Màster en l'Ensenyament de la LLengua Anglesa en Contextos Multilingües

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Teaching interculturality in Infant Education through cooking and traditional dancing lessons

Presented by: María Florencia Garribia

DNI: X4451983B

Supervised by: Dr Patricia Salazar

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Departament d'Estudis Anglesos

Universitat Jaume I

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1. Introduction

Society is in constant change, and as a result, interculturality is a phenomenon which is part of our everyday life. Children also constitute this society we live in, and they are not ignorant about this issue, being influenced by what happens in their context and having an influence on it.

Considering the necessity of implementing intercultural education that teaches young students to respect the differences and being tolerant, avoiding stereotypes or prejudices, and to contemplate differences as something desirable, a teaching proposal has been made. Therefore, our didactic unit focuses on teaching intercultural competence through cooking and video-watching and dancing lessons.

The reasons why cooking and video watching and dancing activities are proposed are due to the fact that those activities are active and motivational, promoting the learning of all students, regardless of the kind of learner the person is: auditory, kinesthetic, visual, etc. With the development of our project, not only is English knowledge going to be improved, but also attitudes, values and social abilities are going to be acquired.

In order to justify and contextualise the project here proposed, it has been necessary a brief research about what the terms 'culture' and 'intercultural' mean, confronting two approaches: Communicative Competence and Intercultural Communicative Competence. Moreover, with a theoretical description of the reasons to implement intercultural lessons at school, explaining goals to reach and justifying our methodology is how we expect to contribute to the understanding of our teaching proposal.

The didactic unit is composed of different sections. First, the school context is described, together with classroom features and rationale for the project. The second part has all elements that let us describe a didactic unit and implement it: timing, objectives, contents, relationship with the curricula, methodology, timing and space organisation, sources, evaluation and activities.

As attested in the literature on intercultural competence, there is a need for more practical projects about interculturality in the school, and as a result, this didactic unit expects to guide Infant School's teachers to develop intercultural projects, giving them useful ideas to apply in their classrooms.

2. Theoretical Framework

2.1. What does "intercultural" mean?

Overcoming the difficulty of teaching English to diverse students, we should analyse what intercultural means before we make a proposal to enhance respect, tolerance and knowledge of different cultures. Defining intercultural or culture is a complex issue due to the diversity of authors who have researched about the field, being numerous academic fields that discuss their meaning, like business, marketing or social studies (Lange, 2011).

It is through a detailed historical revision how the Council of Europe (2009) introduces the meaning of culture today. It was in the fifteenth century when term "culture" was used for the first time, describing certain human activities; in the next two centuries, it was used as something relative to the human mind. After it, in the eighteen century, it started to describe something belonging to arts and academic fields, being a characteristic that only rich people had. Then, a new approach emerged that considered that different cultures existed, being something that a particular group had. However, culture was still considered as something static, and not being possible the mixture of different cultures. Coexisting with this approach, there was another postmodern approach that held culture like something that each person had, being his own choice.

Nowadays, the Council of Europe (2009) defends that there are some intermediary positions which state that cultures change within time, avoiding the static concept of culture. One approach argues the internal diversity of cultures, but with their ideas remaining over time. Another approach concludes that culture is built with

conflict or negotiation. To finalise, the last approach considers culture as an active process of meaning finding that can be built by people engaged with it.

After this brief review of the historical evolution of the cultural term, a search in different online dictionaries has been done to find how culture is defined today. We can find that the Collins dictionary (2016) has the following definition for intercultural "*something existing between, relating to, or involving one or more cultures*". The Oxford dictionary (2016) defines it as something "*taking place between cultures, or derived from different cultures*". Similar, the Cambridge dictionary (2016) says that it is an adjective that indicates something "*relating to or involving more than one culture*".

Those definitions give us a wide vision about the issue nowadays, but we should consider the research made by important authors who have developed theories about what intercultural in our field of investigation, education, means.

For Lange (2011:8) "*Culture today is understood as heterogeneous, multi-layered and dynamic construct*" that needs to be understood in its context, and Liddicoat & Scarino (2013) remark the relativeness of cultures, affirming that it does not exist a "natural or normal" behaviour, being it variable and being only possible to know certain aspects of any culture. Moreover, Spencer-Oatey & Franklin (2009:15) also define culture, naming its characteristics as follows:

Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member's behaviour and his interpretation of the "meaning" of other people's behaviour.

However, we investigated about the definition of intercultural, complementing the cultural meanings studied above. Then, Bennett & Bennett (2004) remark intercultural communicative competence as an ability that gives the person the opportunity to communicate in diverse cross-cultural situations, being able to express themselves in several cultural contexts. Guilherme (2000:297) says that it is "*the ability to interact effectively with people from cultures that we recognise as being different from our own*".

Paige et al. (2003: 177) assumed that culture learning is

The process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally and affectively.

Also, the Council of Europe (2009) states that an intercultural society is not a puzzle of different identities placed together, but a network where all of them relate and interact. The same organism (Council of Europe, 2009: 10) gives the same information to explain the term:

Interculturality involves being open to, interested in, curious about and empathetic towards people from other cultures, and using this heightened awareness of otherness to evaluate one's own everyday patterns of perception, thought, feeling and behaviour in order to develop greater self-knowledge and self-understanding

In the Spanish context, Moreno Vargas-Machuca (2010: 115) explains that

El término "intercultural" en educación nació para superar las implicaciones subyacentes en el concepto de "multiculturalismo", que refleja una imagen estática de convivencia de grupos sociales pero sin relación entre ellos.

As a conclusion, we can summarize the meaning of the term 'intercultural' by saying that it has a considerable number of different meanings, but an intercultural education, being part of the intercultural communicative approach, only has a meaning: an education that provides the students of cultures' knowledge, with attitudes, skills and abilities to understand what surrounds them and constitute the entire world, interacting and accepting others' perception of the world (Byram, 2008).

2.2. Communicative Competence and Intercultural Communicative Competence

Having defined what the terms 'cultural' and 'intercultural' mean, it is necessary to differentiate between intercultural communicative competence (ICC) and communicative competence (IC). Besides, it is necessary to explain the differences between ICC and the traditional inclusion of cultural elements in the curricula.

Regarding the differences between the ICC and the traditional inclusion of cultural elements in the classroom, it is observable that until the inclusion of the ICC approach, interculturality was added as one of the "fifth" skills desirable to be reached by the students, being added to the listening, speaking, reading and writing skills (Tomalin, 2008). This is not the aim of the ICC approach, as it holds that culture is not as simple as a skill, involving knowledge, attitudes and skills. In those traditional approaches, culture was learned in a memoiristic manner, repeating what was considered desirable from a foreigner point of view.

House (2007) argues that the difference between the intercultural communicative approach and the communicative approach is that the ICC emphasises the "cultural" element, using realia, artefacts, customs, etc. The "critical" aspect of the culture learning is also incorporated when adding the intercultural term, including in the lessons a wider view of culture, with local, regional, national and transnational cultures (Baker, 2012). Nevertheless, one of the major critiques to this approach is that the reflexive and critical comparison between cultures is still rare in the everyday lessons (Baker, 2015).

The ICC approach, the one followed in this project, is explained by Byram (1997), who divides it into five *"savoirs"*, namely, attitudes, knowledge of self and the

other, skills to interpret and relate, skills to discover and interact and critical cultural awareness.

In an attempt to summarise them, Lange (2011) divides the *"savoirs"* into affective domain (attitudes), cognitive domain (knowledge) and skills domain. Similarly, the Council of Europe (2009) divides them into cognitive, affective and behavioural personal issues, including knowledge, attitudes, skills, skills of discovery and critical cultural awareness.

Moreover, the focus of intercultural communicative competence is effective communication, both verbal and non-verbal, being the central elements the communicative skills with an understanding of the foreign culture (Krajewski, 2011). This intercultural use of the language is composed of skills, knowledge and attitudes, and so, it becomes the focus on the communication between speakers with different backgrounds. The "background" importance is what differentiates the IC and the ICC approaches (Baker, 2015).

Furthermore, when thinking about cultures knowledge, we should not be superficial, but with critical thoughts, evaluating both, own and others' *"perspectives, practices and products"* (Byram, 1997: 63). Then, students learn to think about the reasons why cultures are represented and learned in some way and no another, with alternative presentations and a link with their own perspective (Baker, 2012). We cannot ignore that teaching every aspect of culture can be really hard work, maybe almost impossible, and that some simplification has to be done, selecting and excluding cultural elements, but the aim is that such selection has to be done critically (Brumfit, 2001).

Another approach to ICC is proposed by Deardoff (2009), who established a Pyramid Model, composed of three blocks: the biggest and principal one is composed of attitudes like respect, openness and curiosity. Then, we find a smaller and upper block made by knowledge and comprehension interacting with skills. Finally, the top of the pyramid is made of behaviour. This pyramid model emphasises that we should start working on the basis (attitudes) and then going up working knowledge and skills, to finishing working on behaviour.

Mastering the abilities named in both approaches is how any person can become an intercultural speaker, the ideal foreign language speaker, someone that mediates and negotiates between his own and other cultures (Vettorel, 2010) and has a more tolerant and positive knowledge of cultural practices (Gómez Rodríguez, 2015). The Council of Europe (2009:26) states that the intercultural approach *offers a new way of managing cultural diversity, based on shared values and respect for common heritage, cultural diversity and human dignity"*.

In summary, we may claim that the IC approach and the ICC approach are compatible, as the ICC evolves from the communicative approach (Celce-Murcia, 2007).

2.3. A need for implementing intercultural lessons at school

When describing the classroom where the project is going to be implemented we could see that students had different origins, as well as different mother tongues and different cultures. However, in our educational context, all the students learn a second language at school, being English the majority foreign language taught. Then, all the students may become multilingual and intercultural, and it is this fact that highlights the importance of intercultural teaching and learning.

Sometimes, it is thought by a non-expert in language issues that speaking a different language at home or school only means that words are said differently, but the reality is that each society has a different culture. As some students' origins are from other countries and a second language is taught in the school, we should consider that their culture and the culture taught in the school is also diverse.

The mixture of cultures is not a new concept in Spain, it is a reality that has existed for the years (Cenoz & Hoffmann, 2003). The diversification of culture started in the first years of the history when societies with different cultures started living here for thousands of years (Muslims, Christians, and Celtics, among others). Nowadays, those cultures are reflected in the habits, languages and heritage of the population. Moreover, in the last decade, the world's globalisation and migratory flows have increased their influence in our country, which has become an attractive destination because of the country's economic situation in the last decades (Llurda & Lasagabaster, 2010). It brined new habits, immigration and, in the broad sense, new cultures, making the Spanish society a unique society with diverse cultures living all together in harmony. This change in the society influenced the Spanish educational system, as the

immigrant students greatly increased (Llurda & Lasagabaster, 2010). It needs to be considered that people often identify themselves as belonging to a specific group regarding the language they speak, linked with their nationality or ethnicity (Council of Europe, 2009).

As the Council of Europe (2009:5) remarks, *"The need to promote social cohesion within a society is not a new concern, and has been one of the purposes of compulsory education since its inception"*; however, with the characteristics of today's society described above more heterogeneous groups have emerged.

Successful communication is composed by both, the proper use of linguistic rules and the knowledge of communicative practices in various backgrounds with appropriateness and flexibility (Baker, 2015). Then, the existence of diverse cultures in a classroom makes us think about different possibilities to teach the new language, trying to understand our multicultural society through the development of intercultural skills and attitudes (Risager, 2007).

It is a fact that previous approaches have their influence in our actual teaching, such as the grammar-translation method, the audio-lingual method or the direct method, we should overcome those approaches focused only on grammar, vocabulary or speaking. Knowing that those approaches influence the teaching and learning programmes, they are not the only approaches considered. The intercultural communicative approach emerged with the consideration of students' culture as important, with investigations that remark teacher intervention as essential because it facilitates this learning process (Krajewski, 2011).

Nevertheless, the importance and necessity of this teaching are not new, having started the teaching of culture in the foreign language classroom discussion with the publication of Nelson Brooks' book in 1960 (Lange & Paige, 2003). It continued with the publication of the book *Standards for foreign language learning in the 21st. Century* (1996) which included culture as one goal of learning new languages (Chen & Yang, 2016). Only during a short period after the Second World War the teaching of culture in the foreign language classroom was omitted (Lange, 2011).

Llurda & Lasagabaster (2010:329) deeply studied this topic, and they argue that "*Since the 1980s the idea that foreign language teachers are both language and culture teachers has become more and more widespread*". In turn, Sercu (2006: 55) insists that "*teachers are now required to teach intercultural communicative competence*". Tseng (2002:11) also claims that "*culture should be highlighted as an important element in language classrooms*" due to its benefits.

In summary, multiculturalism in our current society and specifically the one existing in our school, linked with the degree of interculturality we aim our students to reach at the end of their formal education as the result of the compulsory English lessons leads us to the necessity of implementing intercultural education in the school. New approaches to foreign language learning hold that being able to communicate and to respect the differences among cultures are central objectives of our foreign language lessons. Those approaches are also applied to young children's education, who need to learn and to be aware of cultural differences.

2.4. Goals in teaching interculturalism in infant school

In the last decades, the changes in our society have translated into a modification of children's consideration as people with the same rights and obligations as adults, (Casas, 2006). Overcoming the consideration of children as "adults to be" (Pávez Soto, 2012) we should observe that their life conditions have an effect on their current and future life. Therefore, taking into account the multicultural character that influences their lives is essential to understand their context and the implications it has on their development and culture, having effects on the increasing of curiosity and openness towards other languages, cultures, and in a broad sense, people (Vettorel, 2010). They are raised in the European community, which is multilingual and multicultural, where a citizenship complemented with those competencies is necessary (Council of Europe, 2009).

Children in infant school are young, and in spite of it, they relate to other people every day, meeting children and adults from all around the world and with different cultures (Vettorel, 2010), constituting their personal and contextual factors that influence the development of their intercultural competence (Krajewski, 2011). As the Council of Europe (2009:12) remarks, "*children's stereotypes of people from other ethnic and national groups, and their feelings towards these people, actually become more negative with increasing age*".

For this reason, we should educate young people on the differences and similarities among cultures, teaching them how to use the language and the practices in different environments, which have become a priority of the educational system

(Byram, 2008). This educational system is where children spend their infancy and their adolescence, and where they learn not only knowledge but skills, attitudes and culture.

The consideration of the school as an institution where people learn to develop in society implies that education has to be global, also implying intercultural education. It is through educational strategies how awareness and intercultural dialogue are developed, identifying common and uncommon ideas, beliefs and feelings (Council of Europe, 2009).

However, as it is not easy to develop intercultural skills and it needs time for them to develop, it is a goal to be reached at the end of formal education. Intercultural skills may be built through the years with real-life experiences and that will influence the person's life (Vetorell, 2010; Krajewski, 2011). In order to acquire intercultural competence, Baker (2015:131) concludes that it is necessary a global education that

e*xplores local cultures; explores language learning materials; explores the media and arts both online and through more "traditional" mediums; makes use of cultural informants; and engages in intercultural communication both face to face and electronically*.

This globalised education has to be framed in the school curriculum, which has different subjects with their own objectives and contents, trying to educate children to reach them (LOE, 2006; LOMCE, 2013). Nevertheless, some of them do not have the properly context to introduce and develop the intercultural character, as their legal content is not related to this aim.

In the case of Infant Education curricula, the knowledge and attitudes to be acquired by the children are not separated in subjects, but areas. Even if the foreign language classroom is nowadays considered as the best scholar context and environment

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to teach intercultural communicative competence (Cordbett, 2003; Byram, 2008; Council of Europe, 2009), it is integrated as a global objective, included in the three established areas by the regional government.

In order to understand this aspect, a brief review of the legislative frame of the foreign language teaching in infant education in our region has to be done. The Spanish law claims in the law that young children should get close to foreign languages, specifically in the last year of infant education, which is the year in which this project should be implemented.

First, the Decreto 79/2008, August, 14, which establishes the curricula for the second cycle of Infant Education in the Cantabric Comunidad Autónoma, gives us the following information: The objectives and content that children have to reach when they finish their infant school are divided into three areas: "*conocimiento de sí mismo y autonomía personal; lenguajes: comunicación y representación* and *conocimiento del entorno*"[1]. Foreign language teaching and intercultural abilities are part of those objectives and contents that everybody should reach, as can be seen in Appendix A.

Second, the Real Decreto 1630/2006, December 29, in which the minimum knowledge that children in the second cycle of Infant Education have to reach in the Cantabric Comunidad Autónoma, explains that children' background is amplified as they grow, being necessary to establish wider and more diverse social relationships, becoming aware of diversity and with positive attitudes towards it (see Appendix B).

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[1] Translated to English by the author's own words: "Self-awareness and personal development; Language: communication and representation; and Situational awareness"

2.5. Interculturalism taught through cooking lessons and typical dances

Any school classroom is composed of different students, with a unique atmosphere, with their students' own features and characteristics. Considering the diversity as intrinsic in any group of people, we should consider that diverse techniques need to be contemplated when thinking about learning strategies. If each person has his own characteristics, beliefs, thoughts and knowledge, the educative action should not consider a particular way of objectives' transmission. Diverse theories have studied this phenomenon, as the multiple intelligences theory which affirms that there are several ways to reach the same knowledge, as the logic, linguistic, naturalist, music, kinesthetic, etc. (Sáenz Pascual & García Andreva, 2015). Moreover, latest learning psychology approaches state that in order to learn it is necessary a relationship among the new knowledge and existing mental structures, constituting a net of new and old knowledge (Ausubel, 2002; Bohórquez Rodríguez, Pashaj, et al., 2013).

Then, using different educative methodologies and strategies is how we can reach reflexive thinking, making our educative mission more effective. Varying what we do in the classroom is how we can transmit certain attitudes, values and social abilities that cannot be transmitted through repetitive rote or traditional activities, like colouring or simple writing. Louzao Suarez (2015) affirms that it is through different kind of activities how we can encourage students to learn about different cultures and languages, increasing the innate curiosity of children to diverse ways of living. Motivation, as Krashen (1982) held in his approach, constitutes an important factor when learning because it is part of the affective filter, which is lowered when making motivating activities that children really like and enjoy.

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Louzao Suarez (2015) also remarks the adequacy of introducing different activities than traditional approaches in Infant Education due to the flexibility that its curriculum has, being possible to introduce changes in the understanding of interculturality and the success of everyone. Byram, Gribkova & Starkey (2002:19), reinforce this idea saying that teachers should "*make the strange familiar and the familiar strange"*, promoting the experiential learning of activities that students do not live in their houses, with situations that wake their emotions and feelings up, making meaningful activities that combine the affective and cognitive aspects of the learning processes.

For those reasons, different activities have been proposed to reach the objectives of the didactic unit: cooking in the classroom and listening to and dancing traditional music. According to Piaget's theory, learning is done through the living of experiences with high motivation, what helps students to learn a new language through the building of new concepts about the reality. Then, living the students themselves the intercultural experience is how they are going to live interculturality, adapting themselves to the cultural context with active participation and observation as the keys to understanding the new language, as well as the intercultural world we live in. (Rico Martín, 2005).

Sometimes, when thinking about food or cooking we do not realise that eating is not only a biological need and activity, but has a meaning (Recipes for Harmony, 2015; Benarroch Benarroch, 2013). Gastronomy is a wide field of research that includes what we eat, how we prepare it and social habits linked to it, being composed of different aspects that join or distance cultures, determining ways of living and social behaviours. (Krzeszowksa, Moro Luis & Zapico Alonso, 2002). This means that when elaborating food and eating it our culture, with its social values, meaning and beliefs, is reflected.

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Eating habits and typical meals' preparation are central concepts of any cultural identity, being elements alive even when other are missed and breaking obstacles among different cultures. This is because we use food to socialise, being part of the human communication and distinguishing them from the rest of animals.

This strong sociocultural content that food has, with habits influenced by the social group that a person belongs (Louzao Suarez, 2015), makes us think about the possibility and necessity to introduce intercultural education through food and meals. Moreover, using food in the classroom with an intercultural objective should increase cultural identity, giving value to different habits and traditions (Benarroch Benarroch, 2013).

Gatenbly, Donnelly & Connell (2011) implemented a cooking project at school and their results were that both abilities were improved: cooking skills and citizenship skills, with an understanding of different cultures and cultural groups. Their students also developed different cultures comprehension, more community cohesion and the understanding of other cultures' needs, which are some of the objectives we want our students to reach at the end of the implementation of our project.

The second central idea of the activities proposed to do in the classroom is the traditional songs and dances' video watching and dancing. Music, as well as gastronomy, is a wide field that includes different branches of research. Ethnomusicology is the study of the relationship between music and cultures, studying music as a reflection of culture (Recipes for Harmony, 2015). Due to the importance of music in people's life and development, being its influence increased during childhood,

a musical activity related with each country has been proposed, always considering the adequate selection taking into account children's age and features.

Considering that music is a cultural unit, it is a human feature that, like gastronomy, is not shared with other animals in the world. Human beings, as said before, acquire information via different senses, what constitute basic processes of knowledge. This means that children use sight, hearing, taste, among others, to know the world around them. In this case, using the senses of sight, hearing, and kinesthetic abilities is how they are going to approximate to the world's knowledge.

Moreover, music is an art, and for that reason teaching interculturalism through music has been thought with the aim to introduce different representations of cultural forms, what helps the student to appreciate culture in its wideness (Recipes for Harmony, 2015; Pérez Aldague, 2012). Díaz Hernández (2013) studied the reasons why music influenced intercultural relationships, holding that music is an element that stimulates brain's neurotransmitters, which activate dopamine, the hormone that influences a person mood, empathy and wellness. Channelling those reactions and joining them with an appropriate environment, sources and education, it can help to understand different cultures and points of view.

Besides, it cannot be forgotten that any intercultural communicative task should incorporate different languages when performing it, because music and art constitute a universal language (Leiva Olivienza, 2005) that everybody understands, allowing people to communicate emotions, information and knowledge (Recipes for Harmony, 2015).

Music and traditional dances are tools that help in children's development, as they increase the child's cognitive, social, creative, emotive, affective, mobility and language abilities (Demech García, 2004; Sáenz Pascual & García Andreva, 2015). Moreover, the same authors hold that music improves the right hemisphere of the brain, which helps the brain to develop memory, attention and concentration, and linguistic and mathematical abilities.

Additionally, music is a motivational tool (Sáenz Pascual & García Andreva, 2015) that allows the students' expression at the same time as learning abilities, acquire knowledge about the world around them and improve their self-esteem and self-identity (Recipes for Harmony, 2015). This expressive improvement is also made with the reinforcement of their curiosity because they are encouraged to explore and listen to music of different styles and traditions. Furthermore, music makes a better language learning classroom' atmosphere, transforming classroom rhythm and making children relax or agitate.

3. Teaching Proposal

The following teaching proposal has been elaborated for a group of students whose English level is low or very low, who can understand what the teacher says more than what they can say themselves. Other accents or computer videos are very poorly understood, as well as anything that is written because they have not learned to read yet. Moreover, they have not acquired the writing ability, being unable to do it. For this reason, the objectives of the didactic unit are to improve and continue learning listening and speaking abilities, as most of the five-year-old children are not prepared to write or read yet. Furthermore, it is known that children learn more of what they do than what they see or read, and it encouraged us to think about a didactic unit in which their movement is the principal activity. Proposing different main activities we can ensure that all student's characteristics are considered, promoting the learning of visual, auditory and kinaesthetic learners.

The intercultural didactic unit presented is thought to constitute an annual project, as its objectives are wide and difficult to reach, expecting that at the end of the academic course children have increased their intercultural communicative awareness.

As it is aimed for young students, flexibility is essential. Then, we should consider that what is proposed here represents the teacher's intentions and estimated relationships with and between the students. As Liddicoat & Scarino (2013: 166) state, *"the planned program should not be considered a rigid framework, but rather a document that guides opportunities for learning."* Those authors also claim that what happens in any classroom cannot be fully anticipated, because our goals are based on our knowledge of the issue, the subject and the students whom the lessons are prepared

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for. With this proposal learning is promoted and the students' interests, needs and questions can result in a change of the proposed lesson, as well as in a change in the timing, aims or any element of the methodology.

This section is divided into different parts, which constitute the structure of our teaching proposal and is a guide to understanding the different aspects that conduct the teaching and learning processes. First, the setting is presented, with the sociocultural characteristics of the environment where the school is and with a brief analysis of the school and classroom features. Then, the teaching proposal is explained, with the timing that indicates approximately how many hours are going to be dedicated to this project in our classroom, explaining the reasons of this choosing. Objectives and contents are detailed with charts in order to understand what is expected to be learned with our teaching proposal. Relating them to the legal objectives and contents established for infant education, next section is introduced: the relationship with the infant education curricula, which is the legal frame of our intervention and needs to be respected and followed. After it, the methodology explains the student and teacher role, as well as the lessons' structure.

Space and time organisation and the source selection have been made thinking about the activities explained in the next section, considering all the aspects to make the most suitable activities, with an accurate selection of sources as well as space and time organisation respectful with children necessities.

Activities are presented in detail, being divided by countries, with the useful links that let us reproduce them in our classroom. Besides, the recipes' information and the activities structure and organisation, which is composed of different moments as

closure, stimulation or instruction/participation. Last, means of evaluation explains how we are going to know if students have acquired the skills and abilities we want them to reach, as well as how the teacher action and the didactic unit are evaluated.

3.1. Contextualization

3.1.1. Socio-cultural and economic context of the school

The school where this project should be developed is located in a large village named Castro Urdiales. It is placed in the region of Cantabria, Spain, not being the region's capital city but a very important village because of its 31,000 inhabitants, making it the third most populated town in the region. However, it is estimated that 20.000 people live in this town but are not registered ("Plan General de Ordenación Urbana de Castro Urdiales", 2009b).

Castro Urdiales is a coastal town being located in the Bay of Biscay. In spite of belonging to Cantabria, it is very close to the Basque Country, being many inhabitants locals of Bilbao, the Basque Country's capital (approximately 35% of the inhabitants are from there), which is nearer than Santander (Cantabria's capital). The town has a substantial number of foreign families, representing 7.2% approximately ("Plan General de Ordenación Urbana de Castro Urdiales", 2009a).

It is a modern village, being its chief industries tourism, which has increased in the recent years, and fishing. For this reason, the families' socio-economic level is intermediate-low, and the majority of the school's families are young parents who work in restaurants, hotels or coffee shops or, at least, one parent sailor or sea worker (staying abroad half of the year).

There are seven state schools in the town and one private school. The school where I work is situated in the town centre, and the majority of the kids live close to it.

3.1.2. Information about the school and the students

The school's name is C.E.I.P Arturo Dúo Vital. It is a state school with 526 students and it teaches Infant and Primary school, with students from 2 to 12 years old.

My project is thought to be carried out with 25 students aged between five and six years old, enrolled in the last Infant school year. This year is their fourth in the same school, but their second year in learning English as a compulsory subject, what involves 45 minutes per week of English lessons.

As this school is not part of the "Bilingual project" of the Consejería de Educación, all the children must speak Spanish in the classroom, not being able to speak English as in those schools which are involved in the bilingual project.

All the children in the classroom speak Spanish as L1, but some of them are multilingual, due to their families' origins: two students speak French at home, one student speaks Romanian, two students speak Portuguese, two students speak Euskera, and one student speaks Moldavian. Moreover, some students speak different Spanish dialects, as their families are from different countries where Spanish is spoken but with some differences in vocabulary, grammar or accent: one student dialect was from Cuba and one student dialect was from Argentina.

3.1.3. Rationale for the present project

Analysing the classroom characteristics we can observe that 40% of the students in the classroom (ten students of 25) have their families' origins in different cultures, being a multicultural classroom where the families and personal differences are wide. In Cantabria, 6.3% of students in the year 2014-2015 had immigrant origins (MECD, 2015), having increased this percentage and being superior in this specific school.

Besides, the teaching of English as a foreign language is widespread in the European context, starting its learning at primary or pre-school level (Eurydice, 2008). For this reason, students are exposed to this language and culture since they are very young, as in this school where the project will be implemented, starting its learning when they are three or four years old. The increase of the English language influence, with school trips and exchanges, media and new technologies makes indispensable the teaching of the intercultural character that any language has (Vettorel, 2010). As Baker (2015) remarks, learning a language today has not the aim of imitating idealised native speakers, but communicating effectively with everybody, with positive attitudes to communicative practices.

Considering the theoretical frame of this project, the necessity of implementing intercultural lessons that let the students raise their knowledge about the issue, increasing their respect to interculturality is paramount. Knowing more aspects of their classmates' culture and origins is how they are going to develop the skills and attitudes to understand and communicate naturally, familiarising themselves with the cultural variety (Risager, 2007). Furthermore, they are going to integrate into their own culture aspects of the other culture they like and are interesting to adopt, which is one of the

aims of language teachers. The intercultural teacher's job is not only to transmit different cultures but also consider the diverse cultures that exist in the classroom in which the teaching experience takes place.

We cannot forget that using a child's different culture, his/her knowledge and experience, we can integrate their expertise into the learning experience (Krajewski, 2011). In this way, the cultural difference is going to be used as a source to enhance motivation in the students, who are aware of the cultural differences they find in their houses and school (Young & Sachdev, 2011).

Considering the different cultures as something natural in our society, overcoming simple stereotypes, children are expected to be respectful with it and consider as a property of our globalised world, what will lead in an intercultural society that does not discriminate any person because of personal or familiar characteristics. Through the study of different languages, learners are going to become aware of different realities, developing flexibility and independence of their own cultural system (Liddicoat & Scarino, 2013). Therefore, the necessity of implementing this point of view about interculturality in the school is because the educative system is the only context where all the children assist, regardless of their life conditions, their families' thoughts or the sociocultural context they have grown.

Furthermore, the necessity of doing the project in the early ages of children is because they have not built the prejudices or stereotypes that adults or older children have already constructed, being able to develop their thoughts respecting diversity from the beginning of their lives.

The last reason why this project has to be done is because little work has been done on the "HOW" to implement the intercultural communicative approach in our schools, needing bibliography that helps teachers on examples and effective resources or methods to implement the well-developed theory (Lange, 2011).

3.2. Development of teaching proposal

3.2.1. Timing

Children studying in this school and most of the children studying in our region have 45 minutes of language learning per week, including in that time the introduction of the lesson, the main activities and the closure.

As some of the English lessons need to focus on different tasks, with diverse objectives and activities than intercultural communicative approach, it is proposed that every two lessons one focuses on the aim of this project, becoming a biweekly project.

Because of those peculiarities, it is necessary that the project lasts more time than a month or a trimester; therefore, it has been designed as an entire academic year project. Besides, due to organisational reasons, the project is going to start in October and end in May, as the specific lessons (English, Music, Physical Education) in our region's school are imparted in those months.

Considering school and students' characteristics, the teaching proposal has been thought and designed to be carried out in 12 lessons in the academic year, what is going to be reflected in this paper. The rest of the English lessons are going to be used to other foreign language objectives and performance of different activities, such as other topic vocabulary learning, storytelling, families' participation, etc. With the combination of different kind of activities, we want to motivate students to reach all the objectives and encourage them to learn English and different cultures.

3.2.2. Objectives and Contents

Our didactic unit is divided into 12 lessons. Nevertheless, they are very similar in structure and they share the objectives and content but changing the country we are focusing on. Objectives are going to be divided into general objectives, what is expected to be learnt with this teaching proposal, and specific objectives, what is expected to be learnt in each lesson in particular. Specific objectives are going to be alike, as knowledge of the vocabulary used, making children able to identify and express movements, ingredients and procedures in the second language.

Contents are intensely related with objectives, as they derive from them. For this reason, we are going to relate them to the specific objectives of this didactic unit (see Table 1). Contents are the specific knowledge students have to acquire as the result of teaching intervention.

The main general objective of the teaching proposal is to reach intercultural awareness, respecting everybody and each culture in the world, comparing different meal habits and traditional dances. Being aware of the differences and similarities between distant cultures will make children understand and act in concordance with respectful thoughts and feelings. Through the knowledge of different typical meals and dances, children are going to appreciate diverse artistic manifestations as well as the way people enjoy eating and having fun in the targeted countries.

Furthermore, improvement in English speaking and listening abilities is expected from all the children, as they are going to do repetitive actions. Activities consist of listening to the teacher and repeating her actions and speaking in order to know if what has been done is correct.

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Motivation to second language learning and the different cultures knowledge are also important objectives, trying to reach enthusiastic and predisposed children. We aim to raise children who are willing to learn about distant cultures and different aspects and characteristics of them and are curious to investigate and learn what is possible, promoting their autonomy.

Last, objectives like social cohesion with their classmates are expected, as well as interest for more healthy food and habits, with encouragement about enthusiastic new flavours and meals tasting. Besides, respecting the traditional dances of the world and learning how to dance them will encourage them to physical activity, overcoming sedentary habits and improving their health habits. Gross motor skills are going to be improved, trying to encourage children to coordinate their movements when dancing and doing it in an artistic way. Fine motor skills are also going to be encouraged with the handling of cooking and transferring ingredients and tools.

Table 1 illustrates the specific objectives and contents of each lesson. Contents exemplify what is expected to be learned in a specific lesson of any country, but it has to be considered that this table should be applied to each country that constitutes the didactic unit.

Table 1: Specific Objectives and Contents

Objective	Contents
To identify the name of a country as different from the own.	The USA are different from Spain, being in other place/continent (America)
To link the recipe, the traditional dance and the country.	In Greece, we can eat Greek Yogurt Salad and dance Horos.
To recognise when listening specific food vocabulary of the country we are learning.	Nigeria: papaya, mango, banana, apple, pineapple, orange juice, coconut juice.
To say some specific vocabulary of the country we are learning, equating the relationship between what was said and the object/ingredient.	The UK: bread, baked beans.
To recognise when listening specific tools and procedures to make the meal of the country we are learning.	Panama: Rinse, remove, cut, put, skin, treat.
To say some specific tools and procedures to make the meal of the country we are learning, equating the relationship among what was said and the procedure/tool.	Greece: add, mix, little, ingredients, garnish, serve.
To imitate the teacher's actions when cooking, being able to reproduce the specific recipe.	India: placing, adding butter, adding tomato sauce, putting the cheese.
To recognise typical food of each country	Morocco: chickpeas, garlic, sesame seeds, pita bread.
To identify specific repetitive typical movements of each country.	Argentina: strong steps but without moving the upside part of the body.
To identify the typical outfit of each country dance, recognising the recurrent colours and kind of garment.	Nigeria: colourful dresses, with orange and yellow predominant colours. Crowns and bracelets matching with the dresses.

3.2.3. Relationship with the curricula

As stated in the theoretical frame, the didactic unit proposed is directly related with the Cantabric community Decreto of Infant Education, as well as with the Spanish Real Decreto (Appendices A and B).

It is important to remark that when programming in Infant Education we have to make it global, without differentiating subjects as in Primary Education. For that reason, when teaching in our English lessons we cannot forget to relate our learning with the stipulated areas that guide all the action in the classroom.

A relationship among our didactic unit and interculturality' objectives and contents can be found in Appendices A and B. However, they do not consider other objectives and contents that are reached with the development of this didactic unit, with cooking lessons, video-watching and dancing.

First, we are going to consider if the general objectives established in the introduction of the Decreto 79/2008 are reflected in our didactic unit. The general objectives are expressed in the following table, together with the correlation with the explanation about how those objectives are developed in the unit.

Table 2: Relationship between Decreto 79/2008 and the didactic unit

General Objectives	Didactic Unit
a) Conocer su propio cuerpo y el de los otros, sus posibilidades de acción y a respetar las diferencias.	Developed when carefully transferring the food, knowing what they can and cannot do. Besides, respecting the differences among cultures.
b) Observar y explorar su entorno familiar, natural y social.	Watching videos of people dancing, and knowing that some of the classmates are from different origins they get to know their environment.
c) Adquirir progresivamente autonomía en sus actividades habituales.	Letting them make the recipes by themselves, encouraging them to put the ingredients as the recipe says.
d) Desarrollar sus capacidades afectivas.	Getting to know their classmates' origins is how they are going to understand and respect them. Moreover, they are going to develop intercultural awareness.
e) Relacionarse con los demás y adquirir progresivamente pautas elementales de convivencia y relación social, así como ejercitarse en la resolución pacífica de conflictos. f) Desarrollar habilidades comunicativas en diferentes lenguajes y formas de expresión.	Asking other students and the teacher for ingredients, as well as to repeat sentences is how they are going to learn how to relate in a second language, being able to socialise with different origins students.
g) Iniciarse en las habilidades lógico-matemáticas, en la lecto-escritura y en el movimiento, el gesto y el ritmo.	Maths is going to be improved when measuring food elements. Movement, gestures and rhythm are going to be practised when dancing the typical dances.

h) Conocer y valorar elementos esenciales de su ámbito cultural, participando en aquellas actividades próximas a su entorno, relacionadas con dichos elementos.	Like in e) and f) objectives, they are going to learn to respect and enjoy cultural elements that are in their environment.

Thinking about the areas in which the curriculum in Infant Education is divided, we should observe that all of them need to be developed with the implementation of our action plan. Law's objectives and content that will be worked on in this didactic unit and which are not reflected in Appendices A or B are specified in Appendix C.

3.2.4. Methodology

As main activities of this teaching proposal have been thought to be carried out by each student, we can say that it is a student-focused approach in which they are the centre and protagonists of their own learning.

The teachers' job regarding the students learning and the target language acquisition is to try *"to achieve the optimal congruence between materials, methodology, learners, objectives, the target language and the teacher's personality and teaching style"* (Tomlinson, 2012). In this case, the teacher's role is to transmit tolerance and respect for other cultures using her ideas, attitudes and behaviour, acting as a model for children. In the classroom, the teacher is going to show the children how to pronounce English words, how to prepare recipes and help students to do it, and she is going to be an example when dancing and enjoying the traditional dances with the students. Being aware of his influence on the children's attitudes, behaviour and knowledge is how the teacher is going to be able to act in concordance with his educational ideas, always bearing in mind the objectives and contents she wants to reach with the proposal.

Another aspect of the teacher's role is to be sensible to intercultural issues that can take place in the classroom, listening what children say or induce what they mean with their actions or words. To do so, the teacher can relate their previous knowledge with the lessons, and he/she can answer their questions and correct some stereotypes that children may have. At this point, we should be careful when comparison activities are proposed, avoiding the use of stereotypes and simplistic images if they are not critically done (Baker, 2015).

Regarding how the teacher is going to encourage children to participate in the activities proposed, we should always consider that our students' English level is low, and they learn from what they see more than what they listen or say. Then, overexpressing all the situations is how students are going to be able to understand what is happening and repeat what they have to do. For example, when making a recipe we should always express ourselves with the ingredient in our hands, as well as showing the students what are we doing in order they can repeat and make the recipes with us. The same applies to dancing, as an explanation of what the people are doing is necessary, paying attention to linking the recipe we did first with the traditional dance watched. In order to make students repeat and enjoy the dance, the teacher is going to dance with them, always with overexpressed enthusiasm and joy, what is going to encourage children to do the same.

When planning this didactic unit, the timing also allows that some English' lessons are going to be focused on other important things related to English language learning. In those lessons, if students demand more information from a certain country, questions or specific learning issues are requested, the teacher is going to prepare and offer what is necessary to promote learning.

The structure followed in the lessons is going to be always the same, as Shrum & Glisan (2010) propose: Perspective or opening (introducing the central activity and let students imagine what is going to happen next), stimulation (to catch students attention, trying to evolve them in the activity), instruction/participation (so that students can know what we expect them to learn and what they have to do, followed by the activity itself), closure (to check their learning and reinforce what has been learned,

as well as answer their questions) and follow-up (introduce what is going to be done in future lessons and a short reviewing of previous lessons).

3.2.5. Timing and space organisation

The timing of the teaching proposal has been carefully thought because of the learning characteristics of children. The characteristics of children of this age are different from the teenagers' or adults' processes, as they need constantly changing activities, because their attentional period is short (approximately 20 minutes at least), what needs to be considered when planning activities. Furthermore, the resources used have to be characterised by the possibility to be repeated multiple times to guarantee comprehension, what may result in more time needed. The lessons' timing is explained in the following table:

Table 3: Lessons' timing

Activities		Minutes (approximately)
Perspective or opening		5'
Stimulation		5'
Instruction/participation	Storytelling	10'
	Cooking	15'
Closure		7'
Follow-up		3'
Total		**45 minutes**

Space used to implement the lessons is mainly the students' classroom, where they do all their activities and is shared with their tutor and they learn other areas. However, if possible, it would be highly recommendable the use of the school kitchen.

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In order to implement the cooking activities, children are going to be divided into their regular groups, constituting five groups composed of five children, sitting together and having their material with them. Tables in the classroom are prepared for these groups, having each student his own seat with enough space to develop the activity. When listening and watching traditional dances they are going to be placed in their special rug, with enough space for each student. In order to repeat and dance the traditional performance, they are going to stand up and move the tables aside, amplifying the available space in the classroom. Instructions are going to be not to disturb other students when dancing and to move back tables and chairs to their place after finishing the dance.

3.2.6. Sources

When thinking about materials or sources, we should consider them as anything used for the purpose of raising the learners' knowledge, acquisition or experience in the foreign language (Tomlinson, 1998).

First, it is necessary to explain the selection of sources regarding meals and traditional dances. It may be thought that it is a random selection, but each element has been carefully chosen. The young children education needs materials adapted to them, with their own characteristics and answering their peculiarities. As each student learns in a particular way, the materials used in a classroom have to provide each one with the best itinerary to reach success in the second language learning (Tomlinson, 2012).

Liddicoat & Scarino (2013:105) state that when teaching interculturality the selection of sources is not a frivolous decision, because they are a central part of the teaching and learning process, *"having the capacity to constrain or expand opportunities for learning"*, and being necessary the connection with each student and the aims of the specific proposal. Moreover, Baker (2015) remarks it in the case of teaching interculturality, as any selection implies choosing from all the reality available, and therefore the teacher has to be aware of it, recognising and making students conscious of such selection.

After a wide research in the available online sources, some traditional videos of dances were found. From all of them, only those that met the following criteria were selected:

- Avoid stereotypes: For example, in Argentina, it is stereotyped that the typical dance is Tango, but there are more typical dances from different regions and one of them was chosen.

- Attractive for children: videos with cheerful music and plenty of colours, that encourage children to dance and repeat the movements. Sounds needed to be appropriate for children, knowing what sounds they like from previous songs that children from this classroom enjoy.

- Feasible movements: children of this age have their movements and motricity in development, and videos were chosen with the consideration they can repeat what they watch, always using their imagination to reproduce them.

- Video length: short videos or that can be cut when played in the classroom, due to our time limitations and the short attentional period children have.

Regarding the meals chosen, some criteria were also followed:

- Meals that do not need cooking with fire (boiling) or cutting with knives (peeling, chopping, slicing…) by the children. If possible, the teacher is going to prepare things in advance in the school kitchen or when children are not in the classroom and food is going to be introduced to children ready to be manipulated.

-Food liable to be manipulated by the children, introducing them to new textures and flavours but considering that sometimes new tastes are difficult.

- Food that can be bought in our city's supermarkets, as we do not live in a capital city and sometimes it is difficult to find certain ingredients.

- Typical nourishment, relating each recipe's country with typical food from it.

To develop this didactic unit some other sources are going to be used, as the digital interactive whiteboard, tables, chairs, tools for cooking (bowl, forks…), paper serviettes, scissors, and all school supplies that an Infant Education classroom has. Kitchen tools or electrical appliances used are those in the teachers' house or school kitchen if allowed.

3.2.7. Activities

Activities are going to be mainly of two kinds: video-watching of traditional dances and cooking an adaptation of typical meals by young students.

As previously explained, the structure followed for each lesson is going to be always the same, this fact will contribute to establish routines and children's understanding of the lesson planning. Table 4 explains the different activities to be developed:

Table 4: Activities' explanation

Activities	Explanation	
Perspective or opening	Using a globe we are going to point to the country of each lesson. Moreover, the video of the typical dance is going to be opened in the Digital Interactive Whiteboard and all the food ingredients are going to be placed on the teachers' table. A brainstorm is expected, and afterwards we are going to reach the country we are working that day after some questions to the children. For example: What language is spoken? It is English!!	
Stimulation	After guessing the country, if someone knows anything about that country she or he is going to tell the classmates the information. Moreover, the teacher is going to complement with more information about the country: the language spoken, how those people are called (ex: Spaniards, Indian…), what they favourite activities are, etc.	
Instruction/participation	Dance	Using the Interactive Whiteboard, the teacher is going to play the video with people dancing the typical folklore dance. Students are going to be encouraged to pay attention, in order to learn and enjoy the dance. The dance is going to be watched twice and repeated by the children and the teacher once. If needed, both can be repeated.

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	Cooking	After the active dancing, children are going to be placed in their group. The teacher is going to make the recipe at her own table, showing the students how to do it. First, she is going to introduce each tool and ingredient to the students, always using English as vehicular language. After each step of the recipe, saying aloud the ingredients used and the process made, the teacher is going to help each student to repeat the action, encouraging them to behave properly and repeat.
Closure		When cooking and eating have finished, the teacher is going to ask the children what they liked most: ingredients, actions, the video-watching, the dancing, etc. Encouraging them to speak in English is how they are going to practice their speaking and we are going to reinforce the vocabulary learned. Besides, if they have any question about the country, the recipe or the typical dance the teacher is going to try to answer.
Follow-up		The teacher is going to ask the children to guess what the next lesson is going to be about. For example: What country? What typical recipe do you think we are cooking? How is the typical dance of the next country?

The relationship among each country, the recipe chosen and the typical or traditional dance is reflected in the following table.

Table 5: Relationship among country/recipe/typical dance

Country	Recipe	Traditional dance
Panama	**Bouquet valley Strawberry Treat.** Ingredients: wooden skewer sticks; fresh strawberries; melons; pineapple chunks. Procedure: 1. Rinse strawberries and remove stems. 2. Remove skin from melons. 3. Cut melons into small cubes. 4. Put fruit on the skewers to make a colourful treat.	El Punto: https://www.youtube.com/watch?v=x22woxavP2Q
United Kingdom	**Easy Snacks.** Ingredients: toasted bread or bread; baked beans. Procedure: 1. Open the can of baked beans. 2. Pour it over your bread.	Traditional dance: https://www.youtube.com/watch?v=YopVztZuKHw
Greece	**Greek Yogurt Salad.** Ingredients: Greek yoghurt; peeled and cubed cucumber; sliced garlic; chopped mint leaves; salt; olive oil. Procedure: 1. Add all the ingredients into the yoghurt. 2. Mix well. 3. Add little olive oil. 4. Garnish with mint leaves. 5. Serve cold.	Horos: https://www.youtube.com/watch?v=UcDaJ41IWMs
India	**Biscuit Mas-ti.** Ingredients: biscuits; grated cheese; tomato sauce; butter. Procedure: 1. First, roast the biscuits in a pan. 2. Place them on a plate. 3. Add butter on them. 4. Add tomato sauce. 5. Put the grated cheese on top.	Dance of colours: https://www.youtube.com/watch?v=PZ6jAKQUtoE
Mexico	**Mexican Sandwich.** Ingredients: two slices of bread; guacamole dip; corn tortilla chips; sliced cheese; black olives.	Folklore de Jalisco: https://www.youtube.com/watch?v=xM5svRq8B-I

	Procedure: 1. Spread guacamole dip on one slice of bread. 2. Crunch up some corn tortilla chips and place on the sandwich. 3. Add a slice of cheese. 4. Add black olives.	
Nigeria	**Nigerian fruit salad.** Ingredients: peeled and cut papaya or mango; peeled and sliced bananas; cored and chopped red apples; pineapple tidbits; orange juice; sugar; cinnamon; coconut juice. Procedure: 1. Combine all the ingredient excepting the coconut. 2. Mix well. 3. Cover and wait. 4. Sprinkle with coconut juice.	https://www.youtube.com/watch?v=ZEAB22EtKZk
Japan	**Carrot Pickle.** Ingredients: Small carrots; soy sauce. Procedure: 1. Cut the carrots lengthwise, with little cuts in the surface. 2. Soak the carrots in the soy sauce for 30 minutes.	Traditional dance: https://www.youtube.com/watch?v=mhUDkoX6y28
Morocco	**Hummus.** Ingredients: drained and rinsed chickpeas; chopped garlic; milk; lemon; sesame seeds; olive oil; pita bread. Procedure: 1. Mix all ingredients excepting the pita bread and apply a blender. 2. Process until smooth. 3. Serve with pita bread.	Moroccan dance: https://www.youtube.com/watch?v=0Nd2YnBs6Xc
USA	**Homemade Peanut Butter.** Ingredients: salted dry roasted peanuts; peanut oil. Procedure: 1. Add peanuts and oil in a blender for about 5 minutes. 2. Put it in a container and cover. 3. Serve cold.	Idaho typical dance: https://www.youtube.com/watch?v=j53YsKCSXps
New Zealand	**Island Style Spice Tea** Ingredients: Nestea ice tea; Pineapple juice; Mint leaves; Ice; Pineapple wedges.	Haka dance: https://www.youtube.com/watch?v=BI851yJUQQw

	Procedure: 1. Mix two cups of pineapple juice and half Nestea ice tea. 2. Add mint leaves and wait for 30 minutes. 3. Serve over ice and decorate with pineapple wedges.	
Argentina	**Sweet potato pellets** Ingredients: cleaned, boiled and peeled sweet potatoes; chocolate and coloured sprinkles; ground cinnamon; sugar; water; cocoa powder. Procedure: 1. Mash the sweet potatoes. 2. Add the ground cinnamon and the sugar, stirring without stopping. 3. Make little balls with the dough. 4. Decorate some of them with chocolate sprinkles and some with coloured sprinkles. 5. Let them cool in the fridge.	Malambo: https://www.youtube.com/watch?v=dsof1zfMyKc
Spain	**Christmas' mazapanes** Ingredients: powdered sugar; sugar; yolks; lemon juice; vanilla extract; ground almonds. Procedure: 1. Mix the powdered sugar with the normal sugar and then add ground almonds. 2. Mix aside the yolk, lemon juice and vanilla extract. 3. Join both mixtures. 4. Knead the dough until it thickens enough you can shape mazapan figures.	Basque dance: https://www.youtube.com/watch?v=bce4f2FI5Aw

3.2.8. Evaluation

Evaluating the lessons is necessary when thinking about the improvement of the educative action. Nevertheless, when thinking about evaluating, we should not only consider as evaluative what students have acquired as a result of the didactic unit implementation, but also the teacher's job as learning facilitator, the methodology used or the time and space organisation. Every aspect of the proposal should be revised to improve our teaching, considering its wide meaning, being learner-centred and with emphasis on processes (Richards & Renandya, 2000).

In order to evaluate what students should acquire at the end of our didactic unit, we should reflect the objectives established at the beginning of it, always considering that evaluation needs continuous assessment, during every moment of the didactic unit implementation. Some authors, as Seelye et al. (1997), recognised some universal goals to language and culture students, such as: who (cultural native people's characteristics and culture); what (what cultural native people thinks before to act); where and when (situational variables that influence the behaviour); why (the reason why people act in a certain manner); and exploration (the capacity to investigate about the target culture). Other authors, like Paige (2003) established some elements to be assessed when intercultural teaching, being them: intercultural development; cultural identity; global awareness and world-mindedness; cultural adjustment; degree of culture shock and adaptation; intercultural competence and prejudice and racism.

Applied to our didactic unit, Ur & Wright (1992) consider that it is necessary to evaluate if the students were motivated by the activities and the materials we bring to the classroom, being active in their own learning and excited with the new knowledge

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they are acquiring. Additionally, their engagement with the new language and their desire to learn are important to consider. Bearing in mind the language itself, it is necessary to evaluate their improvement.

In order to know if the results are the expected ones the most common assessment tools used are: teacher observation, teacher-designed task and tests, work samples, curriculum profiles and diagnostic or standardised test (National Council for Curriculum and Assessment, 2004). In Primary School the most used tool to evaluate the students' acquisition nowadays is the testing system, however, this method is really difficult to practice with young students, because, as it was said before, they do not know how to write or read, and they are learning to express themselves verbally, sometimes having difficulties to express what they feel, know or believe. For this reason, when assessing Infant Education students' learning, direct observation will be made.

The didactic unit development should be assessed in three different moments: before it starts, being aware of its objectives, contents and what is intended to reach with its evolution; during its implementation, to change what is not working and to modify the teacher's actions, methodology, etc.; last, a reflection is necessary when it ends, in order to verify if our objectives were realistic, if contents were accurate, if everything happened as expected, among others. After this evaluative job, some decisions have to be made in order to provide effective feedback, to improve future lessons and to improve as teachers, as well as our responses to children's necessities, increasing their motivation and self-esteem.

4. Expected results

The teaching proposal here presented has not been implemented due to time constraints, because at the beginning of the present year children were not anymore in Infant Education and the teacher could not implement the didactic unit. However, in this section we try to explain the expected results of the suggested teaching proposal, which aims to teach English and interculturality in a natural way, motivating students to go beyond in their learning.

The main objective of this didactic unit was to develop intercultural awareness in young children. Motivation has a crucial role in the performance of activities, and for that reason, cooking lessons and video-watching and dancing tasks were proposed, knowing children's interests in advance.

Together with teaching to respect other cultures features, beliefs, knowledge and thoughts, this proposal is expected to encourage students to identify their cultural conditions and to be able to share them with their classmates and friends, without fear of being discriminated. The intercultural knowledge they should have acquired is related to respecting diversity, different traditional or typical dances, typical meals and ways of cooking, and other peoples' habits.

At the end of the proposal, it is expected that students will have improved their English abilities along with the development of intercultural awareness. Not only will they have improved their intercultural abilities, but also their eating habits, mobility, expression, geography knowledge, group cohesion, autonomy, among others. It is through active learning, with activities to be done by the children and not only watching what the teacher does, how they are going to participate in their learning, with an impact

on their motivation and desire to continue learning English in order to understand the world that surrounds them.

When referring to English language learning, at the end of the proposal implementation it is expected that students should have improved their vocabulary, knowing and using words related to food (ingredients and procedures), and words related to dancing and movements. Expressing the vocabulary learned and their ideas is how they should have improved their speaking and fluency, as well as their listening and understanding abilities when hearing the teacher speaking in English most of the time and about diverse topics.

Other learning expected to be acquired is the healthy use of new technologies. Watching interesting and intercultural videos on YouTube® and trying to imitate what they watch there is how they learn that the Internet is a useful tool to develop their knowledge, and that it is not only a cartoons or video games player. Through this media they are expected to get familiarised with different realities that they do not face every day.

I expect this teaching proposal to be successful, because it was made thinking about children's interests and with active activities, a fact that encourages young students to their implementation. Cooking lessons and video-watching and dancing are activities that children like, and they are going to move when doing the recipes or watching the videos, talk with other students, etc., which are not the regular features of the young students' classroom. These activities will be the target of our evaluation, together with the achievement of contents and objectives.

5. Conclusion

The project proposed here is based on our students' features, as well as considering the context where the school is placed. It is a fact that multiculturality is present in the Spanish society, and nowadays classroom groups are more heterogeneous, what is reflected in our school due to the town's characteristics with multiple languages spoken in the streets and with a diversity of cultures living in it. Moreover, with the English learning, not only those students whose origins are in other cultures, but all of them are intercultural, being necessary to reflect this character in the school lessons, with the aim to contribute to social cohesion.

The reason why implementing this project in Infant Education and not waiting until they grow up and are in Primary Education is because of children, despite being young, are aware of what surrounds them and it influences their everyday life, constituting their reality. Furthermore, some research holds that it is more efficient to teach young students to respect the differences before they have already built stereotypes or prejudices, stating that those ideas become more negative with age.

Reviewing the regional curriculum, it indicates that intercultural education needs to start to be developed in Infant Education and reached at the end of formal education, and due to the characteristics of school subjects, English lessons are seen as the proper context where this content is taught. However, when thinking about including intercultural lessons, we needed to clarify some concepts in order to make an attractive proposal in which everybody understands the same when reading or implementing it.

Through intercultural lessons, students are expected to increase their respect and develop skills and attitudes to understand and communicate with people from other

cultures, integrating those aspects of the culture they like and consider as desirable. However, only with an active and student centred learning that considers the different learning styles this can be reached. For that reason, cooking lessons and traditional dances video watching and dancing have been proposed, with the aim to motivate children and to reach intercultural awareness.

Living those experiences is how we wish students to learn the new language, community cohesion and intercultural abilities, skills and knowledge, adapting themselves with respect and tolerance to the cultural context they live in. Cooking lessons and music watching and dancing in the school have been widely used in the school as part of health programs and as intercultural experiences, but a few last the entire year and are justified as in this proposal, being necessary a specific didactic unit with its own time and space organization, objectives and contents, methodology, source selection, activities and evaluation.

This proposal was elaborated as an attempt to provide an answer to the problems that some teachers have when "how" implementing the ICC approach in their classrooms (Baker, 2015), trying to include all the elements described above with structured activities divided into 12 lessons that constitute an entire year project.

Furthermore, those activities were proposed to improve motivation when considering new intercultural information. Moreover, cognitive, creative, emotive, affective and mobility abilities were also intended to become better, along with academic issues as memory, attention and concentration. Although the English level of our students was low, different activities were the way to understand and accept the cultural differences as something normal, positive and desirable in any group of people.

When reflecting on the implementation of the didactic unit, the present project is not expected to be a separate one, but intercultural tuition that should last the rest of compulsory education. However, it is a good starting point to develop a global plan in which all the members (teachers, students and families) could develop some actions and activities from the English department to reach intercultural objectives.

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7. Appendices:

7.1. Appendix A: Objectives and contents: Decreto 79/2008

Table 6: Objectives and contents: Decreto 89/2008

	Objetivos	**Contenidos**
Conocimiento de sí mismo y autonomía personal.	3. Conocer distintos grupos sociales cercanos a su experiencia y a su interés, alguna de sus características, producciones culturales, valores y formas de vida, generando actitudes de confianza respeto y aprecio.	Bloque 3. Cultura y vida en sociedad Interés y disposición favorable para entablar relaciones respetuosas, afectivas y recíprocas con personas de otras culturas.
Lenguajes: Comunicación y representación.	4. Comprender las intenciones comunicativas y mensajes de otros niños y personas adultas, adoptando una actitud positiva hacia la lengua, tanto propia como extranjera. 10. Iniciarse en el uso oral de una lengua extranjera para comunicarse en actividades dentro y fuera del aula y mostrar interés y disfrute al participar en estos intercambios comunicativos.	Interés por participar en interacciones orales en lengua extranjera en rutinas y situaciones habituales y funcionales de comunicación (juegos, saludos, rutinas del aula, canciones, cuentos, etc.) Actitud positiva hacia la lengua extranjera, hacia otras lenguas diferentes a la propia, y hacia los usos particulares que hacen de ellas las personas, valorándolas como instrumentos de comunicación.

7.2. Appendix B: Objectives and contents: Real Decreto 1630/2006

Table 7: Objectives and contents: Real Decreto 1630/2006

	Introducción	Objetivos	Contenidos
Conocimiento de sí mismo y autonomía personal.	La presencia de rasgos personales diferentes, bien por razón de sexo, origen social o cultural, debe ser utilizada por el profesorado para atender la diversidad, propiciando un ambiente de relaciones presidido por el respeto y la aceptación de las diferencias.	5. Adecuar su comportamiento a las necesidades y requerimientos de los otros, desarrollando actitudes y hábitos de respeto, ayuda y colaboración, evitando comportamientos de sumisión o dominio.	Bloque 1: el cuerpo y la propia imagen. Valoración positiva y respeto por las diferencias, aceptación de la identidad y características de los demás, evitando actitudes discriminatorias.
Conocimiento del entorno.	Progresivamente se han de ir acercando al conocimiento de algunos rasgos culturales propios. La diversidad cultural aconseja aproximar a niños y niñas a los usos y costumbres sociales desde una perspectiva abierta e integradora que les permita conocer diversos modos y manifestaciones culturales presentes en la sociedad, y generar así actitudes de respeto y aprecio hacia ellas.	3. Conocer distintos grupos sociales cercanos a su experiencia, algunas de sus características, producciones culturales, valores y formas de vida, generando actitudes de confianza, respeto y aprecio.	Bloque 3. Cultura y vida en sociedad Interés y disposición favorable para entablar relaciones respetuosas, afectivas y recíprocas con niños y niñas de otras culturas.

| Lenguajes: Comunicación y representación. | Asimismo, es necesario el desarrollo de actitudes positivas hacia la propia lengua y la de los demás, despertando sensibilidad y curiosidad por conocer otras lenguas. En la introducción de una lengua extranjera se valorará dicha curiosidad y el acercamiento progresivo a los significados de mensajes en contextos de comunicación conocidos, fundamentalmente en las rutinas habituales de aula. | 10. Iniciarse en el uso oral de una lengua extranjera para comunicarse en actividades dentro y fuera del aula y mostrar interés y disfrute al participar en estos intercambios comunicativos. | Bloque 1: Lenguaje verbal. Escuchar, hablar y conversar. Interés por participar en interacciones orales en lengua extranjera en rutinas y situaciones habituales de comunicación. Comprensión de la idea global de textos orales en lengua extranjera, en situaciones habituales del aula y cuando se habla de temas conocidos y predecibles. Actitud positive hacia la lengua extranjera. |

7.3. Appendix C: Other objectives and contents related to the didactic unit: Decreto 79/2008

Table 8: Other objectives and contents related to the didactic unit: Decreto 79/2008

Área	Objetivo	Contenido
Conocimiento de sí mismo y autonomía personal.	2. Progresar en la coordinación y control de su cuerpo, descubriendo y desarrollando, cada vez con mayor precisión, su percepción sensorial, habilidades manipulativas, estructuras fonadoras, gestos y movimientos, orientándose y adaptándose a las características del contexto.	Bloque 1: El cuerpo y la propia imagen - Las necesidades básicas del cuerpo. Identificación, manifestación, regulación y control de las mismas. Confianza en las capacidades propias para su satisfacción. - Identificación y expresión de sentimientos, emociones, vivencias, preferencias e intereses propios y de los demás, adecuándose progresivamente a cada contexto. Control progresivo de los propios sentimientos y emociones. - Aceptación y valoración ajustada y positiva de sí mismo, de las posibilidades y limitaciones propias.
	5. Realizar, de manera cada vez más autónoma, actividades habituales y tareas sencillas para resolver problemas de la vida cotidiana, aumentando el sentimiento de autoconfianza y la capacidad de iniciativa e implicación personal, aceptando las pequeñas frustraciones.	Bloque 2: Juego y movimiento - Control postural: el cuerpo y el movimiento. Progresivo control del tono, el equilibrio y la respiración en reposo y en movimiento. Satisfacción por el creciente dominio corporal.

		- Exploración y valoración de las posibilidades y limitaciones perceptivas, motrices y expresivas propias y de los demás. Iniciativa para aprender habilidades nuevas. - Nociones básicas de orientación espacial y temporal y coordinación de movimientos, y su utilización en contextos reales. - Adaptación del tono y la postura a las características del objeto, del otro, de la acción y de la situación.
	6. Desarrollar estrategias para satisfacer, de manera cada vez más autónoma, sus necesidades básicas de afecto, de individualización, físicas y de relación, manifestando satisfacción por los logros alcanzados.	Bloque 3: la actividad y la vida cotidiana. - Participación en la realización de las actividades de la vida cotidiana. Iniciativa y progresiva autonomía en su realización. Regulación del propio comportamiento, satisfacción por la realización de tareas y conciencia de la propia competencia. - Construcción, valoración y aceptación de las normas que regulan la vida cotidiana. -Planificación secuenciada de la acción para resolver tareas. Aceptación de las propias posibilidades y limitaciones en la realización de las mismas.

	9. Progresar en la adquisición de hábitos y actitudes relacionados con la seguridad, la higiene y el fortalecimiento de la salud, apreciando y disfrutando de las situaciones cotidianas de equilibrio y bienestar emocional.	Bloque 4: el cuidado personal y la salud. - Práctica, progresivamente autónoma, de hábitos saludables: higiene corporal, alimentación y descanso. Utilización adecuada de espacios, elementos y objetos. Petición y aceptación de ayuda en situaciones que la requieran. Valoración de la actitud de ayuda de otras personas. - Aceptación de las normas de comportamiento establecidas durante las comidas, los desplazamientos, el descanso y la higiene, participando progresivamente en su elaboración y valoración.

Área	Objetivo	Contenido
Conocimiento del entorno	4. Iniciarse en las habilidades matemáticas, manipulando funcionalmente elementos y colecciones, identificando sus atributos y cualidades, y estableciendo relaciones de agrupamientos, clasificación, orden, medición y cuantificación.	Bloque 1. Medio físico: elementos, relaciones y medida. - Percepción de atributos y cualidades de objetos y materias. Interés por la clasificación de elementos y por explorar sus cualidades y grados. Ordenación gradual de elementos. Uso contextualizado de los primeros números ordinales. - Exploración e identificación de situaciones en que se hace necesario medir. Unidades de medida naturales y convencionales. Interés y curiosidad por los instrumentos de medida. Aproximación a su uso.
	5. Conocer y valorar los componentes básicos del medio natural y algunas de sus relaciones, cambios y transformaciones, desarrollando actitudes de cuidado, respeto y responsabilidad en su conservación.	- Estimación intuititva y medida del tiempo. Ubicación temporal de actividades de la vida cotidiana. - Resolución de situaciones funcionales vividas como un problema y que se resuelvan a través de estrategias de cálculo. Diferentes maneras de calcular, estrategias de pensamiento personal y cooperativo.
	8. Desarrollar, a través del aprendizaje y la interacción, el pensamiento estratégico, la anticipación, la planificación y habilidades sociales como la cooperación, la empatía y la resolución de conflictos.	Bloque 3: cultura y vida en sociedad - Reconocimiento de algunas señas de identidad cultural del entorno (lo que está próximo afectivamente: en el espacio cotidiano y lo que nos aproximan los medios de comunicación y las nuevas tecnologías) e interés por participar en actividades sociales y culturales.

		- La historia como cultura colectiva e individual: personajes relevantes, fiestas, costumbres, tradiciones, el arte y otras manifestaciones locales y/o universales relevantes.

Área	Objetivo	Contenido
Lenguajes: comunicación y representación.	2. Utilizar la lengua como instrumento de comunicación, de representación, aprendizaje y disfrute, de expresión de necesidades, ideas y sentimientos, y valorar la lengua oral como un medio de relación con los demás y de regulación de la convivencia.	Bloque 1. Lenguaje verbal. 1.1 Escuchar, hablar y conversar: - Utilización y valoración progresiva de la lengua oral para evocar y relatar hechos, para explorar conocimientos para expresar y comunicar necesidades, experiencias, ideas y sentimientos y como ayuda para regular la propia conducta y la de los demás, así como para hacer explícitos sus procesos de pensamiento. - Utilización adecuada de las normas que rigen el intercambio lingüístico respetando el turno de palabra, escuchando con atención y respeto las intervenciones de otras personas.
	3. Expresar emociones, sentimientos, deseos e ideas mediante la lengua oral y a través de otros lenguajes, eligiendo el que mejor se ajuste a la intención y a la situación.	Bloque 2. Lenguaje audiovisual y tecnologías de la información y la comunicación. - Iniciación en el uso de instrumentos tecnológicos como ordenador, cámara o reproductores de sonido e imagen, como medios de aprendizaje y como elementos de comunicación, tanto en la lengua materna como en otras. - Utilización de los medios audiovisuales y tecnológicos para desarrollar la expresión y la creatividad.

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	7. Acercarse al conocimiento de obras artísticas expresadas en distintos lenguajes (plástico, corporal, musical, audiovisual y tecnológico) y a su valoración como expresión cultural y artística.	Bloque 3. Lenguaje artístico. 3.1. Expresión musical - Audición atenta y activa de obras musicales, de diferentes géneros, estilos y tradiciones culturales, que fomenten la creatividad, el deleite y la expresión de sentimientos.
	9. Aproximar al alumnado de Educación infantil al uso crítico de instrumentos tecnológicos como vía de búsqueda y almacenamiento de información, de comunicación, de expresión y como medio de aprendizaje.	Bloque 4. Lenguaje corporal. - Descubrimiento y experimentación de gestos y movimientos como recursos corporales para la expresión y comunicación de sentimientos y emociones, propios y de los otros. - Exploración y utilización, con intención comunicativa y expresiva, de las posibilidades motrices del propio cuerpo con relación al espacio y al tiempo, así como a los objetos, a los materiales y como medio de interacción con los demás. - Participación, por medio de distintos agrupamientos, en actividades de dramatización, danzas, juego simbólico y otros juegos de expresión corporal.