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Raising Awareness About the Diversity of
Anglophone Territories and Cultures in the EFL
Classroom

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ABSTRACT: This dissertation is an innovative educational proposal designed to solve a specific weakness detected during my experience in the Practicum period of the Master's course in the charter school Escuelas Pías Pompiliano, located in Zaragoza. After examining the coursebook used in the classroom, I could observe that there was a dominant presence of the United Kingdom and the United States of America in the activities it proposed, which concluded in the lack of representation of other English-speaking communities. Thus, territories belonging to the "Inner Circle" of English like Canada, Australia, New Zealand, South Africa and the Republic of Ireland were given a limited or inexistent representation in the EFL classroom, which didn't provide a complete consciousness and understanding of the wide diversity of English-speaking communities. The Unit Plan will therefore propose a solution to this detected gap, incorporating cultural, historical and geographical aspects from those countries throughout the activities of the lessons in order to normalise their presence in the EFL classroom. This dissertation will consider academic works and studies regarding the importance of providing cultural diversity in the EFL classroom, as well as the legal provisions specified in the LOMCE and the Aragonese Curriculum, following their indications regarding the importance for students to value their own and others' culture and history, as well as the necessity to educate them in terms of diversity and respect to other languages and cultures.

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1. INTRODUCTION

This dissertation is an innovative educational proposal designed for the Third Year of ESO as a response to a specific weakness detected during my experience in the Master's course and the Practicum period. This necessity emerged after observing the lack of representation of other English-speaking communities besides the United Kingdom and the United States of America in the classroom, as well as the treatment those ignored territories received when depicted.

The reasons for the dominance of the United Kingdom in particular seems to be connected to historical and geographical factors as the European territory is the birthplace of the English language. People from the United Kingdom were those who colonized other territories and expanded their language and culture throughout the world by means of the British diasporas. Nevertheless, "it may take a military powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it" (Crystal 2003:10), which in turn explains the predominance of the United States. Nowadays English-speaking territories different from the United States or the United Kingdom do not have the same visibility in textbooks since they lack the status of economic and technological world powers. Furthermore, the globalization process also influenced a particular focus on the North American country, whose popular products and culture are well-established throughout the globe. These aspects are reflected on the cultural representation textbooks, whose limited perspective of the Anglophone world ignores the rich variety of territories and cultures that build this community, offer to students.

Thus, the present dissertation is an educational proposal which attempts to escape from the cultural indoctrination of the United Kingdom and the United States in the English classroom, by means of providing more representation and visibility to other English-speaking communities. This essay suggests an innovative approach to information and resources which contribute to the consciousness and understanding of the wide diversity of English-speaking communities that exist throughout the world. Nowadays, English is the native language of multiple regions apart from the United Kingdom and the United States, i.e. the so-called "Inner Circle": Australia, New Zealand,

the Republic of Ireland, Anglophone Canada, South Africa and some Caribbean territories. Besides, territories like India, Philippines and Jamaica, among others, use English as the lingua franca of the country. Current English textbooks provide a limited – or even inexistent – representation of these countries, and usually deal with them from a derogative point of view. For this reason, a modification in the representation of other English-speaking communities needs to be accomplished in order to provide a more accurate illustration of the state of English as a language which reflects inclusiveness and diversity. This change is focused on the incorporation of cultural aspects of those countries throughout the activities of the lessons in a way to normalise their presence in the classroom, instead of dedicating isolated sections which only promote their differences.

This Unit Plan was designed considering the legal provisions specified in the LOMCE (*Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa*) and the *Real Decreto 1105/2014, del 26 de diciembre, por el que se establece el artículo básico de la Educación Secundaria Obligatoria y del Bachillerato*. At a regional level, the Community of Aragón determines its legal provisions in the Aragonese Curriculum (*Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*). The *Aragonese curriculum* considers diversity as one basic aspect to deal with in this educational stage. This is specified in Section 6 *Objetivos Generales de la Educación Secundaria Obligatoria*, where the importance of valuing and respecting students' own culture and history, as well as others', is stressed. Furthermore, the provisions of *Primera Lengua Extranjera: Inglés* also contemplate the significance of intercultural comprehension and respect for other languages, cultures and people which might differ from their own, especially through the social and civic key competence.

This essay will first briefly describe the main purpose and objectives of the dissertation, then it will justify the Unit Plan and provide the theoretical framework it is based on, as well as the methodology followed. The next section will critically comment on the Unit Plan considering the topic, the context and the characteristics of the group it is addressed to, the contribution to the key competences, the specific objectives and

contents of the Unit Plan, a critical comment on the sequence of activities of the lessons, the materials used, and finally the specific evaluation criteria, the evaluation tools and the grading criteria. The next part will concentrate on the conclusions of the dissertation, including possible improvements of the educational proposal, followed by references and appendices.

2. PURPOSE AND OBJECTIVES

The Unit Plan designed for this dissertation contributes to broadening students' perception of English as a language which comprises different countries, cultures and communities and therefore has many varieties. Thus, students will get a wider understanding of its use and presence throughout the world, in a way that escapes from the current exhaustive focus of textbooks on British and North American stereotypes and conceptions. Students will learn the language while enriching their knowledge of English by means of the cultural representations of other regions in which English is the primary language, such as the literature, art, ideas and beliefs and behaviours that are characteristic of those territories.

The Unit Plan is aimed at engaging students with the diversity of cultures that use English as a tool for communication, which will hopefully promote students' interest in that variety of cultures.

3. RATIONALE, THEORETICAL FRAMEWORK AND METHODOLOGY

Rationale

During my placement period I could critically observe the dynamics of a classroom where English was taught. This involved students from different ESO courses. The analysis of the materials used in the lessons enabled me to consider their efficacy, studying their strengths and weaknesses for the teaching and learning of English as a foreign language. Since textbooks were the only materials students used during the classes, I was especially interested in the way English was presented to students in the activities, in

particular regarding the diversity of countries and cultures in which this language is used. Thus, I was surprised to observe that course books created a limited depiction of the language by providing extra emphasis on the United Kingdom and the United States – by means of place names, famous sightseeing points, food, literary authors and works, film titles, currencies, routines and customs, etc. – while forgetting about other communities which had the same status. These territories, such as New Zealand, Australia, Anglophone Canada, the Republic of Ireland, South Africa and some Caribbean territories, are hardly ever included at the same level throughout the course books, and when they are featured, they are depicted focusing on their differences to what textbooks seem to consider the ‘norm’, that is, the United Kingdom and the United States. These other communities are dealt with in specific sections of the book – called ‘culture’ in the index – which only reinforces their dissimilarities, instead of including them within the regular activities of the textbooks.

After skimming the first three Units (plus the short Starter Unit) of the textbook used in the 3rd ESO year in the charter school Escuelas Pías Pompiliano (*Mosaic 3*), I could observe that the majority of the cultural references belong to the UK or the US American culture (49 in 72, 68%), while the references to other Anglophone territories are minimal in comparison: 4 of them refer to India, 2 of them to Ireland, 1 of them to Canada, 1 to Trinidad and Tobago, 1 of them to Australia and another 1 to New Zealand (10 out of 71, 20,4 %) [see table 1 “Cultural references in *Mosaic 3*” in Appendix I]. In addition, it must be emphasized that most of those references occur in the section especially dedicated to culture and are thus not integrated with the other references and regular activities of the book. This separation emphasizes the exclusion of those territories from what is considered the “norm”. For example, while in the Starter Unit there are 6 references to the United Kingdom’s cities and landscapes, there is not a single allusion to territories outside this country. In Unit 1, activities outside the culture section are mainly focused on the British and American lifestyles (e.g. “studying in the UK” [p. 13], “Law in the UK” [p. 20], reference to the lifestyle in Denver, USA [p. 10]). On the other hand, the book mentions Australia and New Zealand together in a text in pages 14 and 15 – the culture section – providing a very particular vision of the territories: the Australian part is focused on Aborigines’ routines (concentrating on their archaic

origins), but not on the Australian population in general. The same happens with New Zealand: the text is interested in depicting its more primitive characteristics (the tribes, the warriors and their hunting traditions). Although this cultural and historical information is useful for students, the lack of integration of these territories in the main sections of the book is what should be revised and considered as what this kind of references elicit is the perpetuation of colonial perceptions about these subaltern territories.

Unit 2 provides again an excessively exclusive image of British and American items. This time, the unit is centred on films, books and other entertainment products. The focus on the Hollywood blockbuster is quite evident, as most of the films mentioned were shot in the United States, and sometimes in the United Kingdom (*Gru* [2010], *Prometheus* [2012], *Skyfall* [2012], *Avatar* [2019], *Superman* [2006]). Only *Silent Hill* (2006) was shot in Canada (and France). Then, the course book bases its activities on book titles and authors that mainly belong to the UK or US American tradition (like Shakespeare, *Romeo and Juliet*, *Spiderman*, *Titanic* [1997], *Harry Potter*). Only J.R.R. Tolkien, a British citizen born in South Africa, and his work *The Hobbit* are tangential representations of countries from the Inner Circle of English, together with a brief text about the Chinese-American author Nancy Yi Fan. Nevertheless, young students – which are the ones who are going to receive this information – don't usually know about the South African precedence of J.R.R. Tolkien, as he is not normally associated with South African culture, and therefore learners are not going to be aware of this weak representation of the country. In this unit, the culture section (p. 26) is devoted to the Republic of Ireland. The rest of the activities are exclusively focused on the United Kingdom and London in particular (e.g. activity “In London this week” [p. 28-29], which mentions pounds as the main currency, Greenwich and the Docklands, the Thames River, *Hamlet*, etc.). Thus, although emphasis on US-American and British products might be justified by their popularity all over the world, this unit could benefit from the inclusion of other names and works related to the film and literature industry which could expand students' vision of the English-speaking communities.

The third unit of the course book begins with the topic of shopping, and more specifically, of Christmas sales. This idea is depicted in the pages with references and

images from the United Kingdom exclusively: a picture of Oxford Street, the Union Jack, the Big Ben, the *Harry Potter* books and Selfridges (UK). All the transactions of the activities are carried out in pounds. Furthermore, a few pages later the book introduces the topic of restaurants, alluding to the popular British dish fish and chips, as well as Indian food and a Deli. Although the activity has considered Indian food as a representation of British culture, it should be reminded that the only reference students have received about the Indian community so far is through food – Unit 1 mentioned India’s characteristic spice curry and Tikka Masala – and mainly because it is widely established nowadays in the UK, becoming part of the British diet. Finally, the culture section is focused on the Caribbean nation Trinidad and Tobago: the reading section provides an introduction to the geography and characteristic food of the country. Again, although this is useful information for students, it is not integrated with the rest of the activities and sections of the unit, providing an isolated image of the country, both physical – regarding the organisation of the activities of the course book – and ideological considering its relationship with the English language. This specific representation of those countries can be considered as a prolongation of the colonial ideology, as they are poorly portrayed throughout the activities of the book, providing an excessive focus in UK and US territories (the dominant ones), and offering a separated and smaller depiction of the culture from those territories, although they should be given equal representation weight in the coursebook.

López-Jiménez and Abelló Conteste’s (2016) study about ten EFL textbooks used in bilingual Andalusian schools, confirmed – among other variables – the lack of pluralism and diversity that the textbooks provided regarding the English-speaking community. Their results show that only 10% of the analysed textbooks provided implicit information about the concept of an international, heterogeneous and plural English-speaking community, since the sociocultural data provided in 80% of the materials is limited to three to six English-speaking countries, and often the reference is minimal. In another 10% the concept of an international community is missing, as no sociocultural information is provided about other countries besides the United Kingdom and the United States. Half of the analysed textbooks contain an ethnocentric cultural approach as only detailed sociocultural information regarding the United Kingdom and the United

States is offered. Only 10% of the analysed materials introduce detailed sociocultural contents of six English-speaking countries, which can be considered a pluralist approach, although the authors remark that “it does not capture the human and social heterogeneity of the English-speaking community” (p. 15, my translation).

López-Jiménez and Abelló Conteste provide in their critical analysis of the results of the study a very clear conclusion regarding the approach textbooks follow in order to deal with cultural contents: the visibility of the English-speaking world is reduced to the United Kingdom and the United States in 50% of the analysed textbooks, which is insufficient for an accurate representation of the issue. Thus, “the geographical and political scope of the English-speaking world in the analysed textbooks is drastically reduced, offering a clearly incomplete image” (p. 17, my translation), following a selective tendency.

Alptekin (1982) provides a justification for the cultural dominance of the UK and US American community in EFL contexts over other subordinate groups, such as countries in the so-called Third World. As he explains, the supremacy of the United States is due to its current socioeconomic power, especially in the field of technology. Furthermore, Alptekin mentions the power of different forms of UK and US American communication technology as “omnipotent forces of image-making and consciousness-shaping, by means of popular culture products which are easily widespread” (p. 57). This dissemination process, which can be related with globalization, affects EFL classrooms in both positive and negative ways: on the one hand, it helps to bring the language and culture closer to young students, who are influenced by UK and US American products, and in many occasions, try to imitate their lifestyle and customs. Nevertheless, this vision is limited and if textbooks and teachers in the EFL classroom continue to limit their references to the English-speaking world to only two dominant economic powers, learners will have an incomplete and manipulated version of reality, which will limit their learning process – in terms of cultural awareness regarding the English-speaking community.

Theoretical and curricular framework

Nowadays, culture is an important aspect in the communicative curriculum. As specified by the Council of Europe (2001), “language is not only a major aspect of culture, but also a means of access to cultural manifestations” (p. 15). This affirmation is based on the complementary nature of language and culture: it is almost impossible to isolate one aspect from the other, and in fact, it should not be done if the purpose is to develop a successful communicative approach to language learning. The awareness of different cultures, in addition to his/her own, benefits the learner in a way that:

[...] becomes *plurilingual* and develops *interculturality*. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They enable the individual to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences (p. 43).

Thus, educating students in terms of cultural diversity becomes a duty for teachers in the EFL classroom: learners should acquire the target language (TL) with a purpose that goes beyond the mere knowledge of the language and further enhance their vision of the diverse reality of the world, while developing their personalities in a more integrative direction. As Maley states in the Foreword of the book *Cultural Awareness* (Tomalin and Stempleski, 2013, no page), teachers should “raise awareness of cultural factors”, by trying to “sharpen observation, encourage critical thinking about cultural stereotypes, and develop tolerance”. This awareness about other societies, which have their own traditions and backgrounds – which may differ more or less from the native culture of the learner – is essential for the development of an objective perception of the world and its population. This perception will aspire to minimize misconceptions about other cultures, in an inclusive way which rejects discrimination of any kind.

In terms of Second Language Acquisition (SLA) methods, Communicative Language Teaching (CLT) can be acknowledged to be one of the main approaches followed nowadays. CLT is based on the premises that students should be taught a language to use it in real situations and contexts, as communication is “the primary

function of language” (Brandl 2008:5). Being the combined focus on communication and on form – instead of the focus on forms – one of the basic principles of CLT, according to Brandl (2008), the language classroom should promote fluency as much as possible. Richards (2006) defines this kind of activities as those in which students “must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns” (p. 14). This view is supported by the final aim of language learning, which is achieving the skills necessary to perform real communication. Although a great focus on fluency has to be applied, accuracy should not be forgotten, but it should be approached differently than in traditional teaching methods where drilling exercises and activities focused exhaustively on grammatical accuracy. Thus, a combination of both the development of accuracy and fluency is necessary for great language learning and later performance in real situations.

In order to create this sense of reality and meaningful purpose of language practice, materials should be prepared within a specific context. Preparing lessons and materials considering context and related situations is another way to promote meaningful communication and a justified purpose for the use of language. This is why CLT also centres its basis on contextualised materials: as Richards (2006) asserts, “content of some sort has to be the vehicle which holds the lesson or the exercise together” (p.28). This is again in contrast to the past views about language teaching in which contextualized activities were avoided in order to focus on specific grammar points or content. CLT suggests that specific learning content can be studied and practised better if materials are meaningful (for example, by using authentic materials), instead of isolated activities and information with no shared connection. Another necessary element for activities to be considered communicative is the requirement of an information gap. This characteristic results from the need to emulate real life language and contexts, in which speakers “communicate in order to get information they do not possess” (Richards, 2006:18). Thus, activities in the classroom following the CLT approach should promote this reality and aim to use the language in a natural way – avoiding fixed and extremely controlled procedures common in traditional methods – and follow a communicative purpose, the more related to the learner, the better. As Kumaravadivelu (2006) suggests, “elements of unpredictability and freedom of choice”

(p. 61) are basic for this imitation of real-life language and should be practised in the language classroom.

Nevertheless, the CLT approach has little influence in the learning process of unmotivated students if it does not correctly cover their needs, and it is a challenge for committed teachers to find a remedy for this issue. Dörnyei (1994) states that “motivation is one of the main determinants of second/foreign language (L2) learning achievement” (p. 273), since learners with no drive or enthusiasm are very likely to fail in the acquisition of new knowledge. The author mentions the interest in foreign languages, cultures and people as one driving force for the acquisition of an L2, which can be related to Clément and Kruidenier’s “sociocultural orientation” (1983:275). Thus, it is likely that students might find learning about other cultures and people a motivation for learning a foreign language, and teachers should take advantage of this interest to engage learners in the lessons. In order to do so, Dörnyei (1994) suggests four course specific motivational components (based on Keller’s motivational system [1983]): (i) interest, (ii) relevance, (iii) expectancy and (iv) satisfaction (p. 277). These elements are correlated – students’ interest on the subject is based on the relevance of the new information for their personal development, as well as their expectation about this knowledge; which leads to final satisfaction (or, hopefully not, disappointment). Taking into consideration all these factors, introducing cultural elements in the EFL classroom can help solve lack of motivation issues: culturally orientated materials can support learners’ interest in the subject, especially if they fulfil their interest and relevance demands. Bringing other cultures closer to students’ personal own vision of the world is an opportunity to inspire learners and encourage them to appreciate the value of the L2.

Legal provisions

This Unit Plan considers the LOMCE (Ley Orgánica para la Mejora de la Educación: Real Decreto del 3 de mayo de 2015) as well as the Real Decreto 1105/2014, del 26 de diciembre, por el que se establece el artículo básico de la Educación Secundaria Obligatoria y del Bachillerato. Besides, the regional legal provisions of the Aragonese Curriculum (Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de

la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón) have also been followed.

As specified in the Section of *Primera Lengua Extranjera: Inglés* of the Aragonese curriculum, the syllabus of the subject must focus on the creation of communicative situations, which will help students acquire the contents of the subject while promoting their linguistic, sociolinguistic and pragmatic competences. Thus, these communicative situations will be aimed at creating real contexts of communication, in concordance with the Communicative Language Teaching approach, which will be useful in global contexts. As specified in Section 6 *Objetivos Generales de la Educación Secundaria Obligatoria*, this educational stage should provide students with the capacities to know, value and respect basic aspects of their own culture and history, as well as those of others, in addition to their cultural and artistic heritage. Furthermore, the Unit Plan directly contributes to the competence of *Conciencia y expresiones culturales*, as specified in the provisions of *Primera Lengua Extranjera: Inglés* in the Aragonese Curriculum of ESO, through the use of cultural manifestations and materials from English-speaking communities in order to learn the language while providing students the opportunity to value and enjoy them in a critical manner.

Methodology

In order to design the methodology for the proposed Unit Plan, Section 12 of the Aragonese Curriculum, devoted to the *Principios Metodológicos Generales*, has been followed. Moreover, the *Principios Metodológicos* for the teaching of *Primera Lengua Extranjera: Inglés* in the specific provisions of the curriculum have also been applied.

In accordance with the current communicative curriculum and what the Council of Europe (2001) states about language and culture, the Unit plan is going to combine both perspectives, the linguistic and the cultural ones, in order to develop students' knowledge of the language and intercultural awareness. The lessons are therefore designed to raise awareness of the cultural diversity of the English-speaking community, in order to expand learners' view of the language and the territories where it is spoken. The introduction of cultural aspects into the syllabus of the subject will develop

students' tolerance and understanding of other traditions and societies different from their own, while promoting and improving their knowledge regarding the English language. Thus, the first session will introduce English modal verbs and vocabulary regarding sports, while exploring Canada's geography, weather and ice hockey tradition. The second lesson will consider the South African figure of Nelson Mandela to present the country and new vocabulary regarding political events, while practicing the past and past perfect forms of regular and irregular verbs. Then, the next session will concentrate on developing language production, focusing on modal verbs and sequencing connectors, while learning about New Zealand's traditional dance Haka. The following lesson is dedicated to Ireland's literary folktale tradition, which enables students' familiarization with the genre and the past tense form of regular and irregular verbs that appear in the text. Finally, the last session will consider Australia's landscapes to explore new vocabulary about nature, as well as practicing and consolidating the use of modal verbs by creating posters and working collaboratively.

The lessons designed for the Unit Plan contemplate the importance of real language use and contexts that Communicative Language Teaching demands. The activities in the sessions are aimed at creating useful and real communicative situations – e.g. the group debate and questions about segregation and inequality in the South Africa lesson, or the poster creation to explain the rules to follow when visiting a National Park in the Australia lesson. Furthermore, activities which are intensively focused on grammar accuracy – such as drillings or controlled exercises designed to practise specific language forms, creating unconnected sentences without a common context – are replaced by activities in which fluency is promoted. Those activities, such as the brainstorming activities at the beginning of the lessons where students share their ideas without paying attention to any specific grammatical forms, promote the communicative essence of CLT, as well as the focus on form. In these activities, the importance primarily lies in the information students want to transmit, not only in the correct use of the language, although its accurate use should be encouraged whenever possible. For instance, speaking activities which foster personal opinions such as reflecting on the importance of ice hockey for Canadians after watching the “Nike Hockey Team Canada Commercial” in the Canada lesson, or if they know any practices

in the Spanish culture similar to the Haka tradition for New Zealanders in the New Zealand session. Here, students are expected to express themselves fluently, trying to convey a message using their own strategies in a free manner, creating natural contexts of communication.

Regarding the instructional sequences, the Three P's model has been followed. This technique divides the lessons into three stages: first, the presentation stage introduces the input to students – the topic or specific language of the lesson – which will be rehearsed in the practice stage in a simple and controlled manner. This Unit Plan employs YouTube videos in the presentation stage, as authentic material which will function as a tool to introduce new and activate previous knowledge, in a way that engages with learners as active users of the platform. Finally, students are demanded to produce the language more freely in the production stage. The Three P's model, when adapted to the CLT approach, contemplates many advantages for both the teacher and the students. For instance, authentic materials can be used in the classrooms, which brings a rich variety of input to the lessons, stimulating students' motivation and providing them with the resources to encourage a meaningful learning process.

Another advantage of this procedure is that the stages, objectives and goals are clearly presented, and students will be able to benefit from this clarity, which is very useful when dealing with large groups – as is the case of ESO classes. Lastly, the promotion of free language production directly encourages students' creativity and originality: the teacher will here take a secondary role, which is providing feedback in order to inform students about their learning process, giving students the opportunity to express themselves and experiment with the new knowledge.

Students will be asked to create different final products, such as posters, presentations and dances, which will require the intervention of all the individuals in a cooperative and interactive manner in order for them to learn how to work together in the learning environment of the classroom. Regarding groupings, this unit plan proposes diverse interactive patterns which combine groups of different sizes, pair and individual work, which escapes from the routine and competitive individual learning environment of traditional language teaching. The unit plan includes a large variety of introductory listening activities which have been retrieved from YouTube (a clip from the TV series

How I Met Your Mother, a TV commercial, an interview, a video from a YouTuber, etc.). The reason for choosing these to start the lessons and introduce the topics was mainly to tap into students' interests and increase their motivation, since all students will have access to and will be familiar with the YouTube video platform, as well as with the topic of the chosen videos – a well-known TV comedy series, a famous clothing brand, an interview with a celebrity, etc. Thus, the unit plan is designed to be implemented in a classroom with ICTs tools (a computer with an internet connection and a beamer).

In order to evaluate the effectiveness of this educational proposal, action research will be carried out. In educational research, this kind of study is characterised by the need to find a solution to a problem, which is to improve a situation (lack of awareness about the diversity of Anglophone territories and cultures in the EFL classroom) by means of some innovation (raising awareness about the diversity of Anglophone territories and cultures in the EFL classroom). In terms of variables, the lack of representation of “Inner Circle” Anglophone territories different from the United Kingdom and the United States is the dependent variable, and the inclusion of teaching materials and activities which aim at expanding the limited representation of countries and cultures other than the UK and the US is the independent variable.

The baseline data has been collected through the analysis of the course book *Mosaic 3*, and by means of a diagnostic evaluation (see Appendix II) completed by students so that the teacher – and researcher – is able to reflect on what is needed to improve the situation. After designing and putting into action the Unit Plan, its effectiveness is evaluated by means of students' performance in the class activities, as well as their results in the final test, which will include some basic questions about the information provided in the EFL class regarding those “Inner Circle” territories. Thus, if students are able to assimilate new language performances and comprehend the multicultural reality of the Anglophone area, this educational proposal will be successful. Nevertheless, if the results show that students are not able to acquire the required language items and structures or understand the variety of territories that comprise the English-speaking community, the educational proposal will need to be reconsidered so that it can cover every language and cultural knowledge gap.

4. UNIT PLAN

This Unit Plan is an educational proposal which aims to extend students' knowledge of English as a heterogeneous language which comprises a large variety of countries, cultures and communities. The following proposal considers the lack of representation in language teaching materials of other English-speaking communities besides the United Kingdom and the United States, a significant gap of knowledge that should be filled in the English language classroom. Consequently, the Unit Plan provides teaching materials and activities which aim at expanding the limited representation of the "Inner Circle" of English-speaking countries, such as Australia, New Zealand, Canada, the Republic of Ireland and South Africa, among others. The Unit Plan consists of five lessons to be implemented in the Third Year of ESO during the first semester of the academic year.

School setting and group

The school that the Unit Plan is designed for is *Escolapias Pompiliano* in Zaragoza, which is located in the Universidad district, near the neighbourhood of Torrero and the residential areas surrounding the Parque Grande and the city centre. According to *IDEZar*, the population of the Universidad district possesses one of the highest average annual incomes of Zaragoza (from 15,000 to 17,999 euros, when the average annual income in Zaragoza is 11.228,36 euros). Furthermore, the inhabitants of this district are characterised by having higher studies: 14.09% have completed their University education, and another 21.67% also possess a PhD¹. All this information is helpful to understand the characteristics of the students of the school, since the average student belongs to upper-middle class families, although there are also students from diverse economic levels and cultural backgrounds. The school holds a total of 650 pupils, distributed into the different academic stages the school offers: from *Educación Infantil* to *Educación Secundaria Obligatoria (ESO)*.

¹ Percentage of population over 25 with a specific level of education.

The specific group the Unit Plan is designed for consists of a Third Year of ESO class formed by 25 students. Regarding previous knowledge, average learners possess an intermediate level of English in accordance with their academic year, with some students who show a higher mastery of the language (due to their participation in English immersion programmes during the summer or their family background, since some of them have parents who are English teachers and can help them with the subject). In general, the group demonstrates a great disposition to learn, as well as a high level of participation during the classes. Nevertheless, motivation is an issue in this language classroom, since some students find lessons and materials boring and monotonous, due to the frequent single use of the course book as the main learning tool, whose content does not motivate students enough. This problem directly affects the academic performance of some pupils, as they hold the required knowledge of the foreign language but do not demonstrate it due to the lack of study caused by their low motivation.

Contribution and development of Key Competences

In order to design the Unit Plan, the competence-based curriculum model of the Aragonese ESO curriculum described in the specific provisions for English as a Foreign Language (EFL) has been followed. The Unit Plan will help students develop the seven Key Competences: Mathematical Competence and Basic Competences in Science and Technology, Digital Competence, Learning to Learn, Social and Civic Competences, the Sense of Initiative and Entrepreneurship, Cultural Awareness and Expression, and especially, the Linguistic-Communicative Competence.

- Linguistic-Communicative Competence: due to the linguistic nature of the English as a Foreign Language subject, the Unit Plan will directly contribute to the development of this competence. The lessons are designed to improve students' linguistic and communicative skills by means of the creation of communicative situations – as stated in the Aragonese curriculum guidelines – and the use of specific English teaching methodologies, such as Communicative Language Teaching (Richards, 2006). Activities aim at improving the four skills,

by means of interacting with audio-visual and written texts, as well as by communicating with each other and creating final oral and written products, always in the L2. Students will develop this competence in a foreign language, which will also contribute to their mastery of their mother tongue, since the practice of the four skills (speaking, listening, reading and writing) in the foreign language benefits the development of those skills in the native language as well.

- **Mathematical Competence, Basic Competence in Science and Technology, and Sense of Initiative and Entrepreneurship:** activities such as the creation of a poster in the Australia lesson, in which students are expected to explain how to behave in a National Park, will make learners reflect about how to respect and protect the environment. Furthermore, activities which require logical enumerations – such as the description of the Haka dances in the New Zealand lesson – will encourage students to use their mathematical knowledge. The Sense of Initiative and Entrepreneurship will be developed when dealing with the historical and political events, as well as organizations regarding Nelson Mandela's life in the 'South Africa' session.
- **Digital Competence:** the beginning of every lesson proposed in this Unit Plan will benefit from the website YouTube as a source of audio-visual materials which will introduce the topic to be dealt with in class. Other websites will also be shown and explored in class. Thus, the internet will be introduced in the English lessons as a useful teaching and learning resource.
- **Learning to Learn:** students will reflect on their learning during the last part or activity of each lesson, in which they are expected to produce the new knowledge acquired in the session. In addition to this, the teacher will promote different grouping arrangements in order to help students learn how to cooperate with the rest of the class and adapt to new situations and learning models.
- **Social and Civic Responsibility:** the introduction of diverse English-speaking territories in the English language classroom immediately promotes students' intercultural comprehension, fostering tolerance towards other cultures, life habits, ideas and social and artistic practices. Activities in the lessons will help students comprehend the reality of the world we live in, by getting to know the

origin of traditions and customs from other countries – such as the Haka dance in New Zealand – as well as by reflecting on important historical events – during the South Africa lesson on Nelson Mandela’s life, for instance. This information about other territories will serve as the basis for understanding the cultural diversity of Anglophone territories, together with the conception that all human beings, no matter where they are born or raised, are equal and deserve the same respectful treatment.

- **Cultural Awareness and Creativity:** as explained in the previous paragraph, different cultural expressions from English-speaking territories will be used in the materials and activities of the Unit Plan, which will serve as a vehicle to bring English closer to students. Activities such as the song analysis and the folktale reading in the lesson on Ireland are examples of popular art and literature manifestations students will have to value and enjoy during the lessons of this Unit Plan.

Besides the contribution to and development of the key competences, the Unit Plan will provide different opportunities to cover cross-curricular contents, which will benefit students’ personal growth and progress as human beings. Thus, the lessons designed will deal with the importance of human rights and civic values, plurality, environmental education, the importance of sports and the promotion of a healthy lifestyle, as well as activities which will improve students’ knowledge of history and important past events so as to increase students’ sensitivity towards basic human rights.

Specific learning objectives

This Unit Plan has been designed considering the objectives for the ESO stage as detailed in the specific provisions of the Aragonese ESO curriculum for English as a Foreign Language. These objectives are connected with the evaluation criteria of Third Year of ESO, in order to arrange the specific learning objectives of the Unit Plan. Thus, at the end of the unit students are expected:

- To understand general and specific information from YouTube videos about different topics (interview, TV commercial, TV comedy show).
- To express themselves orally comparing two different sports and participating in a group debate in a comprehensible and adequate way.
- To read and understand general and specific information in written texts, such as information about the Haka dance and an Irish folktale, in order to value reading as a means of information and enjoyment.
- To write simple texts with accuracy, coherence and cohesion about an alternative ending of a folktale and a poster, taking into consideration the different addressees and the communicative purposes (entertainment and informative).
- To develop autonomous and cooperative learning strategies by means of class activities, individual and team work (in pairs and groups), the use of ICTs (information from webpages and YouTube videos), self-assessment and co-evaluation, with the purpose of improving the learning process and acquisition of the foreign language.
- To value the foreign language as a means to access information and acknowledge its importance as a communication tool among people from different cultures and origins, with the final aim of raising intercultural awareness without stereotypes and prejudice.

In order to achieve these objectives and specific learning outcomes, the curricular contents from the specific provisions of Third Year of ESO have been adapted and selected. The contents, as detailed in the Aragonese curriculum, are divided into four blocks, according to the different skills students must develop (Block 1: comprehension of oral texts, block 2: production of oral texts, block 3: comprehension of written texts, block 4: production of written texts). The specific contents of the Unit Plan are detailed in Appendix III.

Sequence of activities

The following lessons have been designed with the ultimate purpose of raising awareness of the cultural diversity of English-speaking countries, considering different aspects from those territories to illustrate this diversity in the foreign language learning environment. In addition to this, another objective has been increasing motivation among students, so activities and topics were selected intending to match learners' interests and preferences, which were gathered by means of some research on current celebrities, activities and topics popular for teenagers. The activities were planned for students to learn the language while acquiring knowledge about the culture, history and lifestyle of Canada, South Africa, New Zealand, Republic of Ireland and Australia.

The Three P's model (Presentation, Practice and Production) was followed while designing the activities of each lesson. Thus, each lesson begins with an introductory activity – which always contains a YouTube video – to present the topic and the country the lesson is going to be about. This first step will serve as a justification for the introduction and practice of new vocabulary items and grammar forms, always in a contextualised environment. The presentation part is designed so that students infer the information by themselves – in combination with the rest of the class and, if necessary, with the help of the teacher – generally by means of brainstorming activities. This method demands active student participation, engaging with the class and making students activate their own previous knowledge, instead of presenting the information in a straightforward and inductive way. The lessons will continue with a Practice stage, in which learners will be exposed to specific vocabulary items or grammatical structures to be rehearsed by means of different exercises. Finally, the lessons will conclude with an activity in which students are expected to produce the language with the tools and information learnt during the lesson, in which they will demonstrate the new knowledge in a useful way.

Lesson 1: 'Canada'

The first lesson of the Unit Plan is dedicated to Canada and sports since the country, especially due to the weather conditions, is deeply connected to the practice of ice

hockey. The lesson begins with the introduction of the country with a YouTube video about the Canadian character in the popular TV comedy series *How I Met Your Mother*. This activity, together with the brainstorming exercise with the map of the country, functions as a starting point of both the lesson and the Unit: students will engage with the topic of the lesson by means of a clip from a familiar TV show – which will hopefully increase their motivation – while getting used to the dynamics of the following lessons. Thus, this light presentation exercise will be followed by the Practice stage, in which the topic of ice hockey and vocabulary regarding sports will be used. Learners will therefore create connections between Canada, sports and themselves, since most high school students like to practice sports in their free time. The final part of the lesson will take advantage of this motivation to encourage students to create a brief comparison between two different sports. This closing activity is meant to be done in pairs in order to encourage students to socialise and get to know each other better, since talking and reflecting about personal hobbies and preferences will help them in the process of meeting new people at the beginning of the school year. Furthermore, by presenting the final product to the rest of the class, students will be able to relate to others who have the same interests.

Lesson 2: 'South Africa'

This lesson is focused on South Africa and the historical figure Nelson Mandela. The lesson is structured again following the PPP's model: the teacher will begin by presenting the country and brainstorming ideas about it and projecting the first YouTube video of the lesson, which will present the topic in an entertaining manner for students. This first part will be linked with the second one, in which students will be immersed in the life of Nelson Mandela. The lesson starts with a generic view of South Africa and advances into a more concrete focus on the life of this important figure, giving the chance to develop critical thinking about the events that surrounded his life, and raising awareness about the importance of human rights and equality. Finally, learners will have the chance to express themselves orally in a group activity which will encourage students to reflect on the topic of segregation and inequality, while interacting with other classmates.

Lesson 3: 'New Zealand'

The third lesson of the Unit Plan focuses on New Zealand and on one of its most recognisable traditions, the Haka dance. The sequence of activities starts with an opening exercise to infer information about the topic of the lesson. This first phase includes an image and a YouTube video, so that New Zealand's tradition is visually presented to learners. After that, the lesson moves into the introduction of new specific vocabulary from an informative text related to the dance, which will be rehearsed in combination with the practice of grammatical structures – the use of past simple and past continuous to describe simultaneous actions. After that, students will have the opportunity to use the language in an interactive activity, which will focus on creativity and team work, since they will have to work in groups to produce their own dance.

Lesson 4: 'Ireland'

Lesson number four is devoted to pan Irish culture and its folktale tradition. The Presentation stage introduces the country and some of its more representative features through Ed Sheeran's *Galway Girl* music video. Students will recognise and infer together those characteristics, which will link to the second stage of the class. Here, learners will be exposed to a short piece of literature which they will have to interact with: students are expected to imagine the rest of the folktale, developing their creativity while exploring the genre of the folktale. This part of the class is completed with the final activity, in which they will have to imagine an alternative ending, producing a short composition and practicing their writing skills.

Lesson 5: 'Australia'

The Australian territory will be the focus of the last lesson of the Unit Plan. An introduction to the country will be given with a YouTube interview with Nicole Kidman, followed by a Practice phase where Australian National Parks will be briefly studied. As always in this part, vocabulary items are introduced and practiced in a real context – the *Care for Parks* text. Students will have to interact with the text again with the proposed

pre-reading activity which consists in inferring the rules described in each paragraph just by reading the headlines. The end of the lesson consists in a mini group project, where learners will design a poster which includes all those important rules that must be followed when visiting a National Park. Peer-assessment will serve as an evaluation tool to make students critically reflect on their classmates' work and learning to objectively appreciate their creations.

Materials

Lesson 1: 'Canada'

The first material used in this lesson is a YouTube video which is a compilation of facts and jokes about the Canadian character Robin Scherbatsky in the American television series *How I Met Your Mother*. This audio-visual material provides a clear representation of some basic characteristics of Canadians in a humorous manner, in a way that is easy to understand for Third Year ESO students. The TV series is popular among the Spanish audience, and many students in the class might already be familiar with the plot and the characters, which will motivate and encourage them to listen and pay attention to the video. The questions proposed are easy to answer, even if students cannot follow all the dialogue in the clip, and could be answered beforehand if students have some basic knowledge of Canada.

The map of Canada (Image 1.1 in Appendix V) was selected to provide a clear visual representation of the country and its geography, so that students can situate it within the world map and in relation to other countries, such as the United States. Locating the country will help students understand some of the characteristics which will be mentioned during the following activities, such as its cold weather, and therefore, the popularity of ice hockey.

The following YouTube video is a Nike commercial which also shows the Canadian ice hockey team. This material was selected to connect the previous part of the lesson – which was an introduction to the country – to the next one, which will be focused on sports. Thus, the next material is a word cloud (created with

<https://www.nubedepalabras.es/>) which includes some vocabulary related to sports. The words were selected considering the necessities of students and the activity: it includes items learners might not know yet but which will be useful for the following exercise, as well as others which might be familiar for them. As the webpage allows for the creation of word clouds in different shapes, it has been designed as a tick, imitating the Nike logo and connecting it to sports, so that it visually calls students' attention.

Lesson 2: 'South Africa'

First, an image of the South African map (Image 2.1 in Appendix V) will be used to locate the country in relation to the African continent. This will probably surprise students, since most of them will probably not know English is one of the official languages of the country, and will therefore teach them that the location of a territory does not have anything to do with the languages spoken there. The map will also enable students to identify and highlight those likely stereotypes they might have about South Africa. Next, the YouTube video *Things Not To Say To A South African / African* will illustrate in a comical manner some stereotypical ideas students might have regarding South Africa. This kind of video will be familiar for them, since YouTubers are now a trend among teenagers and young people, and will thus engage with their interests— since the YouTuber who explains it is young like them. The video will teach students the reality of the life of South African people, trying to remove any stereotypes learners might have in mind.

Image 2.2 is another word cloud which includes some terms related to political activism. This way of presenting new vocabulary was chosen since it is visual and therefore more appealing for students than a simple list of words. The animation video *Nelson Mandela – What Exactly Did Nelson Mandela Do?* provides an appealing source of information about Mandela's life and achievements. This source of information was preferred to others due to the visual support this kind of videos have, which will help students understand and follow the narration. Furthermore, the data selected will benefit learners' comprehension of the key events.

Lesson 3: 'New Zealand'

The materials used in this lesson share the topic of the Haka dance. The two YouTube videos (*All Blacks Haka with translation* and *Emotional Wedding Haka Moves Maori Bride to Tears, NZ*) were selected as they clearly exemplify the importance of this dance in the country by providing two different scenarios in which it is rehearsed – before a rugby match and at a wedding. This will inform students about the value this dance has for New Zealanders and their culture. The text offers some basic elements for the understanding of this practice, and will serve to present some vocabulary elements necessary for the development of the last activity.

Lesson 4: 'Ireland'

Ed Sheeran's music video *Galway Girl* was selected since most students will be familiar with the artist and with the song, due to his popularity among young people. In this way, learners will approach Irish culture and some of its features by means of a material which they already know and probably like, which will encourage a more motivating environment. Furthermore, the *Children of Lir* story provides an instance of Irish traditional folktales adequate for Third Year ESO students, with instances of past regular and irregular verbs.

Lesson 5: 'Australia'

The YouTube video *Watch Nicole Kidman Put Her Aussie Knowledge to the Test* was selected in order to show students a different video genre – the interview – to introduce the topic of the lesson. Then, images 5.1, 5.2, 5.3 and 5.4 are used to illustrate the Australian landscape by means of some of its numerous National Parks, which show nature contexts learners will easily describe. Finally, the text *Care for Parks* provides a real context of English language use and, since it is divided into short paragraphs, it enables for the execution of the designed activity of the lesson – inferring the topic of each paragraph from the headlines. Furthermore, the information of the text is useful

for their personal development as respectful human beings, emphasizing the importance of safe and good behaviour when interacting with nature.

Specific evaluation criteria

The evaluation process has been designed considering the guidelines in Section 14 of the *Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón. Anexo II: Currículo de las materias de la ESO: Lengua Extranjera (Inglés)*, incorporating the Key Competences and the standards for Third Year of ESO into the evaluation criteria.

As indicated in the Aragonese Curriculum, the evaluation of the learning process in the ESO stage must be continuous, formative and integrative. This model of evaluation focuses on the progress of students and their development during the learning period. Furthermore, additional reinforcement measures will be adopted to support learners' needs – either to develop their strengths or to assist with their weaknesses – so that every student can achieve the minimum learning standards of the subject.

Students will be assessed by means of different instruments and evaluation practices in order to guarantee its continuous nature. The percentage of the final mark is therefore divided into class work (50 %), a final test (35 %), and class behaviour and participation (15%). The class work percentage is further divided into the different activities students will complete during the five lessons. The Haka activity ('New Zealand' lesson) and the Press Conference simulation ('South Africa' lesson) are less significant in terms of assessment (5% each) since they are less demanding regarding language knowledge and interaction – the Haka dance is created in groups, and students are only required to participate once in the Press Conference exercise. The percentage assigned for the oral sport comparison (10%, in the 'Canada lesson') is higher than the previously mentioned activities, since the performance requires a more advanced use of the language and the speaking skill. Finally, the two final sessions are assigned a 15% of the final mark each, since the products demanded are more complex (the written

alternative ending in the ‘Ireland’ lesson focuses on both grammatical correctness and genre features of the folktale) and students are expected to produce the language with accuracy after several sessions on the use of specific language items (modal verbs) in the poster design in the ‘New Zealand’ lesson. The final test (Appendix VII) will check their understanding of the topics, language items and grammar introduced in the Unit Plan. Finally, the remaining 15% is left for participation and class behaviour, considering the contributions to the development of the class a positive aspect. The reason for attributing this percentage for participation is to encourage students’ motivation and involvement during the lessons, so that they participate as much as possible in the multiple brainstorming activities and get used to sharing their ideas with the rest of the class. This Unit Plan includes peer-assessment which will require students to reflect on others’ work in a critical way, evaluating the strong and weak points of their classmates and, as a final aim, reflecting on their own work as well. Students will be informed at the beginning of the term about the grading criteria and division of percentages, in order for them to be acquainted with the requirements to achieve the best performance possible.

	Lesson and activity	Percentage of final mark
Class work (50 %)	‘Canada’ – Sport comparison	10 %
	‘South Africa’ – Press conference	5 %
	‘New Zealand’ – Haka	5 %
	‘Ireland’ – Alternative ending for the folktale	15 %
	‘Australia’ – Poster	15 %
	Class behaviour and participation	15 %
	Final test	35 %

Assessing materials for the teacher include rubrics, checklists and answer keys for listening comprehension activities (Appendix VI). Furthermore, the specific evaluation criteria for the Unit Plan can be accessed in Appendix VI.

5. CONCLUSION

The main purpose of this educational proposal has been to introduce in the English as a Foreign Language classroom the cultural diversity of Anglophone countries. Textbooks and materials designed for Spanish learners of English tend to focus almost exclusively on the United States and the United Kingdom, providing a limited image of other territories where English is an official language as well. Raising awareness of how widespread English is throughout the world is important for students in order to have an accurate vision of the reality of this international language.

This is the reason why activities and lessons of the Unit Plan have been created around countries which belong to the “Inner Circle” of English, such as Australia, New Zealand, the Republic of Ireland, Canada and South Africa. Materials and activities considered in the Unit Plan contribute to the acquisition of English through the introduction of cultural aspects representative of those territories. Thus, students are able to learn the language while expanding their knowledge about traditional customs (New Zealand’s Haka dance), sports (Canadian ice hockey), landscapes (Australian National Parks), literature traditions (Ireland’s folktale) and figures (Nelson Mandela, from South Africa) characteristic of those communities.

This proposal aims at providing a more equal presence of cultural aspects related to various English-speaking communities in the EFL classroom. This is the reason why – although every key competence is taken into consideration, as required in the Aragonese ESO curriculum– the Unit Plan mainly stresses the development of two key competences: the Linguistic-Communicative Competence – as the main purpose of the subject is for learners to acquire the language and for students’ to improve their linguistic and communicative skills – and the Cultural Awareness and Creativity Competence – since lessons are based on different cultural expressions from Anglophone countries, in order to promote intercultural education, while encouraging creativity and originality.

The Unit Plan also addresses a specific problem in school contexts, which is the low amount of motivation among certain students. This issue is faced by (1) providing students the opportunity to learn about other cultures as an instrument to increase their

interest towards the language (Clément and Kruidenier, 1983) and by (2) organising the contents of the lessons around interesting, relevant and satisfactory information for learners, so that they feel their expectations are fulfilled (Keller, 1983). The topics of the lessons are supposed to awaken their curiosity towards other territories where English is spoken, which will hopefully increase their interest in using and learning the language as a tool for communication and understanding those communities. In order to fulfil the interests of students, the themes and materials of the lessons have been selected so that they are current and close to learners' concerns. Furthermore, all the lessons introduce the topic by means of a video clip – retrieved from YouTube – which will call their attention and engage students with the lesson.

Regarding the structure of the lessons, the PPPs model (Presentation, Practice and Production) has been followed. This organization enables a first introduction of the topic of the lesson (the country which the class is going to be focused on) combined with brief brainstorming exercises in which learners can activate their previous knowledge about the country and share it with their classmates. Then, during the Practice phase the lesson is centred on providing instances of the language which is expected to be learnt or skills that are planned to be practiced (e.g. grammatical constructions, specific vocabulary, text genres), in contextualized situations. Finally, the last part of the lessons is devoted to the Production of this new knowledge, so that students can use the language and produce their own creations.

This Unit Plan contains the instruments of evaluation needed to assess the learning process of students throughout its implementation. Thus, by means of the rubrics, checklists and answer keys available in the Appendix VI, the production and development of the learners will be evaluated. Furthermore, and in order to guarantee the continuous nature of the evaluation process, different percentages are given to class work (50%, further divided into the five different activities carried out in the lessons), the final test (35%) and class behaviour and participation (15%). Finally, the assessment of the effectiveness of the Unit Plan as an educational proposal to improve the lack of representation of English-speaking communities belonging to the Inner circle of English will be achieved by means of the performance of students in the proposed activities. Thus, the Unit Plan will be successful if learners are able to assimilate the new language

performances included in the lessons, as well as understand the multicultural reality of the Anglophone community.

Although the PPPs model, in its current version in combination with the ideas of the Communicative Language Teaching method (CLT), is totally efficient and acceptable, the Unit Plan could also have been orientated following a Task Based Language Teaching (TBLT) instructional sequence. By demanding students to complete tasks, they would develop more critical and cognitive processes while also using the language focusing on meaning with a communicative purpose (Ellis, 2003). Thus, although the proposed activities of this Unit Plan were designed to improve and develop students' language learning process as much as possible, a task-based methodology would complement the proposed activities.

In order to guarantee the success of this educational proposal, the Unit Plan should be complemented and followed by other Unit Plans for the rest of the academic year (2nd and 3rd terms). These Unit Plans should be in line with the aim of this proposal, providing students with more instances of the cultural and geographical diversity of English. Other territories from the "Inner circle" of English could be approached, such as the Caribbean; and even regions from the "Outer circle" where English is frequently used, such as India, Nigeria, Malaysia and the Philippines, among others. New topics could be suggested, although it could be interesting to recycle some of the previously studied ones in the first term – sports, dances, important historical figures, literature, landscape and nature – so that there is a sense of continuity, and also to compare those aspects from different points of view. Furthermore, it must be specified that this Unit Plan proposal does not intend to remove the United Kingdom and the United States from the syllabus, and they should be present in the lessons as well, although this representation should not be more significant than that of the rest of the countries.

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APPENDICES

APPENDIX I – Cultural references in *Mosaic 3*

Table 1: “Cultural references in *Mosaic 3*”

<p>Starter Unit</p>	<p>Mention of Bristol (p. 4), the UK and the British weather (p.6). Text “My holidays” about Halifax, Yorkshire (ex. 7, p. 7). Picture of Scarborough (p. 7). Mention of Welsh rarebit (ex. 4, p.8). “India is warmer than England, but they still drink a lot of tea” (ex. 6, p. 8).</p>
<p>Unit 1: Time for change</p>	<p>Texts regarding lifestyle in Denver (USA) in comparison with Italy, which provides references to American pancakes and routines; and Tullamore (Ireland) in comparison with Germany (ex. 2, p. 10). Allusions to burgers and a skate park, which are American images. Text “Studying in the UK”, which explains routines and other cultural aspects from the country, and mentions Indian food [curry, Tikka Masala] (p. 11). Mention of basketball (p. 13).</p> <p>*Culture section: text about Australian Aborigines and New Zealand (focusing on the tribes, warriors, and hunting) (p. 14-15).</p> <p>Text about athlete Rebecca Tunney, from Manchester. Allusions to Liverpool, the British championship and the Olympics. (p. 16). Text “Law in the UK” (p. 20).</p>
<p>Unit 2: Storytelling</p>	<p>Allusion to films: <i>Gru</i> (EEUU), <i>Prometheus</i> (UK; EEUU), <i>Skyfall</i> (UK, EEUU), <i>Silent Hill</i> (Canada, France), <i>James Bond</i> (UK) (p. 22). Mention of the Hollywood Blockbuster and dollars (\$). <i>Avatar</i> (EEUU), <i>Superman</i> (EEUU).</p> <p>Text about Nancy Yi Fan, a Chinese-American author, and her book <i>Snowbird</i>. Allusion to Jackie Chan (p. 24). Mention of Shakespeare, <i>Romeo and Juliet</i>, <i>Spiderman</i>, <i>Titanic</i>, <i>Harry Potter</i>, <i>The Hobbit</i>, Tolkien.</p> <p>*Culture section: text “A storytelling tour of Ireland” (p. 26).</p> <p>Activity about cultural events called “In London this week”, which mentions <i>Matilda the Musical</i> (UK), pounds (£), Greenwich and Docklands (London), the Thames River, and a football competition. (p. 28 – 29). Text about a flight from Spain to London (p. 30). Allusion to <i>Hamlet</i> (p. 32).</p>

Unit 3: Choices, choices	<p>First pages dedicated to Christmas sales, mentioning British representative images like Oxford Street (London), pounds (£), the Union Jack, the <i>Harry Potter</i> books, the Big Ben, and Selfridges (UK) (p. 34). Text about Western county holiday club (p. 37).</p> <p>*Culture section: text about Trinidad & Tobago (there is a mistake since the capital city is not Port of England). Allusion to the food and the geography of the country (p. 38-39).</p> <p>Reference to an Indian restaurant, Delhi, fish & chips (p. 40). Text about Stoke Priory School, Cardiff (p. 44).</p>
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APPENDIX II – Diagnostic evaluation (Questionnaire)

1. English is a language spoken in many countries around the world, either as a first language (mother tongue) or as a second language. Can you name any of them in which it is the first language?

2. Can you name any of them in which English is the second language?

3. Do you know the difference between the ‘Inner Circle’, the Outer circle’, and the ‘Expanding circle’ of English?

4. Can you identify the country these elements are characteristic of?
 - Ice hockey:
 - ‘Haka’ dance and the All Blacks:
 - Nelson Mandela:
 - The ‘Children of Lir’ legend:
 - ‘Aussie’ slang:

APPENDIX III – Specific contents of the Unit Plan

Table 2: “Specific contents of the Unit Plan”

Comprehension and production abilities and strategies
<p>Understanding general and detailed information from diverse oral texts, transmitted orally (teacher’s instructions and information; classmates’ interventions [ordinary interventions in class, press conference in ‘South Africa’ lesson] or from technical means (YouTube videos: TV comedy show, YouTuber video, celebrity interview).</p> <p>Interpretation of the messages, identifying the basic ideas of the YouTube videos and texts (<i>Care for parks</i> text in ‘Australia’, <i>Children of Lir</i> in ‘Ireland’, <i>Haka</i> in ‘New Zealand’).</p> <p>Activation of previous knowledge and the type task: by means of YouTube videos to introduce the topic of the lesson, brainstorming (maps in ‘Canada’ and ‘South Africa’), images (National Parks in ‘Australia’, screenshots from Ed Sheeran’s video ‘Galway Girl’ in ‘Ireland’, screenshot from Haka dance in ‘New Zealand’), word clouds (in ‘Canada’ and ‘South Africa’).</p> <p>Producing oral descriptions (sports comparison in ‘Canada’, Haka dance in ‘New Zealand’) and creative written productions (alternative ending of a folktale in ‘Ireland’, poster in ‘Australia’).</p> <p>Spontaneous participation during the ordinary development of the lesson and in situations which demand students’ participation (brainstorming activities), as well as during the development of the press conference activity in ‘South Africa’, using the specific conventions of the conversation.</p> <p>Making use of the already-learnt knowledge (vocabulary and expressions) in order to produce oral and written texts.</p> <p>Using body language in combination with oral language to produce a Haka dance in ‘New Zealand’.</p>
Sociocultural and sociolinguistic aspects
<p>Understanding and appreciating customs, traditions and other cultural aspects from Canada, South Africa, Australia, Ireland and New Zealand.</p> <p>Rejecting stereotypes and creating a respectful atmosphere towards other cultures’ and countries’ attitudes and values.</p>

<p>Respecting social conventions, courtesy norms and linguistic registers in different oral and written texts (formal in the press conference activity, informal in the sports comparison and specialized in the alternative ending of a folktale).</p> <p>Valuing the foreign language as a means of information, communication and understanding among cultures, raising cultural awareness during the five lessons of the Unit Plan, and as its ultimate aim.</p>
<p>Communicative functions</p>
<p>Description of physical and abstract qualities of people, places (maps and images of Irish and Australian landscapes), activities (sport rules and equipment, Haka dance).</p> <p>Exchange of personal information about hobbies during the description and comparison of two sports.</p> <p>Expression of diverse types of modality: possibility, prohibition, obligation, permission, necessity (while describing sports' rules and creating the behaviour in National Parks' poster).</p>
<p>Syntactic discursive structures</p>
<p>Verbal tenses: focus on the use of Present Simple and Present Continuous (e. g. in the 'New Zealand' lesson); and Past Simple and Past Perfect (e. g. in the 'South Africa' lesson) and in simultaneous contexts (in the 'New Zealand' lesson). Modality: obligation (<i>must, have (got) to</i>); no obligation/no necessity (<i>don't need to, don't have to</i>); prohibition (<i>mustn't, can't</i>); advice (<i>should</i>); permission/request (<i>can, could</i>).</p> <p>Adverbs: frequency (e.g. <i>once a week, often, hardly ever</i>).</p> <p>Prepositions and the noun phrase: time relations (e.g. <i>in the morning, on Sunday</i>).</p> <p>Complex sentences – subordination: nominal clauses (Yes-No interrogative clauses ['South Africa' lesson: <i>Do you think everybody has to support peace?</i>]).</p> <p>Other connectors: sequence (<i>first, second, next, then, afterwards, finally, at last</i>).</p>
<p>Use of common-use lexis and fixed formulae</p>
<p>Identifying and using vocabulary related to sports (<i>Ice Hockey, helmet</i>), movement (<i>shake, hit</i>), political events (<i>support, peace, release</i>) and nature and the environment (<i>wildlife, camping</i>).</p>

Reviewing and using basic vocabulary about cultural and geographical items related to Canada, South Africa, Australia, Ireland and New Zealand (capital cities, important interest points, traditional art manifestations, etc.).

Accentual, rhythmical and intonational patterns

Recognition and accurate pronunciation of the *-ed* ending sound /d/, /t/ and /ɪd/; and contract forms (*mustn't*, *shouldn't*).

APPENDIX IV – LESSON TEMPLATES

Lesson Plan Template: Canada	
Level: 3 rd E.S.O. (Pre-intermediate)	Time & Duration: 50 minutes
Main aims and expected learning outcomes for the lesson:	
<ul style="list-style-type: none"> • For Ss to expand their knowledge about Canada, regarding basic characteristics of the country and its people. • For Ss to identify specific information from a YouTube video. • For Ss to talk about different sports and sports equipment and explain their rules by means of modal verbs. 	
Subsidiary aims:	
<ul style="list-style-type: none"> • For Ss to practise their writing skills by writing a brief composition. 	
Previous knowledge and assumptions:	
<ul style="list-style-type: none"> • Ss can differentiate the use of modal verbs (<i>have to, must, mustn't, should, shouldn't</i>). • Ss can accurately use contrastive structures and connectors (<i>but, in contrast, instead, on the other hand</i>). 	
Materials:	
<ul style="list-style-type: none"> • Deirdre O'Connor (2013, March 18). <i>How I Met Your Mother – Canada jokes</i>. Retrieved from https://www.youtube.com/watch?v=WxSArdxK4LY • Nike Canada (2013, December 26). <i>All Ice Is Home Ice – Nike Hockey</i>. Retrieved from https://www.youtube.com/watch?v=f8gzXBpyWGM • Image 1.1: Canada map. 	

- Image 1.2: Word cloud sports.

Lesson focus:

- Reading
- Listening X
- Speaking X**
- Writing
- Grammar X
- Vocabulary X**

Stage	Stage aim	Procedure	Interaction	Time
PRESENTATION	<ul style="list-style-type: none"> • To start generating ideas about the topic of Canada. • For Ss to recognise specific information of a listening material. 	<p>T explains to Ss that they are going to watch a YouTube video from the TV series <i>How I Met Your Mother</i> which is a compilation of Canadian facts and characteristics. T asks Ss to listen and individually write down what they understand about:</p> <ul style="list-style-type: none"> - The way Robin speaks. - Two Canadian sports mentioned or shown in the video. - The weather in Canada. - Money. <p>T might need to play the video twice if necessary. T might need to briefly explain the context of the TV show.</p>	S	10 min.
PRESENTATION	<ul style="list-style-type: none"> • To check and expand Ss knowledge about Canada, recalling on basic characteristics of the country. • To relate and understand the popularity of Ice Hockey regarding the characteristics of the country. To reflect on the importance of sport for Canadian people and its impact on national culture. 	<p>T projects the map of Canada and bids Ss to brainstorm ideas about the country, using the information they have learnt from the video and what they already know. T writes down those ideas on the blackboard and helps Ss if necessary (e.g. cold weather, English and French languages, Niagara Falls, Ice Hockey, Ottawa, Vancouver, North America).</p> <p>T highlights the characteristics of the Canadian weather and links it to the popularity of Ice Hockey in Canada. Then, T plays the YouTube video “Nike Hockey Team Canada Commercial” (https://www.youtube.com/watch?v=_7r_g_eLCWI). T asks Ss if they think hockey is important for Canadians, and if they are proud of hockey.</p>	T-Ss	10 min.

<p>PRACTICE</p>	<ul style="list-style-type: none"> • To expand Ss' vocabulary about sport. • To recycle previous grammatical knowledge about modal verbs and present a practical context to use them (sport rules). 	<p>T projects the word cloud with vocabulary related to sports and explains the meaning of the words. T asks the following questions in order to relate the vocabulary with Ice Hockey:</p> <ul style="list-style-type: none"> • What do you play hockey with? (equipment: stick, helmet, puck) • What are the names of the people playing in a hockey team? (defender, goalkeeper, rival) • Explain the difference between hit, pass, shoot, goal. <p>T bids Ss to explain the rules of Ice Hockey and other sports using the vocabulary previously explained and the modal verbs “have to”, “must”, “mustn’t”, “should”, “shouldn’t”.</p>	<p>T-Ss</p>	<p>10 min.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • To connect the topic of sports to personal interests of Ss. • For Ss to be able to compare two different sports regarding basic characteristics. • To check Ss accuracy in the use of modal verbs. 	<p>T asks Ss to get in pairs. Ss are asked to choose two sports they like or play and discuss this with a partner, answering some of the proposed questions, and creating a comparison between both sports:</p> <ul style="list-style-type: none"> • Where do you play it? How often? • What do you play it with? • Are there teams? How many people play in each team? • What are the rules of the sport? • What do you have to do to win a match/race/competition? <p>Ss are expected to use the vocabulary and the modal verbs practiced during the lesson.</p> <p>Ss are expected to produce a brief presentation of their comparison (1-minute-long), which T will evaluate with the rubric.</p>	<p>S-S</p>	<p>20 min.</p>

Lesson Plan Template: South Africa

Level: 3rd E.S.O. (Pre-intermediate)

Time & Duration: 50 minutes

Main aims and expected learning outcomes for the lesson:

- For Ss to broaden their knowledge about South Africa, raising awareness about false clichés and informing them about the Apartheid racial system and the figure of Nelson Mandela.
- For Ss to create questions and answers regarding the figure of Nelson Mandela and South Africa, being able to argue and reason by participating in a debate, using vocabulary concerning political events.

Subsidiary aims:

- For Ss to practice the use and form of the past and past perfect of regular and irregular verbs.

Previous knowledge and assumptions:

- Ss can elaborate opinion questions and answer those questions.
- Ss can accurately use the past and past perfect of regular and irregular verbs.

Materials:

- Image 2.1: South Africa map.
- Image 2.2: Word cloud.
- Table with dates.
- Michael Cost (2015, 12 April). *Things Not To Say To A South African / African*. Retrieved from <https://www.youtube.com/watch?v=hKpuTAsOUfY>
- GOLDMINE (2015, 4 August). *Nelson Mandela – What Exactly Did Nelson Mandela Do?* Retrieved from https://www.youtube.com/watch?v=zhq2f_WdCIY

Lesson focus:

Reading

Listening X

Speaking X

Writing

Grammar

Vocabulary

Stage	Stage aim	Procedure	Interaction	Time
PRESENTATION	<ul style="list-style-type: none"> • For Ss to think about their previous knowledge about South Africa and be aware of the common stereotypes of South African people and way of life. • For Ss to recycle their knowledge about modal verbs. 	<p>T projects Image 1 and asks students to brainstorm any idea they have about South Africa, regarding its people, habits and what is it famous for. T should activate previous knowledge, like the World Cup Spain won in the country back in 2010. T explains Ss they are going to watch a YouTube video about a South African YouTuber talking about the things people should not say to a South African. T tells Ss to write as many ideas as they can identify.</p> <p>After playing the video, T tells Ss to get in pairs and try to infer in 3 minutes why those things should not be said to a South African. Then, they will share their ideas with the rest of the class. Example:</p> <p><i>You shouldn't tell a South African if they have a lion as a pet, since they don't necessarily live among lions.</i></p>	T-S-S	10 mins
PRACTICE	<ul style="list-style-type: none"> • To inform Ss about Apartheid and raise awareness about the racial issues that affected the country. • To broaden Ss' knowledge about vocabulary related to political events. • For Ss to recognise different events and dates from a YouTube video regarding the life of an important figure. • For Ss to practice the use and form of the past and past perfect of regular and irregular verbs. 	<p>T asks Ss about what they know about the term "Apartheid" and completes any possible gaps of knowledge. T projects Image 2 and bids students to get in pairs in order to infer in 2 minutes as many words from the word cloud as they can by themselves. After sharing the meaning of the words with the rest of the class, T asks Ss to try to infer what all these words can be related to, until they reach the conclusion that it is about Nelson Mandela.</p> <p>Then, T provides student A from the pairs with set of dates, and student B with another set of dates (Appendix V). T informs Ss those dates correspond to important events that took place during Nelson Mandela's life. T plays the video and bids Ss to relate the dates with the information from the video. The video will be played twice if necessary. Finally, Ss will share their answers with</p>	S-S-Ss	15 mins

		their partners, and then with the rest of the class in order for everyone to have a complete version of Mandela's life.		
PRODUCTION	<ul style="list-style-type: none"> • For Ss to perform a debate and develop their speaking skills. • For Ss to create questions and answers related to the life of Nelson Mandela and the country of South Africa. • To practice the use of new vocabulary regarding political events in a specific context, as well as modal verbs. 	<p>T divides the class in two big groups and explains the dynamics of the next activity: one of the groups is going to represent Nelson Mandela, and the other are going to be journalists, simulating a press conference. The journalists will have 3 minutes to prepare different questions to ask Mandela, which he will have to answer. The questions can be related to his life, his opinions about racism and Apartheid or about South Africa in general. The Mandela team will have to justify their answers, and can ask questions back to the journalists, in order to create a dialogue between them or even a debate. All students should participate at least once and can help each other in their questions or answers. Questions should incorporate new vocabulary if possible, as well as modal verbs. Example questions:</p> <p><i>Why you think the government must punish racism of any kind?</i></p> <p><i>Why you think everybody has to support peace?</i></p>	Ss-Ss	25 mins

Lesson Plan Template: New Zealand

Level: 3rd E.S.O. (Pre-intermediate)

Time & Duration: 50 minutes

Main aims and expected learning outcomes for the lesson:

- To raise Ss's awareness of New Zealand's culture and practices by means of the Haka dance, learning about its meaning and performances.
- For Ss to accurately write a description of a sequence of actions by using motion verbs and sequencing connectors.

Subsidiary aims:

- For Ss to practise their reading aloud skills.
- For Ss to work in groups and perform their creations in public.

Previous knowledge and assumptions:

- Ss can accurately use modal verbs.
- Ss know how to use the present simple and present continuous to talk about simultaneous situations.

Materials:

- Image 3.1: Haka.
- Text *Haka*.
- World Rugby (2015, 24 October). *All Blacks Haka with translation*. Retrieved from <https://www.youtube.com/watch?v=SXEzldBHZoU>
- Euronews (in English) (2016, 22 January). *Emotional Wedding Haka Moves Maori Bride to Tears, NZ*. Retrieved from <https://www.youtube.com/watch?v=QUbx-AcDgXo>

Lesson focus:

- Reading X
- Listening
- Speaking
- Writing** X
- Grammar X
- Vocabulary X

Stage	Stage aim	Procedure	Interaction	Time
PRESENTATION	<ul style="list-style-type: none"> • For Ss to start generating ideas about New Zealand by means of inferring information from a picture. 	<p>T projects Image 1 and bids students to describe what is in it by means of the following questions:</p> <ul style="list-style-type: none"> - Do you know what it is? - Where do you think they are? - Who do you think they are? - What do you think they are doing? <p>T explains to students it is a Haka dance before an All Blacks rugby game and plays the YouTube video. T tells Ss to pay attention to the subtitles, which are the translation of the Maori language.</p>	T-Ss-S	5 mins
PRACTICE	<ul style="list-style-type: none"> • To expand Ss’s knowledge of New Zealand’s culture through the Haka dance, learning about its meaning and performances. • For Ss to widen their knowledge about verbs which describe body movements in order to explain different moves. • For Ss to express themselves and temporally organize a sequence of actions in a clear way. • To revise the use of present simple and present continuous when talking about simultaneous situations, using the conjunction <i>while</i>. 	<p>T provides Ss with the text about Haka dance which Ss are asked to read out loud. T clarifies any vocabulary doubt Ss might have and pays special attention to the meaning of the verbs that describe the movements of the dance (chant, stamp, leap, shout, slap, wave, clap, roll, poke out).</p> <p>T illustrates the movements of the dance with specific quotes from the dance (“Slap your hands against your thighs”, “Stamp your feet as hard as you can”, “[take] a step forward”) and explains any gap in knowledge Ss might have.</p> <p>Tasks Ss to get in pairs and bids Ss to explain and write down the movements of the dance, using sequencing connectors (<i>first, second, third, then, finally</i>), the conjunction <i>while</i> and the previously presented vocabulary. T explains the use of the -ing form after the term <i>while</i>. T provides Ss with the first sentence to exemplify the exercise:</p> <p><i>First, you have to cover your face with your arms while shouting “hold fast”.</i></p> <p>T plays the video twice if necessary in order to complete this activity.</p>	S	20 mins

PRODUCTION	<ul style="list-style-type: none"> • To keep on expanding cultural awareness of New Zealand’s Haka dance in different contexts. • To reflect about other countries’ important rituals and connect them with their own. • To continue using vocabulary and grammar used in the previous activity. • For Ss to have the opportunity to be creative and design their own production, relating it to personal experiences and preferences. • For Ss to work in groups, in order to develop their communicative skills and learn to give their own ideas and respect others’ in order to achieve a common goal (text production). 	<p>T plays YouTube video about a Haka in a wedding to illustrate another scenario a Haka can take place in. T asks Ss if they think Haka dances are important to people from New Zealand and why, and if they know any similar practice from other cultures.</p> <p>Finally, T organises Ss in groups of 5 and asks them to create their own Haka dance, describing the movements and the lyrics. T provides Ss with the topic “Ritual to pass all your exams”, although Ss can use their imagination to follow their own topic. Ss are expected to produce a similar text as in the previous activity. T provides Ss with a brief starting sentence as well:</p> <p><i>First, you have to clap your hands twice while singing “good luck!”.</i></p>	Ss-Ss	15 mins
PRODUCTION	<ul style="list-style-type: none"> • For Ss to have the opportunity to express themselves in public, as well as perform their creations. 	<p>Ss are demanded to read and demonstrate their creations to the rest of the class. T uses the rubric to evaluate the use of sequencing connectors, vocabulary learnt in the lesson and the accurate use of present simple and continuous.</p> <p>*If possible, T could ask Ss to wear black clothes for this lesson, so that they match the uniform of the All Blacks.</p>	Ss-Ss	10 mins

Lesson Plan Template: Ireland

Level: 3rd E.S.O. (Pre-intermediate)

Time & Duration: 50 minutes

Main aims and expected learning outcomes for the lesson:

- For Ss to relate certain features with the country and discover new representative aspects of Irish culture and geography, such as the Irish folktale.
- For Ss to explore the genre of the folktale and practice their writing skills while producing alternative situations and endings of a story.

Subsidiary aims:

- To revise the use and form of the past tense of regular and irregular verbs.
- To practise their oral reading fluency.

Previous knowledge and assumptions:

- Ss can recognise the past form of regular and irregular verbs.

Materials:

- Image 4.1: Galway Girl.
- Image 4.2: Ginger barman.
- Image 4.3: Gaeilge language tattoo.
- Image 4.4: Guinness.
- Image 4.5: Irish band.
- Image 4.6: Irish dance (Céilí).
- Image 4.7: Lake Derravaragh.
- Image 4.8: Location map.
- Image 4.9: Sculpture at Ballycastle, County Antrim.
- Image 4.10: Children of Lir stamp.
- Ed Sheeran (2017, 3 May). *Ed Sheeran – Galway Girl [Official Video]*. Retrieved from <https://www.youtube.com/watch?v=87gWaABqGYs>
- Text *Children of Lir*.

Lesson focus:

- Reading** X
- Listening
- Speaking X
- Writing** X
- Grammar
- Vocabulary

Stage	Stage aim	Procedure	Interaction	Time
PRESENTATION	<ul style="list-style-type: none"> To relate common Irish features with the country and discover new representative aspects of Irish culture. 	<p>T projects Image 1 and asks Ss to infer what country the lesson is going to be about, as well as brainstorm any ideas about it they already know. Ss are expected to relate Galway with Ireland. T plays the YouTube video <i>Galway Girl</i> and bids students to recognise as many Irish features as they can. After playing the video, T projects images 2-6 to help Ss. T writes in the blackboard ideas from the video such as Dublin, Galway, fiddle, Irish dance, ginger, Irish pub, Guinness, Gaeilge language (tattoo), Irish band (regarding the instruments and the specific type of music); as well as other ideas which are not present on the video clip, such as tales.</p>	T-S	10 mins
PRACTICE	<ul style="list-style-type: none"> To explore the genre of the folktale and relate it to Irish culture and geography. For Ss to practise their oral reading fluency. For Ss to think about coherent possible alternatives for a story. 	<p>T explains the tradition of folktales in Ireland. T projects Ss the text divided into paragraphs, so that one paragraph is projected at a time, and Ss read the text aloud. T asks students to predict after each paragraph, in pairs, what they think is going to happen and share it to the rest of the class. T shows images 4.7 and 4.8 after paragraph 3 in order to illustrate the locations, and images 4.9 and 4.10 after the last paragraph.</p>	Ss-Ss	20 mins
PRODUCTION	<ul style="list-style-type: none"> For Ss to practise their writing skills by means of a folktale. 	<p>T asks Ss to write an alternative ending to the tale. The text is supposed to be from 5 to 10 lines long. T will collect the compositions at the end of the class in order to correct them.</p>	S	20 mins

Lesson Plan Template: Australia

Level: 3rd E.S.O. (Pre-intermediate)

Time & Duration: 50 minutes

Main aims and expected learning outcomes for the lesson:

- To make Ss start generating information about Australia and what characterises it, emphasizing its landscapes and wildlife.
- To educate Ss about basic behaviours regarding nature and in a real context, promoting correct and respectful actions towards the environment, using modal verbs.
- To practice Ss' reading skills by inferring information from short headlines from a real webpage.

Subsidiary aims:

- For Ss to work collaboratively and be creative.

Previous knowledge and assumptions:

- Ss have some basic vocabulary knowledge regarding animals and outdoor activities.

Materials:

- InStyle (2017, 31 May). *Watch Nicole Kidman Put Her Aussie Knowledge to the Test | InStyle*. Retrieved from <https://www.youtube.com/watch?v=2NZvu2YB2z4>
- Image 5.1: Kakadu National park.
- Image 5.2: Uluru National Park.
- Image 5.3: Karijini National Park.
- Image 5.4: Promontorio Wilsons National Park.
- NSW National Parks and Wildlife Service (2018). *Care for Parks*. Retrieved from <https://www.nationalparks.nsw.gov.au/conservation-and-heritage/care-for-parks>

Lesson focus:

Reading X

Listening X

Speaking

Writing X

Grammar X

Vocabulary

Stage	Stage aim	Procedure	Interaction	Time
PRESENTATION	<ul style="list-style-type: none"> • To make Ss start generating information about Australia and what characterises it. • To check Ss' capacity to understand a native speaker and extract specific information from an audio-visual material, 	<p>T starts the class by asking Ss where Nicole Kidman is from. T explains the meaning of <i>Aussie</i> and plays YouTube video "Watch Nicole Kidman Put Her Aussie Knowledge to the Test InStyle". T bids Ss to answer the following questions from the video:</p> <ul style="list-style-type: none"> - How many stars does the Australian flag have? (<i>Six</i>) - What four animals do they mention during the video? (<i>Kangaroo, Emu, Koala, Dingo</i>) - Does Nicole Kidman like Vegemite? - What is Nicole's favourite Australian saying? What does it mean? <p>Ss answer the questions and share them with the whole class. T clarifies any gap in understanding, such as what Vegemite is.</p>	S	10 min.
PRACTICE	<ul style="list-style-type: none"> • To expand Ss' knowledge about Australian's landscape and wildlife. • To educate Ss about basic behaviours regarding nature and the environment in a real context. • To practice Ss' reading skills by inferring information from short sentences. 	<p>T shows images 1-4, which correspond to Australian National Parks, and asks Ss to describe what they see in the pictures, as well as what they think they can do there. T writes in the blackboard key words such as <i>beach, mountain, landscape, waterfall, forest, desert, wildlife, environment, bushwalking, rocks, climbing, scuba diving, cycling</i>.</p> <p>T projects webpage "Care for Parks", in order to examine the norms of behaviour in Australian National parks. Ss are asked to infer what the rules from each paragraph are going to be only by reading the headlines. Then, Ss are asked to read aloud the text to check if what they thought was correct.</p>	S-S	20 min.
PRODUCTION	<ul style="list-style-type: none"> • For Ss to work collaboratively and be creative. 	<p>T proposes Ss an imaginary situation in which they are tourist guides from a National Park and have to briefly explain some tourists the</p>	Ss	20 min.

	<ul style="list-style-type: none"> • For Ss to use modal verbs in a new context. • To promote correct and respectful behaviour towards nature and wildlife. 	<p>basic norms. Ss are asked to create a poster in groups of 3 which will clearly specify those rules briefly. Ss are expected to use modal verbs (<i>have to, should, must</i>) in the positive and negative form.</p>		
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APPENDIX V – MATERIALS

Lesson 1: 'Canada'

Image 1.1



Image 1.2



Lesson 2: 'South Africa'

Image 2.1



Image 2.2

reconciliation
release
fight
politics
racism
peace
commemorate
advocate
set
support
vote
ban
arrest
segregation
free

Table 3: “Dates”

STUDENT A	STUDENT B
1993: He was awarded the Nobel Peace Prize for his achievements.	1990: He was set free by the president of South Africa.
1918: He was born on July 18 th .	1994: He was voted as the first black president of South Africa in the first democratic election of the country.
1962: He was arrested and sentenced to life in prison as a terrorist.	2009: The International Day of Remembrance was created in his name (July 18 th).

Lesson 3: 'New Zealand'

The haka (plural *haka*, in both Māori and English) is a traditional war cry, war dance, or challenge in Māori culture. It is a posture dance performed by a group, with vigorous movements and stamping of the feet with rhythmically shouted accompaniment. War haka were originally performed by warriors before a battle, proclaiming their strength and prowess in order to intimidate the opposition, but haka are also performed to welcome distinguished guests, or to acknowledge great achievements, occasions or funerals, and kapa haka (performing arts) groups are very common in schools. A haka can include:

- voice (chanting)
- feet (stamping and leaping)
- hand (slapping, waving and clapping)
- eyes (rolling)
- tongue (poking out)

There are many different haka. Each tells a story. The most famous haka is Ka Mate. The Ka Mate haka is performed by many New Zealand sports teams before games. Another famous haka is 'Kapo O Pango' which is performed by New Zealand's rugby union team. This team is called the All Blacks. (From: <https://kids.kiddle.co/Haka>)

Image 3.1



Lesson 4: 'Ireland'

Image 4.1



Image 4.2



Image 4.3



Image 4.4



Image 4.5



Image 4.6



Children of Lir

PARAGRAPH 1: Lir was an ancient king and ruler of the sea, and was married to a beautiful and kind woman named Eva. Eva gave him four children; the eldest son Aodh, a daughter called Fionnuala and twin boys, Fiachra and Conn. Sadly, she died while giving birth to the twins, so to ease his broken heart Lir eventually married Eva's sister Aoife.

PARAGRAPH 2: Aoife, who had magical powers, became increasingly jealous of the time Lir was spending with his four children. The children were especially close to one another and to their father, and feeling more and more isolated from the family unit, she plotted to destroy the children.

PARAGRAPH 3: Knowing that if she killed them they would come back to haunt her forever, she instead took them down to the lake near their castle. She transformed them into swans and bound them to spend 300 years in Lake Derravaragh, 300 years on the Straits of Moyle and 300 years on the Isle of Inishglora. Only when they heard a bell tolling for the new god would the spell be broken.

PARAGRAPH 4: Aoife returned to Lir and told them his children had all drowned. Devastated, he went to the lake where Fionnuala in her swan form approached him and told him what happened (apparently Aoife's magic was not so powerful that the children lost the ability to speak or sing). Naturally, Lir was appalled at what his wife had done and banished her, spending the rest of his days down by the lake with his children.

PARAGRAPH 5: The swans served their 300 years on each of the designated lakes, passing the time by singing and flying. Before long they were well known all across Ireland, with everyone wishing to see and hear them for themselves. One day they heard a bell toll and knew their time under the spell was coming to an end.

PARAGRAPH 6: They returned to the shore and met a priest there who blessed them, and they transformed back into their now withered and elderly human bodies. In some versions of the ending, they died immediately after their transformation, although in others they lived long enough to be baptised first.

Image 4.7



Image 4.8



Image 4.9



Image 4.10



Lesson 5: 'Australia'

Image 5.1



Image 5.2



Image 5.3



Image 5.4



APPENDIX VI – EVALUATION TOOLS

Lesson 1: ‘Canada’

Answer key YouTube video

- The way Robin speaks: different words and pronunciation.
- Two Canadian sports mentioned or shown in the video: Ice Hockey and Curling.
- The weather in Canada: cold weather, Robin wears different clothes, short summer [it is “only the last week of July”].
- Money: Canadian dollar.

Table 4: “Sport comparison rubric”

	3 – Excellent	2 – Good	1 – Average	0 – Needs improvement
Vocabulary (sports)	The student uses 4 or more new words related to sports studied in the lesson (names, equipment, roles of the players).	The student uses 3 words related to sports studied in the lesson (names, equipment, roles of the players).	The student uses 1 or 2 words related to sports studied in the lesson (names, equipment, roles of the players).	The student does not mention any word studied in the lesson.
Modal verbs and comparison structures	The student is able to use 3 or more modal verbs accurately.	The student is able to use 2 modal verbs accurately.	The student is able to use 1 modal verb accurately.	The student is not able to use any modal verb accurately.
Comparison structures	Very good use of comparison structures in more than one occasion.	Correct use of comparison structures in more than one occasion.	Correct use of comparison structures in at least one occasion.	Incorrect (or no) use of comparison structures.
General presentation and structure	The presentation is coherent and follows a logical order and structure (paragraph division).	The presentation is coherent but lacks a logical order or structure.	The presentation is coherent and lacks a logical order and structure.	The presentation is not coherent at all and does not follow any logical order or structure.

Lesson 2: ‘South Africa’

Table 5: “Press conference activity rubric”

	3	2	1
Participation	The student participates in the activity 3 or more times	The student participates twice in the activity.	The student participates just one time in the activity.
Language accuracy	1- Good use of vocabulary learnt in the lesson. 2- Accurate use of modal verbs.	Accomplishes 2 of the points.	Does not accomplish any point.

Lesson 3: ‘New Zealand’

Table 6: “Haka dance checklist”

	YES	NO
The creation is original and presents creative aspects		
The dance and movements agree with the language used		
Students are respectful and have understood the spirit of the Haka dance		
Students are able to relate the dance with their personal interests		

Lesson 4: ‘Ireland’

Table 7: “Alternative ending for the folktale rubric”

	3 – Excellent	2 – Good	1 – Needs improvement
Cultural aspects and originality	The student mentions aspects from the Irish culture and geography mentioned in class, as well as other extra aspects not mentioned during the lesson.	The student mentions aspects from the Irish culture and geography mentioned in class.	The student does not mention any aspects from the Irish culture and geography mentioned in class.
Structure and genre	The text is coherent with the genre of the folktale and follows the adequate structure for an ending.	The text is not coherent with the genre of the folktale or does not follow the adequate structure for an ending.	The text is not coherent with the genre of the folktale and does not follow the adequate structure for an ending.
Use of English	Correct use of past tense of regular and irregular verbs, including other instances of verbs which were not mentioned in class.	Correct use of past tense of regular and irregular verbs, using some verbs mentioned in class.	Incorrect (or no) use of past tense of regular and irregular verbs.

Lesson 5: ‘Australia’

Peer evaluation – poster

Is the poster organized and easy to follow? 1 2 3 4

Is the content clear and easy to understand? 1 2 3 4

Is the poster complete? Does it include enough norms? 1 2 3 4

What else would you include or improve?

What are the strong points of the poster?

Final mark:

APPENDIX VII – FINAL TEST AND EVALUATION TOOLS FOR THE FINAL TEST

Name:

Date:

Mark:

1. Imagine you are a very important sports coach who has to train professional players about other international sports. Write a brief composition (10 to 15 lines) in which you explain the All Blacks team about the rules of Canada’s national sport, equipment they should wear, customs of the country and other relevant aspects you think they should know about. Remember to use modal verbs when necessary.

(3 points)

2. Complete the following text about Nelson Mandela’s life with the correct form of the words:

(1,5 points)

fight / segregation / set free / commemorate / arrest / apartheid

..... is an issue which affected black population in South Africa. Nelson Mandela was a political leader famous for opposing the system. During his life, he to achieve equality in South Africa, and in 1962 he was and sentenced to life in prison for his political thoughts. In 1990 he was finally by the president of South Africa. Nowadays, we his life and achievements in the 18th of July, the International Day of Remembrance.

3. The following fragment belongs to the Irish folktale “Children of Lir” we read in class:

“(...) She transformed them into swans and bound them to spend 300 years in Lake Derravaragh, 300 years on the Straits of Moyle and 300 years on the Isle of Inishglora. Only when they heard a bell tolling for the new god would the spell be broken (...).”

The three locations are real lakes in the Irish territory. Design a brief brochure for tourists in which you explain at least 5 basic rules of behaviour who want to visit those places. Remember to use modal verbs and make connections to the Irish folktale tradition. (3 points)

4. Paint the countries studied in this unit which you know that English is the first language. Can you name the capital city? (1 point)



5. In this unit we have learned many new things about some anglophone countries. What new things have you learned? Make a brief comparison about what you didn't know before and what you know now. Do you think this information is useful? Why? (2 points)

EVALUATION TOOLS FOR THE FINAL TEST

The highest mark possible in this exam is 10 points. The specific mark for every individual exercise should be calculated by means of a ‘rule of three’, considering the maximum points students can obtain from every rubric/answer key and the points assigned for each exercise.

Exercise 1 rubric (3 points):

	3 – Excellent	2 – Good	1 – Average	0 – Needs improvement
Vocabulary (sports)	The student uses 4 or more new words related to sports studied in the lesson (names, equipment, roles of the players).	The student uses 3 words related to sports studied in the lesson (names, equipment, roles of the players).	The student uses 1 or 2 words related to sports studied in the lesson (names, equipment, roles of the players).	The student does not mention any word studied in the lesson.
Modal verbs and comparison structures	The student is able to use 3 or more different modal verbs accurately.	The student is able to use 2 different modal verbs accurately.	The student is able to use 1 modal verb accurately.	The student is not able to use any modal verb accurately.
Cultural aspects (Canada and New Zealand)	Very good integration of cultural aspects in the composition in more than one occasion regarding both countries.	Good integration of cultural aspects in the composition in more than one occasion regarding only one of the countries.	Good integration of cultural aspects in the composition in at least one occasion.	Incorrect (or no) integration of cultural aspects in the composition.

Exercise 2 answer key (1,5 points: 0,25 for each correct word):

Segregation is an issue which affected black population in South Africa. Nelson Mandela was a political leader famous for opposing the **apartheid** system. During his life, he **fought** to achieve equality in South Africa, and in 1962 he was **arrested** and sentenced to life in prison for his political thoughts. In 1990 he was finally **set free** by the president of South Africa. Nowadays, we **commemorate** his life and achievements in the 18th of July, the International Day of Remembrance.

Exercise 3 rubric (3 points):

	2 – Excellent	1 – Good	0 – Needs improvement
Vocabulary (nature, landscapes and wildlife)	The student uses 4 or more words related to nature, landscapes and wildlife studied in the Unit Plan.	The student uses 1 or 2 words related to nature, landscapes and wildlife studied in the Unit Plan.	The student does not mention any word related to nature, landscapes and wildlife studied in the Unit Plan.
Modal verbs	The student is able to use 3 or more different modal verbs accurately.	The student is able to use 1 or 2 different modal verbs accurately.	The student is not able to use any modal verb accurately.
Cultural Irish aspects	The student mentions more than 3 aspects from the Irish culture and folktale tradition.	The student mentions 1 or 2 aspects from the Irish culture and folktale tradition.	The student does not mention any aspects from the Irish culture and folktale tradition.

Exercise 4 world map answer key (1 point: 0,1 each correct country, 0,1 each capital city).

Canada: Ottawa

Republic of Ireland: Dublin

South Africa: Johannesburg

New Zealand: Wellington

Australia: Canberra

Exercise 5 rubric (2 points):

	2 – Excellent	1 – Good	0 – Needs improvement
Cultural aspects	/	The student is able to reflect on new cultural aspects he/she has learned from the countries mentioned in class.	The student is not able to reflect on any new cultural aspects he/she has learned from the countries mentioned in class.
Structure	The text is coherent and follows a logical structure.	The text is not coherent or does not follow a logical structure.	The text is not coherent and does not follow any logical structure.
Use of English	Correct and varied use of vocabulary studied in the Unit Plan and verb tenses.	Correct use of some vocabulary studied in the Unit Plan and verb tenses.	Incorrect (or no) use of vocabulary studied in the Unit Plan and incorrect use of verb tenses.

APPENDIX VIII – Specific evaluation criteria

- The student can identify specific information about sociocultural aspects from YouTube videos, in order to expand their knowledge about English-speaking communities and some representative aspects of those countries (Crit. IN. 1.1. and Crit. IN. 1.2.).
- The student can apply reading techniques for the comprehension of written texts, such as an Irish folktale and an informative webpage (Crit. IN. 3.1 and Crit. IN. 3.2.).
- The student can create an alternative ending for a folktale, developing his/her creative writing skill (Crit. IN. 3.1 and Crit. IN. 4.1.).
- The student can participate in a dialogue simulating a press conference, using a formal register and making use of appropriate vocabulary items and past tense of regular and irregular verbs (Crit. IN. 2.1).
- The student can produce a short comparison about sports and its rules using the appropriate vocabulary, modal verbs and connectors (Crit. IN. 4.1.).