a grin. “My mama has big ears, long lashes and fur. And you of all people should know about her!”. Our mamas belong to the same herd, and you know all about llamas, because you are one too!
- Yes, you are right I said to my friend. My mama is a... Llama!

## **Appendix B. Festivities in Ecuador**

- **INTY RAYMI (North of Ecuador)**
  - It is celebrated on June, when Ecuador welcomes summer. And it is meant to give thanks to the sun and the earth for the food they were able to harvest during the year. Specially for corn.
  - People dance in groups making circles representing how the earth rotates around the sun.
  - People focus on the importance of solidarity and reciprocity.
  - They conclude by offering and sharing food with all the community, they place everything they brought on the floor and they eat around it.
  
- **FLOWERS AND FRUITS FESTIVAL (South of Ecuador)**
  - It is celebrated the second week of February.
  - It started after a big earthquake in 1950. Many habitants lost their houses and their belonging; nevertheless, thanks to everything they could harvest, people could recover from this catastrophe.
  - There is a parade and a music festival devoted to the variety of flowers a fruit.
  
- **PACHAMAMA (Amazon, East of Ecuador)**
  - It is celebrated the last week of April.
  - It is an ancestral festivity, which gives thanks to the mother earth for the harvest.
  - There is an initial ceremony close to a beautiful natural waterfall called bride veil.
  - A parade walks through the center of the city and at night there are traditional dance performances.

### **Appendix C. Lyrics: Come and Dance (Popular Nigerian Song)**

If I call your name,  
You come and dance!  
If I call your name  
Will you come and dance?  
(Name) come and dance,  
Dance your mama dance  
Dance your papa dance  
Pee pee pee you can dance well!

## **Appendix D. Nigerian Folktale: Why the moon and the sun live in the sky**

Many years ago the sun and water were great friends, and both lived on the earth together. The sun very often used to visit the water, but the water never returned his visits. At last the sun asked the water why it was that he never came to see him in his house, the water replied that the sun's house was not big enough, and that if he came with his people he would drive the sun out.

He then said, "If you wish me to visit you, you must build a very large compound; but I warn you that it will have to be a tremendous place, as my people, the drops are very numerous, and take up a lot of room."

The sun promised to build a very big compound, and soon afterwards he returned home to his wife, the moon, who greeted him with a broad smile when he opened the door. The sun told the moon what he had promised the water, and the next day commenced building a huge compound in which to entertain his friend.

When it was completed, he asked the water to come and visit him the next day. When the water arrived, he called out to the sun, and asked him whether it would be safe for him to enter, and the sun answered, "Yes, come in, my friend."

The water then began to flow in, accompanied by the fish and all the water animals. Very soon the water was knee-deep, so he asked the sun if it was still safe, and the sun again said, "Yes," so more water came in.

When the water was level with the top of a man's head, the water said to the sun, "Do you want more of my people to come?" and the sun and moon both answered, "Yes," not knowing any better, so the water flowed on, until the sun and moon had to perch themselves on the top of the roof.

Again the water addressed the sun, but receiving the same answer, and more of his people rushing in, the water very soon overflowed the top of the roof, and the sun and moon were forced to go up into the sky, where they have remained ever since.

**Appendix E. Transcript *The sun and the moon* (Adapted from the story by Elphinstone Dayrell, 1990)**

Many many years in Africa before television, or even books, people would tell story all sorts of stories about what they saw, about the animals, about the land. People from Africa still tell the stories today. Now they say all stories in the world belong to Anansi the spider. Maybe he will share one with us. This is the story of how the sun and the moon came to live in the sky. A very long time ago, all the people, the animals, the plants and the sun and the moon and the water and everything in the water lived together in one small place. It was very crowded. So sun and moon decided to build a new house for themselves away from the others, it was a big house. Sun and moon had plenty of room now. They invited their friends to come and visit and the friends all came, except the best friend: water. Sun and moon were sad about this so they went to talk to water. Water told them, I am so very big and I must travel with all the creatures that live in me, I am afraid you won't have room for us. Oh yes it is a very very large house, said sun, it is enormous, said moon. And they beg water to come and visit. The next day water arrived for the visit. We are so happy you came, said the moon. Come in, come in, said sun, so water began to flood into the house. Soon sun and moon had to move up and up to stay dry. Are you sure you want me to stay? Asked water. You are our guest sun said politely. But soon water had filled the whole house, and sun and moon had to go up to the roof. Maybe I should go, said water. Oh, no! They said to be polite. So water kept coming in, and now there was no room left on the roof. So sun and moon had to leave to the sky. They found that they liked it there, even more than in their house. And they could look down and see all their old friends.

## Appendix F. Sun and the moon worksheet

NAME:

DATE:

This is the story of how the sun and the moon came to live in the \_\_\_\_\_

A very long time ago, all the people, the animals, the plants and the sun and the moon and the water and everything in the water lived together in one small place.

It was very \_\_\_\_\_.

So sun and moon decided to build a new house for themselves away from the others, it was a big house.

They invited their friends to come and visit and the friends all came, except the best friend: \_\_\_\_\_.

Water told them, I am so very big and I must travel with all the creatures that live in me, I am afraid you wont have room for us.

Oh yes it is a very very large house, said sun, it is \_\_\_\_\_, said moon. And they beg water to come and visit.

The next day water arrived for the visit.

Water began to \_\_\_\_\_ into the house. Soon sun and moon had to move up and up to stay dry.

But soon water had filled the whole house, and sun and moon had to go up the roof.

So water kept coming in, and now there was no room left on the \_\_\_\_\_.

So sun and moon had to leave to the sky.

They liked it because they could look down and see all their \_\_\_\_\_.

Sky  
Crowded  
Water  
Enormous  
Flood  
Roof  
Friends

### **Appendix G. Moustafa Farroukh Biography (farroukh.org)**

Moustafa Farroukh is an artist with more than 2000 paintings and wrote five books. He was born in a city called Beirut, in the country Lebanon in 1901. Since he was a small boy he had always loved art. He attended school and went to a University to learn art and become a better artist. His paintings were commonly exhibited. Then he went to France, and in Paris he kept studying with very important and well-known artists. After Paris, he went to Spain and he produced various painting that represented the Arab community. When Moustafa went back to Lebanon he opened an exhibition. He was also a teacher at a University but he also enjoyed learning. This artist liked painting portraits, landmarks or scenery from his homeland. His paintings are in other countries as well, like Italy and United States. In 1957 he was very sick and died.

**Appendix H. Painting Dbaye Bay, 1949**





## **Appendix I. Etiquette Lebanon**

Lebanon is a country located in the Middle East; it has Israel to the south and Syria in the north and east. In this country people might speak four different languages depending on where you are. The languages that are spoken are Arabic, French, English and Armenian. The country has schools and universities and they have been known for a strong program in math and science. Which means that kids work very hard in school and teacher are well prepared. Music and art are a critical part of culture. In this culture is considered an honor to have a guest in your home. Having a guest in Lebanon is considered and honor.

## **Appendix J. Cards information**

### **Greeting etiquette in Lebanon**

- Hi! Welcome!
- Hello! (Give three kisses alternating)
  
- Come in!
- Thank you, I brought you some flowers (give the flowers with both hands).
  
- Please come in. Would you like something to drink? Maybe juice, water?
- Yes thank you, water would be nice.

### **Greeting etiquette in Spain**

- Hi! Welcome!
- Hello! (Give two kisses alternating)
  
- Come in! How is everyone in your family?
- My family is fine thank you
  
- Please come in. Would you like something to drink? Maybe juice, water?
- Thank you, yes water would be nice.

### **Greeting etiquette in Ecuador**

- Hi! Welcome!
- Hello! (Give one kiss, turn your right cheek)
  
- Come in! How are you?
- Im good, Thank you
  
- Please come in. Let me know if you need something.
- Ok, thank you!

## **Appendix K. General information Algeria**

Algeria is a big country located in Africa. It is not very far from Spain. Both countries share the Mediterranean Sea. Algeria has different regions and the hold of the hottest desert of the planet: The Sahara. In Algeria people speak the language Arab but people can understand and speak French as well. Algeria had some great influence from Spain and French, as a result many traditions present hints of these cultures as well. The flag in Algeria has three main colors. Green to represent nature, white that represents peace and red that represents blood. The flag has a star and a crescent that is a symbol of the religion Islam.

## Appendix L. Worksheet Differences and Similarities Sunday family activities

NAME:

DATE:

On Sundays I also

---

On Sundays I also

---

On Sundays I do not

---

On Sundays I do not

---

In Spain on a Sunday people

---