



Universitat
de les Illes Balears

**Title: Post-colonial English-speaking Cultures in EFL
Teaching in Secondary Education**

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Master's Thesis

Master's degree in Teacher Training

(With a speciality/Itinerary English and German)

at the

UNIVERSITAT DE LES ILLES BALEARS

Academic year 2014-2015

Date: 23rd July 2015

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Abstract

The presence of cultural content in the EFL lesson has changed from being inexistent to almost indispensable. New teaching trends defend the development of intercultural approaches that offer the students the opportunity to learn about countries all around the world and their culture. This master's dissertation aims to defend the presence of cultural content related to post-colonial English-speaking countries specifically because of the strong relation that exists between these territories and the English language. A teaching proposal that incorporates some of these issues was designed and applied with a group of students of secondary education to study how they respond and react to the appearance of these topics. Results show that if materials are properly adapted, these issues can be undoubtedly tackled and can provide the students with an engaging and enriching experience in terms of knowledge and values.

Key Words: post-colonial English-speaking countries, culture, textbook, critical pedagogy.

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1. INTRODUCTION

The fact that the English language plays a major role in our world today is indisputable. Its widespread use makes it a tremendously difficult task to calculate the exact number of English speakers, as it is used as a first or second language in more than seventy countries (Crystal 2013, 4) and it is now the language “most widely taught as a foreign language”, specifically in more than one hundred countries (2013, 5). This is the case of Spain, whose Organic Law of Education establishes that “the dominance of a second or even third foreign language has become a priority in education as a consequence of the process of globalisation in which we live” (my translation, LOMCE 2013, 8)¹ and, therefore, one of the main educative objectives is for secondary education students to be able to “understand and express themselves properly in one or more foreign languages” (LOE 2006, 12). Due to its status as official language for international communication as well as for its daily usage “in media, business, professional discourse, higher education and other intranational communication” in the European Union (Yano 2001, 123), English is nearly always the principal choice for foreign language education in Spain.

From the nineteenth century, when English was first introduced in school curriculums, a variety of methods have been applied throughout the years to teach the language, always taking into account the objectives that the students had to meet by using it. From a Grammar-translation method which gave emphasis to accuracy and paid almost no attention to the spoken language (Harmer 2007, 63), the evolution has been towards the granting of a major significance to the communicative function of the language. Furthermore, as Zofia Chlopek highlights in one of her articles, “nowadays, it is a widely known fact that teaching and learning a foreign language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary and syntax” (2008, 10). The implications are that the EFL teachers’ aim is not only to ensure that their students can keep grammatical errors to a minimum and make use of a proper pronunciation, among others, which would entail that they are linguistically competent; but it is also important that they are socially and

¹ I have provided my own translation each time I make reference to Spanish Education Laws.

culturally competent in order to be able to interact with people from foreign countries and cultures making an adequate usage of the language according to whom they are addressing and to the situation they are in.

With this purpose, the “Cultural Approach” was born, the aim of which was to bring the target-language culture closer to EFL students. This could be done by providing them with information about historical, social or artistic facts and figures; or through more practical exercises, such as the simulation of a situation in a foreign context, which could be going to a restaurant or booking a hotel room, or performing a certain activity typical from a festivity (Chaisri 2013, 187). However, the general rule that used to be followed at the time of implementing this strategy was that the cultures presented in the classroom were predominantly the British or the American. One of the main reasons why this happened, and still happens today very often, is that, as Cem Alptekin mentions, native-speaker textbook writers usually write about their cultures because it is easier and more practical for them, and also because it has often been claimed that it is necessary for a language to be taught “in relation to its own culture” (1993, 139).

Nevertheless, today we cannot consider the English language as being related to only one or two territories or cultures. The consequences of the former existence of a British Empire are still present and the fact that the language is spoken as an L1 or foreign language in many countries all around the world is evidence of this fact. Yet the truth is that this usage of English as an International language and its link to a vast number of different cultural realities is not always brought to the attention of secondary schools EFL learners.

1. 1. Justification and objectives

Lately, there has been a shift from the “Cultural approach” to an “Intercultural” one. The main reason is that it is now widely held that students’ “aim for learning English is not only to communicate with native speakers of English but also with non-native speakers” (Chlopek 2008, 10). Therefore, the focus is not only on the two above mentioned countries, but new teaching trends defend the

presentation of other cultures as well. Moreover, and going back to the Organic Law of Education in Spain, one of the purposes of Secondary Education is for students to be able to “practise tolerance, cooperation and solidarity among people and groups” and “to engage in dialogue so as to secure the human rights as common values in a plural society “ (2013, 23-24). As a result, the English classroom emerges as a suitable scenario to deal with cultural content from other countries. This would favour our students’ acquisition of knowledge and, at the same time, it would educate them in values such as tolerance and respect, which is one of the main goals of the 21st century teacher. If teachers foster their comprehension of other cultures, this will help them to establish interpersonal relationships more easily as they gain sympathy towards foreign cultures as they become more familiar with them.

But what cultures should be introduced to our students? This is, of course, the choice of the teacher. The truth is that any culture could be dealt with, but on this occasion I would like to emphasise the attention given to other English-speaking countries. First of all, because these are territories that are historically related to the English language, so it is more than appropriate to teach our students information regarding them. Here I would like to highlight the possibility of bringing to light facts that often remain hidden in secondary education, such as the imposition of the English language on many countries as a way of exerting power over its people, and to which little importance is given if one does not reach a certain level of proficiency.

Secondly, it is an alternative approach for teachers who would like to make a stand against the linguistic and cultural imperialism often associated with the two main countries where English is the official and first language and also to strive against the conception that the British and the American varieties and pronunciations are the ones to be achieved because they are more valid. As Marko Modiano argues, “a multiplicity of teaching practices, and a view of the language as belonging to a broad range of peoples and cultures, is the best that language instructors can do, in institutionalised teaching and learning settings, to promote cultural equality” (2001, 340), and this cultural equality should be sought among the different English-speaking countries.

Thirdly, teachers should be aware of the role of English teaching as a “global business” (Pennycook 1994,158) and to the fact that teaching textbooks and materials often display “views, values, beliefs, attitudes, and feelings of their own English-speaking society” (Alptekin 1993, 138) which more often than not will present those settings and peoples in a positive light. As a result, the classroom is turned into a political setting that is part of a “larger cultural, discursive or ideological order” (Pennycook 1994,168) which highlights and preserves the British and American hegemony through the upholding of an “Anglo-American ‘linguistic imperialism’” (Modiano 2001, 341).

Therefore, the main aim of this project is to discuss and analyse the possibility of allowing more importance to other English-speaking countries and cultures in the EFL classroom in secondary education. An analysis of a textbook used by a group of students of 4th of ESO² that study in Inca (Mallorca) is provided so as to show which cultural content they are dealing with during this academic year. Moreover, a teaching proposal was created to find out whether this material is applicable in the secondary education classroom and to study how the students react to this kind of content.

This dissertation is divided into two main parts. In the first part I will review the literature concerning the relation between EFL materials and the teaching of cultural content as well as some works that deal with the concept of critical pedagogy. In the second part I will present and comment on the didactic unit which was applied during my teaching internship and the results I obtained from the students.

² *Educación Secundaria Obligatoria*

2. REVIEW OF THE LITERATURE

This section will be divided into three different parts. In section 2.1. a review of research on EFL materials and of the role of the British Council will be given. In section 2.2., the concept of critical pedagogy will be presented and discussed. Finally, in section 2.3 different activities to introduce post-colonial English-speaking cultures in the EFL lesson will be suggested.

2. 1. EFL materials

If one inquires into the history of the rise of English to its prevailing position, one of the first results is that more importance was given to the language after WWII. As Alastair Pennycook exposes, “the British felt that through promotion of British culture, language and political system, they could counter the spread of European fascism” (1994, 146-147). With this purpose, the British Council, possibly the most well-known institution that handles the learning of English worldwide, was born. Its main aim at the time of its origin was

to create in a country overseas a basis of friendly knowledge and understanding of the people of this country, of their philosophy and way of life, which will lead to sympathetic appreciation of British foreign policy, whatever for the moment that policy may be and from whatever political conviction it may spring (British Council, 2015).

However, it is recognisable that the institution had a political as well as a commercial role, hence the focus was not merely linguistic or cultural. It gets more complex once we learn that after the war Britain and the United States discussed ways of collaborating in the promotion of the expansion of the language all around the world (Pennycook 1994, 149). It shows a very early link between both countries and works as an example of justification to why they share a centre-stage position in the EFL scenario. Moreover, Pennycook offers a broad analysis of the different tasks the British Council was responsible for so

as to secure the expansion of English. They comprised “support for university departments, conferences and research on English language teaching”, the maintenance of the expansion of English through the preservation of connections with other countries “by teaching English in its centres, offering teacher training courses, sending British experts around the world, and offering scholarships for people to study in the UK”; the creation and supply of teaching materials and, finally, “the Council is involved in examinations and inspections aimed to maintain standards of English teaching” (1994, 150). Here again the author makes emphasis on the idea that the institution looks out for a British economic and political interest even though it has always tried to show itself as neutral and autonomous (1994, 151).

Not only does the British Council represent this position, but similar results are obtained from the analysis of textbooks published by the widely known British or American publishing houses. The textbook is in the majority of the cases the main tool used in the English language classroom in secondary education and many researchers focus their work on this material. One of the centres of attention has been the analysis of the presence of cultural content since it has not always been considered necessary in the EFL lesson as the focal point was the language itself. It was only from the 1950s onwards that “they have been ascribed an increasingly important cultural role as well” (Risager 1991, 181). An evolution of this research can also be traced considering some of the leading scholars who address this area such as Risager (1991), Dueñas Vinuesa (1997), Méndez García (2000). Risager discussed in her article the tendencies that dominated more than twenty years ago and found, for instance, that “everything that might be provocative or cause conflict is avoided” (1991, 189). Dueñas Vinuesa concluded that cultural topics are treated mainly superficially and that textbooks show resistance at the time of using comparisons between cultures with the purpose of promoting intercultural understanding. As for more recent research, Elzbieta Szymanska-Czaplak suggested that textbooks should be “less stereotypical” and that they could “motivate students to undertake individual investigations into comparing cultures and encourage them to observe, analyse, contrast and think independently” (2009, 230). Similarly, Karen Jacob included in her conclusions

that the participants of her investigation were not interested in the stereotypical representations that textbooks usually offer and, therefore, “it may be more important to assess the quality of the cultural content in our EFL courses rather than the quantity”, which could be accomplished by “including topics that could stretch the learners’ knowledge through discussion and reasoning, and motivate them to understand why certain countries interpret similar cultural aspects differently” (2010, 115).

Even though one of the main changes has been the gradual introduction of cultural content related to different countries all over the world due to a change from a cultural approach, that only considered the target language culture, into an intercultural, this content still varies usually according to their writer’s culture and “it is no secret that topical priorities change from one culture to another” (Alptekin 1993, 138). Therefore, one of the main consequences is that, as an example, “while the White House seems to be a favourite topic with American EFL textbook writers, the British Royal Family appears to be a popular topic with British EFL writers” (Alptekin 1993, 138). Consequently, the UK and the USA still enjoy predominance; yet, As Szymanska-Czaplak points out, “it is not only *London* that students are interested in but a variety of places as well. And even if *London* is the main focus of a given unit, the topic could be covered from a multicultural perspective of people living there rather than resemble a stereotypical guidebook for tourists” (2009, 230). However, as it will be later seen in the analysis offered in this project from a textbook published in 2010, these characteristics are still displayed by the most recently published textbooks.

It is here where the teacher emerges as a figure responsible for what type of material they want to deal with their students because it will have an effect on them for sure. English is the tool by means of which different issues have to be listened to, read or written about and also discussed. For this reason, it is not only relevant to select them carefully, but teachers can go beyond and try to make the most of the teaching opportunities they have and manage to introduce valuable topics that can be more advantageous rather than being only useful to practice the language. It is true that British and American cultures are worth a place in the EFL classroom in secondary

education. My point is that they do not have to necessarily be the only focus of attention and that it should be indispensable for teachers to revise and question how these cultures are treated to determine what the ultimate message our learners are going to capture is.

2. 2. Critical pedagogy

James Berlin claims that “a way of teaching is never innocent” (1988, 492), an idea that is backed by Luke Prodrromou when he states that “what we teach and particularly the way we teach reflects our attitudes to society in general and the individual’s place in society, and that our own educational practice is an implicit statement of power relationships, of how we see authority in the classroom and by extension in society outside the classroom” (1988, 74-75). This again reflects the idea that the facts and figures we choose as centres of attention, and the methods we use to get our students involved in them, should be conscientiously selected because we are going to offer a representation of the world which our students will assume most of the times without inquiry. For instance, if we present our students with the daily routines of David Smith, a thirteen-year-old boy from Birmingham who wakes up at 7 a.m., drinks milk with cereal for breakfast, takes the bus to school, plays football or takes piano lessons in the afternoon and listens to *Arctic Monkeys* or *The Kooks* and watches *Game of Thrones* during his free time, this boy is going to be taken as a representative of British society, when, in fact, reality is much more complex than this. Furthermore, some students’ curiosity may be aroused by those TV series or music bands mentioned and decide to start watching or listening to them as David does, because if David has opted to listening or watching them, some good reasons may be behind his choice. Furthermore, some students may feel encouraged to play football or take up piano lessons. Our students’ mind is open to new ideas and stimulus and it is impossible to know what notions are going to find their place there or what meanings they are going to acquire, but it is of course our responsibility to direct their construction.

The concept of “critical pedagogy” emerged out of the “desire for social change” (Pennycook 1994, 297) and those who work in this field are involved in

the relationship between this wish and language learning (Norton & Toohey, 2004). Its main aim is to “develop ways of teaching that offer greater possibilities to people of colour, ethnic minorities, working-class students, women, gays and lesbians, and others [...] in order that they might have a better chance of ‘success’ [...] both within schools and beyond” (Pennycook 1994, 297). If instead of David Smith we have the daily routines of Jesminder Bhamra, an Indian girl who wants to play football but is not allowed by her parents (part of the main plot of the film *Bend it like Beckham*, which students may have previously seen and which could be used as material to work with in class), they may this way have access to a broader portrait of British society as well as learn about a lifestyle that is likely to be different to theirs but that may be closer than they expect. By moving this character to the centre, we are offering another possibility which may attract interest for presenting a different situation from theirs as well as putting cultural features illustrative from another culture on the spot. Moreover, we are opening a space for cultural enrichment and critical thinking if we ask students to contrast their lives, a comparison that will result more fruitful than if it was drawn to David’s life, with whom they will probably have more in common.

Moreover, another objective is that they learn to accept that there are other possibilities out there and not to judge other people because they lead their lives in a dissimilar way. “Education plays an important role in the construction of student subjectivities”, Pennycook mentions, and “in order to change society, we need a vision of how students, as future adult citizens, might act in different social, cultural and political ways” (1994, 298). If from an early stage we prepare them to accept naturally what they are to encounter in the future, we are working towards the construction of more tolerant and respectful individuals. Teachers are also educators who should commit themselves to the fight against inequality. In order to link these ideas with my emphasis on the attention on postcolonial English-speaking countries, I would like to stress Pennycook’s comment on a remark made by Achebe (1975, 220), which is that:

it is important to understand that for many people, such as Achebe, English is a language that has been forced upon them. If people are still

either themselves interested in studying English or are obliged to do so by and education system, an approach to teaching which takes into account both the history of the imposition of the language and the current conditions and implications of its expansion surely has far more to offer its learners than a teaching approach that claims that learning English is a natural, neutral and beneficial process (1994, 301).

Very often teenagers study what they are offered at school without a justification or even a chance of questioning. In the case of English, different are the assumptions that justify their presence in the curriculums, but these can sometimes be wrong. Some youngsters may have the wrong ideas that it is essential to learn English because it is the most spoken language in the world as well as the easiest to learn. Why is English so good that we have to learn it for so many years? Well, maybe *good* is not the exact word and there is a more complex history behind. Accordingly, it would be appropriate to argue in defense of making them reflect at some point on what they are learning and why, along with why it is also the case in other countries, so as to reverse the idea that English has been chosen as a global language for its neutrality.

Indeed, Pennycook offers a clarification of the concept “critical pedagogy”. He mentions that it does not imply the fact of including topics related to “social issues”, such as abortion, the environment, or crime rate, because, even though these are topics that affect our society, they are very often not closely related to the lives of our students. For this reason, he finds more appropriate the discussion of topics which have a stronger relation with English, such as popular culture or development, and cultures and territories that have English as a main character in their histories can be placed within this group (1994, 312-313). Thus, the exposure of British and American cultures as the dominant could be challenged and the range of settings, cultures and their people would become wider, which would result in the attempt to redefine the roles that those countries assume in our contemporary world.

2. 3. Introducing post-colonial cultures in the classroom

For the purpose of explaining how to introduce content related to postcolonial English-speaking cultures in the EFL classroom in secondary education, the model that has been preferred is the one by Zofia Chlopek in her article “The Intercultural Approach to EFL Teaching and Learning” (2008). She defends in it the incorporation of “cultural knowledge and awareness” in foreign language teaching (2008, 10) and proposes a pattern composed by three stages through which this content could be set forth.

In stage one, the focus is “the student’s own culture” (2008, 12). Even though working on the students’ native culture is not the point of attention of this paper, I would like to highlight the importance as well as the necessity of devoting some consideration to this because it is the first step towards the study of other cultures. One example of this practice could be to work with the concept of “stereotype”. We can ask students to consider what stereotypes are assigned to their nationality, whether it is Spanish or another, and to establish a discussion in which they will be asked to reflect on this issue, to finally reach the conclusion that they imply generalizations that do not apply to every single individual and the big mistake that supposes to have preconceived ideas about people one does not really know just because of the place where they were born or live. There is a video on Youtube called *Stereotypes: The Spaniards* that would serve this purpose. It displays the most widespread stereotypes of Spanish people: they are always singing and dancing flamenco, they go to bed very late but compensate it having a siesta after lunch, they are very lazy, but some are very good at sports; they have always sunny weather and spend a lot of time on the beach or partying. The students would recognise each of them perfectly as they are the most common and would feel inevitably identified. However, they would also be able to acknowledge that they are not applicable to all Spaniards as they are not first and foremost valid to their particular lives. The inference that the teacher should help their students to make is that all stereotypes do not hold true as a rule and this occurs with all nationalities in the world. Depending on the level of the students, the discussion could be pulled towards examining issues regarding objectivity and subjectivity. Another possible activity could entail the exploration of one’s culture to determine what

aspects they think would be considered as strange to a foreign person (Chlopek 2008, 13). This exercise would help them to see their cultural practices with a critical eye and not to take for granted that what surrounds us is “the normal” but what we are used to, which may seem odd to non-natives, whose practices will be unfamiliar to them.

Moving on to stage two, the concentration falls back into “the cultures of the English-speaking countries” (Chlopek 2008, 13). As it has been previously mentioned, British and American cultures are not to be forgotten, but it is relevant to concede a space to other possibilities. The ways to achieve this aim are various and will always depend on the teacher. The author offers a range of activities in her article that could be put into practice, but again more attention is paid to the two prominent cultures. One of these activities consists of having a British Christmas party, whereas another is about creating a board game using a map of the United States of America (Chlopek 2008, 15). Even though she defends the presence of other cultures, here we can see an example of how these countries more often than not have priority. Therefore, I will move on to Jerrold Frank’s article, “Raising Cultural Awareness in the English Language Classroom” (2013) as he, in his proposal, does not specify any culture in particular, but the practices he mentions could be applied to any. The first one is about creating a “cultural collection” of data that would come in different forms. As he explains, “these could include popular movies, music, literature, online sites, and everyday items like stamps, currency, toys, musical instruments, menus, travel brochures, magazines and newspapers” (Frank 2013, 7). The teacher could choose a country and give each student or pair/group of students a concrete task in a way that they altogether could create this collection that would allow them to learn a lot of information and curiosities about a foreign culture. Since it is a laborious project, each student would have a relevant role as each of them will have to make their own and personal contribution to the whole work, so participation and involvement should be insisted on by the teacher.

Another example is preparing a “Web Quest”. The teacher should decide on a number of topics the students would do research on, compose a series of questions they would have to answer, and provide them with a list of webpages

in which this information could be found. Some examples of questions offered are “What are the popular sports of Australia, and how do they reflect the culture of that country?” or “What is the typical school day like for a student in Canada, and how is it different from yours?” (Frank 2013, 8). The next option implies the participation of a “Cultural ‘informant’” (Frank 2013, 8); that is, a person who would be able to come to class and talk about their culture. The students should have prepared some questions before to make the most of the opportunity. The fact that they are visited by another person would raise their curiosity and suppose a break from routine.

A role play is the next suggestion. The teacher should select a situation carefully in which students should previously carry out some research on issues regarding “cultural behaviour patterns, social and economic influences, important traditions, values that bind a culture together, etc.” (Frank 2013, 9) and prepares some dialogue according to all these information and the particular situation. The rest of the class can later provide their classmates with feedback (Frank 2013, 9). The elaboration of a “culture journal” would be something similar to the “culture collection” but this would be done on an individual level. Moreover, it would more importantly include, in addition to information, the student’s reflections on their experience at learning about other cultures. “The journal”, Frank exposes, “is meant to be a recording of thoughts, emotions and reactions to the activities in the classroom and serve as a record of experiences that can help students reflect on their growth towards becoming interculturally competent” (2013, 11), a project that is rather demanding, but by no means unthinkable with students of a higher level. In addition, personal reflection is a highly relevant component, since it is hard for teachers to ensure all students’ participation in class discussions, and this project would entail a reflective practice on the part of all the members.

Finally, I would like to highlight the fact that many of the typical exercises that textbooks offer are adaptable to this new content. For instance, a common one is the writing of a letter of application. Instead of applying for the usual summer course to learn English in the UK, the setting could be changed and others such as Canada or Australia could be suggested, which in fact are gaining importance today and welcome students who want to improve their

English from all over the world every year. Thus, our learners would practice how to write a letter of this type and, furthermore, they would necessarily have to do some research to be able to write why they are interested especially in visiting that country in particular.

When one examines the type of activities or projects exposed in this section, the resulting feeling may be that they can be too arduous for young students, mainly those from the first cycle of secondary education. The teacher's job is to adapt the activities, which will have to be done not only according to their level of English, but also to their characteristics as a group, their personal interests and their previous knowledge on the subjects. An initial evaluation would be helpful at the time of determining these features. My point here is that the level should not be a barrier for the teacher at the time of working with this cultural content, which I think should be included from the very beginning of secondary education and the level of complexity of the issues treated could be gradually increased. For instance, for younger students topics such as sports, animals or food would be suitable, and probably the fact that they are open to elements of new cultures from an early stage will result in a wider concern in them and this would spark a further interest which could be revived in the following academic years.

Going back to Chlopek's article, at the end she offers a number of considerations to bear in mind. One of them is the abovementioned problem that could suppose the students' age, but she again mentions that these lessons "can be easily made learner-centered, interesting and fun" (2008, 18). Another matter is students' motivation. It is highly relevant to try to engage them by offering entertaining exercises adjusted to their necessities and interests. Finally, fostering adequate attitudes is a key factor as it is indispensable that the learners adopt a concerned position and "make a serious attempt to get to know and understand other cultures" (2008, 18). They have to be willing to reasonably participate taking a respectful and tolerant stance.

Another point the teacher has to consider is related to the way the different cultures are presented in the classroom, since it is not only important what they bring in and in what format they do it, but also how. Ryuko Kubota

criticizes the fact that very often what is exposed “tends to be superficial aspects of culture, such as artifacts, festivals, and customs, and they are treated in a decontextualised and trivialised manners divorced from the everyday life of people and the political struggle to define cultural identity” (2004, 35). The point she wants to make here is that teachers should not only present all these items in an isolated way, but they should somehow lay open the relationship they have with their political situation which usually provide a broader insight into the understanding of those practices and try to avoid the fact that they are usually “exoticized and reduced to neutral objects for one to respect and appreciate” (Kubota 2004, 35). For instance, if one deals with cricket in India, it is convenient that the country’s historical relationship with this sport should be traced and students can understand the political stance this nation is making by having turned it into their most popular sport. Here again a good level of linguistic competence and a certain students’ age would be required so as to immerse them in such intricate subjects.

To sum up, even though research shows that intercultural content has been included in the EFL lesson through textbooks, this content is usually treated superficially. Therefore, it is the task of the teacher to use methods that make the students reflect and that stimulate their critical thinking in relation to these topics. In order to achieve this purpose, the exercises that appear in the textbooks can be modified or used as point of departure to later treat more deeply specific issues. By doing this, we are broadening our students’ knowledge about other cultures as well as aiming to educate more tolerant and respectful individuals prepared to live in the multicultural 21st century.

Taking into account all above-mentioned, I designed a teaching unit to apply during my teacher internship, the discussion of which will constitute the second part of my dissertation. In the unit, the first sessions were devoted to explaining and doing some activities on the historical spread of English, which served as the contextualization to finally deal with two post-colonial English-speaking countries and their culture: Australia and New Zealand. Discussing the global expansion of English is a suitable start to later on introduce any other English-speaking culture since this topic links the English language to all the territories where it was introduced in the past.

To design the unit I did not make use of the textbook my group of students were using regularly in the English lesson because, after analysing it, I could not find anything related to the issues I wished to concentrate on. For this reason, I used a selection of materials which I adapted according to my aims and necessities as well as the students level. Due to time issues, I was not able to put into practice none of the activities suggested in this section as they demand a lot of dedication and I had to adjust my methods to the characteristics of the students. Therefore, what I did the most was to make them reflect, either orally or in writing, on the points discussed in class, always leading their thoughts towards the adoption of an open and appreciative attitude with respect to the new traditions and customs they learnt about. Besides, I took care all the time of choosing adequate examples related to the topics of the unit at the time of providing explanations and I tried to establish a good relationship with all my students in order to foster a good working environment, and to encourage their participation at all times.

3. CASE STUDY

The case study constitutes the second part of my dissertation. First, in section 3. 1. I will introduce the group of students I had the opportunity to work with. In section 3. 2. I will provide an analysis of the textbook this group of students was using during this academic year. Within this section, in 3. 2. 1., it is explained how this textbook deals with CLIL; in 3. 2. 2., attention is paid to how the book devotes one section to cultural content and to what topics are addressed in them; and in 3. 2. 3. the conclusions of the textbook analysis are exposed. In section 3. 3. a questionnaire I prepared for my students in order to check their previous knowledge on post-colonial English-speaking countries is presented and in section 3. 3. 1. the questionnaire results are analysed. In section 3. 4. an explanation session by session of the teaching unit I designed and applied with this group of students is offered. Finally, in section 3. 5. an evaluation of the students' opinion on the teaching unit is presented.

During the three months I spent doing my teacher internship, I was able to observe a great amount of English lessons given by four different teachers and to groups of the four secondary education levels. One of the points I paid most attention to was to whether these teachers made room for postcolonial English-speaking countries and their cultures in their lessons, but, as I expected, I could barely find anything related to it. The only occasion in which I saw some content of this kind was in a 2nd of ESO exam, in which the reading comprehension exercise consisted of a text based on Nelson Mandela. However, the students had dealt with this figure before in class and the only reason by which he was presented was for the sake of assessing the students' comprehension of that text at that particular moment.

At the time of my intervention, I decided to work with a teaching unit based on postcolonial content I had designed in order to analyse its applicability in the classroom and to examine the students' reactions and opinion on this content.

3. 1. Participants and contextualisation of the study

The participants were 23 students (10 male and 12 female) of 4th of ESO aged between 16 and 18. They studied in a state high school in Inca, Mallorca. The majority of the students come from state schools, a big percentage of them are foreigners, and the students' families have suffered the consequences of the last big economic crisis.

This reality applies to this group of students as some of them could not afford the book, so the teacher had to give them photocopies; and it was also a multicultural group since it comprised 16 Spanish students, 2 Chileans, 1 Italian, 1 Portuguese, 1 Romanian, 1 Ecuadorian and 1 Nigerian. They all had different levels of English, but I could perceive that there was a group of six students who were quite competent, and another group of six who had great difficulties in the production stages of the unit.

3. 2. Textbook Analysis

The teacher based her lessons mainly on the use of the student's book *Switch* published by Oxford in 2010. The students had the workbook as well, but they completed its activities at home on their own to practice and revise for the unit's final exam. From time to time, one entire lesson was devoted to the correction of these activities.

I was interested in the analysis of these books as one could find in them the different topics the students had tackled before my arrival and the ones they would deal with when I left. My intention was also to analyse if these particular books pay any attention to postcolonial English-speaking cultures. For this purpose, I examined the different sections and activities presented thoroughly.

3. 2. 1. Introducing CLIL

The main purpose of Content and Language Integrated Learning is to teach a second or foreign language through working with some content which is not

linguistic but is related to other subjects the students are taking. *Switch*'s author Caroline Krantz states that it is "an excellent means of learning a language" because the language can be presented in "motivating contexts" (2010, xxii). The book offers a "cross-curricular link box" after a reading text that provides a brief explanation on a particular subject in each unit, and the Teacher's Resource Pack contains a worksheet related to the topic. The cross-curricular topics offered in the book are Biology, Science, History, Social Studies, Physics, Geography and ICT. None of the History sections are related to our point of interest, since the first concerns The Black Death, the most famous epidemic to affect Europe, and in the second the fact that people first used coins as money about 2,600 years ago in Asia Minor (present-day Turkey) is explained.

3. 2. 2. Culture section

The book offers an extra part in each unit devoted to culture, which caught my attention at first as I thought that it would be suitable to offer the content I am interested in. However, as I expected the topics were mainly related to the UK or the USA. The titles of these sections, unit by unit, are:

1. Multicultural Britain
2. New York: The Big Apple
3. Singer-songwriters. Song "Nobody" by Paul Simon (American musician born in New York, USA)
4. The United Kingdom
5. Shakespeare: life and career
6. Canada. Song "Big Yellow Taxi" by Joni Mitchell (Canadian singer-songwriter)
7. Teen money
8. A British inventor

9. H. G. Wells. (British writer, born in London). Song "Space Odity" by David Bowie (British singer, born in London)

It can be appreciated that seven out of these nine sections are centered on British or American facts or figures which reinforces the idea that priority is given to these countries. It is only in units 1 and 6 where the focus changes. Unit 1 presents a text that deals with British multiculturalism. It states that in the 20th century people from former British colonies migrated to the UK after the government had encouraged workers from other countries to move there and fill job vacancies. The students are asked if the text presents immigration as positive or negative part of Britain's history. It is obvious that the answer is positive, and it is confirmed in the teacher's guide. Yet I would remark that the country is again presented in a very positive light as discrimination was and still is a component of British society. Therefore, multiculturalism is an issue that can be approached from different points of view and the stance provided by this text could be easily challenged by working with any other that presented an opposite view, as could be the analysis of the case of the murder of Stephen Lawrence, a black teenager whose death was racially motivated.

In unit 6, the focus is on Canada and the song "Big Yellow Taxi" by Joni Mitchell. Previous to the song, there is a fill-in-the-gaps exercise about Canada which puts emphasis on the big territories uninhabited that can be found in the country and to its strong links with the environmental movement, which is supported by many singer-writers who devote their lyrics to this cause. "Big Yellow Taxi" works as an example as the song criticizes human activity on natural landscape. Again, this activity could be pulled forward and issues such as the relationship between Canadians and their landscape could be examined.

3. 2. 3. Unit by unit analysis

The student's book contains nine units plus a welcome unit at the very beginning. Each unit is composed of seven different sections titled "vocabulary", "grammar", "reading", "communication", "writing", "progress check" and

“culture”. As we can see, each section is named after one skill, except from listening, which is practiced within the other skills sections. To explain the content that appears in every unit, I will be using a table to explain each section. The sections that caught my attention appear in bold:

Unit 1: The Look	
Vocabulary	Fashion; negative prefixes
Reading	Text about two girls who were banned from going to school because of being blonde.
Reading 2	Text about first impressions
Writing	Portrait of a friend. Example offered about Scarlett, a girl with European physical traits (“blonde hair and big blue eyes”).
Culture	Multicultural Britain "Over to you" section: Find someone whose family comes from another country. Find out three things about their culture (e. g. their language(s), food, music, interests, etc).

Unit 2: Places	
Vocabulary	Landscapes; extreme adjectives
Reading	Text about a young Chinese shoe factory worker
Reading 2	Text about a secret village in Wales
Writing	Description of a place. Example provided of a small town in the west of England
Culture	New York: The Big Apple Text about the origins of the city and information about The Statue of Liberty, Manhattan Island and Wall Street. "Over to you" section: What is your favourite city? Write five interesting facts about it.

Unit 3: Being Human!	
Vocabulary	The human body; words that are nouns and verbs
Reading	Text about sword swallowing
Reading 2	Text about a "dancing plague" that took place in France in the XIV century
Writing	Lifestyle report. Example offered by Ann, explains that "I'd like to eat more ethnic food, but nobody in my family knows how to cook it!" – No examples of "ethnic food" are provided in the text.
Culture	Singer-songwriters. Song "Nobody" by Paul Simon (American musician born in New York, USA) "Over to you" section: Name some singer-songwriters from your country. What are their most famous songs?

Unit 4: Getting Together	
Vocabulary	Relationships; compound nouns
Reading	Text about an American woman who has married twenty-three times
Reading 2	Text about an American nine-year-old boy who wrote a book called <i>How to talk to girls</i>
Writing	Email. Example offered of an email from Emily to Robin who lives in London
Culture	The United Kingdom. History of the country: original inhabitants, later invasions, union between England and Ireland and Scotland. The British flag. "Over to you" section: How many regional languages are spoken in your country? How many languages can you speak?

Unit 5: Get to Work!	
Vocabulary	Jobs; verbs or adjectives followed by a preposition

Reading	Text about a job that consists of taking care of an Australian island. Australia is presented as an exotic place. "Tropical island", "feeding turtles", "relaxing on a beach", "trying different water sports" are examples of phrases that appear in the text. There were applicants from more than 200 different countries around the world. The chosen one was from the UK.
Reading 2	Text about Carlos Barrios Orta, a sewer diver in Mexico. Presented as possibly the worst job in the world
Writing	Application letter for a shop assistant vacancy
Culture	Culture: Shakespeare: life and career. Biography, poetry and plays. "Over to you" section: How many 16th and 17th century playwrights from your own country can you name? Are their plays still performed today?

Unit 6: Fragile Earth	
Vocabulary	Change; adjectives ending in -ing and -ed
Reading	Text about coastal erosion in England
Reading 2	Text about Consuelo from Costa Rica, whose family has a coffee farm which became part of a Fair-trade co-operative
Writing	A campaign leaflet. Example offered of a leaflet about Malaria prevention, which affects people in Africa, Asia and South America.
Culture	Canada. Song "Big Yellow Taxi" by Joni Mitchell (Canadian singer-songwriter) "Over to you" section: Describe somewhere in your country where "they have paved paradise".

Unit 7: Money, money, money	
Vocabulary	Money; transitive phrasal verbs
Reading	Text about a woman who lost £25,000.

Reading 2	Text about a shopaholic woman
Writing	Essay. Example offered: "What would you do if you won €200,000?"
Culture	Teen money. Text about pocket money. "Over to you" section: What do you spend your money on? Do a survey with four other students. Compare your group's results with other groups in you class.

Unit 8: Invention	
Vocabulary	Bikes and cars; British and American English
Reading	Text about EcoF3, an environmentally friendly racing car
Reading 2	Text about accidental inventions
Writing	Essay: advantages and disadvantages. Example offered "Imagine... a world without motor vehicles".
Culture	A British inventor. Text about Clive Sinclair, born in London. "Over to you" section: What do you think is the most important invention of the past 100 years? What do you think the most important invention of the next 100 years will be?

Unit 9: Communicate	
Vocabulary	Internet; speech verbs
Reading	Text about texting
Reading 2	Text about Emails
Writing	Informal letter. Example offered: letter to a grandmother. The writer tells about school and summer plans.
Culture	H. G. Wells. (British writer, born in London). Song "Space Odity" by David Bowie (British singer, born in London) "Over to you" section: Do you believe there is intelligent life in other parts of the universe? If so, will we make contact soon? Dive reasons

3. 2. 4. Conclusions from the textbook analysis

As it can be appreciated, the book pays very little attention to post-colonial settings or issues. In the section that deals with cultural topics, and which "gives students an insight into life in different countries" (2010, x) according to the author, the vast majority of the times the topics are, as it has been previously exposed, related to the United Kingdom or to the United States of America. The only occasion in which a hint of post-colonial issues can be noticed is in the text "Multicultural Britain" as it is mentioned that inhabitants from former British colonies used to choose Britain to start a new life during the 20th century thanks to the job opportunities offered by the government. Britain is presented as a welcoming nation that enjoys ethnic food, enhances the value of Black British culture and celebrates that some of its best sportspeople have an ethnic minority origin. The country is displayed in a very positive light without making any allusion to the fact that those jobs were offered out of the country's necessity, nor to the fact that very often, and still nowadays, these minorities encountered discrimination in different aspects of daily life.

Another minor allusion is made to Australia, yet merely to its exotic facet as we are told that probably the best job in the world ever offered was as an "island caretaker" and which consisted of looking after the Great Barrier Reef islands located in the Australian coast. About the country, it is remarked that it is a "beautiful tropical island" and the worker's duties would be to feed turtles, to relax on the beach and to try different water sports.

Very little information is provided about Canada in the "Culture" section from unit 6. We are only told that it is "an enormous country" where we can find "vast stretches of wilderness which are uninhabited". As a result, its residents have developed a strong environmental awareness which is exemplified by the fact that many Canadian songwriters often write songs with a message related to the protection of the environment. An example of this is given with a listening exercise in which the students have to complete the lyrics of the song "Big Yellow Taxi" by the Canadian singer-songwriter Joni Mitchell. In it she complains about the destruction of landscape by human activity and the need to value nature before it is too late.

Finally, in unit 8 there is a section devoted to some vocabulary differences between British and American English. Again this exemplifies the fact that priority is given to these two countries.

As a last remark, it may be unnecessary to deal with cultural topics as something apart from the unit, as it is the case in this book which presents cultural content in a separate section. On the one hand, I sustain that cultural content should be integrated throughout the whole unit and be made a common element in the EFL lesson. On the other, I assume it is already the case in this book, since all through the unit we can already come across cultural topics. For instance, as it can be observed from the tables above, a text about a young Chinese shoe factory worker and a text about a secret village in Wales are examples of cultural content that can be found in the middle of the unit. Therefore, the dedication of an isolated part to treat cultural content becomes dispensable.

3. 3. Checking the students' knowledge: questionnaires

A questionnaire was prepared and answered by the students the first day so as to check their knowledge regarding the most popular post-colonial English-speaking countries. It was designed, as it can be seen in annex 1, following the model offered by Karen Jacob, who carried out a study in 2010 titled “The Function of Cultural Elements in the Acquisition of English as a Foreign Language: ELT as a global cultural phenomenon”, and which was revised and received feedback from a number of experts. However, the questionnaire that was used in this occasion was not as exhaustive as the one provided by Dr. Jacob as hers was intended for adult learners from the EOI³ and mine was adapted to my students' level.

The first exercise asked students to write what they knew about some English-speaking countries. These are Australia, India, the UK, the USA, Canada, New Zealand, South Africa and Pakistan. They were insisted on to

³ *Escuela Oficial de Idiomas*

mention any notion they had and were encouraged to do it in their mother tongue if they did not know how to express themselves in English.

The second question asked them to name the countries where English is an official language today in order to check if they were able to mention other countries that were not the expected ones such as the UK or the USA. In the third question they were requested to answer what means that English is an international language. The aim was to make them reflect on the role English plays in our world today as well as to check if they are aware of the importance that learning the language has for them.

The next question consisted of locating in a world map the countries that had appeared in question 1. Here the objective was to see what countries were easier or more difficult to position. The last section contained six more specific questions. They were asked again to write anything they knew about Nelson Mandela, the All Blacks, Cathy Freeman, Mohandas Gandhi, James Cook and David Beckham. They were chosen as representative figures of their countries and cultures.

3. 3. 1. Questionnaire results

Concerning the first question about Australia, eleven students wrote the word “kangaroo” as the only answer. Another common answer was that one can find dangerous and strange animals there. Three of them mentioned that it was the biggest island in the world and another four made reference to its location in Oceania or the Pacific Ocean. Interestingly, two students named the “Aborigines”, but both stated the wrong idea that they were all killed by the British.

Regarding the case of India, the most common answer was that it is illegal to kill cows there. There were two allusions to religion, and four regarded the traditions as important and interesting. Related to economy, two were able to comment that it is “now advanced in economy” and that “it is a developing country”. The most outstanding student stated that their society is different from

the Western, that it was an English colony and that there are a lot of poor people and inequality.

Moving on to the UK, the words most mentioned were “Big Ben”, “London Eye” and “Union Jack”. Other named terms were “fish and chips”, “bad weather”, “tea” and “Doctor Who”.

New Zealand was the country with poorer answers. Sixteen students were not able to mention a word related to it. The only information provided was that it is located in Oceania, that *The Lord of the Rings* was filmed there, and the most surprising was that one of them mentioned that “the criminals of England and other countries were exported to NZ. Later, the population expanded and created a country”.

Concerning South Africa, three students named Nelson Mandela, and six pointed out that the Football World Cup was played there in 2010. One student mentioned the Apartheid and another commented that “it is the most racist country in the world”. Finally, two students related “tigers” and “lions” to this country.

With respect to the USA, the most striking was that six students gave no answer to this section. The most common one was that Obama is its president. The second most common answer was that it is an economic superpower and other terms mentioned were “Hollywood”, “fast food”, “capitalism”, “guns” and “famous people”.

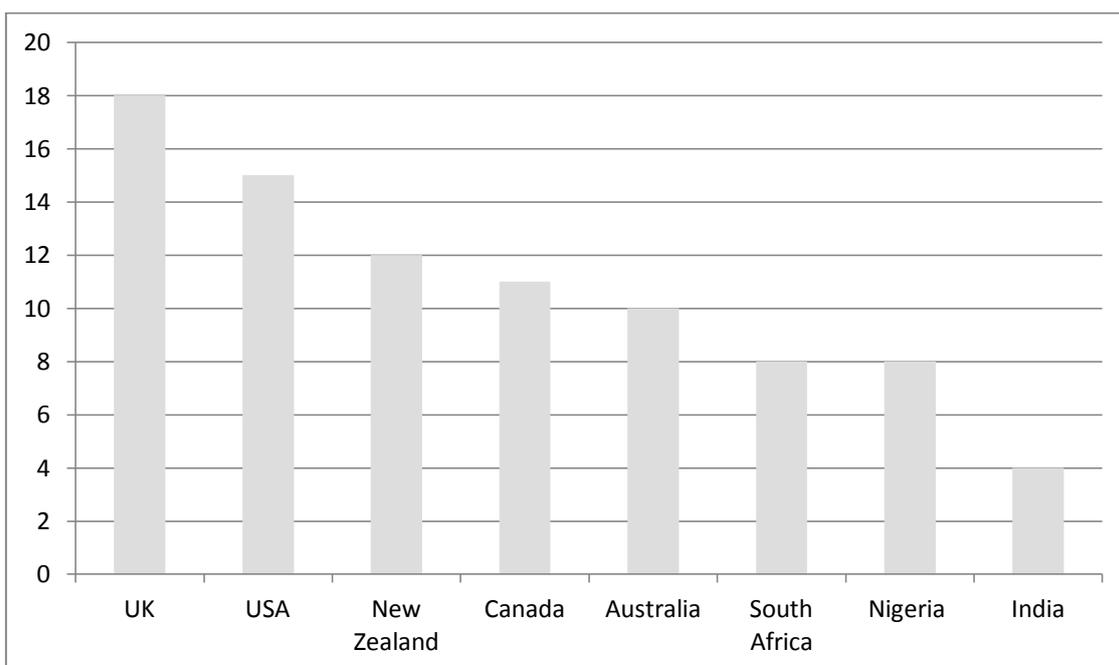
As for Canada, cold temperatures was the most mentioned. There were two references to the flag and three to Justin Bieber as he was born in this country. Other words mentioned were “marble syrup” and “bears”.

Finally, talking about Pakistan, the usual answers were related to violence. Eleven students wrote “a lot of wars” whereas others made reference to terrorist attacks or bad living conditions. Again, seven students were not able to provide an answer to this part.

Moving on to the question “In how many countries is English an official language today? Name as many as you know”, the answers have been

represented in a graphic (figure 1). In the left column we find the number of students that provided an answer for the countries that appear in the right line. The countries shown in the graphic were the most mentioned. Apart from them, other answers were given such as Denmark, Norway, Angola, Jamaica, Iceland and Belize. Others mentioned Scotland or Ireland. Four students gave no answer.

Figure 1

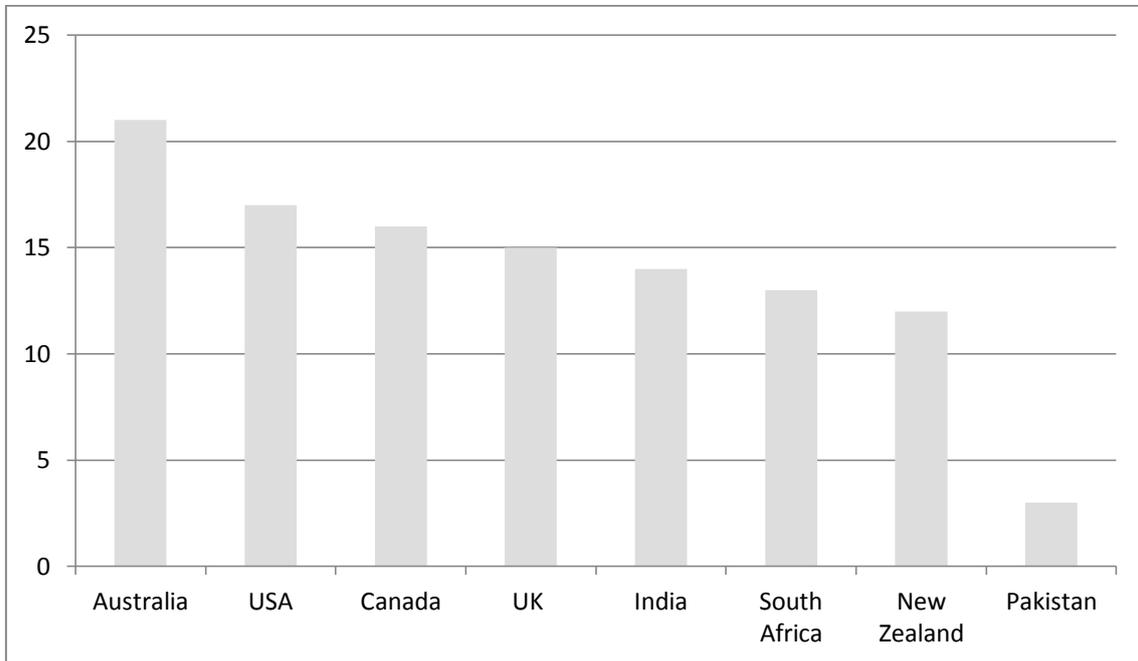


To the question “English is an international language. What does it mean?” the most frequent answers were that it is the most spoken language in the world and that it is a language that can be used in a lot of countries. A more elaborate answer, only defended by two students, was that people use this language to communicate when their first languages are different. One of them also pointed out that Chinese has got a bigger number of speakers than English.

The next activity entailed the location of the countries that had appeared in exercise one in a world map. The graphic in figure 2 shows again in the left

column the number of students who were able to position the names in the right place.

Figure 2



Finally, the last questions were more concrete and focused on specific figures. Regarding Nelson Mandela, the most frequent answers were that he was in prison and that he won a Nobel Peace Prize. Three people acknowledged his achievements related to black people’s rights and two mentioned that he ended with Apartheid. Some others remarked that he was a South African president. Therefore, the vast majority recognised who he was and his paramount accomplishments. Not so much did they know about Mohandas Gandhi. Half of the students left this section blank. The other half mentioned that he was a pacifist, a Buddhist or a celebrity; that he wanted the independence of India, won a Nobel Peace Prize or was a peace fighter.

No one gave an answer for “All Blacks”, the New Zealand Rugby team, and only one answer repeated by four students was given for “Cathy Freeman”, which was that she was Morgan Freeman’s daughter. About James Cook, one

student wrote that he was the one who discovered Australia. The other two attempts were that he was the bassist of Arctic Monkeys, which is not an unreasonable answer as his real name is Jamie Cook, and the last one was that he is an actor. This contrasts the answers given for David Beckham. 19 students gave a correct answer. They indicated that he was a football player and a model, that he is married to Victoria Beckham and some even the number of children he has.

3. 3. 2. Discussion of results

The answers provided by the students in the questionnaire were useful to prove most of my assumptions correct. Even though a lot of them were able to answer almost all questions, their answers were, as expected, mainly based on stereotypes about the different nations and its peoples, or related to the exotic facet of these countries. However, there were four students that showed a high general culture level and were able to give full interesting answers to the majority of the questions. Two examples of completed questionnaires have been attached in annex 2.

Therefore, it can be concluded from analysing this first part that the students have a poor knowledge related to these settings and their peoples and cultures, which is mainly based on stereotypes and prejudices. Thus, this lack of information can be used as the justification to why the EFL classroom can be a suitable context to foster their learning about the world they live in.

About the second question, in which they were asked to name the countries in which English is an official language today, the graphic from figure 2 shows how they easily relate the language to the UK and to the USA. However, it was striking that many of them mentioned New Zealand as it was one of the countries to which less answers were provided in the previous exercise. One possible explanation is that they could have deduced that all countries in exercise one were English-speaking, but this idea is weakened by the fact that none of them mentioned Pakistan in this question. However, I presume that if they do not know that it was a former part of India, it is difficult for them to guess. The fact

that they mentioned Nigeria was also remarkable, but then it became reasonable when I knew that one of their classmates was Nigerian and they all knew that English was his mother tongue.

The answers provided to the third question, that is; what implies that English is an international language today, their answers present the widespread misconception that it is the language with the biggest number of speakers in the world and most of them fail to mention that it has the status of lingua franca, so they miss its crucial role in international communication and the relevance it has in their lives considering the establishment of interpersonal relationships with people from other countries or the possibility of travelling abroad, situations in which the students could find themselves and in which English would be an indispensable tool to move along.

Figure 2 shows the number of students that knew where to situate the countries that appeared in the first question. Here I was again surprised by the fact that many of them did not know where to place the UK. However, they found easier to locate Australia or Canada. As it can be appreciated, Pakistan is again the less unfamiliar country as only three students were able to locate it in the right place.

As for the last exercise with more concrete questions, the figure that obtained more correct answers was, as expected, David Beckham. They provided information about his professional life, but also about his private life, mentioning to whom he is married or the number of children he has. The second figure they knew more about was Nelson Mandela. It could be explained by his recent death two years ago and which received a lot of media coverage. Two films about his life were also produced not long ago: *Invictus*, in 2009, and *Mandela: Long Walk to Freedom*, in 2013. Therefore, it can be concluded that popular culture and the media have a strong effect on the cultural knowledge of our students. This also explains why they did not know about the All Blacks, as it is a rugby team that has no direct relation with the Spanish or any other European country sports culture. It is also difficult that they know about James Cook because it is a historical character which is not usually treated at school as the events presented in history are mainly European-centered. As a result, it is

also hard to know the importance of Cathy Freeman and the political stance she made by carrying the aboriginal flag in the 1994 Commonwealth Olympic Games if one does not know about Australian history. Finally, some had some ideas about Gandhi, which were not very accurate, while half of the group did not know about him, probably because it is a figure not covered in history either.

3. 4. Teaching Proposal

This section is dedicated to the teaching unit I designed and applied during my teaching internship. An explanation of the different activities done in class session by session has been included in the first place. The worksheets and different materials used can be found in the “annexes” section. The lesson plans for all the sessions have also been added. It is specified in each of them the amount of time needed to do every activity, the interaction between teacher and students in the different tasks, as well as among the students themselves; the key competences that are activated by each activity, the skills that are involved in them, and the materials needed.

The main topics of this unit are the historical spread of English, which served as a starting point to then lead the students' attention to two English-speaking countries: Australia and New Zealand. At the same time, the unit incorporates linguistic content and some sessions were devoted to language issues, such as irregular verbs or the passive voice. It was thought that a unit which combined cultural content with linguistic was the best option since the students had to learn certain language points that would have been covered if they had used the textbook and which are part of the curriculum of 4th of ESO, so they could not be overlooked.

3. 4. 1. Session 1: Questionnaire

As an opening to the unit, I introduced myself to my group of students and explained to them what kind of topics we were going to approach in the following weeks. I told them we were not going to use the textbook in class

since I was interested in subjects the book did not cover. I also warned them about the necessity of paying attention to everything we discussed and worked on in class since any concept would be necessary for their final exam. I insisted on them being honest at any time I asked for their opinion about any issue discussed in class, since that would be valuable information to carry out this study. Finally, I explained how they were going to be assessed, which was accorded on previously with their teacher. I had to respect her assessment criteria, which are the following:

- Final exam – 70%
- Other activities – 30%
 - Composition – 10%
 - Oral presentation – 10%
 - Notebook revision – 10%

If I could have decided on my own assessment criteria, this would have been as follows:

- Portfolio – 40%
- Oral presentation – 30%
- Composition – 10%
- Notebook revision – 10%
- Attitude and participation – 10%

I would have liked to reward those students who had a positive attitude during my lessons, as well as to omit the final exam since for me it was more important to make my students reflect rather than memorise concepts. However, as I just said, I had to follow these pre-established criteria.

After my explanation, I handed in the questionnaire (annex 1) and the students took around thirty minutes to complete it. Two examples of answered questionnaires have been included in annex 2. To finish with, we watched the video “Introducing the topic: what does English feel like?” from the British

Council, whose transcript can be found in annex 3. In the video, we are shown three different opinions on English by three different individuals. These are:

Opinion 1

Speaking English helps me to understand British culture and at the same time gives me a better understanding of my own culture from other people's perspective.

Mahwish (Pakistan)



Opinion 2

In English I see myself as a stronger and more confident man. I can hear changes in my voice. It gets deeper and more 'serious'. I think of myself as an older person when I speak English.

Fernando (Brazil)



Opinion 3

English is a much richer, more subtle and more beautiful language than my mother tongue. Speaking it makes me feel I'm the person I was always meant to be.

Anne-Lise (Denmark)



The students were asked if these opinions were positive or negative, and they all evidently agreed on that they were remarkably positive. The aim of this exercise was for them to acknowledge that there are people who feel very optimistic about English and to show them examples of people expressing their point of view. As homework, the students were asked to write an essay titled "My perceptions of English" in which they had to tell me about what they thought about the language and how they felt about it. The purpose was for them to reflect on their viewpoint on the language, since they study it as a compulsory subject at high school and some of them might take for granted its importance

just because it is part of the curriculum. The following questions were suggested as a guideline:

- Why do you learn English?
- How do you learn English?
- Do you learn and/or use the language outside school?
- Do you think English is important in your life? Why/why not?
- What would you like to become in the future? Will you need to use English?
- How do you feel about English?
- What are your strengths/weaknesses?
- What would you like to improve/be able to do with the language?

Session 1 – Initial stage (17th April)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Warm-up 10'	Introduction to the unit	T < SS	Competence in linguistic communication	Listening	Blackboard
Pre-task 35'	Questionnaire	T < > SS S, S	Competence in linguistic communication Competence in social skills and citizenship Cultural and artistic competence Self-autonomy and personal initiative	Reading Writing	Questionnaire (annex 1)
Task 10'	Video “Introducing the topic: what does English feel like?”	T < > SS	Competence in linguistic communication	Listening Speaking Reading	Video Transcript (annex 3)
Post-task At home	Homework: essay “My perceptions of English”	T < > SS S, S	Competence in linguistic communication Self-autonomy and personal initiative	Writing	Questions as guideline (annex 4)

3. 4. 2. Session 2: The historical spread of English

After collecting the students' writings, I showed them this adapted quote from the Kenyan writer Ngugi Wa Thiongo taken from his work *Decolonising the Mind* (1994, 11):

And then I went to school and this harmony was broken. The language of my education was no longer the language of my culture. Many schools were controlled by the colonial regime and were placed under District Education Boards directed by Englishmen. English became the language of my formal education. In Kenya, English became more than a language: it was the language, and all the others had to bow before it in deference.

One of the most humiliating experiences was to be caught speaking Gikuyu around the school.

First, we looked at the vocabulary so that they could understand the whole paragraph. We discussed what a “regime” was and talked about what a colonial regime implied. After that, I gave them some information on the context of this quote and its author. I told them that English was an imposition in many countries and territories around the world and that very often children were obliged to study this language at school and would not learn their mother tongue. This was the case of Kenya, which was under British colonial administration until 1963, and also the case of Wa Thiongo, who suffered its consequences. I related this information to the questionnaire they answered the previous day, in which only three of them answered “countries in Africa” to the question “name countries where English is an official language today”, which proves that it is almost unknown by young students that English has this status in some countries in that continent. More importantly, my point in showing them this quote was to make them see that not all opinions about English and its use are as positive as the ones we had heard about in the previous session, and that in fact many people such as this author had bad feelings towards the language, mainly because it was an imposition. Moreover, it is not usual that

African characters receive attention in the English class as the authors commonly presented are the prototypical from the British or American literary canon. By moving Wa Thiongo to the center, a voice that is representative of all those people who are normally invisible was being offered, and, thus, we were working towards the objectives of critical pedagogy.

This discussion led us to watch the video “The Historical Spread of English” (annex 5) which provides a summary of the general steps of the British colonial expansion. The students completed a listening exercise (annex 6) and we corrected altogether paying again attention to those words or expressions that were problematic. After watching the video, they completed in pairs some comprehension questions (annex 7). This works accordingly to the methodology supported by Achebe as seen previously in page 13, as he defends that if the history of the imposition of English and the implications that the spread of the language has had are taught to the students, it is going to be more enriching for them rather than if the language is presented as natural and neutral (1994, 301) because of all the elements that are entailed in this history: historical events, political and social changes, contrast, and other customs and traditions, among many others.

Session 2 – Development stage (20th April)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Pre-task 10'	Reading quote Ngugi Wa Thiongo Reflection on imposition of English	T < > SS	Competence in linguistic communication Competence in social skills and citizenship	Reading Listening Speaking	Interactive board Quote (annex 5)
Task 30'	Video “The Historical spread of English” Listening exercise: fill in the gaps	T < > SS S, S	Competence in linguistic communication Competence in social skills and citizenship	Listening Reading Speaking Writing	Video (annex 6) Worksheet (annex 7)
Post-task 15'	Comprehension questions based on listening exercise	T < > SS S, S	Competence in linguistic communication Competence in social skills and citizenship	Listening Reading Speaking Writing	Worksheet (annex 8)

3. 4. 3. Session 3: Mistakes revision

Every Wednesday the group split into two, and this is what happened in session 3. The teacher asked me to prepare some revision activity because the ones who stayed in the classroom were those who had more difficulties; whereas the ones who left attended some sessions with another English teacher who prepared them to take EOI examinations. Therefore, I thought of a game that could be useful to revise grammar and vocabulary. The game was “I bet”. Students work in pairs and each pair owns ten fake notes of €100. The teacher writes on the blackboard a sentence that contains one or more mistakes related to grammar, vocabulary, collocations, idioms, punctuation, capitalization or any other kind. The students try to correct the sentence. When they think they have spotted the mistake, they raise their hands and, before writing the correction on the blackboard, they bet an amount of money on that sentence. If the sentence is well-written, they earn the same amount they have bet. On the contrary, if it is not right, they lose that money.

The sentences they were requested to correct were taken from the questionnaires they had completed the first day and the compositions they had written as homework. The main aim was for them to learn from their own mistakes.

Session 3 – Development stage (22nd April)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Task 55'	Game “I bet”	T < > SS SS, SS	Competence in linguistic communication	Reading Speaking Writing Listening	Blackboard €100 fake notes

3. 4. 4. Session 4: How to prepare an oral presentation

The fourth session was devoted to teaching how to prepare a proper oral presentation, as it was the final task the students had to perform. I assumed they had some previous knowledge as well as practice, but at the same time it was adequate to illustrate and clarify what I expected from them since I was not their teacher. Moreover, the activities allowed me to point out what aspects of their presentations would be assessed, so they knew what they had to take into account specifically at the time of their preparation.

The first activity consisted of a power point presentation in which they could see different pictures of a person giving an oral presentation (annex 9). In each of them the speaker was doing something correctly or wrongly and the students had to decide what the case in each image was. After that, they had to complete in pairs a worksheet (annex 10) in which they had to classify the actions according to “good” or “bad” as well as to indicate what action he was performing, such as “keep eye contact with your audience” or “read directly from your notes”.

After correcting the worksheet, we watched a video called “Life After Death by PowerPoint” (2012) (annex 11) in which Don McMillan wittily criticises some of the most common mistakes people make when preparing PowerPoint presentations, such as adding too much information on the slides or not checking spelling mistakes. This time students were asked to list all the mistakes he criticises throughout the video and then we corrected it altogether by watching it again and paying attention to vocabulary.

The focus of last exercise was linguistic. The students had to complete another worksheet (annex 12) again in pairs in which their task was to classify some connectors into whether they should be used in the introduction of an oral presentation, in its main body, or in the conclusion. Again, they were reminded that this vocabulary would be helpful to prepare their presentations.

Session 4 – Development stage (23rd April)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Pre-task 15'	PowerPoint presentation: decide whether the person giving the presentation is acting correctly or wrongly Worksheet: complete with “good” and “bad” actions	T < > SS SS, SS	Competence in linguistic communication	Listening Speaking Reading Writing	PowerPoint presentation (annex 9) Worksheet (annex 10)
Task 25'	Video “Life after Death by PowerPoint”: list the mistakes people do when preparing PowerPoint presentations	T < > SS S, S	Competence in linguistic communication	Listening Speaking Reading Writing	Video “Life after Death by PowerPoint” (annex 11)
Post-task 15'	Worksheet: classify expressions for oral presentations (introduction, body, conclusion)	T < > SS SS, SS	Competence in linguistic communication	Reading Writing Speaking Listening	Worksheet (annex 12)

3. 4. 5. Session 5: Oral presentations preparation

During this session, the students could start working on their presentations in class. Each group was provided with a chapter from the book *Australia and New Zealand* (2008) by Christine Lindop, which is part of the Oxford Bookworms collection and belongs to the “Stage 3” level, which is suitable according to the level the students should have in 4th of ESO. This book was chosen for this reason and obviously because it approaches in its different chapters the most characteristic information of both countries. The chapters I selected specifically from which they could choose were “Australia’s past”, “The Aborigines”, “New Zealand’s past”, “Maori”, “Free time and sport” and “Today and tomorrow”. In annex 13 there is an example of one of these chapters.

That day I counted on the collaboration of the language assistant that is working in the high school this year. We moved around the classroom and helped the learners while they were starting to prepare their presentations using their laptops. We also helped them with vocabulary issues which appeared in the chapters and gave them some ideas of pictures and other material such as videos that they could include in their presentations so as to make them more elaborate.

Session 5 – Development stage (24th April)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Task 55'	Oral presentations preparation	T < > SS SSSS, SSSS	Competence in linguistic communication Competence in social skills and citizenship Cultural and artistic competence Digital competence, processing information and use of ICT Self-autonomy and personal initiative	Reading Speaking Writing Listening	Book Chapters from <i>Australia and New Zealand</i> (2008) by Christine Lindop Example (annex 13) Laptops

3. 4. 6. Session 6: The passive voice

The focus of the sixth session was the passive voice. This is the grammatical point that would have been covered if they had used the textbook, so it was a requirement that they got some practice during my unit. What I did was to use some of the material we had already seen in class in previous sessions to explain to them how to use this structure because they could see it in a real context. We used the text from the listening exercise “The Historical Spread of English” (annex 6) which offered sentences such as “today English is used as a world common language”. I gave them several examples of sentences which were all related to the topics of this unit to practice rewriting sentences from active into passive. Examples of these are “about 2 million people speak English today”, “Britain expanded the colonies in Africa and Asia” and “The British occupied North America, Australia and New Zealand in the 17th century”. My point here was to, apart from teaching and practicing this structure, to repeat some of the ideas that had appeared before to make it easier for students that they stick on their minds. In addition, it made more sense to present statements of this kind because they were fully related to the topics we were dealing with and it was a better option rather than using isolated sentences which would not be meaningful since they did not have any association to my purpose in this unit.

To finish with this session, we had a look at the quote by Ngugi Wa Thiongo from *Decolonising the Mind* (annex 5) and their task was, first, to locate the passive sentences from the text and then to turn them into active voice.

Session 6 – Development stage (27th April)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Pre-task 15'	Presentation of passive voice structure	T < >SS	Competence in linguistic communication Competence in social skills and citizenship	Listening Writing Reading Speaking	Interactive board Annex 6
Task 25'	Passive voice practice: from active into passive	T < >SS SS, SS	Competence in linguistic communication Competence in social skills and citizenship	Listening Writing Reading Speaking	Blackboard
Post-task 15'	Passive voice practice: from passive into active	T < >SS	Competence in linguistic communication Competence in social skills and citizenship	Listening Writing Reading Speaking	Interactive board Annex 5

3. 4. 7. Session 7: The Stolen Generation

This was again a split-group session. The teacher asked me to do some writing practice with them because it was one of the skills they had more problems with. She also told me that they loved stories and this information was helpful at the time of preparing this session.

I decided to tell them about The Stolen Generation from Australia. I tried to use simple vocabulary to make myself easily understood and focused on vocabulary when necessary. The students' task was to listen to the story I told them (annex 14) and later, with the help of a guideline and some pictures I projected for them (annex 15), they had to rewrite the story they had heard using their own words as far as possible. Some students, either because they did not pay much attention or because they had big difficulties, could barely produce one or two sentences, whereas others showed themselves actively engaged and produced admirable pieces of writing. I have included some of the best examples in annex 16.

This topic was chosen because it is again an episode in Australian history in which the British were involved but to which preoccupation is not given in secondary education. This episode shows a more negative side of the British and this contrasts with the image that is offered normally about them since emphasis is almost always given to the positive aspects of the culture. It was also chosen because it is once more an example of a country where the English language was imposed and whose culture was affected by the British control.

Session 7 – Development stage (29th April)

Stage and Timing	Activity	Interaction	Competences	Skills	Material
Pre-task 15'	Story-telling: The Stolen Generation	T < > SS	Competence in linguistic communication Competence in social skills and citizenship Cultural and artistic competence	Listening Writing	Interactive board Annex 15
Task 40'	Writing: The Stolen Generation	T < > SS S, S	Competence in linguistic communication Competence in social skills and citizenship Cultural and artistic competence Self-autonomy and personal initiative	Writing Reading	Interactive board Annex 15

3. 4. 8. Session 8: Passive voice quiz

This session was devoted to practise the passive voice structure. For that purpose, a quiz was prepared in a PowerPoint presentation format (annex 17). The students were divided into three different groups. In each turn they had to complete a sentence with the correct form of the verb, which could be in present or past passive. If they did it right, they got one point. The next step was to say whether that statement was true or false. For this reason, and because the aim of this session was to practice the passive voice, the statements offered were based on general historical facts this time. If the answer was correct, they got another point. Finally, if the sentence was false, they had the chance to provide the right answer, which resulted in the addition of two more points. This way, they revised this grammatical point in a dynamic and fun way, as they all were very engaged all the time and participated actively.

Session 8 – Development stage (30th April)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Task 55'	Game: Passive Voice Quiz	T < > SS SSSS, SSSS	Competence in linguistic communication Cultural and artistic competence	Reading Speaking Listening Writing	Interactive board Annex 17

3. 4. 9. Session 9: Irregular verbs revision

As throughout the unit the students had shown they had problems with irregular verbs, the split group session this week was thought to practice them. We played Pictionary using some cards with irregular verbs I prepared. They were divided into two different groups. Each turn, one student moved forward to the blackboard and got a card. They had 1,5 minutes to draw something that would allow the rest of students in their group to infer what verb he/she was referring to. Once somebody got the right answer, the person in the blackboard had to give the three forms of the verb, base, past simple and past participle, and write them on the blackboard. Finally, they had to create a sentence using one of the three forms of the verb. In the meantime, the rest of students had to copy on their notebooks the list of verbs. This was again an exercise that caught fully their attention since all wanted to participate and paid attention to their classmates because they all wanted to win.

Session 9 – Development stage (6th May)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Task 55'	Game: Pictionary irregular verbs	T < > SS SSSS, SSSS	Competence in linguistic communication	Reading Speaking Listening Writing	Interactive board Cards with irregular verbs

3. 4. 10. Session 10: Oral presentations

The next-to-last session was assigned to the oral presentations. Most of them prepared PowerPoint presentations, but one group used some online images and one video as supporting material. All the groups respected the timing, made use of proper linguistic expressions they had learnt in session four, and mixed the information I had given them from the book *Australia and New Zealand* and some new they searched on the Internet. The students with more difficulties read a bit too much from their notes, but overall they all did a great job. The only drawback was that only one group delivered their handout, which has been included in annex 18, while the others forgot about it.

In order to assess them, I used two different grids: one for individual performance (annex 19) and another for group work (annex 20). The different elements considered on the grids were the ones treated during the session devoted to the oral presentations preparation. Each section was given a value of the 5% of the final mark, which means that if they accomplished that function properly, they got 0,5 points out of ten; except from the sections “body language” and “fluency” which were given a value of 10%, because I regarded these features as being a bit more relevant at their level.

Session 10 – Synthesis stage (7th May)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Task 55'	Oral presentations on Australia and New Zealand	T < > SS SSSS, SSSS	Competence in linguistic communication Cultural and artistic competence Competence in social skills and citizenship Digital competence, processing information and use of ICT Self-autonomy and personal initiative	Reading Speaking Listening Writing	Interactive board Students' PowerPoints and Handouts

3. 4. 11 Session 11: Final exam

The last session was appointed for the final exam, a sample of which can be found in annex 21. The previous day, they were given a hand-out (annex 22) with the basic information treated in all the oral presentations. The idea was that they produced a hand-out per group and they shared it with their partners to make use of it in the final exam. Since they failed to do it, I prepared one for them. It included the main points of each presentation and the ideas I would like them to retain.

The first exercise comprised the three same comprehension questions they answered in session 2 (annex 8). This was thought to reward those students who paid attention in class and remembered to bring their notes that day, which they were allowed to use as I did not ask them to memorise all the information seen. In the second exercise the students had to complete two sentences using a verb in the passive form. The third exercise also involved some passive voice practice, but this time the difficulty increased as they had to rewrite a whole sentence. The most demanding exercise was the fourth since they had to write a composition about Australia or New Zealand. They had to choose one of these two countries and write what they had learnt about them. I gave them the opportunity to select the one they preferred in order to make it easier for them and to give advantage to those who had prepared more thoroughly their oral presentations

Finally, I included a question in which I requested their opinion on the unit. I asked them if they had found the topics interesting and why or why not. I decided to include this question in the exam and to give them a mark for it in order to make sure they would make an effort to give an appropriate response. Section 3. 6. is devoted to comment on these opinions.

Session 11 – Synthesis stage (8th May)					
Stage and Timing	Activity	Interaction	Competences	Skills	Material
Task 55'	Final exam	T < > SS S, S	Competence in linguistic communication Cultural and artistic competence Competence in social skills and citizenship Self-autonomy and personal initiative	Reading Listening Writing	Final exam (annex 21) Hand-out (annex 22)

3. 5. Observations on the students' response on the teaching unit

From what I observed, I could distinguish three groups of students. One group were deeply engaged and participated actively; another group was formed by students who paid attention in class but did not partake in the lesson if they were not expressively asked to, and the final group consisted of four or five students who sat at the back and showed little interest. My intention was at all moments to try to engage this last group and keep on asking for their collaboration.

The students answered willingly the questionnaire and did a great effort to try to complete all the questions. Some of them asked for translations continuously because sometimes they knew something they did not know how to express in English. This is why in the end I told them they could write some of the answers in Catalan or Spanish because, at that point, I considered more important the information they could share with me rather than if they were able to do it in English or not.

Regarding the outcome from the compositions they wrote about their perceptions of English, the results were as expected. The majority took the subject as something compulsory and only devoted time to study or practise it at school, but they also recognised the crucial role the language has nowadays and the necessity of learning it for future job opportunities.

What they enjoyed the most were the three games played: "I bet", the passive voice quiz and Pictionary. They showed a strong motivation and all participated willingly, even the students who presented less interest. They also had a very positive attitude with the rest of activities. Most of the times they listened to me actively and I always had volunteers when I needed their help, such as to write on the blackboard at the time of correcting the exercises. They also asked their doubts when they had to work alone and were in silence when I played all the videos to do the different activities. At no point did I have to stop explaining to ask them to be quiet.

As for the final exam, a large number of students answered correctly the question related to the passive voice, which shows they had consolidated this grammar point. Regarding the writing question, all chose to write about Australia or New Zealand depending on what country they had based their oral presentation on, which shows it was a useful exercise to get more familiar with these two countries. All in all, they all got good marks, except from two students who failed.

Therefore, to conclude with my observations, I could appreciate a strong degree of involvement by the vast majority of the students, which I deduce was due to the fact that the textbook was put aside, so every day they encountered new activities that had nothing to do with what they were used to; as well as to the fact that I was a new person for them and the topics I presented were completely new, so I offered them a perfect change to getting out of routine.

3. 6. Student's opinion on the teaching unit

The general overview of the students' opinion on the unit is remarkably positive, as it was expressed in the last question in the exam. The adjective that appears the most is "interesting" (9 students) followed by "funny" (5 students), both referring to the topics and the range of activities and games offered. Other adjectives mentioned are "important", "useful" and "entertaining". Two students claimed they needed to know more about these topics while another stated that this is "important information to remember. A lot of people don't know very well what happened". Four other students remarked that they had never seen these topics in class before so they had learnt a lot of new information. Nevertheless, two students showed a bit of disapproval. One of them asserted that "the fact that English is an international language doesn't mean we need to learn it. It's important to learn English, but I think we are giving it too much importance", which is a statement that could open a whole new debate. Another one said that she would change the topics of the oral presentations for others more interesting, but of course it was expected that not all of them would find these issues intriguing and engaging.

In terms of the activities done in class, the favourite ones were undoubtedly the games, which could be already appreciated throughout the unit thanks to the vivacious involvement of the majority of the students. One of them commented that “we learn the same with the book, but (the games) are funnier”. They also enjoyed the oral presentations, mainly because they helped them to understand better the topics.

3. 7. Discussion of the student’s response and opinions on the teaching unit

Some general conclusions can be extracted from the analysis on the performance, attitude and direct opinion offered by the participants. First of all, that they tend to abhor the use of the textbook in the classroom and that any activity that supposes the break of the routine habits is more engaging. Secondly, that they welcome and are grateful for the opportunity of learning through games. Thirdly, that the incorporation of these topics in the EFL lesson in secondary education is completely feasible if the teacher adapts the content and the materials according to the level of the students and their previous knowledge on the topics. Finally, that most students find these topics intriguing because they have not been treated before at school in any subject, and some of them even acknowledge the relevance and the necessity of acquiring this knowledge about the world we live in.

4. CONCLUSIONS

This master's dissertation has discussed the presence of cultural content in the EFL lesson in secondary education and has aimed to defend specifically the inclusion of content related to post-colonial English-speaking countries because of the strong link that exists between these territories and cultures with the English language. In order to achieve this inclusion, a number of activities, which should always be adapted according to the students' level and previous knowledge, were suggested. Another reason to take into consideration these settings and peoples is to follow the principles of critical pedagogy by moving certain characters to the centre and giving the students the chance to hear about their stories. By doing this, the teacher is also fighting against the predominance that both the UK and the USA have in the English lesson at the time of dealing with culture and which is usually provided by textbooks and other EFL materials that pay more attention to these settings mainly because of political and commercial reasons.

The teaching proposal was designed according to the students' level and the time available to work with them. Factors such as the assessment criteria established previously by the teacher for that academic year, a final exam and some grammatical content had to be respected and included in the teaching unit. The main topics chosen to deal with were the historical spread of English and two post-colonial English-speaking countries: Australia and New Zealand. The initial questionnaire revealed that the knowledge the students have about English-speaking countries is basically based on stereotypes and preconceived ideas. Even though there were a few exceptions, the vast majority of the students showed a great interest in the new information they were learning in class. Their positive attitude, together with the opinions they expressed at the end of the unit, show that these topics awake their attention and engagement because of the novelty they suppose. Moreover, the good results in the final exam prove that these topics can perfectly be tackled in secondary education.

Therefore, according to the new teaching trends that defend the presence of intercultural content, together with the fact that these specific countries are strongly related to English because of their history, and that

results prove that the students embrace this content assertively, the presence of post-colonial English-speaking countries and their cultures becomes justified, undeniably possible and utterly advantageous in terms of knowledge acquisition and implementation of positive values.

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6. ANNEXES

6.1. Annex 1 – Student's questionnaire

Name:

Age:

Gender:

Place of birth:

Nationality:

Please, answer these questions HONESTLY. This questionnaire won't affect your final mark.

1. What do you know about these countries? Write any idea that comes to mind.

a) Australia

b) India

c) United Kingdom

d) New Zealand

e) South Africa

f) USA

g) Canada

h) Pakistan

2. In how many countries is English an official language today? Can you name them?

3. English is an international language. What does it mean?

4. Locate the countries from question 1 in this map.



5. What do you know about...

a) Nelson Mandela

b) All Blacks

c) Cathy Freeman

d) Mohandas Gandhi

e) James Cook

f) David Beckham

6.2. Annex 2 – Examples of completed questionnaires

Name: _____ Date of birth: 11/10/1999 Gender: F

Place of birth: Manacor, Mallorca Nationality: Spanish

Please, answer these questions HONESTLY. This questionnaire won't affect your final mark.

1. What do you know about these countries? Write any idea that comes to mind.

a) Australia

It's the biggest island in the world. 'Aborigens' lived in there but colons killed them all. For a time it used to be a prison. There are lots of exotic, 'autocton' and dangerous animals.

b) India

A country with a different society from occident. Lots of traditions and history. It was an english colony. There are a lot of poor people and desiquality. Cows are holy.

c) United Kingdom

It's the group of England, Ireland and north Scotland. Its flag is the Union Jack. It hasn't got good gastronomy. The weather isn't good: rain, fog and humid air.

d) New Zealand

A group of volcanic islands. Lots of sismic activity. A very isolated country.

e) South Africa

A very developed country in Africa. It has three capitals. Nelson Mandela was it's president.

f) USA

★ The first 'potencia mundial'. Guns are legal. It claim to be the most free country.

g) Canada

Lots of bears and very cold. Democracy country.

h) Pakistan

It maily has muslim population. Now it's very restricted but it used to be a freedom country.

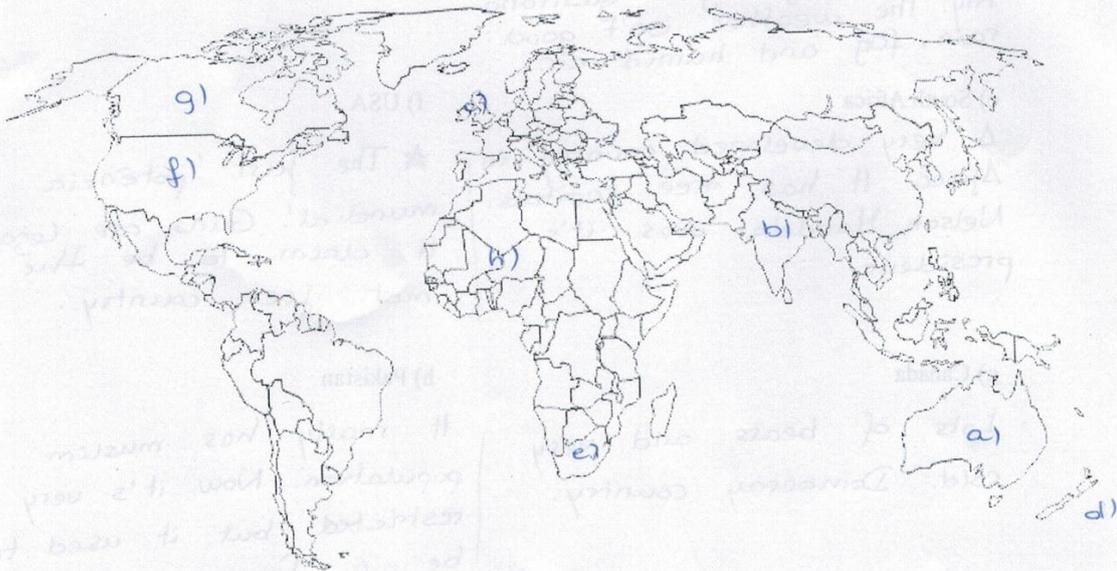
2. In how many countries is English an official language today? Name as many as you know.

United Kingdom
USA
Canada
South Africa
New Zealand
Angola
Australia

3. English is an international language. What does it mean?

It's the most extended language. Chinese has more ~~sq~~ people who speak it but English speakers are all over the world.

4. Locate the countries from question 1 in this map.



5. What do you know about...

a) Nelson Mandela

★ The most famous South African. He ended the 'apartheid' after he went out of jail. He got the Peace Nobel Prize.

b) All Blacks

c) Cathy Freeman

d) Mohandas Gandhi

△ An Indian peace fighter. He made 'huelga de hambre'. He accomplish his goals. He maintained a friendship with Hitler and wrote letters to him.

e) James Cook

f) David Beckham

△ football player and model.

Name: [redacted] Date of birth: 14/05/99 Gender: Female.

Place of birth: Lloseta Nationality: Spanish.

Please, answer these questions HONESTLY. This questionnaire won't affect your final mark.

1. What do you know about these countries? Write any idea that comes to mind.

a) Australia
Cangarus and koalas.

b) India
Here the people can't kill cow.

c) United Kingdom
The name ^{of the} flag is Union Jack.

d) New Zealand

e) South Africa
Leons.

f) USA
Lot of places.

g) Canada
There is very add

h) Pakistan
Here are always in a war.

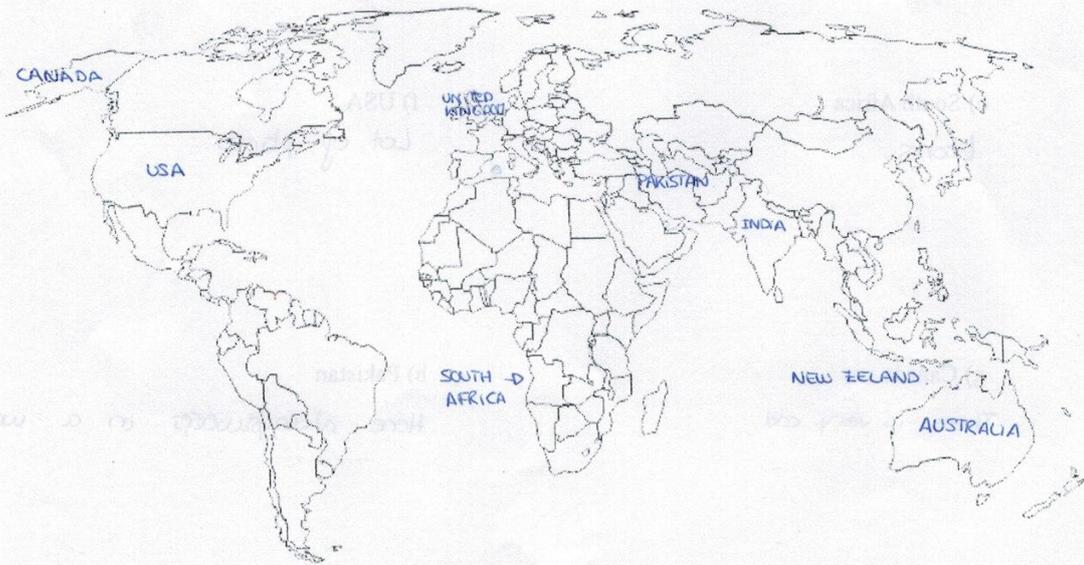
2. In how many countries is English an official language today? Name as many as you know.

Canada, USA, Australia, Nigeria, New Zealand, United Kingdom, Norway ...

3. English is an international language. What does it mean?

It means the English is a language that you can speak in a lot of places.

4. Locate the countries from question 1 in this map.



5. What do you know about...

a) Nelson Mandela

He was 27 years in
the prison.

b) All Blacks

c) Cathy Freeman

I think is the daughter
of Morgan Freeman.

d) Mohandas Gandhi

Is an indu.

e) James Cook

Is an actor.

f) David Beckham

Is a football player.

6.3. Annex 3 – Transcript video “Introducing the topic: what does English feel like?”

Available online at: <https://www.futurelearn.com/courses/explore-english-language-culture/steps/15095>

NICOLE: Hi. My name’s Nicole and I’ll be working with you on this course. Now, people often say that English is a world language and it’s true that English is spoken– and studied – all over the world. This week, we’ll look at some of the reasons why English is a world language. By the end of the week, you’ll be able to talk and write more fluently about why – and how - you’re learning English, and what English means to you.

We know that people learn English for many different reasons – to help them communicate at work, to help them study courses in English or perhaps just for fun. We also know that learning English is not always easy - it can be hard work. We asked three people who’ve learnt English how they feel about speaking English. Let’s have a look at what they said:

Fernando from Brazil said “in English I see myself as a stronger and more confident man. I can hear changes in my voice. It gets deeper and more ‘serious’. I think of myself as an older person when I speak English”.

And this is what Anne-Lise from Denmark said “English is a much richer, more subtle and more beautiful language than my mother tongue. Speaking it makes me feel I’m the person I was always meant to be”.

And finally, Mahwish from Pakistan said “speaking English helps me to understand British culture and at the same time gives me a better understanding of my own culture from other people’s perspective”.

We’ve heard some interesting ideas and opinions there. Speaking English can make people feel like a ‘different, older person’ or, as Anna said, ‘Speaking English makes me feel like the person I was meant to be’ – those are quite strong feelings.

But how about you? Did you agree with any of our learners? Or perhaps you completely disagreed. I'd like you now to think about how you feel about English.

6.4. Annex 4 – Guideline for essay “My perception of English”

- 1) Why do you learn English?
- 2) How do you learn English?
- 3) Do you learn and/or use the language outside school?
- 4) Do you think English is important in your life? Why/why not?
- 5) What would you like to become in the future? Will you need to use English?
- 6) How do you feel about English?
- 7) What are your strengths/weaknesses?
- 8) What would you like to improve/be able to do with the language?

6.5. Annex 5 – Ngugi Wa Thiongo – *Decolonising the Mind*

Extracted from: Wa Thiongo, Ngugi. 1994 (1986). *Decolonising the Mind*. Nairobi: East African Educational Publishers Ltd.

And then I went to school and this harmony was broken. The language of my education was no longer the language of my culture. Many schools were controlled by the colonial regime and were placed under District Education Boards directed by Englishmen. English became the language of my formal education. In Kenya, English became more than a language: it was the language, and all the others had to bow before it in deference.

One of the most humiliating experiences was to be caught speaking Gikuyu around the school (1994, 11).

6.6. Annex 6 – Video “The historical spread of English”

Available online at: <https://www.youtube.com/watch?v=kg8jS-AMyMo>

DR. MARIKO KITAZAWA: Hello. My name is Mariko Kitazawa and I'm a founding member of the Centre for Global Englishes at the University of Southampton. In this video, I'm going to talk about the historical spread of English and some issues in relation to this phenomenon.

Today English is used as a world common language. And this status of English is primarily the result of two main factors. The first is the expansion of British Empire between the 17th and 19th century. The second is the emergence of the United States of America as the World economic power in the 20th century.

Let's look at the first factor, which is the expansion of the British Empire. This consists of two main phases. The first phase started from the 17th century when large scale of migrations of English speakers from England, Scotland, Ireland to North America, Australia, and New Zealand took place. And the English dialects, which travelled with these migrants gradually developed into the mother tongue varieties of English, such as American English, and Australian English with differences in, for example, vocabulary, pronunciation, and grammar.

The second phase took place during the 18th and 19th centuries when Britain expanded its colonies in Africa and Asia. This colonisation led to the development of many second language varieties of English, or what is often called New Englishes, such as Indian English and Singaporean English.

These two phases of the expansion of the British Empire built a foundation for the further spread of English, which was propelled by the emergence of the United States of America as the world political and economic power.

6.7. Annex 7 - Listening exercise “The historical spread of English”

Available online at: <https://www.youtube.com/watch?v=kg8jS-AMyMo>

Listening exercise

Complete the text while you are listening.

The historical spread of English

DR. MARIKO KITAZAWA: Hello. My name is Mariko Kitazawa and I'm a founding member of the Centre for Global Englishes at the University of Southampton. In this video, I'm going to talk about the historical spread of English and some issues in relation to this phenomenon.

Today English **is used** as a _____ common language and this status of English is primarily the result of two main factors. The first is the expansion of _____ between the _____ and _____ century. The second is the emergence of the United States of America as the World _____ in the 20th century.

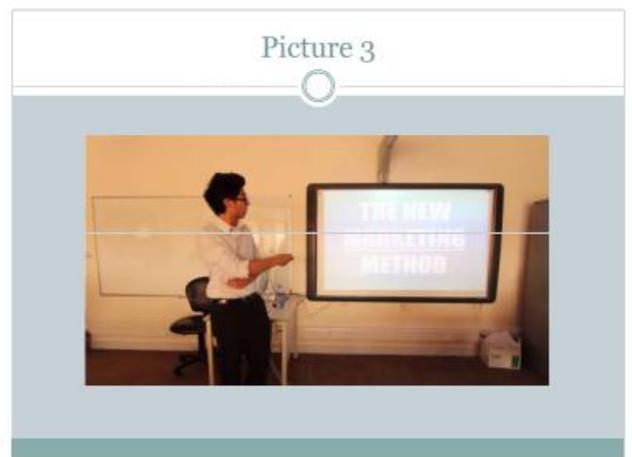
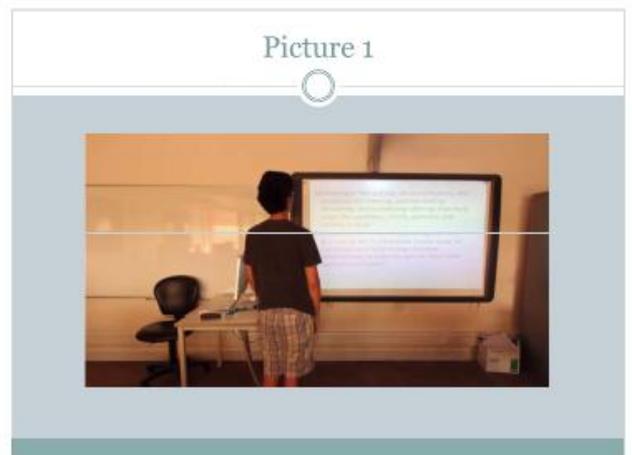
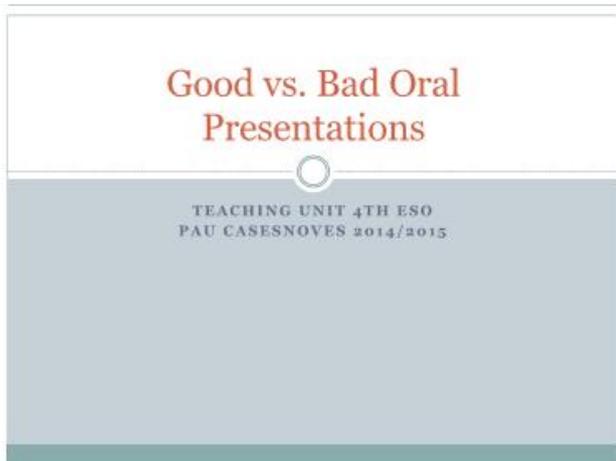
Let's look at the first factor, which is the expansion of the _____. This consists of two main phases. The first phase started from the 17th century when large scale of _____ of English speakers from England, Scotland, Ireland to North America, Australia, and the New Zealand took place. And the English dialects, which travelled with these migrants gradually developed into the mother tongue _____ of English, such as American English, and Australian English with differences in, for example, vocabulary, _____, and grammar.

The second phase took place during the 18th and 19th centuries when Britain expanded its _____ in Africa and Asia. This colonisation led to the development of many second language varieties of English, or what is often called _____, such as Indian English and Singaporean English.

These two phases of the expansion of the _____ built a foundation for the further spread of English, which **was propelled by** the emergence of the United States of America as the world _____ and _____ power.

6.9. Annex 9 – PowerPoint Good vs bad oral presentations

Adapted from: <https://www.youtube.com/watch?v=S5c1susCPAE>



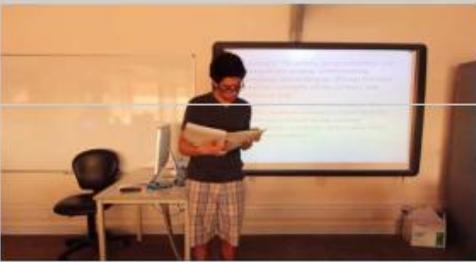
Picture 4



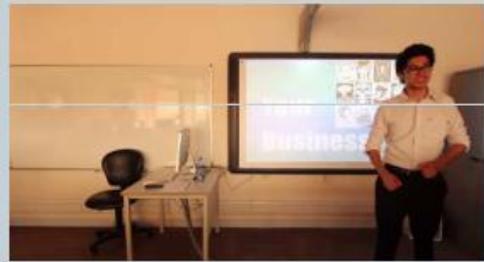
Picture 5



Picture 6



Picture 7



6.10. Annex 10 – Worksheet Good vs Bad oral presentations

Exercise: preparation for oral presentations

Classify these statements according to whether they belong to good or bad oral presentations and write the number of the picture they refer to.

<p>Keep eye contact with your audience</p> <p>Fold your arms</p> <p>Use clear text and diagrams for slides</p> <p>Stand with your back to the audience</p> <p>Read directly from your notes</p>	<p>Read from the screen</p> <p>Keep good body language</p> <p>Present a paragraph. Do not keep slides short and clear</p> <p>Have good energy and smile to your audience</p> <p>Give hand-outs to your audience</p>
Good oral presentations	Bad oral presentations
1. (Picture ___)	1. (Picture ___)
2. (Picture ___)	2. (Picture ___)
3. (Picture ___)	3. (Picture ___)
4. (Picture ___)	4. (Picture ___)
5. (Picture ___)	5. (Picture ___)

6.11. Annex 11 - Life After Death by PowerPoint 2012 by Don McMillan

Available online at: <https://www.youtube.com/watch?v=MjcO2ExtHso>

www.technicallyfunny.com

Most Common PowerPoint Mistakes

1) People tend to put every word they are going to say on their PowerPoint slides. Although this eliminates the need to memorize your talk, ultimately this makes your slides crowded, wordy, and boring. You will lose your audience's attention before you even reach the bottom of your...

0:13 / 3:59

www.technicallyfunny.com

Most Common PowerPoint Mistakes

2) Many people do not run spell check before their presentation – **BIG MISTAK!!!** Nothing makes you look stupider than spelling errors.

0:39 / 3:59

www.technicallyfunny.com

Most Common PowerPoint Mistakes

- Avoid
- Excessive
- Bullet-Pointing.
- Only
- Bullet
- Key
- Points.
- Too
- Many
- Bullet-Points
- And
- Your
- Key
- Messages
- Will
- NOT
- Stand
- Out.
- In fact,
- The
- Term
- "Bullet-Point"
- Comes
- From
- People
- Firing
- Guns At
- Annoying
- Presenters.

1:10 / 3:59

www.technicallyfunny.com

Bad Color Schemes

Clashing background and font colors can lead to:

- Distraction
- Confusion
- Headaches
- Nausea
- Vomiting

1:31 / 3:59

www.technicallyfunny.com

Effectiveness Vs. Data

Number of Data Options	Bars	Shading	3D	Lines	Averaging	Derivatives
1	531	200	200	200	15	20
2	455	270	310	12.8	10	17
3	370	300	290	12.9	6	10
4	300	400	270	15.8	18	5
5	220	473	330	13.6	15	19
6	190	513	300	14.6	6	10
7	100	410	290	14	22	18

2:19 / 3:59

www.technicallyfunny.com

FONT Analysis

Courier New
Organized & Structured

MATISSE
ARTISTIC

Times New Roman
Lazy, Apathetic, Unimaginative
(Always uses the default)

3:51 / 3:59

6.12. Annex 12 – Useful language for oral presentations

Exercise: preparation oral presentations

These expressions are useful for your presentations. Classify them according to whether they should appear in the introduction, in the main body or in the conclusion.

Good morning Ladies and Gentlemen	In conclusion	The topic of our presentation is
Firstly	Now let's move on	We have divided our presentation into two/three/four parts
To sum up	Finally	I'm happy to answer any question you have
Let's begin with	Here we can see	

Introduction
Main body
Conclusion

6.13. Annex 13 – Example of book chapter for oral presentation

Extracted from *Australia and New Zealand* (2008) by Christine Lindop

12

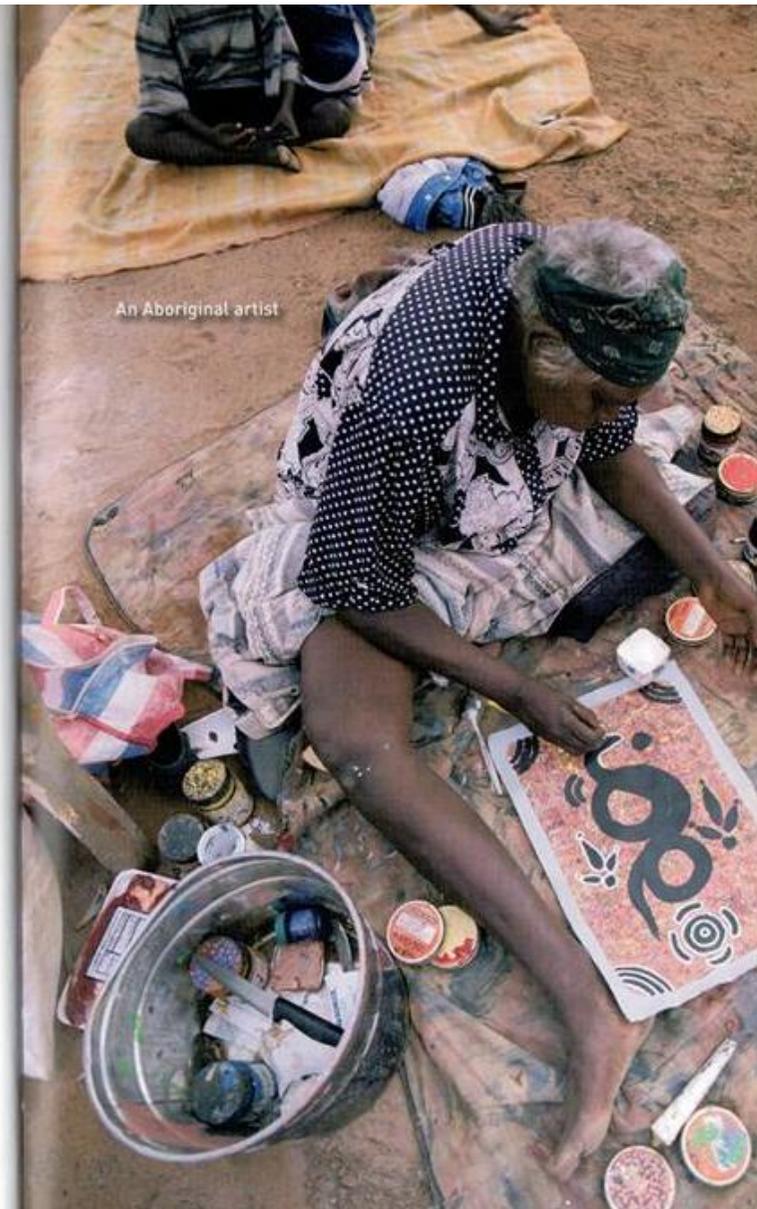
4 The Aborigines

When British people came to Australia in 1788, they gave the name 'Aborigine' to the people they found there. The 300,000 Aborigines who lived in Australia at that time belonged to more than 300 different groups and each group had its own land and language. They travelled to different parts of their land during the year to find food and water; they ate plants and fruits and caught animals and fish. They did not own many things, and their only buildings were houses made from branches and leaves. This way of life did not damage or destroy the land where they lived.

At special times Aborigines came together in big groups. They painted their bodies and sang, danced, and made music. They believed that a long time ago the world was made by animals, plants, and humans together. This time was called 'Dreamtime', and there are many songs, stories, and pictures about it.

After 1788 their way of life suddenly began to change. The new Australians thought that because the Aborigines moved from place to place, the land was not important to them, so they took a lot of Aboriginal land and water. In fact, the land was at the centre of Aboriginal life. Thousands of Aborigines died in fights with the British or from the diseases that they brought to Australia. What happened in Tasmania is a terrible example. In 1804 there were between 4,000 and 6,000 Aborigines there. In 1831 there were 190. By 1876 there were none.

Between 1900 and 1930 special places were made where



An Aboriginal artist

the Aborigines had to live, far away from other Australians. There were now between 50,000 and 90,000 Aborigines living in Australia, and life was very difficult for them. They could not own land, they could not get jobs very easily, and their children could not go to school with white children. Nobody counted the Aborigines in the Australian population. Some people thought that there was no hope for the Aboriginal people, and many of their languages disappeared.

In fact, after about 1940 the number of Aborigines began to grow again, and now there are about 460,000 in Australia (about 2.4 per cent of the population). In some ways life is better; for example, some of the land that the British took now belongs to the Aborigines again. By 2002, the Aborigines owned 14 per cent of Australian land.

But for lots of Aborigines life is still difficult. Most now live in cities and towns, away from the land; the state with the largest number of Aborigines, for example, is not an outback state like Northern Territory or Western Australia, it is New South Wales. Although some have been successful, many feel that they belong neither to Aboriginal Australia nor to white Australia. Aborigines have more health problems and shorter lives (about seventeen years shorter) than white Australians. They leave school earlier, and it is harder for them to get jobs. Many of them find their way to prison – about 20 per cent of the people in Australian prisons are Aborigines – and they often have serious problems with alcohol.

In recent years people have begun to talk about another part of Australia's history. Between about 1900 and 1969, many children – perhaps as many as 100,000 – were taken away from their parents. Usually they were children with an Aboriginal mother and a white father. They went to live in



Aboriginal children

schools or with new parents, away from their homes and their own way of life. Many of them never saw their families again, and some did not even know that they were part Aboriginal.

In the late 1980s people began to talk about this. In 1998 the first National Sorry Day was held in Australia, to say sorry to the children who were taken away. Not all Australians agree about what happened, but they do now know about this dark time in Australia's past. The film *Rabbit-Proof Fence* (2002) made a lot of Australians think about the problems of Aborigines in the past and in the present. You can read this story in *Rabbit-Proof Fence* (Oxford Bookworms Stage 3).

At last now in some cities Aborigines are helping each other to learn about the Aboriginal way of life; young people are taken to the country, where older Aborigines teach them the songs, dances, and way of living of the Aborigines of the past. And perhaps more white Australians are beginning to realize that they can learn a lot about their country from the Aborigines.

6.14. Annex 14 – The Stolen Generation adapted story

What have you learnt about Australia so far? Do you know what The Stolen Generation is?

Before the British arrived, there were some people already living in Australia. These people are called “Aborigines”, which is a word derived from Latin and means “the original inhabitants”. They had emigrated from Asia 30 000 years ago, so their culture was one of the oldest and richest in the world.

In 1788 Captain Cook arrived there and he thought he was the founder of the land of Australia. The British invaded some of its territory and thought the land now belonged to them. Some Aborigines had to leave their land because the British obliged them to do so.

There was a big contrast between the two cultures. However, the British thought their culture, their religion and their language were better. One of the consequences was that between 1910 and 1970, 100 000 children were forcibly taken from their Aboriginal parents. These children are known as The Stolen Generation.

The Government said it was “for their own good”. They wanted to give them a European education. But it had bad consequences for them: they could not have contact with their families and friends, they were starved, they were abused, some girls were sexually assaulted, and they lost their culture and their identity because they had to behave as if they were European.

6.15. Annex 15 – Guideline with pictures for The Stolen Generation writing practise

The Stolen Generation

“Aborigines”: “the original inhabitants”

From Asia 30 000 years ago: old and rich culture

1788 Captain Cook’s arrival

Contrast between cultures

1910 -1970: children taken away

Consequences: lost culture and identity, no contact families/friends, physical and emotional abuse, etc.



6.16. Annex 16 – Examples of The Stolen Generation writings by the students

The stolen generation.
In Australia lived a lot of people that came ^{Subject} ^{Sj + Vb} from Asia of Africa. 30.000 years ago, that means that their culture was old and rich. In 1788 the Captain Cook arrived ⁱⁿ to Australia and colonized the land. They called "Aborigines" to the people who lived there. There was a big contrast between the British culture and the culture of the Aborigines. The British people thought that ^{their} (the British) culture was better, and ^{from} since 1910 to 1970 they ^{took} taken ^{away} the Aboriginal children using the phrase "for their own good" as an excuse. The consequences were terrible for ^{those} that children, as they lost their identity and were abused. I think that ^{subject} (is terrible) all that the aboriginal people had to live. I ^{would} would suffer if that pass now. I hope that it don't ^{doesn't} happen anymore. ^{happened}

Very good!!

- ① Aborigine → noun
aboriginal → adjective

You can say "the Aborigines" or "the aboriginal people"

In Australia there was a very old culture but the British people didn't think so. In 1788 Captain Cook arrived in Australia and he said "now this island is for the British people." There was a very big contrast between ^{both} cultures because the British people said their language was better than ^{theirs} (their language). ^{Between and} In 1910-1970 ~~the~~ Captain Cook and their men took away children and imposed ^{the British} (the British) culture. The consequences were ^{their} lost ^{their} culture, identity, ... I think this was terrible because the Australian people lost their culture.

→ that the Aborigines

Very good!

THE STOLEN GENERATION.

(Australia's past)

① In 1788, Captain James Cook, when arrived ⁱⁿ to Australia, ^{and} he appeared the original inhabitant, the Aborigines. This race ^{came} from Asia 30.000 years ago: ^{an} older and richer culture than the Occidental or European civilization. When the Captain Arrived, he started the loss of this culture and identity, no contact families or friend, and physical and emotional abuse... from the racist English Empire.

My opinion about this is that British Empire should be killed the Aboriginean people. ??

① What do you mean when you say that "he appeared"?

loss = pérdida

6.17. Annex 17 – Fragment of Power Point presentation Passive Quiz

Adapted from: <http://www.teach-this.com/images/resources/past-passive-quiz.pdf> and <http://www.teach-this.com/images/resources/present-passive-quiz.pdf>



- 1. Complete the sentence with the correct form of the verb (present or past passive).
 - (1 point)
- 2. Say whether the statement is true or false.
 - (1 point)
- 3. Try to give real answer
 - (2 points)

Statement 1

- 10 million bottles of Coca Cola _____ (drink) every day.

Statement 2

- No babies _____ (born) in the Vatican City.

Answer 1

- FALSE: 110 million

Answer 2

- TRUE

Statement 3

- The Eiffel Tower _____
(build) in 1750.

Answer 3

- FALSE: In 1889

Statement 4

- Basketball _____ first
_____ (play) in Africa.

Answer 4

- FALSE: In America.

Statement 5

- In the world, 11,000 babies
_____ (born) every hour.

Answer 5

- TRUE

Statement 6

- The first Levi Jeans _____ (wear) by cowboys.

Answer 6

- FALSE: Miners

Statement 7

- The first coins _____ (use) in 600 BC.

Answer 7

- TRUE

Statement 8

- 85% of Greenland _____ (cover) by ice.

Answer 8

- TRUE

THE ABORIGINES

{Aida, Aina, Aníbal, Belén & Vicent}

1. Who are the aborigines?

- 1788→ the British came to Australia.
- 300.000 Aborigines from 300 different groups.

2. Their life before the Colonization

- Traditions: travelling around its own land, they did not own many things, houses were made of branches & leaves.
- Their artwork: dances, paintings & stories.

3. The Colonization & their life after that

- Colonization in 1788. They took their land & water.
- Lots of Aborigines died due to diseases & fights.
- 1900-1930→ special places were made for them. They could not own land, or own jobs or go to school with white children.
- 1940→ the number of Aborigines began to grow.

4. Last past years until last now

- Difficult life: health issues, jail, alcohol addiction, poverty, few jobs...
- 1900-1969→ 100.000 children were taken away.
- Aborigines help eachother to preserve their culture.

6.19. Annex 19 – Oral presentation individual assessment grid

NAME:	
Time:	
PERFORMANCE	
Body language 10%	
Eye contact 5%	
Read from notes 5%	
Read from screen 5%	
Good energy and smile 5%	
LANGUAGE	
Use of structures seen in class 5%	
Vocabulary 5%	
Grammar 5%	
Fluency 10%	

6.20. Annex 20 – Oral presentation group assessment grid

GROUP:	
PRESENTATION	
Information (provided) 5%	
Information (extra) 5%	
Structure 5%	
Time 5%	
POWER POINT	
Clear text and diagrams in slides 5%	
Pictures 5%	
Videos 5%	
Font & colors 5%	
OTHER	
Hand-out 5%	

6.21. Annex 21- Final exam

English Exam

E4A IES Pau Casesnoves

Name:

Date:

1. **Short questions.** Answer briefly these questions (1'5 points).

1.1. What two factors established English as a world common language?

1. 2. What territories were occupied during the first phase of expansion of the British Empire? And during the second?

1. 3. What are New Englishes?

2. **Passive voice I.** Complete the sentences with a verb in the passive form (1 point).

2. 1. Convicts _____ (take) to Australia in the 18th century.

2. 2. Maori _____ (speak) as an official language in New Zealand today.

3. **Passive voice II.** Rewrite these sentences using the passive voice. (2,5 points)

3. 1. Many British migrants started a new life in New Zealand.

3. 2. A lot of people visit Australia today.

3. 3. They filmed *The Lord of the Rings* in New Zealand.

3. 4. The All Blacks do a Maori dance before a game of rugby.

3. 5. The South Africa rugby team wanted only white players.

4. **Writing.** What do you know about Australia/New Zealand? (4 points).

- Write only about **one country**
- Develop your ideas **in paragraphs**. Use a coherent structure
- **Do not copy** from the handout. It is only a guide.
- 120 – 150 words

5. **Opinion.** What is your opinion on what you have learnt in this unit? Do you find these topics interesting? Why / why not? Which activities did you like? Why? What would you change? (1 point).

6.22. Annex 22 – Hand-out for final exam

Adapted from: Lindop, Christine. . 2008. *Australia and New Zealand*. Oxford: Oxford University Press

Australia and New Zealand

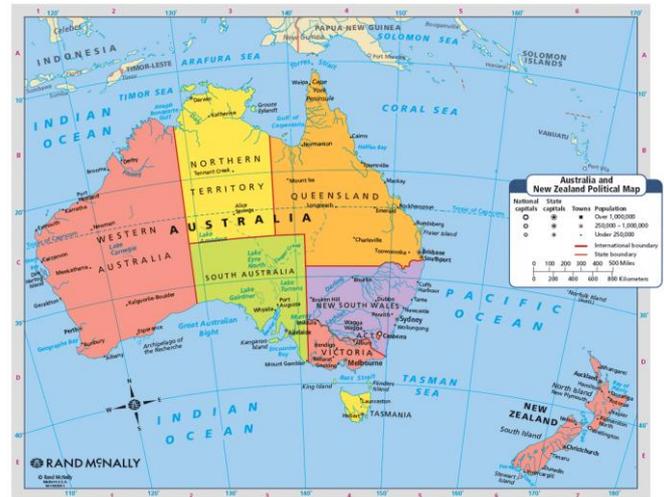
E4A IES Pau Casesnoves

Australia's past

- The first people in Australia were the Aborigines. They arrived in Australia from Asia more than 40,000 years ago.
- In 1770 the British explorer Captain James Cook arrived in Australia. He said that Australia belonged to the British.
- At first, British convicts were taken to Australia. They worked very hard there: they made roads, buildings and farms.
- Later, people from Britain went to Australia to start a new life.

The Aborigines

- “Aborigine” is the name that the British gave to the people they found living in Australia.
- There were 300 groups of Aborigines with their own land and language.
- The British took a lot of Aboriginal land. Land was very important for them. They felt connected to it and it offered them plants, fruits and animals to eat.
- Thousands of Aborigines died in fights with the British or because of diseases that they brought to Australia.



- Life was very difficult for Aborigines because of the contrast between cultures. The British thought their culture and way of life was better.
- Today their life is difficult: they have health problems, shorter lives, are often in prison, etc.
- Between 1900 and 1970 some Aboriginal children were taken away from their families and were educated in a European way.

New Zealand's past

- The first people that lived in New Zealand are called Maori. They came from islands in the Pacific Ocean.
- They called their country "Aotearoa". It means "the land of the long white cloud".
- In 1840 the Treaty of Waitangi was signed between the British and Maori. The Queen of England was now queen of New Zealand too.
- As in Australia, British people came to New Zealand to start a new life.



Maori

- Like the Aborigines, land was very important for them.
- Maori and British people fought for the land. Many Maori died.
- Many Maori moved to the cities that the British built and started to live like them. As a consequence, his way of life started to die.
- In the 1960s and 1970s young Maori started to learn the Maori language and to learn more about their culture.
- Many New Zealanders did not want that the South Africa rugby team played in their country because they only wanted white players.
- Today, people think that Maori are an important part of New Zealand.

- Maori is today an official language.
- However, Maori still have some problems: it is difficult for them to finish school or get good jobs, for example.

Free time and sport

- Australia has had the Olympic games twice.
- Australian rules football is the most popular kind of football in Australia.
- In New Zealand the most popular kind of football is rugby. The New Zealand team is called All Blacks. Before a game of rugby, the All Blacks do a haka, a Maori dance that makes them feel strong and tries to frighten the other team.



6.23. Annex 23 – Examples of answered exams

English Exam E4A IES

Name: _____

Date: 2/5/15

1. **Short questions.** Answer briefly these questions (1'5 points).

1.1. What two factors established English as a world common language?

The two main factors were the expansion of the British Empire and the emergence of USA as a World Economic Power.

1. 2. What territories were occupied during the first phase of expansion of the British Empire? And during the second?

During the first phase North America, Australia and New Zealand were colonized.
And during the second one, parts of Africa and Asia were colonized.

1. 3. What are New Englishes?

New Englishes are the development of many second language varieties of English.

2. **Passive voice I.** Complete the sentences with a verb in the passive form (1 point).

2.1. Convicts were taken (take) to Australia in the 18th century. ✓

2. 2. Maori is spoken (speak) as an official language in New Zealand today. ✓

1

3. **Passive voice II.** Rewrite these sentences using the passive voice. (2'5 points).

2. 1. Many British migrants started a new life in New Zealand.

A new life was started by many British migrants in New Zealand.

2. 2. A lot of people visit Australia today.

Australia is visited by a lot of people today.

2. 3. They filmed *The Lord of the Rings* in New Zealand.

The Lord of the Rings was filmed in New Zealand.

2. 4. The All Blacks do a Maori dance before a game of rugby.

A Maori dance is done by the All Blacks before a game of rugby.

2. 5. The South Africa rugby team wanted only white players.

Only white players were wanted by the South Africa rugby team.

3. **Writing.** What do you know about Australia/New Zealand? (4 points).

- Write only about **one country**
- Develop your ideas **in paragraphs**. Use a coherent structure: introduction, body and conclusion.
- **Do not copy** from the handout. It is only a guide.
- 120 – 150 words

AUSTRALIA

Australia was first populated by Asian people who arrived more than 40,000 years ago. The British gave that people the name of Aborigines. But hundreds of years before all that happened they lived on their own. Northern Sydney, Central Australia and other zones were occupied by different Aboriginal clans. There were over 300 different groups with their own language.

The indigens were self-sufficient and harmonious with nature. They fished and hunted and harvested from bushes. They didn't had to travel far and had to work very few hours per day, with that much leisure time available they developed a rich and complex ritual life: language variety, music and dances, and a spirituality with nature that the Aranda people (from Central Australia) created their own mythology from it. They also had very rich artwork material.

But in 1770 the British explorer James Cook arrived to Australia, and since then, lots of things changed in Aboriginal lives. The clans proclaimed that Australia belonged to the British and they took their land and a slow extermination started. While British convicts were being taken to Australia to make roads, buildings and farms, thousands of indigens were dying due to diseases from the Europeans, fights with the British or from starvation or lack of water.

Later, between 1900 and 1930, while people from Britain had started a new life there, special places were made for Aborigines to live in. Life was very difficult for them due to the contrast between cultures had created: health issues, shorter lives, criminal lives, alcohol addiction, problems to find jobs...

Also, between 1900 and 1970 hundreds of Aboriginal children were taken away from their families.

4. **Opinion.** What is your opinion on what you have learnt in this unit? Do you find these topics interesting? Why / why not? Which activities did you like? Why? What would you change? (1 point).

I really liked Cristina's classes. I've never studied this kind of information. It's been fun and different, I've learned a lot.

2. 2. Maori _____ (speak) as an official language in New Zealand today.

YOU RULE!

English Exam

E4A IES

Name:

Date: 08/05/15

1. Short questions. Answer briefly these questions (1'5 points).

1.1. What two factors established English as a world common language?

The british empire, and the emergence of the United States.

1. 2. What territories were occupied during the first phase of expansion of the British Empire? And during the second?

* From England, Scotland, Ireland of North America, Australia, and the New Zealand.

And the second phase took place in Africa and Asia.

1. 3. What are New Englishes?

* The development of many second language varieties of English.

2. Passive voice I. Complete the sentences with a verb in the passive form (1 point).

2.1. Convicts were taken (take) to Australia in the 18th century.

2. 2. Maori is spoken (speak) as an official language in New Zealand today.

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3. **Passive voice II.** Rewrite these sentences using the passive voice. (2'5 points).

2. 1. Many British migrants started a new life in New Zealand.

In New Zealand many British migrants started a new life.

2. 2. A lot of people visit Australia today.

Australia today is visited by a lot of people.

2. 3. They filmed *The Lord of the Rings* in New Zealand.

The Lord of the Rings was filmed in New Zealand.

2. 4. The All Blacks do a Maori dance before a game of rugby.

Before a game of rugby

2. 5. The South Africa rugby team wanted only white players.

Only white players were wanted in the South Africa rugby team.

3. **Writing.** What do you know about Australia/New Zealand? (4 points).

- Write only about **one country**
- Develop your ideas **in paragraphs**. Use a coherent structure: introduction, body and conclusion.
- **Do not copy** from the handout. It is only a guide.
- 120 – 150 words

New Zealand
The name of the country (New Zealand)

NEW Zealand

• Introduction:

- First tribe

- Origin of the name

= Arrival of the British

- Advancement,

- New Zealand Today

The first tribe that came to New Zealand, were the Māori. They travelled from ~~the~~ ^{islands} in the Pacific Ocean.

~~They first~~ ^{Lived in} ~~islands~~

In 1642 Abel Tasman who was a Dutch sailor, gave ~~the~~ it its name, from Zeeland ("Sea land"), which was a part of the Netherlands.

In 1863 ^{thousands of} ~~the first~~ British came to New Zealand in 1871, the population was 250,000; then ten years later it was 500,000.

New Zealand was the first country where women started to vote.

~~Now~~ ^{now} a days New Zealand ~~is~~ ^{the} ~~Maori~~ ^{Maori} ~~is~~ ^{abolished} still have some problems with the white culture,

but Maori is today an official language, and young Maori starts learning it.

4. **Opinion.** What is your opinion on what you have learnt in this unit? Do you find these topics interesting? Why / why not? Which activities did you like? Why? What would you change? (1 point).

My opinions on what we learnt ~~are~~ ^{are}: the topics weren't too interesting, & the fact that English is ~~the~~ ^{most} an international language does mean we need to learn it, it's important to learn English, but I think we are giving it too much importance.

The topic about New Zealand and Austria were interesting.

I liked the presentation we did of this countries (New Zealand, Australia).

2.1 Many British migrants started a new life in New Zealand
2.2 A lot of people visit Australia today
2.3 They liked the Lord of the Rings in New Zealand
2.4 The All Blacks is a Māori dance before a game of rugby
2.5 The Springbok rugby team only white players
3. Writing what you do for a living? (4 points)
4. Opinion. What is your opinion on what you have learned in this unit? Do you find these topics interesting? Why? Why not? Which activities did you like? Why? What would you change? (4 points)
120 - 150 words