

SHARING RESOURCES

Promoting Intercultural Awareness in Combined Skills Activities

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Introduction

The relevance of intercultural awareness in educational settings aims to bring opportunities for students to learn and showcase their traditions and realities along with others in a safe, free-of-judgment, and welcoming environment. This proposal aligns with the Curricular Bases for the Foreign Language English subject for 8th grade, whose main goal is to develop communicative competencies in the foreign language, equipping students with the skills necessary to use the language focusing on meaning rather than form.

This proposal considers various cognitive, metacognitive, and affective strategies, supported by English language learning theories (Larsen-Freeman & Anderson, 2011) to aid the teaching-learning process, incorporating and emphasizing the student's unique elements: their social reality, cultural context, motivations, and interests within the classroom. However, the resources were created to incorporate principles from **Culturally Relevant Education**, a curricular approach that aims to educate students in terms of intellectual, social, emotional, critical, and democratic competence, considering cultural values and references that affect students' knowledge, skills, and attitudes (Kotluk & Kocakaya, 2018)

These resources' purpose is to display ways to foster intercultural awareness in various class activities, combining Receptive and Productive skills based on written and oral texts about traditions, customs, and stages of adaptability in a rich cultural setting.

Thus, this proposal provides the teachers with two lessons divided by complementary skills: a receptive skill (reading and listening) plus a productive skill (writing and speaking). Both classes include warming-up activities, pre/while/post activities for receptive skills, an activity focused on the productive skill, and a final assessment.

Connections with the curriculum

TARGET GROUP: 8th grade

TIME REQUIRED: 2 classes (About 90 minutes each class)

UNIT: Unit 2: Countries, culture and customs

CONTENT: - Vocabulary related to cultures and customs.

- Vocabulary about feelings and experiences when living in a different culture.

GRAMMAR: Descriptive adjectives

Learning Objectives:

- **OA 2:** Identify keywords, phrases, and vocabulary in oral texts in different formats or in participation in daily interactions and class discussions.
- **OA 3:** Identify in oral text:
 - Purpose or aim of the text, topic, and general ideas.
 - Specific information and relevant details associated with people and their actions, places, times, speakers, and situations.
- **OA 9:** Demonstrate comprehension of general ideas and explicit information in adapted and authentic simple texts about various topics (such as personal experiences and containing the functions of the year).
- **OA 10:** Demonstrate understanding of non-literary texts by identifying the purpose or purpose of the text. General ideas, specific information, and details.

Attitudinal Objectives:

- **IN08 OAA B:** Develop cultural awareness or intercultural understanding, demonstrating interest, respect, and tolerance for other cultures and your own, and valuing their contribution to knowledge.

Procedure

Class 1: Reading and writing

Learning goal: *Identify and compare sociocultural perspectives in Chile through reading and apply the thematic vocabulary by creating descriptive texts.*

1. Warm-up

Students are given name tags that also include discussion prompts about their personal information: “Ask me about...”. Some prompt examples are the place where I live, who I live with, who are my best friends, a family tradition, my favorite meal, my beliefs, etc. Once they have written their names on the name tag, the teacher will check their understanding of all the prompts before standing up. Then, students will mingle and ask each other these questions. The purpose of this activity is to encourage students to learn about their peers and challenge themselves to use English with a communicative purpose.

2. Pre-reading

The teacher will guide the class to review some of the keywords of the text they are about to read. These words are shown in the form of large flashcards with a big picture of the element they represent and with the keyword below it but in its “scrambled version”. Thus, instead of “festivity” the flashcard will show “ISEFTIVYT”. Some keywords that can be used are festivity, language, nationality, monuments, typical meals, cultural diversity, country, etc.

This activity will help students activate prior knowledge about the topic from the text while providing them with greater opportunities to build an integral understanding of the texts they are about to read (Smith, Snow, Serry, & Hammond, 2021)

3. While reading activities

Students will be given a worksheet that includes three short descriptions (100 words each) about people from different cultures. These texts are very similar in structure and show a constant use of adjectives to describe themselves, the culture they come from, and the culture they are currently living now. The adjectives are in bold to help students to identify them easily and also, identify how they are used.

- **Scanning:** before reading, students are asked to highlight the keywords reviewed in the pre-reading stage.
- **Skimming:** students are given a small chart in which they will have to transfer information from the text by answering the question “What did the person say about...?”

and five main categories: origin, language, festivity, food, and Chile. Students are encouraged to write words or short sentences, no large amount of text.

Before moving to the next activity, the student must check answers in front of the class, and review their understanding of the key concepts and adjectives.

4. Post-reading

The students will pair up and brainstorm a short interview (5 questions) about the information they would like to learn about someone from a different culture and guess what the answers would be. While they work, the teacher will show and hand in a printed word bank with both the keywords and adjectives from the text to support the next activity.

Once students have finished brainstorming their interview questions and answers, they will have to write a short text (100 words) using the information and guesses from the previous exercise. To make this exercise easier for students, the teacher can give them a template or layout where students complete sentences with the information from the brainstorming.

5. Assessment

Students will evaluate their performance by completing a survey in which they will draw the face that represents them in each prompt: a happy face, neutral face, or sad face.

The prompts are:

- I have learned about new cultures:
- I have learned about my own identity:
- I have learned more about my classmates:
- I have learned new words:
- I have learned about adjectives:

Resources class 1

Warm-up activity: Sticky name tags

HELLO MY NAME IS: ASK ME ABOUT: THE PLACE WHERE I LIVE	HELLO MY NAME IS: ASK ME ABOUT: WHO I LIVE WITH	HELLO MY NAME IS: ASK ME ABOUT: MY FAVOURITE SPORT
HELLO MY NAME IS: ASK ME ABOUT: MY FAVOURITE MEAL	HELLO MY NAME IS: ASK ME ABOUT: WHO ARE MY BEST FRIENDS	HELLO MY NAME IS: ASK ME ABOUT: A FAMILY TRADITION

Prior knowledge flashcards

 ISEFTIVYT	 AUNALGEG	 TYRCUNO
 MNETSUNOM	 PLICYTA LATEP	 NUTOADRITI

Self-assessment activity

Self-assessment	
Draw the face that represents you in each of the statements 😊 😐 😞	
I have learned about new cultures:	
I have learned about my own identity:	
I have learned more about my classmates:	
I have learned new words:	
I have learned about adjectives:	

Self-assessment	
Draw the face that represents you in each of the statements 😊 😐 😞	
I have learned about new cultures:	
I have learned about my own identity:	
I have learned more about my classmates:	
I have learned new words:	
I have learned about adjectives:	

NAME: _____ DATE: _____

Worksheet:
Where do you come from?

Pre-reading:

1. How would you describe your culture?

2. Have you noticed cultural differences in your house/school/city?

Reading:

Read the following texts and highlight the keywords learned.

I am mapuche... Chilean-Mapuche. Although there are people who do not like our traditions or the way we live, there is no other place where I would like to live. I live in a big ruca and I am part of a large community, and we have our own language: Mapuzungun! Together we cultivate the land and eat fresh food every day. Nature gives us everything we need. Although I live in Chile, we are part of different and interesting celebrations. During the winter solstice we celebrate Mapuche's New Year: Wetripantu; We also celebrate Guallatún, to pray for well-being and thank nature. Last year I finished high school, but I don't want to live in a crowded city. I want to be like my grandmother and learn how to heal people with medicinal plants. Marta, 22 years old.	I've been in Chile for six months. I live with my father and mother, who are Haitians. We come to Chile looking for new opportunities and so far it has been a great experience. At first, it wasn't easy: I speak French and Creolé, so I didn't understand Spanish, but when I started going to school everything was better. My classmates are very nice and always invite me to play, especially my best friend, Felipe. He asked me to his house and his mother made us sopaipillas, which is a tasty fried dough. My mom make us fried bananas, they don't look alike, but Felipe liked them. Jean Pierre, 14 years old.	I am from China. We came to Chile a few years ago because my parents had the opportunity to start a new business here. Chile is very different from my country: we speak Chinese, and we have old traditions that have been in my family for years. I especially miss Chinese New Year celebrations, which even though we can't celebrate here, we still make a special dinner for that day. In China life is very expensive but in Chile is very easy to find a job and make extra money. I love how everyone greets and expresses their love to each other. I study social sciences at university because I want to learn more about people and their cultures. Chileans have very interesting customs and many popular phrases that I still don't understand. But surely the best part of Chile is its delicious food and its beautiful landscapes. Linger, 19 years old.
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Post-reading

Transfer the information from each character to the chart

Cultural Elements	Marta	Jean Pierre	Linger
Origin			
Language			
Festivity			
Food			
Chile			

Class 2: Listening and speaking

Learning goal: *Identify the cultural adaptation stages and keywords associated with them through oral texts to express personal reflection.*

Warm-up

Motivating students: To start the class, the teacher introduces a game named “paper airplane game”, in which students have to write an interesting personal fact on a piece of paper. Following instructions given by the teacher, students then create an airplane paper and will have to throw it in the air. Another student will collect the paper, read the facts, and guess who it is from.

The purpose of these activities is to connect the students with the topic that will be targeted through the video: “Stages and Emotions Experienced by Students in a Foreign Culture”.

Checking prior knowledge: the teacher shows flashcards showing only the picture side, asking students questions about them, for example:

- What do you see in the picture?
- Is there any word that describes the feeling/action in the picture?

The teacher presents the right concept associated with the pictures and reviews them with the class.

To connect the keywords with the video, the teacher shows scenes of the video illustrating the emotions experienced by the main character.

Before moving on to the next stage, the flashcards used are placed on the board/wall for students to access throughout the lesson.

While listening activities

These activities aim to guide students in the process of listening, assisting them to understand what they hear and to improve their comprehensive skills.

General ideas: The video is played for the first time to understand its main ideas, answering these questions presented in a worksheet:

- Who is the main character?
- Where is he living now?
- What is the problem presented in the video?

Specific Ideas: a worksheet with the keywords presented earlier is handed out to students, including pictures of different scenes in the video. While listening, the students have to match the concept to the scene. The video is played twice at this stage to allow students enough time to answer the task.

The worksheet includes the tasks to collect the general and specific information from the video, adding written instructions for each of them. The type of questions used in the resource are open questions and matching pictures with words. After each activity, the teacher guides students through peer checks before going through the answers as a class.

Post-listening activities

The focus of the post-listening activity is the integration of other productive skills. Writing and Speaking can be used in this section, but Speaking will be the main target of this final stage.

- The teacher groups the students and gives each of them a worksheet with visuals of DO's and DON'Ts when asking questions to a new student. In groups, they have to discuss what questions they can ask, and which ones would make the new classmate feel uncomfortable.

Assessment

The focus of the assessment part in this lesson is found in the worksheet activity, to grasp the understanding of students in the stages and feelings experienced by new foreign students.

Through the revision of the student's answers in the worksheet, the teacher can evaluate the learning outcome as a formative assessment.

To conclude, students are encouraged to reflect on their experience through this lesson by questions such as:

- How did the video make you feel? (Showing students the flashcards so that they can relate their emotions to the keywords used in class)
- What would you do to make the student feel welcomed?
- How can I apply this in our classroom today?

Resources class 2

Prior knowledge flashcards



Post listening activities

A NEW CLASSMATE

There is a new student in your class and he/she is from another country. Write down questions you would ask and questions that is better NOT to ask.



1. _____
2. _____
3. _____
4. _____
5. _____



1. _____
2. _____
3. _____
4. _____
5. _____

NAME: _____ DATE: _____

LISTENING: SCHOOL ABROAD

I. Listen carefully and complete:

move to - mad - nervous - weather
 food - shaking legs - uncomfortable - disappear - get teased - weird -
 secluded - adapt - fit in - stress.

a. Match the keyword that fits best with the video scene. You can choose more than 1.

- | | |
|---|---|
| <p>1.  _____</p> | <p>6.  _____</p> |
| <p>2.  _____</p> | <p>7.  _____</p> |
| <p>3.  _____</p> | <p>8.  _____</p> |
| <p>4.  _____</p> | <p>9.  _____</p> |
| <p>5.  _____</p> | <p>10.  _____</p> |

b. What did Arnaldo find different from his country?

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