

DOING INTERCULTURALITY IN THE ENGLISH CLASSROOM

A Series of Intercultural
Activities designed for the
English as an Additional
Language Classroom

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Universidade Federal de
Santa Catarina
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CONTENTS

Introduction.....	05
Cycle 1. Internet and cultural awareness: political campaigns on the web.....	14
<i>(Daniel Reschke and Paula Michels)</i>	
Cycle 2. Internet and cultural awareness: understanding memes.....	19
<i>(Daniel Reschke and Paula Michels)</i>	
Cycle 3. Internet and cultural awareness: representations on Google Images..	25
<i>(Daniel Reschke and Paula Michels)</i>	
Cycle 4. Aliens around us.....	30
<i>(Jeová Rosa Filho and Paola Biehl)</i>	
Cycle 5. Black diaspora and creative writing.....	37
<i>(Adriano Santos and Pedro Rieger)</i>	
Cycle 6. Black history in the U.S. and Brazil.....	45
<i>(Dohane Roberto)</i>	
Cycle 7. Food, identity and eating habits.....	50
<i>(Mariza Silva)</i>	
Cycle 8. What should a family look like?.....	59
<i>(Carla Nolli and Mayara Volpato)</i>	
Cycle 9. Deconstructing stereotypes.....	68
<i>(Felipe Antônio de Souza and José Augusto Miranda)</i>	
Cycle 10. Contextualizing and Analyzing Urban Tribes.....	72
<i>(Felipe Antônio de Souza and José Augusto Miranda)</i>	
List of References.....	78

INTRODUCTION

This e-book was created to offer some examples of intercultural activities that can be done in the English as an Additional Language (EAL) classroom. In this introduction, we will explain why it is important to include interculturality in the classroom, what cultural/intercultural activities are, and how the book was developed.

Interculturality and additional language pedagogy

Traditional approaches to language teaching in classrooms have tended to approach culture as a fixed and static entity made up of things, products and facts that could be taught and learned. For these approaches, culture is separated from language, and language is the medium through which culture can be accessed, i.e., language is the conduit of culture. This was how both the so-called grammar translation method and the audiolingual method dealt with target culture: as something extra to be included in the classroom. Also, some approaches of dealing with culture in the foreign language classroom were meant to apprehend “a body of knowledge about the countries – their history, geography, and institutions – in a tourist-like way, in which the learner knows about the country, but remains external to it” (Lo Bianco et al, 1999, p. 18). Kramsch (1993) looks critically at those language and culture pedagogies and suggests that “traditional thought in foreign language education has limited the teaching of culture to the transmission of information about the people of the target country, and about their general attitudes and world views” (p. 205). Therefore, these approaches neglect the dynamic, heterogeneous and processual nature of culture.

Even though more promising at its beginning, the communicative approach also has failed to have a more holistic, organic and dynamic view of culture especially

because there has been an emphasis on the transactional or pragmatic orientation of language (CORBETT, 2003, p. 21) at the expense of its interactional or identity constructing orientation. Lo Bianco et al (1999) also criticize the communicative approach as it leaves the learner “primarily within his/her own cultural background, observing and interpreting the words and actions of an interlocutor from another cultural background” (LO BIANCO; LIDDICOAT; CROZET, 1999, p. 9).

Thus, several authors, such as Byram (1997), Kramsch (1993), Corbett (2003), Crozet and Liddicoat (2000), Scarino and Liddicoat (2013), have emphasized in different ways the need to develop an intercultural approach to teaching language, which fosters a dynamic and organic view of culture and of the language and culture relationships. For Zhu (2014), this intercultural approach or ‘interculturality’ can be understood as a language and culture learning pedagogy which believes that the goal of language learning is to become intercultural speakers, mediating between different perspectives and cultures, rather than to replace one’s native language and culture with ‘target’ ones” (p. 209)

Within this perspective a culture refers to a group of persons’ common, but at the same time highly unstable, way of looking, understanding and behaving in the world. Cultures can refer to national (Brazilian), ethnical (Black) and geographical (Asian) defined groups and also can refer to gender (men), sexual-orientation (homosexuals), age (middle-aged people) and even to affinity groups (metalheads, otakus, bird-watchers). Besides, when we talk about cultures we may refer to both visible aspects such as ways of dressing, food, crafts and invisible aspects such as implicit norms behavior and communication, beliefs and values which define the group and provides them with cultural identity (Erickson, 1996).

In this view, the intercultural speaker can be someone:

- ❖ who is always learning how use language in contexts and tries to grasp the visible and invisible cultural aspects of the language he/she uses.
- ❖ who can understand that some linguistic structures and words are part of a cultural way of seeing and acting upon the world and that our perceptions of our own language and culture determine, in part, our perceptions of ourselves

and of how we see the others, that is, that there are some linguistically and culturally influenced ways to see the world.

- ❖ who is able to understand that meaning is culturally (or discursively) constructed and that different groups of people have different norms and expectations in communicative situations.
- ❖ who develops attitudes of acceptance of differences, avoiding stereotypes and prejudices, that is, avoids having an essentialist view of culture and language.
- ❖ who has a critical stance in relation to issues of linguistic and cultural power and hegemony and problematize essentialist cultural representations.
- ❖ who is confident to use language in a creative way and understands the creative and symbolic power of it.

Thus, from an intercultural perspective, the teaching of an additional language should provide the transformational engagement of the learner as intercultural user by exploring, problematizing, and redrawing the borders between the self and the other (Liddicoat & Scarino, 2013). One of the main proponents of the intercultural approach is Kramsch (1993), who fosters a way of teaching/learning language and culture primarily based on the establishment of an intercultural sphere (Kramsch, 1993). In this sphere, called a *third place*, culture should not be seen as an object to be apprehended but as an interpersonal process to understand otherness. Therefore, an intercultural communicator can be understood as someone who has the general ability to understand otherness and to be aware of one's own values and perspectives. And, as Kramsch (2011) proposes, the intercultural communicator also needs to develop *symbolic competence*, an ability to make meanings encompassing subjective, aesthetical, historical and ideological dimensions.

Collections of Cultural/Intercultural activities

Different authors, such as Tomalin and Stemplesky (1994) and Corbett (2010) have proposed the use of cultural or intercultural activities in the additional language classroom as a way to foster cultural/intercultural awareness in the classroom. For

that, they have written books that classify and describe sets of activities that can be used in the classroom. Similarly, in this book, we also seek to provide a series of activities to foster the development of the intercultural speaker, although we are aware that these activities, if used in classrooms, will need to be adapted for each specific context. Furthermore, the potentiality of constructing interculturality in the classroom is also always contingent on the kind of dialogue which is established between teachers, students and resources, that is, it is an on-going discursive construction. In other words, the planned activities per se do not guarantee the development of interculturality in the classroom.

Based on the main characteristics of the intercultural speaker outlined above, the main objectives of an intercultural activity can be some of the following:

- Inclusion of the student's own voice;
- Co-construction of visible and invisible cultural knowledge;
- Awareness of cultural non-essentialism: avoiding stereotyping;
- Awareness of the existence of ways of looking at and behaving in the world culturally and linguistically determined;
- Awareness of veiled ideologies and of the existence a homogenizing hierarchical model that erases cultural differences and conflicts;
- Development of 'creative competence': making/doing things with semiotic repertoires.

The *practices* of an intercultural activity cycle¹

What can be considered an intercultural activity may range from a single activity such as a critical analysis of a text or video to the development of an intercultural cycle of activities. Some examples of intercultural activities (and/or projects) can be realized by film-making, slide-show making, dramatization,

¹ The ideas of this section are based on Rosa Filho & Gil (2016).

simulation, etc. Also, this approach stresses the importance of looking at students as agents of their own learning processes, with active participation in class and sometime outside it. Thus, an intercultural activity can explore any of the multiple aspects of culture, understood as shared ways of doing and thinking of groups of people of different types, not just the national ones.

The starting point for the creation of a cycle of intercultural activities is a topic or theme that will contextualize it. Here, it is important to be sensitive to students' reality while selecting a guiding theme, since their own experience of life will be paramount for classroom discussions. Furthermore, in order to construct interculturality in the classroom, the cycles of activities, are built on different 'practices', and each practice has a different purpose.

After deciding on a theme, in the initial practice *brainstorming*, learners will be encouraged to express their opinion, talk about their life experiences, give testimonials and verbalize their beliefs. This is the moment where the teacher might have the chance to understand how students position themselves in relation to a specific matter. Next, learners will engage in analytical types of tasks in *the analysis practice*. During this practice, they will be exposed to written texts, videos, songs or any other media in which any (or multiple) aspect(s) of culture can be critically analyzed.

Creating is the core element of the third activity of the cycle. At this stage, learners will depart from the analysis and discussions set in the previous phases to create something on their own. Current research (e.g., Carter 2004) urges educators to incorporate activities to foster creativity in the additional language classroom. Creative activities, besides being pleasurable, can foster the expression of identities, evoke alternative fictional worlds which recreate the familiar world in new ways, and help establish both harmony and convergence as well as disruption and critique. In this phase, the awareness of intercultural differences in values, behaviors and ways of thinking should ground the reconstruction of a certain reality by deconstructing stereotypes, prejudices and developing open-mindedness and respect for otherness.

The last phase of the cycle, *meta-analyzing* also involves practices of reflection and analysis, but this time, learners will be encouraged to think about their own productions and/or their own learning processes. Here, they are expected to

notice how the experience of the previous phases has contributed to make them realize how relative our values, behaviors and ways of thinking are, and how important is to have a multiple perspective towards a certain reality. *Table 1* below sketches the cycle of intercultural activities and summarizes the features of each of its practices:

CYCLE OF INTERCULTURAL ACTIVITIES

STARTING POINT: topic/ theme/ textual genre

PRACTICES	FEATURES
<i>Brainstorming</i>	Activation of students' background information, beliefs, life experiences, testimonials, etc.
<i>Analyzing/Thinking critically</i>	Development of critical thinking about any (or multiple) aspect(s) of culture.
<i>Creating</i>	Reconstruction of a certain reality; creation of a product.
<i>Meta-analyzing</i>	Reflection and analysis of learners' own productions and learning processes.

It is important to highlight that the practices exemplified here may appear in a different order along the e-book.

How this e-book came to exist

The activities here proposed were the final assessment outcomes of a post-graduate course that took place in the second semester of 2016 at the Programa de Pós-Graduação em Inglês da UFSC. The course's instructor was Gloria Gil, and 12 students attended the course (four PhD candidates and 8 Master's students). The course was called "Interculturality in additional language teaching and learning". During this course, participants reflected on the meanings of culture, language and identity and their relation with the teaching and learning of additional languages. This course mainly explored different theories on language and culture and the different pedagogies that emerged from them.

The students, either individually or in pairs, created activities or cycles of activities which reflected their different understandings of what an intercultural pedagogy is about, based on each student/pair of students' personal and professional experience and contact with the theories.

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Corbett, J. (2003) *An Intercultural Approach to English Language Teaching*. Multilingual Matters.

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Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.

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About CYCLES 1, 2 and 3

Internet and cultural awareness

Co-constructing knowledge on internet culture

Daniel Reschke Pires

Paula Eduarda Michels

Introduction

Never before has the world been so connected. Internet has allowed people from all over the globe to communicate in a variety of ways. According to Kramsch (2006), “input has become inordinately complex: marketing techniques, newspeak, and political propaganda have commodified meanings and blurred the genres; the Internet has diversified the modalities of meaning making” (Kramsch, 2006, p. 251). Considering this, we believe it is valuable to look into how meanings are constructed online. Moreover, we consider that the internet is a rich source for language students to understand discourses in a range of modalities. Through the following cycles of intercultural activities, we provide a chance for students to reflect on the processes of meaning-making and how they are affected by culture in the context of English language used on the internet.

In chapters 1, 2 and 3 of this e-book, we propose the following cycles of activities:

- 1) Political campaigns on the web,
- 2) Understanding memes, and
- 3) Representations on Google Images.

The activities proposed here can be designed for beginner, intermediate or even advanced students.

CYCLE 1**Internet and cultural awareness: political campaigns***Co-constructing knowledge on internet culture*

Daniel Reschke Pires

Paula Eduarda Michels

Introduction

Internet is nowadays the most democratic media available: anyone with a computer or a mobile phone with internet access can reach for multiple information and opinions online. It is also a means for getting informed and improving political participation. Internet users often find a number of ways to obtain, produce and share knowledge. YouTube, for instance, is a popular and collaborative channel that disseminates videos of all kinds and allows interaction among users. This cycle of activity explores a video from BBC channel that was made for the 2016 London mayoral election and uploaded on YouTube to reach electors. By working with this video, students reflect on the particularities of Londoners' needs – as represented by the mayoral candidates on the video – and of their own local realities to develop their intercultural skills.

Overall objective: To understand other people's needs in relation to the students' own needs, particularly in terms of quality of city life, starting from the analysis of online political campaigns.

Level: Beginner to intermediate.

Summary of the cycle

PRACTICES	FEATURES
1. Brainstorming	Elicitation of students' views on what a city mayor should be concerned about.
2. Thinking critically	Analysis of a BBC video available on YouTube in which the 2016 London mayoral candidates sum up their campaigns in 3 words.
3. Creating	Production of a similar video consisting of the students' own made-up electoral campaigns.
4. Meta-analyzing	Presentation of the students' production and follow-up discussion on the differences between their campaigns and those from the original video.

Practice 1 (*Brainstorming*): What should mayors be concerned about?

Objective: To elicit students' perceptions on the topic, through a set of linguistic choices, departing from their own cultural stance.

Steps:

1. The teacher asks students to write down three words that best describe what they find important for a city mayor to take care of, taking into account their own realities. Then, they can share their answers to the class, followed by a conversation about electoral campaigns and where these can be found.

Practice 2 (Thinking Critically): Which party stands for what?

Objective: To raise awareness to the meanings and ideologies conveyed by language on a culturally determined situation, and to discuss a product from a specific *languaculture* and compare it with the students' own realities.

Activity 1

Steps:

1. Before watching the video, the teacher asks students to try to match the name of the British political parties with the three words spoken by their candidates, divided into blocks, as follows.

Match the parties with the 3-word campaigns:

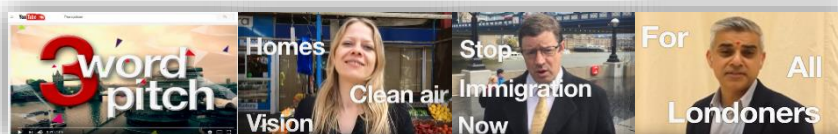
Party	Campaign
Green	LONDON – FOR – ALL
British National Party	STOP – IMMIGRATION – NOW
Respect	HOMES – CLEAN AIR – VISION
Britain First	BRITISH – PEOPLE – FIRST
Conservative	LEGALIZE – TAX – CANNABIS
Cannabis is Safer than Alcohol	FOR – ALL – LONDONERS
Labour	WHOOO – REVOLUTION – BABY
One Love Party	BACK – MY – PLAN
Liberal Democrats	POSITIVE – DYNAMIC – FUN
Women's Equality Party	LOCAL – LISTENING – LONDONERS
UK Independence Party	NEW – DIFFERENT – EQUAL

2. After the brainstorming, the teacher tells students they are going to watch the video “**London Mayor 2016 - campaigns in three words**” from BBC London, available on [YouTube](#). This 1-minute video shows the 2016 London mayoral candidates summing up their campaigns in 3 words.

Activity 2: “3-word pitch” BBC video

Steps:

1. Students watch the video **London Mayor 2016 - campaigns in three words**” from BBC London (watch [here](#)) to check their answers from the previous activity and get to know the candidates.
2. A follow-up discussion should be encouraged for comparison between the demands presented in the video and those from the students’ reality: In what ways are the London concerns similar or different to our local concerns? Why?



PRACTICE 3 (Creating)

Objective: To develop students’ creative competence in the English language, connected with their own (visible or invisible) cultures.

Activity 4: Create your own campaign

Steps:

1. The teacher asks students to get together in small groups and create their own political party and a 3-word electoral campaign in English, similar to the one presented in class, with attention to their cities’ local needs.
2. Then, the whole group can organize a video where a representative from each group present their made-up campaigns.

Suggestion: After presentation of the campaigns, the teacher can propose a made-up election in class, in which students vote on the campaign that best represents their interests among those who were created in the group.

PRACTICE 4: (*Meta-analyzing*)

Objective: To raise awareness of the existence of different ways of seeing and acting in the world which are linguistically and culturally determined.

Activity 5: Talking about differences

Steps:

1. The teacher proposes a final discussion on the students' choices for the campaigns and on the major differences between their campaigns and those from the British video, having cultural, social and economic aspects in mind. The final discussion can expand to other electoral campaigns they know.

CYCLE 2**Internet and cultural awareness: understanding memes***Co-constructing knowledge on internet culture*

Daniel Reschke Pires

Paula Eduarda Michels

Introduction

Memes are one of the most recent and popular trends of in the internet culture. According to the Merriam-Webster dictionary, meme is an idea, behavior, style, or usage that spreads from one person to another in a culture. Nowadays, memes are used worldwide and shared in social media with humorous and critical intentions. Shifman (2014) defines internet memes as “a group of digital items sharing common characteristics of content, form and/or stance”. With this in mind, this cycle of activities seeks to shed light on how meanings are constructed in memes, analyzing their common features and their underlying cultural notions.

Overall objective: to investigate how meanings are constructed in memes, analyzing their common features and their underlying cultural notions.

Level: intermediate to advanced.

Summary of the cycle

PRACTICES	FEATURES
1. Brainstorming	Activation of students' background information on internet memes.

2. Thinking critically	Analysis of three different set of memes in English, focusing on their cultural aspects and on the way meaning is constructed.
3. Creating	Creation of memes online.
4. Meta-analyzing	Discussion on the cultural aspects of the memes students have created.

Practice 1 (*Brainstorming*): Which memes do you know?

Objective: To elicit students' own cultural experiences regarding the topic.

Steps:

1. The teacher asks students to think of memes that are/have been famous/trendy in their countries. If they have access to internet, they can show these memes to the class.

Practice 2 (*Thinking critically*): Reading memes

Objective: To raise awareness to the linguistic and culturally determined aspects underlying the production of memes in English.

Steps:

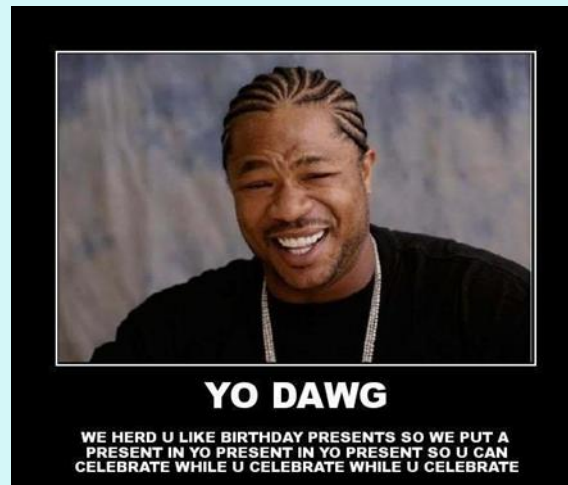
1. The teacher shows students some famous memes in English, which are presented in three (or more) different versions. Examples of memes that can be used:

#1 - Canadian Riots / Canadian Graffiti



#2 – Skeptical third-world kid



#3 – Yo Dawg

2. Students then analyze the texts above in order to perceive how meanings are constructed through the use of written and visual language and how they are culturally marked. Some guiding questions can be provided, for example:

- ❖ What do the memes have in common?
- ❖ How does the image relate to the written text?
- ❖ Is there any irony in this relation?
- ❖ What do these memes tell in terms of culture?
- ❖ Do you see any intertextuality among them?
- ❖ Would you find this kind of meme in your social network?

Practice 3 (*Creating*): Create your own meme

Objective: To raise confidence to use language in a creative way and to understand the creative power of both verbal and visual language.

Steps:

1. After analyzing the memes from the previous activity, the teacher asks students to create their own meme through on this [website](#). They can do it in the classroom, if they have access to the internet, or at home. In this website, they will find a stock of popular images to be used. So students will have to first understand the image in order to add a text that will generate humor. This activity can be done in pairs or in groups of 3.



Practice 4 (*Meta-analyzing*): Memes and culture

Objective: To promote a reflection on the complex linguistic and culturally determined modes to see the world.

Steps:

1. Once students have created their memes, they should share them in class and reflect on how the texts are culturally marked. The following questions can guide this reflection:
 - ❖ What was the inspiration for the creation of your meme(s)?
 - ❖ Do you think they are culturally marked?
 - ❖ Would they be understood by people from other cultures? Why?

Reference

Shifman, L. (2014). *Memes in digital culture*. Cambridge, Massachusetts: The MIT Press.

CYCLE 3**Internet and cultural awareness: representations on Google Images***Co-constructing knowledge on internet culture*

Daniel Reschke Pires

Paula Eduarda Michels

Introduction

Nonverbal communication is an essential part of modern communication. In virtual communication, meanings are often transmitted with the help of images. In this sense, it is important to think about their current usage. One common source of images is Google Images, which provides images related to search words. This cycle of activities proposes a discussion of visual representations provided by Google Images and aims at developing students' symbolic competence (as discussed by Kramersch, 2006).

Overall objective: to promote an analysis of visual representations provided by Google Images and to develop students' symbolic competence.

Level: Beginner to advanced.

Summary of the cycle

PRACTICES	FEATURES
1. Brainstorming	Activation of students schema on google images
2. Thinking Critically	Students look up three suggested phrases on google images and reflect upon them.

3. Creating	Based on the prior practice, students think about a phrase to look up on google images. Then they post on the class' online forum some of the pictures they've found along with a written description of what they've seen.
4. Meta-analyzing	Students also post their reflections on the pictures they've encountered.

Practice 1 (*Brainstorming*): Getting acquainted with Google Images

Objective: To activate previous knowledge from students on Google Images.

Steps:

1. The teacher can introduce the topic by showing some pictures on PowerPoint and then asking students how they think the teacher obtained them. Students are probably going to mention google images, but if they do not, the teacher should say this.
2. Then, in small groups, students talk about google images by answering the following guiding questions:
 - ❖ Do you use Google Images? What do you use it for?
 - ❖ Do you usually get the images you were looking for?

If students have access to internet and mobile phones, they can do this part of the activity in groups. If they do not, this can be done with the whole class using one computer with an overhead projector.

Practice 2 (*Thinking Critically*): Words and their images

Objective: To promote contact with the visual representations generated by this search mechanism.

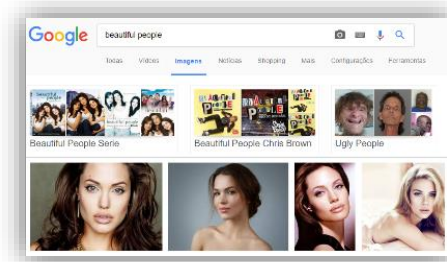
Steps:

1. Students should look up three suggested phrases on Google Images. In order for the activity to involve intercultural aspects, the phrases must be considered carefully.
2. They should involve key-words which can promote reflection on cultural/intercultural aspects. Consider the following examples:

Beautiful women

Beautiful people

Life in + name of countries (like U.S.A, Brazil, Mozambique, and China).



Before they actually look up the words, students should write down adjectives/nouns which they believe will be portrayed in the pictures. For example, if they are going to search “beautiful people”, they may write down words such as “tall”, “slim” etc.

3. Group discussion: in their groups, students check their predictions from the previous activity and reflect upon the images they have found. This can be done by answering these questions:
 - ❖ Were the images different from what you had expected or were your predictions right?
 - ❖ Look at the first 20 pictures shown. What are their main features?
 - ❖ Do you think they are stereotypical? Why/why not?

Practice 3 (Creating): Searching for your own images

Objective: To provide a chance for students to analyze images on their own and bring discussion onto the cultural aspects possibly involved.

Steps:

1. Now that students are more familiar with the topic, they can look up phrases of their own. At home, students should think of a phrase and look it up on google images. They should choose some of the pictures they have encountered and post them on a class forum.

2. This forum can be any means of communication that they use to communicate with their colleagues, such as a Facebook page, an e-mail thread, or even a Whatsapp group. The post should contain the search words, a selection of 5 pictures and a brief description summarizing their impressions.

For example:

Key words: Russian life

Selection of images:



My impressions: From these images, it seems to me that Russians like drinking. Also, the pictures portray a difficult life, maybe because of the cold weather.

PRACTICE 4 (*Meta-analyzing*): Writing

Objective: To promote an in-depth reflection regarding the whole cycle.

Steps:

1. Finally, students should post a more detailed and critical analysis of the pictures selected in the previous activity. This analysis should involve what has been discussed in class and their perception of the pictures they have chosen. For example, students' may discuss whether the images are a stereotyped or not and the reasons why this may happen.

2. Students should comment on their colleagues' posts, saying their thoughts on what the colleagues have posted. This promotes interaction and fruitful debate among students, and it also ensures that they are going to read what others have written.

Reference

Kramsch, C. (2006). From Communicative Competence to Symbolic Competence. *The Modern Language Journal*, 90, ii, p. 249-252.

CYCLE 4**Aliens Around Us***Co-constructing the idea of the other*

Jeová Araújo Rosa Filho

Paola Gabriella Biehl

Introduction

What if you encountered an alien? What is feeling like an alien? These are some of the issues this cycle of activities attempts to tackle with the ultimate aim to foster learners to have a different perception of themselves and of the others, rethinking ideas and images broadcast by movies and mass media in general. Based on Kramsch's third space, a conceptual metaphor that stands for the possibility of looking at the other beyond our own preconceived ideas, and hence accept and respect differences, we propose this cycle of activities, whose main objective is to discuss the idea of being an alien along different possibilities of interpretation: from the literal meaning of being an extraterrestrial being, to feeling like an alien as an outsider.

Overall objective: To discuss the idea of being an alien, bridging from extraterrestrial to feeling like an alien as an outsider.

Level: intermediate to advanced.

Summary of the cycle

PRACTICES	FEATURES
1. Brainstorming	Activation of students' representations of what is it to be

	an alien
2. Analyzing	Analysis of literal and metaphorical aliens in a video and a song
3. Creating	Designing of posters and short presentations about someone who feels or has already felt like an alien before.
4. Meta-analyzing	Presentation of students productions and follow-up discussion

Following, we will go about detailing and explaining every practice and the procedures for conducting them.

Practice 1 (*Brainstorming*): What's an alien?

Objective: To include the students' voice.

Steps:

1. Teacher writes on board “alien”, and brainstorms with students ideas associated to it, or asks students to draw what the word “alien” represents to them.
2. Teacher asks students if they know any famous representation of aliens from movies or books (link to next activity).

Practice 2 (*Analyzing*): Different representations of aliens

Objective: To raise awareness of the existence of ways of seeing and acting in the world linguistically and culturally determined.



Activity 1: Exploring the literal meaning of alien

Steps:

1. Teacher shows the video *ET - an Extraterrestrial* available on [YouTube](#) (This video excerpt depicts a scene of the movie *ET- an Extraterrestrial*, where an extraterrestrial being is introduced to some children for the first time, and depicts their reaction- both the children's and the ET's).

2. Teacher proposes an open group discussion:

- ❖ Were the ideas brainstormed present in the video? Which ones?
- ❖ How did the children feel? And the alien?
- ❖ How would you react if you encountered an alien? Do you think you would have a similar reaction?
- ❖ Is an alien necessarily from another planet?
- ❖ Have you ever felt like an alien (outsider) before? (link to next activity: song)

Activity 2: Exploring the metaphorical meaning of alien with the song “Englishman in New York”, by Sting

Steps:

1. Teacher cuts the song lyrics (see the lyrics below) in stanzas and gives one stanza to each student (adapt for the number of students; for example, teacher can cut only one line or two lines of the lyrics).

2. Teacher instructs that students are supposed to draw something that represents the piece of the song they received.
3. Once finished, teacher collects the drawings and place them on the floor.
4. Teacher plays the song, and students listen and organize the drawings in the order they hear in the song.

Activity 3: Group discussion

Steps:

1. Teacher proposes a discussion about the song:
 - ❖ Where does this alien come from? What are the stereotypes that compose this character?
 - ❖ What's the idea of being an alien in the song?
 - ❖ What do you understand by being a legal alien?
 - ❖ What other aliens possibly live in a city like NY? And in your city?
 - ❖ How do you think they are treated?

Practice 3 (Creating): Aliens of our lives

Objective: To develop 'creative competence' – making/doing things with semiotic repertoires.

Steps:

1. Teacher asks students to create posters about someone who feels or has already felt like an alien before. They can also talk about themselves if they want. Remind students that, in class, they saw some ideas of people who feel like an alien, but there are many other interpretive possibilities.
2. Students can: i) interview someone; or ii) talk about an experience of their own lives when they felt different from the people around them.
3. Students create a poster (at home) with a description of this person and the reasons why s(he) feels like an alien. The poster can be physical or in

power point, teacher points out that students are supposed to use their creativity.

4. In class, students present their productions to the rest of the group.

Song: **Englishman in New York**- by Sting

I don't drink coffee, I take tea my dear
I like my toast done on one side
And you can hear it in my accent when I talk
I'm an Englishman in New York

See me walking down Fifth avenue
A walking cane here at my side
I take it everywhere I walk
I'm an Englishman in New York

whoa, I'm an alien
I'm a legal alien
I'm an Englishman in New York
whoa, I'm an alien
I'm a legal alien
I'm an Englishman in New York

If "manners maketh man" as someone said
Then he's the hero of the day
It takes a man to suffer ignorance and smile
Be yourself no matter what they say

Whoa, I'm an alien
I'm a legal alien
I'm an Englishman in New York
Whoa, I'm an alien
I'm a legal alien
I'm an Englishman in New York

Modesty, propriety can lead to notoriety
You could end up as the only one
Gentleness, sobriety are rare in this society
At night a candle's brighter than the sun

Takes more than combat gear to make a man
Takes more than license for a gun
Confront your enemies, avoid them when you can
A gentleman will walk, but never run

If "manners maketh man" as someone said
Then he's the hero of the day
It takes a man to suffer ignorance and smile
Be yourself, no matter what they say (x9)

Practice 4 (*Meta-analyzing*): Aliens, but all humans

Objective: To co-construct cultural knowledge.

Activity 1: Discussion

Steps:

1. After students present their posters, teacher asks them to get together in small groups and reflect on the following questions:
 - ❖ How did you feel in relation to the life stories presented in class?
 - ❖ Which one has called your attention the most?
 - ❖ How different/similar are those people from you?
2. Teacher brings the discussion to the open group, opening the floor for students to share what they had discussed in groups.

Activity 2: Video: 'the DNA journey'

(This video is about people from different parts of the world who think they are from a pure race, but end up discovering that their DNA contains traces of various nationalities)

Steps:

1. Teacher asks students to watch the video (available on [YouTube](#));
2. Teacher asks students to discuss the question (as a wrap up of the cycle of activities): How do you relate what we discussed in class to what you saw in this video?

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CYCLE 5**Black Diaspora and Creative Writing***Co-constructing the symbolic meaning of historical facts*

Adriano Santos

Pedro Rieger

Introduction

All over the years, we have seen many facts in history, many of them which tell us about atrocities and injustice between peoples. This is the case of many communities of black people around the world. In Brazil, for instance, racism as a social structure is responsible for a mass genocide of *peessoas negras*, in addition to their exclusion from institutional contexts such as the educational and professional ones. That denounces the necessity of approaching the effects of racism at education contexts - a necessity which is reinforced by the *Parâmetros Curriculares Nacionais (PCN)* - a Brazilian document guiding the thematic and organizational structure of public education. Having that in mind, this activity aims at approaching the theme black diaspora and black segregation with upper-intermediate to advanced students of English, in an attempt to raise their critical awareness in relation to specific movements of segregation and marginalization which affected black populations in the past, specifically in South Africa and Mozambique, and which permeate and resonate in social structures until current days. As its main intercultural aims, we may point the critical look at black people's lives along history.

Overall objective: To raise students' critical awareness about black diaspora through creative writing.

Level: Intermediate to advanced English.

Summary of the cycle

PRACTICES	FEATURES
1. Brainstorming	Students get familiar with the first chapter of the South African author Nadine Gordimer's book <i>The Ultimate Safari</i> .
2. Analyzing	Students are engaged in a discussion based on the chapter they have read.
3. Creating	Students are encouraged to write poetry and explore creative writing that will be in dialogue with Gordimer's chapter and discussions.
4. Meta-Analyzing	Follow-up discussion on what students have produced.

Practice 1 (*Brainstorming*): Students get familiar with the first chapter of *The Ultimate Safari* and brainstorm about Apartheid.

Objective: To get students familiar with the theme of black diaspora in Mozambique and South Africa.

Steps:

1. This part of the class is planned to contextualize students in relation to the story they have read. That includes geographically situating them in relation to the story, in addition to discussing/presenting some of the political aspects which organized society at that geographical space at that time. For instance, discussing elements related to the Apartheid itself and to the Mozambican civil war. A great way to start this discussion is by asking students what they know about the Apartheid that they might want to share, thus relying on their cultural capital in order to contextualize the scenario.

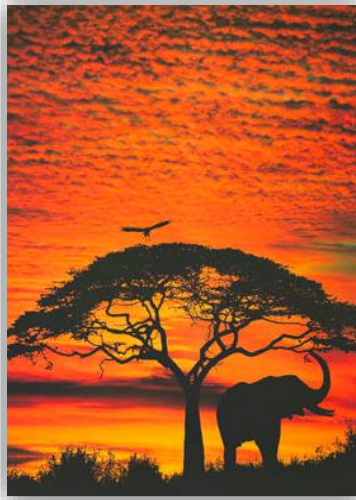


Practice 2 (Analyzing): Let us talk about the chapter?

Objective: To discuss the chapter and its characters, setting, etc.

Steps:

1. In this part of the activity, students are encouraged to get together in groups of 3 so that they can discuss the following questions using the text they had read as a basis:
 - ❖ Who are the characters included in the narrative and what are their roles, that is, in what ways are they portrayed? Find evidences.
 - ❖ What are the living conditions of these characters? What metaphors or comparisons are used by the author to illustrate such living conditions? Find evidences.
 - ❖ Discuss ethnic and/or racial aspects in the narrative. Choose 2 parts of the text to comment with your group and later with your colleagues.
2. Students are given time (which can be negotiated) to discuss these questions, which must then be revisited and discussed with the whole group before moving to the next practice.



Practice 3 (*creating*): written production through creative writing

Objective: To produce written content based on previous discussions about the theme of black diaspora and about the lives of black people.

At this point, students must be advised that this part of the activity concerns poetic and creative writing and will be in dialogue with the chapter written by Gordimer.

In a first moment, it might be useful to introduce students (briefly) to a specific approach to writing, which combines the ideas of three different authors and has been used by Sperling & Rieger (2013) in a course of Creative Writing taught at Universidade Federal de Santa Catarina in 2013. At the occasion, the professors adopted the ideas proposed by Peter Elbow (1998), Maxine Hairston (1982), Charles Bernstein (1984) and Teresa Fonseca (2010) in order to create an atmosphere of practice in which the writing process is not understood as a linear process nor has the intention to communicate, but rather to explore either rational and non-rational aspects of the writing practice. It thus focuses on the writing process itself rather than on the “product” that comes with it, rejecting the adoption of a communicative purposes in poetic writing and advocating for the adoption of untraditional forms of writing. In addition, their approach advocate for students’ critical reflection towards

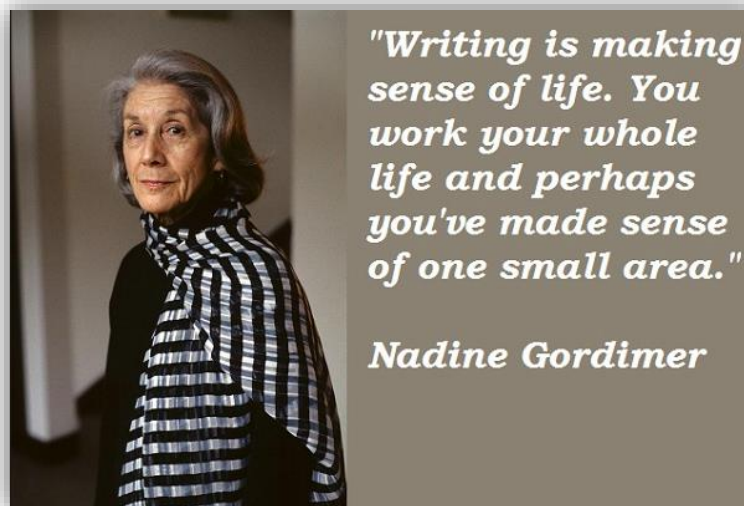
the texts they write, which involves either accepting creation, cultivating it and questioning the dimensions of meanings that their texts may explore or touch.

Steps: The creative writing exercises are divided in three parts:

1. **Inkshedding or brainstorming:** at this point, students are asked to brainstorm from the word “escape”. They don’t have to worry about punctuation or sentence structure. The objective of this exercise is to bring to the paper what comes to their minds in the order that it comes to their minds. In other words, it aims at doing a register of their flow of consciousness departing from a word which is directly connected to the lives of black refugees, whose stories stem from the action of escaping. The only rule students have to follow is that they cannot stop writing, that is, they cannot take the pen out of the paper until they are told to. We advise mediators to establish a 4-5 minutes-inkshedding, which may be backgrounded by an instrumental song, given that music usually strengthens student’s creative process. Song suggestion: Refuges - René Aubry. Why this song? In addition to the suggestive title, which also combines with the story written by Gordimer, this is an instrumental song which creates an atmosphere of suspense at the same time it brings elements of Nature, such as sounds of water and unidentified animals. Such atmosphere puts it in dialogue with the descriptions used by Gordimer in order to create the scenario of the story. Students save the final result of the brainstorming as a draft.
2. Before doing this part of the activity, we advise mediators to ask students what their understanding of poetry is. That aims at raising a discussion towards how students see poetry and, consequently, poetic writing in different ways. After that, students are given a piece from the narrative *The Ultimate Safari* and they are then asked to change the genre of that textuality, transforming it into poetry. The only rule students have to follow is that they cannot add any words from outside the text. They are supposed to work with the words in the text. If they want to cut every word

until they have a one-word poem, that is ok, too. What is important here is that students practice the use of language floating from one genre to the other, constructing meanings in the negotiation that they will do with words while they adapt them to a new genre. Students save the final result of this activity as a draft.

3. **Catch:** This exercise aims at working with students' orality and students' listening and writing abilities. In fact, it aims at the use of words through their sounds and through the exaltation of their memory and unconsciousness. In this exercise, three or four students walk in circles around the class reading excerpts from *The Ultimate Safari* at the same time. The students who are sat have to catch words through their sounds. Since readers will be reading simultaneously, the choices of each catcher will reveal an individual relationship between that person and that words, which is not necessarily rationally explained, but which might impact in how that person creates their sense of identity as a speaker of that language. After three rounds of readings, students are given time to work on their 3 drafts: The one from exercise a, the one from exercise b, and the one from exercise c. By using the material of these drafts, students are encouraged to write a final poem in dialogue with the narrative written by Gordimer and which should be entitled "**Escape**".



Practice 4 (*meta-analyzing*): Students reflect on their own production

Objective: To co-construct intercultural knowledge through the look at student's production and interaction between them.

Steps:

1. Students are invited to share what they wrote to the whole group.
2. Teacher conducts the discussion by asking the following questions:
 - ❖ To what extent can you put yourself on other people's shoes on what you wrote?
 - ❖ How do you see this black person as a social, historical and cultural being?

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CYCLE 6

Black history in the U.S. and Brazil

Co-constructing the symbolic meaning of historical facts

Dohane Julliana Roberto

Introduction

The aim of this cycle of activities is to provide students with an intercultural exchange between Brazil and the United States of America about the slavery subject and what means to be black in both countries. Before understanding the scenarios of being black, it is necessary to understand some questions on how identities are formed and how the individuals think as being a member of a certain place.

When studying English, sometimes we hear someone say “Black people in the U.S. speak a different English”. This differentiation – which is believed to be linguistic – shows much more about the symbolism that operates in the American society.

About how linguistic factors can incorporate one’s identity, Kramsch (2011) says that the symbolic power transmitted by discourse “focuses on what words reveal about social identities, individual and collective memories, emotions and aspirations”.

So, thinking about what the author says, what is embedded in the speaking of the black people in the U.S. is related to several social and historical aspects. Both Brazil and the United States had the slavery system, but although it seems to be the same paradigm, each society had a different relation to the issue.

Overall objective: To develop an awareness about the similarities and differences that exist in different societies which suffered from slavery. We also hope to contribute to broaden students’ thinking about their own identity based on self-reflection.

Level: Advanced.

Summary of the cycle

PRACTICES	FEATURES
1. Brainstorming	Activation of students' awareness of the issue.
2. Analyzing	Understanding of historical facts.
3. Creating	Reproducing a speech with their own feelings.
4. Reflecting	Going back to the brainstorming, discussing and evaluating the changes the activities produced in the students' beliefs.

Practice 1 (*Brainstorming*): Being black in Brazil and in the U.S

Objective: To promote a self-reflection about students' own identity related to being Brazilian and their thoughts about the American society.

Steps:

1. Teacher and students discuss the following questions:
 - ❖ What is to be black in Brazil?
 - ❖ What is to be black in the U.S.?
 - ❖ Is it the same condition?

Practice 2 (*analyzing*): Historical facts about slavery

Objective: To learn about the historical backgrounds of the black society in the U.S and in Brazil.

Activity 1: Research and discussion about slavery

Steps:

1. Students do research on how slavery worked in both countries.

Note: The class can be divided into 2 groups.

2. Based on their research, the class discusses the following questions:

- ❖ How was slavery in the two countries?
- ❖ How was it similar?
- ❖ How was it different?

Activity 2: The life after abolition

Steps:

1. Based on their previous research, the two groups discuss the following questions:

- ❖ What was the major challenge the Black people had to face after the abolition?
- ❖ How was the integration into society?

2. Knowing more about the ‘other’: the class watches two movies: “Men of honor” and Mississippi burning”. Both movies portray racism and the American racial segregation.



3. After watching the movies, the class discusses the following questions:

- ❖ What did you understand about the Klu Klux Klan?
- ❖ Did we have some prohibitions against black people as the ones shown in the movies here in Brazil?
- ❖ If not, what are some forms of racism found in Brazil? Give some examples.

Practice 3 (Creating): What if Martin Luther King were Brazilian?

Objective: To raise awareness of cultural knowledge based on others' desires and feelings.

Activity 1: Knowing a legend

Steps:

1. The teacher introduces the biography of Martin Luther King, explaining his story and acts against racism and segregation.
2. The teacher presents King's speech "I have a dream" to the students.

Suggestion: As the speech is long, the students can read the whole text as homework and then the teacher can divide the class assigning parts of it for each student to read it aloud. Inform them that it is important to add emotion to the words to really capture the sense of King's brilliant and passionate speech.

3. After reading the speech, the teacher promotes a discussion on the following questions to get students' impressions:
 - ❖ What did Martin Luther King plea in his speech?
 - ❖ Why do you think he had his initiative?
 - ❖ Did we have a leader like him in Brazil?

Activity 2: Creating

Students write a short speech based on "I have a dream", but this time demonstrating what would be the claims of Brazilian black society.

Steps:

1. In pairs or small groups, the students produce the speech (it can be done partly in class, partly at home).
2. Reading the productions: the speeches produced are then read aloud and they can be posted on the classroom wall or other suitable space.

Note: the teacher, in accordance with the students, can determine the length of the text.

Practice 4: (*Meta-analyzing*) Reflection

Objective: To discuss and evaluate the changes the activities produced in the students' beliefs.

Activity 1: final discussion and re-analysis of the brainstorming questions.

Steps:

1. Students discuss the following questions:

- ❖ Did you know all this information about American society? Did it surprise you?
- ❖ After all the researches and discussions, is it the same thing to be black in the U.S. as it is in Brazil?

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CYCLE 7**Food, Identity and Eating habits***Co-constructing the symbolic/cultural meaning of food*

Mariza Paese Silva

Introduction

According to Tomalin & Stempleski (1994), in recent years, “a more open recognition of the need to understand the immigrant community’s way of life has led to a more critical awareness of the host community’s culture” (p. 6).

To Almerico (2014), “many people affiliate the foods from their culture, their childhood with warm, good feelings and memories. The food is part of who we are and become. It ties us to our families and holds a special worth to a person” (p. 5). For instance, young people have the tendency to follow their peers’ food habits. To feel part of a specific group, they form their eating habits not only in their houses, with their families, but also among their friends.

In addition, Brown (2011) points out that children also choose food similar to that eaten by favorite fictional characters, peers, and especially their older brothers and sisters. Therefore, social conscience and peer pressure influence food choices. Studies have found that group approval or disapproval of a given food does have an impact on such choices (Almerico, 2014).

This cycle of activities will attempt to show students that they are able to talk and reflect about their own culture and to compare it with different cultures. The learners will also have the opportunity to share their cooking and eating habits experiences, as well to remember about the food of their childhood, to talk about the influence(s) of these habits in their everyday life and health, and compare them to some other cultures.

Overall objective: To raise awareness about the eating habits that were brought and introduced to the student's country, influenced by the different nationalities that are part of their history.

Level: Low-intermediate.

Summary of the cycle

PRACTICES	FEATURES
1. Warm up	Food Memories
2. Engage	Board Game
3. Study	In what country did each food originate? Food Riddles Food curiosities around the world: Memory game!
4. Activate	Project: Around the World Food Menu

Note: This cycle is designed for children and the activities were organized within a different framework of practices.

Practice 1 (*Warm up*): Food Memory

Objective: To bring up students' own food memories.

Steps:

1. The teacher brings different ingredients to the classroom and put them in small containers. Then, s/he asks some students to come to the front and, with their eyes closed, try to guess what ingredient they are smelling.
2. The teacher asks students to try to reconnect the flavors with some food from their childhood.
3. In pairs, students discuss what kind of food memory comes to their minds when they think about their childhood.

4. After that, they are given a piece of paper and some paint in order to draw their food memories.
5. Finally, the students display their paintings around the room and invite other groups to visit the exhibition, explaining their drawings.

Practice 2 (Engage)

Objective: To share personal experiences and opinions related to food habits, eliciting students' knowledge about other countries' food habits, particularly the United States.

Steps:

1. Students receive a board of questions and two dices, one with colors and the other with numbers. Then, they roll the dices to ask and answer questions among themselves.

See a sample of the board game below².

	1	2	3	4	5	6
	What's breakfast in your culture like?	Which is your favorite meal of the day?	What do you usually have for breakfast?	Do you like food from other countries?	Do you like American food?	Do you prefer slow food or fast food?
	What country's food do you like the most?	What do you think of Brazilian and American food?	How often do you eat junk food?	What are some foods that are considered unhealthy?	What are some foods that you know are healthy for your body?	What do you eat when you feel sad?

² Based on <http://iteslj.org/questions/food.html>.

	What is a typical meal from your country?	What Brazilian food do you like the most?	Do you know what a typical American meal is?	What is a traditional Brazilian restaurant?	What is the American food you like the least?	What is the strangest Brazilian food you've ever eaten?
	What is the Brazilian food you like the least?	What kind of food does your mother make?	What is a traditional American restaurant ?	What food or flavor reminds you of your childhood?	What special food do you eat on holidays? (Christmas , etc.)	Do you think obesity is becoming a problem in the United States and in Brazil? Why?

Practice 3 (*Study*)

Objective: To activate students' knowledge in relation to food around the world.

Activity 1: In which country did each food originate?

Steps:

1. Students try to match the meals with the correct flag (see below). The teacher can ask them to investigate a little more about one of the places where these food items are from. After the discussion, students can present the results to the other groups.

Meals



Flags



Activity 2: Food Riddles

Steps:

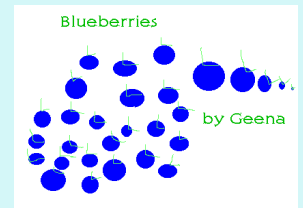
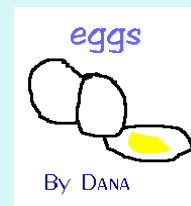
1. Students try to guess the answer of some food riddles. They can either draw or write down their answers.

See some suggestions below ³.

³ Based on <https://jokeymonkeys.wordpress.com/2013/05/12/food-riddles>

Riddles:

- ❖ I am round and red. My meat is also red. Some people think I am a vegetable but I am really a fruit. People like to use me in a salad. Who am I?
- ❖ I can sometimes be light brown or white. I have yellow stuff inside me. I am a protein. Who am I?
- ❖ I am yellow and long. I am a fruit. Monkeys eat me. Who am I?
- ❖ I am green and when you cut me open I am red. You eat me in the summer time. I am a fruit. Who am I?
- ❖ I have a lot of fat. I'm round. You shouldn't eat a lot of me. I have a lot chocolate chips. Who am I?
- ❖ I am in the grain group. I am long and stringy. You can put sauce on me. Who am I?
- ❖ I am orange. My top is green. I am a vegetable. Who am I?
- ❖ I am blue and round. I am little. A lot of children eat me. I am in the fruit group. Who am I?

Answers:**Tomatoes****Activity 3: Food curiosities around the world: Memory game!****Steps:**

1. Students will try to match some pictures with the information provided below.

Information cards

Buffalo wings have nothing to do with bison. They are spicy chicken wings that originated in Buffalo, New York.

According to folklore, pretzels were given to children who knew their prayers. The pretzel shape was supposed to signify arms folded across the chest in prayer.

In Hungary, you throw salt on the threshold of a new house. They believe salt will provide protection from the demons that followed previous home owners.

Ancient Egyptians believed onions would keep evil spirits away. When they made a promise, they would put their hand on an onion.

The ancient Greeks believed horseradish was worth its weight in gold.

A favorite spread for sandwiches, peanut butter was created by a doctor as a health food. In Africa, where they were first grown, peanuts are known as groundnuts.

In Japan, simply knowing how to use chopsticks is not enough; you need to understand the different meanings that come with their use: Sticking them upright in the bowl is a funeral gesture. It is how they offer rice to the dead in Buddhist rituals. Passing food from one person's to another is not only a great ability, but also related to funerals. So don't do either of these if you're not in a funeral.

Image cards



Practice 4 (Activate): Food Around the World Menu Project

Objective: To create a food menu using cultural practices from different countries.

Steps:

1. Students create a menu using food from different countries.
2. After deciding the menu, they will be in charge of talking about the different origins of the food they have chosen and why they have decided to choose them.
3. Students can bring to the class one of the types of food suggested in their menus.

SUGGESTED MENU STRUCTURE

- Breakfast
- Appetizers/Starters
- Brunch
- Lunch
- Snacks
- Supper
- Dinner



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CYCLE 8**What should a family look like?***Deconstructing the stereotypical traditional family*

Carla F. Nolli

Mayara Volpato

Introduction

What should a family look like? Is there such a thing as a right family structure? These are questions that need to be raised, and what better place to start instigating these type of reflections than in the classroom? According to Kramsch (1993), students should look beyond what they believe is right or wrong, they should be able to reflect critically on what is being presented to them, be able to expose their ideas and understand/respect those of others. Having this concern in mind, the cycle of activities proposed here aim at addressing the theme ‘Family Members’ in a more critical way, guiding teachers through four practices that will help them instigate students into reflecting about the issue more deeply.

Overall objective: To raise students’ critical awareness about family members.

Level: Beginner.

Summary of the cycle

PRACTICES	FEATURES
1. Brainstorming	Discussion of what family members student already know.

2. Analyzing	Students are asked to draw their own family tree, and later on carry out an interview to investigate what has been considered 'normal' throughout time in terms of family structure.
3. Creating	Students are asked to watch a video on YouTube and then compare their own families, considering that what is normal for one person might not be true for another.
4. Meta-analyzing	Presentation of student's productions and follow-up discussion.

Following, we detail and explain every practice and the procedures for conducting them.

Practice 1 (*Brainstorming*): It's family time!

Objective: To help students brainstorm which family members they already know in English, as well as introduce new ones.

Steps:

1. The teacher starts the class by telling students a small story about his/her own family in order to contextualize the vocabulary to be studied during this unit.

Example: *I am very happy today, my baby brother is in town. He doesn't live here, and hardly ever comes over.*

2. The teacher can bring photos to introduce his/her family to students. Along with the vocabulary, the teacher can work with the structures:

This is... These are...

Her name is/she is a...

His name is/he is a...

Their names are...

- From this small introduction, the teacher starts asking students about their own families.

Example: *What about you? Do you have brothers and sisters? Do you have siblings?* (from the students answers, the teacher develops the questions as s/he thinks is appropriate considering the group).

- From the small talk, the teacher is able to grasp what students know about the topic, and together they can construct a family tree on the board. Students are to give the family members they believe makes a family. At this point, the teacher can show students other family members they haven't mentioned, as well as answer the possible questions students might have in relation to unknown vocabulary.

Note: During this last step the teacher can show the family tree of a 'non-traditional' family (such as the one below). This way it does not lead the students into thinking of family as the structure often imposed by society.



Practice 2 (Analyzing): Family revelations!

Objective: To instigate students to put into practice what they have learned so far and to start rethinking the idea of what a ‘normal’ family is. Also, to guide students into analyzing the different family structures that might emerge within the same classroom.

Steps:

1. The teacher brainstorms the topic discussed previously and from there proposes the next set of activities.
2. Students draw their own family trees.
3. The teacher calls one student in front of the class in order to model the next activity. S/he asks him/her to present his/her family. After him/her and the teacher are done presenting their families, they can move to comparing their families. The teacher starts modeling the activity, as in the example:

Teacher: I have one brother, João has two brothers and one sister.

João: I have one grandfather and two grandmothers, the teacher has one grandmother. The teacher has one son, I don't have any.

4. In groups of (aprox.) four, students present their families to their colleagues. The objective is to instigate students not only to practice the vocabulary, but also to pay attention to the family structure their friends are presenting. *Is it the same as theirs? What is different?*

Note: The teacher can put the questions on the board so students can visualize them and call their attention to what they are going to do.

5. The teacher asks students to hand in the pictures they have previously drawn and discussed with the classmates. As homework, s/he will ask students to interview their grandparents and parents (or any other person who is older than them) in order to find out what kind of structure they had in their time. The result of this interview will be presented later during the sequence of activities.

Practice 3 (Creating): Rethinking is in order!

Objective: Openly discuss the impressions students have on today's family structures, and what has changed from the past, guiding them into rethinking what is imposed on us as being 'normal'.

Steps:

1. The teacher will hang students' pictures on the wall (this will later be used).
2. The teacher asks students to watch a [Youtube video](#) about Modern Family and pay attention to the family structures they present. Students are asked to report about what they have seen in the video.



3. The teacher asks students to walk around the class to analyze their colleagues' family structures (remember that the family trees they have drawn were hung around the classroom) and compare if there is any difference between their family structure and that of their friends.
4. Then the teacher asks students to report their homework and starts a discussion about the different family structures in different times. Teacher tries to stimulate a discussion with questions as the following:
 - ❖ What type of family was common according to your grandparents?
 - ❖ Are there any differences in the family structures according to your parents? Which ones?

- ❖ Why do you think family structures were different in that time? (stimulate students to think about the reasons why family structures were different from now)
- ❖ Was divorce common in that time?
- ❖ Was it common in your grandparents' time to adopt children? Why / why not?
- ❖ Did people get married with people from other countries?

Practice 4 (*Meta-analyzing*): Closure is necessary!

Objective: To explore in a written form what has been discussed so far, and instigate students, once again, into giving their own personal opinion regarding the modern concept of family structure.

Steps:

1. Students are asked, in pairs, to write a report about the different family structures they have seen and discussed throughout the activities done above. Teacher helps students write their report.

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About CYCLES 9 and 10

Urban tribes and stereotypes

Deconstructing stereotypes related to urban tribes

Felipe Antonio de Souza

José Augusto Simões de Miranda

Introduction

Language teachers should be concerned not only with students' linguistic competences, but also with the idea that students are human beings who communicate in a social interaction (Byram, Gribkova & Starkey, 2002). The authors also state that when two people talk to each other, it is not a simple process of exchanging information, but rather a moment when they see the other as someone who belongs to a specific group; in other words, throughout the conversation they may perceive that their social identities are part of the social interaction between them.

Since people belong to different groups during their entire lives, they would experience different cultures – but what is culture? According to Liddicoat and Scarino (2013), one way of seeing culture is to relate it to a nationality, such as American, Brazilian, Canadian culture and so on. However, culture is not only related to nationalities and to knowledge and facts about social groups who were born in English speaking countries, for instance. The authors also point that the idea of a national culture may be stereotyped, due to the fact that it has been generalized. Even so, there are different ways of understanding culture, such as gender groupings, age groupings, social groupings and so on.

The ability to show understanding and acceptance among people of different social identities, and also the ability to interact with individuals as complex human beings who are unique are examples of interculturality (Byram, Gribkova & Starkey, 2002). In an intercultural perspective, the relationship between self and other is studied in its problematic view and reshaped (Liddicoat & Scarino, 2013). It is a

subtle process that requires sensitivity, and teachers should be aware of its constant change. In other words, it has always been open to curiosity and respect to otherness values, beliefs and ways of thoughts (Byram, Gribkova & Starkey, 2002). As long as we are aware that understanding a different culture will make us think of our own, we will be able to accept differences, and tolerance may be one of the most important values in order to make us live in a better and more peaceful world, as claimed by Gimenez (2001).

In chapters 9 and 10 of this e-book, we propose the following cycles of activities:

- ❖ Deconstructing Stereotypes, and
- ❖ Contextualizing and Analyzing Urban Tribes.

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CYCLE 9**Deconstructing stereotypes***Deconstructing stereotypes related to urban tribes*

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Introduction

The present activity aims at investigating how to acquire and use the intercultural competences in class in order to benefit our students to practice tolerance within any kind of differences as well as deal with stereotypes and prejudices. People are unique and teachers should be really concerned in problems stereotypes may cause. Whenever stereotypes are constructed, differences and uniqueness are somehow left apart.

Since people are different and belong to different culture along their lives, the present activity aims at making students reflect on their prejudices and preconceived ideas, deconstructing their views on stereotypes. Students should also realize their real reasons for having those perspectives. In this way, hopefully they will be able to accept differences as a natural process and learn from their new perspectives, when they become intercultural individuals.

Overall Objective: To have students reflect on their prejudices and preconceived ideas, deconstructing their views on stereotypes.

Level: Intermediate to advanced.

Summary of the cycle

PRACTICES	FEATURES
1. Brainstorming	Elicitation of students' views on stereotypes as well as generalizations.
2. Thinking Critically	Elicitation of some stereotypes students have heard about people, tell their opinion whether or not they agree and explain their reasons.
3. Creating	Production of a discussion regarding the stereotypes listed by the students.
4. Meta-Analyzing	Follow-up discussion on the differences between their opinions before and after the discussion, as well as their feelings and awareness about what they have learned from it.

Practice 1 (*Brainstorming*)

Objective: To elicit students' views on stereotypes as well as generalizations.

Steps:

1. The teacher writes the word *stereotypes* on the board and asks students to give examples of some stereotypes that come to their minds. If they have problems to identify them, the teacher can write them on the board.
2. Then, s/he asks students the difference between a stereotype and a generalization (a stereotype does not allow for individuality, and often encourages critical or negative judgment, while a generalization is non-judgmental and allows for individuality), as in the example:

Stereotype: All soccer fans are aggressive.

Generalization: Some soccer fans may be aggressive when they go to soccer matches.

Practice 2 (*Thinking Critically*)

Objective: To have student's think about some stereotypes they have heard and provide a chance for them to explain their points of view regarding these stereotypes.

Steps:

1. The teacher distributes a task sheet (see below) and tells students to use the left-hand column to list five stereotypes they have heard about people. In the middle-column, they should tell whether or not they agree with the stereotype and give their reasons. The right-hand column will be used after the discussion in class about the stereotypes with their new perspectives and feelings regarding them. Teacher should allow enough time for students to fill in the left and middle columns on the task sheet.

Stereotypes	Students' opinions	New perspectives
E.g.: All soccer fans are aggressive.	<i>E.g.: I definitely agree, because every time I watched soccer matches I had bad experiences./I completely disagree, because I'm a soccer fan and I'm not aggressive at all.</i>	<i>E.g.: Indeed, it's not all soccer fans who are aggressive, perhaps where I was sitting or the days I watched the matches I observed some fights. But in fact, it wasn't the whole stadium that was violent.</i>

Practice 3 (*Creating*)

Objective: To promote a discussion about stereotypes, aiming at their deconstruction.

Steps:

1. The teacher raises a discussion in class about stereotypes in an attempt to deconstruct each of them. Questions can be made having intercultural studies in mind.
2. Then, the teacher asks students to fill in the right column after the discussion in class and check whether there were differences in their reactions before and after the discussion.

Practice 4 (*Meta-Analyzing*)

Objective: to discuss the differences between their opinions before and after the discussion, as well as their feelings and awareness about what they learned.

Steps:

1. Finally, the teacher asks students how they felt doing the activity and what they have learned from it.

CYCLE 10**Contextualizing and Analyzing Urban Tribes***Deconstructing stereotypes related to urban tribes*

Felipe Antonio de Souza

José Augusto Simões de Miranda

Introduction

The follow-up activities extend the sense of stereotypes working with the notion of ‘urban tribes’, also known as ‘subcultures’. Michel Maffesoli used the term *Urban Tribe* first time in 1985 to refer as micro-groups of people who share common interests in urban areas. Therefore, to discuss issues related to social groups in classrooms is an important tool to establish a ground for discussion of several social issues, such as identity, preconceived ideas and discrimination. With that being said, the second and third activities also work with images, since the aesthetics of such movements are very impactful and singular in relation to their identity.

Overall Objective: To spread the notion of diversity among students, working with the theme of social groups from different places and backgrounds; and to raise awareness in relation to how these micro-groups are formed due to different interests within the same community and how intercultural relations enrich society as a whole.

Level: Intermediate to advanced.

Summary of the cycle

PRACTICES	FEATURES
1. Brainstorming	Elicitation of students' background information on urban tribes.
2. Analyzing/Thinking Critically	Analysis of visual representations of urban tribes and questions; Questions to work critical aspects and raise awareness about social groups. Role-play to work interaction and problem-solving.
3. Creating	Students create, as homework, a presentation of an urban tribe, which will be presented in the following class.

Practice 1 (*Brainstorming*)

Objective: To elicit students' background information on urban tribes.

Steps:

1. The teacher writes on the board the words *Urban* and *Tribes* and asks students what come to their minds with these words separate and then together.
2. After this, the teacher writes on the board the following statement about urban tribes: *social groups that share similar taste, usually in music, sports, clothing styles, beliefs or any interest at general.*
3. Then, s/he asks students if they can name some examples of urban tribes. It is important to mention that despite the name usually denominated as *urban* tribe, some groups do not necessarily belong only to urban spaces such as Rastafari, hippies and others.

Practice 2 (*Analyzing/Thinking Critically*)

Objective: To analyze visual representations of urban tribes and questions

Steps:

1. Following the previous discussion, the teacher shows a set of pictures on a slideshow containing several different representations of urban tribes that are easily found on the internet:

Examples of images:





All pictures retrieved from google images.

2. The teacher gives students a paper with several names of urban tribes and asks students to match the pictures on the slideshow with their names on the paper.

Names in the paper:

**emo - goth – surfers – hippies – Rastafari - hip hop
geeks/nerds – preppy – punks – skater – headbanger**

3. In relation to the images, the teacher asks them how they could identify each urban tribe, and if they found some kind of stereotyping of a social group in relation to the images portrayed.
4. Afterwards, the teacher asks students to gather in pairs or trios and answer the following questions:
 - ❖ Choose 3 urban tribes and talk about your first impressions.
 - ❖ What do these people do and wear?
 - ❖ What kind of music do they listen to?
 - ❖ Where do they usually go?
 - ❖ Do you know anyone who is a member of an urban tribe?
 - ❖ Can you think of any urban tribe who is particularly from your place?
 - ❖ Which urban tribes illustrated before are identified by:
 - ❖ musical taste / sports / fashion style / other interests?
 - ❖ Do you think some urban tribes can be pejorative? Which ones and Why?
 - ❖ Discuss about the following statements:
 - ❖ Your appearance shows your personality / People like to belong to groups
5. Later, students talk to the class about their answers and have a discussion in big group.
6. After the discussion, the teacher tries to deconstruct any preconceived or prejudiced idea conveyed about social groups and brings up the sense of identity and membership of social groups as something important for individual development and how the aesthetics are valid to represent their

interests throughout fashion styles. The teacher should point out, however, issues of discrimination and stereotyping about some urban tribes.

7. Finally, the teacher asks students to gather in pairs and roleplay this situation: *What would you say if your son started dressing goth/hippie?* Then, have a big discussion in groups where students share their responses.

Practice 3 (Creating): Creating a Presentation

Objective: To provide an opportunity for students to express what they have learned with a presentation.

Steps:

1. The teacher asks students with their pairs or trios to prepare a presentation stating critical points about urban tribes, such as *how they are usually represented, which stigmas follow such social groups, etc.* The presentation can be guided by one of these options:

a) Talk about an urban tribe typical from your place.

b) Talk about a popular movie that explores urban tribes.

Suggestions: *The Perks of Being a Wallflower (2012)* *Mean Girls (2004)* *Dazed and Confused (1993)*, among others.

2. Later, the students present what they prepared. Important points can be raised to combat any kind of discrimination respecting the diversity of society.
3. Then, the teacher asks students how they felt doing both activities and what they have learned from them.

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