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Title:

"Integrating diversity and technology in high school in Misiones."

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"Integrating diversity and technology in high school in Misiones."

Introduction

The importance of diversity and interculturality is addressed in the National Constitution of Argentina and as a modality in the National Law of Education, it deals with the perspectives of cultural diversity focusing on the interactions of people, cultures, religions, languages and opinions. The incorporation of interculturality in EFL classrooms aims at fostering local cultural awareness while learning English as a foreign language.

Especially among adolescents, there exists a high demand of relevant integration of diversity in the learning process in order to improve their motivation and their competence in contrasting and acquiring language items within a cultural perspective, as it is proposed in the new national curriculum for foreign languages (Núcleos de Aprendizajes Prioritarios para Lenguas Extranjeras).

In addition to this requirement, students being exposed to the target language in only two 40-minute classes per week and teachers overwhelmed by the number of units in the EFL syllabus result in the unsuccessful consolidation of all the yearly contents. In this regard, the school "Instituto José Manuel Estrada", from Posadas, Misiones, is currently offering students the possibility to use technology in their classrooms so as to enhance all their subjects' contents. This is also the opportunity for teaching English in a motivating, effective and time-wise way.

Proposal

A new curricular design for foreign languages in Misiones is currently being developed. Due to global changes and the way children and adolescents have been influenced by technology and social media, the teaching of English has undergone a process of revision. This revision focuses on the pedagogical aspects of the curriculum including the integration of interculturality and the use of technological devices for learning purposes.

This is the biggest challenge for the 3rd year students of Instituto José Manuel Estrada high school in Posadas. They are adolescents aged 15 and 16 who cannot find the connection between the linguistic functions prescribed in the syllabus and their personal local reality. Most of these students have never visited a big city, not even travelled by plane or underground before. Students in Posadas are used to gathering along the city's waterfront (promenade), walking on the streets of a very small town centre or just staying with friends in their neighbourhoods on the outskirts. As Pulverness states: "to develop intercultural awareness pedagogic practices and materials need to take account of the learners' cultural identity and address more thoroughly the kind of cultural adjustment that underlines the experience of learning a foreign language" (Pulverness 2003, as cited in Tomlinson, 2013).

Interculturality along with the use of Information and Communication Technology (ICT) can enhance EFL effective learning. So local traditions may be introduced in the syllabus together with those belonging to the target language to raise cultural awareness and a wide range of specific technology-based tasks. In this sense, Lopez Barrios (2007) says that "For this to happen, materials should strive to make the learner reflect critically rather than simply make him or her consume unquestioned facts about a "superior" culture to the detriment of the learners' source culture" (p. 1).

From the view of socio-cultural diversity, adolescents' dimensions that are important to include are race, class, ability, different learning conditions and styles, ethnicity, age, gender, sexual orientation, religion, nationality that make up the identity of the individual student and impact their learning experience. Diversity needs to be taken seriously by EFL teachers as it is the only way to make sure students of all backgrounds are not excluded or marginalized, but are instead supported by the education system and receive an education that helps them reach their fullest potential.

As the official curriculum design in Misiones has not been established yet, EFL teachers generally base their syllabi on course books that present the language functions within topics about culture and lifestyles, mainly from foreign English speaking countries. In the class from 3rd year mentioned earlier, the main grammatical functions are the revision of Present Tenses and the learning of the Simple Past Tense. The textbook presents topics such as types of houses, routines, spare-time activities, heroes, holidays and food, which are characteristic of Britain or the U.S.A. The intercultural scope of these topics just reaches other English speaking countries, Asia or Africa.

However, our students need to have a closer perspective of the topics, so the cultural aspects that should be addressed in the syllabus could include local traditional rituals, history of a city and the kinds of activities adolescents from Posadas usually do in their free time. The use of ICT in the classrooms with computers, smart-phones and the internet can facilitate language learning and cultural awareness from different sources other than the course-book.

The purpose of this didactic sequence is to provide students from the city of Posadas belonging to a public 3rd year high school with learning activities that will integrate

aspects of interculturality with relevant social events for their adolescent age. Students will be able to use technological devices to reproduce those events, and the expected learning outcome will include digital productions showing the use of the language. The main methodologies that will be applied in this innovative sequence will be content and language integrated learning, project-based learning and flipped learning.

Theoretical Framework

Bilingual Intercultural Education belongs to one of the eight modalities established by the National Law N° 26206 for the education system in Argentina. The idea of intercultural education focused on diversity contributes to the recognition of a society that has changed and will be changing continuously. In the case of foreign languages, the resolution called Núcleos de Aprendizajes Prioritarios de Lenguas Extranjeras (Res. N°181/12) recommends the organization of the teaching of foreign languages within the compulsory years of education from kindergarten to secondary school, and adds the reflection on the target language and interculturality to the development of the four language skills. Interculturality and cultural awareness are composed of history, traditions, rituals, cultures, tolerance and respect as contents to be developed in the classroom. These contents and their related topics become integrated with linguistic items taught by EFL teachers focusing on communication.

In the 2011 E-forum Discussion Paper by UNESCO's International Bureau of Education, experts introduce some key concepts which are relevant to socio-cultural diversity and the ever-globalising world:

- Decision upon a national level core curriculum for all with adaptations done locally.

- Minority students marginalized through the disconnection between their own culture and the predominant school´s culture.
- Fitting into a wider and national and international history framework, connecting the goals of education with the everyday experiences of students.
- And schools given a curriculum around which they can devise their own programs reflecting their community, resources, students' interests and teachers' talents.

Content and language integrated learning (CLIL) is a suitable approach for learning about interculturality. In this respect, Coyle (2010) presents a list of CLIL objectives, the most relevant ones being:

- To improve the educational system.
- To establish the necessary conditions that will allow students to achieve the appropriate level of academic performance in CLIL subjects.
- To improve students' proficiency in both their mother tongue and the target language, attaching the same importance to each.
- To develop intercultural understanding.
- To develop social and thinking skills.

In Content and Language Integrated Learning (CLIL) teachers consider the importance of content, topics and learning the language. They both interconnect at different stages of the learning process and this helps students develop the experience of learning a language to a deeper extent.

Marsh, Maljers, and Hartiala (2001) explain that "there are different reasons to implement CLIL in schools because it offers a lot of benefits. The reasons are given in terms of context, content, language, learning, and culture". This is the vital integration

proposed in this innovative didactic sequence since as regards context, students will become concerned about their culture and also about globalization.

Content in CLIL can be flexible to be implemented in a classroom in different ways. It can be developed through theme-based activities, units or projects, or by cross-curricular studies involving different contents of the school curriculum, providing students with opportunities to improve learning and to acquire skills and development of the language.

The authors also suggest that a lesson based on CLIL must be constructed under the principles of the 4Cs and explain each of the Cs as follows:

> Content: Content in CLIL refers to the thematic learning students are expected to acquire.
>
> Communication: Students learning under the CLIL model learn by using the language instead of by learning it.
>
> Cognition: CLIL students are usually involved in activities that allow them to construct new understandings by using higher thinking skills in real-life situations.
>
> Culture: when working with CLIL, students are expected to develop a deep understanding of the "other" and of "self." CLIL teachers may extend the content to different contexts and cultures, guiding students towards more pluricultural knowledge.

As culture is one of the main aspects to be worked in this didactic sequence, CLIL will lead students towards an intercultural world where they can have contact with different languages, different people, and thus, different living experiences. As Coyle, Hood, and Marsh (2010) state, culture awareness may be addressed by interaction

with people from different contexts in the classroom or in other settings employing different instruments such as the web.

Interculturality should be developed not only as a conceptual element but also as a set of competencies for all learners. Lopez Barrios (2003) states that “Intercultural competence involves attitudes as well as awareness of behavioral, cognitive and sociocultural backgrounds of learners and native speakers, in other words, the opportunity not only to appreciate and understand other cultures but to look into one’s own from a different perspective”.

Competency-based learning, as emphasised by Sturgis, C. & Casey, K. (2018), is learner-centred characterised by the role of the teacher as a facilitator. As learners develop individual and cooperative skills in different levels and at different times, the organisation of the learning should be planned as a didactic sequence.

Projects help students develop competencies and contents. It implies a dynamic group of students acquiring knowledge while exploring the real world, activating skills and overcoming different challenges. This could definitely help develop interculturality because learners can learn from content and use the language at the same time while they are solving different tasks. Thomas Markham (2011) describes project-based learning (PBL) saying that "PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum—a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience."

Markham introduces the concept of digital tools to produce high-quality products in a cooperative interaction of students. Flipped Learning is considered an active learning methodology to integrate intercultural awareness with the implementation of technological devices such as smart-phones and computers. It helps teachers save class time by preparing explanations on video or voice recordings to be watched before class in order to devote class time for more demanding activities. Bergmann (2015) believes that it "… enables students to take ownership of their own learning and allows for more interaction time between teacher-student and student-student. It also means the class becomes student-centered, rather than teacher-centered, and makes the class easier to differentiate."

Flipped Learning will be present all along the didactic sequence for two main reasons. First, this methodology will contain the most important definitions, explanations, and examples as a back-up database that can be used at any time. Secondly, Flipped Learning will serve as a time-saver to compensate for the few periods of English class in the school.

In a traditional classroom, during class, teachers usually lecture and lead activities, then as homework students do further enrichment and reinforcement activities. Flipped Learning has become a systematic approach in teaching where traditional classroom-based learning is inverted. This helps students get introduced to the study material beforehand and as they would have already learnt about the contents, the actual classroom time can be used to explore the subject. Teachers can then devote classroom time to deepen subject understanding by group interaction, discussion, and problem-solving activities.

The relevance of flipped learning in this didactic sequence will consist of students watching videos and other multimedia materials that explain concepts. This will allow

the teacher to use the class-time and have students work through what they watched, doing activities, participating in discussions, and asking questions to better understand the concepts.

Teachers who integrate content, language and technology can flip their classrooms by using digital tools to instruct students and allow them to practice skills at home using their personal or school-assigned devices before classroom discussions. This combination of online-guided practice and observation by the teacher, as Roland (2009) suggests, can help students not only better grasp fundamental concepts and language functions but also see the fun and relevant side of learning.

Description of proposal

The didactic sequence presented in this paper will be implemented in the 3rd year of a public school belonging to the private education system (public schools with monthly fees). The class consists of 35 adolescents aged 15-16 with an A2 English language level **(**Common European Framework of Reference for Languages**)** and the time allotted is two 40-minute classes per week.

The general objective in this sequence is to help students use English and technology as a means of communication to reflect on interculturality and self-perception.

The specific objectives include 1) provide students with topics and activities to reflect on culture, the mother tongue and the English language (reflection competence), 2) help students use English to interact with other students in and outside the classroom, 3) encourage and assist students to use multimedia (images, audio, videos) and produce digital materials for communicative purposes.

The project will be organized in 4 (four) consecutive modules and the materials used will consist of the course-book as a guideline and authentic resources from the

internet, worksheets designed by the teacher and students' contexts for meaningful learning.

The sequence will be content-and-language oriented, student-centred, based on the principles of collaborative learning through project work and flipped learning. Through the performance of all tasks, the integration of interculturality and the use of technology students will become more aware of their own cultural environment and the importance of diversity. As a contribution to the fields of EFL, this proposal will serve as a model for implementation in similar situations or by making the necessary adaptations.

Detailed Description of Proposal

Didactic Sequence

Context of implementation: Instituto José Manuel Estrada. 3rd year of secondary school

Number of students: 35 (15-16 years old)

Level of English language: A2 CEFR.

Modules: 4 (80-minute sessions per week)

Project Name: "My life on a video clip".

General objective: To help students reflect on interculturality and achieve self-perception through the use of English and technology.

Specific objectives:

- Provide students with topics and activities to reflect on culture, their mother tongue and the English language (reflection competence),
- Help students use English to interact with other students in and outside the classroom, encourage and assist students to use multimedia (images, audio, videos) and produce digital material for communicative purposes.

Resources:

- Course-book "*What's Up 2*" by Pearson Education
- Authentic resources from the internet and students' contexts.
- Information about Guarani people from Misiones Ministry of Tourism.
- All the videos will be available on YouTube channel "Una nueva educación", created by Profesor Andrés Villalba. The videos will include content material,

tutorials, recommendations, vocabulary, grammar and language function support for students. The channel will also contain the students' preliminary and final productions.

Apps and software:

- Adobe Fill and Sign: to edit pdf files
- AZ Screen Recorder: to record videos from phones
- Voice Typing: to practise speaking in English
- TelePrompter: to show scripts when students film themselves
- LiveBoard: to work collaboratively
- Filmora: to edit videos
- Microsoft or WPS: to create slide presentations.
- Padlet: to design a board collaboratively
- Online dictionary: https://dictionary.cambridge.org/es/diccionario/ingles-espanol/
- web-page:"new-education-esl.weebly.com" (https://new-education-esl.weebly.com/)

Rationale:

The sequence named "My life in a video clip" aims at providing students with a variety of pedagogical situations in which they can get engaged into using English in meaningful cultural contexts. Through this didactic sequence, students will relate the English language to the social practices that belong to their world of experience. As learning is a social process, the integration of English, technology and students' realities will have a positive impact on their perspective towards English as a Foreign Language. Students will have access to supporting digital material uploaded on a Youtube channel and also on a personalised web-page.

General implementation procedure:

There will be a presentation stage before starting the actual project. The teacher will describe the project and tell about the objectives, general activities and the requirement of a final production.

The teacher will also list the apps, software and digital devices students will need and the download options. Functions of apps will be briefly explained with an outline of the schedule.

As the underlying method will be flipped learning, every module will have a specific video or videos to be watched before attending classes. The strategy called In-Class flipped learning will be used with those students who were not able to watch the videos at home.

Evaluation is to be present throughout the DS. The kind of assessment proposed in this didactic sequence includes its formative and summative aspects. Since the institution always requires grading in all project works, students will be graded meeting the school's grading system. Grading goes from 1 (one) to (ten), being 6 (six) the minimum passing grade. The grades of formative assessment of all the projects, from the different school subjects, are collected and averaged to generate what is institutionally called Global Grade. This grade represents the general attitudinal aspect in every single student and is displayed on their digital report card (Appendix B).

Formative Assessment: Self-assessment charts (Appendix D)

In the learner-centred approach students need perform and decide on the best way to conduct their learning. It is also significant to let them become aware of the contents

acquired and the skills they have been developing. That is the reason a self-assessment chart will be used in modules 2 and 4.

The skills specified in the charts will be expressed as "can do statements". Self assessment will be carried out in class at the end of modules 2 and 4 with the teacher's help.

Summative Assessment: Evaluation of a multimedia production, a video clip.

Foreign Language teachers are to follow four elements in the definition of communicative competence throughout the learning process and its final outcome. They include grammatical competence (words and rules), sociolinguistic competence (appropriateness), discourse competence (cohesion and coherence) and strategic competence (appropriate use of communicative strategies). They will be included in the evaluation of the final production.

(See Appendix E).

Self-reflection charts at the end of the project: KWLH chart (Appendix F)

A KWL table, or KWL chart, is a graphical organizer designed to help in learning. The letters KWL are an acronym, for what students, in the course of a lesson, already know, want to know, and ultimately learn. It is a part of the constructivist teaching method where students move away from what are considered traditional methods of teaching and learning.

In order to create a scenario for reflection, students will be asked to fill in a chart and express what linguistic and cultural aspects of the language they have learned and put into practice in the learning process of this project.

The role of this kind of assessment is therefore to encourage student's awareness of their own intercultural competence, and to help them realise that their abilities are acquired in many different circumstances inside and outside the classroom.

My life on a video clip. (Chart version in Appendix C)

Learning Environment: Student-centered and collaborative learning.

Social Practice: Presenting, sharing and learning about local and global cultures.

General Competence: Students can express themselves and communicate information clearly.

Previous knowledge needed: (available on the project web-page as supporting material)

- Language: Present tenses (simple and continuous) and Simple Past tense. Vocabulary related to places. Action verbs for routines and hobbies. Describing people and places including town buildings and historical sites of cultural relevance.
- Technology: How to connect to internet with phones and computers. How to surf the internet.
- Cultural awareness: Respect for other cultures and opinions.

Module 1:

Time: 80 min.

Objectives:

Students will be able to 1) get familiar with the concept of interculturality by watching videos and writing descriptions, and 2) use technology to record themselves sharing a day in their life (Communicative competence)

Skills that will be developed: Listening, reading, writing and speaking.

Following the flipped learning methodology, the teacher will have instructed students to watch the video *Fred from London* (Appendix H for links) in advance. The same instruction will be given for the flipped videos in all modules.

Activities:

Step 1: The teacher will present all the parts of the project as well as the resources to be used in the different modules. He will inform students that in order to reflect on interculturality they will develop four modules with the following topics: A day in my life, Peoples' lifestyles, Describing my city and A hero's life. They will also be advised that they will have language, vocabulary, grammar and technology support on the project web-page:

- https://new-education-esl.weebly.com/

Step 2: An important aspect will be the establishment of the *Procedural rules for discussion in class* to emphasise intercultural respect. (Appendix G). It will be projected on the screen.

Step 3: To set the main topic that will be developed through all the modules, the teacher will show a power-point presentation with the words *phenomenon, integrate, interact, customs, traditions, essential, enrich* and *get involved*. The teacher will help students elicit their meaning and then will show the following text (Appendix I):

"**Interculturality**:

The action, process or phenomenon by which people from a given culture integrate and interact with people from other cultures, customs and traditions. It is essential that both enrich from one another and get involved in the process."

(Borelli M., Acero J. and Sánchez-Verdejo Pérez F. (2020): Handbook of Research on Bilingual and Intercultural Education. IGI Global USA)

Step 4: The teacher will explain the concept of interculturality and ask three volunteers to read the definition aloud.

Step 5: Then, the teacher will start applying flipped learning and students who have watched the video *Fred from London* will complete the after watching activity chart (Appendix H). Those who were not able to watch the video will have five minutes to do it and complete the chart at this moment.

Step 6: The teacher will monitor the class to assist students who may need help. He will provide feedback for those students' individual requirements. For the teacher to check the answers, students will take turns reading them out loud.

Step 7: Students will write a description about a day in their life taking the video as an example. With their teacher's help, students will use the phones to record short videos reading or acting out (those who dare to) using the app called *AZ Screen Recorder.* In this activity, students will work collaboratively in pairs to help each other.

Step 8: At the end of the class, students will share their videos with a data projector and the teacher will also inform students they will fill a self assessment chart the following class and that the final evaluation will result from a final production.

Integrating Interculturality and technology:

At the end of each of the four modules, the teacher will show three pictures with quotations related to the project topic. After a quick explanation and reflection, students will choose one of the quotes to post it on the project web-page and to write it down on a poster in the classroom. The whole class will collaborate in different turns as this activity will be repeated in all modules. (Appendix J).

Intended Contribution:

One of the useful strategies to learn and understand content is the use of videos and technology. Students will have the opportunity to develop listening and reading skills by watching videos that contain important information, for example notices or subtitles, about teenagers and the world that surrounds them.

Assessment: Formative

Instrument: self-assessment

Criteria:

-Understanding the connection of others' and one's own cultures through different lifestyles

-Using the topic and activities to become aware of interculturality

Indicators of Achievement:

-Can reflect on interculturality with other classmates

-Can use technology to communicate a message

Module 2:

Time: 80 min.

Objective:

Students will be able to 1) make connections between American teens' activities in a big city and how different they are from those in a local culture (Intercultural reflection), and 2) use vocabulary about lifestyles, hobbies and traditions in speaking activities (Communicative competence)

Skills that will be developed: Listening, reading and speaking.

Activities:

Step 1: In this second module, the teacher will recapitulate on the important aspects of the project: application of the flipped learning method, collaboration, use of technology and interculturality.

Step 2: The teacher will ask students to complete the activity chart corresponding to the video *Teens from USA.* (Appendix H for links). By this time students will have understood the importance of watching the videos at home before class-time. In this activity, students will work collaboratively in pairs to help each other.

Step 3: The teacher will monitor the students and will make recommendations based on flipped learning principles such as watching videos twice, rewinding, pausing when necessary, searching for missing information, etc. All videos have subtitles. And the teacher will also use the data projector to show students the meaning of vocabulary and phrases they may need. Appendix K. (Support will be available on the project web-page). In this activity, students will work collaboratively in pairs to help each other.

Step 4: To introduce the importance of dealing with the local culture, the teacher will refer to the two kinds of elements of culture and explain them: static elements and dynamic elements. The teacher will show pictures of some of those elements and students will have to classify them and say sentences like *"International music contributes to make culture dynamic"*. (Appendix L).

Elements: *International music*, *Folklore*, *indigenous nations*, *traditions*, *globalisation*, *international market.*

Step 5: Students will use the app called LiveBoard to work collaboratively among class-mates and teacher.

Step 6: To improve reading comprehension, the teacher will ask students to read the text *Guarani: The people of Northern Argentina* (Appendix M). The teacher will state the theme and ask students to skim the text and spot new vocabulary.

Step 7: Students will read the text twice or three times to tell general ideas they understood from each paragraph. Spanish will be allowed in class to clarify some concepts or as a time saver. In this activity, students will work collaboratively in groups of four and will help each other. Students will learn as much from each other as from the teacher, comparing their own cultural context with the unfamiliar contexts to which English language learning has been traditionally presented in other opportunities.

Step 8: The teacher will ask students to make a presentation about a Misionero's or Posadeño's student's lifestyle. They will use their phones to surf the net for images to make a power point presentation and they will be able to go outside the classroom, to the playground and record themselves describing a teenager's lifestyle in Posadas. For example: *I go to the promenade with my friends. We have mate and chipitas at San Martin square. We usually meet in front of the Andresito monument at the riverside. I go to the student's parade with my friends in September*. In this activity, students will work collaboratively in pairs to help each other. The teacher will provide students with the vocabulary they may need and will check what they write down.

Step 9: Students will learn to use the app TelePrompter by following their teacher's instructions. And at the end of the class students will share their videos through the data projector.

Step 10: The teacher will ask students to fill in the self assessment chart (Appendix D). The teacher will help students by providing vocabulary and guidance they may need.

Integrating Interculturality and technology:

The module will end with the selection of a quote about Interculturality and Diversity to post it on the web-page and to write it down on a poster in the classroom (Appendix J).

Intended Contribution:

After doing reading activities, a good choice to check understanding of the information previously read and with the aim to improve the development of this skill, students will express their personal impressions about the topic by recording oral descriptions and opinions. Through these activities students will identify and reinforce intercultural values and this will represent a very enriching opportunity for communication using the English language.

Assessment: Formative

Instrument: self-assessment

Criteria:

-Understanding other people's habits and likes

-Expressing one's lifestyle as a Posadeño teenager, as if talking to a foreigner saying for example: "We drink mate, which is a drink originally from the Guaranies."

Indicators of Achievement:

-Can understand other people's lifestyles

-Can tell about hobbies and daily activities, contrasting foreign and local cultures

-Can answer questions after listening and watching videos related to cultural differences

Flipped Learning for interculturality and collaboration: (Appendix V)

Step 1: The teacher will record himself on a video for his students describing traditional items in the USA and Britain. He will also share the video script in a pdf file with his students.

Step 2: Students will watch the video as many times as necessary and will use the script to write a description about traditions in Posadas or Misiones. (Individual space)

Step 3: Later on, in class, students will gather in groups of four. They will share their descriptions and collaborate in the correction of their sentences. The teacher will also help in this process. Each group will choose one member as the spokesperson to read the production to the rest of the students. (Group space)

Module 3:

Time: 80 min.

Objective:

Students will 1) use vocabulary related to city buildings, monuments and attractions to describe a local city or neighbourhood, and 2) use the internet and the project web-page to familiarise themselves with concepts related to Interculturality: diversity, culture, interculturality, foreign, locality and globalisation.

Skills that will be developed: Listening, reading, writing and speaking.

Activities:

Step 1: The teacher will start the module by showing flashcards with words and pictures related to interculturality. He will read them aloud for students to listen and repeat. (Appendix N)

Step 2: Students will have to think about the words and use them to fill the gaps in a short text about the topic of this project: Interculturality. In this activity, students will work collaboratively in groups of four and will help each other.

Step 3: The students will check their answers with the participation of the whole class and some of them will post the answers on a padlet template which will be prepared by the teacher in advance. Everyone will see the text projected on the whiteboard.

Step 4: The teacher will ask students to complete the chart corresponding to the video *Description of London* (Appendix H for links). Students will have watched the video at home, so they will focus on the activity and will work collaboratively in groups of four. Those students who manage the language better will help their classmates complete the activity.

Step 5: The teacher will monitor the students and will help those students who need it. The general correction will be done for the whole class.

Step 6: The next task will consist of a reading comprehension activity with true and false questions. (Appendix O: *London, My Home town*). The teacher will explain the instructions and the glossary will be on the project web-page. (Appendix P)

Step 7: A writing activity will require students to write a short description (between 9-12 sentences) of their city or neighbourhood. They will resource to a list of clues to describe a place. These ideas are the teacher's recommendations and they appear in

(Appendix Q). In this activity, students will work collaboratively in pairs to help each other.

Step 8: In order to practise speaking, students will use the app TelePrompter to share their production in oral format. Correction will be carried out by sharing students' recordings. The teacher will assist students all the time.

Step 9: Students will surf the web-page to find supporting material on the English language, tutorials for use of apps and links to the videos watched in the project. Students will visit this site for examples of what to produce or for uploading their final work there. They will also have an example of what will be required as a final outcome with some optional templates and guidelines. (Appendix X)

Step 10: The teacher will check the *Flipped Learning activity* which appears at the beginning of this module. The groups of students will choose a spokesperson to present their productions. (Appendix V)

Homework: The teacher will require students to do an activity from the course-book to prepare them for the topic "Heroes" for next class. Homework *Heroes* on page 101 from course-book *What's Up 2.* The teacher will advise students to use the glossary from the project web-page. (Appendix R and S). He will read the first paragraph of the homework and will explain the activities students have to do.

The purpose of this activity is to provide students with a reading task that will be integrated to next module's topic.

Integrating Interculturality and technology:

The module will end with the selection of a quote about Interculturality and Diversity to post it on the web-page and to write it down on a poster in the classroom (Appendix J).

Intended Contribution:

Writing tasks become much easier to accomplish when students have the teacher's support to guide their writing. In this process it is important to consider the supply and use of examples and clues as a starting point because they offer a previous perception of the different stages that students have to develop in a good piece of writing.

Assessment: Formative

Instrument: Teacher will observe, help and follow students' performance

-Knowing other people's home towns

-Showing one's own home town and its attractions, or neighbourhood.

Indicators of Achievement:

-Can recognise international and local attractions

-Can describe one's own city and interesting places

Flipped Learning for interculturality (Appendix V)

Step 1: The teacher will record himself presenting a short reflection on interculturality.

Step 2: Students will watch the video as many times as necessary to take notes on words or phrases they think are important. (Individual space)

Step 3: In groups of four, students will use the app Liveboard to connect among themselves to design a collaborative poster with phrases and pictures.

Step 4: Later on, in class, after being helped by the teacher, the groups will go to the front and present their posters. Students will be prompted to use phrases like "I/We think..... is important because.....". "Interculturality is....". "The video shows...". Etc. (Group space)

Module 4:

Time: 80 min.

Objective:

Students will 1) learn about both an international hero and a local hero, 2) describe the characteristics of a hero, and 3) use their phones or tablets to make a videoclip and upload it on the project web-page.

Skills that will be developed: Listening, reading, writing and speaking.

Activities:

Step 1: The module will start with the teacher checking the homework. Students will take turns to read the sentences and say whether they are true or false. This activity will serve to introduce the topic about famous people and local heroes.

Step 2: In order to reinforce the relevance of cultural awareness and the importance of locality, the teacher will explain some words from the text *Andresito from Misiones* that may be new or difficult for students. He will use a data projector. (Appendix R)

Step 3: Students will read about a local hero: *Andresito from Misiones*. (Appendix S). They will use the text to talk about the local culture and important local characters in Misiones.

Step 4: The teacher will show the phrase "*I think a hero is a person who helps other people, for example, Mother Teresa of Calcutta.*"

He will ask students to make similar sentences using these phrases: "A hero helps other people." "A hero wants to be famous. A hero fights for a cause." "A hero does something brave." They will be written on the board.

Step 5: The teacher will ask the groups of students to speak about the Flipped Learning activity they have worked with collaboratively. The teacher will guide students in this activity. (Appendix V)

Step 6: Students will write and read the sentences to record them using the app Voice Typing or AZ Screen Recorder to practise their speaking. In this activity, students will work collaboratively in pairs to help each other and the teacher will help students use the app, while monitoring the class to assist those who need it. He will provide feedback for those students' individual requirements.

Step 7: The teacher will work on the web-page collecting and organising all the productions students will have created so far: Power-point presentations, videos, audio recordings, written descriptions of places, attractions, and people.

Step 8: With the teacher's help, students will start uploading all the productions on the web-page to share them with the whole class.

Step 9: The teacher will show students how to edit different videos/recordings into just one clip using *Filmora.* This will be the student's final production.

Step 10: Once students upload their videos on the Internet, they should be open to receive comments and critics from peers and other teachers. Students' productions will be first shared inside the classroom and then at the Annual School Fair.

The teacher will explain that students will be evaluated using the final assessment chart (Appendix E) and that they will have a self-reflection chart to complete in class. The teacher will assist students all the time.

Integrating Interculturality and technology:

The module will end with the selection of a quote about Interculturality and Diversity to post it on the web-page and to write it down on a poster in the classroom (Appendix J).

Intended Contribution:

Knowing and talking about important local heroes and their features will help students think about interculturality, since all cultures share some heroes' noble characteristics.

Assessment: Formative

Instrument: self-assessment

Criteria:

-Understanding different conceptions of the concept of hero

-knowing and recognising different kinds of heroes

Indicators of Achievement:

-Can understand the notion of hero

-Can tell about a local or foreign important character of their interest

-Can use technology to communicate a message

-Can design and produce a digital presentation

Conclusion:

An innovative didactic sequence should actually be one which includes techniques and methods to improve not only students' learning of the language in class, but also to help them develop their intercultural and communicative competences. The activities designed in this sequence integrate listening, speaking, reading, and writing skills. The use of technology and other tools can show students that they are not just learning English and using ICT to learn about other cultures, but also learning the way to organise and select materials for successful task completion.

In this didactic sequence, the integration of culture and technology represents the main learning outcome.

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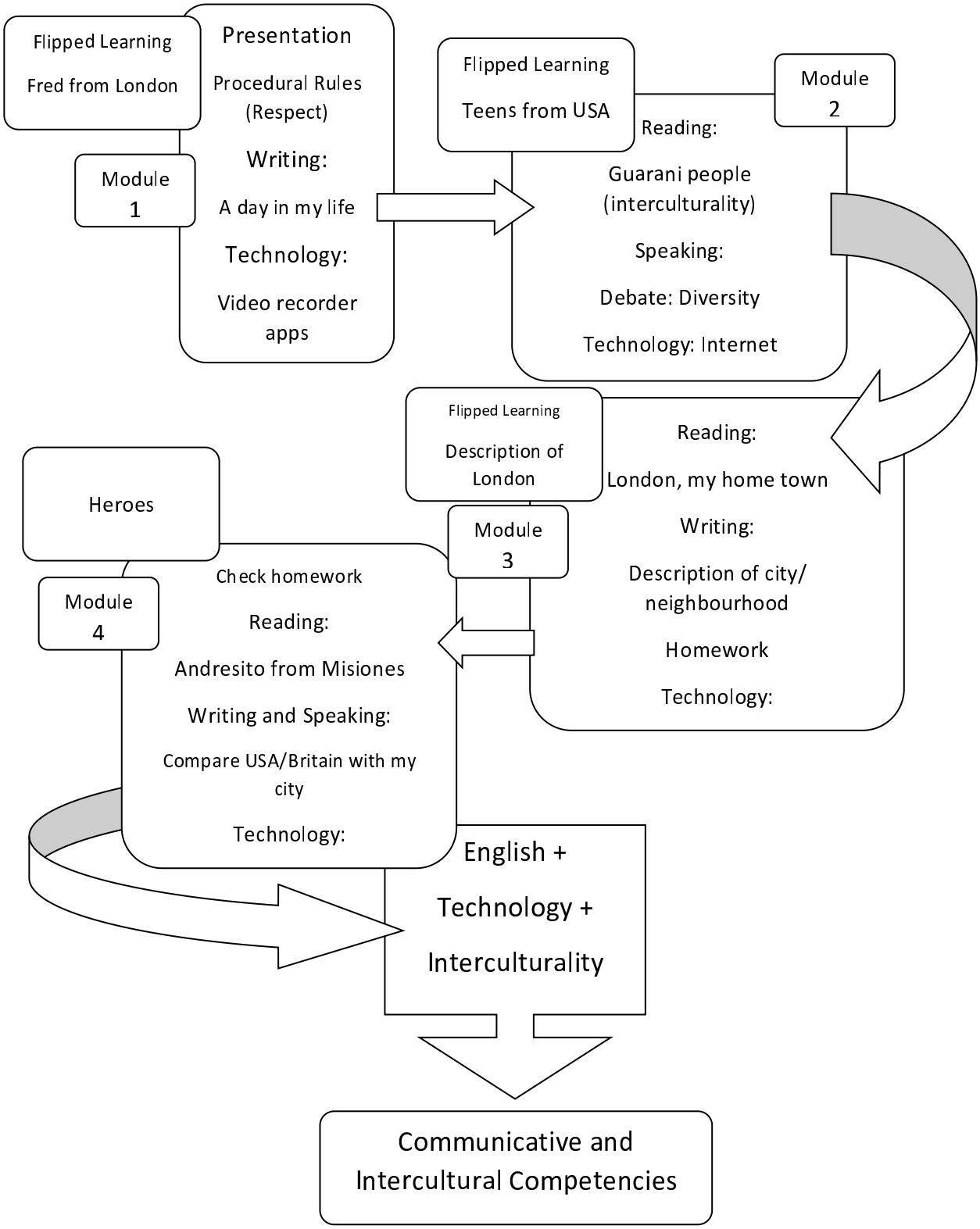
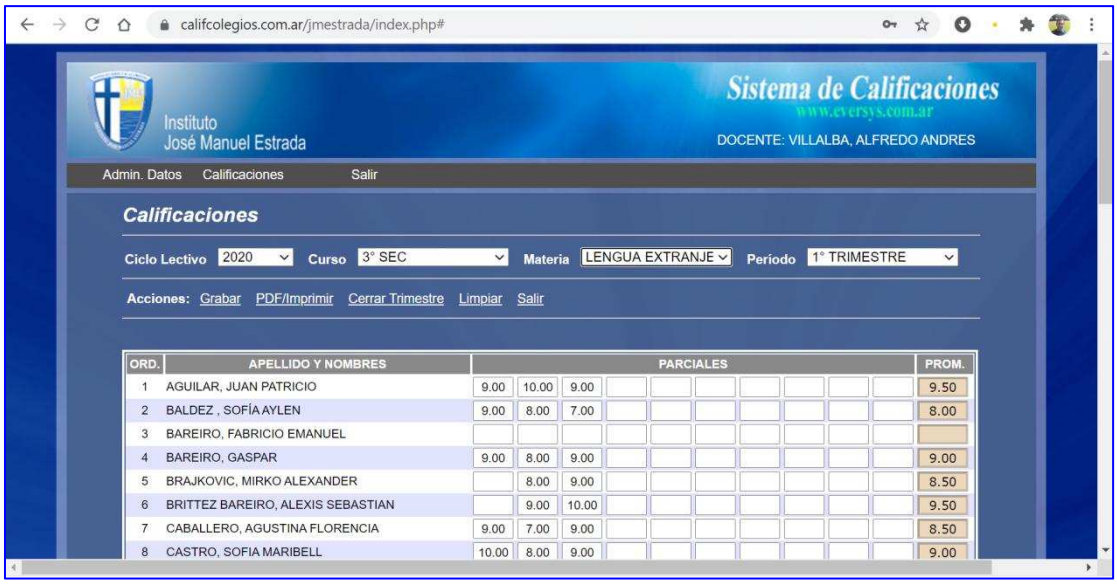
APPENDICES:

Appendix A: Full Project Development Chart



Appendix B: Digital Report Card - Instituto José Manuel Estrada



ORD.	APELLIDO Y NOMBRES	PARCIALES									PROM.
1	AGUILAR, JUAN PATRICIO	9.00	10.00	9.00							9.50
2	BALDEZ , SOFÍA AYLEN	9.00	8.00	7.00							8.00
3	BAREIRO, FABRICIO EMANUEL										
4	BAREIRO, GASPAR	9.00	8.00	9.00							9.00
5	BRAJKOVIC, MIRKO ALEXANDER		8.00	9.00							8.50
6	BRITTEZ BAREIRO, ALEXIS SEBASTIAN		9.00	10.00							9.50
7	CABALLERO, AGUSTINA FLORENCIA	9.00	7.00	9.00							8.50
8	CASTRO, SOFIA MARIBELL	10.00	8.00	9.00							9.00

Observation: The Global Grade goes in the last column of the table (not available in the example).

Appendix C: Didactic Sequence Chart

	My life on a video clip		Term: 3rd Trimester		Course: 3rd year
	Learning Environment:	Student-centered and collaborative learning			
	Social Practice:	Presenting, sharing and learning about local and global cultures.			
	General Competence:	Students can express themselves and communicate information clearly.			
	Presentation	Module 1: Describing my city and its attractions		Module 2: Describing my city and its attractions	
			Teacher's Assistance and Student's Assessment		Teacher's Assistance and Student's Assessment
Opening Stage:		Revision of information from video 1 (flipped learning) Is it revision or "using information from video watched at home"? Using video check-list	Teacher's assistance and observation	Revision of information from video 1 (flipped learning) Using video check-list	Teacher's assistance and observation
Development Stage:	Presentation of the project, objectives, activities, final production. Presentation of apps, (technological support, download sites). Outline of schedule	Watching videos Topic: Lifestyles Reading information and scripts Speaking. Writing descriptions based on personal experience Checking	Teacher's assistance and observation	Using different apps to create a presentation The Guarani people Reading and Speaking (slide presentation, phone camera for pictures or videos, audio recorder) Rehearsing and recording	Teacher's assistance and observation

Closing Stage:		Sharing outlines and productions	Assessment through student's participation	Presenting the preliminary version of the production	Student's Assessment Formative. Instrument: Self-assessment

	Module 3 Describing a famous or important person		Module 4 Describing a famous or important person		Conclusion
		Teacher's Assistance and Student's Assessment		Teacher's Assistance and Student's Assessment	Summative Assessment
Opening Stage:	Revision of information from video 1 (flipped learning) Using video check-list	Teacher's assistance and observation	Revision of information from Homework Using a web-page	Teacher's assistance and observation	Presentation of all productions (already uploaded to web-page) Moment to share self assessment Summative Assessment: Through Rubrics
Development Stage:	Watching videos Topic.My home town Reading information and scripts Speaking in a debate. Writing descriptions based on personal experience Checking	Teacher's assistance and observation	Using different apps to create a presentation (slide presentation, phone camera for pictures or videos, audio recorder) Topic: Heroes. Andresito from Misiones. Comparing cultures	Teacher's assistance and observation	
Closing Stage:	Sharing outlines and productions	Assessment through student's participation	Presenting the preliminary version of the production	Student's Assessment Formative. Instrument: Self-assessment	

Appendix D:

Self-assessment Charts:

<table>
<tr><td colspan="2">Student's name:</td><td colspan="6"></td></tr>
<tr><td colspan="8">Every day we learn something new. What about you? Tell about your progress.
Tick the things you can do. Things you cannot do well now will surely improve later. (Teacher Andrés)</td></tr>
<tr><td rowspan="2">Use of the language</td><td colspan="3">I can use words related to city buildings to describe attractions in my town</td><td></td><td colspan="2">I can use words related to life-styles to describe activities and attractions in a foreign town</td><td></td></tr>
<tr><td colspan="3">I can understand ideas related to routines in videos and passages</td><td></td><td colspan="2">I can understand words related to free-time activities in videos and passages</td><td></td></tr>
<tr><td>Presentations and technology</td><td>I can select and organise information</td><td></td><td colspan="2">I can design and create a digital presentation</td><td></td><td>I can use the technology I need</td><td></td></tr>
</table>

To be used in Module 2.

<table>
<tr><td colspan="2">Student's name:</td><td colspan="6"></td></tr>
<tr><td colspan="8">Every day we learn something new. What about you? Tell about your progress.
Tick the things you can do. Things you cannot do well now will surely improve later. (Teacher Andrés)</td></tr>
<tr><td rowspan="2">Use of the language</td><td colspan="3">I can use words related to famous people to describe national heroes in my town</td><td></td><td colspan="2">I can use words related to famous places to describe a famous tradition in a foreign town and in Misiones</td><td></td></tr>
<tr><td colspan="3">I can understand ideas related to famous cities in videos and passages</td><td></td><td colspan="2">I can understand words related to national heroes in videos and passages</td><td></td></tr>
<tr><td>Presentations and technology</td><td>I can select and organise information</td><td></td><td colspan="2">I can design and create a digital presentation</td><td></td><td>I can use the technology I need</td><td></td></tr>
</table>

To be used in Module 4

Appendix E:

Final Assessment:

Student's name:										
	Very good			Good			Needs improvement			
How student completed the activities	Accurately			With some difficulty			Not correctly			
How student used the language items	Items were properly used			Some items not included			Many items not included			
How student expressed themselves	The presentation was fluent/accurate			The presentation was almost fluent/accurate			The presentation was difficult to follow			
How student made use of technology	All devices were well used			Almost all devices were well used			Devices were not well used			
How student communicated the message	Communication was very clear			The message was clear and understood			Message was not clearly communicated			
*Optional grading:		10	9		8	7	6		5	4

Appendix F: Self-reflection charts:

Student's name:			
K **What I Know**	**W** **What I Want to to be able to do**	**L** **What I have Learnt**	**H** **How I learnt it**
Example: Routine activities Food vocabulary Places in town	Example: Create a web-page Show my hobbies on the Internet	Example: Free time activities Attractions in my city	Example: Watching videos on the Internet Listening to songs.

Intercultural Competence

In order to reflect on intercultural aspects, students will answer these questions with the teacher's help:

Student's name:			
1- How did you feel when dealing with daily life, family, other cultures, your own culture? (curious, interested, uncomfortable, homesick, others).			
2- What were the most important things you learnt about...?			
Families:	Schools:	Countries/Nations:	Customs/Conventions:
3- In what way did technology help you know about other social groups or cultures? And what apps or devices did you use to discover new information or aspects from other cultures?			
4- Did you change your opinion or reaction towards other cultures, other societies, your own reality?			

Appendix G

Procedural rules established for discussion and debate in class.

Promoting the intercultural dimension requires a framework of classroom procedures that allows for the expression and recognition of cultural difference (Byram, 2002).

During the contexts of pair work, group work and whole class discussions, the following rules will be applied:

• Students will be expected to listen to each other and take turns to speak.

• Even in cases of heated debates students will address to each other in polite language.

• Discriminatory remarks, racist, sexist and homophobic expressions will be unacceptable at any time.

• Students will show respect when commenting on and describing people portrayed in visuals or texts.

• All the students will have the responsibility to challenge stereotypes.

• A respectful tone will be required at all times during and after this project.

Observation: Students and teachers will examine and challenge generalisations and will suggest different viewpoints. This is an essential part of developing intercultural competence.

Appendix H

Charts for videos: After-watching activity

Video 1: Fred from London - A day in my life: https://youtu.be/RP1AL2DU6vQ (2 Min)

Student's name:	
Video URL:	https://youtu.be/RP1AL2DU6vQ

Tick the ideas mentioned on the video	
1- Fred's city and age.	
2- What he has for breakfast.	
3- How many brothers and sisters he has.	
4- School subjects.	
5- Some teachers' names.	
Which of these sentences are used on the video?	
1- I live in London.	
2- I work for extra money in the cafeteria.	
3- I can go into town to get my lunch.	
Write 10 words or phrases used to talk about the routine.	

1	6
2	7
3	8
4	9
5	10

Video 2: Teens from USA - Free time activities:https://youtu.be/TuPnPvMQ1YU (2 min)

Student's name:	
Video URL:	https://youtu.be/TuPnPvMQ1YU

Tick the ideas mentioned on the video	
1- Sports and shopping.	
2- Make travel plans.	
3- Visit the doctor once a week.	
4- Do extra homework.	
5- Soccer.	
Which of these sentences are used on the video?	
1- ***What's spare time?***	
2- ***I visit my grandma.***	
3- ***I go to the zoo.***	
Write 10 words or phrases used to talk about spare time.	

1	6
2	7
3	8
4	9
5	10

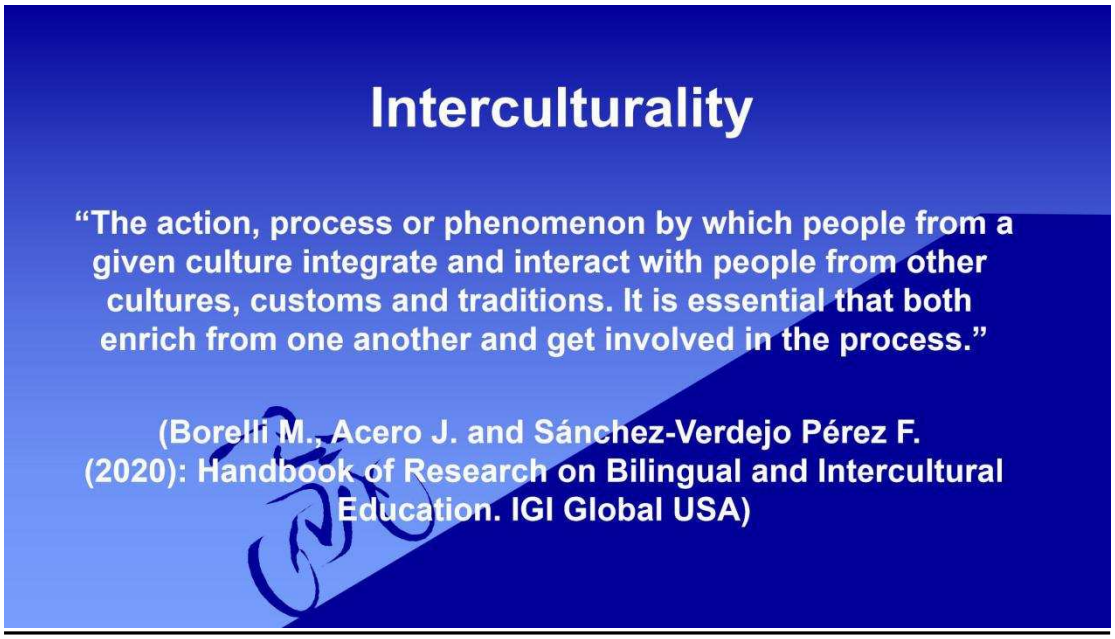
Video 3: Description of London: https://youtu.be/WFRR0zC70-0 (3 min.)

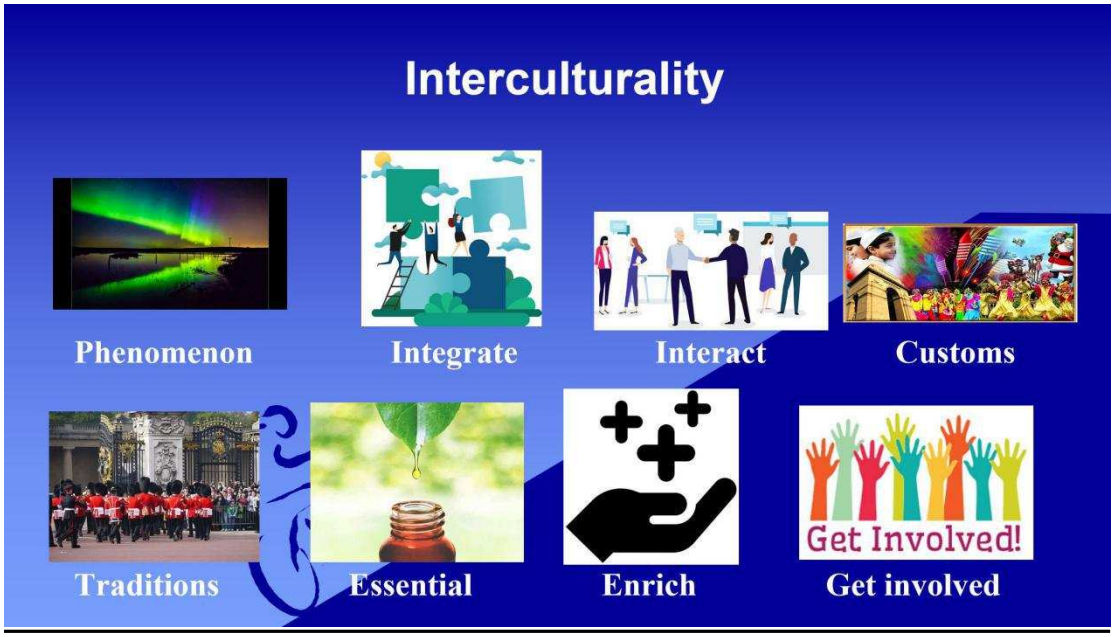
Student's name:	
Video URL:	https://youtu.be/WFRR0zC70-0

Tick the ideas mentioned on the video	
1- The capital city of the United States.	
2- The Millennium wheel.	
3- The Natural Museum.	
4- The British Museum.	
5- The Buckingham Palace.	
Which of these sentences are used on the video to describe London?	
1- You can visit...	
2- You need money to...	
3- It is a tourist attraction...	
Write 10 words or phrases used to talk about London.	

1	6
2	7
3	8
4	9
5	10

Appendix I: Interculturality



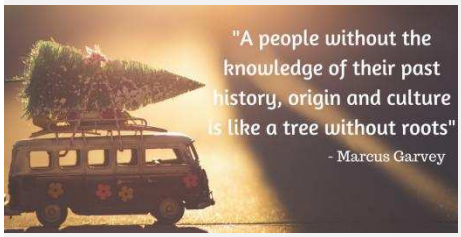


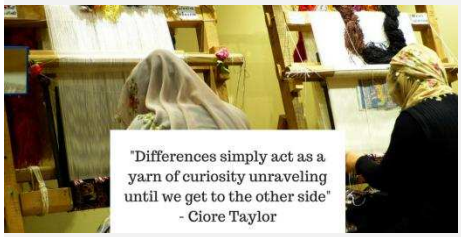
Appendix J: Integrating Interculturality and technology

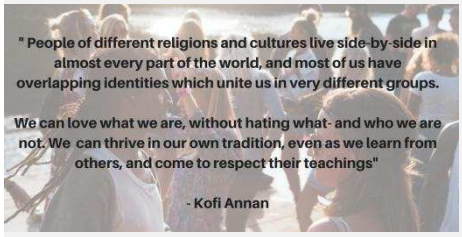
Quotes related to interculturality and diversity:

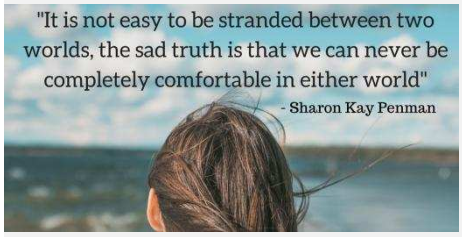
Source:

https://medium.com/intercultural-mindset/28-quotes-that-will-level-up-your-intercultural-communication-skills-57790f649d97



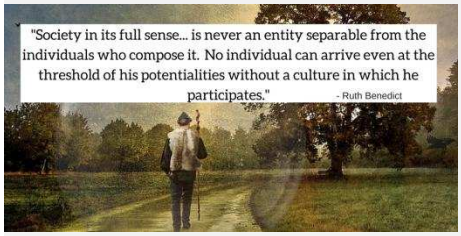


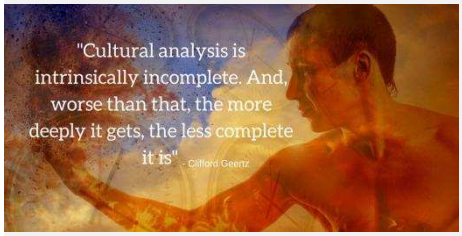


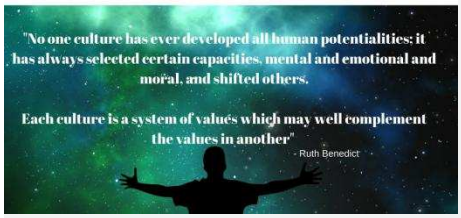


"One of the most significant facts about humanity may finally be that we all begin with the natural equipment to live a thousand kinds of life but end in the end having lived only one"
- Clifford Geertz

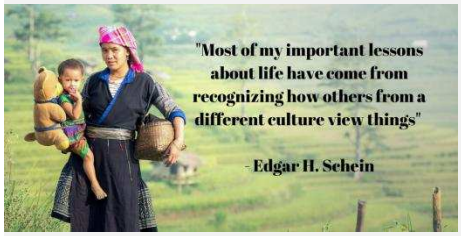
"We don't see things as they are, we seem them as we are
- Anonymous

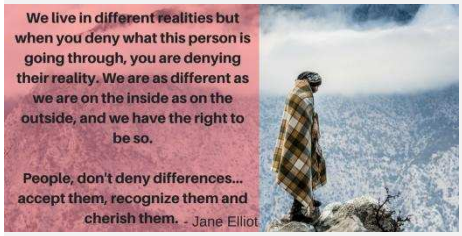

"Society in its full sense... is never an entity separable from the individuals who compose it. No individual can arrive even at the threshold of his potentialities without a culture in which he participates."
- Ruth Benedict

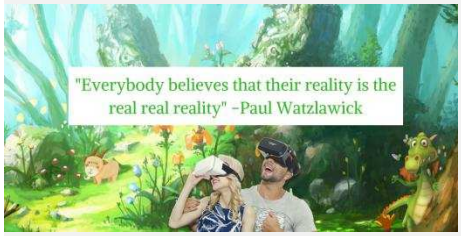

"Cultural analysis is intrinsically incomplete. And, worse than that, the more deeply it gets, the less complete it is"
- Clifford Geertz


"No one culture has ever developed all human potentialities: it has always selected certain capacities, mental and emotional and moral, and shifted others.
Each culture is a system of values which may well complement the values in another"
- Ruth Benedict

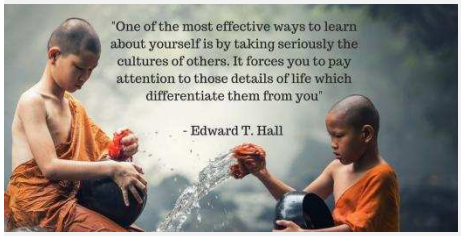
"The international manager reconciles cultural dilemmas"
- Fons Trompenaars

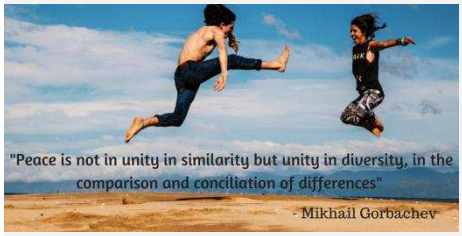

"Most of my important lessons about life have come from recognizing how others from a different culture view things"
- Edgar H. Schein


We live in different realities but when you deny what this person is going through, you are denying their reality. We are as different as we are on the inside as on the outside, and we have the right to be so.
People, don't deny differences... accept them, recognize them and cherish them.
- Jane Elliot


"Everybody believes that their reality is the real real reality" -Paul Watzlawick

"Diversity:
the art of thinking independently together"
-Malcom Forbes


"One of the most effective ways to learn about yourself is by taking seriously the cultures of others. It forces you to pay attention to those details of life which differentiate them from you"
- Edward T. Hall

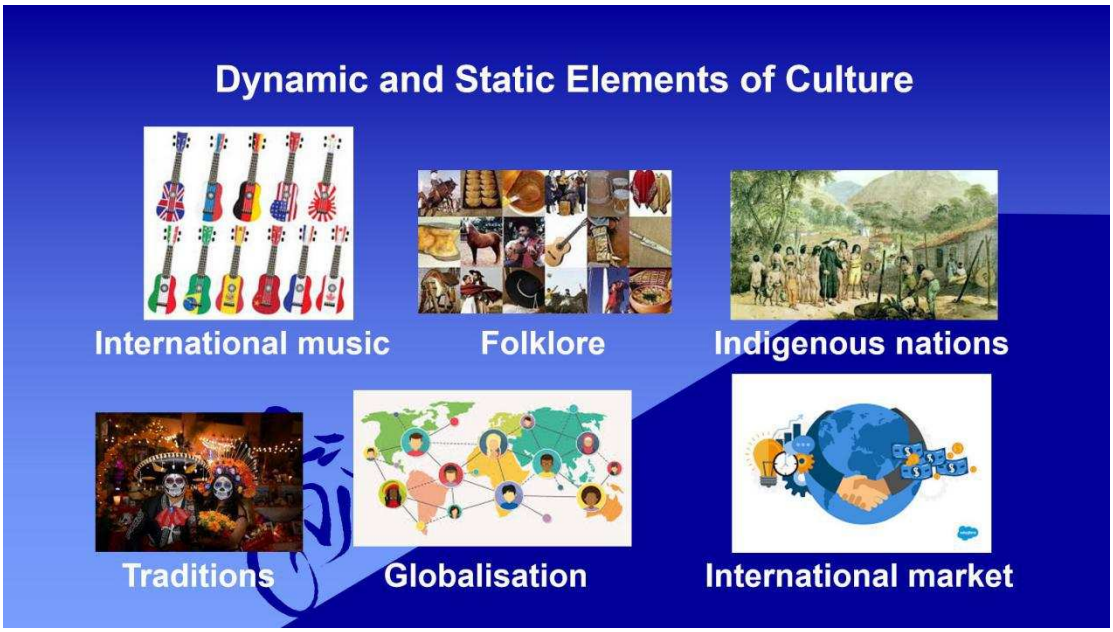

"Peace is not in unity in similarity but unity in diversity, in the comparison and conciliation of differences"
- Mikhail Gorbachev

Appendix K: Hobbies and interests

Source: www.englishwsheets.com

Source: www.islcollective.com

Appendix L: Elements of Culture

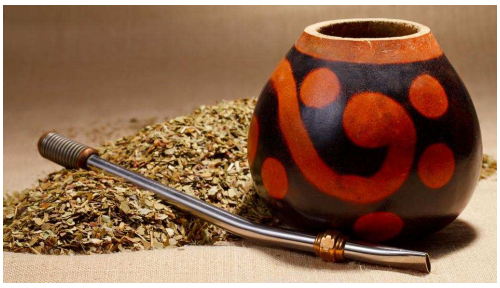


Appendix M

Guarani: The People of Northern Argentina

Modern Guarani culture still carries ancient traditions, some that have been shared throughout South America. One widespread Guarani influence is yerba mate. Mate is a loose leafed tea brewed with hot water in a traditional mate gourd, made of pumpkin or wood. Yerba mate has been a part of the Guarani culture for hundreds of years, and its popularity has spread all across Argentina and Uruguay.

Apart from Mate, Guarani culture can be seen through handicrafts. Native art forms such as basket and cloth making, elaborate decorative feather ornaments, and animal wood carvings are available in specialty stores in Misiones and other parts of Argentina.



Traditional Yerba Mate from Guarani Culture is Popular Throughout Argentina

Today, Guarani peoples living in rural areas still reside in simple wood or brick houses and rely on agriculture for their livelihood. Food is planted, farmed and consumed on their own land. Some rural villages are beginning to implement electricity and fresh water pipe structures. Most travel on horseback, motorbike, bicycle or use local public transport.

Extended family tend to live together, many times up to three generations in one house. However, younger generations have begun to move out of their houses to move to larger cities for work or education. Upper-class Guarani may own businesses or be strong activists for indigenous rights in their communities.

Guarani village in Misiones

The tribes have had great cultural effects on the countries they inhabit, including northern Argentina. Having risen from territory struggles and violent clashes, the Guarani people have left their mark and continue to be a vital part of indigenous culture in Argentina.

Source: Say Hueque: https://argentina-travel-blog.sayhueque.com/guarani-culture/

Activity:

Read the information about Guarani people in Misiones and share 5 things you knew about them and 5 things you have learnt now.

First write them down, check with your teacher and then read them aloud.

Appendix N: Flashcards - What is Interculturality?

Filling the gap activity: What is Interculturality?

"Interculturality can be defined as the set of _____ and _____ that take place _____ between different _____ in order to promote _____ , _____ and the awareness of _____ the cultural _____ of each individual."

Use: Mutual Respect - Interactions - Identity - Cultures - Dialogue - Relationships - Preserve - Intentionally -

Appendix O

Reading activity: London, my home town.

Hi! My name's Andy and I'm 19 years old. I live in London, the capital of England. I love this city very much. I can do many things here, so I never get bored. I love listening to music, so I often go to live concerts. There's a cinema very near my house. I watch movies on Saturday evenings every weekend with my friends. I have the bus station and the train station in the neighbourhood, so I can easily commute to school. In London there are a lot of restaurants and cafés, so you'll never be hungry here. I really like shopping and I buy my clothes in a very big shopping mall.

Living in a big city also has a few drawbacks. There are lots of people everywhere, especially in the subway. There is a lot of traffic and the air is very polluted because of car fumes.

Something great is that there are also a lot of attractions for tourists, for example the 19th century Tower Bridge, the Big Ben and the Madame Tussauds museum with wax figures of famous people.

I invite you to visit London, so that you can fall in love with this town, too!

Activity: Are the sentences true (T) or false (F)?

1- Andy doesn't like living in London.

2- There are no restaurants.

3- Andy visits the cinema every Sunday.

4- The Tower Bridge was built in 1920's.

5- Andy doesn't have problems with going to school.

6- Andy drives to school

7- Andy goes shopping very often.

8- Air in London is not fresh.

9- At the Madame Tussauds museum you can see figures made of wood.

10- Andy can't eat anything outside her house.

Writing: Describe your city or neighbourhood. Use this text, clues (Appendix K) and your teacher's help to express similarities or differences.

(10 to 12 sentences)

Source: Adapted from

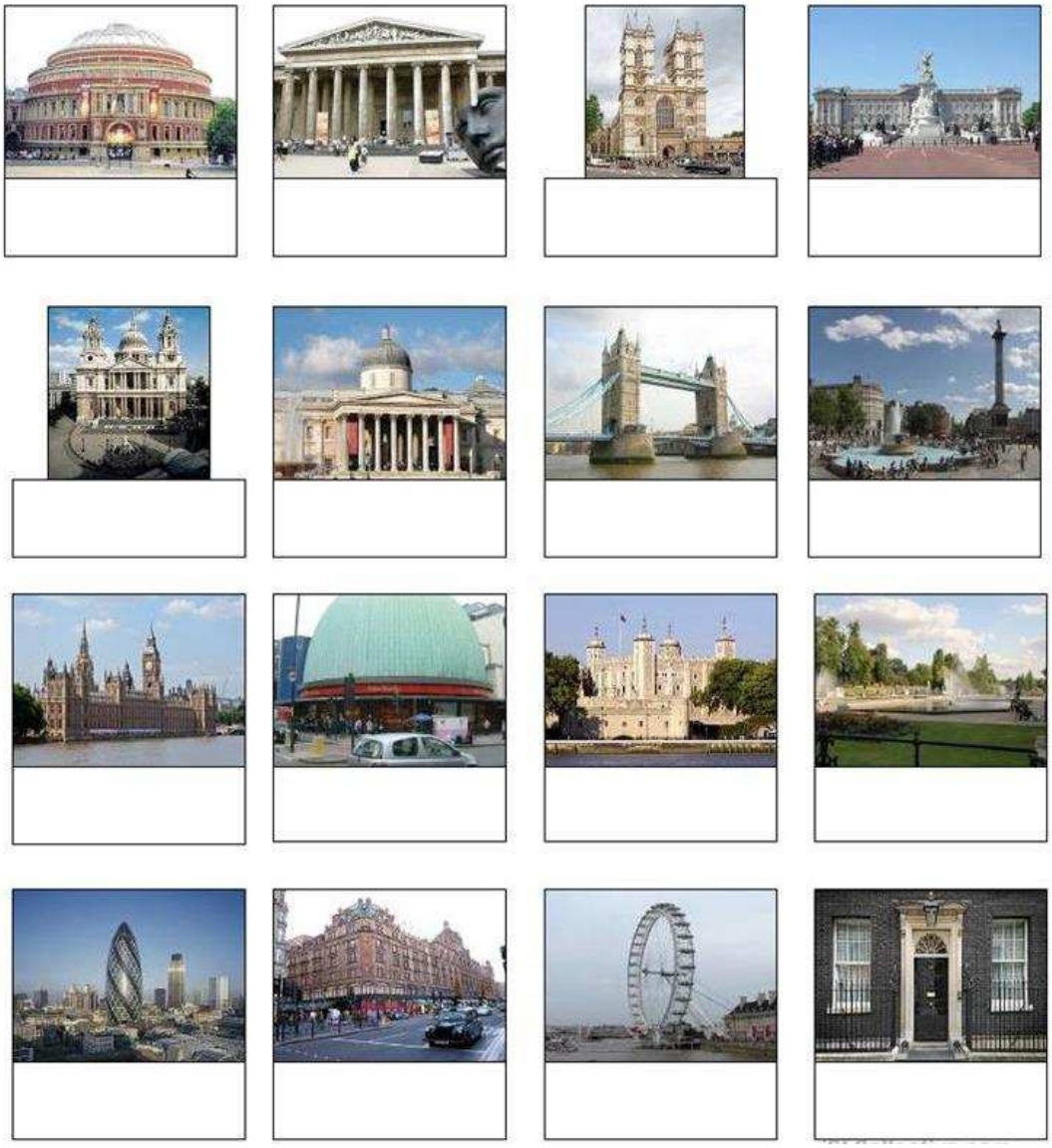
https://en.islcollective.com/english-esl-worksheets/vocabulary/city/my-town-reading-vocabulary/105651

Appendix P:

Glossary:

Places in London

The Gherkin - Buckingham Palace - Trafalgar Square - Harrods - The Royal Albert Hall - Hyde Park - The British Museum - The National Gallery - Madame Tussaud's - Saint Paul's Cathedral - The Palace of Westminster - Westminster Abbey - 10, Downing Street - Tower Bridge - The Tower of London - The London Eye.



Source:

https://en.islcollective.com/english-esl-worksheets/vocabulary/united-kingdom/famous-places-london/12307

Appendix Q

Clues to describe your home town:

What is the name of your town?

Where is it situated? (country, province)

Where in the country is your town located? (cardinal points, coast/inland)

How far is it from the capital of your country?

Where does its name come from?

When was it mentioned for the first time?

Is it a big town or a small one? What's its population?

Is it a tourist destination?

Name some of the neighbouring towns.

Is there a river in your town? What's its name? Is it big? Is it navigable?

What are the main sights in your town? Talk about:

churches (how old? what style?)

museums (what kind?)

Theatres

bridges (how old?)

historic buildings

parks

What are the main economic activities in your town?

What is the public transport like?

Where can you go shopping?

What entertainment options are there?

Are there any good restaurants? Do they serve local or international cuisine? Which is your favourite?

Are there any festivals in your town? Are there any fairs and expositions?

Is there a sports centre? Does your town have a sports team?

Do you know any famous people who live (or lived) in your town?

What is your favourite place?

What do you like most about your home town? What do you dislike?

Now let's practice giving directions.

First, say where the following buildings are situated, using prepositions of place:

the city hall

the church

the museum

the train station

the post office

the hospital

your school

How do you get:

from your house to your school?

from the centre to the train station?

from the main bus station to the centre?

from your house to the nearest supermarket?

from the sports centre to the hospital?

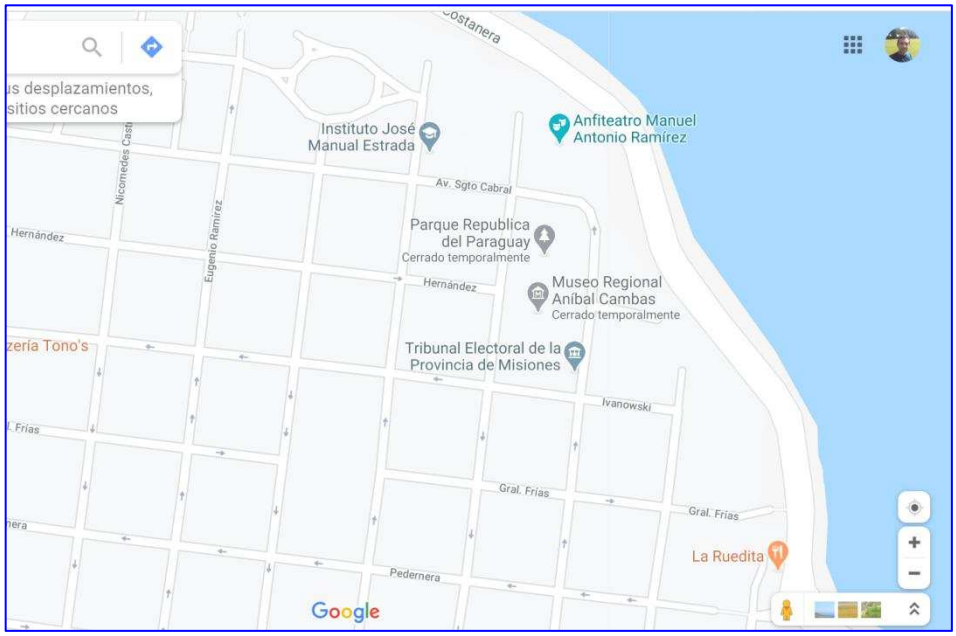
from the museum to the public library?

from the church to your favourite park?

from the public library to the post office?

from your school to the swimming pool?

You can also add a google map picture and lots of photos of landscapes.



Appendix R:

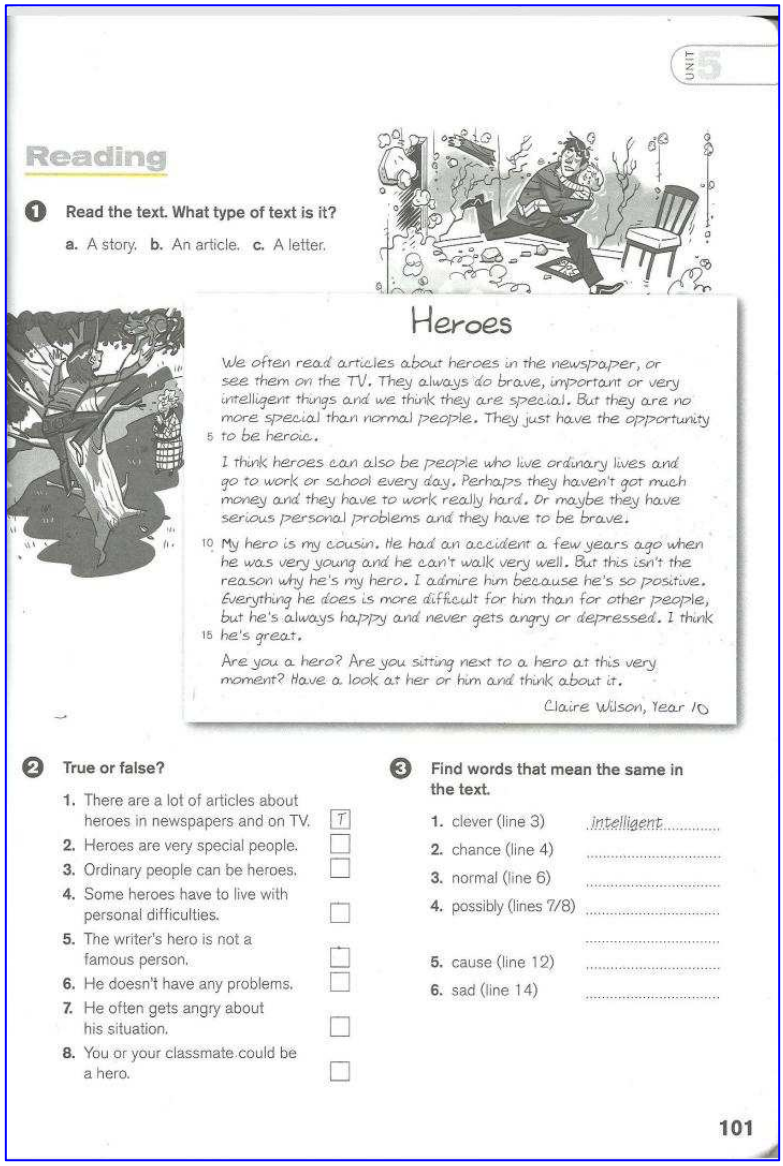
Heroes (Page 101 from course-book What's Up 2)

Glossary:

NEWSPAPER:	Diario de noticias.
BRAVE:	Valiente.
HEROIC:	Heroico.
HARD:	Duro, con dureza.
SERIOUS:	Serio, grave.
COUSIN:	Primo o prima.
REASON:	Razón.
ADMIRE:	Admirar.
ANGRY:	Enfadado.
DEPRESSED:	Depresivo.
DIFFICULTIES:	Dificultades.
CLEVER:	Listo, inteligente.

Appendix S: Material from the course-book - Homework

What's Up 2. Reading: Activities 1, 2 and 3. Page 101.



UNIT 5

Reading

1 Read the text. What type of text is it?

a. A story. b. An article. c. A letter.

Heroes

We often read articles about heroes in the newspaper, or see them on the TV. They always do brave, important or very intelligent things and we think they are special. But they are no more special than normal people. They just have the opportunity to be heroic.

I think heroes can also be people who live ordinary lives and go to work or school every day. Perhaps they haven't got much money and they have to work really hard. Or maybe they have serious personal problems and they have to be brave.

My hero is my cousin. He had an accident a few years ago when he was very young and he can't walk very well. But this isn't the reason why he's my hero. I admire him because he's so positive. Everything he does is more difficult for him than for other people, but he's always happy and never gets angry or depressed. I think he's great.

Are you a hero? Are you sitting next to a hero at this very moment? Have a look at her or him and think about it.

Claire Wilson, Year 10

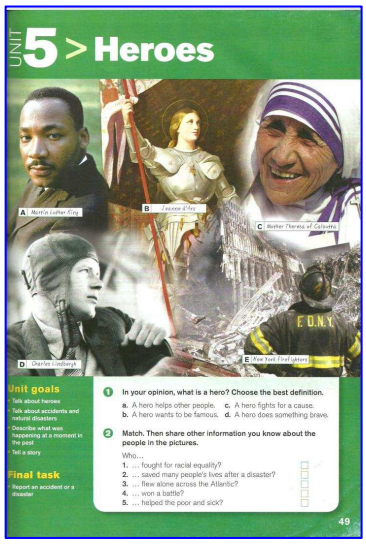
2 True or false?

1. There are a lot of articles about heroes in newspapers and on TV. [T]
2. Heroes are very special people. [ ]
3. Ordinary people can be heroes. [ ]
4. Some heroes have to live with personal difficulties. [ ]
5. The writer's hero is not a famous person. [ ]
6. He doesn't have any problems. [ ]
7. He often gets angry about his situation. [ ]
8. You or your classmate could be a hero. [ ]

3 Find words that mean the same in the text.

1. clever (line 3) intelligent
2. chance (line 4) .....
3. normal (line 6) .....
4. possibly (lines 7/8) .....
5. cause (line 12) .....
6. sad (line 14) .....

101



UNIT 5 > Heroes

Unit goals
- Talk about heroes
- Talk about accidents and natural disasters
- Describe what was happening at a moment in the past
- Tell a story

Final task
- Report an accident or a disaster

1 In your opinion, what is a hero? Choose the best definition.
a. A hero helps other people. c. A hero fights for a cause.
b. A hero wants to be famous. d. A hero does something brave.

2 Match. Then share other information you know about the people in the pictures.
Who...
1. ... fought for racial equality?
2. ... saved many people's lives after a disaster?
3. ... flew alone across the Atlantic?
4. ... won a battle?
5. ... helped the poor and sick?

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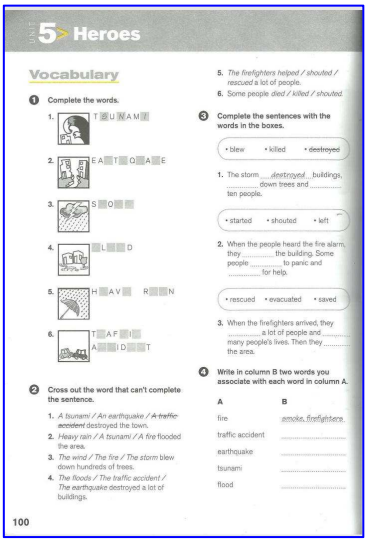


5 > Heroes

Vocabulary

1 Complete the words.
1. T S U N A M I
2. E A T Q A E
3. S O
4. L D
5. H A V R N
6. T A F A I D T

2 Cross out the word that can't complete the sentence.
1. A tsunami / An earthquake / ~~A traffic accident~~ destroyed the town.
2. Heavy rain / A tsunami / A fire flooded the area.
3. The wind / The fire / The storm blew down hundreds of trees.
4. The floods / The traffic accident / The earthquake destroyed a lot of buildings.
5. The firefighters helped / shouted / rescued a lot of people.
6. Some people died / killed / shouted.

3 Complete the sentences with the words in the boxes.

• blew • killed • destroyed

1. The storm destroyed buildings, blew down trees and killed ten people.

• started • shouted • left

2. When the people heard the fire alarm, they left the building. Some people started to panic and shouted for help.

• rescued • evacuated • saved

3. When the firefighters arrived, they saved a lot of people and evacuated many people's lives. Then they rescued the area.

4 Write in column B two words you associate with each word in column A.

A	B
fire	smoke, firefighters
traffic accident	
earthquake	
tsunami	
flood	

100

Appendix T:

Andresito from Misiones

Glossary:

GOVERNOR:	Gobernador.
PROMOTED:	Promovió, encausó.
BELONG TO:	Pertenecer a algo.
ADMINISTER:	Administrar, manejar.
PROTECT:	Proteger.
ENCOURAGE:	Alentar.
STRENGTHEN:	Reforzar.
REBELLION:	Rebelión, Revuelta.
BATTLES:	Batallas, guerras.
DEFEAT:	Derrotar.
HALT:	Frenar, detener.

Appendix U

Andresito from Misiones

November 30th is a celebration date in the Province of Misiones. It is Andrés Guacurarí and Artigas' birth-date. He was the first indigenous Argentine governor of the province of Misiones who promoted the production and distribution of yerba mate. He became famous as Andresito and belonged to the Guaraní nation. He was the only indigenous governor throughout Argentine history. Andrés Guacurarí y Artigas was born in São Tomé on November 30th, 1778 and died in Rio de Janeiro in 1821. He administered the Province of Misiones between 1811 and 1821. He protected the Guarani people and encouraged and strengthened the feeling of rebellion in the town to which he belonged. He served in heroic battles to the federal cause following José Gervasio de Artigas. In 1816 Andresito defeated the Portuguese in Apostoles and San Carlos, thus halting the Portuguese-Brazilian invasion of Misiones and Corrientes.

(Adapted from The mates of the MAP at:

https://www.buenosaires.gob.ar/sites/gcaba/files/the_mates_of_the_map_jose_hernandez.pdf)

Appendix V

Flipped Learning Activities: Video scripts

Script 1: Traditions in Britain and USA

When we talk about interculturality we can talk about similarities and differences. As regards countries and people, the British and the Americans have a lot of traditions. Some of them are similar to the Argentine's. Other customs are very different.

One of the most iconic things about Britain is a Sunday roast dinner. It's the favourite meal of the week. In a similar way, the British don't need an excuse to put the kettle on. If there is a crisis or a celebration, or someone comes to visit the first thing they do is put the kettle on for tea.

As regards manners, the British pride themselves on being polite and using manners. Even when they have done nothing wrong they still say sorry!

The British never jump a queue. However they love talking about the weather and eating turkey on Christmas Day.

What about Americans in the USA?

The American way is often the easy way, due in part to the busy lives that they live. In relation to this, fast-food chains are very prosperous, and many Americans rely on drive-thru windows to grab a quick meal on the go.

One of the most important events is the Fourth of July. To commemorate the Declaration of Independence from the British Empire, the 4th of July is often celebrated with parades, concerts, and most notably, fireworks.

Americans work a lot. They put in more hours than workers in most other countries. They also retire later and take fewer vacations. Finally, in the United States, it is customary to tip for various services. This includes tipping at restaurants, hairstylists, taxi drivers, and bartenders.

What can you say about Posadas or Misiones? Can you mention some traditions? Think about tourists. What can you teach them about Misiones.

Script 2: Intercultural Awareness

Intercultural awareness is, quite simply, having an understanding of both your own and other cultures, and particularly the similarities and differences between them.

These similarities and differences may be in terms of values, beliefs, or behaviour. They may be large or small, and they matter very much when you are meeting or interacting with people who are from another cultural background.

Understanding that people from different cultures have different values is the foundation to good intercultural relationships.

In a multicultural world, most of us need at least some intercultural awareness every day. Even just for a two-week holiday abroad, or when receiving an international visitor intercultural awareness is a vital competence that can prevent you from causing offence.

There are groups of people who are most likely to need intercultural awareness:

They are people who work globally or study abroad; people who work in multicultural teams; and when travelling, tourists as a visitor are seen as representative of the country, and it is perfectly possible to give offence inadvertently.

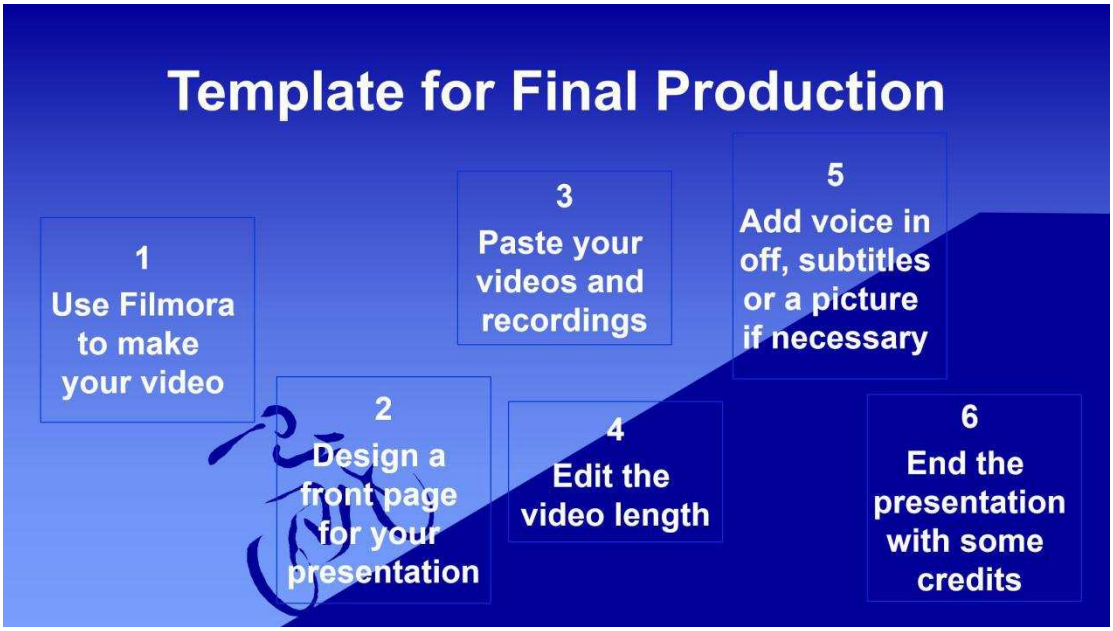
On the other hand, we can develop intercultural competence with these ideas:

Admit that you don't know. This is the first step towards learning about other cultures. Develop an awareness of your own views, assumptions and beliefs, and how they are shaped by your culture. Take an interest. Read about other countries and cultures, and start to consider the differences between your own culture and what you have read. Don't make judgements. Instead, start by collecting information. Most importantly, develop empathy. Think about how it feels to be in the other person's position.

As a conclusion, intercultural awareness leads ideally to a point of celebrating diversity. That is, recognising that everyone, of whatever background, skills or experience, brings something unique to the table.

(Source: https://www.skillsyouneed.com/ips/intercultural-awareness.html)

Appendix W: Template for Final Production



Appendix X

Extracts from the Common European Framework of Reference for Languages: learning, teaching, assessment. Published by Cambridge University Press and Council of Europe, Cambridge, 2001.

Intercultural awareness:

Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of the regional and social diversity of both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers awareness of how each community appears from the perspective of the other, often in the form of national stereotypes.

Intercultural skills and know-how include:

- the ability to bring the culture of origin and the foreign culture into relation with each other;

- cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;

- the capacity to fulfil the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;

- the ability to overcome stereotyped relationships.

'Existential' competence (savoir être)

The communicative activity of users/learners is affected not only by their knowledge, understanding and skills, but also by selfhood factors connected with their individual personalities, characterised by the attitudes, motivations, values, beliefs, cognitive styles and personality types which contribute to their personal identity. (…..)

Attitudes and personality factors greatly affect not only the language users'/learners' roles in communicative acts but also their ability to learn. The development of an 'intercultural personality' involving both attitudes and awareness is seen by many as an important educational goal in its own right. Important ethical and pedagogic issues are raised, such as:

- the extent to which personality development can be an explicit educational objective;
- how cultural relativism is to be reconciled with ethical and moral integrity;
- which personality factors (a) facilitate (b) impede foreign or second language learning and acquisition;
- how learners can be helped to exploit strengths and overcome weaknesses;
- how the diversity of personalities can be reconciled with the constraints imposed on and by educational systems.

Ability to learn (savoir apprendre)

In its most general sense, savoir apprendre is the ability to observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter where necessary. Language learning abilities are developed in the course of the experience of learning. They enable the learner to deal more effectively and independently with new language learning challenges, to see what options exist and to make better use of

opportunities. Ability to learn has several components, such as language and communication awareness; general phonetic skills; study skills; and heuristic skills. (…..)

Heuristic skills include:

- the ability of the learner to come to terms with new experience (new language, new people, new ways of behaving, etc.) and to bring other competences to bear (e.g. by observing, grasping the significance of what is observed, analysing, inferencing, memorising, etc.) in the specific learning situation

- the ability of the learner (particularly in using target language reference sources) to find, understand and if necessary convey new information;

- the ability to use new technologies (e.g. by searching for information in databases, hypertexts, etc.).