Project Work as a Tool to Develop Intercultural Competence from an ELF Perspective in Secondary Education

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1. INTRODUCTION

The expansion of the English language and the fact that the English-American culture is present in every country all over the world cannot be ignored. As a result, the necessity to speak English increased during the second half of the 20th century, developing different methodologies and approaches for the teaching of English as a second language and foreign language. In most British language teaching methods, the aimed outcomes for learners are the imitation of native English-speaker users. However, in the last decades, the number of non-native speakers of English—approximately 2 billion people according to Crystal (Baker, 2015)—has exponentially increased, exceeding by far the native-speaker population. Hence, many international interactions are made by using English as a 'contact language' between speakers with different mother tongues and cultures—commonly between non-native English speakers—, giving English the status of lingua franca (ELF) (Seidlhofer, 2005). This situation has stimulated debate questioning the natives' custody of the language and claiming to share their ownership with non-native speakers so as to provide different learning models based on competence and proficiency rather than on native-like English production (Ur, 2010).

Following this line of discussion, many scholars have studied ELF characteristics and differences from a native-speaker model in terms of lexicogrammar, phonology and pragmatics in order to establish core features, mainly for communicative intelligibility and language pedagogy (e.g. Crawford, 2005; Jenkins, 2006, 2013; Seidlhofer, 2004, 2011; and Ur, 2009, 2010). Since this view is focused on the intelligibility of the speaker when communicating with others, it is essential to make the learner aware of their ability to communicate, teaching them the necessary strategies for successful communication in English. Although ELF has been criticised—mainly because of its 'degradation' of English (Kohn, 2015)—, it presents positive elements since the opportunities to communicate with real English-native speakers are fewer than with non-native speakers, and it looks as a more achievable goal since the native speaker as a model condemns learners to ultimate failure, which makes learners stressed, unconfident, and therefore unsuccessful communicators (Ur, 2009, 2010).

The purpose of this dissertation is to design and evaluate materials to teach English from an ELF perspective in secondary education. The designed materials correspond to a project promoting the development of intercultural competence and intercultural communicative competence, elements usually missing in the course syllabus and that are essential to become a fully competent speaker of ELF. Consequently, this dissertation is structured to begin with a theoretical framework consisting of a brief introduction to English as lingua franca and an attempt to define intercultural competence. The next section describes the methodological framework used, relating ELF to the Communicative Language Teaching approach, and then narrows it to project-based learning. The practical part of the dissertation corresponds to the design and evaluation of the intercultural project called "Discovering New Cultures", implemented with a group of 4th year of ESO. Once the project is contextualised and described, it is evaluated according to the chosen assessment tools and some improvements for future implementation are suggested. In the conclusions section, the main theoretical and practical aspects will be reviewed, giving opportunity to comment on the strengths and weaknesses of the project as well as the future implications that it might have for my teaching career.

2. THEORETICAL FRAMEWORK

2.1. English as Lingua Franca

Over the last half of the 20th century and the beginning of the 21st century, learning English has occupied an extremely important position in our society, due to socioeconomic factors and technological development, as the globalised instrument for communication between countries (Warschauer, 2000). With the linguistic imperialism of English, many scholars refer to it, among many other terms, as 'English as a lingua franca' (ELF) because it is the chosen foreign language of communication between speakers with different first languages. Quoting Firth (1996), "English works as a 'contact language' between persons who share neither a common native tongue nor a common (national) culture" (as cited in Seidlhofer, 2005, p. 339).

ELF includes both native and non-native speakers as potential participants of an ELF interaction although the positions they occupied in the English-speaking communities differ in status and acceptance. Fiedler (2010) explains the theory of the 'three-circle model' (Kachru, 1985), which classifies English and non-English native-speaking countries:

1) The 'inner circle'—320-380 millions of speakers—comprises the historically norm-providing centres of English as a native language such as USA, UK, Ireland, Canada, Australia and New Zealand.

2) The 'outer circle'—300-500 millions of speakers—involves countries where "English is not generally spoken as a mother tongue but plays an important role as second language in administration, the media and education, e.g. India, Singapore, Nigeria" (Fiedler, 2010, p. 205).

3) In third place, the 'expanding circle'—500-1,000 millions of speakers—refers to the use of "English as a foreign language in countries where it does not have an official status and is learnt because of its significance as an international means of communication e.g. China, Germany, Japan, and Poland" (Fiedler, 2010, p. 205).

In 1991, Beneke estimated "that about 80 percent of verbal exchanges in which English is used as a second or foreign language do not involve any native speakers of English" (as cited in Seidlhofer, 2004, p. 209). In addition to this, Seidlhofer says that "roughly one out of every four users of English in the world is a native speaker of the language" (2005, p. 339). As a consequence of its international use, English is being shaped at least as much by its non-native speakers as by its native speakers. As a result of the immense amount of non-native English speaker users, the linguistic norms traditionally considered for Standard English are now challenged by new trends of learning and using English. In this way, a change of perception and attitude towards the linguistic norm-established English is made, advocating for the non-native speakers' influence and ownership of the English language as well (Kohn, 2015).

Consequently, it seems reasonable to stop referring to a model of native and non-native users and to replace it with a model based on the users' level of proficiency.

There are many users who, without being originally native speakers, "are fully competent speakers of English, speaking and writing a correct, fluent and easily comprehensible variety of the language, which is a totally acceptable model for learners" (Ur, 2010, p. 86). In the *fully competent ELF user* model, the ELF user is defined as the "person using English for lingua franca purposes, regardless of which actual English variety is employed" as well as of the speaker's origins (Ur, 2010, p. 85). So, what traditionally was regarded as 'inner circle', 'outer circle' and 'expanding circle' is substituted with the fully competent speakers in the centre, next the fairly competent, and on the outside circle the limited users (Ur, 2009). More than ever, Seidlhofer indicates, speakers from all Kachruvian circles "need to adjust to the requirements of intercultural communication" (2011, p. 81) and to focus on the necessity of developing communicative competence and intercultural communicative competence (Common European Framework of Reference, 2001; Kohn, 2015).

2.2. Intercultural Competence

In order to introduce the importance of intercultural competence and culture in language teaching, Alptekin (2002) describes Canale and Swain's (1983) model of communicative competence, which entails four sub-competences:

1) Grammatical competence provides the linguistic basis for the rules of native-like usage, i.e. "native speaker's knowledge of the syntactic, lexical, morphological, and phonological features of the language, which normally result in accuracy in performance" (Alptekin, 2002, p. 57).

2) Sociolinguistic competence involves an understanding of the social rules and social context in which language is used—role of the participants, their social status, the information they share, and the function of the interaction. Social context here refers to "the culture-specific context embedding the norms, values, beliefs, and behaviour patterns of a culture" (Alptekin, 2002, p. 57).

3) Discourse competence is the ability to deal with "the extended use of language in a particular context, achieved through the (often implicit) connection of a

series of sentences or utterances to form a meaningful whole" (Alptekin, 2002, p. 57).

4) Strategic competence is the ability to cope in an authentic communicative situation and to keep the communicative channel open using communicative strategies.

Alptekin points out the importance of the integration of language and culture in the EFL classroom so that it " is seen […] as the fundamental purpose of language learning, because it gives learners experience of another language, [they] acquire new world views and a different way of coping with reality" (2002, p. 59). In addition to this, with the increase of globalisation and migration trends in the last decades "there has been a growing recognition for the need for an intercultural focus in language education […] to guide learners toward becoming viable contributors and participants in a linguistically and culturally diverse society" (Moeller and Nugent, 2014, p. 1).

Although there is no consensus on a precise definition for intercultural competence (IC), at the core of it "there is the preparation of individuals to interact appropriately and effectively with those from other cultural backgrounds" (Moeller and Nugent, 2014, p. 2). According to Byram's (1997) *Multidimensional Model of Intercultural Competence* an "interculturally competent speaker of a F[oreign] L[anguage] possesses both communicative competence in that language as well as particular skills, attitudes, values and knowledge about a culture" (Moeller and Nugent, 2014, p. 2). IC leads to the ability to compare and mediate between different cultural norms present in intercultural communication (Baker, 2011). Thus, an acceptable definition for intercultural competence could be the one Guilherme proposes, "the ability to interact effectively with people from cultures that we recognise as being different from our own" (2000, p. 297), and when involving the use of a foreign language, it becomes intercultural communicative competence (ICC) (Vettorel, 2010).

Byram's model comprises five general dimensions: attitudes, knowledge of self and other, skills to interpret and relate, skills to discover and interact, and critical cultural awareness. Those dimensions, summarised in Table 1, will guide the commentary of the results in section *4.3.1.Results*:

Knowledge (*savoirs*)	Skills (*savoir comprendre*) - Interpret and relate	
- Of self and other - Of interaction: Individual and societal	Education (*savoir s'engager*) - Political education - Critical cultural awareness	Attitudes (*savoir être*) - Relativising self - Valuing other
	Skills (*savoir faire*) - Discover and/or interact	

Table 1. Factors in intercultural communication (Vettorel, 2010, p. 3)

This model is found on the basis of the Council of Europe's *Common European Framework of Reference for Languages* (*CEFRL*) (2001), regarding the learner's competences. For instance, the declarative knowledge or *savoirs* is directly related to the knowledge of the world, sociocultural knowledge, and intercultural awareness. The latter produces "knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community', including an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2" (p. 103). *Savoir-faire* is seen in the description of the know-how related to intercultural skills including (p. 104):

1) The ability to bring the culture of origin and the foreign culture into relation with each other.

2) Cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures.

3) 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.

4) The ability to overcome stereotyped relationships.

Although it does not appear in the *CEFRL*, for Byram, 'critical cultural awareness' forms the core of intercultural communicative competence since it is "the ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries" (Byram, 1997, p. 53). The

CEFRL makes reference to intercultural and cultural aspects of the target language, but when using English as lingua franca, "there is no 'target culture'. Language users cannot be familiar with the 'perspectives, practices and products' of all the potential interlocutors' different cultures and countries" (Baker, 2015, p. 6).

Whereas traditional English language teaching's "representations of culture are almost exclusively related to the Anglophone world", and to "the concept of a static, self-contained and strange culture" (Guilherme, 2000, p. 299), ICC aims at promoting wider and differentiated cultural perspectives, using language to explore different cultures (Vettorel, 2010). Consequently, it is necessary to learn how to communicate properly in different contexts and raise awareness on cultural and linguistic differences by means of teaching skills and communicative strategies such as accommodation, code-switching, negotiation, cooperation and linguistic and cultural awareness—a conscious understanding of how culture can frame intercultural communication during real time communication— to consider them competent speakers (Baker, 2011).

3. METHODOLOGICAL FRAMEWORK

3.1. Communicative Language Teaching

The importance of English as the chosen language for international communication requires its acquisition and effective learning. Thus, new teaching perspectives should be included in the foreign language classroom where a new emphasis on communication and the development of communicative competence is highlighted. The idea of teaching from a more communicative perspective is not new to Second Language Acquisition theories since in the 1980s and 1990s the popularity of Communicative Language Teaching (CLT) increased. The CLT approach makes teachers aware that a separation between the classroom and the real world was but beneficial for students. The inclusion of real world contexts and activities in educational environments was intended to prepare learners for real-world situations they would encounter outside the classroom (Firth, 2009). Other relevant principles of this approach, pointed out by Larsen-Freeman (2000), that seem to be related to ELF are:

1)   CLT pays more attention to meaning and fluency rather than form—form or accuracy is presented in second place in the teaching-learning process—when transmitting a message with the target language.

2)   The use of authentic contexts and materials with clear purposes is stressed since it makes the communicative exchange meaningful and relevant for the learners and therefore it fosters their acquisition of the target language.

3)   CLT uses different tasks and communicative strategies resembling real world communication where there is negotiation of meaning, information gaps and problem-solving situations, among others, that recreate authentic purposeful and meaningful communication.

4)   It is a learner-centred approach where the teacher acts as a facilitator of communicative situations and knowledge as well as a provider of feedback for the learners. The teacher should be able to present learning situations that fulfil their learners' needs, situations and wants in a meaningful and relevant way for them. Hence, when teaching communicative competence in a holistic way, the learning process should be based on "a context-sensitive, location-specific pedagogy" that works with "a true understanding of local linguistic, social, cultural, and political particularities", and at the same time allows the learner to bring to the class their own "socio-political consciousness […] for identity formation and social transformation" (Kumaravadivelu, 2006, p. 69).

A combination of all the aforementioned characteristics in the classroom might seem a complicated task that aims at successful communicative exchanges and, at the same time, at the development of intercultural competence. Nevertheless, Moller and Nugent (2014) affirm that many of the CLT characteristics can be found in an intercultural classroom environment:

> Student learning is frequently depicted as learner-centred, engaging, interactive, participatory, and cooperative (Byram) where the student is seen as a researcher who explores and investigates a topic both in and outside of the classroom (Furstenberg, 2010a; Kearney, 2010; Lee, 1998; Moore, 2006). […] Furthermore, 21st century foreign language teachers assume the role of facilitator as she guides the learning process in order to actively involve learners as they explore, discover, analyse, and evaluate meaningful information

through primary and authentic texts, audio, video, and media (Byram et al., 2002). In such a learning environment, knowledge is shared, new values and opinions are considered, and students take ownership of their own learning (p.4).

Thus, a current practice of the CLT approach that may be an adequate trigger for the presence of many of these features while working intercultural competence is the use of "collaborative projects" in the EFL classroom (Kumaravadivelu, 2006, p. 70).

3.2. Project-based Learning

First of all, a definition of what project-based learning or project work is needed. In her diplomas thesis, Lípová (2008, p. 14), provides the following definition of project work:

> It is a theme and task-centred mode of teaching and learning which results from a joint process of negotiation between all participants. It allows for a wide scope of self-determined action for both the individual and the small group of learners within a general framework of a plan, which defines goals and procedures. Project learning realizes a dynamic balance between a process and a product orientation. Finally, it is experiential and holistic because it bridges dualism between body and mind, theory and practice. (Legutke and Thomas, 1991, p. 160)

The use of project-based learning allows alternative means of assessment, apprenticeship learning, cooperative learning, integrated-skills instruction, and strategy training among many other teaching practices. For instance, its focus on content learning allows real-word subject matter and topics of interests to students. It is learner-centred because the student investigates and the teacher offers support and guidance throughout the learning process. Project work incorporates group work and cooperativeness between its members because they can share resources, ideas, and expertise along the way. This methodology's final objective culminates in an end product that gives the project a real purpose while learners need to integrate skills and strategies to process information from varied authentic sources, mirroring real-life tasks. Finally, project work has both a process and product orientation, which provides students with opportunities to focus on fluency and accuracy at different stages, working content and language (Stoller, 1997).

Furthermore, project-based learning can work as an excellent complement to the daily methodology used in the classroom, which promotes differentiation, cross-curricular contents and empowers learners during the teaching-learning process. Although teachers might encounter certain problems when using project work—such as noise, timing, the use of the mother tongue, or feedback in terms of language learning—, it is undeniable that its benefits worth it to take the chance (Lípová, 2008):

1) It brings motivation to the class.

2) It promotes situations where students learn how to deal with group work and cooperation, but also with their own autonomy and organisation.

3) Students learn by doing in an active process about personal topics and interests they chose that gives the project a purpose and relevance.

4) Since all the students have to participate in order to create the project, they can adopt different roles and show what they are good at—integrating multiple intelligences and different learning styles—to share their knowledge and abilities so at the end all of them can experience success during the stages of the project.

5) Finally, and related to the curricular framework, project-based learning fosters the development of cross-curricular contents and the eight key competences—*Learn to Learn Competence*, *Communicative Competence*, *Personal Initiative and Autonomy Competence*, *Interpersonal and Civic Competence*, *Mathematical Competence*, *Knowledge of and Interaction with the Physical World Competence*, *Cultural and Artistic Competence*—that help the student see the relationship between what they learn in the school and their real-life experiences.

Project work is not a unified practice and therefore many types of projects exist depending on the data collection techniques, sources of information, the ways that information is "reported", length and the learners' age (Lípová, 2008; Stoller, 1997). However, projects should follow certain stages of development such as the model proposed by Legutke and Thomas (1991): opening, topic orientation, research and data

collection, preparation of data presentation, presentation, and evaluation, which is advisable to follow in order to create a successful project (Lípová, 2008). In the particular case of this dissertation, the designed project can be described as a "research project" where students need to gather information through research—library and technological resources—, and a "production project" or "performance project" according to the students' end product—the product takes the form of videos, radio programs, oral presentations, theatrical performances, etc. (Stoller, 1997). It is also described as a "medium-length project", which lasts approximately 8 hours, addressed to a teenager audience where learners explore personal attitudes and experiences so that they are motivated and contribute with relevant information for the intercultural project.

4. PROJECT IMPLEMENTATION

4.1. Project Context

4.1.1. School Context

The project "Discovering New Cultures", described in section *4.2. Project Design*, was implemented in the school Escuelas Pías, Zaragoza, during my placement period in the month of April. It was developed with 4ºA of ESO, a group formed by 27 students with an A1-A2 level of English according to the *CEFRL*. Although there were a few outstanding students, over half of the students participate in the "Diversificación" programme of the school, so this is the main reason why I encountered a heterogeneous class regarding the students' English level. Besides, 12 students came from a different cultural background, such as South America, Central America and Eastern Europe but this fact did not difficult the flow of the class.

Regarding their working routine, students start the 50-minute-English lesson with a routine consisting of practicing grammar tenses or talking about a topic in English, and later they usually follow the English textbook. They also have a weekly hour with an Australian language assistant so they can practice their oral skills and talk in English in a more natural context. Moreover, each semester, students make a project where they have to work in groups of four-five members that their tutor decides

according to cooperative work criteria—a strong student, a weak student, and two or three average students—, so students are already used to working in this specific class arrangement and the groups were better distributed than if I had to create them or the students chose their workmates.

4.1.2. Curricular Justification

Since this project was actually included in the syllabus course of 4ºA some attention to the LOE *Aragonese Curriculum* Order, May 9th 2007, is necessary in order to justify its objectives, contents and methodology[1]. To begin with, the particular context of the classroom provided an appropriate and motivating setting for the development of intercultural competence since four out of the six class groups were multicultural teams, with at least one member with a foreign nationality. Consequently, and although one of the two aims of the project was to raise awareness about the use of English as lingua franca all over the world, students preferred to focus on the second aim which was intended to compare cultural differences between Spain and other countries, contributing to critical cultural awareness (Baker, 2011, 2015).

In addition to fostering different methodological principles, such as the student as an active learner, the learning by doing, integration of ICTs, development of multiple intelligences, group work, differentiation and motivation—Art.12 Section II *LOE Aragonese Curriculum*—, project-based learning helps the development of key competences like *Communicative Competence* (CC), *Cultural and Artistic Competence* (CAC), *Digital Competence* (DC), *Learning to Learn Competence* (LLC), *Interpersonal and Civic Competence* (ICC), and *Personal Initiative and Autonomy Competence* (PIAC) due to the project's materials, contents and specific objectives. Table 2 illustrates the correlation between the intercultural project's specific objectives, adapted from the *Aragonese Curriculum's* 4th year specifications, and their contribution to the acquisition of key competences.

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[1] The curricular justification of the project is made according to the LOE *Aragonese Curriculum* Order because when the project was implemented—April 2015—the LOMCE *Aragonese Curriculum* was not valid until its publication in May 15th 2015. Nevertheless, the designed project follows the methodological procedures stated in both Orders.

Project's specific learning objectives	Contribution to Key Competences
1. Listen to and understand general and specific spoken information from the teacher, videos and classmates related to cultural misunderstandings, multiculturalism and culture.	CC, CAC, DC
2. Orally express and interact with other classmates using English while working on the project and in the oral presentation, in a comprehensible and adequate manner with certain autonomy.	CC, ICC
3. Understand and extract relevant information from written and digital texts for the project about their home and target countries.	CC, CAC, DC
4. Write simple texts—complete activities, reflections, summaries, scripts—about cultural topics using the adequate cohesive and coherent devices.	CC, CAC,
5. Use different communicative strategies when the student communicates with other classmates in order to have a successful communicative exchange.	CC, LLC, ICC
6. Develop a sense of learning autonomy by means of active participation in the planning and control of the project: topic selection, searching and process relevant information for the end product.	LLC, PIAC
7. Develop attitudes and the necessary strategies while using English to collaborate and work with their group to make the project and obtain, select, and present information both in oral and written formats.	CC, ICC, DC, PIAC
8. Acquire attitudes, knowledge, and skills related to intercultural competence—question preconceived ideas, explore home and target cultures, engage with the 'other', be aware of the role of culture and its influence in communication—while using English.	CC, CAC, ICC

Table 2. Specific learning objectives of the project and their contribution to key competences

Bearing in mind these learning objectives, the project is evaluated with two assessment tools: an observation sheet and an oral performance rubric provided by my mentor. Both are used to evaluate the different projects made in the school with 4th year of ESO. Table 3 shows the components of the observation sheet where both the product and the process are equally assessed—more detailed information can be found in *7.2. Appendix 2 — Assessment tools*. In the case of the notebook, it is evaluated according to its contents and form, i.e. everything done in class is included, keep track of the project

work done everyday, the reflection diary is completed and its presentation is clean and correct. The notebook is an important element of the assessment because, as Byram (1997) explains, learners enter the intercultural learning process from different points based on backgrounds, life experiences, and perspectives, and move at different speeds. A tool that gives each student the opportunity to "interpret meaning, consider judgments, and defend language/culture choices on an individual basis is the most effective way to record the process of becoming interculturally competent in the foreign language classroom" (Moeller and Nugent, 2014, p. 6).

	Activity	Grade (total 30)	Learning objective
	Speaks English all the time	2	1, 2, 5
	Works all the time	2	6, 7
Class work	Searches and contributes the group with information	2	3, 4
	Makes relevant questions	2	2, 5, 6, 7
	Active listening to the teacher and classmates	2	2, 5
Notebook	Portfolio	10	3, 4, 7, 8
End product	Oral presentation	10	1, 2, 5, 8

Table 3. Observation sheet used for the project

4.2. Project Design

4.2.1. Organisation

Before the project implementation, one of my principal aims was to introduce the concept of English as lingua franca and make students aware of its presence all over the world. As a consequence, students would reflect, through activities and their own project, on the importance of being a competent speaker of English. However, due to the particular context of the learners—students with a high multicultural background and low level of English—I thought that it would be more relevant for them to work

intercultural competence and introduce little by little some input regarding features of
ELF at the beginning of each session. The project lasted eight successive sessions
organised according to the stages proposed by Legutke and Thomas (1991). At the
beginning of each session I also introduced some warm-up activities to set the mood for
the class and present intercultural situations:

- Opening (session 1): presentation of the project and making students think about
  what culture is and what forms it—working on the concept of culture is the first
  element of Baker's levels of Intercultural Awareness (2015).

- Topic orientation (session 2): students are already arranged in groups, they work
  with different countries, and select a target country to compare with Spain or the
  students' home country.

- Research and data collection (session 3-5): in the following sessions students
  decide and discuss the information they need for the project and they use ICTs
  to gather it.

- Preparation of data presentation (session 6): selection, organisation and
  preparation of the information students will explain to their classmates in the
  end product. The end product format can vary: PowerPoint presentation, video,
  poster or a role-play.

- Presentation (session 7): students present their projects.

- Evaluation (session 8): the teacher evaluates the students' project; students have
  the chance to reflect on the most interesting ones and how they should improve
  their own performance. In the final minutes, they complete a questionnaire about
  their opinion and attitude towards the project and intercultural awareness.

4.2.2. Lesson plans

Session 1: OPENING: What is culture?	Grade: 4ºA ESO
"Discovering New Cultures" Project	Number of students: 27

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Activate previous knowledge about culture and situations they experienced with people from other countries.

- Identify what aspects form culture and how they can influence communication with other people.

- Discuss different ideas and knowledge about culture and cultural situations.

MATERIALS: See *Appendix 7.1* (warm-up, step 2, step 3).

ACTIVITIES:

WARM-UP (listening): 10 minutes (whole-class interaction) the teacher plays the video "Weird or Just Different" with English subtitles to introduce an intercultural situation and reflect on the importance of culture tolerance.

- *[Teacher talk] We are going to watch a video about different cultures. Try to remember at least two examples the man says in the video. […] Can anyone tell me a situation that is shocking or strange for you? Have you experienced or known a situation where the behaviours of other people were strange for you?*

- *So, we can say it's important to know other cultures to have a better understanding of the world. But do you know what culture is?*

STEP 1 (speaking): 10 minutes (student-student interaction). In groups, students discuss and describe what they think culture is. The teacher numbers the members of each group (1-5). In order, each member says an idea they relate to culture. If they cannot

think of anything, they say 'pass', so everybody talks and is active. Each group must think of 15 words at least. Then, they share them with the class.

STEP 2 (speaking): 10 minutes (student-student interaction). Students have to create their own definition of culture. They should try to include all the words they thought about in the previous activity and the ones in a word cloud the teacher shows with the projector. Later, they listen to the groups' definitions and compare them.

STEP 3 (speaking): 15 minutes (teacher-whole class interaction). The teacher presents the project "Discovering New Cultures" and gives students the handout (see *Appendix 7.1. session 1*) with all the relevant information (objectives, calendar, working methodology and assessment). The teacher leaves some time for answering doubts and checking that students understand what they are going to do in the next sessions.

REFLECTION (writing): 5 minutes (individual work). It is time for students to write in their notebook what they have learnt in terms of contents, key words, and their impression about the project.

Session 2: TOPIC INTRODUCTION: Intercultural world   Grade: 4ºA ESO

"Discovering New Cultures" Project   Number of students: 27

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Give arguments to support ideas related to countries.

- Be aware of the countries where English is spoken.

- Organise teamwork in an autonomous way.

MATERIALS: See *Appendix 7.1* (warm-up, step 1, step 2).

ACTIVITIES:

WARM-UP (speaking): 5 minutes (teacher-whole-class interaction, student-student interaction). The teacher says four sentences related to her life in other countries and in groups, students have to discuss which sentence is false.

- *Ok so what situation do you think is false? Yes, only this group was right, the correct answer is sentence a. Actually, my door wasn't stolen, but all the others of the street were.*

STEP 1 (speaking): 10 minutes (student-student interaction). The teacher gives one map per group (see *Appendix 7.1 session 2*).

- *Now, I want your group to mark all the countries you have visited in this map, so you will have an intercultural map of your group. And think of a name for your team so you can differentiate from the rest of the class.*

- *By the way, do you know what those blue areas mean? Exactly, it refers to the countries where English is the official language, majority language or minority language, do you know why? Make a list of what countries you feel curious about and remember that for the project you should also speak about the use of English in that country!*

STEP 2 (speaking): 5 minutes (student-student interaction). There is group discussion to choose a country on which to do the project. Students may do some pro-cons list to decide it. They tell the teacher the chosen country so she writes it down.

STEP 3 (speaking): 25 minutes (student-student interaction, whole-class interaction). The groups start planning and organising the project: decide team roles, relevant aspects they can focus on, if they are going to compare both cultures or become more expert on the target culture, use information from the session to have ideas for the project. Later, each group will share with the rest of the class what they have think of and each group will have to give their opinion or an idea to improve their classmates' projects.

REFLECTION (writing): 5 minutes (individual work). It is time for students to check if they have all the information from the activities in their notebooks. They need to include key words they have learnt and key ideas such as the team name, team roles (leader, secretary, material manager, spokesperson, creativity manager).

Session 3: Intercultural Australia	Grade: 4ºA ESO
"Discovering New Cultures" Project	Number of students: 27

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Reflect on their intercultural background.

- Identify the general information about multicultural Australia.

- Make connections between the presentation and their the project.

MATERIALS: See *Appendix 7.1* (warm-up).

ACTIVITIES:

WARM-UP (writing): 10 minutes (individual work). Since the teacher works with Elisa, the Australian language assistant, to show an example of multiculturalism in an English-speaking country, students will firstly complete and reflect on their biography of intercultural competence (see *Appendix 7.1 session 3*).

STEP 1 (speaking, listening): 35 minutes (teacher-whole class interaction). Before Elisa's presentation, she comments briefly the student's answers to their biography trying to find similarities with her presentation and making them involved with the lesson's topic. The presentation about multicultural Australia talks about history of immigration, 260 million languages, little communities and suburbs, education and English, Melbourne's linguistic map, learn that if you are in other country you have to respect its values and be sensitive to other cultures, be careful with certain linguistic terms e.g. nigga.

- *Listen carefully to Elisa and take some notes because her presentation can give you ideas for your project. And ask her questions if you don't understand things or want more information, ok?*

REFLECTION (writing): 5 minutes (individual work). It is time for students to write a reflection on today's lesson, some key words and concepts, information they have learnt

and if they are going to need specific materials and resources for their research in the next session (e.g. laptop, leaflets).

Session 4: DATA COLLECTION	Grade: 4ºA ESO
"Discovering New Cultures" Project	Number of students: 27

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Identify specific details related to stereotypes.

- Use ICTs to look up for cultural information.

- Read and select relevant information for their project.

MATERIALS: See *Appendix 7.1* (warm-up, step 1), notebook, computer, mobile phone.

ACTIVITIES:

WARM-UP (listening): 10 minutes (whole-class interaction). The teacher starts the lesson with a video about stereotypes since students may think of including some of them in their projects. Play the video "Raj Koothrappali's American Accent and Howard Wolowitz's Indian Accent", and then a second time for students to have more opportunities to extract the information.

- *When you meet people from other countries, you have some expectations, which usually coincide with stereotypes. You are going to watch a clip about the Big Bang Theory where Raj and Howard are having a discussion. Raj wants to change his accent to an American one, and to imitate it; he is going to say some stereotypes about Americans. Try to write them when you listen to them. And Howard does the same thing about Indian stereotypes.*

- *Now that we know some stereotypes, I want you to think of a stereotype of the country/culture you choose for your project and think of the impact of those stereotypes on other people's attitudes. Do people behave in the same way depending on your cultural background?*

STEP 1 (reading): 35 minutes (student-student interaction). Before the students start their research, the teacher reminds the project's main objectives and gives students some ideas from places where they can find information. The teacher monitors.

- *There are two questions you need to answer when looking for information on the Internet: where I can find useful information and what type of information I need. So for example, you can start with the official webpage of the country, look for some news in newspapers or blogs, see if you know films or videos talking about that country, or if you know someone from that country that you can ask for information. And when you find information, think whether it is relevant for you, you can imagine yourself in that country and think whether you need that information or not. Or whether it is relevant to compare it to the Spanish culture. You can also focus on one aspect, or work with typical and traditional cultural aspects and stereotypes and try to understand them. You can start now, and if you have any questions, feel free to ask.*

REFLECTION (writing): 5 minutes (individual work). It is time for student to reflect on what they have done during the session and write some key words and information they have learnt.

Session 5: DATA COLLECTION	Grade: 4ºA ESO
"Discovering New Cultures" Project	Number of students: 27

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Use ICTs to look up for cultural information.

- Read and select relevant information for their project.

- Select and organise the most relevant information for the project coherently.

MATERIALS: notebook, books, computer, mobile phone.

ACTIVITIES:

WARM-UP (speaking): 5 minutes (student-student interaction, whole-class interaction). Individually, each student remembers one thing he learnt in the previous session. Then shares it with their group. There must be four or five different ideas per group and the teacher will ask for some of the ideas to be shared with the class.

STEP 1 (reading): 25 minutes (student-student interaction). Finish the data collection. Students will have time to look for more information for their project. The teacher monitors.

STEP 2 (speaking): 15 minutes (student-student interaction). Students start making a draft about the final product so they have an outline of what materials they will need and can start planning the information they are going to include in the project. The teacher collects one draft per group to provide some feedback about the ideas and format students have chosen.

REFLECTION (writing): 5 minutes (individual work). It is time for students to write down what they have done in the session, and some vocabulary. They can reflect on the information they have found or on what they are going to do in the next session.

Session 6: PREPARATION OF DATA PRESENTATION	Grade: 4ºA ESO
"Discovering New Cultures" Project	Number of students: 27

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Select and compare the most important information for their project.

- Use productive skills (speaking and writing) to create the final product.

- Transfer linguistic information to different supports (visual, kinetic, or audio).

- Perform their presentation to practice and receive feedback.

MATERIALS: crafts, computer, mobile phone, notebook.

ACTIVITIES:

STEP 1 (speaking, writing): 45 minutes (student-student interaction). In groups, students start working on their final product, selecting, organising and planning the product. The teacher gives back their drafts and talks to each group to help them in the process. Students will have time to practice their scripts.

REFLECTION (writing): 5 minutes (individual work). It is time for students to reflect on what they learnt and what they have done. They can think on how they are going to practice the presentation.

| Session 7: PRESENTATION | Grade: 4ºA ESO |
| "Discovering New Cultures" Project | Number of students: 27 |

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

-   Produce an intelligible and coherent oral text related to culture.

-   Use previous knowledge and listening micro-skills to guess what is the content of the presentations they will listen to.

-   Understand and identify the general information of their classmates' presentations.

-   Reflect on and self-assess their own oral performance with the help of a rubric.

MATERIALS: final products, projector, notebook.

ACTIVITIES:

STEP 1 (speaking): 45 minutes (students-class interaction). The six groups make presentations of 4-5 minutes. Every time a group is preparing their presentation, the rest of the class has to write on their notebook the team name, the country they are going to talk about and make some guesses about the content of the presentation (see *Appendix 7.1 session 7).*

REFLECTION (writing): 5 minutes (individual work). It is time for students to write what they have done in the session and reflect on their presentation. The teacher will collect some notebooks to mark.

Session 8: EVALUATION	Grade: 4ºA ESO
"Discovering New Cultures" Project	Number of students: 27

LEARNING OBJECTIVES:

At the end of the lesson students will be able to:

- Recognise communicative strategies to communicate effectively.

- Use listening strategies to infer the origin of specific intercultural misunderstandings.

- Assess their learning and work during the project.

MATERIALS: See *Appendix 7.1* (warm-up, step 1, step 3).

ACTIVITIES:

WARM-UP (speaking): 10 minutes (student-student interaction). Taboo game: One member of each group comes to the teacher and listens to the word she says. Then, the student goes back to his group and the rest of the group has to guess which word their friend is explaining/describing because he/she cannot say the secret word. The teacher does an example at the beginning to check whether students have understood the game or not. Repeat five-six times. Once they guess all the words, ask them which strategies they used to explain the word to their classmates, and then explain them the slide with the communicative strategies (see *Appendix 7.1 session 8*).

STEP 1 (listening): 5 minutes (individual work). The teacher plays two clips from a video "HSBC Culture differences Personal space" (Italian 2:59' and Chinese 5:04') where there is no communication and therefore misunderstandings appear. Students have to pay attention and infer the reasons why those intercultural misunderstandings happen.

STEP 2 (speaking): 20 minutes (student-student interaction). Once students watched the video and discussed the reasons for the misunderstandings, in groups they will imagine themselves in a similar situation with an intercultural problem in their chosen country. They will prepare a dialogue that later will be shared with the class.

STEP 3 (writing, speaking): 15 minutes (student-teacher interaction). The teacher gives a final questionnaire to the students to evaluate the project (see *Appendix 7.2.3 final questionnaire*). Once they finish, the teacher collects the questionnaires—as well as the rest of the notebooks to mark—and in the final minutes of the class, students comment some of their answers.

4.3. Project Results and Analysis

This section is divided into two subsections. The first section includes a commentary on the results found in the observation sheet used to evaluate the project and the final questionnaire about project methodology and intercultural competence. The second section presents some improvements for the project, resulting from self-assessment and a reflection on the project's implementation.

4.3.1. Results

The instruments used to evaluate the project and a filled copy of the observation sheet are in *7.2. Appendix 2 — Assessment tools*. In *7.1. Appendix 1 — Lesson plans (session 7)* it is possible to find a table summarising the main characteristics of the students' projects. Although students worked in groups, all of them received an individual mark based on their work during the project, their notebook, and the oral presentation. The assessment criteria were explained in section *4.1. Project context*, but just as reminder, the class mark is obtained through monitoring the students' work, interaction with the teacher and other classmates, and productivity. For the notebook, both content and form are considered—activities, the reflection diary, and a correct presentation format. The oral presentation could be supported with an end product, but the speech was the only item the teacher evaluated with the help of a rubric—based on pronunciation, intonation and voice, knowledge of the topic, originality of the work and interaction with the audience. In general, marks have been quite positive—the mean mark was 7/10—, with only two students failing the project because one did not justify

his absence during the oral presentation and the second one missed most of the sessions
so his marks regarding the process stages were insufficient.

Regarding the final questionnaire, all the questions and answers can be found in
the *Appendix 7.2.3. Final questionnaire "Discovering new cultures" project*. The
findings are classified into two main categories, the first one referring to project work
methodology and the second one inquiring about intercultural competence. However, it
is important to bear in mind that the results of the project, due to its sporadic and short
nature compared to the course syllabus, may not show the students' critical cultural
awareness that was expected since questions were quite general in order to provide an
overview of the students' work. If in the future the group continues working with
materials from an intercultural perspective, it may be interesting to make more specific
questions and present particular situations to analyse the students' responses toward
intercultural communication.

The first part, according to what students wrote in the open format questions,
coincides with the majority of the benefits of project work combined with task-based
approach (Lípová, 2008). Students enjoy learning and discovering information (Q2:
36,67%, Q4: 4,35%), they become researchers of relevant content for them because they
are free to choose and decide what they want to investigate. Besides, while students use
searching techniques and ICTs (Q1: 3,13%, Q2: 6,67%, Q2: 10%), they are exposed to
incidental learning of grammar and vocabulary (Q1: 15,63%) related to their topic.
Students also agree that having certain autonomy to decide the content, organisation and
planning of the project is beneficial because it leads to mutual help within the group
(Q1: 3,13%, Q2: 20%, Q4: 4,35%) and to a more effective learning (Q4: 73,91%).
Finally, it is always important to take into account students' attitude toward the class, so
when the teacher introduces short breaks, i.e. project work that allows students to put
the textbook aside, is always welcomed (Q4: 8,70%). In this way, even though the
project's content is related to what students learnt in previous sessions, they face it with
more motivation and describe the project as "more funny, entertaining, interesting" (Q2:
6,67%, Q2: 10%) that allows them to "practice English" (Q1: 3,13%) in a more
authentic way and helps them develop speaking skills, both as an interaction and as a
performance since each group has to make an oral presentation (Q1: 6,25%).

The second part of the questionnaire was intended to make students reflect on the importance of knowing intercultural differences and cultural awareness. The answers are analysed according to Byram's 5 savoirs (*CEFRL*, 2009; Vettorel, 2010) to check whether students acquired knowledge, skills, and attitudes related to other cultures and countries or not:

a)   Skills (*savoir comprendre, apprendre, faire*) are defined as "the ability to recognise and adapt to cultural contexts that are new" (Vettorel, 2010, p. 3). In the case of the project, students worked in more depth the *skills of discovery and interaction* since they learnt information about other countries' cultures (Q1: 46,88%), compared, and found similarities between target cultures and home cultures (Q1: 12,50%, 3,13%). Regarding interaction, students have been exposed, due to some tasks, to intercultural communicative situations and they needed to use certain communicative strategies to achieve successful communicative exchanges.

b)   Attitudes (*savoir être*) consist of "learning how to be open and respectful towards perspectives, which differ from ours" (Vettorel, 2010, p. 3). It seems that due to the particular context of the group, students were already tolerant to different cultural background as seen in the answers to Q6: "be more tolerant" (66,67%), "absolutely more tolerant" (4,76%), "same tolerant as before" (9,52%), complemented with arguments about respect, accepting others' differences and learning about others. Besides, exposing students to intercultural situations and giving them the opportunity to decide what to investigate develops their curiosity and open-mindedness towards otherness.

c)   Knowledge (*savoir*) promotes "discovery attitudes and critical skills" (Vettorel, 2010, p. 3). Knowledge of the self—e.g. activity of the "the intercultural biography"—is thus essential in order to relativise perceptions and value attitudes and beliefs of the other. It is connected to the knowledge of self and other, of how interaction occurs, and of the complex relationship of the individual to society. Therefore, the introduction of cultural differences with activities, tasks and projects is needed and students agree on its importance to deal with and bring them to the class (Q5: 95,24%).

d)   Although critical awareness was a more complicated issue, some sessions were spent introducing the concept of culture and how it can influence people's behaviours and attitudes (Baker, 2015) to make students aware of its effects. Besides, as a first step to evaluate critically theirs and others' cultures, students needed to compare and look for similarities between countries to foster this ability.

Lastly, since I tried to develop intercultural competence but also intercultural communicative competence, students were expected to communicate in English most of the time, a situation that unfortunately was not the norm. Although there were three or four students who accomplished this aim, most of the students interacted in Spanish with their group members and then, when they needed to write and make the presentation they switched to English (Q8: 38,10%, 9,52%). Despite of this, in the final questionnaire, a minority admitted they should have made an effort and spoke more in English (Q8: 19,05%).

4.3.2. Improvements

Once the project was implemented, I had the opportunity to reflect on its strengths and weaknesses in order to improve it. Before the project's implementation, the teacher must bear in mind three aspects: linguistic demands, evidence of students' growth, and clear research questions and objectives. Firstly, the teacher should prepare better students for linguistic demands (Lípová, 2008; Stoller, 1997). I only paid attention to the project's content, mostly ignoring the focus on form, so in the future I should work in more detail with linguistic items i.e. give linguistic input at the beginning, help during the data collection, or provide more guidance for the oral presentation. Secondly, it can be interesting to promote motivation among students by using tools that allow them see evidence of their growth regarding intercultural competence—e.g. the first day students could complete a paper with their initial ideas about the topic and compare them with what they know at the end of the project (Moeller and Nugent, 2014). At the same time, the teacher should insist on the importance of keeping the notebook updated, to track students' work and make them aware of their progress through reflection and self-evaluation (Moeller and Nugent,

2014). Thirdly, the teacher needs to have clearer research questions because they influence the project objectives, development and assessment. This is because, in my case, questions might seem too general for a deeper analysis of the project's contribution to the development of intercultural competence.

Moving to the stage where the project is in progress, one element that needs to be improved is the way in which students are guided and monitored. I should work on my monitoring abilities, since it is very important to control group work by means of, for example, a better track of the notebook, how they interact, the adequate use of roles, who works and who is lazy, etc. Moreover, students should receive more feedback from the teacher and their classmates regarding their project—what information they look for, the organisation of that information, the script for the presentation—to improve the students' learning and intelligibility during communicative exchanges. Finally, it is necessary to insist more on the fact that the assessed item of the final product is the oral presentation, not the supporting materials. Students should have worried more about what they were going to say and how—asking for feedback and practice—than on using the ICTs to make presentations or videos. A last point to take into consideration, following my mentor's advice, is that while some students present their projects, the rest of the class needs to do certain tasks to keep their attention and maintain them focused.

Once the project is finished, there are still two aspects to comment on. For future implementations, it would be interesting to check the acquisition of both form and content. Hence, in addition to the final questionnaire, certain activities could be made to test whether students have acquired linguistic knowledge or not. Nevertheless, the project's main aim is to develop intercultural competence, so for future questionnaires, specific questions regarding intercultural attitudes and communicative skills should appear—e.g. asking for the students' attitudes and reactions in intercultural situations, what they learnt about the target culture, or a critical comparison of cultures. In this way, the teacher has more evidence of the students' learning. The last aspect to comment on refers to the introduction of ELF in the classroom. The other forgotten objective of the project was to reflect on the uses of English in the target country. To achieve this goal, students could be exposed to non-native speaking input or they could

make another project researching the uses of English in Spain e.g. "finding English in Spain Project"—where, when, how, and why English is used.

5. CONCLUSIONS

This dissertation has dealt with the design and evaluation of a project aimed to develop students' intercultural awareness and intercultural communicative competence. The project focuses on intercultural competence because it is an essential element of English as lingua franca that is often forgotten as well as excluded from the course plan syllabus. ELF is described as the chosen 'contact language' for communication between two people who do not share the same mother tongue and cultural background (Seidlhofer, 2005) so intercultural differences will appear in any communicative exchange. Besides, communicative competence is not only formed by linguistic and grammatical components but also by sociolinguistic, discourse and strategic competences (Alptekin, 2002), which are stressed with this project, since students learn about target cultures and communicative strategies. In addition to this, the fact that most of the exchanges in English do not involve English native speakers (Crystal, 2003; Seidlhofer, 2005) highlights the importance of becoming a successful intercultural speaker—rather than learning everything about a specific target culture—, who can initiate, negotiate and mediate effectively conversations with people from diverse cultural backgrounds (Byram, 1997; Moeller and Nugent, 2014). The project-based learning, following the principles of CLT and the indications of the LOE *Aragonese Curriculum*, seems to be a suitable methodology to achieve good results for the development of intercultural competence in secondary education. The students' responses were positive towards the project, in some cases students also referred to its benefits (Lípová, 2008), and they agreed with the importance of being intercultural competent and aware of other cultures' differences to interact effectively.

Nevertheless, I would like to suggest some improvements for a future implementation of the project regarding its design and planning, as well as classroom management. Since the beginning, it is necessary that the teacher has clear objectives and has decided which tools she will use to achieve them; otherwise, the class development might look messy where everything is acceptable. Assessment tools

should be introduced in the first session of the project, and recalled in next sessions, for students to bear in mind the assessment criteria that, at the same time, work as a guide for the correct development of the project. When explaining the assessment tools, it is also important to mention that by using them, students can learn without having an adult controlling all that they do. Intercultural competence is a linear process where each student starts at a different point, so they can see their personal growth and it promotes autonomous learning (Moeller and Nugent, 2014). Finally, as happens with any inexperience teacher, I still need to work on my classroom management skills to improve the effectiveness and productivity of the students' work. With project-based learning, students have more freedom but certain rules regarding the working environment must be set and respected. Thus, although in project-based learning students have responsibility for their own learning, the teacher still needs to learn how and when to monitor students to help them during the learning process.

For future teaching practices related to the development of intercultural competence, the teacher should aim for different grades of cultural awareness leading to critical thinking (Baker, 2015; Moeller and Nugent, 2014). With the project "Discovering New Cultures", students reflected on the concept of culture, how it can influence communication, and they compared home and target cultures. However, students can also develop intercultural competence by using the textbook or any other material the teacher brings to the class. For this dissertation, the project served as an introduction to intercultural competence, but further tasks, activities, or projects can lead to a deeper identification, analysis and evaluation of cultural elements that influence behaviours, attitudes, misinterpretations etc. when building relationships with other people and to the acquisition of the necessary communicative strategies to mediate and overcome intercultural situations (Moeller and Nugent, 2014).

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7. APPENDICES

7.1. Appendix 1 — Lesson Plans

Session 1 OPENING: What is culture?

- Video "Weird or just Different" available at http://www.ted.com/talks/derek_sivers_weird_or_just_different?language=en.

- Task 1: What is culture?

- Word cloud to help define culture and compare the definitions with:

Project Work as a Tool to Develop Intercultural Competence from an ELF Perspective in Secondary Education

- Project Handout:

Handout "Discovering new cultures"   4°A project

"DISCOVERING NEW CULTURES"

Choose a country you are interested in and learn about its culture and use of English.

- Instructions:

  o In groups…

    ▪ Select a country you are interested in.

    ▪ Investigate its culture and compare it to your home country.

    ▪ Investigate how English in used in this country (e.g. why they speak it, its uses, context and circumstances, importance, examples of it.

    ▪ Select which information is important and interesting.

    ▪ Present your findings to the class (e.g. poster, podcast, video, interview, intercultural situation…)

  o Individually: write a short diary and think of what you learn each day.

- Evaluation:

  o Class work

  o Final presentation on 27th April. The oral presentation is evaluated, not the supporting materials.

- Calendar

DAY	ACTIVITY
Monday 13th April	What is culture?
Tuesday 14th April	Choose a country
Wednesday 15th April	Intercultural Australia
Thursday 16th April	Stereotypes and Data collection
Monday 20th April	Data collection
Tuesday 21st April	Preparation of the presentation
Wednesday 22nd April	Elisa's class (no project-related)
Monday 27th April	Presentation
Tuesday 28th April	Communication and Reflection

Session 2 TOPIC INTRODUCTION: Intercultural world

- Warm-up 'find the fiction' activity: sentences and answer:


<div align="center">

DISCOVER THE FICTION

</div>

- When I was in England, one night some people stole all the iron doors of the street where I lived.

- Last year I went to Oslo to visit a friend and we ended up in a party at the Spanish Embassy.

- My English university was surrounded by a lot of green areas and there were many rabbits.

- When I was in Dublin, I met students from different countries like France, Turkey and Japan.
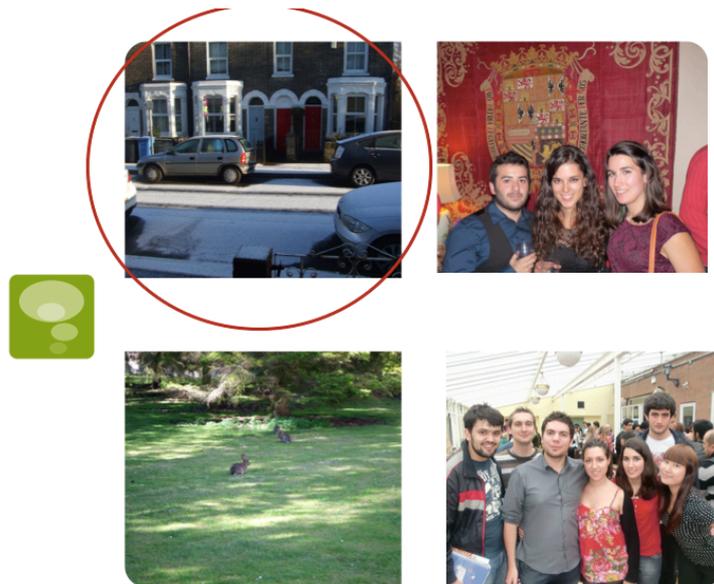
- Some filled samples of the intercultural map. Retrieved from http://en.wikipedia.org/wiki/List_of_territorial_entities_where_English_is_an_official_language
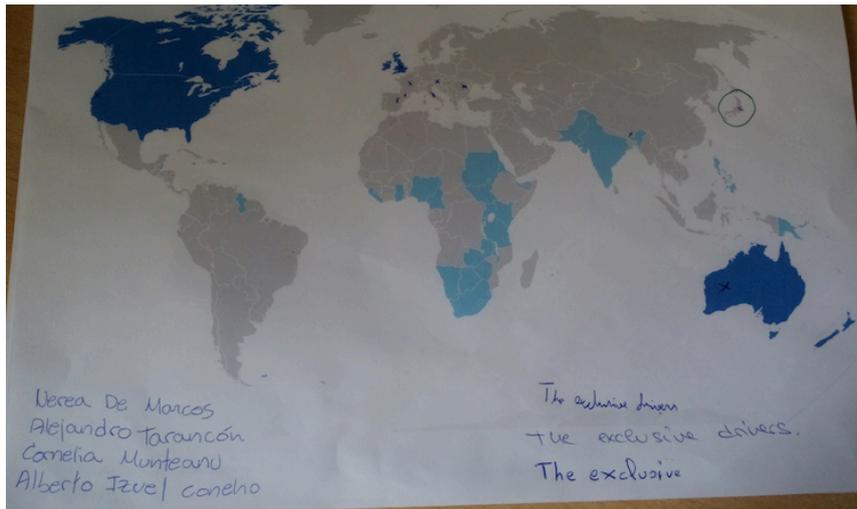
- Country selection:

Session 3 Intercultural Australia

- Session planning:

- Biography of intercultural competence:

My intercultural background: factors that may have influenced how I respond to intercultural situations. You can write any interesting details of your personal history that may have influenced how you respond to intercultural situations.

1. My family background

2. Travel to other countries (short-term visits) for holiday

3. Time spent living abroad (two-week-or-more stay)

4. Time spent in a multicultural community in home country

5. Social contacts, friends from abroad

6. Language learning experience: language, method of learning, how long, level

7. Other factors that have helped me experience cultures other than my own

- Students talking with the Australian language assistant about their family roots:

Session 4 DATA COLLECTION

- Video "Raj Koothrappali's American Accent and Howard Wolowitz's Indian Accent" available at https://www.youtube.com/watch?v=dOgdhqtGu98.

- Data collection time:

Session 5 DATA COLLECTION DAY 2

- Session planning:

- Practice of a presentation with the rubric on the whiteboard:
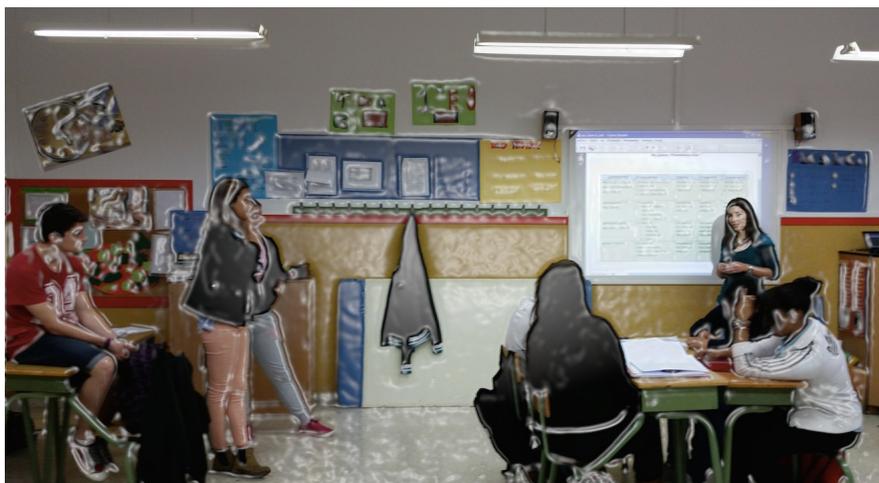
Session 7: PRESENTATION

Table 4 includes the teams' names, the chosen country, the format of the end product, and some of the contents of their presentation:

| TEAMS	TITLE	FORMAT	EXAMPLE OF CONTENTS
1. Survivors	"Compare Monaco & Spain"	PowerPoint	Population, geographical features
2. The Emmotor-bike Patata power limoncios	"Australia"	Video	Weather, festivities, sports, religion, languages, holidays, and food.
3. The ONU	"Russia, Romania, Nicaragua, Argentina and Spain"	PowerPoint	Educational system, typical drinks, Easter and the use of surnames
4. The Moustaches	"Morocco"	PowerPoint	Food, English, religion, family
5. The exclusive drivers	"Differences in Japan, Nicaragua, Spain, and Romania"	PowerPoint	Religion, clothes, sports, food
6. Tutti-frutti	"Lua de Mel Para O Brasil"	Role-play	A couple goes to a travel agency to ask for information about Brazil and compare it to Spain (religion, sports, and food)

Table 4. Summary of the main features of students' projects

- Example of presentation: The ONU

- Example of presentation: The Emmotor-bike Patata power limoncios
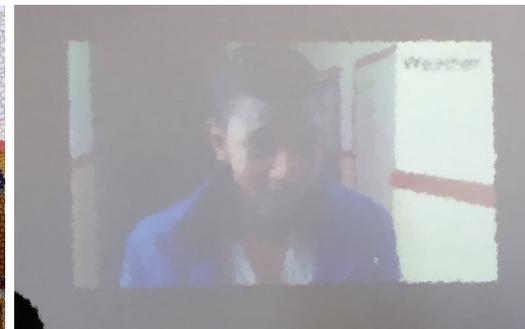
Session 8 EVALUATION

- Taboo game: guess the words flower, plate, advert, success, host, and restaurant.

- Communicative strategies slide:

- Video "HSBC Culture differences Personal space" available at https://www.youtube.com/watch?v=mUCODUvKbzE&spfreload=10. Play the fragments of the Italian (2:59') and Chinese situations (5:04').

- Complete the final questionnaire found in *7.2. Appendix 2 — Assessment tools*.

7.2. Appendix 2 — Assessment Tools

7.2.1. Rubric. My speech: Oral presentation

CATEGORY	4. Very good	3. Good	2. Regular	1. Very bad
Pronunciation and intonation and voice	1. Pronounces very clear 2. Loud voice 3. Correct intonation 4. Easy to understand	Three categories of "very good" are mentioned.	Two categories of "very good" are mentioned.	One category of "very good" is mentioned.
Knowledge of the topic	The speaker: 1. Doesn't commit mistakes 2. Says examples 3. Answers questions	Three categories of "very good" are mentioned.	Two categories of "very good" are mentioned.	One category of "very good" is mentioned.
Original and amusing work	The work is: 1. Original 2. Amusing 3. Interesting 4. Correct	Three categories of "very good" are mentioned.	Two categories of "very good" are mentioned.	One category of "very good" is mentioned.
Interaction	The speaker: 1. Moves correctly 2. Looks at the audience 3. Shows interest	Three categories of "very good" are mentioned.	Two categories of "very good" are mentioned.	One category of "very good" is mentioned.

Table 5. Rubric for the oral presentation used in the project

Project Work as a Tool to Develop Intercultural Competence from an ELF Perspective in Secondary Education

7.2.2. Observation sheet

This is the observation sheet used during the implementation of the project where all the students' marks are included. The first five items are part of the class work (10 points) that is added to the notebook mark (10 points) and the oral presentation (10 points). The highest mark students can reach is 30 points. Finally, students' names are substituted with letters to guarantee their anonymity since there are underage students.

Project: discovering new cultures

Inglés 3a Evaluación	Habla en inglés todo el tiempo	Trabaja todo el tiempo	Investiga y aporta al grupo	Hace preguntas pertinentes	Escucha activa	Cuaderno	Presentación oral	Nota Final	
yes: 2 pts, no: 0 pts, sometimes: 1pt.	10 pts					10 pts	16 pts	30 pts	
Student A	0	1	1	1	1	4	3,4,3,3	18,1	6
Student B	0	1	1	1	1	4	4,4,4,2	20,7	6,9
Student C	0	1	1	1	2	5	3,4,4,3	22,7	7,5
Student D	0	0	1	0	0	1	2,4,3,3	14,5	4,8
Student E	2	2	2	1	2	9	4,4,4,3	27,3	9,1
Student F	2	2	2	1	2	9	4,4,4,3	25,3	8,4
Student G	0	1	1	1	2	5	3,4,4,3	20,7	6,9
Student H	0	2	2	1	2	7	3,4,4,3	24,7	8,2
Student I	0	2	2	2	2	8	3,4,4,3	23,7	7,9
Student J	0	2	1	1	2	6	2,4,4,3	21,1	7
Student K	0	1	1	1	1	4	4,4,4,3	19,3	6,4
Student L	0	1	1	0	0	2	3,4,3,2	15,5	5,1
Studen tM	0	2	1	1	2	6	3,4,4,2	21,1	7
Student N	0	2	2	2	2	8	3,4,4,3	22,7	7,5
Student Ñ	0	1	1	1	1	4	2,4,4,2	19,5	6,5
Student O	2	2	2	2	2	10	3,4,4,4	28,3	9,4
Student P	0	1	1	1	2	5	0	10	4
Student Q	0	2	2	2	2	8	3,4,4,2	24,1	8
Student R	0	2	2	1	2	7	2,4,4,2	20,5	6,8
Student S	0	1	1	1	1	4	3,4,3,2	17,5	5,8
Student T	2	2	2	1	2	9	3,4,4,3	24,7	8,2
Student U	1	2	2	2	2	9	3,4,4,3	23,7	7,8
Student V	0	2	2	2	2	8	3,4,4,2	24,1	8
Student W	0	1	1	1	1	4	2,4,4,2	20,5	6,8
Student X	0	0	1	0	0	1	2,4,4,2	15,5	5,1
Student Y	0	2	2	2	2	8	3,4,4,3	24,7	8,2
Student Z	0	1	2	1	1	5	1,2,1,2	15	5

Fig. 1. Filled observation sheet used during the project

7.2.3. Final questionnaire "Discovering New Cultures" project

The questionnaire was made in Spanish to ease the comprehension of the questions. The eight questions have an open format so all the answers were provided by the students. There are a total of 21 filled questionnaires, but in some cases, students gave more than one answer so in questions 1, 2, 3, and 4 the total number of items differs from the number of questionnaires.

MASTER EN PROFESORADO DE E.S.O, BACHILLERATO, F.P.
Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y DEPORTIVAS

ESPECIALIDAD LENGUAS EXTRANJERAS, INGLÉS

Facultad de Educación
Universidad Zaragoza

Discovering New Cultures Project

✚ QUESTION 1: ¿Qué has aprendido con este proyecto?

	Otras culturas	Vocabulario	Comparar países	Hablar en público	Convivencia	Gramática	Usar el inglés	PowerPoint	Similitudes entre países	Trabajar en equipo	Total
Nº	15	5	4	2	1	1	1	1	1	1	32
%	46,88	15,63	12,50	6,25	3,13	3,13	3,13	3,13	3,13	3,13	100

✚ QUESTION 2: ¿Qué es lo que más te ha gustado del proyecto?

	Aprender/ conocer/ descubrir	Trabajar en grupo	Diferente/ interesante	Buscar información	Divertido	Distribución de las mesas	Grabar el video	Presentación	Total
Nº	11	6	3	3	2	2	2	1	30
%	36,67	20	10	10	6,67	6,67	6,67	3,33	100

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🞣 QUESTION 3: ¿Y lo qué menos? ¿Qué mejorarías?

	Tiempo*	Nada	Problemas con ordenadores o WIFI*	Buscar información	Elección de los grupos	Mi rendimie nto	Planific ación	Total
Nº	11	6	4	1	1	1	1	25
%	44	24	16	4	4	4	4	100

* The day students were supposed to do the presentation of data collection, the WIFI connection of the school failed and due to lack of time they had to do it at home.

🞣 QUESTION 4: ¿Prefieres trabajar con proyectos? ¿Por qué?

	Sí*	Clases más amenas	Ayudarse entre ellos	Problemas con ordenadores o WIFI	Se aprende más	No	Tota l
Nº	17	2	1	1	1	1	23
%	73,91	8,70	4,35	4,35	4,35	4,35	100

* Some comments: "aprendemos más eficazmente", "ayudarnos entre todos y aprender más", "ayudarse mutuamente y las clases se hacen menos pesadas", "es más divertido, se aprende más y se hace más ameno", "así se practica el inglés y es entretenido".

🞣 QUESTION 5: Después de comparar varios países, ¿crees qué es importante conocer la existencia de diferencias culturales (para comunicarte con otros de forma efectiva)?

	Sí	Depende*	Total
Nº	20	1	21
%	95,24	4,76	100

* "Depende de las preferencias de tu gusto, pero para saber cultura e interesarse por el saber si que es importante."

🞣 QUESTION 6: Si ahora estuvieses con un grupo de personas de culturas diferentes a la tuya, ¿serías más o menos tolerante con sus diferencias?

	Más tolerante	Menos tolerante*	Igual de tolerante	Depende**	Mucho más tolerante	Total
N°	14	3	2	1	1	21
%	66,67	14,29	9,52	4,76	4,76	100

* With the negative answers I think there were some comprehension misunderstandings: "menos tolerante", "no", "~~por supues~~ no sería tolerante."

** "Depende de cómo sean conmigo y si respetan mi cultura."

🞣 QUESTION 7: Si ahora quisieras buscar información sobre otros países, ¿sabrías hacerlo?

	Sí	Por supuesto	Depende del país	Obviamente	Total
N°	15	4	1	1	21
%	71,43	19,05	4,76	4,76	100

🞣 QUESTION 8: ¿Crees que has utilizado mucho el inglés en el desarrollo del proyecto? ¿Por qué? ¿Cambiarías algo?

	Sí**	Normal	No *	Lo necesario	Total
N°	8	7	4	2	21
%	38,10	33,33	19,05	9,52	100

* Some students are aware that they should speak more in English "lo he usado pero lo podría haber usado más a la hora de estar en grupo", "no he buscado la información en inglés", "hablaba en español pero escribía la información en inglés".