

Activity Name: “Rimaykullayki Peru! (Hello Peru!)”

SDG focus: SDG 4

Aims

- Express their thoughts about Peru and the Peruvian culture
- Negotiate meaning with their classmates through the use of the L2
- Stay on task when working in small groups
- Reflect upon their own learning to use this reflection as a means to identify the areas which need more work
- Raise awareness on SDG 4 and how intercultural education impacts quality education
- Draw parallelism between the activities carried out in the classroom and the real world

Language focus

- Written and oral comprehension and expression.

Creative focus

- Narrative.

Level: A2

Age: 11-14

Time: 45 minutes

Preparation

- Prepare the material: Peruvian soap opera, projector, computer, Peruvian food, music, clothing pictures, Peruvian clothes, flashcards with vocabulary, handouts.

Procedure

- Day 1- This is the introductory day to the “The Cock-on-the-Rock Explorer” module and therefore its main objective is to activate students’ knowledge of

Peru. Moreover, we believe that despite being a module within the subject of English we can take advantage of the situation by using the tale as a means to teach students some cultural knowledge (intercultural education which impacts SDG 4, that is, quality education). We believe this to be a good idea as we think it is very enriching to get to know about how other people live. Obviously, not everything about a country can be tackled in an English classroom therefore, we have decided to focus on what we consider to be four of the main cultural pillars of a country, that is, food, music, clothing and language.

- To do so, we have divided the lesson into three different parts which have as a common thread Peru and its culture. As a warm-up activity, we have decided to start off with the projection of an extract from a Peruvian soap opera as a trigger for the teacher to establish the baseline knowledge of the students in the classroom. Then, using this as a starting point, we would ask students questions on the country, its location, local celebrities... Additionally, we would also use the visual support of a Powerpoint with the answers to these questions. In conducting this activity we would be using Communicative Language Teaching as our goal is to get students thinking about what they know about Peru and to foster communication by encouraging students to say whatever crosses their minds.
- As the main body of the lesson, which will be closely connected to the cool down, we have decided to work with learning corners. That is, the teacher will set up four different corners in the classroom with the aforementioned four main cultural pillars and students will move through them experiencing each of the aspects which are presented. In conducting this activity we are mainly

employing Communicative Language Teaching, however, Grammar Translation will also be used in the language corner where students have to match the word by guessing its meaning in the three different languages.

- Finally, as the cooldown to our session, we would provide students with a worksheet which they would have to fill in by briefly describing what they have thought and learnt on each of the corners. This will be done individually and will conform the first part of a cross-curricular activity which will have as an end result the creation of a leaflet. It is cross-curricular because it will be done in conjunction with the Spanish and the Valencian department. Additionally, in doing it we would be using Task-Based Learning because students' work is always directed at the fulfilment of a realistic final task so that motivation is increased, and pupils strive to do their best instead of focusing solely on the English language.
- Activity 1. Warm-up: Students watch the Peruvian soap opera extract. They watch it twice. The first time around unaided and the second time they are given a transcript to follow. Right after the teacher asks them questions such as: Can you tell where this is set? Do you know of any local celebrities? What do you know about Peru? What is their flag like? To help students, the questions, as well as the answers (usually in the form of an image), will be projected on a Powerpoint presentation. The teacher encourages participation by randomly choosing students to answer the questions. The teacher assures students there is no right or wrong answer to foster communication. In doing this activity we would be using communicative language teaching as our goal is to get students thinking about what they know about Peru but mainly,

what we aim to do is to foster communication by encouraging students to say whatever crosses their minds so that they start thinking in English. Additionally, errors will be seen as a natural outcome of the development of communication skills as students will be using the language spontaneously. With regards to the role of the teacher during this activity, he will not limit himself to interact with students but will act as an independent participant which consequently means that students become managers of their own learning (10 minutes).

- Activity 2. Body: Students are divided into four groups and assigned one of the four corners. The teacher informs the students that these corners are part of an art exhibition. He makes sure that they are aware of the prompts on each of the corners as these provide them with questions to start discussing as well as conversation starters. Then, each of these groups is divided into pairs or groups of three which are given the task to experience the corners together and share their impressions using the prompts to help them. Every 4 minutes, the teacher asks students to move to the next corner. During the activity, the teacher moves around the room to make things clear as well as to make sure that English is the language being spoken. In the development of this activity, mainly communicative teaching will be employed as its main aim is to position students as negotiators of meaning, that is, they have to make themselves understood within their group as well as to discuss their thoughts for each of their corners. Furthermore, authentic materials are used so that students are allowed to develop strategies to understand language as it would actually be used by native speakers. Moreover, the fact that

it is done in small groups means that students are allowed to feel more confident to try out ideas which can then later be communicated to the rest of the class, as well as to acquire vocabulary and grammar constructions from their fellow group members. As a result of the way the task is posed, a real situation at an exhibition, students get to experience in a lesson something which they might also have to experience in the real world. It is mainly communicative because grammar-translation will also be used in the language corner where students have to match the word by guessing in the three different languages (English, Spanish and Quechua). We believe grammar-translation to be a good option because it helps to embrace differences and to establish the links between the three languages (15 minutes).

- Activity 3. Cooldown: The teacher distributes the handout with prompts and asks students to fill it in with what they have learnt during the lesson. Before telling students to start with the activity, the teacher makes sure they all understand what is expected from them by picking a couple of students to answer some of the questions orally. This handout will, later on, be used by students to write up the final activity. When they have finished answering the questions, the teacher asks some of the students to read them to the class. This last part of the lesson is based on Task-Based Learning because it is conceived to be part of a project which has a final product the creation of a leaflet in collaboration with the Spanish and the Valencian department, that is the employment of a cross-curricular activity. Filling in the handout would be the first part of the project which will then be developed with a trip and with the final creation of a leaflet.

- The idea is for the three teachers to get together and agree to work on three different stories which also contain cultural values like The Cock-of-the-Rock Explorer and which have as a common theme Peru. Moreover, a trip will be organized to the Peruvian Cultural Association in Valencia so that students get the chance to talk to native people and learn more about their culture. The final activity for the three subjects is for students to capture what they have learnt, both in the classroom and during the trip, in a leaflet in the three different languages in groups of three. Additionally, these leaflets could then be showcased around the school so that visitors and other students can see them. The reason for using TBL to complete this activity is to help students forget that they are using a foreign language. In doing this activity students will be motivated and do their best to make themselves proud as many other people are going to be the witness of the quality of their work. Finally, by using TBL, students will have much more varied exposure to language which will arise according to students' needs, hence, autonomous learning will be promoted instead of having the teacher decide what they consider to be important (20 minutes).

Follow-up

- Consider:
 - 1.1 To be able to identify the main ideas in an oral text.
 - 1.2 To identify the main sociocultural and sociolinguistic features in the text.
 - 1.3 To guess the meaning of words using the context as well as the visual support.
 - 2.1 To produce with the help of the prompts given by the teacher well-structured oral texts despite there being occasional pauses

and hesitations. 2.2 To use previous knowledge of linguistics and paralinguistics in the construction of their speech. 2.3 To use tone, rhythm, and cadence to enhance communication even though there might be some errors.

3.1 To understand the main ideas in a written text. 3.2 To guess the meaning of words in a written text from the context.

4.1 To produce very brief written texts. 4.2 To adequate the register and the vocabulary used in written texts to the aim of the task.



Warm-up

Youtube video - soap opera (0,15-0,55):
<https://youtu.be/rUynqZzsubU?t=16>

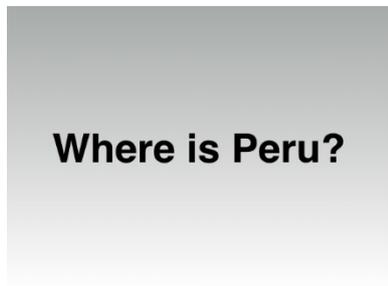
Transcript: “How could you have kept such a secret from me? I am your daughter, your flesh and blood. You know how I felt abandoned! That my sisters and my brothers didn’t care for me. That my mother did not love me.

You know how much I wanted to be part of my family and you, my father, you were there all along. I trusted you, I respected you, I loved you for being like a father to me and now to know that you are my father... How can you be so cruel?”

Food corner:



Presentation (example):



(These, if possible, will be prepared by the teacher so that students can try them)

Music:

<https://www.youtube.com/watch?v=elb5FiimnEo>

Clothing:



Name:
 Year:
 Date:
 Teacher:

TALIS - The Cock-of-the-Rock Explorer



What have I learnt? - PERU

Food: Did you like the food? What did it taste like? Had you ever tried it before?

Music: What does this music make you feel? What does it remind you of? What does it make you think about?

Clothes: Do you like this type of clothes? Would you wear them? Which is your favourite?

Vocabulary: Did you find any similarities between the words in Quechua and the words in English? How about in Spanish? Can you remember any of the words?

Cooldown

