# **PROIECTE DIDACTICE / DIDACTIC PROJECTS**

### **ON CULTURAL DIVERSITY IN EFL CLASSES**

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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  $12^{th}$  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 întrebuințare 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 $12^{th}$ .
Type of class: mixed.
<b>Time</b> : 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.
<b>Resources</b> : <i>text-book, different cards with proverbs and quotations, Oxford Dictionary.</i>
Methods: brainstorming, communicative, group-work, class work, individual work,
listening, audio/lingual/direct.
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Class stages	Class	Stages	Teacher's	Pupil's	Feed-back
_	Stages	Contents	activities	activities	
	Aims		during the	during the	

			Class Stages	Class Stages	
	Stage 1:	"On	The teacher	Pupils greet	Pupils will
	Class	Cultural	greets the class	the teacher	be involved
	Start	Activity"	and tries to	and are	in all the
	Start	Activity	present to his	listening to the	activities.
2				teacher's	activities.
	-		pupils the class	information	
01	<b>TA</b> 7		topic.		
)7	Warming up		He announces the pupils that	and are very attentive.	
E)			they will have to	attentive.	
Ņ			discuss about an		
CS					
sti			interesting		
ni		Class	subject.		
പ്പ			After that, the teacher tries to		
÷Ħ		quotation			
с Г			introduce the		
ie			new topic with		
Įd			an interesting quotation that	They are	
4P			contains the	attentive and	
f /			word <i>culture</i> , a	listen to the	
10			word that is	teacher's	
าย			hidden and the	discourse.	
LIT			pupils have to	They try to	
<u>10</u>			guess.	guess the	
]]	Activities	Class	If the pupils can	word.	
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nn		1	word, their		
ia			teacher tries to		
Glotodidactica Biannual Journal of Applied Linguistics, 2(II)2011			help them. He		
ici			says:		
act			"Everything is		
idi			based on this		
po.			thing. We		
lot			depend on it.		
G			One by one we		
			form it. Our		
			language,		
			history, arts are		
			parts of it".		
			When the pupils	When they	
			guess the word,	guess it, they	
			the teacher sais:	are ready to	
			"So, you	continue the	
			guessed it!"	activities.	
			After that, he	The pupils are	
			shows the	attentive and	
			following	look and listen	
			complete	to their	
			quotation to his	teacher, after	
			pupils: "Culture	that they	
			is the collective	answer	

r				
	programming of			
	the mind which	questions.		
	distinguishes	Pupils		
	the members of	answers of the		
	one group from	teacher's		3
i	another". He	questions):	_	3
	asks: "How do	Pupil 1: "I		0
	you understand	think that we		lo
	this quotation?"	must do		tou
	"While listening	everything we		dic
	to my	can to enrich		lac
	presentation	our culture, to		ti
	you will have to	maintain and		ca,
	create your own	make it a		$\mathbf{\Sigma}$
	ideas about the	heritage for		Ľ.
	diamond of	other		<u>[</u> ]
	country that is	generations."		II,
	its culture. This	Pupil 2: "My		, V
	well developed	opinion is that		ol
	and structured	it is our duty		Glotodidactica, Anul II, vol. 2, 2011
	benefit is like a	to help this		Ň
	heritage	extra world of		. <u>0</u>
		traditions		
	old generations	performing		
	that includes the	different		
	most expensive	actions to		
	and old	convince		
	traditions and	people to		
	values of a	make efforts		
	nation. Even if	and continue		
	we do not	it."		
	realize we	Pupil 3: "We		
	participate at its	must		
	enrichment with	participate at		
	our work,	different		
	activities and	concerts,		
	life in general.	competitions,		
	And realizing	organize art		
	this fact there	exhibitions		
	appear some	and many		
	questions in our	other activities		
	mind like: What	based on		
	are we to do to	continuing our		
	have a prosperous	national		
	and always alive	culture."		
	culture? Who is	Pupil 4: "I		
1	responsible for its	think that		
	survival? What	everyone of us		
	will happen, if we	should be		
	don't continue it?	responsible for		
	What do you	its survival		
	think about these	and everyone		
		everyone		

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			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 (yes or no); culture may not progress without our help (yes or no), etc.	Pupils understand the essays and questions vocabulary and present their opinions and motivation.	<sup>15</sup> Glotodidactica, Anul II, vol. 2, 2011
Checking homework 2	decoding the message of the poem: "We and They" and its analysis	The poem "We and They"	The teacher sais to his pupils: <i>Present the poem</i> <i>"We and They"</i> <i>by heart!</i> 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 pupils present the poem by heart. Some pupils translate it in Romanian. 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	Pupils understand the vocabulary and present their opinions and motivation.	

				dialogue.	evpressions	
aistics, 2(II)2011 م	New information 	debating different subjects based on cultural and moral associations and differences of a country and other ones.	A new quotation	After having heard the ideas of his putils, the teacher presents them some cards with new quotations and asks them to explain the newly presented information. After having	expressions. The pupils listen to the information presented and give their explanations. The students	Pupils understand the new information and participate to the organized conversation
rnal of Applied Lingu	Activities		Life Skills	worked with the cards, the teacher presents the included in the Info Box new information.	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. The pupils	
Glotodidactica Biannual Journal of Applied Linguistics, 2(II)2011				While the pupils are preparing for the oral presentation, the teacher presents them the new things included into the Life Skills heading.	have to help each other with the translation and oral presentation. The pupils are ready to present how they understood the new information they listen to the teacher	
				These are some rules or General Guidelines to Enhance Multicultural Understanding.	and ask questions during the teacher's explanation.	
	Application		Creation of the own rules.		The pupils are thinking over these rules and begin writing then presenting their own.	

Homework		The writes blackbo	on	the	They down homewor	put the	
		homew		uie	nomewor	к.	

# 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.