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Trabajar la cultura y la comunicación a través del modelo CPM de secuenciación como propuesta innovadora en la clase de inglés como lengua extranjera.

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Trabajar la cultura y la comunicación a través del modelo CPM de secuenciación como propuesta innovadora en la clase de inglés como lengua extranjera.

Working on culture and communication through the CPM model of sequencing: an innovative proposal in the English as a foreign language classroom.

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ABSTRACT

Communication and culture seem to be holding hands. This is the idea in this project: finding the way for students to learn cultural aspects through a foreign language from a communicative point of view. The innovative proposal included in this project breaks with traditional activity sequencing models and follows the Communicative Processes- based Model (CPM) (Sánchez Pérez, 2001). According to this model, activity sequencing is based on the on communicative situations. The proposal would be implemented in the first year of Baccalaureate. The four skills are covered, and the topic of getting to know different cultures, traditions and ways of living could keep students engaged and facilitate their learning process.

Applying this model does not involve rejecting others, it means enhancing them, complementing them, and offering a major variety inside the classrooms. It is fair to say that adjusting time is necessary to adapt the materials and resources to this new model. However, the results obtained with the only studied conducted by Criado Sánchez (2009) confirmed its viability. This work includes a proposal, but it can be just the beginning. Encouraging readers to further studies would be ideal, for instance to study the possible results when applying this method, the level of student's motivation, and the way in which materials could be adapted to this model. The CPM clearly shows how students, content, and communication are the central part of the learning process.

Keywords: Culture, CPM, communication, ELT, communicative competence, materials, sequencing.

RESUMEN

La comunicación y la cultura parecen ir de la mano y esta es la idea en este Trabajo Fin de Máster: encontrar la manera de aprender aspectos culturales desde un punto de vista comunicativo y a través de la lengua extranjera. La propuesta innovadora rompe con métodos tradicionales para seguir un nuevo modelo basado en secuenciación de actividades. El Modelo CPM, (Sánchez Pérez, 2001) defiende que las secuencias de actividades están basadas en situaciones comunicativas. Esta propuesta sería implementada en 1º de Bachillerato y las cuatro destrezas serían trabajadas. El tema de conocer otras culturas, tradiciones, y estilos de vida podría mantener a los adolescentes activos y facilitaría el proceso de aprendizaje.

Utilizar este modelo no implica rechazar otros, significa enriquecerlos o complementarlos, y ofrecer una mayor variedad dentro de las clases. Es justo decir que un tiempo de adaptación es necesario para ajustar los materiales disponibles a este nuevo modelo. Sin embargo, los resultados obtenidos en el único estudio llevado a cabo por Criado Sánchez en 2009 confirmaron su viabilidad. Este trabajo tiene una propuesta, y puede ser solo el principio para animar a posibles lectores que más estudios serían ideales para consolidarlo. Se podría estudiar los resultados de los estudiantes tras la

aplicación de este método, también el nivel de motivación y estudiar la manera de adaptar los materiales. El modelo CPM muestra cómo los estudiantes, el contenido, y la comunicación son la parte central del proceso de aprendizaje.

Palabras clave: Cultura, comunicación, modelo, ELT, competencia comunicativa, lenguaje, materiales, secuenciación, PPP.

1. INTRODUCTION

Are communication and culture connected in an English as a Foreign Language (EFL) classroom? That is the concern and the alternative proposed in this project. It seems clear, and it seems to be increasing the importance given to communication in a foreign language. This idea is not opposite to the most traditional ways of learning where perhaps communication did not have the central role. Working through communication to communicate appropriately is one of the aims of this project. It has been established that students must work through key competences, and one of them is communicative competence. However, this is a process that will probably require of a long time to be achieved completely; to adapt the materials, the systems and the teachers' training is not something feasible in the short term.

Celce-Murcia (2007, p. 42) affirmed that teachers were developing the Communicative Approach as a sort of reaction to Grammar Translation and the Audiolingual Approach. Another recurrent pattern of sequencing activities has been the traditional Presentation, Practice, and Production (PPP). This model of sequencing was defined by Tomlinson (1998, p. 12) as "an approach to teaching language items which follows a sequence of presentation of the item, practice of the item and then production of the item". Following this sequencing exclusively might be narrow and lack flexibility. Therefore, in spite of its potential it could be complemented with more communicative and dynamic models of sequencing, and here is when Aquilino Sánchez (2001) creates his own model, the Communicative Processes-based model of activity sequencing (CPM). This idea is trying to enrich or complement traditional lessons and models, it is an alternative to the PPP sequence model. Sánchez meant activities in the classroom to be sequenced in a natural way, following a real communicative process, putting aside forced conversations and putting emphasis on the topics chosen.

In the same way that communicative competence is essential in this project, it is also intercultural competence. Combining an innovative model like the CPM with cultural topics makes a good combo to start an EFL lesson. Not just the dynamic of the class, the teacher, the model, or the methodology are important, topics are also of a vast importance. Having students engaged with cultural topics will make of the learning process a very gentle and nice path. Cultural aspects

are an unlimited resource of topics, where students can empathize, explore, feel motivation, and maybe even have previous experiences on some of them. Language is a dominant feature of culture, they influence each other, and it is important that teachers are able to understand diverse backgrounds, different ways of communicating and different ways of understanding. Knowing, presenting, and realizing the differences or similarities that can exist within different cultures is essential to plant the seed of cultural awareness on students. It is extremely positive to make them reflect, think, form opinions and, by doing so, enhancing the process of the language learning. Byram (2006, p. 6) affirms how knowing and learning languages and varieties of languages are diverse ways of expression and recognising our own identity and also people's identities.

The overall structure of the proposal takes the form of six sections. Following we will address the theorical framework of this work in which moving from the model of sequencing PPP to the CPM is justified. Besides, the link and connection between communication and culture takes place. Following, it is the Literature Review where the CPM is deeply explained; the beginning of this model, its relevance and its potential in an L2 classroom. The same happens with culture and cultural aspects, there are strong ideas which justify the importance of bringing culture into the classroom and feeling culture as a key aspect to communicate with each other. To understand the goals of this work there is a section of objectives where these are explained thoroughly. Once the objectives are mentioned, the next section is the innovative proposal. This section includes ideas of the cultural component such as possible topics and ways of selecting them. It gives alternative to present a unit based on cultural topics having as an example the UNESCO Intercultural Competence Tree (Leeds-Hurwitz, 2013). Here some activities are presented in tables according to the CPM model. The materials are explained along with the target group, and methodology. Finally, there is a conclusion including the main ideas, the positive and controversial aspects this work can have and not lastly the possible further studies or recommendations. The list of references is available and also the Annex including links or images of the materials proposed.

2. THEORETICAL FRAMEWORK

The concepts of communicative approach and communicative competence are central to this work. This project pursues students' communication above only learning grammar and structures that perhaps will not be put into practice easily in a real context. The idea of communication does not only affect language as the cultural aspect is also inherent to it. Exchanging information and breaking borders to meet cultures play a significant role in the understanding of this issue. Nacua and Mendoza (2021, p. 13) suggest that communicative language teaching might reduce grammatical accuracy as long as the intended message can get across. They also affirm that the "communicative intent in authentic and real-world communicative tasks/situations is the main intention of CLT activities" (p. 13). Kasumi (2015) believes that English on twenty first century should be the English to communicate, along with Richards (2006), who affirms that people learn a language when it is used to do things rather than just studying its functions.

Communicative approach and communicative competence hold hands and evolve together. The term of communicative competence was coined by Dell Hymes (1972) referring not only to the inherent grammatical aspect but also to the ability to use grammatical competence in a variety of communicative situations, bringing the sociolinguistic perspective into consideration. Some scholars affirm that it was a reaction to Chomsky's concept of competence and the importance he gave mainly to the linguistic competence. In this case, cultural and social aspects were left behind without considering how these might enhance communication. Understanding the complexity of communicative approach and communicative competence is fundamentally important to design a communicative lesson when teaching a foreign language. Campo (1998, p. 1) claims how important is to consider these aspects as the linguistic skills and communicative abilities are interrelated.

Celce-Murcia (2007, p. 42) mentions how applied linguists and teachers were developing the communicative approach to foreign language teaching as a way of reacting to Grammar Translation and Audiolingualism. There have been different models proposed when describing and defining communicative competence, and for this project, I have selected the Revised schematic

representation of 'communicative competence by Celce-Murcia et al. (2008, p. 45),
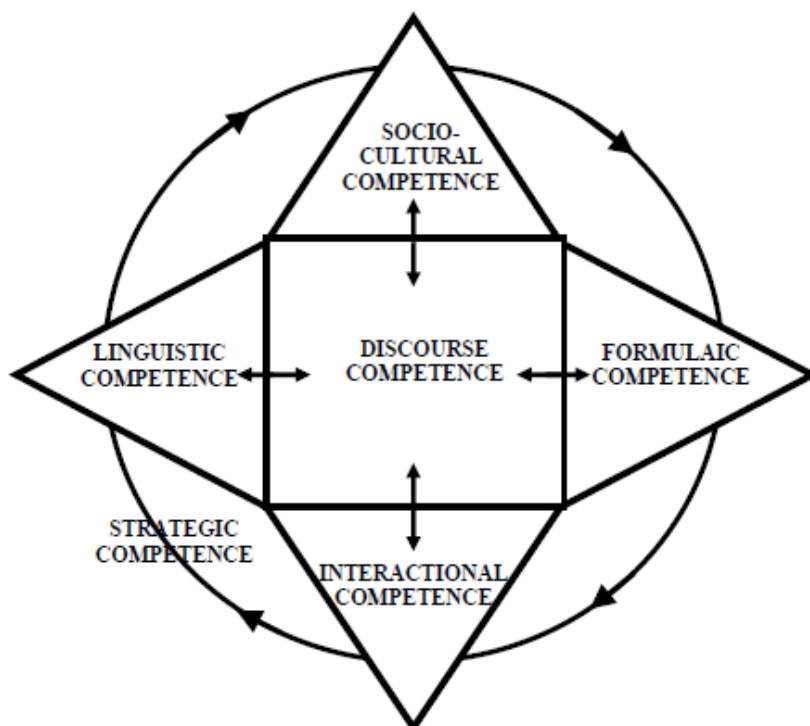

Figure 1. Communicative Competence Schema
(Celce-Murcia, 2008, p. 45)

As shown in Figure 1, this model considers different competences, placing the discourse competence as the central one. I will briefly describe them starting by Sociocultural competence; here the author explains that it refers to the speakers' practical knowledge, this means knowing how to express messages appropriately within a context. Social and cultural aspects are of immense importance when communicating. Discourse competence should always be the central aspect of any communicative competence model. It "refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message" (Celce-Murcia, 2007, p. 45). It could be said that at this point, communicative intent, and sociocultural knowledge meet. Linguistic competence is placed on the left and Formulaic competence is placed on the right. When thinking about the linguistic aspect the author here is considering phonological, lexical, morphological, and syntactic knowledge. However, Formulaic competence refers to the already built pieces of language that speakers use

constantly in a normal and everyday interaction. Interactional competence is placed at the bottom, and it has three sub-components that are: 'Actional competence: knowledge or how to perform common speech acts', the second one is 'Conversational competence: inherent to the turn-taking system in conversation' and the last one refers to 'Non-verbal/Paralinguistic competence' (Celce-Murcia, 2007, p. 49). The sixth competence is Strategic competence, and it refers to the strategies used or certain behaviours and thoughts that students learning an L2 (second or foreign language) use to improve this process. The idea of this model is to confirm that any process of learning that has the communicative competence as the main goal should also consider linguistics, cultural anthropology, sociolinguistics, and any critical area affecting social sciences and humanities, as Celce Murcia (2007) explains in his paper.

Besides, the Common European Framework of Reference (CEFR), (Council of Europe, 2001) has also considered the concept of communicative competence, and it defends that its view does not only consider applied linguistics, but it also pays attention to psychology and socio-political approaches. There have been different competence models and the CEFR affirms that most of them have fours aspects in common which are Strategic competence, Linguistic competence, Pragmatic competence, and Sociocultural competence. Besides, the CEFR introduces descriptor sales for aspects of communicative language competence.
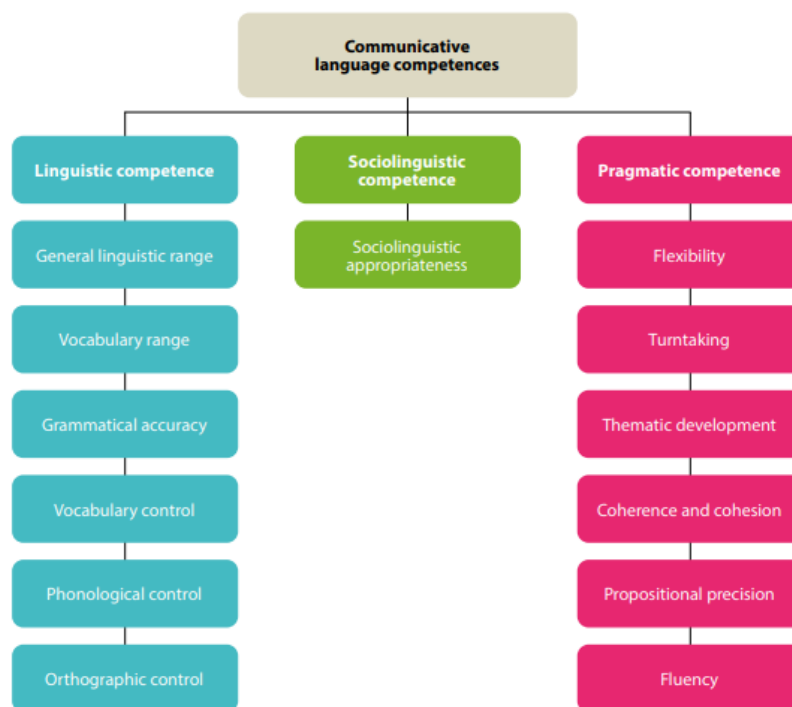
Figure 2. Communicative Language Competence
Council of Europe. (2001, p. 129).

As display in Figure 2, the competences are organised in three columns. To begin with the Linguistic Competence, there is a series of variables to consider from General linguistic range to Orthographic control. In the second column we have Sociolinguistic Competence which "is concerned with the knowledge and skills required to deal with the social dimension of language use" (Council of Europe, 2001). We cannot separate language and culture, and the point is to learn some language uses that are dealt outdoors, apart from a traditional foreign language lesson. Finally, we have the column of Pragmatic Competence which focuses on actual language and in the way a text is constructed. It considers the learner's previous knowledge of the principles of language use and how the messages can be disposed in order to carry out communicative functions and sequence these following an interactional and transactional scheme (Council of Europe, 2001)

2.1 The importance of activities sequencing: from PPP to CPM

One way to improve foreign language learners' communicative competence would be to put attention to the materials. It would be ideal to create and develop materials that represent communicative situations, that are organized and

contextualized within communicative stages. Foremost importance has been given to this idea of sequencing, as researchers realised that the structure of the class, the way and the order of the activities is crucial for students to keep engaged and to keep their motivation high. According to Sánchez Pérez (2001, p. 3) the traditional organization of a teaching unit follows three clear steps that can be divided into sub steps, but usually lessons have an opening, a development, and a closure. Sometimes these are not clearly outlined but the structure is recognizable. In the initial state, there might be a warmup activity so students remember what was covered in the previous class, and also the presentation of the materials that will be used for the session. In the second place, there is space to work with those materials and in the third-place teachers usually try to assure that the goal of the lesson has been achieved by checking with students through exercises or questions.

This structure as Sánchez Pérez (2001, p.50) suggests, may make teachers more comfortable and confident as this can liberate them from extra work. A similar process can happen to students who know beforehand what is going to happen in class and what can be expected from the teacher This idea can bring positive elements to the class but also it may lead to boredom or to a lack of excitement on both sides either teacher or students. Therefore, the idea of finding a model based on communicative process or situations has been attracting considerable attention.

Criado Sánchez (2008, p.2), connects sequencing to four principal areas, which are methodology, the physical sequence of actions, the variety of the teaching procedures to keep a high motivation and the degree of complexity that an activity might have. The idea of sequencing has been present but the key is how to find the perfect sequence of activities when the goal of the process is to communicate in a foreign language based on a real communication. If we go back to the mid-20th century, we find that most activities and processes of sequencing follow a traditional model, called the Presentation, Production, and Practice (PPP) which has been highly extended and used in several textbooks and lessons for years. This model consists of three steps or phases, which are presentation phase, practice phase, and a production phase. It uses a deductive approach, so grammar is usually presented in the first stage where the teacher has the control of it. Willis & Willis (1996) as cited in Mafton and Najafi (2012, p.

32), explain the three stages of this model starting by the Presentation stage when the teacher sets the room and begins the lesson, usually trying to elicit language related to the topic of that lesson. This phase is followed by Practice stage, it is a controlled practice where students usually drill sentences and repeat after the teacher until they perform correctly. And the last stage corresponds to the Production stage. At this point students are motivated to use the new language but in a less controlled way and feeling freer.

Academics have found some drawbacks to this model. Despite its flexibility when following the phases, they still affirm it is very lineal and it lacks context. Van Pattern (2003), as cited in Mafton and Nafaji, (2008, p. 33) affirms that the PPP sequencing model uses decontextualized and also meaningless drills that students need to practice over and over, and it does not reflect neither the natural process or learning or even natural learning.

Therefore, in a communicative methodology, it is obvious that communication is a point of reference. Sánchez Pérez (2001, p. 14) explains that any textbook based on the communicative approach will offer a reliable list of the communicative situations considered basic to our daily communicative needs'.

And this is when he creates the Communicative Processes-based model (CPM) of activity sequencing. This CPM model is presented as an alternative to the traditional PPP model. In his proposal, the idea is that the activities in a classroom are sequenced following a natural and real communicative process. The CPM is an innovative model as it considers communicative situations regarding topics chosen and it considers how communicative situations can develop in a real context. Then it could be stated that the main difference when comparing the PPP model and CPM model is based on their own configuration regarding activity sequencing. This means that the more traditional PPP favours cognitive schemes and the way knowledge is acquired by means of presentation and checking error-free performance through practicing (Criado Sánchez, 2008, p. 162). However, Ho and Huyen (2020, p. 7) believe that although the PPP model has worked efficiently when teaching grammar, learners that have been taught using it are not as successful when communicating outside the classroom.

In Sanchez's proposal, the order in which the activities are sequenced corresponds to the logical order of a series of communicative processes which lead to the fulfilment of a particular communicative situation framed within a

general communicative nucleus or notion (Criado, 2008, p. 161). The main idea is that the sequences take place as they would do it in real life. Regarding the four skills (speaking, listening, reading, and writing) the CPM model can cover four of them and interrelate them. When sequencing the activities following this model there is freedom to work on those four areas, as it is not as restricting or limiting as it might be the traditional PPP model.

2.2 Communication and culture

Central to this project is connecting communicative language teaching to the cultural component. If we want to create activities based on real context and with real material, then culture is of great interest. It is evident that not everyone understands or face reality in the same way, which means that the context can be vastly different from one to another. Therefore, when designing materials with a communicative goal but considering cultural aspects, cultural competence is important. We cannot separate communication from culture, the main aim is the opposite, is to meet these two concepts, to integrate them in the classroom and in the materials used in it. Using real material is a wonderful way of bringing students closer to the target culture and it also will help them to use the new language authentically. Campo (1998, p. 8) points out how taking cultural competence into consideration can explain and recognise similarities and differences between the cultures taught, as well as explain the inaccuracy of stereotypes. It can give value cultural contributions and accept cultural uniqueness besides participating in novel cultural situations.

Besides, when considering culture, it is important to realise that students are not just part of the culture within a society but the culture of their homes and the schools where they participate. For instance, when preparing activities, it is essential to understand how students might feel when bringing cultural aspects into class, for instance religion or some other controversial topics where students might feel they are a minority. Chamberlan, Guerra and García (1999, p. 6) affirm that when members of different cultures communicate there are also numerous differences in the communication process. For instance, social norms may vary from one culture to another. The idea here is to see how culture affects communication when learning a foreign language. Chamberal et al. (1999, p. 9) (as cited in Hall, 1981, p.186) promoted the idea and stated that "culture is

communication and communication is culture". And so, to understand how we communicate it is essential to understand the process of communication.

It is important to understand that culture influence students' identities, even if they are not exposed to a great deal of information, but as I mentioned above their houses and the culture learnt in there shapes them. Therefore, understanding and integrating cultural dimensions will help teachers to highly appreciate the ways in which culture influences communication on students (Chamberal et al, 1996, p. 23). There has always been a strong connection between language and culture, somehow language gives a sense of belonging to a group, or to have an identity. That is why, language teaching has to prepare students to interact with people of distinct cultural backgrounds. Risager (2007), coined the term Linguaculture as a way of emphasizing the relationship between language and culture (Byram and Wagner, 2017, p.142). Assuming that culture is taught just by teaching the language can be a mistake, it requires more than that, for instance meaningful materials, real communicative models, and previous knowledge about the content along with the language. Special attention has to be given to how students' identities are shaped and defined through language education, and the importance of knowing and understanding other people and societies.

Frenner (2017, p. 210) brings up the development from cultural to intercultural and it consists of moving away from a focus just in the target culture and appreciating an interrelationship between two cultures, one's own and the one learning. Knowing and understanding the differences and similarities between the native culture and the target culture is key to develop the intercultural awareness and to enhance the process of learning the language. Students would appreciate the opportunity to apply what they learn in class and to develop their ideas rather than just learning a language only used within the classroom context which can be sometimes limiting. Therefore, using a model as the CPM, which follows a natural sequence of a communicative process and uses real material, can be positive for the learning process. Nowadays, teachers see how authentic texts represent the voice of a culture that has been gaining ground within the classrooms (Fenner, 2017, p.208).

In this project, the focus is on culture, but it is fair to say that any topic can be relevant in the L2 curriculum and could be presented through models of soft or

weak CLIL. Fernández-Fontecha (2012, p. 317) states that "in all versions of CLIL implementation, the sequence of non-linguistic contents should be the point of departure for the sequence of linguistic contents". CLIL accepts a variety of content and language-oriented models. In the case of language-oriented version of CLIL in a foreign language classroom is required on the teacher's side previous work to design materials, select the content, and adapt the sequencing chosen. Therefore, teachers are required to have knowledge on content and language (Fernández- Fontecha, 2012, p. 318). Soft CLIL has as the main focus the foreign language, this still monitors the content. However, is not easy to find materials suitable for the instruction of the units or content and in most cases, teachers need to decide on the sequencing and design their own material (Fernández-Fontecha, 2012, p. 318).

For this project, soft CLIL is present in the units proposed, with the selection of content based on cultural aspects and with the implementation of the CPM model.

3. LITERATURE REVIEW
3.1 The CPM

In this section I depart from the PPP sequencing model to the CPM model The studies conducted on the PPP sequencing are more in number if we compare it to the CPM model where there is almost not literature written about it. The thesis of Criado Sánchez (2009) is essential for this project as it is the only study at the moment regarding this topic. The author gives light and hope to the implementation of the CPM model according to the positive results she obtained, and which are explained further in this section. What it seems to be an agreement in the educational field is that motivation enhances learning and that it might promote success among those motivated students. Sequencing activities, as Sánchez Pérez (2001, p. 2) suggests is the external ingredient that might affect students' interest and their energy to keep trying and learning more effectively. This idea along with the way teachers proceed in the classroom are decisive for students' performance. Varying and giving alternatives is important, however, nowadays it does not seem to be enough space for variation or at least not as much as expected. (Sánchez, 2001, p. 2).

As mentioned in section 2 (Theoretical Framework), the PPP sequencing received several critics by scholars like Van Pattern (2003) when described it as a decontextualised model with meaningful drills. Also, Ho and Huyen (2020, p. 7) suggested that it was not effective when outside the classroom as it lacked context. Undoubtedly this model has been the centre of several writers and works. Some argued that the traditional PPP popularized the language teaching, it was used by many professionals as a consequence of ignoring or not having present communication as the main goal of the foreign language learning. Maftoon and Najafi (2012, p. 31) confirm that this approach was hardly criticised by various scholars from 1990's and their idea is to define the PPP sequence as a useful technique but not giving it the title of approach or method.

Their conclusion is that the PPP sequence approach can be a viable choice to be used in certain circumstances as it can be a helpful technique specially with beginning learners. Besides, regarding grammar, it makes the explanation clear, and it can then be taught easily. The idea is that this model could be used in some settings and it would be completely fine. However, there is also one reality and is that it may be used because it might be easier for teachers to work following this

model of sequencing rather than working following some other models or methodology that can be more demanding. Therefore, teachers could move back to the old PPP sequence simply as a way of feeling more liberated from extra hours. Maftoon and Najafi (2012, p. 32) comment that "practice makes perfect. And you have the immense advantage that you can teach a P-P-P approach simply by following the textbook."

Perhaps the PPP sequence has evolved and therefore teachers want to get used to a simpler way of teaching where weak students might feel more comfortable, and teachers feel the security when inside the classroom. But where is the communication here? How can those students go out to the real world and find similarities with their lessons or what has been learnt in class? This factor is of great importance and therefore this debate is still on nowadays.

Criado Sanchez (2008, p. 43) criticises this model and suggests that recycling is needed if there is a desire for students to succeed in the production stage, as the success does not come from short-term memory in the case of learning a foreign language. She defends the idea of sequencing, and considers some expert opinions, such as Tomlinson & Masuhara, (2004, p. 16), when they propose several principles that derive from theories in which sequencing is crucial and considers several decisions, "focus first on the meaning then on language", "reception before production"; "start with the learners, end with the learners" (beginning and ending with learners' free personal responses); and "listening before reading" (Criado Sanchez, 2008, p. 43)

Another study carried out by Di Pietro (1987), as mentioned by Criado Sanchez (2008, p. 44), provides an alternative to the PPP sequence : "Strategic Interaction". This is inspired, and relying on the idea the students will be motivated to learn through different social exchanges that happen in the classroom with their classmates. Previous studies in this field seem to have failed to focus on the importance of sequencing, it has been ignored. However, there have been studies about the PPP sequence, but never mentioning the term sequencing until Sanchez comes with this and the CPM.

Criado Sanchez points out how authors warn about the need to be enhancing the PPP sequence, and there have been some interesting proposals like this, the model of the "three Is," which stands for Illustration, Interaction, and Induction. This along with the PPP sequence are referred as methodologies. Criado

Sanchez mentions how Sanchez in his CPM, defends that (his model) it is innovative. It does not only approach communicative situations but bases sequencing activity on the real sequence and real contexts where communicative situations can or usually develop (Criado Sanchez, 2008, p. 162)

Criado Sanchez also shows how this model can be good for its precise connection with real life and how it can be easily adjusted to the different needs or aims. It has a wide degree of varieties, as humans do not understand life or process information in just one way or either the same way. From each situation there is potential for a variety of activities presented in class. The sequence proposed might correspond or not to those that students imagined or thought in a determined situation but regardless of it, students will be able to connect authentic events to their own perception. The process of learning will be enhanced as well as the motivation or implication. Criado Sánchez in her quasi-experimental study had as the main aim to determine the influence on learning of the CPM in contrast to the PPP by comparing the linguistic performance on two groups of subjects. The experimental group followed a CPM teaching and she adapted seven lessons from the textbook into the CPM model (Criado Sánchez, 2008, p. 8) . The findings revealed that instruction driven by the CPM had significant effect on the linguistic learning of the subjects belonging to the experimental group (Criado Sanchez, 2008, p. 8) These results permitted her to present the hypothesis that "sequencing based on the adaptation of real-life communicative situations presented the appropriate degree of both variety and moderation in such variety" and that "the experimental students did not feel overwhelmed by the new sequencing pattern, and diversity in the organisational procedures boosted their motivation" (Criado Sanchez, 2008, p.172)

Following with communication, Nacua and Mendoza (2021, p. 19) carried out a study on Communicative Language Teaching (CLT), providing learners the opportunity to express themselves, to interpret different discourses and to negotiate meaning in English. The study concludes that the communicative language learning activities "were effective in developing the grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, or the students' communicative competence"

Supporting the idea of communication as a main goal, Celce-Murcia (2007, p. 55) indicated that the grammatical structure has to be presented through a

contextualized discourse that works on the content objectives in a context that is motivating and meaningful to the learners. Celce-Murcia emphasises the importance that teaching materials have. Although sometimes extra material complements the textbooks, these are often the only teachers' resource, and the only input of English that students have. Therefore, would be ideal if these had a communicative goal including interactive activities like working in groups, working in pairs, or even role play exercises.

Although several lines of evidence suggest that interaction is key, Shad Gil (2020, p. 6) finds it difficult to prove that interaction goes hand by hand with acquisition. In carrying out tasks, learners use negotiation of meaning in order to produce output. The problem happens when learners carry out exercises where the interaction does not feel real, and they just exhibit the language previously shown. Once more, there seems to be a need to work with real materials, to expose students to the real language, and to work on the sequence of activities to boost interaction and therefore communication.

3.2 The cultural aspect

Chamberlain, at el (1999, p. 24) affirm that including cultural components in the process of teaching a foreign language is a complex process that depends on understanding different cultures, and the influence that these have on communication. It is important that teachers understand divergent backgrounds that students might have. Also, separate ways of understanding can limit communication and the process of learning. Having a gap between students and teachers and not considering different cultural backgrounds can lead to a lack of interaction and to a miscommunication. As Chamberlain et al, (1999, p. 17) mention, people from different backgrounds tend to communicate differently, their sense of order and reality may be quite different, and if there is not an understanding there might be a cultural clash as the expectations on both sides are different. When teachers and students from different backgrounds interact, communication can suffer if neither of them tries to find a balance. Some authors have mainly been interested in questions concerning communication, but some have failed to do so when not considering culture. Teachers need to understand the differences in cultural backgrounds, and also need to work on their ability to predict and explain the students' behaviour. Those factors along with motivation

can make students engage and provide teachers with the knowledge and skills needed to be successful when using intercultural communication.

According to Byrd (2014, p. 76) second language teachers need to be trained to teach culture along with language skills, as this has become a focus in the teaching profession. Very often the tendency has been to overshadow the area of culture with linguistic elements of L2 in teacher preparations programs. This may lead teachers to a non-identification of cultural resources and instructional strategies to teach culture. However, with the support of the Common European Framework of Reference CEFR, (Council of Europe, 2001) the teaching of culture in L2 classrooms has been revised and encouraged. According to Byrd (2014, p. 77), the L2 teaching profession has studied for many years how to best teach a language including to a certain degree how to teach culture. The journey goes from the "Grammar-Translation Method, which often equated culture with literature, to the Audiolingual Method, where teachers depended upon habit formation in culture teaching, and to a plethora of methods that depended upon a "Four Fs approach: Food, Fashion, Festivals, and Folklore" (Byrd, 2014, p. 77). The issue was that culture was not part of a meaningful communication and that teachers and educators are still trying to find the best way to teach culture beyond the idea of the 4Fs. According to this idea, it seems that to integrate culture and language is still an important issue in the educational field. Jackson (2006) is cited by Byrd (2014, p. 77) as he emphasises the idea of examining culture leaving behind stereotypes and ethnography.

Bultjes (1990) was mentioned by Lessard-Clouston (1997, p. 3) when referring to the reasons that explain why "language and culture are from the start inseparably connected". To begin with, language acquisition differs across cultures, there is not a unique universal sequence. Besides, to be a competent member of a society it is necessary to exchange language in particular situations. Throughout the life, the input is not always grammatical but a transmission of sociocultural knowledge. And the native learner, despite the language, acquires paralinguistic patterns and kinesics of the culture (Bultjes, 1990, p.55). Lessard-Clouston concludes with the statement that "language teaching is culture teaching", language codes are not isolated as there is a sociocultural transmission. Furthermore, language teachers will monitor linguistic production in the classroom to become aware of the processes of intercultural mediation that

learners of foreign languages perform (Lessard-Clouston, 1997, p. 3). Learning how to perform is not enough without mastering culturally appropriate communication for the target culture. Therefore, cultural awareness is a need for students to develop an understanding of the nature of the target culture and their own culture (Lessard-Clouston, 1997, p. 6).

A change is necessary to leave behind what Scarino (2010, p. 324) defined as cultural orientation where students are exposed to the target culture but as an external component. It is separated from the students first languages and culture with the intention that they do not engage with the target culture and change and transform their own identities and values. In contrast to cultural orientation is intercultural orientation where "teaching languages seeks the transformation of students' identities in the act of learning" (Scarino, 2010, p. 324). By doing so, students will move from their linguistic and cultural world to understand the perspective of another.

Cultural aspects cannot be forgotten, and they shall be factors to consider when designing the materials. In line with the idea of intercultural orientation, is important to consider not just the students' culture and background but a whole new world of topics, ideas, and points of view present in different cultures. Besides Scarino, Frenner (2017, p.205) traces the historical development of culture within the classroom and how it was from being just an additional dimension of the language to become an integral part of it, this proves a shift of the cultural focus. Frenner also affirms that the emphasis instigated by the Council of Europe and the Common European Framework of References for Languages (2001), have resulted in an increase on cultural competence and intercultural awareness (Frenner, 2017, p.206).

4. OBJECTIVES

The objective of this project is to contribute to the improvement of the learners' L2 communicative competence through cultural contents by applying the model of activity sequencing CPM. It will be shown in six sessions, it could be equivalent to a didactic unit in a regular textbook.

In most cases, communication is present in the foreign language classrooms but sometimes the goal of the lessons might not be clear for students. Therefore, I believe that presenting relevant topics in an attractive and varied way can enhance the process of learning a language. As mentioned in section 2.2, the right methodology and sequencing can probably make of the for L2 class a nice experience. For this project, the methodology supporting the CPM sequencing is soft CLIL which serves as an umbrella that holds a variety of topics (content) and language-oriented models (Fernández-Fontecha, 2012, p.317).

The topic selected is not arbitrary, as explained in prior sections, culture seems to be a pertinent topic, allowing teachers to work on it from many different perspectives. The idea in this proposal is to show an alternative, to present material based on content in a different way to what is usually seen in textbooks. Working according to CLIL allows teachers to integrate the language and the culture. The CPM pursues to be an alternative to other models of sequencing that might lack variety and use a mechanical repetition of structures leading to a mechanical learning (Criado Sánchez, 2009, p. 37).

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5. INNOVATIVE PROPOSAL

5.1 Justification and description of our proposal

The study carried out by Criado Sánchez (2008) has served as an inspiration for this project. Some of the findings in her study affirmed that the experimental group, the one following the CPM model "performed significantly better than the CG (control group, the one following the PPP model) in both outcomes of grammar and vocabulary measured together" (2008, p. 356). Besides, students showed a predilection for English classes where real-life situations were reflected as much as possible. This makes lessons more interesting, and this is also the aim and the skeleton of the CPM (Criado Sánchez, 2008, p. 359). These findings allowed her to confirm that "CPM teaching was shown to have a greater significant effectiveness on L2 learning than the PPP instructions. Furthermore, the experimental groups (EG) seemed to like the CPM and its chief characteristics" (Criado Sánchez, 2008, p. 361).

Based on these positive findings of the implementation of the CPM on L2 learning, the present proposal will make use of the CPM to enrich the traditional way of sequencing introducing a sequencing based on real communicative situations and considering the communicative competence, along with cultural contents.

In the case of English is important to understand that it is now used as a global lingua franca in many diverse cultural contexts, and that associate English to just one particular culture and nation can be problematic (Baker, 2011, p. 62). Language usually gives a sense of belonging to a nation or to a group; therefore, learning foreign languages may be an opportunity of acquiring new identities. The idea is to learn from different cultures through a common language, in this case English. Culture is a particularly useful tool to create something new and different. Byram (2006, p. 6) explains how languages and varieties of language are different ways of expressing and recognising the many social identities that people have. There are key competences established by the law in the curriculum of compulsory education. These promote communication, cultural awareness, sense of entrepreneur, learning to learn, and digital competence among others. It is important to consider them when designing the didactic program. Develop learners' intercultural competence can be done by introducing learners to other

cultures within or outside their society. Byram (2009, p. 9) mentions how teachers act as mediators and introduce learners to the cultures of other groups who speak the language in question.

Leeds-Hurwitz (2013, p. 9) is committed to promoting intercultural competence. To study this concept but not only at a theoretical level, but as a way to approach variety of diverse situations in everyday life can be a way to promote it. The CEFR (Council of Europe, 2001, p.103) pointed out that "knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the "world of origin" and the "world of the target community" produces an intercultural awareness". In intercultural communities there is an understanding and respect for cultures, and they focus on the mutual exchange of ideas and cultural norms. In this type of society nobody is left unchanged as everyone learns form one another (https://springinstitute.org/whats-difference-multicultural-intercultural-cross-cultura). Along with this term, it is important to distinguish cross-cultural and multicultural. The former is about the comparison of different cultures. In cross-cultural communication "differences are understood and acknowledged, and can bring about individual change, but not collective transformations" (https://springinstitute.org/whats-difference-multicultural-intercultural-cross-cultura). The latter refers to "a society that contains several cultural or ethnic groups. People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other" (https://springinstitute.org/whats-difference-multicultural-intercultural-cross-cultura)

Finally, it is the term of pluriculturality, which differs from interculturality. Pluriculturality refers to the capacity to identify with and participate in multiple cultures, whereas interculturality refers to the capacity to experience and analyse cultural otherness, and to use this experience to reflect on matters that are relevant. It promotes interest and curiosity towards the other cultures (Byram, 2009, p. 6)

Considering all the information just shared I decided to propose something innovative with an intercultural approach. Leeds-Hurwitz (2013, p. 23) proposes The Intercultural Competences Tree:
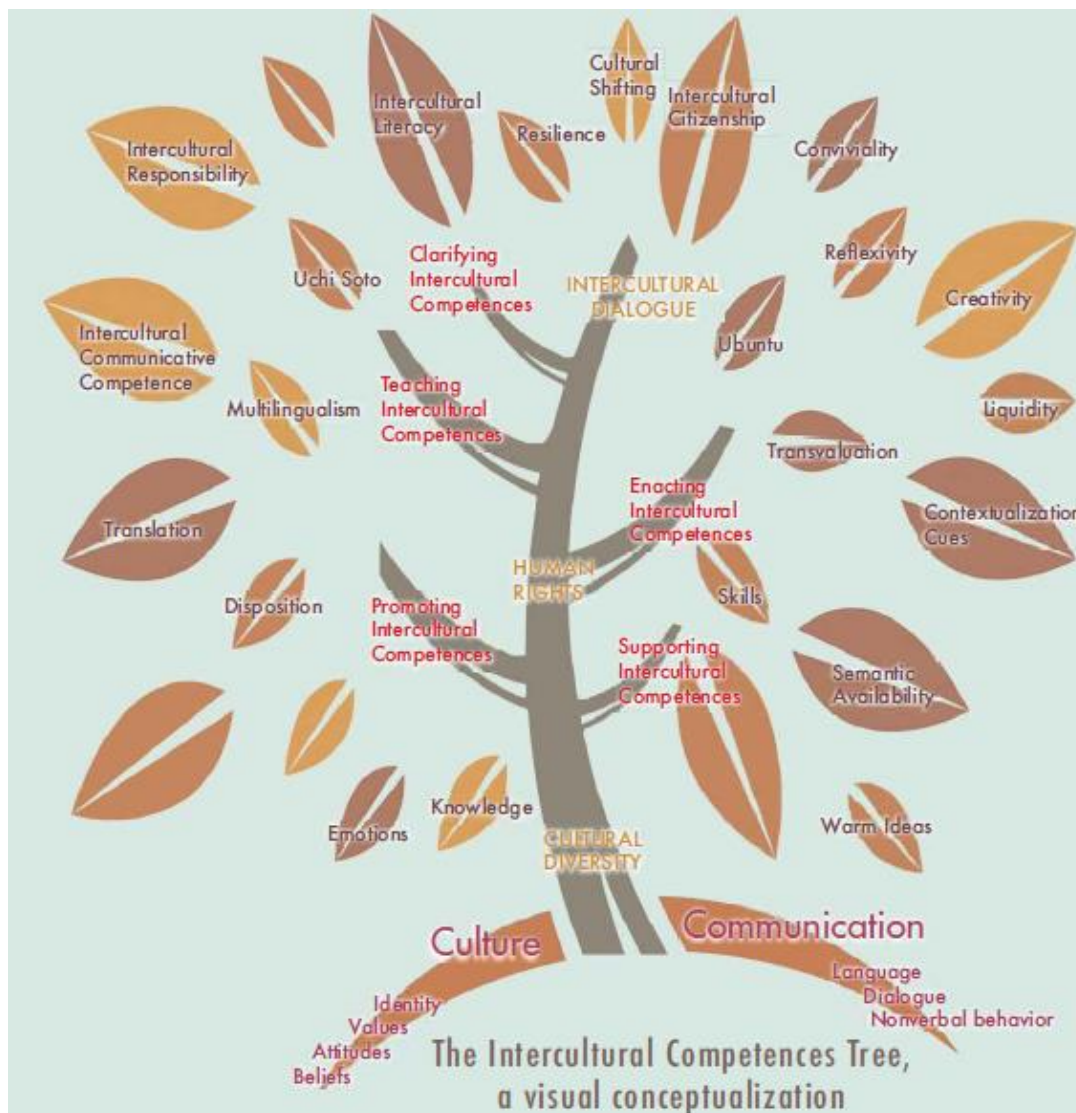
Figure 3. The Intercultural Competences Tree, a visual conceptualization.
Leeds-Hurwitz (2013, p. 23).

This Intercultural Competences tree, "attempts to offer a symbolic view of intercultural competences as an organic system of concepts. All concepts are distinct while nurtured by the same intellectual and moral sap" (Leeds-Hurwitz , 2013, p. 22). Culture and communication are illustrated as the roots, the most important and basic aspect of this idea. Having Culture and Communication well rooted will make the trunk grow stronger. In the trunk, Cultural Diversity, Human Rights, and Intercultural Dialogue are represented as they are the central concepts. Cultural Diversity and Intercultural Dialogue will only work if Human Rights are present and guaranteed. The branches support Intercultural Competences (promoting, teaching, enacting, supporting, and clarifying these competences). And finally, the leaves represent the distinct manners in which the

intercultural competences can be understood, or used in concrete or specific contexts (Leeds-Hurwitz , 2013, p. 23). Looking at the figure, it is noticeable how some leaves are left blank, meaning that some other concepts and relations can be established.

This tree can serve as inspiration when working in class considering the intercultural competences. It has multiple options as it represents key concepts for culture and communication, various aspects that can be worked. For instance, the concept of Uchi Soto, intricately link to the branch of Teaching Intercultural Competences. Uchi Soto, uchi meaning (insider), and soto meaning (outsider), is a Japanese concept that teachers could provide to students to understand and see what it means to communicate from an insider perspective (Goekler, 2010, p. 9). Leaners of foreign language traditionally have been exposed to materials that were not contextualized culturally and linguistically regarding the target language perspective. It seems clear that there are cultural and communicative gaps, and these can be covered if we link culture and communication. The lack of understanding the context can lead students to communicative incompetence, the opposite to what is expected. The idea of working with this concept of Uchi Soto is to make students develop the communicative competence by becoming linguistic and cultural insiders, learning from the inside. Goekler (2010, p. 9) affirms that students will be able to "learn about the implications of insider relationships and how they influence language and social relations".

Once more, it is noticeable that the lack of real context, cultural aspects, and teaching English just for specific forms and situations can be very limiting. Therefore, to follow the cultural approach and to combine it with the CPM model based on natural and logical communicative processes is believed to contribute to the L2 learning process. Choosing this model has not been arbitrary, consciously I have selected this one as it allows teachers to create a wide variety of communicative stages and sequencing patterns. Once educators decide the topic they want to treat along with the specific aspects of the educational curriculum, then applying this model will serve them as a guide, as a way of presenting topics in diverse ways. As Criado Sánchez (2009, p. 39) claims, communicative situations are many and they also vary in nature. Besides, it facilitates the integration of the four skills, and promotes the use of real material.

Going back to "The Intercultural Competences Tree, a visual conceptualization" for this proposal the topic I have selected to work on is based on emotions and knowledge. More concretely on promoting the well-being through a positive cross-cultural lexicography of "untranslatable" words like hygge. This term is the Danish concept that connotes an "atmosphere characterised by a particularly informal and relaxed spirit of being together, or even being alone" (Billie, 2015, p. 257, Cited by Caprioli, Larson, Ek and Ooit, 2021, p. 348). Same as Hygge, there is an increasing number of words related to this idea of well-being and strongly connected to a culture used around the world. In Swedish culture, a similar term is Fika, "an everyday life habit, and it is considered a way to socialise with other people" (Caprioli et al, 2021m p. 351). These concepts seem intangible concepts but with the pass of time people around the world are grasping them and appropriating them to describe certain situations, emotions, and feelings. Social media serves as a tool which transforms hard-to-grasp cultural concepts into tangible ones. That is why, they are becoming cultural resources.

These concepts, and some others act as windows to other cultures and therefore to new ways of being in the world. The fact that other languages lack those exact terms to describe those feelings, make students play a key role as they will make the effort to understand, and see how others perceive the world, and different ways of thinking. Lomas (2016, p. 1), establishes three categories for these terms: feelings, relationships, and character. Feelings stands for positive and complex feelings. Relationships stand for intimacy or pro-sociality. Finally, character which stands for comprising personal resources and spirituality.
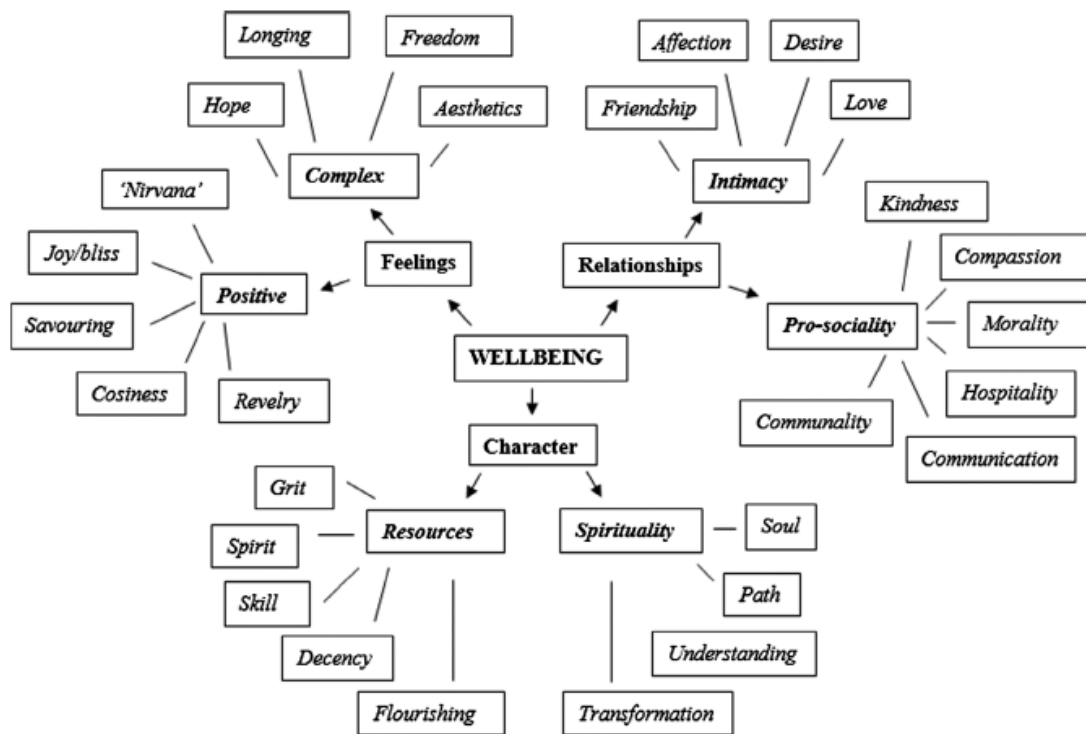
Figure 4. Thematic map of emergent positive cross-cultural lexicography
Lomas (2016, p. 9).

The idea of working with some of these concepts is to expand the emotional vocabulary of students along with their personal enrichment and understanding of well-being. These concepts might be able to bring cultures together, to understand feelings and emotions that some other people in different parts of the are experiencing. These terms sometimes are strongly connected to traditions, and if speakers do not know them can be difficult for them to understand. Here is when experience plays its role, students might feel close to the target culture if they are aware of these traditions, habits, and ways of living. Scholars affirm that a very productive way of learning is through experience. I believe that combining these real terms with real communicative processes can be beneficial to learners.

Besides, the focus is not only on the target culture, but the idea is also to use English to bring culture together, to know testimonies from speakers of another language, to know stories, and to learn content and simultaneously the language. The common thread will always be English language in my proposal.

5.2 Contextualization and timing

The present innovative proposal would be implemented in the 1st year of Baccalaureate in the region of La Rioja, in a centre located in Logroño. The year selected is not something arbitrary, it is a thought decision as students in that course may have more access and interests towards cultural encounters than younger students. Besides, the content worked in this unit might be a bit hard-to-grasp at some points as it promotes intangible aspects that younger students might find more difficult to understand than older students. At this level students are expected to produce and receive both orally and written forms.

For the timing, this proposal is an example of how the CPM model can be applied in class with a communicative goal and working from the content, in this case cultural content. Therefore, in this project I will provide a sample of six consecutive sessions (about a didactic unit in a usual textbook). However, these sequences could be work in several ways, that is the teacher's choice. It could also be complemented with some other models, or methodology where students work in tasks, or perhaps this proposal can complement the textbooks. In this case the six sessions are consecutive with a clear beginning and ending.

5.3 Target group

The target group is hypothetical as the study has not been conducted. But this will be imparted on a 1st of Baccalaureate, an ordinary group without special needs composed by 24 students, twelve girls and twelve boys. In this hypothetical group adolescents will share similar level of education and background. Regarding their level of English, there will be noticeable differences, some students will be active and willing to participate often whereas others will feel much shyer and uncomfortable. Speaking will be their weakest point. In general, the attitude will be positive, and the classes will be dynamic. Besides, they will be extremely competitive when performing activities based on games, and consequently this will keep them engaged.

5.4 Methodology

CLIL will be present for this innovative proposal. More accurately Soft-CLIL. It is believed to improve students' motivation and it allows the teachers to use real

material. The idea is to learn content and language at the same time. In the case of Soft CLIL is the language that monitors the content, as the linguistic objectives are the basis of L2 syllabus (Fernández-Fontecha, 2012). For these lessons and communicative stages, students will learn cultural aspects of a different country and at the same time the language, with the idea of expanding their lexicography.

Leeds-Hurwitz offers a symbolic view of intercultural competence (Figure 3-Intercultural Competence Tree) where communication and culture are the roots, the strength and they hold the tree. The idea is to promote intercultural competence actively, so they can play a role in a wide range of contexts, formal and non-formal education (Leeds-Hurwitz, 2013, p. 22). Learning implies discovering, and regarding culture a productive way will be face another culture having different assumptions. At the same time, it is essential to teach knowledge of others, and a respectful attitude to others even if they are holding different truths. To recognise differences serves as a great beginning point to develop un understanding of these intercultural encounter (Leeds-Hurwitz 2013, p. 26). Regarding teaching, there are three principles that can guide international action in the field of intercultural education:

- "Principle 1: Intercultural education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.
- Principle 2: Intercultural education provides every learner with the cultural knowledge, attitudes, and skills necessary to achieve active and full participation in society.
- Principle 3: Intercultural education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural, and religious groups, and nations." (Leeds-Hurwitz, 2013, p. 27)

Communicative Language Teaching is also present in this proposal. Students are the protagonists of their learning process, and the goal is to make them communicate. Students do not need to be excessively concerned if mistakes are committed as these are understood. The important aspect is that they learn and are able to reflect about their own learning process.

The final outcome in this proposal is an individual task. Students will be able to use material facilitated by the teacher and collect their own materials in internet. This requires an active participation on the students' side.

Finally, withing the methodology section but stressing that CPM is a model and not a methodology itself I proceed to mention its most relevant aspects . This model establishes three levels:

- Level 1: Communicative nucleus (not linguistic), this is the main topic, and all the activities are framed within this general nucleus (Criado Sánchez, 2009, p. 39). It is the general notion. In this proposal, level 1 corresponds to "Studying Abroad".
- Level 2: Communicative situations or scenarios, these situations are rooted in the communicative nucleus (Criado Sánchez, 2009, p.42). These can be the basis to organize the lessons, the steps to follow. For this proposal: "Getting to know Mika and the Danish culture".
- Level 3: Communicative sequence (stages) + (storification), the communicative scenarios are developed through various stages. These stages will be shown in the following sections in the CPM's tables.

5.5 Key Competences

In the *Real Decreto 1105/2014*, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato (*Real Decreto 1105/2014),* competences must be considered when designing the lessons. There are seven key competences explained and divided into distinct aspects on the first appendix of *Orden ECD/65/2015, de 21 de enero:*

- Competence in linguistic communication (CLC)
- Competence in mathematics, science, and technology (CMST)
- Digital Competence (DC)
- Learning to learn (LTL)
- Social and civic competence (SCC)
- Sense of initiative and entrepreneurship (SIE)
- Cultural awareness and expression (CAE)

In this proposal the competences addressed are: CLC, DC, LTL, SCC, and CAE.

CLC cannot be separated to the teaching of a language. Its basis is communication where people interact with each other in different modalities and formats. This connection between CLC and social events makes the students to use active methodologies. In this unit students will work in groups which promotes communication. Besides, when teaching vocabulary and grammar contents the linguistic component is also present. This competence requires the interaction of the four skills, addressing reception and production, including oral and written texts.

DC involves learning using technological resources apart from learning how to use them responsibly. Using them for communication, searching for information, collect it and process it. Students will know the pros and cons of using technological devices, and it pursues those students adopt a critical and realistic attitude towards it. In this proposal students will search, analyse, and interpret the information obtained, and they will select the more relevant contents.

LTL the need to learn, to be curious and to feel that they are the protagonists and who decide about their learning process. Students work to get an outcome, and that occurs in this proposal. This competence includes skills that require times of reflection in the students' side.

SCC pursues the ability and capacity to gain knowledge about society and to understand different perspectives about social phenomena. The proposal is based on learning from a different culture, tradition and lifestyle which is a relevant sociocultural topic. The idea is to offer students a different point of view, an unusual way of living so they can stop and reflect about their own culture. Students will be able to form a solidate opinion, or at least they will have the opportunity to do so.

CAE refers to knowing, understanding, appreciating, and valuing the diverse cultural and artistic manifestations, always with a critical spirit and an open and respectful attitude. Students might use those cultural and artistic manifestations as a source of personal enrichment if they are considered part of the wealth and heritage of people. Students will have a respectful attitude for those different artistic and cultural manifestations. In this project, the main topic implies these ideas. Students will get to know relevant aspects of a culture that differs from their own.

5.6 Contents

The following contents have been selected from the *Decreto 21/2015 de 26 de junio.*

BLOCK I. COMPREHENSION OF ORAL TEXTS

Comprehension strategies:

- Formulation of hypotheses on content and context.
- Reformulation of hypotheses based on the understanding of new elements. Sociocultural and sociolinguistic aspects: social conventions, rules of courtesy and records; customs, values, beliefs, and attitudes; non-verbal language.

Communicative Functions:

- Description and appreciation of physical and abstract qualities of people, objects, places, activities, procedures, and processes.
- Exchange of information, indications, opinions, beliefs and points of view, advice, warnings.

Discursive Syntactic Structures:

- Oral lexicon (reception) common, and more specialized within the areas of interest in academic fields, relating to the description of people and objects; time and space; states, and events; language and intercultural communication; history and culture.

BLOCK II. PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION

Production strategies:

- Conceive the message clearly, distinguishing its main idea or ideas and its basic structure.

Execution:

- Express the message clearly and coherently, structuring it properly and adjusting, where appropriate, to the models and formulas of each type of text.

Communicative functions:

- Description and appreciation of physical and abstract qualities of people, objects, places, activities, procedures, and processes.
- Expression of predictions and future events in the short, medium, and long term.

- Formulation of suggestions, wishes, conditions and hypotheses.

Syntactic-discursive structures:

- Oral lexicon (production) common, and more specialized within the areas of academic interest itself, related to the description of people and objects; time and space; states, history, and culture.

BLOCK III. COMPREHENSION OF WRITTEN TEXTS

Comprehension strategies

- Distinction of types of understanding (general sense, essential information, main points, relevant details, implications).
- Inference and formulation of hypotheses about meanings from the understanding of significant, linguistic, and paralinguistic elements.

Communicative Functions

- Expression of predictions and future events in the short, medium, and long term.

Syntactic-Discursive Structures

- Common written lexicon (reception), and more specialized within the areas of interest themselves, in the personal, academic fields; concerning the description of people; time and space; states, events; personal, social relationships, education and study; language and intercultural communication; history and culture.

BLOCK IV. PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION

Production strategies.

Planning:

- Mobilize and coordinate one's own general and communicative skills in order to effectively perform the task (review what is known about the subject, what can or is meant, etc.).
- Locate and effectively use linguistic or thematic resources (use of a dictionary or grammar, obtaining help, etc.).

Execution:

- Express the message clearly adjusting to the models and formulas of each type of text.
- Rely on and make the most of previous knowledge (use 'prefabricated' language, etc.).

Communicative functions:

- Expression of predictions and future events in the short, medium, and long term.
- Formulation of hypotheses
- Establishment and management of communication and organization of discourse.

Syntactic-Discursive Structures:

- Common written lexicon (production), and more specialized within the areas of interest themselves, in the academic field; relating to the description of persons and objects; states, events and events; procedures and processes; language and intercultural communication; science, history and culture.

5.7 CPM tables

Getting to know the Danish culture	
Communicative stages	**Activities and procedure (available in Annex)**
Session 1	1. Brief introduction to the topic of the week (5')
1. Chris has been accepted to go abroad and to study in Denmark for a year. It is part of an exchange program. He goes to Denmark and a Danish student is coming to Spain. They have given him the letter of acceptance along with some websites to know more about Denmark. He does not know much about it, so he is going to do some research about the country, the gastronomy, and the lifestyle.	2. Students in six groups of four to do research about the Danish culture. With the help of a computer and internet they start searching about it in websites of their own choice. They need to: - gather information - write briefly the most important aspects (20')
2. In the middle of the searching process he finds the word "hygge", a completely new term for him but that seems to be everywhere. He is curious and needs to know more about it before going there.	3. After finding the term Hygge, the teacher projects some pictures that illustrate that concept. The teacher asks them questions trying to elicit some information, or ideas these pictures suggest them. Then the teacher writes some adjectives intricately linked to the term *Hygge* (15')- (1) 4. Students in a paper sheet do a word-formation exercises related to the topic (10') (2)
Session 2	5. Planning of the day (5')
3. Chris watches a YouTube video about the term Hygge to try to understand more about it as it is wide and abstract concept. He wants to feel integrated once he arrives in Denmark.	6. Students watch the first part of the video and answer True/False questions om a paper sheet(10') (3) 7.Students watch the second part of the video and complete an exercise where the answers are shown, and they need to write the questions on a paper sheet (15') (4)
4.Chris feels that now he knows more about it, and he finds an article about *Hygge* which helps him to understand even more that term.	8.Reading activity: students read the text and have to give their definition for the different terms that appear there (15') (5)

	9. Brief recap of the day (5')
Session 3	10. Planning of the day (5')
5. Chris starts reflecting and thinking ways of implementing this idea of well-being in his routine, finding those hygge moments. He needs to start changing few things and considering what he would like to do to feel good with himself.	11. Review of conditionals, 1st, 2nd, and 3rd. In the case of 1st conditional. Students already know them, but the teacher revisits this content and writes the structures on the board. She provides them with examples and orally they give examples together. Then, the teacher asks them to write down on a paper at least two ideas for each conditional reflecting about what they need to change to feel "hygge." For instance, with the 2nd conditional, they imagine and make hypotheses of things that they could or would like to change and in the case of the 3rd conditional they write down those things they regret and that could have been different. (20') (6)
6. Chris feels now he is ready to go and share this with his friends, and they start thinking what hygge would be in Spain. What aspects would be considered? The same ones? The opposite? Are those two cultures quite different? They decide to do some research about it to understand and compare both cultures with the idea of feeling completely integrated in both of them.	12. Students work in pairs. On a paper sheet there are some ideas of what Hygge is, and they need to select the ones they consider would work to create the "Spanish Hygge." Besides, they need to do some research on their own. They will come up with some ideas and will compare them with the Danish hygge. However, the final task will be done individually. Students will record a two-minute maximum video explaining their idea about this term, the possibilities of creating a hygge in their origin country and will compare those two cultures. (20') 13. They finish the task at home (flipgrid) (7)
Session 4	14. Planning of the day (5')

7. Chris receives an e-mail from Mika, the student who is coming to Spain as part of the exchange program. Mika introduces himself, tells him few things about the university where Chris is going to study. Mika is planning to arrive in Spain three weeks before the beginning of the course and he would like to hear some recommendations from Chris. Which cities can he visit? What is the best plan to learn about Spain in three weeks? Special recommendations?	15. The e-mail is projected in class and students read it (5') (8) 16. Teachers revisits quickly important aspects to consider when writing informal e-mails (10') (9) 17. Students individually write a letter to Mika. They introduce themselves, and promise Mika to do a guide, a planning, and some recommendations for him. Students share the e-mails in class in they read it aloud (20') (10) 18. To do the planning and the map (optional) along with recommendations students will work in groups of three. In this lesson they will be arranged and will have some time to put in common the plan they will follow. The deadline will be in 10 days. (10') (11)
Session 5	19. Planning of the day (5')
8. Chris finds an article about studying abroad and it has a graphic, it is a ranking of the countries with more students abroad. At university they have advised him to visit some forums where students leave comments about their experiences. Not all of them are positive but Chris needs to know more about it to understand the experience and to learn from it.	18. They read the text and the graphic which is given to them in a paper sheet. There are some questions they need to answer, and they will be corrected in class (20') (12) 19. The teacher projects some comments found in a forum. After reading them, and seeing some pros and cons of going abroad, students are taught how to write pros and cons essays. Structure along with expressions, and planning are shown (20') (13) (14) 20. Students have time to prepare the ideas for the essay, and to start the draft. The essay is homework, and they will need to send it to the teacher in three days. (5')
Session 6	
9. In one of those forums he has found a website where students record videos with their testimonies. He watches is and after that, he starts the plan for Mika, recommendations, a tour for Spain and he will send it to him.	21. Students watch a video about a student studying abroad. They will complete a listening comprehension and there will be a discussion in class. (20') 22. In groups of three, they were created in session 4, they have time to work in class with the I-pads. (30') (15)

Figure 5. CPM tables

5.8 Didactic Objectives

- Identify specific information from digital sources (blogs, and websites)
- Learn about another culture, its traditions, its way of living and respect them
- Acquire new vocabulary related to the main topic and put it into practice
- Listen carefully and understand oral texts in the foreign language during an interview about the concept of Hygge and a testimony of another student.
- Write in a coherent way, selecting the relevant materials and using well-structured language.
- Write an informal e-mail using the vocabulary appropriately.
- Write a pros/cons essay following the right structure along with the right vocabulary and expressions.
- Understand and correctly use the first and second conditional, using it also to make hypotheses
- Oral productions of the foreign language with grammatical correctness, textual coherence and social adequacy on issues related to immigration, equality, culture, and feminism.
- Learning about the importance of being tolerant with cultures different from their own, and appreciating and valuing different habits, and traditions.
- Reflecting about their own lifestyle and about the most relevant aspects of their culture.
- Work in groups, to plan a route, collect information about their own country, and to be imaginative.

5.9 Assessment

This section includes the assessment criteria and learning standards of the production of oral texts as the final task/product consists of a video.

BLOCK II. PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION

Assessment Criteria

- Produce coherent and well-structured texts on topics of personal interest, or every day or less usual matters, in a formal, neutral, or informal register, making appropriate use of the most common cohesion resources, and showing reasonable control of expressions, structures and frequently used lexis, both of a general and more specific nature.
- Being aware of the salient sociocultural and sociolinguistic features of the
- communities in which the target language is used, and its differences with respect to the own cultures, related to customs, uses, attitudes, values and taboos and act on consequently, suitably adapting to the characteristics of the interlocutors and the communicative situation in the production of the oral text.
- - Show the necessary fluency to maintain communication and ensure the main communicative aim of the message, although there may be some pauses to look for words and hesitations in expressing and hesitations in the expression of some more complex ideas.

Learning Standards

- Participates effectively in informal, face-to-face conversations or over the phone or other technical means, in which he describes in some detail facts, experiences, feelings and reactions, dreams, hopes, and ambitions, and responds appropriately to feelings such as surprise, interest or indifference; tells stories as well as the plot of books and movies, indicating their reactions; offers and is interested in personal opinions about topics of your interest; makes their opinions or reactions to solutions understandable potential problems or practical issues; kindly expresses beliefs, agreements and disagreements, and explains and justifies their opinions and projects.

The assessment of this innovative proposal is based on summative and formative assessment. The summative assessment consists of two tasks whose aim is testing the production of oral texts, and the production of written texts. Students must record a two-minute maximum video, individually, commenting on the ideas and aspects that would be considered hygge in Spain, considering the different traditions, culture, and lifestyle. They will be supplied with some ideas and will need to make their own choices. This will be a 10% of the final mark. The second task is in groups of three. Students need to plan a tour for the exchange

student in Spain. Indicating the cities, monuments, transport, and museums to visit. Along with some recommendations. The idea of the map is optional.

Figure 6. Assessment rubric for the flipgrid (Video)

	1 point	2 points	3 points	4 points
Organization	The video was difficult to follow due to great disorganization	The video was difficult to follow at some times	The video was easy to follow and understand	The video was engaging and quite easy to follow
Accuracy of language use	It was hard to understand the video due to incorrect use of vocabulary and grammar	There were some mistakes regarding grammar and vocabulary	There were few mistakes but there were not patterns of errors	There were not mistakes and the students used correctly vocabulary and grammar
Accuracy of information	The information was not clear	The information was mostly clear but not accurate	The information was clear and accurate	The information was relevant, clear, and accurate
Understanding of the different culture	Understand the experience of others but having present the own culture most of the times	Identifies aspects of other cultural perspectives.	Recognizes emotions and traditions of a different culture and compare it to their own culture	Interprets intercultural experience from his/her own perspective and understand more than one worldview
Comprehension	The student did not understand the task and neither answer the questions correctly	The student was able to answer accurately some of the questions	The student was able to cover the topic accurately	The student was able to understand the task, and cover the topic completely

Figure 7 Assessment rubric for the groups project.

CATEGORY	Very good	Good	Satisfactory	Unsatisfactory
Content	Cover topic in-depth including details. The knowledge of the topic is exceptional.	Includes essential information about the topic. The knowledge about the topic is good.	Includes basic information about the topic.	The content is minimum, and it is wrong. There are some mistakes in the content included.
Workload	The workload is divided equally by all the members.	The workload is divided fairly, although some workloads vary slightly.	The workload was divided but some people in the group is not collaborating.	The workload was not divided and nobody in the group was collaborating.
Originality	Great among of original thought. Creative ideas.	Some original thought. New ideas.	Little evidence of original thinking.	Use other people's ideas without giving credit.
Accuracy	Project is easy to understand. Good planning and big effort.	Project is organized, and easy to understand. Evidence of effort.	Project is not easy to follow. No strong evidence of effort.	Project is impossible to follow. Some parts are incomplete and there is not evidence of effort

5.10 Materials and resources

These lessons have been designed bearing in mind that the school provides students with computers or I-pads, projector, and a board. Besides, it is assumed that students have laptops or mobile phones at home and access to internet.

Session 1:

- Pictures related to the term hygge and the adjectives describing it-exercise 1: https://cutt.ly/NJH7BMi . Different pictures are shown, and students have to relate them or try to guess what is in common, what is peculiar about them and what might connect them. Then, students learn

the adjectives that appear on the exercise. It helps them to understand the concept of hygge. (Annex figure 1)

- Word formation exercise: https://cutt.ly/NJH7BMi . Students have to complete some sentences by means of word formation. Some of those words will appear in the video that will be projected the next session, so this serves them as a warm-up activity. (Annex figure 2).

Session 2:
- First part of the video related to Hygge: https://www.youtube.com/watch?v=Pl74ybpyNLk . This video is an interview to Meik Wiking, the writer of the book "The Little Book of Hygge: Danish Secrets to Happy Living."
- True or false exercise (Annex figure 3). After watching the video, students will have to answer eight questions about it. It is a true or false exercise, but they need to justify their answers.
- Second part of Hygge video (play from minute 2:12) https://www.youtube.com/watch?v=Pl74ybpyNLk , it is the same video, the interview to Meik Wiking, but the teacher plays it after the minute 2:12.
- Write the questions - exercise 5 https://cutt.ly/NJH7BMi (Annex figure 4). For this exercise, students are provided with the paper sheet and in the number five, there are three sentences, three answers whose questions are missing. Students have to write down the possible questions to those answers.
- Reading activity. Students read this text https://newsela.com/read/hygge-global-habit-craze/id/48439/ from Newsela www.newsela.com . (Annex figure 5). It is an article about the idea of hygge, how to find it and also it describes some other terms related to this idea of well-being and achieving happiness. After reading it, students orally give definitions of those terms mentioned in the text using their own words.

Session 3
- Exercise on conditionals (Annex figure 6). The teacher uses examples to refresh some of the concepts. Besides, writes the structures for 1st, 2nd,

and 3rd conditional on the board. Then, the teacher gives a paper sheet to the students with an activity to revisit the conditionals.

- Ideas and material to do the video task: https://cutt.ly/NJH7BMi , there is a conceptual map with some ideas and activities that might help students to see which of those activities could be considered as hygge in people from their origin country. Students are asked to work in pairs, and also, they need to do some research apart from the ideas provided.

- Flipgrid video : https://admin.flipgrid.com/manage/topics/32198083, (Annex figure 7) students individually have to record a two-minute video explaining the ideas, and activities they consider can be hygge in their countries. Besides, they should compare the two cultures, the origin, and the target culture.

Session 4

- Students read an e-mail in class written in an informal style (Annex figure 8),

- Guide about writing informal e-mails or letters: https://learnenglishteens.britishcouncil.org/skills/writing/b2-writing/informal-email (Annex figure 9)

- Students write an informal e-mail following the instructions given. (Annex figure 10)

- Students read the task they have to do in groups along with the instruction and the assessment grid (rubric). (Annex figure 11)

Session 5

- Reading activity: Students read an article and observe a graphic. Answer questions about it and discuss with their partners. (Annex figure 12)

- Access to a forum to project real comments from students who have participated in an exchange program. The teacher selects two and projects them. https://www.fodors.com/ (Annex figure 13)

- Writing guide. For/Against essays: structure, expressions, and linking words. https://evajorgeteacher.files.wordpress.com/2017/11/for-against-opinion-essays.pdf (Annex 14)

- Instructions to start the writing which is part of their homework

Session 6

- Students watch a video, a student giving a testimony about his/her experience studying abroad
  https://www.youtube.com/watch?v=RXtRlbxIayg
- Listening comprehension activity through a google forms
  https://docs.google.com/forms/d/e/1FAIpQLSeuGKlX1xwU25CHAm4wsv6Hj31yPFWqf91Zrso47lolsfNE2w/viewform (Annex figure 15)
- Oral discussion in class
- Group work. Students work in the project presented in session 4. They have access to the rubric. (Annex figure 11).

6. CONCLUSION

The present study was designed to determine the effectiveness of the application of the CPM model in an innovative proposal education. This project set out to explore the positive influence of this model and how can enhance and complement some traditional models like PPP. The idea was never to criticize traditional methods, but enrich them or complement then following a different pattern. Besides, this project has examined and included the existing relationship between culture and language. Special emphasis has been done to the cultural aspect, and how including this aspect into the classrooms can enhance motivation, empathy, and improve the learning process. Lately, and along with what is established in the educational curriculum, students are required to work through competences. Most of these are present in this innovative proposal, increasing the attention given to intercultural aspects, to cultural awareness and to become social and civic competences.

Working from the content might improve students' motivation, always depending on the topic selected. That is a key question to consider, it is important to know the students, their needs, their aspirations, and get to know what might work for them or not. In this project, it has been assumed that getting to know a different culture through the English language would be exciting and motivating for them. At the same time, the topic is trendy nowadays. Everybody seems to be looking for happiness and that state of well-being. Concepts and ideas that can be crucial for the adolescents. Getting to know diverse cultures and ways of being serves them as an open window to the world, and that is why, this topic could keep students engage. In this project, distinct aspects have been considered, starting with the importance of communication, the main goal is to achieve communication, to work on the communicative competence and to make students communicate efficiently. The idea was to nourish the concept of communication, along with some supporters of this ides. Besides, there is a revision about the PPP sequence and its effectiveness in specific occasions.

The protagonist has been the model CPM and the innovative proposal has been based on it. After describing it, and making clear how this model works was important to provide examples and a plan describing the three sessions, the materials used, the distribution of time, and the common thread, among others. It is important that readers can clearly see one possible lesson but bearing in

mind that this model accepts any other lesson or topic that follows the requirements of the CPM. Within this field it is known how communication keeps growing, and scholar pursue an education based on communication. In the case of the CPM there is only one study conducted and it was done by the author Criado Sánchez in 2009. In spite of its limitations, as is the only one existing, the study certainly adds to our understanding of this model and that the author in her thesis remarks the positive results. She affirms that students appreciated novelty in the lessons and diversity (p.364). The innovative proposal has shown how through a common thread, a story, lessons can be designed following a natural and logical communicative sequence. Besides, it is completely flexible as teachers have the opportunity to create their own story. Three lessons consisted of six different communicative stages those including different activities and a final outcome.

A number of limitations need to be noted regarding the present paper. First, it is the difficulty that might appear if schools decide to implement this model in a short term as there is a lack of materials and resources The vast majority of schoolbooks and materials are designed and follow the traditional PPP. Therefore, the materials would need to be adapted. Although there are some hints of communicative goals in present schoolbooks, and even communicative sequences at times, the materials are not yet ready for CPM model lessons. Second, the teachers, these will need to have a proper training, to be exposed to these Communicative processes model and understand the way the lessons can be prepared and how to implement it. Truth is that this model is extremely flexible, and all sorts of topics can be covered. That is another advantage of the subject itself, teaching English serves teachers as a source of inspiration if it is compared to other limiting subjects where the contents are narrow.

Further investigation and experimentation into the application of the sequencing model is strongly recommended within the EFL field. Studying the effects of sequencing in L2 and the impact it has on grammar, and vocabulary. It would be interesting to assess the effects that this model produces regarding motivation and how that affect the learning process.

An implication of these findings is that both communication, sequencing and culture should be taken into account when planning to design a lesson, material, and to teach a foreign language.

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