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The Importance of Introducing Culture to the Teaching of its Language: A Teaching Proposal in ELT

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Abstract

Thousands are the people that nowadays decide to choose the English language as their means of communication with people from different nationalities. It is certain that English has already become the new lingua franca (ELF) due to its global use in many foreign countries. In addition, English is also referred to as the international language used for governmental affairs as well as for business, media and, very importantly, education. Therefore, its teaching is crucial to educate students who will have to coexist in this globalised and multicultural world with people from other cultures and different nationalities. Hence, due to the advent of globalisation, the contact with other cultures is stronger than ever and I believe that language teachers should take advantage of this situation and promote tolerance and respect throughout their lessons. It is the aim of this paper to support a teaching methodology which includes both the teaching of a language, more precisely, the English language, and its culture simultaneously in order to instruct students not only the language by itself but also the richness of its culture in every sphere. To demonstrate the feasibility of this way of teaching, a didactic proposal will be put forward showing sample activities which integrate both the learning of the language and its culture. Furthermore, this master's dissertation will centre not only on the teaching of British or American culture and their language, as the metropolitan varieties of English, but the relevance of other World Englishes will be also brought up to make students aware of the different Englishes that exist around the world.

Key words: ESL, ELF, culture, (non-)native speakers, World Englishes.

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1.Introduction

1.1. Justification and objectives

How many times have we heard that ‘the more languages we know, the better?’ Languages provide us with a better position and they open many doors for our future. We cannot deny this fact since communication is the basis to achieve our goals and, among all the languages, English is one of the most important ones to succeed in this globalised world due to the amount of people who speak it and understand it. Languages are necessary to coexist but not all of them are taken as international languages. English is considered an international language, used as the universal language which almost all the world can understand. Besides, it is the language which functions as a ‘uniting string’ and promotes closeness among countries which haven’t got much in common. Indeed, English is the language of the globalised world.

It is true that we need languages to communicate with other countries but at the same time, language is not enough since we also need to integrate ourselves into the cultural diversity that the world offers. Every country has its distinctive features, and culture is as necessary as language to successfully achieve interaction and communication. Therefore, we would have to change the aforementioned statement into ‘the more languages and cultures we recognise, the better’. Yet, education should be the platform where this matter is taught, as children are the future of our civilised world and many values can be instilled from multiculturalism. So, what about joining culture and language to the teaching of that specific language?

A simile appears here to tackle this issue which is precisely the central point of this paper: what would be driving a car without its wheels? Both elements, engine and wheels, are necessary to reach the car’s purpose, which is being able to move from one place to another. Hence, the same situation is applied to language and culture; both are interrelated and required to fully achieve the proper learning of the language in itself. One should not be alienated from the other as both concepts carry meanings (Hsin, 2008, p.2). The objective of this paper is to demonstrate that teaching future ESL and EFL students the English language through its culture provides many benefits to their learning processes.

This will be done with theoretical background and practical examples. I would like to demonstrate here that the language taught on its own does not show the same results than if we simultaneously include culture and meaning to its learning. The learning of language with its culture is much richer in content, entertaining, students learn to be more tolerant, respectful, conscious about other cultures and most importantly, following this teaching approach gives a reason to its explanation; it engages students and more specifically teenagers who are in the age of questioning and wondering about every situation and piece of information.

Therefore, as Kramersch very well states,

[t]he purpose of culture teaching is to make students understand why the speakers of two different languages act and react the way they do, whether in fictional texts or in social encounters, and what the consequences of these insights may mean for the learner (Kramersch, 2003, p.32).

Thus, the importance of teaching language and culture simultaneously is necessary to appreciate other important features which differ from ours, to even value our cultural and historical singularities and most importantly to promote tolerance and respect among students. Indeed, this issue is very much required as a compulsory key competence to tackle in the field of education. Precisely, eight are the key competences established by the Common European Framework of Reference (CEFR) where, conscious and cultural expression is demanded for students to acquire throughout their school years and it is seen as a must in secondary schools. Indeed, it is acknowledged as a very important concept to teach teenagers. Therefore, promoting the intertwined teaching of culture and language seems a feasible practice to follow in secondary school classrooms as well as in language classes in general.

Ultimately, to sum up, there is a very well-known quote which expresses the importance of culture acceptance in the world said by the activist and writer Maya Angelou which is very appropriate to reinforce this idea: "Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat,

worry, and die, it can introduce the idea that if we try and understand each other, we may even become friends” (Angelou, 1928-2014, n.p).

2.Literature Review

2.1. English as the lingua franca

English being the international language *par excellence* is, undeniably, a certain fact, since, curiously, nowadays the amount of non-native English speakers outnumbers the actual number of native speakers. Indeed, as Crystal very well states, “[t]he [English] language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education” (Crystal, 2003, p.30). In fact, it is in the latter sphere where the teaching of English should be taken deeply into consideration since it makes possible the communication and understanding of the remaining fields of interaction stated above. Besides, students do not only practise their English in the classroom; in the globalised world, students –and people in general- are constantly receiving input in their everyday life since English is everywhere, it is the language that almost everybody understands and the one that is used to communicate in situations where L1s are not understood or shared. Therefore, many will coincide with the fact that the English language has become the new lingua franca, due to the globalised environment we live in (Mauranen, 2010, n.p).

It seems that having a lingua franca denotes closeness among our world community; it makes possible communication and understanding between countries and people who may not share the same ideologies but a language to interact. Therefore, lingua franca is by definition the use of a specific language to make communication possible among people who do not share the same L1. Precisely, this is exactly the role of the English language in the world; it is the language which people turn to when required.

It is certain that communication among other countries and people with different L1s is easier and more successful in the twenty-first century due to the amount of people that can speak English. Precisely, one of the reasons to claim the English language as the new lingua franca is the rapid acceptance of the language by non-native speakers who select English as their first option of

communication in this globalised world (Majanen, 2008, p.1). Besides, as David Crystal mentions, “the convenience of having a lingua franca available to serve global human relations and needs has come to be appreciated by millions” (Crystal, 2003, p.30). For this reason, English is used as the solution to successfully communicate and speakers are aware of it, they have accepted this fact and they have grown accustomed to it.

However, as Crystal points out, “[t]he prospect that a lingua franca might be needed for the whole world is something which has emerged strongly only in the twentieth century, and since the 1950s in particular” (2003, p.12). Hence, countries have recently realised that English is the key to succeed in this globalised world as it provides the population with better job opportunities since it is the language of business and, as said before, of communication and interconnection. Thus, knowing languages and more specifically, the English language, is a gift as Crystal very well puts it: “[l]anguage is an immensely democratising institution. To have learned a language is immediately to have rights in it” (2003, p.172).

Yet, when does this fact date back to? When did the English language become so dominant and necessary? I believe we all might guess the answer since the words ‘dominance’ and ‘English’ close together depict a well-known period in time: The formation of The British Empire. Thus, right from the beginning of the sixteenth century, the English language dominated almost the entire globe with the conquest of many colonies, later named the British Colonies. Not only did The Great Empire export its culture to these countries but most importantly its language which would become the language of communication, the global language of countries such as the US, Australia, Canada, Nigeria, India and Singapore among many others.

In fact, it was in the Great Exhibition in 1851 where many countries came together to show their products being the English language the intermediary and means of communication among people from different nationalities, ethnicities and social classes (Gwin, 2008, p.1-28). This exhibition was the means which Britain selected to show its power and leadership over the world. Therefore, as far as we can recall, the English language has served for many years as the

international language *par excellence*, taught as the second language in many countries and first language in others which still have a strong connection to Britain due to its British inheritance (for instance, Australia or New Zealand).

Essentially, standard English was the only variety learnt in that period and it seems that such inheritance still predominates in the present-day world. British English is considered the first original variety which, in fact, is still taught as the norm in schools, reinforcing the historical usage that “[s]tandard English [...] is based on the variety of English which was preferred by the educated in London after the court moved there from Winchester following the Norman Conquest” (Jenkins, 2003, p.29). Jenkins (2003) states that this issue should be revised and changed as the world has evolved drastically in almost every sphere of humanity and language should not stand behind. Thus, as Hülmbauer questions, “[d]oes ‘not taking the right way’, i.e. the conventional way, of formal production automatically mean not pursuing an effective path towards intelligibility?” (Hülmbauer, 2009, p.330). Should we still follow standard English as the option to communicate correctly and therefore to be understood? Hence, does that mean that English as a lingua franca should follow the rules of standard English? Moreover, are American English (AmE) and British English (BrE) the only norms to follow in the teaching of English as a Foreign Language (EFL) and as a Second Language (ESL)? Where do the other World Englishes fit in this equation? This is the current debate which many linguists and scholars have discussed and are still discussing nowadays and which is also going to be revised in depth further on in this paper.

This is so, since nowadays not only standard English is used as a medium of communication. The emergence of other English varieties that emerged by language contact between other indigenous L1s of the countries where English was imposed are becoming significantly used even more nowadays and the issue of considering these varieties equally accepted as the traditional BrE and AmE is in the spotlight. The traditional English language is being shaped into other forms creating all sort of opinions in favour of their use but also against it. Does this situation mean that standard English is no longer the norm to follow its correctness and therefore it is no longer the first and only variety to learn? In the

following section these new varieties of English known as World Englishes (WEs) will be revised and explained more in depth.

Therefore, identifying ELF with standard English is a debatable topic nowadays, and as Hülmbauer very well remarks,

ELF is the kind of English which is a reality for an ever-increasing number of communicators around the globe (cf. also Widdowson 1994,386). Rather than artificially aiming at convergence with native forms, i.e. correctness in the original sense, its users should be encouraged to embrace ELF for its specific communicative potential and to exploit their own resources, i.e. their ways of “right” communication, in the best possible way (Hülmbauer, 2009, p.342).

2.2. World Englishes

The world’s reality in the twenty-first century concerning the use of the English language and its status is reflected in the words of Crystal (2003):

The present-day status of English is primarily the result of two factors: the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century (Crystal, 2003, p.59).

Precisely, according to Anna Mauranen, the English language has been considered by many as a threat to local languages due to the position it has acquired throughout the years as a lingua franca. Yet, its international use has also been seen as a threat to Standard English (Mauranen, 2010, p.1-6). This is due to the emergence of new varieties of English which are diminishing this English status as these standard Englishes are being shaped into other independent and unique forms of English which are used by non-native English speakers who have had contact with standard English for almost all their lives. i.e. World Englishes.

According to Kachru (1992), these English varieties are categorised into three different groups of users: native language speakers (ENL), second language speakers (ESL) and foreign language speakers (EFL), naming these World Englishes. This author divides them into three concentric circles, the Inner Circle, the Outer Circle and the Expanding Circle (Kachru, 1992, p.356). Therefore, the Inner Circle will contain English speakers who belong to the countries where the first language is English, i.e. UK, USA, Canada, NZ and Australia. Secondly, the Outer Circle will include those countries where “the ESL varieties of English have become institutionalised and are developing their own standards” (Jenkins, 2003, 16), acting like their second language, for instance, Ghana, Pakistan and Singapore. And finally, the Expanding Circle refers to those countries where English is learnt as a foreign language and as an essential tool for communication, i.e. for example China, Nepal and Egypt.

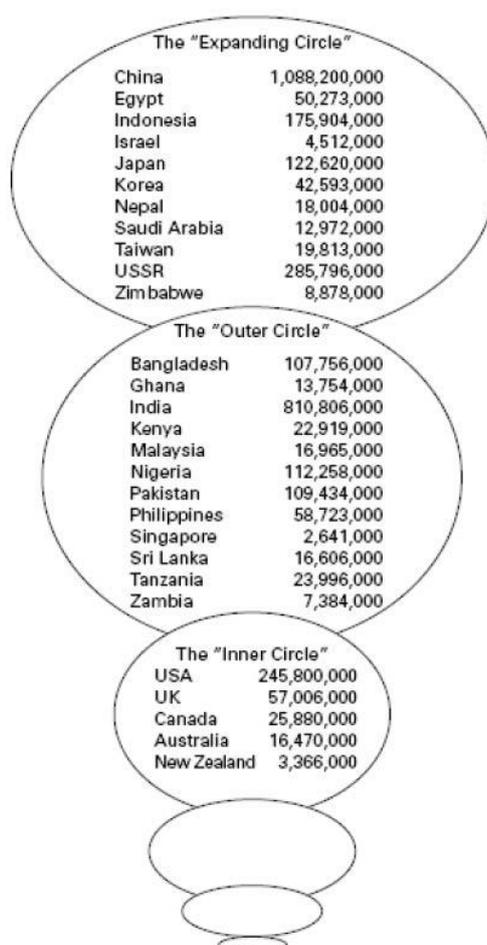


Figure 1. World Englishes classification by Kachru (1992)

This would be the standard framework of the spread of the English language seen by Kachru, which visibly depicts that almost all the world owns the English language in different forms. However, other authors such as Graddol (1997) and Yano (2001) question this model expressing that it no longer serves to explain the use of the English language in the twenty-first century (Jacob, 2010, p.13). In fact, the situation has changed since the creation of these concentric circles and nowadays, as Jacob states,

the Outer and Expanding English-speaking groups are appropriating the norm-providing role that has traditionally belonged to the Inner Circle speakers, since it is now the L2 and EFL speakers who are the centre of English language growth and subsequently, language change (2010, p.13).

Hence, the English language is no longer a distinctive and unique symbol of English native speakers due to the amount of people who understand and speak it. Hence, this situation would reinforce the fact that “English is rapidly losing its national cultural base and is becoming associated with a global culture” (Jenkins, 2007, p.3). Furthermore, Mesthrie (2010) also reflects on the latter issue concluding that “the idea of a native speaker in a world that is largely multilingual is also fraught with difficulties” (Mesthrie, 2010, p.600). In addition, this author insists on the idea that the native speaker is no longer a traditional British or US speaker and he “place[s] greater weight on evidence from language shift that shows that features from a variety that was once a non-native English can easily stabilise and pass as those of a native variety” (2010, p.600).

Undeniably, English is the new global lingua franca due to the amount of people who speak it and use it for international affairs but, as stated above, other World Englishes and varieties are gaining strength and diminishing the role of standard English as the norm to follow and to learn in education. Furthermore, some negative aspects do arise from the presence of a lingua franca in the world, as for instance, the loss of some minority languages due to the priority given to English in some underdeveloped countries such as India or Africa. Secondly, the

presence of a global lingua franca can also strengthen the fact that those who have English as their mother tongue will appear to dominate better the language and will maybe feel superior in comparison to those who have not English as their L1 and who will therefore feel in disadvantage regarding job opportunities, self-expression, etc. (Jenkins, 2003, p.15).

Thus, a question arises here: should we as English language teachers follow a certain pattern or variety of English as the only norm to teach the language? Or, are other World Englishes equally accepted? This issue includes both the teaching of its culture and language simultaneously, bringing into consideration the culture of the countries which belong to the different concentric circles based on the spread of the English language. Precisely, as referred above, this paper emphasizes the importance of denoting the presence of these World Englishes regarding their culture and language as well as focusing on the traditional standard Englishes which students already know i.e. BrE and AmE. Hence, we will focus on this issue further on providing some evidence of their use.

2.3. Language and culture

The globe is formed by many countries each of which has its distinctive cultural aspects and traditions which differ from other countries and citizens. Clear enough, to identify a specific language with its cultural features can also become a complex situation since a language can be spoken by many different countries and therefore have different cultural aspects (history, traditions and customs) which do not necessarily coincide with one another. Hence, culture is an essential part of identity since one can identify with the aspects stated above but, when it comes to the teaching of the language's culture, not only the standard should be taught as the unique one but the others should also be present and available for students. However, before this issue is explained in depth I believe it is necessary to know what culture exactly means and why it is important to identify oneself (or not) with it.

To provide a single definition of culture is a difficult task due to the amount of issues that this term encapsulates. Many intellectuals have studied the

importance of culture in the world and have come up with the certainty that, as Hsin summarises, culture is “associated with the society, the process of interpretation and the product of a social phenomenon” (Hsin, 2008, p.3). Thus, according to UNESCO (2001),

[c]ulture should be regarded as the set of distinctive material, intellectual, spiritual and emotional features of a society or social group, and it encompasses in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs (UNESCO, 2001).

Therefore, culture encapsulates many features of interest such as history, traditions, habits and even stereotypes. But, if we think about the most obvious feature which identifies culture, that would very much be language. Precisely, language is part of a culture. As Moran points out “[l]anguage is a product of the culture [...] [and the] [m]embers of the culture have created the language to carry out all their cultural practices” (Moran, 2001, p.35). Thus, both language and culture are interrelated and one gives reason to the other. Therefore, one cannot exist without the other and one cannot be taught without the explanation of the other. Hence,

[i]ndisputably, language is the primary vehicle by which a culture transmits its beliefs, values, and norms. On the other hand, language is influenced by culture. People of a culture value certain things and do them in a certain way, so they come to use their language unconsciously in ways that reflect what they do and value. Cultural requirements influence how a language is used and determine why certain linguistic expressions are the way they are. In short, language and culture are intertwined: the understanding of one requires the understanding of the other (Sun, 2007 p.193).

In addition, a very important concept arises here to reinforce the idea that language and culture must be considered equally important since both are reflected as part of our identity. Although many will not agree with the following

statement, others feel very much identified with the fact that they need to share some features with other members of their community to feel connected to that specific culture and feel that “there are moments in people’s lives, both individually and collectively, when they seem to need [an identity] and to reach for it” (Kumar, 2001, p.53). This topic of interest may bring diversity of opinions among the multitude since maybe people can think that culture and language do not symbolize their identity any more as year after year the world is becoming more globalised and distinctiveness and uniqueness are no longer characteristic.

Precisely, as mentioned above, the English language is known, understood and spoken by the vast majority of the world’s population so the idea that nobody owns the language anymore (Crystal, 2003, p.2) is very much in the spotlight. Therefore, many native-English speakers might believe that they are losing their original language and therefore an important distinctive feature in their identity. However, my position here regarding the latter reflection is that globalisation has brought to the world an essential idea which is that barriers should be broken and differences must be erased as we live in a world where equality should be promoted and we all are citizens who should have the same rights regardless of culture, language, race and social-class. Besides, what culture and language try to promote is the spread of moral values such as closeness and tolerance among one another and above all that “the more we know about one another’s world, the more smoothly we can communicate, whatever the language we are speaking” (Neff and Rucynski, 2013, p.13). Communication is the key to succeed in our globalised world, so language should be taken as a very important part of this equation in order to make communication possible. Furthermore, culture should be considered indispensable to achieve good human interrelations.

Indeed, as the saying ‘information is power’ very well states, knowing about many cultures is completely beneficial for our personal formation as citizens of the world. This is so as it enriches our knowledge and it makes us develop many essential human values such as tolerance, comprehension and respect.

2.4. English language in education in Spain

Knowing English in this globalised era facilitates interaction and communication among humans. Therefore, the teaching of English is central to help people fit in this globalised world, which will provide them with better job opportunities and better human interaction and relations.

Yet, the position of the English language in the sphere of Spanish Education has undergone many changes throughout the past years as it will be seen further on. Presently, the teaching of English is considered a must in every school and its importance is such that bilingual schools are wanted by many families as the first option to immerse their children into a native-like centre and therefore become fluent in English. According to some students' parents, this will provide children with good professional careers. Besides, in public schools, English has been taught for many years as a second language and nowadays teaching programmes belonging to what is known as "European Sections" have been introduced in these schools. This programme teaches not only the English language subject but subjects such as biology, maths and history in English. Here, it is obvious the importance that the Spanish Government gives to the English language in its education. Therefore, it seems that even though Spain is behind many countries in other fields of interest (unemployment, public helps, scholarships, etc.), the Ministry of Education is aware of the advantages that English can bring to their students. However, it is certain that improvements in education are strictly required as many resources are lacking to provide students with a quality education as for instance, technological resources, reduce the classroom ratio to focus on students' doubts and requests more precisely, provide teachers with a more realistic teacher's training, among many other factors which should be revised and tackled in depth.

More concretely, the teaching of English as a Foreign Language (EFL) and English as a Second language (ESL) has always followed the same pattern: it centres on the 4 different skills, listening, reading, speaking and writing and English teachers have to create or follow activities based on the aforementioned skills of the language. If we ask anyone about the way they learnt English or what they remember of their English lessons they will very likely mention these skills

and they will probably refer to the difficulties with irregular verbs, the mixture of verb tenses and the learning of phrasal verbs. Personally, as a Secondary School English teacher-to-be I would not like to be remembered as the teacher that only taught grammar. In fact, English provides much more; English has a very rich history behind and cultural references which date back to hundred and hundred years ago. Therefore, the development of this thesis shows that the teaching of the English subject should not be centred on teaching the language on itself but to include its culture to make the classes more complete and appealing to the student. Moreover, as Brdaric mentions, “[b]y thinking about their own culture, students develop cultural sensitivity that provides a foundation for future research of other countries. If learners do not appreciate what they have in their own country, they will not appreciate another’s values” (Brdaric, 2016, p.8). Therefore, culture and language taught simultaneously can only bring positive input and knowledge for students. In addition, this way of teaching also focuses on many aspects which will be beneficial for the achievement of mastering the English language.

2.4.1. Evolution of English language teaching

As mentioned in the previous section, the teaching of the English language has undergone many changes to arrive at the present moment. In the 60s, the teaching of English followed different patterns and techniques which very much differed from the present-day ones. For instance, in those times, the teaching of English was a completely teacher-centred classroom, almost no interaction among students, teachers were the instructors of the lesson and books were the only resources available (Wendt, 2003, p.92). It was a very traditional way of teaching where students did what they were told and critical thinking was not promoted in the classroom. Besides, the ratio of students in the classroom duplicated the one we observe nowadays. In those days, there were 40 students per classroom, a fact of which did not facilitate interaction among students and teachers could not focus on solving individual demands or doubts due to the high number of students in their lessons.

Regarding the teaching of the language, Brdaric discovered that in that period of time,

“people learned a second or foreign language in order to read and study its literature” (Lessard-Clouston). Therefore, this was the main source of culture. Students were getting acquainted with the target culture through novels they were reading and at that point there is no synthesis of language and culture. (Brdaric, 2016, p.6).

Yet, culture and language were still not interrelated and were seen as two different branches in education which did not necessarily have to be taught simultaneously; both concepts were isolated from one another. It was Nelson Brooks (1968) who brought up the issue on the importance of teaching the culture of the language you are being taught in order to make the learning of it much more complete and to successfully achieve its purpose. As he refers in his work *Teaching Culture in the Foreign Language Classroom*, “[i]n learning a foreign language, the words themselves count less than what they mean” (Brooks, 1968, p.204). Thus, Brooks gives priority to the meaning rather than the spelling reinforcing the idea that every language has a meaning and a beginning, and that is its culture.

Hence, this thought has been passed over from generation to generation up to the present moment where culture is taught by many teachers as the basis of their language subject. Nowadays, the perspective given to teaching has changed since those years. Thus, most teachers serve as facilitators rather than instructors; English language classes have become a place to develop many different skills and a place to expand their knowledge; critical thinking is being promoted and very importantly, traditional resources such as books or dictionaries are no longer used as the only means of teaching. Technology has won its place in the educational sphere providing students with more interactive and dynamic lessons which have certainly improved students' motivation to learn the language or any other aspect. Since we live in a technological era, more facilities to learn any kind of subject are available and teachers are very much

aware of the educational power that technology is offering and more importantly the Internet.

Motivation is the prime objective which teachers should work on and nowadays technological devices together with interactive and dynamic lessons are indispensable to achieve this goal. In fact, “[w]hen teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore, they could employ their autonomy in language learning” (Bajrami and Ismaili, 2016, p.503). Therefore, cultural studies also take advantage of this current and up-to-date teaching technique to motivate and to teach students the richness that cultures provide following this innovative way of teaching.

Nowadays, English language is apparently seen as a subject in which teachers have to develop dynamic, creative and fun activities and it is sometimes a very hard work for teachers as they seem to have more responsibility than other teachers in creating innovative, catchy and original exercises and classroom dynamics. Sitting on the chair for one, two or three hours and listening to the explanation of the teacher should no longer be the norm and language teachers seem to be promoting this change in teaching. For the experience that I have, this situation is a fact and the vast majority of English teachers do follow this dynamism. I believe that this innovative method of teaching a subject should become the one selected by many other teachers from other fields of education. Nowadays, changes are required in the classrooms since the world is advancing very quickly and education cannot stay behind.

Ultimately, as has been stated, English teaching has gone through different stages and I believe nowadays its learning is on the right track. Engaging students to learn is the basis of education and, even though many aspects can be improved, teachers should keep involving themselves in the process of educating students to become acquainted and interested in the topic which is taught regardless of the subject which is given since, as we would say in Spanish, “el saber no ocupa lugar” and the more you learn, culture in the language class in this case, the better.

2.4.2. Importance of teaching culture in EFL and ESL

To know the culture of the language you are learning places you at a very privileged position regarding the fulfilment of the language as a whole. Furthermore, as has been stated above, the process of teaching the language without referring to its culture remains incomplete as both are considered interrelated and one gives reason to the other and vice versa. Moreover, many values are drawn from this teaching development; there is a need to promote tolerance in the classroom when referring to different cultures and countries since students do not conceive this basic understanding of how the world works. The world is built up by many countries who identify with their culture which can differ from others. No culture has to be more respected than another since they are equally regarded. Thus, this moral value can be passed over to our students “who need to become more competent in building relations with people from other cultures” (Gonen and Saglman, 2012, p.44).

However, a constant debate arises when English is taught in two different situations and perspectives, i.e. English as a Second Language (ESL) and English as a Foreign Language (EFL). Intellectuals and linguists debate on the following matter: Should teachers follow different teaching strategies depending on whether students are learning EFL or ESL? First of all, a definition of each term will be useful to clarify the difference between these two concepts. On the one hand, EFL is understood as the teaching of English to students in a non-native English country, as for instance when English is taught in Spain to Spanish students. (Coe, 2018, notes). These students are non-native English speakers and they are learning English as a Foreign Language. On the other hand, ESL is taught to students in a country where English is the primary language. These students receive constant input inside the classroom but also outside of it as they are surrounded by a native environment. For instance, a Spanish person who learns English in the USA would follow an ESL classroom (2018, notes).

Thus, it is clear that both concepts share the same goal which is to teach students the English language. However, many opinions arise here regarding the different strategies that teachers should use to approach the teaching of English in these two situations. It is said that when teaching ESL, culture and many other

features should be taught, as students need to immerse themselves in the country they are living in. In addition, not only the language should be taught on its own but manners, expressions, history and culture as a whole should be presented to students to successfully achieve the proper learning of the language as a whole. What is more, according to Wendt, it is necessary to “emphasise that the-at least-temporary participation in everyday life of the target culture is indispensable for intercultural learning as a process of socialisation” (Wendt, 2003, p.93). Therefore, imagine a Polish student who goes to England to live with little knowledge of the language. People have their distinctive customs, typical from their country and in this case, they have to communicate with their English landlord. Language is necessary in this situation, however, what can also be necessary is to be able to maintain a civilised conversation knowing about the way English people live, which aspects are required to rent a house or apartment there and what are the rules that country establishes in order to rent the house which may differ from theirs. People need to be aware of cultural differences. They also need to learn the language to successfully coexist in that specific country. Thus, as Gonen and Saglman state, “[w]hen language learners are not exposed to cultural elements of the target society, they seem to have problems in communicating meaning with the speakers of that society” (Gonen and Saglman, 2012, p.28). Therefore, the more cultural items and awareness teachers integrate in the syllabus, the more chances of achieving English communication.

Nevertheless, when it comes to EFL the approach given to the teaching of the language is said to differ from ESL. In this case, English is taught in a non-native country to non-native students of English; therefore, the urge to learn the culture of English is not as demanded as in ESL since they are not living and coexisting in an English native country. However, I must very much disagree with this last idea as I believe that cultural studies are very necessary in both EFL and ESL teaching since many aspects and values are tackled when teaching culture which benefit students’ knowledge of the language. Hence, I promote the idea that teachers should not consider their subject as only a subject but as a tool for students to advance in their lives.

However, it is true that there are situations and concepts which teachers cannot control in their lessons. For instance, that of the overcrowded curriculum. According to Gonen and Saglman, “[t]he study of culture requires time; therefore, many teachers feel they cannot spare time for teaching foreign language culture in an already overcrowded curriculum (Gonen and Saglman, 2012, p.28). Few hours a week are taken to teach English in Spanish secondary schools, therefore teachers have to select from the guidelines they are given, what is necessary and useful to teach their students. Besides, teachers can find in their classrooms various points of view regarding the matter of teaching culture in the language lesson. Many students may find it useless as they are not conceiving the idea of having to live or travel to another country. So, it is the teacher’s responsibility to make students aware that culture encapsulates not only travelling or being able to communicate successfully, but many moral values can arise from comparing and valuing other cultures.

Furthermore, several authors propose the idea of considering a fifth skill in the English language subject, which would be that of culture. According to the author Tomalin, “(...) [t]he fifth language skill (...) involves understanding how to use the language to accept differences, to be flexible and tolerant of ways of doing things which might be different to yours” (Tomalin, 2008, n.p.). Therefore, as teachers, we should take into consideration the fact that teaching students is not only a matter of teaching a subject, rules or activities; it is much more profound, we are educating our students to become respectable people who carry moral values to coexist the best way they can.

Moreover, when we bring other cultures to the spotlight, human beings tend to compare them with what they know, with what they are acquainted with and can control. Thus, this teaching technique makes students consider and value their own culture. Yet, when teaching English culture, the British one is very likely to be the norm to follow in the ESL classrooms. Fragments of British authors are taken to create readings, every single student knows who Shakespeare is, what the exact time of having a cup of tea is (what many don’t know is that they actually have it 24/7), that British people are polite, that punctuality characterises them and finally, everybody knows who Lady Diana was. But the English

language is formed by much more. As seen in this paper, World Englishes (henceforth WEs) are also considered important when referring to English language and culture. Furthermore, they are widely connected to British culture as these WEs have remaining features from the British Empire together with their own distinctive characteristics which differ from British features. Besides, nowadays language is being shaped into other varieties which are being used and accepted by a great majority of the world's population. Therefore, why don't teachers include these as referents of English culture? Post-colonial countries are also very rich in content and in meaning, and contain many important values, traditions and ways of living which can concern students. Furthermore, as the world is evolving year after year technology-wise, as many other aspects, language and cultural awareness should not stay behind. Kachru's concentric circles do not seem to be a model to follow anymore; we cannot rely on it since the inner circle countries (native-English countries) are no longer the only target models of use (Jacob, 2010, p.13). English varieties are winning their place due to the amount of people who identify with these.

Precisely, as Jaatinen and Saarivirta (2014) reinforce, "in language classes it is important to give the students opportunities for personal experiences with authentic foreign language use, because that ensures an emotional involvement in the learning process" (Jaatinen and Saarivirta, 2014, p.37). Thus, standard English and WEs in EFL and ESL classrooms "son una fuente de riqueza cultural y lingüística que merece la pena ser introducida en las aulas, pues son variedades vivas y latentes que conforman la realidad de un mundo multicultural en conexión" (Roldán, 2017, p.6).

In addition, providing attractive material and activities to students is also essential to catch their attention and interest and therefore involve them in the learning process. Thus, according to Gonen and Saglman, "Brown (2009) asserts that providing materials and sources to integrate culture is valued both by the teachers and the students and found effective" (Gonen and Saglman, 2003, p.39). Therefore, bringing new topics and cultural awareness from countries that they do not know will probably create a more positive reaction among students and both main goals, teaching the language through its culture, will be achieved.

2.4.3. Native vs Non-native English teachers

Integrating language and culture in the EFL classroom would be the aim in teaching a foreign language, in our case English, but sometimes this is not an easy task. Many are the problems that arise from the point of view of the teacher as well as from the student regarding the introduction of teaching culture and its language simultaneously. Firstly, some teachers find it difficult to create or find activities that encapsulate all the criteria of evaluation required by the different key competences. In fact, it is easier to find a listening activity based on a conversation between two British people who talk about kitchen utensils than to find a proper passage from the postcolonial novel *Blonde Roots*. In the former, you can obtain food vocabulary of the topic established by the curriculum, as well as verbs required in that specific unit, whereas with the latter passage you would have to adapt and select very precisely the exact one which will have to contain the minimum required in that level. Moreover, as Gonen and Saglman mention,

[a]nother problem is that teachers may fear of not having sufficient knowledge on the target culture. That is, teachers are afraid to teach culture because they think that they do not know enough about it, and that their role is limited to expose students to facts only (2003, p.28-29).

Furthermore, the issue of being a native English teacher (NESTs) or a non-native English (NNESTs) one is also a visible debate within society. It is very often heard that English native teachers should be the ones to teach the language to students as they are originally from the country and they dominate the language which is part of their culture. Moreover, I have witnessed many situations where parents ask for native English teachers whenever they want to provide their children with private English lessons. Parents believe that a native speaker will provide their students with a better accent, fluency and knowledge of the language. However, learning a language is not a matter of mastering it as perfectly as a native person does, but to understand its use, its cultural background, to learn its features and to use it to communicate with its speakers.

Thus, being a NNEST or a NEST has its advantages as well as its disadvantages. On the one hand, one of the advantages of the former is that “NNESTs may be able to predict student’s difficulties in learning the rules of language as they might have similar experience” (Wahyudi, 2012, p.2) and therefore they will teach grammar providing a different approach as they will know which the common mistakes or misunderstandings of a non-native speaker are. Moreover, NESTs sometimes take the language for granted as they have not learned it as deeply as NNESTs. Language comes naturally to the former and sometimes slang words can appear as they are in a total immersion with the English environment and in contact with English varieties and forms. However, the latter (NNEST) had to learn the language in a very precise way and even though language may not come as naturally as for NESTs, formalities and rules may do. Besides, based on Lederer, García states “that NNESTs tend to consider morphological mistakes more serious[ly], whereas NESTs place emphasis on pronunciation and syntax. The reason is that word order is a structural pattern that NESTs learn subconsciously; they take it for granted” (García, 1997 p.74). Thus, the approach given to the teaching of the language differs from one teacher to the other. This brings up another issue which is very frequently discussed in teaching languages in general and English in particular, i.e., pronunciation and fluency. NEST, apart from cultural features and grammatical concepts, teach the correct pronunciation of the language. However, many NNESTs do not have that native English accent and many believe that this aspect is essential to teach and transmit when learning the language. But my point is, is it vital to give as much importance to pronunciation as to culture or morphology? What is really important for students and what will be useful in their everyday life is to be able to communicate, to try to be understood and understand a person who does not share their L1. In fact, the main aim of education is to provide students with tools to be capable of interrelating and coexisting in this globalised world. Therefore, in my opinion, other aspects should be given the same importance as pronunciation in an English classroom.

On the other hand, being a NEST does also provide many advantages for students. For instance, many cultural aspects can be brought to the classroom

as, obviously, they are more connected to their culture than a NNEST. The former can use this teaching strategy to call students' attention and involve them even more in the learning of the English language. According to Wahyudi, three are some of the positive aspects of being a NEST. For instance, they have more fluency, cultural aspects are more present, they can identify with these and transmit them to students and finally, they have more facilities and are more flexible than a NNEST for topic-changing (Wahyundi, 2012, p.2). Therefore, communicative skills are taught by NESTs in an easier and more natural manner and grammar and vocabulary mistakes are not often made by these. Thus, not making mistakes saves a lot of time when explaining and teaching students since, due to the overcrowded curriculum, teachers have little time to tackle all the units established by the Government, therefore, fluency helps to speed up the lesson.

All in all, differences are visible regarding NESTs and NNESTs and, within these same categories other differences can arise. The point here is to centre not on who teaches the language but on how the language is taught. Every teacher should aim at involving the student into their classes and teaching the language in all its spheres. Indeed, focusing only on linguistic aspects does not provide students with a real contact to the language itself. Thus, culture is formed by language and language is formed by culture, one cannot exist without the other and both have the key to successfully communicate with one another. The power of language has no limits and, as the well-known author George Orwell wrote in his novel *Politics and the English Language*, “[i]f thought corrupts language, language can also corrupt thought” (Orwell, 1946, p-137). Therefore, I believe English language teachers should blend these two concepts, language and culture, for the proper achievement of the language itself in ELT.

3. Development of the proposal

As mentioned throughout the paper, I cannot find a better way of teaching a language than fully integrating myself in it as whole, understanding the use, the communication tools and the history behind it. However, it is true that not all students agree with this matter and they only want to learn the basic knowledge to communicate in order to maintain a simple conversation when required. For

instance, one of my students from *Ramon Llull* Secondary School, where I was doing my placement, mentioned that teaching culture and language simultaneously was not necessary nor important because “it means spending less time on grammar” (Ramon Llull student). It is perfectly respectable but, since we live in a globalised world where tolerance and diversity values are fully demanded to maintain a civilised coexistence, as teachers, we should reinforce the idea that knowing about other cultures while teaching a language should not be taken as a burden but as a connection and understanding of that specific language. Therefore, a didactic proposal will be put forward in this paper to reinforce this issue in education.

3.1. Contextualisation of the proposal

This didactic proposal is more precisely aimed at secondary school students, from 1st of ESO to 1st of Bachillerato, as I truly believe that it is the perfect moment to teach and make teenagers aware of the cultural and linguistic richness that the world provides and from which they can achieve respectful communication among humankind. However, the following activities can be adapted to be carried out in any EFL or ESL classroom as I am of the opinion that culture should be taught in any kind of sphere of education and in any level or course. Moreover, as will be seen, each proposed activity is aimed at a different level of English which will be specified at the beginning of each activity. Thus, one of the aims of this teaching proposal will be to demonstrate that culture can be taught in any level of English. Furthermore, I have not put into practise this proposal but, as I will mention below, sample activities will be put forward which will centre on teaching the language through its culture in a dynamic way in order to engage the student into the learning of the language. I am willing to use these activities once I become a secondary school teacher as this will be my teaching technique and the one which I will follow.

Essentially, it has been during my teacher training internship where I have realised, due to students' attitude in the classroom, that motivation is required in order to engage them in the lessons. This is why the following proposed activities

will try to accomplish these demands and needs for students to involve themselves in the learning of the English language.

3.2. The proposal

Therefore, the principal idea of this didactic proposal is based on including teaching techniques and sample activities which will engage students in the learning of both language and culture. Thus, firstly I would like to reinforce the 4 skills, and within this, put special emphasis on the speaking skill; secondly, I will use ICT sources, which “(...) [e]nsure centeredness, autonomy, interaction and connectivity to [the theme]” (Bajrami and Ismaili, 2016, p.502), to tackle the purpose of my proposal: teach students the language through its culture.

Essentially, I will introduce various activities (worksheets, edpuzzles, kahoot, role plays, poster presentations, quizzes, etc.) regarding the given topic and I will play films together with chapters of well-known novels related to the British culture. Besides, I will provide students with a brief overview and explanation of other World Englishes (WEs) to make them aware of the diversity of cultures that the English language offers and we will work on these WEs throughout the selection of various activities. Obviously, it will be a brief overview as, in addition to time constraints, I am aware of the complexity of this topic and the diverse varieties that exist regarding this issue and, as teachers, we have to bear in mind that they are secondary school students, not adults yet.

Regarding the reinforcement of the speaking skill, I will devote various sessions to self-expression and to let students comment on topics that arise when carrying out the activities stated above. I will prepare role plays, debates, and poster presentations on several themes regarding culture and civic issues and I will promote to a great extent cooperative work to make students aware of the importance of sharing opinions which they can also learn from. Essentially, I will try to work on as many key competences as I can, since I believe these are necessary to the improvement of students' learning process.

Moreover, as will be seen further on, there will be activities covering all four skills (listening, reading, writing and speaking) in order to follow the demanded teaching curriculum which the Government states. Yet, there will not

be a specific schedule on when to use these activities. Regarding the activities themselves, their level will differ but it will be specified in each activity. This proposal will develop a series of activities to demonstrate that culture and language can be taught as a whole.

These activities are only examples which can be used in an EFL classroom in secondary schools which can either be put together as a didactic proposal throughout the academic year, obviously creating more activities, or as I am doing in this project, selecting a few of these for each skill to use in several lessons.

3.3. Student's opinion on the didactic proposal

Before I move on showing the activities that I have created to carry out my proposal, I would like to mention another important point which reinforces even more my position of willing to teach the language and its culture simultaneously. This year I have carried out my teaching training placement at a secondary school in Palma, more specifically, in *Ramon Llull*; a school that incorporates the programme of "Secciones Europeas" in ESO. Students who have a good level of English are given subjects in English in addition to the English language one. I had to teach two groups of students, 1st ESO and 1st of Bachiller. The latter was very proactive and always willing to talk and give their opinion about many different matters that arose in class. Therefore, I took advantage of this situation and since I was very curious about what they thought about the idea of introducing the culture of the language that is being taught I asked them to write their opinion concerning this matter.

Thus, during my third lesson and after having talked to them throughout the week I decided to hand in a sheet of paper asking them the aforementioned issue (See annex 6.1): *Do you think it's a good idea to learn the culture of the language you are learning? Why or why not? Justify your answer.* I briefly explained that I was doing a project based on culture and I wanted to know their sincere opinion. I also said that it could be anonymous and that this had nothing to do with their subject mark. Surprisingly, almost all of my 1st of Bachiller students gave me their answers the following day and the results were really interesting and mature for their age. Besides, they decided to use their original names to let

me know who wrote each sheet of paper. All coincided with the fact that it certainly is very important and a good idea to teach the culture of the language you are learning. Besides, some of them focused on the idea that it is important due to the fact that “one day [they] will visit that country and it will be a better experience if [they] know some culture of there” (1st of Bachiller student, 2018). Thus, many of them centre their opinion on the issue of travelling and immersing themselves better in that country if they know about its culture. Others focused on the fact that learning this way will provide them with better job opportunities since they can adapt better in that country if they understand its culture. Besides, a girl tackled the issue of becoming more open minded and respectful when you learn about other cultures, a fact of which I very much reinforce in this proposal so, I was impressed when I read all these different opinions as well as the maturity that their words reflected.

Indeed, the vision I have about the importance of teaching the culture of the language is reflected on my students’ answers and I was very concerned with their conception regarding this topic. Besides, some other students conceived this union of language and culture totally necessary since they believe language is part of the culture therefore, teaching language in isolation would be, according to their words, “wrong”. Another student referred to the matter as “essential” and that “you can’t really know a language if you don’t immerse yourself in their culture and feel what their speakers feel” (1st of Bachiller student, 2018). In addition, another issue tackled in this project was brought up in one of the student’s answer; the power of knowledge. This specific student mentioned that “there are no limits for knowledge and that learning about culture while learning its language is necessary” (1st of Bachiller student, 2018). Besides, students related this teaching technique with having fun and enjoying the learning about new matters as one student mentioned that “it is sometimes fun to learn new things, so you can learn new things about the language you are learning” (1st of Bachiller student, 2018).

By contrast, I also obtained a totally different vision of the matter as another student conceived this issue as unnecessary and stated that “learning about the culture of the language you are learning is not a good idea since it

means spending less time on grammar” (1st of Bachiller student, 2018) as already mentioned above. Some students misinterpret the situation and think that this type of teaching does not focus on grammar but, what they do not realise is that it actually does. Indeed, this situation is not only applied to students but to teachers, as seen above.

Therefore, as has been demonstrated, these students believe in the teaching of both language and its culture simultaneously and this provides us with more evidence that it is totally beneficial for engaging students in their learning. I have always thought that students’ opinions have to be taken deeply into consideration as, even though they are still teenagers, many have a strong point and, more importantly, they are our future and we have to educate them with all the essential moral values in order to achieve their goals and this is what culture provides.

To conclude this section and to summarise the information stated above, one of the answers clearly reflects my vision and the main point of this project in a very perfect and understandable way:

I don’t only think learning the culture of the language you are studying is a good idea, I think it’s fundamental to blend in as best as possible with it. Culture builds language and language is built around culture as we can very well view in word games, jokes built around language or pronunciation as well as “inside jokes” built around the national culture. To learn the culture of the language you are starting to study is the best way to discover every aspect of it, and then have the best kind of experience if your goal is to speak it as if it was your mother tongue. Furthermore, if someday you want to live in a country where they speak that language you will be able to adapt perfectly and relate to its citizens (1st of Bachiller student, 2018).

3.4. Sample Activities: focusing on the skills

The following section will be centred on the explanation of the different activities that I selected and created to carry out in a secondary school English classroom. The actual activities are presented in Annex 6.2. Hence, as will be seen, these

are divided into the 4 different skills (reading, writing, listening and speaking) and I will briefly mention the strong points of using these activities together with some of the key competences that these activities promote. The target group will be specified in each activity; the scheduling of these activities is not relevant as these are only examples of activities which focus on learning both the language and the culture simultaneously. Thus, the production of these activities will depend on the teacher's needs and will be used whenever the teacher finds it appropriate. The ideal use would be that of creating didactic units throughout the course following the model of these activities. However, this is only a selection of activities illustrating the four skills to provide an idea of my teaching perspective.

Besides, as will be seen throughout the selection of these sample activities, cooperative work is promoted since I believe it is a completely positive work dynamic as students can benefit from the knowledge and ideas from the other members of the group as well as help each other to reach the purpose of the activity. The groups will be formed by two, three and five students, depending on the level of difficulty of each activity as well as the results that the teacher wants to achieve from the students (if it is a small group, students will make a bigger effort whereas if the group has more members, less work will be done individually).

Furthermore, each different skill section will contain activities which will combine two or more skills where students will practise and will be assessed more than one skill: i.e. for instance, in the writing section of activities, the speaking will also be promoted as students will be asked to orally produce their writing activity.

Regarding the assessment of these activities, it will differ depending on the level and approach that the teacher gives to these. These activities are mainly to practise students' English skills as well as to introduce new information concerning cultural aspects. Some of these activities are created to assess in an exam (See annex 6.2, reading activities) others are formed to tackle in various lessons (See annex 6.2, listening activities) which will have no specific grading and other activities are assessed as part of the specific skill mark. For instance, the different oral presentations and role plays will be worth 2 points which will

complement the final speaking exam of that term. Moreover, students will obtain a mark out of 10 for their writing activities which will be worth 1 point of the final mark of the semester and finally, listening and reading activities will basically be practice material.

3.4.1. Writing

The writing skill is seen by many students as one of the most difficult skills of the English language subject. It requires a basic mastering of the language and a broad knowledge of vocabulary in order to create good pieces of writing. Thus, writing involves being aware of morphological, syntactical and semantical aspects which differ from students' L1s. Besides, self-expression is also a difficult task for students to achieve where coherence and cohesion are demanding factors and difficult points to overcome even in their own language. Therefore, its results are not always the expected and I believe this skill must be tackled in depth in the classroom since I believe that if you can produce written material you can communicate in oral form.

Hence, some of the activities that I would like to include in the EFL classroom regarding the writing skill are the following (See annex 6.2):

- **Recipe of a traditional English dish (1st of ESO):** this activity is aimed at a 1st of ESO group and it centres on writing the recipe of a typical British or English-speaking country dish that students select. Here, the teacher will have previously taught the different parts of the recipe, typical vocabulary used to create a recipe (imperative form, cooking verbs and utensils, food vocabulary, etc). Then, the teacher will provide students with an example of the traditional *Victoria Sponge Cake* recipe (See annex 6.2, Writing Activities). Thus, in groups of two, students will have to search for a typical dish made in Britain or a WE country and will have to expose it in front of the classroom. Hence, students will obtain some new cultural knowledge provided by their classmates from British customs and WEs' ones. Thus, students will be assessed as a group and will obtain one single mark out of ten. This activity will last approximately one or two lessons

since students will have to search on the Internet for information and later, they will have to write in class.

- **Opinion essay (1st of Bachiller):** each group of 3 students will be given a different headline concerning the issue of Brexit and the consequences that this has on EU Students who want to study in Britain (See annex 6.2, Writing Activities). This activity consists of writing a single opinion essay between the three members of the group. Each member of the group will have to express their opinion orally and reach an agreement in order to produce one single essay. Previously, in other lessons, the teacher will have carried out a reading activity concerning this topic, so students will be familiarised with it. In addition, the teacher will have previously explained the structure of an opinion essay and will provide students with a worksheet which will include connectors to help them on their writing task. Here, I want students to write in the classroom as I believe that writing in class shows the level of each student since they have no access to the Internet and they have to make an extra effort to write and think. Besides, as a teacher, we can help them with individual matters and clarify any doubts that can arise. Therefore, this activity will last the whole lesson and maybe if it is required, part of the following one.
- **For and against essay (4th of ESO):** here students will have to write a 'for and against' essay about the advantages and disadvantages of living in India. In this case, it will be an individual essay and students will be allowed to look for information regarding the matter at home. What I intend with this activity is to make students aware of the richness of Indian culture which still has a strong connection to the English language and culture due to its historical past with Britain. Students will be given some key words in order to tackle these points in their essay:
 - Rise of Hindi, British Empire inheritance, Indian culture and customs, Hinglish and education.

The activity will last 2 sessions as students will have to search for information at home before they start writing their essay.

- **Writing a letter (4th of ESO):** In groups of two, students will have to write a letter to one another explaining the experience of their immersion in Aboriginal culture in Australia and in Maori culture in New Zealand. Here students, after watching the film *The Piano* (1993) set in New Zealand and learning about Maori culture, they will have to be creative and invent a story reflecting some features seen in these two countries and cultures and write it in letter form. As can be seen in every activity, cultural awareness and the linguistic competence are promoted to a great extent. Again, students will be aware of the importance of these two cultures who are connected in a way to the British Empire which also have remaining features. Here, the activity will last one lesson for producing the actual letter and 3 more to watch the film. The film will be played before students start writing the letter as they will need the information tackled in the film.
- **Poster presentation (1st of Bachiller):** Moreover, 1st Bachiller students will have to create a poster presentation based on a post-colonial British country. In groups of 3 students, they will have to select a country from a list which will be provided by the teacher and they will have to talk about the following issues:
 - An important post-colonial author of that country
 - A famous work of that specific author
 - Characteristic features of that country (cultural, linguistical etc)

Then, students will have to present it to the rest of the class and peer assessment will take place. When all the presentations are finished, students will have to write on a post-it a positive sentence regarding each group as well as a piece of advice. Therefore, students will obtain feedback from their classmates.

This activity will last 3 sessions in order to perform all the different presentations together with the post-it activity.

- **Interviewing Henry VIII (3rd of ESO):** This activity follows the structure of an interview and it will consist of creating groups of two students who will have to invent various questions in written form aimed at 'King Henry VIII'. Besides, students will have previously had a brief introduction to Henry VIII

reign back in the 16th century. Here, students will have to perform an interview in front of the classroom with their own questions and answers regarding his life and reign. Essentially, they will have to search for extra information on the Internet and to make it more interesting and engaging, students will have to dress up as 16th century society. In this activity I intend to make students aware of the importance of this period for Britain, its many changes regarding religion, monarchy and society and also a little extraofficial information concerning his personal life can also call students' attention. This activity will last 2 or 3 sessions in order to produce first the writing part and then the presentation of their writing.

- **Create a guide leaflet from a Nation from the UK (2nd of ESO):** Furthermore, another activity which can also be interesting to put forward would be that of creating a guide leaflet centring on one Nation which forms the UK. This will be done in groups of three and each of these will be given a UK nation (Scotland, Wales, England and Northern Ireland). In addition, students will be given some guidance to follow this activity: They will have to write about the nation's customs, food, festivities, places to go, monuments and people together with the dialect or language they use to communicate. Students will be given a date to create this leaflet and the main aim of the activity is to clarify the significance and meaning of the UK as many secondary students still confuse England and Scotland, the latter being a city of England or even worse, confusing London and England. Therefore, differences and similarities will be brought up by students who will then expose their creations.

This activity will last 2 or 3 sessions to create the written leaflet.

3.4.2. Speaking

Speaking is, in my opinion, the skill that should be reinforced to a greater extent in any EFL or ESL lesson. It is the one that approximates you more to real life situations and is the most useful to learn since it can be applied to your everyday life and exploited in this globalised society. However, due to the overcrowded curriculum in secondary schools, there is not enough space to promote and tackle

the speaking skill, where grammar is given a higher importance regarding the teaching sphere. Nowadays, in Spanish education, split classes are the norm to follow in ESO and Bachiller in order to devote at least one hour a week to oral expression and speaking activities. Teachers centre their lessons in a more spontaneous way and they try to promote students' speaking skills. The fact that it is a reduced group enables teachers to focus on individual matters and students have more opportunities to learn and practise the English language. Therefore, these split classes are very useful to integrate cultural matters and activities that promote the teaching of the language and its culture simultaneously.

Thus, these are some of the proposed activities which can be used to reinforce the speaking skill (See in Annex 6.2, Speaking Activities):

- **Roleplay (1st of Bachiller):** Here students will perform, in groups of 4, a small act from a well-known play written by Shakespeare. For this activity, the teacher will randomly choose a different play for each group and they will have to perform the main situation of the plot. Thus, students will be given more or less 2 months to prepare it and the main aim of this activity is to introduce Shakespeare's importance in the literary world and to make students aware of the masterpieces which he wrote. Students will have to search for information on the Internet and select the play's main act to perform it in front of the class or record it on video. It can be done either way; it depends on the teacher's main aim and interest.
- **World itinerary (3rd of ESO):** this activity focuses on creating a world itinerary to present in class. Thus, the assignment consists of creating the itinerary of a journey, anywhere in the world, between two students, in pairs. Furthermore, students have to imagine themselves as if they were going on a trip and they will have to prepare all the routes they will follow, all the places they would want to visit and then, expose it orally to the rest of the class. The guidance provided by the teacher will be the following:
 - Power Point, Prezi presentation, or similar.
 - Places to visit, how many countries, monuments.
 - The budget they have or the cost of the trip.
 - Accommodation. Where they are going to stay.

- They have to sell their trip to the rest of the class as the best trip ever. They have to persuade them to buy their idea.

Indeed, students will learn from their class-mates new cultures, features and aspects which did not acknowledge before. Thus, this activity will last 3 sessions first to create the world itinerary and then to present it to the classroom.

- **Debates on cultural stereotypes (4th of ESO):** I believe debates are a good practise for improving and focusing on the speaking skill in the classroom. Any topic can be used to perform a debate but, in this case, I chose that of cultural stereotypes. Here students will have to debate about the influence that cultural stereotypes have on society and the effect that these causes. We will focus more specifically on Spanish and British stereotypes and the teacher will open the debate by writing two sentences on the blackboard:

- All Spanish people like flamenco and bullfighting
- British people are always punctual and polite

A debate will proceed and self-expression will be exploited since these are topics that students are aware of and which they can talk about. Thus, this activity will last a whole speaking lesson, preferably during a split classroom in order to make it more accessible to students to talk and express themselves.

- **Power Points, Prezi presentations (2nd-3rd of ESO):** In this activity I will focus on creating, with the use of visual aids, a presentation of a specific state of America. In groups of 3, students will have to choose one state and will have to work on its features and characteristics together with its people and customs. Each group has to present a different state, it cannot be repeated, therefore, small papers will be handed in to each group with a number. Thus, number 1 will be the first to choose and so on. Again, they will be provided with some guidance in order to help them start the project. Students will have to centre on:
 - State flag, brief history of native Americans, typical food, things to do in that state and its people.

Therefore, students will get acquainted with the different states that form the USA and its native origin will be brought up in the classroom and later discussed. Thus, this activity will last 2 or 3 sessions depending on the number of groups that the classroom has.

- **Menu of the day presentation (1st of ESO):** here students will have to create a menu of the day with typical British food as well as from WEs' countries. Again, in groups of 3, students will have to write two options for each dish (2 starters, 2 main courses and 2 desserts) and they will have to put the ingredients underneath the name of each dish. Besides, in order to introduce the meaning and the use of idioms, the teacher will provide each group with a name, which will consist of a specific food idiom e.g. it's a piece of cake, spill the beans, eat like a bird etc. Hence, there will be a brief exercise before the assignment of the name; the teacher will project different idioms on the whiteboard and each group will have to guess the meaning. Regarding the menu activity, the students will have to reach an agreement on the price of their menu and also the beverage they will include in it. Finally, each group will present their menu which can be presented using a digital presentation or on a piece of cardboard. An example will be projected on the whiteboard to give students an idea of what they are asked to create (See annex 6.2, Speaking Activity). This activity follows and is a complementation of the activity which focuses on creating a recipe. It will last 3 sessions and it will be done in the classroom.
- **Recipe presentation (2nd of ESO):** this activity is also a continuation of the recipe activity they have to create for the writing section based on a British or WEs country' dish. In this case and after writing the recipe, each group of students will have to prepare that dish and record it on video at home. Some rules will be set and all the members have to appear on the video speaking. If they dislike appearing on video they can record their voices and it will be played in the classroom.

This activity is more complex than the others, and this way would be the ideal procedure. I am aware that many students are shyer than others but there are alternatives, as for instance creating a digital presentation

explaining the procedure with images or, while one is cooking the other who is taping can speak without appearing on video. Thus, this activity will last 1 lesson and it will be devoted to present all the different recipes that students have chosen.

3.4.3. Listening

During my years of experience teaching private English lessons, I have noticed that the listening skill is also one of the most complex skills to acquire for students. The fact that they cannot control the speed of speech nor the accent of the speaker becomes a complex task to achieve. The input that students receive is not always easy to process, therefore, I always recommend my students to take advantage of one of their every-day hobbies; watching films and series. Due to technological advances, many online platforms are available for anybody who wants to watch these. In addition, these films and series can be watched in their original version and, undoubtedly, English is the dominant language of cinema and the media. Hence, I always encourage my students to get accustomed to watching films and series in English since they will unconsciously obtain important results regarding the improvement of their listening skills. Moreover, listening to English music also helps the student to learn new vocabulary and expressions used in an English environment.

Essentially, these are some of the proposed activities used to promote the listening skill which is combined with the learning of English culture as all the aforementioned activities promote:

- **Edpuzzle on “Travelling the Philipines” (4th of ESO-1st of Bachiller):** the following activity is an activity which I created together with my master’ classmates and it consists of a listening activity based on the topic of travelling explained by a youtuber who tells his experience in the Philipines. Students have to answer the questions which appear on the screen. Thus, the procedure is the following: the video stops at a certain moment and then, a question automatically appears (See Annex 6.2. Listening Activities). Students have to answer the question on their notebooks and once they have finished with that question the teacher will

continue the video until the next question arises and so on. This youtuber explains several typical features from the Philippines and also how to experience its culture. Besides, the mathematical competence is instilled since the spokesperson mentions the budget you need to travel the Philippines and students have to comprehend some of the questions which they are asked. With this activity I intend to show students other ways of living and a place where, even though they have other customs which differ from ours, those people are connected to the English language and English history. This activity will last 1 session. Here, there is the link to watch and to carry out the aforementioned assignment.

<https://edpuzzle.com/assignments/5a68ad769e13954122d9e54b/watch>

- **Watch the film *The Piano* (1993), (1st of Bachiller):** the following activity is aimed at a 1st of Bachiller group due to the film's complex plot. Therefore, the film will be played in the classroom which focuses on a mother and her mute daughter who travel to New Zealand in the middle of the 19th century and experience the Maori culture. Thus, students will get acquainted with a setting which they maybe didn't know. However, they will previously be presented with a brief explanation of the relevance of English around the world and the availability of WEs and how each of these countries have their own distinct culture and features. Besides, students will be presented with original New Zealander accents and they will be shown how that population lived at that time in post-colonial New Zealand. Hence, students will have to write a summary of their impressions after watching the film. This activity will last 3 sessions and it will take place at the end of the 1st term when exams have been covered.
- **Watch a scene of the series *Call the Midwife* (2012-) (4th of ESO-1st of Bachiller):** this activity is focused on immersing students in the period of the post-World War II in England. The series is set in the late 1950s and early 1960s which focuses on post-World War II in London, baby boom, post-war immigration etc. It has to be said that this series was a success and recommendable by many intellectuals which definitely immersed the

spectator into that period. Thus, students will learn about that period of time and then, a speaking activity will continue this activity. I want students to argue and express ideas and information which they know and share them with the rest of the class, being the teacher the mediator of these words. Finally, students in groups of two will have to analyse that scene centring on the historical aspects:

- Setting
- Period of time
- What is the main plot of that scene?

Source: <https://www.dailymotion.com/video/x1acohv>

This activity will last 2 sessions in order to tackle the ideas expressed on the scene as well as students' search of information.

- **Watch the film *Romeo and Juliet* (1996) (3rd of ESO):** in this case, this activity is aimed at a 3rd ESO group who will have to watch the film *Romeo and Juliet* (1996) written by the well-known author and playwright William Shakespeare. Yet, I believe students will have previously heard about this famous novel and film or, if not all of them, at least a few students will have knowledge about it. Therefore, this is the reason why I have chosen to use this activity with this age. This activity complements another activity created for the Speaking section based on representing one of Shakespeare's well-known novels. Besides, this activity will last 3 lessons and when it is finished students will be asked to perform the main scene of the play. This roleplay activity will take place during the split classes so, groups of 5 will be created to carry out the activity. Besides, 2 scenes will be selected, one scene for each group in order to not be repeated. This way, both split classes will perform 2 different scenes. Here, I intend to work on William Shakespeare's work in a more engaging manner to avoid the traditional form of reading the novel and doing a summary. This is an alternative activity which can produce major results since you practise listening, speaking together with intonation and body language. I am aware of the difficulty for some students who are more introverted than others, that is also why I will select the split class to perform this activity. Again,

watching the film will take place at the end of the first term and the roleplay activity will be carried out the first or second week of the second term. Therefore, students will have enough time to prepare their performances.

- **Watch the film *Love Actually* (2003) (4th of ESO):** for this activity, students will watch the British film *Love Actually* (2003) which is based on stories with different people from different parts of the UK. The interesting part in this film, is that accents are very noticeable and typical British customs are highlighted in the film. Therefore, the main activity will be that students will have to spot all the different accents that appear on the film together with a few words or expressions that are pronounced differently depending on the accent. I am aware that it isn't an easy task but many hints appear on the film to recognise the different accents as for instance, the characters say where they come from, there are typical features from that specific UK nation etc. This activity will be done in groups of two in order to promote cooperative work and to help each other. Moreover, when the activity is finished, the teacher will provide students with examples of words and accents and students will compare with what they have produced and written. Finally, the teacher will tackle the topic of accents and will move on to Spanish accents. Thus, the teacher will start a brief activity of comparing their own accents as for instance in Mallorca, or even to a greater extent, in the mainland.

Essentially, this activity is perfect to use it in this period of the year, Christmas, as the film is set in this time and students will be able to compare their Christmas traditions with the ones in the UK. Thus, this activity will last 3 sessions which will be the last 4 before the Christmas break.

- **Watch the film *Braveheart* (1995) (4th of ESO):** this activity is aimed at a 4th of ESO group and it focuses on the period of the fighting for Scottish independence in the 14th century. Students will have to watch this film in class and will learn about this important period in Britain. This will last 3 lessons and finally students will have to talk about any similar situation in present day Britain. Then, in pairs, students will have to search for

information regarding the term “independence” and its definition and talk about current events in the UK and Spain. Finally, students will have to search for 3 newspaper headlines (it can be an online newspaper) which reflect the situation of these two countries regarding independence issues. Hence, students will work on their use of English skills when they search for the headlines and also, they will learn and they will be acquainted with the situation that is taking place in Britain (Brexit and Scottish referendum) together with Catalonia’s issues. However, it has to be said that this activity is only focused on naming and stating current events and not on instilling any type of ideology. It is a completely unbiased activity since I believe students need to be aware of the events that are taking place in the world and trying to conceal these is, in my opinion, not the best idea since maybe they will obtain information from other sources that will not be reliable.

3.4.4. Reading

The reading skill is practised in any ELT sphere of education. To produce a writing activity, students have to read the heading of the activity; to answer listening comprehension activity, students have to read and understand the questions; to carry out any activity which contains rules, guidance or instructions, students have to be able to read and understand these. However, there is very little practise of actual reading comprehension. Yet, there are teachers who reinforce this skill by asking students to read a book throughout the course, or during their school holidays in order to practise their reading aptitudes. I totally agree with this type of activity as, both reading and listening skills are completely beneficial for the improvement of any language, in this case of the English language.

Hence, these are some of the proposed activities which again combine the practise of the reading skill together with the learning of English culture:

- **Grass skirt activity (3rd of ESO-1st of Bachiller):** this activity is a very dynamic, interesting and an alternative way of practising the reading skill. It consists of creating strings of paper which the teacher will hang on the wall and then students have to run to pick the different sheets of paper (See Annex 6.2. Reading Activities). Thus, in groups of 3, they have to

correct the mistakes that appear on the strings of paper. When a group has finished correcting one sheet of paper a member of the group has to run again and pick another string of paper. The game ends when there are no more strings to take and the group who has most of the papers and who has these well-corrected wins the game. In this case, the text will be based on information about WEs and therefore, students will learn new information about these varieties of English. Indeed, when an activity is based on a competition or there is a time limit to carry out the activity, the task becomes much more interesting and engaging. However, one of the problems with this type of dynamic activities is that students might be more focused on correcting and finishing the activity than actually reading and being aware of what it is said. For this reason, when the activity ends, ideas and information will be brought up and the group that seems to have understood the text will obtain a better mark in this activity even though they were not the first ones to finish the previous activity. Thus, this activity will last a whole lesson since it will focus on the brief explanation of WEs as well as on the main activity.

- **Newspaper headlines (4th of ESO-1st of Bachiller):** this activity is based on the reading of different newspaper headlines and articles of different periods of time in Britain (See Annex 6.2. Reading Activities). Students will be handed in these headlines about important issues which happened in the age of the British Empire, as for instance the Great War, different reigns, World War II, India's Independence etc. Students have to work on these in groups of 3, they will have to search on the Internet for extra information or doubts that can arise and, in the following lesson, students will have to explain the headlines to the rest of the class. Moreover, when this activity is finished and all students have carried out their explanation, again in groups, they will have to invent 3 headlines about the topic they choose related to any situation that is happening at the moment in the English-speaking world. It can centre on any English-speaking country as well as on former British colonies and WEs. Students will have already been explained these terms and distinctions in order to successfully carry

out the activity i.e. in the grass skirt activity explained above. Therefore, this activity will also last a whole lesson.

- **Exam activity for (1st of Bachiller):** regarding the following activity, I have to say that I have already put it into practise with my students when I was doing my internship in *IES Ramon Llull*. This activity was an exercise to practise the passive and active voice since that was the topic of that specific unit. Therefore, I chose a fill in the gaps exercise based on Shakespeare's autobiography where students practised grammar and learnt cultural British aspects. Besides, this activity appeared at their exam and was worth 8 points out of 25. Moreover, this activity is adapted from its original source which is the following:

<https://es.scribd.com/document/172112485/Active-or-Passive-Three-Texts>

Thus, this is the aforementioned activity which appeared in the exam of my 1st of Bachiller group:

Decide whether the verbs in brackets should be active or passive. Then put them into the correct tense. (8 points) (0.8 each).

William Shakespeare _____ (baptize) on 26th April 1564. He was an English poet and playwright who _____ (regard) as the greatest writer in the English language. He _____ (often/call) England's national poet. His plays _____ (translate) into every major living language and _____ (perform) more often than those of any other playwright.

Shakespeare was born and raised in Stratford-upon-Avon. At the age of 18 he _____ (marry) Anne Hathaway and they _____ (have) three children: Susanna, Hamnet and Judith who _____ (be) twins. Between 1585 and 1592, he _____ (begin) a successful career in London as an actor, writer and part owner of a playing company which _____ (call) the Lord Chamberlain's Men and which _____ (later/know) as the King's Men.

- **Reading comprehension activity (3rd-4th of ESO):** this activity is aimed at either a 3rd or 4th of ESO group. It basically consists of a reading activity with its corresponding comprehension questions based on a fragment from the novel *1984* written by the well-known author George Orwell. This activity is done in groups of two and it is a practise for their exam. (See annex 6.2, Reading Activities). The main aim of this activity is to present

to the students a very well- known British novel which created a shock in its time since it tackled the issue of dystopia where the author tries to show a futuristic world which does not differ that much with some situations of our 21st century. It is a topic of debate which can arise in the classroom when tackling the topic of utopia and dystopia. For this activity, students will dispose of half of the lesson to finish it.

- **Kahoot activities (1st ESO):** the following activity is created as a type of multiple choice game to practise food vocabulary and grammar together with British culture and customs. Thus, it combines learning and in a fun manner where students can work in groups or individually to achieve the correct answers. This is an online game which can be played via smartphone or laptop. Many schools provide students with netbooks or laptops to carry out certain activities. As can be seen in annex 6.2, various activities centre on the topic of typical British food, idioms and specific vocabulary used in Britain. Hence, I have also put this activity into practise and it obtained good results as 1st of ESO students learnt new vocabulary and became familiarised with some traditional British dishes and expressions. Besides, before this activity was carried out, the British teaching assistant of the school, presented a recipe of a traditional British dish, *Victoria Sponge Cake*, and not only did she explain the recipe but she mentioned some cultural facts such as the reason why the cake is named after Queen Victoria. It was interesting how the teacher assistant caught the students' attention mentioning historical and cultural anecdotes and stories regarding Queen Victoria of Britain. Surprisingly, the following week I recapitulated what we did in the previous session and the first thing that came to the students' mind was the story about the *Victoria Sponge Cake*. It is certain that stories and anecdotes are very useful and successful when teaching, therefore I persist on the idea of teaching language through its culture to achieve the understanding and learning of both aspects. Thus, this activity will last approximately 20 minutes.

Hence, here are the links to my kahoot creations:

<https://play.kahoot.it/#/?quizId=5eb5e952-e7b5-4d0e-b62d-6fa3c3258327>

<https://play.kahoot.it/#/?quizId=c1dfd7bc-afae-4fbf-9df3-dc707077a4de>

- **Read and analyse a chapter of *The Great Gatsby* (1925) (1st Bachiller):**
The following activity is aimed at a 1st of Bachiller group and is based on reading and analysing a chapter/fragment from the novel *The Great Gatsby* (1925) written by F. Scott Fitzgerald. A copy of the chapter will be handed in to each student or uploaded on the school's blog. Individually, students will have to analyse the following features:
 - Plot
 - Setting
 - Characters

Besides, this activity will be done as holiday homework as it will be sent at Christmas or Easter holidays in order to have more time to devote to its work. This activity intends to approximate students to the Roaring Twenties in America. The age of the post-World War I and an age of economic prosperity, modernity and particular and extravagant clothing. Therefore, I would like to make students aware of this period which created a great impact in big cities and metropolitan areas in the USA. This activity will last 1 or 2 sessions.

- **Quiz/multiple choice (2nd of ESO):** this activity is aimed at a 2nd of ESO group of students. It consists of a multiple-choice activity or quiz which centres its questions on British vs American English. The questions will focus on vocabulary differences, traditions, famous characters, historical and cultural events etc. This activity will be carried out preferably in small groups therefore, during the split classes it would be ideal. Thus, two groups of five students will have to answer the questions that appear on the whiteboard and each group will have a bell; the first bell that rings will answer the question. However, if that group chooses the wrong answer,

the other group will automatically have to option of answering back. This is another dynamic activity where students practise the comprehension and understanding of the English language as well as learning cultural features from other countries and cultures. This activity will last half of the lesson or the whole lesson, it depends on students' predisposition to carry out the activity.

- **Vocabulary activity on success (4th of ESO):** this activity is a perfect starting point for a new didactic unit. In this case, the unit focuses on “success” and the teacher projects an image which reflects the meaning of the term (See Annex 6.2. Reading Activities), where students have to discuss in small groups (3 students) what that image indicates for them. Besides, they will have to write a definition of the term in their own words. Moreover, students will read several definitions of the term coined or written by well-known characters such as Roosevelt, Winston Churchill, A. Lincoln, etc. and again, in groups, they will have to select the definitions that approximate the most to their definition of success. When this activity is finished, the teacher will move on asking about the characters that appeared on the whiteboard and what their functions or roles in the world were. For this last exercise, students will dispose of more time since I believe they will not be acquainted with all of the characters. Therefore, again in groups, they will have to investigate the role of each character in the world. Furthermore, students will have to share their ideas with the rest of the class. To conclude this activity, which will last all the session and maybe part of the next one, the teacher will present seven situations which the students will have to choose which of those is an example of success, in their opinion. Thus, in groups they will have to discuss every situation and choose the ones that they consider as a success (See annex 6.2, Reading Activities).
- **Who wants to be a millionaire (4th of ESO-1st of Bachiller):** As teachers, we are aware that multimedia and ICT resources are recommended and required to create dynamic and entertaining lessons. These resources call students' attention to a great extent since the new generations of students

are nowadays considered digital natives. Therefore, activities which promote interaction are a good option in almost every group of students. This specific activity is based on a TV programme game, *who wants to be a millionaire*, which consists of multiple-choice questions and answers in which each correct answer is worth specific points and the level of difficulty increases while you advance in the game. Such activity is ideal to practise grammar, vocabulary and any topic which the teacher considers necessary to teach. In this case, the questions focus on grammar (passive voice), general culture, vocabulary (synonyms), topics concerning WE countries' customs among many others. The procedure of this activity is based on creating two groups of students; one of the students will be the host of the programme as well as the one in charge of reading the questions and write down the points. Then, each group will take turns and there will be a time limit for answering each question. If they do not answer them within that specific time, the question will automatically be passed over to the other group. Thus, this activity will last the entire lesson. Indeed, it is a very easy way to teach your students and engage them in their learning process. It is an online webpage created especially for teachers where you only have to subscribe and use the link to start playing. Technology is the future and our present therefore, we should take advantage of the activities that it offers. This is the link to access the game which I created:

<https://www.superteachertools.us/millionaire/millionaire.php?gamefile=52074>

3.5. Summarised chart of activities

	WRITING	SPEAKING	LISTENING	READING
1st of ESO	1) Recipe of a traditional English dish (* Groups of 2 students)	1) Menu of the day presentation (* 3) 2) Recipe presentation (* 3)	1) Edpuzzle on cooking utensils and recipes around the world. (* 2)	1) Kahoot game on WEs and British culture (* 3)
2nd of ESO	2) Create a guide leaflet from a Nation from the UK (* 3)	3) Power Points, Prezi presentations on a state of USA (* 3)	2) Lyrics training on WEs songs or English-speaking singers. (* 1)	2) Quiz multiple choice BrE vs AmE (* Divide the class in 2 groups)
3rd of ESO	3) Interviewing “Henry VIII” (* 2)	4) World itinerary (* 2)	3) Watch film Romeo and Juliet and act out a scene (* 5)	3) Grass skirt activity on WEs (* 3) 4) Reading comprehension 1984 (* 1)
4th of ESO	4) For and against essay on pros and cons of living in India (* 1) 5) Writing a letter explaining Maori or aboriginal life (* 2)	5) Debates on cultural stereotypes	4) Watch scene Call the Midwife & focus on its issues (* 2) 5) Watch film Love Actually and focus on accents (* 2)	4) Who wants to be a Millionaire (* 5) 5) Vocabulary activity on the term success focusing on well-known intellectuals (* 3) 6) Newspaper headlines (* 3)
1st of Bachiller	6) Opinion essay on Brexit newspaper headlines (* 3) 7) Poster Presentation on Postcolonial British country (* 3)	6) Role play on Shakespeare’s plays (* 4)	6) Watch film The Piano Edpuzzle on “Travelling the Philippines” (* 1-2) 7) Watch film Braveheart. (* 2)	7) Read and analyse chapter of <i>The Great Gatsby</i> (* 1) 8) Activity on passive voice, Shakespeare (* 1)

4. Conclusions

With the advent of globalisation, the world is more connected than ever and human communication is easier among people with different L1s due to the facilities that the development of English as a lingua franca provides. Hence, this closeness among different countries also reinforces many other values regarding cultural awareness and understanding. It is not only language, but also culture which brings people together; same cultural features which differ from country to country and this variety is what makes the world so rich and pure. Therefore, as has been discussed in this master dissertation, school is the cradle of education and the place where many moral values are or should be promoted: respect, tolerance and cultural awareness. Thus, culture in education should be taken more into consideration and should occupy a more important position regarding language teaching in order to approximate the student to a more realistic learning of the language as a whole.

This project and proposal has tried to tackle various issues concerning the teaching of the English language through its culture. For instance, it has focused on the benefits of approaching the culture of the language which is being taught, the introduction of WEs to the teaching of English language, the evolution of English language teaching which was firstly taught alienating language and culture and finally, the fears as well as the strengths which can arise depending on if it is a NEST or NNEST approaching the lesson.

The main focus of this dissertation has been to show a small selection of different types of activities which can be created and used in an EFL or ESL classroom promoting the simultaneous teaching of the language and its culture. The aforementioned didactic proposal has not been put into practise as a whole yet but some of these activities (Edpuzzles, British dish recipe, reading comprehension of an excerpt from *1984*, etc.) have been used in various secondary school' groups (1st of ESO and 1st of Bachiller) and the results were positive. Precisely, students seemed to be involved in the matter and interested in what they were learning. Thus, the main aim of these activities is to approximate the students to the many cultures that the English language provides

and make them aware that 'knowledge has no limits', as one of my 1st of Bachiller students very well reflected.

Furthermore, the aforementioned selection of activities is aimed at different levels of English in order to demonstrate that this teaching technique can be applied to any course and group and any student can benefit from this engaging and interesting way of teaching. This proposal can either be taken as a brainstorming of activities to use them sporadically in the classroom as well as in a whole didactic unit.

Essentially, teachers should take advantage of the different dynamics and possibilities that teaching offers and promote these in the classroom with the main aim of motivating and engaging the student in his/her own learning process. Thus, in order to provide an alternative to traditional teaching, teachers could bear in mind the possibility of selecting this type of teaching combining language and its culture together with ICT resources to provide another learning perspective to education.

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Headlines on Brexit activity, annex 6.2; retrieved from:

- ❖ <https://isastudentblog.wordpress.com/2017/06/14/brexit-behind-the-headlines-in-spain/>
- ❖ https://www.cfr.org/backgrounder/what-brexit-means?qclid=Cj0KCQjw0PTXBRCGARIsAKNYfG0ARzaTd1AG7RGBNhGLj6YE-pjnAmARfqx9ZWDiCR9I9BOM1otAs4AaAIGIEALw_wcB
- ❖ https://www.cfr.org/backgrounder/what-brexit-means?qclid=Cj0KCQjw0PTXBRCGARIsAKNYfG0ARzaTd1AG7RGBNhGLj6YE-pjnAmARfqx9ZWDiCR9I9BOM1otAs4AaAIGIEALw_wcB

6. Annexes

6.1. Ana's TFM for students

ANA'S TFM

- ❖ Do you think it's a good idea to learn the culture of the language you are learning? Why or why not? Justify your answer.

For instance, in your English class you learn passive voice with examples of Shakespeare's quotes, you do a Reading Comprehension activity on a fragment of Sherlock Holmes, you watch a film about World War I, you do a listening comparing Australian accent and British accent, you do debates comparing Spanish and English stereotypes...

6.2. Sample activities

Annex 1: Writing activities

a) British or a WE country dish recipe (1st ESO)

a. Sample template given to the students:



RECIPE

TO _____
FROM _____

RECIPE NAME Victoria Sponge Cake

<p>INGREDIENTS</p> <p><u>4 eggs</u> <u>2tbsp baking powder.</u></p> <p><u>225g butter</u></p> <p><u>225g caster sugar</u></p> <p><u>Strawberry jam</u></p> <p><u>Whipped cream</u></p> <p><u>225g flour</u></p>	<p>HOW TO</p> <p>① Preheat the oven 180°</p> <p>② Break 4 eggs into a mixing bowl</p> <p>③ Add 225g caster sugar, 225g flour, 225g of butter and 2 teaspoons of baking powder</p> <p>④ Mix everything together until blended</p> <p>⑤ Divide the mixture in 2 tins and bake for 25 mins</p> <p>⑥ Let it cool, fill with jam and whipped cream</p>
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b) Opinion essay (1st of Bachiller): headlines on Brexit EU education:

- ❖ Universities on the continent are increasing their offers as they expect students to look outside of the UK for courses in the years after Brexit.
- ❖ European universities are increasing English-speaking courses to prepare for an influx of students who could seek alternatives to the UK as a result of Brexit, a new study suggests.
- ❖ Immigration was the leading complaint which made citizens vote to leave. The number of EU migrants in the UK nearly tripled between 2004 and 2015.
- ❖ After Brexit, it's not clear if Spanish citizens and tourists will be still able to freely access healthcare, housing, work permits and Visa-free travel once UK's separation is finalized.

c) Poster Presentation (1st of Bachiller):

1) Countries to select:

- Australia
- New Zealand
- India
- Philippines
- Hawaii
- Jamaica
- Canada

2) Choose one of these countries and create a poster presentation following the structure provided above:

- An important post-colonial author of the country

- A famous work of this specific author
- Characteristic features of the country (cultural, linguistical etc).

Annex 2: Speaking Activities

a) Roleplay (1st of Bachiller):

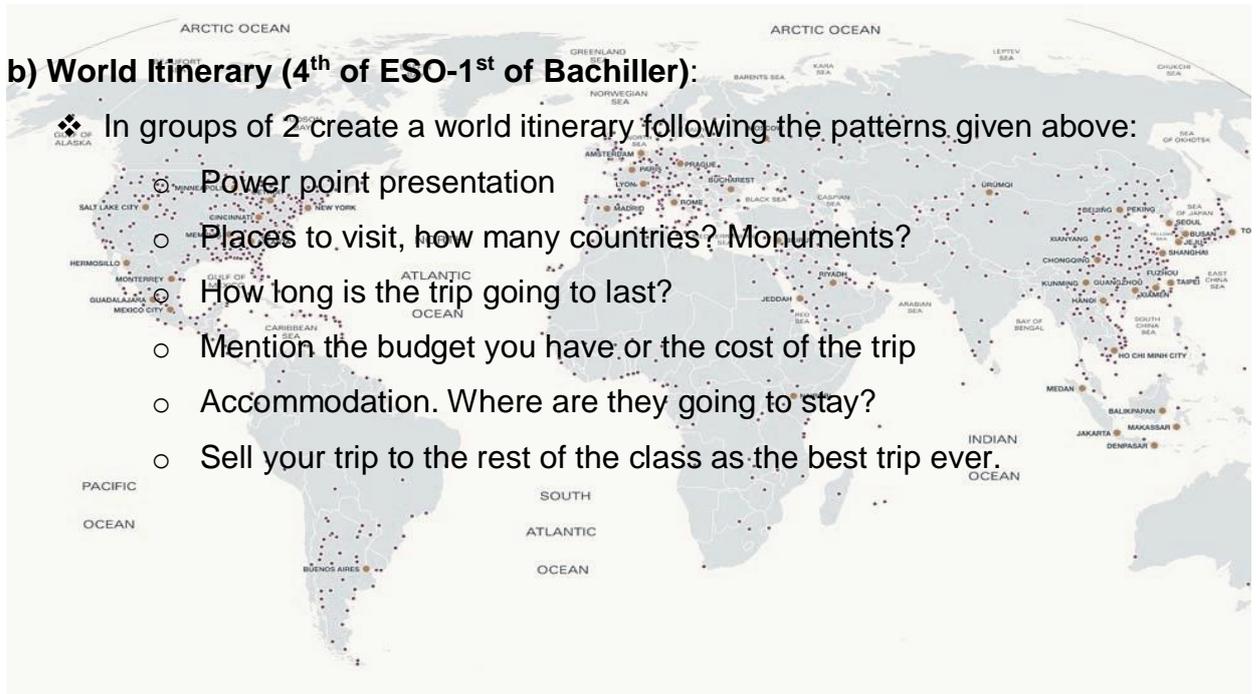
❖ In groups of 4, select one of Shakespeare's plays and perform the main act of the play. The plays are the following:

- Romeo and Juliet
- Macbeth
- Hamlet
- The Tempest

b) World Itinerary (4th of ESO-1st of Bachiller):

❖ In groups of 2 create a world itinerary following the patterns given above:

- Power point presentation
- Places to visit, how many countries? Monuments?
- How long is the trip going to last?
- Mention the budget you have or the cost of the trip
- Accommodation. Where are they going to stay?
- Sell your trip to the rest of the class as the best trip ever.



c) USA State presentation (3rd of ESO):

❖ You are in charge of presenting a state from the USA to the rest of the class. Follow the structure given for this activity:

- State flag
- Brief history of native Americans
- Typical food
- Things to do in that state and its people



d) Menu presentation (1st of ESO):

Example provided to students:



Annex 3: Listening Activities

a) Edpuzzle on travelling the Philippines (1st of Bachiller):

<https://edpuzzle.com/assignments/5a68ad769e13954122d9e54b/watch>

Questions that appear throughout the video:

How long did he stay in the Philippines?

Open response at 0:37

successful students: 1 / 4

What does he not include in the prices he mentions?

Open response at 1:33

successful students: 1 / 4

Why is transportation so important in the Philippines?

Open response at 2:03

successful students: 1 / 4

According to Noah, what real options do you have to cross the ocean?

Open response at 2:14

successful students: 1 / 4

Is this sentence True or False?-The more time you spend travelling the more m...

Open response at 2:44

successful students: 1 / 4

So...what is the word?

Open response at 3:35

successful students: 1 / 4

Where are the Philippines?

Open response at 4:01

successful students: 1 / 4

What other word does he use for accommodation?

Open response at 4:37

successful students: Help

Can you trust the first option the locals give when shopping?

Open response at 5:35

successful students: 1 / 4

When, where and with whom is he travelling next?

Open response at 6:00

successful students: 1 / 4

What's the first currency he mentions?

Multiple choice at 1:10

successful students: 2 / 4

What does Noah prefer if he has time to travel?

Multiple choice at 3:04

successful students: 2 / 4

Where did he and his friends stay every night?

Multiple choice at 3:44

successful students: 2 / 4

What kind of food is cheaper in the Philippines?

Multiple choice at 4:24

successful students: 2 / 4

Annex 4: Reading Activities

a) Grass skirt activity (3rd of ESO):

1-World Englishes' original text:

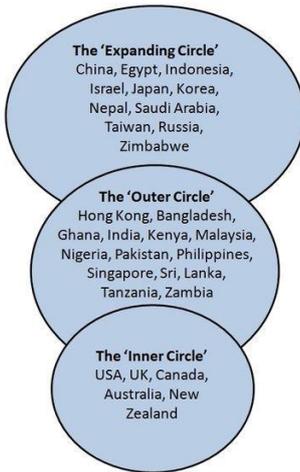
There are some of advantages that exist for people using English as their first language. One of them is that it facilitates the exchange of information from one part of the world to the other with ease. It is through the existence of a global language like English that peace and trade has been enhanced between dissimilar countries

Kachru (1997) proposed three circles to divide English-using world. While doing this, he focused on the historical context of English, the status of the language and the functions in various regions. According to Kachru, the Inner Circle includes the Native English-speaking countries such as England, USA and Canada. The Outer Circle consists of the former colonies such as India, Africa and Nigeria and finally Expanding Circle includes countries such as China, Japan and Turkey, which are affected by Western and where English is becoming an important language in business, science, technology and education.

Sources:

- ❖ <https://files.eric.ed.gov/fulltext/EJ1083080.pdf>
- ❖ <https://essaysprofessors.com/samples/analysis/advantages-and-disadvantages-of-having-a-global.html>

2-Grass skirt activity with mistakes and students have to correct them:



1. There are any advantages who exist for peoples using English as their first language.
2. One of them are that is facilitate the exchange of informasion from one part of the world two the other with ease.
3. Is through the existence of a globall language lik English that peace and trade has being enhanced between similar country.
4. Kachru (1997) proposeded tree circles to dividing English-using world.
5. While doing these, he focused for the historical context of English, the status of the language and the founctions in various regions.
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7. Finally, Expanding Circle include continents so as China, Japan and Turkey, which is affected at Western and where English is becomed an important language in business, science, thechnologi and educacion.

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<p>7. Finally, Expanding Circle includes continents such as China, Japan and Turkey, which is affected in Western and where English is becoming an important language in business, science, technology and education.</p>

b) Newspaper headlines (4th of ESO-1st of Bachiller):

- ❖ Read the following newspaper headlines and search for information regarding the topic in groups of 3. Then, invent 3 headlines regarding the topic you choose.



c) Shakespeare's text for exam (1st of Bachiller):

1. Decide whether the verbs in brackets should be active or passive. Then put them into the correct tense. (8 points) (0.8 each).

William Shakespeare _____ (baptize) on 26th April 1564. He was an English poet and playwright who _____ (regard) as the greatest writer in the English language. He _____ (often/call) England's national poet. His plays _____ (translate) into every major living language and _____ (perform) more often than those of any other playwright. Shakespeare was born and raised in Stratford-upon-Avon. At the age of 18 he _____ (marry) Anne Hathaway and they _____ (have) three children: Susanna, Hamnet and Judith who _____ (be) twins. Between 1585 and 1592, he _____ (begin) a successful career in London as an actor, writer and part owner of a playing company which _____ (call) the Lord Chamberlain's Men and which _____ (later/know) as the King's Men.

d) Reading comprehension activity (3rd ESO -4th of ESO)

Nineteen Eighty-Four by George Orwell

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hallway smelt of boiled cabbage and old rag mats. At one end of it a coloured poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a metre wide: the face of a man of about forty-five, with a heavy black moustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours. It was part of the economy drive in preparation for Hate Week. The flat was seven flights up, and Winston, who was thirty-nine and had a varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift-shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. BIG BROTHER IS WATCHING YOU, the caption beneath it ran.

Inside the flat a fruity voice was reading out a list of figures which had something to do with the production of pig-iron. The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagreness of his body merely emphasized by the blue overalls which were the uniform of the party. His hair was very fair, his face naturally sanguine, his skin roughened by coarse soap and blunt razor blades and the cold of the winter that had just ended.

1) Say whether these statements are true or false. Provide evidence from the text

1. The lift at Victory Mansions was frequently out of order.

.....

2. The electric current didn't work due to a blackout.

.....

3. The eyes of the poster in the hallway followed wherever you went.

.....

4. The telescreen was always on.

.....

5. Winston was a big man.

.....

2) Find the words or expressions with similar meaning to the following ones:

❖ Stop:

❖ Nailed:

❖ Strongly:

❖ Interrupt:

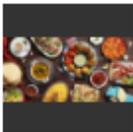
❖ Under:

❖ Unsharpened:

Adapted from: <https://www.varsitytutors.com/englishteacher/1984-lesson-plans>

e) Kahoot game (1st of ESO): sample questions

Description



Are you hungry?
Practising food vocabulary
Everyone

Game Creator

1	Which of these is a vegetable?	Time limit 20s
2	What ingredients do you need to make a Spanish omelette?	Time limit 20s
3	What food category is a chicken leg?	Time limit 20s
4	Dairy products are...	Time limit 30s
5	What do we have for breakfast?	Time limit 20s
6	What time do you normally have lunch?	Time limit 30s

Hence, here are the links to my kahoot creations:

<https://play.kahoot.it/#/?quizId=5eb5e952-e7b5-4d0e-b62d-6fa3c3258327>

<https://play.kahoot.it/#/?quizId=c1dfd7bc-afae-4fbf-9df3-dc707077a4de>

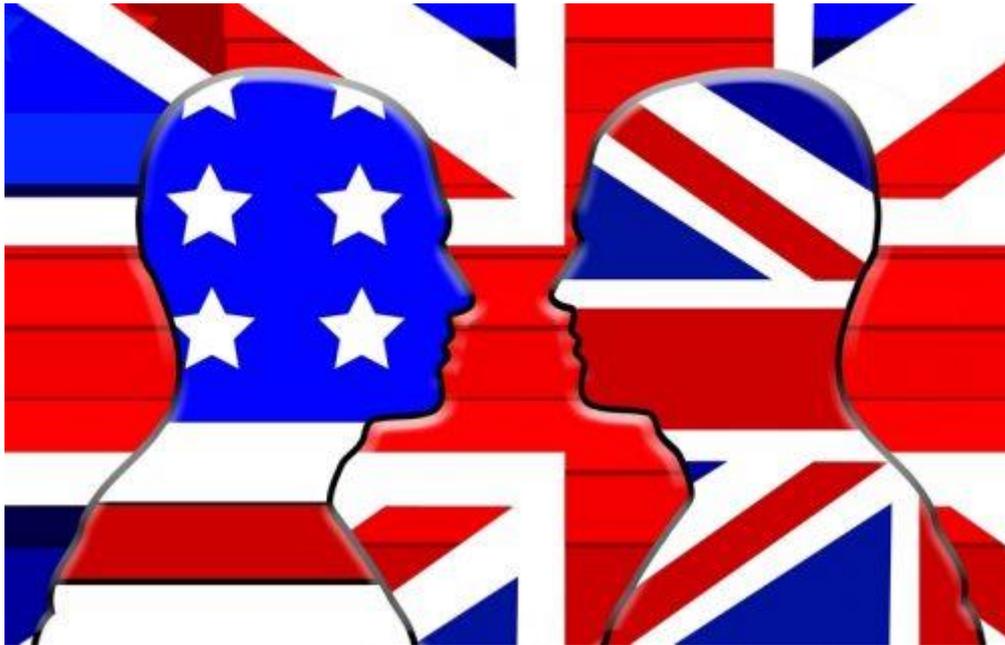
6	Victoria Sponge cake is named after...	Time limit 20s	  
7	Which is of these is a countable noun?	Time limit 20s	  
8	Which os these is an uncountable noun?	Time limit 20s	  
9	How many is used with...	Time limit 20s	  
10	Which sentence is correct?	Time limit 20s	  
11	<i>It's a piece of cake</i> means...	Time limit 20s	  

f) Read and analyse a chapter of *The Great Gatsby* (1925) (1st Bachiller):

- ❖ Read the following chapter of the novel we have been working on in class and focus on the highlighted points:
 - Plot- period of time? What was happening at that time?
 - Setting
 - Characters

Chapter 1 from *The Great Gatsby* (1925) written by F. Scott Fitzgerald.

g) Quiz/multiple choice (2nd of ESO):



BRITISH ENGLISH vs AMERICAN ENGLISH

1. Which is the smallest of the four nations of the UK?

- a) Northern Ireland
- b) Scotland
- c) Wales

2. Where in England is Manchester?

- a) The midlands
- b) the north
- c) the south

3. Which of the following is not in England?

- a) Cardiff
- b) Leeds
- c) Newcastle

4. The American name given to fried potatoes is...

- a) Chips
- b) Fries
- c) Crisps

5. When British people go to the cinema they watch a...

- a) Movie
- b) Film
- c) Peli

6. The USA is formed by....

- a) 51 Nations
- b) 51 States
- c) 4 Nations

7. Where can we normally see yellow taxis?

- a) London
- b) New York
- c) Cardiff

8. The words *theatre*, *centre*, *colour* and *favourite* are written in...

- a) American English
- b) British English

9. Which of these two countries does not have a monarchy?

- a) Britain
- b) USA

10. Punctuality is a factor which characterises....

- a) Only people from England
- b) British people
- c) People who live in New York

11. Trump is the president of both Britain and USA because both countries speak English.

- a) True
- b) False

h) Vocabulary activity on “success” (4th of ESO):

❖ Activity 1:

- Discuss with your partner what this picture depicts:



❖ Activity 2:

a) According to the following intellectuals and well-known figures of our history, success is...

b) Choose the ones that you believe reflect better your idea and definition of success and discuss with your partner:

1. "Always bear in mind that your own will to succeed is more important than any other thing."

Abraham Lincoln

2. "Success is getting what you want. Happiness is wanting what you get."

B. R. Hayden

3. "Success is a journey, not a destination."

Ben Sweetland

4. "All of us are born for a reason, but all of us don't discover why. Success in life has nothing to do with what

you gain in life or accomplish for yourself. It's what you do for others."

Danny Thomas

5. "Success does not consist of never making mistakes but in never making the same one a second time."

George Bernard Shaw

6. "A strong, positive self-image is the best possible preparation for success."

Joyce Brothers

7. "Most people who succeed in the face of seemingly impossible conditions are people who simply don't know how to quit."

Robert Schuller

8. "The most important single ingredient in the formula of success is knowing how to get along with people."

Theodore Roosevelt

9. "Success is the ability to go from failure to failure without losing your enthusiasm."

Winston Churchill

❖ **Activity 3:**

Which of these situations is an example of success, in your opinion?

- a) A man loses his job and sets up a new business which goes on to become a multi-million-pound enterprise. But along the way, he becomes so obsessed with his new company that he neglects his family and they leave him.
- b) A boy loses a leg in a road accident. He goes back to school and passes his exams the same year.
- c) A sportsman wins Olympic gold in the marathon. Although the tests are all negative, he knows in his heart he was taking performance enhancing drugs.

- d) Some students pass their exams very easily. They had worked very hard but the teacher had also given them the answers on the morning of the test.
- e) A single mother with no free time gets a part-time job as a secretary. She loses it within a week and goes back to care for her children full-time.
- f) A film director wins five Oscars for a film that has shocked his local Scottish city community because it gives a false impression of their history.
- g) A young scientist discovers something that could become a cure for cancer. At the moment, it is uncertain if his discovery will amount to anything.