

PROIECTE DIDACTICE / DIDACTIC PROJECTS

ON CULTURAL DIVERSITY IN EFL CLASSES

1

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Abstract

The material described in the article represents a day's planning. It is the mirror of an everyday English class that provides the necessary information for the development of a lesson in the 12th form. It presents the stages of the lesson, the subcompetences, the methods and the explanation of the whole activity. The relations between the teacher and the class are close and students are free to express their ideas not feeling frustrated. They try to use the already developed skills in fluent English and find the answers to all the teacher's questions.

The methods used are: brainstorming, grammar, translation, silent way, group work, etc. They allow the students to have an adequate behaviour and be very active during the lesson. The poem really gives the possibility to use role play and teach acting.

Keywords: *planning, subcompetences, stage, didactic method, teaching acting.*

Rezumat

Materialul expus reprezintă planul unei lecții de limbă engleză în clasa a XII-ea. El înglobează etapele lecției, subcompetențele care pot fi dezvoltate, metodele de dezvoltare a acestora și activități practice pentru fiecare etapă.

Planul în cauză este întocmit în așa fel, încât elevii să nu se simtă stingheriți în exprimarea ideilor. În plan, accentul este pus pe deprinderile formate deja de întrebuintare fluentă a limbii engleze. Metodele recomandate - asaltul de idei, traducerea selectivă în limba maternă, lucrul în grup, silent way etc. - au drept scop formarea la elevi a unui comportament adecvat în cadrul lecției. Poezia propusă oferă posibilitatea practicării jocului de rol și a artei actoriei în cadrul lecției.

Cuvinte-cheie: *proiect, subcompetențe, etapă, metodă de predare/învățare, activitatea profesorului.*

Form: *the 12th.*

Type of class: *mixed.*

Time: *45 min.*

(Class) Stages Aims: *discovering and presenting the wonder of different areas of culture; decoding the message of the poem: "We and They" and its analysis; debating different themes based on cultural and moral associations and differences of a country and other ones.*

Resources: *text-book, different cards with proverbs and quotations, Oxford Dictionary.*

Methods: *brainstorming, communicative, group-work, class work, individual work, listening, audio/lingual/direct.*

Class stages	Class Stages Aims	Stages Contents	Teacher's activities during the	Pupil's activities during the	Feed-back
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			Class Stages	Class Stages	
Stage 1: Class Start		“On Cultural Activity”	The teacher greets the class and tries to present to his pupils the class topic.	Pupils greet the teacher and are listening to the teacher’s information and are very attentive.	Pupils will be involved in all the activities.
Warming up			He announces the pupils that they will have to discuss about an interesting subject.		
		Class quotation	After that, the teacher tries to introduce the new topic with an interesting quotation that contains the word <i>culture</i> , a word that is hidden and the pupils have to guess.	They are attentive and listen to the teacher’s discourse. They try to guess the word.	
Activities		Class quotation	If the pupils can not guess the word, their teacher tries to help them. He says: “Everything is based on this thing. We depend on it. One by one we form it. Our language, history, arts are parts of it”.		
			When the pupils guess the word, the teacher says: “So, you guessed it!”	When they guess it, they are ready to continue the activities.	
			After that, he shows the following complete quotation to his pupils: “ <i>Culture</i> is the collective	The pupils are attentive and look and listen to their teacher, after that they answer	

			<p>programming of the mind which distinguishes the members of one group from another". He asks: "How do you understand this quotation?" "While listening to my presentation you will have to create your own ideas about the diamond of country that is its culture. This well developed and structured benefit is like a heritage obtained from old generations that includes the most expensive and old traditions and values of a nation. Even if we do not realize we participate at its enrichment with our work, activities and life in general. And realizing this fact there appear some questions in our mind like: <i>What are we to do to have a prosperous and always alive culture? Who is responsible for its survival? What will happen, if we don't continue it? What do you think about these</i></p>	<p>teacher's questions. Pupils answers of the teacher's questions): <i>Pupil 1:</i> "I think that we must do everything we can to enrich our culture, to maintain and make it a heritage for other generations." <i>Pupil 2:</i> "My opinion is that it is our duty to help this extra world of traditions performing different actions to convince people to make efforts and continue it." <i>Pupil 3:</i> "We must participate at different concerts, competitions, organize art exhibitions and many other activities based on continuing our national culture." <i>Pupil 4:</i> "I think that everyone of us should be responsible for its survival and everyone</p>	
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			questions?"	must do at least something to continue it."	
Motivation activity	<i>discovering and presenting the wonder of different areas of culture.</i>	Questions Dialogue	<p>The teacher continues to ask questions like: <i>How do you understand the word "culture"? What do you think is its definition? Can you find any synonyms of this word? How many areas of culture can we distinguish? How many different things form our history, tradition and future?</i></p> <p>The teacher says: <i>Very good, pupils! And now, let us see how a pyramid of culture grows (and the teacher hangs the poster on the blackboard). Who would like to characterize some of these areas? Do these areas match your ideas about cultures that you had to work on at home? Let us see and hear your attitude toward our culture! The teacher hangs the cards with the names: society, culture, children education, traditions, responsibility</i></p>	<p>The pupils present their ideas about culture. They say: <i>This is our heritage left by our great grandparents for us, their next generation. Culture is the most beautiful thing formed by our values, our past, present and future. We may have different education, music, cooking, religious practices, languages, etc.</i></p> <p>The pupils present their ideas about these different areas.</p>	<i>Pupils understand the vocabulary and present their opinions and motivation.</i>

			and others on the blackboard.		
Checking homework 1		Essay	While listening to their homework that consists in an essay, the teacher organizes a debate being helped by the brainstorming method. Then the teacher arranged the cards correctly to create a pyramid.	The pupils present their essays. Some pupils present their essays orally, like a presentation. Then having different ideas based on culture they are involved into a debate having some ideas and questions as base of the discussion. The ideas are: we must be responsible for our future culture (<i>yes or no</i>); culture may not progress without our help (<i>yes or no</i>), etc.	<i>Pupils understand the essays and questions vocabulary and present their opinions and motivation.</i>
Checking homework 2	<i>decoding the message of the poem: "We and They" and its analysis</i>	The poem "We and They"	The teacher says to his pupils: <i>Present the poem "We and They" by heart!</i>	The pupils present the poem by heart. Some pupils translate it in Romanian.	
			After hearing the poem the teacher suggests that his pupils analyze it. The teacher expresses some ideas about the message of the presented poem. He invites his pupils to participate at the discussion and continue the	The best pupils participate to the analysis. The teacher's ideas are analyzed by the pupils and they are ready to express their ideas through lots of comparisons and	<i>Pupils understand the vocabulary and present their opinions and motivation.</i>

			dialogue.	expressions.	
New information	<i>debating different subjects based on cultural and moral associations and differences of a country and other ones.</i>	A new quotation	After having heard the ideas of his pupils, the teacher presents them some cards with new quotations and asks them to explain the newly presented information.	The pupils listen to the information presented and give their explanations.	<i>Pupils understand the new information and participate to the organized conversation</i>
Activities		Info Box	After having worked with the cards, the teacher presents the included in the Info Box new information.	The students listen to the teacher and read the Info Box. Then they have to work a little with it to be able to express it orally.	
		Life Skills		The pupils have to help each other with the translation and oral presentation.	
				While the pupils are preparing for the oral presentation, the teacher presents them the new things included into the Life Skills heading. These are some rules or General Guidelines to Enhance Multicultural Understanding.	
Application		Creation of the own rules.		The pupils are thinking over these rules and begin writing then presenting their own.	

Homework			The teacher writes on the blackboard the homework.	They put down the homework.	
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WE AND THEY

By Rudyard Kipling

FATHER, Mother, and Me
 Sister and Auntie say
 All the people like us are We,
 And every one else is They.
 And They live over the sea,
 While We live over the way,
 But - would you believe it? - They look upon We
 As only a sort of They!
 We eat pork and beef
 With cow-horn-handled knives.
 They who gobble Their rice off a leaf,
 Are horrified out of Their lives;
 And They who live up a tree,
 And feast on grubs and clay,
 (Isn't it scandalous?) look upon We
 As a simply disgusting They!

We shoot birds with a gun.
 They stick lions with spears.
 Their full-dress is un-
 We dress up to Our ears.
 They like Their friends for tea.
 We like Our friends to stay;
 And, after all that, They look upon We
 As an utterly ignorant They!
 We eat kitcheny food.
 We have doors that latch.
 They drink milk or blood,
 Under an open thatch.
 We have Doctors to fee.
 They have Wizards to pay.
 And (impudent heathen!) They look upon We
 As a quite impossible They!
 All good people agree,
 And all good people say,
 All nice people, like Us, are We
 And every one else is They:

But if you cross over the sea,
Instead of over the way,
You may end by (think of it!) looking on We
As only a sort of They!

Footnote:

To gobble - to eat quickly, noisily and greedily;

Wizard - magician, person with amazing abilities;

Grub - larva of an insect;

Heathen - believer in a religion other than the chief world;

Thatch - a roof covering of dried straw, reeds, etc.