Master's Degree in Secondary Education, Vocational Training and Language Teaching (English)

An Intercultural Proposal for Secondary EFL Classroom

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ABSTRACT

This final Master's Degree Project includes a theoretical framework and an intervention proposal to introducing intercultural education as a crosscutting approach on the subject of English for Secondary Education classroom.

Nowadays we live in a multicultural society and individuals have to interact with people from different cultures on a daily basis. That is why it is important to teach children and teenagers to be tolerant, to respect other customs and beliefs and to be empathetic towards others. In order to achieve these objectives and obtain lasting results, an intervention proposal that deals with different topics such as stereotypes, racism and cultural shock has been planned. This proposal aims to raise intercultural sensitivity while children learn curricula contents.

This project starts with a brief definition of the culture concept, the difference between multiculturalism and interculturalism and the goals and aims that those approaches attempt to achieve. There is also a review of two related papers on the issue of intercultural sensitivity carried out in Spain.

Following the theoretical framework, the intervention proposal is presented after a brief explanation of the context of the center and the classroom where a similar intervention was carried out during the practicum period.

To sum up, results and conclusions achieved are considered through an analysis of a survey about intercultural sensitivity and the grades obtained by the students in the final semester tests.

KEYWORDS: Intercultural education, English as a Foreign Language (EFL), tolerance, multiculturalism, inclusion, motivation.

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1.Introduction

The purpose of this master's dissertation is to state the importance of raising intercultural awareness in High School by developing a lesson plan for the 3rd term of the subject "English as Foreign Language". This intervention proposal is addressed to a 4th year of Compulsory Secondary Education (*Educación Secundaria Obligatoria*) in the high School IES Gilabert de Centelles, Nules.

During the first observation period of the practicum I realized that there were many people from different cultures coexisting in the same classrooms, but no one seemed to share and enjoy the company of the others. Students had prejudices based on common stereotypes that they usually watch in the media as well as xenophobic attitudes, such as refusing to sit next to a Moroccan student just because he or she had another culture.

The present lesson plan attempts to raise their intercultural awareness and critical thinking in order to stop racist attitudes and to create a better classroom environment. Moreover, by creating this lesson plan, I tried to implement and examine all that I have learnt during my lessons on the Master Degree in Secondary Education, Vocational Training and Language Teaching (Specialization of English Language) of the University Jaume I.

This is a really interesting issue for me because, in my opinion, the European intercultural model has failed, which can be easily verified just by reading the newspaper or by listening to the speeches of European politicians in which they blame immigrants and Muslims for every problem existing in their countries. I believe it is truly important that we teach the students to think by themselves and make them aware that the fact that another person having another culture does not mean that he or she is better or worse than anyone. It is important that they ask questions and listen to other's people's opinion so they can realize by themselves that other cultures can enrich our culture and that having different points of view are indeed interesting.

1.2 Justification, Motivation and Objectives

After observing and reflecting upon the behavior of the 4th CSE students in the High School where I did my practicum, I designed a lesson plan that combined curriculum contents with cross-cutting approaches on intercultural education and critical thinking. I was able to implement a similar proposal during my practicum but, as my tutor insisted on focusing mainly on grammar and not as much on interculturality, I could not implement all the activities I had in mind. This is the main reason why the proposal is written in future but the results and conclusions are written referring to the past, because I implemented some of the activities before, but in order to focus on intercultural education, I changed some activities and created new ones.

As it has been stated on the new law on Education in Spain called *LOMCE (Ley Orgánica de Mejora de la Calidad Educativa),* a pluricultural competence is now required "in order to deal with the communicative challenges posed by living in a multilingual and multicultural Europe" (Council of Europe, 2011). It is also mentioned in the 112/2007 Decree published on 20th July 2007 that "Students must acquire and develop attitudes of solidarity and tolerance to construct a more inclusive and respectful society" and that "Learning a foreign language must encourage them to become more respectful and open minded with people from other cultures and raise their cultural awareness so that they understand global problems and issues while developing different learning strategies."

Taking into account all these facts and the problem of racist attitudes that has arisen both inside and outside the High School since the economic crisis started in Spain, this lesson plan was designed to promote interculturality and critical thinking through communication. Moreover, one could say that the proposal is inclusive because it was designed to make the students work together, participate and cooperate among them without making distinctions of any type regarding their level of English. Inclusive education enhances motivation as it develops expectations on children and focuses on their strengths. It also fosters feelings of belonging and respect among the students, lessening unwanted attitudes such as bullying, affects in a positive way to diversity and creates a positive educational environment.

Finally, students will share their points of view and opinions with each other in order to discuss important topics related with culture and stereotypes, achieving a good command of both oral and written skills. That, of course, can only be possible if the teacher and the students are motivated enough and express and share their feelings; otherwise, if the teacher fails to make students reflect and participate, it is unlikely that they can succeed.

2.Theoretical Framework

2.1 The Culture Concept

In order to talk about interculturality, we should first determine what culture is. The first one to define culture was Edward Tylor in 1871, who described culture as a complex whole formed by different capabilities and habits acquired by man as a member of society. At that time, culture was understood as a mental progress or stage which ended in rationalism. Of course, those definitions from the 19th century became obsolete mostly because of its implicit ethnocentrism, which was comparing and judging other cultures by western values. Later in the 20th century, an anthropologist called Franz Boas established the basis of cultural relativism which contravened the evolutionist thought. Basically, this new movement claimed that cultural aspects of human behavior were acquired by learning and not inherited. Moreover, they assured that there is no culture that is more developed than another. Cultures are equally valid and their traits must not be interpreted or compared to the values of another culture.

As may be seen, culture is very difficult to define as it is a complex concept and this term has been used in many different ways during the nineteenth century. There are more than a hundred different definitions of what culture is and even nowadays anthropologists do not agree in a common definition for culture. Instead of giving one of the many definitions of culture that exists, it is better to point out the main features as well as the inadequate conceptions so everyone can have a general idea about it.

According to Schein (1990), culture is manifested at different levels. When somebody enters an organization, one observes and feels how the group constructed

itself and its environment. People tend to analyze the physical layout and its behavior but too often they do not understand why they behave the way they do. In order to understand a culture and its values and behaviors, it is essential to figure out its premises. Premises are often unconscious and define how the individuals from a determined group feel and think. Some of them are so taken for granted that they are not even aware of their existence anymore as a value and they would only notice them if someone asked questions about the nature of its behaviors and ideas. Taking into consideration those assumptions mentioned before and according to Hoffstede (1991) certain aspects of culture are invisible for the individuals that compose the group and the only way to spot the differences is by interacting with a person from a different group. For example, a common finger gesture in Spain could be misunderstood by a person from another culture as an insult. It depends on the social environment in which people are raised to define one's culture. As a result, we could conclude that culture is not inherited but learned from the behavior and values in which one is surrounded. On the other hand, each one of us has a unique personality based on a complex collection of mental processes that cannot be possible to share with any other person because it is partly inherited in the genes and partly modified by the influence of group culture as well as by personal experiences. The only one that is exclusively inherited is the human nature. However, although feelings and observation capacity are already programmed in the brain, what individuals feel or how they react to those emotions depends on their culture. Human behavior is modified by interacting with other members of the same social group. Thus culture is at least shared by two human beings. Culture is learned from the group of people you interact with as you grow up and socialize. The way children from different parts of the globe react to a stimulus is taught by their families. For example, in some parts of the world children are nice to strangers while in other parts of the world, they are taught not to trust any person who they do not know. So, as we can observe, by understanding and perhaps learning conducts from other cultures, one could become more tolerant towards foreign cultures and it would become easier to interact with people from other societies, which means to become more intercultural.

Once we have broadly stated what culture is, we should also make clear that culture is not homogeneous and it is full of contradictions. As we said before, although a person is taught how to react to external stimuli; it will be their own personality constructed by life experiences what will ultimately determine how an individual will

behave. (Spencer-Oatey, 2012) Every one of us has different experiences and different ways to understand the world around us and so do cultures. Each culture has a different approach on issues that have an impact on society and by knowing those different points of view, new solutions to our problems might be found. The problem comes when we do not encourage our children or citizens to learn about those other cultures but to fear or despise them.

Mono-cultural education (Modgil et al., 1986) is unlikely to develop imagination to conceive alternatives and recognize that problems can be managed in other ways and that societies can be organized differently. It is common to think that the most familiar way to do things in a society is the best but it is not necessarily true as alternatives could exist which might be better. Ethnocentrism limits the world to the limits of the own culture and diminish self-criticism. If individuals from a certain culture think that its culture is the best and that the other ones are worthless, they will not be able to appreciate alternatives from other cultures and they might develop stereotypes derived from superfluous generalizations given by a complete lack of information about other cultures. Those individuals judge other cultures within their own patterns and often think to possess the one and only truth. Therefore, the more similar another culture is to theirs, the more "civilized" and "developed" it is and the more different their customs and norms are, the more inferior it is. This is a really serious problem as it might lead to racism if we are unable to accept others as equals and appreciate their differences but think of them as "inferior" individuals.

2.2 Multiculturalism and Interculturalism

As happened with the definition of culture, it is extremely difficult to propose unique definitions to those educational terms. However, it is necessary to state clearly what the difference is between the two concepts. It is true that in most cases these two terms mean the same and are used as synonyms, but the OEDC (Organization for Economic Co-Operation and development) stated that the term multiculturalism is not appropriate and that it is better to refer to interculturalism for this type of pedagogy (OEDC, 1989). The OEDC as well as other authors such as Ibáñez-Martín (1989) and

Etxebarria Balerdi (1992) have found distinguishing features in order to differentiate them.

- ➤ **Multicultural Education**
    - o It refers to a situation that already exists.
    - o Confirms the coexistence of different cultures.
    - o Accepts cultural diversity.
    - o Appreciates all cultures.
    - o Supports the cultural development of the various groups.
- ➤ **Intercultural Education**
    - o Supports dialogue between cultures.
    - o It is shown as a project.
    - o It is the pedagogic action organized in response to multicultural education.
    - o It is more ideological.
    - o Attempts to overcome multiculturalism and the idea of coexisting cultures.
    - o It means to be supportive and caring.
    - o It is meant for the benefit of everybody.
    - o It has a methodological component of communication, interaction, etc.
    - o It is defined in terms of the method of analysis of a pluralist situation.

Intercultural education is intended to promote and respect human rights and equality between native and immigrant people. The goal is to create a new European culture based on interaction, communication and respect for the others, as well as the idea that everyone, regardless of its culture, will be part of a bigger group in which values such as pluralism, acceptance of other individuals and positive assessment to every culture will become a reality. At the same time, this will also mean that cultural and social inequality will eventually disappear (Etxebarria Balerdi, 1992).

2.3 Goals and Aims of Intercultural Education

Intercultural education is based on the assumption that race, culture and social class diversity enriches our culture and helps to develop our nation. Furthermore, diversity gives us more points of view so that we can understand problems from

different perspectives and even criticize and fully understand our own culture in order to improve it (Banks, 2002). The main premise is that if we try to understand other cultures, we will more likely respect them and thus decrease discrimination and racism against other ethnicities and cultures. Intercultural education is an education based on freedom and the reduction of prejudices against others because educators are required to help students develop positive feelings toward other cultures and ethnicities through discussions or other kind of interventions. Cooperative learning activities could also help students raise positive feelings and behaviors towards the others, which will have the same opportunities for academic success.

A person who has reached conscience has a different understanding of history and of his or her role in it. He or she will refuse to become stagnant, but will move and mobilize to change the world. (Freire, 1996)

As Freire states, reflective thought and critique empowers students to intervene with their personal experiences and thoughts in the process of learning as it helps to construct culture. It is not our goal to manipulate the thoughts of the students in order to reach equality and respect but to make them think, reflect and construct their own ideas and feelings about it. We aim for a critical understanding of our culture and society in order to improve self-understanding and interaction with other individuals around the world. With a critical reflection, students can take part in their own learning process and express their feelings about it as well as facilitate their accepting the consequences of their actions and choices.

The knowledge of the 'other' is engaged not simply to celebrate its presence, but also because it must be interrogated critically with respect to the ideologies it contains, the means of representation it utilizes, and the underlying social practices it confirms. (Giroux, 1988)

The study of cultures should pay attention to the complexity of its values, hidden assumptions and how all these integrate in the context. Students will be taught to dismiss stereotypes and see beyond borders in order to reach and identify the real customs and norms of the other cultures. Intercultural education does not only consist on expanding the topics and change the content but to reason and understand the meanings and interests of different configurations of knowledge and power (Giroux, 1989). Thanks to this, students will be able to convert those configurations and

assumptions into their own thoughts and struggles and this could help them to find a better solution to a problem as it gives them more options to think about. The goal is not to force the students into liking other cultures but to respect them, cooperate with them and understand them by dialoguing with them.

In conclusion, what educators should attempt is to embed the academic curriculum with intercultural experience and critical thinking. The competences that our students would gain are: tolerance, empathy, respect, ability to discuss with other people in a non-judgmental way, understanding of other perspectives and accepting differences. In order to achieve these goals, educators should abandon traditional methods and encourage students to participate and share their experiences. With a proper guidance, the learning environment will be improved and the students will explore first hand other cultural views and rules and raise awareness on the relativity of what they believe to be true or right. Being intercultural means learning to tolerate other beliefs although we disagree with them. It helps us deal with those differences in order to fulfill a common interest.

2.4 Origin of the Research's Issues and Objectives

It is well known that we live in a multicultural society and that we interact on a daily basis with people who have different beliefs, behaviors, values and cultures. This need for multicultural interaction represents a challenge for our educational system values (Marín, 2004). The development of certain abilities and skills is required in order to communicate and interact with others in a proper and respectful way. This goal can only be achieved if we learn and understand cultural diversity and it is during adolescence when mental development is more appropriate for intercultural education as it is during this period when children begin to create their own cultural identity and make assumptions about other individuals (Sabariego, 2002). At this stage of life, humans tend to refuse what is unknown because they have spent their entire lives protected by their families. We should therefore focus on this particular period to intervene so those teenagers would be more likely to become more tolerant and have a better life in our multicultural societies.

I decided to emphasize these facts because although the importance of interculturality and cultural sensibility nowadays is self-evident, there are still issues

regarding racism both on the streets and in the classroom. It is true that the majority of the groups I have been observing during my practicum were really open-minded and had had no problems with sharing and talking with their peers with different cultural backgrounds. However, there were also other groups in which the educational environment was hostile and one could easily see that there were problems of racism and behaviors that should be corrected immediately. The impact of this environment on their education will be demolishing, especially because if there is racism in the classroom, its victims will feel worthless, will not be comfortable in the process of learning and probably will develop feelings of self-loathing and hate toward the system around them. It damages and impoverishes all of us since it restricts cooperation and enhances arrogance and insensitivity (Modgil et al., 1986).

We seek that our teenagers explore the diversity of the world without their thoughts being biased by prejudice. This does not mean that they are not allowed to judge but rather that judgement must be made only when we fully understand the complexity of the other individuals. The main premise is that everything is equally good and the expression of other cultures should be respected. Interculturally sensible people are more predisposed to comprehend, accept and tolerate cultural differences than any other people (Vázquez et al., 2012).

Intercultural sensibility is the personal ability to develop positive emotions through comprehension and appreciation of cultural differences which are capable of enhancing appropriate affective behaviors in intercultural communication situations. (Chen & Starosta, 1997)

Intercultural sensible people tend to be more confident as their self-esteem is not affected when they have to speak with a person from a different culture. They trust on their interaction abilities and they feel comfortable in any intercultural situation. Self-esteem also enhances their self-concept as they manage to adjust their behaviors to the needs of the situations in which they are involved. This self-adjustment of their behaviors makes evident that there is a change in them as they are trying to fulfill communication demands. In order to understand those demands and comprehend the need of a change, those individuals become more sympathetic and open minded. They try to understand and tolerate the other's needs and experiences even though they can be contrary to their own beliefs. This is because they have learnt to "put themselves in the

other person's shoes" and they regard other points of view. This enriches their own interpretations and experiences as it provides them with new perspectives to solve different situations. In conclusion, being interculturally sensible is important because of its relevance for the development of the intercultural competence and also because it diminishes hazardous prejudices and stereotypes about other cultures.

To sum up, the objectives of the present project are the following ones:

- To analyse young people's perception of cultural diversity and determine which factors influence this perception (prejudices, stereotypes…)
- To create an intervention proposal to improve young people's perception of cultural diversity while learning a second language.
- To implement the proposal.
- To evaluate the effectiveness of the suggested proposal taking into consideration the grades obtained by the students, alignment of the proposal and improvement of the perception and attitudes towards cultural diversity.

2.5 Related Research on the Issue.

Since this is a very important issue on education, there has been previous research on this particular topic. Firstly, a paper exists on the affective dimensions of the communicative competence on Compulsory Secondary Education. The author Ruth Vilà Baños used a scale to measure intercultural sensitivity in Baix Llobregat region. The results obtained showed the need to acquire affective competences and develop intercultural sensibility during CSE. The scale consisted on 73 items comprised of questions related with emotions and feelings provoked by different situations. There were 5 basic factors based on the items: Interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment and interaction attentiveness. On the final scale, 23 items were selected and the scale was adapted to a level of language more appropriate to the students. The scale is based on the model of Chen and Larosta (1998) and the validity and reliability was carefully examined using Alpha Cronbach's method. The final results of this research, as we have already stated,

revealed that the students have emotional difficulties when confronting intercultural situations. Though the results have shown that their respect and tolerance for other cultures are good, students seemed to lack attention in intercultural communication and they also do not feel confident when interacting with individuals from another culture. Vilà insists that an educative intervention is needed in order to improve those aspects.

In addition to the foregoing, there is another paper on intercultural sensitivity held by Universidad de Huelva and Universidad de Granada. The research tried to measure the intercultural sensitivity of the young people from Andalusia. The research used the same scale as the aforementioned one and they interviewed 415 people from different sectors of this region of Spain. Results revealed that the majority of the individuals they had interviewed were cultural sensible and had no problem with interacting with people from different cultures. Of course, we have to take into account that most of the students they interviewed were 19 to 30 years old so it is not uncommon that people who have studied at university have a higher level of intercultural sensitivity than teenagers. Contrary to those young students, unemployed ones had shown lower results on sensitivity toward other cultures. There are many variables that influence the level of sensibility of a person such as political ideology, age, economic class and even gender. The conclusion of the research is that although this scale has shown that Andalusian young people has a high level of intercultural sensitivity it is essential that intercultural competences are included in the curriculum for a better future and the guaranty of living in a fairer and more tolerant society.

3.Teaching Unit

3.1 The Center in Context

IES Gilabert de Centelles is a public high school located in Nules, a municipality of Castellón with a population of 15.000 inhabitants which was built in July 1998 because of the merger of Francisco Beltrán Bigorra BUP high school and Escultor Giner educational school. Students from Nules and surrounding villages such as Moncofar, Villavieja, Betxí and Mascarell attend to Gilabert de Centelles. In this center, the major part of the students are Catalan speakers and most of the subjects are held in this

language. Moreover, 9% of the students come from another countries; therefore, IES Gilabert de Centelles high school is an integration center.

In olden days, the population of Nules used to work the land but nowadays the secondary and tertiary sector are more dominant. The primary sector in Nules is focused on the cultivation of oranges, which is now in a severe structural crisis that has had an economic impact on some parts of the population. As a result, many agricultural crops had been lost due to low-prices paid for oranges and consequently unemployment in this area raised alarmingly.

Regarding secondary sector, it is mainly based on ceramic and building industry, which is also a declining industry due to the burst of the housing bubble in 2008. As for the tertiary sector, it is mainly focused on tourism and service industry, increasing its activities during summer months.

As for the educational institution is concerned, it is located in the city outskirts, although because of recent building construction nearby it is nowadays more integrated in the urban core. The highs school building is huge, arranged in two floors and around two large courtyards. It has its own sports hall, a cafeteria, a multi-purpose room and several small group classrooms apart from the music classrooms and chemistry laboratories. There are a total number of 1.663 students, 633 of them are CSE students, 552 of them are vocational education students and the last 178 are *Bachillerato* students.

ICT's (Information and Communication Technologies) have been recently introduced in the center and all the classrooms of *Bachillerato* and some classes of vocational education have beamers and screens. Unfortunately, in CSE classrooms there are still no ICT's available and teachers have difficulties to use innovative resources and exercises in classroom because of the lack of facilities.

3.2 Students in Context

The following didactic unit has been designed for the students of the 4th CSE classroom C of the public High School IES Gilabert de Centelles. They have had an English subject since Primary School and the main objective of their syllabus is to train and to increase the student's knowledge of English so they will be able to use this language both inside and outside the classroom in an appropriate way.

Regarding the students of 4th CSE C, the major part of the students have been studying together in the same class since they started CSE. Therefore, there is a pleasant atmosphere between them because they know each other really well and they use to help their partners whenever they can. There are 32 students in the classroom and all of them are born in Spain (just five of them have a foreign background) and there are 16 girls and 16 boys. Just two of the students are repeating 4th grade and still have some failed subjects from last year.

The grades that the students of this classroom have up to now are not very good because just 8 of them had passed all their subjects on the second semester's assessment. Teachers expect that only a 59% of the students in this class will graduate. This percentage is diminished by 10 students who have failed more than 5 subjects during the second semester.

As far as behavior, these students have a good attitude towards the teacher and they use to show interest for the subject though they usually don't answer when the teacher asks questions. The students that do not want to work are quiet and do not have disruptive behaviors, so the classroom is silent and it is not difficult to teach.

In respect of the socioeconomic level of their families, it varies among each person but all of the students have mobile phones, internet and a computer in their houses, so it is possible to use online resources and tools in order to implement the didactic unit.

3.3 Legal Framework and General Objectives

The following didactic unit has been elaborated following the general objectives contained in the Decree 112/2007, of 20th July by the *Consell de la Generalitat Valenciana*. The general objectives that I took into account in order to create the didactic unit were the following:

➢ To participate on collaborative activities.

➢ To identify, know and be critical about traditions, regulations, behavior and values of the society whose language is being learnt, and to respect the different cultural patterns.

➢ To develop Individual enrichment from the relationship between people from different countries and cultures.

➢ To use appropriate bibliographical resources autonomously both in paper and digital form.

➢ To improve coexistence in the classroom by means of accepting the culture and perspectives of the rest of the classmates.

➢ To foster good behavior towards classmates in the classroom regardless of their culture.

➢ To develop self-confidence and empathy towards the others.

➢ To analyze in a critical way the videos and pictures shown in class.

➢ To develop autonomous learning.

➢ To enhance the students' affective abilities in order to improve their relationship with others and refuse all kind of violence, discrimination and prejudices.

➢ To improve their use of new technologies and sources of information to acquire new knowledge.

➢ To develop critical awareness and assume responsibilities as a necessary demand for personal growth.

➢ To analyze and comprehend the rules and norms that control our society as well as the one's from other cultures and respect them.

3.3.1 Specific Contents

As for English specific contents, the following ones are also included in the fore mentioned Decree of 2007:

➢ To learn the importance of foreign languages in international relationships.
➢ To take initiative in order to express opinions, both orally and in writing.
➢ To use appropriate linguistic forms associated with concrete communication situations, such as politeness, agreement, and disagreement.
➢ To respect other opinions about general topics and understand different sociocultural perspectives.
➢ To appreciate foreign languages as a communication tool inside and outside of the classroom.
➢ To comprehend oral and written texts in the foreign language by using original materials or adapted resources in Standard English.
➢ To write consistent, well drafted and grammatically correct texts adequate to their level.
➢ To express events that took place in the past.
➢ To express opinions and preferences.
➢ To share other people's perspectives and opinions. Conditional sentences.
➢ To use common expressions, idioms and vocabulary about personal interests, general topics and issues related with the content of other subjects.
➢ To be able to raise awareness and to reflect upon stereotypes related to the different cultures of Europe and the USA to improve the classroom environment.
➢ To appreciate English as a tool for understanding and communicating with people with different cultures and backgrounds in order to avoid any kind of discrimination and develop their personal growth.

3.4 Objectives and Learning Outcomes

The objectives and learning outcomes resulting from these competences as well as the final results that we are seeking to attain once the implementation in the classroom is finished are shown below.

- **<u>Communicative competence</u>**

OBJECTIVES	LEARNING OUTCOME
1. **To participate in group discussions.**	Students will be able to give their opinion and to produce clear oral messages, adapting their discourse to the context and the audience.
2. **To consider and answer specific questions about what has been worked in class.**	The students will write a reflexive comment about what has been addressed in class.
3. **To be able to communicate both orally and in written.**	Students will communicate orally with their peers in class discussions. Students will be able to understand the main ideas of oral messages. Students will focus on the main ideas of the texts addressed in class about specific topics.
4. **To think about what has been seen or read in class.**	Students will consider the pictures and texts shown in class, write about them and discuss with their partners about the consequences of stereotyping people.

- **<u>Digital and Information Processing Competences.</u>**

OBJECTIVES	LEARNING OUTCOME
1. **To use ICT.**	Students will understand and discuss about the pictures and texts addressed in class. They will participate in a forum in order to share their opinion about the topic of stereotypes and cultural shock.
2. **To manage resources and information.**	Students will learn how to manage information about the topic of the classroom in order to answer questions in the forum.
3. **To use resources in an autonomous way.**	Students will be capable of using the Internet to consolidate knowledge and to

OBJECTIVES	LEARNING OUTCOME
	share information about the topic in order to compare information and answer the questions. They will learn how to use a forum and how to answer in forum threads.

- **Linguistic Competence**

OBJECTIVES	LEARNING OUTCOME
1. **To comprehend information about oral and written texts about cultural issues from different sources.**	Students will understand the main ideas and distinguish them from the less relevant. Students will find the important information which will help them solve the exercises. Students will write compositions about the topic addressed in class. Students will be able to give their opinion and improvise oral messages with their peers.
2. **To write texts and express their opinions using an appropriate register.**	Students will write texts expressing their opinion on the topic of cultural shock and stereotypes as well as about certain events in the past and regrets about their lives in a grammatically correct way. Students will learn new vocabulary related to cultures from different countries. Students will learn the importance of revising the text. Students will learn how to express regrets about certain events which happened in the past.

- **Social and Civic Competence**

OBJECTIVES	LEARNING OUTCOME
1. **To raise awareness about the cultural differences.**	Students will learn that multiculturalism and diversity of opinions enrich their own culture.
2. **To show agreement or disagreement with certain topics.**	Students will share their opinions and will assume a stance on certain cultural stereotypes and beliefs.
3. **To learn how to interact and work together in a respectful and cooperative way.**	Students will learn how to collaborate with their peers in order to strengthen the idea of partnership in the classroom.
4. **To develop empathy towards other people of different religion, color or culture.**	Students will learn to be tolerant with other persons and cultures and also to understand and accept different behaviors

OBJECTIVE	LEARNING OUTCOME
	and customs from other cultures. This will raise tolerance towards people from other countries.
5. To respect and listen to the others' opinions in group discussions.	Students will pay attention and respect their partners' opinions and they will learn to tolerate different perspectives about a topic.

- **Autonomy and Personal Knowledge Competence**

OBJECTIVE	LEARNING OUTCOME
o **Self-discovery**	Students will know themselves better by working with texts in the classroom as well as discussing pictures about stereotypes and culture shock.
o **To enhance empathy and assertiveness among classmates.**	By means of discussions about videos, pictures and texts addressed in class, students will learn to respect each other and realize how much a simple remark can hurt other people's feelings. They will be able to put themselves in the place of somebody who suffers from discrimination and prevent these xenophobic situations from happening in the classroom.
o **To Foster critical thinking**	Students will reflect upon what they have done in the past and how they can prevent it from happening again.

3.5 Temporalization

This didactic proposal will consist of seven sessions of approximately 55 minutes. This proposal will require two weeks according to the student's schedule and it is designed to be implemented during the second semester of 4th CSE, when the students have already studied first and second conditionals as well as present perfect.

These seven sessions consist of the following activities:

Session 1 (55 minutes approximately)	▪ Forum Explanation (Activity 1) ▪ Past Simple and Past Perfect on How to Train your Dragon (Activity 2)
Session 2 (55 minutes approximately)	▪ Culture Shock (Activity 3)
Session 3 (55 minutes approximately)	▪ Stereotypes and Racism (Activity 4)
Session 4 (55 minutes approximately)	▪ Hard Decisions and Regrets (Activity 5)
Session 5 (55 minutes approximately)	▪ Investigation Group (Activity 6)
Session 6 (55 minutes approximately)	
Session 7 (55 minutes approximately)	

3.6 Contents

The contents of 4th year CSE are established by law and compiled in the Decree 112/2007 of 20th July, which establishes the Compulsory Secondary curriculum in the Valencian Community. (*Decreto del Consell del 20 de Julio por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunidad Valenciana*) as well as the Royal Decree 1105/2015, of 3rd January, establishing the basic curricula for Secondary Compulsory Education and *Bachillerato*. (*Real Decreto 1105/2015, del Real Decreto 1105/2015, del 3 de enero, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y Bachillerato*). The following criteria have been brought into consideration in order to establish the general and specific objectives as well as the contents of this proposal.

o Developing of intercultural abilities using English.
o Improving written skills: giving general opinions; expressing feelings, emotions and regrets.

- Learning new vocabulary through research on the topics given by the teacher. Topics: Culture shock, stereotypes, cultures in Europe, America, Africa and Asia, personal relationships, feelings, travel, customs, traditions.
- Valuing English and other languages as a tool for communication.
- Expressing obligations, describing places, characters, persons and cultures. (Modal Verbs)
- Expressing likes and dislikes about certain topics, in this case, related with culture.
- Expressing past events. (Past Simple, Past Perfect.)
- Expressing decisions and giving advices. (First conditional and Second Conditional clauses.)
- Expressing abilities, knowledge and doubts.
- Expressing interests, appreciating opinions and suggestions.
- Compensating language deficiencies using linguistic and paralinguistic procedures.
- Using polite expressions in order to give opinions or participate in discussions.
- Knowledge of different cultures, traditions and values around the world by searching for information on the Internet.
- Understanding that other cultures favor personal growth.
- Understanding oral messages through certain strategies such as brainstorming, identification of key words on the culture shock texts, context…
- Participating on debates in the classroom and delivering presentations, focusing on pronunciation in order to facilitate communication with classmates.
- Answering questions and giving reasoned arguments to the different communicative situations.
- Avoiding disruptive behaviors by developing communication strategies. (not interrupting others while talking, respecting speaking time and different opinions…)
- Using formal and informal expressions in English to write coherent, clear and structured texts.
- Using basic punctuation rules.
- Understanding texts and extracting general and specific information from them about the culture related topic provided by the teacher.
- Reading texts or books in English outside the classroom autonomously and by personal initiative.

3.7 Activities

This section shows the activities that compose the didactic unit. Contents, objectives, methodology and assessment have been adapted to the activities. Some have already been implemented during the compulsory internships of the present Master's Degree, so they present some changes in comparison to the original ones on account of the problems arised during its implementation. It should be noted that the original didactic unit had more grammar in its contents and was shorter as required by my practicum tutor, hence the aforementioned changes on the present didactic unit. To see the worksheets please see appendix 4.

3.7.1   Activity 1: Forum Explanation

➢ **Objectives**
   o To review everything that has been learned in the classroom.
   o Improve the students' ability to use ICT's.
   o To share opinions and discuss politely about certain topics related with other cultures, gender, racism, cultural shock and stereotypes.
   o To improve writing skills by producing texts about topics seen in class in the forum in a clear and proper way.
   o To reflect upon the topics that they addressed in the classroom.
   o To use autonomously online resources in order to find useful information and share it with their classmates.
   o To be able to interact with the rest of their classmates in English.

➢ **Competences**
• **Linguistic competence**: Students will use English to write their opinions about topics related with interculturalism and reply to their classmates in a well-mannered way.
• **Communicative competence**: Students will improve their oral and written comprehension through the teacher's explanations, the videos shown in class and the messages on the forum.

- **Digital Competence:** Students will learn to use forums appropriately and autonomously.
- **Strategic Competence:** Students will search for information autonomously in order to complete and answer the discussions on the forum.

➢ **Methodology**

Students will be asked to write a short draft on a forum, about the topics that will be discussed in class. They will be instructed by the teacher on creating a free account and entering to the forum as well as how to answer on any topic, or even open one by themselves. The importance of this activity must be emphasized, because if the teacher fails to tell the students that it is compulsory to write in the forum, the students may not do it. The forum has to be free and easy to find and use, otherwise students will not know how to use it and become frustrated. The teacher should open the topics in the forum sufficiently in advance and answer any questions or doubts that students may have so that everyone will understand how it works and will participate in the activity.

➢ **Materials**

A projector and a computer to explain how the forum works. Although it would be better to have computers for everyone so that the students can create their accounts guided by the teacher.

The forum I created for the students at IES Gilabert de Centelles was the following one:

http://culturefriendlyforum.foroactivo.com

➢ **Temporalization**

This explanation will take 20 to 25 minutes at maximum, depending on the students' level of competence on the use of computers and forums.

➢ **Space**

A classroom with projector and computer or computer room.

> **Evaluation**

Students will have a maximum time of two days in order to complete the questions and activities posted by the teacher on the forum. The teacher should control who participates in the discussions and also correct any possible mistakes they could do in their answers, but only those that make it difficult to understand what the student means. It is important that their opinion on the matter is written in their own words and not with the help of and automatic translator.

3.7.2 Activity 2: Past Simple and Past Perfect Simple on How to Train Your Dragon

> **Objectives**
o To be able to define what past perfect simple is and how is it used.
o To discover new grammar aspects by watching and listening to the audiovisual materials.
o To retrieve useful information from the video shown in class.
o To share opinions and discuss politely about certain topics.
o To form everyday life sentences using grammar taught in class.
o To discuss with their partners certain aspects from the video shown in class, such as ignorance and relationship between father and son, in order to learn to respect the others' opinions.
o To judge and express their opinions about prejudices in a well-mannered way and build a critical and constructive view on the matter.
o To get to know other classmates through activities related with Past Perfect Simple.

> **Competences**
• **Linguistic competence**: Students will use English to discuss about relationships between father and son as well as to reflect upon ignorance. Students will learn how to use Present Perfect Simple and differences with Past Simple.
• **Communicative competence**: Students will improve their oral comprehension through the movie fragments they will watch in class.

- **Civic and Social Competence:** Students will learn the harm that stereotypes and ignorance can cause. They will learn the importance of being themselves and fighting for what they truly want and the importance of communication, because many of the problems *Hiccup* (the main character of the movie) has could be solved just by talking to his father *Stoic.*

➢ **Methodology**

The teacher will play the following segments twice each with English subtitles, so that students can understand and follow what it is said in the movie:

➢ Segment 1: From 00:14:15 to 00:16:11

This segment verses about the importance of communication and family expectations.

➢ Segment 2: From 00:20:08 to 00:23:46 and 00:26: 52 to 00: 31:52

This segment is very convenient to discuss the importance of prejudices. It is very useful to make the students think upon how many cultures are stigmatized just like the dragons in the movie. It is important to get rid of those prejudices in order to understand and enjoy those other cultures.

After they have watched the fragments, the teacher will ask the students some questions about the movie and what their thoughts about the relationship between *Hiccup* and his father, the relationship between the Vikings and the dragons and the relationship between *Hiccup* and *Toothless.* As it has been said earlier, it is essential to highlight the importance of prejudices and how they negatively affect both cultures. In order to explain the grammar, these fragments of the movie can be used, but it is recommended to make a Powerpoint slideshow containing a slide on the structure of present perfect.

The sheet we will give to our students also contains some activities related to grammar so for them to learn to use the Past Perfect Simple. Activity 5 is about the use of the grammar but is also important because, by getting to know each other better, the students will have a better opinion of their classmates, which will strengthen or create friendship bonds.

➢ **Materials**

A projector and a computer.

A legal copy of the movie *How to Train your Dragon*.

➢ **Temporalization**

This activity will take at least 35 minutes. It depends on how many times the teacher plays the fragments until the students understand what it is said. If the discussion and the grammar explanation take too long to explain, students will do the exercises on the sheet as homework.

➢ **Space**

A classroom with projector and computer or a computer room.

➢ **Evaluation**

The teacher will take into account who takes part in the discussion and who gives their opinion. It is also important to take note of those students who do the grammar exercises and are quiet during the watching of the film and the grammar explanation. The teacher will take note of who has done the homework and who has not (If they don't finish the exercises in class).

3.7.3 Activity 3: Cultural Shock

➢ **Objectives**
o To participate actively in discussions about cultural shock.
o To Share life experiences with classmates and respect others decisions and opinions.
o To discuss politely about other cultures' beliefs and customs.
o To gather useful information from the text.
o To write about the topic worked in a coherent and grammatically correct way.
o To defend their point of view using good arguments in English.
o To improve their knowledge about cultural shock and learn new vocabulary on the topic.

o   To review the use of conditional sentences and know how to use them properly through reading comprehension and oral expression.

o   To participate in the forum and share experiences in other countries with the rest of the class.

➢ **Competences**

• **Linguistic competence**: Students will use English to give their opinion. They will revise the use of conditionals, past perfect and present perfect.

• **Communicative competence**: Students will use English language to communicate with their partners and to defend their opinions politely. They will use the forum to speak with their peers about their experiences in other countries.

• **Civic and Social competence:** Students will appreciate other cultures' customs and values and become aware of the differences between cultures. Students will discover themselves by reflecting upon their own experiences and evaluating the consequences those experiences brought to their lives. Students will also become closer to each other as they will share their opinions, thoughts and feelings towards cultures and life experiences. At the end of the activity, they likely will be able to create their own opinions based on democratic and respectful values.

➢ **Methodology**

Students should do exercise 1 individually. Each must answer those questions and think about the topic *Cultural shock* before debating the topic in class. The teacher must verify that everyone takes part in the discussion.

On exercise 2, students will read a text about cultural shock. They will have to write down verbs, words and expressions that they do not understand so that the teacher can help them find the answers. Then, on exercise 3, they will answer some questions about the forementioned text and they will discuss with their partners which the correct answers are and why. After the teacher has checked everybody's answers, they will start a new debate about the differences between the Spanish culture and other foreign cultures. If there are students with different cultural backgrounds, it would be interesting to ask them to share their thoughts about cultural differences.

> **Materials**

Notebook and pen.

> **Temporalization**

50 to 55 minutes.

- 10 minutes approx. to answer the questions.
- 10 minutes approx. to share the answers with the classroom and discuss.
- 5 minutes approx. to read the text out loud.
- 5 minutes approx. to read the text again. This time, not out loud.
- 10 minutes approx. to define words they do not know.
- 15 minutes approx. to discuss with their partners about the topic and solve the exercises.

> **Space**

A normal classroom.

> **Evaluation**

The teacher will take into account who participates actively and who is paying attention to the opinions of the other students. It is important that they do not interrupt each other when they express their opinions and that they take part, otherwise the activity will not succeed.

3.7.4 Activity 4: Stereotypes and Racism

> **Objectives**
- o To participate spontaneously in the debates held in the classroom.
- o To share and respect opinions with the rest of the classmates about stereotypes and racism.
- o To gather specific and useful information about the videos and images shown in class about stereotypes and develop critical thinking on this issue.
- o To write texts about the topic in a clear, coherent and proper way.
- o To use new technologies in order to share opinions and criticize politely.
- o To express their opinions, convictions and ideas.
- o To defend such opinions with solid arguments using English.

o To tolerate and respect the others and not to judge other people by their appearances.

➢ **Competences**
- **Linguistic competence**: Students will use English to express their opinions about racism and stereotypes. Students will be encouraged to read outside the classroom in order to improve their text comprehension, learn new vocabulary and improve their knowledge on the topic.
- **Communicative competence**: Students will use the grammar they have already learnt in order to complete the activities in the forum. They are required to understand the content of the original videos shown in the classroom. They will hear colloquial English and learn informal expressions throughout the videos.
- **Civic and Social Competence:** Students will learn what stereotypes are and think upon what possible consequences stereotypes could have in society.

➢ **Methodology**

Firstly, the teacher will ask some questions to the students in order to find out what students know about stereotypes. Then, the following videos and pictures will be shown in class so they can reflect upon whether it is good or bad that people make stereotypes on other cultures or races and the effect that mass media has on this issue. Furthermore, the teacher will encourage the students to read the book *American Born Chinese,* can suitably improve their language and, at the same time, deal with the topic of stereotypes in which the main character is involved. The teacher will briefly explain the plot and will show some pictures from the book, which is fairly easy to read and appropriate to their level of English during this course.

Video about European stereotypes:

https://www.youtube.com/watch?v=kazQfr-S6xI

Video about Spanish stereotypes:

https://www.youtube.com/watch?v=0vQi9KxAufE

Pictures used for the presentation and explanation in the classroom:

http://media.tumblr.com/09de686250d00be416fe491b09613acf/tumblr_inline_mqidqie2ZT1qz4rgp.jpg

https://36.media.tumblr.com/2cd71de9d6e0e27e7b0e92aaf2412cea/tumblr_n7opg0RR3V1sljhk9o1_540.jpg

https://40.media.tumblr.com/d111eba68e32ac5b3baae8ba99698fef/tumblr_mn75kvdaHA1qgcra2o1_500.jpg

https://costianes91.files.wordpress.com/2014/11/woman-cook1.jpg

http://noahamandaandeliswebsite.weebly.com/uploads/1/9/9/2/19925315/5231565_orig.jpg

http://atlantablackstar.com/wp-content/uploads/2013/11/sony-white-vs-black-ad.jpg

http://cbldf.org/wp-content/uploads/2013/07/jinwangintro.png

https://40.media.tumblr.com/f1be1be2d0fe3283f5eda38b69253d6a/tumblr_n87kpi83Wd1s0wj8io5_400.jpg

http://www.amazon.es/American-Born-Chinese-Gene-Luen/dp/0312384483

➢ **Materials**

Pen and paper to write down some thoughts or drafts about what they see in the pictures or to define the words they do not know. Computer and projector in order to watch the pictures and videos.

➢ **Temporalization**

55 minutes.

- 5 minutes approx. brainstorming about stereotypes.
- 15 minutes approx. to watch the videos.
- 15 minutes approx. presentation about stereotypes and racism.
- 20 minutes approx. debate in class about the topic.

- **Space**

    A computer classroom or normal classroom with projector and audio devices.

- **Evaluation**

    The final consideration that the students will post in the forum should contain a their thoughts. This will be evaluated as a sign that the students they have rethought about the topics and have opened their minds. The participation in the class debates will be assessed. They must respect the opinions of the other students as well as express themselves appropriately without insulting or underestimating the others.

3.7.5 Activity 5: Hard Decisions and Regrets

- **Objectives**
    o To review the grammar that has been worked in the class.
    o To strengthen the acquired knowledge about grammar rules on past perfect and third conditional.
    o To take decisions and defend them towards the others.
    o To express emotions and feelings about certain situations of the past.
    o To talk about the past and give advice to other students using second conditional sentences.
    o To express regret about actions and decisions made in the past and talk with their partners about solutions.
    o To discuss with classmates about hard decisions until they arrive to a consensus.

- **Competences**
- **Linguistic competence**: Students will use English to express their opinions and to share their past experiences and the effect they had on them. They will review the grammar learned in previous sessions on Past Perfect, Conditionals and Past Simple.
- **Communicative competence**: Students will use the grammar they have already learned in order to communicate with their peers and discuss which solutions would be more appropriate and why. They will also criticize politely the decisions that their partners make if they feel that those are not the right ones to make.

- **Civic and Social Competence:** Students will work together and learn to respect other opinions. They will develop empathy and respect for the others' reasoning.

➢ **Methodology**

Firstly, the teacher should review the conditionals. If the students already know how to use them, the teacher will ask them to explain them out loud in order to share knowledge and improve their oral skills. If they do not remember how to form them and use them, the teacher will explain them. It is better if PowerPoint or Prezi slideshows are used because students will pay more attention than if the teacher uses the traditional chalkboard.

On exercise number one, students will review how to use third conditional properly with help from the teacher. They will work in pairs and try to guess which one is the first part of the sentence.

On exercise number two, students will write something that they have done in the past and they regret, as well as something they are proud of. They will write it down on their notebooks and say what would have happened if they had not done those things in the past. Students will reflect upon what consequences those changes could have had in their lives.

On exercise number 3, students will work with their partners and will discuss what decisions they would have taken from those given in the worksheet. They have to use English to discuss and expose their opposition or try to convince their partner to take the most convenient option. Once they have finished, all the class will share the results together.

Exercise number 4 is for homework. Students have to write sentences saying what they would do or tell to famous people before they were famous if they had a time machine. The answers should be posted on the forum so everyone can read them.

➢ **Materials**

Worksheet, pen and paper. Computer and projector.

> **Temporalization**

55 minutes.

- 15 minutes of grammar explanations
- 40 minutes for exercises and discussions.

> **Space**

A normal classroom with a projector and a computer.

> **Evaluation**

The teacher will appreciate the effort of those students who share their feelings with the others and those who contribute with meaningful thoughts. Moreover, the execution of the homework will be important for the final grade as it is a sign that the student takes responsibility and wants to improve their language skills.

3.7.6 Activity 6: Investigation Groups

> **Objectives**
- To improve cooperative learning.
- To foster positive attitudes and partnership among students.
- To enhance academic performance.
- To develop solidarity, empathy, commitment and co-responsibility.
- To promote autonomous learning.
- To encourage the formation of heterogenic groups.
- To improve the relationship between students and the learning environment in the classroom.

> **Competences**
- **Communicative competence**: Students will use English to communicate both orally and in writing. Understanding of information gathered and reinforcement of the ability to synthesize organize and reflect on the matter.
- **Civic and Social Competence:** Students will work both alone and in groups. They will learn to adapt to circumstances. They will learn to be responsible and work together to obtain good results.

➢ **Methodology**

This activity is divided in three main parts and it is similar to the original Jigsaw Technique by Aronson, but it is not exactly the same. Firstly, the teacher will split the classroom in groups. In this case, there will be six groups: three groups of six students and two groups of seven. These will be the base groups and the teacher will have to appoint a "specialist leader" in each group. Secondly, the specialists' will join the other students with the same specialization area and they will study and debate among themselves in order to elaborate a text. Finally, the members of the base groups will get back together again in order to write a document with all the information they have learned. Using this information, they will prepare a presentation for the last session which shall contain a reflection about the contents they have learned.

This strategy is useful because students will investigate in depth the topic chosen for the specialists. Furthermore, students usually pay more attention when they work together because they have to learn from their peers' explanations. By means of this technique, participation among the students and responsibility are enhanced.

On the other hand, when students have to defend their opinion in front of their classmates, they develop their oral skills as well as values such as tolerance and respect.

- Group one: Morocco traditions and culture
- Group two: Indian traditions and culture
- Group three: Chinese traditions and culture
- Group four: Spanish traditions and culture
- Group five: Gypsy traditions and culture
- Group six: Scandinavian traditions and culture

➢ **Materials**

Computers and the Internet. Students are the ones who must search for information about the topic given by the teacher on the web.

➢ **Temporalization**

Three sessions of 55 minutes each.

First session:

- 5 minutes to explain the task.

- 10 minutes to compose the groups and select a topic. Choose the specialist leaders of each group.
- 25 minutes to let the specialists investigate the topic.
- 10 minutes to write a quick draft with the information gathered during the class.

Second session:

- 5 minutes to check the draft from the previous session.
- 5 minutes to let the specialists come back to the base groups.
- 15 minutes to let every specialist explain the work that they have done to the other members and the information they have searched about the different topics.
- 20 minutes to summarize in a document all the important information about all the topics given by the teacher.
- 5 minutes of joint discussion.

Third session:

- Each base group will make a presentation of approximately 10 minutes about what their thoughts on the aforementioned topics and share their conclusions with their classmates.

o **Space**

First session in a computer classroom. The other two sessions will be held at the normal classroom.

o **Evaluation**

The teacher will take into account each student's engagement with their respective groups (both base and specialization). Students should be involved and show interest in the task they are doing. Furthermore, the ability to synthesize information will be highly appreciated.

The final documents that the students must deliver will be assessed as a proof that students have understood the new contents and must rethink about the topics provided by the teacher. Effort and knowledge should be reflected on the document as well as new values such as empathy, respect and tolerance.

3.8 Evaluation

On this subject, students' work and knowledge obtained during the three course terms are always taken into account when assessing them. They have three exams for each one of those terms and they are evaluated with a written exam, which means 70%, of the final mark. Another 20% is devoted to homework and compositions and the remaining 10% corresponds to attitude and participation in class.

The present proposal corresponds to the second unit of the third term of the academic course, so the participation on the discussions in class and the attitude towards the others while doing the activities will count as a 20%. The posts in the forum and active participation on it count another 10%. The grammar contents learned were evaluated in a written exam when they covered a previous unit by the end of the course.

When evaluating this proposal, the most important thing to be taken into account is that the students express their opinions orally even if they make mistakes. The content and quality of the information that they say or write is what truly counts, since what we are looking forward to is improving their critical thinking and tolerance. It is important not to interrupt the students while they are delivering a speech since they would become ashamed to speak in front of the others and excessive correction could damage their self-esteem. The following rubric was used in order to achieve a more accurate assessment:

Category	Excellent	Acceptable	Needs improvement
Class Participation	Student's participation and attitude is positive towards the others.	Student's participation is positive most of the time.	Student's attitude in classroom is negative and its attitude has a negative effect on peers.
Collaboration	The student willingly collaborates in all the activities proposed and facilitates work in groups. Provides useful feedback to other peers.	The student shows a will to work with their peers.	The student refuses to work in groups or accept opinions and ideas from others.
Behaviour	The student shows a genuine concern for others and always willing to help.	Rarely displays positive attitudes. The student often talks in class when it	The student is disruptive. Rarely listens or does the work.

		is not allowed.	
Language	The student uses appropriate language and occasionally uses complex sentences. Errors do not have a negative effect on comprehension.	The student uses basic English. The student demonstrates partial control of English. Sometimes there are mistakes that hinder comprehension.	The student uses incoherent sentences and wrong vocabulary. The student often violates the basic structure rules.

At the end of the proposal, a questionnaire will be delivered to the students in order to retrieve their opinions about the work they have done as well as to assess the teacher. This way, students feel that they have a say in their educational process and it is also a good way to learn what should be improved in the proposal.

4.Results

4.1 Findings and analyses

In this section of the project, I will expose the findings and results obtained according to the students' opinions and the survey on cultural sensitivity that they completed at the end of the implementation of the proposal I made during my practicum. It should be taken into account that it was similar to the one I designed for this final project, although not entirely the same. The day after the last session of this intervention, I gave to the students of 4th CSE C a questionnaire (see appendix 2) about their feelings during my classes and their opinion about the activities done in the classroom. It was anonymous and they had a section to write any comment they wanted so they would not be afraid of saying what they truly thought about the classes. They were asked to grade the proposal in a scale of 1 to 10, being 10 the maximum grade and the average mark obtained was a 8.5. The majority of the comments were positive and the only thing they complained about was that the speed of the discourse was usually too fast for them.

Regarding its learning outcomes and grades, students have not seen a drop neither on their grades nor their academic performance. Those are good news because students' grades tend to fall during the third term because of exhaustion. Their tutor

reported that the majority of the students graduated and that the results from the last exams were moderately better in comparison with the second evaluation ones. For that reason, one could say that the proposal achieved the learning outcomes for which it was created and also motivated the students into participating and using English actively in the classroom.

On the other hand, this intervention proposal on interculturalism was originally designed as a type of experimental research on attitudinal contents. Although students did not take a previous survey about their cultural sensitivity, they did take a post intervention survey in order to find out how sensitive they were in comparison with other 4th CSE classes (see appendix 1). The 4th CSE classes (control groups) that took this survey without having implemented the intervention proposal were 4th CSE B and 4th CSE diversification students. The main characteristics of these control groups will be explained below. The characteristics of the experimental group (4th CSE C) are detailed in the item 2.2 of this project.

The first control group, 4th CSE B, was a class where the majority of the students obtained good marks and there was only one repeat student. During mentorship hours, their tutor used to talk with them about self-esteem, bullying and other topics of interest for the students. Their behavior was good and not disruptive although they tended to become distracted when the teacher explained the lesson.

The second control group is 4th CSE diversification. This group is extremely different from the first control group and the experimental one because a requirement to enter this group is that students have repeated at least twice during their academic life. For this reason, their behavior is more disruptive, as some of them refuse to study and others do not reach the required level. These students are differentiated from the other courses of 4th CSE because of their grades and learning capacity, which create a homogeneous group with little to no benefit for their learning process.

A total of 62 individuals from those 3 groups completed the survey, of which 26 were boys and 34 were girls.

Group	Frequency	Percentage
Diversification (Control)	13	21,0
4th B	20	32,3
4th C	29	46,8
Total	62	100

Grupo

- G Diversif Control
- G 4B Control
- G 4C Exp
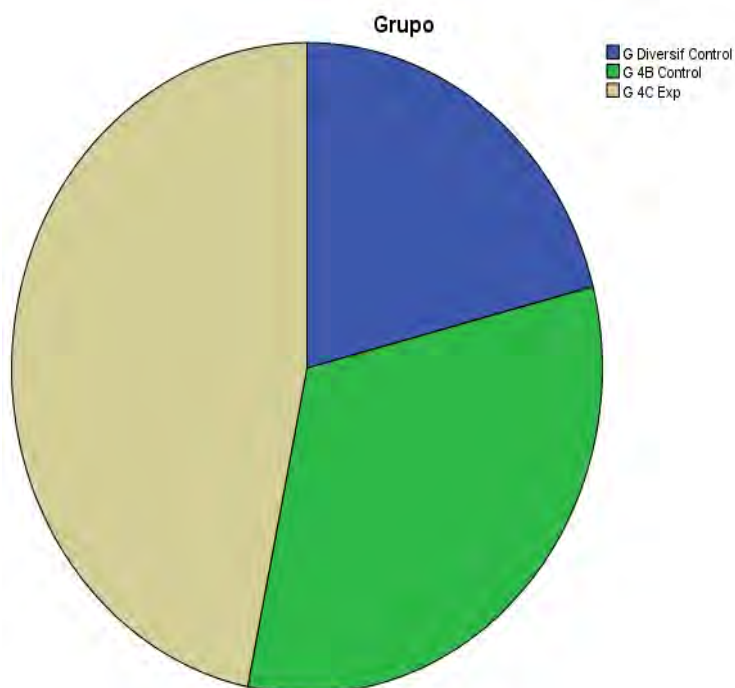
The results obtained from each group are represented in the following chart:

Group	Average CSR (Cultural Sensitivity Rate)	Standard Deviation
Diversification (Control)	71,4615	9,67484
4th B (Control)	88,6500	12,26581
4th C (Experimental)	87,8621	12,03781

Estatistics

G Diversif Control	N	Valid	13
		Lost	0
	Average		71,4615
	Dev. típ.		9,67484
G 4B Control	N	Valid	20
		Lost	0
	Average		88,6500
	Dev. típ.		12,26581
G 4C Exp	N	Valid	29
		Lost	0
	Average		87,8621
	Dev. típ.		12,03781

As can be noted from the above chart, between the experimental group and the control group 4B there are few differences. However, between the experimental group and the control group Diversification, the differences are greater. This is the reason why, in the first instance, the Anova test was taken since the tests of homocedasticity (or Levene) provided a positive report to continue with the analyses ($p < 0,607$).

One-way ANOVA

	Sum of squares	gl	Root mean square	F	Sig.
Inter-groups	2880,319	2	1440,160	10,569	,000
Intra-groups	8039,229	59	136,258		
Total	10919,548	61			

As can be seen in the chart, p< 0,000 indicates that significant differences exist between the groups. However, the post hoc tests (appendix 1) show that the significant differences only appear between the diversification group and the other two. In other words, the experimental groups showed no difference with the other similar group but they did with the diversification one. It is thus evident in this case that input variables (sex, age, etc.) and contextual variables (classroom environment, socio-cultural and socio-economic background, etc.) had a greater influence in relation to the outcome variables (CSR).

The results of the survey show that there is a significant difference in terms of intercultural sensitivity between the experimental group and the control group formed by the diversification students but not in the control group of 4th B. Although the most interculturally sensitive individuals belong in the experimental group, the results obtained in the control group B are similar. The reason why there has not been much difference could be that the proposal I implemented during my practicum included more grammar content on my tutor's demand, and that the tutor of the 4th CSE B students used plenty of the mentorship hours for activities related with tolerance and other similar topics. However, the significant difference between the experimental group and the diversification control one could be that students in the control group have a disruptive behavior and use their mentorship hours to do homework. Those students, as they are separated from the other 4th CSE students, do not interact with other students and, consequently, they are not used to talking to students from other cultures. All these conditioning factors have an effect on learning and will henceforth be reflected on the survey's results.

Finally, it is worth stressing that the reliability of the scale has been appropriate, desirable and foreseeable in an educative context for students over age 16. According to Cronbach's index it obtained a p<0,887.

4.2 Conclusions

Nowadays, we live in a multicultural society and it is very important that students learn to be tolerant and respectful in order to coexist in a peaceful way. Moreover, by talking and discussing with others, new ways of solving problems could be discovered and differences among people can be settled without using violence. The same phenomenon happens inside the classroom. If students use dialogue instead of letting prejudices and stereotypes lead them, the learning environment in class improves as well as their personal relationships among their peers. Furthermore, by sharing feelings, emotions and points of view, they learn that their answer is not the only possible one and that there might be better answers or solutions. They learn to tolerate other arguments and they become more empathetic towards others' feelings.

This intercultural proposal aimed to improve their sensitivity and solve the problems of emergent racism that were detected during the practicum's observation period. In regard to intercultural sensitivity and English contents, students of 4th CSE C have apparently improved. The grades obtained, which were fairly better than the ones on the second term, prove that they achieved a good level of English and learned the contents. As for intercultural sensitivity, I was informed by their tutor that after the implementation, the relationship among the students improved greatly, being more willing to work together and cooperate. Taking this into consideration, it might be said that the main problem is the following: If we do not teach children to communicate with and understand other cultures, they do not know how to deal with these extraordinary behaviors and they accept stereotypes and prejudices. Therefore, throughout activities and discussions such as the ones contained in this didactic unit, students learn how to cope with differences and respect them, becoming more sensitive to other cultures. They learn that, despite having differences with others, they can work together to achieve a common goal and that other opinions enrich their own culture and their own self.

However, the proposal I implemented during my practicum, as it has been stated before, was not the same that this one because my practicum tutor demanded a more grammar-focused didactic unit. Although I tried to introduce intercultural-related topics and activities in the grammar worksheets, it has surely had an effect on the survey's outcome. Moreover, the fact that there was no pre-test in order to determine the

children's previous level of intercultural sensitivity hinders the analysis of the obtained results. Notwithstanding this, learning outcomes were achieved as:

- The relationship among students improved.
- There are no more racism-related problems in the classroom.
- Grades showed that they also learned the curricula content required by law.
- The proposal was proven to be appropriate for the level of the students, motivating and effective.

In conclusion, an improvement suggestion would be to execute a pre-test so that previous and post results on intercultural sensitivity may be compared and, as it has been done, develop activities more focused on intercultural topics without neglecting grammar and curricular contents.

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Appendix

Appendix 1. Cultural sensitivity survey. Post-intervention test.

Preguntas	No	Regular	Sí
1.Me gustan las diferencias que hay con mis compañeros de otras culturas.			
2. Me gusta hablar con personas de diferentes culturas.			
3. Evito trabajar con personas de otras culturas en clase.			
4. Respeto la forma de ser de mis compañeros de clase que tienen diferentes culturas.			

5. Respeto las creencias religiosas de personas de otras culturas.			
6. No acepto las opiniones de mis compañeros de otras culturas.			
7. En mi opinión, mi cultura es mejor que todas las demás.			
8. Soy una persona de mente abierta hacia otras culturas.			
9. Me siento muy seguro de mí mismo cuando hablo con personas de otras culturas.			
10. Siempre sé qué decir cuando interactúo con personas de otras culturas.			
11. A menudo me siento desanimado cuando estoy con personas de otras culturas.			
12. Me altero fácilmente cuando interactúo con personas de diferentes culturas.			
13. Soy una persona muy conservadora cuando interactúo con personas de otras culturas.			

14. Cuando interactúo con personas de otras culturas quiero aprender todo lo que pueda sobre ellas			
15. No me gusta estar con personas de diferente cultura a la mía.			
16 Soy sensible a los significados sutiles en las interacciones con compañeros de otras culturas.			

Appendix 2. Students to teacher assessment.

Boy ☐   Girl ☐

Have you attended all my lessons? Yes ☐   No ☐   If no, how many?_____

	☺	😐	☹
I like you the way you teach.			
I have learnt how to use Past Perfect Simple and Third Conditional.			
Your explanations were easy to follow.			
The discussions and activities in the classroom have been useful.			
I would have liked to practice more Speaking/writing/grammar/listening. **If yes, underline one of the options above.**			
The materials provided by the teacher have been appropriate.			
The activities have been motivating.			
The forum activities have been motivating and interesting.			
I would change…			
Please, rate me! (From 0 to 10)			

Appendix 3. Third Conditional and Past Perfect Grammar Review.

The past perfect simple tense is formed by using the auxiliary verb **had** together with the V3 (past participle). The V3 (past participle) form of a regular verb looks just like a regular verb in the past simple:

1. walk > walked / study > studied / stop > stopped / create > created

The **time expressions** already, for, since, and yet may be used in the past perfect simple, as they are in the present perfect simple. Remember the following rules for using other time expressions:

- Use after, as soon as, the moment that, until before using the past perfect simple. Ex: **After** she had moved out, I found her notes./ I didn't say anything **until** shehad finished talking.
- Use before, when, by the time before the past simple: Ex. **Before** I knew it, she had run out the door. / **By the time** he phoned her, she had found someone new.
The past perfect simple is used to **describe one action that happened before another action in the past.**

In many cases a complete sentence is written in two parts with two different tenses:

1. The past perfect simple, to refer to the action that happened first or earlier
2. The past simple to refer to the action that happened second or later

Sometimes the past perfect simple is used on its own and the action that took place afterwards is understood.

1. After Sofie **had finished** her work, she went to lunch. (First she finished her work and then she went to eat lunch.)
2. I washed the floor when the painter **had gone.** (First the painter left and then I washed the floor.)
3. Harold **had known** about it for a while. (First he knew about it, then others knew about it)

Note: The order of phrases may be switched, but the meaning will stay the same.

1. By the time Doris got to the party, everyone had gone home.
2. Everyone had gone home by the time Doris had got to the party.

Note: Had Had – A verb combination that often causes confusion in the past perfect simple is had had. Ex. I had had enough to eat but I wanted dessert anyway. The first had is the auxiliary (or helping) verb and the second had is the V3 (or past participle) of the main verb to have. It means that even though I ate enough, I wanted dessert after that. It may look strange, but it is correct.

<u>**THIRD CONDITIONAL**</u>

Third Conditional, también -Type III- Refiere a una situación hipotética del pasado y se forma según la estructura : if + past perfect + conditional perfect. Aquí tienes algunos ejemplos traducidos.

If clause	Main clause
If + Past Perfect tense	**would/could/might + have + past participle**
If I had won the lottery,	I would have traveled around the world.

Appendix 4. Worksheets and Activities

<u>**ACTIVITY 1: PAST PERFECT SIMPLE AND PAST SIMPLE- HOW TO TRAIN YOUR DRAGON**</u>

<u>**Exercise 1:**</u> **Brainstorming! Discuss the following questions with your classmates and your teacher:**

- What do you know about past perfect?
- Do you know how it is formed?
- In what situations can we use it?
- Have you seen the animation movie How to Train your Dragon? What it is about?

<u>**Exercise 2:**</u> **Watch the following movie segment and read the sentences below. Write 1 next to the action who took place first and 2 next to the one that happened later.**

Ex:

(1) Hiccup entered to his house.

(2) Stoik poked the fire.

a)

(   ) Stoik called Hiccup.

(   ) Hiccup climbed the stairs.

b)

(   ) Toothless spitted up the fish.

(   ) Hiccup gave Toothless some fishes.

c)

(   ) Toothless sat in front of Hiccup.

(   ) Hiccup ate the fish.

d)

(   ) Hiccup drew a dragon in the sand.

(   ) Toothless slept hanging in a tree.

Exercise 3: Now fill in the blanks using simple past or the past perfect forms of the verbs in brackets.

a) When Hiccup _____ (enter) to his House, Stoik _____ (poke) the fire.

b) When Hiccup _____ (climb) the Stairs, Stoik _____ (call) him.

c) Hiccup _ _____ (give) toothless some fishes when he _____ (spit up) one of them.

d) Toothless _____ (sit) in front of Hiccup before he _____ (ate) the fish.

e) When Hiccup _____ (Draw) a dragon in the sand, Toothless _____ (sleep) in a tree.

Exercise 4: I WISH GAME!

Write down as many sentences as you can using *I wish*. You have **2 minutes** to write down your wishes related to the movie we just saw in class.

Examples: I wish Stoik had not yelled to Hiccup. I wish I had a dragon like Toothless. I wish Vikings had not killed so many dragons. I wish Vikings and dragons had had a better relationship.

Exercise 5: BY THE TIME YOU WERE………..

Look at the following list of activities. Use the past perfect simple to ask your partner about his/her life experiences. It's your choice to say the truth or not, but your partner has to find out and they will make you questions about it! You better find a good story to tell!

Example: Had you broken a bone by the time you were seven? + Yes I had

- What Happened?

- kiss a boy or girl
- open a bank account
- move house
- study the English language
- go to a club
- break a bone
- fall in love
- learn to swim
- have a job
- Move to a different country

Exercise 6: Dragons Vs Vikings?

Write in the forum what do you think about prejudices. Do you think that is it better for Vikings and Dragons to be fighting all the time? How can they solve their differences? Why do you think that Hiccup and Toothless became friends after all? Would you have done the same as Hiccup or would you have obeyed your father?

ACTIVITY 3: WHAT IS CULTURE SHOCK?

Exercise 1: Brainstorming! Answer the following questions and discuss your answer with your classmates.

- What do you know about culture?
- What is the difference between culture and society?
- What do you think it is a culture shock?
- What do you think that "When in Rome, do as Romans do" mean?
- Have you ever felt lost and strange in another country?

Exercise 2: Read the following text about culture shock.

First of all, culture shock is normal. Everyone in a new situation will go through some form of culture shock but some factors influence in the degree in which a person is affected.

There are four general stages, and it is important that you know about these stages, so that you will understand why you feel the way you do and that any difficulties you are experiencing are temporary.

The first stage is usually referred to as the 'honeymoon' stage. Everything is excited and new. You might think that the new culture is ideal, and you might think that it is much better than your own. If you are sometimes frustrated or have problems, you will quickly recover.

But it isn't long before the honeymoon stage changes into the second stage – sometimes called the shock stage. In this stage, all the little problems and frustrations appear much bigger! You feel confused and lonely and you find really difficult to make friends. If it is possible, you might try to go home.

Culture shock is only temporary, and at some point you will make a transition into the third stage, the 'recovery' stage. At this point, you learn to deal with the differences. You may try to integrate the new culture with your own beliefs. You begin to learn the language and make more friends. Maybe you can even laugh about your difficulties!

The last stage is the 'home' stage – this is the point when people start to feel at home in the new culture. At this stage, you will function well in the new culture, adopt certain behaviors from your new home, and prefer certain aspects of the new culture to your own culture.

What does the text talk about?

- **What is culture shock?**
- **How many stages there are? What happens in each stage?**
- **Why do you think the first stage is called 'the honeymoon'?**
- **Do you think it is difficult to make friends in a foreign country? Why?**

Exercise 3: Decide if the following sentences are true or false. Underline the evidence in the text.

- ❖ In the first stage, people will have a very positive impression of the new culture. (____)
- ❖ Many people will leave the new culture while they are in the second stage. (_____)
- ❖ In the last stage, people feel more comfortable in the new culture than in their own. (____)
- ❖ Culture shock lasts forever. (____)
- ❖ People find it difficult to make friends in the new culture. (_____)
- ❖ To have culture shock is not normal. (_____)
- ❖ In the fourth stage, people speak the new language fluently. (_____)

- Have you ever felt homesick?

- Would you ever consider marrying someone from a different culture? Why?

- Imagine that aliens visit your country. What would surprise them?

- What would you do if you were in a different country and you were feeling lonely?

Exercise 6: Answer 2 of the following questions in the forum!

- **Have you ever experienced culture shock?**

- **What are some things that define your culture? For example: music, language, food…**

- **What do you like most about your culture?**

- **What do you like least about your culture?**

- **Have you ever felt confused by the behavior of someone from another culture?**

- **What do you think is most important when arriving to a country with another culture?**

ACTIVITY 4: STEREOTYPES AND RACISM

Exercise 1: Describe a person from a different country and make a quick draft that fits your description. When you finish, compare your drawing with the drafts of your partners.

- Do you think people from this country are actually like this?
- How do you think people from other countries see Spanish people?
- How do you think the people from those countries would feel if they saw what you have drawn?

Exercise 2: Watch the following videos about Stereotypes and answer the following questions in the forum!

- Do you feel angry about stereotypes?
- How does it make you feel that foreigners think Spaniards are lazy? Have you ever heard that before?
- Do you think stereotypes can result in racism? How would you prevent this from happening?

ACTIVITY 5: Grammar Review- Hard decisions and Regrets

- What do you know about third conditional? Do you know any other conditionals?
- What are they used for?
- What is Past Perfect Simple? What is it used for?

Exercise 1: *Complete the other half of the sentences below and then read out loud the part you have written (not the part that was already given to you) and see if your partner can guess from which sentence comes from.*

1. If I'd got up just a few minutes ago, _____
2. If I'd been born with a different gender, _____
3. If I'd been born with a different nationality, _____
4. If I I'd been born an animal, _____
5. If I'd been born with two heads, _____
6. If I'd married someone famous, _____
7. If I hadn't come to this English class, _____
8. If I hadn't been born, _____
9. If I had studied more last year, _____
10. If I had studied less last year, _____

11. If I had been born very poor, _____

12. If my family had moved abroad when I was a kid, _____

Exercise 2: Write down 3 things you have done or have not done in your life that you regret and 3 things that you are proud you did. Think about topics related with cultures, stereotypes, racism, violence…

Example:

- Things I regret→ *I never spoke with a Muslim*
- Things I am glad about→ *I studied French.*

Now, imagine that those things had not occurred and write down sentences expressing what would have happened if things had been different.

Example:

- *If I had spoken to a Muslim, I wouldn't have thought bad things about their culture.*
- *If I hadn't studied French, I wouldn't have known that they don't eat baguettes all the time!*

Exercise 3: It's time to take hard decisions! Imagine you had to make the following hard decisions. Tell your partner what you would have decided and why. Do they agree with your decision? Try to reach an agreement!

1. Would you unjustly have given Hitler control of part of the Czech Republic and so keep world peace, or would you have declared war?
2. Imagine you were the president of Spain. Somebody told you that a terrorist is going to put a bomb somewhere in your city if you don't stop him. Would you put all suspected terrorists in prison and raise hate against you, or risk not knowing about the attack until the terrorist puts the bomb and kills your people?
3. Would you have murdered Julius Caesar to save the Roman Republic or would you have let him become emperor?
4. Imagine you cheated on your girlfriend/boyfriend. Your lover wanted to tell them everything about your secret relationship but suddenly she/he had a heart attack. Would you have called an ambulance to save him/her and let her/him destroy your marriage or would you have let him/her die and live happy for the rest of your life?
5. Imagine there was an alien invasion. Would you have helped aliens to conquer your world in order to save yourself and your family or would you have fought until all the humans became extinct?

Exercise 4: Imagine you could have met one of the people below before they became famous. What would you have said or done to them?

- Angelina Jolie
- Justin Bieber
- Adolf Hitler
- Cristiano Ronaldo
- Lady Gaga
- The people who worked on the first atomic bomb
- Michael Jackson
- Eminem
- Elvis Presley

Can you think of any other people you might have liked to talk to, and what you would have wanted to say?